

2017
Penn State University
Youth Program Director Meeting

Tuesday, January 31, 2017

9:30 a.m. – 3:00 p.m.

The Nittany Lion Inn
University Park, PA



Sponsored by the Office of Ethics & Compliance and State-Wide Continuing Education

AGENDA

9:30 Welcome

9:40 The Scope and Gravity of Child Maltreatment

10:10 Supporting Trans Youth

12:10 Lunch

1:00 Risk Management Review

1:30 Hot Topics

2:30 University Park Housing and Food



Sponsored by the Office of Ethics & Compliance and State-Wide Continuing Education

2017
Penn State University
Youth Program Director Meeting

Jennie Noll, Ph.D.

Director, Network on Child Protection and Wellbeing
Professor of Human Development and Family Studies



Sponsored by the Office of Ethics & Compliance and State-Wide Continuing Education

The Scope and Gravity of Child Maltreatment:

Why early detection matters

Jennie G. Noll, PhD

Professor, Human Development and Family Studies
Director , Child Maltreatment Solutions Network
PI, Translational Center for Child Maltreatment Studies;
NICHD P50 Capstone Center
The Pennsylvania State University



Child Maltreatment

“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.”

Physical Neglect

Medical neglect

Physical abuse

Sexual abuse

Psychological maltreatment

Other (e.g., threatened abuse, parent’s drug/alcohol abuse)

National Prevalence Rates

6.3 MILLION CHILDREN WERE SUBJECTS OF CHILD MALTREATMENT ALLEGATIONS

3.2 MILLION CHILDREN WERE INVESTIGATED

1.2 MILLION VICTIMS OF MALTREATMENT

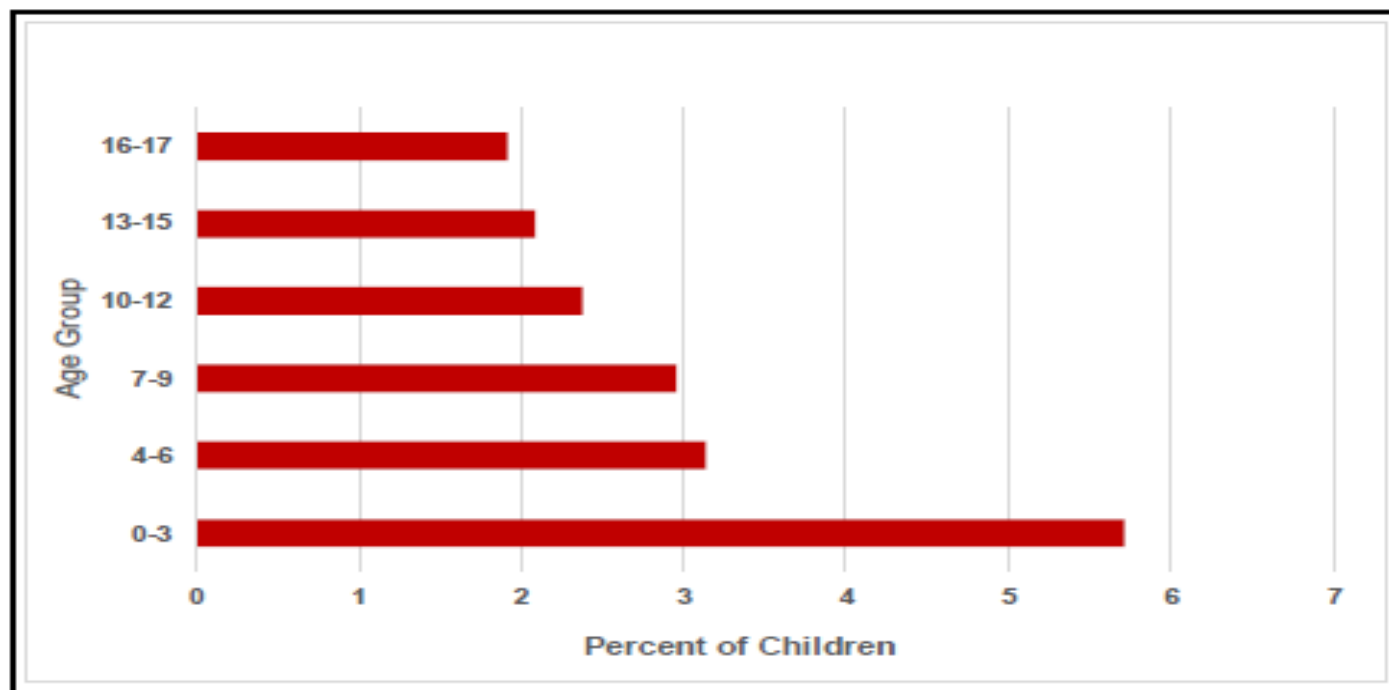
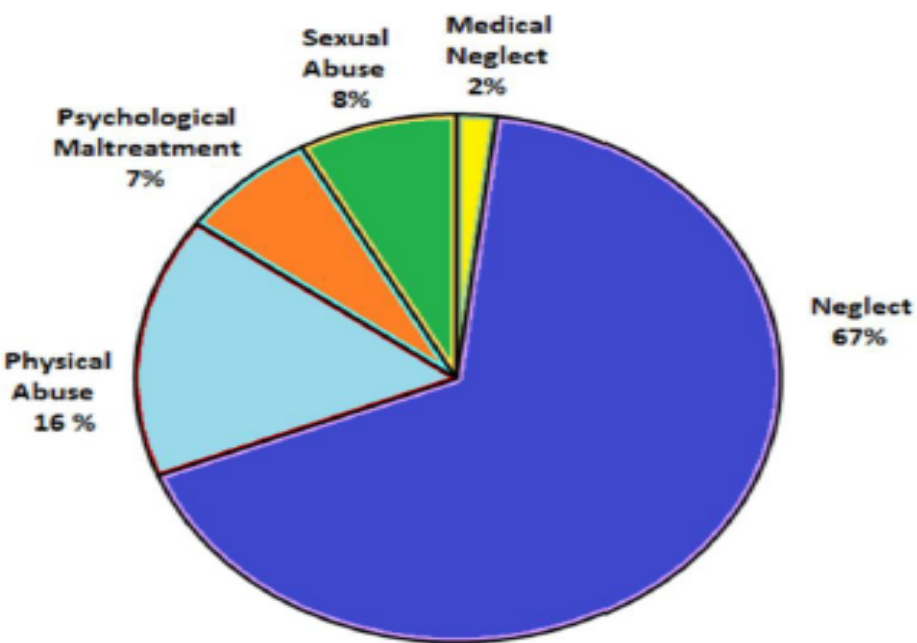
17.1 victims per 1000 children (~1 in 58)

800,000 REACHED “ENDANGERED” STANDARDS

Rates of Maltreatment by Age¹

- Most maltreatment happens to younger children.

Types of Child Maltreatment

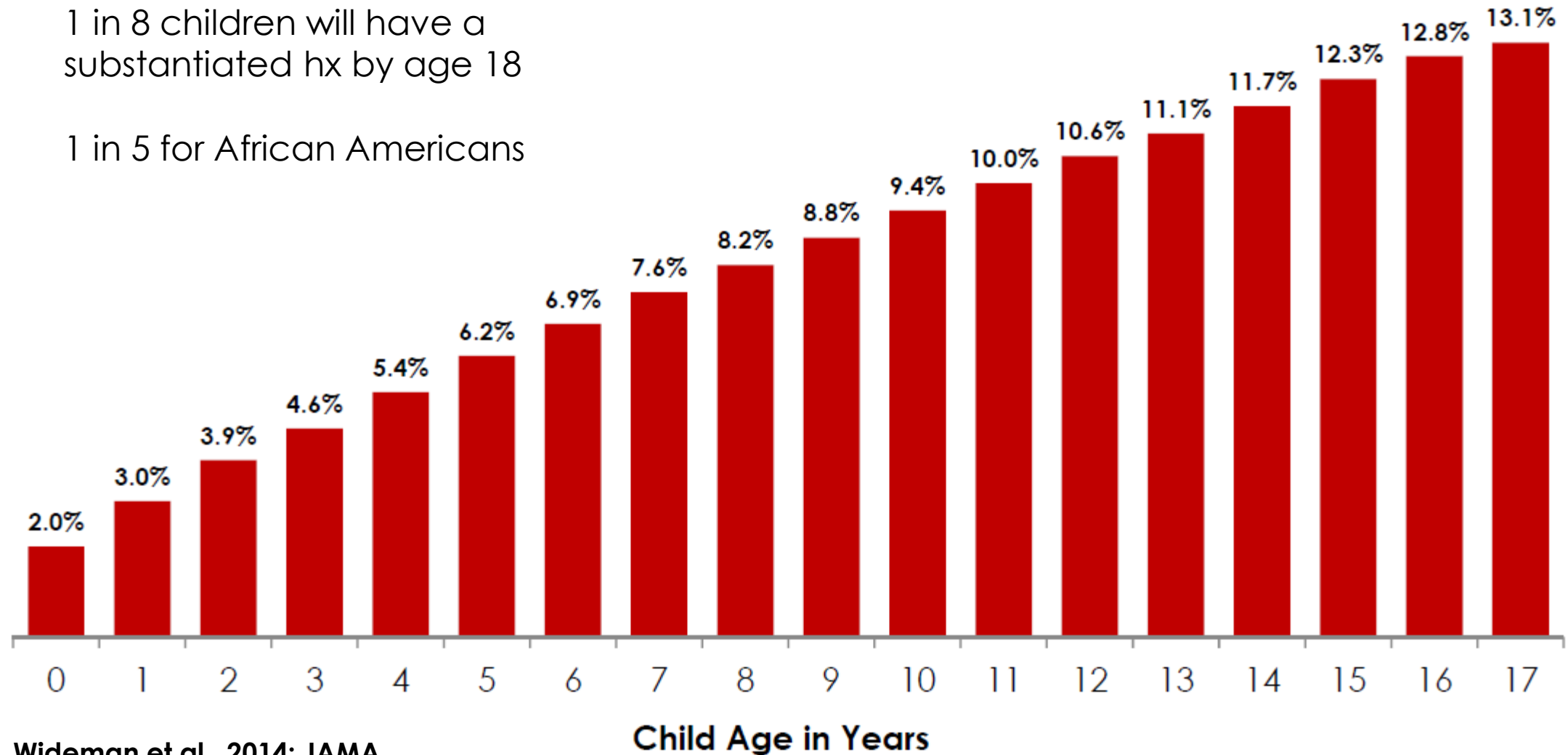


¹Child Maltreatment 2012. Washington, DC: US Department of Health and Human Services; 2014.

Annual Rates Dramatically Underestimate the problem

1 in 8 children will have a substantiated hx by age 18

1 in 5 for African Americans



Wideman et al., 2014; JAMA

CDC: “CPS reports may underestimate the true scope”

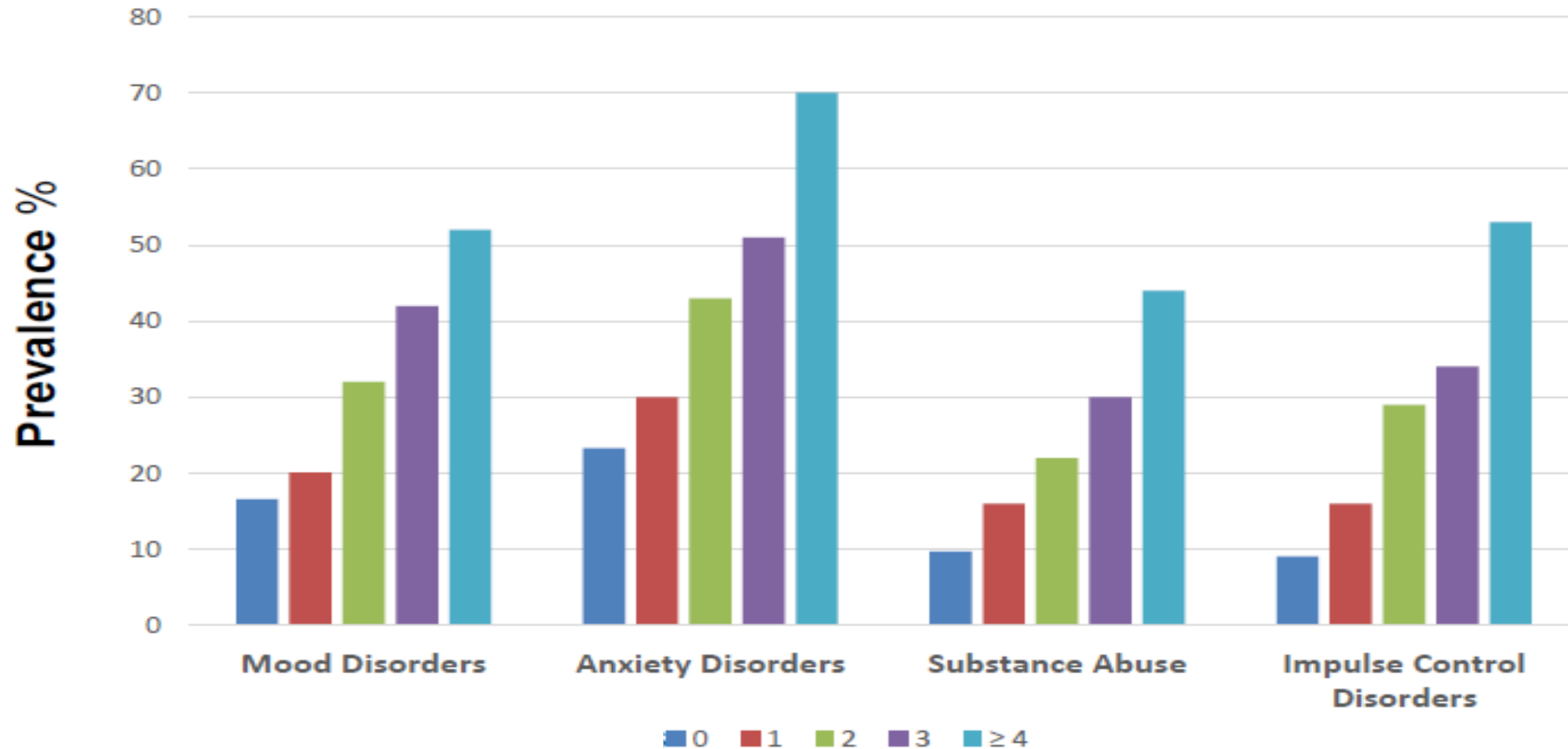
- 1 in 4 children experience some form of child abuse or neglect
- 1,580 children died from abuse or neglect in 2014
- The total lifetime cost of \$124 billion each year



