



Worksheet 2.1

Confidentiality Scenarios

Read each scenario. Based on your understanding of your state's laws, select the appropriate response or write in your own. You may choose more than one option.

1. A 14-year-old tells you that she was raped by her 32-year-old neighbor.
 - A. Keep confidential.
 - B. Report to the police.
 - C. Report to child protection.
 - D. Ask a supervisor/another professional to evaluate further.
 - E. Other: _____
2. You receive a call from a 16-year-old victim who says she was raped several weeks ago. You then receive a call from her mother, who is very worried about her daughter and suspects what happened. She wants you to tell her what is going on.
 - A. Keep confidential.
 - B. Report to the police.
 - C. Report to child protection.
 - D. Ask a supervisor/another professional to evaluate further.
 - E. Other: _____
3. During a crisis call, a victim expresses suicidal thoughts.
 - A. Keep confidential.
 - B. Report to the police.
 - C. Report to child or adult protection.
 - D. Ask a supervisor/another professional to evaluate further.
 - E. Other: _____
4. A 14-year-old victim was raped by a 16-year-old neighbor and does not want to report.
 - A. Keep confidential.
 - B. Report to the police.
 - C. Report to child protection.
 - D. Ask a supervisor/another professional to evaluate further.
 - E. Other: _____

5. Your friend starts to date someone new. Through your work as an advocate, you have information that makes you suspect this person is a perpetrator of several acquaintance rapes in your community.

- A. Keep confidential.
- B. Report to the police.
- C. Report to child protection.
- D. Ask a supervisor/another professional to evaluate further.
- E. Other: _____

6. A mother calls and says her boyfriend is sexually abusing her 9-year-old daughter.

- A. Keep confidential.
- B. Report to the police.
- C. Report to child protection.
- D. Ask a supervisor/another professional to evaluate further.
- E. Other: _____

7. A 72-year-old woman calls from a nursing home. She is clearly confused. She tells you she was sexually assaulted by a man who entered her room last night. She does not want you to call the police, but she wants to talk.

- A. Keep confidential.
- B. Report to the police.
- C. Report to adult protection.
- D. Ask a supervisor/another professional to evaluate further.
- E. Other: _____



Worksheet 3.1

Incidence and Prevalence of Sexual Assault

The following statistics are from the 2017 National Crime Victims' Rights Week Resource Guide (Office for Victims of Crime, 2017), Uniform Crime Report (Federal Bureau of Investigation, 2017), 2020 Criminal Victimization Report (Morgan & Thompson, 2021), and Annual Report on Sexual Assault in the Military, Fiscal Year 2016 (U.S. Department of Defense, 2017).

Q: Over their lifetime, what percentage of women experience some form of contact sexual violence?

- A. 20 percent
- B. 25 percent
- C. 36 percent
- D. 44 percent

Answer:

Q: Over their lifetime, what percentage of men experience some form of contact sexual violence?

- A. 3 percent
- B. 14 percent
- C. 25 percent
- D. 33 percent

Answer:

Q: Over their lifetime, what percentage of transgender people experience sexual assault?

- A. 10 percent
- B. 27 percent
- C. 36 percent
- D. 47 percent

Answer:

Q: In 2015, what percentage of female victims of sexual violence reported receiving victim services?

- A. 21 percent
- B. 47 percent
- C. 76 percent
- D. 80 percent

Answer:

Q: In 2018, what percentage of all sexual assaults were NOT reported to law enforcement?

- A. 15 percent
- B. 32 percent
- C. 54 percent
- D. 75 percent

Answer:

Q: How many military Service members reported experiencing a sexual assault in Fiscal Year 2020?

- A. 5,350
- B. 7,816
- C. 9,832
- D. 11,300

Answer:

Q: What is the estimated lifetime cost of sexual assault victimization per victim?

- A. \$56,349
- B. \$70,000
- C. \$100,209
- D. \$122,461

Answer:



Worksheet 4.1

Response Scenarios Case Studies

Scenario 1:

Kevin is 12 years old and has been bullied and sexually assaulted by several boys from school. He and his mother, Karen, visit you. The police arrested the suspects, and Kevin wants to find out what will happen next.

Kevin is very quiet during your conversation. When his mother asks Kevin to describe what happened, you encourage Kevin to say only what he feels comfortable talking about. Kevin responds, "I didn't feel anything. It was kind of like it was happening to someone else. Like I was in a movie or something. It was weird, it was like I didn't care."

Even though you make it clear it's not necessary, Kevin wants to tell you a little about the assault—but he does so in a very calm and detached way. When Kevin momentarily leaves the room, Karen confides to you that she is worried about Kevin because although he seems okay, he won't leave her side. He is afraid to be alone and says he only feels safe with her. More than once, Karen tells you that Kevin said, "I don't feel right anymore. I don't feel like myself."

