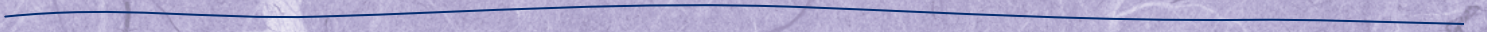




# FACILITATOR'S GUIDE



**CALCASA**  
CALIFORNIA COALITION  
AGAINST SEXUAL ASSAULT



# Facilitator's Guide

INTRODUCTION	vii
ACKNOWLEDGMENTS	ix
<u>Part 1—Facilitator's Role</u>	1
ONE TITLE, MANY ROLES	3
FEMINIST EMPOWERMENT MODEL	4
GOAL AND PROCESS FOR WORKSHOPS	5
<u>Part 2—Goals and Expectations</u>	9
GOALS FOR THE TRAINING	11
SCREENING PROCESS	13
<u>Part 3—Course Design</u>	17
ADULT LEARNING	19
STRATEGIES FOR STRUCTURING THE COURSE	21
SELECTING AND PREPARING THE SITE	27
PLANNING AN INDIVIDUAL SESSION	28
INCORPORATING STAFF AND VOLUNTEERS	31
CHOOSING TEACHING METHODS	32
<u>Part 4—Tools and Techniques</u>	35
OVERCOMING FACILITATOR ANXIETY	37
CREATING A SAFE AND OPEN ENVIRONMENT	38
SETTING EXPECTATIONS AND GROUND RULES	41
BUILDING PARTICIPATION	43
FACILITATING DISCUSSIONS	46
ASKING QUESTIONS	51
MANAGING CONFLICT	55
MANAGING TIME	59
CHECKING IN AND CHECKING OUT	60
USING EXPERIENTIAL ACTIVITIES	63
ROLE-PLAYING	65
FACILITATING FILMS AND VIDEOS	68
CORRECTING OUR MISTAKES	70
KEEPING TRACK OF QUESTIONS AND IDEAS	71

<u>Part 5—Training Challenges</u>	73
GROUP BEHAVIORS	75
HEIGHTENED ANXIETY, FEAR, AND ANGER	80
BUILDING CULTURAL COMPETENCY	81
MANAGING UNSOLICITED DISCLOSURES	84
USING GUEST PRESENTERS	88
WHEN A PARTICIPANT NEEDS TO LEAVE THE GROUP	95
<u>Part 6—Evaluation</u>	99
EVALUATING THE TRAINING PROGRAM	101
EVALUATING PARTICIPANTS	104
<u>Part 7—Instructional Modules</u>	107
INTRODUCTION	109
TOPIC: INTRODUCTION TO TRAINING	111
TOPIC: HISTORICAL, PSYCHOLOGICAL, AND SOCIOCULTURAL ASPECTS OF SEXUAL ASSAULT	112
TOPIC: VIOLENCE AGAINST WOMEN	113
TOPIC: OVERVIEW OF RAPE AND SEXUAL ASSAULT	114
TOPIC: SEXUAL HARASSMENT	116
TOPIC: DOMESTIC VIOLENCE AND SPOUSAL/PARTNER RAPE	118
TOPIC: RAPE TRAUMA SYNDROME AND COPING PATTERNS	120
TOPIC: CHILD SEXUAL ABUSE	121
TOPIC: ADULT SURVIVORS OF CHILD SEXUAL ABUSE	122
TOPIC: CRISIS INTERVENTION PRINCIPLES	124
TOPIC: CRISIS INTERVENTION TECHNIQUES	125
TOPIC: CRISIS INTERVENTION APPLICATIONS	126
TOPIC: ANTI-OPPRESSION THEORY	127
TOPIC: CULTURAL COMPETENCY AND ALLY BUILDING	128
TOPIC: PROVIDING CULTURALLY COMPETENT SERVICES TO SPECIFIC POPULATIONS	129
TOPIC: PROVIDING SERVICES TO SIGNIFICANT OTHERS AND SECONDARY VICTIMS	130
TOPIC: PORNOGRAPHY AND PROSTITUTION	131
TOPIC: MEDICAL ISSUES	132
TOPIC: LAW ENFORCEMENT PROCEDURES	133
TOPIC: LEGAL ISSUES	135
TOPIC: SELF-DEFENSE	138
TOPIC: REFERRAL METHODS AND RESOURCES	139
TOPIC: VICARIOUS TRAUMA, BURNOUT, AND SELF-CARE	140
TOPIC: VOLUNTEER POLICIES AND PROCEDURES AND AGENCY OPERATIONS	141
TOPIC: CLOSING TRAINING	142

<i>Part 8—Learning Activities</i>	145
INTRODUCTION TO LEARNING ACTIVITIES	147
OPENINGS AND CLOSINGS	149
QUICK CLOSING QUESTIONS	150
HOMEWORK	151
SCAVENGER HUNT	152
GET TO KNOW YOU—TWENTY QUESTIONS	152
EXTENDED NAME TAGS	155
INSPIRATIONAL READING	155
“THE REALLY BAD DAY”: AN EXERCISE ABOUT ANGER	156
WOMEN’S HISTORY TRIVIA GAME	157
THE ALLIGATOR RIVER STORY, “ANALOGY,” AND DISCUSSION GUIDE	158
THE TRIAL OF MR. SMITH	162
TALKING BACK, PART I: RESPONDING TO VERBAL HARASSMENT	164
TALKING BACK, PART II: TAKING A COMPLIMENT	165
LISTENING SKILLS	165
OPEN-ENDED QUESTION QUIZ	166
“THE BROKEN DOLL STORY”	167
LISTENING SKILLS EXERCISE 1	167
LISTENING SKILLS EXERCISE 2	168
EXPRESSING CONCERN USING “I” MESSAGES	169
BUILDING BLOCKS OF COMMUNICATION: ELEMENTS THAT HELP AND HINDER	169
RECOGNIZING SELF-DESTRUCTIVE THINKING PATTERNS	170
ENDING A CONTACT	171
COPING WITH OVERWHELMING EMOTIONS	171
CONSCIOUSNESS-RAISING EXERCISE	173
WHAT’S YOUR OPINION?	173
WHO WOULD YOU BE?	176
WHO WOULD YOU SERVE?	178
CIRCLES OF PRIVACY	178
VALUES CLARIFICATION QUESTIONS	179
POWER SHUFFLE	181
INTERCULTURAL BINGO	183
CULTURE MATES: A CROSS-CULTURAL SIMULATION	185
YOU KEEP ON KNOCKING (BUT YOU CAN’T COME IN)	186
WHAT’S YOUR BACKGROUND	186
CULTURAL ALTAR	187
SPEAKING TRUTHS AND LIES	188
THE HETEROSEXUAL QUESTIONNAIRE	188
THE CAROUSEL	189
WHO AM I AND WHERE DID I COME FROM?	191
TWO-SESSION WORKSHOP: RACISM, HOMOPHOBIA, AND DISABILITY AWARENESS	193

ELDERLY AND AGING SENSITIVITY EXERCISE	199
DISABILITY AWARENESS EXERCISE	200
SAMPLE TEST QUESTIONS	202
A DOZEN GREAT IDEAS	205
ADDITIONAL ACTIVITIES	206
SAMPLE ROLE-PLAYS	209
<u>Appendix</u>	233
SAMPLE DOCUMENTS	235
OCJP TRAINING STANDARDS AND CERTIFICATION REQUIREMENTS	247
SAMPLE SYLLABUS	253
BIBLIOGRAPHY	257

# Introduction



THE STAFFS OF RAPE CRISIS CENTERS POSSESS a wealth of collective knowledge and experience in training adults to become sexual assault counselors and advocates. Typically, a great deal of information passes from one center to the next. The National Coalition Against Sexual Assault (NCASA), California Coalition Against Sexual Assault (CalCASA), and other organizations have also provided learning opportunities and contributed to this body of knowledge. However, because rape crisis centers have often relied on a rich oral tradition, and because of staff turnover and volunteer attrition, valuable information and experiences can be, and have been, lost. This guide has drawn upon the expertise, diverse experience, and input of our peers in the field to create a tangible guide that is comprehensive, accessible, easy-to-use, and based on firsthand experience, as well as one that we hope educates, encourages, and inspires.

The development process relied heavily on the input of both new and experienced facilitators. CalCASA sent a notice to rape crisis centers asking if they were interested and available to participate in a telephone interview about their training programs. Twenty-six people responded, and all twenty-six shared information about their unique programs, organizational and facilitation challenges, and personal experiences. Experienced facilitators contributed successful strategies, effective teaching tools, methods, insights, and anecdotes. Less experienced trainers brought a fresh perspective and new ideas, called attention to contemporary issues, and helped determine the needs to be met by this project.

Consistent with feminist principles of inclusion and respect, the development process encouraged the participation of facilitators at all levels of experience as well as allies outside the rape crisis field. We believe it is crucial to recognize the value of contributions from all people doing this work. The gathering of feedback from a diverse group of trainers, facilitators, “experts,” and others enriched the effectiveness, scope, and quality of the *Facilitator’s Guide*.

## Scope of This Guide

The *Facilitator’s Guide* was created not only to recognize and preserve the foundations of the anti-rape movement and the invaluable work of past teachers, but also to help facilitators at all levels of experience enhance their existing methods, incorporate new and innovative techniques, and provide up-to-date information and resources.

CalCASA is acutely aware that rape crisis centers throughout California are very diverse in their organizational size and structure, service area and population, geographic setting, and financial and other resources, and we recognize that each center faces unique challenges within its community. This guide does not attempt to address the individual needs of each center, and it is not our intent to impose a one-size-fits-all model. Rather, the *Facilitator’s Guide* is a collection of “best practices” and “better practices” gleaned from more than two decades of training by rape crisis centers and from experts in training and education.

Long-standing rape crisis centers and staff may find the *Facilitator's Guide* a valuable resource for updating information and resources, strengthening the effectiveness of an existing training program, and providing a written foundation into which to incorporate their own materials. The guide may also be used as a model for comparing and evaluating current programs. New and emerging centers with less-experienced staff and centers with limited resources will find the *Facilitator's Guide* a foundation upon which to build a comprehensive training guide tailored to their own community.

You are encouraged to try new learning exercises, new techniques, and different formats while retaining the successful practices of your current training program. We hope you will be inspired, challenged, and validated by many of the ideas in the *Facilitator's Guide*, and we look forward to your feedback and contribution to our movement's ongoing commitment to end sexual violence.

## How to Use This Guide

This is a training manual, not a curriculum. What you hold are the elements of a comprehensive training program, not the program itself.

It is suggested you begin with the big picture. Part 1, "Facilitator's Role," describes the many roles of a facilitator working in the feminist empowerment model. Part 2, "Goals and Expectations," lays out the process of setting goals for your training course and then screening candidates for training. A sample application packet and a screening checklist are provided in appendix A. Part 3, "Course Design," provides strategies for program design. These chapters provide information about developing a program and structuring individual sessions. Session design and preparation checklists are provided in appendix B.

The chapters in Part 4, "Tools and Techniques," and Part 5, "Training Challenges," provide ideas for teaching and facilitation. They are the how-to sections of this manual that were most requested by training coordinators. It is in tandem with these chapters that Part 8, "Learning Activities," will be most useful.

Part 6, "Evaluation," provides suggestions for evaluating the course, the facilitator, and the participants. Although evaluations are often viewed as cumbersome and time-consuming, they are the *key* to an effective sexual assault counselor training program. We hope you will use this portion of the manual to help increase the effectiveness and longevity of your program and to recognize and honor your accomplishments.

The chapters in Part 7, "Instructional Modules," contain basic information, drawn from the narratives in *Support for Survivors*, about individual topics and suggested objectives. The modules describe, in essence, *what you want to accomplish* by including this unit rather than *how* things can be taught or *where* they fit into your program. Given the how-to of facilitation skills and the information from the manual, it is hoped you will be able to accomplish the objectives in each training module. You are encouraged to expand upon these modules and add new ones to meet the needs and objectives of your own training program.

Included among the appendixes are the OCJP training standards and certification requirements and some sample training syllabus.

Together with your energy, creativity, and commitment, these building blocks can help you develop a comprehensive, effective training program tailored to your organization.

# Acknowledgments



I WOULD LIKE TO THANK ALL OF THE RAPE CRISIS CENTERS who so generously gave their time, expertise, information, and materials to help make this project a reality.

To Marla Zemanek, instructional design specialist, trainer, teacher, sister, whose professional services and personal support were invaluable, my deepest gratitude.

Thank you to Joyce Wycoff, author and innovator in training and organizational development, for her assistance and encouragement.

Very special thanks to my early teachers/mentors Barbara Webber and Marti Frederick; champions, BethAnn Berliner, L. K. Levine, Beth Romano, Nancy Weiss; The Fabulous Strombolis; and the men who give me hope, Alan Irwin, Charlie Jones, and Chuck Cail.

I want to recognize and thank all of the women and men who developed so many of the activities, exercises, and materials that are still in use decades after their creation. They have given us a solid foundation upon which to grow and flourish. We apologize for not knowing your names or the organizations for which you worked. Please know that your work is still very much appreciated.

I am most grateful to the thousands of volunteers who have taken rape crisis center training courses over the years. Their feedback, questions, participation, and dedication have been invaluable to the learning process for facilitators. Our students are our best teachers.

Thank you to the staff of CalCASA for sharing their wealth of information, years of experience, tenacity in taking on the big projects and issues, and their vision for this *Facilitator's Guide*. Special thanks to Nussy Thompson, Project Coordinator, for her impeccable organizational skills, tremendous work, encouragement, and good humor.

Harriet Eckstein,  
*Facilitator's Guide: Support for Survivors* author, Santa Barbara, California



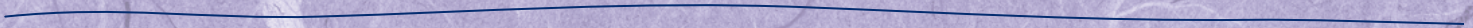




# Facilitator's Role



**CALCASA**  
CALIFORNIA COALITION  
AGAINST SEXUAL ASSAULT





# Facilitator's Role

One Title, Many Roles	3
Feminist Empowerment Model	4
Goals and Process for Workshops	5





# One Title, Many Roles



**F**OR PURPOSES OF THIS MANUAL, we refer to a facilitator as the primary person responsible for conducting the training of people (volunteers or staff) who provide direct services to survivors of sexual assault. The facilitator is often a rape crisis center's crisis intervention coordinator, volunteer coordinator, community education specialist, training coordinator, or sexual assault project director. In some cases, one person holds all those positions. Some centers share the responsibility for training and facilitation among staff members.

Regardless of the title, the role of the facilitator is multifaceted, demands tremendous time and energy, and has a direct and profound effect both on the sexual assault counselor trainees who eventually provide services to survivors and on the quality of services provided by the rape crisis center.

The facilitator may serve in any or even all the following roles:

- **Coordinator.** Develops and implements the organizational elements of training; recruits and screens potential trainees, collects and distributes written materials, structures the course outline, schedules guests, does evaluations, arranges for a training site.
- **“Traffic engineer.”** Keeps the group focused and on task, individual sessions flowing, and the overall training on schedule.
- **Moderator.** Establishes and maintains comfortable dynamics for presenters and listeners and provides an opportunity for guests and hosts to learn from one another.
- **Teacher.** Uses various methods of instruction to impart information.
- **Trainer.** Provides strategies, information, and opportunities for participants to practice applying what they are learning in the training course.
- **Crisis counselor.** Provides intervention, information, and support when a crisis arises within the training group or for an individual.
- **Mediator.** Resolves conflicts and provides a process for expression of divergent views in a way that is educational and productive to the training process.
- **Coach.** Draws out the best from each participant and gives honest feedback and suggestions for improvement while providing encouragement.
- **Advocate.** Actively promotes the tenets of the rape crisis movement; espouses the strengths, services, and philosophy of the rape crisis center; and works to empower participants so that they in turn can empower survivors of sexual assault.
- **Model.** Throughout all aspects of the training process, provides positive examples of communication, information sharing, advocacy, empowerment, and diplomacy that participants can emulate when working with clients.

The role of facilitator is also exciting, fulfilling, challenging and—despite the stress, hours, and hard work—a lot of fun. Being a sexual assault counselor training facilitator

affords you the opportunity to learn and grow, both personally and professionally, and to interact with some of the strongest, most caring, intelligent, sensitive people you will ever meet.

Some of the goals of this manual are to recognize and validate the importance of your work, enhance your knowledge and skills, and provide you with information and ideas to help you develop your role as a facilitator to its fullest.

## Feminist Empowerment Model

*Do for trainees as you would have them do for a client.*

A TRAINING FACILITATOR



**B**ECAUSE SEXUAL ASSAULT IS ABOUT LOSS OF CONTROL AND POWER, the overwhelming majority of sexual assault counselors agree that the most effective method of counseling is the feminist empowerment model, which focuses on the survivors' regaining of power and control in their own lives. The empowerment process begins with equalizing the power between counselors and survivors. A healthy balance of power can be achieved when counselors strive to assist survivors by

- Helping survivors become aware of their own power, strengths, and abilities
- Demystifying the helping process and the role of the sexual assault counselor
- Sharing information
- Being open and honest
- Building trust and support while identifying problems and exploring goals
- Sharing values and goals in a way that does not hinder survivors from holding and expressing different values and goals

It is essential to apply this same model to the facilitator-participant relationship. Just as sexual assault counselors provide support, information, and advocacy to survivors in order to help them regain control and eventually advocate for themselves, facilitators are encouraged to do this for participants in sexual assault counselor training. Facilitators empower trainees by

- Helping participants become aware of their own power, strengths, and abilities
- Demystifying the training process and the facilitator's role
- Sharing information
- Being open and honest
- Building trust and support by encouraging participation
- Exploring goals and values in a way that does not hinder participants from holding and expressing different values and goals.

As facilitator, you are typically viewed as the group leader, the person who holds all the knowledge and answers, all the responsibility, and, therefore, all the power. Supporting this type of leadership dynamic sets up an imbalance of power that separates you from the trainees and, eventually, sexual assault counselors from clients. The feminist empowerment model recognizes the worth of every individual and understands that we all have something to teach and something to learn. Although you may have more experience working in the sexual assault field, all participants bring to the training equally valuable experiences, opinions, feelings, and beliefs. The feminist model encourages and solicits the leadership skills and potential of *all* members and seeks to share responsibility, ownership, and power among all members of the group.

As a facilitator, you are the person responsible for moving the training program forward, acting as a guide, and being a resource for information. In keeping with the feminist empowerment model, you are encouraged to help others develop these same skills and provide the opportunities for training participants to become guides and resources themselves.

*I train in the model. I give plenty of room to talk and ask questions and express opinions. How do you want trainees to advocate for sexual assault survivors? If you want people to be advocates, you have to give them a voice at the very beginning and hear what they have to contribute.*

PATTI DENGLER

## Goals and Process for Workshops

*A process that works well will promote that group's making its own solution and making it work. A process that works brilliantly will empower that group to reach out to educate other groups, under the ongoing principle that the teachers learn and the learners teach. This is a picture of liberation at work.*

PAUL KIVEL



IN HIS BOOK *HELPING TEENS STOP VIOLENCE: A Practical Guide for Counselors, Educators, and Parents*, co-author Paul Kivel offers goals and processes that clearly describe a feminist/ empowerment approach to facilitating workshops. The following, written by Mr. Kivel, can be useful for planning, designing, and facilitating a sexual assault counselor training program that is based on an empowerment model.

### **Goal 1. Empower each individual present**

Assumptions:

Each person's choice of attitudes, actions, and values is made as the best perceived survival strategy at the time.

Empowering individuals is partly a process of healing previous pain, hurt, and disempowerment.

Attitudes held with emotional intensity need to be worked through emotionally to be changed. Information alone does not change attitudes.

Individual growth and empowerment come from an individual's ability to combine information and past and present experience into a conscious, emotional, and intellectual process of change.

Empowerment happens best and is maintained most strongly with group support.

People become empowered through active participation.

Seeds of change can lie dormant for a long time.

### **Goal 2. Encourage each person to be more active and involved**

Assumptions:

An individual's personal empowerment comes through involvement in community activity.

Individual growth without community activity is inherently limited and is of little value to the community.

Powerlessness is reflected in inactivity, apathy, and cynicism.

Community activity breaks down isolation, self-blame, guilt, misinformation, and extreme individualism—all of which are factors in powerlessness.

Community activity helps people learn about the systems of power which personally disempower us.

Community activity is not necessarily organized, formal, regular, or traditional. Each person can and must define her or his own way to be active.

### **Goal 3. Create group solidarity, support networks, and an understanding of connection**

Assumptions:

We are all connected.

We are disempowered by believing ourselves separate, fearing others, and not cooperating.

Our greatest resources are in our own community.

In any group of people, there is tremendous power to unleash. Each group already has the information and experience it needs to empower itself and its members.

Individual empowerment happens most easily and effectively when supported and nurtured by group energy and action.

Group energy snowballs to people outside the group.

Process

Model strength, openness, respect, trust, love, and cooperation.

Encourage and support openness and growth.

Provide information.

Respect the intelligence of everyone at all times.

Help each person identify personal issues and solutions to problems.

Provide a framework to aid in personal problem solving.



Provide lots of options and encourage the creation of new options for problem solving.

Do not try to force change on anyone.

Prevent people from trashing one another.

Emphasize that being rude, lecturing others, having an attitude of disrespect, or believing you have the “correct” information or the “correct” politics are all nonempowering attitudes.

Encourage and stress the importance of taking small steps to ward effectively dealing with issues and participating in activities pertinent to those issues.

Acknowledge that people are already doing a lot of work to improve themselves and their communities.

As an outsider to any particular group, focus attention, facilitate discussions of people's experiences of power, share information, and focus on group self-consciousness.

Refer the group back to its own resources.

Emphasize that the group obtain information and services through nonprofessional sources and networks that already exist.

In most general situations, and in some specific aspects of all situations, emphasize that there are some common issues.

Help break down the insularity of family and relationship concepts which prevent community intervention.

Model and practice community intervention—friends and family reaching out to each other.

Talk from the heart.

---

Reprinted with permission from *Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents*, © 1990 Allan Creighton, Battered Women's Alternatives, and Paul Kivel, Oakland Men's Project. To order, please call 1-800-266-5592, fax 510-865-4295, or write to Hunter House Publishers, PO Box 2914, Alameda, CA, 94501.

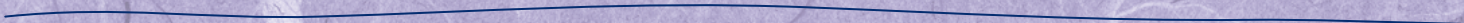




# Goals & Expectations



**CALCASA**  
CALIFORNIA COALITION  
AGAINST SEXUAL ASSAULT



# 2



## Goals and Expectations

Goals for the Training 11

Screening Process 13





# Goals for the Training



**A**LL RAPE CRISIS CENTERS RECOGNIZE that regular training, in addition to producing active sexual assault counselors, heightens public awareness about the issues, publicizes the services of the agency, and builds relationships in the community. What is your rape crisis center's highest priority? Do you need sexual assault counselors? Is there a greater need to do more community education? Do you intend to educate other professionals in the community? Because of limited resources, sexual assault counselor training may need to accomplish all these goals. It is important for your agency to determine its *primary goal* for conducting training so that you can design the program and recruitment strategies accordingly. Whatever the primary goal, remember that, because of their effect on individuals and communities, sexual assault counselor training programs have been, and continue to be, powerful catalysts for social change.

Rape crisis centers usually conduct one of two types of training programs: (1) a basic or general volunteer training and (2) a course that is specifically designed to train sexual assault counselors.

The "general volunteer training" program provides a broad overview of sexual assault issues and agency services. This is often the basic training for volunteers who provide community education presentations or do other volunteer tasks and for members of the community who have an interest in the subject but don't necessarily want to do direct service work. Some rape crisis centers use completion of a general or basic course as a prerequisite for more specialized training for victim/survivor advocacy, domestic violence response teams, sexual assault response teams, hotline counseling, or accompaniment.

General volunteer training, which includes courses based at a college or adult education center, has several advantages:

- Attracts a larger pool of potential general volunteers
- Results in better-trained volunteers for nondirect service
- Provides a strong foundation for community education volunteers
- Increases awareness of issues and resources for a broad base of community members
- Provides a learning opportunity for professionals in the community

In addition, if you offer courses through colleges or adult education programs, recruitment tasks and expenses are shared, continuing education credits and other paperwork is done by the school, and the rape crisis center may receive some financial compensation for "teaching."

Certified sexual assault counselor training programs are specifically designed to prepare volunteers to work with survivors of sexual assault and their significant others. The focus is primarily on crisis intervention, counseling, and advocacy for survivors. This type of training is also typically used to fulfill a rape crisis center's eligibility for receiving funding from the state and to meet the statutory requirements for sexual assault counselors.

Advantages of a program specifically designed to train sexual assault counselors include the following:

- Attracts a larger pool of potential direct service volunteers
- Results in a larger percentage of trainees who go on to become sexual assault counselors
- Gives a greater return on investment of facilitator training time and energy
- Allows for more role-specific training
- Encourages more in-depth screening, allows for more stringent requirements for successful completion, and results in higher-caliber sexual assault counselors
- Prompts other community agencies to perceive the training as more serious or “professional” and program graduates as paraprofessionals rather than volunteers

One of the rape crisis programs that runs its training through a local college was pleased with the large enrollment but disappointed with the small number of people who actually become sexual assault counselors. Many rape crisis centers run their training as *the* general volunteer training for the entire agency, also with mixed results. A few rape crisis centers conduct a general training followed by a screening and several sessions designed specifically for those wishing to go on to become sexual assault counselors. Those programs whose primary goal is to increase their pool of sexual assault counselors have been most successful in doing so by stating their goals at the onset and designing their program specifically for that outcome. They make clear their goals, requirements, and expectations when advertising and marketing the training, when screening potential trainees, and at the first session.

*In the early years, we thought people wouldn't take a training with so many hours and requirements, so we advertised it as more of a general education thing . . . and we got people who were interested in the issues but didn't necessarily want to be on the hotline. Now we get what we ask for. We tell them it's intense. We tell them it's a huge commitment. We tell them we'll give them what they need to do the job. People will rise to whatever expectations they're given. Now we have a waiting list each quarter.*

A TRAINING FACILITATOR

The agency needs to determine its requirements and expectations for sexual assault counselor training. It might be helpful to think of the volunteer as you would a new employee. The “employer” needs to clearly explain the requirements of the job, and the “employee” needs to know what is expected from the outset. A useful information packet for prospective volunteers might contain the following:

- An explanation of the kind of training your agency is offering and the focus or purpose of the training. Different kinds of training might include

Sexual assault counselor training  
 General volunteer training  
 Community education  
 Professional cross-training

- A list of prerequisites or requirements for enrollment in the training course. This information might include

Age requirement  
 Agency policy about criminal history

Agency policy about recent sexual assault survivors in training  
 Course or materials fees

- Dates, times, locations of the training
- Course content, expectations, requirements
- Course overview

A description of the intensity of the subject matter and the training experience  
 Agency attendance requirements, including makeup and drop policies  
 Agency and program competency requirements

- Requirements for sexual assault counselors

Basic job description and other requirements

(for example, reliable transportation, language skills)

Commitment to agency

(for example, hours per shift, shifts per week or month, months committed)

Agency in-service training attendance and other continuing education requirements

Case management meetings

*It's a real honor to do this work. We're among the few organizations in our community that let people do real "hands-on" work. We need our volunteers to know what they're committing to, and it's our responsibility to see that they're well prepared.*

CHRISTINE SAMAS

## Screening Process



PEOPLE ENROLL IN SEXUAL ASSAULT COUNSELOR training for myriad reasons. Some are interested in “women’s issues.” Many have friends or family members whose lives were affected by a sexual assault. Others are themselves survivors and want to use their experience in order to help others. Volunteers may also be motivated by reasons less directly connected to the issue of sexual assault. They may be interested in learning about the medical or criminal justice systems, pursuing a career in counseling, earning education credits, or just increasing their knowledge base. They may be intending to make new friends or merely fill some hours each week. Finally, there are those who enroll in training in lieu of seeking therapy.

Different participants’ purposes may indeed be fulfilled through your course; however, it is absolutely essential that you, the facilitator, clearly explain your agency’s goal in conducting sexual assault counselor training and your expectations for participants during and after its completion. One way to ensure that your agency’s goals and a prospective volunteer’s goals mesh is through effective screening.

Rape crisis centers employ a wide variety of screening processes prior to training. They range from a very short enrollment form to a multitiered process involving a written application, an interview, and a police background check. Most experienced trainers are adamant about the need for pretraining screening.



*I know that doing all those interviews just before training starts can seem like a huge undertaking—they take so much time. But I've come to learn that dealing with “problem” participants or being totally surprised when someone’s issues come up easily takes twice as much time and energy on my part. Interviews are really worthwhile for everyone involved.*

A TRAINING FACILITATOR

*During legal night, one of the women in training started talking about her experience with the legal system. We suddenly realized her case was currently in the criminal justice system! Not only was it inappropriate for her to be in training, it could have jeopardized her case and opened our agency and trainees to subpoena. Needless to say, we became a lot more careful about screening.*

A TRAINING FACILITATOR

A pretraining screening process serves several purposes:

- Clarifies for potential trainees your goals, objectives, requirements, and expectations. It helps avoid disappointment and misunderstandings down the road.
- Helps screen out people who are not well suited to the work. It avoids hurt feelings and embarrassment for the candidate, the facilitator, and the agency. It can also be a time for the facilitator/screener to suggest alternative volunteer opportunities.
- Helps screen out people who are not ready to be in training or do the work. Although training may be therapeutic, it is not a replacement for therapy. The screening may be a sexual assault survivor’s first experience disclosing the assault or abuse. The screening interview can be an excellent opportunity to provide validation, support, and gentle redirection to the appropriate resources both inside and outside the agency.
- Alerts the facilitator to potential problems, issues, attitudes, or behaviors that may pose a challenge during the training.
- May reveal a trainee’s particular experience, background, contacts, or skills that may be a valuable resource during training.
- Gives the facilitator a sense of the upcoming group in time to fine-tune or change particular units if necessary.
- Helps potential trainees understand the seriousness and importance of the “job” for which they want to train.
- Can serve as a starting point from which to chart a trainee’s growth and development.
- Reduces anxiety and increases interest and excitement about the training for the trainee. May encourage increased enrollment if a potential trainee shares a positive first impression (of you and your program) with others.
- Helps the trainee feel connected to a person and not just a program. Increases the trainees’ comfort level at the first session because each knows *someone* in the group.

## Application Packet

Almost all rape crisis centers use some sort of application form, and in addition, most experienced trainers conduct a phone and/or in-person interview. Many facilitators also insist that orientation packets, although initially time-consuming to create, help simplify and expedite the screening process. They also introduce potential volunteers to the rape crisis center’s philosophy and programs and help minimize surprises and clarify expectations.

*The more information I give them up front, the less time I'm going to waste screening people who would have to miss too many sessions or training people who aren't going to stick around to do the work. It's easier for me, and it's being respectful of their time too.*

A TRAINING FACILITATOR

*I think the real training starts with the first contact. Just as with clients, we want volunteers to feel comfortable sharing their thoughts and feelings with us. We believe they should have a lot of information about our training and our center so they can make informed decisions about how or if they want to participate.*

A TRAINING FACILITATOR

A sexual assault counselor application packet might include the following contents:

- Cover letter (1) thanking applicants for their interest in the training, (2) welcoming them to the organization and the movement, (3) presenting a broad overview of the training, (4) giving instructions for applying to the training and a brief explanation of the application process, and (5) inviting the applicant to contact the appropriate staff member for more information
- Training schedule, including all dates and times, attendance requirements, and alternative training sessions in case they are unable to attend the next one
- Training goals and expectations
- Agency brochure
- List of other agency volunteer opportunities
- Application form

## Pretraining Interview

The primary purposes of a pretraining interview are to

- Determine the applicant's appropriateness for training
- Alert the facilitator to potential problems, issues, attitudes, or behaviors that may pose a challenge during the training
- Provide an opportunity for both the applicant and the facilitator to connect on a personal level, to reiterate goals and expectations, and to explore concerns of either party

Oral interviews are usually conducted in person. However, due to transportation issues, geographic limitations, time constraints, or financial or other issues, interviews are sometimes conducted by phone. The majority of experienced trainers favor an in-person interview at their rape crisis center and find it difficult to elicit the same quality of information by phone.

The oral interview allows the trainer to follow up on any concerns about the applicant's written application, give a more in-depth description of training, and provide an opportunity for the applicant to ask questions. An in-person interview has the added benefit of allowing the facilitator to observe and assess the applicant's nonverbal communication skills.

Sample letters, application forms, interview questions, and a screening checklist are included in appendix A, "Sample Documents."



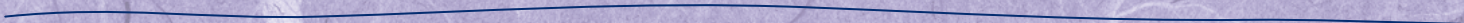
3



# Course Design



**CALCASA**  
CALIFORNIA COALITION  
AGAINST SEXUAL ASSAULT



# 3



## Course Design

Adult Learning	19
Strategies for Structuring the Course	21
Selecting and Preparing the Site	27
Planning an Individual Session	28
Incorporating Staff and Volunteers	31
Choosing Teaching Methods	32





# Adult Learning



**A**DULTS AND CHILDREN LEARN DIFFERENTLY. In contrast to adults, children typically bring few or no expectations into a learning environment; they don't have past experiences to which to link what they learn; they don't have preconceived ideas, biases, and personal issues that may prevent them from learning. Understanding principles of adult learning can help you design and conduct training sessions that are more effective at imparting knowledge and developing skills. As you choose teaching methods and facilitate the training, take into account how the characteristics of adult learners might come into play.

## Characteristics of Adult Learners

Although not all adults have the following characteristics, they are fairly typical of adults in learning situations.

**Adult learners tend to be more goal-oriented than younger students.** They want relevance, and they like to be able to apply what they've learned immediately. They want what they learn to make a difference in their lives. Adults are less interested in theory; they want information they can immediately use.

**Adults have past learning experiences.** Everyone has had training experiences—at home, in school, or on the job. For some, these were positive experiences that encouraged them to enjoy being in a training session and learning new things. For others, past learning experiences were not positive. People who haven't done well in school, for instance, tend to be apprehensive or defensive when placed in a learning environment. Adults for whom English is not the primary language may have become discouraged in the past. Some adult learners may have been in situations where they felt their input wasn't wanted or valued. Adults who view other training programs they've taken as unproductive may not be receptive to your training. As a facilitator, it's important for you to be aware of these attitudes and to realize that they aren't a response to you or your ability.

**Adults have established habits.** People may come to your training sessions with behavior patterns and attitudes that run contrary to your training. This isn't necessarily a drawback, but it does mean that adult learners may be less flexible than other students and less willing to accept new ideas. They may feel threatened when told that what they've been doing isn't the way it should be done in the context of this work. You need to understand this response and be prepared to help learners embrace change.

**Adults have opinions about what's being taught.** These opinions won't always be appropriate or productive, but they are important and you should acknowledge them. Adults need to be told that their opinions and ideas are significant, that they have weight and value. To bring adults into a learning session, to actively involve them, and to make them feel that they're a part of the process and important to its outcome, you, as a facilitator, must ask for and acknowledge their ideas.

**Adults tend to relate what they're learning to what they already know.** The adult mind usually tries to put new information into familiar categories. So it helps for you to continually relate new information to familiar situations or procedures. You might say,

“Now, we’ve all probably been a situation where we had to do such-and-such. What I’m going to show you is a little different way to accomplish the same thing.” Making these connections gives learners familiar ground to stand on while you’re asking them to stretch a little into unfamiliar or uncomfortable territory. It makes the training process more comfortable, more accessible, and less threatening. And because it also allows them to see the relation between your training and the tasks they already know how to do, you’ll be reinforcing the practicality and usefulness of the new information—a reminder that the training is relevant.

**Adults need to be actively involved in the learning process.** Adult learners want to do more than simply sit and receive information passively. They like to participate in the learning process and know that their participation is having an effect on the session. For instance, any time you have to lecture, you should limit yourself to absolutely essential information. Once you’ve given the information, make your participants use it by involving them actively in the learning process. Ask for their opinions; have them tell you how the new information relates to their jobs and their experiences. Ask questions or pose hypothetical situations challenging them to think. If you give them an active role in the training process, they’ll have a personal stake in making the process successful.

## Activating Adult Learning

A study by Ronald Gross, author of *Peak Learning* and *The Lifelong Learning Process*, underscores the importance of understanding the principles of adult learning. Responses to his study indicated that “great” adult learning experiences shared the following characteristics:

- **Interaction.** Participants were actively involved via discussion, problem solving, or some other kind of activity.
- **Preparation.** Learners were primed ahead of time as the result of readings, conversation, and assignments or other active orientation.
- **Collaboration.** Attendees were part of a team that worked together, either during the learning experience or afterward.
- **Inspiration.** Participants were stimulated by the charisma, credibility, expertise, or other special qualities of the presenter.

If you think back over your most positive experiences as an adult learner, you will probably find that the facilitator understood the principles of adult learning and applied them. Keep the characteristics of adult learners in mind as you conduct your training and remember that you, too, are an adult learner.



# Strategies for Structuring the Course



**A**S YOU BEGIN TO DESIGN A TRAINING COURSE, an excellent place to start might be to think about what would make the “perfect” training. High-quality training requires careful planning and leaves nothing to chance. The following suggestions may help you begin to formulate some ideas for your “perfect” training:

- Consider all the information you think would be helpful as well as all the information that is required
- Estimate the time it would take for participants to process the information
- List all the exercises you think would be effective
- Identify all media that would enhance your training (videos, slides, overheads, handouts)
- Calculate the hours of role-playing you think would be optimum
- Take into account the “unplanned” things that always seem to happen
- Compute adequate break times and self-care activities
- Add time for field trips and travel time
- Plan for evaluation and “testing” time, whether it is through discussion or use of assessment tools
- Think about how you might evaluate participants’ abilities
- Determine how much time you would like to have to prepare for and recover from each session

In short, what does the perfect training look like to you?

## What Do You Need?

After you have determined what you *want*, think about what you *need*. What information, activities, preparation, and processing time is absolutely essential? The ideal training lies somewhere in between. The following guidelines can be helpful when you are structuring a training program:

- Determine course content
- Present information in a logical order
- Pay attention to beginnings and endings
- Plan your time carefully
- Vary the intensity and pacing
- Make skills building an ongoing process
- Build in cultural competency
- Look at other programs
- Evaluate your program regularly

**Determine course content.** Course content is as much about objectives as it is about subject matter. A training objective differs from information in that it describes what you want someone to *do* with a piece of information. Having knowledge is important; being able to apply that knowledge is an objective. In designing your training program, determine what you and your rape crisis center want to accomplish. You should define exactly what you expect the participants to be able to do when they've completed the training; these are the training objectives. Rather than beginning with a fixed number of hours and attempting to force the information to fit the time allowed, consider starting with a set of training objectives and building the hours based on what it will take to accomplish those objectives.

It is beneficial, for both you and the participants, for you to communicate to them what you expect them to be able to do after the training. Learning, understanding, and knowing are all part of the process of acquiring skills, but they are not the end result. Unless you break down your general goal into the specific skills needed to accomplish the task, it is difficult to evaluate the progress and the ultimate success of your training. As you look at the California Office of Criminal Justice Planning's (OCJP) requirements (see appendix B) and CalCASA's suggestions for topics to include in your training (see Part 7, "Instructional Modules"), think about the objectives behind each.

For example, every program dedicates time to the medical-legal examination. Why is this a part of training? How does this subject specifically apply to participants' roles? What are your *objectives* for the participants? In this case, the objectives might be something like the following:

At the end of the medical module, participants will be able to

- Understand the medical concerns of a rape survivor and explain why medical treatment is important
- Describe what takes place during the medical examination and during evidence collection
- Explain the victim's rights in the medical setting
- Identify the tests that may be performed at the hospital
- Describe alternatives for medical care
- Identify ways to support and advocate for the survivor in a hospital setting
- Explain payment policies for sexual assault examinations, including what is and is not paid for by law enforcement

Know what you want to accomplish and make certain that everything in your training logically relates to your objectives. Define exactly how the material you plan to present will be valuable to the participants.

**Present information in a logical order.** Each session should build upon the last. Although availability of guest speakers and other factors may require some flexibility in your training agenda, it is important that information be presented in logical order. For example, it would be difficult to expect participants to fully appreciate learning about the criminal justice system and court process without first understanding law enforcement procedures. Another example would be the placement of rape trauma syndrome in your training schedule; for example, it might be more effective to schedule a session about substance abuse or suicide after participants have an understanding of the basis for these reactions in rape trauma syndrome.

**Pay attention to beginnings and endings.** When planning a training program or an individual session, there is a tendency to focus on the middle and forget about the importance of openings and closings. The middle sessions are the units typically focused on information about sexual assault issues—crisis intervention, counseling, medical and legal issues, and so on. The opening session is critical for setting the tone of training, clarifying expectations and objectives, helping create a safe and open environment, and introducing the participants to the issues, to your agency and its mission, to you, and to one another. Closings are equally important because they include a synthesis or summary of the training, an evaluation to determine how well expectations and objectives were met, and a celebration of accomplishments.

**Plan your time carefully.** Once you have determined the content of each session and where it logically fits into your agenda, you need to determine how much time is needed for participants to reach their objectives. Some information may be interesting but not essential. Keep your objectives in mind. For example, you may have scheduled a speaker from the crime lab to talk about how evidence from a rape kit is analyzed. Although this would be interesting for participants, their time might be better spent role-playing the presenting of medical options. Remember, in-service training and other education that takes place *after* the training course can furnish opportunities to fill in learning gaps with information that is interesting but not essential. Anticipate the need for extra time and schedule it. There could be “leftovers” from the previous session; a participant may go into crisis; a guest panelist may arrive late or need to reschedule; an impromptu discussion, rally, or vigil may be sparked by a rape or murder in the community. Keep your agenda flexible in case you need to reorder presentations or activities.

**Vary the intensity and pacing.** Granted, most of the issues in training are serious and emotionally charged. Varying the intensity can help relieve some of the emotional “weight” and increase participants’ ability to take in information. Try pairing an intense topic such as child sexual abuse with a less intense subject or activity. For example, consider scheduling the unit on incest during a daytime or Saturday session and following it with a lunch break. Varying teaching methods and pacing, such as alternating lectures and discussions with activities, can also help reenergize people and stimulate learning. For example, after a two-hour presentation and discussion about domestic violence in which participants are sitting down, schedule a one-hour introduction to self-defense to get participants moving.

**Make skills building an ongoing process.** Begin to teach the most critical skills, like active listening and information sharing, from day one. This does not mean you need to do a session on counseling techniques the first night; however, you can introduce small steps early on and point out how they relate to the larger concepts. For example, participants are typically wary of role-playing. They’re afraid there’s too much information or too many techniques to remember. Prior to a formal session on counseling skills and active listening techniques, participants are likely to have already practiced some of the elements. (For example, they practiced active listening every session during check-in and check-out. They practiced giving information when you asked them to choose a partner and take turns explaining the medical-legal exam. They might have demonstrated empathy when a participant in the group disclosed.) Point out skills as participants develop them, and reinforce trainees’ participation by citing their skills-building progress. Help participants understand that learning is a process.

**Build in cultural competency.** Training facilitators express the importance and challenge of presenting a “diversity unit,” but it is impossible to successfully teach oppression

awareness and cultural competency in three or four hours. Although you may choose to schedule one or more sessions that specifically focus on oppression issues later in training, it is essential to model and teach cultural competency throughout the course. Consider how the information in every session can be presented, learned, and demonstrated in a way that is sensitive to all participants and clients. Address cultural considerations in regard to every subject by introducing cultural competency in context. For example, how would the medical exam differ for a Latina, a person with a physical or mental disability, a teen, an elderly woman? How does oppression affect the decision-making process for clients? For counselors? Interrupt racist, homophobic, and other oppressive remarks and behaviors as they arise. Emphasize the correlation between oppression of any group in our culture and the dynamics of sexual assault.

**Look at other programs.** Every rape crisis center structures its program differently. Talk with other training facilitators about what they do that they feel is successful.

**Evaluate your program regularly.** Get feedback from group participants, former participants, guest presenters, and fellow staff members. Check in with participants throughout the training, and make adjustments as you go. Talk to people who dropped out of training as well as those who completed the program. Ask specifically for ideas about the structure and pacing of training as well as the content. Use this information to modify or fine-tune your next training schedule.

## What's Everyone Else Doing?

In April 1999, we talked with more than two dozen training coordinators and directors of rape crisis centers to get their input for this guide. In addition to organization, facilitation, and other issues, we discussed training structures, schedules, hours, and frequency of their training programs. Because this was a very informal survey, rather than a formal statistical study, the numbers cited in the next few sections reflect only an impression of what different centers are doing.

### **LENGTH OF TRAINING PROGRAM**

Sexual assault counselor training programs vary from one rape crisis center to another. Our informal survey of twenty-six California programs showed the following: rape crisis centers are conducting training courses that range from forty hours to sixty-five hours. The average training program is fifty hours, and the median is about fifty-three hours. Dual agencies, those funded to provide both sexual assault and domestic violence services, are conducting training courses that range from forty-eight hours to eighty hours, with an average of sixty-eight hours and a median of seventy-two hours.

How long should your training be? The answer is not as simple as, “forty hours, as required by the statute that defines the requirements for sexual assault counselor training.” The duration of a training program depends on several factors:

- Statutory requirements for sexual assault counselors
- Your agency's training goals and objectives
- Your agency's resources, including staff and finances
- Current and ongoing sexual assault-related issues in your community
- The awareness level of the average new volunteer in your community
- Community resources

- The average number of people in your training program
- Your experience and skill at facilitating a training program

Nearly everyone we surveyed for this project, whether responsible for a forty-hour or a sixty-five-hour training program, expressed the need for more training time, especially for role-playing, group processing of difficult issues, and unforeseen events.

Most centers expressed reluctance to increase the number of training hours, fearing it would discourage potential trainees from enrolling. Surprisingly, rape crisis centers that conduct longer (fifty-five- to sixty-five-hour) training courses reported no more difficulty recruiting and retaining volunteers in their programs than centers that conduct shorter (forty- to fifty-hour) training courses.

*Every quarter we added another couple of hours to training, and we thought people wouldn't commit to the hours or would be too overwhelmed to take in all that information. Just the opposite turned out to be true. It wasn't much harder for them to commit to fifty-five than to forty-five hours. And, we found that the more information we gave them, the more confident they felt about our program and themselves.*

A TRAINING FACILITATOR

Keep in mind that most college courses run from ten to eighteen weeks. Adult education courses often last from six to ten weeks. People *do* commit to long-term programs. Experienced volunteer coordinators have also noted that people who express an interest in volunteering are usually willing to commit for more than a few weeks.

Consider a change. Look at your current training schedule. Is it forty or fifty or sixty hours because it has always been forty or fifty or sixty hours long? Because OCJP requires forty hours? Because the previous training coordinator needed sixty hours? Determine what *you* want and need in order to facilitate a comprehensive training program. Ask the following questions:

- What is fixed and cannot be changed (for example, location, dates, speakers)?
- What resources are limited (for example, people, time, facilities, budget)?
- What limitations are self-imposed?
- What assumptions need to be reexamined?
- Would it be possible to add more sessions?
- How can we incorporate volunteers and other staff members to help share the work?
- What are some alternative learning opportunities for participants? (Could some information be taught at monthly in-service training? Could you assign outside projects? Although outside reading doesn't count toward the forty-hour minimum, could it supplement information in the program?)
- What do you need in order to structure your ideal training?

### HOW OFTEN? WHAT TIME OF YEAR?

Most rape crisis centers schedule three sexual assault counselor training courses per year. This schedule allows enough time to complete a full cycle of recruitment, screening, training, placement, and rest and rejuvenation before the next training. One center sets its training dates a year in advance. It has seen a steady increase in enrollment since publicizing enrollment deadlines and class dates for all three training courses well in advance.

*It isn't enough for people to hear we do our trainings in winter, spring, and fall. They want to be sure our dates won't interfere with holidays or family celebrations or other classes. The advance publicity also gives people a lot of time to think about training and talk with us about it. If they can't make one training session, they know when the next one is happening. And we find that some of our allied organizations now schedule their events and trainings around us. It makes our planning, recruitment, and screening much easier, too.*

A TRAINING FACILITATOR

A few rape crisis centers find it impractical to conduct winter trainings because of potentially dangerous weather conditions. The popularity of summer sessions tends to vary from center to center. Some do not run a summer training session because many people are on vacation or because their centers are based in communities with populations and caseloads that increase during this season. Other centers have found that summer sessions attract volunteers who are more inclined to be available throughout the season. They have also found that, although there is a smaller student population from which to draw, summer sessions attract more community-based volunteers, those who are likely to be in the community longer than the average student, and people who tend to be available year-round.

### **DAYS, EVENINGS, OR WEEKENDS?**

The majority of rape crisis centers schedule two evenings per week, three hours per evening, plus one or two full-day Saturday sessions over the course of several weeks. Although this format takes several weeks, it provides time between sessions for participants to synthesize the information as well as integrate the emotional impact of the content and process. It also allows more time to schedule makeup sessions and assign self-paced activities. Saturday sessions provide additional time and flexibility for the facilitator to adjust the training schedule, if necessary, and allow for longer exercises and role-playing sessions or more in-depth discussions. Many facilitators also stress the importance of group bonding and find that Saturday potlucks provide an opportunity for participants to socialize, learn about one another, and develop resource and support networks.

A few rape crisis centers run an accelerated version of their training. For example, one program schedules its two-and-a-half-week training Monday through Thursday evenings from 5:30 to 10:00 P.M., plus one all-day Saturday, for a total of fifty-two hours. A few centers include intensive weekend courses that begin on a Friday evening and run all day Saturday and Sunday. These programs have the advantages of finishing sooner, thereby freeing up the facilitator to return to her "regular" duties, and of attracting volunteers whose availability to participate in training may be limited. The challenges include limited flexibility for the facilitator and lack of time for participants to synthesize and integrate information. Makeup sessions are usually impractical if not impossible. An additional consideration for intensive Friday evening through Sunday programs is that they potentially exclude practicing Jews, who worship on Friday nights, and people who attend religious services traditionally held on Sunday mornings. It is important to balance short-term goals—getting volunteers trained and working as soon as possible—with long-term solutions for well-trained, competent, long-term volunteers.

One rape crisis center had mixed success running a daytime training program. They found it a challenge to dedicate staff during the day, and the training attracted fewer participants than their evening training counterpart. However, the daytime program yielded sexual assault counselors who would be available during daytime hours to work with clients, thereby reducing some of the staff's caseload. They also found that guest presenters were often more willing to participate during their regular work hours than in the evening or on weekends. Rather than abandon the idea altogether, the rape crisis center decided to conduct at least one daytime program per year.

Some rape crisis centers that run their training programs through local colleges or provide a general volunteer training course as a prerequisite for sexual assault counselor training have a two-tiered training process. In general, graduates who are interested in becoming sexual assault counselors are offered a second, more specialized training course that focuses on providing direct services and advocacy.

### OTHER CONSIDERATIONS

It is possible that unique needs in your community will help determine some of your priorities for training. It is also likely that certain funding sources will dictate a particular set of objectives or requirements. In California, rape crisis centers funded by the Office of Criminal Justice Planning (OCJP) are required to provide a training program certified by OCJP in order to meet the statutory requirements for sexual assault counselors and to qualify counselors for the confidentiality privilege. More information about OCJP training standards and statutory requirements can be found in appendix B.

There are myriad ways to structure a training program, and there is no single program that would work for every rape crisis center. Given these guidelines and suggestions, each center can best determine what works in its community. You are encouraged to tailor guidelines to fit your program's objectives, your community's resources, and your personal teaching style.

## Selecting and Preparing the Site



**D**URING YOUR TRAINING, you and the participants will be working long and hard. Much of the stress and fatigue is inevitable, but the physical environment—the training facility—can either aggravate or alleviate the strain. Some rape crisis centers have a meeting space large enough to hold training courses. Others need to use community centers, classrooms, or public meeting rooms. Regardless of where your training is held, it is important for you to make the facility conducive to training. The following issues are of importance: accessibility, location, signage, seating, lighting, temperature and ventilation, noise, necessities such as restrooms and phones, and atmosphere.

**Accessibility.** Your site must be wheelchair accessible. Don't rely simply on what you may have been told. Check it out before you reserve the space. Even a single, shallow step can make it impossible for someone in a wheelchair to enter. Doorways and hallways too must be wide enough to accommodate a person who uses a wheelchair. Restrooms must also be accessible.

**Location.** Don't assume participants can find the facility easily. Be sure participants are given written directions as well as an address prior to the first session. Be sure to include a description of the room or site (if it isn't obvious from your directions) and parking information, and add any notes that could help reduce anxiety. For example: "Our office is in the small gray cottage behind the two-story Acme Insurance office. We share the same address, and you can park anywhere in the lot." Include information about the availability of public transportation.

**Signage.** Provide signage that directs participants to the correct room once they've found the building and a sign that tells them when they've found it. Spell it out. Participants may not be familiar with your logo or acronym.

**Seating.** Arrange the seating in a way that is conducive to discussion. A circle or semicircle allows participants and the facilitator to make eye contact and helps equalize everyone's position. Traditional classroom row seating tends to separate you from the group and disconnect participants from one another. Also be sure participants can see visual aids from any seat.

**Lighting.** Be sure there is adequate lighting. Bring in additional lamps if you need them.

**Temperature and ventilation.** Adjust the temperature for comfort, and make sure there is adequate airflow. If you are using a facility other than your rape crisis center, find out who is responsible for these controls or find out how to use them yourself. Bring in space heaters or fans if needed.

**Noise.** Mitigate noise and other distractions when possible. It may be a simple matter of closing doors or windows, or it may involve negotiating with other people using the same building.

**Necessities.** Be sure there is a restroom and that it is in good working order. Have access to a telephone. Have change in case your only telephone access is a pay phone.

**Atmosphere.** Even the starkest room can be warmed up. Bring a vase of flowers or a potted plant to put near the facilitator or guest presenter. Throw a quilt over a chair. Put a colored tablecloth on a small table for refreshments. Plug in a radio and have some background music quietly playing as participants arrive. A comfortable setting is not only conducive to learning, it is an essential part of making volunteers feel welcomed, recognized, and appreciated for their commitment. They *deserve* a comfortable setting in which to learn and process the difficult subject matter. In addition, providing a pleasant setting and taking care of participants' basic needs in training helps illustrate the importance of taking care of ourselves while doing this work.

## Planning an Individual Session



THE SUBJECT MODULES IN THIS GUIDE suggest information to be covered, but it is up to you, the facilitator, to decide the structure and methods of training that best suit your training objectives and teaching style. The following guidelines can be helpful when you are structuring an individual training session:

- Establish training objectives for the session
- Arrange information in a logical order
- Determine the most effective method or methods for teaching the information
- Vary the intensity and pacing
- Plan the session's opening and closing
- Schedule breaks
- Determine how much time you will need to facilitate the session
- Prepare an outline



**Establish training objectives for the session.** Learning objectives give purpose to the session. Objectives prescribe how participants will *apply* the information learned in the session in their role as sexual assault counselors. Define what you expect participants to be able to do when they've completed the session in terms that are behavioral or observable, as in the following example.

Participants will be able to

- *Define* “sexual harassment” and describe different forms of sexual harassment
- *Demonstrate* how to use active listening skills to support someone who is being harassed
- *Explain* the emotional, economic, and social effects of sexual harassment
- *Identify* options for dealing with sexual harassment and describe how to advocate for a survivor

A phrase such as “be able to understand” is not observable. You cannot see or measure understanding—only the results or application of it. The objective states how we can *use* that understanding.

**Arrange information in a logical order.** There should be a logical progression from one agenda item to the next. Some subjects are best presented in chronological order; that is, the information is presented in an order similar to the order a sexual assault counselor might share it with a client. For example, a session on legal aspects of sexual assault might be structured to begin with law enforcement issues, such as reporting and investigative processes, and proceed through the criminal justice system and victim-witness services, and end with civil remedies and other alternatives for survivors. Some subjects are best grouped together in a single session if they have a common thread or purpose; for example, it could be effective to plan a session about men's issues—male survivors, male significant others, and male responsibility. Present the most basic or foundational information first, and then proceed to the more complex.

**Determine the most effective method or methods for teaching the information.** Different subjects lend themselves better to different methods. Choose teaching methods that best fit the learning objective. Use a variety of methods for presenting information and sharing ideas; however, don't use different techniques just for the sake of variety.

**Vary the intensity and pacing.** Allow participants a chance to integrate information about a subject and “rest” before proceeding to the next topic. After a particularly difficult subject, such as incest and child sexual abuse, it is unlikely that participants will have the emotional energy to focus on another difficult subject in the same session.

- Follow a heavy presentation with an uplifting exercise or activity. For example, to conclude a session on child sexual abuse and incest, ask each participant to name a favorite childhood toy, game, or food.
- Follow lecture-based topics with subjects that are better taught with activities and exercises.
- Schedule regular breaks and brief “stretch” exercises.
- Balance highly interactive group activities with quiet, more reflective, or individual exercises.

Conclude subject modules with exercises, homework, or ideas for positive action. For example, after a unit on rape culture and images of women in the media, ask participants to voice their objection to an offensive advertisement, show, or image by writing a letter or calling the sponsoring television station, radio station, or publication. Remind participants that by taking part in this training, they are being proactive; their participation does make a difference.