PA legislation changes in 2013-2015

- SENATE BILL 21 COMPREHENSIVE BILL IMPACTING REPORTING OF CHILD ABUSE
- SENATE BILL 53 WHISTLE BLOWER PROTECTIONS FOR PERSONS REPORTING CHILD ABUSE
- HOUSE BILL 431 REQUIRING TRAINING FOR MANDATED REPORTERS
- HOUSE BILL 436 INCREASING THE PENALTIES FOR FAILURE TO REPORT SUSPECTED CHILD ABUSE
- HOUSE BILL 89 DEDICATED FUNDING FOR CHILD ADVOCACY CENTERS
- HOUSE BILL 316 STRENGTHEN MULTIDISCIPLINARY INVESTIGATIVE TEAMS (MDITS)
- HOUSE BILL 726 LOWER THRESHOLD FOR DEFINING ABUSE
- SENATE BILL 23 EXPANDED DEFINITIONS OF PERPETRATOR
- SENATE BILL 30 STATEWIDE DATABASE FOR REPORTING ABUSE
- HOUSE BILL 321 ENHANCED SENTENCING FOR CHILD PORNOGRAPHY
- HOUSE BILL 414 CUSTODY HEARINGS TAKE INTO ACCOUNT CHILD ABUSING
- HOUSE BILL 1594 LURING A CHILD INTO CAR OR STRUCTURE SECOND DEGREE FELONY

Cumulative Impact Mental Health^{1,2}



¹Data from the National Comorbidity Survey-Replication Sample (NCS-R).

²Putnam, Harris, Putnam, J Traumatic Stress, 26:435-442, 2013.

What about physical health?

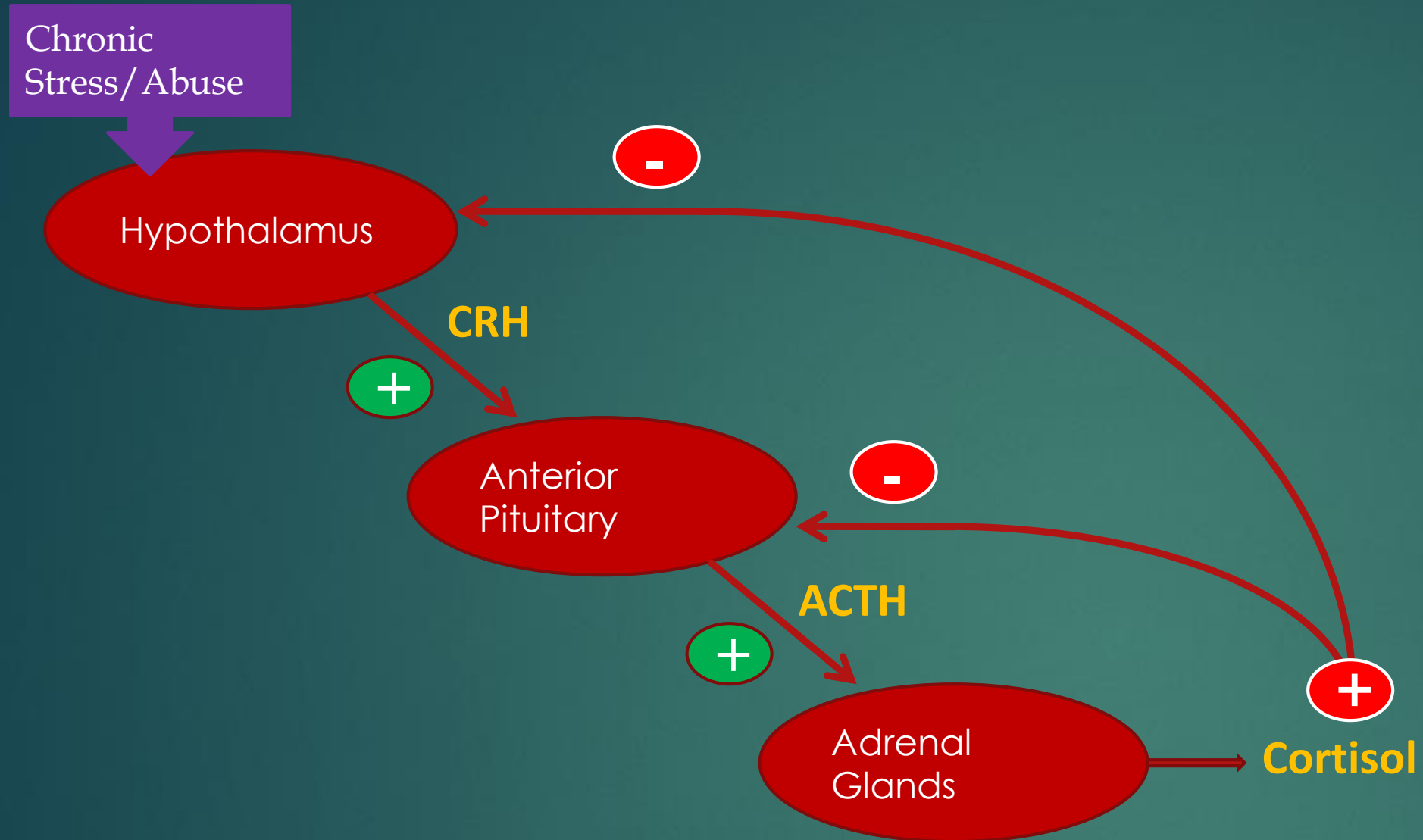
Stress Continuum

Car accident
Separation
Poverty
Child
Maltreatment

Mild

Severe

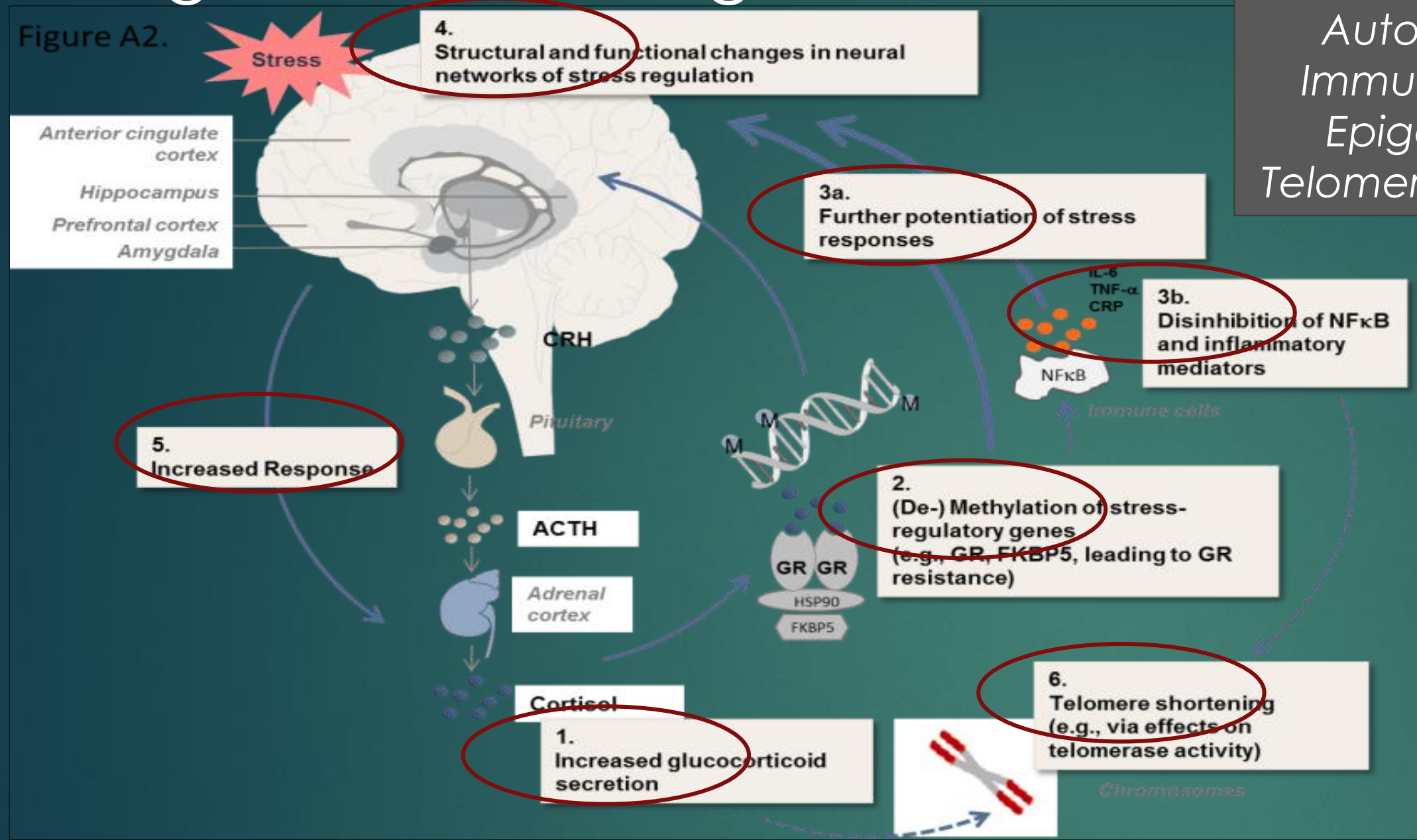
Stress Response; HPA axis



Biological Embedding

Neuroendocrine
Autonomic
Immunologic
Epigenetic
Telomere Biology

Figure A2.



