Syringe Access Programs and Law Enforcement:

Building Alliances

Training Curriculum
## Session Sketch

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Supplies</th>
<th>Advance Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Intro and Warm-up</strong></td>
<td>25 min.</td>
<td>Computer and LCD projector&lt;br&gt;Participant guide&lt;br&gt;Watch or timer&lt;br&gt;Newsprint and markers</td>
<td>Set up chairs for inner/outer circle exercise.&lt;br&gt;Prepare two newsprint sheets with the following headers: Personal and Program.</td>
</tr>
<tr>
<td><strong>2. Workshop Overview</strong></td>
<td>10min.</td>
<td>Computer and LCD projector</td>
<td></td>
</tr>
<tr>
<td><strong>3. Perspectives</strong></td>
<td>60 min.</td>
<td>Computer and LCD projector&lt;br&gt;Newsprint and markers</td>
<td>Organize tables and chairs to replicate a café setting (for example, place four tables with four chairs each around the room). Set up according to number of participants.</td>
</tr>
<tr>
<td>Break</td>
<td>15 min.</td>
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<tr>
<td><strong>4. Know the Facts</strong></td>
<td>45 min.</td>
<td>Computer and LCD projector&lt;br&gt;Optional: Podcast: <em>Syringes, Law and Harm Reduction</em>&lt;br&gt;<a href="http://www.nychiefs.org/apb_podcast.php">http://www.nychiefs.org/apb_podcast.php</a></td>
<td>Modify the <em>Know the Facts Quiz and Answer Sheet</em> to reflect relevant jurisdictional syringe access laws.&lt;br&gt;Photocopy appropriate number of <em>Know the Facts</em> handouts (participants receive answer sheet after the task) to distribute to participants.</td>
</tr>
<tr>
<td>Lunch</td>
<td>1 hr.</td>
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<tr>
<td><strong>5. Making the Case</strong></td>
<td>1 hr.</td>
<td>Computer and LCD projector&lt;br&gt;List of perspectives participants generated in Task 1</td>
<td></td>
</tr>
<tr>
<td><strong>6. Working Models</strong></td>
<td>30min.</td>
<td>Computer and LCD projector&lt;br&gt;Video clips (also in PowerPoint slides)&lt;br&gt;Law Enforcement Harm Reduction Training — 1/2 &amp; 2/2&lt;br&gt;<a href="http://www.youtube.com/watch?v=oOfbh1woek">http://www.youtube.com/watch?v=oOfbh1woek</a>&lt;br&gt;The Risks of the Job: Protecting Law Enforcement from Needle Stick Injuries&lt;br&gt;<a href="http://vimeo.com/6599539">http://vimeo.com/6599539</a></td>
<td>Check technology. Make sure that you can access videos through PowerPoint. If not, be sure to locate starting and ending points of the selected clips when viewing videos via the URL.</td>
</tr>
<tr>
<td>Break</td>
<td>15 min.</td>
<td></td>
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<tr>
<td><strong>7. Putting It to Work</strong></td>
<td>60 min.</td>
<td>Computer and LCD projector&lt;br&gt;Newsprint and markers</td>
<td></td>
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<tr>
<td><strong>8. Closing</strong></td>
<td>10 min.</td>
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</table>
Task 1: Intro and Warm-up  25 minutes

Task Steps

<table>
<thead>
<tr>
<th>Instructions</th>
<th>5 minutes</th>
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**Step 1:** Welcome participants. Introduce facilitators.

**Step 2:** Invite participants to briefly introduce themselves with name, agency, and role at work. Be sure participants keep the introductions brief. Ask if they see the training as an opportunity to network, perhaps to build professional relationships or organizational partnerships; have them share examples of networking goals.

**Step 3:** Divide participants into two groups of equal size. Instruct one group to form a circle. Instruct the second group to form a circle around the first circle. (There should be an inner and an outer circle.)

**Step 4:** Have the participants in the two circles face one another (each inner circle member faces an outer circle member). If the circles do not have an equal number of participants, add yourself to the circle that has fewer people.

