UNITED STATES NAVY

TAKE THE HELM

SEXUAL ASSAULT PREVENTION AND RESPONSE TRAINING FOR THE FLEET (SAPR-F)

FACILITATION GUIDE FY12/13

OVERVIEW

This facilitation guide is designed to prepare facilitators to conduct "Take the Helm" Sexual Assault Prevention and Response training for the Fleet (SAPR-F). This course is designed to be command-delivered training for the Navy's Fleet—E6 and below. All Commanders are charged with ensuring that this training is delivered with the utmost quality and professionalism.

Contained within are instructions for setting up and playing the SAPR-F course video, as well as questions to guide discussions about the reality of sexual assault in the Navy, Sailors' roles in preventing sexual assault through responsible decision-making and Bystander Intervention, reporting options, and available resources for victims of sexual violence.

Course Goals

This training is designed to emphasize that the eradication of sexual assault, and overall positive change in individual commands and in the Navy, is every Sailor's responsibility. In particular, this course aims to educate Sailors about Bystander Intervention and encourage responsible decision-making.

Course Objectives

At the conclusion of the course, Sailors should be able to:

- Recognize the nature and magnitude of the problem of sexual violence in the Navy.
  - Understand that behaviors such as sexism, inappropriate jokes, and sexual harassment are elements of the continuum of sexual harm and have no place in a professional working environment and the Navy.
  - Recognize the negative impact of sexual assault on victims, shipmates, and the Navy.
  - Be aware of the prevalence of myths and misperceived norms that contribute to a culture in which sexual misconduct is ignored, downplayed, or accepted, and in which victims are afraid to report.
- Articulate the role that responsible decision-making has on sexual assault prevention.
  - Recognize that professional relationships with shipmates should be based on trust and respect, and always align with the Navy's Ethos and Core Values.
  - Understand that preventative decision-making plays an integral role in personal safety.
  - Be aware of the pervasive role that alcohol plays in many sexual assaults, and recognize the difference between responsible drinking versus alcohol abuse.
- Understand the importance of Bystander Intervention and learn to apply techniques to real-life situations.
  - Recognize that Navy leadership expects all Sailors to intervene on behalf of another Sailor, and understand that Bystander Intervention aligns directly with the Navy's Core Values of Honor, Courage, and Commitment.

  - Know how to apply Bystander Intervention strategies: direct, indirect, distraction, and protocol.
  - Be aware that loyalties should always be to the Navy and to the mission, especially in situations in which loyalty to shipmates would go against the Navy's Core Values.
- Understand the reporting options available to victims of sexual assault, as well as the resources available for assistance.
  - Understand that the Navy encourages all victims of sexual assault to report and seek help.
  - Articulate the two reporting options, restricted and unrestricted, and understand the definitions of each.
  - Be aware of available sexual assault prevention and response resources, including Sexual Assault Response Coordinators (SARC), Victim Advocates (VA), and healthcare personnel.

Course Format

This course is composed of two primary elements: video and facilitated discussion. The video includes CNO and MCPON introduction and concluding messages, as well as a dramatization of a sexual assault incident. The video is designed to be played with intermittent breaks for discussion. **Success of the training rests entirely on the command's commitment to delivering quality, professional training that engages Sailors in the discussion about sexual assault.**

The estimated length of this training is 90 minutes. However, please do not feel you must end the training at 90 minutes. Encourage productive discussion for as long as time is allowed.

- Course Video: 26 min
- Facilitated Discussion: 64 min

Set-Up and Equipment Needs

All training locations must have audiovisual equipment to play the course video (data DVD), including:

- laptop or desktop computer with a DVD drive
- projector (that can be connected to the computer)
- projection screen or surface
- speakers/audio system
- classroom in which lights can be dimmed or turned off for maximum visibility

NOTE: The course video is on a data DVD and will only play on computers. The DVD will not play in a DVD player. To ensure that the DVD plays correctly, please follow these instructions:

1. Insert the DVD into the computer.
2. Navigate to "My Computer" and double click on the DVD icon (TTH_SAPR-F).
3. Drag TakeTheHelm_SAPR-F.wmv to the desktop. (It may take up to 15 minutes for the file to save to the desktop. DO NOT PLAY DIRECTLY FROM THE DVD. Playing directly from the DVD may cause visual or audio delays.)
4. Double click on TakeTheHelm_SAPR-F.wmv on the computer desktop to launch the course.

Instructors

This course is designed to be introduced by a member of the command triad and then facilitated by a mid-level leadership team composed of one Officer and one Chief Petty Officer. Whenever practicable, the Commanding Officer should choose a Lieutenant or Lieutenant Commander accompanied by a Chief Petty Officer (E-7 or E-8) with no more than 15 years of service. As much as possible, the team should be of the same department or division. At smaller commands, facilitators should have enough time onboard to be familiar with command and crew.

