Trainer’s Notes

Working with Victims/Survivors of Sexual Assault

Purpose
This course is designed to provide W-2 FEPs and Case Managers insight into and awareness about sexual assault. We will examine and discuss strategies for working with individuals who have identified themselves, or other family members, as victims and/or survivors of sexual assault.

Objectives
Upon completion of this course, you will be able to:
• Analyze the statistics, myths and facts about sexual assault;
• Identify the potential long-term impacts of sexual assault;
• Explain the role of the sexual assault advocate;
• Describe the connections between poverty and sexual violence; and
• Apply strategies and best practices when working with victims of sexual assault
Materials

- Laptop computer
- Projector
- Laptop speakers
- White board and dry erase markers
- Flip chart paper and markers
- Sticky notes
- Blank paper
- Crayons/Markers on tables
- Prepared flip chart titled “What I Believe About Sexual Assault” for introduction activity
- Prepared blank flip chart paper attached to wall for advocate activity (2-4 sheets)
- Quote cards from Trainer’s Notes Appendix cut out into individual quotes
- TAASA Videos with survivor stories - DVD available from Mark.
- Optional – Copy of The Burden of Sexual Violence in Wisconsin 2010 publication from the Wisconsin Coalition Against Sexual Assault or internet access to the publication at http://www.wcasa.org/file_open.php?id=750
**Suggested Pace**

This course is a 6-hour course. The following agenda is the *suggested* pace.

- **Introduction and Housekeeping** ....................................................... 9:00 a.m. – 9:20 a.m.
- **Introduction to Sexual Violence** .................................................... 9:20 a.m. – 9:40 a.m.
- **Sexual Assault in Wisconsin** ......................................................... 9:40 a.m. – 9:50 a.m.
- **Statistics** ....................................................................................... 9:50 a.m. – 10:05 a.m.

  **Break** .............................................................................................. 10:05 a.m. – 10:20 a.m.

  - **Alligator River Story** ................................................................. 10:20 a.m. – 10:45 a.m.
  - **Realities of Sexual Assault** ......................................................... 10:45 a.m. – 11:25 a.m.
  - **Poverty and Sexual Assault** ....................................................... 11:25 a.m. – 11:45 a.m.

  **Lunch** .................................................................................................. 11:45 a.m. – 12:45 p.m.

  - **The Impact of Sexual Assault** ...................................................... 12:45 p.m. – 1:15 p.m.
  - **The Stages of Dealing with Sexual Assault** .................................... 1:15 p.m. – 2:00 p.m.

  **Break** .............................................................................................. 2:00 p.m. – 2:15 p.m.

  - **Potential Long-Term Impact** ........................................................... 2:15 p.m. – 2:45 p.m.
  - **Working with Sexual Assault Survivors** ......................................... 2:45 p.m. – 3:30 p.m.
  - **Reflections** .................................................................................... 3:30 p.m. – 4:00 p.m.
Introduction

As class participants enter the room, instruct them to write on one or more sticky notes, answering the statement, “What I Believe About Sexual Assault,” and place them on the previously-prepared flip chart paper listed under materials.

Give a brief introduction of trainers.

Review the purpose and objectives of the course.

Address “housekeeping” issues (bathrooms, vending machines, breaks, lunch breaks) and state that evaluations are on the tables and can be completed as we go through our day.

Ask participants to introduce themselves with the following information:
- Name
- Job Position
- I am here today because...
- If I could be anywhere else, it would be...

State that this introduction gave us an opportunity to get acquainted in a non-threatening, informal way. It will help set the tone for the time we are together. We will discuss some complex issues today.

Explain that the purpose of the sticky notes is to recognize that participants bring knowledge to the table. Instruct participants to remove a sticky note throughout the day after they discover it is true. This will help us know what still needs to be covered before the end of the day. Remind participants again during break times to check for notes that can be removed.

Encourage participants to practice self-care due to the sensitive nature of this topic and to take breaks as needed.

Introduction to Sexual Violence

Ask the class what terms come to mind when they hear the words sexual violence? Optional: Capture the responses on flip chart paper.

Ask a volunteer to read the opening paragraph (WCASA’s definition) in the PG. Summarize the bolded statistics in the third paragraph.

Note: If asked, voyeurism is defined as violating a person's privacy by attempting to view intimate situations or an individual that may be nude, undressing, etc.
Range of Sexual Violence

Read the first sentence in the PG. Direct participants to review the graphic, stating the graphic was developed to represent a set of behaviors, some of which our society accepts and endorses more than others. This can make it easier for perpetrators to get away with some behaviors.