**Plan the session's opening and closing.** The opening segment of every session is extremely important. It helps set the tone, clarify expectations and objectives for the session, and introduce participants to the subject. It is also an opportunity to review a previous topic or important ideas. The closing segment is equally important and should include a summary of the session, feedback to determine how well expectations and objectives were met, reminders about preparation or homework for the next session, and a checkout process. Refer to "Checking in and Checking Out" in Part 4 for more information.

**Schedule breaks.** Plan at least one ten-minute break midway through a session or every hour. Participants need enough time to use the restroom, have a light snack and beverage, and move about and reenergize. It can also be very effective to intersperse mini-breaks throughout a session. Ask participants to take a minute to stretch, or lead them in simple breathing exercises.

**Determine how much time you will need to facilitate the session.** Calculate the time needed for each activity, and remember to account for transitions and breaks. A very simple check-in with fifteen people in training might take only ten minutes. A simple checkout for the same group is likely to take much longer. A ten-minute break may stretch to fifteen minutes. If you started five minutes late and took five minutes to make a few announcements and distribute some handouts, you would need to budget an additional ten minutes. Together, these few simple activities, which do not include actual "teaching" time, would take a minimum of forty-five minutes, or 25 percent of a typical three-hour session! It is critical that you manage time so that valuable training is not compromised waiting for people to come back from breaks or allowing discussions to go well beyond the allotted time.

Budget transition time between segments (activities or lecture), and budget extra time. A participant may need additional support from the group; a guest speaker's presentation might take a few extra minutes; a video may take a little longer to set up than you planned; an exercise may run longer than anticipated; a longer discussion may be needed to help participants better understand a particular issue. Expect that you will need additional time somewhere in the session.

*It's always something.*

GILDA RADNER

**Prepare an outline.** Once you have established the agenda for the session, prepare a detailed outline for yourself. Include a time line for the session and contingency plans. For example, note a short exercise that could be substituted for a long exercise. Each time you facilitate training, write the start and end times as you finish an agenda item and move on to the next; refer back to these notes when planning future sessions.

# Incorporating Staff and Volunteers



**Y**OUR MOST VALUABLE RESOURCES ARE the people who work in your rape crisis center—staff and volunteers alike. Using volunteers and staff members in your training program is beneficial for you, the training participants, and the volunteers and staff, who can offer expertise, role models, support, shared responsibility, and shared purpose and vision.

**Expertise.** As you plan presentations, consider the “experts” in your own organization. It can often be more advantageous to use staff and volunteers than outside presenters. Having been through training and having worked with survivors, in-house experts usually possess a deeper understanding of sexual assault and know how to apply learning.

**Role models.** Staff and volunteers bring with them direct experience that validates your training program. It can be very beneficial for participants to hear from people who are “doing the work” using the knowledge and skills gained in training. It is also helpful for participants to learn about volunteer opportunities other than direct service work.

**Support.** When participants and volunteers are introduced, there is an opportunity for them to begin building a network of support and information. Just as sexual assault counselors help clients explore their resources and broaden their support system, facilitators encourage participants to make connections outside the immediate training group. These connections give participants and practicing sexual assault counselors a chance to get to know one another, seek mutual support, and enhance future working relationships.

**Shared responsibility.** Using volunteers to assist with training demonstrates your respect for their knowledge and your trust in their abilities. Sharing responsibility for the training program fosters an atmosphere of mutual respect, builds trust, and encourages participation. Providing opportunities for volunteers to assist with training encourages personal growth.

**Shared purpose and vision.** Not unlike sexual assault survivors recovering from their assault experience who may feel that “no one understands,” participants may feel overwhelmed and isolated by the training experience. For participants, volunteers, and staff alike, connecting with others who share similar values, experiences, and purpose for doing this work can be validating and inspiring. It also fosters a sense of being part of the larger organization and the larger anti-rape movement.

Think about how and when to best incorporate staff and volunteers into your training program. Opportunities to use them probably exist in most, if not all, of your training sessions. Following are some ideas for effectively incorporating staff and volunteers:

- Use sexual assault counselors as guest presenters on various subjects.
- Schedule a panel of sexual assault counselors to talk about their experiences.
- Ask sexual assault counselors to facilitate role-playing exercises.
- Set up a “buddy system” linking participants in training with experienced sexual assault counselors. Buddies can lend support, information, and encouragement and be role models.
- Use sexual assault counselors to assist in facilitating small-group activities.

- Schedule sexual assault counselors to be on-call or present to provide support during and after sessions in which participants may have intense emotions and reactions to the material.
- Create titled positions for sexual assault counselors that include opportunities for program design, volunteer training recruitment, and administrative assistance.
- Invite sexual assault counselors to cofacilitate with you.
- Solicit training ideas from sexual assault counselors.
- Ask sexual assault counselors how they would like to be a part of training.

Using staff and volunteers to assist in the training program can strengthen relationships, increase participation, and contribute to a more effective program. You are encouraged to use some of your greatest resources—staff and volunteers—in your next training.

## Choosing Teaching Methods

*I don't care who the speaker is. No one wants to listen to anyone lecture for three hours straight, and they certainly don't want to be talked at for forty hours.*

A TRAINING FACILITATOR



**E**VERY INDIVIDUAL LEARNS DIFFERENTLY. It is important to apply a variety of teaching strategies to accommodate the diverse learning styles of participants in training. Facilitators can employ many other methods, in addition to lectures, to help learners acquire knowledge and skills. Given myriad ways of approaching the issues and presented with different opportunities to practice and demonstrate what they have learned, students build a firmer foundation and a broader understanding of sexual assault and the role of sexual assault counselors.

Facilitators are strongly encouraged to use multiple teaching methods in each training session:

- Lectures provide specific information in a direct manner
- Full-group discussion gives ownership to ideas, uncovers hidden needs, gives the facilitator a chance to address ideas not on the agenda, keeps the group involved, provides practice in listening skills, and offers opportunities to hear diverse and like opinions and learn about ourselves and one another
- Dyads (two people), triads (three people), and small-group discussions give ownership to ideas and offer opportunities to practice listening skills, hear diverse and like opinions, learn about ourselves and one another, and form connections, bonds, and friendships
- Visual aids (flipcharts, overhead projectors, whiteboards, and blackboards) add interest to a lecture, highlight ideas and concepts, serve as an ongoing reference and reminder tool, record information for later use, and are more effective for visual learners
- Videos, films, and slide presentations communicate effectively for visual learners and are familiar media for most people, present material dramatically and dynamically, give the facilitator some time off within a session, and shift focus away from the facilitator

- Guest presenters or panels introduce community resources, provide “expert” information, let trainees meet people outside the rape crisis center who work with survivors, expose trainees to different philosophies and attitudes, and relieves the facilitator of presenting all material in a session
- Videotaping provides audiovisual feedback on role-playing and encourages self-assessment
- Modeling demonstrates crisis intervention, counseling, and other skills; and gives examples of positive behaviors and interactions
- Experiential activities, exercises, and games, besides being stimulating and fun, provide the experience of learning by doing, arouse interest and curiosity, make the trainee an active (rather than passive) participant in the learning process, encourage discovery of information, and increase understanding and retention of concepts and information
- Homework encourages the trainee to share responsibility for learning, extends the learning process beyond the classroom, expands the volume of information and skills that can be acquired in a training course, and gives some structure to processing the trainee outside the training setting
- Supplemental reading exposes trainees to other voices in the movement, encourages the trainee to share responsibility for learning, expands the volume of information and skills that can be acquired in a training course, and allows assimilation of information at the rate most comfortable to the trainee
- Self-paced materials encourage the trainee to share responsibility for learning, expands the volume of information and skills that can be acquired in a training course, and allows assimilation of information at the rate most comfortable to the trainee
- Group projects provide practice in interpersonal skills, encourage collaborations, contribute to the training materials and information base, and offer opportunities to learn about ourselves and one another
- Participant presentations demonstrate learning, encourage assertiveness, give practice in communication skills, and encourage ownership of ideas and options
- Reading aloud by trainees increases alertness and effectiveness (hearing oneself is sometimes more effective than listening to others), gives the trainee the opportunity to share some responsibility for educating, and shifts focus from the facilitator
- Inspirational stories validate the importance of the work and provide encouragement
- Music provokes thought and discussion, and creates a relaxing, inspiring atmosphere
- Site visits familiarize trainees with courtroom, hospital, and law enforcement settings and add concrete understanding to protocols and procedures
- Pre and post quizzes measure learning, give a sense of progress, and provide feedback to the facilitator
- Role-playing relates material to the real world; demonstrates understanding, knowledge, and skills; provides the opportunity to practice skills, give and receive feedback, empathize with clients; and encourages trainees to learn by doing, *the most effective learning tool*

Although lectures or guest presentations may seem to be the easiest or most appropriate way to communicate some types of information, when combined with other methods,

they are exponentially more effective in helping trainees understand the information presented, remember the important concepts, and comprehend the practical applications. For example, simply jotting down a few key words or concepts on an easel pad while talking significantly enhances the effectiveness of any lecture. Asking one of the trainees to do it for you increases the effectiveness even more.

It's important for the facilitator to remain interested—even with very familiar material—and generate interest. A change of teaching method and pacing can help prevent fatigue and boredom. Try something different!

*I know some of our training has been done the same way for years, and it feels as though there are some units I've done a million times. I know volunteers pick up on that. But instead of revamping the entire training, or feeling guilty about not having the energy to do it, I've finally given myself permission to improve just one or two units each time. That's been manageable and actually kind of fun.*

A TRAINING FACILITATOR

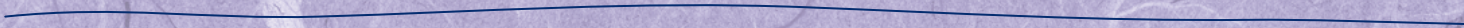
4



# Tools & Techniques



**CALCASA**  
CALIFORNIA COALITION  
AGAINST SEXUAL ASSAULT



# 4



## Tools and Techniques

Overcoming Facilitator Anxiety	37
Creating a Safe and Open Environment	38
Setting Expectations and Ground Rules	41
Building Participation	43
Facilitating Discussions	46
Asking Questions	51
Managing Conflict	55
Managing Time	59
Checking In and Checking Out	60
Using Experiential Activities	63
Role-playing	65
Facilitating Films and Videos	68
Correcting Our Mistakes	70
Keeping Track of Questions and Ideas	71







# Overcoming Facilitator Anxiety



IT'S NATURAL TO EXPERIENCE at least some anxiety around the sexual assault training, even if you feel completely prepared and confident. Anxiety or nervousness can actually be a blessing in disguise. By managing it, you can use it to your benefit and deliver a more dynamic, enthusiastic program.

The basic steps for overcoming anxiety are to

- Acknowledge it
- Identify triggers and issues
- Identify specific needs and explore strategies to meet those needs
- Identify resources
- Get feedback
- Seek support and assistance
- Trust yourself

In order to reduce your level of anxiety, it is first important to acknowledge that it is normal for facilitators to feel this way. Even the most experienced facilitators feel anxious at times.

Next, identify what it is you're anxious about. Do you need to know more about a particular subject before you feel confident presenting information? Are you nervous about speaking in front of groups? Are you afraid you'll forget something? Is there something about the subject matter that makes you uncomfortable? Are you picking up on the anxiousness of other people in your training? These are common sources of anxiety. You are not alone!

Finally, examine your concerns, and address one issue at a time. Anxiety can overwhelm us or be used as a helpful tool that alerts us to areas we need to address. Think about what skills, tools, and support you would need in order to mitigate your concerns. Think about what additional planning, preparation, or practice *before* a training session might relieve some of the stress *during* the session. Identify and seek out resources.

Sometimes, just verbalizing your anxiety can help to reduce it and garner support. For example, you might tell the training group you're nervous about meeting people for the first time. They are very likely to be feeling the same way and will make an extra effort to make you feel more comfortable. Share your concerns with other staff members and trainers who can lend support, ideas, and feedback. Ask for feedback. You may find you are unfairly critical of yourself. *Ask for help.*

*Sure, you'll never remember everything. You could always have done something better. There will always be someone who is a better, more dynamic, funnier—whatever—trainer than you. But, remember, no one else gave the people in that group the information, support, knowledge, and skills or the incredible learning experience. You made that happen.*

A TRAINING FACILITATOR

*Trust yourself. Have faith in what you're doing. We may not remember every little "fact," but we have an emotional knowledge that's much more valuable.*

LEE MEHLMAN

## Creating a Safe and Open Environment



THE EFFECT OF SEXUAL ASSAULT IS profound and long lasting. Although survivors are affected in different ways and to different degrees, fear and trust are common, closely related issues (for example, fear and/or mistrust of men, of strangers, of their friends or family, of the criminal justice system; mistrust of their own decisions and judgments). And for survivors and nonsurvivors alike, we need to acknowledge how institutionalized racism, homophobia, and other forms of oppression instill fear—fear of the unknown or unfamiliar, fear of those unlike ourselves. Internalized oppression may also contribute to our resistance to sharing and participating. That is, we may fear that previous experiences of oppression may be repeated. This fear and mistrust separates us from one another and can diminish our ability to learn.

A safe and open environment is absolutely essential for a truly successful training program. Participants need to feel safe in order to express opinions, ask questions, accept new ideas, and share personal information. This is accomplished by building trust through honest, consistent, and respectful interactions among all members of the group, including the facilitator. A safe physical space is also essential. Above all else, confidentiality must be respected.

### Providing for Physical Safety

Although psychological and emotional safety are the greater issues, it is important to first create a space in which participants feel physically safe. Because of the nature of the training, participants often come with heightened anxiety or fear about their physical safety. Their feelings need to be acknowledged, safety information needs to be provided, and the training space needs to feel safe and comfortable.

- Be sure that the training site is well lighted and has good signage. Tell participants about the site, pointing out entrances, fire exits, and telephones. Explain which doors are locked and which remain open or unlocked during training.
- Explain whom participants might expect to see or hear besides other trainees. For example,

*Hathor does all our gardening, and she usually makes a little noise outside the front window when she's working on the hedges. Chuck is our maintenance man, and you'll occasionally see him pass through the office on his way to fix something. There's a group meeting here on Tuesday nights, and you'll probably hear them come through the back door on their way to the conference room.*

- Introduce participants to staff and volunteers so they can become familiar with other people they might see around the training site.

- Explain briefly how your hotline works so participants don't worry every time the phone rings. For example,

*If the phone rings during training, the answering machine will pick up. Hotline calls are directed to a different number. Not every phone call is a hotline call.*

- Encourage participants to walk together to their cars. Suggest carpooling.
- Incorporate self-defense information and practice into the training agenda.

## Establishing Confidentiality Guidelines

Maintaining confidentiality is absolutely essential to the work of rape crisis centers and is critical to establish a safe and open atmosphere for training. Explain the importance of confidentiality in the introductory session, and reiterate it throughout the course of training. Confidentiality must be one of the ground rules. Information of a personal nature that is shared in the group cannot be shared outside the group without the express permission of the person who is sharing. Information to be kept confidential includes

- Personal experiences, particularly those related to sexual assault, abuse, and other forms of violence
- Personal feelings and reactions expressed in the group
- Personal information such as telephone numbers
- Any information a participant requests be kept confidential

Participants are, however, encouraged to share their *own* experiences if they so choose and what they learned *from* one another. Help participants understand what this means by presenting a hypothetical situation and discussing what can and cannot be shared outside the group: For example, Heather, a forty-four-year-old woman in the training class who works as an accountant, disclosed that she is an incest survivor and was battered by her former husband for ten years before she got out of the relationship.

What *cannot* be shared outside the group? Although, with the exception of her name, the information about Heather may at first seem too vague to identify her—there are a lot of forty-four-year-old women accountants; there are many women who have been divorced for ten years—there is enough information for someone to figure out who is being described. At the very least, Heather would be likely to *feel* that any information about her would be too great a clue to her identity, and that is reason enough. *None of the information about Heather may be shared.*

What *could* be shared outside the group? A participant may share what *she* learned and *her own* feelings about Heather's experience. These can be shared without connecting them to anyone in training. Give examples to illustrate this point. It would be preferable to say, "I learned that some adult survivors of incest have a hard time in intimate relationships," rather than, "A woman in training talked about how hard it is for her to be in intimate relationships because she is an incest survivor." Saying, "It made me really sad to hear how incest affects the victim years after the abuse has stopped," allows a participant to react to what was heard without disclosing that Heather, or anyone else in the group, is an incest survivor.

Confidentiality must also be upheld for people using the rape crisis center's services, with whom training participants might come in contact. For example, a participant may be coming in for training while a client is leaving her counseling session. It is critical that

participants understand that they may not disclose this information under any circumstances. For example, it is not permissible for them to say something even as presumably innocent as, “I saw Michelle the other day.” This can lead to questions about how or where the client Michelle was seen, or it may be deduced from this or other seemingly innocuous information.

Training participants should also be cautioned that if they do run into a client outside of the rape crisis center, it is imperative for the participant not to acknowledge having seen the client there. Often it is simply safer and easier for a training participant to maintain confidentiality by declining to talk with a client or by attempting to avoid even acknowledging a client outside the rape crisis center setting. The only exception might be if the client first engages the training participant in conversation. For example, it is possible that Michelle, a client, could say to Leslie, a trainee, “Leslie, it was nice to see you at the rape crisis center.” In this case, Leslie might mention she is in training or disclose any information about herself, if she so chooses. However, it is important that Leslie not ask Michelle why she was at the center or press for any other information about Michelle’s involvement or experience at the center.

It is helpful to reiterate the importance of confidentiality for both participants and survivors at intervals throughout the training course and to provide opportunities for participants to process their feelings in a safe, supportive environment.

## Fostering a Safe Atmosphere

*The secret of education lies in respecting the pupil.*

RALPH WALDO EMERSON

In order to foster a safe and open atmosphere, it is important for you to build mutual trust and respect among members of the group and yourself. Mutual respect requires that we take the ideas, beliefs, and feelings of others as seriously as we take our own. Trust requires that people feel comfortable stating what is true for them and believe that they will be heard without judgment or ridicule and that confidentiality will be honored. It is critical for you to be honest and forthright. It is also important that you be willing to do no less than what you ask of participants. When you *trust* participants by being willing to open up or “go first,” participants are more likely to feel trusted and reciprocate accordingly.

The following may help promote feelings of respect, trust, and safety:

- Uphold and emphasize the importance of confidentiality
- Model and encourage open, honest communication
- Model and foster honest, supportive feedback, and solicit the same
- Listen to, acknowledge, and respect all ideas and opinions
- Remain nonjudgmental
- Encourage individuals to accept differences of opinion and agree to disagree
- Give participants responsibility
- Demonstrate respect for people’s emotions
- Interrupt oppressive remarks and behaviors that can thwart trust

- Express clear expectations about learning; for example,

*The purpose of this exercise is to help us learn how racism may affect our work—not to make you feel guilty.*

A safe atmosphere is also one in which participants are helped to feel comfortable challenging and being challenged on oppressive attitudes or behaviors. Point out that this is a critical learning process and not an attempt to make anyone feel bad. Model how to give feedback in a respectful, nonthreatening manner. Encourage participants to remain open to hearing feedback, and resist taking a defensive posture when confronted. Urge them to take comments, regardless of how difficult they may be to hear, as well-intended, useful information.

A safe and open environment will increase the comfort of participants, encourage greater participation, increase the effectiveness of the learning process, and enhance the training experience for all.

## Setting Expectations and Ground Rules



**D**IFFERENT PEOPLE COME TO TRAINING with different expectations, both personal and professional. It is your responsibility as facilitator to make clear the goals, objectives, requirements, and expectations for this training. Although the participants should have been made aware of these prior to the first session, it is helpful to reiterate the information and present it in more detail by giving the following information:

- An overview of the training structure, including training dates, times, locations
- Goals and objectives for training
- Attendance requirements and makeup policy
- Overview of the course content
- A description of the intensity of the subject matter and training experience
- Requirements for sexual assault counselors

When discussing expectations of sexual assault counselor training, it is also important to clarify what *not* to expect; that is, it is absolutely essential for participants to understand that *training is not therapy*. It can be therapeutic, but it is not a substitute for therapy.

In addition to knowing what you expect from them, participants should know what they can expect from you and your agency, including

- Training to gain the knowledge, skills, and practice to be a sexual assault counselor
- Other special features and benefits of training
- Certification
- Ongoing education and support
- Education credits and employment recommendations, if applicable
- Other volunteer benefits

Ground rules further clarify expectations, foster a safe, comfortable atmosphere, and facilitate learning. It is advisable to set ground rules for training at the first session. An effective technique is for you and the group to jointly establish the ground rules for training. Doing it this way results in

- Ownership and greater respect for the ground rules
- Shared responsibility in decision making
- Participants' learning early on that their input is valued
- Identification of special concerns or pet peeves
- A broader and often more interesting range of rules

This task lends itself well to using a flipchart, a whiteboard, or blackboard. You can write the rules as they are suggested, ask a volunteer to be the recorder, or ask each group member to write one rule on the board. If they run out of things to add, ask them put a mark next to the rule that is most important or that will pose the greatest challenge.

1. Begin the list with one or two ground rules, such as

*Begin training on time, and, as facilitator, I commit to ending on time.  
Hold confidential any personal information or experiences people may disclose.*

2. Ask participants for other ground rules. Give them time to think about it. Allow one idea to generate the next. If participants "get stuck," ask a question to generate ideas. "What would make it more comfortable for you to ask questions/hear feedback/role-play?" Suggest something outrageous to stimulate thinking about more innovative and reasonable ideas. "I think we should have ice-cream sundaes at the end of every session" might spur someone to suggest everyone take turns bringing a snack for the break.

3. Repeat suggestions as they are being written on the board.

4. Fill in any ground rules that were not listed. These might include

*Maintain confidentiality; information of a personal nature that is shared in the group is not shared outside the group.*

*Come prepared and on time.*

*Complete homework assignments.*

*Ask when you don't understand something.*

*Don't interrupt.*

*Don't monopolize a discussion.*

*Participate.*

*Agree to disagree at times.*

*Be open to new ideas.*

*Respect other people's input.*

*Respect other participants' emotional reactions.*

*Avoid racist, homophobic, or other oppressive language or behaviors.*

*Be willing to be called on racist, homophobic, or other oppressive language or behaviors and work to change them.*

*Take personal risks.*

*Express thoughts and opinions honestly.*

*Don't use training as a substitute for counseling.*

*Take care of ourselves.*

*Ask for support.*

*Give support.*

*Have fun.*

5. Read the entire list aloud.
6. Discuss any ideas that might seem impractical or unreasonable. Thank and validate people for contributing ideas that generated discussion, even if they weren't adopted.
7. Review the list, highlighting any rules that are not negotiable (for example, confidentiality).
8. Ask the group if they agree to adhere to the ground rules.
9. Praise the group for their participation and their ideas.

It may be helpful to post the ground rules somewhere in the room and refer back to the list if the need arises. Consider reviewing and posting the ground rules for sessions that you anticipate will be highly charged.

## Building Participation

*What we're doing is so intense, so important. We need to keep people aware and engaged.*

ANNA GOLDSTEIN



IT IS IMPORTANT TO ACKNOWLEDGE the existence of barriers and resistance to participation, understand what might be behind them, and learn to overcome them in order to build participation.

### Resistance to Participation

Many people, for a variety of reasons, are uncomfortable talking in front of even a small group of people. This discomfort might be heightened in a training setting where talking is strongly encouraged. These people are painfully aware of how they look and sound in front of their peers and therefore are going to be more anxious during a session. They may be constantly comparing themselves, their knowledge, and their responses to the way they perceive everyone around them. They have trouble answering questions—especially volunteering answers—because they are afraid of making mistakes or looking foolish.

Sexual assault counselor training has an element of stress for group participants as well as for the facilitator. Sexual assault survivors may not feel safe disclosing their experience or the reasoning behind some of their opinions. They may wonder if everyone *knows* and may feel anxious about other participants' reactions. Participants who do not self-identify as survivors may also be hesitant to participate. They may feel they won't be able to do the work if they haven't experienced an assault, or they may feel their opinions won't be as respected or valued.

Sexual assault counselor training is intense—both the material and the process. Participants may resist participation because they fear it will restimulate negative feelings or memories. They may believe that limited participation will prevent these feelings from surfacing. Some participants may use nonparticipation as a form of denial or a way to separate from the realities of sexual violence. These are valid concerns for facilitator and participants alike.

Some facilitators may also resist encouraging participation and, as a result, find facilitation less rewarding and considerably more difficult than it should be. It is not uncom-



mon for inexperienced facilitators to face one or more of these barriers; even the most experienced facilitators face them on occasion:

- They don't know how to get participants involved
- They teach the way they were taught
- They believe it is easier to lecture
- They fear loss of control when they aren't talking
- They don't have time to learn
- They don't believe participation is a good way to learn
- They want to be the expert
- They aren't skilled at reinforcing participation
- They doubt their abilities to build participation

## Advantages to Participation

To begin to break down resistance and overcome some of the barriers to building participation, it is helpful to remember the advantages of getting learners involved, including

- Less work for the trainer
- More successful training
- More facilitator satisfaction
- More interesting training
- More effective learning
- Ownership of ideas
- Connection with previous experiences
- Relation of classroom material to the real world
- Easier measure of learning

Encouraging participation models important behavior for counselors. Just as sexual assault counselors strive to empower sexual assault survivors to regain control through awareness and action, facilitators need to encourage participants to take an active role in their own learning process.

People will participate when they believe you want them to participate. Merely telling trainees you want their participation is not enough. You must prove it to them through your words and your actions. Building participation *does* take learning, preparation, time, energy, and practice. And learning some basic reinforcement techniques can help you build participation while enhancing the enjoyment and effectiveness of your training.

## Reinforcing Participation

Reinforcement is a critical technique for building and maintaining participation and is essential for learning to take place. Reinforcement helps participants gauge their progress and lets them know how correct their understanding is and how appropriate their participation has been.

There are three major kinds of reinforcement:

- Positive: rewarding a person's appropriate response or participation
- Negative: giving disapproval of an undesired or inappropriate response or participation
- Ignoring: not acknowledging a behavior or response in the hope that it will not occur again

These last two forms are discussed further in Part 5, in the "Group Behaviors" chapter.

There are numerous techniques you can use to reinforce participation:

- Look directly at your audience; make eye contact
- Use participants' names when you speak to them
- Move or gesture toward the speaker
- Nod when someone is speaking
- Repeat what the person said
- Use participants' ideas and suggestions
- Refer to participants' ideas later
- Write down what a person says
- Give credit for ideas and suggestions
- Thank participants
- Follow up after a session
- Relate a participant's idea to someone else's situation
- Give prizes

One major reason some facilitators are more successful than others at building participation is that they begin to reward and encourage participants' involvement early on and use reinforcement techniques throughout the training, no matter what the activity. When participants receive reinforcement for their "small" efforts, they are more likely to participate in discussions and be open to participate in exercises and other activities later on.

What may seem to you like making a simple statement may be a huge step for a training participant. Participants may feel they have nothing to contribute or be afraid to say the wrong thing. Using reinforcement techniques can help build confidence, encourage trainees, and build participation in the larger group.

# Facilitating Discussions

*So much of the pain around sexual assault and abuse comes from the silence and the secrecy. Survivors have to be able to break the silence. And we can't expect them to feel comfortable talking about their feelings and this huge experience of theirs unless we're willing to do the same. Discussions aren't just about the information, they're about learning to talk and listen.*

A TRAINING FACILITATOR



**D**ISCUSSION IS A KEY ACTIVITY in adult learning, especially when the subject is sexual assault. Discussions serve the following purposes:

- Helping satisfy the principles of adult learning
- Drawing out information already in the group
- Reinforcing ideas and concepts
- Clarifying
- Helping others recall something
- Meeting our needs to share
- Adding variety to training
- Getting participants involved
- Stimulating questions
- Revealing attitudes, resistance, challenges

Discussions can be powerful tools for learning when they are carefully planned and skillfully facilitated. Your role as facilitator is to

- Keep the discussion focused
- Clarify or ask for clarification when something seems confusing
- Create and encourage opportunities for participation
- Manage conflict
- Foster and maintain a positive, open atmosphere
- Assist the group in reaching its own conclusions
- Protect minority opinions
- Reinforce contributions
- Monitor time limits

The better prepared you are to facilitate a discussion and the more structural details are in place before you begin, the more energy and attention you will be able to direct to the facilitation itself:

- Set up your training space to be conducive to discussion. Arrange chairs in a circle for large groups; consider smaller circles or round tables for smaller groups. Make sure there is adequate lighting and a minimum of outside noise, if possible.

- Have ready any materials needed for you or for the participants: handouts, newsprint, marking pens, easel pad, and so on.
- Develop a list of questions and prepare examples to explain concepts.

Before you begin the discussion itself, introduce it using the following guidelines:

- “Sell” the discussion. Let participants know what the discussion is about, the benefits of having it, and how it is relevant to the role of sexual assault counselor.
- Very briefly explain your role as facilitator. “My job here is to hear what *you* have to say, your ideas, and to keep us focused and the discussion moving.”
- Very briefly review ground rules. “Just a reminder . . .”

## Beginning a Discussion

Some discussions start on their own. Others will need you to jump-start the process. Try different techniques for beginning a discussion.

Use an opening question to stimulate discussion. Start with a simple question such as, “What do you think about that?” or “How are you feeling right now?” Use more specific, detailed questions to move the discussion in a particular direction. For example, you might ask,

*What did you think about the part in the film when Linda told Janice she was being sexually harassed? How do you think this compares to a real-life situation?*

Use the listing technique to generate approaches or ideas that can be the basis for the discussion. You might begin by having participants brainstorm a list and then refer back to the list to discuss each item. For example, in the session on domestic violence, ask participants to list all the reasons a woman might stay in an abusive relationship. Go around the room and ask each person for a response, a technique similar to listing. Come back to these responses in the same way that you would return to the brainstormed list.

## Facilitating the Discussion

Once the discussion has started, your task is to keep it focused and all members of the group participating.

**Encourage and equalize participation.** This is often the greatest challenge when facilitating. Some people will feel more comfortable talking than others. Your role is to keep one or more individuals from dominating the discussion while providing opportunities and encouragement for quieter members to participate.

**Model positive behavior.** Practice both verbal and nonverbal active listening skills be nonjudgmental, and remain open to all ideas.

**Keep the group focused and on task.** You need to alert the group when they have moved away from or are off the subject completely, or if they need reminding about the purpose of the discussion. Acknowledge what's happened, validate the importance of what's being discussed, remind them what they need to be discussing now, and pose a question or suggest a way to move back into the discussion.

*I think we've gotten a little off the track here. It's hard not to get into a discussion about doctors when we're discussing medical options. Let's focus on how we work with survivors around this issue. What kinds of information do you think a survivor would need to help her make a decision about medical care?*

**Clarify and interpret.** Something may be said or implied that could be unclear or misinterpreted. Rephrase what was said to clarify what was meant and how it may have been heard or interpreted.

*Sue, I heard you say x, but it sounded to me as though you really meant y. Am I understanding you correctly—you think y?*

Ideally, you want to encourage other members of the group to learn this skill.

*“I just heard someone say x. What does that mean to you?”*

Modeling good clarification and interpretation skills will help sexual assault counselors work with survivors later on.

**Set the pace.** Keep the group aware of how it is doing and when it is time to move on. For example, you might say,

*We’ve been discussing the advantages and disadvantages of reporting and you’ve had some great insights. Have we covered this thoroughly? It seems as though you have a good understanding of it. I’d like us to move into how we explore different options with survivors.*

**Keep track of the time.** Just as a sexual assault survivor may lose track of time and need a time-check to feel a sense of “progress” and grounding, trainees need to know how they’re doing and what to anticipate.

*We’ve been talking about reporting issues for about half an hour. I’d like us to spend the next half-hour role-playing. We’ll try to finish up by the eight o’clock break.*

**Write things down.** During a discussion, especially when listing, write each item on an easel pad or whiteboard. This allows everyone to see the material that has been generated and refer to it as needed. It also gives participants a sense of being heard and a greater sense of participation. Another option is to record responses on a notepad as the discussion progresses. Read back responses to underscore a concept or idea, call attention to an ambiguity, or stimulate further discussion.

**Point out relevance.** Relate the discussion to participants’ experience or to the role of sexual assault counselor. For example, if you have arranged for a presentation on substance abuse and eating disorders, the ensuing discussion should be focused on how survivors may use substances and/or other methods to cope with an assault and how participants can use that information when counseling survivors.

**Reinforce participation.** Look at people when they speak. Repeat what they said. Refer to their ideas. Practice active listening techniques.

**Use humor.** Laughter can relieve tension and boredom and can loosen up a group faster than any exercise.

**Process.** Help the group members work well on an interpersonal level, and keep lines of communication open. Encourage participants to respond to one another’s ideas as well as express their own opinions.

*Heidi, what do you think about what Debbie just said?*

Ask for feedback from the group.

*Does anyone else have a theory about that? Do you all agree with that?*

Give feedback about interpersonal behavior or offer observations about the group.

*I noticed that many of us suddenly got really angry when someone mentioned x. Let's talk about why we think that happened.*

**Use your intuition.** If something isn't working, try something else. If you sense there are unexpressed feelings, ideas, or questions—address them. Ask the group. For example, you might say,

*I'm sensing that some of us are feeling frustrated with some things the D.A. said. Let's talk about that.*

If you're wrong—and your intuition rarely is—move on. At the very least, you have given participants some feedback on how they might be perceived by others.

**Summarize.** Pull together various parts of the discussion. Note the content of what was discussed as well as where you see the discussion heading.

*We've talked about a, b, and c. These are all very common responses of sexual assault survivors. What about d and e, which we discussed earlier? How do you think they fit into this? I think we might want to talk about that for a few minutes.*

**Conclude the discussion.** Sum up the information that was discussed, review the most important aspects, and the emotions, reactions, or interactions that transpired. This includes what progress the group has made and its relevance to the training. For example, you might say,

*We've talked about the advantages of reporting, especially a, b, and c, and the disadvantages, such as d, e, and f. We've done some role-playing to practice exploring the options with survivors, and that also gave us a chance to experience how difficult it can be sometimes to keep from making decisions for survivors.*

Review or suggest further actions participants can take or any agreements that might have been made.

Use the opportunity to reteach any information or fill in gaps in learning. Ask if there is a need for more information, practice, or discussion.

*Having done all this, how do you feel about being able to work with a client on this issue?*

Answer questions, offer feedback, give praise, and provide information about additional training.

*You should have a good understanding about how to deal with this issue. I think you all did a great job in the role-playing, and I promise you'll feel more confident about your skills as the training continues. You'll get a lot more time to practice your skills. We'll be doing role-playing again next week.*

## Concluding a Discussion

Because of the nature of sexual assault counselor training, short, intense conversations may evolve into longer than expected discussions. And long discussions may interfere with other items on the training agenda. Although discussion is always a valuable learning tool, because of time constraints it may not always be possible to finish a discussion to everyone's satisfaction. It is important to end a discussion without discouraging future discussions, to provide other options for processing participant's ideas and feelings, and to share relevant information.

If the subject matter has been covered thoroughly and participants need more time to process,

- Suggest participants continue the discussion during the break or after training
- Suggest participants write about their thoughts, ideas, and feelings and bring their written work to share with the group
- Encourage participants to build relationships with others in the group so they can have a “processing partner”
- Encourage participants to explore resources outside the training group
- Let participants know if and when you are available to talk with them outside of class time

*It's great that we have so much to discuss, and clearly we could talk about this for quite some time. Unfortunately, we need to move on to our next topic. I urge you to continue to talk about this during the break or after class.*

If the subject matter will be addressed again in another session,

- Assure the participants that there will be more time devoted to this issue
- Tell participants how and when the issue will be addressed

*There has been some great discussion here, and clearly there's a lot of interest in this subject. We're going to be talking more about this in session a. Be sure to bring up x, y, and z if I don't remember to address it then.*

If the subject is not related to or is inappropriate for sexual assault counselor training,

- Be honest with the group
- Encourage participants to discuss the issue outside of training time
- Suggest alternative organizations, settings, and opportunities for discussion

*This is an interesting idea/concept/discussion, but I'm afraid we don't have time in this training course to get into it. I would encourage those of you who are interested to get together to talk about this some more. You might also explore how the So-and-So Group is looking at that issue and check out the Such-and-Such newsletter.*

# Asking Questions



ASKING QUESTIONS IS one of the most simple and effective facilitation techniques you can use. *How* you ask a question is as important as *what* you ask and what you want to gain by asking it. Effective questions are critical to keep participants involved and to check for understanding. Questions add variety to training and can increase participants' confidence in their skill level. Whether prepared in advance or spontaneous, questions are important tools that can

- Open discussion
- Stimulate interest
- Provoke thinking
- Elicit participation
- Change the direction of a discussion
- Give an opportunity to share experiences
- Check for understanding

Using questions also satisfies the adult learning principles of integrating old and new information, clarifying expectations, and sharing experiences.

Learning to ask the right questions at the appropriate time requires planning on your part. The following methods can help you.

- Start with easy questions.
- Ask the group as a whole, so they all think about it. Then call on someone specific by name.
- Call on an individual to get specific feedback, check for understanding, or increase that's person's participation.
- Pause after a question; wait ten seconds. Don't be afraid of silence—they are thinking. For a facilitator, waiting is often difficult. The ten seconds will seem much longer to you than to the group. Wait after asking a question so the participants can
  1. Digest and think about the question
  2. Realize an answer is expected
  3. Formulate a response
  4. Consider the accuracy of their answers
  5. Evaluate the risk of being “wrong”
  6. Evaluate the risk of sharing an opinion or experience
  7. Gather the courage to speak up
  8. Speak up
- Rephrase a question; ask someone to “take a guess” at it.
- Resist answering your own question.
- Reinforce responses.
- Be prepared for negative or different answers.



Reinforcing responses to your questions will increase learner participation and demonstrate that you really care about their thoughts.

- Give praise; for example,  
*Great! That's an excellent point.*
- Thank participants for sharing their ideas or experiences.
- Refer back to another person's idea or experience; for example,  
*Remember when Marina talked about xyz? This is a good example.*
- Use people's names whenever possible.
- Look at the person talking.
- Nod your head yes when you agree.
- If someone makes a valuable remark, don't repeat it to make it "yours." Instead, credit and acknowledge the author and then repeat the answer; for example,  
*That was a great point Sandy made. Most assailants are acquainted with their victims.*
- Praise effort even if the answer is wrong.
- Use the word *and* instead of *but*.
- Paraphrase or write answers on an easel board using the participants' own words. If the response is hard to capture, try stating the essence of it and asking whether that's what the participant is saying.

## Using Open-ended and Closed-ended Questions

Different types of questions can be used for different purposes. In general, open-ended questions are best used to open a discussion, to establish a need, or to elicit a reaction. Open-ended questions stimulate thinking and increase participation.

Open-ended questions that encourage discussion may start out with

*What do you think about . . . ?*  
*How do you think this relates to . . . ?*  
*How would it be if . . . ?*  
*Show [tell] me about . . . How would it feel to . . . ?*  
*What else can you say about . . . ?*  
*What might happen if . . . ?*  
*What type of . . . ?*

Using open-ended questions in training fosters open communication and models a positive way for participants to work with survivors. Even a simple inquiry about one's well-being can be phrased in either an open or a closed manner (for example, "How are you feeling?" versus "Are you feeling okay?").

In contrast, closed-ended questions usually limit the response to a yes or no answer:

*Does . . . ?*  
*Is . . . ?*  
*Are . . . ?*  
*Can . . . ?*  
*Will . . . ?*  
*Should . . . ?*


*Could . . . ?*  
*Would . . . ?*

Closed-ended questions, when used properly, can be helpful for facilitation when the objective is to discourage a participant from rambling, interrupt an inappropriate response, or change the focus of a discussion. They can also force the response to specific choices. See “Types of Questions and Their Use” below for examples of some different types of questions and their suggested uses in training.

<i>Types of Questions and Their Use</i>		
<b>TYPE</b>	<b>USES</b>	<b>EXAMPLES</b>
Open-ended: Requires more than a yes or no answer	To open a discussion To establish need To get reactions	What does this mean to you? When do you think this would be appropriate?
Closed-ended: Limits response to specific choices or a yes or no answer	When a participant is rambling When someone gives an inappropriate response To change the focus of a discussion	Did you like the D.A.'s presentation? What step comes next, A or B? Does everyone agree?
Forced-choice: Restricts the number of possible answers	To limit the choice of answers To have participants make a decision	Do you want to take a break at 8:00 or keep going until 9:00? Should we meet on Tuesday night or hear Maya Angelou speak and make up the session on Wednesday?
Priority ranking: Requires ranking items or setting priorities	To evaluate the importance of a topic to the individual To compare answers	How would you rank the severity of these different assaults?
Leading: Implies the expected or desired answer	To focus and or stimulate a discussion To get the right answer to move a discussion forward	Don't you think this makes sense? Wouldn't you agree that he's wrong?
Definition: Requires the meaning of a word or concept	To verify or clarify understanding To get everyone to the same level of understanding To set the parameters of a discussion	What does rape trauma syndrome mean?
Classification: Requires matching items with categories	To categorize what has been discussed To test participants' knowledge of how concepts are applied	Which of these tasks should be performed by the sexual assault nurse examiner?
Comparison: Requires comparing one thing to another	To draw out similarities or differences To relate to previous knowledge or experience	How would this be different if the victim were a teen rather than an adult?
Explanation: Requires defining and/or interpreting of terms or concepts	To get participants to apply knowledge To ensure understanding To get participants thinking	How would you explain the medical-legal exam to a client? What are some reasons a significant other might seem unsupportive?



*continued next page*

Types of Questions and Their Use, continued 		
TYPE	USES	EXAMPLES
Problem-solving: Requires speculation or evaluation of the question	To reach a decision To apply concepts learned To reinforce a thought process	Given this situation, what would you do? What steps do you need to take before meeting a victim at the hospital?
Feeling: Requires expression of personal opinion	To determine the emotional effect of a topic To move the discussion forward, if needed	How are you feeling right now? How do you feel about working with the police? What do you think about the criminal justice system?
Rhetorical: Does not require an answer	To state the obvious To emphasize a point	Who wants to be raped?

## What to Do If No One Responds

Sometimes when you ask a question, you don't get an answer. Think about why participants aren't responding, and then act accordingly. There are several possibilities:

- They're still thinking about the question and possible responses.
- They think it's a rhetorical question.
- They don't understand the question.
- They don't feel comfortable speaking up.
- They're evaluating the risk in speaking up.
- They don't feel safe answering that particular question.
- They're bored.
- They don't know the answer.

There are several possible solutions:

- Restate the question and ask if they understand it.
- Wait five or ten more seconds. Rephrase the question.
- Use a different type of question.
- State an opinion, such as "Most people think . . ." Then ask the group why they agree or disagree.
- Call on someone.

- Ask “around” the question; for example,

*What do you think makes it difficult to answer this type of question? or Why do you think people feel uncomfortable talking about this subject?*

- Answer the question yourself.

## Incorporating Questions

As you plan your training, think about how different types of questions can be used to accomplish your objectives. Each question can be a mini-exercise. Break up lectures with questions. Incorporate questions throughout each session to keep participants involved and focused. Use questions to test knowledge and get feedback. In your training notes, write down questions, possible answers, and correct responses; prepare questions as you would any exercise.

## Managing Conflict



CONFLICT AND DISAGREEMENT AMONG participants (or between the facilitator and a participant) are inevitable in most sexual assault counselor training programs. However, according to Lynne Hollyer, they are not necessarily negative elements. To the contrary, when well managed, conflicts and disagreements can be constructive, stimulating, and productive. The following, written by Ms. Hollyer, may be useful for facilitators in identifying and managing conflicts and disagreements.

### Understanding and Managing Conflict

Conflict can be *real*, *perceived*, or *anticipated*. While most people view conflict as negative, conflict has both constructive and destructive elements. Conflict can create a high level of stimulation and creativity in an organization or between individuals. The effect of conflict is often to produce superior ideas and to foster strong group cohesiveness and identity. A conflict situation can force individuals and groups to evaluate their relationships in a way that causes them to change in real terms.

A conflict can be productive if the participants are satisfied with the outcomes and feel that they have gained something by engaging in it.

Destructive conflict occurs when the participants feel hurt by the outcomes and feel that they have lost by engaging in the conflict. Often the nature and duration of a conflict determines its character. Unacknowledged or unconscious conflict is more difficult to resolve than conflict that is recognized by the parties involved.

Conflict that threatens the self-esteem of the parties involved is more difficult to resolve cooperatively than conflict that does not. Disputes over large issues of principle are less likely to be resolved cooperatively than conflict over specific issues relating to the application of a principle.

People usually associate conflict with behavior, because they don't like the way a person acts toward them or makes them feel. While behavior clearly contributes to conflict, it is often analogous to the doorway through which a person must pass in order to get into a room filled with data, values, relationship, and structural factors.

## TYPES OF CONFLICT

**Value conflicts** concern what *should be*. It is not the differences in values that lead to conflict but the claim that one value is preferable to another. Value conflicts arise over beliefs, the level of intolerance for conflicting values, manner of evaluating appropriateness, and attitudes toward change.

**Structural conflicts** are about where you fall within a social unit either formal or informal. They often occur in the absence of structure or boundaries. They come up when there is a question of jurisdiction or authority; when there are differences in gender, traditions and religion, age, rank, position, ethnic status, or roles. Structural conflicts also pertain to access to finite resources and to fixed elements such as geography, space or distance, dates, money, time, and measurements.

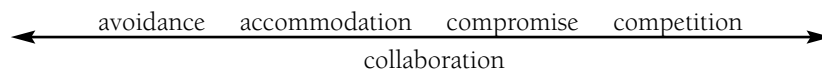
**Relationship conflicts** are over the nature of a relationship: is it voluntary or involuntary; and is it dependent, independent, or interdependent? Conflicts arise because of the length, compatibility, or value of the relationship; personal investment in the relationship; trust; credibility; or pressures upon the relationship.

**Information conflicts** are conflicts over what is. The conflict may be as simple as two people interpreting an event differently. Disputes occur because of differences over methods of collecting and analyzing data; incomplete, irrelevant, misleading, or outdated information; or deliberate omissions or distortion of data.

**Behaviors** which add to conflict offend values important to you. They can be inappropriate, nasty, crude, or excessive. Conflict behavior can endanger physical, financial, emotional, or social security and cause stress, inconvenience, embarrassment, and loss of self-esteem.

## RESPONSES TO CONFLICT

Responses to conflict vary from person to person and usually change with each new situation. The responses range in assertiveness from totally nonassertive (avoidance) to very aggressive (competition). Often a combination of responses or tactics coupled with better understanding of the situation can help solve the problem in a positive manner.



**Avoidance** is ignoring or actually denying the existence of a conflict. There are many ways and reasons to avoid conflict.

**Accommodation** implies giving in. Giving in may work for you if you don't have to give up something that's really important to you. It may be a gesture of goodwill or done to maintain a valuable relationship.

**Compromise** usually implies a degree of giving in. In order for each to win something, each might also lose something. Even though compromise often can cause unhappiness for all parties, it is used for many reasons and is usually what people have in mind when they think of negotiation.

**Competition** is the domination of one by another. It is also common when the people don't trust each other and need to appear (rather than actually be) strong and powerful. Competition can be an effective way to make decisions quickly.

**Collaboration** emphasizes problem solving and works from the understanding that the interests of one party will not be satisfied unless the interests of all the other parties are also satisfied, at least to some degree.

What does “focus on the problem, not the person” mean?

Turn the situation around from an assault or an accusation to one where problem solving is the objective.

How do you do that?

By understanding what makes up an interaction, making your objective clear (at least to yourself), and teaching and learning.

There are two parts to an interaction—process and content. Process is how the interaction is carried out; content is what the interaction is about.

Often an interaction is a dialogue rather than a discussion. In a discussion there is an assumption that the participants truly understand what the other person is saying. In a dialogue, the participants do not assume understanding and so should work to educate each other.

In order to teach and learn it is very important for both people to ask the right questions. Information gives us ideas and understanding and helps us generate options for solutions. Another important purpose of asking questions is to let the other person know we are listening and care about what they are saying.

Finally, the most natural reaction to conflict is to try to find a solution immediately and make the problem disappear. Resisting that and taking some time to reflect and discuss can help you come up with longer-lasting, more satisfying solutions and more secure relationships.

### **SOME COMMUNICATION SKILLS AND TECHNIQUES**

Asking questions is essential to learning and communication. There are two general types of questions, open-ended and closed-ended questions. A good way to tell if a question is open or closed is if the second word is *you* (i.e., “did you,” “have you” “do you”).

Open-ended questions are broad and nonspecific, intended to draw out the other person. A creatively asked question can bring an answer even they didn't expect. Open questions can be both direct and indirect; they ask for descriptions and elaboration. Some examples of open-ended questions are “What would that look like?” “Under what conditions would you...?” “How can I...?” and “Can you describe...?”

A closed-ended question would elicit a yes or no response and is useful if you are looking for very specific factual information or to direct the dialogue.

Another useful communication tool is congruent message sending. In other words, “Say what you mean and mean what you say.” If you're really hungry, then say it. Just as you expect the substantive and emotional content of another's messages to match, so should yours.

Using an “I-message” in which you describe how the situation or another person's behavior affects you. A statement such as “I don't like it when you interrupt me” is more effective than saying “Don't interrupt me!” It lets the other person know how their behavior makes you feel but isn't a direct attack.

Mirroring is a simple technique in which you repeat back or paraphrase what a person has said in order to let them know that they have communicated what they need to you, simply restating what a person says with their words. An opening phrase such as “From your point of view, the situation is...” is helpful when you want to let the other party know you are hearing their message. Mirroring should not be confused with repeating back a person's words, which can be offensive. Mirroring should be used with thought, tact, and discretion.

Silence is often overlooked as a powerful communication tool. In Western culture, silence can be very disconcerting, and people work hard to fill it. Ask a question and then stop talking. Let the other person answer, in their own time. This gives them time to think of the answer but also doesn't allow them to get away from the question.

### DISAGREEING WITH RESPECT

- **Reveal discomfort immediately.** Don't store up feelings and then dump them all at once on the other person.
- **Stick to the present.** It is not helpful to bring up the past during disagreements.
- **Don't just complain, but offer a plan for change.** The goal is constructive problem solving, not griping.
- **Use active listening.** Before you respond to a person's statements, repeat it back to him/her using your own words.
- **Communicate feelings using "I" statements.** Think "How does this make me feel?" and state that to the other person, rather than accusing them of making you feel a certain way. Take responsibility for how you feel.
- **Allow time to finish the disagreement** without walking out in a huff, ending with a sarcastic comment, or becoming violent.
- **Learn the difference between "time out" and abandonment:** "time out" says, "I need a break. Let's start the discussion again in ten minutes." Abandonment is walking out, not saying where you're going or when you'll be back to continue the discussion.
- **Allow for differences in communication style.** Do you talk out a problem out loud, or do you reflect on it quietly and state the conclusion of your thinking?
- **No audiences.** Do not involve another person in your disagreement unless it is a third party you have both agreed to involve.
- **No name-calling, threats, or "silent treatment."**
- **Focus on behavior, not character.** Don't attack another person's character. Talk only about the behaviors involved.  
Example of attack on character: "You are thoughtless and stupid."  
Example of focus on behavior: "I'm irritated because the work you did was incomplete and did not include changes we agreed you would make."
- **Agree to disagree.** It's possible to understand another person's point of view without agreeing with it. You may not be able to resolve every issue to your liking, but you can respect another person's right to a viewpoint with which you do not agree.

Source: Reprinted from *Diversity and Communication: Tools for Community Building*, February 25, 1999, with permission of the author, Lynne Hollyer, (510)525-4844.

# Managing Time



**T**HE NUMBER ONE CHALLENGE most facilitators face is having enough time to accomplish what needs to be done. There is a tremendous amount of material to be covered, and it isn't easy to predict when the group or an individual will require additional processing time, practice, or time off. However, there are measures you can take to minimize "the crunch."

Assuming you have developed a reasonable training schedule and built in adequate time for each individual session, you still need to carefully manage time. Here are some guidelines that can help.

**At the beginning of each session, review the agenda and include a time line.**

For example,

*Tonight we're going to see a twenty-minute video about domestic violence and talk about how we deal with survivors' domestic violence and spousal/partner abuse. We'll take our break at 7:00 P.M. After the break, we have a speaker coming from Legal Aid, who's going to talk about restraining orders. We'll take another very quick break at about 8:00 P.M. and then spend the last hour role-playing.*

**Post an agenda with approximate time frames.** It doesn't need to be a minute-to-minute account of how the session should proceed; it does need to give the group an idea of where the session is headed. For example,

*6:00–7:00 Panel presentation  
7:00–7:30 Discussion  
7:30–7:45 Break  
7:45–8:30 Role-playing  
8:30–9:00 Wrap up*

This gives participants information to help reduce anxiety or pace themselves. It can keep participants from feeling, "This speaker is never going to stop talking," or reminds them, "I better pay attention because it looks as though this is the only chance I'll have to learn about restraining orders."

**Use a clock.** Place a clock where you and everyone else in the group can see it easily. It's easy for anyone to lose track of time. Five minutes can feel like a quick flash or an eternity depending on the activity and the participant.

**Remind the group when time limits are being approached, reached, or exceeded.**

If it is clear you are going to be short and absolutely need additional time, stop *before* the time limit has been reached and spend a minute or two discussing options with the group. Would they be willing and able to extend the session? Would they prefer to start a subsequent session earlier or end later, or add an additional day or night to training? Would they consider learning some of the material on their own time outside class?

**Ask someone in the group to be responsible for keeping track of time.** Involving participants helps them to be more aware of the time and can assist you if you're too involved to do it. It is usually best to ask one person rather than saying, "Someone, please tell me when it's ten to eight." Everyone may forget, or those who do remember may feel uncomfortable speaking up. By rotating the "timekeeper" position each session, you help build participation, share responsibility, give individuals a sense of time, and develop a better understanding of the importance of keeping on schedule.



**Include a time line in your session notes, and keep a watch or clock nearby.** Check your watch frequently. Note how long you have allowed for each activity on the agenda. After each activity, write down how long it took to complete. Use this information to fine-tune your agenda for the next time you facilitate this session.

**Review your agenda.** Think about ways your agenda may need to be adjusted for next time. On rare occasions, there may be more time than you had planned for at the end of a session. Don't feel compelled to drag out the agenda with mere "filler." Avoid unnecessary exercises or extra long discussions—those that have become repetitious and exceeded their usefulness for exchanging new information or ideas.

**Ask the group for suggestions if you have additional time.** Ask the group what they would like to do with the time remaining. Offer options: continue with a new activity/discussion/subject (tell them what you're proposing), review information, have an open discussion about something of their choosing, do additional role-playing, or conclude the session.

**Be prepared with purposeful extra exercises or activities in case you have extra time.** Use the time for additional role-playing. Lead the group in a relaxation exercise or guided imagery. Do an extended checkout asking participants to comment on what they've learned in the training.

**Conclude the session.** As long as you've accomplished your objectives for the session, there's nothing wrong with ending a little early. Participants are likely to appreciate the extra time for themselves.

Remember your original ground rules about time commitments, and remind the group about the agreements you made regarding starting and ending on time. Adhering to the ground rules is not only practical, it builds trust and demonstrates an sense of integrity. Respecting participants' time acknowledges their commitment and demonstrates genuine respect for them as people.

## Checking In and Checking Out



**C**HECK-INS AND CHECKOUTS ARE effective facilitation tools to help open and close individual training sessions. Check-ins are a way to focus participants, get them ready to learn, and set the stage for the session. An expanded check-in process can be a way to process homework assignments or initiate discussion, or it can be part of an exercise. Checkouts are a way to process the session, provide information about homework or reminders about following sessions, and ground participants so they can transition back to their lives outside the training. Expanded checkouts are similar to expanded check-ins in that they can be used to facilitate a discussion or be used as a closing exercise. Both types of checkouts give closure to the session. The following information may help you determine what kinds of check-ins and checkouts to use and when each is appropriate.

Checking in is a simple way to start off a session and serves several purposes:

- Provides a starting point for a session.
- Helps participants learn one another's names.

- Gives trainees an opportunity to share how they are feeling.
- Gives trainees an opportunity to share personal news.
- Helps the facilitator and other trainees understand the cause behind certain remarks or behaviors. Helps them not take them personally.
- Provides an opportunity for participating and encourages all trainees to participate.
- Provides an opportunity for all trainees to practice listening skills.

## Basic Check-in

The facilitator should explain the process and reasoning behind checking in at the first session by saying something like,

*Checking in is a way for us to learn each other's names, see how each of us is doing, and share any personal news or information or anything you'd like us to know tonight.*

You can give an example, such as

*I'm Sandy. I had a really lousy day at work today so I'm a little crabby tonight. Don't take it personally.*

Or you might lead off by checking in yourself:

*My name is Meredith. I'm feeling great tonight and excited about getting to know all of you. I'm also feeling a little anxious because my mother is coming to visit tomorrow and my house is a mess!*

The facilitator then asks someone to begin checking in. That person should gesture to the next person, and each person in the circle then proceeds to check in. The facilitator should model active listening skills while each person speaks. After everyone has checked in, thank everyone for sharing with the group, state a benefit of sharing or reinforce learning that has taken place, and then move on to the next item on the training agenda.

## Expanded Check-in

An expanded check-in process can be used to set the stage for a discussion. For example, in addition to the basic check-in information, you might ask participants to give a brief answer to a question that relates to the current session's topic. This helps everyone learn more about participants' opinions and experiences and provides an opportunity for everyone to be heard on a subject *before* they hear what you or someone else has to say. The facilitator validates everyone's answer and moves into the subject.