Commanding Officers shall choose facilitators for this course who are dynamic, mature, possess good judgment, and have the ability to engage their Sailors. The success of this training depends on prepared and respected leaders who have the skill and talent to get Sailors to communicate and speak openly and frankly about this difficult topic.

Size of Training Group

This training is meant to be delivered at the department/division/workcenter levels where attendance should not exceed more than 20–30 Sailors. This training is intended to help leadership connect with the workforce, instill trust that the chain of command will take appropriate action, and ensure that everyone has the opportunity to discuss their own experiences with command climate.

Preparation

Format of the Facilitation Guide

This guide is not designed to be a rigid script; rather, it is designed to equip leaders with thought-provoking questions about sexual assault prevention and response to engage Sailors in meaningful discussion. The guide is composed of four acts that correspond with the video: SHIPMATES, ON LIBERTY, THE AFTERMATH, and THE CHALLENGE. Each section of the guide includes the following prompts:

- **Suggested Script:** The script provides facilitators with informative and compelling statements to transition between the course video and discussion segments.
- **VIDEO: Play and pause:** These indicate when the video should be played; prompts in the video indicate when the movie should be paused for discussion. Facilitators should pause the video when there is no text on the screen (between the "Pause Video for Discussion" prompt and the title of the next act).
- **Questions:** The questions in each segment are designed to elicit thoughtful discussion from the group. Facilitators should use these questions to explore their Sailors' awareness and levels of understanding about sexual assault, identify topics or beliefs that may need to be addressed, and determine areas in which further education may be beneficial.

Bolded questions marked with an arrow (⇨) must be asked. Questions without arrows are provided in the event that additional discussions are desired.

- **What to Listen For:** These are responses that facilitators should be hearing and encouraging from the group. The group may provide responses that are not listed in this guide. Facilitators should let Sailors generate original ideas and responses, and *use the bullets simply as a guide.*

Supporting Materials DVD

To help you prepare for SAPR-F facilitation, a "Supporting Materials" DVD has been included. This DVD includes:

- Facilitated Session Video (video of a modeled training session)
  - This was produced at Center for Personal and Professional Development (CPPD). The training is reflective of what is expected out in the fleet: A member of the command triad kicks-off the session, and the facilitators lead the group through the course following the Facilitation Guide. Note that the participants in this particular video are not in the same command as the facilitators. In this case, it is completely natural for the group to take a little time to get comfortable with both the facilitators and the material—but it is up to those facilitators to continue to drive the message and illicit conversation from the group.
- Trainer Orientation Video (helpful tips and techniques for facilitators)
- Facilitation Guide (PDF)
- Tri-Fold Brochure (PDF)
  - Facilitators should print this and distribute it to session participants

Facilitators are strongly encouraged to watch both videos on the Supporting Materials DVD prior to facilitating the course. Again, facilitators are strongly encouraged to save the .wmvs to the computer desktop and launch the videos from the computer, NOT the DVD. Time spent reviewing the videos and Facilitation Guide will be rewarded with engaged Sailors who fully recognize the tragedy and corrosive impact of sexual violence.

"Do's and Don'ts" of Facilitation

- **Do** ensure that everyone in the room can hear the discussion; repeat questions and comments that may have been spoken too quietly for others to hear.
- **Do** be alert to statements that reveal stigma, misperception, or a myth about sexual assault. Correct these statements.
- **Do** refer to the video to emphasize speaking points; the video is a useful tool for providing examples from a shared point of reference.
- **Do not** allow only a few participants to dominate the conversation.

- **Do not** let the class stray off topic. Keep the conversation focused.
- **Do not** attempt to guess if you do not know how to answer a question about statistics, resources, law, or policy. Offer to research the question and provide an answer later, and explain your plan for doing so.
- **Do not** discuss current sexual assault investigations or disclose details about alleged or suspected incidents. Confidentiality of Sailors is paramount. Discussing confidential information undermines the Navy's objective of encouraging reporting by establishing trust.
- **Do not** discuss your personal opinions about sexual assault, its causes, or the Navy's system for resolution.

IMPORTANT: Visual media is a powerful training device and can evoke strong emotional reactions. It is essential for facilitators to be sensitive to the fact that this training might upset some Sailors. Some affected Sailors may get visibly emotional, while others may conceal their feelings. Recognize that it is possible that a victim of sexual assault may be in attendance. Some Sailors may have been victimized in the Navy; some may have been victimized prior to joining. Let attendees know that it is acceptable to leave the room; however, do so in a way that does not draw attention to anyone who leaves as a "victim."