Year

2017

2015

2013

2011

2009

2007

2005

2003

2001

1999

1997

1995

1993

1991

1989

89%
located/agreed

Offspring 4-20; M=12.29

Offspring 2-18; M=10.29

96%
retained

Offspring 0-9; M=4.08

Time 5; mean age=19.85

Time 4; mean age=18.05

Time 3; mean age=13.42

Time 1; mean age=11.06

Time 2; mean age=12.22

6

10

14

18

22

26

30

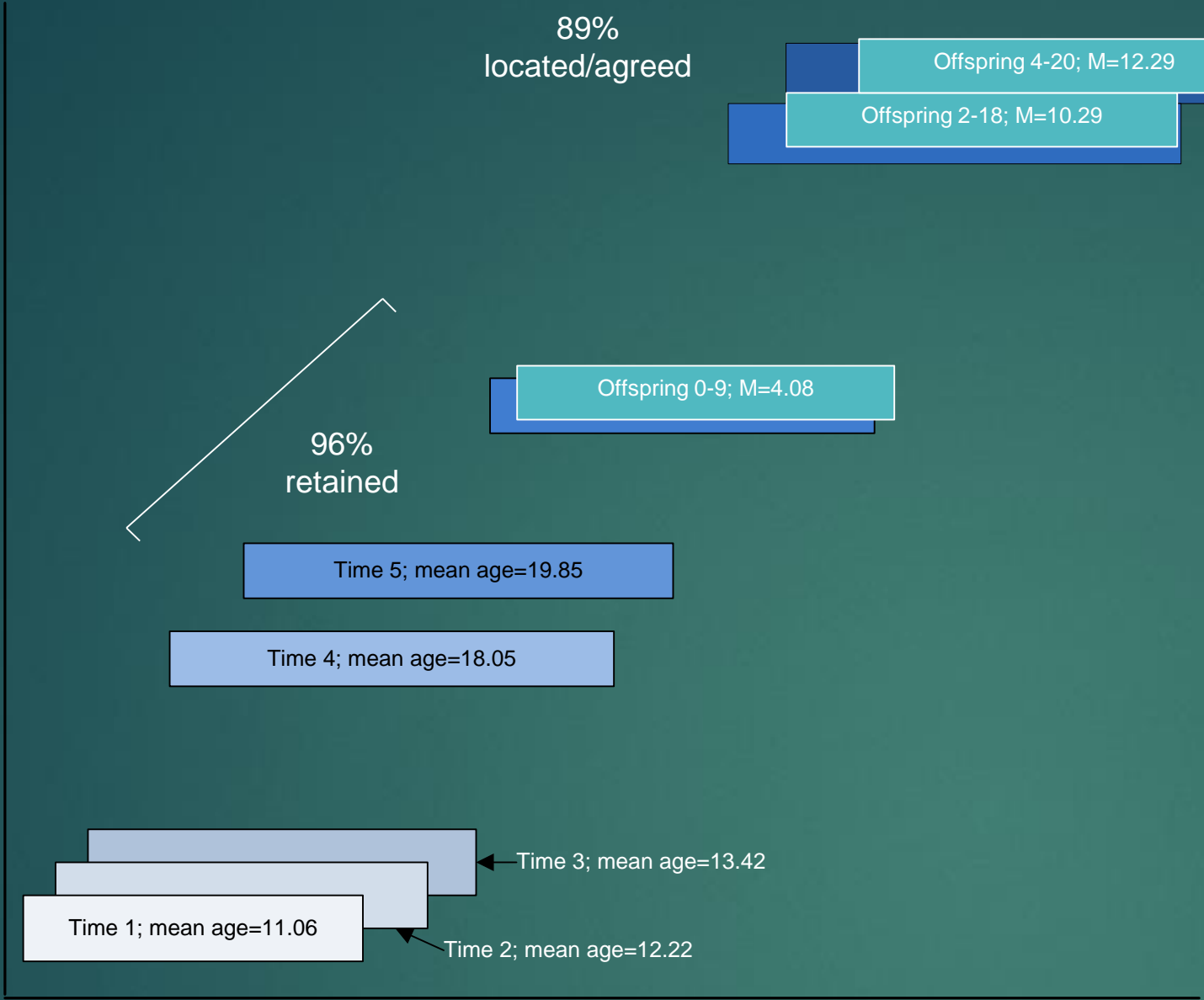
34

38

42

Age

1987

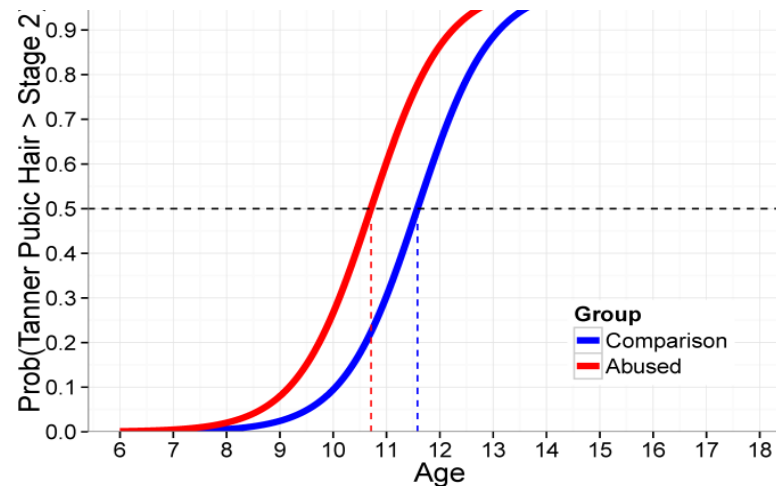
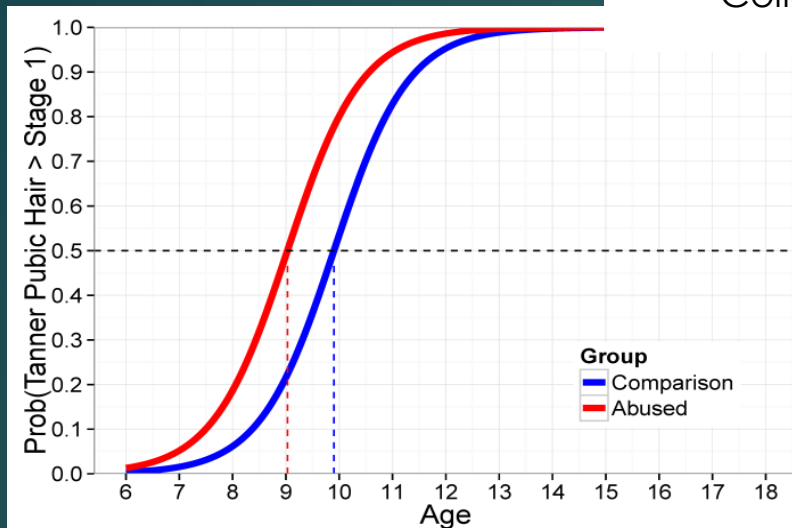


Earlier Pubertal Onset

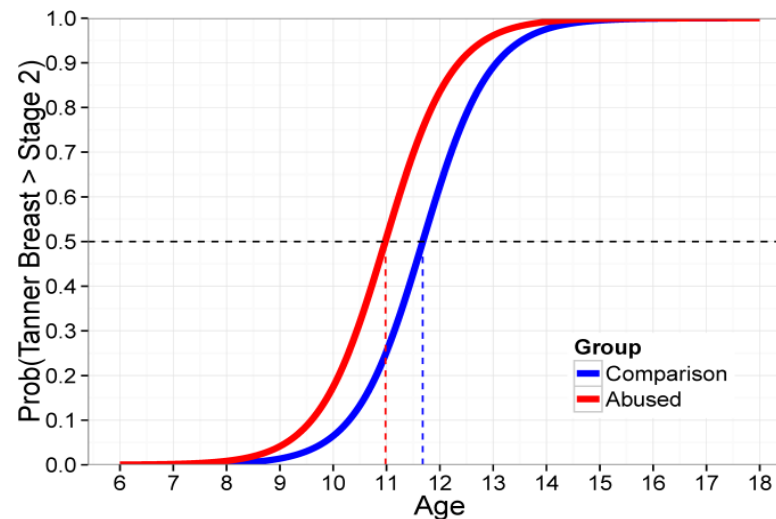
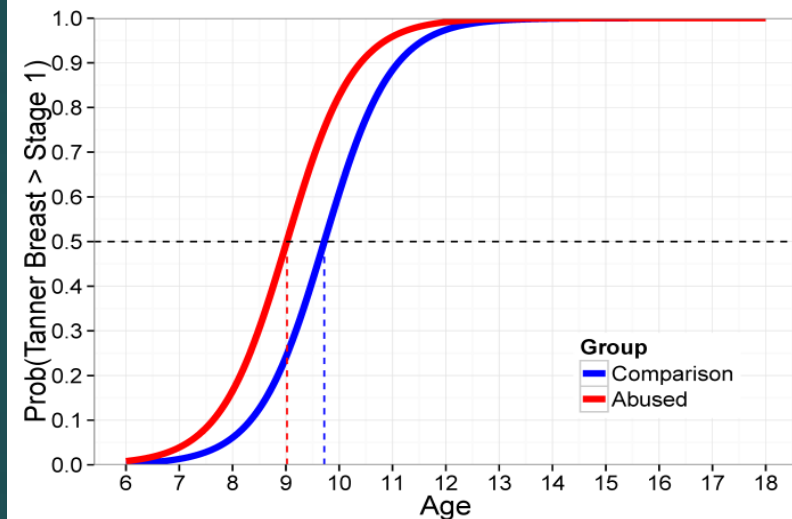
Meta analysis of 460,000 women across 35 countries showed younger age at menarche signaled higher relative risk for breast cancer

