

90. (DoD) What actions has DoD taken to ensure that SAPR training provided to members and civilians is consistent throughout the Military Services? Is SAPR training consistent throughout the Services? (See FY12 NDAA § 585.)

DoD	<p><b>*RSP Note* All documents provided through the non-publically accessible links have been downloaded and have been attached to the corresponding responses.</b></p> <p>PCC and SEL SAPR Training: In January 2012, the Secretary of Defense directed an assessment of SAPR training provided by the Military Services to officers selected for command and senior enlisted leaders.</p> <ul style="list-style-type: none"> <li>• Based on findings of the assessment, the Secretary of Defense directed the Military Services and the USD (P&amp;R) to develop and implement standardized core competencies, learning objectives, and methods of objectively assessing the effectiveness of pre-command and senior enlisted SAPR training.</li> <li>• These core competencies and learning objectives (CC/LOS) were incorporated in pre-Command and Senior Leadership training courses for classes with start dates after 30 March 2013. The goal of these changes is to enhance commanders and senior enlisted leaders' ability to establish and support SAPR programs within their units.</li> <li>• The Services are developing methods to determine the effectiveness of this training. DoD SAPRO has requested this data as part of its FY13 Annual Report Data Call, due in January 2014. Supporting documentation previously provided for Q#31.</li> </ul> <p>SARC and VA Training: In 2012 the SAPRO Training and Evaluation Team evaluated each Service's Sexual Assault Response Coordinator and Victim Advocate (SARC/VA) course. Upon completion of the observations, the team met with each Service's representatives separately to discuss their evaluation. Supporting documentation previously provided for Q#31.</p> <p>SAPR course CC/LOs: FY12 NDAA mandated implementation of standardized SAPR courses across the Department of Defense. Throughout fiscal year 2013 DoD SAPRO and Service SAPR Program Managers collaborated to develop a set of core competencies and learning objectives for each SAPR training course. The courses included; Annual/Refresher, Accessions, Pre-Deployment, Post-Deployment, Chaplains, SAPR Victim Advocates, and the Sexual Assault Response Coordinators. SECDEF USD P&amp;R promulgated this mandate on 9 Sep 13. The entire Department will implement these core competencies and learning objectives throughout FY14. Supporting documentation previously provided for Q#8(c).</p> <p>DoD SAPRO and the Services plan to assess and update all SAPR related training throughout FY14 to ensure compliance with the CCs/LOs and consistency throughout the Services.</p> <p>A copy of the core competencies and learning objectives (CC/LOS) is provided at Q#90 using the following link:  <a href="https://pmev2.bah.com/sites/DSAID/Document_Transfer/Forms/AllItems.aspx">https://pmev2.bah.com/sites/DSAID/Document_Transfer/Forms/AllItems.aspx</a></p>
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**Narrative responses have been consolidated by the Response Systems Panel (RSP). Please forgive formatting errors in text and data. Source documents for narrative responses can be obtained by contacting the RSP.**



# SAPRO

Sexual Assault Prevention and Response Office

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## Annual/Refresher SAPR Training – Core Competencies and Learning Objectives

### General Training Requirements Applicable to All SAPR Training Course Design

Policy Reference	Adult Learning Theory Considerations
<ul style="list-style-type: none"> <li>The SAPR training, at a minimum, shall incorporate adult learning theory, which includes interaction and group participation. <i>(DoDI 6495.02 March 2013 - E10.2.a.2 - page 62)</i></li> <li>Explain the nature of sexual assault in the military environment using scenario-based, real-life situations to demonstrate the entire cycle of prevention, reporting, response, and accountability procedures. <i>(DoDI 6495.02 March 2013 - E10.3.b.2 - page 64)</i></li> <li>Deliver to Service members in a joint environment (where other services are present) from their respective Military Services and incorporate adult learning theory. <i>(DoDI 6495.02 March 2013 - E10.3.b.3 - page 64)</i></li> </ul>	<ol style="list-style-type: none"> <li><b>1. Training should provide sufficient opportunities for active learning so that students have a chance to apply what they learned.</b> <ul style="list-style-type: none"> <li><u>Examples of active learning techniques</u> include participating in a Role-play, group discussion, peers helping others learn, etc.</li> <li><u>Examples of passive learning techniques</u> include reading, listening to words, and looking at pictures. A common passive learning technique is an instructor relying on lecture and PowerPoint slides for extended amounts of time and/or to cover the majority of topics.</li> </ul> </li> <li><b>2. Training should provide an opportunity for students to apply their life experiences.</b> For example, students should be provided opportunities to share personal stories and/or past experiences/knowledge, etc. (if they choose to) to deepen their understanding of a new concept or skill.</li> <li><b>3. Training should explain the immediate usefulness of the course material.</b> For example, students should be able to clearly see how the learning of a new concept/skill can be used right away.</li> <li><b>4. Training should explain the reasons for learning.</b> A way to accomplish this is to have the instructor not just introduce a topic but also to explain the importance and relevance to the students' role/job.</li> </ol>
<ul style="list-style-type: none"> <li>The required subject matter for the training shall be appropriate to the Service member's rank and commensurate with their level of responsibility <i>(DoDI 6495.02 March 2013 - E10.2.d - page 63)</i></li> <li>Deliver to Service members in a joint environment (where other services are present) from their respective Military Services and incorporate adult learning theory. <i>(DoDI 6495.02 March 2013 - E10.3.b.3 - page 64)</i></li> </ul>	<ol style="list-style-type: none"> <li><b>5. Training should be tailored to meet the needs of the intended target audience.</b> The course should provide an indication of the training audience and equip students with the necessary skills and tools for successfully performing their job.</li> </ol>

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

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**Annual/Refresher SAPR Training - Competencies and Learning Objectives**