Either a SAPR Victim Advocate, chaplain, or healthcare personnel is REQUIRED to attend this training. This support person is charged with observing the training and watching for anyone who might be having an emotional reaction. Facilitators should advise this individual, prior to the training session(s), to discreetly check on any Sailor who leaves the room during the training. Introduce this individual to the class prior to playing the movie.

The benefit of including one of these individuals is threefold: the class understands that their leadership is engaged and committed to supporting victims of sexual assault; any victim attending the training has an immediately identifiable resource available to speak with if the training becomes overwhelming; and, all of the attendees can put a face to a name and will leave the class knowing one of their first-responders.

A SAPR Victim Advocate, chaplain, or healthcare personnel MUST attend this training.

List of Key Players in the Drama

- FC1 Colin Beck, LPO (perpetrator)
- FC1 Brett Conway (narrator)
- FC2 J.P. Pope (shipmate)
- FC3 Erica Walsh (sexual assault victim)
- OS2 Gerrad Caldwell (Walsh's shipmate and female friend)
- Lauren (Beck's Key West target)

FACILITATION GUIDE

ACT 1: SHIPMATES

SUGGESTED SCRIPT

- ***Welcome!***
- ***I want to introduce you to someone. This is your (victim advocate/ chaplain/healthcare personnel). He/she is going to sit in on this class with us today, because he/she is one our unit's best resources when it comes to this topic: sexual assault.***
- ***Shipmates, sexual assault is a problem that we've heard a lot about.***
- ***We attend training on it. We have stand-downs to discuss it.***
- ***But we're still talking about it because it remains a very, very serious problem. Actually, it's more than a problem—it's a crime.***
- ***We're going to watch a movie and let it guide our conversations for the next 90 minutes. It's important that we talk frankly about sexual assault so that we can tackle this problem head-on.***
- ***We want everyone to participate in these conversations—but if you are a victim of sexual assault or know a shipmate who has been sexually assaulted, this is not the place to tell that story. However, you CAN privately share that information with the VA or SARC.***
- ***Please turn all cell phones off. If you need to step out at any point, please do so quietly but we expect you to return promptly.***
- ***The ship in this movie is fictitious, and the characters you'll see are primarily actors.***
- ***As you watch, pay attention to inappropriate behaviors and think about whether you've ever witnessed similar behaviors by your shipmates.***

VIDEO: Play and pause

FACILITATED DISCUSSION (suggested discussion period: 20 minutes)

QUESTION: In the video introduction, the CNO says that we have to "get to the left of this problem." What does he mean by that?

What to listen for:

- We need to work on preventing sexual assaults before they occur and create an environment where they are less likely to occur

- In FY11 there were 408 unrestricted reports and 174 restricted reports.
- This is a crime that affects everyone in the Navy; we have offenders in all ranks.
- 2/3 of all reports were blue on blue; shipmates are committing crimes against shipmates.

(These statistics can be found in the published annual reports at DOD SAPRO's website: www.sapr.mil)

⇨ ***QUESTION: If you were watching closely, you'd know that Beck behaved inappropriately with Walsh on more than one occasion. What were some of those inappropriate behaviors?***

What to listen for:

- He made the bet with Pope
- He pulled her close while helping with the firefighting suit
- He was inappropriate with her personal belongings in the laundry area
- He pinned her against the bulkhead to talk to her
- He let his hand linger on her shoulder while she was in the CIWS workcenter
- He checked her out as she climbed the ladder

QUESTION: What might Beck have been thinking?

What to listen for:

- He uses his role as "mentor" to get close to Walsh and make others doubt their perceptions
- Perhaps he feels "entitled"
- He downplays his actions as "just joking around"
- He says Walsh was being "too sensitive" considering she works around guys
- He may not think what he is doing is inappropriate
- He was looking to score
- He saw Walsh as a challenge; he had a "reputation" to uphold

⇨ ***QUESTION: As Sailors, we live together and work together, oftentimes in close quarters. How should we keep our relationships with our shipmates professional?***

What to listen for:

- Foster relationships that are based on professionalism, trust, respect, and communication
- Default to the Navy's Core Values of Honor, Courage, and Commitment, and to Navy Ethos characteristics of Integrity, Discipline and Teamwork
- Know your boundaries and respect other people's boundaries
- Always put the Navy, and the mission, first

QUESTION: Conway seems to think Beck is crossing a line with Walsh, but he doesn't address the issue immediately, or perhaps as directly as he should. This is pretty common. Why do people often hesitate to intervene?