Collaborative Group on Hormonal Factors in Breast Cancer, Lancet, 2012

12 mos.
earlier pubic
hair

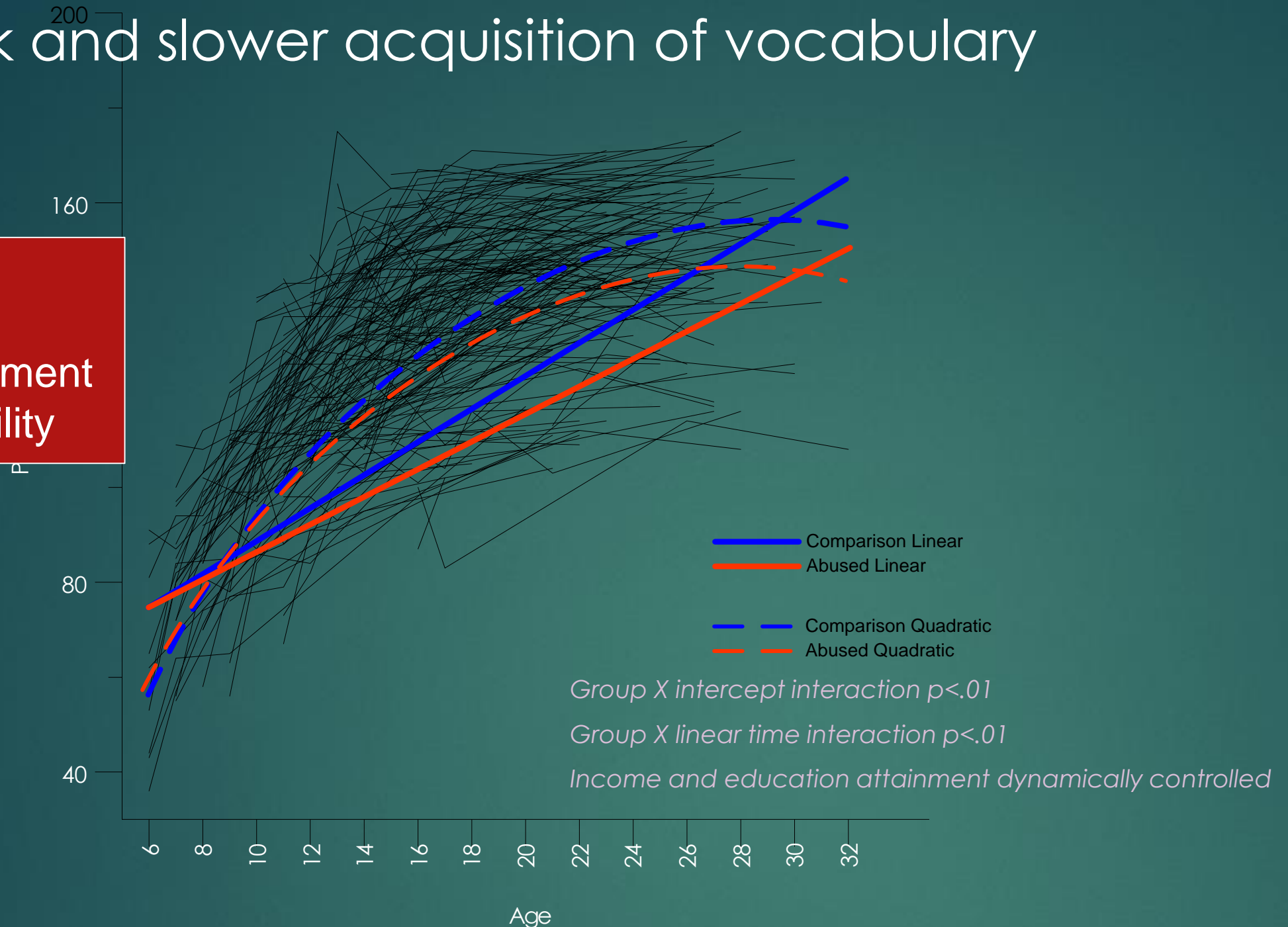


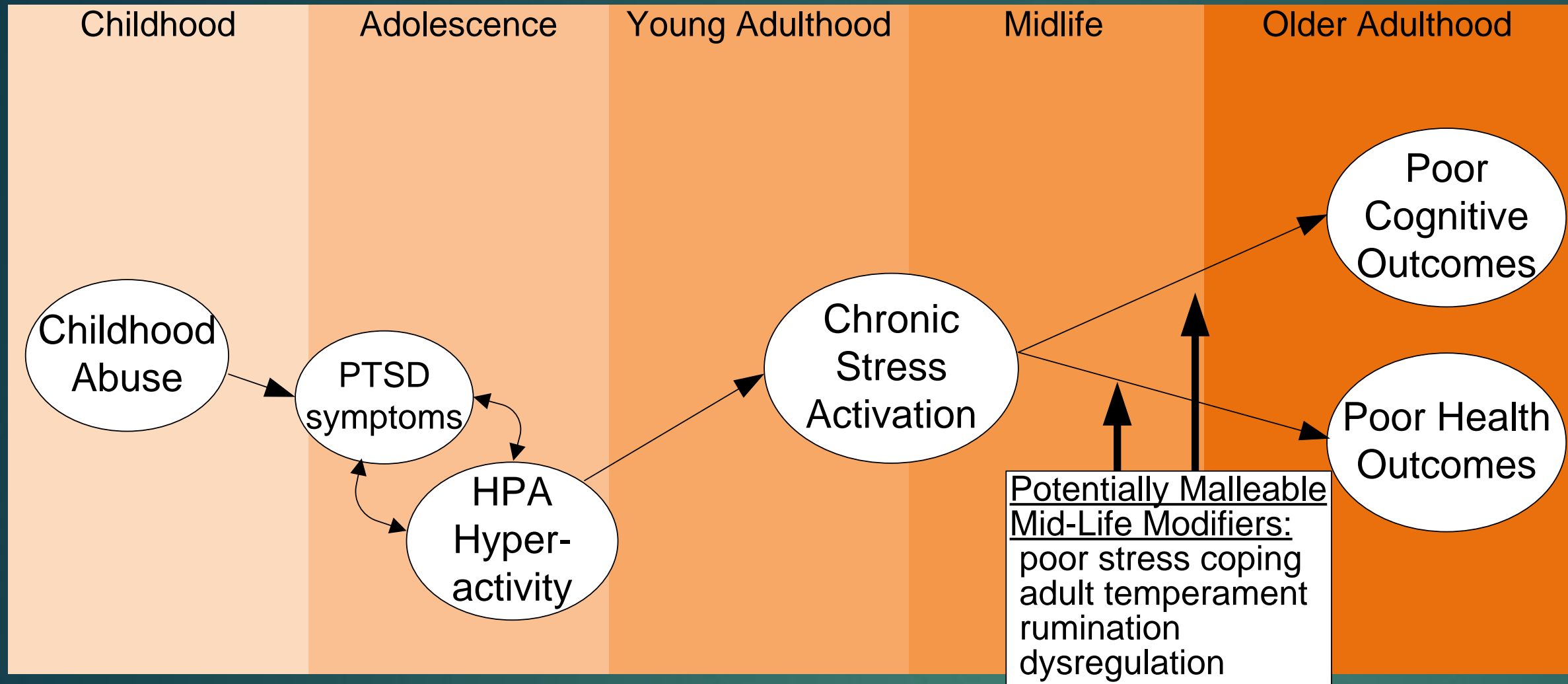
8 mos.
earlier
breast



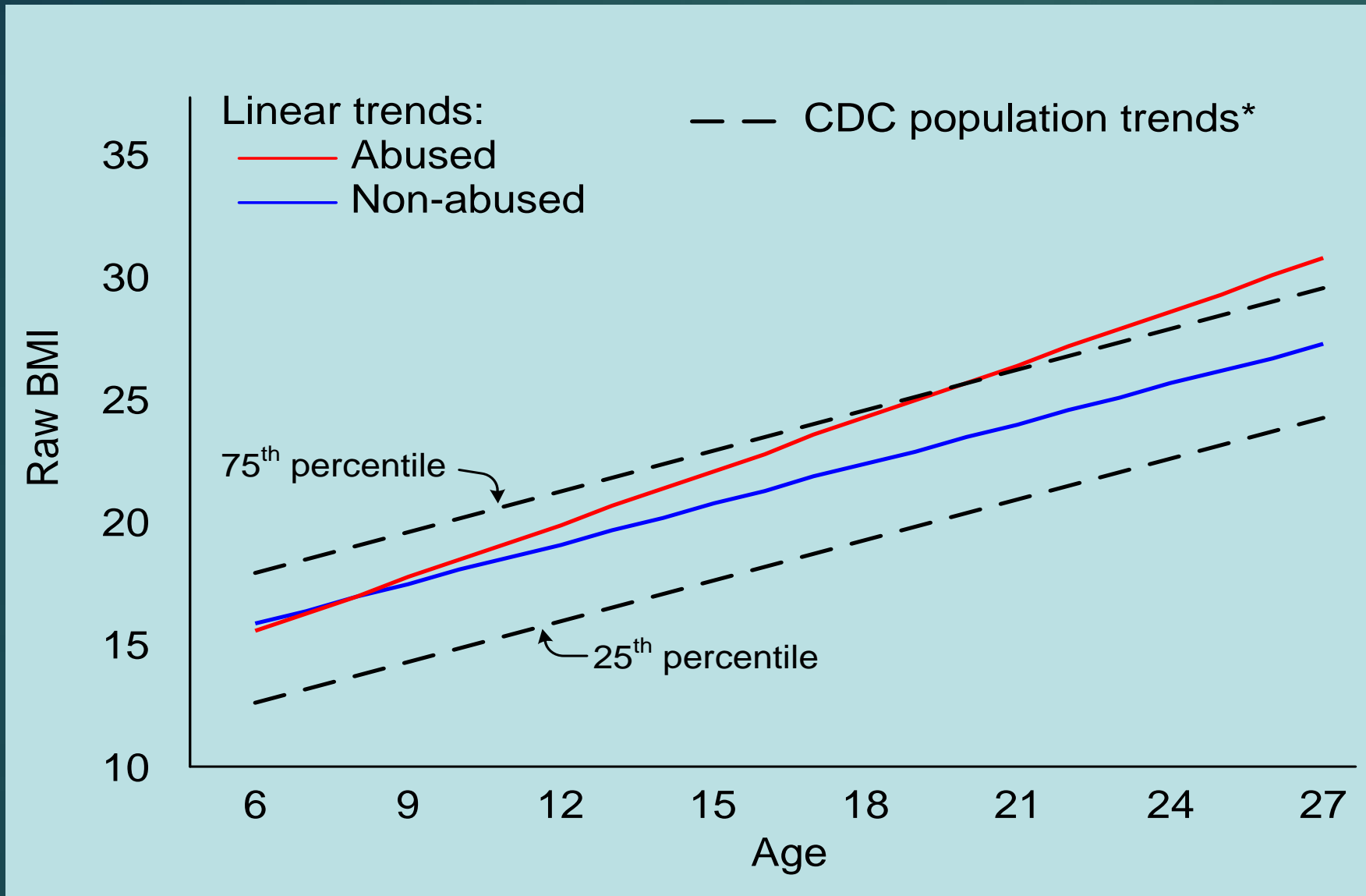
Lower peak and slower acquisition of vocabulary

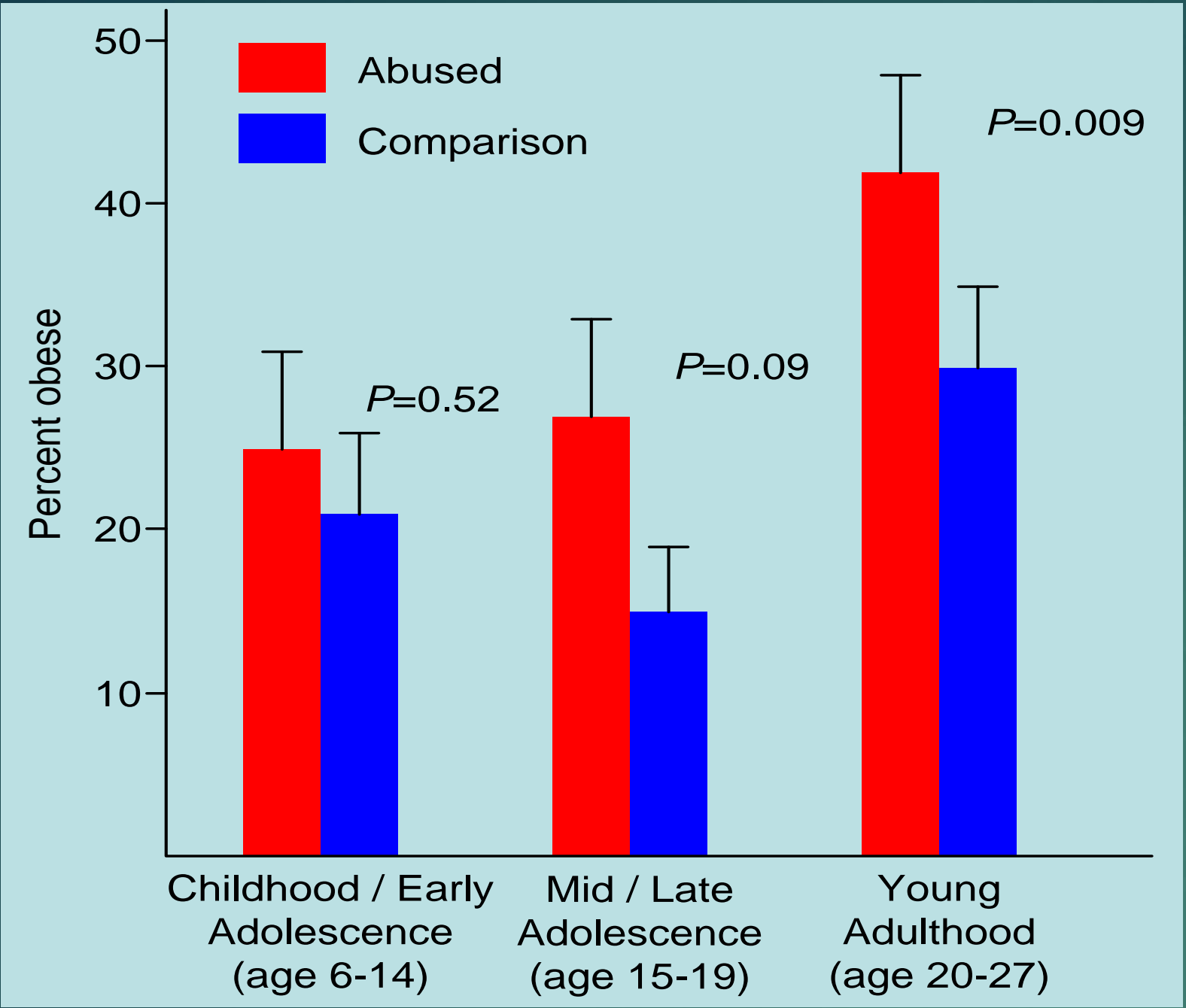
Lower overall:
-graduation rates
-educational attainment
-occupational viability





The Development of Obesity





Impact across development

Childhood:

- ↑ childhood depression
- ↑ PTSD symptoms
- ↑ externalizing behavior problems
- ↑ somatic complaints
- ↓ family cohesion
- ↑ depressed mothers
- ↓ school performance

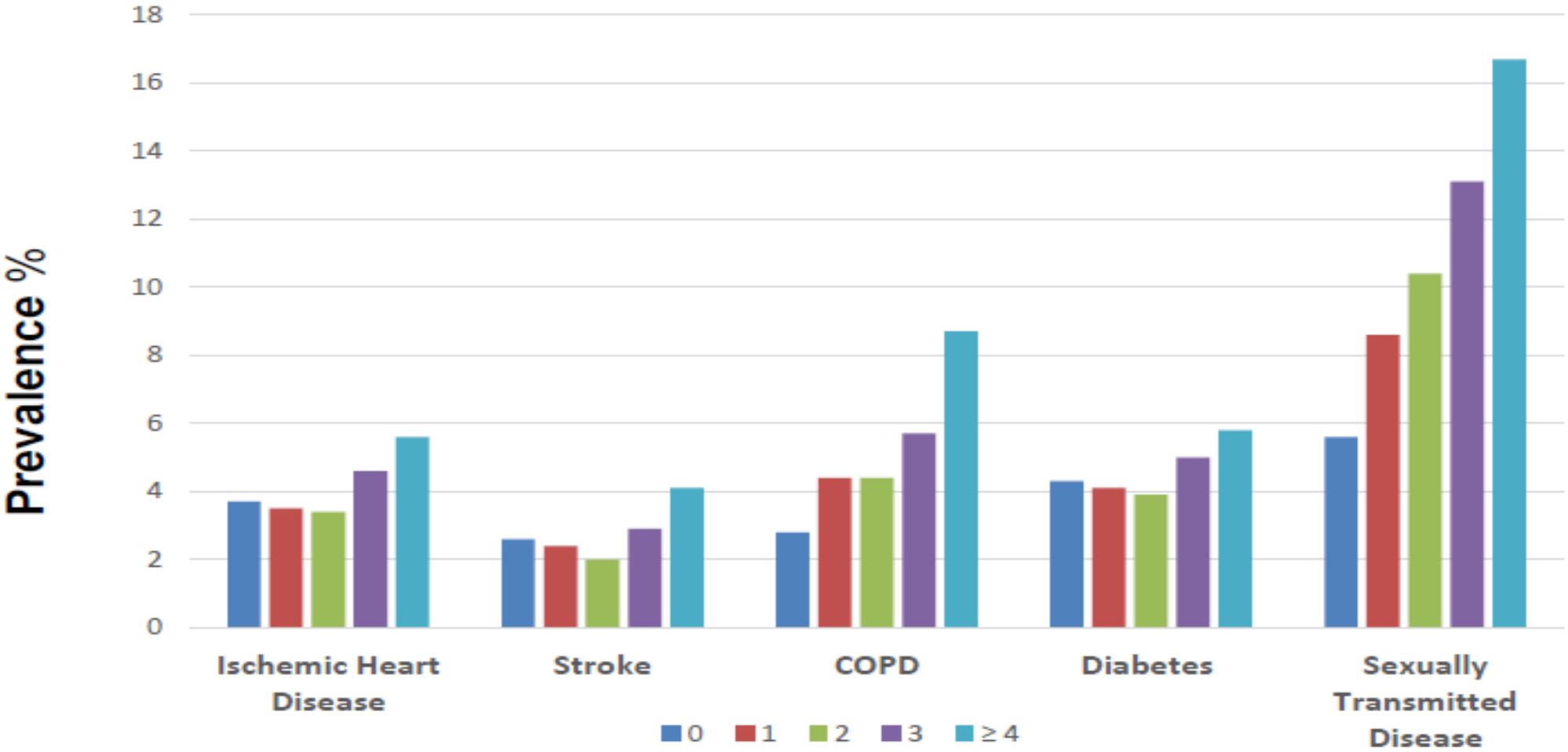
Adolescence:

- ↑ earlier pubertal timing
- ↑ depressive symptoms
- ↑ PTSD symptoms
- ↓ cognitive abilities
- ↓ age at first voluntary intercourse
- ↑ teen pregnancy rates
- ↑ self harm
- ↑ sleep problems
- ↑ revictimization

Adulthood:

- ↑ persisting PTSD
- ↑ psychiatric diagnoses
- ↑ clinical depression
- ↑ alcohol & drug use
- ↑ suicide attempts
- ↑ inter-partner violence
- ↑ sexual violence / rapes

Cumulative Impact Chronic Disease¹



¹Felitti et al., (1998) American Journal of Preventive Medicine, 14:245-258.