**General Training Requirements Applicable to SAPR Training Course Content**

**1. Core Competency (Sexual Assault): Describe sexual assault and its impact on the military.**

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<p>1.A Define sexual assault.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Defining what constitutes sexual assault. Utilizing the term “sexual assault” as defined in Reference (b) [DoDD 6495.01 January 2012]. (<i>DoDI 6495.02 March 2013 - E10.2.d.1,2,&amp;4 - page 63</i>)</li> <li>• Note: The DoDD 6495.01 January 2012, Part II Definitions provides the definition of sexual assault.</li> <li>• Sexual Assault Definitions found in the Uniformed Code of Military Justice Articles 120, 125, 80 and all others pertaining to this crime.</li> </ul>
<p>1.B Communicate the difference between sexual harassment and sexual assault.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Case Study</li> <li>• Practical Exercise</li> </ul> <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explaining the distinction between sexual harassment and sexual assault.</b> Emphasizing the distinction between civil and criminal actions. (<i>DoDI 6495.02 March 2013 - E10.2.d.5 - page 63</i>)</li> <li>• Note: The DoDD 6495.01 January 2012, Part II Definitions provides the definition of sexual assault.</li> </ul>
<p>1.C Explain DoD and Service-specific SAPR programs.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Providing an awareness of the SAPR program (DoD and Service)</b> and command personnel roles and responsibilities, including all available resources for victims on and off base. (<i>DoDI 6495.02 March 2013 - E10.2.d.7 - page 63</i>)</li> </ul>

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

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# SAPRO

Sexual Assault Prevention and Response Office

## Annual/Refresher SAPR Training - Core Competencies and Learning Objectives

### General Training Requirements Applicable to SAPR Training Course Content

#### 2. Core Competency (Prevention): Describe strategies to prevent sexual assaults.

Standardized Learning Objectives	Recommended Adult Learning Strategies	References
2.A Describe strategies for sexual assault bystander intervention.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practical Exercise</li> <li>• Case Study</li> </ul> <i>Also cover the objective in a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identifying prevention strategies and behaviors that may reduce sexual assault, including bystander intervention, risk reduction, and obtaining affirmative consent.</b> (DoDI 6495.02 March 2013 - E10.2.d.8 - page 63)</li> <li>• Defining the meaning of “consent” as defined in Reference (b) [DoDD 6495.01 January 2012]. (DoDI 6495.02 March 2013 - E10.2.d.3 - page 63)</li> <li>• Note: The DoDD 6495.01 January 2012, Part II Definitions provides the definition of consent.</li> </ul>
2.B Describe strategies for sexual assault risk reduction.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practical Exercise</li> <li>• Case Study</li> </ul> <i>Also cover the objective in a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	
2.C Define consent.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Practical Exercise</li> <li>• Case Study</li> </ul> <i>Also cover the objective in a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	

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\*Note: An explanation of all adult learning strategies is provided at the end of this document.

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**Annual/Refresher SAPR Training - Core Competencies and Learning Objectives**

**General Training Requirements Applicable to SAPR Training Course Content**

**3. Core Competency (Reporting and Response): Identify support resources available to victims of sexual assault.**

Standardized Learning Objectives	Recommended Adult Learning Strategies	References
<p>3.A Describe the two sexual assault reporting options and their advantages and limitations.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Practical Exercise</li> <li>• Case Study</li> <li>• Role-play</li> </ul> <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explaining available reporting options (Restricted and Unrestricted), the advantages and limitations of each option, the effect of independent investigations on Restricted Reports (See paragraph 1.f. of Enclosure 4 of this Instruction) and explaining MRE 514. (DoDI 6495.02 March 2013 - E10.2.d.6 - page 63)</b></li> </ul>
<p>3.B Explain privileged communication rules under MRE-514.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Practical Exercise</li> <li>• Case Study</li> </ul> <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining available reporting options (Restricted and Unrestricted), the advantages and limitations of each option, the effect of independent investigations on Restricted Reports (See paragraph 1.f. of Enclosure 4 of this Instruction) <b>and explaining MRE 514. (DoDI 6495.02 March 2013 - E10.2.d.6 - page 63)</b></li> <li>• Note: The Victim Advocate – Victim Privilege Military Rule of Evidence (MRE) 514 provides guidance on privileged communication.</li> <li>• This privilege applies to all stages of a UCMJ proceeding—from an initial investigation of the crime by law enforcement to a court-martial</li> </ul>

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<p>3.C Recognize exceptions to restricted reporting options that would warrant a break in privileged communications.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical Exercise</li> <li>• Case Study</li> <li>• Role-play</li> </ul> <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining available reporting options (Restricted and Unrestricted), the advantages and limitations of each option, the effect of independent investigations on Restricted Reports (See paragraph 1.f. of Enclosure 4 of this Instruction) and <b>explaining MRE 514.</b> (DoDI 6495.02 March 2013 - E10.2.d.6 - page 63)</li> <li>• Note: The Victim Advocate – Victim Privilege Military Rule of Evidence (MRE) 514 provides guidance on privileged communication.</li> </ul>
<p>3.D Describe the effect of independent investigations on a restricted report of sexual assault.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> <li>• Case Study</li> </ul> <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	
<p>3.E Identify all available resources for victims on and off base.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Providing an awareness of the SAPR program (DoD and Service) and command personnel roles and responsibilities, including <b>all available resources for victims on and off base.</b> (DoDI 6495.02 March 2013 - E10.2.d.7 - page 63)</li> <li>• DoDI 6495.02 March 2013 E7.11.d.2- page 52 requires healthcare providers to consult with the victim, once clinically stable, regarding further healthcare options to the extent eligible, which shall include, but are not limited to assessment of the risk of pregnancy, options for emergency contraception, and any necessary follow-up and referral services.</li> <li>• Victims shall be informed that they can also seek assistance from a <b>legal assistance attorney or the DoD Safe Helpline.</b> (DoDI 6495.02 March 2013 - E10.2.d.11 - page 63)</li> <li>• Discussing process change to ensure that all sexual assault response services are gender-responsive, culturally-competent, and <b>recovery-oriented.</b> (DoDI 6495.02 March 2013 - E10.2.d.9 - page</li> </ul>

