

Lesson: Sexual Assault Prevention and Response (SAPR)

Introduction

Overview

8.3 Sexual Assault Prevention and Response (SAPR)
TIME FOR INSTRUCTION: (3.50 hours)

Objectives

8.3 Sexual Assault Prevention and Response (SAPR)

TERMINAL PERFORMANCE OBJECTIVE (TPO):

8.3 Given sexual assault scenarios, **DETERMINE** the course of action to report a sexual assault IAW the Sexual Assault Prevention and Response Program (SAPRP) and SAPR Strategic Plan.

ENABLING OBJECTIVES: The conditions and standards statements for each of the following enabling objectives are the same as written in the TPO unless otherwise stated.

8.3.1 **EXPLAIN** the following to personnel:

- a. The history of sexual assault in the military
- b. The definition of sexual assault and consent
- c. The risk factors of sexual assault
- d. The consequences for committing a sexual offense
- e. The expectations and significance of bystander interventions
- f. The reporting options for a sexual assault
- g. The role of the Victim Advocate
- h. Unlawful command influence and its effects
- i. Confidentiality policies and laws

8.3.2 **DEMONSTRATE** understanding of pre-need SAPR relationships with the following service providers, as appropriate:

- a. Sexual Assault Response Coordinator (SARC)
- b. Victim advocate
- c. Medical personnel
- d. Special victims counsel
- e. Civil Rights Service Provider
- f. Chaplain

8.3.3 **DISCUSS** some indicators and behaviors of sexual predators and predator grooming.

Source: Instructional Support Materials for all Accession Courses

- 8.3.4 **EXPLAIN** the following regarding restricted and unrestricted reporting:
 - a. Requirements
 - b. Conditions
 - c. Benefits
 - d. Limitations
- 8.3.5 **DETERMINE** the barriers to reporting a sexual assault.
- 8.3.6 **REVIEW** the reporting process and Commanders' Checklist for reporting.
- 8.3.7 **EXPLAIN** the process, timeline, and possible outcomes of a sexual assault investigation (in collaboration with the Sexual Assault Response Coordinator (SARC) and Special Victims Counsel (SVC), as appropriate), using a job aid:
 - a. To a reported victim
 - b. To a subject, including the rights of the subject and how to preserve them
- 8.3.8 **DEMONSTRATE** the ability to contribute to and embrace a climate of professional conduct and intolerance of practices that contribute to sexual harassment or assault.

References

- 1. ALCOAST 015/14, SITREP THREE: U.S. COAST GUARD MILITARY CAMPAIGN FOR SEXUAL ASSAULT PREVENTION AND RESPONSE.
- 2. SAPR Strategic Plan, 2013-2017.
- 3. Sexual Assault Prevention and Response Program (SAPRP), COMDTINST 1754.10 (series).
- 4. Uniform Code of Military Justice, art. 120, 10 U.S.C. § 920.
- 5. United States Coast Guard Regulations 1992, COMDTINST M5000.3 (series).
- 6. United States Department of Defense Sexual Assault Prevention and Response, retrieved from <http://www.sapr.mil>

Method of Instruction

LECTURE, DEMONSTRATION, PRACTICE, EXAM

Introduction, Continued

Materials/Job Aid

You need the following materials to support delivery of this lesson:

- Classroom
 - Standard Workstation
 - Projector
 - Chart Paper
 - Instructor's Guide
 - Participant Course book
 - SAPR Accessions Lesson Plan
 - SAPR Accession PowerPoint Presentation
 - SAPR Accession Handout
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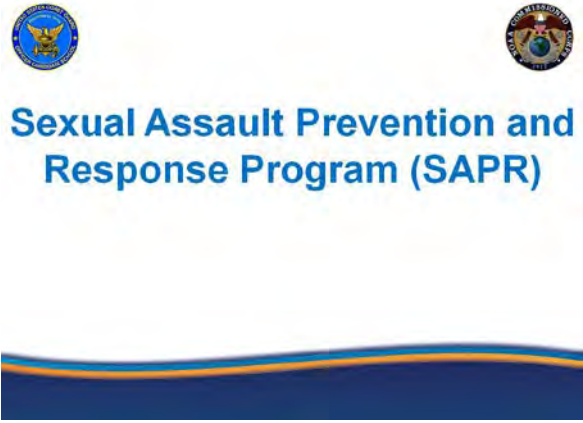
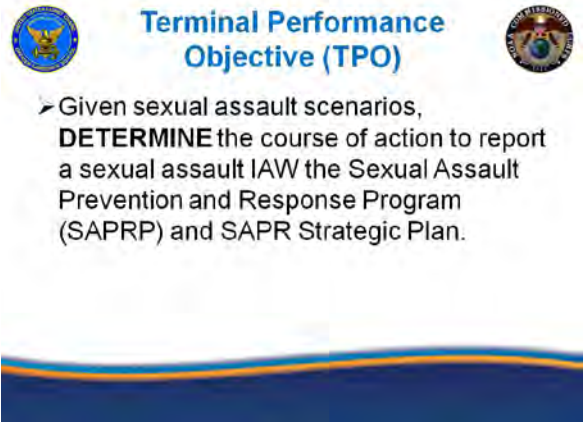
Time and Staffing Delivery Requirements

The following are suggested times and staffing requirements for the various activities of this lesson. Minor adjustments are allowable.