Offspring Outcomes

↑ Born Preterm (19% vs. 10%)

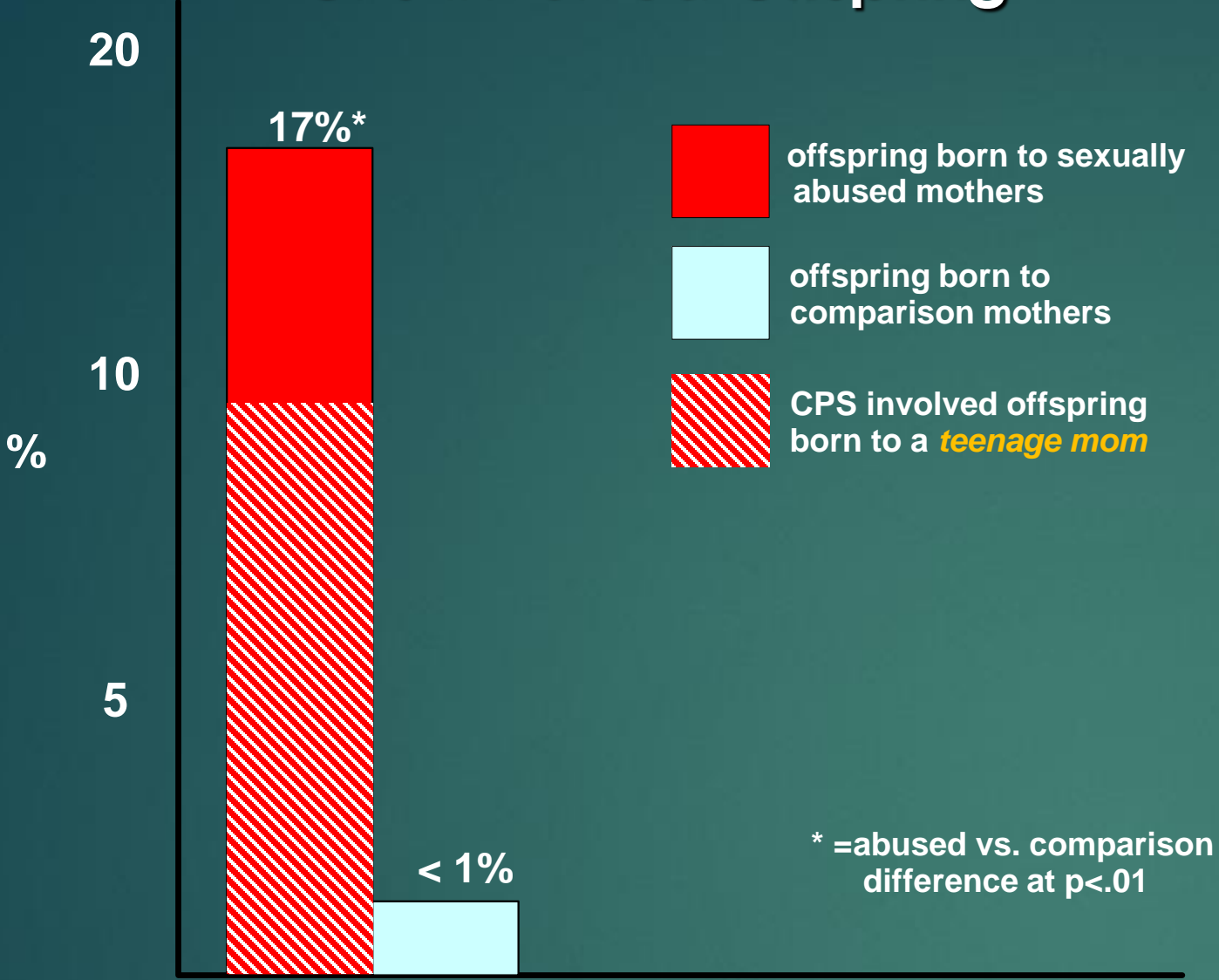
↓ Cognitive Abilities (>1 SD below pop mean)

↑ Child Protective Service (CPS) Involved
(17% vs. 1%)

40% permanent removal from mom
5 deaths (all born to abused mothers)

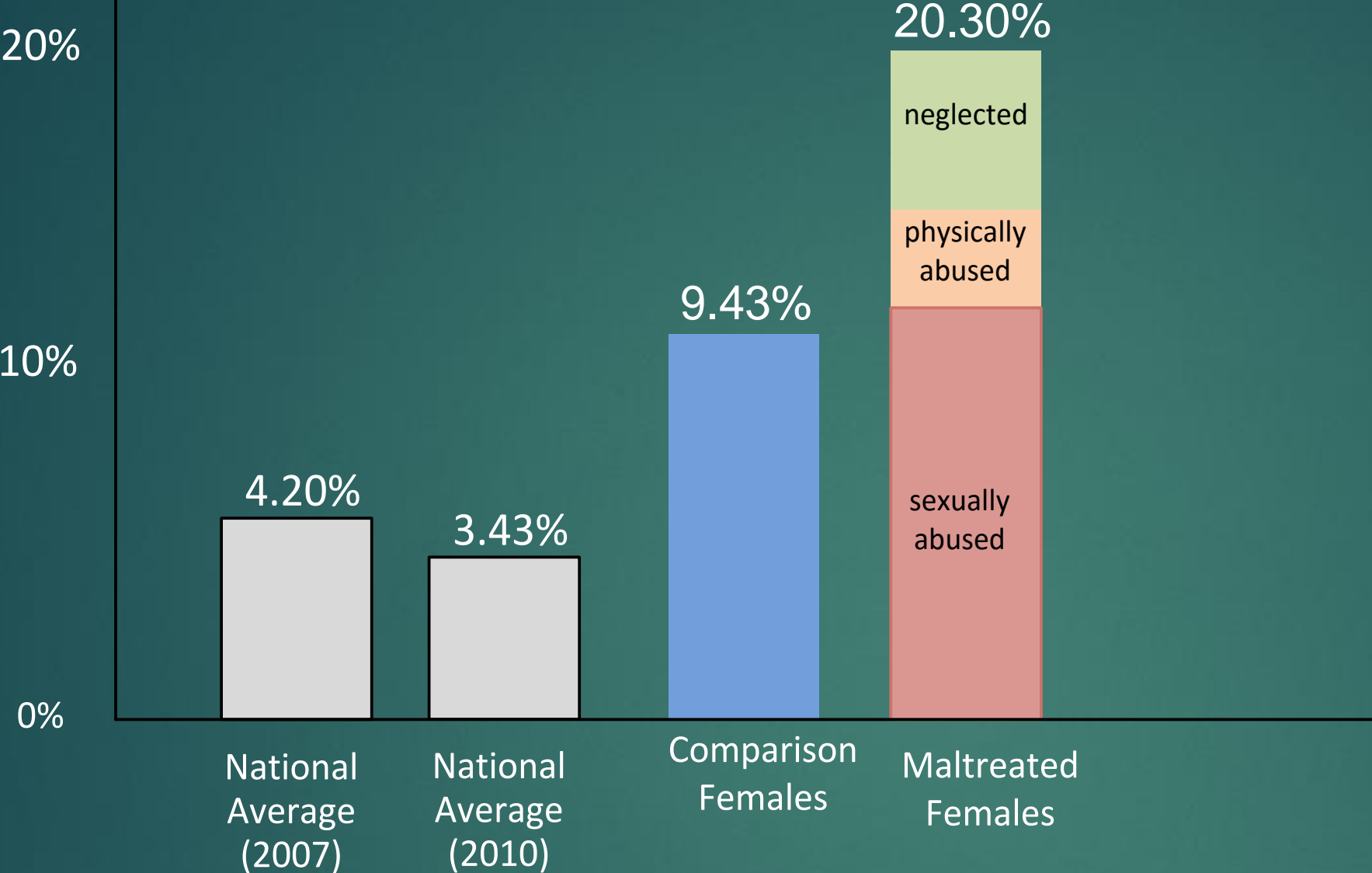


CPS-involved Offspring



Noll, JG (2003) Journal of Consulting and Clinical Psychology
Noll, JG SRA, 2006

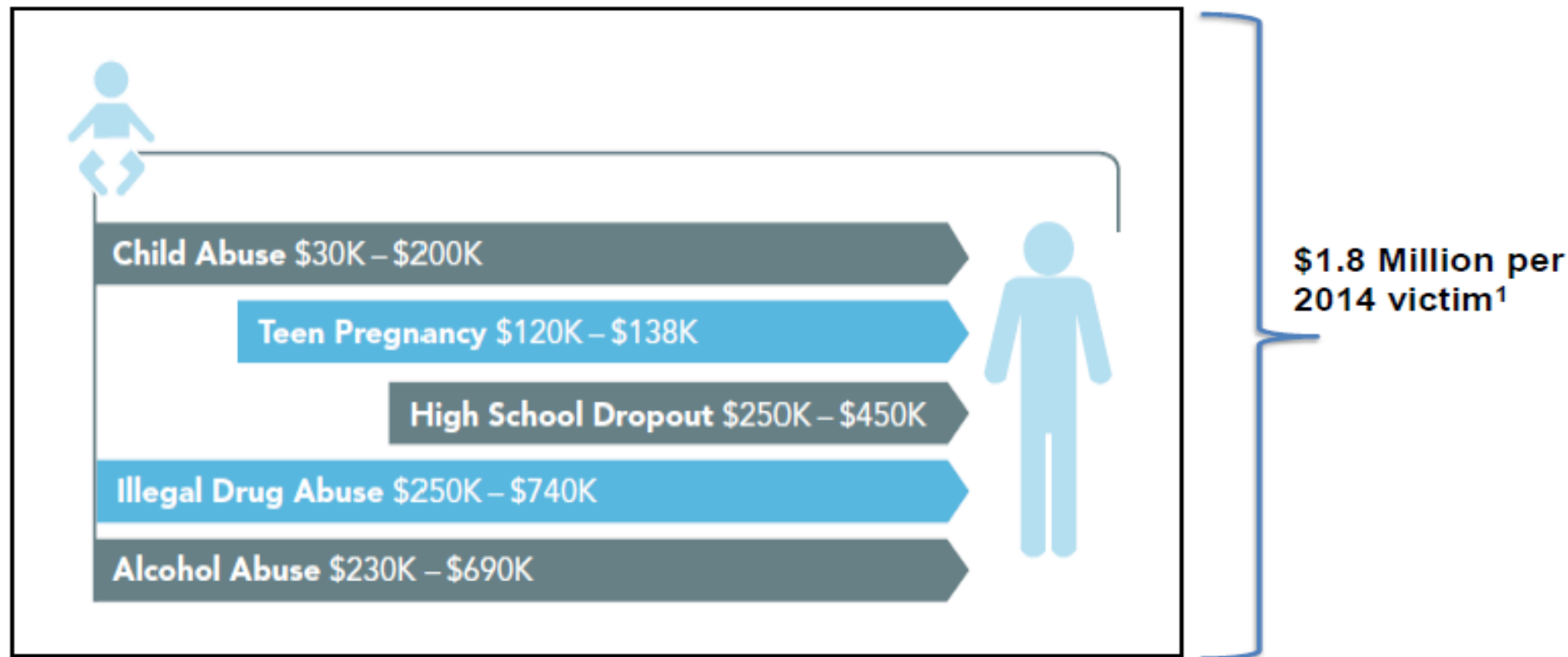
Teen Motherhood Rates



Noll, & Shenk., *Pediatrics*, 2013

What does it cost to do nothing?

Each 2014 First-Time Case of Child Maltreatment Costs U.S. Economy
Approximately \$1.8 Million in Total Expenditures over their Lifetime¹



Graphic from Pew Issue Brief Jan 2011: Paying Later: High Cost of failing to Invest in Young children.

¹Suffer the Little Children: An Assessment of the Economic Costs of Child Maltreatment
The Perryman Group, Nov. 2014: <http://perrymangroup.com/special-reports/chlld-abuse-study/>

