

**Trauma Informed Sexual Assault Investigations Training**  
**8:30am-5:00pm**

Time/Trainer	Content/special instructions	Materials needed
8:00 am All	Registration	Sign In Sheet
8:30 am	Welcome and Introductions	
8:45-9:15am Mike Schentrup	<p><b>Section 1: Sexual Assault— Extent of the Problem</b></p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>• <i>Recognize the extent of the problem of sexual violence in Florida</i></li> </ul> <p><b>Section 2: Victim Rights</b></p>	
9:15-10:00am Mike Schentrup	<p><b>Section 3: Neurobiology of Trauma</b></p> <p><i>Objectives</i></p> <ul style="list-style-type: none"> <li>• <i>Describe the function of the prefrontal cortex (use of reason, language, managing emotions, and awareness of time/sequence) during normal activities.</i></li> <li>• <i>Explain how trauma causes the prefrontal cortex to shut down and the fear circuitry (survival part) of the brain to kick in.</i></li> <li>• <i>Summarize how normal and traumatic memories are encoded and recalled differently</i></li> <li>• <i>Describe tonic immobility and how it affects victims during an assault.</i></li> <li>• <i>Explain how biological response to trauma affects victims’ demeanor and actions after an assault.</i></li> </ul>	
10:00-10:15am	<b>Break</b>	
10:15-10:55am Mike Schentrup	<p><b>Section 4: Trauma Informed Response</b></p> <p><i>Objectives</i></p> <ul style="list-style-type: none"> <li>• <i>Explain how officer verbal and nonverbal behavior during the interview affects victim’s physiological reactions and ability to answer questions.</i></li> <li>• <i>Choose an approach or behavior change that will affect the next victim interview you conduct.</i></li> </ul>	

10:15-10:55am Mike Schentrup	<b>Section 5: Signs of Lying or Signs of Trauma?</b> <i>Objectives</i> <ul style="list-style-type: none"> <li>• Comparing signs of lying with signs of trauma, explain how additional investigation is required to determine what transpired.</li> <li>• Describe how biases regarding a victim's behavior can negatively affect a case.</li> </ul>	Flipchart/markers
11:20am-12:20pm	<b>Lunch</b>	
12:20-12:30pm	<b>Case Analysis</b>	Case information
10:15-10:55am Mike Schentrup	<b>Section 6: Victim/Survivor Interviewing: Effective Interviewing and Effective Listening</b> <i>Objectives</i> <ul style="list-style-type: none"> <li>• Explain the importance of using the term "able to" and using open-ended questions.</li> <li>• State the reason for using sensory questions when interviewing the victim.</li> <li>• Explain how to use evidence gathered to corroborate the victim's account.</li> <li>• Using a video demonstration write down at least three pieces of sensory evidence and how it could be corroborated in the investigation.</li> </ul>	Interview handout Listening handout
1:20-1:30pm	<b>BREAK</b>	
1:30-2:25 pm Mike Schentrup	<b>Section 6: Practice Trauma Informed Interviewing</b> <i>Objectives</i> <ul style="list-style-type: none"> <li>• Using the trauma informed interviewing model, conduct an interview with open-ended, sensory based questions.</li> <li>• Demonstrate verbal and non-verbal behaviors that empower victims and establish a sense of connection.</li> <li>• Critique a practice session providing specific feedback on how well verbal and non-verbal behaviors put victim at ease and gave them control of the interview and in what way questions elicited sensory memories/evidence.</li> </ul>	Observer checklist Handout
2:25-2:35pm	<b>Break</b>	
2:35-3:05pm Mike Schentrup	<b>Section 8: Drug/Alcohol Facilitated Sexual Assault (D/AFSA)</b> <i>Objectives</i> <ul style="list-style-type: none"> <li>• List at least 3 vulnerabilities offenders exploit to target victim for D/AFSA</li> <li>• Explain the characteristics of D/AFSA offenders.</li> </ul>	Handout Club Drugs

	<ul style="list-style-type: none"> <li>• Describe strategies that are effective with other sexual assault victims are appropriate for use with victims of D/AFSA, but with certain modifications.</li> <li>• How D/AFSA influences memory and victim trauma.</li> </ul>	
3:05 -3:45 Mike Schentrup	<b>Section 7: Investigating Sexual Assault</b> <i>Objectives</i> <ul style="list-style-type: none"> <li>• Identify crime</li> <li>• Get 911 call recording</li> <li>• Identify and secure crime scene</li> <li>• Notify certified sexual assault program</li> <li>• Obtain sworn recorded victim interview</li> <li>• Obtain survivor clothing</li> <li>• Obtain sexual assault exam kit by nurse</li> <li>• If no medical exam, obtain buccal swabs from survivor</li> <li>• Obtain dump from survivor cell phone (if applies)</li> <li>• Identify and obtain any possible evidence (clothing, swabs, sheets, DNA, video, etc.)</li> <li>• <b>Conduct controlled call with suspect</b></li> </ul>	Investigation checklist
3:45-3:55	<b>Break</b>	
3:55-4:15pm Mike Schentrup	<b>Section 9: Suspect Engagement</b> <i>Objectives</i> <ul style="list-style-type: none"> <li>• Identify the differences between survivor and suspect interview approaches</li> <li>• Discuss the key steps in a controlled call</li> <li>• Describe how to conduct a thorough and ethical suspect interview</li> </ul>	
4:15-4:35 Mike Schentrup	<b>Section 10: Effective Report Writing/Corroborating Evidence</b> <i>Objectives</i> <ul style="list-style-type: none"> <li>• Explain the importance of using the victim's own language, capturing feelings and preserving quotes when writing reports.</li> <li>• Contrast the language of consent and the language of sexual assault in a report and state how it could affect the outcome of an investigation.</li> </ul>	Report Template EVAWI  Effective Report Writing
4:35-4:50 pm	<b>Corroboration Exercise</b>	
4:50-5:00pm	<b>Closing and Evaluation Instructions</b>	Evaluation