**Step 5:** Direct participants to page 3 of the Participant Guide (PG). Instruct the participants to:

- Be prepared to share stories about their experiences with law enforcement.
- Review the categories on the newsprint.
Inner-Outer Circle Storytelling Instructions

<table>
<thead>
<tr>
<th>Share your experience with law enforcement through a personal or program story.</th>
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</thead>
<tbody>
<tr>
<td><strong>Personal:</strong> A personal story about an encounter with law enforcement, preferably about syringe access; or a story about someone you know who had an encounter with law enforcement.</td>
</tr>
<tr>
<td><strong>Program:</strong> A story that talks about SAP relationships with law enforcement — for example, police entering a facility looking for a client, an effective program/law enforcement project, a client story about an incident with a police officer, etc.</td>
</tr>
</tbody>
</table>

Each participant should:

- Share a personal story with his or her first circle partner.
- Share a program story with the next circle partner. (Note: Participants may repeat stories.)
- Repeat the process, starting with a personal story. (On the next go-round, participants should share a program story. They continue alternating until the circles have gone a full rotation or the task time is reached.)

### Warm-up Exercise 10 minutes

**Step 6:** Begin with the outer circle. Tell participants they will have a chance to share a quick yet succinct personal or program story related to experiences with law enforcement. Instruct them to listen carefully to these stories.

**Step 7:** Say “time” to signal the start of the exchange. Signal “time” again after one minute. Now ask the inner circle to share stories. Signal “time” after one minute.

**Step 8:** Tell participants in the inner circle to move one step to their right. Each person in both circles will now be facing a new partner. If there is time, repeat the process until the circles have gone a full rotation.
Training Tips

- The purpose of the inner/outer circle sharing is to have people get to know each other. This interaction melds the group and starts them off with positive reinforcement.

- Model steps 1–4 with a co-presenter or participant to ease the group into the task.

- While the suggested circle sharing time is one minute for each person per pair, the facilitator may extend that time.

- It is possible that a participant may not have stories to share. In that case, it is fine for one participant to comment on another’s story or share any concerns they have about interacting with law enforcement as SAP staff. Or pairs may simply talk about the issues associated with SAPs and law enforcement.

**Sharing Stories**  
**10 minutes**

**Step 8:** Ask each participant to share a story in one of the categories that stood out for him or her. (If participants cannot retell peers’ stories, they can tell their own stories.) If possible, have the group hear one story per theme. Make sure that participants keep the stories brief. On the newsprint, write down the themes that emerge under their related categories.

**Training Tips**

Write down themes as they come up. Among the themes that may emerge from the stories are:

**Personal/Program** (Personal and program stories sometimes overlap)

- Un warranted arrests or searches being conducted by police.
- Police targeting drug users and their relatives.
- IDUs being unable to assert their rights when interacting with law enforcement.
- Police being unaware of syringe access laws and drug users’ rights.
Program

- Successful work being done with law enforcement to find SAPs and other programs for IDUs, such as services for the homeless, and safe placement and condition of needles.
- Presenting to local law enforcement to educate them about SAPs.
- Police barging into agencies seeking "alleged criminals."
- Police increasing surveillance/"cruising" around SAPs.
- Police stopping SAP staff who are working (distributing syringes in the street, etc.).

**Step 9:** Point out that the workshop will address many of the themes raised and that the group will revisit its stories later in the session.

**Training Option**

If the group is smaller than 12–15 members, pair participants in chairs facing each other. Or have participants remain in place to start the discussion with one partner, and then switch partners every two minutes (for example, moving from table to table). This arrangement may also work in settings where there are significant space constraints.
Task 2: Workshop Overview 10 minutes

Task Steps

Step 1: Welcome participants to the workshop. Tell them it will suggest ways for SAPs to partner with law enforcement in a mutually beneficial fashion. Detail the workshop’s goals:

- To establish awareness of law enforcement and injecting drug user (IDU) perspectives and of how these perspectives can affect potential partnerships among SAPs, programs that work with IDUs, IDUs, and law enforcement.
- To strengthen IDUs’ and law enforcement’s understanding of syringe possession laws.
- To enhance the ability of SAP providers and their clients to discuss syringe access with law enforcement.
- To develop strategies for SAPs and their clients, as well as other programs working with IDUs, to effectively engage with law enforcement.