What to listen for:

- They are worried about harming a friendship
- They feel uncomfortable/awkward talking about the situation
- They don't want to be perceived as a "snitch"

- They may be confused about where their loyalties should be
- They are afraid of misreading the situation
- They don't know the people very well
- They are worried about their safety

QUESTION: Why do you think Walsh was hesitant to speak up and tell Beck—or anyone—that she was uncomfortable?

What to listen for:

- She was new to the ship and was afraid to look like she was complaining
- She knew Beck was highly regarded by peers and leaders
- She appreciated that Beck was helping her with her quals
- She didn't want to create awkwardness or tension in the CIWS workshop; she wanted to fit in
- She was afraid that she was over-reacting, or that others might perceive it that way

Think about it: In the movie, the motto of the USS RUPERT WHEELING is "Courageous in Conflict."

⇨ ***QUESTION: Sometimes we place our loyalties to our buddies before our loyalty to the Navy and the Navy's values. Maybe we turn a blind eye to an inappropriate situation, or join in behavior that we know we shouldn't. Have you ever seen or experienced this?***

What to listen for:

- Let Sailors share their stories. Remind Sailors not to share information that is confidential or could be harmful to others. Have your own story prepared in case no one contributes.
- Inform Sailors that:
  - Your dedication should always be to the Navy, and align with the Navy's Core Values of Honor, Courage, and Commitment
  - If you're really loyal to your buddies, you should step in and prevent them from doing something they shouldn't be doing
  - Intervening could save your shipmate from committing a crime and, at minimum, stepping over the line

FACILITATION GUIDE

ACT 2: ON LIBERTY

SUGGESTED SCRIPT

- ***As Sailors in the United States Navy, we are part of a warfighting team—but the strength and performance of our team depends entirely on our commitment to one another.***
- ***If we have conflict in our own ranks—including unprofessionalism, disrespect, or misplaced loyalties—we jeopardize trust and confidence in one another.***
- ***We need to be able to trust one another. That includes trusting that our fellow Sailors will "have our back" to protect us from ANY harmful situation. Trust is given once; if violated it must be re-earned, often at significant cost.***
- ***As we return to the video, pay particular attention to opportunities for someone to step in and stop a situation from going too far.***
- ***Also, think about personal responsibility and safe decision-making. At the most fundamental level, we are always responsible for ourselves. Think about whether the people in the movie made thoughtful and safe decisions.***

VIDEO: Play and pause

FACILITATED DISCUSSION (suggested discussion period: 20 minutes)

⇨ ***QUESTION: What exactly is Bystander Intervention?***

What to listen for:

- Let Sailors provide their own definitions, THEN
- Provide the definition of Bystander Intervention:

  Bystander Intervention is a strategy that motivates and mobilizes people to act when they see, hear, or otherwise recognize signs of an inappropriate or unsafe situation, to act and prevent harm.

⇨ ***QUESTION: We just saw several opportunities for Bystander Intervention. Some interventions were successful, some not so much, and some intervention opportunities were completely missed. Which were successful? Unsuccessful? Missed entirely?***

What to listen for:

- Successful Bystander Intervention:
  - Friend at Key West bar: successful intervention between Pope and the girl he was making uncomfortable
- Unsuccessful Bystander Intervention Attempts:
  - Conway: despite the fact that he spoke with his chain, he still noticed problems continuing between Beck and Walsh and should have pursued further—perhaps mentioned the bet to his chain
  - Leadership: failed to build a cohesive, shared awareness of the situation

- Missed entirely:
  - Walsh's friend Caldwell: she had some idea that Walsh was uncomfortable and could have done something to intervene, or she could have encouraged Walsh to confide in her so she could have given her some support or advice
  - Conway: could have spoken up faster when Beck left with Lauren
  - Hotel partiers: anyone at the party could have stepped in if they had noticed Beck feeding Walsh drinks or leaving the party with her

⇨ ***QUESTION: There are four intervention techniques—"direct," "indirect," "distraction," and "protocol." Using each strategy, how might someone have intervened at the hotel party?***

What to listen for:

- Direct: Someone could have pulled Walsh aside and asked her if she was uncomfortable; or someone could have told her that she was too drunk and needed to go back to her room
- Indirect: Someone could have said, "That girl over there thinks you're being a little too pushy with Walsh and she's talking about going to the Chief, so you should probably chill out."
- Distraction: Someone could have challenged Beck to a card game or engaged him in a conversation about the song playing to give Walsh enough time to move away
- Protocol: Someone could have gone to the front desk, called the police, or called the Chief

⇨ ***QUESTION: Conway seemed more prepared to intervene with Pope and the girl at the bar than he was with Beck and Lauren, the young girl Beck left the table with. Why do you think that was?***

What to listen for:

- The girl with Pope was very clearly uncomfortable, whereas Lauren seemed like she was enjoying the attention (although she was drunk and it may have been difficult for Conway to know for sure)
- It can be easier to intervene when it's a guy like Pope, as opposed to a confident, natural leader and the "cool" guy like Beck
- Conway was much more intoxicated when Beck/Lauren left the table than when Pope was disturbing the girl at the bar
- Conway had a closer friendship with Beck than he did with Pope
- Beck is louder and more outgoing, and much more likely to make Conway feel bad/embarrassed about intervening than Pope
- Pope is lower in rank than Conway, whereas Beck is the same rank and LPO

⇨ ***QUESTION: Alcohol played a role in the incident at the hotel party. How does alcohol play into sexual assault incidents?***

What to listen for:

- Alcohol plays a role in the majority of reported sexual assault cases
- It can lower inhibitions
- It can cloud judgment
- It can impact a person's ability to consent
- It can be used to incapacitate someone (through intoxication)
- It can be used to drug someone (date-rape drugs)
- It can impede the judgment and awareness of bystanders

⇨ ***QUESTION: What does it mean to drink responsibly?***

What to listen for:

- Know your limits
- Drink in moderation (don't binge drink)
- Don't drink underage (underage drinking is illegal and a violation of the UCMJ)
- Watch your drink to prevent someone from putting something in it

⇨ ***QUESTION: We did not hear Walsh say "no" or fight back when Beck closed and locked the hotel room door because the video cut to black. However, according to Walsh's allegation, whatever took place was not consensual. What is consent, and when do and don't you have it?***

What to listen for:

- Let Sailors explain consent in their own words. Listen for:
  - Consent is freely given permission to engage in an act
  - Alcohol can impair a person's ability to consent; alcohol use does not preclude the ability to give or receive consent, but having sex with a person who has been drinking is legally risky
  - A person's silence does not imply consent
  - Consent should be clear and certain
  - You should never assume you have consent
  - A current or former relationship does not give a person automatic permission
  - Definition of consent (provided for background information):

    A freely given agreement to the conduct at issue by a competent person. An expression of lack of consent through words or conduct means there is no consent. Lack of verbal or physical resistance or submission resulting from the use of force, threat of force, or placing another person in fear does not constitute consent. A current or previous dating or social or sexual relationship by itself or the manner of dress of the person involved with the accused in the conduct at issue shall not constitute consent. A sleeping, unconscious or incompetent person cannot consent.

⇨ ***QUESTION: We don't know exactly what happened to Walsh in the hotel room. Is sexual assault more than just rape?***

What to listen for:

- Yes. Sexual violence offenses include rape, sexual assault, aggravated sexual contact, abusive sexual contact, forcible sodomy, and attempts to commit these offenses.

⇨ ***QUESTION: In this video, the victim is female and the alleged perpetrator is male. Many people believe sexual assault is strictly a male-on-female crime. But is that true?***

What to listen for:

- NO. Sexual assault is a GENDER NEUTRAL crime.

QUESTION: I'm going to read a statement, and you tell me if it is true or false.

- Statement: Only males commit sexual assaults. True or False?
  - False. Sexual assault is a gender neutral crime. Just as males and females can be victims of sexual assault, so too can males and females commit sexual assault.
- Statement: The victim was "asking for it" if he/she was wearing provocative clothing at the time of the assault. True or False?
  - False. No person "asks" to be sexually assaulted. The way someone dresses, speaks, or acts never justifies an assault.
- Statement: You CAN be sexually assaulted by someone you are in a relationship with. True or False?
  - True. A previous dating or sexual relationship doesn't justify an assault. There is no implied consent just because there is or was a dating, social, or sexual relationship.
- Statement: If a person doesn't fight off his/her attacker, he/she probably wanted it. True or False?
  - False: Failure to fight back does not imply consent. People react differently to threats or trauma. Some people think that because a victim did not fight or yell for help, it means that they were willing participants or simply too weak to fight back. However, psychological studies tell us that "fight, flight, or freeze" responses are automatic. Physiological reactions may cause a person to become immobile and silent in traumatic situations, especially if they fear for their lives. "Scared to death" is a figurative translation as if fighting for your life—some victims may feel like they are going to die and will choose to remain still, hoping the traumatic event will end quicker. Also keep in mind—alcohol and drugs can incapacitate even the strongest Sailors.
- Statement: The offender is usually a stranger. True or False?
  - False: Perpetrators are usually not strangers. Victims usually know, and often trust, the people who sexually assault them.

During WWII, a study was conducted with 277 wounded combat veterans. 65% admitted that even when confronted by a life or death situation they were unable to pull the trigger. They literally were "scared to death" and froze.