Activity	Time Estimate	Description / Notes
Lecture	3.50 hours	<i>The Sexual Assault Prevention and Response PPT and LP are located in approved shared folder.</i> <i>\\CGA-FP-M-002\Public\OCS_Powerpoint\Academics\2016 Instructional Materials\Unit_8_Leadership-Skills_Workplace-Climate</i>
Total training time:	3.50 hours	
Staffing Reqs	80:1	

Content Overview

Lecture

Instructor Activity	Student Activity	Description / Notes
<p>1. Introduction</p> <p><i>Give a brief introduction about yourself</i></p> <p><i>Good morning/afternoon class, my name is LT/LCDR/CDR _____. Give a brief introduction about yourself and your background.</i></p> <p>2. Content Delivery</p> <p><i>Show Slide 1: Sexual Assault Prevention and Response Title Slide.</i></p> <p>Sexual Assault is a serious problem that damages the physical and psychological health of victims and their families, friends and Coast Guard community. It fosters a climate of fear and disrespect that can undermine unit cohesion and effectiveness. All members of the Coast Guard must do their part to prevent sexual assault in our service.</p>	<p>Students follow along with instructor.</p> <p>Students respond to questions.</p>	 <p>Sexual Assault Prevention and Response Program (SAPR)</p>
<p>3. Content Delivery</p> <p><i>Show Slide 2: Terminal Performance Objective (TPO)</i></p> <p>8.3 Given sexual assault scenarios, DETERMINE the course of action to report a sexual assault IAW the Sexual Assault Prevention and Response Program (SAPRP) and SAPR Strategic Plan.</p>	<p>Students follow along with instructor.</p>	 <p>Terminal Performance Objective (TPO)</p> <ul style="list-style-type: none"> ➤ Given sexual assault scenarios, DETERMINE the course of action to report a sexual assault IAW the Sexual Assault Prevention and Response Program (SAPRP) and SAPR Strategic Plan.

4. Content Delivery

Show Slides 3 – 6: *Enabling Objectives (EOs)*

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- 8.3.1 **EXPLAIN** the following to personnel:
- The history of sexual assault in the military
 - The definition of sexual assault and consent
 - The risk factors of sexual assault
 - The consequences for committing a sexual offense
 - The expectations and significance of bystander interventions
 - The reporting options for a sexual assault
 - The role of the Victim Advocate
 - Unlawful command influence and its effects
 - Confidentiality policies and laws

Show Slide 4: *Enabling Objectives (cont'd)*

- 8.3.2 **DEMONSTRATE** understanding of pre-need SAPR relationships with the following service providers, as appropriate:
- Sexual Assault Response Coordinator (SARC)
 - Victim advocate
 - Medical personnel
 - Special victims counsel
 - Civil Rights Service Provider
 - Chaplain

Show Slide 5: *Enabling Objectives (cont'd)*

- 8.3.3 **DISCUSS** some indicators and behaviors of sexual predators and predator grooming.
- 8.3.4 **EXPLAIN** the following regarding restricted and unrestricted reporting:
- Requirements
 - Conditions
 - Benefits
 - Limitations
- 8.3.5 **DETERMINE** the barriers to reporting a sexual assault.
- 8.3.6 **REVIEW** the reporting process and Commanders' Checklist for reporting.

Students follow along with instructor.

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 **Enabling Objectives (EOs)** 

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- **DETERMINE** the barriers to reporting a sexual assault.
- **REVIEW** the reporting process and Commanders' Checklist for reporting.



 **Enabling Objectives (cont'd)** 


- **EXPLAIN** the process, timeline, and possible outcomes of a sexual assault investigation (in collaboration with the Sexual Assault Response Coordinator (SARC) and Special Victims Counsel (SVC), as appropriate), using a job aid:
- To a reported victim
 - To a subject, including the rights of the subject and how to preserve them
- **DEMONSTRATE** the ability to contribute to and embrace a climate of professional conduct and intolerance of practices that contribute to sexual harassment or assault.

<p><i>Show Slide 6: Enabling Objectives (cont'd)</i></p> <p>8.3.7 EXPLAIN the process, timeline, and possible outcomes of a sexual assault investigation (in collaboration with the Sexual Assault Response Coordinator (SARC) and Special Victims Counsel (SVC), as appropriate), using a job aid:</p> <ol style="list-style-type: none"> To a reported victim To a subject, including the rights of the subject and how to preserve them <p>8.3.8 DEMONSTRATE the ability to contribute to and embrace a climate of professional conduct and intolerance of practices that contribute to sexual harassment or assault.</p>	<p>Students follow along with instructor.</p>	
<p>5. Content Delivery</p> <p><i>Show Slide 7: What is Consent?</i></p> <p>EO:</p> <p>8.3.1 EXPLAIN the following to personnel:</p> <ol style="list-style-type: none"> The history of sexual assault in the military The definition of sexual assault and consent The risk factors of sexual assault The consequences for committing a sexual offense The expectations and significance of bystander interventions The reporting options for a sexual assault The role of the Victim Advocate Unlawful command influence and its effects Confidentiality policies and laws <p>Ask: What is Sexual Assault?</p> <p>Instructor Note: <i>Choose some students to define sexual assault in their own words.</i></p> <p>Answer: Sexual assault is any sexual contact that is against a person's will or without consent.</p> <p>DEFINE consent</p> <p>DETERMINE if consent has been provided</p>	<p>Students follow along with instructor.</p> <p>Students respond to questions.</p> <p>Students follow along with instructor.</p> <p>Students respond to questions.</p>	 <p>The slide is titled "What is Consent?". It features a red die with "Yes" on the top face, "No" on the left face, and "Maybe" on the right face. To the right of the die is a blue box containing two bullet points: "Does this person give consent?" and "Are they capable of giving consent?". The slide also includes two circular logos in the top corners, one on the left and one on the right.</p>