Step 2: Explain the goals of the training. (Refer to pages 3-6 of the Facilitator’s Guide for background or frame the training’s purpose in terms of the group’s unique needs and interests.)

Step 3: Note that the workshop will give participants with knowledge and skills that will help them improve relationships with law enforcement. The knowledge and skills are outlined in a set of achievement-based objectives (ABOs).

Step 4: Direct participants to page 4 of the PG. Read the ABOs aloud or invite a participant to read them. Ask participants if they have questions about them and/or need any clarification.
Achievement-Based Objectives

By the end of this workshop, you will have:

- Illustrated typical challenges syringe access communities and law enforcement personnel encounter in their interactions with each other.
- Explored the perspectives of law enforcement and the injecting drug user (IDU) community that drive conflicted or confrontational interactions with one another.
- Differentiated among the various local laws regulating syringe access services.
- Used data supporting the value of syringe access programs.
- Identified best practices that improve interactions between law enforcement and the syringe access community.
- Discovered existing strategies and demonstrated new ones for improving and/or building a working relationship between law enforcement and the syringe access community.

Step 5: Agenda review.

Training Tip

The agenda might be introduced this way: *During the first part of the session, we’ll focus on building knowledge of SAP data, syringe access laws, and perceptions of IDUs and law enforcement. During the second part of the session, we will practice strategies for improving relationships and building alliances with law enforcement.*

Step 6 (optional): Present working agreements. (These provide a framework for respectful interaction.)

Training Tip

When building working agreements or developing working agreements with participant input, encourage participants to be respectful of their peers’ points of view, to maintain confidentiality (personal stories stay “in the room”), and to remain nonconfrontational even if they disagree with a peer.
Task 3: Perspectives  
60 minutes

Key Content

- Police and SAP providers and their clients have different perspectives on syringe access.
- Each perspective may be viewed as valid. The respective perspectives also can be stigmatizing: The police often view IDUs — and the agencies that serve them — negatively, and the same goes for IDUs' take on the police.
- Differing perspectives emerge from different experiences and levels of understanding. For example, an IDU's interaction with police may include unlawful arrest. A police officer may automatically view an IDU as a lawbreaker.
- These perspectives drive individual actions. Understanding these perspectives (and debunking the myths associated with them) is important to the relationship-building process.

Task Steps

| World Café Introduction | 5 minutes |

**Step 1:** Welcome participants to the “World Café.” Instruct them to select the role of either an IDU or a police officer. Divide the participants into two groups of IDUs and two groups of police officers.

**Step 2:** Have the groups sit at their “café” tables. Distribute one sheet of newsprint and one marker to each group.

**Step 3:** Explain that as diners at the World Café, the participants will chat about police officers’ and IDUs’ perspectives on each other.

Training Tips

- The “World Café” can be turned into other venues/gatherings, such as a community meeting, people eating at McDonald’s, people chatting at an SAP, police discussing IDUs, or a roll call. If preferred, you can ask participants to name a place where a discussion on perspectives might take place.
The purpose of the task is to elicit people's thoughts rather than have them debate pros and cons. Sometimes people have thoughts and ideas that are neither positive nor negative, but may be categorized as “interesting.” Such thoughts are often viewed as “outside the box” thinking, which can lead to a better understanding of and help define useful strategies for dealing with issues.

**World Café Start**

**Step 4:** Direct participants to pages 5–6 of the PG. Instruct the groups to do the following:

- Select one person from each group to assume the role of the café owner. This person will keep the conversation going among the “café guests.”

- Respond to questions from the point of view of the assumed roles. One group member should record the responses on newsprint. (Keep these lists posted; participants will refer to them in Task 5.)

**The IDUs discuss what they think of the police:**

- What do IDUs think of the police?

- What are their personal concerns about the police?

**The police discuss what they think of IDUs:**

- What do police think of IDUs?

- What are their professional and personal concerns about IDUs?