Penn State's Child Maltreatment Solutions Network

Social Science Research Institute

College of Medicine / Department of Pediatrics

CM
Solutions
Network

Division of Child Abuse
Pediatrics

College
of Liberal
Arts

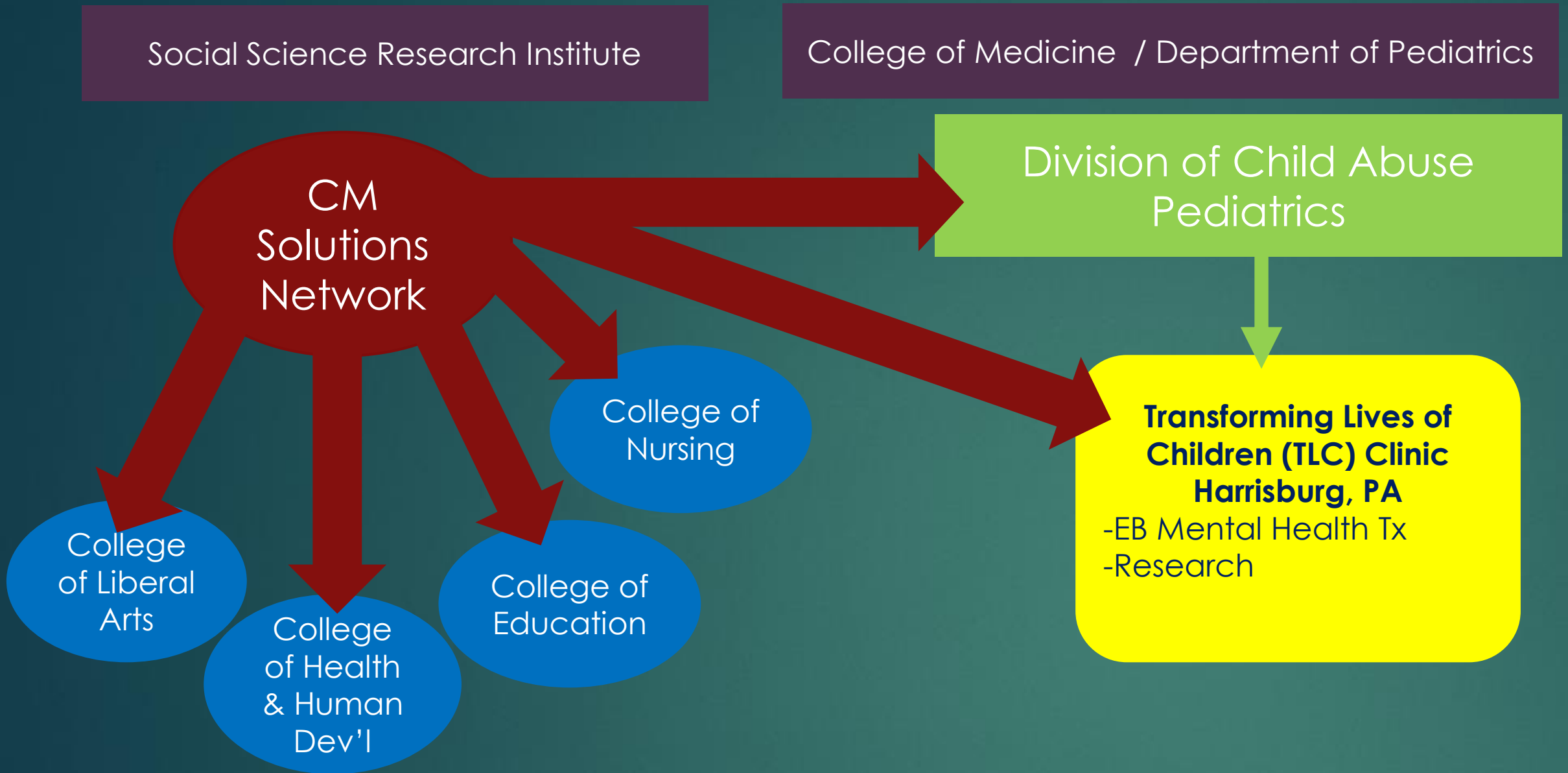
College
of Health
& Human
Dev'l

College
of
Education

College
of
Nursing

**Transforming Lives of
Children (TLC) Clinic
Harrisburg, PA**

-EB Mental Health Tx
-Research



Basic Science:

- Biology of stress
- Promote optimal health
- Epidemiology
- Observational research

Prevention & Treatment:

- Universal / Primary
- Targeted / Secondary
- Evidence-based Tx
- Implementation

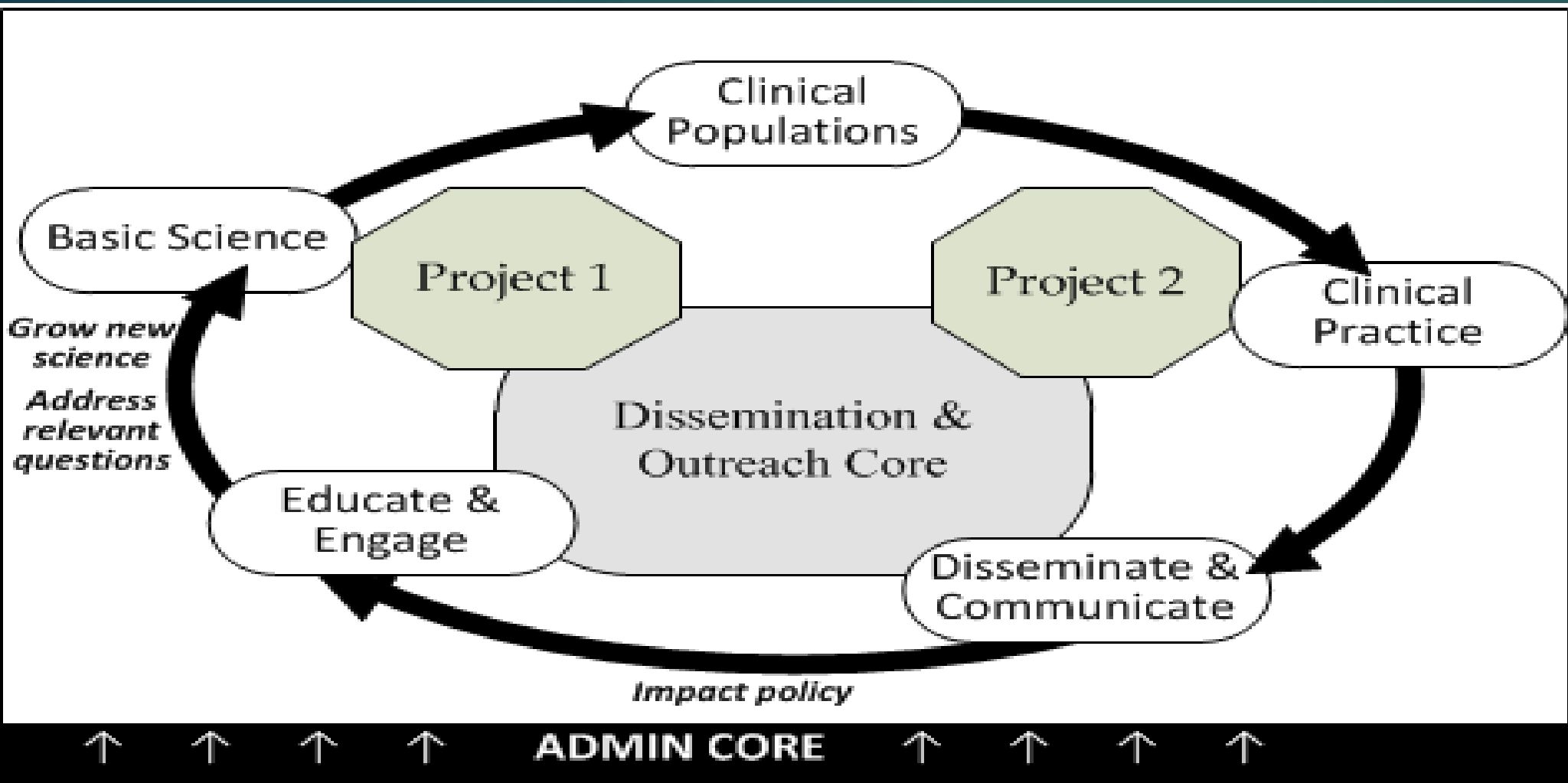
Translation:

- Impact that matters
- Implications for families / providers / systems
- Influencing policy

Education:

- Undergraduate minor
- Awareness events
- Conference series

Translational Center for Child Maltreatment Studies (TCCMS); NICHD P50 Capstone Center (2017-2022)



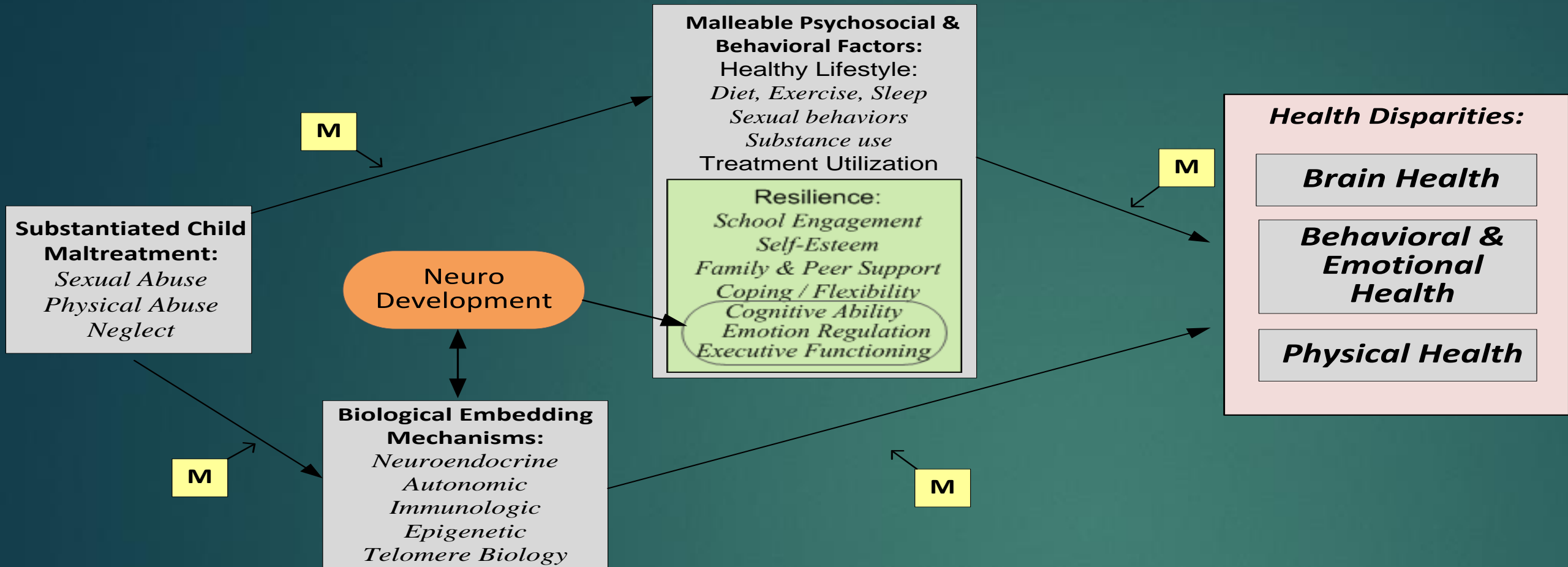
Project 1: PA Cohort

Improving Health Disparities Maltreated Survivors



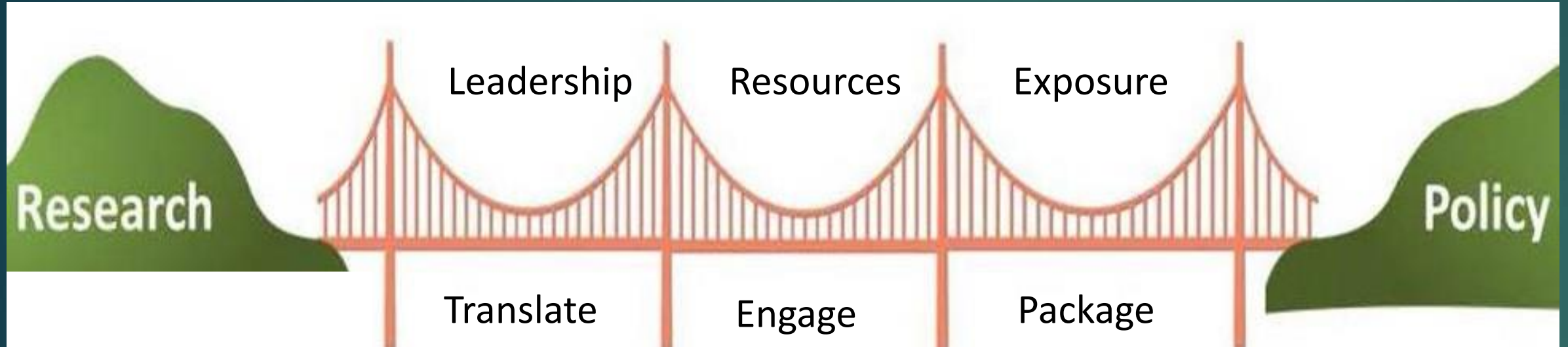
Project 1: PA Cohort

Improving Health Disparities Maltreated Survivors



M = Moderators: Genotype; Gender; Ethnicity; Pubertal Stage; Maltreatment Type

Research to Policy Bridge



2017
Penn State University
Youth Program Director Meeting

Kari Jo Freudigmann

Programming Coordinator
LGBTQA Student Resource Center



Sponsored by the Office of Ethics & Compliance and State-Wide Continuing Education

Supporting Trans Youth

The Pennsylvania State University

Learning objectives

- Learn language and definitions related to the trans community
- Understand pronoun usage
- Explain cisgender privilege and recognize instances of every day struggles of trans youth
- Know Penn State resources and national resources for non-gender binary individuals // <http://studentaffairs.psu.edu/lgbtqa/nationalresources.shtml>
- Understand how to be an ally to trans youth

Some statistics to ponder

While about 1.6 percent of the general population attempt suicide, a staggering 46 percent of the transgender population has reported attempting suicide-GLAAD's statistics.

"name calling and bullying based on gender expression are among the first forms of harassment that young people learn and experience" (GLSEN).

HRC SURVEY OF 50,000+ YOUTH REVEALS
TROUBLING POST-ELECTION SPIKE IN
BIAS-MOTIVATED INCIDENTS

70%

of respondents reported witnessing
bullying and harassment during or since
the 2016 election.

How many trans people are there?

- We don't know for sure:
 - No one is collecting this data
 - US Census doesn't track it
 - Many trans people are not public about their identities
- National Center for Transgender Equality estimates between ¼% and 1% of the population is transgender.
- American Psychological Association estimates the prevalence of transgender people are about 1 in 10,000 for biological males and 1 in 30,000 for biological females.

Why this is important

-Whittington Family: Ryland's Story



The basics

Sex is biological (a combination of genitalia, chromosomes and hormonal make-up)

Sexual Orientation is who a person is attracted to romantically, emotionally and/or physically



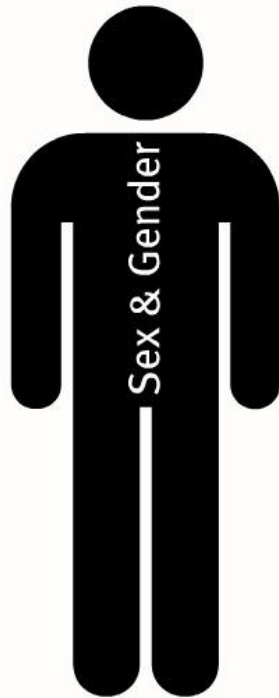
Gender Identity is a person's internal sense of self

Gender Expression is how a person's chooses to show their gender (hair, make-up, clothing)

Refers to people who feel their assigned sex at birth and their gender are congruent.

