



Civil Air Patrol Pamphlet 50-3

## CPPT Student Guide

18 October 2006



### Acknowledgement

The original CAP Cadet Protection materials were produced by Risk Management, Inc., who was under contract to CAP. This guide is based on that original content, but revised and updated using public resources (references are cited in the footnotes).

Supersedes CAPP 50-3, dated 15 February 1997.

Previous editions and training aides (like the CPPT video) are obsolete.

Includes Change 1, 19 April 2012.

OPR: NHQ/PD.

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# CPPT Student Guide

For New Senior Members & Cadets Age 18 and older

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## Objective

The Cadet Protection Program Training (CPPT) is designed to help new senior members (and cadets age 18 and older) to know the definitions and signs of abuse, and to understand CAP's Cadet Protection policies.

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## Overview

CAP cadets deserve a healthy and safe environment. As senior leaders (and cadets age 18 and older), you have a responsibility to be watchful and to report any suspicions of potential abuse.

CPPT helps by providing the foundation for a professional climate and the highest standards of behavior for all our members.

This training is mandatory for CAP senior members<sup>1</sup> (and cadets age 18 and older), and is an element of the senior member's Level One professional development. This training takes most people less than two hours to complete.

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## Let's Get Started

Thank you for participating in the CAP Cadet Protection Program Training. All of us in CAP share a deep concern for the health and welfare of our cadet members.

The training you are about to undertake is not designed to make you an "expert" in child abuse or drug abuse matters. Rather, it is designed to increase your awareness and knowledge of these subjects and to inform you of the policies and procedures implemented by CAP.<sup>2</sup>

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<sup>1</sup> Specifically, senior members, cadet sponsor members and fifty year members. Other adult members, for example, patron members, state legislator members and aerospace education members, do not need to complete the Level One course.

<sup>2</sup> CAP Regulation 52-10 defines CAP's Cadet Protection Policy.



To complete CPPT, you will need to establish an account through CAP's e-Services at [www.capnhq.gov](http://www.capnhq.gov). E-Services is the Internet gateway to CAP National Headquarters. From the e-Services homepage, follow the on-screen instructions to establish a user name and password. Then use the e-Services Interactive Personnel System to view your personal information, and update it if necessary.

All of the CPPT materials mentioned in this guide are available online at [www.capnhq.gov](http://www.capnhq.gov) (click the "Cadet Protection" link).

There are six steps to accomplish to receive credit for completing this training:

**Step 1** – Print the CPPT pre-test and answer all 20 questions (see Attachment 1). Don't worry if you don't know all of the answers; you will go through the pre-test and self-correct the answers as you go through this training. There is no pass or fail grade for the pre-test.

**Step 2** – Read CAPR 52-10, *CAP Cadet Protection Policy*.<sup>3</sup>

**Step 3** – Read this pamphlet (CAPP 50-3, *CPPT Student Guide*).

**Step 4** – Review the Cadet Protection slides online<sup>4</sup> to correct your pre-test to 100%.

**Step 5** – Take your corrected pre-test to your unit. Your leaders<sup>5</sup> will review the test with you and answer any questions that you may have. Your leaders will ask you some additional questions about this material.

**Step 6** – Your leaders will also give you one of two case studies to consider. You will be asked how you would respond in similar circumstances. The case studies are in this guide (see Attachment 2) so that you can frame your potential answers before your meeting.

CAP's professional development is designed around your integrity, one of CAP's Core Values. You are on your honor to read the materials and to take the pre-test on your own.

Your participation in this training directly contributes to a strong and viable cadet program.

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<sup>3</sup> Available on the "Next Step" CD or online at [www.cap.gov/one](http://www.cap.gov/one).

<sup>4</sup> Available through e-Services ([www.capnhq.gov](http://www.capnhq.gov)) at the "Cadet Protection" link.

<sup>5</sup> A leader is anyone in your unit who has a leadership role in helping you accomplish this training. If you are assigned to a group, wing or other headquarters, your leaders would be those working with you at your echelon.

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## Definitions

Child abuse is defined by state and federal laws. Usually, these laws include the following elements:

- Someone in position of control over a child
- Contact or interaction
- Sexual, physical, or mental maltreatment.

Ask your squadron leaders: How is child abuse defined in our state?

The Child Welfare Information Gateway<sup>6</sup> offers this definition for abuse: “Any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents an imminent risk of serious harm.”

CAPR 52-10 defines abuse in three categories: Sexual abuse, physical abuse, and hazing.

Sexual abuse is defined as sexual molestation, touching, contact, exposure, suggestions, or other incidents of a sexually oriented nature.