- What is the role of police when it comes to IDUs?

Tell participants they have ten minutes for this exercise.

**Training Tips**

- It might be helpful to provide the “café owner” with tips on how to keep the group conversation going, specifically by asking questions that encourage participants to add more details to their responses.
Some of the responses participants might offer regarding perspectives are:

**The police on IDUs:** Thieves, dangerous, will do anything to get drugs, liars, con artists, and the like.

**IDUs on the police:** Targeting drug users just to make their quotas, thugs, busting people over and over, scared of getting stuck by needles, applying force (drawing weapons), treating drug users the same as drug dealers, distrustful, and the like.

### World Café Second Part

| World Café Second Part | 15 minutes |

#### Step 5: Explain how the second round works:

- Participants switch groups: Those who were at the IDU table move to the police table, and those who were at the police table move to the IDU table.
- The café owners remain in their roles. Each shares the first group’s thoughts with the new group, so the police café leader summarizes the police’s thoughts about IDUs, and the IDU café leader summarizes IDUs’ thoughts about the police.
- The groups, in their new roles, respond to the following questions.

**The police’s perspectives**

*How do police perspectives on IDUs affect how police behave when dealing with IDUs?*

The café owner may prompt discussion with any example, such as police officers arresting IDUs to “get them off the streets.”

**IDUs’ perspectives**

*How do IDUs’ perspectives on the police affect how IDUs behave when they deal with the police?*

The café owner may prompt discussion with any example, such as IDUs’ discarding syringes in public places so the police don’t harass them.

### Training Tip

Some of the responses participants might offer regarding the
differing perspectives are:

**Police tendencies when dealing with IDUs:**
Confiscate IDUs’ syringes to stop them from using or throwing them away in public places. Lock up IDUs so the streets are safer for everyone.

**IDU behavior when dealing with police:**
Don’t tell police before getting searched that they are carrying syringes. Don’t pick up as many syringes as needed at the SAP. Don’t go to the SAP if they think police are cruising around the program.

| World Café Debrief/Discussion | 25 minutes |

**Step 6:** Invite each group to share the three main issues that came out of the discussion.

**Step 7:** Discussion prompts:

- How do these different perspectives influence our relationship with the police?
- How do these perspectives make IDUs behave? Law enforcement? SAPs?

**Training Tips**

- The goal is to have participants think about the negative impact these perspectives can have on any type of relationship building between SAPs and their clients and law enforcement.
- Participants might begin to think about what they can do at their programs, with and for their clients, and with law enforcement to improve the interaction among all parties.
- The discussion helps participants express the implications of these perspectives on their work and their relationship with law enforcement. Additional prompts might be necessary, such as:

  How do these perspectives influence our work with the police?
How do these perspectives affect our and law enforcement’s behavior?

What challenges do these perspectives present?

- Participants will inevitably raise issues that the training does not address. One critical topic is how law enforcement officers respond to race, ethnicity, gender, etc., in addition to syringe possession. Training participants have noted that these elements influence the way police view and treat syringe access clients. This is a valid point of discussion, but one that facilitators might choose not to pursue. One solution is to ask participants how they have negotiated these situations. Distributing an article or other source material on the topic would be helpful.

- Additionally, stereotypes or judgments may emerge from participants who are otherwise well intentioned. For example, participants have pointed to the way drug users dress, implying that a certain style of clothing suggests that people are likely drug users. These views may be valid but are not necessarily relevant to the training. Acknowledge such contributions with a reminder that they are good discussion points for a break or after the training, but are not directly connected to the course content.

**Step 8:** Affirm responses and fill in any information gaps. Direct participants to page 7 of the PG. Share with participants what does happen. Talk to participants about the kinds of things that can happen when IDUs fear law enforcement.
### Fear of the Law

When IDUs are afraid of the police, they:

- Tend to share needles 1.5 times more often.
- Tend to inject in a hurry, resulting in unhygienic injecting, damaged veins, failing to test the strength of the drug to avoid overdose, etc.
- Discard syringes unsafely
- Tend not to carry enough injecting equipment to meet their injecting needs.