Note that many sexual assault perpetrators engage in a variety of behaviors, but sexual violence does not necessarily need to be something that escalates from one sexual act to the other.

Ask the class if there is a definitive “less severe” behavior listed on the graphic.
Responses will vary.

Ask the class how identifying “less severe” behaviors might affect how victims identify what happened to them as being sexual violence.
Potential Responses:
• It may appear that some of these behaviors are acceptable in certain situations.
• Some of these actions are not considered illegal.
• Rape has to have occurred in order for it to be considered violence.
Sexual Assault in Wisconsin

**State** that the exact definition of “rape,” “sexual assault,” “sexual abuse,” and similar terms differ by state. This can get confusing because some states use different words to mean the same thing. The State of Wisconsin uses the term Sexual Assault, which is the term we will use throughout the rest of this course.

**Summary of Legal Definitions**

**Instruct** participants to read the definitions on their own.

**Note** that this is a very condensed version of the Wisconsin statutes for adults, and that there are separate statutes for the sexual assault of children. More information can be found through the Wisconsin Coalition Against Sexual Assault’s (WCASA) website, which is listed in the PG under Resources on page 30.

**Review** the other terms defined in this section of the PG.

**Focus** on the terms victim and survivor. **State** that we will use these terms interchangeably in this course. The term survivor is used to acknowledge that a person has survived a traumatic experience, emphasizing courage and respect. However, the person was also a victim of a crime. The participant will decide which term they want to use and you will follow his or her lead.
Statistics

**Note** these are statistics from Wisconsin, and are based solely on sexual assaults reported to law enforcement.

**Review** the statistics. **Ask** the class to guess the answers for each statement.

Nearly **75**% of the location sites in reported sexual assaults were at the perpetrator’s, victim’s, or other person’s residence.

The most common weapons used in sexual assaults were hands/fist/feet in **80**% of incidents.

Over **50**% of all sexual assaults were reported within one day of the incident. Of those reported in this time frame, 58% were cleared by arrest.

**Mention** that it is important to note that most sexual assaults are not reported to law enforcement. According to the Bureau of Justice Statistics (2012), 2 in 3 (65%) rape or sexual assault victimizations were not reported to police from 2006 to 2010.

Sexual assault victims and their offenders are most often the same **race**.

More than **90**% of sexual assault offenders reported to law enforcement were male.

The known days on which most sexual assaults occurred were **Friday (14%)** and **Monday (13%)**.

Victims under the age of 21 represented over **75**% of sexual assault victims in 2010.

Juveniles in the **11**-**15** year-old category accounted for the largest percentage (39%) of sexual assault victims.

Nearly **90**% of sexual assaults in 2010 were committed by someone known to the victim.

**Debrief** this section by asking what surprised the class about these statistics.

**Remind** participants that these statistics are based on actual reports to law enforcement, and as we mentioned earlier the majority of sexual assaults go unreported.

**Mention** The Burden of Sexual Violence in Wisconsin report, which covers information on prevalence and gathers statistics from other sources such as advocacy agencies, medical personnel, etc. This report is available on WCASA’s website, listed in the resource section.
Perceptions about Sexual Assault

Summarize the first paragraph in the PG.

Alligator River Story

Divide class into groups and trainer will read the Alligator River Story. Ask the groups to attempt to reach consensus on which of the character’s actions were the most offensive by ranking them from 1 to 5, with 1 being the worst. Direct the groups to include reasons why they ranked the characters the way that they did.

Record each group’s rankings on a flip chart or white board, asking them to give you just their rankings without explanation.

The purpose: This activity is designed to be a values clarification activity. At this point, as you ask for the reasons why characters were ranked a certain way, it is important to accept the responses without judgment and to discourage others from challenging each other’s positions in a critical manner. Participants often will ask what the “right” answer is, but this activity is meant to explore the different perceptions, values, and attitudes people have. This will help the trainer know what to spend more time on in the realities section.

Discuss the reasoning behind the rankings by using the similarities and differences between groups. For example, if three groups ranked Sid first, ask those groups to share their reasons, and then ask the other groups why they ranked him lower. Continue this discussion until all of the characters have been covered.