In other words, if your birth certificate says you're male and you identify yourself as a man or if your birth certificate says you're female and you identify as a woman then you are cisgender

Cisgender



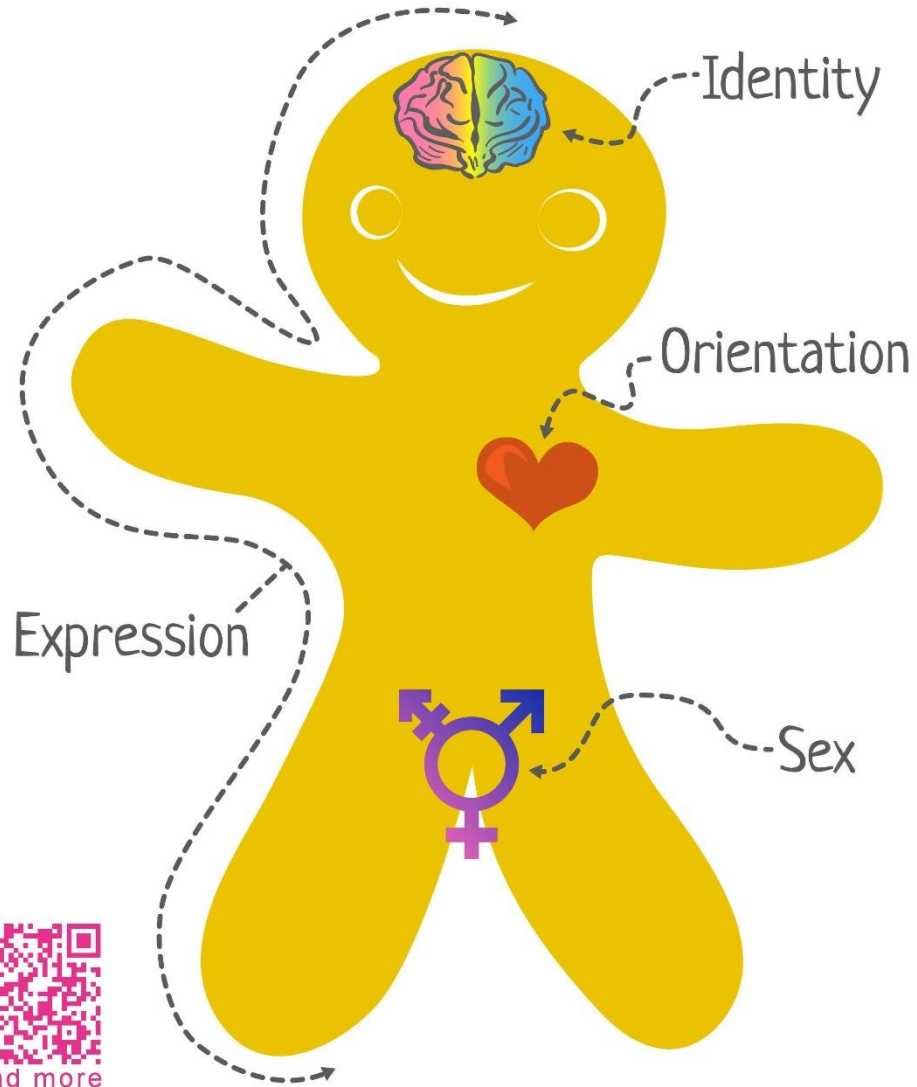
Transgender



Refers to people who feel their assigned sex at birth and their gender identity are not congruent.

The Genderbread Person

by www.ItsPronouncedMetrosexual.com



Gender Identity

← Woman Genderqueer Man →

Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.

Gender Expression

← Feminine Androgynous Masculine →

Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.

Biological Sex

← Female Intersex Male →

Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.

Sexual Orientation

← Heterosexual Bisexual Homosexual →

Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.

All identities are on a spectrum

Gay or Lesbian

Asexual
Bisexual
Pansexual
Queer

Straight/Heterosexual

Female

Intersex

Male

Feminine

Femme

Androgynous
Genderqueer
Drag king/queen

Butch

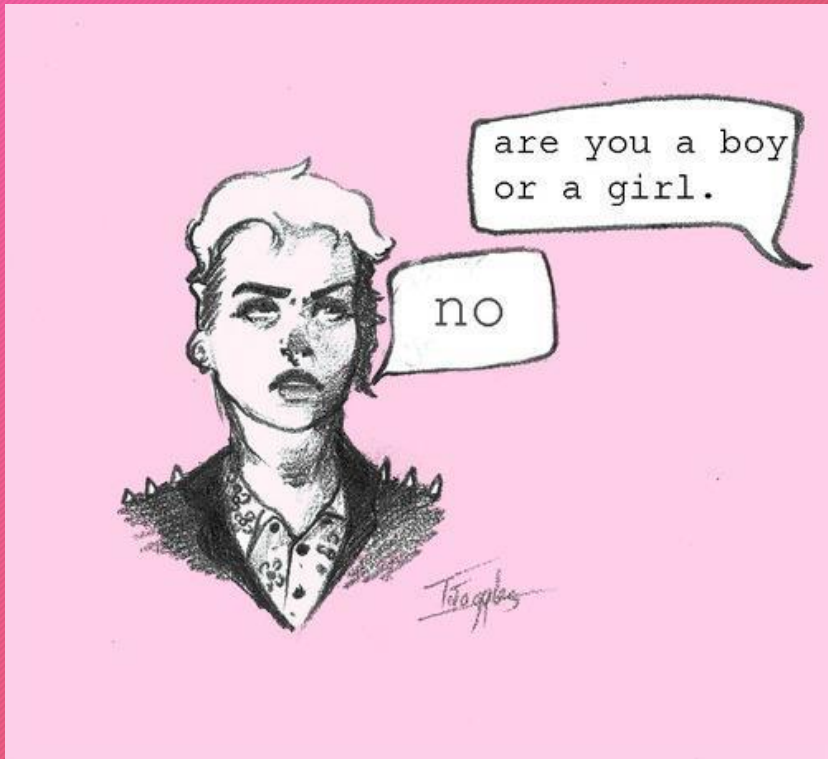
Masculine

Woman

trans
Transgender
Transsexual
Genderqueer

Man

Agender



- A person without gender.
- An agender individual's body does not necessarily correspond with their lack of gender identity.
- Often, agender individuals are not concerned with their physical sex, but some may seek to look androgynous.

Lev Trans Identity Model

1. **Awareness** - initial gender dysphoria, needs safe environment to explore feelings
2. **Seeking information / Reaching out** - persons may use term 'transgender;' potential desire to meet other transgender persons
3. **Disclosure to significant others** - feeling of 'slowing down' process; important to process interactions of significant others, family, and friends
4. **Exploring Identity and Transition** - may begin outwardly expressing self as a trans person and taking hormones
5. **Exploring Transition and Possible Body Modification** - potential (but not certain) reassignment surgery; trans persons in this stage may feel 'tested' by their peers insofar as 'passing' is concerned
6. **Integration and Pride** - considerable comfort with identity; some persons at this stage become activists whereas others prefer not refer to their pre-transition past

Rankin & Beemyn

Genderqueer example:

Feeling and often expressing a different gender identity from a young age

Realizing that genderqueer is a viable identity

Deciding on how to express oneself as genderqueer

Encountering resistance to non-binary gender expression of identity

Not fitting in with transgender or LGBT communities

Creating a home within or outside LGBT/transgender communities

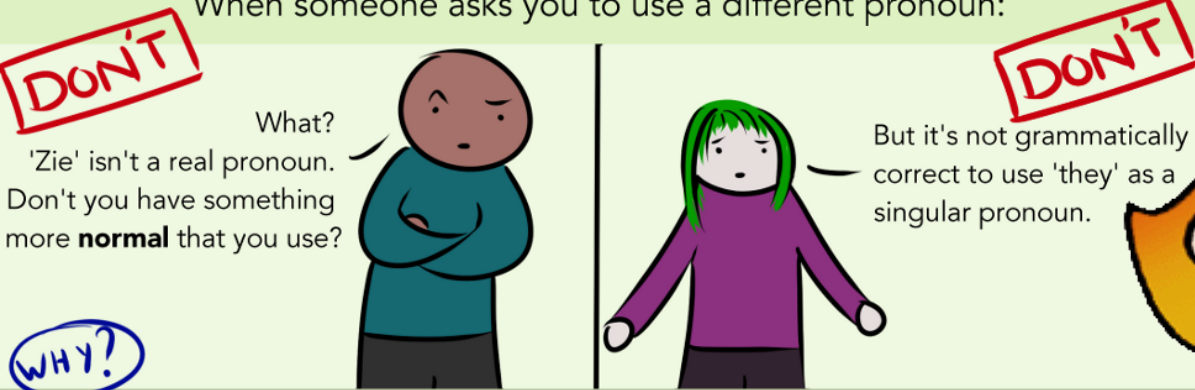
Notes from WPATH Standards of Care

- “Children as young as two may show features that could indicate gender dysphoria.”
- “The vast majority of children and adolescents with gender dysphoria are not suffering from underlying severe psychiatric illness such as psychotic disorders.”
- Additional information available at www.wpath.org, World Professional Organization for Transgender Health

R-E-S-P-E-C-T-!!

Pronoun *Dos and Don'ts*:

When someone asks you to use a different pronoun:



WHY?

You are not the being asked to evaluate this person's gender identity or preferred terminology.



phillipmartin.info

1. Don't make assumptions based on appearance
2. Don't ask another person
3. Don't be afraid to ask
4. Be respectful of their pronoun usage

Students and Pronouns



She said, he said, they said, what?

-----Getting to Know Gender-Neutral Pronouns! -----

Traditional Masculine	He laughed	I called him	His eyes gleam	That is his	He likes himself
Traditional Feminine	She laughed	I called her	Her eyes gleam	That is hers	She likes herself
Gender Neutral (Singular They)	They laughed	I called them	Their eyes gleam	That is theirs	They like themselves
Gender Neutral (Ze)	Ze laughed (pronounced: "zee" as in the letter 'z')	I called hir (pronounced: "here")	Hir eyes gleam (pronounced: "here")	That is hirs (pronounced: "here's")	Ze likes hirsself (pronounced: "here-self")

Hi, my name is Jordan.

Hi Jordan, it's nice to meet you. My name is _____ and my pronouns are _____. May I ask what pronouns you use?



**KEEP
CALM
AND
RESPECT
PRONOUNS**

Privilege

- A special advantage or right possessed by an individual or group
- A right or advantage gained by birth, social position, or effort.
 - This means a person does **not do** anything to earn it. It is automatically given to them
- It can be either legal or personal
- Unless a person is actively cognizant of their privilege they do not notice it or appreciate it



Cisgender Privilege

Personal/Social

What do I wear today?

Which bathroom do I use?

What do I do if I can't find a gender neutral/single occupancy bathroom?

What do I do if my instructor or coach doesn't use my preferred name?

How do I respond to someone who misgenders me?

Legal

Policies pertaining to transgender healthcare

State laws pertaining to nondiscrimination

State school laws pertaining to nondiscrimination

Other school policies pertaining to nondiscrimination

Laws and policies pertaining to identity documentation



Inclusive and affirming of trans* campers?

- Policies [e.g. dress code], nondiscrimination statements, mission, goals, hiring trans-ally staff
- Communications, marketing, FAQs, website
- Camp staff training and support
- Trans-Inclusive Facilities: Housing, Bathrooms & Locker Rooms
- Programming - [e.g. games based around gender]
- What is your protocol for educating parents?

Troubleshooting w/Adolescents

- Consider ‘outness’ - is the camper openly trans?
- Behavior Management
 - Erikson - “Industry v. Inferiority” // “Identity v. Role Confusion”
 - ‘Calling out v. Calling in’
 - Normalize differences [race, background, gender, sex]
 - Appealing to reason versus. Appealing to expectations
- Avoid overprotecting - Most students want to be treated like all other students

Stereotypes to be Prepared For...

- *“Just because you dress up like a woman...”*
- *“So do you like boys/girls now?”*
- *“When are you having your surgery?”*
- *“When did you decide to be trans?”*
- *“This is just a phase.”*
- *“You raised your kids poorly.”*

How to be an Ally to Trans Individuals

- Monitor language
- Challenge gender roles
- Avoid assumptions based upon appearance
- Be aware of ‘outness’
- Educate Yourself: (Current topics: Healthcare, Equal Housing, Bathroom Laws, ‘Religious Freedom’ Laws, Trans in the Military)

PRACTICE: Yay or Nay????

- Yay

- What name do you go by?
- Someone's medical history is none of your business. Just do not ask this.
- What pronouns do you use?
- You have a great smile. You always look so happy!
- Should I disclose your trans status? Or when is it ok or to whom can I share this with?

- Nay

- So what is your "Real" Name
- Well she looks like a girl so I'll just use she/her.
- You're so pretty for a trans woman! I would have never known!
- I should tell all of my friends that Ty is trans so they know before they meet her!