### Other Challenges

This fear:

- Reduces the number of IDUs using SAPs.
- Displaces IDUs, making them difficult to reach.
- Means IDUs don’t take advantage of other health services.
- Means IDUs tend not to report overdoses.
| Break       | 15 minutes |
Task 4: Know the Facts  45 minutes

Key Content

- Because syringe access program perspectives differ so widely, and because they influence the quality of interactions with law enforcement, it is important to recognize them.

- Changing someone else’s perspective requires real-world proof that syringe access does make a positive difference. Thus, consider: What do people need to know in order to begin to think differently, and consider another point of view? What data, information, stories, etc., can help clarify and demystify myths to ultimately build relationships?

Task Steps

Play the Game  25 minutes

Step 1: Ask participants to think about what might help SAPs and IDUs change the perspectives of law enforcement. What information or tools do they need? Note that there are data, laws, and information about SAPs and injecting drug users that might help people to think differently and change their perspectives.

Step 2: Divide participants into small groups of three or four. Explain that they will test their knowledge about syringe access through a quiz called Know the Facts. Direct participants to page 8 of the PG.

Step 3: Explain the Know the Facts rules. Administer the quiz by reading each question aloud. After asking each question, have the groups discuss it and come up with an answer to share with the whole group. Give the desired answer and provide more information about it. (The answer sheet may be found on pages 23-25 of the Facilitator’s Guide.)

Training Option

- Make the game more interactive. For example, participants can hold up or post signs showing their answers (different colors for each team, with signs reading True, False, A, B, C, or D). They might ring a bell to signal their responses (the first group to ring gets to pitch the answer first; if the answer is not correct, then the other groups get to offer their
responses). Participants might write down their answers and then unveil them when called on (in Jeopardy-like fashion).

- If there is enough time before you offer the correct response, ask participants to share the rationales behind their responses.

### Discussion 20 minutes

**Step 4:** Discussion. *Why is all of this information important?*

Stress that key to developing relationships with law enforcement is meeting them “where they’re at,” meaning that the “facts” are useful only when they take into account law enforcement’s specific concerns, fears, and misconceptions.

**Step 5:** Ask. *How might laws be changed to help SAPs, IDUS, and law enforcement better work together, improving outcomes for everyone?*

### Training Tips

Different jurisdictions have different syringe access laws. What is legal in one area may not be legal in another. Or similar laws may be implemented differently. For example, in one jurisdiction, SAPs may *not* be legal, but local law enforcement still might choose not to interfere with a SAP or its clients. Or it might be legal for IDUs to carry a used syringe with residue, but law enforcement officers either might not know or might ignore the law and arrest people carrying used syringes with residue.

It is important that participants be aware of these views and laws and respect the discordant perspectives that might be presented during the discussion. Turning potential debates into potential advocacy is one way to avoid confrontations. Have participants think about what they can do, as advocates, to find ways to inform or even change perspectives and/or laws.

### Training Option

If participants are from New York (City or State), the facilitator might play the ten-minute podcast Syringes, Law, and Harm Reduction (http://www.nychiefs.org/apb_podcast.php).
| Lunch | 1 hour |
Task 5: Making the Case 1 hour

Key Content

- As noted earlier, problems between law enforcement and the syringe access community emerge from differing perspectives, lack of understanding of each other's roles and responsibilities, and unfamiliarity with data that negate myths and show success.

- Concise information and facts about the respective players' roles in the world of syringe access can help reduce friction and improve relationships. And conveying this information in language that resonates with each party is important. For example, the police use the term “public safety” in questioning the value of syringe access. How might SAP providers illustrate that their services promote public safety?

- This kind of information can also frame an “educated” response to actual or potential conflict between law enforcement and the IDU community. Beginning a relationship by providing facts, demystifying myths, strengthening understanding of laws and rights, etc., can lead to improved interactions.

Task Steps

<table>
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<tr>
<th>Debate Setup</th>
<th>5 minutes</th>
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Step 1: Explain to participants that they will now put their knowledge of syringe access and law enforcement into action as they stage a mock debate between SAPs and law enforcement representatives.