An expanded check-in process can also be used to process a homework assignment. For example, participants might share how they felt doing a particular exercise, what they thought about something they were asked to read, or the outcome of a particular task.

## Basic Checkout

Checking out is a simple way to end a session and serves several purposes:

- Gives closure to the session.
- Provides grounding and support so participants can make the transition out of training and into their regular routine.
- Gives trainees an opportunity to share how they are feeling.

- Allows trainees to give feedback about the session.
- Encourages all trainees to participate.
- Provides opportunity for all trainees to practice listening skills.

The facilitator initiates checkout; for example,

*We've covered a lot of material tonight, and I'd like to know how you're doing with it and how you're feeling right now.*

You should model active listening skills while each person checks out and then provide validation, information, and support.

*It's common for people in training to feel pretty angry after this session. It's important to remember that as a sexual assault counselor you'll be doing something productive with those feelings.*

## Expanded Checkout

An expanded checkout process can be used to get feedback about speakers or assess knowledge and skills gained. To wrap up, you might say,

*I'd like you to tell me if you feel you got enough information about x to explain it to a client. I'd also like to hear how you're doing.*

You might also ask participants to describe one new thing they learned or the thing that surprised them the most.

The process can also be used to release tension, encourage self-care, and end on a positive note. Participants could be asked to share how they're feeling and say one nice thing they will do for themselves before the next session. The facilitator might also ask a light or cheerful question related to a heavy, depressing subject in order to elevate the mood of the group. For example, after a session on child abuse, the checkout might include a question such as,

*When you were a child, what was your favorite toy?*

As with the check-in process, the facilitator validates everyone's feelings and thanks them for sharing, makes any last-minute announcements, and closes the session by thanking everyone for coming.

Check-ins and checkouts are simple processes to give individual sessions a beginning and an ending, incorporate discussions and other learning activities, and help lend focus and grounding for both facilitator and participant.

## Using Experiential Activities



**E**XPERIENTIAL ACTIVITIES AID learning and awareness. They arouse curiosity and interest by engaging participants in an active, rather than passive, process. They encourage the discovery of information, increase understanding and retention of concepts and information, and stimulate thought and discussion. They can be used to train participants in certain skills. Experiential activities can also be used to build group cohesiveness, encourage cooperation, and serve as icebreakers or energizers.

When used effectively, exercises can turn concepts and ideas from abstract theories into practical applications and understanding. The following guidelines can help you use experiential activities and exercises effectively.

**Select appropriate activities.** Review your objectives for each particular topic. Consider the types of activities that would maximize learning. Think about what you want participants to be able to do, know, or understand as a result of an activity.

**Familiarize yourself with the activity.** Practice or conduct the activity or exercise completely so you know what it “feels” like. Familiarize yourself with how the activity needs to be set up, explained, executed, and processed. Be aware of possible outcomes of the exercise and how it might proceed differently depending on the composition of the training group. Know how much time to budget for the activity and what factors might cause it to run long or end early.

**Prepare for contingencies.** Take into account how many people are in the group and whether the activity might need to be modified to be effective. An exercise that works well with a large group may not work at all with a small group. On the other hand, you may find ways to modify the activity or create something equally as effective. Consider the physical abilities of participants. How might the activity need to be adapted if a participant were blind, deaf, or had mobility limitations? Think about what you might do if a participant wanted or needed to opt out of the activity.

**Resist using too many activities.** An exercise or two can be stimulating and powerful; too many activities designed to make the same point can be redundant and counterproductive. Use an activity as a teaching tool, a means to accomplish a set of objectives, not as the goal itself. Remember that a significant amount of information still has to be communicated in the form of lectures to give participants a foundation for activities.

When you are facilitating an activity, the following guidelines may be helpful:

- Give clear instructions. Your explanation of the activity is critical to its success.
- Build a transition from the preceding segment to the activity.
- Sell the exercise. Get participants excited about doing it.
- Explain the objectives of the activity—what you expect participants to be able to do or understand as a result of the exercise.
- Set the stage; tell participants what’s going to happen and how long the activity will take.
- Describe exactly what participants are supposed to do, the rules for the activity, and how much time is allotted. Include what is OK for people to do or say as well as any restrictions.

- Use an example or give a demonstration to explain the activity.
- Check to be sure everyone understands before proceeding. Ask what questions they have about what the group is going to do.
- Determine and clarify your own role during the activity. Let them know if you will be a participant, facilitator, or observer or will remove yourself from the scene entirely.
- Monitor the exercise. Be prepared to step in and redirect if an activity is not going the way it should.

After the exercise, process the experience:

- Facilitate a discussion about what happened and what participants felt, experienced, and learned.
- Ask participants whether or how their expectations for the activity were met.
- Relate the outcome of the activity to the objectives and to the role of sexual assault counselor.

When you do an evaluation of the session, solicit feedback about the activity for future use. Was the activity effective? Could it have been longer or shorter? How could it have been improved?

## When an Exercise Doesn't Work

There are times when even the most innovative, powerful exercise (facilitated by an astute, experienced trainer) falls short of your expectations and objectives. There are two ways that exercises tend to flop: the exercise simply does not proceed as it should; or it proceeds as it should, but the group misses the point of the whole experience.

Remember that *how* you handle the situation can be as important as the information you wanted to convey in the exercise. It is important for participants to see that just because something doesn't go as planned, it is not a failure. You are modeling problem-solving behavior that participants will use when working with survivors. Relate this experience to participants. Encourage participants to admit when something isn't working well for them, explore what is causing the situation to unfold as it is, and strategize about how to make positive changes.

When an exercise doesn't work as you had planned—admit it. Your honest admission will encourage participants to give you honest, helpful feedback. Point out what should have happened but didn't. Ask participants how they perceived what happened and why it occurred. This kind of discussion may provide useful information not only about the exercise itself, but about the concepts the exercise was meant to illustrate. Use this feedback to handle this and other activities more effectively in the future. Be prepared to use a different exercise or another teaching method to convey the information and accomplish your objectives.

Later on, review the exercise to determine what went wrong. Questions to ask yourself include

- Could there have been a better way to give directions?
- Did you check with the group to be sure participants understood your expectations?
- Could there be a better way to facilitate the exercise?
- Had you been one of the participants yourself, would you have thoroughly understood this exercise?

- Did the size of the group affect the exercise?
- Was the group tired or anxious, or did any individuals strongly influence the group dynamics? Would the exercise have worked better in a different session, at a different time, or in another setting?
- Was this the appropriate type of exercise for the objectives you wanted? If not, think about how you might modify the exercise to make it more effective in future sessions. Consider using a different exercise altogether.

The same activity is likely to change at least a little each time you use it, and your confidence in conducting the activity will allow you to improve upon it. As your facilitation skills and your experience using exercises increase, so will the effectiveness of the exercises. Experiential activities are among the most effective and often most enjoyable forms of learning, and you are encouraged to incorporate them throughout the training course.

## Role-playing



**R**OLE-PLAYING IS an essential part of sexual assault counselor training and arguably the most effective teaching tool, providing an opportunity for participants to practice and demonstrate important skills, clarify information, and receive feedback.

Many experienced facilitators suggest doing role-playing as often as possible. Some find it helpful to bring simple role-plays into each session, even before counseling and crisis intervention skills have been taught. For example, without knowing how to take a crisis call, participants could still practice explaining some of the options for dealing with sexual harassment. Regardless of when the medical issues session falls in the course, during that session, participants could practice explaining the medical-legal exam to one another. Some sample role-playing exercises are included in Part 8, "Learning Activities."

### How to Conduct Role-playing

It is natural for participants to feel some degree of anxiety about doing role-playing. Preparing them thoroughly can help relieve some of the anxiety and make the experience more helpful and productive.

**Set up the role-play.** All role-plays have the same "characters": the client or caller, the counselor, and the observer. Prepare the participants to role-play using one of the following methods: assign partners, suggest participants work with a person in the group they may not know well, or ask participants to work with someone with whom they haven't yet done role-playing. The following are four different ways to set up role-playing exercises:

- The facilitator and a volunteer demonstrate, with the facilitator taking the role of counselor. The facilitator solicits feedback and questions from the group, adding comments about her experience as the counselor.
- Two participants sit back-to-back with the rest of the group observing.
- Participants practice in groups of three, taking turns playing the client/caller, the counselor, and the observer.

- Participants practice in pairs, alternating the roles of client/caller and counselor. The facilitator or an agency volunteer or staff member may act as observer, or the participants can practice without an observer.

As the training course progresses, it is helpful to practice in-person or face-to-face role-playing as well as “telephone” exercises.

**Explain the purpose of role-playing and acknowledge participants’ feelings.** Participants need to know why you have chosen to use role-playing. Because it has a “performance” element to it, some participants feel hesitant and may suggest or prefer other teaching methods. Tell participants that it is normal to feel some hesitation about doing role-playing. It is important to emphasize that role-playing is a great opportunity to practice skills and information sharing, clarify information, receive support and feedback, and learn from other participants. Help participants understand that this is a safe space to make “mistakes” and an opportunity to learn from them. Emphasize that part of learning may entail being challenged on their behaviors or attitudes. Ask them to try to remain open to feedback. Role-playing also helps build empathy. Point out the “emotional knowledge” that comes with doing role-playing; for example,

*Just as you may feel anxious, nervous, or hesitant doing role-playing, our clients often feel the same about talking to us.*

Encourage participation by expressing your confidence in their abilities.

**Give an overview of the exercise.** Explain what’s going to happen and how much time participants will spend doing role-playing; for example,

*We’re going to spend the next hour doing some role-playing. We spent the last session talking about the legal process and the criminal justice system, so we’ll be practicing calls that deal with reporting issues. I’m going to do one role-play in front of the group, and then we’re going to break into pairs and practice two more.*

**Describe exactly what participants are supposed to do and demonstrate how to proceed.** Tell each pair or group you are giving them a set of written role-plays. The scenarios are written for the client/caller to read and can be expanded upon if the participant chooses.

- Explain each person’s role and how to proceed. Ask the client/caller and the counselor to sit back-to-back. (As training progresses, it is helpful to practice role-playing face-to-face.) The observer should be able to see and hear both players.

**CLIENTS/CALLERS:** *Receive a slip of paper with a scenario and some information about the character. The role is to “become” that person and call the hotline.*

**COUNSELORS:** *Answer the phone and proceed to practice active listening skills, give information, and support the caller.*

**OBSERVERS:** *Observe, watch and listen to the caller and counselor without interrupting. When the call ends, observers act as facilitators, first soliciting feedback from the two players and then adding their own honest feedback.*

- Explain about how much time you expect each role-play to take. Allow enough time so that each person can take a turn as counselor.
- Provide basic procedural information that participants will need to carry out the role-play (how the hotline works, how they will get a call or return a call, etc.). Remind them about resources available to them, such as their training manual and access to other counselors or staff backup.

**Explain how to process a role-play.** Observers ask survivors/callers to begin by talking about how they feel at the moment. Then they proceed to give feedback about what worked well and what could have improved the call.

- Observers ask counselors to talk about how they feel right now. Sometimes participants need a moment to make the transition out of the role. Counselors are encouraged to talk about what worked well as well as what might have been challenging. Observers can ask questions to stimulate thinking, such as

*What did you say or do that seemed to work well?*

*If you were to talk with the client again, what would you do differently?*

It is important to point out that this can be useful for future reference.

- Observers give feedback, noting what worked well and making suggestions for improvement; for example,

*I really liked it when you . . . It would have been helpful to tell me about . . .*

Observers can ask questions to stimulate thinking, such as,

*What were your needs as the caller? How did the counselor meet those needs? What else could the counselor have said or done to help you?*

### **Process the role-playing exercises with the full group:**

- Encourage participants to talk about their successes and explore common issues or problems. Ask the group for suggestions to deal with particular challenges.
- Discuss how it felt to play different roles.
- Fill in information gaps.
- Provide feedback from your own observations about how different techniques were used effectively.
- Provide lots of positive reinforcement for being willing to show their vulnerabilities and learn from one another.

## How to Write Role-plays

Role-plays can be composed in different ways. Here are a few examples of description styles:

**SCRIPT:** *I just saw a movie on television and it was really upsetting. I was assaulted ten years ago when I was in college, and I thought I was over it. It was just a stupid movie. I must be crazy.*

**ELEMENTS:** *Parent calling. Teenage daughter was raped two weeks ago. Daughter is drinking and fighting. Mom has no control.*

**SCENARIO:** *You were raped a week ago by someone you dated only twice. He is a good friend of a coworker. The person who introduced you to him wants to arrange a double date and is pressuring you to see him again. You haven't told anyone about what happened.*

Include a variety of callers, situations, and types of calls. Be sure to balance emergency and crisis calls with calls that require short-term counseling or some other noncrisis response. As participants increase their knowledge about sexual assault and gain more experience doing role-playing, use more challenging situations. Include clients/callers whose values (for example, racist, homophobic) may challenge participants' ability to remain nonjudgmental.



## Using Role-playing to Teach Cultural Competency

It is important to include diversity issues in the role-plays so that participants learn to provide culturally competent services to their survivors. It is extremely helpful to create clients/callers of different sexual orientation, race or ethnicity, and age. Include people with disabilities, men, recent immigrants, and members of marginalized groups. These role-plays give participants the chance to practice applying what they have learned about working with people from different populations. They can try different ways of communicating, gain heightened awareness of how cultural considerations affect the client–counselor relationship, consider various factors that might alter the options and referrals given, and explore the similarities and differences inherent in different situations.

In addition, conducting role-playing about serving a diversity of survivors can be an ideal way to help participants explore their own attitudes and behaviors. For example, it might be helpful to explore whether a counselor said or did something because of a client's background, ability, orientation, or special need or because of the counselor's *attitude* about the client. Did the counselor make an assumption about the client? How might that have helped or hindered the interaction? How did the counselor feel about working with one particular client versus another? Ask participants to think about these questions as they process the role-plays.

It is essential to explain to participants that they may be challenged on their attitudes or behaviors, which might be oppressive. Point out that this is a critical learning process, not an attempt to make them feel bad. Encourage participants to remain open to hearing this kind of feedback and to learn from it. Building cultural competency is a critical, often difficult process and one that can benefit from role-playing in a supportive, committed environment.

The value of role-playing cannot be emphasized enough. Role-playing allows participants to demonstrate and practice essential skills in a safe, supportive environment and affords the facilitator an opportunity to observe the outcome of their training. Role-playing is the single most important way for participants to apply what they have learned, short of working with actual survivors. As you develop your training outline and consider different teaching methods, be sure to consider the extraordinary value of role-playing exercises.

## Facilitating Films and Videos



IF USED PROPERLY, films and videos can be valuable educational tools. They can convey information visually when verbal descriptions and lectures are not adequate. Listed are some suggested guidelines for optimizing the use of videos in training.

**Select appropriate films and videos.** Like any other tool, a film or video should serve a specific purpose. Review your objectives for the session and determine whether a film or video is the most effective method for communicating specific information. CalCASA has an extensive lending library of videotapes and can suggest appropriate films. The CalCASA reference librarian can also give you reviews and feedback from their staff and other viewers.

**Preview the film or video.** Determine whether the film or video will help you accomplish your objectives. Is it targeted specifically for sexual assault counselors in training, or

will you need to supplement or qualify the information to meet your needs? Will it engage viewers, or will they watch passively?

**Consider the length of the film or video.** It may not be practical or necessary to show the entire film. You may need to show only those portions of the film that are particularly compelling, helpful, or effective for communicating specific information.

**Before you show the film or video, tell the group your purpose for showing it.**

Mention and mitigate anything that could be distracting for viewers. For example,

*This film is several years old, as you'll see by the dress and hairstyles, and a little of the language is dated, but the basic information about spousal rape and the cycle of violence still holds true. There have been a few changes in the law, and we'll talk about those.*

Suggest particular things to watch for or passages where they might take notes; for example,

*Notice the different ways Lisa and Maria describe their abuse.*

**Process the film or video after viewing.** Facilitate a discussion about the film or video.

Ask questions that pertain to the purpose of the film.

Ask cognitive questions about the content of the film, such as

*What happened after Lisa called the police? How did Maria's attitude change after she had been at the shelter for a week?*

Ask subjective questions about people's feelings, reactions, and interpretations, such as

*How did you feel after hearing Maria tell her story? Why do you think Lisa stayed married to a man who battered her? What feelings are strongest for you right now?*

**Summarize information.** Review the content and purpose of the film. Highlight the most important ideas that participants need to understand. Ask what questions they have. Summarize key points.

**Relate the information to your objectives.** Explain how participants will apply this information in their role as sexual assault counselor. Express your confidence in their ability to understand and use the information.

**Evaluate the video and its effectiveness.** When you do an evaluation of the training and/or the session in which you used a film or video, solicit feedback about it for future use. Was the film effective? Was a film the most effective method for learning the information? Did it help you accomplish your objectives for the session?

## Correcting Our Mistakes



**W**E'VE ALL DONE IT. More than once. We say something that's foolish, unthinking, mean, or just plain wrong. A split second after we've said it, a few neurons fire in our brain, and we silently scream, "I can't believe I just said that." Worse yet, we sometimes don't realize our mistake for hours or days. We are mildly nauseated with regret. We hopefully imagine, "Maybe she didn't hear me." Then the defense system kicks in, "Maybe it wasn't as bad as I thought." "He'll probably forget I even said it." "Everyone knew I was tired and probably knew what I meant to say."

It happens to everyone. It happens to the best facilitators, and it will happen to the sexual assault counselors you train. The best technique for teaching trainees to correct mistakes is to model the appropriate behavior when *you* make a mistake, and the best technique is a seven-step process, as shown in the two examples:

1. Acknowledge. Whether it happened a minute or a week ago, acknowledge your mistake. "Last week I told you the statute of limitations for sexual harassment was two years."
2. Apologize. Take personal responsibility. Own up to your mistake. Use an "I" statement. "I'm really sorry. I gave you the wrong information."
3. Correct. "The statute is one year from the date of the last incident."
4. Explain very briefly. "I wasn't prepared for class. I should have reviewed my notes instead of relying on my memory."
5. Apologize. "I'm sorry. I apologize for the confusion I caused."
6. Wait for a response. Clarify if necessary; acknowledge and apologize again if necessary.
7. Move on. "Now, let's get back to tonight's topic."

In the second example the misstatement is more personal:

1. Acknowledge. "Just before the break I just said a really insensitive thing to Nancy about her job."
2. Apologize. "I'm really sorry, Nancy. I can see how what I said sounded as though I thought you weren't being proactive about getting a new job."
3. Correct. "What I meant was that I think it's a shame they don't appreciate you there."
4. Explain briefly. "I was trying to cheer you up, but I said it poorly."
5. Apologize. "I'm really sorry. I hope I can be more supportive for you around this issue."
6. Wait for a response. Clarify if necessary; acknowledge and apologize again if necessary.
7. Move on. Don't belabor the point. It's over.

Remember, it's okay to make a mistake. The greater error is to ignore it.

## Keeping Track of Questions and Ideas



IN THE COURSE OF TRAINING, many interesting concepts, excellent ideas, valuable suggestions, and important questions that come out of discussions may mysteriously disappear or be forgotten. This usually happens because the answer or information isn't available at the time, there is not enough time to discuss the idea in depth, or the item was not appropriate to training at the time it was raised.

One of your many tasks as facilitator is to keep track of this somewhat eclectic collection and deal with it. This is a simple way to temporarily “let go” of something and keep the session flowing. By making participants aware that you are keeping a running list of unanswered questions and ideas, you encourage their participation, help them feel that their contributions are appreciated, and support a valuable source of ideas. The list is also a simple reminder tool for you.

Create a “to-do or find out” action chart. Next to each question or suggestion, write

- The date and session subject
- The name of the person who asked the question or suggested the idea
- The name of the person responsible for getting back to the group
- The plan to get the information or implement the idea
- A time line or due date
- The date you answered the question or reported on the status of the suggestion
- And, of course, the answer or outcome

Three examples are shown on the “Action Chart” on page 72.

Report back to the group.

When you answer the question or implement the idea, remind the group who originally asked the question and thank that person again for the question or idea. Doing this reinforces participation.

Give a brief status report.

*Last week, Andrea asked about EPOs and TROs. I called Legal Aid and expect to have some written information from them in time for our unit on stalking, which will be next week.*

If you are unable to implement an idea, give an explanation, briefly explore options, and thank the originator for the idea. For example,

*Last week, Jennifer made a great suggestion that we visit the Museum of Tolerance to learn more about cultural diversity and oppression issues. We won't have time to fit in a Saturday before the end of training, but I found out there are some other volunteers interested in going. Would anyone be interested in working with me to arrange something for all the volunteers next month? Jennifer, thanks for generating some interest. It was a great idea.*

**ACTION CHART****WHAT IS THE DIFFERENCE BETWEEN AN EPO AND A TRO?**

5/15/99 Domestic Violence

Andrea asked

Me

Call Vesta at Legal Aid

Before unit on Stalking 5/29

Answered/Implemented: \_\_\_/\_\_\_

Answer/Outcome:

**LET'S TAKE TURNS BRINGING SNACKS FOR THE BREAK.**

5/15/99 Domestic Violence

Rosa's suggestion

Rosa will coordinate

Get phone list to Rosa. Check inventory of paper goods.

Next session 5/22

Answered/Implemented: \_\_\_/\_\_\_

Answer/Outcome:

**LET'S VISIT THE MUSEUM OF TOLERANCE IN LOS ANGELES.**

5/15

Jennifer's suggestion

Me

Check with volunteer coordinator. Check transportation budget, calendar with volunteer coordinator.

Get info to group by 5/22. Must take trip before vacation 7/1.

Answered/Implemented: \_\_\_/\_\_\_

Answer/Outcome:

5



# Training Challenges



**CALCASA**  
CALIFORNIA COALITION  
AGAINST SEXUAL ASSAULT





# Training Challenges

Group Behaviors	75
Heightened Anxiety, Fear, and Anger	80
Building Cultural Competency	81
Managing Unsolicited Disclosures	84
Using Guest Presenters	88
When a Participant Needs to Leave the Group	95







# Group Behaviors



IN ORDER TO KEEP PARTICIPANTS INVOLVED and make training a positive experience, one of your greatest responsibilities as a facilitator is to manage the group's behavior. No matter how much you have prepared for training, there is still that unpredictability—how people will act.

As we review the variety of behaviors trainers encounter, remember that most participants are supportive and helpful. Reinforce this cooperation and use it to your advantage.

Participants are behaving in a positive way when they

- Offer new ideas or approaches
- Ask for or give clarification
- Expand on another's ideas
- Encourage the group or other individuals to take action
- Praise or agree
- Mediate differences between group members
- Comment on group process when useful
- Relieve tension with humor

Participants who are self-centered can be draining on the facilitator and detrimental to the group. Problematic members of the group include

- The Compulsive Talker
- The Know-It-All
- The Interrupter
- The Rambler
- The Quiet One
- The Distracter
- The Latecomer

The following general guidelines may be helpful to you in handling these behaviors:

- Prevent the behavior when you can.
- A pretraining screening process can help you predict or even prevent some unwanted behaviors.

If you take the time at the beginning to clarify your role and theirs and to set the tone for the course, you'll have a good chance of minimizing potential problems with participants.

- Set and review ground rules regularly.

- Pay attention to information shared at the check-in.
- Maintain your composure, and don't take the behavior personally.
- Be nonjudgmental. Focus on the behavior, not the person.
- Don't assume the behavior will stop.
- Use the group to change the situation.
- Analyze the motivation behind the behavior (for example, need for recognition, fear of the unknown, fear of failure) and address it accordingly.
- Know the results you expect to achieve.

Your group will expect you to handle annoying behavior. Use this as an opportunity to model communication skills. In addition to stopping the behavior, you will be teaching participants how to handle problematic behaviors they may face. Whenever possible, wait for other members of the group to interrupt problematic behaviors before you take action.

Strategies for dealing with inappropriate behaviors range from subtle intervention or very low pressure to more direct intervention.

#### Very Subtle

- Ignore the person*
- Increase or decrease eye contact*
- Change body position to face away*
- Make a dramatic pause*
- Call on someone else*
- Encourage the rest of the group to respond (for example, "How does the rest of the group feel?")*
- Use a hand gesture to stop the person*
- Interrupt midsentence*
- Make a comment to the rest of the group*
- Make a comment to the person*
- Confront the person during break or outside class*

#### Very Direct

If no one in the group expresses discomfort with problematic behaviors, it may be tempting to ignore them. However, it is very possible that participants are feeling, but not displaying, their annoyance. They may think, "This is just the way it is," or think they are alone in feeling annoyed. Allowing the behavior to continue gives tacit permission for problematic behaviors to continue and may encourage other participants to follow suit.

Occasionally, a participant may come to you to complain about another member of the group. Thank her for being open about her feelings. Give the participant permission to handle the behavior herself. Explain that your role includes encouraging others to lead, and offer to share ideas for dealing with the behavior and to lend your support.

*Beth, I don't think you're alone in how you feel about Michelle. I'm happy to talk with her about this, and I'm wondering if you'd feel comfortable telling her yourself. I have some ideas about what might work.*

If the participant does not feel comfortable confronting another member of the group, validate that feeling, assure the participant that you will deal with the behavior (give a rough time estimate: tonight after class, next time she does that, at the next session, before training is over), and thank the participant again for bringing the matter to your attention.

There may be times when participants come to you about something they think is a problem that you don't perceive as such. Although the situation may not be a problem for you or other members of the group, it is important to acknowledge that it is a problem for one person nonetheless. Thank the person for coming forward and validate her feelings. Ask how she would like you to help. Sometimes, it may be enough for the person just to feel heard. Offer to share your perceptions of the situation. Discuss with the person any actions she might take to deal with the situation, including healthful ways to manage some of her feelings. Be honest about what actions, if any, you will take. Thank the person for sharing her concerns with you, and encourage her to check back with you if the problem remains unchanged for her.

Below are some examples of problematic behaviors and suggestions for ways to manage them. In the cases given, assume subtler strategies have been unsuccessful.

**The Compulsive Talker.** Carmella talks. And talks. And talks. She always has a comment to make and rarely keeps her answers concise. You sense or observe that the rest of the group has eventually come to dread when she begins to speak. She seems unaware of her behavior.

*Strategy:* Raise your hand in a "stop" gesture. Interrupt her—midsentence if you need to—by saying,

*Carmella, I really appreciate all you've had to say, but I need to stop you here so we can give someone else a chance to speak.*

Immediately look around the room and call on someone else.

**The Know-It-All.** Nikki knows everything or thinks she knows everything. She has had lots of experience dealing with law enforcement, counseling, teaching, this issue, and so on. Unfortunately, even when she has something valuable to contribute, the group no longer listens to her or some of them are hesitant to participate because Nikki seems to have all the answers.

*Strategy A:* Acknowledge Nikki and then call on someone else.

*Nikki, I know you have a lot of experience with this [or, I know you have the answer to this . . .] For right now, I'd like to hear if someone else has had a similar experience [has some thoughts about this/would like to try to answer this].*

Immediately look around the room and call on someone else.

*Strategy B:* Before you ask a question, when you are certain Nikki will jump in, head her off at the pass.

*Now, Nikki, I know you know the answer to this, so I'm going to ask you to let someone else answer it.*

Then proceed to pose the question to the rest of the group.

*Strategy C:* Outside of class, tell Nikki that you really appreciate all of her experience and her eagerness to participate. Ask her if she could help you by encouraging others to share as willingly and openly as she does.

**The Interrupter.** Ingrid interrupts when others are talking. Sometimes she answers when it is someone else's turn to talk. Sometimes she finishes other people's sentences or talks over them. You want to help her identify her behavior and protect the person she interrupted.

*Strategy A:* Say to the group,

*It's difficult to hear what Jan is saying when she's being interrupted. Let's let her finish.*

Strategy B: Look directly at the person who was first speaking and say,

*Jan, I'm sorry you were interrupted and I didn't hear what you were saying. Could you please repeat that?*

Strategy C: Raise your hand in a “stop” gesture toward Ingrid. Interrupt her—midsentence if you need to. This helps her experience what it's like to be interrupted.

*Ingrid, Jan was making a point. Let's let her finish.*

**The Rambler.** Ronnie rambles. She tells a whole story to make her point. Sometimes she goes off on a tangent and never seems to get to the point.

Strategy A: After Ronnie finishes, say to the group,

*We seem to have gotten off the track. Let's get back to the original question.*

Restate your question. Call on someone else.

Strategy B: When Ronnie comes to the end of a sentence or pauses (interrupt her if there is no pause), say,

*Ronnie, that sounds like an interesting story, but I'm wondering if you could summarize your idea in one or two very brief sentences.*

Strategy C: When Ronnie comes to the end of a sentence or pauses (interrupt her if there is no pause), say,

*That's an interesting point. I'm looking for something a little different.*

Then immediately call on someone else.

**The Quiet One.** Quincy is extremely quiet. She answers a question only when called on or when you go around the circle and each person responds.

Strategy A: Allow time for less vocal group members to speak up.

*Now that we've heard from some of you, I'd like to hear what the rest of you think.*

Strategy B: In general, Quincy needs lots of reinforcement. Tie in any previous participation as a reason to call on her.

*Quincy, I liked your observations about the nurse examiner's presentation at the last session. I'd like to hear what you think about this.*

Strategy C: Say to Quincy,

*You look as though you've been quietly formulating a few thoughts about this. Care to share?*

Strategy D: Say to the group,

*I think I missed a couple of people. Quincy, did I forget you? Did you want to add something?*

**The Distracter.** Daniella distracts fellow participants. She regularly fidgets with her Palm Pilot during training, “has” to make or receive a call during the session, hops up to use the restroom or get a drink of water. It is important in this case to think about the reasons for Daniella's behavior.

- Is she uncomfortable with what's going on?
- Does she have a difficult time staying focused or interested in general?
- Is she bored?
- Were you unclear about the scheduled breaks?

*Strategy A:* As she sits down with her bag of food or jumps up to use the phone, say,

*Daniella, I'm sorry, I may not have been clear about tonight's schedule. I'd appreciate it if you could hold out until the break to eat your dinner [use the restroom/make your call].*

*Strategy B:* Talk with Daniella outside of training. Tell her that her behavior is distracting to you and you are afraid it might be distracting to others. Ask her to strategize with you about ways to change the behavior.

*Daniella, I'm wondering if together we could figure out a way to take care of getting you fed and getting your calls made before class or during the break.*

*Strategy C:* Talk with Daniella outside of training. Tell her that her behavior is distracting to you and you are afraid it might be distracting to others. Explore the reason behind the behavior. If there is some discomfort about the issues, ask her for suggestions about what you can do.

*Daniella, now that I know this is how you deal with nervousness, maybe we could strategize about some ways to make it easier for you to stay focused and how I can help.*

*I wasn't sure why you seemed distracted now and then. Now that you've given me some feedback about my facilitation skills, I'll work on them. Thanks for telling me.*

**The Latecomer.** Lucy is always late. She comes late to training, sometimes midway through check-in, sometimes after an exercise has started. She apologizes to you every time.

*Strategy A:* When Lucy finally arrives and makes her usual apology, stop whatever is happening and pause for ten seconds. (This is a long and uncomfortable time.)

*Strategy B:* After Lucy apologizes, say,

*Lucy, I appreciate your apologizing to me. What you really need to do is apologize to the rest of the group.*

Wait for her to apologize. Thank her. Pause. Continue.

*Strategy C:* Talk with Lucy outside of training. Let her know you are concerned that she is missing valuable information. Tell her that her behavior also negatively affects you and other group members. Ask her,

*It's really important that we start every session on time, and I really want you to be here ready to go with everyone else. Is there something we can do to get you here on time? How can I help you break this habit?*

Although it may be difficult to do, it is critical that you not allow someone to behave in a manner that negatively affects other participants and the training. It is natural to feel uncomfortable addressing this sort of problem. However, not addressing the issue enables the person to continue the undesired behavior and is unhealthy and unproductive for everyone. Keep in mind that you *are* being helpful by communicating clearly and giving honest, useful feedback. You may find that talking with the person reveals an external reason for their behavior, in which case you may be able to lend assistance. In the spirit of feminist management, remember that your intervention can actually be a great support to both the group and the individual.

# Heightened Anxiety, Fear, and Anger

*Sometimes I feel like a parent who wants to shelter her child from all the evils in the world. Sometimes I want to tell trainees, “Don’t take training! You’ll know how scary it really is out there; you’ll have trouble watching your favorite television shows; your relationships are going to change; you’ll probably lose a few friends.” And like a good parent, I know I need to give them the skills they’ll need to face those realities and take care of themselves.*

A TRAINING FACILITATOR



OVER THE COURSE OF THE TRAINING, participants are exposed to copious amounts of information and emotional energy. This new awareness and information can often create a heightened sense of anxiety, fear, and/or anger. What may once have been tolerated, or even unknown, may now be a cause for anger, and a new hyperawareness of the prevalence of sexual assault may result in an elevated sense of fear. Participants may feel anxiety about the issues or information, their “performance” in class or their abilities, their impending role and responsibilities as a sexual assault counselor, or about myriad other matters.

It is not uncommon for participants to experience vicarious trauma as a result of their involvement in training. Sexual assault counselor training is, after all, a profound, often life-changing experience that forces participants to look at themselves and the world around them in a different way. For instance, movies and advertisements that had previously seemed innocuous or silly may now be taken more seriously as the participant’s perspective begins to include psychosocial implications; close relationships may be reevaluated; the behavior of all men may be judged and scrutinized. Participants are very likely to look closely at their own lives, and painful experiences may resurface.

It may be helpful to relate participants’ feelings and reactions to those of sexual assault survivors. Just as sexual assault survivors move in and out of crisis, outward adjustment, and integration stages, training participants may experience similar feelings and reactions throughout the course. In order to help facilitate a healthful process for participants, it is important to

- Warn participants at the onset of training that this is a common pattern among rape crisis volunteers, especially in training
- Observe and actively listen to what is being expressed
- Validate feelings (for example, “It’s only natural to feel angry/fearful/and so on after dealing with sexual assault issues two nights a week”)
- Acknowledge losses (for example, innocence, friends)
- Provide support and information
- Explore safe and productive ways to express feelings
- Reinforce positive outcomes of feelings and reactions (for example, “Anxiety can help identify issues that need attention or areas where we need information or support. Anger, in particular, can be a very healthy emotion: sexual assault is certainly something to be angry about, and anger can provide motivation to be proactive. Fear, when channeled into heightened awareness, can be one of the most effective self-protection tools.”)

- Reiterate the positive outcomes and gains of training (for example, positive change, new friends, newfound strengths and abilities)
- Encourage continued connections and dialogue with other training participants
- Encourage participants to take care of themselves

*We do a check-in specifically on rape trauma syndrome. It is an object lesson that supports the people in training and one that will eventually help them empathize with clients.*

PATTI DENGLER

Encourage participants to take care of themselves and to continue to seek out support. Remind them about available resources such as the hotline, other sexual assault counselors, and you.

Sexual assault counselor training is often a life-altering experience. Rape crisis centers need to explore how best to help volunteers integrate this new consciousness into their lives, during and after the training course. As facilitators and volunteer coordinators, we have a particular responsibility to be role models and to discuss and offer strategies to manage change, make the transition into this new state of awareness, maintain healthy relationships, and develop habits of self-care and nurturing.

## Building Cultural Competency



**C**OMPETENCY IS DERIVED FROM THE VERB *COMPETERE*, meaning “to strive together, to be fit or suitable.” In the very simplest terms, cultural competency means having the ability, knowledge, and skills to work effectively with clients and colleagues from diverse cultural backgrounds. In the broader context of our work, cultural competency describes an understanding of the historical perspective and the nature of oppression, the intersection of different forms of oppression, including sexism and racism, and sexual violence as a symptom or manifestation of oppression.

Terry Cross of Portland State University in Oregon describes a “continuum of cultural competence,” which begins with the concept of destructiveness, progresses through incapacity, blindness, precompetence, and competence, and ends with proficiency. She describes five steps to becoming culturally competent: (1) awareness and acceptance of differences, (2) self-awareness, (3) dynamics of difference, (4) knowledge of an individual’s culture, and (5) adaptation of skills. Although these steps form a simple outline of necessary tasks and can help create a framework upon which to build cultural competency training, it is crucial to remember that they are anything but simple. To the contrary, they are very large steps of a very complex, ongoing process.

A majority of training facilitators stressed the importance and challenge of presenting a “diversity unit.” Indeed, it is impossible to successfully teach oppression awareness and cultural competency in three or four hours. Games, exercises, films, and guest panels about oppression and diversity can be powerful tools, and many such activities are listed in Part 8, “Learning Activities”; however, you are likely to find that ongoing skills building tends to be much more effective for “teaching” cultural competency than exer-

cises and lectures alone. Building cultural competency is not about finding the perfect training exercise; it is a *process*.

Although you may choose to schedule one or more sessions that specifically focus on oppression issues, it is essential to model and teach cultural competency *throughout* the course. The following guidelines suggest ways to help incorporate cultural competency principles into training:

- When developing objectives for the training course, include cultural competency as one of the core objectives. When discussing course objectives with participants, include cultural competency and define what that means for a sexual assault counselor. Discuss the *process* of becoming culturally competent and how self-awareness about our privilege is a large and often challenging part of that process.
- When presenting information about the historical and sociocultural aspects of sexual assault, reinforce the concept of sexual assault as a tool of oppression.
- When setting ground rules for participation, be sure to include agreements about avoiding racist, homophobic, or other oppressive language or behaviors. Also include agreements about being open to being called on our language and behaviors and working to change them.
- Use and demystify appropriate language. For some participants, this may be their first exposure to certain words, terms, or phrases.
- Model cultural competency. Consider how the information in every session can be presented, learned, and demonstrated in a way that is sensitive to all participants and clients.
- When someone uses an inappropriate or outdated term, provide the person with information rather than pointing out a “mistake.” For example, after a participant mentions something about her “Oriental” neighbor, acknowledge the content of the comment and then share information.

*Anne, that was a great point you made about xyz. Just a note for all of us on language: “Oriental” is an old term coined by Westerners who considered themselves “Occidentals”—those upon whom the sun sets, meaning “of great importance.” “Oriental” means coming from the place where the sun rises, the opposite of “Occidental” and therefore less important or less worthy. The preferred terms now are “Asian” or “Pacific Islander.” Even these are very broad terms to describe people from many countries. We’ll talk about that more in the session on working with people from different cultures.*

Thank the participant for giving you an opportunity to point out how language can reflect a belief system and how these systems contribute to oppression.

- Address cultural considerations in regard to every subject and introduce cultural competency in context. For example, ask how the medical exam might differ for a Latina, a person with a physical or mental disability, a teen, or an elderly woman.
- When discussing crisis intervention principles, be sure to talk about how oppression affects the decision-making process for clients. For example, how might reporting to law enforcement be different or similar for an African-American woman, a lesbian, or a new immigrant? Describe how historical or recent experiences could influence a survivor’s reactions, perceptions, and decisions.
- When practicing crisis intervention techniques, discuss how people from marginalized groups or from different ethnic or cultural groups might express their feelings. How might it be necessary to adapt basic crisis intervention techniques?



- When practicing referral techniques, discuss how people from different groups might feel about being referred to a different agency or individual. How might it be necessary to adapt referral techniques? Discuss the cultural competency of resources on your referral list and the appropriateness of different referrals.
- Interrupt racist, homophobic, and other oppressive remarks and behaviors as they arise. Give information. Explain how the remark or behavior is oppressive. Distinguish between the *intent* of a participant's remark and the *effect* of the remark.

EXAMPLE A: *Jane, when you said you were able to “Jew down” the car salesman, I think your intention was to tell us the amusing tale of bargaining for your new car. I appreciate that, and I want to point out that the term to “Jew down” is offensive. At times, we all say things that are well intended but whose effect is actually offensive.*

EXAMPLE B: *Liz, I appreciate your honesty when you say you think lesbians shouldn't be parents. Unfortunately, that is also the kind of remark that might make any of us in this group who may be lesbians feel more uncomfortable or even unsafe about coming out in this setting.*

Recognize that some participants may have used oppressive language their whole lives without realizing it. Unlearning these patterns is likely to take more than a single comment from the facilitator. Interrupt oppressive language and behaviors—consistently. Use the opportunity to educate participants and challenge them to examine their beliefs, words, and actions and to make positive changes.

Be prepared to ask a participant to leave training if necessary. (See Part 5, “When a Participant Needs to Leave the Group.”)

When presenting a session on oppression theory, connect theory with practice. Explain how oppression theory applies to the role of a sexual assault counselor. Given a clear understanding of oppression and the importance of becoming an ally, participants will welcome the opportunity to learn about themselves and how they can work to become more culturally competent.

*It took me a while to figure out why our diversity unit wasn't working well. I would save up so much theory and information and so many great exercises for this one big night that it sort of took people by surprise. I realize now that they were too overloaded to really know how to incorporate all the material. I still do a night on oppression theory, and we still talk about considerations for survivors from particular groups; but the difference now is I lay the groundwork starting from day one.*

A TRAINING FACILITATOR

The key to building cultural competency is understanding that it is an ongoing *process* rather than a particular set of dos and don'ts. In addition to dedicating one or two full sessions to theory and practice, it is essential to incorporate cultural competency principles throughout the course. It is no small task to build the capacity within each training participant to become culturally competent sexual assault counselors; however, it is both necessary and possible. And try to remember that in helping participants develop their understanding and skills, difficult though it may be, you are contributing to your own capacity as an ally for social change.

## Unsolicited Disclosures

*One out of three women is assaulted in her lifetime. I'd bet that one of three women in training also identify as survivors—or will identify—before the course is through.*

A TRAINING FACILITATOR

*I've gotten a lot more elastic, more flexible. Sometimes you just have to abandon the agenda and deal with what's happening right now.*

CHRISTINE SAMAS



**W**E KNOW THE STATISTICS. One of every six women in the country is a rape survivor. The numbers are significantly higher when we include other types of sexual assault. And we also know that sexual assault counselor training attracts a high percentage of survivors. All want to use their experience to help others. In addition, some feel grateful for the support they received and want to reciprocate by becoming a volunteer.

Sexual assault counselor training also attracts survivors whose issues are unresolved. A number of survivors, either consciously or subconsciously, attempt to use training in lieu of counseling. It is also not uncommon for participants to suddenly realize, for the first time in their lives, that they have experienced sexual abuse or a sexual assault. And all survivors, regardless of where they might be in the healing process, may be restimulated by something in the training.

### Prevention

It is your responsibility to help create an atmosphere that is safe for survivors to disclose that they have been assaulted or abused, and it is up to you to prevent training from becoming group therapy.

**Establish a policy.** Almost all training programs have in place some conditions about including survivors in training. Experienced facilitators agree that participants in training should be far enough along in their healing process so that it does not interfere with their ability to work with survivors. Many centers specify that training participants be at least a year past the assault; a few specify two years. Determine your organization's policy. Put it in writing.

**Screen out people who aren't ready; prepare those who are.** Use a pretraining screening process to assess a survivor's suitability for training. Ask direct questions about previous sexual assault experiences. Explore with applicants their readiness to be in an intense program such as this. Talk about how and when their disclosure might be helpful in the training process. Discuss strategies the participant might use for dealing with intense feelings should they arise. Emphasize the distinction between a therapeutic training experience and therapy. Encourage the participant to seek additional support outside of training. Suggest resources and self-care practices.

**Set ground rules.** Again, emphasize that the purpose of training is not therapy. Do not discourage participants from disclosing their experiences; instead, tell them when and how their disclosure might be appropriate and helpful to the entire group.

**Provide information about what to do if and when intense feelings arise.** At the first session and throughout the training, caution participants that it is normal for intense feel-

ings to surface, often unexpectedly. This information can help participants feel less out of control, and more understanding and accepting of their emotions when they do arise. Suggest appropriate coping strategies. Give permission for and encourage the group members to support one another.

**Consider designating a session for disclosures.** One center incorporates a special session midway through the training. Facilitated by the trainer, a therapist, or other sexual assault counselors with group experience, participants are given an opportunity to share their experiences.

*We continually urge people to talk about their feelings and to get support. We remind them they will have another opportunity to talk about their experience in the course of training and several weeks to think about whether or not they want to use it. Because we do it halfway through training, people have begun to develop good active listening skills and everyone has a lot of information. A lot of trust has already been built, and we make it a safe, supportive environment. It's usually a hard, but great, Saturday morning for everyone.*

A TRAINING FACILITATOR

## Benefits

*It was the ultimate role-play. Everyone got to see that they did have the capacity to be counselors! They did great. I learned that I had the capacity to handle crisis in a training setting and to trust my ability to teach others how to handle crisis.*

A TRAINING FACILITATOR

Unsolicited disclosures can be challenging, and they can also result in a positive learning experience. In general, disclosures of sexual abuse and assault provide an opportunity for you to model sexual assault counseling skills and offer participants a glimpse at the real thing.

For participants who disclose, the experience can

- Break the silence and secrecy that often accompany sexual abuse and assault
- Be an opportunity to share the experience in a safe atmosphere where they are believed and supported
- Empower them by giving them control over if, when, and how their stories are told
- Help them gain a better understanding of how it feels to be a client
- Be a positive first step toward seeking counseling or other support

For all participants, disclosures can

- Help them understand one of the realities of sexual assault: anyone may be a survivor, even someone they now know
- Help them learn how to support someone who discloses
- Give them a chance to experience their first “crisis call”
- Provide an opportunity to practice listening and other skills
- Increase trust, empathy, and understanding among group members
- Be the catalyst for creating a network of caring and support
- Help them develop empathy for their clients

## Strategies

Although screening and other strategies may help avoid some difficult situations, unsolicited disclosures of sexual assault and abuse are a part of every training. Unsolicited disclosures are made in many ways. They range from a simple statement of fact, a piece of information a participant might mention in the course of introducing herself, to a situation in which the participant discloses in part by going into crisis. It is important to do what you can to prevent the latter from happening and to know how to handle the situation when it can't be prevented.

Below are some examples of disclosure scenarios and suggestions for ways to manage them.

**As part of her introduction, a participant discloses that she is a survivor.** Thank her for disclosing and tell her you are glad she feels comfortable sharing such important information with the group. Tell the group that people disclose when and if they're ready and many people never do. Remind them that they do not need to disclose their experience, nor do they need to be a sexual assault survivor to be a good sexual assault counselor. Remind the group about confidentiality issues.

**In the course of discussion, a participant "casually" discloses she is a survivor.** The survivor may have fully integrated the experience and feel very comfortable sharing this information. She may also be "testing" to see how or if anyone responds. Do acknowledge the disclosure without turning the focus to her. Use the incident as an opportunity to talk about how clients may disclose information.

*Cassie made a good suggestion about calling the victim witness coordinator to confirm court dates. I also want to point out that she calmly disclosed her own sexual assault. This is a good reminder about how different people tell us about their experience in different ways. Some of our clients come right out and tell us about their experience. Others may casually mention something and expect us to draw it out. It's helpful to acknowledge what you heard them say, and it's OK to ask them if they want to talk about it.*

**A participant discloses that she is a survivor to justify an opinion or argue a point of information.** It is important to validate the survivor's experience and respect her opinions while you clarify information.

Strategy A: Say,

*Vonda, I'm glad your case went to court so quickly and you had a very positive experience with the prosecutor. Most cases don't move that quickly through the court system. Some survivors tell us the court process was extremely empowering and it was the best thing they could have done. Others tell us it was worse than the assault and they would never do it again. It's different for everyone, and every case is different. That's why we don't tell a survivor that she should or shouldn't go through the criminal justice system.*

Strategy B: Use the group.

*Vonda's case went to court quickly and she had a positive experience with the prosecutor. Let's talk a bit about some other experiences a survivor might have. What could be some of the drawbacks to the criminal justice system?*

**A participant begins to share the details of her assault.** Gently interrupt. Thank the person for disclosing her experience, refocus her attention to the objective of the discussion, question, or exercise, and offer alternatives for support.

*Sherry, I think you have some really good insights because of your experience. I'd like to get away from the details of any one particular case right now and talk in more general terms about some*

*of the advantages and disadvantages of the criminal justice process. I would like to hear more about your experience. Maybe we could talk more about it outside of class time.*

**A participant has a sudden, uncontrollable display of extremely intense emotion.** A participant may go into crisis because of something that was expressed in the group or in reaction to a speaker, a video, an exercise, or other activity. Something may restimulate feelings about an experience or trigger a repressed memory. Unlike other potentially lengthy interruptions, which might be best contained or delayed, this requires immediate recognition and response. Handling the situation requires both crisis intervention and group facilitation skills. Remember, you already have both.

Stay calm. Model behavior that expresses concern for the participant.

Allow room for other people to communicate their concern to the participant in crisis. Someone may offer a hug, touch her arm gently, or offer a tissue. Reinforce this shared support by nodding approvingly or quietly saying, "Thank you."

Wait a few moments before intervening.

Focus on the needs of the individual in crisis, and help the group members understand they are not being abandoned. You might say something like,

*I know we're all having some feelings about this subject. My concern right now is with Chris.*

Then turn your attention to Chris.

Acknowledge the person who is experiencing intense feelings, validate those feelings, give information, and allow her to talk until she's able to calm down.

*Chris, this is really hard stuff. It's really normal to be upset about it. How would you feel talking a bit about how you're feeling?*

Let the person talk until it seems she has begun to calm down.

Ask the person what she needs from you and the rest of the group.

*Chris, how can we support you right now?*

Wait for a response. She might just want to sit quietly while the session continues, or she may want to leave the room. Use your intuition. The person might feel embarrassed about "interrupting" and prefer that you continue. Ask.

*Chris, do you need a break, or do you feel ready to keep going?*

If she prefers to leave the room, see if she wants you or someone else to go with her. Take a short break if you think it's needed.

Allow the participant time to ask for support before assuming you should be the one to offer it. During the break and/or after class, allow other participants to give support before lending your own. This helps broaden the participant's network of caring as well as give other group members an opportunity to be supportive.

After the person has calmed down, ask if she feels ready to continue and begin to return to the original focus. Acknowledge what has happened, validate feelings, reinforce positive behaviors, offer support, and encourage self-care. Shift the focus from one person to the full group.

*This training is intense, and it's common for all of us to have some really intense feelings at times. It really takes a lot of courage for someone to disclose her feelings, especially in a group. Thanks for supporting one another. I'm available to talk any time, and remember that you can always call*

*the hotline or see one of our counselors. And continue to do what you did here tonight—ask for support and support one another. I also urge you to be really gentle with yourselves as we continue through training.*

## Guest Presenters



**M**OST SEXUAL ASSAULT COUNSELOR TRAINING PROGRAMS incorporate a number of guest presenters in their curriculum. In most cases, guest presenters provide a wealth of information, valuable insights, and exposure to different perspectives. They bring variety as well as additional expertise to the training. Their inclusion also benefits the rape crisis center by encouraging collaboration and clarifying roles and expectations. At the same time, many training facilitators express how challenging it can be sometimes to use guest presenters. Yet, some of the most experienced facilitators have said that even the worst presentation can be a valuable learning experience.

*This one presenter was just awful—a terrible speaker, disorganized, outdated information, sexist jokes. I was exhausted from diplomatically correcting him all night. I must have said, “That’s interesting; actually, we’ve found it to be this way,” about a dozen times. But afterward, the group said the “information” wasn’t nearly as useful to them as seeing how I handled the situation. Thank goodness something good came out of that session!*

A TRAINING FACILITATOR

The most successful presentations are those for which you have weighed the advantages and disadvantages of using a guest speaker, prepared the speaker and the group in advance, taken steps to avoid potential problems, and prepared yourself to facilitate challenging situations.

Advantages to using guest presenters: they

- Introduce community resources
- Provide expert information
- Build and strengthen relationships with community agencies and individuals
- Encourage collaboration and partnerships
- Clarify the roles, responsibilities, and responses of different agencies
- Provide understanding about who survivors come in contact with
- Introduce sexual assault counselors to the presenter
- Provide exposure to different philosophies and attitudes
- Relieve facilitator of presenting an entire workshop

Disadvantages to using guest presenters: they

- Require preparation time

- May require follow-up time with training participants
- May require more intense or careful facilitation
- May build or increase dependency on outside resources
- May strain limited resources or risk delicate relationships

## Avoiding Potential Problems

It is not uncommon for facilitators to feel as much anxiety about having guest presenters as they have about giving their own presentations. This may stem from feeling a lack of control over the material or from previous experience with the guest presenter—or lack thereof. You may not be able to eliminate these concerns completely, but you can manage the situation to avoid or minimize potential problems by doing the following:

- Prepare the presenter. Be sure he or she understands your objectives and expectations beforehand.
- If there has been a problem with the presenter on a previous occasion, talk about it. Suggest changes or improvements; for example,

*Dan, the information you gave us last time was extremely valuable. Unfortunately, the trainees get pretty tired at this point in the evening and have a hard time concentrating. I find it helpful to get them interacting a bit. Maybe you could ask them some questions or do a role-play.*

- Give the presenter a “cheat sheet,” if necessary. Include an outline and list of frequently asked questions.
- Prepare the group in advance without making judgments about the presenter’s attitudes or abilities.

*As you hear the information Officer Gonzales presents, think about how his personal style and attitudes might be perceived by a victim. After the presenters leave, we’ll have a chance to process and talk about how to prepare a victim to deal with different officers.*

- Prepare a contingency plan in case the presenter is late, a no-show, or needs to cancel at the last minute. Is there another person who can make the presentation? Someone else in the community? A fellow staff member? A volunteer? You? Can a video be used as a fill-in? Be prepared with a discussion topic or a group activity.
- Consider not using the presenter at all. There may be a situation in which, despite your best efforts, the presenter just won’t work out—the disadvantages far outweigh the advantages. Although inviting guest presenters is an extremely important tool to help build and maintain relationships with community organizations, it is not the only tool. Don’t feel compelled to sacrifice the quality and effectiveness of a training session and the well-being of its participants for the sake of one presenter. The presenter’s information, behavior, or attitude might be an indication of a greater issue that needs to be addressed on an interagency level. There could be a need to develop targeted in-service or cross-training programs. In some cases there may be a need to talk with the presenter’s supervisor or seek support from someone the presenter would listen to and respect. Unfortunately, under extreme circumstances, there may be a need to lodge a more formal complaint.
- Present the material yourself. You may not have the advantage of being an expert on a particular subject, but you do have unique skills and experiences, which are often

more valuable when training sexual assault counselors. For example, you may not be qualified to perform some of the procedures done by a nurse examiner; however,

*You do have an understanding of medical options and procedures*

*You do know how to explain the medical-legal exam to a survivor*

*You do have the knowledge and skills to support a survivor through the process*

Furthermore, you know how to impart this information and help develop these skills in others. You *are* an expert—one who knows how to work with sexual assault survivors and teach others to do the same.

## Preparing Guest Presenters

Never assume guest speakers automatically know what you would like them to present or how. Preparing your guest in advance of training assures a more successful training experience for everyone.

Discuss expectations as well as availability with potential guest presenters:

- Explain why you are interested in having them speak and what you think they can contribute to the training, both personally and professionally.
- State your objectives for the session and what kinds of information you would like them to share with the group. Be specific. Stress that their presentation should relate to working with sexual assault survivors.
- Although you have told them what information you would like presented, encourage them to use whatever teaching methods they think would be most effective. Ask about previous training experiences. What worked well? Do they have any ideas about what they think would work particularly well for this group?
- Pay attention to comments, attitudes, ideas, or presentation styles that might elicit a negative reaction from people in the group.
- Provide information about the participants' background and experience that will enable presenters to adapt their materials to meet the specific needs of the group.
- Tell them how many people to expect in case they want to bring handouts or plan an exercise.
- Give them information about other guest speakers or panel members.
- Give them a sense of where their presentation fits into the overall training schedule so they can tailor the material accordingly.
- Give them logistical information such as time, date, location, and the amount of time allotted for the presentation.
- Offer your assistance. Discuss arrangements for materials, audiovisual equipment, and so on.
- Thank them for their participation.

Send confirmation letters immediately after booking presentations (see sample letter in Appendix.)

- Confirm their participation.
- Review what you would like them to do.



- Give them information about any copresenters.
- Remind them of the date, time, and location.
- Thank them for their participation.

Call a day or two prior to the presentation:

- Confirm their participation.
- Remind them of the date, time, and location.
- Review information as needed.
- Let them know about any special concerns, questions that have come up, or requests that may have been made.
- Ask how they would like to be introduced. Be sure you know how to properly pronounce the presenter's name and that you obtain any other relevant information. Elicit information about the presenter's experience with sexual assault survivors.
- Find out what the presenter needs, such as easel pad or projector.
- Thank them for their participation.

## Introducing Guest Presenters

Introductions are extremely important and serve several purposes. In addition to providing names and titles, introductions are an opportunity to set the tone of the session and to set the stage for an effective presentation by reviewing objectives and expectations. Introductions are also an excellent tool to help build relationships and create allies in the community. A format for introductions might include the following:

- Introduce the presenter by name and title or organization. State the number of years in the position or the presenter's special skills, experience, and so on. Highlight awards and special achievements.
- Mention any positive experiences you may have had with the presenter and/or the reason for inviting him or her.

*We've worked on several cases together, and I saw how well Dan worked with victims.*

*I attended one of Marilyn's workshops last year and learned so much that I thought it would be great for you to hear her.*

*Candace is one of the area's leading authorities on eating disorders.*

- If there is more than one presenter, do all the introductions before the first panelist begins. Tell the group in what order the guests will speak and for how long.
- Review the objectives, time allotment, and other information so that presenter and participants have the same expectations.