Transition the discussion back to sexual assault by asking participants if what happened in the story would be considered sexual assault. Ask the following to help participants come to an answer:

• Are Sid and Abigail old enough to consent? (Unknown in the story; 18 is the age of consent in WI)
• Did they both have the capacity to consent? (No one was drugged, unconscious, or considered disabled)
• Did both of them agree to take part? (Physical force was not used, but Abigail was threatened)

Ask participants why someone might think Abigail is to blame for what happened to her. Potential Responses:

• The way she was dressed.
• She went on the boat, even though she had a gut feeling about Sid.
• She didn’t fight back.
• She got her friend to beat up Gregory.
• She is laughing at the end. This could mean she planned it.
State that there are many misconceptions about sexual assault, the perpetrators, and the victims. It is important to recognize what your perceptions are when working with W-2 participants who have been sexually assaulted in order to avoid victim blaming.

Realities of Sexual Assault

State that we are going to dispel some common myths while talking about the actual facts regarding sexual assault. National statistics are used in this section.

Ask a participant to read aloud each reality listed in bold in their PG. Follow up with more information on each reality, as listed below.

Victims often know their perpetrators, and the sexual assault often occurs in a place where the victim feels safe.

- Read the first two sentences from the PG with the statistics.
- Add that often we think that people who commit sexual assault are people who look, act, and live a certain way.
- Ask participants why people may think this way. Responses may include:
  - Portrayal of perpetrators and locations of sexual assault in the media;
  - Not wanting to believe that perpetrators are everyday people;
  - Believing sexual assault is only about a violent sex act instead of a violation of trust through power and control.
- Explain that although stranger assaults do happen, it is far more likely that a perpetrator is not a stranger to the victim/survivor. This dynamic can lead to an increased sense of guilt for victims, who may blame themselves for not recognizing the potential threat and taking more action to prevent an assault. It also adds to confusion for the victims, who may feel that, because the assault did not fit the “stranger in a ski-mask” scenario, it was not a “real” sexual assault.

Play video scene 3, Out of the Darkness.

Ask participants what stood out to them in the video.

Potential Responses:
- Doris was a victim of multiple sexual assaults as a child and an adult.
- She felt everyone knew what happened to her and felt guilty/ashamed.
- She decided when it was time to speak out.

Mention that women who reported being raped before the age of 18 are twice as likely to report being raped as adults.

Perpetrators select victims based on their accessibility and vulnerability, not by their physical appearance.

- Read the first sentence from the PG with the statistic.
- Add that if most sexual assaults are planned in advance, it is irrelevant what a victim wears. Most convicted perpetrators are unable to remember what their victims looked like or were wearing.
- Ask participants if they think Sid planned to sexually assault Abigail.
• **Remind** the class that perpetrators plan sexual assaults in advance by seeking out victims who will not tell or be believed. Or, the perpetrator will plan the act and then choose a victim based on the victim’s availability and vulnerability.

**Most perpetrators use only physical force during sexual assaults.**
• **Read** the first sentence from the PG with the statistic.
• **Add** that just as weapons are rarely used in sexual assault, victims may not fight back during an assault. We saw this in the Alligator River story where Abigail did not fight back. The brain will trigger what seems to be the safest response, which could be to freeze. This doesn’t mean it wasn’t sexual assault.

**Sexual assault is a crime of violence, not the perpetrator’s need to have sex.**
• **Read** the first sentence from the PG with the statistic. **Note** that this is a national statistic, not specific just to the state of Arizona.
• **Add** that the idea that perpetrators do not have an outlet for their sexual needs simply is untrue.

**Consent can be withdrawn at any time.**
• **Read** the first sentence in the PG.
• **Add** as one 16 year old put it: “If you were at your partner’s house and you were just about to have sex, and your partner’s father walked in, you wouldn’t say ‘Hold on, I’ll be with you in a moment. I can’t stop.’ You would able to stop, throw your clothes on, and be out of there in a flash.”
• **Explain** it is difficult to imagine anyone in that situation not being able to stop the activity. Yet, if the father is removed from the scenario, and one partner decides he or she wants to stop, many people would argue that it is unreasonable to expect the other partner to be able to stop, that he or she would be completely justified in not stopping, and that it would be the other partner’s fault for being such a tease.
• **Continue** that affirmative consent needs to be given every step of the way and each time people have sex, even if they had sex with each other before.

**False reports of sexual assault are rare.**
• **Read** the first sentence from the PG with the statistic.
• **Add** that during the Alligator River story, some people thought that Abigail was laughing at the end because she made the whole thing up or regretted her actions, similar to why people think victims lie about being assaulted. Actually, the opposite is true. Sexual assault occurs at rates much higher than what is reported, as victims may be afraid to admit that they have been sexually assaulted for fear of not being believed.