Step 2: Divide participants into two groups: SAP providers and law enforcement. Direct participants to pages 10–13 of the PG. Present the instructions as participants read them silently:
**Syringe Access Team Instructions**

Choose three people to present arguments to the “police.”

The rest of the team develops arguments for syringe access. Pull from what you already know about law enforcement and SAP/IDU perspectives, facts, and data, and from your actual work experience.

Consider what a law enforcement officer might think or say about syringe access. Be strategic in trying to develop a relationship.

**REMEMBER:** When working with law enforcement, you should “meet them where they’re at” to get their support for syringe access programs that improve client outcomes. So think about:

- What concerns you expect police to have and what you might tell them to ease those concerns
- What facts and figures you may need to support your case and “enlighten” police
- How best to deliver the information and to prevent conflict
- What the best approach is for the best outcome

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**Law Enforcement Team Instructions**

Prepare a list of concerns, which you will present with the support of your “deputies.” There will be three different types of law enforcement representatives:

- A new police officer set on doing a good job and meeting his or her quota by following the law.
- A veteran police officer who has worked with IDUs for the bulk of his career and does not have a good opinion of them.
- A high-level law enforcement official who wants to improve relationships with SAPs and IDUs and is open to ideas and partnerships. This officer will advocate for partnership during the debate.
### Examples of Police Arguments

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<tr>
<th>Role</th>
<th>Argument</th>
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| **New Police Officer**| *If I catch someone with syringes, I’m going to lock him or her up, because you have to be using a syringe for it to be illegal. It’s a wake-up call: When I take their syringes, I’m stopping them from using. When I lock them up, I’m stopping them from using.*  
  
  *Every junkie I get off the streets means I’m maintaining public safety — and meeting my quota.*  
  
  *There will be more needles thrown out in the parks. What if a kid steps on a dirty needle?*  
  
  *The community won’t be safe because syringe access programs will attract other drug users, and more people will be selling drugs around schools and near playgrounds.* |
| **Veteran Police Officer**| *Cops are around to enforce the law and get drugs and drug users off the streets. We are not here to refer them to drug treatment; that’s not our job. Why should I waste my time on those kinds of people?  
  
  We see the same faces again and again. Drug treatment doesn’t work. They just go to detox to hide from their dealers or us. I’ve got more important crimes to handle than always dealing with small-time drug users*  
  
  *My brother has a business and a home in this area, and the property values will go down because those people will be hanging around the syringe access program. There’s already a methadone program, and there’s people hanging out, nodding out. What’s going to happen when the syringe access program starts? Nobody will come to his place of business; other business people will be too scared to visit the neighborhood or to set up shop there because drug dealers are also here, threatening their livelihoods.* |
| **High-level Official**| *We spend a lot of time and resources dealing with the same people with drug problems. Arresting small time drug users is a waste of time. Whatever we are doing isn’t stopping the drug problem. We need to look for other solutions.*  
  
  *Public Safety is the number one priority for my colleagues, the general community, and even drug users.*  
  
  *If we work with other community programs perhaps we can in the long term reduce drug problems in our community.* |
| General Concern about Colleagues | More needles in my neighborhood mean more needle-stick injuries to my fellow cops. When a cop is stuck with a needle, he or she can get a disease and possibly give it to the family. They have to take time off, go on meds. It's not good for morale. Drug users spread disease; just by touching them, a cop could get something. Someone I knew in school died of HIV from injecting drugs, so you really want people to get help. But syringe access programs just encourage drug use. These drug users, they need to get off drugs completely. More syringes are not the answer. They should just be sent to drug treatment (and not methadone!). |
**Debate Prep**

**Step 3:** Point participants to the list of perspectives they drew up in Task 1, as well as to the series of facts on pages 14–20 of the PG. All of this background will supply the data and information the syringe access team needs to make its case.

**Step 4:** Have participants begin their case research. Direct them to pages 22-22 the PG, where they will find charts for documenting the information supporting their arguments. (Additional information that may be distributed if desired can be found on pages 28 -36 of the FG.) Rotate among groups to help participants find relevant information, form arguments, etc.