Source: Instructional Support Materials for all Accession Courses

<p>Ask: What does “consent” mean? How do you know if consent has been given? And, how do I recognize the actions of someone who cannot provide consent?</p> <p>Consent is <i>words or overt acts by a competent person indicating a freely given agreement to the sexual conduct or activity.</i></p> <p>Question: Can someone who has consumed too much alcohol give consent? How about if they are on medication?</p> <p>Answer: No, a person cannot consent to sex if they are so impaired by alcohol or drugs that they are substantially incapacitated.</p> <p>Legally, an individual cannot consent to sex if they are so impaired by alcohol or drugs, of any kind, that they are substantially incapacitated, which includes being incapable of understanding what is happening, incapable of declining participation or communicating their unwillingness.</p> <p>Instructor Note: Stress that having sex while intoxicated is a high risk activity.</p> <p>Question: What is an example of a person who has not freely given an agreement to have sex?</p> <p>Generate discussion</p> <p>Answer: Someone who is intimidated due to abuse of authority or where a person feels threatened. Also, anyone under the legal age of consent is deemed incapable of providing consent to have sex.</p> <p>Some attackers use weapons, physical force, or the threat of force, but most often it is the use of alcohol or a position of authority that is used to perpetrate a sexual assault.</p> <p>Consent is the basis for every sexual encounter. Both individuals must agree to the sexual encounter and either person, at any time, may no longer consent and want to stop the activity.</p> <p>A person may also give non-verbal signals that he or she is uncomfortable. If your partner seems unsure or hesitant, you should immediately stop and verbally engage them to ensure they still consent.</p> <p>Consenting to one behavior does not mean you consent to others and consenting this time does not mean you consent all times.</p> <p>To determine consent ask:</p> <ul style="list-style-type: none"> • Does this person I am with want to give consent? • Are they capable of giving consent? <p>IDENTIFY factors and behaviors that prevent sexual assault and sexual harassment.</p>	<p>Students follow along with instructor.</p> <p>Students respond to questions.</p>	
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<p>6. Content Delivery <i>Show Slide 8: Sexually Harassment</i></p> <p>Any behavior that relates to sex, is intentional and/or repeated, is unwelcome, and interferes with a person's ability to do his/her job or has an adverse effect on his/her working conditions, can be classified as sexually harassing behavior.</p> <p>Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where:</p> <ol style="list-style-type: none"> 1. Submission to such conduct is made either implicitly or explicitly a term or condition of employment. 2. Submission to or rejection of such conduct is used as a basis for employment decisions. 3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. <p>This definition includes unwelcome display or communication of sexually offensive materials and harassment based on perceived or stated sexual orientation.</p>	<p>Students follow along with instructor.</p>	
<p>7. Content Delivery <i>Show Slide 9: Categories of Sexual Harassment</i></p> <p>There are two categories of sexual harassment:</p> <ul style="list-style-type: none"> • Tangible employment action harassment. • Hostile environment sexual harassment. <p>These categories are not legal definitions; however, they explain the nature of the behaviors that are prohibited.</p> <p><u>Tangible</u></p> <p>According to Webster's Dictionary, the word tangible means "capable of being precisely identified or realized by the mind."</p> <p>Tangible employment action harassment is a category in which an agency is strictly liable for the sexual harassment by a supervisor or manager when it results in a personnel action.</p> <p>A tangible employment action must be an official action, such as hiring, firing, promotion or failure to promote, demotion, undesirable assignment, significant change in benefits or pay, or work assignments.</p> <p>In the case of tangible employment action sexual harassment, the Coast Guard is strictly liable for the</p>	<p>Students follow along with instructor.</p>	

<p>actions of the supervisor.</p> <p>Hostile</p> <p>Hostile environment sexual harassment encompasses all other situations addressed in the definition of sexual harassment above, whether the offender is a supervisor or a co-worker.</p> <p>To meet the definition of a hostile environment, the harassment must be so severe and pervasive that a reasonable person would view the environment as hostile, offensive, or abusive. In this case, the Coast Guard is liable only if it knew of the conduct and failed to take prompt and effective corrective action.</p> <p>Examples of sexual harassment range from overt behaviors, such as inappropriate touching, to more subtle behaviors, such as making suggestive remarks.</p> <p>Question: Repeated suggestive remarks from a fellow Coast Guard member would fall into what category of sexual harassment?</p> <p>Answer: Hostile environment sexual harassment.</p>	<p>Students respond to questions.</p>	
<p>8. Content Delivery</p> <p><i>Show slide 10: Types of Harassing Behaviors</i></p> <p>Any behavior that relates to sex, is intentional and/or repeated, is unwelcome, and interferes with a person's ability to do his/her job or has an adverse effect on his/her working conditions, can be classified as sexually harassing behavior.</p> <ul style="list-style-type: none"> • Gender harassment consists of sexist statements and behaviors that convey insulting or degrading attitudes relating to sex or gender. Obscene jokes, offensive graffiti or photographs, insulting remarks or humor about sex, sexual orientation, or gender in general are examples of gender harassment. • Seductive behavior is any unwanted, inappropriate, and offensive sexual advances. Unwelcome, persistent requests for dinner, drinks or dates, repeated unwanted sexual invitations, letters, phone calls, or other invitations are examples of seductive behavior. • Sexual bribery is the solicitation of sexual activity or other sex-related behavior as a basis for a promised reward. Rewards could include a promotion and/or a raise. • Sexual coercion is coercion of sexual activity or other sexually related behavior by threat of punishment, including threat of termination or demotion, withholding of promotion, or negative 	<p>Students follow along with instructor.</p>	 <p>The slide is titled "Types of Harassing Behaviors" and features five categories, each with a representative image and a label below it:</p> <ul style="list-style-type: none"> Gender Harassment: Image of a woman in a professional setting. Seductive Behavior: Image of a person holding a sign that says "NO". Sexual Bribery: Image of a person in a suit. Sexual Coercion: Image of a person in a dark setting. Sexual Retaliation: Image of a person in a dark setting.

