

**MARYLAND POLICE AND CORRECTIONAL TRAINING COMMISSIONS
LESSON PLAN**

COURSE TITLE: Compliance of Crime Victims' Legal Rights

LESSON TITLE: Your Duty to Crime Victims: Know the Right, Do the Right

PREPARED BY: Bridgette Harwood and Shirley Haas

DATE: 01/27/12

TIME FRAME

Hours: 120 minutes
Day/Time:

PARAMETERS

Audience: All levels of law enforcement, corrections and department of parole and probation.
Number: 35-55
Space: Class Room Style

PERFORMANCE OBJECTIVES

1. Examine why it is important for officers to respond to trauma victims with sensitivity.
2. Identify crimes that result in trauma to victims.
3. Explain how trauma affects the brain and behavior.
4. Review legal obligations to victims of crimes.
5. Discuss the benefits to law enforcement for assisting victims.
6. Demonstrate proper methods to comply with established mandates.

ASSESSMENT TECHNIQUE

Through a facilitated discussion, students' level of comprehension of how to effectively communicate with trauma victims will be defined through feedback and group activity, including discussion and critiques.

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INSTRUCTOR MATERIALS

1 Overheads

Videotapes:

Slides

Posters

5 Reference Documents

Additional Materials:

Attached on the MPCTC provided flash drive

EQUIPMENT/SUPPLIED NEEDED

Flipchart & Stands

Videotape Player

Flipchart Markers

Videocamera

Masking Tape

Televisions

Slide Projector
(Carousel)

Videoshow

Overhead Projector

Computers

Projector Screen

Speakers

Extension Cords/Powerstrips

Note cards and pencils

STUDENT HANDOUTS

Needed

Title:

35

(Varies with
Classroom needs)
and Child Exploitation;

1. Crime Victims and Witnesses: Your Rights and Services Brochure;
2. Law Enforcement laws and additional laws regarding ID Theft
3. Law Handouts for Law Enforcement, DPP and DJS;
4. Victims' Rights Pre/Post Test.

PCTC Lesson Plan

Page 4

METHODS/TECHNIQUES

The lesson will be instructed by lecture with questions and will utilize role playing techniques.

REFERENCES

The following statistics, books and other materials are used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

1. Rape Abuse and Incest National Network, 2009 Rape Statistics Report available at <http://www.rainn.org/statistics>.
2. Bureau Justice of Statistics, Criminal Victimization Statistics for 1998.
3. Data from the National Woman's Study, The Victim Assistance Provider's Handbook: Maryland Supplement to the National Training Manual, by Debra L. Stanley, 2009.
4. J. Douglas Bremner, M.D., The Lasting Effects of Psychological Trauma on Memory and the Hippocampus, Department of Diagnostic Radiology and Psychiatry at Yale University of School of Medicine and Psychiatric Institute, 1999.
5. The Mind-Brain Relationship: Regina Pally. London and New York: Karnac Books, 2000.
6. Jamieson, Ally, M.S.W., Biology of Trauma: How Trauma Impacts the Developing Mind, Portland State University Center for Improvement of Child and Family Services
7. Navigating Maryland's Crime Victims' Rights, A Guide to Maryland's Crime Victims Statutory Rights
8. Maryland Constitution, Art 47, Declaration of Rights, Mad Annotated Code, Criminal Procedure Article

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions:

This lesson plan is intended for use with inexperienced instructors who have little or no teaching experience. However, the instructor must be acquainted with developing victims' rights laws in Maryland. If used with more experienced instructors, some examples of higher level instructional activities should be added.

LESSON PLAN

TITLE: Your Duty to Crime Victims: Know the Right, Do the Right

Presentation Guide	
<p>ANTICIPATORY SET</p> <p>Self Introduction/Introduction of Organization Representing</p> <p>PERFORMANCE OBJECTIVES</p> <ol style="list-style-type: none">1. Examine why it is important for officers to respond to trauma victims with sensitivity.2. Identify crimes that result in trauma to victims.3. Explain how trauma affects the brain and behavior.4. Review legal obligations to victims of crimes.5. Discuss the benefits to law enforcement for assisting victims.6. Demonstrate proper methods to comply with established mandates. <p>Trauma Introduction:</p> <p>Ice Breaker Activity (4 Corners)</p> <p>Imagine you have now become a victim of the crime, now take paper 1 and rip it up, because this person doesn't exist to you; you learned that they have been a victim to a homicide and are deceased.</p>	<p>Time: 10 minutes</p> <p>Slide 1</p> <p>Introduction and qualifying expertise</p> <p>Slide 2</p> <p>Slide 3</p> <p>Slide 4</p> <ul style="list-style-type: none">• Ask students to write down the name of a very close loved one• Ask students to write down their favorite activity• Ask them to write down their favorite place to go• Ask them to write down a secret they have that is embarrassing to the point very few, if no one, knows about it (can use a symbol if they don't want to write it down)

Now rip up paper 2 because you just learned the homicide occurred during the time you were involved in your favorite activity. This activity is no longer enjoyable to you because it reminds you of the loss of your loved one so this activity doesn't exist for you anymore.