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3.F Identify command personnel roles and responsibilities.	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Providing an awareness of the SAPR program (DoD and Service) and <b>command personnel roles and responsibilities</b>, including all available resources for victims on and off base. (DoDI 6495.02 March 2013 - E10.2.d.7 - page 63)</li> </ul>
3.G Describe procedures for expedited transfer and Military Protective Orders (MPOs).	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing <b>expedited transfers and MPO procedures</b>. (DoDI 6495.02 March 2013 - E10.2.d.10- page 63)</li> <li>• Discussing process change to ensure that all sexual assault response services are <b>gender-responsive, culturally-competent, and recovery-oriented</b>. (DoDI 6495.02 March 2013 - E10.2.d.9 - page 63)</li> </ul>
3.H Describe the procedure when the alleged perpetrator is the commander or in the victim's chain of command.	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> <li>• Role-play</li> </ul> <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Providing information to victims when the alleged perpetrator is the commander or in the victim's chain of command</b>, to go outside the chain of command to report the offense to other commanding officers or an Inspector General. <b>Victims shall be informed that they can also seek assistance from a legal assistance attorney</b>. (DoDI 6495.02 March 2013 - E10.2.d.11 - page 63)</li> <li>• Discussing process change to ensure that all sexual assault response services are <b>gender-responsive, culturally-competent, and recovery-oriented</b>. (DoDI 6495.02 March 2013 - E10.2.d.9 - page 63)</li> </ul>
3.I Identify the document retention schedules for the DD Forms 2910 and 2911 and how they are used in VA benefit applications.	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Practical Exercise</li> </ul> <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing <b>document retention for sexual assault documents (DD Forms 2910 and 2911)</b>, to include retention in investigative records. Explaining <b>why it is recommended that sexual assault victims retain sexual assault records for potential use in VA benefits applications</b>. (DoDI 6495.02 March 2013 - E10.2.d.12 - page 63)</li> </ul>

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### Adult Learning Strategies Explained

**Practical Exercise.** Technique that allows students to practice the knowledge, skills and attitudes necessary to successfully perform the training objective. Practical Exercises provide students the opportunity to apply what they learned. Practical exercises are most appropriate for skills that are highly critical, difficult to learn, and frequently performed.

**Discussion.** Examples include peer-to-peer, instructor-peer, or small group discussion. This method is used to talk about a particular topic in order to reach a decision or to exchange ideas. Discussions provide an opportunity for students to engage by sharing stories, experiences, and/or knowledge/skills.

**Job Aid.** Examples include checklists, manuals, frequently asked question lists, helpline support. This is a good option to support skills that are performed infrequently, require recall of some technical information, or are less critical and not difficult to learn.

**Role-play.** Assuming the attitudes, actions of another in a situation in order to understand a different point of view or interaction. Role-plays are effective for understanding empathy of a particular person or practicing action assuming a particular role.

**Case Study.** Analysis of persons, events, decisions, etc. to illustrate a main point. Case studies are a good way to provide examples that can provide insight into a situation. They allow students to apply concepts, encourage active learning, provide an opportunity to develop key skills, and increase the students' learning of the topic.

**Demonstration.** Act or process of showing a person, process, or object. Examples include: explanation of a SAFE kit, video showing a victim of sexual assault talking about their experience, etc. Demonstrations provide little to no opportunity for students to engage, and therefore should be used sparingly.

**Presentation.** Formal instruction delivered by a live instructor or web-based instructional module. This method usually involves the use of presentation slides to aid in the facilitation of basic skills and knowledge. Presentations often provide little to no opportunity for students to engage in dialogue and deepen learning, and therefore, should be used sparingly.

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**SAPRO**  
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Accessions SAPR Training –Core Competencies and Learning Objectives			
Audience Profile			
Corps	Level	Training Environment	Target Audience Description
Enlisted	Entry Level	Recruit Schools <i>(Basic Combat Training(USA), Boot Camp (USN), Recruit Training (USMC), Basic Military Training (USAF))</i>	<p>Enlisted personnel range in age from 17 to 35. For most individuals their first experience with the military is “Initial Military Training.” Most Initial Military Training is conducted in an environment with males and females but a few are male only.</p> <p>During this time, recruits are tested physically, mentally, and emotionally through a rigorous and demanding program that is solely focused on transitioning them into the military environment and culture stressing core values and proper conduct. The “recruits” are monitored continuously without outside privileges and with limited external access until they have completed the training.</p>
Enlisted	Post-Recruit	Post-Recruit Schools <i>(Army Advanced Individual Training School, Marine Corps Military Occupational Specialty (MOS) School, Navy “A” School, Air Force Technical Training)</i>	<p>Once Initial Military Training is completed the individual is then sent to the post recruit school. Each school has its own time requirements and standards. During post-recruit school, the new military Service member is involved in intensive preparation to apply his/her specialized skill that will prepare them to work in an operational unit to support the mission of the particular military service.</p> <p>Although monitoring is still in effect, the post recruit service member is allowed privileges, usually on an earned and progressive continuum, and has access to the environment outside the training area and outside the military compound.</p>