<p>performance appraisal.</p> <ul style="list-style-type: none"> • Sexual imposition is an uninvited physical sexual violation or sexual assault. This includes forceful grabbing, feeling, or touching. <p>Question: What sexual harassing behavior threatens punishment?</p> <p>Answer: Sexual coercion.</p>	<p>Students respond to questions.</p>	
<p>9. Content Delivery</p> <p><i>Show slide 11: Prevent Harassment</i></p> <p>When interacting with others, be conscientious of your comments. Before you say something inappropriate, ask yourself these two questions:</p> <p>Would I engage in this behavior in front of my spouse, family or commanding officer?</p> <p>If the answer is probably not, it is because you know they would not approve. Accordingly, it is not appropriate in your work environment either.</p> <p>Is my behavior in accordance with the Commandant's anti-harassment policy?</p> <p>If your behavior is not in accordance with the policy, you need to adjust it.</p> <p>There are several ways you can prevent sexual harassment from happening, they are:</p> <ul style="list-style-type: none"> • Understand your stereotypes and biases. Once you recognize that your behavior could be taken as inappropriate, you will be better prepared to avoid those behaviors. • Think about the impact before you speak • Recognize sexual harassment when it occurs • Never ignore sexual harassment • Use inclusionary language • Never immediately discount someone based on his or her gender 	<p>Students follow along with instructor.</p>	<p>The slide features the title "Prevent Harassment" in blue text at the top center. On either side of the title is a circular seal. Below the title is a flowchart starting with an orange box that says "Be Conscientious of your comments". This points to two white boxes with orange borders containing the questions: "Would I do this in front of my spouse, family or CO?" and "Is my behavior in accordance with Commandant's policy?". The slide has a blue and orange wavy graphic at the bottom.</p>

10. Content Delivery

Show slide 12: Reporting Sexual Harassment

Confront Harasser

When a person experiences sexual harassment, he or she should not ignore the problem or assume it will stop.

Harassment usually intensifies when it is ignored because the lack of corrective actions is seen as acceptance or encouragement. The person experiencing the harassment should report the problem and seek assistance as soon as possible.

When sexual harassment has occurred or is taking place, the first step to take is to confront the harasser, unless the situation is so severe that it is dangerous or unreasonable to do so.

If the harassment continues, or is severe enough to warrant immediate command attention, the person experiencing the harassment has the right to report the concern to their chain of command.

Informal Complaint Process

Talk with the Offender's Supervisor

According to the Equal Opportunity Program Manual, when bringing a complaint of sexual harassment to the chain of command, always start at the lowest level. Go to the supervisor of the person harassing you and explain your concerns.

Notify Their/Your Supervisor

Inform your supervisor and explain the specifics of your complaint. Once you inform your supervisor, you can expect him or her to conduct an informal inquiry by talking with you and the offender. The supervisor's goal is to permanently resolve the problem as soon as possible.

Problem Not Resolved: Make a Written Complaint

If the complaint is still not resolved, the next step is to put it in writing. Written complaints must be made within 45 days of the event. The statement is then sent up the chain of command in an attempt to resolve the complaint. If an allegation of sexual harassment is being made against a supervisor, talk to his/her boss.

Time Limit on Chain of Command

There is a time limit for the chain of command to resolve the complaint. Once the command receives the written complaint, they must meet with the aggrieved person within 5 days.

The chain of command will then have 10 days to attempt to resolve the problem.

Contact the Equal Opportunity Advisor

Students follow along with instructor.



Source: Instructional Support Materials for all Accession Courses

If the chain of command does not resolve the issue to your satisfaction, you may contact your Equal Opportunity Advisor who will have 30 days to attempt resolution through counseling and mediation.

EOA Responsibilities

The EOA explains the rights and responsibilities to the complainant. The EOA will offer counseling with both parties to seek resolution.

If the aggrieved person does not select counseling, the EOA will offer mediation. Mediation is when a third neutral party intervenes to seek a resolution.

Question: What is the first step in the Informal Complaint Process?

Answer: Talk with the offenders supervisor.

Formal Complaint Process

If you follow the informal procedures and do not reach resolution, you have the right to file a formal complaint.

If after attempting the informal process including counseling and mediation the aggrieved person has the right to file a formal complaint.

The aggrieved person should submit a letter with details of the complaint IAW the Equal Opportunity Manual through the EOA.

The EOA will provide guidance on the filing process and the correct forms. The complainant will then complete and mail the letter and forms to Coast Guard Headquarters, Director of Civil Rights (CGHQ, DCR).

The DCR has the authority to assign an investigator to take statements and interview witnesses. The investigator's responsibility is to find the facts and recommend some type of resolution after the investigation.

Depending on the severity of the sexual harassment, many different punishments can be administered.

Counseling may be used as a first step. The performance evaluations of anyone found to have engaged in or condoned sexual harassment could reflect appropriate comments and marks by the supervisor and chain of command (COC).

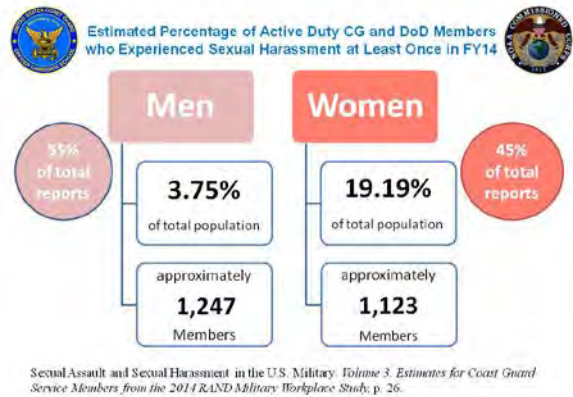


Military members can be processed for administrative separation on the first substantiated incident of sexual harassment.

Unwelcome and unauthorized physical contact of a sexual nature, which, if charges are in violation of the UCMJ, could result in a punitive discharge.


Question: What is possible penalty for a military member

Students respond to questions.