Now rip up paper 3. Your favorite place is gone now too because this is where the murder occurred. This place no longer exist for you because you cannot go there without thinking of the loss of your loved one and the incident surrounding their death.

Now what you have left is a secret. Something that makes you feel shameful, blameful of yourself, helpless. Similar to the feelings you would have for not somehow being able to save your loved one. This is what you have left; congratulations you have just become a victim to a crime as a homicide survivor and now you will be unwilling thrust into the criminal justice system, even though the acts that got you here were of someone else and not by your own doing or choosing.

Each victim has a personal experience and reaction and as a supporter and loved one of a victim, the closer you are, the more real it becomes.

Victim Services and laws exist to balance the sometimes competing goals of the criminal justice system and the sometimes forgotten victims. This information will provide you with what you need to fulfill your obligations under the laws that are provided to victims of crime.

Why does this matter?
How does your ability to better recognize a trauma victim and communicate effectively with them make your job easier?

Slides 5-8

Transition from Slide 8-9

Slide 9

Questions to Class:

Why do victims' rights and laws exist?
Who is a victim?

Slide 10

The psychological, behavioral and emotional responses that victims of trauma experience are very real for them but will provide special challenges to you as a first respondent to the crime. Knowing your obligations to a victim of crime and the special needs of trauma survivors will better prepare you for potential obstacles.

Trauma 101

Trauma is a word that we use and hear often, but what is trauma?

- It is usually defined as the experiencing or witnessing of an event(s) that is threatening or dangerous and out of one's control.
- Trauma usually involves a feeling of helplessness.
- While these are common examples of trauma, experts generally agree that what makes something traumatic to a person is determined by their response to it, rather than whether someone else considers it "traumatizing".

What crimes could result in Trauma?

- Many people serving in the military experience trauma, as do individuals who survive a natural disaster, serious accident, or personal assault.
- Really any crime because trauma is subjectively defined.

Illustrate the effects of trauma on the brain/behavior.

The psychological trauma of victimization can be separated into two phases: the initial crisis reaction to the violation, and the long-term stress reactions it sometimes causes, with the second of these often exacerbated by additional "assaults" by

Slide 10

Questions to the class

Slide 11

Question to Class

Slide 12

Slide 13

Question to Class

Slide 14

Topic Time: 50 Minutes

society and its institutions.

I. The Crisis Reaction

A. Individuals exist in normal state of equilibrium.

1. Each person establishes his or her own boundaries, usually based on a certain order and understanding of the world.

2. Occasional stressors will move individuals out of their state of equilibrium, but most people, most of the time, respond effectively to most stressors that are within or near their familiar range of equilibrium.

3. Trauma throws people so far out of that range that it is difficult for them to restore a sense of balance in life. When they do establish a new sense of balance, it will be a different “graph” of normal highs and lows than described that individual’s equilibrium prior to the trauma. It will have new boundaries and a new definition.

4. Trauma may be precipitated by an “acute” stressor or many “chronic” stressors.

a. An acute stressor is usually a sudden, arbitrary, often random event. Crimes committed by strangers are key examples of such stressors.

b. A chronic stressor is one that occurs over and over again, each time pushing its victims toward the edge of their state of equilibrium, or beyond. Chronic child, spouse, or elder abuse are examples of such chronic stressors.

c. “Developmental stressors” come from transitions in life, like adolescence, marriage, parenthood, and retirement. Such stressors are relevant to the crime victim simply because people who are enduring a variety of developmental stressors in their lives are far more susceptible to intense crisis reactions.

What are some **physical manifestations** of the body's instinctive responses to stressors?

- Regurgitation, defecation, or urination.
- Increase in heart rate.
- Hyperventilation, perspiration, and physical agitation.
- Heightened sensory perception.

Slide 15

Slide 16

Question to Class

II. The crisis reaction: the emotional response.

The first emotional response to crisis parallels the physical response. It involves shock, disbelief, and/or denial. This stage may last for only a few moments or it may go on for months — even years. Regression accompanies this shock. Victims and survivors often assume a childlike state.

What do you think the most common emotional response is to trauma?