Physical abuse is defined as any conduct whereby someone physically strikes or assaults another in any way.

Hazing is defined as any conduct whereby someone causes another to suffer or to be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning, or harmful.

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<sup>6</sup> See <http://www.childwelfare.gov/can/index.cfm>

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## General Signs of Abuse

Children cope with abuse in a variety of ways. Those who have been abused may exhibit either behavioral or physical symptoms of abuse.

Children may or may not exhibit “signs” that they have been abused. The absence of physical or behavioral symptoms should not be interpreted to mean that the child was not abused. Likewise, the presence of one or more of these physical or behavioral symptoms should not be interpreted to mean that the child was abused. The single most important indicator that a child has been abused is his or her disclosure.

Abuse inflicts stress on the child. Stress reactions may or may not be a sign of abuse, so don’t automatically assume that abuse is the cause. Some typical non-specific stress reactions include:<sup>7</sup>

- Bed wetting
- Immature or regressive behavior
- Aggressive behavior
- Substance abuse
- Unexplained aches and pains
- Depression
- Sleep disturbances or nightmares
- Crying for no apparent reason
- Clinging behavior
- Withdrawal
- Inability to concentrate
- Running away
- Talk of, or attempts at, suicide
- Frequent illnesses

When these behaviors are present, it may mean that a child is in need of help in order to resolve the source of the stress.

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<sup>7</sup> See <http://www.childwelfare.gov/pubs/factsheets/signs.pdf>

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## Signs of Sexual Abuse

In some cases of child sexual abuse, the abuse causes physical harm. When this happens, the child may have difficulty walking or sitting. Other physical signs of sexual abuse include torn, stained, or bloody underwear, pain or itching in the genital area, bruised or bleeding external genitalia, sexually transmitted diseases, and pregnancy.

In older children who may be sexually active, the interpretation of some of these signs as indicators of sexual abuse is less certain than if the signs were present in younger children.

In some cases of sexual abuse, the child may exhibit behaviors that may be more directly related to his or her abuse. Specific behaviors that indicate the possibility of sexual abuse include:<sup>8</sup>

- Inappropriate understanding of sex
- Inappropriate sex play with peers or toys
- Wearing lots of clothing, especially to bed
- Fear of touch
- Masturbation in public
- Attempts at suicide
- Reluctance to be left alone with another person
- Prostitution
- Drawings with genitals
- Abuse of animals
- Nightmares or night terrors
- Cross dressing

When you have a reasonable suspicion that a child has been abused based upon your observations or a disclosure made by a child, you must act in accordance with your state laws and CAP's policies (see page 9).

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<sup>8</sup> See <http://www.childwelfare.gov/pubs/factsheets/signs.pdf>

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## Signs of Drug or Alcohol Abuse

Unfortunately, the use of illegal drugs or alcohol use, especially by our young people, continues to be a great problem for this nation. A recent national study shows that drug use occurs early. For example, this study indicates that before age 13, 11% of the boys and 6% of the girls nationwide experiment with marijuana.<sup>9</sup>

The abuse of drugs or alcohol creates a variety of short and long-term physical and psychological health effects. Some physical effects are heart, lung, kidney or brain damage, and even death. Behavioral changes include memory loss, inability to concentrate, depression, poor school performance or absenteeism, exaggerated emotional responses, suicidal behavior, and theft. Many of these changes are permanent.<sup>10</sup>

When you have a reasonable suspicion that a child has been abusing alcohol or drugs based upon your observations or a disclosure made by a child, you must act in accordance with your state laws and CAP's policies (see page 9).

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## Responding to Disclosures

Unfortunately, in many cases, incidents of abuse go undetected. This is typically because the most reliable indicator of child abuse, the disclosure made by the child, is never actually made.

Children who have been abused may be afraid to tell for several reasons. Among them are manipulations or threats made by others. Threats may be directed against the child or against people or things of value to the child.

Before children can disclose incidents of abuse, they must know that they can approach someone and not be judged.

When a child discloses that he or she has been abused:

- Accept what the child is telling you. Very few children initiate false reports of abuse.
- Do not promise to keep secrets – report the abuse allegation.
- Listen to and reassure the child.
- Maintain your own self-control.

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<sup>9</sup> See <http://www.cdc.gov/healthyyouth/yrbs/index.htm>

<sup>10</sup> See <http://www.drugabuse.gov/DrugPages/DrugsofAbuse.html>

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## The Child Molester

There are several terms that relate to child sexual abusers:

**Pedophilia** – a psychological condition in which affected persons exhibit a sexual preference for prepubescent children. There is no “cure” for pedophilia.