1. What survival reflex did Kevin experience? Explain your reasoning.

2. What effects did the assault have on Kevin? Which of the key brain circuitries discussed in this training were involved?

Scenario 2:

Bella is a single mother with three children. She works cleaning homes and was on her way to deposit a large amount of cash into her account when she was robbed and sexually assaulted. The perpetrator threatened her with a gun, took all her money, and fondled her roughly under her clothing before leaving.

Bella visits you to find out how to obtain money for living expenses and rent. She says the police could not help because she was so focused on the gun that she could not give a good description of the perpetrator. She tells you that when the perpetrator approached her with a gun, “That was all I could focus on—that gun.”

Bella explains that she is from Colombia and has seen much violence. She is very afraid of guns. She says, “I was so scared I just stood there while he put his hands under my clothing and took my purse. I tried to scream, but he had his hand over my mouth. I could feel my heart beating really fast. As soon as he was done, I took off. I didn’t know I could move that fast.”

She is greatly troubled by the loss of money, more so than the sexual assault. Bella begins to cry. She blames herself for losing the money, and now she has no idea how she will provide for her children.

1. Describe Bella’s emotional, physical, and attentional responses to the assault based on the lesson discussion.

2. Describe how Bella’s memory may have been affected by the crime.

Scenario 3:

When Gabrielle’s rapist is brought to trial, she comes to you for information about the criminal justice process. As you speak with her, Gabrielle tells you she is afraid of testifying because of how she responded during the crime. She says she was paralyzed with fear during the assault. “I just knew I was going to die,” she says. “I tried to scream and wanted to defend myself, but I couldn’t. I couldn’t even move. I was just stiff.”

She tells you that the police asked her repeatedly why she didn’t fight back or resist. She feels ashamed that she wasn’t able to fend off the attacker.

Because Gabrielle wants you to hear her story, you don’t interrupt her— but as she continues, it’s apparent that she’s confused about some key facts and the sequence of events. As she gets increasingly upset, she has greater difficulty describing what happened. You realize that Gabrielle may be experiencing some of the same emotions that were present during the rape.

1. What survival reflex did Gabrielle experience? Explain your reasoning.

2. What effect did the rape have on Gabrielle’s memory? What parts of the brain were involved?



Worksheet 4.2
How Would You Respond?

Consider how you would respond to each of the following questions.

- a. “Why didn’t I fight back?”
- b. “Why can’t I just get over it?”
- c. “Why do I sometimes feel like it’s happening all over again?”
- d. “Why am I so easily startled?” (i.e., “Why am I so jumpy?”)
- e. “I’ve tried counseling before, but it didn’t help. So, what do I do now?”
- f. “Why am I drinking or using drugs?” (i.e., addiction issues)
- g. “Why am I self-harming?”
- h. “Why did I feel like I couldn’t move?”
- i. “Why do I feel numb and disconnected from other people?”
- j. “How do I explain what I have been through and how it’s affected me to my family, friends, and loved ones who have not experienced trauma?”
- k. “How do I reconnect with who I am as a healthy and happy person—with playfulness, productiveness, and love?” (i.e., who the survivor wants to be)
- l. “Why am I eating and/or sleeping too much or too little?”
- m. “Why has this assault affected me so much?”
- n. “Why am I just now remembering what happened?”

Notes:



Worksheet 5.1

Drug-Facilitated Sexual Assault

Using the information in Module 5 in the Participant Manual, answer the following questions about drug-facilitated sexual assault.

1. What drug is most commonly used to facilitate sexual assault?

2. Aside from the drug referenced in the previous question, what other two drugs are used as facilitators of sexual assault?

3. Why is urine collection important if drug-facilitated sexual assault is suspected?

4. What will the FNE do if drug-facilitated sexual assault is suspected?



Worksheet 8.1

Military Sexual Assault Reporting Options

1. A Service member arrives at the base medical emergency room and reports they have been assaulted. Health care personnel immediately notify the SARC. Is this report Restricted or Unrestricted?

Answer: _____

2. A Service member discloses a sexual assault to another unit Service member but asks them not to tell. Is this report Restricted or Unrestricted?

Answer: _____

3. A Service member is curious about the military justice process. They reach out to an SVC to ask general questions about the steps involved in the process. Is this report Restricted or Unrestricted?

Answer: _____



Worksheet 10.1

Medical-Forensic Exam Case Study

You are a victim advocate and have been called to the hospital to assist Pamela, age 19, who was raped at a party. Pamela went straight home after the assault. She told her mother what happened. Pamela's mother and father brought her straight to the hospital. Pamela's father is very angry about the assault and is frustrated that Pamela was at the party. Her mother does not want to leave Pamela alone. Pamela has decided to report to law enforcement, and two officers arrive shortly after you.