- Fear is the primary emotion experienced when a person is threatened by a traumatic event. In the aftermath of most catastrophes that fear is translated into a sense of terror. Many people talk about having seen their own death, and the fear of that death is intense.
- Fear drives anger, particularly in adults. Anger may be directed at God, human error, the assailant(s), family members, the criminal justice system, and even oneself. Anger arises out of the sense of helplessness. Most people will experience anger, if not immediately, at some time in the aftermath of crime.

Trauma and the Brain...the reason the human body has physical and emotional reaction to traumatic events.

The limbic system is a part of our nervous system that appears to be primarily responsible for our emotional life, and has a lot to do with the formation of memories.

Identify the Amygdala, hippocampus and frontal lobe cortex

Frontal Lobe Cortex

The Amygdala

Slide 17

Questions to Class

Slide 18

Slide 19: review parts of the brain

Slide 20

Slide 21

The amygdala is the part of the limbic system that is over 50,000 years old and was designed to protect us from threats such as a saber-tooth tiger. It functions like a pass-fail exam. When trying to decipher between something that might bring pleasure and something that might bring death, every piece of sensory data must be quickly sorted into only one of two categories – safe or unsafe.

If the amygdala perceives a threat, it immediately springs into action and does not wait around for the cortex to analyze the data and return a verdict (i.e. “that man reminds me of someone dangerous because he has a similar hairstyle, but he is very clearly not the person who hurt me in the past).

The brain is imperially unable to logically evaluate a threat initially. When the potential for severe injury or death is imminent, there is simply no time to stop and make logical evaluations or interpretations. It would be a waste of precious time if in the midst of being charged by a tiger one stopped to compare it to other tigers in that region, estimate its size or velocity, or begin planning the best strategy for escape.

Before any conscious awareness has occurred, the amygdala activates the Autonomic Nervous System (ANS), which enlists every area of the brain and body to respond to the threat and deactivates all non-crucial bodily functions, such the digestive and immune systems. The amygdala also determines the best response to a threat, including the fight, flight, and freeze responses.

The Hippocampus

The hippocampus is a structure in the limbic system that is associated with learning and memory. The hippocampus stores memory of time, place, and space in time. It organizes memories in a chronological way. Because of the heavy activity of the Limbic and autonomic nervous systems during a traumatic event, traumatic memories are believed to get stuck in the lower and mid portions of the brain (reptilian and mammalian brains) where they cannot

Slide 21

Slide 22

be accessed by the frontal lobes of the neo-cortex. While normal, non-traumatic memories get filed away in various places of the cortex, traumatic memories are not processed or integrated in the typical way.

When the brain stores a memory within the limbic system instead of processing through to the cortex, it seems to just float in the hippocampus so that it can be easily accessed. To set the ANS in motion, the amygdala requires only a 10 to 20 percent overlap between a template for danger and a current sensory cue. This is why a seemingly innocuous cue (such as the smell of smoke for someone who has survived a fire) can send the body into fight, flight, or freeze mode. In some cases, a person may be responding to a cue that they are not consciously aware of, such as the slump of another person's shoulders. Due to the mind-body connection, the amygdala may also interpret danger when the ANS is aroused for some other reason. For example, if heart rate was elevated during a traumatic event, later acceleration of the heart rate (while exercising) can signal danger to the amygdala.

From the standpoint of survival, it is preferable for the brain to over generalize signals of danger than to under generalize. But emotionally speaking, this can wreak havoc on a person's life.

What does this do for victims of trauma?

- Traumatized individuals may be more vulnerable to making false associations and interpreting danger in an environment where none exists. Due to plasticity, the more the autonomic nervous system is engaged, the more this pattern becomes ingrained. The more this pattern is ingrained, the more the ANS will be set off. This is the cycle of living with PTSD. In addition, an experience that sets off the body's alarm response can alter

Slide 23

the sensitivity of that alarm response. Over time, even non-sensory cues (remembering the event) can signal the amygdala and lead to an emotional response of fear.

Research regarding memory and psychological conditions involving people with severe trauma, crime and war has evidenced that these patients have a decreased hippocampus which is involved in memory.

Traumatic events trigger cortisol which is important to warn the body of danger, however long term reoccurring release damages the hippocampus which causes memory impairments. Research has found that those with damaged hippocampus may have a hard time recalling the trauma, but recall the physical and emotional feelings associated with it.

A survivor of trauma is physiologically not able to simply ignore emotions in order to increase logical thinking. A trauma survivor cannot be told how to think, behave, or feel when traumatic episodes take place any more than a person with a broken leg can just “shake it off” and walk without a limp. Cell recovery takes the right kind of intervention (cast for a broken leg with crutches) and time for cells to form strength (how long does it take for a broken bone to heal?). Physiology takes precedence. We cannot determine what a traumatized child should think or feel any more than we can expect a person with a broken leg to simply walk like everyone else. It is crucial to keep this in mind when working with anyone suspected of experiencing past trauma because recovery takes time.