**Pedophile** – an individual who receives sexual gratification through sexual contact with young children.

**Child Molester** – a term used to identify adults and older youths who have crossed the line and actually engaged in sexual activity with a child.

There are many misconceptions about child molesters. Not only are these myths inaccurate, they are harmful because they mistakenly give people who believe the stereotypes a false sense of security, because they feel that they “know what to look for.”

Many of these myths include:

- The child molester is a “dirty old man.”
- The molester is a stranger to his victim.
- The child molester is of lower intelligence or insane.
- The molester is a substance abuser.

The fact is that a child molester looks, and for the most part, acts like anyone else. That having been said, some studies do suggest that child molesters may share some commonalities.<sup>11</sup> These characteristics may or may not be indicators:

- Criminal record for child-related sexual offenses
- Frequent, unexplained moves
- Skilled at manipulation
- Over involvement in child-related activities without having a parental responsibility
- Relating to child as a peer rather than maintaining an adult role
- Lacking social relationships with adult peers
- Hangs out in areas where children gather
- Seduces children with attention, affection or gifts

Again, there is no fool-proof way to identify a child molester unless or until a disclosure has been made. What these lists represent are misconceptions about child molesters as well as warning signs to make you more aware of what is out there.

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<sup>11</sup> See “Child Molesters: A Behavioral Analysis for Law Enforcement Officers Investigating Cases of Child Sexual Exploitation” by Kenneth V. Lanning, Supervisory Special Agent, FBI Academy; December 1992, Third Edition; available at <http://www.missingkids.com/>

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## CAP's Policies

CAP is committed to doing everything reasonably possible to combat the potential for child abuse within our organization. CAP members are expected to avoid even the appearance of impropriety involving cadets and to report suspected abuse immediately.

Most of CAP's policies concerning cadets are found in CAPR 52-10, *Cadet Protection Policy*, or CAPR 52-16, *Cadet Program Management*. The following is a brief summary of some of the policies that have been adopted specifically to protect cadets from potential abuse:

### **Screening**

Senior members and Cadet Sponsor Members must be fingerprinted and undergo an FBI criminal history record check to determine eligibility for CAP membership. National Headquarters CAP/DP coordinates this record check with the FBI.

### **Training**

Prior to working with cadets, senior members, Cadet Sponsor Members and cadets age 18 and older must complete CAP's Cadet Protection Program Training. This training is also a required element of the senior member's Level One professional development progression.

### **Supervision**

Unit commanders will take all reasonable measures necessary to protect cadets from harm while under CAP supervision. **Senior** members will be present at all activities involving cadets.

All cadet activities must be supervised properly. Commanders must exercise care in selecting **senior** members and older cadets to conduct and supervise cadet activities.

Generally, this means that a minimum of two senior members will be present when appropriate and feasible. Two senior members must be present at any overnight cadet activity. This requirement also protects our members from false allegations of abuse.

### **Fraternization**

The Air Force has always prohibited unduly familiar personal relationships between leaders and followers to avoid favoritism, preferential treatment, or other actions that undermine order, discipline, and unit morale.

Similarly, it is important for CAP members to avoid unduly familiar relationships with other members, while recognizing that proper social interactions and appropriate personal relationships are necessary to unit morale, esprit de corps, and effective mentoring.

It is not inherently improper for cadets to have personal or romantic relationships with other cadets. However, relationships between cadets of substantially different ranks, or between cadets within the chain-of-command, are discouraged.

Because senior members have intrinsic supervisory authority over cadets, senior members will not date or have intimate romantic relationships with cadets at any time, regardless of the circumstances.

### **Sexual Abuse**

Cadets will not be subjected to sexual molestation, touching, contact, exposure, suggestions, or other incidents of a sexually oriented nature.

### **Physical Abuse**

Cadets will not be physically struck or assaulted in any way. Corporal punishment is prohibited.

### **Hazing**

Cadets will not suffer or be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning, or harmful.

### **Tobacco Products, Alcoholic Beverages, Illegal Drugs**

Cadets, regardless of age, will not possess, chew, or consume tobacco products (unless prescribed by a doctor), nor will they possess or consume alcoholic beverages or illegal drugs, in any form, while participating in any CAP activity.

Senior members should exercise discretion when drinking alcoholic beverages or using tobacco products at CAP activities when cadets are present. They should avoid drinking alcohol or using tobacco at all times when they are directly working with cadets or when they are in a confined space with cadets.

Additionally, seniors who are not working with cadets should avoid excessive alcohol consumption when they can reasonably expect to encounter cadets thereafter.