**Someone in a relationship can be sexually assaulted by his or her partner.**
• **Read** the first sentence from the PG with the statistic.
• **Add** that no matter how long a couple has been together or how many times they had consensual sex in the past, it does not give permission for the future or for a person to sexually assault his or her partner.
Play video scene 5, Definition.
Ask participants what stood out to them in the video.
Potential Responses:
• Stephanie has to interact with her perpetrator regularly since they have a child in common.
• It felt like a full time job to morph from victim to survivor.
Mention that research suggests that marital rape accounts for 25% of all rapes (PCAR, 2014).

Males and females of all ages can be victims/survivors of sexual assault.
• Read the first two sentences from the PG with the statistics.
• Add that it is important to note both women and men are capable of sexual assault. Our society has difficulty recognizing that women are capable of sexual violence, and we tend to define sexual assault as something done to women by men. Female perpetrators, like male perpetrators, may prey on children, adults, males, females, family members, acquaintances, or strangers.
• Note that male victims of sexual assault deal with the same issues as female victims, but males can be more at-risk for depression and other mental health issues. There are resources in the PG specifically about males and sexual assault.

Reflections
Paraphrase the summary. Ask participants how believing certain myths about sexual assault could affect how we work with W-2 participants.
Potential Responses:
• The participant is not believed.
• Good cause is not considered when appropriate.
• The participant could feel re-victimized.
• Referrals are not made to community resources.
Remind the class that if participants say they are a victim (primary or secondary) of sexual assault, we need to believe what they say.

Instruct participants to answer the reflection questions at the bottom of the page. Ask for volunteers to share one of their answers.
What are ways to make sure W-2 participants feel they are believed when they disclose sexual assault?
Potential Responses:
• Don’t ask the participant to prove his or her story or give details.
• Know the myths that you have regarding sexual assault and how these myths can interfere with your interaction with participants.
• Let the participant know it is not his or her fault.
• Offer appropriate resources to the participant.
Why might a victim/survivor choose not to report a sexual assault?
Potential Responses:
• He or she is not sure he or she will be believed.
• He or she did not fight back against the assault and has no physical injuries.
• He or she does not fully remember what happened.
• He or she knows the perpetrator and is afraid of retribution.
• He or she feels ashamed and at fault for the assault.
• He or she is afraid to relive the details of the assault by telling a police officer and testifying in court.
State that we will continue to look at ways we can work with W-2 participants who are victims/survivors of sexual assault and how this may impact their participation in W-2.
Poverty and Sexual Assault, a Compounded Risk

Ask a volunteer to read the first paragraph.

Ask the class, “From what was just read, what stands out to you?”
Possible Responses:
- Sexual assault can jeopardize a person’s well-being
- Poverty can increase a person’s risk of sexual assault
- Perpetrators target individuals who seem vulnerable

Why Is this a Compounded Risk?

Note to Trainers: This section should be a discussion to get the class thinking about the link between poverty and sexual assault.

Ask How can living in poverty make life more dangerous and increase dependence on others?
Possible Responses:
- Housing may be unstable or unsecure
- May not have reliable transportation to “get out” of a dangerous situation

Ask What barriers exist that may make it challenging for individuals living in poverty to access services?
Possible Responses:
- Lack of transportation
- Lack of communication tools (e.g., phone, internet)
- Lack of monetary assets

State You and your agency cannot do it all. Ask Do you have relationships established with community resources that address the complex issues of poverty and sexual assault?
Possible Responses:
Responses will vary based on the group. Be sure to get the class talking about other community resources such as:
- Domestic Violence and Sexual Assault services and advocates
- Education and training programs like the Technical College system
- Economic Support resources (e.g., FoodShare, Wisconsin Shares, BadgerCare)
The Impact of Sexual Assault

State in this section, we will discuss the different ways survivors’ lives may be affected and the process by which survivors learn to cope and heal from sexual victimization. Review first paragraph key points:

- An attack on fundamental assumptions
- Shattering of our sense of control, safety and trust
- Deeply demoralizing and has far-reaching implications

Activity

Draw an outline of a body on the flip chart. Have participants also draw an outline of a body on a blank sheet of paper.