Students respond to

<p>who has a substantiated incident of sexual harassment? Answer: Administrative separation.</p>	<p>questions.</p>													
<p>11. Content Delivery <i>Show Slide 13: % in FY14</i></p> <p>Instructor Note: Contrast the percentages of population and total members for both men and women</p>	<p>Students follow along with instructor.</p>	 <p>Estimated Percentage of Active Duty CG and DoD Members who Experienced Sexual Harassment at Least Once in FY14</p> <table border="1"> <thead> <tr> <th>Gender</th> <th>% of total population</th> <th>Approximate Number of Members</th> <th>% of total reports</th> </tr> </thead> <tbody> <tr> <td>Men</td> <td>3.75%</td> <td>1,247</td> <td>35%</td> </tr> <tr> <td>Women</td> <td>19.19%</td> <td>1,123</td> <td>45%</td> </tr> </tbody> </table> <p><small>Sexual Assault and Sexual Harassment in the U.S. Military: Volume 3: Estimates for Coast Guard Service Members from the 2014 RAND Military Workplace Study, p. 26.</small></p>	Gender	% of total population	Approximate Number of Members	% of total reports	Men	3.75%	1,247	35%	Women	19.19%	1,123	45%
Gender	% of total population	Approximate Number of Members	% of total reports											
Men	3.75%	1,247	35%											
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<p>12. Content Delivery <i>Show Slide 14: Acts of Reprisal</i></p> <p>Retaliation is any adverse action someone takes against another person who has complained of harassment or discrimination. It serves to make people afraid to complain or assert their rights. A person may not harass or otherwise “retaliate” against an individual for filing a complaint of sexual harassment or assault. Acts of reprisal are illegal. If anyone feels retaliated against for attempting to stop harassment, he or she may also file a complaint regarding the retaliation issue.</p> <p>No person shall take reprisal action against a person who, in good faith, raises an allegation or provides information concerning an incident of alleged sexual harassment.</p> <p>Whistleblower Protection</p> <p>Individuals who believe they may have been victims of whistleblower retaliation may file a written complaint (Form OSC-11) with the U.S. Office of Special Counsel, 1730 M Street N.W., Suite 218, Washington, DC 20036-4505.</p>	<p>Students follow along with instructor.</p>	 <p>Acts of Reprisal</p> <ul style="list-style-type: none"> • Acts of reprisal are illegal! • Complaints may be filed • Whistleblower Protection 												
<p>13. Content Delivery <i>Show Slide 15: Sexual Assault Behavior</i></p> <p>When you hear the term “sexual assault”, what do you think of? If you imagine a stranger jumping out of the bushes on a dark night and attacking someone, you are only partly right—because most sexual assaults are not committed by strangers but by someone you know and trust.”</p> <p>This means that everyone must be constantly aware of their environment, for situations that may be developing, and to intervene or disrupt the chain of events that could lead to sexual assault.</p>	<p>Students follow along with instructor.</p>	 <p>Sexual Assault Behavior</p> <ul style="list-style-type: none"> Committed by someone you know Alcohol plays a key role Reduce your risk: <ul style="list-style-type: none"> • Stay sober • Be clear • Watch your drink • Lock doors 												

Source: Instructional Support Materials for all Accession Courses

<p>Alcohol plays a key role in the majority of sexual assaults.</p> <p>Approximately half of sexual assaults involve alcohol consumption by the perpetrator, victim or both (Collins and Messerschmidt 1993).</p> <p>Alcohol reduces inhibitions as well as the victim's ability to protect his or her self. Commands should foster a climate intolerant of any alcohol abuse.</p> <p>Provide alcohol-free activities and substance abuse prevention campaigns as well as intervention and treatment when necessary.</p> <p>Consistent enforcement of existing regulations and policies, by all levels of leadership, is vital.</p> <p>You can reduce your risk of being sexually assaulted by:</p> <ul style="list-style-type: none"> • Staying sober • Stating what you want. If you do not want to be intimate with another person, tell him or her clearly. • Travel with buddies. • Stay in groups. • Never leave your drink unattended. • Keep your doors locked. • Don't go anywhere alone with someone you do not know very well. 		
<p>14. Content Delivery</p> <p><i>Show Slide 16: Reduce Your Risk of Offending</i></p> <p>You can reduce your risk of becoming a sexual assault offender by:</p> <ul style="list-style-type: none"> • Ensure that your partner consents to sexual activity. • You must have consent from your partner before you can engage in any sexual activity. If your partner is unconscious, or asleep from alcohol or drugs they cannot give their consent. • Communicate your expectations. • Avoid excessive alcohol. • Remember that no means no. Even if you have been kissing or had sex before. • When in doubt, walk away. 	<p>Students follow along with instructor.</p> <p>Students respond to questions.</p>	 <p>Reduce Your Risk of Offending</p> <ul style="list-style-type: none"> • Get to know partner • Ensure partner consents • Unconscious, drunk, drugs = no consent • Communicate • Avoid excess alcohol • No means no • When in doubt-walk away

15. Content Delivery

Show Slide 17: Relationship between Sexual Harassment and Sexual Assault

There's extensive research that correlates sexual harassment to sexual assault. That is, the behavior doesn't typically start with some intense violent assault. It typically starts off with low-level, harmful behaviors like gender-focused jokes, sexual comments, and vulgar pictures.

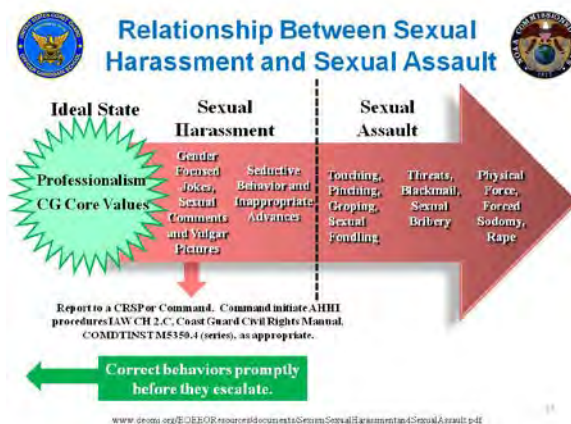
Instructor Note: Discuss how behavior moves from the professional state, this leads to sexual harassment and sexual assault.

Question: Why do you think there's a connection between sexual harassment & sexual assault?

Answer: If commands are allowing that behavior then it says to members why bother reporting because command doesn't think it's a big deal and will probably not take action. It also creates an atmosphere where predators can operate with impunity and little fear of being caught or if caught, held appropriately accountable.

Students follow along with instructor.

Students respond to questions.



