**Teacher Training Sample Outline M.5.B.**

INTRO

This is a Guideline and not meant to specify every detail. We will need to think about each particular situation we are faced with. We could all train for many hours on this Guideline and still have questions. We will try to cover the basics and answer basic questions. Other questions we can address over time and as we handle these situations.

Why do we have the Guideline?

* We don’t want sexual misconduct (SM) in the RC Community
* We want people to know how to get help if they think SM is happening
* We want to give our leaders guidance about how to handle these situations
* We want people to know how we handle these situations in ways that address the underlying causes of such behaviors without vilifying anyone
* We want to protect ourselves from legal liability

It is important that teachers understand the Guideline well, be ready to assist in the process, and teach about the Guideline in their classes.

CLOSENESS AND TOUCH

We want people to have close, caring relationships, and be able to be physically close as Co-Counselors when that is what both people want. We don’t want patterns of oppression and domination to confuse us in ways that lead to either acting out or tolerating sexual misconduct. We all have big hurts around closeness and sex, so will want to make sure to address these issues in RC classes. And teachers have to make sure that their students get to talk, discharge about, and choose how they are touched in RC (whether or not they engage in hand-holding, hugging, sitting close, and so on). Their choices should be respected though we can thoughtfully encourage them to consider that their choice may result from their early hurts and change with discharge over time.

We plan to increase the work done on these issues in the RC Community in the next period.

THE GUIDELINES

They guide our work and are intended to help us think about unique situations. They may contradict our distresses, we often need to discharge as we apply them. Please discharge any feelings you have about this Guideline.

This Guideline gives a person with a concern three options for how they might want to proceed: informally (with or without the help of an RC leader), using M.5. Part A, or using M.5. Part B. Briefly go over the three so that you understand the difference.

THE RESOURCE PAGE

Have you read all the documents here? Ask if there are any questions for each document. <https://www.rc.org/publication/guidelines/sm_resources>

### [Guideline M.5.](https://www.rc.org/publication/guidelines_2022/m05b) [[PDF](https://www.rc.org/publication/guidelines/GUIDELINE_M.5.pdf)]

### [Summary and Context](https://www.rc.org/publication/present_time/pt209/pt209_007_multiple) [[PDF](https://www.rc.org/dn/Summary_of_and_Context_for_the_Sexual_Misconduct_Guideline.pdf)]

### Definitions and Examples [[PDF](https://www.rc.org/dn/Definitions_of_sexual_misconduct_and_harassment.pdf)] [[Word](https://www.rc.org/dn/Definitions_of_sexual_misconduct_and_harassment.docx)]

### Flow Chart [[PDF](https://www.rc.org/dn/Sexual_Misconduct_flowchart.pdf)]

* Chapter 32 “Misconduct in RC” in the Fundamentals Teaching Guide [PDF]

### [Sexual Misconduct Resource Document](https://www.rc.org/publication/guidelines/m5_resource_doc) [[PDF](https://www.rc.org/dn/Sexual_Misconduct_Resource_Doc_final_7.21_TOC.pdf)]

You will want to refer students to this page when you are teaching about the Guideline.

THE ROLE OF THE TEACHER

1. The primary role of the teacher in this is to be prepared to have an RCer bring a concern about sexual misconduct to you, to handle that first contact well, and to immediately inform the person’s ARP and RRP. This is a very important role. We can expect the person to be scared and uncertain about the response they will receive. It is important to demonstrate interest in hearing about what happened and caring for them, without blaming or criticizing anyone involved.
2. We also want to know from the first contact whether the sexual misconduct is occurring now or at risk of happening again. If so, a Reference Person will intervene immediately.
3. Please contact both your ARP and RRP immediately when someone brings such a concern to you. Make sure you have the phone number and email address of your ARP and RRP.
4. The Reference Person may ask you for other assistance during the active complaint process, or during the resolution phase (counseling the person, your thoughts, joining in a meeting, and so on). Thank you for your assistance.
5. The following are the roles of the Reference Person(s), not the teacher:
	1. Explaining the Guideline and the complaint process
	2. Interviewing the person about what happened beyond the first contact
	3. Utilizing the M.5. Guide with the person
	4. Any suggestion of a meeting between the two RCers
	5. Contacting parents if a young person is involved

OTHER RESOURCES FOR YOUR INFORMATION ONLY

The M.5. Guide is for the use of Reference People as they go through the M.5. complaint process, and for your information only. Please do not share this with others.

There is also an FAQ document you may request to learn more about how we are thinking about this Guideline. Again, this is for your eyes only. Do not share this with your classes.

CONFIDENTIALITY

Please keep confidential the identity of the parties to any concern about sexual misconduct, and counsel on the subject in a way that doesn’t use people’s names or reveal their identities.

RETALIATION

The Guideline prohibits retaliation for making a complaint. Please report any concerns about retaliation to your Reference Persons.

Please send comments and questions to Diane Shisk, dshisk@me.com.