*Officer Gonzales is going to talk about his role as a patrol officer and how he responds to an initial sexual assault call—his priorities and responsibilities, the kinds of questions he needs to ask, and how we, as sexual assault counselors, interact with police. I've asked him to take about twenty minutes to give you an idea of what to expect from the police.*

- Ask the presenter to begin.

## Following Up

Immediately after the presentation,

- Thank the presenter.
- Consider giving the presenter a small gift or token of appreciation: a thank-you card with a flower, a certificate of appreciation, one of your event T-shirts or posters. It truly is the thought that counts.

Within a week of the presentation,

- Write a short thank-you note to the presenter.
- Follow up with a telephone call to clarify any information or discuss any concerns you or the presenter may have had about the experience. Don't wait until the next training session comes around to address your concerns.

## Dealing with Challenges

*If we can't fix it now, what's it going to be like when we get to the hospital? I hate confrontation, but sometimes I have to just suck it up and do it.*

ANN MCCARTY

There may be instances when, despite all you may have done to choose and prepare a guest presenter, problems arise. It is your responsibility to facilitate the presentation and model positive solutions. Some problems can and should be addressed when they occur, whereas others are best handled after a presentation.

The following examples present a situation and one or more strategies for dealing with it.

### **The speaker provides good information, but the presentation is boring, disorganized, or strays from the subject.**

*Strategy A:* Prompt the presenter. Ask questions to underscore important points and move the presentation along.

*Dan, it sounds like the most important things we need to know about your role are a, b, and c. Would you agree with that? Now, could you focus on . . .*

*Strategy B:* When the presenter finishes a sentence, jump in.

*Dan, that's really interesting, but because of our limited time, I'm wondering if you could focus on . . .*

Ask specific questions to get the presenter back on track.

*Dan, what kinds of questions do you typically ask a survivor?*

*Strategy C:* Encourage participants to ask questions during the presentation. Add your own comments or questions during the presentation.

*Strategy D:* Use an easel pad to record important points as the presenter talks.

**Speaker is totally unprepared or doesn't know the information.** Sometimes speakers may be selected by their agency to give the presentation or asked to fill in for the presenter originally scheduled, or a presenter might just not know the topic. If all attempts to prompt the presenter fail, you may have to take over the presentation. If you do this gently and diplomatically, the presenter is more likely to feel relieved than offended.

*Strategy A:* Thank the presenter for “kicking off the topic,” and ask if you could “take it from here” and talk about the “rape crisis perspective or role” as it relates to this topic.

**Speaker doesn't relate information to sexual assault.** The presenter simply may not have thought to make the connection or may not know how the subject relates.

*Strategy A:* Ask questions.

*Candace, what connections have you seen between sexual assault survivors and substance abuse?*

*Candace, how can we, as sexual assault counselors, use this information to better work with survivors?*

*Strategy B:* Offer information.

*We sometimes see sexual assault survivors use drugs or alcohol to cope. One of the things we do is explore coping mechanisms and strategies. Obviously, substance abuse is problematic, but our philosophy is to view substance abuse as a symptom or indication of a problem rather than as the problem itself. Candace, could you say a bit more about the distinctions between using, abusing, and addiction?*

**Speaker gives incorrect information.** Think about how you would like to be “corrected.” You will have the opportunity to talk with participants after the presentation, and, at some point, the presenter should be given the correct information. You may choose to do this at the time the mistake is made, in front of the group, or at a later time.

*Strategy A:* “Clarify” the presenter’s remark or misinformation in a way that provides accurate information while validating the presenter’s experience and avoiding embarrassment.

*Dan said that rapes happen on campus because “women leave their dorm rooms unlocked and strangers are just letting themselves in.” I just want to clarify a couple of points. First, as I’m sure Dan knows, in over 75 percent of sexual assault cases, the victim and assailant are acquainted. This is pretty consistent with our cases here at the rape crisis center. We also know that victims are less likely to report in cases where they know the assailant. So it makes sense that police hear mostly about stranger rapes.*

*Next, I want to remind us about the difference between protection and prevention. I’m sure Dan doesn’t blame women who neglect to lock their doors—we all know there are measures we can take to protect ourselves—it is the assailant who is to blame. We work with significant others who sometimes express their frustration in a way that sounds like they’re blaming the victim: “Why didn’t you lock your door?” We know they’re just frustrated and wish things were different.*

*Strategy B:* Encourage participants to ask clarifying questions.

*Does anyone have a question about the cause of rapes on campus?*

*Strategy C:* Wait until after the presentation. Talk with the presenter privately about how some comments may have been “misinterpreted” by the group.

*Dan, I’d like to give you a little feedback about . . .*

Share updated information.

*Dan, I don’t know if you’re aware of some of the latest research on campus rape. I think you might find it interesting and be able to incorporate it into your presentation next time.*

**Speaker makes racist, sexist, homophobic, or other offensive or inappropriate remarks.** This is perhaps the most uncomfortable, difficult challenge for facilitators. Again, think about how you would want to be confronted. Assess the risks for confronting the

behavior when it happens versus talking with the presenter privately. Consider the consequences for ignoring the behavior altogether. Each situation is different.

There is a broad spectrum of approaches to this challenge, ranging from the very subtle to the very direct. (See Part 5, “Group Behaviors.”) No matter what you choose to do, remember that you are modeling behavior for the group. They will watch to see if and how you react and how you respond.

*Strategy A:* Refrain from saying anything at the time. Use nonverbal clues to express your disagreement with or disapproval of the behavior or statement. These include looking away from the presenter toward the group, using facial expressions that express your feelings to the group (for example, frowning, raising eyebrows, closing your eyes for a moment), looking directly at the speaker with a questioning look, writing on your notepad or dramatically ceasing to write.

*Strategy B:* Ask the presenter to repeat the remark, or ask for clarification. This sometimes helps speakers hear themselves, and it gives them a chance to rephrase or correct themselves.

*Dan, did I hear you say lesbians don't get raped?*

*Dan, could you clarify what you meant by “lesbians don't get raped”?*

*Strategy C:* Rephrase the statement to reflect accurate information.

*Your stats probably do reflect that. I would agree that lesbians might be less likely to report being raped, especially to law enforcement. On the other hand, our experience indicates something very different.*

*Strategy D:* Use humor.

*Whoa, wouldn't that be nice?*

*Well, that would certainly surprise a few of our lesbian clients!*

*Strategy E:* Ask the group if they agree with what was said.

*Does everyone agree with that?*

Give participants an opportunity to provide information.

*Strategy G:* Gently confront the presenter. State what you heard and what you found offensive, give information, support efforts to change.

*Dan, I am/I was a little taken aback by your comment about lesbians/women of color/teenagers. I know that a lot of people share your belief that lesbians/women of color/teenagers are that way. The reality is . . . [insert a brief correction here]. One of the things we're working on in this training is to break down myths and stereotypes like that. We can't begin to do that until we express ourselves honestly and are open to hearing feedback. I'm glad you feel/felt comfortable sharing your ideas with this group and aren't defensive about hearing some new information. I know you have good intentions. You wouldn't be here if you didn't. I really appreciate your hearing my concerns.*

Offer support and information. Offer to send written materials and/or talk more about the subject.

After the presentation or at the next session, discuss with the group what happened and explain why you chose to handle the situation a particular way. Ask how they felt about the presentation and how they thought the situation might have been handled. This is also a great opportunity to discuss the importance of cultural competency and the value of oppression awareness in this training.

# When a Participant Needs to Leave the Group



THERE ARE OCCASIONS WHEN A MEMBER of the group needs to leave training. A participant may leave voluntarily, or it may be necessary to ask the participant to discontinue training. It is important to manage the situation in a way that is respectful to the group and to the member who is leaving.

## Why People Choose to Leave

It is natural for one or two people to drop out of the program after the first or second session. Although screening and setting clear expectations can help prevent some problems, there is typically a brief period when participants realize that they may have over-committed themselves or that they aren't emotionally ready to participate in this kind of training. They may also choose to leave because they aren't enjoying themselves or the course doesn't meet their expectations. Of course, people also change their minds, other events or commitments take precedence, and emergency situations arise.

Some people will choose to talk with you about their decision to leave. Others will not call or tell you they are withdrawing from the training. If it's possible to arrange an exit interview, it can be beneficial to

- Tell her she is/will be missed.
- Find out why the person left.
- Validate her decision.
- Ask how you can support her.
- Provide support, information, and referrals to appropriate resources if a person leaving is not yet emotionally ready to be in training or the material is too charged.
- Solicit feedback about the screening process. How could the screening process have been more effective? Were the training objectives stated clearly, or could they have been explained differently?
- Solicit feedback about the training. Ask what the person thought worked well. What could be improved? Which speakers were effective/ineffective, and why? Ask about your own role. What suggestions does the person have specifically for you?
- Provide information about other volunteer opportunities at the rape crisis center and future training sessions.
- Ask what, if anything, the person would like you to tell the remaining group members.
- Thank the person for her participation.

A fifteen-minute conversation can provide a wealth of information for you and help the former participant feel appreciated, supported, and connected to the organization.

## Why You Need to Ask Someone to Leave

Despite the screening process, ground rules, and your attempts to manage behaviors, at some point in the training, it may be necessary to ask a member of the group to leave.

There are several instances in which it is inappropriate for someone to continue in training. These include the following:

- She has broken confidentiality.
- Her assault/abuse experience happened too recently for her to be ready to do this work.
- She attempts to use training as therapy.
- She has missed too many sessions.
- Her behavior is continually disruptive, inappropriate, or offensive, and she has resisted or been unresponsive to attempts to help her change that behavior.

When participants who are inappropriate for training are allowed to continue, other participants may feel uncomfortable, unsafe, or resentful. You, too, may have some feelings about spending a disproportionate amount of time on a person who is not appropriate for training at this time. As difficult as it may be, it is your responsibility to ask the person to leave. The longer you wait to do it, the more problematic the situation becomes. The following guidelines may be helpful:

Arrange a time to talk with the person *before* the next training session. The setting should feel private, safe, and comfortable for both you and the participant. An in-person meeting is often preferable to a phone conversation.

Begin by highlighting the participant's contributions to the group.

*I appreciate that you have always been willing to participate in discussions.*

*You've shared some really great insights about working with teens.*

Give her honest feedback about your concerns. Communicate gently but firmly, and resist making excuses for her. Tell her clearly why you must ask her to leave training.

Provide support, information, and referrals to appropriate resources if the person needs to discontinue because she is not emotionally ready to be in training or the material is too charged for her.

If the person needs to discontinue because of disruptive, inappropriate, or offensive behaviors, provide support, ideas, information, and resources to help her make positive changes.

Discuss under what conditions, if any, she would be welcome to enroll in a future training session.

Provide information about other volunteer opportunities at the rape crisis center and future training sessions, if appropriate.

Ask what, if anything, she would like you to tell the remaining group members.

Thank her for taking the time to talk with you, and thank her for her participation.

Document your meeting. Document exactly how the person has not met expectations or violated agency policy or other specific concerns upon which your decision is based. Keep this information with the person's volunteer file.

Remember, allowing someone to stay because *you* feel uncomfortable asking her to leave, or because you are afraid her feelings will be hurt, is not helpful for anyone. To the

contrary, enabling someone to stay in this situation is unhealthy and unproductive. You are being helpful by communicating clearly and giving honest, useful feedback.

## What and When to Tell the Group

After the first few sessions, the group begins to bond, and a participant's departure from the group may affect the remaining members. Her absence will be noticed, and not mentioning it will only make it more conspicuous.

It is important that you give a brief explanation that discourages speculation and respects the departing and the remaining group members. The most appropriate time to do this is at the end of the check-in exercise.

Tell the group that so-and-so will not be here for the rest of training.

Very briefly state the reason. If the person chose to leave and feels comfortable with your disclosing the reason, share this with the group. For example,

*Teresa realized the training was taking a lot more of her time and energy than she had planned. She decided she really needs to spend more time with her young son, who has been having some problems at school.*

If the person chose to leave and does not feel comfortable with your disclosing the reason, give an honest but unspecific explanation. For example,

*Jenny decided to focus on some personal matters.*

If the person was asked to leave, you might forgo an explanation or make a vague statement, such as

*Some things came up, and Cara won't be finishing training with us.*

Pass on any comments or information as requested by the person who left. For example,

*Teresa wanted to thank everyone for being so supportive and says she'll miss you all.*

*Cara said to wish you all good luck and say that she hoped she would see you around.*

Make a simple, positive statement about the person, such as

*I'll miss having Jenny's good energy.*

*I appreciated Cara for her candor.*

Avoid and discourage further discussion about the person who has left.

Take a moment to make the transition from a focus on the person to the group. You might say something like,

*We all have lives outside of training and recognize that some people, for lots of different reasons, need to not be here.*

Move on to the next agenda item.

When a member of the training group leaves training, whatever the reason, both the group and the individual are affected. However, an honest, supportive interaction with the person leaving can help lessen any strain and be a positive experience. Carefully managing the situation can help keep the group dynamic positive and your training on track.





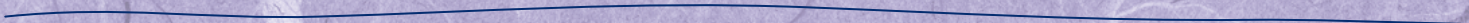
6



# Evaluation



**CALCASA**  
CALIFORNIA COALITION  
AGAINST SEXUAL ASSAULT



# 6



## Evaluation

Evaluating the Training Program 101

Evaluating Participants 104





# Evaluating the Training Program



**A** WELL-DESIGNED EVALUATION PROCESS can be the most effective tool to help improve your training program and enhance your training and facilitation skills.

An evaluation is used to reveal

- The facilitator's presentation skills, facilitation skills, and knowledge of material
- Guest presenters' presentation skills, knowledge, and effectiveness in communicating concepts
- How well course objectives were achieved
- Whether course expectations were met
- How useful the information was
- Whether course activities and materials were appropriate for the skills/information objectives
- Whether the content level was appropriate to the audience
- Ways to improve the training program
- Whether participants are ready to become sexual assault counselors

## Types of Evaluations

Informal discussions have the advantage of being spontaneous and give you the opportunity to ask participants to elaborate or clarify their comments. Verbal evaluation sessions also give participants opportunities to address one another's comments and express opinions about matters you may not have thought to ask about in a written questionnaire.

Written feedback has the advantage of giving you specific information and offers participants a forum to express ideas they might feel uncomfortable verbalizing. Written feedback can also be kept on file for future reference.

The type of evaluation you choose will depend on a number of things:

- Number of participants
- Amount and type of information you need
- Amount of time you have to process and interpret the information

## When to Conduct an Evaluation

In general, evaluation forms work best when designed to take less than ten minutes and when completed shortly after a presentation. If you choose to do a written evaluation at

the end of a session, be sure to schedule time for it. By the end of a presentation, participants will be tired and eager to leave. A short form encourages

- More objective, rational responses
- More completed ideas
- More accuracy

In-depth written evaluations, designed to give feedback about the overall course rather than an individual session, are best completed outside class time as a homework assignment. Some centers require that they be completed and brought to the participant's final screening or placement meeting.

## Ensuring Feedback

Much of your success in evaluation comes from communicating to your audience the value of each person's input. Ideally, you will have solicited feedback from the group throughout the course and reinforced the value of individuals' input along the way. As you prepare participants for more formal or written evaluations of you, other presenters, and the course itself, they will be more likely to complete evaluations when you remind them how much their feedback is valued and let them know

- Who the information is for
- Why you want their honest reactions
- What you're going to do with their feedback
- Who will read their evaluation forms

If possible, give an example of how a former participant's feedback resulted in an improvement or revision to the training program.

## Confidentiality

Asking people to reveal their identities can inhibit their willingness to give frank responses, and to remain anonymous increases the possibility of getting honest feedback. Tell participants you want them to be forthright and that you hope that by remaining anonymous they will feel more comfortable expressing themselves.

If you choose to include a place for a name on the evaluation, be sure to explain the reason for asking. For example, it may be unimportant to know a respondent's identity when soliciting feedback about presenters or the overall course; however, it would be extremely important to know if an individual feels unprepared or has a need for more information about a particular subject.

## Evaluation Content

Think about what kind of information would be useful to you. What do you really want to know? The kinds of questions you ask will determine the feedback you receive. The most effective evaluations include questions that elicit constructive criticism and suggestions for improvement and highlight successful facilitation strategies and teaching methods.

Open-ended questions give participants a greater voice in the evaluation process. Closed-ended questions can be useful to elicit very specific information and may be answered more quickly. A combination of the two may give you the fullest picture about

a particular presenter or presentation. For example, you could ask, “What was most valuable about tonight’s session? How could it have been improved?” You might follow up with very subjective questions that ask participants to rate, on a scale of 1 to 5, the presenter’s knowledge of the subject, presentation of the information, and materials.

Questions on evaluations of single sessions will differ from those on evaluations of more than one session or of the whole course. Single-session evaluations can help facilitators determine whether objectives for that particular unit were met, provide feedback about particular presenters and teaching methods, and discover whether there is a need for follow-up information or processing. They have the benefit of eliciting reactions immediately after a presentation or session. A multisession or course evaluation is more likely to yield information about the overall training program and your performance as a facilitator and to highlight the issues, activities, or events that had the strongest effect on participants. A course evaluation will probably be more reflective than reactive, especially if participants are able to take the form home and devote some time to thinking about their responses.

Although it requires additional time to design different evaluation forms, it is helpful to use a form that is specific to the session format. For instance, a session with a panel of guest presenters would require a form that differs slightly from one for a single guest presenter. For future reference, it is useful to include speakers’ names, video titles, or the name of a particular exercise or activity you would like evaluated. It might also be helpful to you and to participants if the evaluation form for a full-day session that covers several topics includes an outline of the day’s activities. Some sample evaluation forms are included in the Appendix. They represent a combination of several different forms. You are encouraged to customize them or develop forms that are appropriate for your own program.

## Using the Evaluations

*The hardest thing to deal with is evaluations. But agonizing over what could have been done differently doesn't help—learning from what's been shared does. And no matter what, we have to remember we're still doing a good job.*

LINDA MILES

Completed evaluations contain a wealth of information. However, immediately after facilitating a rigorous training course, you may not feel ready to hear feedback—even positive comments. Give yourself at least a short break before reviewing the course and facilitator evaluations. Set aside enough time to read through them thoroughly, and allow yourself ample time to think carefully about the responses. The following guidelines suggest some ways to read and use evaluations.

**Expect at least some criticism.** It is impossible to meet every participant’s expectations for training, and even the best facilitators need an occasional reminder about skills that may have become rusty. If no criticism is received, it is likely that the evaluation was not as thorough as it could have been or that participants, whatever the reason, were not completely forthright. Review your evaluation forms: questions may be ambiguous or there may be too many.

**Look for patterns in the evaluations.** Compare your own assessment of a speaker, activity, or presentation with the feedback from participants. Any comment that is contrary to your own impression needs to be considered. However, when the feedback from several people is contrary to your own, it is important to look at how and why your own impressions varied so widely from that of a substantial portion of the group. Think about ways to be better in touch with the next training group.

**Consider your own standards.** You may get negative feedback about doing something that was indeed the right thing to do. For instance, the majority of participants might have disliked the session on oppression awareness and suggest you drop the session from your next training agenda. Contrary to the majority opinion, you know it is not possible to eliminate this unit. In this example, it would also be evident that participants didn't understand *why* this unit is important. However, you have learned from their input that you need to improve this session significantly. Remember, not only is feedback from participants important, but your own opinions have value as well.

**Make changes.** Although there is always room for improvement, don't expect you'll have to revamp an entire training program. Some materials or activities may benefit from just a few minor changes. Others may need to be dramatically reworked or eliminated altogether. Think about what can and cannot be improved before the next training. Set priorities for changes. Set realistic objectives for yourself and a reasonable time line in which to accomplish your goals. Remember, too, to take credit for what worked well and celebrate the positive feedback you received about your role.

*You learn every time. Every training gets better.*

CANDY STALLINGS

Although evaluations can be time-consuming to develop and administer, it is important to use them in order to enhance your skills, strengthen your program, and honor the opinions, experience, and participation of the individuals in training who share our work and common vision.

## Evaluating Participants



THE MOST IMPORTANT PART OF A TRAINING PROGRAM is your evaluation of the participants. Although requirements may vary slightly from center to center, “successful” completion of training usually includes completion of an OCJP certified training and the demonstrated ability to carry out the roles and responsibilities of a sexual assault counselor. Your evaluation process needs to reflect the original objectives you set for the course and your overall assessment of each individual's suitability to become a sexual assault counselor.

### Methods of Evaluation

Rape crisis centers share similar standards for sexual assault counselors; however, their evaluation processes tend to differ. Some centers require passage of a final written or oral examination. Others test participants with a series of role-plays or situational questions. It might be helpful to develop a self-evaluation, similar to the following checklist, to help participants recognize their own accomplishments and identify any gaps in learning. The majority of rape crisis centers rely on careful observation of each participant's progress throughout the training and an in-depth interview following the training. The kind of evaluation you use will depend on the number of participants, the amount of time you

are able to dedicate to an evaluation process, and your level of experience and confidence in the training program itself.

In order for participants to become certified sexual assault counselors, it is necessary to use an evaluation process that allows you to determine if they are able to do the following:

- Demonstrate an understanding of
  - Dynamics of sexual assault and violence against women
  - Historical, psychological, and sociocultural aspects of sexual assault
  - Rape trauma syndrome
  - Crisis intervention principles, techniques, and applications
  - Provision of services to groups that have experienced discrimination
  - Medical procedures
  - Law enforcement procedures
  - Criminal justice and legal procedures
  - Mandated reporting laws
  - Child sexual abuse
  - Confidentiality
  - Self-defense
  - Referral methods and resources
  - Other issues presented in the training course
- Provide culturally appropriate services to clients
- Support, empower, and advocate for sexual assault survivors and significant others
- Demonstrate the ability to identify needs, solve problems, and access information
- Effectively communicate with fellow volunteers, staff, and clients
- Demonstrate emotional maturity
- Demonstrate empathy
- Keep personal issues separate from the role of sexual assault counselor
- Demonstrate a willingness to abide by agency policies, procedures, and operations

## Screening and Placement Interview

Following the sexual assault counselor training, it is necessary to schedule an interview with every participant. This is an excellent opportunity for participants to talk about and process their experience, ask questions, give and receive feedback, and strengthen their personal connection with the facilitator. The in-person format gives the facilitator an additional opportunity to assess the participant's communication skills and address any personal concerns. If a staff member other than the facilitator supervises the sexual assault counselors, the posttraining interview can be an opportune time for the new counselor and staff member to get to know each other.

A posttraining interview typically includes the following tasks:

- Providing any testing, such as role-plays or situational questions, or reviewing completed written examinations
- Discussing how the participant feels about the training experience
- Discussing the participant's evaluation of the course, including your role as facilitator



- Giving feedback about the participant's skills and knowledge and about any issues that might affect her role
- Exploring whether there are any areas where additional information, support, or practice is needed
- Reviewing policies and procedures, including ongoing training (in-service) requirements, record keeping, confidentiality, and mandated reporting requirements
- Asking the participant to sign a letter of agreement, which, along with stating requirements, usually includes a job description, a starting date, and a commitment to serve
- Asking the participant to sign a confidentiality statement if one is not included in the general letter of agreement
- Discussing specific job duties and schedule
- Orienting the new sexual assault counselor to the rape crisis center facilities and introducing her to fellow staff members and volunteers

If a participant is not ready or is not suited to become a sexual assault counselor, it is important to give honest feedback and discuss alternatives. Provide support, information, and referrals to appropriate resources if the person is not yet emotionally ready to do the work. The participant may be ready at a later date or after taking training a second time. You might feel that even with additional training, the individual would be unable to meet your agency's standards. If so, be honest about your decision, and state clearly under what circumstances, if any, you would reconsider placing the participant as a sexual assault counselor. Be prepared to provide information about other volunteer opportunities for which the participant might be better suited.

### Completion Versus Certification

It is important to distinguish between completion of the training course and certification as a sexual assault counselor. Not all participants who complete the training are appropriate or are ready to become counselors. You may have concerns about their attitude, unresolved personal issues, or ability to implement particular skills and information. If a participant completes the training but is not certified as a sexual assault counselor, it is appropriate to offer a "certificate of completion" or letter stating that the participant attended the training, the number of hours attended, and the dates attended. It is important to document this information and keep it in the volunteer's file for future reference.

The participant evaluation process provides critical information for facilitator and trainee alike. A thorough evaluation process can help both gain a clear understanding of the participants' capabilities and strengths as well as their needs and challenges ahead. It can help you feel more confident about the participant and can help her feel more confident of herself. Of greatest importance, a comprehensive evaluation process can help ensure that sexual assault survivors receive the finest service available through the sexual assault counselors at your agency.

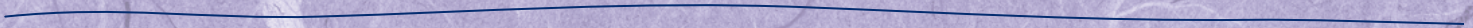
7



# Instructional Modules



**CALCASA**  
CALIFORNIA COALITION  
AGAINST SEXUAL ASSAULT



7



# Instructional Modules





# Introduction



**A**N INSTRUCTIONAL MODULE IS A FUNCTIONAL UNIT that can be expanded to create the outline or foundation of a curriculum. Instructional modules are essentially brief summaries of suggested content and practices in a training session. They can be likened to a movie preview or review—what’s the movie, what’s it about, who’s in it, what kind of movie is it—rather than the full script.

The modules are in essence *what you want to accomplish by including this unit* rather than *how* things can be taught or *where* they fit into your program. They are a tool to help facilitators organize information necessary to teach a particular subject.

A complete instructional module might have the following components:

## OVERVIEW

*A short paragraph that describes the purpose of a particular session. It is a brief explanation of why this information is being presented in a training course.*

## OBJECTIVES

Suggestions for what you want participants to be able to accomplish after they have completed this unit. At the end of the module, participants will be able to *do* the things listed as objectives.

- **Training manual references.** A list of the corresponding narratives in the training manual. Information about the module topic can be found in these narratives.
- **Key concepts.** A very brief summary of the subject matter that may also highlight a particular concept or idea or provide statistics about the subject.
- **Key vocabulary.** A list of terms commonly used when talking about the module subject. It is helpful to be familiar with these when facilitating a session and for participants to understand and be able to incorporate them into their vocabulary.
- **Key concepts.** A very brief summary of the subject matter that may also highlight a particular concept or idea or provide statistics about the subject.
- **Possible challenges.** Situations, reactions, concepts, or issues that may be a challenge for the group or for the facilitator. They may be set of behaviors or attitudes to look for, concepts that may be difficult to explain, reactions of participants, or other challenges that the facilitator might anticipate.
- **Key distinctions.** Clarification and distinctions between particular words, phrases, or concepts. For example, it might be helpful to explain the distinction between *survivor* and *victim*, *prevention* and *protection*, *aggressive* and *assertive*, *counseling* and *therapy*.
- **Cultural considerations.** Ways to incorporate cultural competency into the session. It includes specific information about working with people from different populations—how the information in this module pertains to different groups or individuals.
- **Suggested teaching methods.** General ideas or very specific methods. For example, a particular subject might best be covered by lecture and discussion, or it might lend itself well to a presentation by a *specific* guest lecturer, exercise, or film.
- **Homework or follow-up activities.** Suggestions or reminders for particular activities you would like participants to do outside of class time. These might include selected readings, exercises, things to think about, self-care/nurturing tasks, or other kinds of activities.

The instructional modules in this facilitator's guide contain basic information, drawn from the narratives in *Supporting the Survivor* and other sources, about individual topics and suggested objectives and include the most basic components of an instructional module: overview, objectives, training manual references, and key vocabulary. Several modules include key concepts and challenges components. These abridged modules are intended to provide you with a framework upon which to build more comprehensive modules. You are encouraged to modify and expand these modules to better reflect the goals of your training program.

The modules in this guide do not cover every topic related to sexual assault. Included are 1) modules about the primary issues and topics covered in a sexual assault counselor training and 2) modules for subjects that require some unique considerations. For example, sexual harassment and spousal abuse cases require legal information and agency operations that differ from other types of sexual assaults. And finally, we included modules for some subjects that facilitators specifically requested. You are encouraged to develop your own modules on subjects that may be of particular importance or interest to your agency and create modules that address issues unique to your community.

### HOW TO USE THE INSTRUCTIONAL MODULES

The modules in this manual are tools that can be used in several ways. Ideas for using them include the following:

- You may use the modules to introduce a topic to participants:  
*Tonight we're going to talk about [insert name of module]. The purpose of tonight's class is [insert overview]. By the end of the session you will be able to [insert objectives].*
- The printed modules may be useful as cover sheets or introductions to existing material you currently use.
- The modules may be helpful tools for designing an individual session.
- The modules may be adapted as evaluation tools to help you assess how well you are meeting your objectives for the training course.
- The modules might form the basis for a facilitator guide tailored to your own teaching style, rape crisis center, and community needs.
- The modules may be used as a foundation upon which to build a comprehensive curriculum.

The modules in this manual refer to *sessions* or *units* throughout. Admittedly, this is a misnomer. We readily acknowledge that much of the information and many of the objectives included in a single module may indeed take more than one individual three-hour training "session." By the same token, you may find that one module may contain several subjects and can be divided and disbursed among different class meetings. You may want to revise the modules according to your own course design and teaching style.

Keep in mind that the instructional modules merely suggest topics, purposes, and objectives. They are offered only as guidelines. You are encouraged to customize and expand these instructional modules and use your talents and experience to develop new modules that help meet the goals and objectives of your training program.

# Introduction to Training

## OVERVIEW

---

*The opening session is critical for setting the tone of training, clarifying expectations and objectives, and helping create a safe and open environment. It is the appropriate time to familiarize participants with your agency's mission and philosophy and to introduce them to you and to one another.*

## OBJECTIVES

---

At the end of the module, participants will be able to

- Explain programs and services of the rape crisis center
- Identify staff members and organizational structure
- Describe mission and philosophy of the rape crisis center
- Explain the objectives of the course and the role of sexual assault counselor
- Describe course requirements and participant qualifications
- Define ground rules for participation
- Describe the role of the facilitator
- Identify support systems available to participants in training
- Establish new relationships with some fellow participants

## KEY CONCEPTS

---

- People need a clear understanding of the training program, including its purpose and objectives, as well as a sense of the rape crisis center's overall mission and philosophy.
- Participants need to have an overview of the course content, know what is expected of them in training, and have a general understanding of the role of a sexual assault counselor.
- Ground rules contribute to establishing a safe and open environment, which is essential for a successful learning process.
- Participants need to begin feeling connected with the organization, the issues, and their fellow trainees and to know how to access support.

## KEY VOCABULARY

---

**Ground rules.** A set of guidelines for behavior and participation established jointly with the facilitator and group. Ground rules further clarify expectations, foster a safe, comfortable atmosphere, and facilitate learning.

**Objectives.** A set of desired outcomes, specifically, demonstrable tasks you want someone to be able to accomplish, including identify, explain, describe, demonstrate, define, or discuss a particular piece of information or a concept. Objectives are the observable results or application of understanding.

# Historical, Psychological, and Sociocultural Aspects of Sexual Assault

## OVERVIEW

---

*Many of our attitudes about rape are based on myths rather than facts. This session examines common myths and realities about sexual assault, the origin of these myths, their connection to the history of patriarchy and sexism, and their connection to a rape culture.*

## OBJECTIVES

---

At the end of the module, participants will be able to

- Describe the crime of sexual assault through history and the role oppression plays in rape today
- Define the anti-rape movement as an important social change movement in the United States
- Describe common myths and facts about sexual assault
- Understand the concept of our culture as a “rape culture”
- Discuss facts about sexual assault in the United States and your community

## KEY CONCEPTS

---

- A knowledge of history of the anti-rape movement helps connect participants’ work with a broader movement and gives perspective and a greater understanding of the issues.
- “Myths and facts” encompass some of the most basic historical, psychological, and sociocultural information about sexual assault, which is central to this work.

## KEY VOCABULARY

---

**Consensual.** Agreed to by all parties.

**Femininity.** The qualities that a society believes to be characteristic of females.

**Gender.** Referring to biological sex differences as in *male* and *female*.

**Internalized.** Believed to be true by a person.

**Masculine violence.** Term used instead of the term *male violence* in order to emphasize that the behavior is learned and socially conditioned rather than the biological result of male gender.

**Masculinity.** The qualities that a society believes to be characteristic of males.

**Misogyny.** The hatred of women.

**Myth.** As in made-up or fictitious stories. Not to be confused with the sense of *myth* as a means of passing on cultural heritage to future generations. The word *fiction* is an alternative for *myth*.

**Objectification of women.** The treating of women as not human, without feelings, as objects.

**Oppression.** The unjust, cruel use of power or authority by those in power to keep other groups of people from sharing power equally.

**Patriarchy.** A social/economic system whereby property and inheritance is passed down through the male line. Often used to describe any system of male domination and sometimes used interchangeably with *sexism*.

**Racism.** A system of domination against peoples of color.

**Sexuality.** The state or quality of being sexual.

## POSSIBLE CHALLENGES

---

Many participants come into training believing some of the myths about sexual assault. They may feel guilty or embarrassed about believing misinformation or holding attitudes common in a rape culture. Preface the discussion about myths and facts with statements like, “Many people have misconceptions and misinformation about sexual assault. Many of us in this room and many of our clients may believe some of the myths about rape. We’re going to talk about where these myths came from and the facts about sexual assault.” Use this to illustrate the power and pervasiveness of a rape culture.

## REFERENCES IN SUPPORT FOR SURVIVORS

---

**Rape Myths, History of the Rape Crisis Movement, Rape Culture, Emerging Issues in the Rape Crisis Movement, and Anti-oppression Theory.**



# Violence Against Women

## OVERVIEW

*This session is intended to give participants an overview of sexual violence in our society, including the causes and effects of violence against women. It is appropriate in this unit to discuss the continuum of violence against women and how different forms of sexual assault are related. It is also important to connect violence against women with other forms of oppression, including racism and homophobia, and the concepts of power and privilege.*

## OBJECTIVES

At the end of the module, participants will be able to

- Identify some of the misconceptions, realities, and consequences of sexual assault
- Understand patterns of sexual assault and why men commit acts of sexual violence
- Identify concerns that may cause survivors to be silent about an assault
- Discuss the social dynamics and common views of sexual assault
- Explain the continuum of violence against women and how different forms of sexual assault are related
- Explain how violence against women is related to other forms of oppression

## KEY CONCEPTS

- Sexual assault is not one particular behavior but a range of behaviors. The continuum of sexual assault includes many different forms of violence, and many types of violence are complex and difficult to define.
- Participants need to understand that regardless of where different forms of sexual assault might fall on the continuum, how they may be defined in legal terms, or how they may be perceived differently, all sexual assaults affect individuals and communities.
- Sexual assault is one form of oppression, and all forms of oppression are linked.

## KEY VOCABULARY

**Continuum of violence.** A range of different types of sexual assault with each form of violence linked to the others by their root causes as well as by the effect they have on individuals and communities.

**Domestic violence.** A pattern of actual or threatened acts of physical, emotional, or sexual violence used by one partner in an intimate relationship to control the other.

**Internalization.** The process through which an individual comes to believe that external norms, myths, or stereotypes about themselves are in fact true.

**Normalization.** The process through which an individual is socialized to identify a set of circumstances as normal or “natural.”

**Sexual assault.** Sexual acts that are conducted against someone's will by force or threat of force or in situations in which an individual is unable to give consent.

**Sexual harassment (informal definition).** Unwanted and unwelcome sexual behavior that interferes with your life, work, or education. This behavior can include verbal or physical acts as well as acts that create a hostile environment.

**Teen dating violence.** A pattern of actual or threatened acts that physically, sexually, or verbally abuse a member of an unmarried couple in which one or both partners is between thirteen and twenty years old.

## POSSIBLE CHALLENGES

Participants may define sexual assault only in legal terms. Emphasize that we also define sexual assault in terms of what a person experiences and feels. For example, it is not illegal for a man on the street to make sexual remarks as a woman walks past; however, the experience is a type of sexual assault, and a sexual assault counselor provides emotional support and deals with the feelings around any type of sexual assault—not only those with legal implications.

## REFERENCES IN SUPPORT FOR SURVIVORS

**An Exploration of Violence Against Women, Rape and Sexual Assault, and Anti-oppression Theory.**

# Overview of Rape and Sexual Assault

## OVERVIEW

---

*This session is intended to give participants a brief overview of different types of sexual assault. It serves as an introduction to more in-depth sessions that deal with specific counseling and advocacy issues.*

## OBJECTIVES

---

At the end of the module, participants will be able to

- Define rape and sexual assault
- Identify and define different types of sexual assault, including
  - Stranger, serial, and gang rape
  - Acquaintance or date rape
  - Stalking
  - Obscene or harassing phone calls
  - Sexual harassment
  - Same-sex abuse
  - Substance-related rape
  - Satanic and ritual abuse
  - Domestic violence and spousal/partner rape
  - Pornography and prostitution
- Explain the continuum of violence against women and how different forms of sexual assault are related

## CONCEPTS

---

- Rape is one type of sexual assault.
- People may have experienced more than one form of sexual violence.

## KEY VOCABULARY

---

**Acquaintance or date rape.** Sexual assault perpetrated by someone known to the survivor. The perpetrator may be a friend or coworker, someone very familiar, or someone the survivor recognizes from some situation.

**Domestic violence.** A pattern of actual or threatened acts of physical, emotional, or sexual violence used by one partner in an intimate relationship to control the other.

**Gang rape.** Sexual assault perpetrated by more than one person.

**Obscene or harassing phone calls.** Unwanted telephone calls that are sexual and/or repetitive in nature.

**Partner.** A person to whom someone is married or with whom someone is cohabitating, intimately involved, or has an ongoing relationship.

**Pornography.** Graphic sexual subordination through printed word or visual images.

**Prostitution.** Engaging in sexual activity in exchange for money, drugs, food, shelter, clothing, transportation, or other medium of exchange.

**Rape.** Sexual intercourse committed without consent. Different forms of rape are more clearly defined in the criminal code and include penetration with a foreign object, rape of a woman by her husband, and other violations. The terms *sexual assault* and *rape* are often used interchangeably to convey a concept.

**Same-sex abuse or assault.** Sexual assault of either a woman by a woman or of a man by a man. In each case, the perpetrator and survivor may or may not be identified as gay, lesbian, or queer.

**Satanic and ritual abuse.** The use of children, adolescents, and adults in ceremony where they are repeatedly physically, emotionally, mentally, sexually, energetically, and spiritually abused over an extended period of time by an organized group.<sup>1</sup>

**Serial rape.** A sexual assault that is one of a series of assaults perpetrated against multiple victims, usually by someone unknown to the survivor.

**Sexual assault.** A broad range of sexual acts that are conducted against someone's will by force or threat of force or in situations in which an individual is unable to give consent. Sexual assaults may be verbal or physical. The terms *sexual assault* and *rape* are often used interchangeably to convey a concept.

**Sexual harassment.** Unwanted and unwelcome sexual behavior, including verbal or physical acts, that interferes with one's life, work, or education.

**Stalking.** A form of violence in which the perpetrator repeatedly follows or pursues the survivor. There may be an implicit or explicit threat of violence or other pattern of behavior that has the purpose or effect of making the survivor feel unsafe or uncomfortable.

**Stranger rape.** Sexual assault perpetrated by someone unknown to the survivor.

**Substance-related rape.** A sexual assault in which the survivor is unable to give consent because he or she is under the influence of alcohol or other drugs. The perpetrator may or not be under the influence. The perpetrator may purposely administer drugs or alcohol with the intent to minimize or eliminate resistance to an assault.

#### **REFERENCES IN SUPPORT FOR SURVIVORS**

**Rape and Sexual Assault, Sexual Harassment, Same-sex Abuse, and Anti-oppression Theory.**

# Sexual Harassment

## OVERVIEW

---

*This session gives participants an overview of sexual harassment and provides information about how they can support and advocate for a victim/survivor of this type of assault. Like other kinds of sexual assault, sexual harassment is used to threaten, silence, and abuse women and girls—with the distinction that it happens in the workplace and in schools at all educational levels.*

## OBJECTIVES

---

At the end of the module, participants will be able to

- Define sexual harassment and describe different forms of sexual harassment
- Explain the emotional, economic, and social effects of sexual harassment
- Discuss the relationship between sexual harassment and other forms of sexual assault
- Explain legal standards for sexual harassment in the workplace and in school
- Identify informal actions one can take to deal with sexual harassment
- Identify formal and legal options for dealing with sexual harassment and describe how to support and advocate for a survivor

## KEY CONCEPTS

---

- Sexual harassment survivors experience reactions similar to those of other kinds of sexual assaults.
- Sexual harassment can differ from other types of sexual assault in that it can be a series of abuses or a continued hostile or intimidating environment. Survivors may seek services after they are no longer in a sexual harassment situation or while they are still experiencing the harassment.
- There are many options available to sexual harassment survivors, ranging from some that may seem very passive to those that entail civil or criminal action. It is important for survivors of sexual harassment to have information about their rights and options and to be supported in their informed decisions.
- Sexual harassment is unwanted and unwelcome sexual behavior or attention that negatively interferes with one's life at work or school. The EEOC (Equal Employment Opportunity Commission) outlaws sexual harassment as a violation of Title VII of the 1964 Civil Rights Act, as well as Title IX. Title VII is that portion of the act that prohibits discrimination in employment; Title IX prohibits discrimination in education. The EEOC views sexual harassment as a form of sex discrimination.

## KEY VOCABULARY

---

**Department of Fair Employment and Housing, or Fair Employment Practices Commission.** State agency that investigates complaints of unfair labor practices. Operates similarly to the EEOC on the state level.

**Quid pro quo, or “this for that.”** When someone, usually in a position of power, asks for sexual favors in exchange for some form of employment benefit, such as a promotion or, in the school environment, better grades or passing an exam.

**Sexual harassment (as defined by the U.S. Equal Employment Opportunity Commission).** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either implicitly or explicitly a condition of employment; (2) submission or rejection of such conduct by an individual is used as the basis for employment decisions affecting such an individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive environment.

**Title IX.** Under the Education Amendments of 1972, a federal law that prohibits different treatment of girls and boys in educational settings that receive federal aid, including financial aid.

**Title VII.** Portion of the Civil Rights Act of 1964 that prohibits employment discrimination based on sex.

**U.S. Equal Employment Opportunity Commission (EEOC).** Federal agency that investigates complaints of discrimination based on race, ethnicity, sex, disability, age, and/or religious discrimination. The EEOC enforces Title IX compliance by companies and educational institutions receiving federal aid.

## POSSIBLE CHALLENGES

---

Participants sometimes focus only on the legal remedies rather than myriad other options available to the survivor. It is important to discuss the full range of options and stress the need to support survivors' decisions to pursue whatever course of action (or nonaction) feels most appropriate to them.

Participants sometimes focus on the nuts and bolts of advocating for a sexual harassment survivor while placing the client's emotional needs second. Remind participants that sexual harassment is a form of sexual assault and that it is important to deal with a client's emotional needs.

In the case of sexual harassment in a school setting, sexual assault counselors may work with students and/or their parents or guardians. Participants may need additional training in how to work with adults whose children are in a sexual harassment situation.

## REFERENCES IN SUPPORT FOR SURVIVORS

---

**Sexual Harassment, An Exploration of Violence Against Women, “Protective Orders.”**

# Domestic Violence and Spousal/Partner Rape

## OVERVIEW

*This session is intended to give participants an understanding of the dynamics of spousal/partner rape in the context of domestic violence and an understanding of the broader issue of domestic violence. This session provides participants with general information about domestic violence as well as specific information about how to support and advocate for someone in a domestic violence situation.*

## OBJECTIVES

At the end of the module, participants will be able to

- Discuss the connection between marital or intimate partner rape and domestic violence
- Identify forms of isolation, emotional and physical abuse, and intimidation used to control a victim
- Discuss the use of sexual violence in intimate relationships
- Describe the cycle of violence and identify reasons a woman might remain in a domestic violence situation
- Discuss rape crisis counseling issues, including safety considerations
- Identify community resources for domestic violence shelters, programs, and services
- Explain the use of temporary restraining orders (TROs) and how to obtain these orders
- Describe how to support and advocate for a survivor of domestic violence and spousal/partner abuse

## KEY CONCEPTS

- The impact of rape in the context of domestic violence is often overlooked or minimized. It is important for participants to understand how to provide appropriate support services around rape issues as well as how to address other support and advocacy issues in a domestic violence situation.
- Domestic violence is informally defined as a pattern of violence in which one partner in an intimate relationship attempts to control the other through physical, emotional, or sexual abuse. Violence usually develops in intimate relationships over a long period of time and may build from relatively mild forms of intimidation or control into increasingly overt forms of violence.

## KEY VOCABULARY

**Cycle of violence.** A repetitive, multiphase cycle consisting of a tension-building period, the explosive episode, and a honeymoon or reconciliation phase.

**Domestic Violence Prevention Act restraining order.** A court document signed by a judge that helps stop abuse and violence by one or more of the following methods: (1) orders the abuser not to threaten, attack, assault, batter, contact, call, or harass the person who files the order; (2) orders the abuser to move out and not return to the home; (3) requires the abuser to stay 100 yards from the victim, her workplace, or other places she frequents; (4) orders child custody and visitation; (5) determines possession and use of property; and (6) makes other orders necessary to keep the victim safe. After application forms are completed, they must be filed with the superior court, where a judge usually signs the order within forty-eight hours. After the judge signs the order, it must be served on the abuser by anyone over the age of eighteen who is not involved in the action. If the abuser violates any part of the order, he or she may be arrested.

**Domestic violence.** A pattern of actual or threatened acts of physical, emotional, or sexual violence used by one partner in an intimate relationship to control the other.

**In pro per.** Representation of oneself in a legal matter.

**Marital or spousal rape.** Rape of a woman by her husband. The term *partner rape* implies the same dynamics between unmarried persons. Spousal or partner rape is one aspect of domestic violence and one of the tools used to intimidate, dominate, and control.

**Partner.** A person to whom someone is married or with whom someone is cohabitating, intimately involved, or has an ongoing relationship.

**Restraining order.** A court order that becomes effective for three years if and when the TRO court order is granted. The provisions in the TRO then become effective for three years.

**Temporary restraining order (TRO).** The initial court order that stays in effect only until a court hearing can be held before a judge. The complaining party, or person who initiated the TRO, must attend the hearing, and the opposing party is given a chance to speak at the hearing. The hearing is usually scheduled about twenty-one days after the judge signs the TRO.

#### **REFERENCES IN SUPPORT FOR SURVIVORS**

**An Exploration of Violence Against Women, Rape and Sexual Assault, Same-sex Abuse, and “Protective Orders.”**

# Rape Trauma Syndrome and Coping Patterns

## OVERVIEW

*In this session, participants become familiar with the concept of rape trauma syndrome and the possible reactions and behaviors of sexual assault survivors. Participants are introduced to the concept of coping mechanisms and gain an understanding of coping mechanisms such as substance abuse, eating disorders, self-inflicted violence, and dissociation. It is also essential for participants to learn how to work with survivors who have suicidal feelings.*

## OBJECTIVES

At the end of the module, participants will be able to

- Define rape trauma syndrome and describe possible reactions and behaviors of sexual assault survivors in each stage
- Describe the general concept of coping mechanisms
- Explain how substance abuse can be a coping mechanism and how counselors can address the needs of survivors
- Identify the nature of eating disorders and how counselors can assist survivors who use this coping mechanism
- Explain self-injury or self-inflicted violence (SIV) as a coping pattern and how counselors can assist survivors who use this method to cope
- Describe dissociation and how to help survivors who use this coping pattern
- Describe ways to identify and help survivors cope with suicidal feelings
- List some of the warning signs of suicide, explain how to assess the risk of a suicidal client, and identify potential intervention options

## KEY VOCABULARY

**Coping mechanism.** Behavior used in an attempt to alter an emotional state.

**Dissociation.** A process that produces an alteration in one's thoughts, feelings, or actions that temporarily detaches a person from an experience. Dissociation may be a coping mechanism in a single-event trauma, such as rape, or in multi-incident abuse, such as incest. The term

*dissociative identity disorder* (DID) has replaced the term *multiple personality disorder* and describes a continuum of dissociative behaviors.<sup>2</sup>

**Dissociative identity disorder (formerly multiple personality disorder).** The presence of two or more separate personalities, or alters, that exist independent of one another. Evidenced by gaps in memory, lost periods of time, and marked changes in behavior.

**Eating disorder.** A problematic coping response that usually includes particular eating habits that are expressed in extreme, unhealthy forms, such as anorexia nervosa (depriving oneself of food), bulimia (a binge-purge cycle), or compulsive eating.

**Rape trauma syndrome (RTS).** The generally accepted theory of the responses a sexual assault survivor experiences immediately following the assault and over a considerable time after the assault. Rape trauma syndrome includes physical, emotional, and behavioral stress reactions or symptoms and is considered a subtopic under the psychological diagnosis post-traumatic stress disorder. Survivors of all kinds of sexual assault experience RTS, although some experience different symptoms than others and all move in and out of the stages of RTS at a different rate.

**Self-inflicted violence.** A problematic coping response using self-injury: the intermittent, deliberate hurting of one's own body. The wide variety of behaviors include cutting or burning, scratching, or biting until a wound is created, pulling out hair, and other behaviors or methods of inflicting physical pain.<sup>3</sup>

**Substance abuse.** A problematic coping response consisting of a pattern of substance use that often feels out of control and results in significant social, medical, and/or legal problems. Sometimes accompanied by physiological tolerance (that is, the person needs more to produce the desired effect or experiences withdrawal). Purposely misusing or abusing substances including alcohol, street drugs, inhalants and other household/industrial substances, and prescription medications.

## REFERENCES IN SUPPORT FOR SURVIVORS

**Rape and Sexual Assault, Child Sexual Abuse, Adult Survivors of Child Sexual Abuse, Principles of Crisis Intervention, Techniques of Crisis Intervention, and Applications of Crisis Intervention.**



# Child Sexual Abuse

## OVERVIEW

*This session is intended to give participants an understanding of child sexual abuse and exploitation and information about how to work with survivors of child sexual abuse and their nonoffending parents. It is important to examine the similarities as well as the differences in needs and issues when working with adolescent survivors and with juveniles who engage in prostitution/survival sex. Participants should have an understanding of mandated reporting requirements.*

## OBJECTIVES

At the end of the module, participants will be able to

- Define types of child sexual abuse
- Describe warning signs and common reactions associated with child sexual abuse
- Explain the process of mandated reporting, including how and when a sexual assault counselor must report
- Describe helpful adult reactions to a child's disclosure of sexual assault
- Identify ways to advocate for child survivors and their nonoffending parents
- Discuss the characteristics and extent of sexual assault experienced by adolescents
- Describe some specific circumstances and issues affecting teenagers and explain ways to be helpful to teens who have experienced sexual assault or abuse
- Discuss some of the issues involved in providing services to youth engaged in prostitution and survival sex
- Understand the legal considerations that may come up in serving adolescent survivors

## VOCABULARY

**Child sexual abuse.** Sexual activities with a child intended for sexual stimulation. Sexual abuse may involve physical contact such as touching of sexual parts of either the child's or the perpetrator's body, sexual kissing, or penetration of the vagina, mouth, or anus. Forms of noncontact sexual abuse include exhibitionism, voyeurism, and child pornography.

**Child sexual abuse accommodation syndrome.** A pattern that commonly develops as a child attempts to cope with sexual abuse. This syndrome has five components: secrecy; helplessness; entrapment and accommodation; delayed, conflicted, and unconvincing disclosure; and retraction.

**Child sexual exploitation.** Any form of sexual interaction between an adult and a child under the age of eighteen. The adult, by virtue of age and experience, is in a position to manipulate the child, thereby exploiting the child for the adult's sexual satisfaction. Examples of child sexual exploitation include child molestation, child pornography, and juvenile prostitution.<sup>4</sup>

**Extrafamilial abuse.** Sexual abuse by someone not related to the child.

**Incest.** Sexual abuse by a relative.

**Juvenile prostitution.** Any juvenile engaging in sexual activity with an adult in exchange for money, drugs, food, shelter, clothing, transportation, or other medium of exchange.<sup>5</sup>

**Survival sex.** Any juvenile engaging in sexual activity with an adult in exchange for food, shelter, or other medium of exchange.<sup>6</sup> This term is also used to describe adults engaging in sexual activity in exchange for food, shelter, or other mediums of exchange.

## REFERENCES IN SUPPORT FOR SURVIVORS

**Child Sexual Abuse, Principles of Crisis Intervention, Techniques of Crisis Intervention, Applications of Crisis Intervention, Teen Survivors, and Women in Prostitution.**

# Adult Survivors of Child Sexual Abuse

## OVERVIEW

*This session gives an overview of the profound and long-lasting effects of child sexual abuse and provides information about how participants can support and advocate for adults who were abused as children.*

## OBJECTIVES

At the end of the module, participants will be able to

- Identify the physical, mental, and emotional patterns that adult survivors of child sexual abuse develop to cope with the abuse
- Discuss the reasons why many women who use sexual assault crisis lines are survivors of childhood sexual abuse
- Discuss the dynamics of repressed and recovered memories as symptoms of post-traumatic stress disorder
- Describe ways to support and advocate for adult survivors of child sexual abuse

## KEY CONCEPTS

- Adult survivors of childhood sexual abuse may be at greater risk than others for mental and emotional distress and for revictimization. They may also experience physical health problems, including gynecological problems. Child sexual abuse is also related to interpersonal difficulties around issues of trust, intimacy, and relationship stability.
- Because women and men who have been sexually abused as children are at greater risk for other types of sexual assaults and abuse as adults, many people who call rape crisis center hotlines are survivors of child sexual abuse. Also, an adult experience of sexual assault may trigger or restimulate memories of childhood sexual abuse. Childhood sexual abuse may not always be the primary reason an adult survivor of CSA seeks the services of a rape crisis center, but it is always an important factor to consider when working with the survivor.

## KEY VOCABULARY

**Coping mechanism.** Behavior used in an attempt to alter an emotional state.

**Dissociation.** A way of “checking out,” or emotionally removing oneself from one’s own body. It is a coping mechanism used to “escape” mentally and emotionally when there is no way to escape physically. It is a normal and healthy response to trauma and something humans tend to do automatically. It is a process that produces an alteration in one’s thoughts, feelings, or actions that temporarily detaches one from an experience. Dissociation may be a coping mechanism in a single-event trauma, such as rape, or in multi-incident abuse, such as incest. The term *dissociative identity disorder* (DID) has replaced the term *multiple personality disorder* and describes a continuum of dissociative behaviors.<sup>7</sup>

**Dissociative identity disorder (formerly multiple personality disorder).** The presence of two or more separate personalities, or “alters,” that exist independent of one another. Evidenced by gaps in memory, lost periods of time, and marked changes in behavior.

**Eating disorder.** A problematic coping mechanism; eating disorders usually include particular eating habits that are expressed in extreme, unhealthy forms, such as anorexia nervosa (depriving oneself of food), bulimia (a binge-purge cycle), or compulsive eating.

**False Memory Syndrome Foundation.** Organization founded in 1992 that alleges memories of childhood sexual abuse are “planted” by therapists causing “false memories.”

**Self-inflicted violence.** A problematic coping response using self-injury. The intermittent, deliberate hurting of one’s own body. The wide variety of behaviors includes cutting or burning, scratching or biting until a wound is created, pulling out hair, and other behaviors or methods of inflicting physical pain.<sup>8</sup>

**Substance abuse.** A problematic coping response consisting of a pattern of substance use that often feels out of control and results in significant social, medical, and/or legal problems. Sometimes accompanied by physiological tolerance (that is, the person needs more to produce the desired effect or experiences withdrawal). Purposely misusing or abusing substances including alcohol, street drugs, inhalants and other household/industrial substances, and prescription medications.

**Traumatic amnesia.** A process of dissociating to the extent of repressing or forgetting an experience until it is recalled at a later date. Repressed memories are the symptom of traumatic amnesia.