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**Training Tips**

- Because much of the data focus on the SAP/IDU angle, tell participants assuming law enforcement roles to allow the SAP team to present its arguments and then push it to clarify its points — and to do so in a nonconfrontational way that encourages discussion.

- Point out that, in the debate, the high-level official will take a positive stance as he or she looks for ways to improve relationships between SAPs and their clients and law enforcement. However, the new police officers will focus more on the challenges he or she experiences or anticipates experiencing with IDUs and injecting drug use. Underscore that participants are likely to encourage these officers in their actual jobs, — on the street, in roll call, etc.

- Point out that while participants might never have to participate in a real debate, the mock debate prepares them to discuss the issue of SAP/law enforcement relationships (or even just the value of SAPs in the community) in an informed way. There are many times when participants will find themselves in situations — at a rally, in a press interview, at a community board or PTA meeting — where they will have to knowledgeably and confidently articulate their stance.

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**Training Option**

Participants may seek additional information to bolster their arguments. Distribute the fact sheets found in the appendix of the Facilitator’s Guide.
The Debate 20 minutes

Step 5: Set up three chairs per team, for example with SAP providers and law enforcement facing each other. Remind the debaters that while they may have different points of view, their goal is to figure out ways to work together effectively so it is important that they remain nonconfrontational, listening and responding to each other carefully and thoughtfully.

Training Tips

- Keen moderation will be critical during the debate. Participants tend to become tense and sometimes confrontational in their assumed roles — prevailing attitudes toward police on the part of syringe access providers and/or IDUs tend to emerge. It will be necessary at points to remind participants that the task is a role-playing exercise and that the goal is to work toward a mutually beneficial partnership. Point out that the purpose of the role play is to show them what such cooperation might look like.

- There will also be times when participants need guidance in responding to the law enforcement representatives. If necessary, pause the role play to rephrase questions or statements, point out data and other information that can be used for rebuttals, etc.

- Be sure to tell presenters that they can call on their nonpresenting team members to assist them with information, data, rebuttals, etc.

Debrief 15 minutes

Step 6: Invite participants to debrief. Ask: What kind of experience did you have in your assumed roles?

To elicit deeper discussion, pose these probing questions, if desired:

- How realistic was the debate in terms of the work you do and your experiences/relationship with law enforcement?
Based on the role play, what do you view as the best way to build better relationships with law enforcement?

Training Options

Here are several ways to make the post-debate debriefing and discussion more interactive. Participants might:

- Report back on the forum through a news broadcast: As reporters, they make determinations about future relations between the two groups based on the arguments presented.

- Report back by way of a news analysis, with a stance on both parties’ respective arguments.

- Write down outstanding questions and offer responses and strategies to make the cases/arguments stronger.

- Take a vote based on the arguments: Should police work more closely with SAPs/workers/clients? Why or why not?
Task 6: Working Models 30 minutes

Task Steps

Step 1: Emphasize the importance of working relationships between law enforcement and SAPs. Describe programs in the community/region that have improved interactions with law enforcement. Draw on what participants noted in Tasks 4 and 5 about their programs’ work with law enforcement.

Step 2: Tell participants they will view video clips showing two model programs that present some strategies and approaches they might consider when thinking about ways to better relationships with law enforcement.

Step 3: Direct them to pages 23 of the PG, where they will find video questions to guide their viewing. Have them read the questions to prepare for the video content. On page 24 is a chart where they can write responses to the questions.

<table>
<thead>
<tr>
<th>Video Questions</th>
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</thead>
<tbody>
<tr>
<td>● What are the police officers’ preconceptions and concerns about syringe access?</td>
</tr>
<tr>
<td>● What helped to change police preconceptions and increase their understanding of syringe access?</td>
</tr>
<tr>
<td>● How did the syringe access program/community approach bring about these changes?</td>
</tr>
</tbody>
</table>

Step 4: Show the designated clips from each video segment, Law Enforcement and Harm Reduction Training and The Risks of the Job: Protecting Law Enforcement from Needle Stick Injuries. (Each video is approximately 6 mins long)

Step 5: Have the group analyze what is at the core of solid relationships between law enforcement and the syringe access community. Invite participants to reflect on their programs:

● Do these kinds of or other relationship-building strategies exist at your program? If so, describe them.