1. What is the first thing you do when you arrive at the hospital?

2. Pamela wants to know what to expect during the examination. What do you tell her?

3. While you are waiting with Pamela before the examination, Pamela says she is warm and asks if you will hold her sweater and scarf, which she was wearing during the assault. What do you say? Why?

4. Who should be in the room with Pamela while the FNE conducts a medical-legal assault history? While the FNE conducts the physical exam? While Pamela speaks to law enforcement?

5. If you are not with Pamela while she is undergoing a medical-forensic exam, what else can you do to help?

6. If you are in the room with Pamela while she is undergoing a medical-forensic exam, what should you do with the evidence if the FNE/medical professional needs to leave the room? What about after the FNE/medical professional finishes?

7. You disagree with the tone of the law enforcement officer while they are interviewing Pamela. What do you do?

8. What kinds of notes should you take during and after your time with Pamela? What issues should be considered when deciding what to write down?



Worksheet 11.1

Role Play—Kendra and Laura

Role Play: Kendra

Kendra was raped in her apartment by her date. She called the rape crisis center and spoke to an advocate, who is now meeting Kendra at the medical facility.

Notes to “Kendra”

You are traumatized and overwhelmed and have difficulty understanding too much information at once. You are interested in receiving a medical-forensic exam and medication to prevent pregnancy and sexually transmitted infections, but you do not think you want to make a police report. You haven’t told anyone else about the assault; you want to talk about the experience but feel ashamed.

Tips for the Advocate

Kendra is frightened. Your job is to provide support and information. Remember, if someone is acutely traumatized, they may not be able to retain large amounts of information; use your judgment in deciding what and how much is important. Practice verbal and nonverbal ways to demonstrate acceptance, empathy, and support. Normalize Kendra’s response to the rape.

Debrief

When you were the advocate, what information did you give Kendra?

What techniques did you use to demonstrate acceptance, empathy, and support?

What did you do well? What would you like to do better?

When you were Kendra, what did the advocate do well?

What could the advocate have done differently?

Role Play: Laura Laura, now 25, was molested by a close friend of the family on several occasions when she was 11. When she finally disclosed the fact, her family met the information with silence and encouraged her to forget that it ever happened. Laura is periodically overwhelmed with unresolved feelings about the abuse; she is often anxious and/or depressed. She is now in a relationship with a loving, wonderful man she sometimes feels she doesn't deserve. She is scared she will lose him because she is so "messed up," which has prompted her to call the rape crisis center.

Notes to "Laura"

You love your partner and very much want the relationship to work. You respond well to reassurance and are interested in options and referral sources; however, your financial situation does not make it possible to receive any high-cost services.

Tips for the Advocate

In a crisis call, try to identify the strength, support, and positive coping mechanisms the caller already possesses. In this case, Laura's healthy reflexes included her reaching out to get help and her desire to preserve and enjoy her relationship, which provides healthy motivation to deal with past wounding. Address Laura's immediate feelings of confusion. Practice active listening by restating what Laura says and using her language. Offer hope because there is always hope. Provide Laura with referrals for individual and couples counseling.

Debrief

When you were the advocate, what information did you give Laura?

What techniques did you use to demonstrate acceptance, empathy, and support?

What did you do well? What would you like to do better?

When you were Laura, what did the advocate do well?

What could the advocate have done differently?



Worksheet 12.1

Maintaining Healthy Boundaries

Check all of the following you believe you would be justified in doing under certain circumstances.

- Give a victim your personal cell phone number.
- Give a victim a ride to their doctor/counselor.
- Babysit for a victim while they are at the doctor.
- Let a frightened victim spend the night at your home.
- Give food to a hungry victim.
- Lend a victim cab money.
- Take a homeless victim into your home.
- Leave a family gathering to meet a distraught victim who insists that you are the only person who can help them, even though you are not officially on call.
- Encourage a victim to take medications to prevent pregnancy.
- Tell a victim's parents about the sexual assault on their behalf.
- Give a fearful victim a ride home from the emergency department.
- Not take a call for a fellow staff person even though it is important for them to have the time off.
- Discuss the specifics of a case with a friend.



Worksheet 13.1

Checklist for Working With Victims of Sexual Assault

Think back over this training and identify areas that might be a challenge for you. Create your own checklist to help remind you of solutions to each of these areas.

For example, if you have a tendency to take on too much, you might remember to...

- Ask for help from your supervisor.

If you are apprehensive about the first time you work with a sexual assault victim, you might remember to...

- Restate what the victim says.
- Use the victim's language.

I will remember to...

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____