— Samuel A. Stouffer and others, *The American Soldier: Combat and Its Aftermath*

Note: If a Sailor asks about the prevalence of false reporting, facilitators should explain that there is no data to suggest that "many" or "most" sexual assault allegations are false. Each case must be evaluated based on the individual facts of that case—which is why NCIS investigates every case.

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ACT 3: THE AFTERMATH

SUGGESTED SCRIPT

- ***Sexual assault is a traumatic, frightening, life-altering experience for victims.***
- ***Sexual assault wounds victims physically and emotionally.***
- ***And the impact of sexual assault doesn't stop there. Shipmates are affected. The command is affected. The mission is affected.***
- ***As you watch the final piece of the drama, listen to the impact that the sexual assault had on Walsh, her shipmates, and on her chain of command; think about the impact to the Navy's mission readiness.***

VIDEO: Play and pause

FACILITATED DISCUSSION (suggested discussion period: 18 minutes)

⇨ ***QUESTION: We've seen throughout the movie that Walsh is dealing with a range of emotions, as many victims do. What emotional impact does she experience?***

What to listen for:

- Anger
- Guilt
- Shame
- Self-blame
- "Shoulda, Coulda, Woulda"

QUESTION: We also saw that Walsh was not the only Sailor affected by the sexual assault. What happened to her shipmates and to the command?

What to listen for:

- There was gossip, anger, and distrust among shipmates; Pope blamed Walsh
- The chain of command's attention was diverted and not devoted entirely to the mission
- Beck was removed from the ship
- Walsh asked to be transferred
- The entire Department experienced increased workload

QUESTION: If there is a sexual assault allegation, how should we, as shipmates, treat the parties involved?

What to listen for:

- Don't take sides
- Don't re-victimize by asking questions or conducting a self-appointed investigation
- Don't gossip or spread rumors
- Let the chain of command and appropriate authorities handle the situation

⇨ ***QUESTION: How do sexual assaults harm the Navy as a whole?***

What to listen for:

- They result in decreased mission readiness
- They lower morale
- They increase transfers, which decreases manning levels
- They erode trust
- They tarnish the Navy's reputation
- Even if one Sailor commits a crime—the message that often resonates is it's the "U.S. Navy" or a "U.S. Sailor"

⇨ ***QUESTION: Walsh had a difficult decision to make—make an unrestricted report and potentially get into trouble for underage drinking, make a restricted report, or not report and continue working alongside Beck. Did she make the right decision? Why?***

What to listen for:

- Let Sailors offer their opinions, THEN
- Inform them that:
  - Getting help for victims after a sexual assault is one of the Navy's top priorities
  - The Navy encourages victims of sexual assault to get help and report, although ultimately that is always the victim's decision
  - Collateral misconduct takes a temporary backseat to the sexual assault allegation—not that the other offense will be ignored, but the Commanding Officer will take into account the ongoing investigation and circumstances in determining when and how to address the collateral misconduct. While underage drinking is a violation of the UCMJ and goes back to responsible decision-making, that shouldn't deter people from reporting if they have been sexually assaulted.

It is OK to get help!

⇨ ***QUESTION: Walsh filed an unrestricted report, meaning she chose to open up the case to investigation. What is the other reporting option? How does that differ from unrestricted?***

What to listen for:

- Restricted:
  - The victim can get medical attention and can get counseling
  - No investigation will be initiated
  - The chain of command will only know that there was an allegation; they will not know the identities of the parties involved
  - To file a restricted report, you can only report to someone who can maintain confidentiality (not a friend, not the chain of command)
- Unrestricted:
  - An investigation is initiated
  - The chain of command is notified
  - A military protective order can be put into place
  - The victim can request an expedited transfer

A sexual assault forensic exam (also known as a sexual assault kit or SAFE Exam), which is performed at medical, is the choice of the victim, regardless of the reporting option chosen.

QUESTION: Why might a victim choose not to come forward, or choose to file a restricted rather than an unrestricted report?

What to listen for:

- Want to keep it private; not comfortable with others knowing about it
- Guilt, shame, self-blame
- Fear of retaliation
- Fear of not being believed
- Fear of repercussions to career (especially if engaged in collateral misconduct, such as underage drinking)

⇨ ***QUESTION: Who can a victim speak with to file a restricted report?***

What to listen for:

- Sexual Assault Response Coordinator (SARC)
- Victim Advocates (VA)
- Healthcare personnel

⇨ ***QUESTION: Where might Walsh have gone to seek help prior to deciding on a restricted or unrestricted report, if she was <u>only</u> looking for care and support?***

What to listen for:

- Chaplain
- Hotlines (DoD SAfe Helpline; RAINN)
- Websites (sapr.navy.mil)
- Legal Assistance Attorney

QUESTION: Think about where the characters from the movie might be in three years. Where do you think Beck is? Would you want a person like Beck to be your Chief?

