

# IN-SERVICE /ROLL CALL

## TRAINING VIDEO

### Adult Sexual Assault: A Trauma Informed Approach

### Law Enforcement Facilitator's Guide

**Introduction:** This training video was designed so that it can be used in a brief in-service training or two short training sessions as part of roll call or shift change briefings at your agency. The training provides an overview of how trauma impacts victims and how law enforcement first responders can implement a *trauma informed* response and approach to sexual assault survivors. The training video features Dr. Rebecca Campbell, Chief Tom Tremblay (Ret.) and law enforcement professionals from across Michigan. The video is available on YouTube as a training resource for law enforcement and allied professionals: **Part I:** <http://youtu.be/CnIXzD2pYSA> (13 minutes); **Part II:** <http://youtu.be/O0Om695cHjg> (9 minutes); **Part I and II combined:** <http://youtu.be/gtWD1XJrhNo> (22 minutes).

**Using the Video:** The following is a suggested way to show the video and assist your officers in integrating the information learned from the video into their work:

#### **If Part 1 and Part 2 of the video will be shown in two short sessions:**

##### **Day 1 (video length 13 minutes)**

- **Introduce Part I of the video:** While you are watching the following video, please do the following:
  - Write down one piece of information that is new or surprising to you;
  - Think about a case, sexual assault or otherwise, where you have seen behavior consistent with the response(s) to trauma talked about in the video.
- **Show part one of the video:** (13 minutes) available at: <http://youtu.be/CnIXzD2pYSA>
- **After the video:** Ask for volunteers to answer the following questions:
  - What information was new or surprising to you?
  - (If time allows) Think about a time when you, a family member, an associate, or a victim you responded to had been involved in a critical incident (such as a car accident or assault). Did you experience or see any of the trauma reactions that you learned about today?

##### **Day 2 (video length 9 minutes)**

- **Introduce Part II of the video:** While you are watching part two of this video, write down one thing that you will do differently on your next sexual assault call, and why.
- **Show part two of the video:** (9 minutes) available at: <http://youtu.be/O0Om695cHjg>
- **After the video:** Ask for volunteers to answer the following questions:
  - Tell me one thing that you will do differently on your next sexual assault call, and why?

### **If Parts 1 and 2 will be shown in one 30 minute in-service training session:**

- **Introduce the video:** While you are watching the following video, please do the following:
  - Write down one piece of information that is new or surprising to you;
  - Think about a case, sexual assault or otherwise, where you might have seen behavior consistent with the response(s) to trauma talked about in the video.
  - Write down one thing that you will do differently on your next sexual assault call, and why.
- **Show the entire the video:** (22 minutes) available at: <http://youtu.be/gtWD1XJrhNo>
- **After the video:** Ask for volunteers to answer the following questions:
  - What information was new or surprising to you?
  - (If time allows) Think about a time when you, a family member, an associate, or a victim you responded to had been involved in a critical incident (such as a car accident or assault). Did you experience or see any of the trauma reactions that you learned about today?
  - Tell me one thing what you will do differently on your next sexual assault call, and why?

### **If you have 45 minutes or more in-service training to show and discuss the video**

Show and then discuss Part 1, and then show and discuss Part 2, using the same instructions and follow up questions as you would if showing Parts 1 and 2 on separate days (see above).

### **Post-viewing test questions for use with computer based or online training:**

#### **Questions to be answered after Part 1 of the Video:**

1. The stress chemicals released by the body during trauma of sexual assault may result in victims:
  - a. Freezing during the assault.
  - b. Feeling drained of energy, lethargic during and after the assault.
  - c. Having fragmented memory of the assault.
  - d. Having lots of energy to fight back or flee the assault.
  - e. **Any of the above.**
2. **True** or False: A sexual assault victim's emotional demeanor after the assault could range from numb to tearful to angry to giggling to matter-of-fact, or anything in between.
3. When interviewing a victim of sexual assault, it is common for officers to observe the following:
  - a. The victim can relay the narrative of the assault in a chronological, consistent narrative.
  - b. The victim is able to clearly explain why she or he did or said the things she or he did before, during and after the assault.
  - c. **The victim's memory is fragmented, with additional or different facts being remembered over time.**
  - d. None of the above.
4. **True** or false: While the victim's memory of the sexual assault may be fragmented and disorganized due to the neurobiological response to trauma, the accuracy of those memories is intact.

## Questions to be answered after Part 2 of the Video:

1. True or **False**: When you are interviewing a victim of sexual assault, you should ask the victim, “Why?” whenever you don’t understand why the victim did or didn’t do something.
2. It is important for officers responding to a sexual assault victim to:
  - a. Tell the victim that the officer believes them.
  - b. Let the victim know that you are sorry this happened to them.
  - c. Allow the victim to tell what they remember without insisting on a chronological narrative.
  - d. **All of the above.**
3. **True** or **False**: Research indicates that **how** an officer responds to a sexual assault victim has a significant effect on the victim’s short-term and long-term mental health.
4. If the victim’s account sounds confusing, what you are most likely seeing is:
  - a. **Evidence of trauma to the victim.**
  - b. Evidence of deception by the victim.
  - c. Evidence of drug use by the victim.
  - d. None of the above.
5. Instead of asking, “Why?” an officer can do the following to explore the reasons for a victim’s actions:
  - a. Ask the victim to “tell me more about what was happening when . . . .”
  - b. Ask the victim to “tell me about your thought process when . . . .”
  - c. Ask the victim to “tell me what you were feeling when . . . .”
  - d. **All of the above.**
6. **True** or **False**. Every victim responds differently to sexual assault—there is no right or wrong way to respond.



This training video was developed by the Michigan Domestic and Sexual Violence Prevention and Treatment Board in partnership with the Violence Against Women Project of the Prosecuting Attorneys Association of Michigan. A special thank you to Dr. Rebecca Campbell and Chief Tom Tremblay (Ret.) for their contributions and consultation.

This project was supported by Grant No. 2014-WE-AX-0003 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication/ program/ exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.