#### **REFERENCES IN SUPPORT FOR SURVIVORS**

**Child Sexual Abuse, Adult Survivors of Child Sexual Abuse, Principles of Crisis Intervention, Techniques of Crisis Intervention, Applications of Crisis Intervention, and Women in Prostitution.**

# Crisis Intervention Principles

## OVERVIEW

*This session is intended to give participants background information on different types of crisis situations and different perspectives on helping. It includes information about the theories, goals, and different models of crisis intervention; common responses to sexual assault; and cultural considerations in providing crisis intervention.*

## OBJECTIVES

At the end of the module, participants will be able to

- Define crisis intervention and the different sources or types of crisis intervention
- Define different models of helping, including the moral model, the medical model, the enlightenment model, and the empowerment model
- Describe how and why rape crisis centers encourage use of the empowerment model of helping
- Identify boundary violations when working with sexual assault survivors and how to prevent them
- Discuss some of the frequent myths and realities regarding people in crisis and how to help them
- Explain the goals of crisis intervention and distinguish crisis intervention or crisis counseling from psychotherapy or other types of intervention
- Define different models of crisis intervention, including “ABC,” “BASAR,” and the model described by Gilliland and James
- Review common responses after a sexual assault
- Discuss how cultural considerations affect crisis intervention

## KEY VOCABULARY

**Crisis.** An acute emotional upset arising from situational, developmental, or social sources and resulting in temporary inability to cope by means of one’s usual problem-solving devices.<sup>9</sup>

**Crisis intervention.** A helping process that focuses on the resolution of the immediate crisis through the use of personal, social, and environmental resources.<sup>10</sup>

**Dis-connection.** A term used by Judith Herman that refers to a sense of difference and alienation following traumatic experiences.<sup>11</sup>

**Dis-empowerment.** A term used by Judith Herman that refers to a compromised sense of personal control and agency following traumatic experiences.<sup>12</sup>

**Empowerment.** To give power or authority to; techniques and strategies that increase a survivor’s sense of control.

**Traumatic event.** Typically, a life-threatening situation or event accompanied by feelings of fear, helplessness, and horror.<sup>13</sup>

## REFERENCES IN SUPPORT FOR SURVIVORS

**Principles of Crisis Intervention and Supporting the Whole Survivor.**

# Crisis Intervention Techniques

## OVERVIEW

---

*This session is intended to teach participants basic crisis intervention techniques. It is appropriate to discuss feminist therapy and the empowerment model as they apply to crisis intervention.*

## OBJECTIVES

---

At the end of the module, participants will be able to

- Describe the basic techniques of feminist therapy and crisis intervention
- Demonstrate good listening skills
- Identify roadblocks to helpful communication
- Explain the Gilliland and James six-step model of crisis intervention
- Understand role-playing as a way to practice crisis counseling skills
- Discuss ways to encourage follow-up and techniques to elicit contact information
- Demonstrate use of crisis intervention techniques using role playing
- Define different types of psychotherapies

## KEY VOCABULARY

---

**Acceptance.** The ability to value and care for an individual.

**Active listening.** Communicating understanding of a speaker's message through paraphrasing and reflective statements.

**Closed-ended questions or statements.** Questions or statements that are designed to obtain specific, concrete information.

**Empathy.** The ability to see, feel, experience, and understand what a person is feeling and experiencing as if it were your own problem but without allowing the problem to become your own.

**Genuineness.** Staying true to who you are (that is, "being real" in your communication with others; honesty).

**Gilliland and James model.** A six-step model of crisis intervention consisting of (1) defining the problem, (2) ensuring survivor safety, (3) providing support, (4) examining alternatives, (5) making plans, and (6) obtaining a commitment.<sup>14</sup>

**Open-ended questions or statements.** Questions or statements that invite expression of feelings and thoughts.

**Paraphrasing.** Restating what you were told without inferences regarding feelings or meaning.

**Passive listening.** Purposeful silence; listening without responding verbally.

**Reflective statements.** Giving feedback on the feeling or meaning of what you were told.

**Sympathy.** Hearing the feelings of the speaker but focusing on the feelings produced in the listener. Sympathy is feeling *for* another person, not *with* another person.

## REFERENCES IN SUPPORT FOR SURVIVORS

---

**Techniques of Crisis Intervention and Supporting the Whole Survivor**

# Crisis Intervention Applications

## OVERVIEW

*This session is intended to give participants information about how to use crisis intervention techniques in different situations. It also includes suggestions for what topics to cover in follow-up contacts with the sexual assault survivor. This unit also deals with crisis intervention for significant others. It may be appropriate to discuss how to deal with inappropriate callers, including obscene callers or offenders.*

## OBJECTIVES

At the end of the module, participants will be able to

- Define acute and nonacute crisis situations and distinguish between the two
- Discuss some of the myths and facts about suicide
- Identify ways to identify and help survivors cope with suicidal feelings
- Explain how to assess the risk of a suicidal client and identify crisis intervention options
- Describe ways to provide crisis intervention in nonacute crisis situations
- Describe ways to cope with an emotionally overwrought survivor and other challenging survivors
- Discuss ways to identify and deal with inappropriate callers, including obscene callers, masturbators, or offenders

Explain the importance of follow-up contacts, how they differ from initial contacts, and some appropriate issues to explore with a survivor, including

Education about trauma and its effects as well as the process of recovery

Rethinking trauma-related belief and attitudes

Education about benefits and barriers to disclosure of traumatic experiences

Education and review of methods for coping with reactions to sexual assault

## KEY VOCABULARY

**Acute crisis.** When the survivor is at risk for harm to self or to others or has experienced a sexual assault within the last seventy-two hours; also when the survivor is so emotionally overwrought or withdrawn that she is incoherent in her communication.

**Disclosure.** Revealing information about or telling someone about one's own experience. Disclosure is distinguished from *reporting*, which is a narrower term that applies only to disclosure to law enforcement.

**Negative coping methods.** Actions that may have an immediate effect on reducing distress but may preclude more permanent change and cause later or long-term problems. For example, a survivor may use alcohol and/or other drugs to reduce anxiety or improve sleep—only to develop a substance abuse problem.

**Positive coping methods.** Actions that help to reduce anxiety, lessen other distressing reactions, and improve the situation in a way that does not harm the survivor further.

## REFERENCES IN SUPPORT FOR SURVIVORS

**Applications of Crisis Intervention and Supporting the Whole Survivor.**

# Anti-oppression Theory

## OVERVIEW

---

*This session is intended to provide an understanding of oppression and how different forms of oppression are linked; explain that sexual violence is a form of oppression; and describe the importance of anti-oppression work in the anti-rape movement.*

## OBJECTIVES

---

At the end of the module, participants will be able to

- Define oppression and explain anti-oppression theory
- Define stereotypes, prejudice, and discrimination
- Explain how sexual assault is a tool of oppression and why anti-oppression work is a necessary component of anti-rape work
- Describe the connections between sexual assault and all forms of oppression
- Identify examples of oppression in our own communities and identify strategies to resist oppression

## KEY CONCEPTS

---

- Sexual assault is a tactic or tool of oppression used most often by men to dominate women and by adults to dominate children. It has also been used as a weapon of oppression against people of color, people with disabilities, lesbians, and gay men. Because sexual assault is a weapon of oppression, we must understand oppression if we hope to end sexual violence.

## KEY VOCABULARY

---

**Discrimination.** Preferential or biased treatment based on stereotypes, prejudice, and/or historical practices.

**Institutionalized oppression.** Systems of oppression maintained through discrimination. Examples of oppressive systems and ideologies include sexism, racism, classism, and heterosexism.

**Internalized oppression.** Belief by an oppressed person that the stereotypes about her are true.

**Interpersonal oppression.** When oppression is enforced through everyday interaction between individuals.

**Oppression.** The systematic and pervasive mistreatment of individuals on the basis of their membership in a disadvantaged group. An abuse of power by a dominant group.

**Prejudice.** A preference or bias toward or against a group, based on incomplete or inaccurate information.

**Privilege.** Choices, entitlements, advantages, benefits, assumptions, and expectations granted based on membership in a dominant group.

**Stereotypes.** Generalizations about groups of people.

## POSSIBLE CHALLENGES

---

It is necessary to create a safe and open atmosphere in which to discuss oppression. It is suggested that facilitators establish, review, and emphasize ground rules for this particular session.

It is critical to clearly link sexual assault with other forms of oppression so that participants understand how this session fits into the overall training program.

Feelings of both guilt and resentment often surface. Facilitators may find it helpful to address these issues up front and thoroughly clarify the objectives of this session before launching into the information. Explain to participants that it is natural to have some uncomfortable feelings when challenging oppression and that anti-oppression work is in part about learning to channel those feelings into awareness, responsibility, and action.

## REFERENCES IN SUPPORT FOR SURVIVORS

---

**Anti-oppression Theory, Being an Ally, Rape Myths, History of the Rape Crisis Movement, Emerging Issues in the Rape Crisis Movement, and Rape Culture.**

# Cultural Competency and Ally Building

## OVERVIEW

---

*This session is intended to teach participants how to use their awareness of oppression to be effective sexual assault counselors and agents for social change.*

*It is an opportunity to connect anti-oppression theory and anti-rape work with individual practices.*

## OBJECTIVES

---

At the end of the module, participants will be able to

- Describe how to be an ally
- Explain how being an ally relates to the role of sexual assault counselor
- Discuss the effects of oppression in our work as sexual assault counselors
- Discuss the effects of addressing oppressive actions, behaviors, and attitudes
- Identify ways to challenge oppression as sexual assault counselors and as individuals in our community
- Discuss ways to continue development and enhancement of ally-building skills

## KEY CONCEPTS

---

- Participants, when made aware of oppression and their responsibility and ability to become allies, will become more effective sexual assault counselors and social change agents.

## KEY VOCABULARY

---

**Ally.** One whose personal commitment to dismantling oppression is reflected in a willingness to educate oneself about all forms of oppression and social justice; challenge one's own prejudices; learn and practice the skills of an anti-oppression activist; and interrupt oppressive statements, behaviors, policies, and institutional structures.<sup>15</sup> An ally is someone who recognizes and utilizes his or her privilege to promote justice for others.

**Discrimination.** Adds action to prejudice and/or stereotype; preferential or biased treatment based on a prejudice or historical practices that results in unequal access or representation.

**Marginalized.** Membership in a group with limited access to power because of institutionalized discrimination.

**Power.** The ability to affect the physical, economic, and/or psychological well-being of yourself and others.

**Prejudice.** Preconceived judgment or opinion, usually based on insufficient data.

**Privilege.** Choices, entitlements, advantages, benefits, assumptions, and expectations granted based on membership in a culturally dominant group, for example, white, nondisabled, economically secure, heterosexual. Includes privileges granted by society as well as assumptions and expectations resulting from socialized beliefs about one's own social status.<sup>16</sup>

**Stereotypes.** Generalized, fixed impression or opinion without regard to individual variation or the incorporation of new information.

## POSSIBLE CHALLENGES

---

It is necessary to create a safe and open atmosphere in which to discuss cultural competency and ally building. It is suggested that facilitators establish, review, and emphasize ground rules for this particular session.

Participants may feel overwhelmed by all there is to do in order to become an ally. It is important to emphasize that building cultural competency and being an ally is an ongoing process.

Feelings of both guilt and resentment often surface. Facilitators may find it helpful to address these issues up front and thoroughly clarify the objectives of this session before launching into the information. Explain to participants that it is natural to have some uncomfortable feelings when challenging oppression, and anti-oppression work is in part about learning to channel those feelings into awareness, responsibility, and action.

## REFERENCES IN SUPPORT FOR SURVIVORS

---

**Being an Ally, Anti-oppression Theory, Rape Myths, History of the Rape Crisis Movement, and Rape Culture.**



# Providing Culturally Competent Services to Specific Populations

## OVERVIEW

---

*This session is intended to give participants information about how to apply the principles of cultural competency. It gives participants some background information with which to provide culturally competent services and is an appropriate time to discuss special considerations when working with specific populations. Special note: Due to the breadth of this module, it is not possible to accomplish all of the objectives in a single session. Plan for multiple sessions to adequately address these issues.*

## OBJECTIVES

---

At the end of the module, participants will be able to

- Define cultural competency in the context of rape crisis work
- Describe the diversity of social groups and the dynamics of cultural influences that may have an effect on counseling and the recovery process
- Identify ways to effectively support survivors who come from cultures other than the counselor's own
- Explain how culture affects a survivor's reactions to and recovery from sexual assault
- Describe special concerns of survivors from various cultures and identify ways to advocate for them, including survivors who are African American/Black, Asian/Pacific Islander, Latino/Latina, Native American/American Indian
- Understand the counseling issues and identify ways to advocate for survivors and significant others from various groups, including elderly; homeless; immigrant or refugee; lesbian, gay, bisexual, or transgender; men; and people in the military, in religious communities, chemically addicted, fat, or with mental or physical disabilities
- Understand the counseling issues and identify ways to advocate for other marginalized groups in your community

## POSSIBLE CHALLENGES

---

Participants may want “formulas” for working with survivors from different cultures: that is, when working with an individual from group *x*, do *a*, *b*, and *c*; when working with someone from group *Y*, do *d*, *e*, and *f*. Present and provide background information as something to *take into consideration*—as a tool rather than a rule for working with someone from a particular culture.

It may be difficult to resist prioritizing the needs of one group over another. Recognize that every group has needs and challenges. This is an overarching challenge for both facilitators and participants.

## REFERENCES IN SUPPORT FOR SURVIVORS

---

### Supporting the Whole Survivor.

# Providing Services to Significant Others and Secondary Victims

## OVERVIEW

---

*This session is intended to give participants information about how sexual assault affects significant others and how their responses in turn affect the survivor. It is appropriate to discuss ways significant others may assist the survivor and ways for them to cope with the experience of having someone close to them survive a sexual assault.*

## OBJECTIVES

---

At the end of the module, participants will be able to

- Explain the importance of significant others in the healing of survivors
- Discuss common reactions and behaviors of significant others and how they affect the survivor
- Identify issues and needs of significant others and ways to provide counseling and advocacy
- Describe special considerations for significant others who are themselves survivors of sexual assault
- Explain how to work with significant others to help them identify their needs and provide them with information and suggestions to help them support the sexual assault survivor

## KEY CONCEPTS

---

- The person seeking services—in this case, the significant other—is the primary client. Although the discussion may focus on the survivor and what the survivor appears to be going through, the survivor is not the client.<sup>17</sup>
- Significant others may themselves be survivors of sexual assault. Counseling can help such individuals identify unresolved feelings about their own abuse and separate these emotions from their feelings about the situation and needs of their friend or family member who was assaulted.<sup>18</sup>

## KEY VOCABULARY

---

**Derivative victims.** Term used by the State Board of Control to describe a person “who was not directly injured or killed as a result of a crime, was a resident of California, and (a) was the parent, sibling, spouse, or child of the victim; or (b) was living with the victim at the time of the crime; or (c) had lived with the victim for at least two years in a relationship similar to a parent, sibling, spouse, or child of the victim; or (d) was another family member of the victim, including the victim’s fiancé(e), and witnessed the crime.”<sup>19</sup> A derivative victim may be eligible for reimbursement of counseling expenses through the Victims of Crime Program.

**Secondary victim.** Person close to the sexual assault survivor who is traumatized by the event itself, the effects upon the survivor, or by the fact that someone close to them has been assaulted.

**Significant other.** Family member, friend, or intimate partner of an individual

## REFERENCES IN SUPPORT FOR SURVIVORS

---

**Principles of Crisis Intervention, Techniques of Crisis Intervention, Applications of Crisis Intervention, and Significant Others.**

# Pornography and Prostitution

## OVERVIEW

---

*This session is intended to give participants information about prostitution and how sexual violence is an integral, everyday, ongoing component of the experience. It is important for participants to learn how to support and advocate for sexual assault survivors who are in prostitution and recognize some of the unique needs for survivors in a culture that considers prostitution a “choice,” views sexual assault as a normal condition of employment, and normalizes sexual exploitation.*

## OBJECTIVES

---

At the end of the module, participants will be able to

- Define pornography and its association with violence
- Describe misconceptions and realities about people who work in the sex industry
- Describe some of the economic and social conditions that are factors for recruitment of women, youth, and transgendered people into prostitution
- Explain the connection between childhood sexual abuse and prostitution
- Explain how racism historically and currently plays a role in prostitution
- Define survival sex and teen sexual exploitation and discuss child and adolescent prostitution
- Identify special concerns sex workers may face in dealing with sexual assault
- Describe ways to support and advocate for survivors who are involved in the sex industry

## KEY CONCEPTS

---

- Sexual assault counselors working with sexual assault survivors who are in prostitution can support their clients without supporting the institution of prostitution.

## KEY VOCABULARY

---

**Prostitution:** Engaging in sexual activity with an adult in exchange for money, drugs, food, shelter, clothing, transportation, or other form of exchange.<sup>20</sup>

**Sex industry:** Multibillion-dollar international industry whose “products” and “services” include prostitution, printed pornography, pornographic films and videos, “exotic” dance and strip clubs, Internet pornography, prostitution tourism, and telephone sex services.

**Survival sex:** Exchanging sex acts for the necessities of one’s life, including food and shelter.

## REFERENCES IN SUPPORT FOR SURVIVORS

---

**An Exploration of Violence Against Women, Rape and Sexual Assault, Child Sexual Abuse, Applications of Crisis Intervention, and Women in Prostitution.**

# Medical Issues

## OVERVIEW

*This session is intended to give participants information about the importance of medical care and options for medical care and specific information about the protocol for a forensic examination. It is important for participants to understand how to support and advocate for a survivor in regard to medical issues.*

## OBJECTIVES

At the end of the module, participants will be able to

- Explain the role of the sexual assault counselor in advocating for survivors and identify ways to support and advocate for the survivor in a medical setting
- Understand the medical concerns of a sexual assault survivor and explain why treatment is important
- Describe the hospital/SART protocol for responding to sexual assault survivors
- Give an overview of the medical-legal examination and discuss basic procedures
- Explain the patient's/survivor's rights in the medical setting
- Explain medical care alternatives to the medical-legal examination
- Discuss concerns, testing, and care issues, including pregnancy, HIV, and other sexually transmitted diseases
- Explain the defendant HIV testing options
- Discuss the importance of follow-up examinations
- Understand payment policies for sexual assault survivors

## KEY VOCABULARY

**Anonymous testing (for HIV).** Testing in which personal identification is unknown to others. Results are associated only with a number, and one's identity is not in any way connected with the number.

**Chain of custody.** The written, witnessed, unbroken record of all individuals who have maintained control of the evidence since its recovery.<sup>21</sup>

**Colposcope.** An instrument with a light source and magnifying lens for direct observation and study of the tissues. Many have a camera and/or other recording devices attached.<sup>22</sup>

**Confidential testing (for HIV).** Testing in which information may not be released without consent. Information about the patient and test results are part of a named file. The file may be confidential within an agency, clinic, or hospital, but there are a limited number of people who do have access to the patient's name, results of the HIV test, and other information that could identify the patient as a sexual assault survivor.

**Forensic.** Evidentiary, or used by the courts.

**Medical examiner.** Medical personnel who conduct the medical-legal examination. The examiner may be a physician, physician's assistant, nurse, or nurse practitioner.

**Medical-legal examination.** A medical examination conducted for the purpose of collecting evidence; used interchangeably with *rape exam*, *evidential exam*, and *forensic exam*.

**OCJP Form 923 (for adults) and OCJP Form 925 (for children).** The reporting forms that document the medical-legal exam and are part of the required California Medical Protocol for Examination of Sexual Assault and Child Sexual Abuse Victims.

**Prophylaxis.** Precautionary measure, preventative treatment, or medication.

**Rape kit or evidence collection kit.** A package of supplies in the evidence collection process. The kits include swabs, glass slides, envelopes, and other items but not all of the supplies or materials used to collect evidence.

**SANE (sexual assault nurse examiner).** A registered nurse who has received specialized training to conduct forensic examinations.

**SART (Sexual Assault Response Team).** A multidisciplinary team with the purpose of providing a coordinated response to a report of sexual assault. A SART typically consists of a rape crisis advocate/counselor, a medical examiner, and a law enforcement officer.

**STD.** Sexually transmitted disease.

**Woods lamp.** A hand-held fluorescent light used to detect the presence of dried fluids such as saliva or semen.

## REFERENCES IN SUPPORT FOR SURVIVORS

**Medical Issues and Applications of Crisis Intervention.**

# Law Enforcement Procedures

## OVERVIEW

*This session is intended to give participants an understanding of law enforcement's role, procedures, and techniques in a sexual assault case. This unit describes the initial response, the criminal investigation, the collection of evidence, and the follow-up investigation by law enforcement. In this session, participants learn how to help survivors make a decision about whether or not to report, how to support and advocate for survivors when law enforcement is involved, and how to work effectively with law enforcement personnel.*

## OBJECTIVES

At the end of the module, participants will be able to

- Identify some of the most common forms of sexual assault as defined in the California Penal Code
- Explain advantages and disadvantages to reporting
- Describe the role of the sexual assault counselor in assisting survivors to deal with law enforcement and identify ways to support and advocate for survivors in the law enforcement system
- Explain reporting and investigation procedures and processes
- Explain the rights of the survivor throughout the law enforcement and criminal justice systems
- Describe the Victim Witness Assistance Program and Victim of Violent Crime compensation
- Identify and explain alternatives to reporting

## KEY VOCABULARY

**Crime scene.** Immediate area where body or piece of evidence is located or where an assailant was active.<sup>23</sup>

**Evidence.** Property that may be related to a crime or investigation or that may implicate or clear a person of a criminal charge.<sup>24</sup>

**Felony.** A crime punishable by imprisonment in the state prison for a period of more than one year.

**Follow-up investigation.** The second phase of a preliminary investigation; includes any work performed after the filing of the initial report. This phase produces further information, which is documented in additional reports.<sup>25</sup>

**Jurisdiction.** Geographical area in which a law enforcement agency is responsible for enforcing criminal laws. In most cities, it is usually the city police department; in most counties, it is usually the county sheriff's department. States, federal areas, colleges, or special districts may have other designated law enforcement organizations.

**Misdemeanor.** A crime punishable by imprisonment in the county jail for a period of one year or less.

**Oral copulation (California Penal Code section 288a).** The act of copulating the mouth of one person with the sexual organ or anus of another person.

**Pretext phone call.** A phone call placed to the suspect under controlled conditions to elicit an admission or confession from the suspect.<sup>26</sup>

**Rape (California Penal Code section 261).** The act of sexual intercourse with a person not the spouse of the perpetrator accomplished under any of the following circumstances:

- The person is incapable of giving consent
- The act is accomplished against the person's will by force or fear of immediate bodily injury or injury to another person
- The person is prevented from resisting because of intoxicant or anesthetic
- The person is not conscious of the nature of the act
- The act is accomplished against the victim's will by threat of retaliation

**Rape of spouse (California Penal Code section 262).**

The act of sexual intercourse with a person who is the spouse of the perpetrator, accomplished under any of the circumstances listed under **Rape**.

**Sexual battery (California Penal Code section 243.4).**

Touching the sexual organ, anus, groin, buttocks, or breast of the victim while the victim is restrained, against the will of the victim, and for the purpose of sexual gratification or abuse.

**Sodomy (California Penal Code section 286).** Contact between the anus of one person and the penis of another person.

**Survivor rights (California Penal Code section 679.04).** The survivor must be informed of the availability of sexual assault crisis services and must be allowed to have the crisis counselor with her during evidentiary, medical, or physical examinations and during investigative interviews.

**Survivor rights (California Penal Code sections 1035–1036.2).** Provides that all communications between the crisis counselor and the survivor are confidential and may not be revealed to anyone without the survivor's consent.

**REFERENCES IN SUPPORT FOR SURVIVORS****Law Enforcement and Techniques of Crisis Intervention.**

# Legal Issues

## OVERVIEW

*This session is intended to give participants an overview of the criminal justice system and information about how to support and advocate for a survivor in the system. This unit describes the criminal justice process and procedures, considerations for survivors whose cases have been forwarded by law enforcement to the district attorney's office, and how sexual assault counselors can work effectively with criminal justice system personnel. It is also appropriate to discuss civil remedies and other alternatives to the criminal justice system.*

## OBJECTIVES

At the end of the module, participants will be able to

- Demonstrate a basic understanding of California statutes
- Discuss advantages and disadvantages of the criminal justice system
- Identify ways to support and advocate for a survivor in the criminal justice system
- Describe sexual assault counselor privilege and confidentiality rights in criminal cases and civil lawsuits
- Describe the criminal court process, general court procedures, the survivor's rights, and what a survivor of sexual assault might expect
- Describe the rights of the defendant
- Explain the survivor's rights to notification and to make an impact statement at sentencing and before parole
- Describe civil remedies and alternatives to the criminal justice system
- Give an overview of the Victim Witness Assistance Program and Victim of Violent Crime Compensation Program

## KEY VOCABULARY

**Alternative dispute resolution (ADR).** Phrase used to refer to a variety of means to negotiate or resolve a case without taking the matter to trial. It includes mediation, arbitration, negotiated settlements, settlement conferences.

**Answer.** Court papers filed by the defendants responding to the plaintiff's complaint. The answer contains both factual denials and legal objections.

**Arbitration.** A process in which a third party, usually a retired judge or lawyer, hears a short version of the case and renders a decision. The decision of the arbitrator can be the final decision in the matter ("binding" arbitration) or it can be rejected by either side and the matter will then proceed to trial ("nonbinding" arbitration).

**Arraignment.** Court proceeding in which the accused is informed of the charges filed and enters a plea and a date for the preliminary hearing is set. This typically takes place within two days of the suspect's arrest and takes place in municipal court.

**Beyond a reasonable doubt.** The standard used in a criminal case to determine whether the person is convicted. A jury must believe, beyond a reasonable doubt, that the defendant committed the crime in order to convict.

**Burden of proof.** Phrase used to refer to the obligation to prove what is in dispute. For example, it is the plaintiff's burden of proof to show that she was assaulted.

**Civil case.** A lawsuit seeking recovery in the form of nonmonetary or monetary damages for injuries sustained by the plaintiff. Defendants are not incarcerated as a result of a civil case. The plaintiff is represented by a private attorney.

**Compensatory damages.** The recovery to which a plaintiff is entitled if successful in a civil suit. It includes out-of-pocket losses such as medical expenses and wage loss and also damages for emotional distress and pain and suffering.

**Complaint.** A document filed with the court by the district attorney for the accused to be notified of the pending charge.

**Complaint.** The paper filed by the plaintiff with the court stating what happened, what laws were violated, and what recovery is sought. Also known as a *lawsuit* in the civil arena.

**Court of appeals.** The court that is above the trial court. It reviews the outcome and decisions of the trial court. Decisions by this court may establish legal precedent.

**Criminal case.** A case in which the State of California is seeking to punish a person, that is, the defendant, for breaking the law. In a criminal case, the plaintiff is the “People of the State of California” and the “People” are represented by the district attorney. A defendant that is found guilty may be incarcerated.

**Defendant.** The person accused in either a civil or a criminal case.

**Deposition.** A part of the discovery portion of a civil case. The person being deposed (the deponent) is asked questions by the other side’s lawyer. There is a court reporter present who takes down everything said in the room and makes it into a booklet (deposition transcript). Deponents have their own lawyers with them during questioning.

**Discovery.** The stage of civil proceedings in which each side attempts to find out the facts and evidence that allegedly support the other side’s position. This is done through the use of depositions, interrogatories, and other tools.

**Felony.** A crime punishable by imprisonment in the state prison for a period of more than one year.

**In pro per or in pro se.** Latin terms used to refer to persons representing themselves without a lawyer.

**Interrogatories.** Written questions asked by each side of the other side at the discovery stage of a civil case.

**Judgment.** The final outcome of a civil trial. It is a statement of the decision of the judge or jury.

**Mediation.** A form of alternative dispute resolution in which the parties agree to hire a third person, often a retired judge or a lawyer specializing in mediation, to help them resolve the case. It usually consists of a day of discussions facilitated by the mediator to determine whether the parties can agree on a settlement. Mediators do not have any power to force the parties to agree or accept their recommendations.

**Misdemeanor.** A crime punishable by imprisonment in the county jail for a period of one year or less.

**Plaintiff.** The person or entity initiating the case and the person or entity claiming the harm.

**Preliminary hearing.** A method by which the court determines whether there is probable cause to believe that a crime has been committed and that the defendant is guilty thereof. If the court believes there is enough evidence to justify a trial, the defendant is “held to answer,” and the matter is continued to superior court.

**Preponderance of the evidence.** The standard used to determine liability in a civil case. A jury must find that it is “more likely than not” that the plaintiff’s claims are true in order to decide in favor of the plaintiff.

**Privileged communications.** Those communications that the law recognizes as off-limits from discovery. Conversations between an attorney (not the district attorney) and his or her client are almost always privileged. In certain circumstances the court recognizes other privileges, such as physician–patient privilege, rape crisis counselor–sexual assault survivor privilege, spousal privilege.

**Probable cause.** Entertaining a reasonable suspicion that a crime was committed and the person suspected is probably guilty of the crime.

**Punitive damages.** An award of damages intended to punish a defendant who has engaged in “malice, fraud, or oppression.” The amount of punitive damages is determined by a jury and is supposed to bear some relation to the wealth of the defendant.

**Readiness and settlement conference.** A meeting between the defendant’s attorney, the prosecutor, and the judge to determine whether everyone is ready for trial and whether the case can be settled without going to trial. If not, a trial date is set.

**Retainer agreement or contingency agreement.** A retainer agreement is the written agreement between a lawyer and client. A contingency agreement is a kind of retainer agreement in which the attorney agrees to be paid at the end of a case by receiving a percentage of the settlement or judgment in the case. It is the most common kind of retainer in civil suits for sexual assault.

**Sexual assault victim counselor privilege (California Evidence Code section 1035.2).** Declares that all communications between the survivor and the sexual assault counselor are protected as confidential. The identified sexual assault counselor cannot be compelled to repeat or reveal those confidential communications to anyone, except by order of the court.



**Statute of limitations.** The period of time established by law in which a lawsuit must be filed.

**Superior court arraignment.** Proceeding in which a new document is filed in superior court and the defendant is once again advised of the charges and enters a plea.

**Supreme Court.** The highest court of the state. It reviews some of the decisions of the court of appeals. Its rulings determine the appropriate interpretations of California law.

**Trial.** Court proceeding in which both sides present the evidence they have. Testimony by witnesses is heard. The jury deliberates each charge and can do one of three things on each charge: (1) unanimously find the defendant guilty, (2) unanimously find the defendant not guilty, or (3) disagree as to the verdict. If the latter occurs, the matter may be retried if the judge agrees to reset the case for trial and if the prosecutor believes he or she can achieve a more favorable result at a second trial.

**Trial court.** The court in which the hearing prior to trial and the trial will occur.

**Trier of fact.** The person or persons who weigh the evidence and determine who will prevail. It may be either the jury or the judge.

## REFERENCES IN SUPPORT FOR SURVIVORS

### **The Courts, Criminal Justice System, and Civil Remedies.**

# Self-defense

## OVERVIEW

*This session is intended to give participants an understanding of women's self-defense history, theory, techniques, and applications. Participants learn why clients call about self-defense, how and when to explain self-defense to a survivor, and how to refer someone to a self-defense class. Ideally, participants have the opportunity to practice some basic self-defense techniques so that they may better understand some of the emotional as well as physical issues that may arise for people in self-defense classes. A self-defense class can also help participants increase confidence in their own ability to assess and handle a dangerous situation and add to their sense of safety and comfort.*

## OBJECTIVES

At the end of the module, participants will be able to

- Describe the history of women's self-defense and how women's self-defense is related to feminism and the anti-rape movement
- Identify some of the myths and realities of using self-defense
- Explain the principles of women's self-defense
- Identify reasons a client might call about self-defense classes
- Demonstrate basic self-defense skills and adaptable techniques
- Identify resources for self-defense classes and describe how to refer a survivor to a self-defense class

## KEY VOCABULARY

**Assertiveness.** In women's self-defense, a powerful, effective use of one's voice, body, and "look."

**Awareness.** Knowledge of one's own self and validation of experiences and fears; also awareness of one's environment.

**Empowerment model of self-defense.** Involves giving women information, skills, and support for making their own choices about how to live their lives by actively participating in their own safety. Belief that a woman's best weapon is herself and that relying on something or someone else would be a last resort.<sup>27</sup>

**Protection model of self-defense.** Gives women long lists of dos and don'ts that are often based on misinformation and reinforce stereotypes and encourage women to rely on something external for protection (for example, locked doors, alarms, weapons, men).<sup>28</sup>

**Women's self-defense.** A set of awareness, assertiveness, and verbal confrontation skills, safety strategies, and physical techniques that enable someone to successfully avoid, prevent, escape, resist, and survive violent assaults. Based on women's real-life experiences and focused on women's experiences with violence and the threat of violence.

## KEY CONCEPTS

- Although self-defense programs are often classified as "prevention" programs, in the context of anti-rape work, they are considered a form of avoidance. It is important to distinguish between the two terms.
- Protection is any strategy that deflects or otherwise avoids a potentially harmful act. Protection, no matter how effective, cannot influence the predisposition of another to commit a harmful act, although it may eliminate the opportunity. Only the agent of cause can be the agent of prevention. Only assailants have the power to *prevent* assault—by choosing not to commit the act. Prevention is outside the purview of the victim.<sup>29</sup>

## REFERENCES IN SUPPORT FOR SURVIVORS

Self-defense, "Guidelines for Choosing a Self-defense Course," and An Exploration of Violence Against Women.

# Referral Methods and Resources

## OVERVIEW

---

*This session is intended to give participants an understanding of when and how it is appropriate to provide information to a client about potential sources of assistance and information outside of the rape crisis center. Participants learn about community resources and ways to access the services of other individuals or organizations.*

## OBJECTIVES

---

At the end of the module, participants will be able to

- Explain when it is appropriate to make a referral and how to make a referral
- Describe the range of options for additional assistance available to the sexual assault survivors
- Identify community resources and describe how survivors themselves can access resources
- Explain the process of finding and evaluating appropriate therapy and the role a sexual assault counselor can play
- Demonstrate an understanding of the importance of giving multiple referrals and how to make referrals
- Explain your rape crisis center's policies about making referrals

## KEY CONCEPT

---

- It is important to recognize how difficult it may be for a survivor to call a rape crisis center and that the survivor is not always likely to make a second call or reach out to a different resource. In addition, the rape crisis center may be the only appropriate, safe, or accessible resource for a survivor in your community. It is also helpful to remember that sexual assault counselors often have more training, experience, and expertise dealing with sexual assault survivors and issues than many other professionals. Appropriate referrals can be helpful to survivors and effectively augment the services of a rape crisis center; however, they are not a substitute for a trained, compassionate sexual assault counselor.

## KEY VOCABULARY

---

**Referral.** Contact to or connection with a person, organization, agency, or other resource that may be able to provide appropriate assistance, services, programs, and/or information.

## REFERENCES IN SUPPORT FOR SURVIVORS

---

**Referral Techniques, Applications of Crisis Intervention, Medical Issues, Law Enforcement, and "Victims of Crime Compensation."**

# Vicarious Trauma, Burnout, and Self-care

## OVERVIEW

---

*This session is intended to give an introduction to the principles of vicarious trauma, identify symptoms, and suggest intervention strategies. It is also important to discuss burnout prevention, stress management, and the necessity of self-care.*

## OBJECTIVES

---

At the end of the module, participants will be able to

- Explain the dynamics of vicarious trauma and the factors that contribute to vicarious trauma, and describe how and when sexual assault counselors can be affected by work with sexual assault survivors
- Identify signs of vicarious trauma and describe how to deal with it
- Identify signs of burnout and describe methods of prevention
- Discuss stress management and self-care techniques

## KEY VOCABULARY

---

**Burnout.** A condition in which an individual is physically tired, feels drained, and has no energy for work-oriented tasks. The desire to go to work is diminished, and one has to really push to maintain a sense of responsibility to the job.

**Spiritual connection.** In the context of this module, a spiritual connection can be anything that reminds one that there is more to life than those traumatic things that happen to people.

**Vicarious trauma.** The transformation of a helper's inner being as a result of working with people who are trauma victims. Used interchangeably with the term *secondary trauma effect*.

## KEY CONCEPT

---

- Vicarious trauma is similar to and different from burnout. Burnout “attacks” the body first and may be “fixed” by taking time off or engaging in stress-reducing activities. Vicarious trauma is more internal, “attacking” the emotions, the spirit, and then the soul of the counselor. Vicarious trauma is a gradual change over time of helpers’ feelings and belief system about themselves and their work. It is a natural result of anti-rape work, but it does not have to be debilitating or result in the counselor’s leaving the work.

## REFERENCES IN SUPPORT FOR SURVIVORS

---

**Vicarious Trauma and Principles of Crisis Intervention.**

# Volunteer Policies and Procedures and Agency Operations

## OVERVIEW

---

*This session provides participants with the nuts and bolts of their role as volunteers of the rape crisis center and as sexual assault counselors. These are primarily the necessary administrative tasks and technical procedures associated with their prospective roles.*

## OBJECTIVES

---

At the end of the module, participants will be able to

- Explain agency volunteer policies and procedures
- Demonstrate understanding of the sexual assault counselor's role
- Describe sexual assault counselor policies and procedures for going on-call, responding to phone calls and responding in person, backup operations, and special needs while on call
- Demonstrate a thorough understanding of the confidentiality policy and how to respond to requests for confidential information or releases of information
- Describe call report forms, mandated reporting forms, and other required forms and record keeping
- Explain shift scheduling, supervision and other communication with staff supervisor, and mandatory in-service meetings

## REFERENCES IN SUPPORT FOR SURVIVORS

---

**Child Sexual Abuse, Applications of Crisis Intervention, Law Enforcement, and The Courts.**

# Closing Training

## OVERVIEW

---

*A closing session is important to summarize the training—the information, content, and experience. It is an opportunity to evaluate how well expectations and objectives were met, a chance for participants to talk about their experience, a time to express appreciation of one another, a way to provide closure to the training experience, and a time to celebrate accomplishments.*

## OBJECTIVES

---

At the end of the module, participants will be able to

- Identify the training objectives that have been achieved
- Evaluate the training course and facilitator
- Identify a personal support system after the conclusion of training
- Describe the personal and professional effects of sexual assault counselor training
- Experience a sense of accomplishment, appreciation, and closure
- Celebrate personal achievement

# Notes

1. B. A. van der Kolk, "Etiology and Treatment of Self-Mutilation," lecture presented at Second Eastern Regional Conference on Abuse and Multiple Personality, June 1990.
2. F. Putnam, *Diagnosis and Treatment of Multiple Personality Disorder* (New York: Putnum, 1989).
3. Massachusetts Department of Public Health, Massachusetts Coalition Against Sexual Assault, *Supporting Survivors of Sexual Assault*, 1997.
4. California Office of Criminal Justice Planning, *Confronting Sexual Exploitation of Homeless Youth: California's Juvenile Prostitution Intervention Projects* (Sacramento: Office of Criminal Justice Planning, 1991).
5. Ibid.
6. Ibid.
7. Putnam, *Diagnosis and Treatment of Multiple Personality Disorder*.
8. Massachusetts Department of Public Health, *Supporting Survivors of Sexual Assault*.
9. L. A. Hoff, *People in Crisis: Understanding and Helping* (Menlo Park, CA: Addison-Wesley, 1984).
10. Ibid.
11. J. L. Herman, *Trauma and Recovery* (New York: Basic Books, 1992).
12. Ibid.
13. American Psychiatric Association, *Diagnostic and Statistical Manual of Psychiatric Disorders*, vol. 4 (DSMIV) (Washington, D.C.: American Psychiatric Association, 1994).
14. B. E. Gilliland and R. K. James, *Crisis Intervention Strategies* (Pacific Grove, CA: Brooks/Cole, 1997).
15. Adapted from Cultural Bridges workshop packet on white privilege.
16. Ibid.
17. Adapted from Massachusetts Department of Public Health, Massachusetts Coalition Against Sexual Assault, *Supporting Survivors of Sexual Assault: A Journey to Justice, Health and Healing*. Massachusetts: Massachusetts Department of Public Health, September 1997.
18. Ibid.
19. California Crime Victim Compensation Application Booklet (Sacramento: State Board of Control, July 1995).
20. California Office of Criminal Justice Planning, *Confronting Sexual Exploitation of Homeless Youth*.
21. California Commission on Peace Officer Standards and Training, *Basic Course Workbook Series, Learning Domain 30* (Sacramento: California Commission on Peace Officer Standards and Training, 1996).
22. *Dorland's Illustrated Medical Dictionary*. 27th ed. (Philadelphia: W. B. Saunders, 1988).
23. California Commission on Peace Officer Standards and Training, *Basic Course Workbook Series*.
24. Ibid.
25. Ibid.
26. Ibid.
27. Adapted from *Women's Self-Defense: A Complete Guide to Assault Prevention* (Los Angeles: Los Angeles Commission on Assaults Against Women, 1988).
28. Ibid.
29. Adapted from *Adolescent Sexual Assault Prevention Curriculum*, by Marcia Servedio (Santa Barbara, CA: Santa Barbara Rape Crisis Center, 1988).



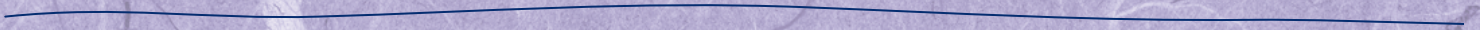




# Learning Activities



**CALCASA**  
CALIFORNIA COALITION  
AGAINST SEXUAL ASSAULT





# Learning Activities

Introduction to Learning Activities 147

Learning Activities 149

A Dozen Great Ideas 205

Additional Activities 206

Sample Role-plays 209





# Introduction to Learning Activities



THE FOLLOWING SELECTION of icebreakers, discussion questions, exercises, workshops, and role-plays encompass a wide range of learning activities, from the simple and uplifting to more challenging and enlightening. Some, such as “The Alligator River Story” (1972), have been used in rape crisis training programs for decades; others are published here for the first time.

We would like to thank all of the contributors to this compendium of activities and have made every effort to identify the original source of each one. In several instances, we attempted to combine multiple versions of an exercise, selected one as a representative sample, or adapted a submission to better suit the format of this section. In these exercises, we credited our primary source of information. Special thanks to the California Coalition Against Sexual Assault Women of Color Caucus, Southern Region, which in 1996 began researching, soliciting, and compiling anti-oppression strategies being used in rape crisis centers. Many of the most effective activities are included in this section.

When used effectively, exercises can turn concepts and ideas from abstract theories into practical applications and understanding. As you consider using the learning activities on the following pages and incorporate them into your training program, remember to

- Select appropriate activities
- Familiarize yourself with the activity
- Prepare for contingencies
- Resist using too many activities
- Give clear instructions
- Determine and clarify your own role during the activity
- Monitor the exercise
- Process the experience
- Evaluate the effectiveness of the activity

It is strongly recommended that you review “Using Experiential Activities” in “Part 4: Tools and Techniques” in order to take full advantage of the activities and exercises included here.

**A note about facilitating anti-oppression activities:** It is very important to allow members of the group to *not* participate in any anti-oppression activity if they so choose. Many of the activities and exercises developed to help participants explore oppression, prejudice, and personal values can be extremely challenging and very intense. Some activities require participants to question deeply held beliefs; other activities may give participants a brief sense of how it might feel to be a member of a group that regularly experiences oppression. None of these activities is *intended* to oppress participants in the process; however, it is important to recognize that because we all, at some time, may be a member of a “target group,” the *effect* may be that we feel oppressed participating in a specific activity. It is

important to provide an opportunity for participants to opt out of situations that may contribute to their feeling oppressed.

Furthermore, *forcing* group members to participate in any activity, even “for their own good,” is a common oppressive behavior based on the disempowering, supremacist assumption that one person or group knows what is best for another individual better than the individual knows herself. Forcing, demanding, and requiring participation in activities are contrary to the principles we want participants to learn and are counterproductive to teaching anti-oppression theory. Role modeling, encouraging, building, and supporting participation in anti-oppression work are healthy and effective anti-oppression teaching strategies.

In general, it is beneficial to include a nonparticipation option in the directions for any activity. Given the choice to partake in or pass on an activity, group members are more likely to feel respected and supported and will gain valuable insights by experiencing the activity from a different perspective.

## Openings and Closings

**SUGGESTED USE:** Any session

### Openings

- **Check-in:** An old reliable is to go around the room asking, “How are you feeling? But keep it positive!”
- **Expectations:** In go-around style have participants state their expectations of the group, the session, and so on.
- **Significant News Event:** Anything in the news that affected you positively!
- **Cultural Event:** Anything happening in your area, coming up, or that someone has attended.
- **Name Game:** Everyone shares nicknames, titles, and so on from childhood on—very funny and a good way to remember your group members.
- **Exercise:** Keep this simple, but get the blood flowing!
- **Back Rub Circle:** Everyone gets in a circle and works out the shoulder kinks of the person in front of you and then turns around and does the same for the other person.
- **What Comes to Mind:** Place an object on the table, and ask the group to write down all their reactions to it in one minute; share the reactions.
- **What's My Line:** This takes preparation. Ask trainees to jot down on paper their names and a secret hobby or interest and hand them in to the group facilitator. At the next session compile the list of hobbies, and ask the group to match who goes with the hobby. Then read off the names and hobbies.
- **Names and Numbers:** Have trainees put their names and phone numbers on a piece of paper. Put them in a hat, and have each person draw one. Each person calls that number that week for a 3–5 minute conversation; report on that to the group. Only do this after the fourth session when people feel more comfortable.
- **Guided Relaxation Story:** You're on a desert island ...
- **Continuing Story:** Everyone contributes up to three sentences to a story the facilitator starts; keep it funny, positive, and dramatic!

### Closings

- **Checkout:** This can take many forms, such as naming something you're looking forward to in the next week; if you could do one thing to make you happy what it would be; something you enjoyed in today's session, and so on.
- **Secret Assignment:** At the beginning of the session, hand each person a slip of paper with the name of another group member, and ask each person to observe that person during the session. At the end, each person should tell what good things he or she noticed: for example, a comment, a behavior.
- **Discussion of Group Process:** Exactly what this says: body language, behaviors, process.
- **Moment of Silence:** Centering!

- **Back Rub Circle:** This is good for beginning or closing but probably not both!
- **Exercise:** Stretch, shake, and so on; this is good after a particularly tense session.
- **Names and Numbers:** See Openings list.
- **Brainstorming:** Use all your senses to describe an object, a feeling, or something else.
- **Color Your Mood:** Get crayons or markers, and have trainees choose the color that best suits their mood; do a mood scribble on paper and then, in a go-around, hold up and describe.
- **Reading:** Read a short poem or an inspiring quotation.

**SOURCE:** Women Organized Against Rape, Philadelphia, Pennsylvania

## Quick Closing Questions

**SUGGESTED USE:** These questions may be used in many of the modules as part of an extended checkout to help participants feel more centered after a particularly intense session. They are not intended to make light of a subject but are instead intended to lighten the mood. These questions are generally grouped by subject, although some questions could work for more than one issue.

**Directions:** Going around the circle, ask each participant to answer the chosen closing question.

### **Body Image**

- Name one thing you love about your body.
- If you could magically transform your hair, for only a few minutes, just to see how you would look, what would you do (style, color, length/bald, texture)?

### **Child Abuse**

- What was your favorite childhood food or candy?
- What was your favorite television show when you were a child?

### **Crisis Intervention**

- What are two self-caring, nurturing things you commit to doing for yourself before the next class?

### **Disability Awareness**

- Name one thing you love about your body.
- Name one thing you are able to do well.

### **Domestic Violence/Partner Abuse**

- What are two qualities that make you a good friend or partner?
- Name something you love about your best friend or partner.

### **Elderly**

- Name one thing you enjoy about getting older.
- What will you be able to do when you are older that you may not be able to do now?

**Homeless**

- If you could live anywhere in the world, where would you live?
- Name one thing you appreciate about your home.

**Sexual Harassment**

- What would be your idea of the perfect job?
- What do you think would be the best occupation someone could have?
- What is the most unusual job you ever had?

**Suicide**

- List two reasons for you to get out of bed tomorrow.

**Closing Session**

- If, as of tomorrow, sexual assault no longer existed, what would your life be like?

## Homework

**SUGGESTED USE:** These activities are short, simple tasks to help participants assimilate or incorporate information from the preceding session. They may also be used to prepare participants for an upcoming session. Process the homework activities at the beginning of the following session. Activities are generally grouped by subject, although some activities could work for more than one issue.

**Opening Session**

- Tell three people you are taking the rape crisis center sexual assault counselor training. Note how you feel about telling them and their reactions and responses.

**Dynamics of Sexual Violence**

- Walk on the sidewalk without “giving space.” Observe how women will tend to move out of your way. Observe what happens when a man is in your path.

**Sociocultural Aspects of Sexual Violence**

- Write one letter, send one e-mail, or make one phone call expressing your disapproval of a sexist, racist, or otherwise offensive advertisement or television show.

**Cultural Competency and Ally Building**

- Read and/or subscribe to a newsletter or magazine geared primarily to a group with which you usually don't identify. For example if you are straight, read a copy of *Out* or *The Advocate*.

**Crisis Intervention**

- Call another participant in the training group. Practice two role-plays.
- Do at least one or two self-caring, nurturing things for yourself before the next class.

**Disability Awareness**

- For the next twenty-four hours, as you move through your daily routine, notice if or how your own home, workplace or school, and means of transportation are wheelchair



accessible. How easy would it be to enter, move around in every room, and exit your home using a wheelchair unassisted?

### **Self-defense**

- In front of a mirror, say no. Repeat the exercise until you can say no without smiling or laughing.
- Ask one friend or family member to take a self-defense class with you sometime in the next three months.

### **Sexual Harassment**

- In front of a mirror, say, “I’m uncomfortable with your behavior, and I want you to stop.” Repeat the statement or a similar comment until you can say it without laughing or smiling.

## Scavenger Hunt

**SUGGESTED USE:** Opening session/icebreaker

**PURPOSE:** This is an icebreaker exercise designed to help participants become acquainted.

**Directions:** Direct participants to move around the room and talk with one another. Instruct them to try to get the name of a different person for each of the categories and fill in as many blanks as possible. Give a small prize for the person who has filled in the most.

**Time:** 15 minutes

*See worksheet, page 153.*

## Get to Know You—Twenty Questions

**SUGGESTED USE:** Opening session/icebreaker

**PURPOSE:** This is an icebreaker exercise designed to help participants become acquainted.

**Directions:** Direct participants to move around the room and talk with one another. Instruct them to try to obtain a signature for each question, and try to get a different person for each question.

**Time:** 15 minutes

*See worksheet, page 154.*

## WORKSHEET

Scavenger Hunt

Find a different person who matches each of the following categories:

Loves chocolate \_\_\_\_\_

Has lived in the county less than a year \_\_\_\_\_

Has livestock where he or she lives \_\_\_\_\_

Knows who Susan B. Anthony is \_\_\_\_\_

Has lived in the county more than ten years \_\_\_\_\_

Doesn't own a computer \_\_\_\_\_

Has the same astrological sign as you \_\_\_\_\_

Is a grandmother \_\_\_\_\_

Plays an instrument \_\_\_\_\_

Has served on jury duty in the last twelve months \_\_\_\_\_

Knows who Harriet Tubman is \_\_\_\_\_

Likes rap music \_\_\_\_\_

Lives with cats \_\_\_\_\_

Buys lottery tickets \_\_\_\_\_

Took his or her mother out to eat on Mother's Day \_\_\_\_\_

Has more than four children \_\_\_\_\_

Has an A.A. degree \_\_\_\_\_

Has traveled out of the United States other than to Canada or Mexico \_\_\_\_\_

Played or plays a sport \_\_\_\_\_

Knows which amendment gave women the vote \_\_\_\_\_

**SOURCE:** Submitted by Mountain Women's Resource Center in honor of the women who paved the way

## WORKSHEET

Get to Know You—Twenty Questions

Please obtain a signature for each question below!

(Try to get a different person for each question.)

Who was born under the same zodiac sign as you? \_\_\_\_\_

Who was born in this county? \_\_\_\_\_

Who is left-handed? \_\_\_\_\_

Who has been burglarized? \_\_\_\_\_

Who skipped lunch today? \_\_\_\_\_

Who has traveled to a foreign country? \_\_\_\_\_

Who has participated in a court trial? \_\_\_\_\_

Who has the same make of car as you? \_\_\_\_\_

Who is afraid to fly? \_\_\_\_\_

Who has the same kind of pets as you? \_\_\_\_\_

Who has a last name of more than seven letters? \_\_\_\_\_

Who plays a musical instrument? What instrument? \_\_\_\_\_

Who has written a letter to the newspaper editor? \_\_\_\_\_

Who is from the same “home state” as you? \_\_\_\_\_

Who knows a police officer as a friend or relative? \_\_\_\_\_

Who enjoys your favorite TV show? \_\_\_\_\_

Which is? \_\_\_\_\_

Who can never remember a good joke? \_\_\_\_\_

Who is wearing the same color shoes as you? \_\_\_\_\_

Who has called the police to report a crime? \_\_\_\_\_

Who has been in California longer than you? \_\_\_\_\_

**SOURCE:** Submitted by CSP Sexual Assault Victim Services. Adapted from VIPS/Little Rock, Arkansas

## Extended Name Tags

**SUGGESTED USE:** Opening session/icebreaker

**PURPOSE:** To help participants become acquainted; to foster a friendly atmosphere; to begin to learn one another's names.

**Materials:** Blank, stick-on name tags

**Time:** 5 minutes to create name tags; additional minute per person for "mixing time"

**Directions:**

1. Explain the purpose of the activity.
2. Hand out name tags. Ask people to fill them out as follows:
  - In the middle of the tag, write your first name.
  - Around the edge of the tag, write four "ing" words that describe things you like doing.
  - In the top-left corner, write your favorite color.
  - In the top-right corner, write your favorite movie.
  - In the bottom-right corner, write your birthday (month and day only, not the year).
  - In the bottom-left corner, write your favorite food.
3. Tell participants that if they forget a step or need to borrow a pen, they should ask another person for help. Add the "rule" that they can't ask someone for help until they learn that person's name.
4. After participants have completed their name tags, direct them to move around the room and "mix" with other participants.
5. Every minute or so, tell participants to "switch" and talk with a different person.

**SOURCE:** Adapted from original by *Helpline* volunteer training, Santa Barbara

## Inspirational Reading

**SUGGESTED USE:** Opening session/icebreaker

**PURPOSE:** To inspire and encourage participants in training.

**Directions:** Read the short story aloud.

**Time:** 5 minutes

From *It Was On Fire When I Lay Down On It*, by Robert Fulghum (1998)

At the end of a two-week seminar, Alexander Papaderos, a doctor of philosophy, teacher, politician, and resident of Athens, asked, "Are there any questions?" Robert Fulghum recounts the following:

"No questions?" Papaderos swept the room with his eyes.  
So I asked, "Dr. Papaderos, what is the meaning of life?"

The usual laughter followed, and people stirred to go. Papaderos held up his hand and stilled the room and looked at me for a long time, asking with his eyes if I was serious and seeing from my eyes that I was.

“I will answer your question.”

Taking his wallet out of his hip pocket, he fished into a leather billfold and brought out a very small round mirror, about the size of a quarter. And what he said went like this:

“When I was a small child, during the war, we were very poor and lived in a remote village. One day, on the road, I found the broken pieces of a mirror. A German motorcycle had been wrecked in that place.

“I tried to find all the pieces and put them together, but it was not possible, so I kept the largest piece. This one. And by scratching it on a stone, I made it round.

“I began to play with it as a toy and became fascinated by the fact that I could reflect light into dark places where the sun would never shine—in deep holes and crevices and dark closets. It became a game for me to get light into the most inaccessible place I could find.

“I kept the little mirror, and as I went about my growing up, I would take it out in idle moments and continue the challenge of the game. As I became a man, I grew to understand that this was not just a child’s game, but a metaphor for what I might do with my life. I came to understand that I am not the light or the source of the light. But light—truth, understanding, knowledge—is there, and it will only shine in many dark places if I reflect it.

“I am a fragment of a mirror whose whole design and shape I do not know. Nevertheless, with what I have, I can reflect light into the dark places of this world—into the black places in the heart of men—and change some people. Perhaps others may see and do likewise. This is what I am about. This is the meaning of my life.”

## “The Really Bad Day”: An Exercise About Anger

**SUGGESTED USE:** Historical, psychological, and sociocultural aspects of sexual assault

**PURPOSE:** To illustrate that sexual assault is an expression of anger.

**Time:** 5 minutes to complete the exercise; 10 minutes for discussion

### Directions:

1. Read the story “The Really Bad Day” to participants.
2. Ask participants to think of the word or phrase that they might say in response or *want* to say to the driver in the story. (There will be some laughter.)

Acknowledge that in a real-life scenario participants might either shout something at the driver or keep the thought to themselves.

Ask participants *not* to say their word aloud at this time.

3. Now ask participants to answer the following questions by raising their hands:

How many of you thought of a word or phrase that has to do with a sexual act?

How many of you thought of a word or phrase that has to do with a body part?

A bodily function?

4. Discuss:

The concept of sexual violence as an expression of anger using sex as the weapon

How sexual language is used to express anger

How we have become desensitized to the meaning of some words—they are often merely an expression of our feelings, not our literal thoughts—just as offenders have become desensitized to acts of violence and use sexual assault to express their feelings of rage, anger, and frustration

5. Assure participants that although some of us may use sexual language or swear to express our anger, it does not mean we are “bad” or “wrong” or that you are accusing them of being offenders.
6. Discuss different ways women and men learn to express anger.

### **The Really Bad Day**

Imagine that it is the end of a really bad day. Everything that could have gone wrong did go wrong. You are hungry, tired, and very happy to be on your way home. You pull up in front of your house, get out of your car, and another car drives by—through a puddle of dirty water—and splashes you from head to toe. The driver laughs as he sees you trying to wipe the mud from your face—and calls you a horrible name. You are wearing a borrowed or new outfit that has to be dry-cleaned. You are furious.

**SOURCE:** Harriet Eckstein, Santa Barbara, California

## Women's History Trivia Game

**SUGGESTED USE:** Historical, psychological, and sociocultural aspects of sexual assault

**PURPOSE:** To show participants how little or how much they know about women and women's issues in our history.

**Materials:** Chalkboard or dry-erase board, colored markers.

**Setup:** The questions and categories are written on the board and then covered with a piece of paper that shows the point value.

It is helpful to have one “host” and a second person to work the game board and tally the points.

Customize some of the answers to reflect the accomplishments of women in your community.

### **Directions:**

1. Divide the group into three teams.
2. Draw numbers to see which team goes first.
3. The first participant chooses a category and point amount. Whomever raises a hand first gets to respond to the question. A correct answer scores points. An incorrect answer loses points and gives opponents a chance to respond.
4. Set a time limit for answers.
5. Award a small prize to the winning team members. (Suggestion: something from the National Women's History Project catalog like magnets or bookmarks.)