What to listen for:

- Let Sailors speculate:
  - Perhaps Beck was convicted at court martial and did not make Chief
- Let Sailors discuss their views on having someone like Beck as their Chief

QUESTION: Where do you suppose Petty Officer Pope would be? What about Petty Officer Walsh? And Petty Officer Conway?

What to listen for:

- Let Sailors speculate:
  - Perhaps Pope changed his attitude or is out of the service
  - Perhaps Walsh is now a first or second class; maybe she became a VA
  - Perhaps Conway became a Chief

Chaplains offer confidentiality, but Sailors can't file a report through a Chaplain.

Although in this scenario it appears that FC1 Beck went to court-marital, every case must be determined based on its specific facts; there is no one pre-determined outcome for sexual assault cases.

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THE CHALLENGE: TAKE THE HELM

SUGGESTED SCRIPT

- ***Thank you for your participation today.***
- ***We hope that the video and our discussions have made you think hard about this crime, and the responsibility that each of us has in eradicating it from our Navy.***
- ***We're going to play a message from the CNO and MCPON to conclude this course—when the video is done, you are dismissed.***
- ***But when you leave, please ask yourselves the question that the CNO asked us in the beginning:***
  - ***Do YOU have the COURAGE to step up and do what is right?***

VIDEO: Play

CNO/MCPON video messages conclude the course.

Dismiss the class but remain in the room until all Sailors have left in case a Sailor wishes to approach you with a question or concern.

APPENDIX A

GLOSSARY

1. **Assault** – The use of unlawful force or violence either as an overt act with the intent of inflicting bodily harm, or as an unlawful demonstration of violence, through an intentional or culpably negligent act or omission, either of which creates in the mind of another a reasonable apprehension of receiving immediate bodily harm.

2. **Consent** – A freely given agreement to the conduct at issue by a competent person. An expression of lack of consent through words or conduct means there is no consent. Lack of verbal or physical resistance or submission resulting from the use of force, threat of force, or placing another person in fear does not constitute consent. A current or previous dating or social or sexual relationship by itself or the manner of dress of the person involved with the accused in the conduct at issue shall not constitute consent. A sleeping, unconscious or incompetent person cannot consent.

3. **Domestic Abuse**
   a. Domestic violence; or
   b. A pattern or behavior resulting in emotional/psychological abuse, economic control, and/or interference with personal liberty when such violence or abuse is directed toward a person of the same sex or opposite sex who is:
      (1) A current or former spouse;
      (2) A person with whom the abuser shares a child in common; or
      (3) A current or former intimate partner with whom the abuser shares or has shared a common domicile.

4. **Domestic Violence** – An offense under the United States Code, the UCMJ, or State law that involves the use, attempted use, or threatened use of force or violence against a person of the same sex or opposite sex, or the violation of a lawful order issued for the protection of a person of the same sex or opposite sex, who is:
   a. A current or former spouse;
   b. A person with whom the abuser shares a child in common; or,
   c. A current or former intimate partner with whom the abuser shares or has shared a common domicile.

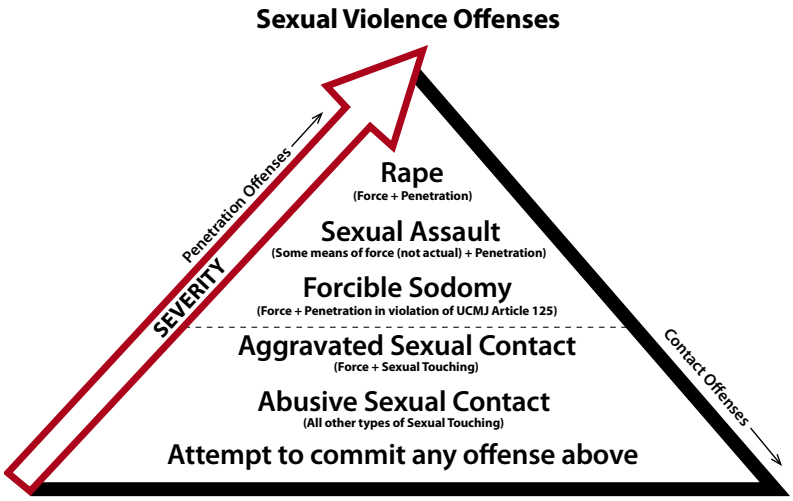
5. **Healthcare Personnel** – All healthcare providers are considered healthcare personnel. This also includes persons assisting or otherwise supporting healthcare providers in providing healthcare services (e.g., administrative personnel assigned to a Medical Treatment Facility [MTF]).