Ask participants to think about a time (or imagine a time) when they felt very hurt by someone they trusted, for example, a romantic partner who cheated or broke up with them, or a best friend who told their secrets to another person. Ask the class to describe their feelings at the time (e.g., embarrassed, sad, angry). Have participants write those feelings inside the outline of the person they drew. After a few minutes, ask participants to share their responses. Record the responses inside the outline of the person on the flip chart. Ask the class to describe how they behaved in reaction to the event (e.g., short temper, taking it out on others, drinking, withdrawn from others, pretend it did not happen, laugh, act boisterous). Have participants write their reactions outside the outline of the person they drew. After a few minutes, ask participants to share their responses. Record their behaviors outside the outline of the person on the flip chart.

Debrief

Compare the internal feelings with the external behaviors. Would someone be able to guess the feelings by observing the behaviors? What might someone observing the external behaviors think? Draw parallels to the variety of reactions survivors of sexual assault might exhibit. Note that the things we named in this activity may be extremely painful, but typically do not meet the threshold of “trauma.” When the event the person is reacting to is a trauma, such as sexual assault, the difference between the feelings and the behaviors is more apparent due to the nature of, and the natural reaction to, traumatic events.

Dealing with Sexual Assault

Mention that although everyone will react to the trauma of sexual assault differently, many survivors experience three distinct phases.

- Initial or acute impacts
- Longer-term reorganization
- Resolution or healing

Note that there is no timeframe for dealing with the impacts and trauma from a sexual assault. Each survivor’s experience will be unique. This is not about moving from one point to the next; rather, it is about dealing with the impact of trauma.
Acute Impacts

**Mention** that acute impacts also can occur following the recovery of repressed memories by survivors. As with physical trauma, shock is very common in the immediate aftermath of an emotional trauma. Some survivors may try and “shake it off” because it is too much for them to live with. Advocates can help survivors and those around them (loved ones, medical personnel, law enforcement, etc.) by providing information and a context for understanding the various ways in which individuals may react to trauma.
**Reorganization**

After the initial shock wears off and the dust of disruption settles, survivors are left with the task of figuring out how to cope with the sexual assault and get on with their daily lives.

Significant life changes such as dropping out of school, switching schools or jobs, moving, or ending relationships, are relatively common during this time. This results in a new "normal" and new routine for the survivor.

**Resolution**

- **Stress** that reaching the point of resolution and healing does not mean the survivor returns to who s/he was prior to the assault. That simply is not possible.

Resolution is an active, not a passive, process.

- **Stress** that it is important to remember there is no ‘recipe’ for healing, no timetable to chart the process. It is a process that is unique to each person. **Emphasize** that it is extremely important to remember this as we work with victims/survivors. There should be NO expectation that there will be a speedy recovery. The healing process is, indeed, unique to each person. As you create the employment plan, you may need to include counseling activities for a very long time. We cannot jump to the conclusion that six months or a year is all that is needed in supportive services.

**Activity**

Use the quote cards from the Trainer’s Notes Appendix. Arrange the group in a circle. **Introduce** the activity by explaining that they will be reading quotes from survivors of sexual violence. The quotes represent a diversity of voices: children, teens, adults, older adults, males and females of different ethnic backgrounds, and victims of stranger assaults, non-stranger assaults, and incest.

**Remind** the group that they should feel free to not participate in the reading if they would rather just listen. **Pass** the cards around to participants, allowing them to take one if they choose. Go around the circle and have each class participant read the quote. When all the quotes have been read, lead a discussion (**record** responses on flip chart), using the following question:

What did you hear in these voices? (examples: self-blame, shame, nightmares, low self-esteem, anger, fear of perpetrator, fear of not being believed, fear of everything, hypervigilance, feelings of isolation, unable to concentrate, difficulty trusting, flashbacks or vivid memories, etc.)
Factors Influencing the Healing Process

**State** that in her book *Predators: Pedophiles, Rapists and Other Sex Offenders*, Dr. Anna Salter compared sexual violence to a snakebite; some people recover completely, others don’t, but it’s not good for anybody. Why is it that some people seem to recover fully, and others continue to carry deep emotional scars throughout their lives?

The factors listed are some that have been identified as playing a role in the impact and healing process.

**Aggravating Factors**

*State* that these factors contribute to a more difficult healing process.