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# SAPRO

Sexual Assault Prevention and Response Office

Accessions SAPR Training –Core Competencies and Learning Objectives			
Audience Profile			
Corps	Level	Training Environment	Target Audience Description
Officer	Pre-Commission	Pre-Commission Schools <i>(Officer Candidate School (USA, USN, USMC), Officer Training School (USAF))</i>	Pre-commissioned officers come from several sources including college graduates who “join the military” after completing their education or enlisted soldiers, after graduating from college/university, who are seeking a commission. Ages and experiences with the military are varied. By law, the maximum age for a commission is age 35 years but there are some exceptions for professions such as medical officers and chaplains. Pre-commissioning training focuses on the specialized areas of the particular military service. These individuals are tested physically, mentally, and emotionally to assess, evaluate, and develop them to serve as Officers in the Military. While attending Officer Candidate School, officer candidates are monitored closely and are rarely permitted off installation privileges during initial training. Note – This level does not refer to ROTC or Military Service Academy programs.
Officer	Post-Commission	Post-Commission Schools <i>(e.g. Basic Officer Leader Course (USA), Division Officer Course (USN), The Basic School (USMC))</i>	Post-commission schools focus on basic leadership skills for newly commissioned military officers as well as providing training in their specialized areas of focus. A new officer has basic leadership responsibilities in their upcoming role in a unit and is in a position to observe the behavior of other unit personnel.

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# SAPRO

Sexual Assault Prevention and Response Office

Accessions SAPR Training –Core Competencies and Learning Objectives	
General Training Requirements Applicable to All SAPR Training Course Design	
Policy Reference	Adult Learning Theory Considerations*
<ul style="list-style-type: none"> <li>The SAPR training, at a minimum, shall incorporate adult learning theory, which includes interaction and group participation. <i>(DoDI 6495.02 March 2013 - E10.2.a.2 - page 62)</i></li> <li>Provide scenario-based, real-life situations to demonstrate the entire cycle of prevention, reporting, response, and accountability procedures to new accessions to clarify the nature of sexual assault in the military environment. <i>(DoDI 6495.02 March 2013 - E10.3.a.2)</i></li> <li>Accessions training shall occur upon initial entry <i>(DoDI 6495.02 March 2013 - E10.3.a – page 64)</i></li> </ul>	<ol style="list-style-type: none"> <li><b>1. Training should provide sufficient opportunities for active learning so that students have a chance to apply what they learned.</b> <ul style="list-style-type: none"> <li><u>Examples of active learning techniques</u> include participating in a Role-play, group discussion, peers helping others learn, etc.</li> <li><u>Examples of passive learning techniques</u> include reading, listening to words, and looking at pictures. A common passive learning technique is an instructor relying on lecture and PowerPoint slides for extended amounts of time and/or to cover the majority of topics.</li> </ul> </li> <li><b>2. Training should provide an opportunity for students to apply their life experiences.</b> For example, students should be provided opportunities to share personal stories and/or past experiences/knowledge, etc. if they choose to deepen their understanding of a new concept or skill.</li> <li><b>3. Training should explain the immediate usefulness of the course material.</b> For example, students should be able to clearly see how the learning of a new concept/skill can be used right away.</li> <li><b>4. Training should explain the reasons for learning.</b> A way to accomplish this is to have the instructor not just introduce a topic but also to explain the importance and relevance to the students' role/job.</li> <li><b>5. Training should be tailored to meet the needs of the intended target audience.</b> The course should provide an indication of the training audience and equip students with the necessary skills and tools for successfully performing their job.</li> </ol>
<ul style="list-style-type: none"> <li>The required subject matter for the training shall be appropriate to the Service member's rank and commensurate with their level of responsibility <i>(DoDI 6495.02 March 2013 - E10.2.d - page 63)</i></li> </ul>	

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# SAPRO

Sexual Assault Prevention and Response Office

## Accessions SAPR Training – Core Competencies and Learning Objectives

### General Training Requirements Applicable to SAPR Training Course Content

Enlisted –Entry level (Phase 1)	Enlisted – Post-recruit (Phase 2)	Officer – Pre- commissioned (Phase 1)	Officer - Post- commissioned (Phase 2)	Policy Reference
<b>1. Core Competency (Sexual Assault): Describe sexual assault and its impact on the military.</b>				
<p>1.A Define sexual assault.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>1.A Recognize sexual assault in real-life situations.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Demonstration</li> </ul>	<p>1.A Define sexual assault.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>1.A Recognize sexual assault in real-life situations.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Defining what constitutes sexual assault. Utilizing the term “sexual assault” as defined in Reference (b) [DoDD 6495.01 January 2012]. (<i>DoDI 6495.02 March 2013 - E10.2.d.1 - page 63</i>)</li> <li>• Explaining the distinction between sexual harassment and sexual assault. Emphasizing the distinction between civil and criminal actions. (<i>DoDI 6495.02 March 2013 - E10.2.d.5 - page 63</i>)</li> <li>• The DoD goal is a <b>culture free of sexual assault, through an environment of prevention, education and training</b>, response capability (defined in Reference (c)), victim support, reporting procedures, and appropriate accountability that enhances the safety and well being of all persons covered by this Directive and Reference (c). (<i>DoDD 6495.01 January 2012 – 4.b page 2</i>)</li> <li>• Note: The DoDD 6495.01 January 2012, Part II Definitions provides the definition of sexual assault.</li> </ul>
<p>1.B Recognize the impact of sexual assault on victims, the unit, and operational mission/readiness.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Video</li> <li>• Discussion</li> </ul>	<p>1.B Recognize the impact of sexual assault on victims, the unit, and operational mission/readiness.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical Exercise</li> </ul>	<p>1.B Recognize the impact of sexual assault on victims, the unit, and operational mission/readiness.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Video</li> <li>• Discussion</li> </ul>	<p>1.B Recognize the impact of sexual assault on victims, the unit, and operational mission/readiness.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical Exercise</li> </ul>	