**SOURCE:** Submitted by Mountain Women's Resource Center in honor of the women who paved the way

*See gameboard, page 158.*

WOMEN'S HISTORY GAME BOARD			
ARTS AND LITERATURE	SCIENCE AND TECHNOLOGY	ENTERTAINMENT	POLITICS
<p><b>100</b> Author of <i>Little Women</i>.  <i>Who is Louisa May Alcott?</i></p>	<p><b>100</b> She was the first American woman in space (1983).  <i>Who is Sally Ride?</i></p>	<p><b>100</b> A prominent contemporary Jewish singer, actor, producer and director.  <i>Who is Barbra Streisand?</i></p>	<p><b>100</b> The Constitutional Amendment that gave women the right to vote.  <i>What is the 19th Amendment?</i></p>
<p><b>200</b> Author, poet, lecturer who wrote and read the 1992 Inaugural poem "On the Pulse of the Morning."  <i>Who is Maya Angelou?</i></p>	<p><b>200</b> She opened the first birth control clinic in 1916.  <i>Who is Margaret Sanger?</i></p>	<p><b>200</b> She was the sharp-shooter star of Buffalo Bill Cody's Wild West Show (1885-1901).  <i>Who is Annie Oakley?</i></p>	<p><b>200</b> First woman justice of the U.S. Supreme Court.  <i>Who is Sandra Day O'Connor?</i></p>
<p><b>300</b> First woman artist in America to gain recognition as a modernist. Her unique style of painting inspired by the Southwest continued until she was 99.  <i>Who is Georgia O'Keefe?</i></p>	<p><b>300</b> She was a marine biologist and authored <i>Silent Spring</i>.  <i>Who is Rachel Carson?</i></p>	<p><b>300</b> One of the finest jazz vocalists and stylists of the 1930s (sang "Summertime" and "God Bless the Child").  <i>Who is Billie Holiday?</i></p>	<p><b>300</b> She is the first woman Secretary of State and holds the highest office ever held by a woman in the U.S.  <i>Who is Madeline Albright?</i></p>
<p><b>400</b> A woman who was one of the first American photojournalists  <i>Who is Margaret Bourke-White?</i></p>	<p><b>400</b> A renowned anthropologist and author who studied and lived in "primitive" societies.  <i>Who is Margaret Mead?</i></p>	<p><b>400</b> Pioneer of Modern Dance.  <i>Who is Isadora Duncan?</i></p>	<p><b>400</b> She refused to give up her seat on the bus, which led to the 382-day Montgomery, Alabama, bus boycott.  <i>Who is Rosa Parks?</i></p>
<p><b>500</b> She was the first woman to win the Pulitzer Prize for fiction.  <i>Who is Edith Wharton?</i></p>	<p><b>500</b> She was the first American woman to win the Nobel Prize for physics.  <i>Who is Maria Goeppert Mayer?</i></p>	<p><b>500</b> Famous music hall singer of the late 1800s who had a California gold rush town named after her.  <i>Who is Jenny Lind?</i></p>	<p><b>500</b> The first Chinese-American woman to hold a statewide office in the U.S.  <i>Who is March Fond Eu?</i></p>

## "The Alligator River Story," "Analogy," and Discussion Guide

**SUGGESTED USE:** Dynamics of violence against women

"The Alligator River Story" is a now considered a *classic* training exercise. Developed in 1972, the story has been slightly revised countless times by different trainers, and many analogies have been written using this tale. In all of its incarnations, "The Alligator River Story" remains an extremely effective tool to help participants explore personal values and gain a better understanding of how survivors and significant others may react in a case of sexual assault.

**PURPOSE:** To explore personal values. To recognize the meaning of taking responsibility for one's own feelings. To attempt to reach group consensus based on evidence rather than personal prejudice or bias. To identify the difficulty a jury faces when it must reach a group consensus.

**Time:** 10 minutes for completion of the initial exercise; 10 minutes for small group discussion; a total of 50 minutes for the full group discussion of the small groups' rationales. This same time is needed for the analogy exercise.

**Process:**

1. Discusses the goals of the exercise.
2. Give a copy of the "The Alligator River Story" to each participant for completion.
3. Direct participants to read the story and then rank the characters from the most offensive (1) to the least offensive (5).
4. After completion of the ranking, group the participants according to their most objectionable choice, that is, all who ranked Gregory as most objectionable in a group, those who selected Abigail as most objectionable, and so on.
5. Give each group 10 minutes to develop their rationale and come to a consensus within the group as to the ranking of the characters. (This is very rarely achieved.)
6. One group at a time, ask a spokesperson for the group to represent its rationale and ranking to the full group.
7. Explain why and how each character may have acted as he or she did in this story. Discuss analogies to real-life situations.
8. It is important to provide information and reasons—not excuses—for why each character behaved as he or she did. Challenge any victim-blaming tendencies.
9. If time allows, repeat the exercise using "The Alligator River Analogy."

**THE ALLIGATOR RIVER STORY**

Once upon a time, there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river; Abigail lived on the opposite shore of the river. The river that separated the two lovers was teeming with man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed out. So she went to Sinbad, the only riverboat captain in the area, and asked him to take her across. He said he would be glad to if she would consent to have sex with him preceding the journey.

She promptly refused and went to a good friend named Pat to explain her plight and to ask for help in developing an alternative plan. Pat did not want to get involved in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Afterward, Sinbad fulfilled his promise and delivered her to Gregory on the other side of the river.

When Abigail told Gregory about what had happened to her, Gregory cast her aside with disdain. Heartsick and dejected, Abigail turned to her friend Slug with her tale of woe. Slug felt compassion for Abigail, sought out Gregory, and beat him brutally. Abigail was overjoyed at the sight of Gregory's getting his due.

As the sun sets on the horizon, we hear Abigail laughing at Gregory.

Rank the five characters from the most objectionable (1) to the least objectionable (5).

**SOURCE:** Adapted from *Values Clarification: A Handbook of Practical Strategies for Teachers*, by Sidney B. Simon, Leland Howe, and Howell Krischenbaum, Hart Publishing Company, 1972



### ALLIGATOR RIVER ANALOGY

Abigail is a woman who has been married for five years to a man named Gregory. Although the marriage was a happy one during the first few years, Abigail feels that for a long time she and Gregory have been destroying their relationship. There have been frequent fights, some of them involving physical abuse. Abigail cares about preserving the marriage and returning to better times. Because she feels that economic difficulties are the major strain on their relationship, Abigail decides to seek employment outside the home. She hopes that once some economic relief is provided, she and Gregory can begin rebuilding their relationship.

For six months, Abigail goes about the business of finding a job. She develops a résumé, answers all newspaper ads for which she is qualified, and hires the services of an employment agency. There are no job offers, however, until finally she is interviewed for a secretarial position by a Mr. Sinbad. Mr. Sinbad states at the beginning of the interview that Abigail meets all the requirements of the job description. He would like nothing better than to hire her, but he won't offer her the job unless she agrees to go to bed with him.

Abigail promptly refuses, but Mr. Sinbad tells her to take a few days to think about it. Abigail is in a state of emotional turmoil. Her marriage is getting steadily worse, and it is becoming more and more important to her to find a job. In desperation, she turns to a friend, Ivan, for advice and comfort. Ivan says he does not want to get involved in the situation and refuses to discuss the problem with her. Feeling there is no other alternative, Abigail complies with Mr. Sinbad's terms and is offered a job with his agency.

After several weeks of working, Abigail feels that things are beginning to improve between her and Gregory. Ridden with guilt, she decides to be honest with Gregory and informs him of her extramarital encounter. He is shocked at her conduct and promptly packs his bags. Within a few days, he files for divorce.

Filled with mental anguish, Abigail turns to another friend, Slug, and pours out the story of her pathetic situation. In a burst of compassionate concern for Abigail, Slug seeks out Gregory and beats him unmercifully. Slug returns and tells Abigail of his actions. Abigail can't help but feel a certain amount of satisfaction that Gregory has been finally victimized. She laughs.

Rank the five characters from the most objectionable (1) to the least objectionable (5).

**SOURCE:** Analogy written by Claudia Becker, staff member of Rape Crisis Services of the Greater Harrisburg Area YWCA, Harrisburg, Pennsylvania

### “ALLIGATOR RIVER STORY” AND “ANALOGY” DISCUSSION GUIDE

The following questions and comments are for discussion.

1. What did you get from this exercise? Why was it difficult to persuade others regarding your choices?
2. None of the characters was totally good or bad.
3. In real-life situations, there are often choices that are not perfect ones but may have some good or bad aspects. We must choose from among the alternatives.
4. “The Alligator River Analogy” is not written in the strictly neutral terms of the original version. This version has been slightly colored with words chosen to influence the reader's judgment by triggering bias. Descriptive phrases such as *ridden with guilt*, *honest*, *compassionate*, *concern*, and *anguish* give greater dimensions to

the characters. This telling of the story points out the complexity of human relationships.

5. Discuss each of the characters. Ask participants if they might be more sympathetic to the characters if they knew more about how survivors and significant others might react to a sexual assault situation.

### **Abigail**

- People have different reactions to bad news or grief. In a grief period, such as the death of a loved one or loss of a job, people exhibit a variety of emotions: some cry; some appear outwardly calm; others may even laugh due to the inability to cope with the news on any other level of emotion publically or privately. All these reactions are normal. Some are more typical than others, but all fall within the normal range. If you responded negatively to Abigail because she laughed when Slug beat up Gregory, does the above make you feel any differently?
- People felt that Abigail was bad because she didn't "save herself for Gregory" but slept with Sinbad to cross the river. Would you feel as strongly if the situation were reversed and it was Gregory who had to give "sexual favors" to a female boat captain? Would Gregory's moral choice be just as "wrong," or would it be more acceptable? Why or why not? Discuss this double standard idea.
- How would you react to a client who was raped because she made a "poor choice"?

### **Gregory**

- As a "true love," Gregory does not support Abigail "for better or worse" and shuns her love after she has made that dire sacrifice.
- Gregory's reaction of "shunning" his girlfriend, Abigail, after learning of her action may be a normal reaction to his grief and anger. Occasionally, a woman's partner is unable to cope with the fact that his loved one has been assaulted. Significant others may be critical of a survivor and blame her for what happened, or see the incident as an "affair" instead of coercion. Instead of supporting the survivor, they may turn away as Gregory did.
- Why didn't Gregory try to get across the river instead of leaving that effort to Abigail? What could Gregory have done differently? Gregory may feel guilty that he did not "protect" his beloved Abigail.

### **Pat**

- Pat is considered to be objectionable by many people due to apparent apathy. Pat did not lend an ear to Abigail—someone considered to be a good friend. Pat did not get involved.
- However, Pat did have a decision to make. As long as Pat did not directly or indirectly hurt another individual, Pat had a right to make a decision, even if the choice was not to become involved.
- Could there be some reason why Pat could not or would not become involved? What are some reasons people choose not to get involved?
- Did you understand Pat to be male or female? If Pat were a woman, what reasons might she have for not becoming involved?

### Slug

- Slug's discussion centers around whether the end justifies the means. Slug may have had the good intention of trying to make Abigail feel better. Even if he had her interest at heart, does that justify his brutal treatment of Gregory? Slug's actions were violent and illegal, but is it possible they made Slug or Abigail feel better? What alternatives did Slug have? What could he have done to help the situation?

### Sinbad

- Legally, he didn't force Abigail into anything; therefore, he wasn't guilty of rape under the law. He is guilty of sexual harassment. Abigail did have a choice whether to take the boat, to see Gregory or not see him, to sleep with Sinbad or not to do so. Morally, it would be perceived as a crime of opportunity in which he extorted sexual favors in return for his services.
- Was Sinbad a shrewd businessman who took advantage of the situation at hand, or was he a rapist?
- What could Sinbad have done to prevent the situation?

More questions and comments for discussion:

6. What alternatives did each character have?
7. This process of decision making is common to all of us; our values and beliefs influence our decisions. Our personal background, family upbringing, religious foundations, and schooling all affect choices.
8. Did you have a more difficult time choosing your objectionable characters in the analogy exercise? Why, or why not?

**SOURCE:** Adapted from *Values Clarification: A Handbook of Practical Strategies for Teachers*, by Sidney B. Simon, Leland Howe, and Howell Krischenbaum, Hart Publishing Company, 1972, *A Resource Manual for Volunteer Training*, Pennsylvania Coalition Against Rape, and CSP Sexual Assault Victim Services

## The Trial of Mr. Smith

**SUGGESTED USE:** Dynamics of violence against women

*Harper's Magazine* carried an item from the *American Bar Association Journal* declaring that few rapists are punished for their crimes. In a dialogue to demonstrate why most rape victims prefer not to press charges, the article asks us to imagine a robbery victim undergoing the same sort of cross-examination that a rape victim experiences.

**PURPOSE:** To explore the concept of victim blaming and help stimulate discussion about some of the misconceptions regarding sexual assault.

**Time:** 5 minutes to read the story; additional time for discussion

**Directions:** Ask for two volunteers to read the script, playing the roles of the investigator and Mr. Smith. Facilitate discussion.

*See worksheet, page 163.*

## WORKSHEET

The Trial of Mr. Smith

**INVESTIGATOR:** Mr. Smith, you allege to have been held up at gunpoint on the corner of First and Main?

**MR. SMITH:** Yes.

**INVESTIGATOR:** Did you see a gun?

**MR. SMITH:** No.

**INVESTIGATOR:** Did you struggle with the robber?

**MR. SMITH:** No.

**INVESTIGATOR:** Why not?

**MR. SMITH:** He was armed.

**INVESTIGATOR:** So you made a conscious decision to comply with his demands rather than resist.

**MR. SMITH:** Yes.

**INVESTIGATOR:** Did you scream? Cry out?

**MR. SMITH:** No.

**INVESTIGATOR:** In other words, you didn't try to get help for yourself.

**MR. SMITH:** I was afraid to.

**INVESTIGATOR:** I see. Have you ever been held up before?

**MR. SMITH:** No.

**INVESTIGATOR:** Have you ever given money away?

**MR. SMITH:** Yes, of course.

**INVESTIGATOR:** And you did so willingly?

**MR. SMITH:** What are you getting at?

**INVESTIGATOR:** Well, let's put it like this, Mr. Smith. You've given money away in the past. In fact, you have quite a reputation for your generosity. How can we be sure you weren't planning on having your money taken by force?"

**MR. SMITH:** Listen, if I wanted—

**INVESTIGATOR:** Never mind. What time did this holdup take place?

**MR. SMITH:** About 11:00 P.M.

**INVESTIGATOR:** You were out on the street at 11 P.M.? Doing what?

**MR. SMITH:** Just walking.

**INVESTIGATOR:** Just walking? You know that it's dangerous being out on the street that late at night. Weren't you aware that you could have been held up?

**MR. SMITH:** I hadn't thought about it.

**INVESTIGATOR:** What were you wearing?

**MR. SMITH:** Let's see—a suit. Yes, a suit.

**INVESTIGATOR:** An expensive suit?

**MR. SMITH:** Well, yes. I'm a successful lawyer, you know.

**INVESTIGATOR:** In other words, Mr. Smith, you were walking around the streets late at night in a suit that practically advertised the fact that you might be a good target for some easy money, isn't that so? I mean, if we didn't know better, Mr. Smith, we might even think that you were asking for this to happen, mightn't we?

**SOURCE:** American Bar Association Journal

## Talking Back, Part I: Responding to Verbal Harassment

**SUGGESTED USE:** Sexual harassment

**PURPOSE:** To give participants an opportunity to practice assertive responses. To help participants empathize with clients who are in a sexual harassment situation and understand some of the challenges in responding to harassment.

**Time:** 20 minutes for exercise; additional time for discussion

**Directions:**

1. Explain the purpose of the exercise.
2. Give participants the option to not participate in the exercise.
3. Explain to participants that they are going to experience how it feels to be on the “giving” end of harassment and to have the opportunity to practice responding in a safe and supportive environment.
4. Ask participants to think of harassing comments. Give one or two examples, such as “Hey, baby, lookin’ good.”
5. Emphasize that an assertive response
  - Is clear, direct, and intended to stop the behavior
  - Identifies the behavior
  - Makes clear it is unwanted and unwelcome
  - Tells the harasser to stop
6. If necessary, give examples of assertive responses, such as, “Lupe, I don’t like it when you put your hand on my knee. Please don’t do that again,” or “Don’t call me ‘baby,’ my name is Carrie.”
7. Remind participants that quick, witty responses can be effective, but we are often not prepared to use them when harassment happens.
8. Explain to participants that you will begin the exercise by harassing the person on your left, who will then need to respond with a clear, assertive statement. That person will then, in turn, harass the person to the left, who will then respond. Continue around the circle until the facilitator is the last person harassed.
9. Beginning with the facilitator, turn to the person on your left and make a “harassing comment.”
10. It is often difficult for some people to “play” harasser. If they need assistance, suggest a simple comment or suggest they leer at the “victim.”
11. Give positive reinforcement for all responses.
  - Reinforce all responses. If individuals laugh or smile while responding, point out that this is understandable and merely expresses their discomfort. Also mention that the offender may not take the response seriously. Ask them to repeat their assertive response—this time without smiling.
  - Ask the group for their observations. For example, you might say, “When Carrie told Lupe that she didn’t like being called ‘baby,’ what was Carrie doing? Do you think

Lupe took her seriously? How could Carrie's response have been even more effective?" After the group gives suggestions, ask Carrie to try responding again. Give positive reinforcement.

12. The person who was just "harassed" then turns to "harass" the person to the left.
13. Process the exercise. Ask how it felt to be a harasser. Discuss how it felt to be "harassed."
 

Participants often remark that this isn't the same as a "real" situation because the people harassing them in this exercise are their friends. Remind participants that assaults are usually perpetrated by acquaintances.
13. Discuss how the difficulty of this exercise (giving assertive responses) might compare to other strategies for combating harassment (for example, letter writing, grievance procedures, EEOC claims, civil lawsuits).
14. Follow with "Talking Back, Part II: Taking a Compliment."

## Talking Back, Part II: Taking a Compliment

**SUGGESTED USE:** Sexual harassment

**PURPOSE:** To help encourage clear, healthy communication.

**Time:** 10 minutes

### **Directions:**

1. Explain the purpose of the exercise.
2. Explain to participants that they will have the opportunity to practice giving and receiving compliments.
3. Beginning with the facilitator, turn to your left and pay that person a simple, one-sentence compliment.
4. After that person responds, ask him or her to compliment the person to the left.
5. Encourage participants to respond with a simple "thank you." Discourage responses that negate or deny the compliment.
6. Discuss the difference between a compliment and harassment. Discuss how it feels when people accept our compliments as opposed to when they deny or negate compliments.

## Listening Skills

**SUGGESTED USE:** Crisis intervention techniques

**PURPOSE:** To provide a simple introduction to crisis intervention techniques and help participants understand the importance of active listening skills.

**Time:** 15 minutes

### **Directions:**

1. Explain the purpose of the exercise.
2. Ask participants to pair off.

3. Instruct participants to spend one minute telling their partner about what their own name means to them. Tell participants it is important not to enter into a dialogue but simply to listen while their partners talk about their name.
4. After one minute, have partners switch roles so that they can each have a turn to talk about their name and to listen.
5. Have participants introduce their partner to the class by sharing the information received during the exercise.

**Facilitator's notes:** Names are very personal, and most people feel strongly about at least some part of their name. Nearly all participants will be able to share quite a bit of information about their own name. The more difficult part of the exercise is to listen without entering into a dialogue. Those dyads who listened without interrupting will have more detailed and accurate information to share than those who entered into a two-way conversation. This leads nicely into a conversation about crisis intervention techniques and the importance of active listening skills.

**SOURCE:** South Lake Tahoe Women's Center

## Open-ended Question Quiz

**SUGGESTED USE:** Crisis intervention techniques

**PURPOSE:** To practice rephrasing questions to clients in order to elicit more complete information, build rapport, and encourage discussion.

**Directions:** Going around the circle, ask each participant to "translate" a sentence into an open-ended question.

**Time:** 10 minutes

*Is your name Billie?*

*Are you feeling all right?*

*Are you scared?*

*Do you need medical attention?*

*Do you want to report this to the police?*

*Are you being sexually harassed at work?*

*Do you have a support system?*

*Are you afraid your partner will blame you?*

*Should I tell you about the services of the rape crisis center?*

*Are you overwhelmed by everything that's happening?*

*Do you understand what that means?*

*Do you think it would be a good idea to ask your friend how she's doing?*

*Are you nervous about telling your friends?*

*Are you sleeping OK?*

*Are you taking care of yourself?*

*Should I call you tomorrow to see how you're doing?*

*Do you like the counselor you've been seeing?*

*Are you feeling better now that we've talked?*

*Did it help to have a friend with you?*

*Are you tired of answering so many questions?*

**SOURCE:** Harriet Eckstein, Santa Barbara Rape Crisis Center

## "The Broken Doll Story"

**SUGGESTED USE:** Crisis intervention techniques

**Purpose:** To help participants understand the importance of active listening.

**Time:** 5 minutes, additional time for discussion if desired

**Directions:**

1. Read the following story aloud.

### THE BROKEN DOLL

Here's a story a friend of mine once told me, in her own words:

One day my young daughter was late coming home from school. I was both annoyed and worried. When she came through the door, I demanded in my upset tone that she explain why she was late.

She said, "Mommy, I was walking home with Julie, and halfway home, Julie dropped her doll and it broke into lots of little pieces."

"Oh, honey," I replied, "You were late because you helped Julie pick up the pieces of her doll to put them back together."

In her young and innocent voice, my daughter said, "No, Mommy. I didn't know how to fix the doll. I just stayed to help Julie cry."

2. Discuss the importance and power of active listening.
3. Discuss the distinctions between assisting and rescuing.

**SOURCE:** Submitted by Haven Women's Center; original source unknown

## Listening Skills Exercise 1

**SUGGESTED USE:** Crisis intervention techniques

**PURPOSE:** To introduce participants to the principles of crisis intervention and listening techniques.

**Time:** 30 minutes

**Directions:**

1. Have the group break up into pairs. They will be taking on the roles of Listener and Talker. Each will get a turn at being in each role. Ask them to decide who will be the Talker first.



2. Instruct the Talkers to talk about themselves for 3 minutes—who they are, where they live, what they do for a living—just your usual light small talk. (Instruct the group that this is not the time to share heavy emotional stuff, no assault, incest stories, etc.) Instruct the Listeners to listen with no expression. They are not to nod, smile, or make encouraging or discouraging body movements. The object is to simply listen and take notice of your impulses.
3. Switch roles and repeat step 2.
4. Ask participants to briefly jot down three things that impressed them the most about this experience.
5. Going around the room, ask each participant how it felt to be the Listener. What were their impulses? How comfortable or uncomfortable was it to do this exercise?
6. Ask each participant how it felt to be the Talker. What was good or helpful about talking to a listener who exhibited no expression? What didn't feel good about it? How was the experience overall?

**Follow-up exercise or homework:**

The point of this exercise is to help crisis counselors-in-training to pay attention to their usual listening habits and to focus in on what we want or need from a listener. For most of us, this happens on an unconscious level.

Ask participants to pay attention to their listening habits for the next week and to note when they feel heard and when they don't feel heard. Have them ask themselves, "What do I do when I listen?" and "What do I want or need from a listener?"

**SOURCE:** Christine Samas, Project Sanctuary, Fort Bragg, California

## Listening Skills Exercise 2

**SUGGESTED USE:** Crisis intervention techniques

**PURPOSE:** To introduce participants to a structured, low-risk crisis call.

**Time:** 45 minutes

**Directions:**

1. Have the group break up into pairs. They will be taking on the roles of Listener and Talker. Each will get a turn at being in each role. Ask them to decide who will be the Talker first.
2. Instruct the Talkers to talk about a current problem. It's best if the problem is something without much emotional content like, "Should I plant the daffodils in pots or in the garden?" or "What should I have for dinner?" Instruct the Listeners as follows:  
  
Listen for a minute *without saying anything*.  
  
Next, experiment with a few *reflecting statements*: for example, "It sounds as though you don't know where to plant those daffodils," or "You sound confused about the best planting techniques."  
  
Next, have the Listener try one or two *feeling statements*: for example, "When you talk about your daffodils you look joyful. It seems working in the garden makes you happy."  
  
Next, have the Listener briefly *summarize* up to that point: for example, "It sounds as though you don't really know how you want your finished garden to look, but it gives you lots of pleasure in the process."

After running through the initial sequence of listening, reflecting statement, feeling statement, and summarizing, have Talkers and Listeners continue for a while longer. Have the pairs practice this for 5 to 7 minutes and then switch roles.

3. Follow with group discussion.

**Suggestion:** Have participants write down the four steps of the exercise or write it out on the board so that they can look at them during the exercise. The directions for this exercise may seem complicated to participants, so take extra time explaining it before you begin.

This exercise is worth the time it takes to make sure people get it. It essentially creates a structured, low-risk crisis call. You may want to go back to this exercise a couple of times during the course of the training, each time instructing the Talker to bring up a problem of slightly more significance.

**SOURCE:** Christine Samas, Project Sanctuary, Fort Bragg, California

## Expressing Concern Using “I” Messages

**SUGGESTED USE:** Crisis intervention techniques

**PURPOSE:** To help trainees become more comfortable expressing their concern without negative evaluation or judgment.

**Time:** 10 minutes

**Materials:** Index cards with vignettes

**Directions:** Give each trainee a vignette. Have them respond to the vignettes after 2 minutes of reflection.

Sample vignettes:

- A woman who has been the victim of grave physical and sexual abuse calls you on the hotline while intoxicated. She tells you, “Hey, it doesn’t hurt as much this way.” Respond to this woman using “I” messages.
- A survivor of a violent crime is using a prescription medication to help with anxiety and the fear of facing the perpetrator in court. When you talk with her, her speech seems slurred, and she is running out of her medication. Respond to this woman using “I” messages.
- A rape victim has not come out of her house since the rape occurred. You have talked to her many times by phone and encouraged her to attend support groups and/or to see a counselor. It becomes very clear that she is too afraid to do either. Use an “I” message to express your concern.

**SOURCE:** Adapted from Pennsylvania Coalition Against Rape, *A Resource Guide for Volunteer Training*

## Building Blocks of Communication: Elements That Help and Hinder

**SUGGESTED USE:** Crisis intervention techniques

**Purpose:** To provide trainees with a hands-on experience illustrating what goes into effective communication.

**Time:** 30 minutes

**Materials:** Packets of 7–10 blocks and/or other small toys/objects

**Directions:**

1. Have trainees form pairs, and ask them to sit back-to-back.
2. Each person should receive an identical packet of toys/blocks.
3. Instruct one person to assemble the blocks/toys in any way. Once the structure is complete, the other person has to construct the same model. However, the pair can only ask yes or no questions and is limited to 5 minutes.
4. Next, have the trainees switch roles. This time, allow the second trainee to ask open-ended questions in order to construct a copy and do not impose a time constraint.
5. After completion of the exercise, use group discussion to identify those elements that help and hinder communication.

HELPED	HINDERED
Clear instructions	Unable to see
Paying attention	Assumptions
Clarification	Time limitations
Feedback/Questions	Noise
Rapport	Pressure
Trust	
Familiarity	

**SOURCE:** Adapted from Pennsylvania Coalition Against Rape, *A Resource Guide for Volunteer Training*

## Recognizing Self-destructive Thinking Patterns

**SUGGESTED USE:** Crisis intervention techniques

**PURPOSE:** To help trainees identify ways of thinking that can undermine recovery from sexual assault. Because these patterns often become automatic, it may be helpful to identify these patterns independent of specific content.

**Description:** After introducing frequently held beliefs about sexual assault and ways in which thinking can affect recovery, make the distinction between the *content* of one's thoughts and *patterns* of thinking. The focus of this exercise is to identify patterns of thinking.

This is a “quiet time,” introspective exercise in which participants write about their own patterns of thinking. It may be conducted during class time or as a homework activity.

**Directions:** Direct participants to try to find examples in their own life for each thinking pattern:

1. Drawing conclusions when evidence is lacking or even contradictory
2. Exaggerating the meaning of an event
3. Disregarding important aspects of a situation

4. Oversimplifying events as good or bad, right or wrong
5. Overgeneralizing from a single incident

## Ending a Contact

**SUGGESTED USE:** Crisis intervention techniques

**PURPOSE:** To enable trainees to practice ending a contact and take steps to increase likelihood of continued follow-up contact.

**Materials:** A written list of ways of increasing continued contact

**Directions:** Ask trainees (in pairs, with one taking the role of the counselor and the other a survivor) to role-play ending a contact and taking the recommended steps to increase likelihood of continued follow-up contact.

Ask the “counselor” to role-play a brief summarization of any main points discussed (making up details as necessary) and then to take the listed steps to maximize continued participation in counseling.

Steps to increase chances of continued contact:

- Schedule another follow-up contact.
- Ask the survivor to identify any benefits that she gained from today's discussion.
- Ask her about what she sees as the possible benefits and drawbacks of continuing sexual assault counseling. Explore and discuss perceived drawbacks and obstacles to participation.
- Let the survivor know that her symptoms may worsen in anticipation of follow-up contacts and that she may feel like avoiding them but that it is important not to avoid contacts.
- Provide a written reminder of the time and place of the next appointment. Ask her to phone you if unable to come.
- Get the phone number of the survivor (so you can promptly telephone her if she misses the next appointment).

**SOURCE:** Josef I. Ruzek, Ph.D., National Center for Post-Traumatic Stress Disorder

## Coping with Overwhelming Emotions

**SUGGESTED USE:** Crisis intervention techniques

**PURPOSE:** To enable trainees to practice helping a survivor learn to cope with strong emotional distress.

**Materials:** Overhead projector or worksheet

**Directions:** Ask trainees to role-play a discussion with a survivor who reports having trouble being overwhelmed with strong emotions. The counselor can review the list (below) of possible ways of staying present and see which ones the survivor believes may be helpful.

*See worksheet, page 154.*

## WORKSHEET

## Coping with Overwhelming Emotions

- Keep your eyes open and actively look around you. Look around the room or area where you are. Turn the light on if it is off.
- Say a “safety statement”:  
“My name is \_\_\_\_\_; I am safe right now. I am in the present, not the past.  
I am located in \_\_\_\_\_; the date is \_\_\_\_\_.”
- Say a coping statement: “I can cope right now.” “This feeling will pass.”
- Touch objects in the immediate environment (for example, a pen, your purse, a book, your clothing, your chair), and notice how they feel.
- Run water over your hands.
- Carry something in your pocket or purse (for example, a ring) that you can touch whenever you feel triggered.
- Jump up and down.
- Stretch.
- Eat something and notice how it tastes.
- Think of people you care about (for example, your family) and look at their photographs.

**SOURCE:** Josef I. Ruzek, Ph.D., National Center for Post-Traumatic Stress Disorder

## Consciousness-raising Exercise

**SUGGESTED USE:** Values clarification

**PURPOSE:** To become better acquainted with one another. To gain insight into oneself. To become accustomed to individuals sharing personal information about themselves with you. To put oneself in the position of sharing personal information in order to begin to empathize with a rape survivor.

**Time:** 20 minutes

**Directions:**

1. Give each participant a copy of the incomplete sentences.
2. Pairs should be formed by individuals who do not know each other.
3. The individual members of the pairs complete the sentences in writing.
4. The group facilitator indicates which of the sentences should be discussed by the pairs.
5. The pairs then share their responses to those sentences. Time permitting, they may choose to share other responses.
6. All pairs come together as a group and share their reactions to the exercise.

*See worksheet, pages 174–175*

## What's Your Opinion?

**SUGGESTED USE:** Values clarification

**PURPOSE:** To help participants understand points of view. To help participants speak publicly about sensitive issues. To stimulate discussion about values, attitudes, and beliefs. To become more comfortable with values, attitudes, and beliefs that differ.

**Time:** 30 minutes

**Directions:**

1. State the purposes of the exercise.
2. Using newsprint signs, label the four corners of the room +2, +1, -1, -2.
3. Pass out a What Is Your Opinion? worksheet to every participant, and ask them to respond to all of the items listed.
4. Collect all the completed worksheets and pass them out again so that each participant has someone else's worksheet.
5. Read the first statement aloud. Direct participants to move to the area of the room with the sign that corresponds to the response on the worksheet they're holding. Ask participants to defend the opinion they are holding even though they may not agree with it.
6. Repeat the process for the remainder of the statements.

## WORKSHEET

Consciousness-raising Exercise

When people first meet me \_\_\_\_\_

Sharing personal information \_\_\_\_\_

I want you to \_\_\_\_\_

The world is \_\_\_\_\_

People can be \_\_\_\_\_

People who dress differently than I do \_\_\_\_\_

People who don't let me know how they feel \_\_\_\_\_

The streets are \_\_\_\_\_

Women are meant to be \_\_\_\_\_

I am best at \_\_\_\_\_

When people turn to me for support \_\_\_\_\_

If I had a gun, I would \_\_\_\_\_

I believe \_\_\_\_\_

Some people only seem to want \_\_\_\_\_

A person is accountable for \_\_\_\_\_

Laws are \_\_\_\_\_

Right now I am feeling \_\_\_\_\_

When another person is upset I \_\_\_\_\_

In a group I am \_\_\_\_\_

I am most hurt by \_\_\_\_\_

People should be judged by \_\_\_\_\_

I get angry when \_\_\_\_\_

The use of force \_\_\_\_\_

Exploitation is \_\_\_\_\_

Women are \_\_\_\_\_

People who know me well think I am \_\_\_\_\_

Doctors are \_\_\_\_\_

I like to listen to \_\_\_\_\_

Sex is \_\_\_\_\_

My greatest asset/strength is \_\_\_\_\_

If I feel I am not communicating with another person, I \_\_\_\_\_

I'm most frightened by \_\_\_\_\_

Police are \_\_\_\_\_

A woman has the right \_\_\_\_\_

Rape is \_\_\_\_\_

I have difficulty dealing with \_\_\_\_\_

I feel warmest about a person when \_\_\_\_\_

When I meet new people, I \_\_\_\_\_

When I am criticized, I \_\_\_\_\_

My weakest point is \_\_\_\_\_

I am most uncomfortable when \_\_\_\_\_

I'm hoping that \_\_\_\_\_

Men are \_\_\_\_\_

The subject I would be most reluctant to discuss here is \_\_\_\_\_

**SOURCE:** Reprinted with permission from the Pennsylvania Coalition Against Rape



7. Facilitate group discussion using the following questions:

How did it feel to express your position?

How did you feel supporting an opinion that you yourself do not hold?

How will doing this exercise make you a better sexual assault counselor?

**Facilitator's note:** Feel free to vary worksheet statements or add more controversial statements that elicit a broad range of opinions.

*See worksheet, page 177.*

**SOURCE:** Adapted from Pennsylvania Coalition Against Rape, *A Resource Guide for Volunteer Training*, originally based on materials from Tulsa Area Chapter, American Red Cross, 1985, and *The Guide for Training American Red Cross HIV/AIDS Education Instructors*, 1990, by the American National Red Cross

## Who Would You Be?

**SUGGESTED USE:** Values clarification

**PURPOSE:** To help participants identify and explore personal values.

**Time:** 30 minutes

**Materials:** five pieces of poster board or large pieces of paper, marking pen

**Directions:**

1. Explain the purpose of the exercise.
2. Post signs around the room that describe five different people.
3. Direct participants to stand by the poster that describes the person they would most like to be if they couldn't be themselves.
4. Ask each participant to explain why they chose that identity.
5. Direct participants to move to the poster that describes the person they would least like to be if they couldn't be themselves.
6. Ask each participant to explain why they chose that identity.
7. Discuss the importance of recognizing personal values and the necessity of keeping personal values separate from one's role as sexual assault counselor.

**Poster 1:** African-American male, recovering addict, lives in his van with his two children

**Poster 2:** White woman, lesbian, social worker, activist, unemployed

**Poster 3:** Latina woman, illegal immigration status, limited English language skills

**Poster 4:** African-American woman, overweight, single, working on getting her GED

**SOURCE:** Submitted by EYE crisis and counseling services, Escondido; original source unknown

## WORKSHEET

What Is Your Opinion?

Next to each statement below, place the number that best expresses your opinion. (Do *not* write your name anywhere on the worksheet.) All blanks must be filled in. "No opinion" is not an option. The facilitator will give you further instructions when everyone has completed the worksheet.

- +2 Strongly Agree
- +1 Agree
- 1 Disagree
- 2 Strongly Disagree

- \_\_\_\_\_ People should be free to express their sexual orientation in public.
- \_\_\_\_\_ People are either completely heterosexual or completely homosexual.
- \_\_\_\_\_ Mothers who shoot drugs and infect their babies with HIV should be sterilized.
- \_\_\_\_\_ Intravenous drug users who get HIV bring it on themselves and do not deserve any sympathy.
- \_\_\_\_\_ Children who test positive for antibodies to HIV should be allowed to go to school.
- \_\_\_\_\_ It should be mandatory for all sex offenders to be tested for HIV.
- \_\_\_\_\_ The HIV status of sex offenders should be available to sexual assault victims.
- \_\_\_\_\_ Child molesters should be castrated.

## Who Would You Serve?

**SUGGESTED USE:** Values clarification

**PURPOSE:** To help participants identify and explore personal values, and to discuss how our values affect our work.

**Time:** 30 minutes

**Materials:** five pieces of poster board or large pieces of paper, marking pen

**Directions:**

1. Explain the purpose of the exercise.
2. Post signs around the room that describe five different people.
3. Direct participants to stand by the poster that describes the person with whom they would least like to work (as a sexual assault counselor).
4. Ask participants to explain why they chose that person. Ask other participants *not* to comment on one another's choices. Briefly summarize each participant's choice (for example, "Diane, you have values about working with a client who is . . .").
5. Direct participants to move to the poster that describes the person with whom they would most like to work.
6. Ask participants to explain why they chose that person. Ask other participants *not* to comment on one another's choices.
7. Ask participants to explain why they chose that identity.
8. Discuss the importance of recognizing personal values and the necessity of keeping personal values separate from one's role as sexual assault counselor. Discuss strategies and policies for working with clients when we feel uncomfortable with them.

**Poster 1:** Smoker, rich, drunk

**Poster 2:** Lesbian, poor, funny, pushy

**Poster 3:** Teen, runaway, prostitute

**Poster 4:** Homeless, mentally ill

**Poster 5:** Quiet, clean, angry, racist

**Poster 6:** Religious, compulsive talker, wheelchair user

## Circles of Privacy

**SUGGESTED USE:** Values clarification

**PURPOSE:** To help participants recognize their patterns of "openness" and empathize with survivors who are forced to extend their own circles of privacy. The exercise may be conducted during class time and followed with a discussion or may be effective as a homework activity.

**Time:** 30 minutes

**Directions:**

1. Explain the purpose of the exercise. Say,

*Circles is a very private strategy that asks, "Are you open?" "Are you closed?" and "To what degree?" It will also help you to see how private or shy a person you are. Owhen do circumstances demand that kind of courage? When is it appropriate or inappropriate to publicly affirm a belief? The intent of this exercise is to help you define for yourself your pattern of openness.*

2. Direct participants to draw five large concentric circles on a piece of blank paper and label them as follows: the innermost circle, "Me"; the next circle, "My Best Friends"; the next circle, "Friends"; the next one, "People I Have Met"; and the outermost circle, "People I Don't Know Well."
3. Give participants the list of key phrases, and ask them to place each phrase in the circle that represents people with whom they would discuss that issue/reality. Some may not apply, but if they did, to whom would they speak?
4. Without asking participants where they placed particular phrases, discuss how it might feel if they were forced to move each phrase outward to the next circle. Discuss some of the ways sexual assault survivors are forced to extend their circles of privacy.

*See worksheet, page 180.*

## Values Clarification Questions

**SUGGESTED USE:** Values clarification

**PURPOSE:** To help participants examine their personal values, discover the roots of some of their values, and explore possibilities for growth and change.

**Format:** These questions may be used to stimulate group discussion, as the foundation for small work group assignments, or as a personal, introspective take-home exercise to be processed in the subsequent session.

**Time:** 1 hour minimum

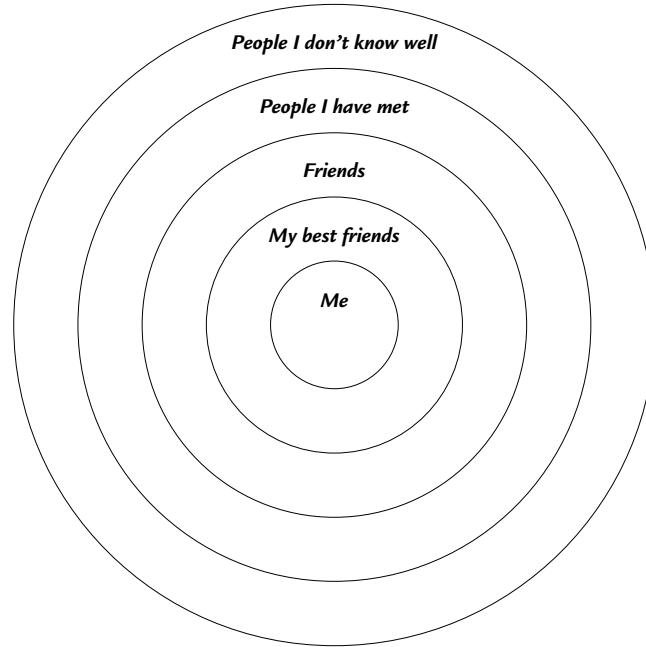
**Directions:**

- Summarize briefly your feelings about persons of ethnicity, cultures, and lifestyles different from your own.
- What sort of advice or insight did your family offer you about how you should feel and behave about and around persons of ethnicity, culture, and lifestyle different from your own?
- Think about your grandparents in relation to the above questions. Does anything else come to mind?
- How does your mother feel about her ethnicity and the lifestyle she has chosen?
- How does your father feel about his ethnicity and the lifestyle he has chosen?
- What messages, both verbal and nonverbal, did your mother give you about being a woman and what that means?
- What messages, both verbal and nonverbal, did your father give you about being a man and what that means?

## WORKSHEET

Circles of Privacy**Directions:**

1. On a blank sheet of paper, draw five large concentric circles and label them like the example below.



2. Read the following phrases. Write each phrase in the circle that best represents the people with whom you would discuss that issue/reality.

stolen something  
 religious doubts  
 dislike parents  
 for whom you vote  
 suicidal thoughts  
 sexual experiences  
 salary  
 innermost desire  
 problem children

health  
 cheat on income tax  
 amount of tax paid  
 racial prejudice  
 jealousy  
 done drugs  
 had an abortion  
 relationship problems  
 personal victimization

check bounced  
 slapped a child  
 cost of a house  
 something you dislike  
 first love  
 birth control  
 discontent with your body  
 cheating on spouse/partner

**SOURCE:** Adapted from Pennsylvania Coalition Against Rape, *A Resource Guide for Volunteer Training*, originally with permission from the Alice Paul House, Indiana, Pennsylvania, and adapted from "Repeat After Me," by Claudia Black

- What do you like least and what do you like most about your feelings and attitudes about persons of ethnicity, culture, and lifestyle different from your own?
- Describe uncomfortable feelings you experience when around persons of ethnicity, culture, and lifestyle different from your own.
- What was your first experience with a person or persons of ethnicity, culture, and/or lifestyle different from your own?
- What do you think about books, television, and magazines that are about or are aimed at persons of ethnicity, culture, and lifestyles different from your own?
- If you could change anything about the “isms” that exist in the world, what would it be?
- What advice or insight do you, did you, will you, or would you give your children about persons of ethnicity, cultures, and lifestyles different from their own?
- If by magic you could change anything about persons of ethnicity, cultures, and lifestyles different from your own, what would you change?
- If by magic you could change anything about persons of your own ethnicity, culture, and lifestyle, what would you change?
- What feelings, attitudes, and opinions do you have about persons of ethnicity, culture, and lifestyle different from your own? What would you want to change?
- What steps would you need to take in order to make those changes?

**SOURCE:** Submitted by Women Escaping a Violent Environment (WEAVE), Sacramento; adapted from unknown original source

## Power Shuffle

**SUGGESTED USE:** Anti-oppression theory

**PURPOSE:** To help participants explore the dynamics of being in power and nonpower groups, understand some of the feelings of being from an oppressed group, gain insight about internalized oppression, and become introduced to the concept of “passing.”

**Time:** 45 minutes

**Setup:** Clear tables, chairs, and other obstacles so that participants can move freely at least twelve feet forward in a direct line.

**Directions:**

1. Explain the purpose of the exercise.
2. Ask all participants to gather at one end of the room. Explain that they will be given a set of instructions asking them to identify with a particular group of people.
3. Explain to participants that you will ask them to move to the other side of the room when you call out a group to which they belong. Tell participants that if they choose, they do not have to identify themselves as a member of a group that is called out but should notice the feelings that come up about not identifying themselves and how it feels to “pass” for a member of the other group.
4. Tell participants that when they get to the other side, they should turn around, look back at the group they left, notice their feelings, and wait for you to direct them to return to the group for the next “shuffle.” Tell participants to follow the instructions

silently, paying attention to who is with them, who is separated from them, and the feelings that come up while performing this exercise.

5. For each category, the facilitator says, “Please move to the other side of the room if you are [the category]. [Pause.] Notice who is with you. Notice who is not. Notice how you feel. [Pause.] Okay, now come back together.”
6. After all the categories have been called, ask all participants to move to the center of the room and, for a few moments, mingle silently, making eye contact and acknowledging one another as people present together in this group.
7. Facilitate a group discussion about how it felt to participate in this exercise.

### **Categories**

Categories may be adapted, added, or deleted depending upon the composition of the group, the issues to be covered, and the amount of time available.

Please move to the other side of the room if

- You are a woman
- You are Asian, East-Asian/Indian, or Pacific Islander
- You are Latino/a, Chicano/a
- You are of Arabian descent
- You are Native American Indian or at least one of your parents or grandparents is full-blooded Native American Indian
- You are African-American or Black or of African descent
- You are of multiheritage, and at least one of your parents or grandparents is a person of color
- You are of Jewish heritage
- You are forty-five or over
- You are under twenty-four
- You were raised poor
- You were raised by a single parent or currently are a single parent
- Your parents or the people who raised you were or are working class and did manual labor, skilled or unskilled work, or pink-color clerical or service work to make a living
- You were raised in an isolated or rural community
- Neither of your parents, or the people who raised you, attended college
- You were raised Catholic
- You have a visible or hidden physical disability or impairment
- You have ever been dangerously or chronically sick
- You are an immigrant to this country
- Your native language is other than English
- You come from a family where alcohol or drugs were/are a problem
- You were raised in or are now part of a religious community that is other than Christian

- You are lesbian, gay, bisexual, transgendered (always decide whether it is safe enough to call out this category, and don't be overcautious; if no one walks across, you can point out the lack of safety in the group later)
- Someone in your family or a close friend is gay, lesbian, bisexual, transgendered
- You are a nonmanagement worker and/or do not supervise anyone on your job
- You are now or have ever been unemployed, not by choice.
- You are a veteran
- You or a member of your family has ever been labeled mentally ill
- You or a member of your family have ever been incarcerated or been in the juvenile justice system
- You were ever publicly labeled fat, whether or not you ever felt fat

**SOURCE:** Adapted from the Power Shuffle exercise by Harrison Simms; published in *Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents* by Allan Creighton and Paul Kivel

## Intercultural Bingo

**SUGGESTED USE:** Cultural competency and ally building

**PURPOSE:** To help participants become better acquainted with one another and begin to recognize the diversity, or lack thereof, in their training group.

**Time:** 30 minutes

**Directions:**

1. Explain the purpose of the exercise.
2. Give each participant a bingo card and direct them to find different people in the group to initial a square that describes them.
3. Explain to participants that they have 10 minutes to mix and the game ends when time is up or when someone gets BINGO.
4. Facilitate group discussion.

The following questions may be helpful for discussion:

- How did it feel to ask these questions?
- What questions or information was it more difficult to ask about? Why?
- How did it feel being asked certain questions?
- How diverse do you think this group is?
- What would make this group more diverse? Why is that important to do?

*See worksheet, page 184.*

**SOURCE:** Adapted from submission by EYE Crisis and Counseling Services, Escondido, California. Original source unknown.



## WORKSHEET

Intercultural Bingo

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
<i>Greets by kissing both cheeks</i>	<i>Plays a musical instrument</i>	<i>Native Indian heritage</i>	<i>Born in another country</i>	<i>Has traveled abroad</i>
<i>A single parent</i>	<i>A Jewish person</i>	<i>Is gay or lesbian</i>	<i>A vegetarian</i>	<i>A woman</i>
<i>Someone on welfare</i>	<i>A high school graduate</i>	<b>FREE</b>	<i>Celebrates Black History Month</i>	<i>A man</i>
<i>Likes ethnic food</i>	<i>Overcame physical barriers</i>	<i>Is over 60</i>	<i>A grandparent</i>	<i>Removes shoes when entering home</i>
<i>From mixed heritage background</i>	<i>Speaks another language</i>	<i>A Muslim</i>	<i>Lived in another country</i>	<i>Knows what an abrazo is</i>

## Culture Mates: A Cross-cultural Simulation

**SUGGESTED USE:** Cultural competency and ally building

**PURPOSE:** To contribute to participants' understanding of how bonds develop among people who share the same traditions. To increase awareness of feelings experienced by members of cultural minority groups. To help participants identify common interactions that have a strong cultural basis.

**Materials:** Description of each culture on a separate sheet of paper.

**Time:** 20–30 minutes

**Directions:**

1. Explain the purpose of the exercise.
2. Give each participant a script that describes their “culture’s” method of greeting.
3. Direct participants to mingle and greet one another in accordance with the norms of the culture to which they have been assigned and to identify other people from their same cultural background.
4. After everyone has had a chance to meet, process the exercise.

Use the following discussion questions:

- How did you feel when you were able to locate the other member(s) of your culture?
- How did you feel if you were unable to locate the other member(s) of your culture?
- How do we relate to strangers with different customs?
- If your culture did not touch when greeting how did it feel to have someone touch you?
- If you initiated touch and the other person moved away, how did it feel?

**Culture Descriptions**

**Culture A**

No one ever speaks or smiles when greeting another. Approach each person silently and solemnly, bow, and then turn your back to him or her.

**Culture B**

No one ever speaks or smiles when greeting another. There must also never be any eye contact (which is insulting). Shake hands using your left hand.

**Culture C**

Do not speak when greeting another; however, eye contact is very important. Shake hands using your left hand. If someone tries to greet you in any other way, indicate *non-verbally* that this is not acceptable.

**Culture D**

It doesn't matter how you greet another except that you must always use the words “Hi! Ho! Hello!”

**Culture E**

Hold out your right hand until the person you are greeting takes it or moves away. Do not speak, smile, or make eye contact.

**Culture F**

When greeting others, do not speak. Always smile or laugh. Be friendly to everyone. Do not make any physical contact. If anyone tries to make physical contact with you, indicate *nonverbally* that you are offended.

**Culture G**

Be very happy. Laugh a lot. Greet people by approaching them and laughing out loud. If the other person responds similarly, make physical contact (shake hands, touch, or hug) with him or her. Be uncomfortable with people who are not as happy as you.

**SOURCE:** Jo Renee Fine, Ph.D., Training Center for Diversity and Quality Management, a division of Cicatelli Associates, Inc.; published in *The 1996 McGraw-Hill Training and Performance Sourcebook*

## You Keep on Knocking (But You Can't Come In)

**SUGGESTED USE:** Cultural competency and ally building

**PURPOSE:** To help participants recognize that we all have prejudices and to give participants an opportunity to feel part of a nonpower or “other” group.

**Time:** 10 minutes; additional time necessary to process the exercise

**Directions:**

1. On the usual entrance to the training session, post a sign that says, “This entrance for persons without prejudice. All others use rear entrance.” Keep the door locked. (Note: Be sure alternative entrance is accessible and lighted.)
2. After all participants have entered through the “other” door, process the experience as part of the check-in exercise. Ask participants how it felt to be called prejudiced. What was their first reaction? Did their feelings change? How?

**SOURCE:** Original source unknown

## What's Your Background

**SUGGESTED USE:** Cultural competency and ally building

**Desired outcomes:**

Participants will have thought about their own cultural background and the effect (or lack thereof) it has in their daily lives.

Each participant should acknowledge that we all make assumptions about people based on their appearance that may or may not be true.

Participants will have a desire to be more careful in separating factual information from assumptions based on an individual's appearance.

**Why is this activity helpful in providing the above outcomes?**

We have found that class participants (who are generally fairly enlightened) still make assumptions based on appearance. In the large group discussion, there were many people who admitted to having made incorrect assumptions about individuals in their group.

We have also found that many white participants (especially those whose families have been in this country for generations) do not think of themselves as having a cultural

background. This lack of cultural identity can impede their ability to relate to the importance of cultural identity for many who have immigrated to this country more recently. Talking about their own cultural heritage creates greater sensitivity for others.

**Time:** 20–30 minutes

**Directions:**

1. Divide the audience into small groups. Small groups should have no fewer than four but no more than six participants.
2. Ask participants to introduce themselves to the group in relation to their cultural identity and discuss the importance it has in their lives.
3. After the small groups have completed the instructions, bring the attention back to the large group. Facilitate a discussion about what participants learned from the exercise.

**SOURCE:** Submitted by CSP Sexual Assault Victim Services, Irvine; adapted from workshop materials by Donna Jean Loudon

## Cultural Altar

**SUGGESTED USE:** Cultural competency and ally building

**PURPOSE:** To give participants an opportunity to share information about their own culture and learn about the culture of other participants.

**Materials:** Large table or area covered by a tablecloth or large piece of fabric

**Time:** 15–30 minutes, depending on group size

**Directions:**

1. Explain the purpose of the exercise.
2. Ask participants to bring something to the next session that represents their “culture.” For purposes of this activity, cultural identity includes, but is not limited to, ethnicity, language, sexual orientation, class, age, ability, religion, gender.
3. One at a time, ask participants to put what they have brought on the “altar” and explain how it is significant to their culture.
4. Facilitate group discussion.

The following questions may be helpful for facilitating group discussion:

- How did you choose your “offering” to the group?
- Name one other thing that your culture “offers” or contributes to all of us.
- What did you learn about your own culture by doing this?
- What did you learn about another person’s culture?

**SOURCE:** Submitted by Women Escaping a Violent Environment (WEAVE), Sacramento; adapted from unknown original source

## Speaking Truths and Lies

**SUGGESTED USE:** Homophobia

**PURPOSE:** To give participants an opportunity to help identify and explore homophobic feelings and to get in touch with some of the feelings that may be held by sexual minorities.

**Time:** 10–15 minutes for exercise; additional time for discussion

**Directions:**

1. Explain the purpose of the exercise.
2. Ask participants to stand in a circle, holding hands. If a member of the group is unable to stand, ask all participants to sit closely together, holding hands.
3. Tell participants that you are going to give them the opportunity to experience how it feels to speak the truth or tell a lie about their sexual orientation. Explain:
 

“For those of us who may be heterosexual, this will be an opportunity to experience how it feels to lie about our sexual orientation.”

“For those of us who may be lesbian, this is one brief opportunity to speak the truth without fear of reprisal.”
4. One person at a time, going around the circle, ask each participant to say, “I am a lesbian.” Male participants are instructed to say, “I am gay.”
5. Ask the group to repeat the exercise a little differently—slowing it down and spending a few moments experiencing their feelings. Ask them to first make eye contact with the person standing across from them in the circle, and then say, “I am a lesbian,” and, finally, take a deep breath and exhale slowly.
6. Repeat the exercise a third time if it feels necessary.
7. Direct participants to return to their regular seating.
8. Process feelings in a way that does not “out” lesbians who do not choose to be out. For example, ask the group, “How does it feel to tell a lie about yourself?” as opposed to “How did it feel to lie (in this exercise)?” Nonlesbians will describe their experience doing the exercise, and lesbians will be able to describe their experience of feeling closeted or invisible.

**SOURCE:** Harriet Eckstein, Santa Barbara (developed 1982, Harriet Eckstein, Berkeley, California)

## The Heterosexual Questionnaire

**SUGGESTED USE:** Homophobia

**PURPOSE:** To help participants increase their understanding of homosexuality and the oppression of heterosexism, to increase empathy for lesbian, gay, bisexual, and transgendered people, and to explore heterosexist assumptions and homophobic attitudes.

**Time:** 10–15 minutes for exercise; additional time for discussion

**Description:** There are several methods for using the Heterosexual Questionnaire.

**Method A**

1. Explain the purpose of the activity.
2. Tell participants that for the purposes of this exercise you will “assume” they would be “willing” to “pretend” to be heterosexual. Thank them for their willingness to risk disclosing their heterosexuality.
3. Going around the circle, ask each participant to answer a question.
4. After all questions have been answered, discuss the exercise.

**Method B**

1. Explain the purpose of the activity.
2. Tell participants that for the purposes of this exercise you will “assume” they would be “willing” to “pretend” to be heterosexual. Thank them for their willingness to risk disclosing their heterosexuality.
3. Read each question aloud and facilitate group discussion.

**Method C**

1. Explain the purpose of the activity.
2. Give participants a copy of the questionnaire, and ask them to complete it for homework.
3. Process the exercise at the next session.