6. **Healthcare Provider** – Those individuals who are employed or assigned as healthcare professionals, or credentialed to provide healthcare services, at a military medical or military dental treatment facility or military family support center, or who provide such care at a deployed location or in an official capacity. This includes military personnel, DoD civilian employees, and DoD contractors who provide healthcare at an occupational health clinic for DoD civilian employees or DoD contractor personnel. The definition includes Fleet and Family Support program clinicians that function in a government oversight and/or supervisory capacity.

7. **Reporting**
    a. **Restricted Reporting** – Reporting option that allows sexual assault victims to confidentially disclose the assault to specified individuals (i.e., SARC, SAPR VA, or healthcare personnel), and receive medical treatment, including emergency care, counseling, and assignment of a SARC and SAPR VA, without triggering an official investigation. The victim's report provided to healthcare personnel (including the information acquired from a SAFE Kit), SARCs, or SAPR VAs will NOT be reported to law enforcement or to the command to initiate the official investigative process unless the victim consents or an established EXCEPTION applies. The Restricted Reporting Program applies to Service members and their military dependents 18 years of age and older. Only a SARC, SAPR VA, or healthcare personnel may receive a Restricted Report, previously referred to as Confidential Reporting; however, it may not be an option if the sexual assault occurs outside of the military installation or the victim first reports to a civilian facility and/or a civilian authority or if prohibited by law. This will vary by State, territory, and/or overseas local agreements. See DoD Directive 6495.01.

    b. **Unrestricted Reporting** – A process by which the sexual assault victim discloses, without requesting confidentiality or restricted reporting, that he/she has been the victim of a sexual assault. Under this circumstance, the victim's report and any details provided to healthcare personnel, SARC, SAPR VA, command authorities, or other persons are reportable to law enforcement and may be used to initiate the official investigative process. The victim's command is required to report the incident to NAVCRIMINVSERV. However, nothing in DoD policy requires a victim to participate in any criminal investigation. Details regarding the incident will be limited to only those personnel who have a legitimate need to know.

8. **Sexual Violence Offenses** – Sexual violence offenses include rape, sexual assault, aggravated sexual contact, abusive sexual contact, forcible sodomy, and attempts to commit these offenses.



9. **Sexual Assault Response Coordinator (SARC)** – A military or DoD civilian at an installation who serves installation, tenant and operational commanders as the SAPR subject matter expert and central POC with responsibility for ensuring that training and responsive care is properly coordinated, provided to victims of sexual assault, and tracked from the initial report through final disposition and resolution.

10. **Sexual Assault Prevention and Response Victim Advocate (SAPR VA)** – A military service member or DoD civilian, at an installation, who provides non-clinical crisis intervention, referral, and ongoing non-clinical support to adult sexual assault victims. Support will include providing information on available options and resources to victims. The SAPR VA, on behalf of the sexual assault victim, provides liaison assistance with other organizations and agencies on victim care matters and reports directly to the SARC when performing victim advocacy duties. Personnel who are interested in serving as a SAPR VA are encouraged to volunteer for this duty assignment.

11. **Sexual Harassment** – A form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
    a. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career;
    b. Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person; or,
    c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

12. **Victim** – For purposes of this guide, a victim is any person who reports the commission of a sexual offense upon him/herself, or is identified, based upon the report of another person or other information, as a person who has been subjected to a sexual offense.

APPENDIX B

ADDITIONAL RESOURCES

DoD Sexual Assault Prevention and Response Office (SAPRO):
www.sapr.mil

Navy SAPR Program:

www.cnic.navy.mil/CNIC_HQ_Site/WhatWeDo/FleetandFamilyReadiness/FamilyReadiness/FleetAndFamilySupportProgram/SexualAssaultPreventionandResponse/

SAPR-Leadership web resources:

www.public.navy.mil/BUPERS-NPC/SUPPORT/SAPR/Pages/training.aspx

MyDuty.mil:

www.myduty.mil

DoD Safe HelpLine:

www.safehelpline.org

Phone Number: 877-995-5247

Text: 55-247 CONUS or 202-470-5546 OCONUS (international fees apply)

Policy, Guidance, and Directives:

- OPNAVINST 1752.1B, Sexual Assault Victim Intervention (SAVI) Program (revision currently enroute for signature)
- SECNAV 1752.4A, Sexual Assault Prevention and Response
- DOD Instruction 6495.02, Sexual Assault Prevention and Response Program Procedures
- DOD Directive 6495.01, Sexual Assault Prevention and Response (SAPR) Program