Commanders may augment these rules as appropriate for specific situations, including, but not limited to, establishing designated smoking and non-smoking areas or designating areas as “off-limits” to cadets.

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## Reporting Requirements

There may be a mandatory requirement to report certain types of physical, sexual or emotional abuse to a designated state agency. Requirements vary from state to state.

Members having knowledge of abuse must follow reporting requirements under their state's laws. Your squadron leaders can help you to know which laws apply.

Ask your squadron leaders: What are the state laws for reporting?

Members, parents and guardians should also immediately report incidents of observed or suspected abuse to the unit commander or commander at the next higher level of command.

Whenever a commander has received a report of abuse, suspects that abuse has occurred or may occur, or believes there is an appearance of impropriety in the nature of abuse by a member of CAP, the commander will immediately suspend the member from CAP and will report the abuse as outlined in CAPR 52-10.

CAP views abuse allegations seriously and will fulfill its statutory obligation to contact appropriate child protection and law enforcement agencies for investigation and prosecution. CAP will impose severe disciplinary action on its members if these allegations prove true, which may include membership termination.

Do not remain silent – act in accordance with your state laws and CAP's policies.

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## Conclusion

As you conclude this training, please remember that your commander is your most valuable resource in dealing with the protection of cadets. He or she is thoroughly familiar with the proper reporting procedures and should be the first person you consult in all situations. If for any reason you are unable to discuss the situation with your immediate commander, please contact the next higher commander for guidance.

As we mentioned at the beginning, your participation in this training directly contributes to a strong and viable cadet program – thank you!

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## Your Next Step

Show your corrected pre-test results to your squadron leaders. They will review your efforts, make any corrections and provide you with the guidance you need to succeed.

Your squadron leaders will ask you some additional questions as they review your pre-test. In the process, you have an opportunity to ask questions in an informal, no-pressure setting.

Your squadron leaders will also present you with one of the CPPT case studies for you to consider. You will be asked how you would respond in similar circumstances. The case studies are in this guide (see Attachment 2) so that you can frame your potential answers before your meeting.

Once you have completed this discussion, your squadron leaders will submit the necessary paperwork to certify your CPPT training.

You should work on completing the rest of the Level One professional development requirements, to include the Foundations Course and the online OPSEC training. For details, visit [www.cap.gov/one](http://www.cap.gov/one).

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## Resources

For additional information concerning abuse, contact the following clearinghouses:

National Clearinghouse for Alcohol and Drug Abuse Information  
<http://ncadi.samhsa.gov>

Child Welfare Information Gateway  
<http://www.childwelfare.gov/can/index.cfm>

National Center for Missing and Exploited Children  
<http://www.missingkids.com/>

ChildHelp  
<http://www.childhelpusa.org/>

ChildHelp Recent Statistics  
<http://www.childhelpusa.org/resources/learning-center/statistics>

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## Attachment 1 – CPPT Pre-test

### Instructions:

This pre-test is part of the required Cadet Protection Program Training (CPPT) for Civil Air Patrol. Answer each question before reading the CPPT elements found online. Then, correct your answers by reviewing the CPPT materials and slides. Take this corrected pre-test to your squadron leaders who will review these answers with you and ask you some additional questions. You may keep this pre-test.

### Pre-Test:

(True or False. Please circle your response).

- |   |   |     |   |
|---|---|-----|---|
| T | F | 1.  | Child sexual abuse occurs only to girls younger than 10 years of age.   |
| T | F | 2.  | The single most reliable indicator of sexual abuse is the child's report of abuse.  |
| T | F | 3.  | Physical symptoms of child sexual abuse are temporary and may not be present at all.  |
| T | F | 4.  | Most Child molesters are unknown to their victims.  |
| T | F | 5.  | Behavior changes may indicate that a child was sexually abused, but are inconclusive as a precise indicator of sexual abuse.  |
| T | F | 6.  | Most children are very reluctant to disclose sexual abuse for many reasons.   |
| T | F | 7.  | Child molesters are easy to spot.   |
| T | F | 8.  | If a child discloses that he or she was sexually abused, you should agree to keep the child's abuse secret.   |
| T | F | 9.  | Drug and alcohol abuse can lead to long-term behavior changes.  |
| T | F | 10. | Some recent studies have shown a decline in drug use since 2002 for 12 to 17 year olds.   |
| T | F | 11. | Before age 13, 11% of the boys and 6% of the girls nationwide experiment with marijuana.  |
| T | F | 12. | Most often, children are introduced to drugs by adults.   |
| T | F | 13. | CAP can discourage drug abuse by providing teens with a positive alternative.   |
| T | F | 14. | CAP has "zero tolerance" concerning the use of illegal drugs or alcohol abuse during cadet activities.  |
| T | F | 15. | Parents are an essential component of CAP's cadet protection strategies.  |
| T | F | 16. | Cadet protection policies are also intended to protect the <b>senior</b> member from false allegations of inappropriate conduct.  |
| T | F | 17. | CAP conducts background screening of all senior members.  |
| T | F | 18. | National headquarters should only be notified if alleged abuse might lead to a lawsuit against CAP.   |
| T | F | 19. | When an allegation of abuse is lodged against a member, the unit commander should suspend the member only after consulting with the Wing Commander and the General Counsel. |
| T | F | 20. | You have a responsibility to report alleged abuse.  |