- Lack of support from family and friends – disbelief, blame
- Close relationship between the victim and the perpetrator – increased sense of betrayal
- Younger age/development state at the time of the assault(s)
- Increased duration and frequency of the attack
- Use of force or threat of force
- Assault(s) involving penetration
- Experience of sexual arousal or pleasure response by the victim
- Prior experience(s) of sexual assault
- Social/cultural/religious environment that promotes shame
- Concurrent stressful or traumatic life events
- Pre-existing mental health or substance abuse issues
- Disbelief or blaming by responding professionals – law enforcement officers, medical professionals, advocates
- Cognitive and/or developmental delays

**Mitigating Factors**

*State* that these factors contribute to a more positive healing process.

- Belief and support of family and friends
- Supportive social/cultural/religious environment
- Respectful treatment by responding professionals – law enforcement officers, medical professionals, advocates
- High self-esteem
- Pre-existing positive coping skills
- Spiritual beliefs/practices
- Contact with other survivors of similar sexual violence

*State* that we want to use mitigating factors with participants whenever possible to ensure a positive response for a “system”. Do not underestimate the power of saying “I believe you” to a victim/survivor. This may seem like a throw away statement, but it does contain a lot of power and you may be the first person to say it to him or her.
Potential Long-Term Impact

State that it is important for us to understand the potential long-term impact that sexual violence can have on survivors. Various challenges stemming from the sexual assault may affect the survivor for a lifetime.

Emotional and Behavioral Health Concerns

Difficulties with trust and intimacy are common. This may be especially true for individuals who were assaulted by someone close to them whom they trusted.

Acting-In

In the realm of sexuality, the low sense of personal power and ability to set boundaries or assert their own desires sometimes can result in sexually promiscuous behavior. This is especially common for survivors of child sexual abuse who have been given messages that their value lies in their sexuality.

Compared to their non-assaulted peers, young people who have been victimized report having “voluntary” sex at an earlier age, higher numbers of sexual partners, and decreased use of condoms or other forms of protection. These youths frequently report not wanting to engage in the sexual behavior, but feeling powerless to say “no” or assert their desire to use protection. These behaviors have implications not only for an individual’s emotional health, but also on physical health, increasing the risks for sexually transmitted infections, HIV/AIDS, and unplanned pregnancies.
Acting-Out
Some sexually reactive children may continue to abuse others as they grow older. A few studies suggest that many adult perpetrators were themselves abused as children (physically and/or sexually). This does not mean that the victims are likely to become abusers. We don’t yet know all the factors that play a role in determining who will and will not go on to offend against others, but we do know that the majority of victims do not go on to sexually abuse others.

Physical Health Concerns
Mention that there are physical health concerns that may stem from the sexual assault and from the coping methods a survivor choses to use.

Case Managers should be aware of these physical health concerns and address them accordingly.

Increased Vulnerability
Remind the class that victims of sexual assault do not cause the assault; rather, the perpetrators look for and exploit vulnerabilities.
**Mental Health Concerns**

State that it is not uncommon for survivors of sexual assault to develop psychological disorders. This could cause significant challenges as the survivor tries to transition back to the world of work.

Review the symptoms of PTSD, Anxiety, and Depression. **Ask** how these psychological disorders could impact someone’s ability to obtain and maintain work.

**Possible Responses:**
- Inability to concentrate on the task at hand
- Exhibit inappropriate workplace behaviors
- Triggers set off debilitating reactions
- Physically unable to get up and get to work on time
- Medicated and dealing with medication side-effects

Show video scene 1, *The Confrontation* at the end of this section.

Debrief by asking class to identify behaviors Amy exhibited. **Encourage** a discussion on what the class can do as W-2 workers if they encounter a participant with the behaviors Amy exhibited.

**Possible Responses:**
- Revisit the Participant Barriers page in WWP
- Share resources available in the community with the participant
- Look at adjusting the EP if appropriate or making accommodations if necessary

Summarize by stating that even if a particular mental health disorder has no “cure”, treatments for mental health disorders have been developed that allow individuals to improve enough to lead independent and satisfying lives.
Secondary Victims

**State** that not only the victim is affected by sexual assault. The victim’s parents, partners, and/or friends and others also may be impacted.