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to Accessions

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# SAPRO

Sexual Assault Prevention and Response Office

## Accessions SAPR Training – Core Competencies and Learning Objectives

### General Training Requirements Applicable to SAPR Training Course Content

Enlisted –Entry level (Phase 1)	Enlisted – Post-recruit (Phase 2)	Officer – Pre-commissioned (Phase 1)	Officer - Post-commissioned (Phase 2)	Policy Reference
<p>1.C Communicate the difference between sexual harassment and sexual assault.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>1.C Identify civil and criminal penalties for sexual harassment and sexual assault.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Job Aid</li> </ul>	<p>1.C Communicate the difference between sexual harassment and sexual assault.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>1.C Identify civil and criminal penalties for sexual harassment and sexual assault.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining offender accountability and UCMJ violations. (<i>DoDI 6495.02 March 2013 - E10.2.d.4 - page 63</i>)</li> <li>• Explaining why sexual assaults are crimes. (<i>DoDI 6495.02 March 2013 - E10.2.d.2 - page 63</i>)</li> <li>• Explaining the distinction between sexual harassment and sexual assault. Emphasizing the distinction between civil and criminal actions. (<i>DoDI 6495.02 March 2013 - E10.2.d.5 - page 63</i>)</li> </ul>
<p>1.D Identify the types of sexual assault under the UCMJ.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>1.D Identify the range of offender accountability punishable under the UCMJ.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>1.D Identify the types of sexual assault under the UCMJ.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>1.D Identify the range of offender accountability punishable under the UCMJ.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Discussion</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

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# SAPRO

Sexual Assault Prevention and Response Office

## Accessions SAPR Training – Core Competencies and Learning Objectives

### General Training Requirements Applicable to SAPR Training Course Content

Enlisted –Entry level (Phase 1)	Enlisted – Post-recruit (Phase 2)	Officer – Pre- commissioned (Phase 1)	Officer - Post- commissioned (Phase 2)	Policy Reference
<p>1.E Explain DoD and Service-specific SAPR programs and command personnel roles and responsibilities.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<p>1.E Recognize DoD and Service-specific SAPR programs and command personnel roles and responsibilities.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<p>1.E Explain DoD and Service-specific SAPR programs and command personnel roles and responsibilities.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<p>1.E Identify the role of a leader in DoD and Service-specific SAPR programs.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Providing an awareness of the SAPR program (DoD and Service) and command personnel roles and responsibilities, including all available resources for victims on and off base. (DoDI 6495.02 March 2013 - E10.2.d.7 - page 63)</b></li> </ul>

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\*Note: An explanation of all adult learning strategies is provided at the end of this document.

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Accessions SAPR Training – Core Competencies and Learning Objectives				
General Training Requirements Applicable to SAPR Training Course Content				
Enlisted –Entry level (Phase 1)	Enlisted – Post-recruit (Phase 2)	Officer – Pre- commissioned (Phase 1)	Officer - Post- commissioned (Phase 2)	Policy Reference
<b>2. Core Competency (Prevention): Describe strategies to prevent (reduce the risk of) sexual assaults.</b>				
2.A Describe strategies to prevent sexual assault.  <b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> </ul>	2.A Describe strategies for sexual assault bystander intervention and risk reduction.  <b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical Exercise</li> <li>• Demonstration</li> <li>• Case Study</li> </ul>	2.A Describe strategies to prevent sexual assault.  <b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> </ul>	2.A Describe strategies for sexual assault bystander intervention and risk reduction.  <b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical Exercise</li> <li>• Demonstration</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying prevention strategies and behaviors that may reduce sexual assault, including bystander intervention, risk reduction, and obtaining consent. (DoDI 6495.02 March 2013 - E10.2.d.8 - page 63)</li> </ul>

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Accessions SAPR Training – Core Competencies and Learning Objectives				
General Training Requirements Applicable to SAPR Training Course Content				
Enlisted –Entry level (Phase 1)	Enlisted – Post-recruit (Phase 2)	Officer – Pre- commissioned (Phase 1)	Officer - Post- commissioned (Phase 2)	Policy Reference
2.B Define consent.  <b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical Exercise</li> <li>• Demonstration</li> </ul> <i>Also cover in a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	2.B Determine if consent has been obtained or provided.  <b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Practical Exercise</li> <li>• Demonstration</li> <li>• Case Study</li> </ul> <i>Also cover in a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	2.B Define consent.  <b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical Exercise</li> <li>• Demonstration</li> </ul> <i>Also cover in a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	2.B Determine if consent has been obtained or provided.  <b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Practical Exercise</li> <li>• Demonstration</li> <li>• Case Study</li> </ul> <i>Also cover in a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Defining the meaning of “consent” as defined in Reference (b) [DoDD 6495.01 January 2012]. (<i>DoDI 6495.02 March 2013 - E10.2.d.3 - page 63</i>)</li> <li>• Note: The DoDD 6495.01 January 2012, Part II Definitions provides the definition of consent.</li> </ul>

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**SAPRO**  
Sexual Assault Prevention and Response Office