16. Content Delivery

Show Slide 18: Reporting Procedures

EO:

8.3.4 **EXPLAIN** the following regarding restricted and unrestricted reporting:

- a. Requirements
- b. Conditions
- c. Benefits
- d. Limitations


Sexual Assault Reporting

Active duty and Reserve members on active duty or in a drill status who have been sexually assaulted have two reporting options:


Unrestricted Reporting: The service member who desires medical treatment, counseling, and an official investigation of his or her allegation can report the matter using official reporting channels, e.g., duty watch stander, supervisor, or their chain of command. Once a Coast Guard official receives a report that a sexual assault has occurred, the Coast Guard Investigative Service shall be notified immediately and an investigation will be initiated, although a victim always has the choice to not participate with an

Students follow along with instructor.



<p>investigation.</p> <p>Restricted Reporting: The service member who desires medical treatment and counseling without triggering the official Coast Guard investigative process and notification of the victims command. Victims cannot disclose the assault to an active duty member. Victims must report the matter ONLY to an, Employee Assistance Program Coordinator (EAPC), Sexual Assault Response Coordinator (SARC), Family Advocacy Specialist (FAS), or Victim Advocate (VA).</p> <p>Safe Helpline: Live, one-on-one expert advice and information available 24/7 unique to the Armed Services. Users can click, call, or text for anonymous and confidential support.</p> <p>Call the safe helpline hotline at 1-877-995-5247 text location to 55-247 inside the United States and 202-470-5546 outside the U.S.</p> <p>What to do if you have just been sexually assaulted:</p> <ul style="list-style-type: none"> • Get to a safe place. • Call someone who can help you • Don't shower, drink, eat or change your clothes. These activities can destroy physical evidence that could be useful if you decide to prosecute. <p>Go to medical or to the nearest hospital. Even if you feel embarrassed about your injuries, it is very important to receive medical assistance.</p>		
<p>17. Content Delivery</p> <p><i>Show Slide 19: Indicators of Predators</i></p> <p>EO:</p> <p>8.3.3 DISCUSS some indicators and behaviors of sexual predators and predator grooming.</p> <p>LIST some indicators and behaviors of sexual predators and predator grooming.</p> <p>If we do not create and foster a command climate that is free from sexual assault and harassment, then we create an environment and/or atmosphere where predators can operate with impunity and little fear of being caught or if caught little to no action is taken.</p> <p>It is an All-Hands effort to continually know the indicators and behaviors of sexual predators and predator grooming to prevent our Coast Guard Team from becoming a victim of sexual assault.</p> <p>A Sexual Predator is a person seen as obtaining or trying to obtain sexual contact with another person in a predatory or abusive manner. Think of sexual predators as "hunters" or "opportunists". The only difference between the two is that hunters are active predators while opportunists are</p>	<p>Students follow along with instructor.</p>	 <p>Indicators of Predators</p> <ul style="list-style-type: none"> • Premeditated • Plans • Knows when your vulnerable • Expert liar • Proper environment • Completely controlling • Manipulator

Source: Instructional Support Materials for all Accession Courses

<p>ambush predators who strike when given the opportunity. Both are equally dangerous.</p> <p>A sexual predator;</p> <ul style="list-style-type: none"> • attacks are usually premeditated • plans well in advance • knows when his/her prey will be the most vulnerable • is an expert at lying • must have an environment that facilitates an attack • must know how to completely control a victim before, during, and after the attack • is a master manipulator <p>Predator Grooming includes tactics a predator will use to gradually and methodically build trust with a potential victim both emotionally and psychologically to later gain access and alone time with their future victim.</p>		
<p>18. Content Delivery</p> <p><i>Show Slide 20: Predator Grooming</i></p> <p>There are several tactics a potential sexual predator will use to gain your trust and ultimately gain access to you. Remember: Their simple goal is to have sex with you and they will do or say anything.</p> <p>Predators may pretend to be a supportive friend. They establish themselves as the kind of person you would never suspect. Someone who seems nice, helpful, charming, and likeable.</p> <p>The goal of the predator is to manipulate the victim until they get whatever they are after. Their process may include:</p> <ul style="list-style-type: none"> • Targeting the victim • Gaining their trust • Filling a need • Progression to a sexual relationship • Maintaining control 	<p>Students follow along with instructor.</p>	 <p>The slide features a central graphic with the text 'Jekyll & Hyde' and a split image of a man's face. To the right, a blue box contains a bulleted list of grooming tactics. The slide is framed by two circular logos at the top corners.</p>

19. Content Delivery

Show Slides 21 – 22: Steps to Avoid Predators (do's and do nots)

EO:

8.3.5 **DETERMINE** the barriers to reporting a sexual assault.

Show Slide 21: Do Nots

Although grooming can take many shapes or forms, and usually takes extended periods of time. There are steps you can take to reduce your chances of falling prey to a sexual predator.

What not to do:

- Do not share too much with someone you have just met
- Do not accept gifts of money
- Be wary of too much flattery
- Don't stay if the situation becomes unhealthy

Show Slide 22: Dos

What to do:

- Be cautious around someone you just met
- Trust your instincts
- Keep personal information private
- Drink responsibly

This is not all inclusive but this gives you an idea of what you might be up against. This is not to say everyone that has or displays these traits is a sexual predator.

This information should paint a picture that people who sexually prey on others do not look or do anything different from law abiding citizens which often make them hard to identify.

Question: What is the difference between a hunter and an opportunist?

Answer: Hunters are active predators.

Students follow along with instructor.

Slide 21: Steps to Avoid Predators (What not to do). The slide features a title at the top with two circular logos. Below the title are four panels, each with an image and a text box. The panels are: 1. A woman's face with a hand to her mouth, with the text 'Do not share too much'. 2. A hand holding a coin with a red prohibition sign over it, with the text 'Do not accept gifts of money'. 3. A purple flower, with the text 'Be wary of too much flattery'. 4. A person's legs, with the text 'Leave if the situation becomes unhealthy'.