● If not, what can you do in your community to put in place these or similar strategies?
Step 6: Share with participants examples of positive relationships between SAPs and law enforcement:

- A memorandum of understanding between a SAP and local law enforcement.
- A SAP regularly providing training to local law enforcement on SAPs and related topics.
- Having a documented agreement that local law enforcement will not needlessly disrupt a SAP’s provision of services (unnecessary sweeps, surveillance of the SAP) and that the SAP will notify local law enforcement of any changes in location and hours of service.
- A SAP working closely with law enforcement to choose a service location.
| Break   | 15 minutes |
Task 7: Putting it to Work 60 minutes

Key Content

- Participants apply their knowledge and skills to real-world situations between the syringe access and law enforcement communities.
- It is critical here that participants move away from their negative experiences with syringe access/law enforcement interactions. Essentially, they must avoid falling into familiar patterns and instead shift into strategic partnering.
- The practice here may seem unrealistic to participants; in real-life situations, the new knowledge and skills may not be applicable, especially where confrontational attitudes are prevalent. The goal is for participants to consider and modify approaches that they might adapt to their syringe access activities.

Task Steps

Solution Prep 15 minutes

Step 1: Divide participants into four small groups of three to five members. Direct participants to the scenarios on page 25 of the PG. Assign each group a different scenario. Distribute one sheet of newsprint and a marker to each group.

Step 2: Instruct groups to read their scenarios and find solutions to them, using what they have learned and drawing on their professional experience. Direct participants to page 26 of their PG; ask them to read the guiding questions and use the chart to document their solutions.

<table>
<thead>
<tr>
<th>Scenario Questions</th>
<th>Prevention</th>
<th>What strategies might you/the program/ the client use to prevent this scenario?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>How might you/the program/the client respond to this scenario to reach a positive outcome?</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>How will you/the program/the client know if the strategies have an impact? How can you monitor and document positive/negative events?</td>
<td></td>
</tr>
</tbody>
</table>
**Presenting Solutions** 25 minutes

**Step 3:** Invite each team to present its scenario. After each presentation, allow the rest of the group to share ideas about the situation. Then the representative group presents its strategies, followed by a brief whole-group discussion. Repeat this process for each group.

**Training Options**

- Groups might act out scenarios, and freezing the action at certain points of conflict or potential conflict. The larger group responds by offering strategies for avoiding conflict. After the scenario is finished, the presenting group details what it proposed, affirming similar ideas from the larger group.

- The groups might act out scenarios that end in conflict. The group stops at the point of conflict to ask the larger group for solutions. The presenting group then reenacts the segment using a positive strategy. After the scenario is finished, the presenting group details what it proposed, affirming similar ideas from the larger group.

**Debriefing and discussion** 20 minutes

**Step 4:** Have the group consider commonalities across the strategies. Ask participants to name three to five strategies that are most important in establishing positive relationships with law enforcement. The group can either circle these strategies on the newsprint or write them up separately.

**Step 5:** Ask: *Are you doing something similar in your program? If so, what unique initiatives has your program put in place?*

**Training Tip**

Offer ideas if participants need some prompting. For example:

- Sharing case studies of successful syringe access programs and law enforcement successful SAP/law enforcement partnerships?
- Institutionalizing harm reduction trainings for law enforcement.
• Providing venues for drug users and the community to discuss alternatives for addressing drug use issues in the community.
• Advocating for legislation regarding drug paraphernalia use and possession in your jurisdiction.
• Increasing options for law enforcement when dealing with drug users — for example, more and varied drug treatment options rather than incarceration.
• Revisiting police performance measures (quotas, etc.).
Task 8: Closing  10 minutes

Step 1: Give participants a few minutes to think back on what they have learned, especially about what SAPs can do to improve relationships with law enforcement.

Step 2: Ask: What will you do back at your program to help you, your clients, and law enforcement form positive working relationships?