Accessions SAPR Training – Core Competencies and Learning Objectives				
General Training Requirements Applicable to SAPR Training Course Content				
Enlisted – Entry level (Phase 1)	Enlisted – Post-recruit (Phase 2)	Officer – Pre-commissioned (Phase 1)	Officer - Post-commissioned (Phase 2)	Policy Reference
<b>3. Core Competency (Reporting and Response): Identify support resources available to victims of sexual assault.</b>				
3.A Describe the two sexual assault reporting options.  <b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <i>Also cover in a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	3.A Recall the two sexual assault reporting options and their advantages and limitations.  <b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical Exercise</li> <li>• Demonstration</li> <li>• Case Study</li> </ul> <i>Also cover in a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	3.A Describe the two sexual assault reporting options.  <b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <i>Also cover in a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	3.A Recall the two sexual assault reporting options and their advantages and limitations.  <b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical Exercise</li> <li>• Demonstration</li> <li>• Case Study</li> </ul> <i>Also cover in a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explaining available reporting options (Restricted and Unrestricted), the advantages and limitations of each option, the effect of independent investigations on Restricted Reports</b> (See paragraph 1.f. of Enclosure 4 of this Instruction) and explaining MRE 514. (<i>DoDI 6495.02 March 2013 - E10.2.d.6 - page 63</i>)</li> <li>• Explaining available reporting options (Restricted and Unrestricted), the advantages and limitations of each option, the effect of independent investigations on Restricted Reports (See paragraph 1.f. of Enclosure 4 of this Instruction) and <b>explaining MRE</b></li> </ul>

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\*Note: An explanation of all adult learning strategies is provided at the end of this document.  
Last Revised: 9 August 2013  
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# SAPRO

Sexual Assault Prevention and Response Office

## Accessions SAPR Training – Core Competencies and Learning Objectives

### General Training Requirements Applicable to SAPR Training Course Content

Enlisted – Entry level (Phase 1)	Enlisted – Post-recruit (Phase 2)	Officer – Pre-commissioned (Phase 1)	Officer - Post-commissioned (Phase 2)	Policy Reference
<p>3.B Describe options for reporting a sexual assault to retain a restricted report and confidentiality.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>3.B Recognize exceptions to restricted reporting options that would warrant a break in privileged communications and the effect of independent investigations on a restricted report of sexual assault.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Practical Exercise</li> <li>• Case Study</li> <li>• Role-play</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>3.B Describe options for reporting a sexual assault to retain a restricted report and confidentiality.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>3.B Recognize exceptions to restricted reporting options that would warrant a break in privileged communications and the effect of independent investigations on a restricted report of sexual assault.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Practical Exercise</li> <li>• Case Study</li> <li>• Role-play</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p><b>514.</b> (DoDI 6495.02 March 2013 - E10.2.d.6 - page 63)</p> <ul style="list-style-type: none"> <li>• Note: The Victim Advocate – Victim Privilege Military Rule of Evidence (MRE) 514 Executive Order provides guidance on privileged communication.</li> </ul>

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\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

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# SAPRO

Sexual Assault Prevention and Response Office

Accessions SAPR Training – Core Competencies and Learning Objectives				
General Training Requirements Applicable to SAPR Training Course Content				
Enlisted – Entry level (Phase 1)	Enlisted – Post-recruit (Phase 2)	Officer – Pre-commissioned (Phase 1)	Officer - Post-commissioned (Phase 2)	Policy Reference
<p>3.C Identify the procedure for reporting a sexual assault when the alleged perpetrator is the commander or in the chain of command.</p> <p><b>Recommended Adult Learning Strategies</b> Choose one or more from the list below:</p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul> <p>Also cover in a:</p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>3.C Describe the procedure for reporting a sexual assault when the alleged perpetrator is the commander or in the chain of command.</p> <p><b>Recommended Adult Learning Strategies</b> Choose one or more from the list below:</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Case Study</li> </ul> <p>Also cover in a:</p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>3.C Identify the procedure for reporting a sexual assault when the alleged perpetrator is the commander or in the chain of command.</p> <p><b>Recommended Adult Learning Strategies</b> Choose one or more from the list below:</p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul> <p>Also cover in a:</p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>3.C Describe the procedure for reporting a sexual assault when the alleged perpetrator is the commander or in the chain of command.</p> <p><b>Recommended Adult Learning Strategies</b> Choose one or more from the list below:</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Case Study</li> </ul> <p>Also cover in a:</p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Providing information to victims when the alleged perpetrator is the commander or in the victim’s chain of command</b>, to go outside the chain of command to report the offense to other commanding officers or an Inspector General. Victims shall be informed that they can also seek assistance from a legal assistance attorney or the DoD Safe Helpline. (DoDI 6495.02 March 2013 - E10.2.d.11 - page 63)</li> <li>• Discussing process change to ensure that all sexual assault response services are <b>gender-responsive, culturally-competent, and recovery-oriented</b>. (DoDI 6495.02 March 2013 - E10.2.d.9 - page 63)</li> </ul>

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

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# SAPRO

Sexual Assault Prevention and Response Office

## Accessions SAPR Training – Core Competencies and Learning Objectives

### General Training Requirements Applicable to SAPR Training Course Content

Enlisted – Entry level (Phase 1)	Enlisted – Post-recruit (Phase 2)	Officer – Pre-commissioned (Phase 1)	Officer - Post-commissioned (Phase 2)	Policy Reference
<p>3.D Recognize available SAPR resources for victims on and off base.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> <li>• Job Aid</li> </ul>	<p>3.D Identify all available resources for victims on and off base, including legal assistance, protective orders, expedited transfers, and the DoD Safe Helpline.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> <li>• Job Aid</li> </ul>	<p>3.D Recognize available SAPR resources for victims on and off base.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> <li>• Job Aid</li> </ul>	<p>3.D Identify all available resources for victims on and off base, including legal assistance, protective orders, expedited transfers, and the DoD Safe Helpline.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Providing an awareness of the SAPR program (DoD and Service) and command personnel roles and responsibilities, including <b>all available resources for victims on and off base.</b> (DoDI 6495.02 March 2013 - E10.2.d.7 - page 63)</li> <li>• DoDI 6495.02 March 2013 E7.11.d.2-page 52 requires healthcare providers to consult with the victim, once clinically stable, regarding further healthcare options to the extent eligible, which shall include, but are not limited to assessment of the risk of pregnancy, options for emergency contraception, and any necessary follow-up and referral services.</li> <li>• Discussing <b>expedited transfers and MPO procedures.</b> (DoDI 6495.02 March 2013 - E10.2.d.10- page 63)</li> <li>• Victims shall be informed that they can also seek assistance from a <b>legal assistance attorney or the DoD Safe Helpline.</b> (DoDI 6495.02 March 2013 - E10.2.d.11 - page 63)</li> <li>• Discussing process change to ensure that all sexual assault response services are gender-responsive, culturally-competent, and <b>recovery-oriented.</b> (DoDI 6495.02 March 2013 - E10.2.d.9 - page 63)</li> </ul>