**Method D**

1. Explain the purpose of the activity.
2. Ask participants to complete the questionnaire, and then divide them into groups for discussion.

*See worksheet, page 190.*

## The Carousel

**SUGGESTED USE:** Racism

**PURPOSE:** To get to know one another on a deeper level while exploring issues of racism and sexism.

**Time:** 40 minutes

**Directions:**

1. Explain the purpose of the exercise.
2. Ask participants to count off by ones and twos. Direct ones to form an inner circle in the room, with twos forming a larger circle around them.
3. Each pair answers and discusses the first question. The outer circle then rotates, pairing each person with someone new.
4. The facilitator determines how much time to allow for each question.

## WORKSHEET

## The Heterosexual Questionnaire

This questionnaire, created by California psychiatrist Martin Rochlin, reverses the questions that are sometimes asked of gay men and lesbians by heterosexual people.

- What do you think caused your heterosexuality?
- When and how did you decide that you were a heterosexual?
- Is it possible that your heterosexuality is just a phase that you may grow out of?
- Is it possible your heterosexuality stems from a neurotic fear of others of the same sex?
- If you've never slept with a person of the same sex, is it possible that all you need is a good gay or lesbian lover?
- To whom have you disclosed your heterosexual tendencies? How did they react?
- Why do you heterosexuals feel compelled to seduce others into your lifestyle?
- Why do you insist on flaunting your heterosexuality? Why can't you just be what you are and keep quiet about it?
- Would you want your children to be heterosexual, knowing the problems that they'd face?
- A disproportionate number of child molesters are heterosexual. Do you consider it safe to expose your child to heterosexual teachers?
- With all the societal support marriage receives, the divorce rate is spiraling. Why are there so few stable relationships among heterosexuals?
- Why do heterosexuals place so much emphasis on sex?
- Considering the menace of overpopulation, how could the human race survive if everyone were heterosexual like you?
- Could you trust a heterosexual therapist to be objective? Don't you fear he or she might be inclined to influence you in the direction of his or her own leanings?
- How can you become a whole person if you limit yourself to compulsive, exclusive heterosexuality and fail to develop your natural, healthy homosexual potential?
- There seem to be few happy heterosexuals. Techniques have been developed that might help you change if you wanted to. Have you considered aversion therapy?

**Questions**

- What is your favorite food?
- What is your favorite section of the Sunday paper?
- If you could be a character from one of your favorite books, who would you be?
- What is your favorite book, movie, song?
- Who are your heroines? Why?
- What do you enjoy most about being a woman or being a man?
- How has your life been affected by sexism?
- What did you learn about the role of women when you were growing up?
- What are your fears around relating to women of color, white women, or Jewish women?
- What were you told about people of color, white people, or Jews when you were growing up?
- Who are your closest friends? What is their race, sexuality, gender? Where do they live? Why are they your friends?
- When was the first time you were involved in or observed a racist incident/dynamic? What did you say or do?
- What does racism mean to you?
- What is white culture?

**SOURCE:** Marin Abused Women's Services

## Who Am I and Where Did I Come From?

**SUGGESTED USE:** Anti-oppression and Ally Building

**PURPOSE:** This exercise is intended to help participants learn about how their history affects their perceptions. It helps them examine their own cultural identity, learn about other peoples' cultural identification, and explore some of the relationships between race and power.

**Format:** These questions may be used to stimulate group discussion, as the foundation for small group discussions, or as a personal, introspective take-home exercise to be processed in subsequent sessions. If used as a small-group activity, have participants break into small groups (3, 4, or 5 members). The greater the diversity in each group, the better. Homogeneous groups will limit the learning process. Have each member share her answers to all of the questions before going to the next person. Others are to listen and not interrupt.

**Time:** 45-60 minutes

*See worksheet, page 192.*



## WORKSHEET

## Who Am I and Where Did I Come From?

- What is your background (ethnicity, religion, social economic status, etc.)? What has it meant to belong to your ethnic group? What are the beliefs, values, and biases of your ethnic group? How has your ethnic background been an asset in life? How has your ethnic background been detrimental to you?
- Where did you grow up (country, state, region, type of neighborhood, etc.)? What other ethnic groups resided there? Did you associate with them? How and why? What other social classes resided there? Did you associate with them? How and why? What are your earliest memories about race, gender, religious and sexual identity?
- How did your family feel and think about “other people”? What lessons were you taught? By whom? How many generations did those lessons go back? How were you taught to deal with racial, gender, religious, and sexual identity issues?
- Discuss some of your experiences as a person having or lacking power in the following areas: ethnic identity; racial identity; social-economic class identity; gender identity; sexual-orientation identity, religious identity, and professional identity.

**SOURCE:** Adapted from original by Tapestry Trainers & Consulting, Gregory Yutaka Matsumoto, Psy.D., 2180 Jefferson St., Napa, California 94559, (707) 259-6181

## Two-Session Workshop: Racism, Homophobia, and Disability Awareness

The following is an excellent curriculum for a two-session workshop (6 hours, in two 3-hour blocks) designed to help participants explore oppressive attitudes and assumptions and resist racism, homophobia, and ablism. Developed by the Rape Crisis Center of Contra Costa and Marin Counties, this workshop may be used in whole or in part. You are encouraged to substitute, modify, or add activities in order to tailor a workshop to the needs of your training program.

### DAY 1: RACISM, HOMOPHOBIA, DISABILITY

#### 1. Trainers' Introductions

#### 2. Check-ins

#### 3. Why We Are Here

“Because we have a commitment to ultimate service delivery. Because we know that survivors are not all treated the same. Because truly effective intervention takes all these things into consideration and critically looks at how oppression can affect a survivor's integration of the sexual assault experience. We know that we cannot stop negative experiences from happening to survivors, but if we are aware of what the issues might be, what the issues are for us individually, I guarantee we can be better advocates. Ultimately, because we are trying to change the world.”

#### 4. Set Agenda

“Let's talk about the agenda over these two sessions. We will be looking at the issues of racism, homophobia, and disability: not because they are the only oppressive elements that we face, but because we believe that they help establish a firm foundation for dealing with all the other issues as well. Today we will focus on defining what oppression is and how it works and do some additional work on disability. Tomorrow we will look closely at the issues of homophobia and racism.

“Although we have an agenda set over the two days, we want to make sure that we answer questions that are important to you. What questions do you want answered as we dialogue about these issues? (Write questions where participants can see them; for example, on newsprint to post on the walls or on a blackboard.) We will attempt to answer these questions as appropriate and will review at the end of each session.”

#### 5. Establishing Safety

“These are very difficult issues. The success of these sessions will depend partly on how much each of you is willing to participate in group discussions and exercises. I want to acknowledge that it might feel, or actually be, risky to discuss these issues with one another. Whether you share is ultimately up to you. I would like to review some ground rules that our experience has shown make it possible for us to feel more at ease in voicing our opinions or concerns.”

##### A. Confidentiality:

“Keep details of what people within this room say in this room.

“We encourage you to discuss this topic with one another, but if you want to address an issue brought up during training with a person who brought it up, we ask that you ask that person for permission to do so outside of this room.

B. “No crosstalk or interruptions.

“In responding to something you have heard, we ask that you address the entire group in your response, not just the person who made the comment. In addition, we’d also like you to speak from your experience, to use ‘I’ statements.

“Can we agree to these guidelines?”

## 6. Discuss Premise of Our Training

“In order to facilitate the process of this training, we will be working with certain definitions and premises. We understand that many may have opinions or definitions that are different from what we use as a platform. We respect your right to hold those opinions, but we also ask that we work within the definitions that we will be putting forth.”

## 7. Power/Privilege Chart (Nontarget/Target)

**Materials:** Blackboard or poster paper

Have group brainstorm a list (see below) of groups that have privilege relative to other groups in our society (or even in the world). Explain that the nontarget group is defined by its privilege to set standards, make rules, and enforce these rules with economics, morals, laws, and violence. You should start the list (men, white, doctors, etc.).

When making the list, take care not to use labels that disempower a group (for example, disabled vs. handicapped). “Sane” and “insane” are in quotation marks because the words are arbitrarily defined by society.

<b>NONTARGET</b>	<b>TARGET</b>
men	women
white people	people of color
able-bodied	physically disabled
mentally able	mentally disabled
adults	children
landlords	tenants
industrialized countries	preindustrialized countries
doctors	patients
heterosexuals	homosexuals and bisexuals
teachers	students
“sane”	“insane”
Christian	non-Christian
wealthy	poor
English speakers	speakers of other-languages

Ask the group how it felt to do the exercise. “What feelings or thoughts came up for you while you were participating?”

**Points to Make**

- The target group is often said to have the power to corrupt the nontarget group. Lies, myths, and stereotypes (for example, Blacks are all drug addicts) are created to justify actions taken to protect the group with power and control the group without it.
- Economic deprivation, lack of education, and lower social status are effects, not causes, of the power imbalance.
- When you look at the list, observe that the total number of people in the target groups (globally) outnumber the number with power. Any change in the balance by target groups banding together would redistribute privilege extensively.
- Ask the group to look at where they fit on the chart. Vote that we all fit on both sides of the chart. We have much to risk or lose if we are on the side with power, so it is very important for us to speak up, *especially* if we're on that side.

**8. Last Point**

“Given what we have discussed, we see that it would be difficult to find ourselves free of prejudice. Not one of us is free from prejudice. One common feeling that comes up when we begin work on these issues is one of guilt. A statement that I hear often is, ‘I am not . . .’ It doesn't feel good to acknowledge that we may hold or that we are influenced by attitudes about certain people or groups. This guilt often causes us to deny or ignore the effects that individual and institutionalized oppression has on those targeted groups or its effects on nontargeted groups as well. The majority of us would get beyond the guilt if we were ever given the tools to do so. Oppression is intrinsic to the fiber of our society; we often feel powerless to do anything about it.”

**9. Review Power/Privilege Chart****10. Review Definitions****11. Summary/Closing/Answer Any Questions**

“From these exercises we see that we know the stereotypes that are commonly held about different social groups. By naming them, we begin to break the silence. The similarities of the stereotypes begin to shed light on their veracity. How can all these things be true about all these groups? We can begin to dispel the myths with facts.”

**DAY 2: RACISM, HOMOPHOBIA, DISABILITY****1. Check-ins**

- Ask for any feedback on previous session.
- “What questions do you want answered today?” Add to list.

**2. Recap Day 1**

Explain Day 2 agenda: “In part one of our workshop, we looked at oppression and learned how all oppressions are linked by a common origin—economic power and control—and by common methods of limiting, controlling, and destroying lives. Tonight we will be looking more closely at homophobia and racism.” Pass out agenda.

**3. Puzzle Exercise****4. Interacting with People with Disabilities**

Read aloud the definition of *disable* (paraphrased from *Webster's* dictionary).

*disable*: 1. to deprive of physical or mental activity 2. to make legally incapable

Question: “What is your reaction to this definition?”

Have the group brainstorm a list of all the disabilities they can think of. Write all of them on the board. Be sure to call attention to how many disabilities there are, and point out that some are visible and others aren't. Most people have limitations of some sort. The number of disabled people in our society will increase as our population ages and more people identify themselves as being disabled.

Do not coach this exercise. The goal is to get participants thinking about what disability is and to emphasize their familiarity with the issue. When people list illnesses, be sure to point out that, although illnesses can sometimes or temporarily be disabling, many times they are not. Make sure to talk about hidden disabilities (for example, heart conditions, arthritis, hearing loss, emotional disabilities).

Read the definition of *disability*:

*a condition, physical, emotional, or mental, that affects three major life areas, for example, communication, education, transportation, or socialization*

#### 4. Guided Meditation Exercise

Ask group members to close their eyes. Speaking very slowly, ask them to go back to the first time they remember seeing a disabled person, or hearing about one. “How old were you? . . . What was the experience like? . . . Did you ask questions? What were you told? . . . Now, return to your present age, and imagine that you are meeting a person with a similar disability. How do you deal with the person and his or her disability? How does this disability change your life? . . . How do you feel?”

“Come back to the group slowly when you're ready.”

Ask participants one by one to share with the group what they remembered, what disability they imagined, and how they feel that disability changed their life.

Most people will have imagined a relatively severe disability. At the end, point this out, because it reflects the fear we all have of the disabled and of becoming disabled.

#### 5. Summarize Exercises About Disability

#### 6. Homophobia—What's All the Fuss?

##### Introduction: The Effects of Homophobia/Heterosexism

“Homophobia, like other oppressions, involves systematic discrimination. It permeates our institutions: schools, churches, economic system. If you have an unconscious fear or dislike of gay people—or any people different from yourselves—you may misunderstand or inadvertently hurt them. And your own fear or lack of consciousness may cause you to miss an important part of your own experience.”

#### 7. Imagine How You'd Feel (Guided Fantasy and Discussion)

**Purpose:** To feel what it's like to be ridiculed, excluded, and discriminated against on the basis of sexual orientation, in this case, heterosexual orientation. It was developed by students at Cornell University and by M. Rochlin. Feel free to shorten if you need to.

“We're going to do a guided fantasy now that gives you a chance to feel what it's like to be hated and excluded because of your sexual orientation. The fantasy assumes that you, the listener, are heterosexual. Even if you happen to be gay, lesbian, bisexual, or questioning, concentrate on the feelings it touches in you.

“I would like you now to concentrate on my voice and how you feel, not what you think. Don't rationalize or intellectualize, simply feel. Ask yourself what emotions are affecting you.

“Find a comfortable position and close your eyes. Let your body relax. Notice your breathing—in and out, in and out. Relax all the muscles in your body.

“I’m going to ask you to imagine a world that’s very different from the one you currently live in. Because it’s different, it requires you to stretch your experience. Let yourself experience and imagine as fully as you can. Rather than judging yourself for what comes up, just notice and record in your mind without editing. If you feel pressure to edit, simply notice that you have that feeling. If you become distracted at any point, just notice that and return to the process. The more you can be with your experience, the more you will get out of this exercise.

“Imagine for a while that you live in a society in which the majority of people are lesbian or gay. The entire society is set up for homosexuality—it’s the way things are. By the way, having children is not a problem—adoption, artificial insemination, and other methods are used. Children are raised by parents who are both of the same sex. So, your parents are the same sex, your peers are all gay or lesbian, and everyone you’ve ever met is gay . . . but you are heterosexual.

- How do you feel having our sexual orientation be in the minority?
- How does it feel having to make a decision about admitting your heterosexuality to yourself? To others?
- What’s the difference between flaunting your heterosexuality and asserting your identity?
- How does it feel to hear ‘straight’ jokes from your family and friends?
- How does it feel to have religious authorities—perhaps your own pastor or rabbi—saying your feelings are wicked or sinful?
- How does it feel when you can’t understand why you have certain desires, desires that involve fantasies about the other sex, that no one around you seems to share? Who do you talk to about it? Who can you risk telling your secret to?
- How does it feel when you turn on the TV or open a magazine and all the ads are for people unlike you? Always those ads about what toothpaste a man should use to attract the most men, about the perfect wine for two women in love? Never anything for people of different sexes who are attracted to each other. Nothing for heterosexuals.
- If you are a woman, how does it feel to be asked each time you call home, ‘When are you bringing your girlfriend home to meet us?’ Or if you are a man, ‘Where’s your boyfriend?’
- How does it feel when everyone always assumes that you are gay or lesbian, never allowing for the possibility that you are straight?
- How does it feel when not only do you have to hide the fact that you may want a sexual relationship with a member of the other sex, but you have to pretend that you want one with a member of the same sex?
- How does it feel to know that you can never raise children because society tells you that you are harmful to children and awards them only to lesbian and gay couples?
- How does it feel to know that you might lose your job or your apartment or your health insurance just because someone suspects you’re heterosexual . . . and to have no protection from the law?

- How does it feel to be assaulted by a heterobasher but not be able to go to the police about it?
- How does it feel to be always, always, aware of what you say, of how you act? Aware of things you have to do in order to be considered homosexual? Aware of the things you would never dare do, because you might be suspected of being heterosexual?
- What does it feel like to be asked and have to answer questions like these:  
(Facilitator's note: See "The Heterosexual Questionnaire" for questions to use here.)

"Come back to the group when you are ready.

"How did that feel? Any comments or questions you would like to share?"

This exercise invariably stimulates a lot of discussion. If you have time, you might want to finish with a general awareness role-play in which participants feel firsthand what it's like to be invisible. (Could be a child coming out to a parents, a worker coming out on the job.)

"Is anyone willing to share their reactions to that exercise? Was it easy or difficult to answer the questions? Did any of your own sentence completions surprise you?"

If the discussion becomes judgmental or angry, trainers remind participants that the goal is not to say who is "right" or "wrong" but to create a safe environment for open discussion.

"One reason for doing this exercise is to become aware of our attitudes about homosexuality and homosexuals. We aren't always consistently for or against, accepting or rejecting. Our values and beliefs exist on a continuum. Often they change depending on our role and the nature of our involvement in a particular situation.

"For example, lots of us say we are fully supportive of gay and lesbian rights. We may think gay people should have equal employment opportunities, for example, but when it comes to a lesbian or gay person teaching our children, we may not be as certain. Or, we may react differently to a gay or lesbian person of a race or ethnic background or class other than our own. Any other examples?"

Feel free here to add examples of discrimination from your own life.

## 7. Sentence Completion

**Purpose:** To express feelings about homosexuality. Many participants will be surprised by their own responses.

"I'm going to read out a sentence and ask you to complete the sentence by saying it to your partner. Then we'll switch, and your partner will complete the same sentences. Try not to think about your responses. Let them be spontaneous. Questions?"

**First sentence:** If I found out my children were taught by a gay or lesbian, I would . . .

**Second sentence:** If a close friend of mine told me he or she was gay, I'd feel . . .

**Third sentence:** When I think of two people of the same sex kissing or making love to each other, I . . .

**Fourth sentence:** As a parent, if I learned my child was lesbian or gay, I would . . .

**Fifth sentence:** If someone of my own gender made a sexual advance to me, I'd feel . . .

**Sixth sentence:** If I were attending a weekend conference and I found out my roommate was gay or lesbian, I would . . .

**Seventh sentence:** When I think of children who are being raised by lesbian or gay couples, I feel . . .

**Eighth sentence:** What I admire about gay people is . . .

**Ninth sentence:** I don't like it when gay people . . .

**Tenth sentence:** If gay and lesbian couples enjoyed the same legal privileges and benefits as married couples, I would feel . . .

## 8. Racism

### Racism Sentence Completions

When I think of people of color, I think of . . .

When it comes to racism, I see myself as . . .

When I see a black man and a white woman walking hand in hand, I . . .

People of color never . . .

I treat people of color as . . .

To end racism, whites have to . . .

Paying attention to racism means . . .

Racism hurts . . .

I don't like it when people of color . . .

When I see a group of black men approaching me . . .

Asian women are . . .

Latina women are . . .

Native Americans are always . . .

What I admire about people of color are their . . .

**Discussion:** Wrap up this part of the session. Summarize, and answer any questions that are appropriate.

**SOURCE:** Reprinted with permission from the Rape Crisis Center of Contra Costa and Marin Counties; adapted from various sources

## Elderly and Aging Sensitivity Exercise

**SUGGESTED USE:** Providing culturally competent services to specific populations

**PURPOSE:** To give participants a sense of some of the issues faced by older individuals. To help participants develop a sensitivity around aging issues.

**Background:** Many older adults experience a series of losses as they age. These losses can include a loss of career, partner, sense of identity such as “Mom,” “Great cook,” “Excellent pianist,” etc. It is often beneficial for younger individuals to understand these issues in working with older adults. The goal of the training is to identify one's own “self identities,” and the feelings that can be associated with those losses. Hopefully, the participants will be able to help individuals reestablish their sense of self-worth and purpose.

**Time:** 15 minutes for the exercise; additional time for discussion

**Materials:** Five 3x5 index cards and a pencil for each person



**Directions:**

1. Ask participants to write down five qualities that define them as individuals (activities they enjoy, things they do well, things that make them who they are). Write one example per card. Give participants permission to list very personal or private qualities. Assure the participants they will not be asked to read their cards aloud.
2. Have members number the cards 1 to 5. Place cards face down with 1 being the most important. 1 will be at the bottom of the pile.
3. Say to the group, “As people age, some abilities may be compromised or even eliminated.”
4. Direct the participants to turn over card 5. Ask them to get a sense of that part of themselves: what does it feel like?, who are the persons who are involved with that part of you?, etc. Ask them to put that card aside. “That is no longer a part of you.”
5. Repeat this with each card, pausing about 5 seconds to let the emotions be felt.
6. As they turn over card 1 remind them that this is the aspect that they sense as being the most important part of them. Have them put it aside.
7. Now stop for a couple of minutes. Then ask the group to share their feelings about the process. Ask them how it could be likened to the aging process. Discuss how it feels to lose abilities or identities.
8. Ask participants to describe how they feel about their own aging process, if they feel comfortable doing so.
9. Now give participants the opportunity to reorder the cards in priority, if they choose. Often times as individuals put cards aside they find that some parts of their identity are more difficult to let go of than others.
10. Have participants place the cards face down with 1 being at the bottom.
11. One at a time, have the participants look at the card as they turn it over. Treasure it, feel it, and give it back to themselves.
12. As they turn over card 1 (the last card), help them to see that the last card is the one they have numbered as being the most important. It is close to the core of who they are, and is rarely truly lost.
13. Discuss special considerations learned through this exercise as we work with elderly survivors. How can the participants help the older adult gain a sense of identity and purpose?

**SOURCE:** Patricia L. Wheatley, Santa Barbara, California

## Disability Awareness Exercise

**SUGGESTED USE:** Providing culturally competent services to specific populations

**PURPOSE:** To give participants a brief glimpse of how it might feel to live with a disability. To help participants better understand some of the needs of a survivor with a disability.

**Method:** Guided imagery.

**Time:** 10 minutes for completion of the guided imagery; allow an additional 5 minutes per person to process the exercise. Additional time will be needed to facilitate the session about working with survivors with disabilities.

**Directions:**

1. Explain the purpose of the exercise.
2. Give participants the option to not participate in the exercise, and tell them they may “drop out” of the exercise at any time.
3. Ask participants to close their eyes, breathe deeply, and relax. Read the scenario in a steady, slow voice. When you are finished reading, wait several seconds and then ask people to open their eyes.
4. Ask each person to describe their “chosen” disability and what they found most difficult.
5. Participants tend to imagine having a visible disability. Discuss why this might happen. Discuss “hidden” disabilities, including mental disabilities.
6. Discuss special concerns and needs of survivors with different disabilities.
7. Close the session with a brief grounding exercise so people can get “back into” their own bodies, and/or a closing question about people’s abilities.

**Disability Scenario**

- Close your eyes. Breathe deeply.
- You wake up in the hospital. You have a permanent disability.
- The doctor has just told you that you are lucky to be alive after what happened and that people with “your disability” can lead normal lives, “just like everyone else.”
- Imagine how you feel.
- Who comes to visit you in the hospital?
- Do they know by looking at you that you have a disability?
- Do you tell them about your new disability?
- What do you tell them?
- When you are finally released from the hospital, who takes you home?
- Do you drive home on your own?
- Are you able to enter your own home unassisted?
- Can you cook for yourself?
- Dress yourself? Shower? Get into bed?
- Turn on the CD player?
- Feed your cat?
- Help your child with her homework?
- When Monday rolls around, how do you get to work?
- Do you keep your job?

- What do your coworkers say to you?
- What do you want them to say?
- When you go to the grocery store, how do people respond to you?
- Do they respond to you?
- What will you say when they offer to help you?
- When your friends call to see how you're doing, what do you tell them?
- Do you talk about your disability?
- Pretend it's not an issue?
- What do you do for recreation?
- Go to the movies? The beach? Take an aerobics class? Read? Walk?
- Go to your favorite restaurant?
- Make love?
- How do you feel when people tell you that you are "so brave"?
- that you're probably a stronger person than you were "before"?
- that everything happens for a reason?
- that there's always hope?
- that you're "still the same person" they've always known?
- What do you say to them?
- What do you want to say to them?
- What do you want them to know?
- How would your life be different if you had a disability?

## Sample Test Questions

In addition to being an evaluation tool, testing can be an effective learning activity. Pre- and posttests or midterm and final exams help participants understand how much they have learned and identify areas where they might want additional training or information. They also help give facilitators an idea of where their training might need closer evaluation.

Be aware that some participants may have "test anxiety," may not feel confident in their English language skills, and/or have certain learning disabilities (for example, dyslexia). It is important to help mitigate these potential barriers by explaining the purpose of tests and by providing alternatives to traditional testing. For example, take-home, open-book, and group tests give participants an opportunity to practice accessing information, to review materials, and to share resources. After all, knowing how and where to get information is an essential skill for sexual assault counselors.

**SUGGESTED USE:** To assess how much and how well participants have learned from the training course and their general level of understanding. To identify areas in which participants need additional training, information, or clarification. To help facilitators identify strengths and gaps in the training program or in a particular session. To provide an opportunity for participants to practice accessing information, to review materials, and to share resources.

**Testing Methods**

- In class, closed-book
- In class, open-book (training manual)
- In class, group test
- Take-home

**Correction/Review Methods**

- In class, facilitator reviews answers, and participants correct their own tests.
- In class, spokesperson from each small group answers several questions, and participants correct their own tests.
- Facilitator collects tests, makes written corrections, and hands back tests.

In all cases, the facilitator should review the exam during class time, answer questions, and provide necessary time for discussion.

**Sample Introductions to Exams**

“Nearly all information in this midterm was either presented in class or can be found in your manual. Stuck? Call another class member, the agency named, a volunteer, or a member of the staff.”

“I’m testing your ability to find answers and evaluate your creativity and general level of understanding. If you don’t know how to answer a question, see if you know who might. Can law enforcement help? How about Victim Witness? Could you ask one of the other volunteers? Or a staff member? Good luck!”

**Sample Questions**

1. Define sexual assault.
2. What is the name of the answering service we use? What is the crisis line number?
3. Name three reasons why a woman may decide not to report a sexual assault.
4. True or False: If a rape survivor is acquainted with the assailant, she or he is less likely to report the crime.
5. True or False: If a woman is raped while under the influence of drugs or alcohol, law enforcement can later arrest her.
6. True or False: There is an extremely high rate of false reports of rape.
7. True or False: Men can be raped.
8. What does SART stand for?
9. What is the purpose of the medical-legal exam?
10. True or False: A law enforcement officer needs to be in attendance during an evidentiary exam.
11. Can the district attorney plea-bargain without consulting with the survivor?
12. What is the difference between a misdemeanor and a felony?
13. What is the primary difference between a criminal case and a civil case?

14. Who should you or your client contact to get information about a pending court date?
15. What is the defining difference between marital rape and any other kind of rape?
16. What is the number for the police department?
17. What is the number for the hospital emergency room?
18. What is the number for Child Protective Services?
19. Describe the cycle of (domestic) violence.
20. What is a TRO? What is an EPO? How do you get them?
21. Briefly define rape trauma syndrome and its stages.
22. What steps would you take if a survivor called who is suicidal?
23. Name three coping mechanisms that may be problematic for a sexual assault survivor.
24. A sixteen-year-old girl tells you she was raped last night at a party. List three important pieces of information you would communicate to her.
25. Briefly describe the rape crisis center's confidentiality policy. When, if ever, would you need to break confidentiality?

**SOURCE:** Adapted from Project Sanctuary midterm and final exams, and materials from several sources

## A Dozen Great Ideas

1. **Take a group photo on the last session of training.** Send everyone in the group a copy and frame one copy for display in your rape crisis center. It can also be helpful to keep a copy with the participant's volunteer application.
2. **Arrange for training participants to pair up and practice role-plays outside of training time.** Ask participants to schedule role-plays over the phone. Be sure participants know how to process the exercise.
3. **Monterey Rape Crisis Center has individual members of its Board of Directors bring refreshments for the breaks.** Board members get to meet the people who will soon be providing direct services, and training participants have the opportunity to get to know board members in a supportive, casual setting.
4. **Hold the law enforcement/criminal justice training sessions in a courtroom.**
5. **Encourage training participants to take a "ride-along" with law enforcement personnel.**
6. **Tour the facility used for the medical-legal examination.** Hold the training session at the medical facility if possible. Pass around an opened rape kit and a speculum when the forensic exam is being explained.
7. **Print agency business cards for sexual assault counselors.** On the back, print Penal Code section 679.04, Survivor's Right to Accompaniment: A victim of sexual assault, as defined in subdivisions (a) and (b) of Section 11165.1, or spousal rape has the right to have advocates present at any evidentiary, medical or physical examination or interview by law enforcement authorities or defense attorneys. As used in this section, "advocate" means a sexual assault victim counselor, as defined by Section 1035.2 of the Evidence Code, and at least one additional support person chosen by the victim.
8. **Videotape training sessions.** Tapes can be used to augment makeup sessions. (Note: OCJP does not consider watching a tape to be adequate for a makeup session. Participants must receive one-on-one information that may be augmented by videotape of the original session.)
9. **Use videotapes to review your own performance as a facilitator.**
10. **Set up a buddy/sister system.** Ask current, active counselors to mentor participants in training by calling to check in with them on a regular basis.
11. **Schedule a parallel session for significant others of training participants.** While participants are learning about how to work with significant others of sexual assault survivors, their real-life significant others (partners, friends, coworkers, etc.) meet with a sexual assault counselor to learn about training and how to support someone going through it. This is also an opportunity for significant others to get support for themselves. Ideally, both a female and a male counselor facilitate the group. At the end of the concurrent sessions, invite the guests to join the training group for a few minutes.
12. **Facilitate introductions and a brief check-in exercise.**

Point out similarities between survivor issues and training participant issues and the similarities between significant others of survivors and training participants.

Provide positive reinforcement for significant others who participated in the parallel session.

*"When I don't know what else to say or do, I listen."* —ALICE WILEY

## Additional Activities

The following are descriptions of additional activities to be used in sexual assault counseling training. The activities themselves are not included. Instead, we have provided references to the original source and to CalCASA's publication *Catalysts for Change* for the complete activity.

### 1. How Society Contributes to Sexual Assault: The Game

**Description:** This is an interactive discussion. The goal is for participants to first see and then become critical of the complex system of values and rules (most of which are gender-based) that regulate our sexual behavior.

**Time:** 35–50 minutes

**SOURCE:** YWCA of the Mid-Peninsula Rape Crisis Center, 1998; reproduced with permission in *Catalysts for Change: Sexual Assault Prevention in the Schools*, California Coalition Against Sexual Assault, pages 45–50

### 2. Young Women's Stand-up

**Description:** This is an exercise to help explore the experience of being a woman in this culture.

**Time:** 10 minutes for the exercise. Additional time is necessary for discussion.

**SOURCE:** *Young Women's Work*, M. Nell Myhand and Paul Kivel; 1998; reproduced with permission in *Catalysts for Change: Sexual Assault Prevention in the Schools*, California Coalition Against Sexual Assault, pages 309–310

### 3. The Sexual Assault Continuum

**Description:** This is an interactive discussion. The goal is for participants to explore the range of behaviors that constitute sexual assault and the common emotional and psychological consequences for a survivor.

**Time:** 15–25 minutes

**SOURCE:** Santa Barbara Rape Crisis Center, *Adolescent Sexual Assault Prevention Curriculum*, by Marcia Servedio, 1998; reproduced with permission in *Catalysts for Change: Sexual Assault Prevention in the Schools*, California Coalition Against Sexual Assault, pages 124–127

### 4. Words Unheard

**Description:** This is a paired listening exercise introducing the active listening techniques of using mirroring or reflective statements.

**Time:** 15 minutes

**SOURCE:** *Playing with Fire: Creative Conflict Resolution for Young Adults*, by Fiona Macbeth and Nic Fine, New Society Publishers, 1995; reproduced with permission in *Catalysts for Change: Sexual Assault Prevention in the Schools*, California Coalition Against Sexual Assault, pages 285–286

## 5. Mirror Reflection

**Description:** This is a group discussion exercise to practice active listening skills in a group and to gain practice in using what is a useful tool for facilitating group discussions.

**Time:** 20 minutes

**SOURCE:** *Playing with Fire: Creative Conflict Resolution for Young Adults*, by Fiona Macbeth and Nic Fine, New Society Publishers, 1995; reproduced with permission in *Catalysts for Change: Sexual Assault Prevention in the Schools*, California Coalition Against Sexual Assault, page 301

## 6. “I” Statements

**Description:** This is an interactive discussion and exercise to help participants learn helpful ways to communicate using “I” statements.

**Time:** 20 minutes

**SOURCE:** *Healthy Relationships: A Violence Prevention Curriculum* by Men for Change, 1994; reproduced with permission in *Catalysts for Change: Sexual Assault Prevention in the Schools*, California Coalition Against Sexual Assault, pages 303–305

## 7. Who’s Got Power?

**Description:** This is a group discussion exercise that explores the concepts of power and privilege and their relation to violence and oppression.

**Time:** 30 minutes

**SOURCE:** M. Nell Myhand and Paul Kivel, 1998; reproduced with permission in *Catalysts for Change: Sexual Assault Prevention in the Schools*, California Coalition Against Sexual Assault, page 376

## 8. Sharing Power

**Description:** This is a paired creative listening exercise exploring the theme of power. The purpose is for participants to broaden their understanding of power, explore their own power and that of others, and practice active listening skills.

**Time:** 30 minutes

**SOURCE:** *Playing with Fire: Creative Conflict Resolution for Young Adults*, by Fiona Macbeth and Nic Fine, New Society Publishers, 1995; reproduced with permission in *Catalysts for Change: Sexual Assault Prevention in the Schools*, California Coalition Against Sexual Assault, page 296

## 9. Homophobia

**Description:** This exercise helps participants explore homophobia and the role it plays in maintaining rigid gender roles.

**Time:** 20 minutes

**SOURCE:** *Confronting Sexual Harassment: Learning Activities for Teens*, by Russell Sabella and Robert D. Myrick; reproduced with permission in *Catalysts for Change: Sexual Assault Prevention in the Schools*, California Coalition Against Sexual Assault, pages 330–331





# Sample Role-plays



THE FOLLOWING ROLE-PLAYS are included to give you a *framework* upon which to create your own. You will find that many of these role-plays can be used with few or no modifications to help participants practice active listening, crisis counseling, information sharing, and other basic skills. However, we hope you will enhance their effectiveness as learning tools and tailor them to reflect the types of calls, clients, issues, and challenges faced by sexual assault counselors in your agency and your community.

Because the client base of California rape crisis centers varies widely, these particular role-plays may not reflect the demographics of your clients or community. You are strongly encouraged to build cultural competency and further develop these scenarios by assigning diverse racial and ethnic backgrounds, sexual orientations, ages, abilities, and other qualities to the clients/callers.

Consider repeating the same role-play situation several times, each time with a caller from a different background. Encourage participants to explore different ways of communicating, gain heightened awareness of how cultural considerations affect the client-counselor relationship, consider various factors that might alter the options and referrals given, and explore the similarities and differences inherent in different cases.

Role-plays are titled by topic with the caller's identity in parentheses.

You may find it helpful to review "Role-playing" in the "Tools and Techniques" section of this guide and the listening skills exercises included in this "Learning Activities" section.

Thank you to the Santa Barbara Rape Crisis Center for contributing its multiyear collection of role-plays to this project.

## 1. Criminal Justice System (Survivor)

You were raped a year ago and reported to law enforcement. The D.A. filed the case, and a trial was held two weeks ago. You were on the stand for three hours. You have just found out that a not guilty verdict was returned, and you are *very* upset.

Suggestions for your role:

- You were raped by someone you knew casually.
- Your relationship with your boyfriend ended a couple of months ago.
- At the beginning of the call you are crying.
- As the call progresses, you become angrier and begin to talk about getting a gun or doing something to get revenge on the assailant.

## 2. Recent Assault (Survivor)

You are thirty-six years old and have been dealing with your feelings after having been raped three months ago. It is almost time to go home for the holidays, and you are feeling that you would like to talk with your family about what happened to you, but you don't know how to bring it up. You're not sure if they will be supportive.

Suggestions for your role:

- Your family consists of your mother, stepfather, two brothers, a sister-in-law, and a woman cousin and her husband, plus assorted children.

- You are the oldest of your siblings, and you are not very close to your married brother.
- Holidays and having everyone together and happy is a big deal in your family.
- You have a twelve-year-old son who does not know about the assault.

### 3. Self-defense Class (Survivor)

You are calling the rape crisis center to ask about self-defense classes.

Suggestions for your role:

- You were mugged one night last month and your purse was taken.
- Since then you have been having nightmares about the assailant a couple of times a week.
- You feel jumpy all the time.

### 4. Nightmare (Survivor)

You have just woken up from a terrifying nightmare. You call the hotline to get support. You were raped six months ago, and you have been having nightmares ever since. You don't know how to deal with your situation. You are scared to go to sleep, and it's getting harder to go to work in the morning.

Suggestions for your role:

- No one at work knows you were raped.
- When you are upset, you come across to others as being impatient and abrupt.
- You want the sexual assault counselor to give you practical things to do to stop the nightmares.
- You are in your late fifties.

### 5. Acquaintance Rape (Survivor)

You were raped two days ago by someone you dated a few times. You feel it was your fault. He works for the same company you do.

Suggestions for your role:

- You are twenty-three.
- You thought this man, Michael, was really sophisticated.
- You did a few lines of cocaine with him.
- You have had only one sexual experience prior to the assault.

### 6. Attempted Rape (Survivor)

Last night as you were returning home from work, a man approached you and grabbed at you. You fought back, and he ran and jumped into a car. When you looked at the car, you could see about four guys in the car. You are terrified. You're not sure whether or not the rape crisis center is the place for you to call, because you were not actually raped.

Suggestions for your role:

- You're not sure about making a report to the police.
- You did not go to work today, because you keep breaking into tears.
- The attack happened two blocks from where you live.

**7. Date Rape Drugs (Survivor)**

You went to a party last night and got really drunk. You passed out, and when you woke up you felt as though someone had raped you. Your clothes were off, and there were bruises on your thighs.

Suggestions for your role:

- You have no idea who may have done this.
- You are worried about venereal disease.
- You are confused about what to do and scared that no one will believe you.

**8. Significant Other (Survivor)**

Your best friend was sexually assaulted two weeks ago. You are also a survivor. You want to support your friend, but it's hard because your own issues come up. You call the rape crisis center for support and ideas.

Suggestions for your role:

- You were raped when you were sixteen by your boyfriend's uncle. You did not tell anyone about it at the time. You are now thirty-seven.
- You have been separated from your husband for the past six months.
- You have a two-year-old son.
- Your friend is very needy right now, and you feel overwhelmed and guilty about not being more supportive.

**9. Recent Assault (Survivor)**

You were raped two hours ago. You want to know what to do next.

Suggestions for your role:

- You are calling from a pay phone.
- You don't want to go home, because you live with an older sister and you and she don't get along that well.
- You are experiencing some vaginal pain.

**10. Nightmare (Survivor)**

You just woke up from a nightmare about a sexual assault experience you had one year ago. You are terrified that the feelings about the assault will never go away.

Suggestions for your role:

- You did not get any counseling help after the assault.
- These nightmares happen a couple of times a week.
- Your father thinks you should just put this out of your mind, maybe go on a vacation.

**11. Recent Assault (Survivor)**

You were raped two weeks ago, and you have called the hotline for advice. You did not report the assault to the police.

Suggestions for your role:

- Your voice has a slightly whiny quality to it.
- You can't seem to make any decisions on your own.
- You keep asking the sexual assault counselor what he or she thinks you should do.
- You have a live-in boyfriend who does not know about the assault.

### 12. Recent Assault (Survivor)

Two nights ago you were raped by a stranger while you were jogging. You are the kind of person who doesn't make any decisions without hearing all the options.

Suggestions for your role:

- You are not in touch with your feelings about the assault at all. You resist any efforts by the sexual assault counselor to get you to talk about how you feel.
- You keep hearing your mother's warning voice in your head about the dangers of being out alone at night.
- You ask very detailed questions about the risk of pregnancy, about HIV, and about the medical exam.

### 13. Acquaintance Rape, Recent Assault (Survivor)

You are wondering if the rape crisis center has counseling services available. You were raped two weeks ago.

Suggestions for your role:

- You deny that there is a crisis going on in your life. This was just something very unpleasant that happened, and you want to take care of it and get on with your life.
- You are a graduate student. You have finals starting next week.
- The assailant was your ex-boyfriend.

### 14. Feeling "Crazy" (Survivor)

You were raped six months ago, and it feels as though your life has fallen apart. You do not feel at all like yourself; it feels as though you're going crazy.

Suggestions for your role:

- You started a new job after the assault, and you are worried that you won't make it through the probationary period.
- You have trouble sleeping.
- You had a fight with your best friend, who thinks you should just snap out of this funk you're in.

### 15. Child Abuse/Incest, Mandated Reporting (Minor)

You are fourteen years old. You call the rape crisis center because your father has been molesting you since you were ten. You don't know who to turn to, and you are scared for your two younger sisters. You feel that your mother won't believe you.

Suggestions for your role:

- You initiate the call rather than the sexual assault counselor calling you. Do not give her your real name or your phone number.
- Your parents have been arguing a lot this past year.
- You love your dad when he is not abusing you. He is very encouraging of you and your sisters to be the best you can be. He is teaching you to play tennis.
- You want to know how to get him to stop without having to tell the police.

### 16. Adult Survivor of Child Sexual Abuse

For the past two years you have been living with the knowledge that as a child you were molested by your mother's brother. You feel you are now ready to confront your uncle, but you want to talk the idea over with someone first.

Suggestions for your role:

- You are twenty-seven.
- Both your parents are dead.
- You have done a lot of reading about adults molested as children, but you have never talked to a counselor about your issues.
- If the sexual assault counselor suggests a face-to-face meeting with you or that you meet with a long-term counselor, be resistant to the idea.
- You are concerned that your uncle may be molesting his young grandchildren, and you wonder about reporting this.

### **17. Adult Survivor of Child Sexual Abuse**

Last week you read an article in *Time* magazine about child sexual abuse. You don't remember being molested, but you have a lot of feelings that incest survivors have.

Suggestions for your role:

- You are in your forties.
- For years you have had recurring dreams with incestuous themes.
- You find it hard to sustain an intimate relationship.
- You work as an ad executive, and you are a workaholic.

### **18. Child Abuse/Incest, Mandated Reporting (Minor, Perpetrator)**

You have a problem that you have been trying to deal with on your own. You want help, but you don't want to admit what you have done. Two months ago, while you were baby-sitting for some neighbors, you fondled their two-year-old son while he was sleeping. You have sat for him several times since then and nothing happened, although you are aware of having to push down the urge to fondle him.

Suggestions for your role:

- You are a seventeen-year-old girl.
- Do not tell the sexual assault counselor your real name or phone number.
- You also baby-sit on a regular basis for three other couples. You have not done anything inappropriate with any of these children.
- You do not have any memories of being sexually abused yourself.

### **19. Domestic Violence (Survivor)**

You have just been battered and raped by your husband. This has been going on for some time. You have a five-year-old daughter, and you are six months pregnant. Your husband has left for the moment, but you are scared of what he might do when he comes home.

Suggestions for your role:

- You are crying. Your daughter is crying in the background.
- You do not have access to a car.
- You are afraid of what your husband will do if you call the police.
- You are unsure if you need medical attention.

### **20. Alcoholism (Significant Other)**

Your sister was raped two days ago. You are very upset with her because you had warned her about going to the Blue Moon Bar alone. You are calling to vent about her actions.

Suggestions for your role:

- You have not spoken to your sister since she called to tell you about the assault.
- You feel that your sister depends on you to help her whenever she gets in a jam.
- You are a recovering alcoholic.
- You had a message on your answering machine tonight from your aunt saying that your sister came to see her today and was acting strangely.

### **21. Elderly (Significant Other)**

Your elderly mother (age seventy-eight) was raped last week. She does not want to report the assault, and she has not yet seen a doctor. You don't know how to support her.

Suggestions for your role:

- Your mother is widowed.
- You live an hour away from her.
- You are in your fifties.
- You are uncomfortable talking about rape and sexual activities.

### **22. Significant Other**

You have a really nice male friend (Ron), and you want to set him up with a good woman friend of yours (Sally). Sally is not interested, saying that because she doesn't already know him "he might rape me or something." You know she hasn't dated anyone for a long time, and you don't understand why she doesn't want to go out with your friend.

Suggestions for your role:

- You are great at fixing people up.
- You have known Sally for six months and like her a lot.
- You think only "loose women" get raped.
- You have told Ron all about Sally, and he's really interested in meeting her.

### **23. Domestic Violence, Self-defense Class (Significant Other)**

You call the center to ask about self-defense classes for your best woman friend, who was raped six months ago.

Suggestions for your role:

- You are in your late thirties, married, with a daughter.
- You have been married five years. In the past year, your husband has slapped you around several times.
- Reject the idea if the sexual assault counselor tries to label you a "battered wife."
- You have spent a lot of time supporting your friend as she deals with being assaulted.

### **24. Medical/Legal Exam, Recent Assault (Survivor)**

You were raped earlier tonight, and the thought of having a medical exam is really scary.

Suggestions for your role:

- Keep pressing the sexual assault counselor for different options.
- You were raped by your jealous boyfriend, who pushed his way into your apartment.

- You are not sure you want the sexual assault counselor to know that the reason you are concerned about the exam is because you had consensual sex with another man earlier in the day.
- It's 2:30 A.M. Apologize a lot for waking the sexual assault counselor.

### **25. Significant Other (Survivor)**

Your best friend was sexually assaulted two weeks ago. You want to support her, but it's hard. You call the rape crisis center for ideas about what to do.

Suggestions for your role:

- You are also a survivor, having been raped eight years ago.
- Dealing with your friend's assault is bringing up your own issues.
- You have noticed that you've been more irritable than usual with your live-in boyfriend.

### **26. Acquaintance Rape (Significant Other)**

A long time coworker (whom you do not particularly like) has confided to you that she was sexually assaulted last month by her boyfriend. She is clearly in deep distress over this and seems to think of you as a sympathetic ear.

Suggestions for your role:

- You don't have any interest in being this woman's friend, but you feel guilty about backing away when she is clearly in need of help.
- Try to get the sexual assault counselor to agree to call your coworker.
- You also have some resentment toward your coworker for dumping her problems on you rather than on one of her friends.

### **27. Acquaintance Rape, Domestic Violence, Law Enforcement (Survivor)**

You were raped and battered last night by your boyfriend, with whom you live. He has raped you one time in the past, about six months ago. The first time you felt positive that you did not want to report to the police. After last night, you don't know what to think. Your best girlfriend wants you to report.

Suggestions for your role:

- You have been drinking heavily when you place the call to the hotline.
- Your boyfriend is at work now.
- Only if the sexual assault counselor specifically asks you about physical injuries should you mention that you think your wrist may have been sprained during the assault.
- You are calling from a public phone two blocks from the rape crisis center. It is 4:30 P.M.

### **28. Adult Survivor of Child Sexual Abuse, Male Sexual Assault Counselor (Significant Other—Male)**

You are the father of a twenty-five-year-old son who has just disclosed to you that he was sexually abused by one of his teachers in high school. You want to talk to a male sexual assault counselor because you just don't feel comfortable talking to a woman about sex. You are unsure whether or not this means your son is gay. You really didn't think that this happens to boys, and you don't know how to support him.



Suggestions for your role:

- You and your wife divorced five years ago and are not speaking.
- You are calling from your office during the day.
- You have two other children that are currently attending your older son's high school.

### 29. Acquaintance Rape (Survivor—Male)

Your twenty-five-year-old girlfriend has told you that she was sexually abused as a child. She is really reluctant to talk about what happened. It is affecting your relationship both emotionally and physically. You are very frustrated and don't understand what she is going through.

Suggestions for your role:

- You are thirty-one years old.
- Your idea of a great time is going to a sports bar to watch the Seattle Seahawks get beaten.
- You are a computer hardware and software salesman.
- Until she disclosed her abuse to you, you felt this was the best relationship you'd ever had. You want things to go back to the way they were before.

### 30. Adult Survivor of Child Sexual Abuse (Significant Other—Male)

You and a friend went to the movies last night. After the movie, you both went out and did a lot of drinking. When you got back to his dorm room, he attacked and sodomized you.

Suggestions for your role:

- You are a nineteen-year-old male, heterosexual college student.
- You are totally freaked out about this assault. You don't want to use your real name.
- Your attacker lives in the dorm next to yours.
- You feel ashamed because you ejaculated during the attack.
- You're not 100 percent sure, but you think you *don't* want to report to the police.
- If the sexual assault counselor suggests talking to a male sexual assault counselor, hang up the phone.

### 31. Caller—Male

You call the rape crisis center to find out how you might get involved in the center. You are a twenty-five-year-old man who wants to know how he could help.

Suggestions for your role:

- Your best woman friend was assaulted five years ago.
- Your career goal is to become a police officer.
- You feel very strongly that women should always report rape to law enforcement.
- *Feminism* is a "dirty word" to you.

### 32. Criminal Justice System, Stranger Rape (Significant Other—Male)

Your eighteen-year-old daughter was raped last month by a stranger. The police have the suspect in custody. You want him put behind bars for life. You want to drive your daughter everywhere now so that this doesn't ever happen to her again. You also believe that the court process will be good for your daughter, and that you can speed

things up by talking to the district attorney. You want someone from rape crisis to counsel your daughter.

Suggestions for your role:

- You are a fifty-five-year-old male line supervisor at an assembly plant.
- You consider your marriage and family life to be basically good.
- Your fourteen-year-old son has not been doing as well in school as he used to, and there is some tension between the two of you about this.
- You're the type who likes to make a list of what needs to be done and then work your way down the list, checking off each item.
- Underneath your anger and no-nonsense attitude is a lot of grief over what happened to your daughter and your inability to protect her from it.

### **33. Recent Assault (Male Survivor)**

You are a male exotic dancer who was followed home and assaulted by a client. You would like to go to the police, but you are afraid that they won't believe you. Your partner is out of town and will be home within the hour. You don't know if you should say anything.

Suggestions for the role:

- You have been dating your partner for a few years.
- Your partner has been joking around about your job making you a sex object.
- You are wondering what your rights are.
- You are concerned about STDs and AIDS.

### **34. Perpetrator, S and M Issue (Significant Other)**

You are a twenty-one-year-old woman who routinely practices S and M. At a club last week, you were raped by a man that you were involved with. You would like to tell your friends and family, but you are afraid that they won't understand or will think that is what happens at "those kinds of clubs." Your sister has been trying to get you to stop your involvement with S and M.

Suggestions for the role:

- You are considering going to the hospital. You do not want to go to the police.
- You have recently begun dating someone new and are concerned about her reaction.
- You have made plans to go to the same club this weekend and are worried that the assailant will be there.
- You feel the assault was your fault.

### **35. Prostitute, Recent Assault**

You are a female prostitute who was assaulted last night by one of your clients. You are very confused and upset. You do not want to talk about it and were put on the phone by your roommate, who called for you.

Suggestions for the role:

- You had agreed to have vaginal sex with the client, but the client sodomized you.
- It made you bleed, and you are scared of long-term damage.
- You have been in trouble with the law before for shoplifting.
- You are an IV drug user.

### 36. SART (Significant Other—Male)

Your sixteen-year-old daughter was raped after school today. When you got home from work, you found a message on the answering machine from your wife telling you what happened and that she is with your daughter at the hospital. She asked that you *not* come to the hospital but that they'd be home in a while. You don't know what is going on.

Suggestions for your role:

- You are the minister of your church and do not want this information to get around.
- You are a Vietnam-era veteran who suffers from post-traumatic stress disorder.
- You cannot believe this is happening and are filled with a lot of strong emotions.

### 37. SART (Significant Other—Male)

A male significant other doesn't understand why the medical exam is taking so long. He also says that he can't wait until "this is all over so things can get back to normal."

Suggestions for the role:

- You came home and found your partner after the assault.
- You have been at the hospital for four hours now.
- The police haven't told you anything.
- Your partner is extremely upset, and you don't know how to cope with all of this.

### 38. Acquaintance Rape, Mandated Reporting (Minor)

You are a thirteen-year-old girl living at a teen shelter. You were sexually assaulted last week by a female teen who also lives at the shelter. Your assailant has warned you that if you tell no one will believe you and that she will beat you up.

Suggestions for your role:

- You have a reputation at the shelter for being a "difficult" case.
- Your family lives about a hour away. Your parents have pretty much washed their hands of you.
- Your twenty-two-year-old boyfriend has been encouraging you to run away and be with him.
- Become *very upset* if the sexual assault counselor tells you she is required by law to reveal what you have shared with her.

### 39. Sexual Assault Counselor, Attempted Rape

You are a current sexual assault counselor. You went on a date last night with a close male friend. At the end of the evening he attempted to rape you. You want to talk to someone on the hotline but are afraid that the on-call sexual assault counselor is someone you know. You are also trying to convince yourself that it is not that serious.

Suggestions for the role:

- You are twenty-three years old.
- You live with two roommates.
- You went on a SART call last week.
- You have been a sexual assault counselor for six months.

**40. Stranger Assault, Suicide (Survivor)**

You call the hotline and are very depressed. You were raped five months ago by a stranger. You are thinking about killing yourself. You don't come right out and say it, but you do say things like, "I can't sleep, eat, or get out of bed," and "I don't think I can do this anymore."

Suggestions for your role:

- You have been smoking a lot of marijuana since the assault (more than you did before).
- You have stopped going to your aerobics class, which you used to do three or four times a week.
- You moved to a different apartment two months ago but are still living out of boxes.
- If the sexual assault counselor suggests a no-suicide contract to you, agree only to a twenty-four-hour time frame.

**41. Suicide (Survivor)**

You are feeling suicidal and have made a contract with a counselor at the rape crisis center. You are calling to renegotiate the contract but are hesitant to do so.

Suggestions for your role:

- You were assaulted one month ago by a close friend of the family.
- You feel it would be easier to commit suicide than to deal with all of these feelings.
- You haven't told anyone.
- Your sister committed suicide two years ago.

**42. Differently Abled (Survivor)**

You are a twenty-five-year-old woman with cerebral palsy. A man broke into your apartment last night and raped you. You feel you should probably report to the police, but you are afraid to do so. You are angry with yourself for not being able to fight off the attacker. You have not yet seen a doctor.

Suggestions for your role:

- You live alone.
- Your mother is on her way over after she sensed something in your voice.
- You are afraid to report to the police.

**43. Differently Abled, Mandated Reporting (Significant Other)**

You are a staff member at a home for people with disabilities. You have a strong suspicion that one of the women in the home is being assaulted by another staff member. You don't know what to do and call the hotline for support.

Suggestions for your role:

- You have heard the woman crying.
- You are afraid to falsely accuse someone out of fear that you may lose your job.
- You are wondering what the warning signs of someone being assaulted are.
- You were recently reprimanded by your boss for being late.

**44. Elderly, Recent Assault (Survivor)**

You are a seventy-year-old woman who was assaulted last night in your house. You got the hotline's number from the phonebook. You are in pain but don't know what to do. You are embarrassed to go to your doctor because he has been a friend of yours for thirty years and you do not think that he will understand. You do not want to tell your daughter what happened, but she is your only support system.

Suggestions for your role:

- You can't remember what the assailant looked like.
- You do not want to burden your daughter; she has a family of her own to care for.
- You are afraid that your daughter will insist that you move in with her.
- You can't believe that this is happening to you.

**45. Elderly, Recent Assault (Survivor)**

Yesterday, as you were bringing in the mail, a young man you had never seen before pushed his way into your house and raped you. You don't understand why anyone would do this to you because you're sixty-five years old. You haven't told anyone about what happened. You are embarrassed to talk about it.

Suggestions for your role:

- You are very reluctant to talk about the assault.
- You are afraid to leave your house and have checked the doors and windows every hour to make sure that they are locked.
- Your son lives in San Francisco and is too busy to be bothered.
- You don't know what kind of resources are available for people who have been assaulted—this just didn't happen in your day.

**46. Mandated Reporting (Survivor)**

You were sexually abused by a massage therapist that you have been going to for a number of years. You want to know what your rights are. You also are having trouble trusting people.

Suggestions for your role:

- The assault occurred in your house.
- You are concerned for your safety, as well as the safety of your friends who also see this massage therapist.
- You have a thirteen-year-old daughter who lives with you.
- You are considering calling your ex-husband to come and take your daughter.

**47. Lesbian/Gay (Survivor)**

You were raped two weeks ago. You would like to talk about what happened to you. You feel a need to tell the details of the assault over and over again. You would also like to talk about how you can deal with telling your partner. You are a lesbian.

Suggestions for the role:

- You have been dating your girlfriend for a year.
- You are very close to your brother and sister.
- Your girlfriend works for a civil attorney.
- You want to know if you can report without using your name and being contacted.

**48. Multiple Calls (Adult Survivor of Child Sexual Abuse)**

You are Carla, a twenty-two-year-old college senior.

**Call 1:** A close friend of yours (named Sybil) was raped last night. The assailant is an acquaintance of Sybil's roommate. Sybil called you because you are the only person she feels she can trust right now. You want the sexual assault counselor to tell you how to help your friend.

**Call 2:** Sybil wants you to go with her to the sheriff's department to report the assault. She is scared because she doesn't know what to expect. Neither do you. Does Sybil really have to do this?

**Call 3:** You are starting to get tired of hearing Sybil talk about this assault. Bad things happen to lots of people, and they get on with their lives.

