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Introduction to the Training Manual

Purpose of the Training Manual

This training manual is designed to give trainers all the necessary information to design a successful learning experience to conduct a day-long training to enhance law enforcement officers' abilities to respond to crimes of sexual assault against older people. There are two uses for this manual. Before the training, the manual should be reviewed and used to prepare for the training, including copying the camera-ready participant materials found in the manual. During the training, the manual provides a script for presenting the information and guiding the participants.

Choosing the Trainers

The training curriculum is designed to be presented by two trainers, if used in its entirety for the targeted audience. One trainer should be from a sexual assault victim advocacy agency and the second trainer should be a law enforcement officer, ideally with investigative experience in sex crimes. It is also recommended that both trainers have experience as trainers.

When training a law enforcement audience, it is important that Units 2 and 3 covering initial response and investigations be presented by another law enforcement officer. This lends credibility to the material, as well offers a trainer who has the experience necessary to add real world examples and to answer questions from the participants. It is also recommended that the introduction to the training session and Unit 1 be presented by a trainer from the sexual violence victim advocacy field, who can speak from a victim-centered perspective and offer specific examples and community referral information. Working together on this training also models multi-disciplinary cooperation between the trainers from the two disciplines.

The Roles of the Trainers

The trainers are expected to present the instruction outlined in this manual. The trainers should have the experience in their respective fields to answer questions and concerns the participants have, as well as supplement the content by examples from their own work. The trainers should prepare for the training by gathering all of the necessary materials and becoming familiar with the program content. And, if possible, by finding out what they can about the participants – their level of experience in law enforcement, sex crimes, and crimes against the elderly as well as the type and size of the community they serve. If trainers are unable to determine these characteristics of their audience, they should spend a few minutes during the introduction of the training session getting this information from the participants. This will help them to prepare adequate examples and to know whether to put much emphasis on basic skills. With an experienced group, the

law enforcement trainer may choose to supplement the training with advanced information regarding investigation techniques, for example.

During the training the trainers have dual roles as presenters and facilitators. As presenters, the trainer provides information and uses audio-visual materials. As facilitator, the trainer guides group discussions, answers questions, and manages group activities. People learn through application, so it is important for the trainer to make sure there is adequate time for activities and discussion.

Targeted Participants

This training curriculum is designed for a law enforcement audience. However this audience may vary according to experience and knowledge. Although it is generally recommended that the program be taught to a homogeneous audience of law enforcement, in small communities participants from other disciplines can add positively to the experience. Other disciplines could include victim advocates, adult protective service workers, or state attorneys. However, the focus should still be on the law enforcement aspects of handling sex crimes against the elderly. Suggestions for adapting the curriculum for audiences other than law enforcement follow in another section of this introduction.

How to Use This Trainer's Manual and Materials

Familiarize yourself with all the materials in this curriculum manual. Examine each of the sections. The Trainer's Guide section provides a "script" for the trainer to use to prepare and to follow during the training. The Participant's Guide section is a camera-ready master to reproduce for each of the participants. It includes all materials needed by the participants. The CD includes the MS Word Powerpoint presentation to be used to back up content points, or speaking points, as well as an electronic copy of all the hard-copy materials in this manual. There is also a resources section which includes brief descriptions of real case studies from newspaper clippings that could be used as a basis for additional case studies. The program also includes a one page card which serves as a job aid for law enforcement officers that lists the legal definitions of sex crimes against elders.

Trainer's Guide

Read through the Trainer's Guide. It is a "script" you can follow throughout the training. It contains speaking points, directions for when to show audio-visuals, and directions for to group activities. Highlight key info in the speaking points (which are also bolded) and explain them in your own words. Even though the guide is scripted, it is intended that you customize it to your own style of speaking. Write notes in the margins and add relevant examples of your own whenever possible. Other notations to make could include additional questions you wish to ask, as well as times to start and end units and activities.

Participant's Guide

Review the materials in the Participant's Guide. You should be familiar with the material and activities for each unit. Then reproduce the master pages in this manual for the numbers of participants you expect in your training.

Powerpoint Slides

Powerpoint slide shows are to be used in conjunction with the presentation of information in each unit. Different people have different learning preferences. By showing the slides while presenting the information, you can accommodate both those people who prefer obtaining information visually and those who prefer hearing information. First summarize briefly what the slide says, then add details about each bulleted point.

Videotape/DVD

If the video/DVD of the documentary "Rape in a Small Town: the Florence Holway Story" from the HBO American Undercover series is available, show the first hour as the introduction to the program as part of Unit One. Then use the information presented in the documentary as examples throughout the training. You may choose to also show the rest of the video after lunch or before beginning the last unit. You could also choose to use another video on the subject of sexual assault/abuse of an older person.

Other Resources

This section of the manual includes some descriptions of real cases collected from newspaper clippings. You may choose to develop your own case studies from this material. A bibliography is also included which lists resource information that this training program was drawn from.

Elder Sexual Violence Statutes Card

This card can be used by law enforcement officers as a job aid later after training. It lists definitions of sexual violence against elders, according to Florida statute.

Adapting the Curriculum

This curriculum may be adapted to fit certain audiences or situations. You may wish to use this curriculum with audiences other than law enforcement or with audiences in states other than Florida. You may also want to present it in smaller time chunks over several

days. This section will give some suggestions on making the most efficient, effective use of the curriculum.

Shorter Time Periods

You may encounter a situation in which a day-long training is not possible. The advantages of breaking the training into shorter time periods include less learner fatigue, the ability of accommodating people's schedules, and more time for thoughtful reflection on what has been presented. You could choose to present only one unit per class time. This could be done in three two-hour chunks, depending on the size of your audience. Law enforcement officers often find it difficult to get away from their regular duties for a whole day. You might also offer to present the training at the local law enforcement office, to accommodate their ability to get to training and back to work quickly. If you choose to spread the training over several days, it is important to remember to begin each new training session with a solid review of the last unit, to help bring what was learned before back to working memory to build on.

Audiences Other Than Law Enforcement Officers

You may choose to present some of this training to other audiences, such as victim advocates, adult protective service workers, social workers, or other professionals who work with elders. Unit One is most appropriate for other audiences, as the focus is geared toward understanding and recognizing sexual abuse of elders, and it can be presented by the sexual violence program trainer alone. If your audience is well versed in elder issues, you may choose to ask them to give examples of the effects of aging, as you present that portion, letting them add to your knowledge. You can use the same approach if your audience is familiar with the indicators of sexual abuse of an elder. This can be used with mixed audiences, as well, drawing on the knowledge and experience of different disciplines. If your audience is composed primarily of victim advocates, you may choose to present Unit 2 on responding to elder sexual abuse or assault, as it will give them information on what to expect from the law enforcement response and how they may be the most supportive to the victim during that time.

Audiences in States Other Than Florida

This curriculum is designed to be a model training program that can be customized for other states. To do so, you will wish to substitute the information regarding Florida statutes for corresponding statutes in the state in which you are training. You may also want to have your law enforcement trainer review the investigation checklist from Unit 3 to be sure it is in line with that state's protocols. You may want to develop your own Elder Sexual Violence Statutes Card to reflect the statutory definitions in that state as well. Supplement the Elder Resource Guide to reflect your state and local resources, or use this one as a model to develop your own.