**Review** the following reactions of secondary victims:

- **Fear** – secondary victims may feel less safe in the world and generally more fearful, or may specifically fear for the survivor’s safety. Individuals who share characteristics with the perpetrator (especially gender) may fear being associated with the perpetrator. Intimate partners may be afraid to initiate physical intimacy with the survivor.
- **Grief** – loved ones may grieve for the pain that a victim has suffered. They also may grieve for their own violated sense of trust in other people and safety in the world.
- **Anger** – secondary victims often express feelings of intense anger toward the perpetrator and may consider seeking revenge. Anger and blame also may be directed at the survivor.
- **Helplessness** – it can be frustrating for loved ones to watch survivors struggling with the healing process. Many have a strong desire to “make it all better,” and feel frustrated and helpless when they can’t.
- **Impatience** – the survivor’s recovery can be a long, slow process. Those surrounding the survivor may become impatient with the pace of healing and feel overwhelmed or drained.
- **Guilt** – friends and family may experience a great deal of guilt for having “failed” to protect the survivor and prevent the assault. They also may feel guilty if they experience thoughts that are critical or blaming of the victim – or of wanting the victim to just “get over it.”

*Show the video scene 4 (no title).*

**Debrief** by asking the class to identify any of the above reactions that may have been exhibited by Eileen or other family members. **Encourage** a discussion on strategies the class can use to assist family members who are secondary victims.

**Let’s Reflect**

**Summarize** this section. Key Points:

- Healing from sexual assault takes time and can be a frustrating process
- Recovery does not have a time table and may seem unbearable
- People can and do survive and heal
Working with Sexual Assault Survivors

Review these strategies.

Ask for other strategies that participants may have found helpful.
What You Can Do if a Participant Identifies as Being Sexually Assaulted

Believe the person. A person has very little to gain by making up a story about sexual assault.

Listen to the person. A victim of sexual assault needs someone who will listen to what he/she has to say without blame or judgment.

Give information; provide options and referrals. A great place to get information is your local sexual assault center. Ask the class if they know where to get this information and to share resources that they have. If someone is unsure where to go, suggest that he or she start with WCASA's website [http://www.wcasa.org/pages/Home-Page.php](http://www.wcasa.org/pages/Home-Page.php) which will list resources available in each county.

Do not tell the person what to do. A person who has been sexually assaulted has had every ounce of power and control stripped from her/him. The only way he/she is going to gain that power back is by making decisions for him/herself.

What to Do if You Suspect a Sexual Assault

Ask the class if there is anything in either W-2 or local agency policy that prevents asking the participant outright if he or she, or a family member, is or has been a victim of an assault.

Ask what can you do in this situation?

*Potential Responses:*

- Ask open ended questions while maintaining appropriate boundaries
- Offer a formal assessment if that seems appropriate
- Review advocate resources
- Creating a safe environment and rapport

Remind class that if they ask any of these questions, they need to be prepared for the responses.

Reasons Someone May Not Want to Reveal a Sexual Assault

Review the bulleted list in the PG. Ask the class if they can think of any other reasons a participant may not want to reveal a sexual assault.

*Potential Responses:*

- They may not be ready to share this deeply personal information
- The participant may not yet trust you as the FEP

It is okay if someone does not want to reveal sexual assault to you. Be sure to continue creating a safe environment for your participant. This is a personal journey and he or she will reveal to you what he or she wants if and when he or she is ready.
Utilize Your Resources

Remind the class that they are not expected to be experts in the field of sexual assault or act as sexual assault advocates. However, knowing their resources can assist them in providing assistance to the participant.

Wisconsin Coalition Against Sexual Assault (WCASA)

Review the information provided. WCASA can provide FEPs or Case Managers general information on and resources related to sexual assault. Point out that WCASA does not provide direct services to victims of sexual assault, but can provide a list of resources the victim can turn to.

If the internet is available, trainers can demonstrate locating county-specific resources.
Role of the Sexual Assault Advocate

Mention that advocates are a great resource to utilize when referring victims/survivors to outside services.

Advocate Activity

Divide class into groups of 6-8. Hang a blank piece of flip chart paper on the wall for each group. Instruct each group to line up in front of a piece of paper. Ask participants to describe advocacy in their own words by writing one of their immediate thoughts on the paper. Rotate through each line, giving participants at least two turns.

Review each list before moving onto the specifics of a sexual assault advocate.

Note to trainer: If a local sexual assault advocate is available, he or she should cover this remaining section. If not, continue as follows.

Summarize the information in the PG based on what was covered in the activity earlier. Mention that advocates are not the same as mental health counselors, and W-2 participants may be interested in counseling referrals to supplement their support from an advocate.

Ask participants for answers to the question in the PG. Answers could include:
- Having brochures available regarding services;
- Providing a schedule of support groups;
- Asking the participant to sign a release of information with the advocate;
- Offering for the advocate to meet the participant at the W-2 office;
- Understanding what support services are provided by the agency, such as child care, transportation, etc.;
- Ensuring the services will be confidential.