Discuss examples:

1. Rape victim seeing someone resembling the perpetrator
2. Smelling smoke after being in a house fire that caused death of loved one
3. Remembering the traumatic event through colors or symbols (brick road example)

Slide 24

Slide 25

What makes the stress from experiencing a crime become long term trauma?

- The individual has experienced an event that is outside the range of usual human experience and that would be markedly distressing
- The distressing event is persistently re-experienced by recurrent and intrusive distressing recollections of the event (crime) (these are commonly called triggers).

What are some common triggering events that remind the victim of the trauma?

- Trigger events will vary with different victims but may include:
- Identification of an assailant.
- Sensing (seeing, hearing, touching, smelling, tasting) something similar to something that one was acutely aware of during the trauma.
- News accounts of the event or similar events.
- “Anniversaries” of the event.
- The proximity of holidays or significant “life events.”
- Hearings, trials, appeals or other critical phases of the criminal justice proceeding or civil litigation.
- Media events about a similar event.

What are some common responses to triggers?

- Things that symbolize an aspect of the event, including anniversaries of the event, will revert the victim back to (flight, fight or freeze response) they exerted during the act.
- Persistent avoidance of stimuli associated with the distressing event or numbing of general responsiveness and deliberate efforts to avoid activities or situations that arouse recollections of the event.

How does this make your job more difficult?

Slide 25

Question to Class

Slide 26

Question to Class

Slide 27

Question to Class

Slide 28

Question to Class

- Inability to recall an important aspect of the event (psychogenic amnesia). *It is very common for victims to forget certain parts of the criminal attack. Under stress, victims often do things that they are not even aware they are doing. If a loved one has been injured or killed, it is not abnormal for a spouse or parent to drive to the hospital and never remember the drive.*
- Abuse substances

Long-term stress or crisis reactions may be exacerbated or mitigated by the actions of others. When such reactions are exacerbated, the actions of others are called the “second assault” Commonly referred to as re-victimization.

The Legal Aspect:

Handout Pre/Post Test

Critical Needs of Crime Victims:

Safety and support

Information and access to services and the criminal justice system

A voice

Justice

Who is a crime victim under the law?

Slide 29

Topic Time: 50 minutes

Slide 30

5 minutes to take test

Slide 31

Slide 32

Slide 33

Slide 34

Slide 35

Question to Class

Intro. into video:

Law enforcement officers deal with crime and violence on a daily basis however their training at the academy and elsewhere typically focuses on collecting evidence and capturing criminals. There is another component to a crime scene that all too often is overlooked or set aside- the crime victim.

Crime victims have certain rights and in this class we will review what those rights are and what an officer must do to ensure that he/she must do to comply with their legal obligations to victims of crime.

- In order to illustrate these rights we will show a 20 minute video created by MPCTC. ***While this video uses sexual assault to illustrate an officer's obligation to victims, the information is applicable to victims of ALL crimes.***
- ***Victims of sexual assault, domestic violence, child abuse and identity theft are entitled to certain specific rights but ALL victims are entitled to the rights illustrated in the video regarding notice, information, safety, compensation and protection***
- ***And all victims have the right to have an attorney represent them throughout the criminal process***

MD. Article 47 of Declaration of Rights

Notification Rights of Victims

DV Rights

Health, Safety, Protection and Privacy Rights

Sexual Assault Laws

ID Theft Rights and Police Reports

Slide 36

Slide 37

Slide 38

Slide 39

Slide 40

Slide 41

Slide 44

<p>Right to Information</p> <p>Why this matters? Class discussion</p> <p>What's In it for me? Class discussion continued</p> <p>Pre/Post Test Review</p> <p>AND</p> <p>Performance Objectives Covered</p> <ol style="list-style-type: none"> 1. Examined why it is important for officers to respond to trauma victims with sensitivity. 2. Identified crimes that result in trauma to victims. 3. Explained how trauma effects the brain and behavior. 4. Reviewed legal obligations to victims of crimes. 5. Discussed the benefits to law enforcement for assisting victims. 6. Demonstrated proper methods to comply with established mandates. 	<p>Slide 43</p> <p>Slides 44 and 45</p> <p>Slide 46 Review Pre/Post Test Questions with Class</p> <p>AND</p> <p>Slide 46 Review objectives taught and conduct oral post-test.</p>
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III. Guided and Independent Practice

Review Negative Quotes

Review Positive Quotes
Challenge students to make our jobs no longer necessary.

5 minutes

Slide 47/48

Slide 49

III. EVALUATION/CLOSURE

Final Thought Questions?

Contact Information

Time: 5 minutes

Slide 50

Last Slide