LAST REVISION: 5 August 2013

Yellow Highlight: Training Requirement Specific to Accessions

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**SAPRO**  
Sexual Assault Prevention and Response Office

Accessions SAPR Training – Core Competencies and Learning Objectives				
General Training Requirements Applicable to SAPR Training Course Content				
Enlisted – Entry level (Phase 1)	Enlisted – Post-recruit (Phase 2)	Officer – Pre-commissioned (Phase 1)	Officer - Post-commissioned (Phase 2)	Policy Reference
<p>3.E Recognize the importance of retaining SAPR documentation.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>3.E Recognize document retention schedules for the DD Forms 2910 and 2911 and how they are used in VA benefit applications.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>3.E Recognize the importance of retaining SAPR documentation.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>3.E Recognize document retention schedules for the DD Forms 2910 and 2911 and how they are used in VA benefit applications.</p> <p><b>Recommended Adult Learning Strategies</b> <i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <p><i>Also cover in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing <b>document retention for sexual assault documents (DD Forms 2910 and 2911)</b>, to include retention in investigative records. Explaining <b>why it is recommended that sexual assault victims retain sexual assault records for potential use in VA benefits applications.</b> (<i>DoDI 6495.02 March 2013 - E10.2.d.12 - page 63</i>)</li> <li>• Key to remind victims who choose a restricted report that they have the option of retaining all documents/ evidence for 50 vice 5 years if they choose.</li> </ul>

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\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to Accessions



Adult Learning Strategies Explained

**Practical Exercise.** Technique that allows students to practice the knowledge, skills and attitudes necessary to successfully perform the training objective. Practical Exercises provide students the opportunity to apply what they learned. Practical exercises are most appropriate for skills that are highly critical, difficult to learn, and frequently performed.

**Discussion.** Examples include peer-to-peer, instructor-peer, or small group discussion. This method is used to talk about a particular topic in order to reach a decision or to exchange ideas. Discussions provide an opportunity for students to engage by sharing stories, experiences, and/or knowledge/skills.

**Job Aid.** Examples include checklists, manuals, frequently asked question lists, helpline support. This is a good option to support skills that are performed infrequently, require recall of some technical information, or are less critical and not difficult to learn.

**Role-play.** Assuming the attitudes, actions of another in a situation in order to understand a different point of view or interaction. Role-plays are effective for understanding empathy of a particular person or practicing action assuming a particular role.

**Case Study.** Analysis of persons, events, decisions, etc. to illustrate a main point. Case studies are a good way to provide examples that can provide insight into a situation. They allow students to apply concepts, encourage active learning, provide an opportunity to develop key skills, and increase the students' learning of the topic.

**Demonstration.** Act or process of showing a person, process, or object. Examples include: explanation of a SAFE kit, video showing a victim of sexual assault talking about their experience, etc. Demonstrations provide little to no opportunity for students to engage, and therefore should be used sparingly.

**Presentation.** Formal instruction delivered by a live instructor or web-based instructional module. This method usually involves the use of presentation slides to aid in the facilitation of basic skills and knowledge. Presentations often provide little to no opportunity for students to engage in dialogue and deepen learning, and therefore, should be used sparingly.

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# SAPRO

Sexual Assault Prevention and Response Office

Pre-Deployment SAPR Training – Core Competencies and Learning Objectives	
General Training Requirements Applicable to All SAPR Training Course Design	
Policy Reference	Adult Learning Theory Considerations
<ul style="list-style-type: none"> <li>The SAPR training, at a minimum, shall incorporate adult learning theory, which includes interaction and group participation. <i>(DoDI 6495.02 March 2013 - E10.2.a.2 - page 62)</i></li> </ul>	<p><b>1. Training should provide sufficient opportunities for active learning so that students have a chance to apply what they learned.</b></p> <ul style="list-style-type: none"> <li><u>Examples of active learning techniques</u> include participating in a Role-play, group discussion, peers helping others learn, etc.</li> <li><u>Examples of passive learning techniques</u> include reading, listening to words, and looking at pictures. A common passive learning technique is an instructor relying on lecture and PowerPoint slides for extended amounts of time and/or to cover the majority of topics.</li> </ul>
	<p><b>2. Training should provide an opportunity for students to apply their life and deployment experiences.</b> For example, students should be provided opportunities to share personal stories and/or past experiences/knowledge, etc. if they choose to, to deepen their understanding of a new concept or skill.</p>
	<p><b>3. Training should explain the immediate usefulness of the course material.</b> For example, students should be able to clearly see how the learning of a new concept/skill can be used right away.</p>
	<p><b>4. Training should explain the reasons for learning.</b> A way to accomplish this is to have the instructor not just introduce a topic but also to explain the importance and relevance to the students' role/job.</p>
<ul style="list-style-type: none"> <li>The required subject matter for the training shall be appropriate to the Service member's rank and commensurate with their level of responsibility <i>(DoDI 6495.02 March 2013 - E10.2.d - page 63)</i></li> </ul>	<p><b>5. Training should be tailored to meet the needs of the intended target audience.</b> The course should provide an indication of the training audience and equip students with the necessary skills and tools for successfully performing their job.</p>