**Call 4:** The main reason it is so hard for you to be supportive of Sybil is because her assault has stirred up memories of your being fondled by a stranger when you were eleven years old.

**49. Multiple Calls, Suicide Issues, (Male Survivor)**

You are Arwen, a forty-seven-year-old junior high school teacher.

**Call 1:** You were raped five years ago by an acquaintance and never told anyone. You have lived in town for a year and do not have any close friends. You live alone with two cats. You are plagued by nightmares about the assault.

**Call 2:** You fell asleep and had a horrendous nightmare. You are afraid to go back to sleep. Be vague and unclear about what you want, but also try to keep the sexual assault counselor from winding up the phone call.

**Call 3:** You are thinking about killing yourself. You do not have a plan for doing so. (Do not let the sexual assault counselor talk you out of being suicidal.)

**Call 4:** If the sexual assault counselor got a verbal no-suicide agreement out of you, use this as a check-in call. If the sexual assault counselor did not get a no-suicide agreement from you, do not make this fourth call.

**50. Multiple Calls, Criminal Justice (Survivor)**

You are Joyce, a fifty-two-year-old living on disability.

**Call 1:** You were beaten and raped a year ago by a man you knew only by sight because you both frequented the same bar. You reported the assault to law enforcement, and the district attorney filed the case. You have just finished three days of being on the witness stand. You are upset, weepy, needing lots of reassurance.

**Call 2:** You have just found out that a not guilty verdict was returned for your assailant. At the beginning of the call you are crying. As the call progresses, you become angrier and begin talking about getting a gun or doing something to get revenge on the assailant.

**Call 3:** You have been drinking, and it is difficult for you to stay on track in this conversation. You want to talk about how depressed and alone you feel and that the not guilty verdict makes it seem as though the assault was your fault.

**Call 4:** Since the last time you spoke to this sexual assault counselor, you have used the hotline again. The other sexual assault counselor you spoke to that time was not helpful. You are angry that you did not get the support you expected from the hotline. (Underneath this anger about the other sexual assault counselor are some feelings about how distant your boyfriend has become in the past few months.)

### 51. Multiple Calls, Pregnancy, Self-defense (Survivor—Recent Assault)

You are an anonymous caller in your late forties.

**Call 1:** You were assaulted two weeks ago. You made a police report but refused to have a medical-legal exam. The assailant has not been arrested. You have a lot of fear about this because you live alone. Although he was a stranger, he said he had been watching you for a long time.

**Call 2:** The police have nothing to tell you about the status of your case. You suspect they may be brushing you off. What else can you do?

**Call 3:** Your period is late. You are very anxious.

**Call 4:** You have some questions about self-defense classes. (If this issue has already come up, make this call instead be about processing some fears and concerns that came up after you took the center's self-defense class.)

### 52. Multiple Calls, Sexual Harassment

You are Shirley, age thirty-two.

**Call 1:** One of your husband's male friends (David) has been coming on to you. You've tried to talk to your husband, Mark, about this, but he just dismisses the idea. He thinks you're just jealous of the time he spends hanging out with David.

**Call 2:** You and your husband went to a bar last night. David was there. He was drunk. While your husband was away from the table, David rubbed his hand across your chest, and then made a joke about it. On the way home, you and Mark got into an argument because you told him not to invite Mark to the barbecue you are having at your house next week.

**Call 3:** You had sex with your husband this morning, even though you didn't really want to. This issue about David is still unsettled as far as you are concerned. You're starting to wonder about how much like David your husband is. You didn't really want to have sex with him, but he was insistent and you started to feel guilty. Afterward you felt used.

**Call 4:** David called you this morning when he knew your husband was gone and described in detail a fantasy he has about you. He said he would call you again.

### 53. Criminal Justice (Survivor)

You were assaulted six weeks ago and at that time you reported to the sheriff's department. The preliminary hearing is in three days. You know you are supposed to testify but have no idea what that means.

Suggestions for your role:

- You are afraid to go to court by yourself. You have a hard time dealing with authority figures (like police, judges).
- You are concerned about how to explain this at work so that you can get time off for your court appearance.
- Ask the sexual assault counselor if you are required to testify or if there are other options.
- You talked to a sexual assault counselor once, but you didn't like her.

### 54. Acquaintance Rape, Recent Assault (Survivor)

You call the hotline because you were raped an hour ago. You are scared and think you want to report to the police but are not sure what that would entail.

Suggestions for your role:

- You are a twenty-six-year-old graduate student, and you live with your father. You are calling from home.
- Your attacker is a man you danced with in a bar earlier this evening.
- Your relationship with your father is rather rocky. You live with him for financial reasons.
- You don't have any close friends because school consumes your whole life.

### **55. Law Enforcement (Survivor)**

You made a police report two weeks ago and haven't heard from the detective since then. You are very upset about what appears to be their lack of concern. You are also having nightmares about the rape and have begun feeling scared to go out by yourself.

Suggestions for your role:

- You have been married for two years.
- Your husband, while generally supportive, is uneasy with the fact that you reported the assault. The idea of a public trial makes him uncomfortable.
- You are wondering if you should get a prescription to treat your anxiety.
- How do you know if what you are going through is normal for a survivor?

### **56. Accompaniment, Medical (Survivor)**

You are calling the rape crisis center because you are worried about having AIDS. You were raped two weeks ago by a stranger.

Suggestions for your role:

- You received *no* medical care after the assault.
- You don't want to talk about anything except AIDS.
- You would feel terribly humiliated if word got out that you had an AIDS test.
- If the sexual assault counselor brings it up, be very receptive to the idea of her accompanying you to a clinic for an AIDS test.

### **57. Acquaintance Rape, Anonymous Report Form, Confrontation (Survivor)**

You were assaulted last year after a party you attended with some friends and did not report to law enforcement. You see your assailant around town and are very angry every time you see him or think about what happened. You still don't want to report the crime but would like to do something.

Suggestions for your role:

- You ran into him earlier this evening at a bar. You are still very agitated because of the encounter.
- You are calling to find out what your options are.
- You talk about some guys you know who might be willing to rough him up as a favor to you.
- You are not interested in short- or long-term counseling; you just want that slime-ball to get what's coming to him.
- You could find out from your network of friends and acquaintances where this guy lives.



**58. Adult Survivor of Child Sexual Abuse, Self-inflicted Violence (Survivor)**

You are feeling an overwhelming urge to cut yourself.

Suggestions for your role:

- You were molested by your teenage cousin for several years when he or she was baby-sitting you.
- You attempted suicide at age sixteen by taking an overdose of aspirin, but all it did was make you very sick.
- There is a big family reunion coming up in a couple of weeks, and the cousin will probably be there. Every time you think about seeing the cousin, you want to cut yourself.
- No one in your family knows about the molestation or the cutting.

**59. Acquaintance Rape, Confrontation, Sexual Harassment (Survivor)**

You are a survivor who was assaulted four months ago by a coworker. At that time, you decided not to report the assault but now would like to know what you can do other than reporting to law enforcement. A friend suggests confronting the assailant. You call to find out more about “confrontations.”

Suggestions for your role:

- You still work with the assailant.
- The assailant consistently has been asking you for “another date.”
- You told a female coworker, and she believes it is your fault that you were assaulted.
- You have a close friend who encouraged you to call.

**60. Nightmares/Suicide Thoughts (Survivor)**

You just woke up from a nightmare about a sexual assault experience you had about a year ago.

Suggestions for your role:

- You’re feeling scared. You’re afraid that feelings about the assault might never go away.
- Sometimes the thought of killing yourself crosses your mind, although you’re sure you’d never do something like that.
- You think that you should be “over it by now.”
- You live alone.

**61. Recent Assault, Unreported/Secret**

You call the rape crisis hotline because you were raped two weeks ago. You did not call law enforcement, and you have not gone to a medical doctor and don’t want to. You haven’t told anyone up until now, although you live with two female roommates and a boyfriend. You are upset and scared.

Suggestions for your role:

- You are scared that if your boyfriend finds out he will want to end your relationship.
- One of your roommates has admitted in the past to you that she has a crush on your assailant.
- You are having trouble sleeping.
- There is a party on Friday night at your house, and the assailant has already been invited.

**62. Impatient with Symptoms (Survivor)**

You were assaulted two months ago. You took a leave of absence from work, and you just don't feel like doing anything. You haven't eaten much, you've lost fifteen pounds, and you're tired of people telling you that you have to eat. You don't understand why you aren't over the assault.

Suggestions for your role:

- Your mother has threatened to take you to the doctor if you don't start eating.
- You are very angry at your friends and family.
- You have started exercising every day.
- You were forced to perform oral copulation.

**63. Rape Drug Inquiry**

You saw a news report about something called a "rape drug." You don't know what it is except that it's something guys are slipping into women's drinks. You call to get more information because you think it's really scary.

Suggestions for your role:

- You go to bars and parties almost every weekend.
- You have a friend who thinks she was drugged last month.
- You are a junior in college.
- You have had a few nightmares about being given a "date-rape drug."

**64. Daughter Raped (Mother)**

You are the mother of a sixteen-year-old young woman who was raped six months ago. You and your daughter reported the assault to law enforcement, and your daughter went through the SART exam for collection of evidence. She didn't get tested for AIDS at that time. You would like her to be tested now and are calling the hotline to seek information.

Suggestions for your role:

- You have heard that there is free HIV testing in the area.
- You are a single parent.
- You were also raped as a teenager and are wondering if this information will help your daughter.
- You feel responsible for your daughter's assault (that is, a family curse).

**65. Unreported Assault, Fears STDs (Survivor)**

You were raped last year by an ex-boyfriend. You did not report to law enforcement but sought treatment at a community health clinic. You told the nurse practitioner you had "rough sex" with your boyfriend when in actuality he raped you. The nurse briefly discussed STDs with you.

Suggestions for your role:

- You just saw your ex-boyfriend at a party, and he acted like nothing was wrong.
- It took you a few months to break up with him after the assault.
- You think you may have contracted genital warts.
- You are concerned about the warning signs of STDs.

**66. HIV Testing Information (Survivor of Three Years)**

You've recently attended an AIDS awareness presentation at your school. This brought on fears for you in relation to your assault three years ago. You were never tested for the HIV virus. You call the hotline to learn about your options.

Suggestions for your role:

- You were raped by an acquaintance at a party.
- You have a new partner and are having unprotected sex.
- Your partner does not know about your assault.
- You have started drinking more regularly since the assault.

**67. Survivor of Three Months, No Period Since**

You were assaulted three months ago and have not had your period since. You received no medical assistance.

Suggestions for your role:

- You haven't told anyone about your assault.
- You don't want to go to Planned Parenthood because your best friend's mom works there.
- You are very scared.
- You are still in high school.

**68. Survivor of One Month, Herpes Symptoms**

You were raped one month ago by an acquaintance and are now showing symptoms of herpes.

Suggestions for your role:

- Your boyfriend has been wondering why you have not been affectionate lately. He does not know about the assault.
- You have told a few friends about the assault, and they are very supportive.
- Your parents are coming into town later this week.
- You are not working and are looking for low-cost medical care.

**69. Violence Against Women Joke**

You're a man in your twenties who attends City College. At a recent small party with friends, you cracked a joke about how you could understand why Madonna got beat up by Sean Penn because "she is so ugly." One of the women got furious at you and called you a sexist pig. You were only trying to get a laugh and feel hurt and defensive. After all, it was only a joke, right?

Suggestions for your role:

- You want to speak to a male advocate.
- You just broke up with a girl who is now claiming that you slapped her one night.
- Your female friends are avoiding you.
- All of your male friends laughed at the joke.

**70. Fear of Catching AIDS from Recent Survivor (Significant Other)**

Your girlfriend was raped three weeks ago. She hasn't wanted to be sexual until now but has just decided she'd like to again. You are scared that she might have AIDS or something and aren't sure what to do. You're thirty years old.

Suggestions for your role:

- You asked her not to go to the party the night she was assaulted.
- You want to support her, but you are also concerned about your own health.
- You have been encouraging her to call a counselor.
- You feel it was your fault and that you could have prevented it.

### **71. Mother Assaulted, Recovering Alcoholic (Daughter Calls for Help)**

Your mother was assaulted last week by an acquaintance. You don't know how to support her. She's a recovering alcoholic and has been sober for three years. She is very close to drinking again. You call the hotline to ask how best to support her.

Suggestions for your role:

- You are having trouble with your own feelings and want to go out with friends for a drink.
- You are close to your mother.
- Your mother and father were divorced a few years ago.
- You want to get revenge on the assailant and know where he lives.

### **72. Granddaughter Raped, Wants to Be Supportive**

You are a sixty-nine-year-old woman whose granddaughter was raped last week. You feel that her family is blaming her for the assault. You know it was not her fault but are confused about what you should say to her.

Suggestions for your role:

- You have just recently moved into the house.
- You don't know how to approach the younger generation.
- You have your own concerns about her behavior.
- You notice that she has been spending a lot of time away from the house.

### **73. Survivor Needs Help with Anniversary**

You were assaulted a year ago, and the anniversary of the assault is this weekend. You don't know how you're going to get through it and call the hotline for support.

Suggestions for your role:

- You are having trouble sleeping and are having a lot of flashbacks.
- You want to return to the scene of the crime.
- Your friends have been asking when you are going to move on with the rest of your life.
- You are very upset and want it to all be over.

### **74. Survivor/Unreported Assault, Fears Reprisals**

You were raped at a party last night by three men, all of whom you know. You have not called the police, because you fear retribution. You are scared and know you should see a doctor.

Suggestions for your role:

- You have just been sitting in your room ever since the assault.
- You had a beer at the party last night.
- Your roommates are gone for the weekend, and you don't know who to call.
- Your whole body hurts.

**75. Spouse of Incest Survivor Having Trouble with Sex (Survivor)**

Your wife is an incest survivor. She is in counseling and seems to be doing much better than she did in the past. However, the work she is doing in counseling seems to affect your sexual relationship. You are upset.

Suggestions for your role:

- You are sick of her always using this as an excuse not to have sex.
- You feel you have always been supportive.
- You are starting to question the effectiveness of counseling for your wife.
- You have your own incest issues that have been put on the back burner so that you could be there for her.

**76. Caller Knows Both Parties in Assault, Wants Advice**

You call because a male friend of yours has been accused of sexual assault. You are very confused because you know both people involved. You find it hard to believe that rape happens as much as people say.

Suggestions for your role:

- You are a thirty-five-year-old man.
- You have heard a lot of false reports on the news.
- Your wife is a survivor of sexual assault.
- Both friends are asking you to take their side.

**77. Wants to Take Revenge (Significant Other)**

You are a significant other who has come with your girlfriend to a SART call. You are very upset and want to go out and beat up the assailant.

Suggestions for your role:

- You know the assailant.
- You own a gun.
- She has been begging you not to seek revenge.
- You are feeling claustrophobic about this whole experience and want to leave.

**78. Assault Within Twenty-four Hours (Teen Survivor)**

You are seventeen. Last night you were raped at a party near the college. You are scared to tell your mother or anyone else.

Suggestions for your role:

- You do not want to report.
- You do not want to seek medical attention.
- You overheard that the assailant was twenty-six years old.
- You do not want anyone to find out that you were drinking at the party.

**79. Male Significant Other**

Your wife was assaulted two weeks ago. You encouraged her to report the assault and to go through the SART exam. You made all the calls for her, including the call to Victim Witness. You feel she will need long-term counseling to help her deal with the assault. You call the hotline for support.

Suggestions for your role:

- Your wife hasn't been sleeping since the assault.
- You're starting to feel as though she is blaming you.
- You want to tell your friends but are afraid that they will think it is your fault.
- You have taken time off work to help her.

### **80. Relationship Issues (Survivor)**

You are a survivor of sexual assault that occurred a few months ago. Your partner has been very supportive of you during your healing process but now can't understand why it is you still don't want to have sex.

Suggestions for your role:

- You are afraid that your partner is going to leave you.
- You have been considering just having sex to get it over with.
- You have been thinking about starting counseling.
- You have been crying uncontrollably all day.

### **81. Suspected Assault (Parent of a Teen)**

You think your sixteen-year-old daughter may have been sexually assaulted. The daughter came home from a party last night and went straight to her room, where you heard her crying.

Suggestions for your role:

- You asked her if something happened, and she just slammed the door.
- You haven't really been getting along very well and feel that she is growing up too quickly.
- You have called her friends, and they aren't telling you anything.
- You want to take her to your therapist.

### **82. Sexual Harassment (Survivor)**

Every time you use the copy machine, Felix, one of your supervisors, follows you into the room and stands too close to you. Sometimes he tries to rub up against you. You've only been working for the company for three weeks. The pay is good, and there are only ten employees so there's a nice close relationship between people.

Suggestions for your role:

- You are twenty-seven years old.
- Your best friend was stalked five years ago.
- You were unemployed for a year prior to this new job.
- You live with two close friends.

### **83. Immigrant, Recent Assault (Survivor)**

You were raped early this morning by an acquaintance after he gave you a ride home from work. You know you need medical attention but are afraid that reporting to the police will interfere with gaining permanent citizenship. Your husband won't be home from work until dinnertime and you don't want him to know what happened.

Suggestions for your role:

- You are forty years old.

- You and your husband came to the United States from Sarajevo, Yugoslavia, two years ago.
- You were a nursing supervisor, and your husband was an engineer in Yugoslavia. You now work at a minimum-wage job as an assembler on the graveyard shift. Your husband works as a waiter. You both have green cards.
- You don't have transportation.

#### **84. Undocumented Worker, Recent Assault (Survivor)**

You were raped by your apartment manager when he came to collect the rent. He threatened to call the INS if you told anyone.

Suggestions for your role:

- You are twenty-one years old.
- You have three children ages two, three, and six months.
- Your husband is a day laborer. He works very hard to support his family here and sends money home to both your families in Guatemala. He is a good husband and father. You don't want him to know what happened.
- You are afraid the apartment manager will come back again.

#### **85. Non-U.S. Tourist, Very Limited English-language Skills, Stranger Rape (Survivor)**

You were raped by a stranger who had been on the same bus with you. He got off at the same stop and was very friendly. He walked with you about a block and then pulled you into a small park, where he assaulted you. You are calling from the hotel room you are sharing with three friends.

Suggestions for your role:

- You are a twenty-two year old student visiting California for the summer.
- You have been in the United States on a tourist visa for two months and speak very little English. You tend to say yes even when you don't understand what is being said.
- Your friends aren't expected back for several more hours.

#### **86. Acquaintance Rape, Religious (Survivor)**

You were assaulted by a man after your second date with him. After a nice dinner out with "Jesse," you invited him over to have a glass of wine and watch a video. You fell asleep on the couch before the movie ended and woke up with him on top of you. You told him to leave, and he acted very surprised, saying, "I thought that's what you expected when you invited me over for drinks and a late-night romantic movie." You don't know exactly what happened but do know that your underpants were wet and that Jesse's pants were unzipped when he got off of you.

Suggestions for your role:

- You are a fundamentalist Christian.
- You think you "asked for it" by inviting a man into your home and that God must be angry with you for letting this happen.
- Jesse is a very nice man who attends your church. You think that you shouldn't call the police and should instead pray for Jesse. You are concerned that you won't be able to forgive him.
- You ask the sexual assault counselor if she has "found Jesus."

**87. Acquaintance Rape, Homophobic (Survivor)**

You were raped by an acquaintance a year ago and believe that it's time to talk about some of the feelings that have surfaced. You're considering counseling.

Suggestions for your role:

- You were reluctant to call the rape crisis center because you've heard there are a lot of "man-hating" lesbians working there and you're afraid they just won't understand what you're going through.
- You think a lesbian counselor might come on to you.
- You ask the sexual assault counselor if she is a lesbian.
- You are the manager of the human resources department of a large corporation, and you are used to being in control.

**88. Racist (Significant Other—Male)**

Your girlfriend is a rape survivor and suggested you call to get some support and information. You don't want to see a Latina/o counselor because your girlfriend was raped by a Latino and you think the counselor will "protect her own people."

Suggestions for your role:

- You're only calling because your girlfriend asked you to call.
- Ten years ago, your younger sister was molested by the next-door neighbor, who is Latino.
- You ask the counselor her ethnicity.



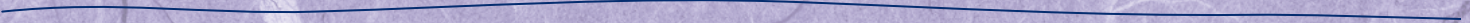




# Appendix



**CALCASA**  
CALIFORNIA COALITION  
AGAINST SEXUAL ASSAULT





# Appendix

Sample Documents	235
OCJP Training Certification and Requirements	247
Sample Syllabus	253
Bibliography	257





# Sample Documents

## Information letter

May 1, 1999

Dear Friend,

Thank you for expressing an interest in our Sexual Assault Counselor Training Program.

The training covers the psychosocial, emotional, medical, and legal aspects of sexual assault, the dynamics of violence against women, and related issues. The 54-hour course prepares volunteers to provide crisis intervention, counseling, accompaniment, and advocacy services to survivors of sexual assault and their significant others. It is also a prerequisite for people who would like to volunteer in our Community Education and Prevention Program.

Our next training will be held June 1 through July 15. Classes are on Tuesday and Thursday evenings from 6:00 P.M. to 9:00 P.M. and on Saturday, June 12, and Saturday, June 26, from 9:30 A.M. to 4:30 P.M.

If you are interested in joining our upcoming training, please read the enclosed information and return the completed application to our office before May 15. Upon receipt of your application, we will call you to schedule an orientation interview.

Please feel free to call me with any questions about Sexual Assault Counselor Training or other volunteer opportunities at the Rape Crisis Center. I look forward to hearing from you soon.

Sincerely,

Felicia Facilitator

Volunteer Coordinator

## Sexual Assault Counselor Training Qualifications

Because of the nature and intensity of the training program, applicants must meet the following minimum qualifications:

- Applicants must have an interest in assisting sexual assault survivors and significant others.
- Applicants must be 18 years of age.
- Sexual assault survivors must be emotionally ready to assist other survivors and be no less than a year past their own assault/abuse experience.
- Past or present perpetrators of sexual or physical abuse and/or any violent crime are not eligible to participate in Sexual Assault Counselor Training.
- Applicants must give consent for and understand that the Rape Crisis Center may conduct a criminal background check.
- Applicants with a history of chemical dependency must have been clean and sober for at least one year prior to training.
- Applicants must be able to attend all training sessions.
- Applicants must be able to attend monthly case management meetings.
- Applicants must commit to one year of volunteering with the Rape Crisis Center.

The Rape Crisis Center staff reserves the right to refuse enrollment to anyone whom they feel is not suitable to the program. Participation in training does not guarantee certification as a sexual assault counselor, nor does it guarantee a volunteer assignment.

## Sexual Assault Counselor Training Application

This application is confidential and will be read only by Rape Crisis Center staff.

Thank you for your interest in the Rape Crisis Center Sexual Assault Counselor Training Program. We welcome prospective volunteers from diverse backgrounds and experience and hope you will consider joining in our work. Please return this completed form to our office at: 1234 Main St., Your Town, CA 90000.

Name \_\_\_\_\_ Date of birth \_\_\_\_\_

Address \_\_\_\_\_

City, state, ZIP \_\_\_\_\_

Daytime phone \_\_\_\_\_ Evening phone \_\_\_\_\_

- What is your interest in training to become a sexual assault counselor?
- Describe some of your life, educational, and/or work experiences that may be helpful in your work as a sexual assault counselor.
- What qualities, expertise, or other skills do you have that may be helpful in your work as a sexual assault counselor? What do you feel are your strongest assets?
- Have you been involved with any other volunteer organization? Please list organization, dates, general duties, and name of supervisor.
- Are you a survivor of sexual assault or child sexual abuse? (If yes, when did the assault or abuse happen? Did you seek counseling or other support services?)
- Have you ever perpetrated any form of sexual abuse, harassment, or assault?

- Can you commit to attend all of the training sessions?
- Can you commit to attend monthly volunteer meetings?
- Can you make a one-year commitment to working at the Rape Crisis Center?
- How did you learn about the Sexual Assault Counselor Training Program?

Newspaper     T.V. ad     Radio ad     Posted flyer  
 Friend     Rape crisis presentation    Other \_\_\_\_\_

- Is there anything else you would like to tell us?

Please list three references:

Name \_\_\_\_\_ Relationship to applicant \_\_\_\_\_  
 Address \_\_\_\_\_  
 City, state, ZIP \_\_\_\_\_  
 Phone \_\_\_\_\_

Name \_\_\_\_\_ Relationship to applicant \_\_\_\_\_  
 Address \_\_\_\_\_  
 City, state, ZIP \_\_\_\_\_  
 Phone \_\_\_\_\_

Name \_\_\_\_\_ Relationship to applicant \_\_\_\_\_  
 Address \_\_\_\_\_  
 City, state, ZIP \_\_\_\_\_  
 Phone \_\_\_\_\_

I have read and understand the requirements for Sexual Assault Counselor Training.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## Sexual Assault Counselor Pretraining Interview

*Interviewer: Explain the purpose of the interview.*

1. Please tell me a little about yourself.
2. How did you come to know about the Sexual Assault Counselor Training Program?
3. What is your motivation for wanting to enroll in this training?
4. What special strengths and skills do you have that will make you an effective advocate/counselor?
5. Do you speak any languages other than English?

*Interviewer: Discuss the role of the Sexual assault counselor. Clarify expectations.*

6. What past or current experience do you have that might help you in this work?
7. How do you think you work in crisis situations?
8. How do you think you would interact with law enforcement? With hospital personnel?
9. We work with a diverse client base, including people who are homeless; people with mental and physical disabilities; people from different religious, ethnic, and cultural backgrounds; people of different sexual orientations; children; and men. What concerns do you have about working with any of these individuals?
10. What experience do you have with sexual assault? Are you a survivor of sexual assault, sexual harassment, or child sexual abuse?
11. Have you ever perpetrated any form of sexual abuse, harassment, or assault?

*Interviewer: Review the training agenda and requirements. Clarify expectations.*

12. Can you commit to attend all of the training sessions?
13. Can you commit to attend monthly volunteer meetings?
14. Can you make a one-year commitment to working at the Rape Crisis Center?
15. Is there anything else you would like to tell us?

## Sexual Assault Counselor Pretraining Screening Summary

Applicant name \_\_\_\_\_ Phone \_\_\_\_\_

1. Application reviewed by \_\_\_\_\_ Date \_\_\_\_\_

2. Decision:    \_\_\_ Interview            Interview scheduled:            Date \_\_\_\_\_    Time \_\_\_\_\_  
                   \_\_\_ Don't interview    Notified by letter/call:        Date \_\_\_\_\_

3. References checked by \_\_\_\_\_ Date \_\_\_\_\_

4. Interviewed by \_\_\_\_\_ Date \_\_\_\_\_

5. Decision:    \_\_\_ Accept                    Acceptance call/letter            Date \_\_\_\_\_  
                   \_\_\_ Deny                      Notified by letter/call            Date \_\_\_\_\_

### Considerations:

- Does the applicant seem genuinely interested in the work?
- Does the applicant demonstrate emotional maturity?
- Does the applicant demonstrate a willingness to learn?
- Does the applicant have any background, experience, or special skills that would contribute to being in training?
- Do the references support the applicant's participation in training?
- Can the applicant commit to attending all training sessions?
- Can the applicant make a one-year commitment to the job?
- Is the applicant at least 18 years of age?
- Does the applicant have any survivor issues that could interfere with the ability to do this work?
- Does the applicant have any history as a perpetrator of sexual assault, abuse, or harassment?
- Other observations, concerns, comments:

## Session Design Checklist

1. Objectives
  - a. \_\_\_\_ Are the objectives stated in terms of what the participants should learn and  
b. \_\_\_\_ what they should be able to do as evidence that they have learned?
2. Presentation
  - a. \_\_\_\_ Does your session cover not only *what* you're going to teach, but *how*?
  - b. \_\_\_\_ Have you provided participants with an overview of what they will be learning?
  - c. What techniques have you planned to get participants interested in and receptive to the subject?
    - \_\_\_\_ Examples or case studies
    - \_\_\_\_ Controversial statements
    - \_\_\_\_ Opening questions
    - \_\_\_\_ Description of the problem
  - d. \_\_\_\_ Is instruction "compartmentalized" so that each topic is introduced, taught, dealt with by participants, and "tested" before you go on to the next topic?
  - e. \_\_\_\_ Are examples or experiences related to everyday events participants are likely to have encountered?
  - f. What techniques have you planned to allow students to "learn by doing"?
    - \_\_\_\_ Questions
    - \_\_\_\_ Discussions
    - \_\_\_\_ Case studies
    - \_\_\_\_ Simulations
    - \_\_\_\_ Participant demonstrations
    - \_\_\_\_ Role-playing
  - g. \_\_\_\_ Have you planned an activity to test whether objectives have been met?
  - h. \_\_\_\_ Is your plan written so that you can quickly spot the aids you want, the questions to ask, and the activities to do?
3. Visual Aids
  - a. \_\_\_\_ Are your visual aids planned as aids rather than the heart of your presentation?
  - b. \_\_\_\_ Was the visual aid chosen to help put a point across rather than because it is popular or available?
  - c. \_\_\_\_ Are your visual aids suited for the group size and room layout?

## Session Preparation Checklist

*Sometimes I'm exhausted before class even begins—getting handouts together, reserving the videotape, confirming speakers, setting up the room. It's not hard, but someone still has to do it.*

A TRAINING FACILITATOR

Because of the nature of rape crisis work, facilitators often find themselves with little or no time between their regular, day-to-day work involving crisis and a training session. You need to *expect* this and plan accordingly.

A session guide or checklist for each session can help you organize necessary preparations as well as remind you about key activities during a session. It also provides a written record of tasks that might be shared by a coworker or volunteer.

A sample Session Guide and Checklist follows. You are encouraged to customize it for your own program and training style.

### Sexual Assault Counselor Training Session Guide and Checklist

Day/Date

Session #

Topics

- Check-in Exercise
- Homework from Last Session
- Guest Presenter(s)
- Video(s)
- Visual Aids
- Role-playing
- Manual Sections
- Other Materials/Supplies
- Room Setup
- Site Reservation
- Discussion/Lecture Notes
- Issues/Topics Leftover from Previous Session(s)
- Handouts
- Reminders for Next or Upcoming Sessions
- Homework for Next Session
- Checkout Exercise

# Session Feedback Form – Sample A

Class Date: \_\_\_\_\_

Subject: \_\_\_\_\_

<b>Session Content</b>	Strongly Disagree			Strongly Agree
The information was interesting.	1	2	3	4
The information was relevant to the role of sexual assault counselor.	1	2	3	4
<b>Presenter</b> (name) _____*				
The speaker was effective as a presenter.	1	2	3	4
The presenter was knowledgeable about the subject.	1	2	3	4
The presenter applied the information to the role of sexual assault counselor.	1	2	3	4
Comments _____				

**Material**

The materials were well organized.	1	2	3	4
The materials will be useful to me in my role as sexual assault counselor.	1	2	3	4

**Videos, Exercises/Activities**

The video/film _____ was useful for learning course concepts.	1	2	3	4
The activity _____ was useful for learning course concepts.	1	2	3	4
The activity _____ was useful for learning course concepts.	1	2	3	4

**General Feedback**

I feel confident enough about this subject to work with a client.	1	2	3	4
---	---	---	---	---

I would like more information about :

What was most useful about this session?

What was least useful about this session?

How could this session be improved?

Other comments:

\* When there is more than one presenter per session, duplicate this section for each presenter.

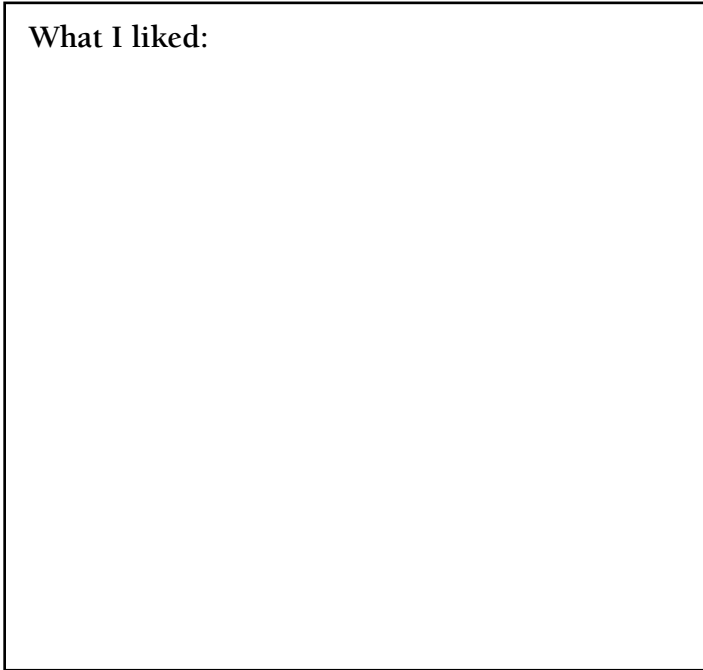
# Session Feedback Form – Sample B

Class Date: \_\_\_\_\_

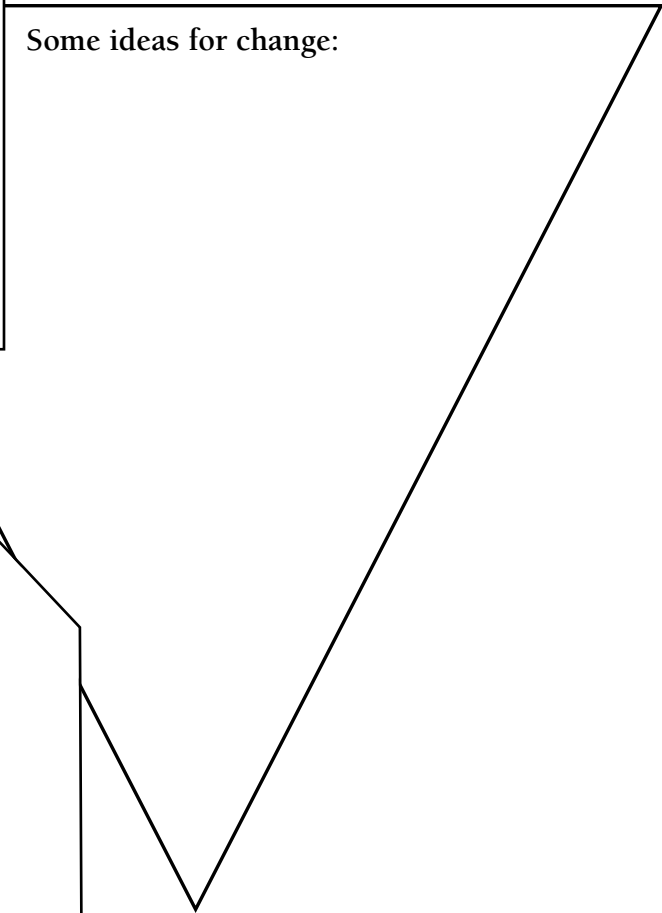
Subject: \_\_\_\_\_

Presenter(s): \_\_\_\_\_

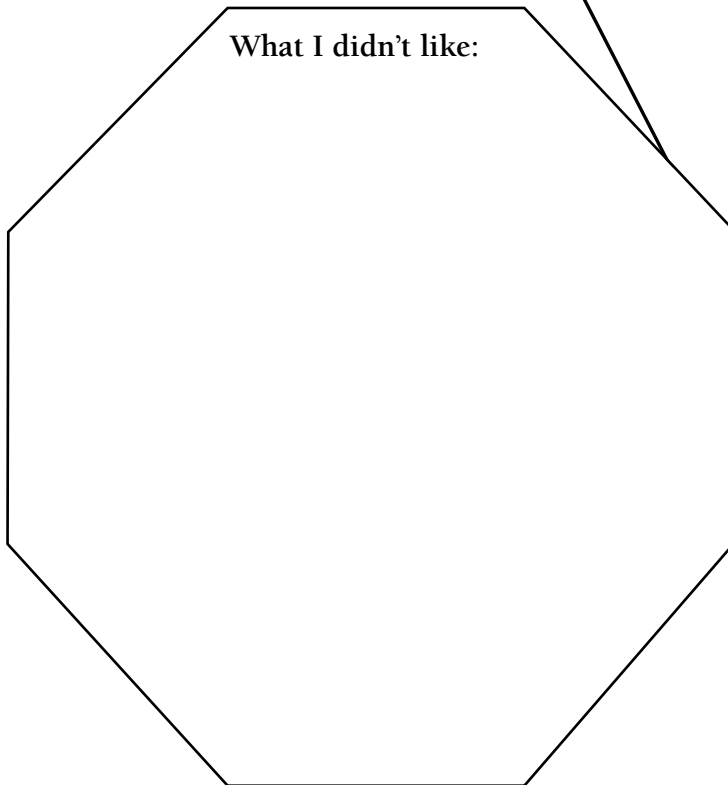
**What I liked:**



**Some ideas for change:**



**What I didn't like:**



## Training Course Feedback Form – Sample C

Thank for your taking the time to complete this form. Your feedback is extremely valuable and the best source of information about our training program. Please help us identify our strengths as well as any areas in which we can make improvements.

### **Training manual**

How would you rate the usefulness as a reference tool?

Not useful					Extremely useful
1	2	3	4	5	

What do you like about the training manual?

How could it be improved?

### **Handouts and resource materials** (articles, brochures, etc.)

Which handouts or resource materials were most helpful?

### **Training Site**

How would you rate the comfort and setup of the training site?

Inadequate					Excellent
1	2	3	4	5	

How could the setting be improved?

Do you have any suggestions for alternative sites or “field trips”?

### **Guest Presenters** (Please talk about both the content and the style of their presentations.)

Which guest presenter(s) did you enjoy the most and why?

Which guest presenter(s) did you enjoy the least and why?

### **Training**

How would you rate the

Length of individual sessions

Length of the overall training program

Too short			Just right		Too long
1	2	3	4	5	
	1	2	3	4	5
	Low				High
1	2	3	4	5	

Appropriate balance between theory and practical application

What were the most effective methods of learning for you?

\_\_\_ lectures    \_\_\_ discussions    \_\_\_ role-plays    \_\_\_ videos    \_\_\_ exercises    \_\_\_ field trips

\_\_\_ other \_\_\_\_\_

Did the training meet your expectations?

What did you like most about the training?

What did you like least about the training?

How could the training be improved?

### **Facilitator**

How would you rate the facilitator's	Low				High
Knowledge of the material	1	2	3	4	5
Teaching ability	1	2	3	4	5
Ability to facilitate discussions	1	2	3	4	5
Ability to encourage participation	1	2	3	4	5
Respect for participants	1	2	3	4	5
Responsiveness to your needs as a student	1	2	3	4	5

What did you appreciate most about the facilitator?

How could the facilitator improve her or his performance?

Other comments for the facilitator?

### **How do you feel about becoming a sexual assault counselor?**

How prepared do you feel to be a sexual assault counselor?

In what areas would you like more information or resources?

Are there any skills or tasks for which you would like additional support or practice?

### **Last, but not least . . .**

Please share any other ideas, concerns, suggestions, criticisms, or comments about any aspects of the Sexual Assault Counselor Training Program.



# OCJP Training Standards and Certification Requirements



**R**APE CRISIS CENTERS FUNDED BY THE CALIFORNIA Office of Criminal Justice Planning (OCJP) are required to provide a minimum of forty hours of sexual assault training in order to meet the statutory requirements for confidentiality per Evidence Code 1035 et seq. Evidence Code 1035.2(a)(2) also specifically requires role-playing as part of the forty-hour training. The training curriculum must include, but is not limited to, the following subject areas: rape trauma syndrome; child sexual abuse; crisis intervention principles and techniques; mandated reporting laws; confidentiality; referral methods and resources; historical, psychological, and sociocultural aspects of sexual assault; and the provision of services directed toward groups that have experienced discrimination. All of the above subject areas are to be specific to sexual assault victims. This is considered the minimal level of adequate training.

The OCJP Sexual Assault Training Certification application clearly defines the minimum number of hours that are required for certification in each of nine core training units (outlined below) and summarizes the number of hours that must be dedicated to each unit. It also outlines the parameters for the training hours, including what can and cannot be counted toward the minimum hours and content.

Centers that receive both rape crisis and domestic violence funds are statutorily required to provide forty hours of training in *both* of these subjects. OCJP recognizes that there will be some crossover information, such as counseling skills, marital rape, and other topics. OCJP, as well as experts in rape crisis and domestic violence, further recognize that there are additional unique areas that must be addressed when working in the domestic violence field. These include emergency housing/shelter, custody issues, working with children as “secondary victims” of domestic violence, more in-depth information about emergency protection orders and temporary restraining orders, and a host of other issues. Furthermore, there may be very different policies and procedures for working with domestic violence victims. It is important to note that OCJP’s Sexual Assault Branch will not certify a dual Sexual Assault–Domestic Training that is less than sixty-five hours.

OCJP allows rape crisis centers to determine the teaching methods for each topic, the trainers or guest presenters, and the order in which topics and information are presented. Of the 40 hours of training required for rape crisis programs, 21.5 hours must be dedicated to mandatory training units. The remaining 18.5 hours may be completed by expanding the hours in the minimum training core units and/or adding other sexual assault topics. This allows a rape crisis center to focus on issues of particular concern in the community or to build capacity in one or more areas.

## **OCJP CORE REQUIRED TRAINING UNITS**

### **Unit A. Historical, Psychological, and Sociocultural Aspects of Sexual Assault** (Minimum of 2 Hours Required)

*At a minimum, the following topic areas must be covered:*

- History of the Rape Crisis Movement
- Myths and Facts

- Discrimination and Oppression (i.e., sex, race, age, disability, homophobia, misogyny)
- Local History

*Additional areas which should be considered include:*

- Research/Update Relevant to Sexual Assault
- Legal Evolution and Systematic Changes as a Societal Response to the Rape Crisis Movement

### **Unit B. Sexual Assault/Rape Trauma Syndrome**

(Minimum of 4 Hours Required)

*At a minimum, the following topic areas must be covered:*

- Spectrum of Definitions, including Legal (Penal Code sections 261, 262, 264, 285, 286, 289, 288a, 220, and 243.4)
- Types of Sexual Assault (i.e., adults molested as children; date, acquaintance, stranger, spousal, serial, gang-related rapes; multiple assailants, survival sex/juvenile prostitution)
- Rape Trauma Syndrome (e.g., Ann Burgess, DSNC, and Linda Lytle Holstrom, Ph.D. *American Journal of Psychiatry* 131:9 [1974])
- Special Victim Populations: Distinct Treatment Issues (i.e., prostitutes, males, substance abusers, homeless, undocumented residents, spouses, gays/lesbians, elderly, physically/mentally disabled individuals)
- Discussion of Special Victim Populations (carried throughout each training unit)

*Additional areas which should be considered include:*

- Post-Traumatic Stress Disorder (*Diagnostic and Statistical Manual*, Third Edition, Revised)
- Hospital-based Treatment for the Sexual Assault Victim (Gail Abarbanel, LCSW, *Medical and Psychological Care for Victims of Rape: A Guide to Hospital Based Treatment* [Washington, D.C.: U.S. Government Printing Office, 1986])

### **Unit C. Child Sexual Abuse**

(Minimum of 2 Hours Required)

*At a minimum, the following topic areas must be covered:*

- Legal Definition of Acts Construing Child Sexual Abuse (Penal Code sections 288(a)–(c), 647.6, 261, 285, 286, 289, and 288a)
- Types of Child Sexual Abuse (i.e., incest, extrafamilial abuse, satanic/ritual abuse, child pornography, child sex rings, child prostitution, survival sex)
- Reporting Procedures and Mandated Reporting (Penal Code section 11164 et seq.)
- General Indicators of Child Sexual Abuse (i.e., physical, emotional, psychological, behavior; e.g., “The Child Sexual Abuse Accommodation Syndrome,” Roland C. Summit, M.D., *Journal of Child Abuse and Neglect* 7, 1983)
- Long-range Effects of Child Sexual Abuse (AMAC, Adults Molested as Children)

*Additional areas which should be considered include:*

- Cultural Differences in Work with Child Sexual Abuse Victims

- Continuum of Abuse
- Role of Family Members (i.e., nonoffending parent, siblings, extended family)
- Cycle of Abuse (i.e., generational patterns, family patterns)
- Identification of Age-appropriate Sexual Behavior
- Prevention
- Differing Cultural Attitudes Regarding Appropriate Child Sexual Behavior

#### **Unit D. Crisis Intervention Principles and Techniques**

(Minimum of 4 Hours Required)

*At a minimum, the following topic areas must be covered:*

- Crisis Intervention Models (e.g., Assess situation, Boil down problem, Challenge to act [ABC]; empathetic; Believe, Affirm, Support, Advocate, Refer [BASAR]; active listening and role-playing should be used to teach/evaluate crisis intervention techniques)
- Physical and Emotional Needs Assessment as a Part of the Crisis Intervention Process (i.e., medical, physical, psychological, shelter, suicide-risk)
- Crisis Intervention with Significant Others

*Additional areas which should be considered include:*

- Definitions of Crisis Intervention from *The Service Standards for the Operations of Rape Crisis Centers*, OCJP
- Ongoing Needs Assessment in Crisis Management of the Sexual Assault Survivor
- Impact of Cultural Issues on the Delivery of Crisis Intervention Services
- Identifying and Handling Crank and Chronic Callers on the Hotline

#### **Unit E. Provision of Services Toward Groups Who Have Experienced Discrimination**

(Minimum of 2.5 Hours Required)

*At a minimum, the following topic areas must be covered:*

- Cultural Sensitivity Issues
- Services to Diverse Groups (i.e., gays/lesbians/bisexual/transgender, racial/ethnic, elderly, religious groups, male victims, physically/mentally disabled individuals)
- Cultural Responses to Sexual Assault (e.g., alternative intervention techniques, victim/significant other responses)

*Provision of trainings on this topic area should employ or utilize trainers who have distinct and demonstrable expertise in the subject area and should be a member of one of the representative groups when possible.*

#### **Unit F. Medical Procedures Applicable to the Sexual Assault Victim**

(Minimum of 2 Hours Required)

*At a minimum, the following topic areas must be covered:*

- Rights of the Victim/Survivor
- Sexual Assault Evidential Examination (i.e., Medical Protocol—children, adult males and females, and suspects)
- Consent to Treatment, Medication, and Release of Evidence

- Legal Competence to Consent (e.g., children, people with disabilities)
- Payment for Expenses (i.e., forensic sexual assault examination, follow-up medical treatment)
- Role of the Advocate and Coordination with Other Service Providers
- Sexually Transmitted Diseases (STDs), Acquired Immune Deficiency Syndrome (AIDS), Pregnancy and Prophylaxis
- Medical Treatment Issues for Victims Who Do Not Want to Report to Law Enforcement
- Local Procedures (i.e., hospital, law enforcement, medical procedures and professionals)
- Confidentiality and Its Application to Communications with Significant Others and Other Agencies
- Religious and Cultural Issues as They Relate to Medical Procedures

### **Unit G. Law Enforcement Procedures Applicable to the Sexual Assault Victim**

(Minimum of 2 Hours Required)

*At a minimum, the following topic areas must be covered:*

- Rights of the Victim/Survivor
- Purpose and Process of the Investigation
- Role of the Victim, Victim Advocate, Law Enforcement Officer, Parent, Significant Other
- Local Procedures (e.g., the use of the polygraph)
- Factors Affecting Decision to Arrest
- Special Victim Populations: Distinct Issues for the Sexual Assault Victim Advocate (i.e., prostitutes, males, substance abusers, homeless, undocumented residents, spouses, gays/lesbians, elderly, physically/mentally disabled individuals)

### **Unit H. Legal Procedures Applicable to the Sexual Assault Victim**

(Minimum of 2 Hours Required)

*At a minimum, the following topic areas must be covered:*

- Rights of the Victim/Survivor
- Confidentiality—California Evidence Code section 1035 et seq.
- Criminal Justice Process (i.e., arrest and release, bail, charge, arraignment, preliminary hearing, jury/court trial, sentencing, probation reports, parole announcements; Penal Code sections 1048 and 288 (d), juvenile court, statute of limitations)
- Civil Remedies (i.e., civil suit, restraining orders, differences in the burden of proof between civil and criminal actions, rules regarding the admissibility of evidence in civil matters, difference in remedies, statute of limitations)
- Role of the Victim/Survivor, Sexual Assault Victim Advocate, District Attorney, Victim/Witness Advocate
- Common Defenses in Sexual Assault Cases (i.e., consent, false allegation, mistaken identity, custody dispute [child victims])

*Additional areas which should be considered include:*

- Coordinating with Victim/Witness Centers and the State Board of Control
- Children in the Criminal Justice System

**Unit I. Referral Methods and Resources**

(Minimum of 2 Hours Required)

*At a minimum, the following topic areas must be covered:*

- Local Referrals and Support Services (i.e., medical, legal, social services, mental health services)
- Procedures to Access Local Resources and Referrals

**Unit J. Other—Must Be Sexual Assault–Specific Topics**



# Sample Syllabus



**R**APE CRISIS CENTERS VARY WIDELY in their training agendas, the order of topics presented, and methods of teaching. No two agendas are alike. What is most important is that the facilitator make logical transitions from one session to the next, make skills building an ongoing process, build cultural competency into each session, and provide enough effective training for participants to feel confident and prepared to be sexual assault counselors.

The following agenda is a skeletal outline of a course that would meet the very *minimum* OCJP requirements for a sexual assault counselor training program. It may be helpful to review these requirements for more detail about particular topics and what types of activities can and cannot count toward the minimum forty hours (Appendix B). It may also be useful to review the “Instructional Modules” and “Learning Activities” for ideas on what to include in each session.

This sample syllabus is offered not as a model, but as a framework upon which to build your own training agenda. You are strongly encouraged to expand and tailor this sample agenda into a detailed syllabus that reflects a more comprehensive program and one that suits your training goals and objectives.

## **SAMPLE TRAINING SYLLABUS (40 HOURS)**

### **Session 1 (3 hours)**

Introduction

- Introductions (icebreaker)
- Training structure/guidelines
- Ground rules and confidentiality
- History of the rape crisis movement
- History, structure, and services of the rape crisis center
- Myths and facts about sexual assault

### **Session 2 (3 hours)**

Historical and Sociocultural Aspects of Sexual Assault

- Historical perspective of sexual violence
- Sexual assault as a form of oppression
- Dynamics of violence against women—types of assaults
- Living in a “rape culture”
- Continuum of sexual violence
- Perpetrators

### **Session 3a and 3b (6 hours)**

Crisis Intervention Principles and Techniques I

- Models of crisis intervention
- Assessment of physical and emotional needs
- Active listening skills
- Introductory role-plays

Crisis Intervention Principles and Techniques II

- Special victim populations: distinct treatment issues (for example, prostitutes, males, substance abusers, homeless, undocumented residents, gay/lesbian/bisexual/transgender, people with disabilities)

Significant others  
Role-plays

#### **Session 4 (3 hours)**

Medical Issues

Medical options  
Sexual assault medical-legal exam  
Consent issues  
Rights of the survivor/patient  
Treatment issues: sexually transmitted diseases, HIV/AIDS, pregnancy  
Payment for expenses  
Follow-up care  
Confidentiality  
Religious and cultural issues as they relate to medical procedures  
Role-plays

#### **Session 5 (4 hours)**

Law Enforcement Procedures

Rights of the survivor/witness  
Confidentiality  
The reporting process  
Law enforcement's procedures  
Religious and cultural issues as they relate to legal issues  
Alternatives to reporting

Criminal Justice and Civil Remedies

Rights of the survivor/witness  
Confidentiality  
Criminal justice system  
Victim witness assistance  
Civil remedies  
Role-plays

#### **Session 6 (3 hours)**

Domestic Violence and Spousal/Partner Rape

Dynamics of domestic violence  
Cycle of violence  
Restraining orders  
Stalking

Sexual Harassment

Obscene/harassing phone calls  
Role-plays

#### **Session 7 (3 hours)**

Child Sexual Abuse

Types of child sexual abuse and sexual exploitation  
Indicators of child sexual abuse  
Mandated reporting  
Adults molested as children  
Role-plays

#### **Session 8 (3 hours)**

Crisis Intervention Principles and Techniques III

Rape trauma syndrome



- Maintaining boundaries
- Suicide assessment and intervention
- Substance abuse
- Eating disorders
- Self-inflicted violence
- Role-plays

**Session 9 (3 hours)**

- Anti-oppression Work and Ally Building
  - Anti-oppression theory
  - Values exploration/clarification
  - Racism and homophobia
  - Becoming an ally

**Session 10 (3 hours)**

- Provision of Services to Specific Populations
  - Cultural sensitivity
  - Cultural considerations
  - Appropriate responses and service provision

**Session 11 (3 hours)**

- Self-defense
  - Self-defense-related calls
  - Theory and principles of women's self-defense
  - Practicum
  - Vicarious trauma
  - Burnout

**Session 12 (3 hours)**

- Referral Methods and Resources
  - Referral methods
  - Local and other resources
  - Religious and cultural issues as they relate to referrals
  - Record keeping, report forms, and so on
- Closing
  - Wrap-up
  - Evaluations
  - Celebration



# Bibliography

- Auvine, Brian; Betsy Densmore; Mary Extrom; Scott Poole; and Michel Shanklin. *A Manual for Group Facilitators*. Madison, WI: The Center for Conflict Resolution. Available from Wisconsin Clearinghouse for Alcohol and Other Drug Information, P.O. Box 1468, Madison, WI 53701.
- Bulkin, Elly; Minnie Bruce Pratt; and Barbara Smith. *Yours in Struggle: Three Perspectives on Anti-Semitism and Racism*. Brooklyn, NY: Long Haul Press, 1984.
- California Coalition Against Sexual Assault. *Catalyst for Change: Sexual Assault Prevention in the Schools*. Oakland: California Coalition Against Sexual Assault, 1998.
- California Commission on Peace Officer Standards and Training. *Basic Course Workbook Series*. Sacramento: California Commission on Peace Officer Standards and Training, 1996.
- California Management Assistance Partnership and the Support Center for Nonprofit Management, *The Non-profit Genie*, <http://www.genie.org>
- California Office of Criminal Justice Planning. *California Sexual Assault Victim Services and Prevention Program, Guidelines July 1993*. Sacramento, CA: Office of Criminal Justice Planning, 1993.
- California Office of Criminal Justice Planning. *Confronting Sexual Exploitation of Homeless Youth: California's Juvenile Prostitution Intervention Projects*. Sacramento, CA: Office of Criminal Justice Planning, 1991.
- California State Board of Control. *Victim Compensation Application*. Sacramento, CA: State Board of Control, July 1995.
- Connecticut Sexual Assault Counseling Services. *Standardized Training Curriculum for Sexual Assault Crisis Counselor Certification, Trainer's Manual*. Hartford: Connecticut Sexual Assault Counseling Services, 1998.
- Creighton, Allan, and Paul Kivel. *Helping Teens Stop Violence: A Practical Guide for Educators, Counselors, and Parents*. Alameda, CA: Hunter House, 1992.
- Eckstein, Harriet. "Some of My Best Friends Are . . . : Men in Training." Available from the author, Santa Barbara, California.
- Hagan, Kay Leigh, ed. *Women Respond to the Men's Movement: A Feminist Collection*. San Francisco: Harper-Collins, 1992.
- Hull, Gloria T; Patricia Bell Scott; Barbara Smith, eds. *(All the Women Are White, All the Blacks Are Men) But Some of Us Are Brave*. Old Westbury, NY: The Feminist Press, 1982.
- Los Angeles Commission on Assaults Against Women. *Self-Defense: A Complete Guide to Assault Prevention*. Los Angeles: Los Angeles Commission on Assaults Against Women, 1988.
- Massachusetts Department of Public Health and The Massachusetts Coalition Against Sexual Assault. *Supporting Survivors of Sexual Assault: A Journey to Justice, Health, and Healing*. Boston: Massachusetts Department of Public Health and The Massachusetts Coalition Against Sexual Assault, 1997.
- Myhand, M. Nell, and Paul Kivel. *Young Women's Lives: Building Self-Awareness for Life*. Center City, MN: Hazelden, 1998.
- Newstrom, John W., and Edward E. Scannel. *Still More Games Trainers Play: Experiential Learning Exercises*. New York: McGraw-Hill, 1991.
- Partnow, Elaine. *The Quotable Woman*. vols. 1 and 2. Los Angeles: Pinnacle Books, 1977.
- Pennsylvania Coalition Against Rape. *A Resource Manual for Volunteer Training*. 2d ed. Harrisburg: Pennsylvania Coalition Against Rape, 1993.
- Santa Barbara Rape Crisis Center. *Advocate Hotline Manual*. Santa Barbara, CA: Santa Barbara Rape Crisis Center, 1999.
- Servedio, Marcia. *Adolescent Sexual Assault Prevention Curriculum*. Santa Barbara, CA: Santa Barbara Rape Crisis Center, 1988.

- Sorrels, Bobbye D. *The Nonsexist Communicator*. Englewood Cliffs, NJ: Prentice-Hall, 1983.
- U.S. Department of Justice. *Guidelines for the Screening of Persons Working with Children, the Elderly, and Individuals with Disabilities in Need of Support*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, 1998.
- Wyckoff, Joyce. *Mindmapping: Your Personal Guide to Exploring Creativity and Problem-Solving*. New York: Berkley Books, 1991.
- . *Transformation Thinking*. New York: Berkley Books, 1995.
- Wykoff, Hogie. *Solving Women's Problems Through Awareness, Action and Contact*. New York: Grove Press, 1977.