Slide 22: Steps to Avoid Predators (What to do). The slide features a title at the top with two circular logos. Below the title are four panels, each with an image and a text box. The panels are: 1. A man's face, with the text 'Be cautious with new people'. 2. A dark sky with the text 'Trust your instincts'. 3. A person's mouth, with the text 'Keep personal information private'. 4. A person drinking, with the text 'Drink responsibly'.

Students respond to questions.

20. Content Delivery

Show Slide 23: Command Climate

EO:

8.3.8 **DEMONSTRATE** the ability to contribute to and embrace a climate of professional conduct and intolerance of practices that contribute to sexual harassment or assault.

DESCRIBE a command climate that fosters dignity, respect, and professionalism to ensure SAPR Program effectiveness.

The Coast Guard's Sexual Assault Prevention and Response (SAPR) Program seeks to eliminate sexual assault by implementing and sustaining comprehensive SAPR strategies that focus on:

Prevention, including awareness and cultural change.

Response, including victim support, intimidation-free reporting, fair and impartial investigations.

Accountability to protect the safety and well-being of all our Active Duty, Reserve, Civilian, and Auxiliary shipmates and their families.

As Coast Guard men and women we are all responsible to ensure a positive command climate that fosters dignity, respect, and professionalism. We have a duty to our fellow Coast Guardsman, civilians, and Auxiliarist to report immediately any activity that indicates a sexual assault may occur or has taken place.

It is the responsibility of every team member to establish a command climate of prevention, predicated on dignity, respect, and professionalism that recognizes and embraces diversity, prevents unacceptable conduct, values the contributions of all of its members, and eliminates elements incompatible with a safe, sexual assault-free environment.

We must ensure a climate, within the Coast Guard, that keeps our personnel educated, informed and to provide the best support possible for a victim of sexual assault or harassment.

Alcohol has proven to be a contributing factor in the majority of sexual assault cases, therefore an active unit alcohol abuse prevention program is an important step to eliminating sexual assault.

Question: Who is responsible for the command climate?

Answer: We all are

Students follow along with instructor.




Command Climate



Students respond to questions.

Source: Instructional Support Materials for all Accession Courses

<p>professional investigations; and accountability for those who commit this crime or who stand by and allow it to occur.</p> <p>Every Coast Guard unit's goal is to prevent sexual assault through efforts that influence the knowledge, skills, and behaviors of all members and stop sexual assault before it occurs. The unit will focus training efforts on</p> <ul style="list-style-type: none"> • Routine monitoring by recognizing risk factors; the environment; and the opportunities these present to perpetrators. • Practice prevention and intervention plans • Build partnerships for referrals and services • Ensure members are aware of reporting options • Drill and practice bystander intervention skills • Identifying harmful behaviors and taking action to eliminate them • Ensure members understand the command climate and philosophy and expectations <p>Leadership must set a climate that is intolerant of sexual harassment and sexual assault. The unit will stress each individual's responsibility to care for one another and the unit will ensure all members know the meaning of consent and are aware of the myths and realities about sexual assault.</p> <p>Question: What is the goal of the unit training program? Answer: Prevention, Training and Support.</p>	<p>Students respond to questions.</p>	
<p>25. Content Delivery <i>Show Slide 28: SAPR Plan</i></p> <p>8.3.7 EXPLAIN the process, timeline, and possible outcomes of a sexual assault investigation (in collaboration with the Sexual Assault Response Coordinator (SARC) and Special Victims Counsel (SVC), as appropriate), using a job aid:</p> <ol style="list-style-type: none"> To a reported victim To a subject, including the rights of the subject and how to preserve them <p>EXPLAIN how a Coast Guard unit benefits from having a rehearsed SAPR plan.</p> <p>The Sexual Assault Strategic Plan 2013-2017 describes how to eliminate sexual assault in the Coast Guard by providing a strong culture, policy and procedures for</p>	<p>Students follow along with instructor.</p>	 <p>The graphic is titled "SAPR Plan" and features two Coast Guard emblems. It lists four key areas in orange boxes with corresponding bullet points in blue boxes:</p> <ul style="list-style-type: none"> CLIMATE: Creating a culture intolerant of sexual assault or behaviors that enable it PREVENTION: Creating a strong preventative culture RESPONSE: Improving availability/quality of response support ACCOUNTABILITY: Holding members accountable for their actions

Source: Instructional Support Materials for all Accession Courses

prevention, education and training, response, victim support, intimidation-free reporting, fair and impartial investigations, and accountability.

The plan outlines four strategic goals.

1. **CLIMATE:** Creating a culture intolerant of sexual assault or behaviors that enable it.

2. **PREVENTION:** Eliminating sexual assault in the Coast Guard through the foundation of a strong preventive culture.

3. **RESPONSE:** Improving the availability and quality of response support for sexual assault victims thus increasing victim confidence and lessening the stigma associated with reporting.

4. **ACCOUNTABILITY:** Ensuring those who commit sexual assault in the Coast Guard are held accountable. This includes; Improving capability and capacity for the reporting, investigation, and prosecution of sexual assault and elevate leadership engagement in response to sexual assault.

A unit plan is a way to systematically figure out where you currently are, where you need to go, and how to get there. It is a lot like navigating a ship: there are shoals and other dangers, and you can waste a lot of time going in the wrong direction.

That is why you have a plan, to avoid the shoals and wasting time.



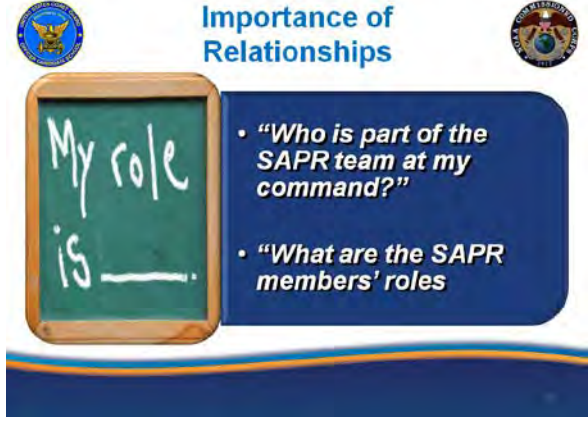
Setting a unit plan to align with the Commandant's strategic goals helps decision makers assess the current state of their unit and set into motion detailed steps to prevent, respond and hold accountable sexual assault situations.