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## Attachment 2 – CPPT Case Studies

### Instructions:

These case studies are part of the required Cadet Protection Program Training (CPPT) for Civil Air Patrol. Before reading these case studies, you should complete the CPPT elements found online through e-Services ([www.capnhq.gov](http://www.capnhq.gov)). Your squadron leaders will ask how you would respond to this situation, so draw from the training materials as you form your answers.

### Case Study #1:<sup>12</sup>

Members of the Southville Cadet Squadron were planning a weekend camping trip for members of the drill team. The team had won the state competition. Captain John Davis and 2d Lt Bob Smith agreed to manage the activity and setup the trip for the following weekend. However, on Friday afternoon before the trip, Lt Smith had to cancel due to an emergency. Knowing that the cadets were all looking forward to the trip, Captain Davis decided to manage the activity himself.

After the cadets and Captain Davis arrived at the campsite, everything appeared okay except for problems with two cadets; Cadet Jim Stern and Cadet Lee Brown had been arguing most of the evening. Finally, they started fighting. Captain Davis broke up the fight and ordered Cadet Stern to stay with him (Captain Davis) in his tent. The cadets accepted the situation because Captain Davis had always been fair in handling disciplinary problems. The rest of the weekend went smoothly.

At the squadron meeting Tuesday night, Lt Smith noticed Cadet Stern appeared to be withdrawn and somber. Every time Captain Davis approached Cadet Stern, the cadet would walk away. This type of behavior was certainly not typical of Cadet Stern.

Finally, as Lt Smith and Cadet Stern were leaving the building, Cadet Stern broke into tears. Then the tears turned into anger. “I’m not homosexual,” he said, “even though Captain Davis says I am.” After he had regained his composure, Cadet Stern related the events of the past weekend. While sleeping in the tent with Captain Davis, he had awakened in the middle of the night and found Captain Davis fondling him. Afterwards, Captain Davis spent the rest of the night lecturing Cadet Stern on how the young man had caused the incident – that Cadet Stern was gay and that everyone knew it.

If you were Lt Smith, **what would you do?**

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<sup>12</sup> All names and situations are fictitious.

## Case Study #2:<sup>13</sup>

The Northville Composite Squadron has a number of new cadets that have never been to an encampment. To remedy the situation, the Deputy Commander for Cadets, Captain Bill Law, arranged a weekend activity at a nearby national forest for the Labor Day weekend. Captain Law and his “right arm” in the cadet program, C/Capt Lance Rudd, planned all the activities.

During the course of the weekend, C/Capt Rudd decided that one of the new cadets, Cadet Chris King, was sloppy and had a bad attitude. Captain Law agreed and gave C/Capt Rudd the go ahead to get Cadet King to “shape up or ship out.”

Throughout the weekend, C/Capt Rudd put Cadet King on the spot. He used profane language, actually cursing him in front of the other cadets. Cadet King was forced to run to all the cadet activities while the other cadets walked. Also, he had to do hundreds of push-ups. Once, Captain Law accused Cadet King of crying and made fun of him.

After the activity, Cadet King mentioned the situation to you. As his next-door neighbor, and the Personnel Officer for the squadron, you encouraged him to join CAP. He wants to know when his “initiation” will be over.

**What would you do?**

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<sup>13</sup> All names and situations are fictitious.



**NATIONAL HEADQUARTERS CIVIL AIR PATROL**

**CHANGE 1**

**CAP PAMPHLET 50-3**

**19 APRIL 2012**

**CPPT STUDENT GUIDE**

CAP Pamphlet 50-3, 18 October 2006, is changed as follows:

Page-Insert Change.

<b>Remove</b>	<b>Insert</b>
1/2	1/2
9/10	9/10
13/14	13/14

**Note: Shaded areas identify new or revised material.**