Resources

- The Human Rights Campaign - <http://www.hrc.org/resources>
- The National Center for Transgender Equality - <http://www.transequality.org/>
- World Professional Organization for Transgender Health - www.wpath.org
- Lambda Legal, www.lambalega.org
- American Psychological Association, <http://www.apa.org/topics/lgbt/>
- Trevor Project, www.trevorproject.org



The LGBTQA Center

- <https://studentaffairs.psu.edu/lgbtqa>
- 814.863.1248
- lgbtqa@psu.edu
- 101 Boucke Bldg, Univeristy Park, PA 16802



2017
Penn State University
Youth Program Director Meeting

LUNCH

Please return at 1:00 pm



Sponsored by the Office of Ethics & Compliance and State-Wide Continuing Education

2017
Penn State University
Youth Program Director Meeting

PEG JANOWIAK

CLAIM MANAGER
Penn State University Office of Risk Management



Sponsored by the Office of Ethics & Compliance and State-Wide Continuing Education

***Penn State University's
Risk Management Office
Workshops 2017***



YOUR PARTNERS

- GARY LANGSDALE
 - UNIVERSITY RISK OFFICER
- PEG JANOWIAK
 - CLAIM MANAGER
- DAVID SNOWE
 - INSURANCE MANAGER /ASST. DIRECTOR
- RICHEL PERRETTI
 - CONTRACTS MANAGER
- CRIS BOOB
 - ASSISTANT CONTRACTS COORDINATOR

814-865-6307

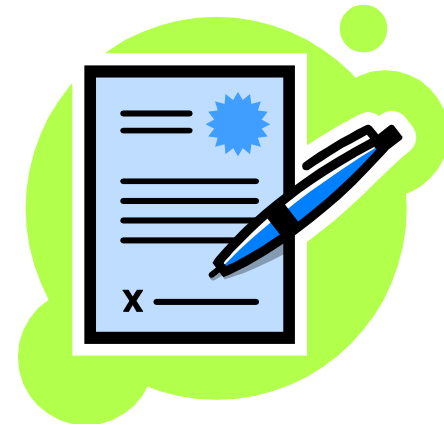
RISK MANAGEMENT WEBSITE:

<http://guru.psu.edu/risk/>



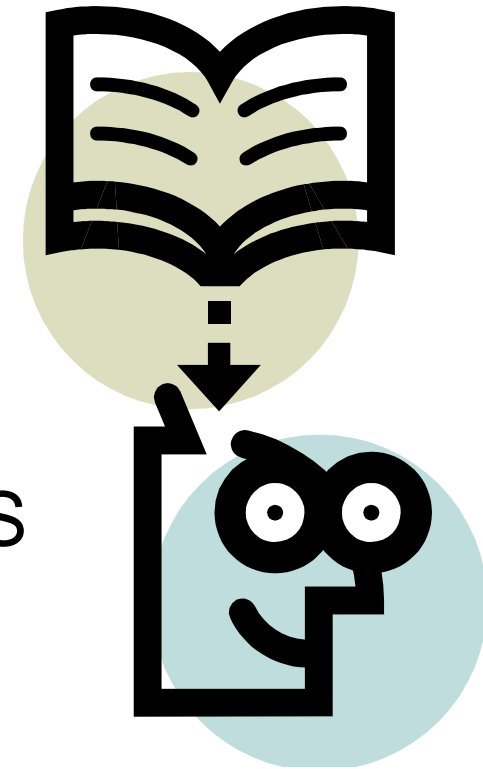
WHERE WE OFTEN INTERACT

- Situational Risk Assessments
- Contracts
- Insurance Certificate Requests
- Claims
- Lawsuits/Letters of Representation
- Good Old-Fashioned Advice



YOU ARE THE RISK MANAGER!

- IN YOUR DAILY ACTIVITIES ON BEHALF OF THE UNIVERSITY
- INTERACTION WITH STAFF, STUDENTS, VENDORS, VISITORS AND VOLUNTEERS
- LET COMMON SENSE BE YOUR GUIDE!
- THE RISK MANAGEMENT DEPT. IS YOUR TECHNICAL RESOURCE



Automobile Insurance/Claims

- Liability & Property coverage
- Owned & leased licensed vehicles traveling in the US & Canada.
- Extends to University and its employees while in the course and scope of employment
- If injured, employees are covered by Worker Comp.
- Physical Damage deductibles : \$500 comprehensive & \$1,000 collision
- University Policy BS20
- Use of Personal vehicles (Pa. law – insurance follows the vehicle)



Auto Insurance/Claims

- **Risk Management Website**

<http://controller.psu.edu/risk-management/claims>

- **GURU / University Policy Manual**

<https://guru.psu.edu/policies/psu/BS20.html>



VEHICLE ACCIDENT REPORT

RISK MANAGEMENT OFFICE
103 RIDER BUILDING II, STATE COLLEGE, PA 16801
TELEPHONE: (814) 865-6307 FAX: (814) 865-4029

PURPOSE: This form is used to record facts of any accident involving a University vehicle, rental car or personal vehicle if being used on University business. In case of serious injuries or undrivable vehicle, please call Risk Management. Complete both sides of the form and mail or bring this card to the Risk Management Office. At non-University Park locations, bring the completed form to the local campus Business Office.

All information on this form is important and must be obtained at the time of the accident. If for some reason (such as injuries) all the information cannot be secured immediately, the form must be submitted as soon as possible, within 24 hours.

Date: _____ Time: _____

Place of Accident: _____

University's Automobile

Driver's Name: _____ Dept: _____

Home Address: _____

Office Address: _____

Age: _____ Office Phone Number: _____ Email: _____

Make: _____ Year: _____ Model: _____

License No: _____ Vehicle No: _____

Describe Damage: _____

Other Driver's Automobile

Other Driver's Name: _____

Other Driver's Address: _____ Phone: _____

Make: _____ Year: _____ Model: _____

License No: _____

Owner's Name: _____

Owner's Address: _____ Phone: _____

Describe Damage: _____

Insurance Co. & Policy No: _____ (Must be Obtained)

Investigating Police Officer: _____

Badge No: _____ Police Dept: _____

If you are involved in an accident in which someone is seriously injured or if any vehicle is undrivable, you must immediately notify the local or state police.

Weather: (Circle) Sunny, Cloudy, Raining, Snowing, Freezing Rain

Road Conditions: (Circle) Wet, Dry, Snow Covered, Icy, Road Obstruction, Road Construction

DESCRIPTION OF ACCIDENT - Include direction your car was going and its speed; same for other car. Label streets and indicate traffic controls. PSU car is always #1.

Diagram area for accident description

Table with 2 columns: Names, Addresses and Phone. Header: -Persons Injured-

Property Damage - Describe and give location (address) of damage.

Table with 2 columns: Names, Addresses and Phone. Header: -Witnesses (Including Passengers)-

This accident report has been properly completed and the vehicle was authorized for permissible use.

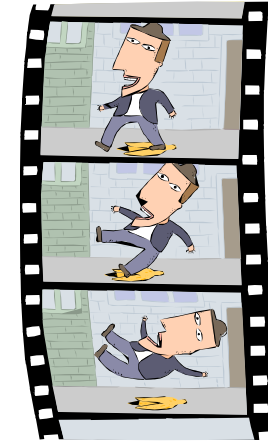
Supervisor/Dept. Head Signature _____ Driver Signature _____

I hereby grant authorization to Penn State to release this form to its insurance carrier(s) for their use in evaluating a claim. I understand that I am entitled to a copy of this report upon request.

Student Signature _____ Form G1.44

GL Insurance/Claims

- Protects the University and its employees for bodily injury and property damage to others (“3rd parties”).
- Where we are “negligent” (responsible).
- Coverage is worldwide.
- Coverage extends to employees while in the course and scope of employment.



What constitutes a CLAIM

- an act, error or omission
- a written demand for monetary or non-monetary relief
- a civil, criminal, regulatory or administrative proceeding (monetary or non-monetary)
- a subpoena
- six - month notice
- some policies are triggered by an “occurrence”, some are “claims-made” – ALL have duty to promptly notify!



Other Claim Considerations

Any injury resulting in, or which could possibly result in one of the following:

- significant fracture;
- fatality;
- any spinal injury or paralytic conditions;
- second or third degree burns to the body;
- amputation, permanent loss of use or permanent loss of sensation of a major extremity;
- head or brain injuries resulting in disorientation, behavioral disorders, personality changes, seizures, aphasia or coma;
- loss of sight in one or both eyes or loss of hearing;
- injury resulting in incontinence of bowel or bladder;
- sexual molestation, sexual assault or rape.

CLAIMS REPORTING



- If an individual or organization complains about an injury, property damage or some other incident,
 - **IT'S YOUR ROLE TO ASSIST THE PERSON.**
 - **IT'S THE CARRIER'S ROLE TO INVESTIGATE, DETERMINE AN OUTCOME AND COMMUNICATE A FORMAL RESPONSE.**
- What we need from you is the “WHO, WHAT, WHERE, WHEN and HOW”, so we can respond appropriately to the individual and/or organization.



INCIDENT FORM

Risk Management Office - 103 Rider Building - 227 W. Beaver Ave. - State College, PA 16801

(814) 865-6307 FAX (814) 865-4029

DO NOT use this form for Workers' Compensation or automobile accident claims.

TIME & PLACE OF ACCIDENT/ INCIDENT	Date: _____ Time: _____ Location: _____		
	City: _____ State: _____ Zip: _____		
PROPERTY DAMAGE	Owner: _____ Phone: _____		
	Address: _____		
	City: _____ State: _____ Zip: _____		
INJURED PERSON	Name: _____ Age: _____		
	Address: _____ Phone: _____		
	City: _____ State: _____ Zip: _____		
	Occupation: _____ Nature of Injury: _____		
	Injured taken to: _____		
WITNESS	NAME	ADDRESS	PHONE
	_____	_____	_____
	_____	_____	_____
FACTORS	Premises: dry wet snow covered icy other: _____		
	Surface: concrete asphalt metal carpet tile other: _____		
	Lighting: indoor (on or off) outdoor (sunny or overcast)		
	other: _____		
DESCRIBE INCIDENT FACTS IN DETAIL			

Students Only: I hereby grant authorization to The Pennsylvania State University to release this Incident Form to its insurance carrier(s) if warranted for their use in evaluating a claim. I understand that I am entitled to a copy of this Form upon request.

Signature: _____

Date: _____

Report Taken By: _____

Date: _____

WHAT WE DON'T NEED

- DO NOT **SPECULATE** AS TO INCIDENT CAUSE OR **DRAW CONCLUSIONS**
- IT IS PERFECTLY NORMAL TO EXPRESS YOUR PERSONAL CONCERN, BUT **DO NOT COMMIT TO THE INJURED PARTY THAT PENN STATE WILL REIMBURSE!**
- DON'T PUT INTO AN EMAIL WHAT YOU DON'T WANT TO READ IN THE SUNDAY NEWSPAPER.



IF IT IS REALLY SERIOUS

- CALL US IMMEDIATELY, IF YOU OBSERVE, AS THE RESULT OF AN ACCIDENT:
 - CRITICAL INJURY
 - SOMETHING VERY STRANGE
- DAYTIME: 814-863-5539
- AFTER HOURS: 814-360-1956



WHAT A TEAM!



HOW CAN WE WORK EVEN BETTER IN THE FUTURE?

2017
Penn State University
Youth Program Director Meeting

Sandy Weaver, MS

Youth Program Compliance Specialist
Penn State University Office of Ethics & Compliance



Sponsored by the Office of Ethics & Compliance and State-Wide Continuing Education

2017
Penn State University
Youth Program Director Meeting

Hot Topics



Sponsored by the Office of Ethics & Compliance and State-Wide Continuing Education

Penn State Policy Review

Policy AD72: Reporting Suspected Child Abuse

- ✓ Training Requirements
- ✓ LRN



Penn State Policy Review

Policy AD39: Minors Involved in University-Sponsored Programs

- ✓ Updated Policy
- ✓ New Policy



Sponsored by the Office of Ethics & Compliance and State-Wide Continuing Education

Penn State Policy Review

Policy AD03: Conducting Educational Programs using the Name of the University

- ✓ December Update
- ✓ University Park
- ✓ Commonwealth Campuses



PA Child Protective Services Law

- ✓ Fully Implemented
- ✓ KeepKidsSafe.com
- ✓ Ethics and Compliance Website
- ✓ Mandated Reported Focus Group



Sponsored by the Office of Ethics & Compliance and State-Wide Continuing Education

Emergency Management Plans

- ✓ Review
- ✓ Feedback



Sponsored by the Office of Ethics & Compliance and State-Wide Continuing Education

Auditor General Audit Update

- ✓ Initial Request
- ✓ New Request



Youth Program Inventory

- ✓ AD39
- ✓ Link and Instructions
- ✓ Updates



ADA and Epi Pens

- ✓ ADA and Formal Settlement Agreements
- ✓ American Red Cross Training
- ✓ FARE (Food Allergy Research & Education)
- ✓ American Camp Association: Epinephrine Auto-Injectors
Accessibility Laws and Camps



FLSA

- ✓ On November 22, a Federal Judge blocked the Department of Labor's "White Collar" Final Rule.
- ✓ American Camp Association: Final Rule Released - FLSA White Collar Exemption Changes
- ✓ Plan Ahead - Communicate with your HR Strategic Partner



2017
Penn State University
Youth Program Director Meeting

Questions



Sponsored by the Office of Ethics & Compliance and State-Wide Continuing Education

2017
Penn State University
Youth Program Director Meeting

Pamela A. Driftmier, MBA, M.Ed.

Pam Richards-Visnovsky

Interim Executive Director, Professional and
Community Education
Director of Conferences & Institutes

Assistant Director
Conference Services and Desk Operations



Sponsored by the Office of Ethics & Compliance and State-Wide Continuing Education