Planning helps ensure the actions which are implemented are consistent with our values and helps identify and allocate resources in an orderly and systematic manner.

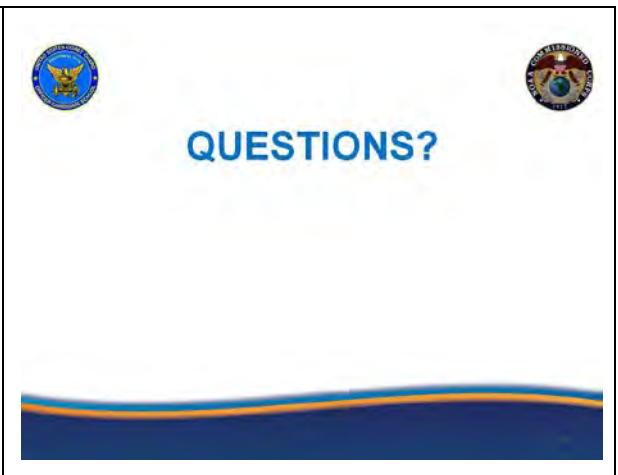
Question: What is the benefit of a unit SAPR plan?

Answer: It helps to identify where you currently are, where you need to go, and how to get there. It also sets in place detailed steps to prevent, respond and hold accountable sexual assault situations.

Students respond to questions.

<p>26. Content Delivery <i>Show Slide 29: Pre-Need Relationships</i></p> <p>DESCRIBE the importance of pre-need relationships with Unit personnel and other service providers' responsibilities regarding SAPR.</p> <p>We can't work in isolation. We need to work together. It is our relationships all added together that are the foundation for an organized effort in the implementation of a SAPR plan and it is always better to build these relationships before you need them.</p>	<p>Students follow along with instructor.</p>	 <p>Pre-Need Relationships</p> <ul style="list-style-type: none"> Relationships are the foundation of a SAPR plan Build them before you need them
<p>27. Content Delivery <i>Show Slide 30: Building Relationships</i></p> <p>Building internal and external relationships with law enforcement, chaplains, SARC's and health care providers is critical to prevention and response of sexual harassment and sexual assault at your unit. Building working relationships helps to capitalize on the resources and capabilities of others.</p>	<p>Students follow along with instructor.</p>	 <p>Building Relationships</p> <ul style="list-style-type: none"> Building relationships capitalizes on resources and capabilities of others
<p>28. Content Delivery <i>Show Slide 31: Importance of Relationships</i></p> <p>A couple of questions you must ask yourself when assessing the importance of pre-need relationships are; "Who is part of the SAPR team at my command?" and "What are the SAPR member's role and responsibilities?"</p>	<p>Students follow along with instructor.</p>	 <p>Importance of Relationships</p> <ul style="list-style-type: none"> "Who is part of the SAPR team at my command?" "What are the SAPR members' roles"

<p>29. Content Delivery <i>Show Slide 32: Key People</i></p> <p>Let's take a look at these Relationships;</p> <ul style="list-style-type: none"> • CO; responsible for overall Sexual Assault Report • Command Cadre; Responsible for either victim or accused. Ensures services and needs are met. • Unit Personnel; Keep rumors and gossip to minimum. Respect members and allow process to take place. • CGIS; Investigates reports of sexual assault. 	<p>Students follow along with instructor.</p>	
<p>30. Content Delivery <i>Show Slide 33: Service Providers</i></p> <p>EO:</p> <p>8.3.1 DEMONSTRATE understanding of pre-need SAPR relationships with the following service providers, as appropriate:</p> <ol style="list-style-type: none"> Sexual Assault Response Coordinator (SARC) Victim advocate Medical personnel Special victims counsel Civil Rights Service Provider Chaplain <ul style="list-style-type: none"> • Service Providers – these include; <ol style="list-style-type: none"> Sexual Assault Response Coordinator (SARC) Victim Advocate (VA) Medical Personnel Special Victims Counsel Civil Rights Service Provider Chaplain • Service Providers; <ol style="list-style-type: none"> SARC; Ensures SAPR policies and procedures are met. VA; Advocate for the victim, provides referrals, and relays information to/from SARC & Command. Medical Personnel; Ensures medical needs of victim are met. Special Victims Counsel; Provides legal counsel to victim. 	<p>Students follow along with instructor.</p>	

<p>33. Summary and Review <i>Show Slide 36: Questions</i></p>	<p>Students follow along with instructor.</p>	 <p>The slide features the word "QUESTIONS?" in a large, blue, sans-serif font centered on a white background. Two circular logos are positioned in the top corners: a blue one on the left and a red one on the right. At the bottom of the slide, there is a decorative graphic consisting of a dark blue base with a wavy top edge, overlaid with a thin orange line.</p>
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Assessment

Preparation

Follow the instruction below to prepare for the performance test:

1. Testing Officer will send test bank to Instructor.
2. Instructor will choose a set of questions to be assessed on the progress exam as well as a potential retest progress exam.
3. Testing Officer will prepare progress exam to be approved by Academic Section Chief.

Administration

The Testing Officer will administer progress exam generally on a bi-monthly basis.

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1. Officer candidates must achieve a passing rate of 70% or they will be administered a retest.
 2. Officer candidates will be administered another retest if they fail to achieve a 70% on the retest.
 3. Officer candidates will go before a Performance Review Board (PRB) if they fail to achieve a score greater than a 70% on the second retest.
 4. The PRB has a potential to effect their continuation in the program.
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Source: Instructional Support Materials for all Accession Courses

Summary and Review

Review

Each course of instruction will have a review at the end of the instruction. Additionally, material will be reviewed upon completion of progress exam.

Assignment

No assignment for this course of instruction.