Highlight the statistic at the bottom of the page.

State that a best practice would be to invite an advocate to your agency to speak to staff in order to obtain concrete information from the advocate him or herself.
Advocate Confidentiality Laws

State that Wis. Stat. § 905.045 covers privilege and confidential information that protect victims and advocates. A victim has a privilege to refuse to disclose and to prevent anyone else from disclosing confidential communications made or information obtained between the victim and the advocate. The advocate also can claim privilege on the victim’s behalf.

Key Case Management Reminders

This section should be a brief reminder about confidentiality and Good Cause for non-participation policy.

Confidentiality

Refer the class to W-2 Manual, Chapter 4.

Review the key policy information in the PG.

Ask What types of information may you collect from a participant dealing with sexual assault that would be confidential?

Possible Responses:
- Medical and mental health formal assessments
- Medical records and reports
- Information from an advocate

Ask How might this information be used?

Potential Responses:
- Activity assignment
- Placement decision
- Determination of Good Cause for non-participation
Good Cause for Non-Participation Policy

Refer the class to W-2 Manual, Chapter 11.
Review the key policy information of Good Cause for non-participation in the PG.
Reflections

Show and Tell Activity
The purpose of this activity is to allow groups to develop their own debrief of the course.

By whatever means, ask the class to form groups of four, preferably with students from different tables. Ask the groups to pretend they are back in third grade for "Show and Tell" day. They must identify one major aspect of today's training that they feel is important enough to warrant being shown and told about.

Direct the groups to write the significance of the aspect on a piece of flip chart paper. Groups can use words, symbols and/or pictures. Allow the groups to be creative.

Tell groups to be prepared to make a one-minute presentation to the larger class. Time presentations with a stop watch.

Debrief by summarizing any learning points that were missed by the groups. Review any of the Post Its that are still left on the initial flip chart paper.

Refer the class to the References and Resources pages for additional information. Ask the class to turn in their evaluations.
Appendix
## Impact Quotes

When I go places, I felt like everybody was pointing at me, that I had this big red “R” – rape victim – tattooed on my forehead.

I keep jumping when I walk anywhere. People really frighten me. So many things scare me. I never used to be frightened – I didn’t fear things. Now I can’t stand it.

I had been married three months when this happened, and my marriage fell apart. I would put myself down. I became very much of an introvert.

I was frightened. I knew my mother would punish me if she found out. And I knew Daddy would be mad at me too. I felt like it was my fault, but I didn’t understand how. I didn’t want anyone to find out how bad I was.

I was paranoid and used to think he was following me.

I have trouble keeping the whole thing from coming into my mind. There are just so many thoughts running through. Once at work the thought came into my mind and it hit me and I lost my breath, the feeling was so intense.

I began having nightmares almost every night. I was scared to be alone. I felt incapable of doing even the simplest tasks. I was constantly depressed and developed severe migraine headaches. I knew this was consuming me, but it wasn’t until it started affecting the people around me that I realized I could not do this alone.
Everybody is mad at me now. I’m living with my aunt and I’m not supposed to see him anymore. I know what he did was wrong, but sometimes I still feel like I am to blame. It is hard to shake that feeling that I have caused all these problems. He would cry sometimes and say he loved me. He said they’d split up the family if anybody knew what was really happening. He said my mom would probably get real sick is she ever found out.

I’d be sitting there in class and like a dream it would be happening again. I’d see the man and the van. I’d just sit there shaking.

The next day in school I kept crying and they took me to the counselor. First I told her it was because my step-dad had slapped me, but then I told her the truth. Then everything got to be a big mess. She called the cops and they arrested him.

I try not to think about it but the thoughts keep coming into my mind.

I started skipping school a lot. I hated myself. I felt like it was my fault. People found out and were making fun of me and calling me ‘slut.’ I was so depressed that my whole life seemed meaningless. One night I decided I could take it no more – I tried to kill myself.

My parents and I were not on great terms and I was so scared to tell my boyfriend what had happened for fear that he’d leave me or think that I had caused this to happen. So I suffered in silence.
My friends were really supportive at first, but after awhile it was like they wanted me to just over it and move on. They just couldn’t understand why I just couldn’t move past it.

They took me to live with somebody else. I like it there – they have lots of swings. But I miss my mommy. Do you think my mommy still loves me? I don’t think so. She said that my brother didn’t do that, but he did. My mommy doesn’t like me anymore. I miss my mommy.