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 Yellow Highlight: Pre-Deployment Training Requirement



**Pre-Deployment SAPR Training – Core Competencies and Learning Objectives**

**General Training Requirements Applicable to SAPR Training Course Content**

**1. Core Competency (Sexual Assault): Describe sexual assault and its impact on the military.**

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<p>1.A Recognize the impact of sexual assault on victims, the unit, and operational mission/readiness.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Defining what constitutes sexual assault. Utilizing the term “sexual assault” as defined in DoDD 6495.01 January 2012. <i>(DoDI 6495.02 March 2013 - E10.2.d.1 - page 63)</i></li> <li>• Explaining why sexual assaults are crimes. <i>(DoDI 6495.02 March 2013 - E10.2.d.2 - page 63)</i></li> <li>• Explaining offender accountability and UCMJ violations. <i>(DoDI 6495.02 March 2013 - E10.2.d.4 - page 63)</i></li> <li>• Explaining the distinction between sexual harassment and sexual assault. Emphasizing the distinction between civil and criminal actions. <i>(DoDI 6495.02 March 2013 - E10.2.d.5 - page 63)</i></li> <li>• <b>Providing an awareness of the SAPR program (DoD and Service) and command personnel roles and responsibilities, including all available resources for victims on and off base.</b> <i>(DoDI 6495.02 March 2013 - E10.2.d.7 - page 63)</i></li> <li>• <b>Discussing process change</b> to ensure that all sexual assault response services are gender-responsive, culturally-competent, and recovery-oriented. <i>(DoDI 6495.02 March 2013 - E10.2.d.9 - page 63)</i></li> </ul>
<p>1.B Recognize customs, mores, and religious practices of anticipated foreign countries of both deployment and coalition partners and how these apply to sexual assault<sup>1</sup>.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Case Study</li> <li>• Demonstration</li> <li>• Practical Exercise</li> </ul> <p><i>Also cover the objective in a:</i></p>	<ul style="list-style-type: none"> <li>• Provide a brief history of the specific <b>foreign countries or areas anticipated for deployment, and the area’s customs, mores, religious practices</b>, and status of forces agreement. <b>Explain cultural customs, mores, and religious practices of coalition partners.</b> <i>(DoDI 6495.02 March 2013 - E10.3.d.3 - page 65)</i></li> </ul>

<sup>1</sup> This information may be provided by pre-deployment training not specific to SAPR.

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	<ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	
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**Pre-Deployment SAPR Training – Core Competencies and Learning Objectives**

**General Training Requirements Applicable to SAPR Training Course Content**

**2. Core Competency (Prevention): Describe strategies to prevent sexual assaults.**

Standardized Learning Objectives	Recommended Adult Learning Strategies	References
2.A Recognize sexual assault prevention strategies.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying prevention strategies and behaviors that may reduce sexual assault, including bystander intervention, risk reduction, and obtaining affirmative consent. (DoDI 6495.02 March 2013 - E10.2.d.8 - page 63)</li> </ul>
2.B Describe strategies for sexual assault bystander intervention specific to a deployed environment.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practical Exercise</li> <li>• Case Study</li> </ul> <i>Also cover the objective in a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying prevention strategies and behaviors that may reduce sexual assault, including bystander intervention, risk reduction, and obtaining consent. (DoDI 6495.02 March 2013 - E10.2.d.8 - page 63)</li> <li>• Explain risk reduction factors tailored to the deployment location. (DoDI 6495.02 March 2013 - E10.3.d.2 - page 65)</li> </ul>
2.C Describe strategies for sexual assault risk reduction specific to a deployed environment.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practical Exercise</li> <li>• Case Study</li> </ul> <i>Also cover the objective in a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	
2.D Define consent.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Defining the meaning of “consent” as defined in DoDD 6495.01 January 2012. (DoDI 6495.02 March 2013 - E10.2.d.3 - page 63)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Demonstration</li> </ul> <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	
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**Pre-Deployment SAPR Training – Core Competencies and Learning Objectives**

**General Training Requirements Applicable to SAPR Training Course Content**

**3. Core Competency (Reporting and Response): Identify support resources available to victims of sexual assault.**

Standardized Learning Objectives	Recommended Adult Learning Strategies	References
3.A Recall sexual assault reporting and response policies and procedures.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining available reporting options (Restricted and Unrestricted), the advantages and limitations of each option, the effect of independent investigations on Restricted Reports (See paragraph 1.f. of Enclosure 4 of this Instruction) and explaining MRE 514. <i>(DoDI 6495.02 March 2013 - E10.2.d.6 - page 63)</i></li> <li>• Providing an awareness of the SAPR program (DoD and Service) and <b>command personnel roles and responsibilities, including all available resources for victims on and off base.</b> <i>(DoDI 6495.02 March 2013 - E10.2.d.7 - page 63)</i></li> <li>• Discussing process change to ensure that all sexual assault response services are gender-responsive, culturally-competent, and recovery-oriented. <i>(DoDI 6495.02 March 2013 - E10.2.d.9 - page 63)</i></li> <li>• Discussing expedited transfers and MPO procedures. <i>(DoDI 6495.02 March 2013 - E10.2.d.10 - page 63)</i></li> <li>• Providing information to victims when the alleged perpetrator is the commander or in the victim’s chain of command, to go outside the chain of command to report the offense to other commanding officers or an Inspector General. Victims shall be informed that they can also seek assistance from a legal assistance attorney or the DoD Safe Helpline. <i>(DoDI 6495.02 March 2013 - E10.2.d.11 - page 63)</i></li> </ul>

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		63) <ul style="list-style-type: none"> <li>Discussing document retention for sexual assault documents (DD Forms 2910 and 2911), to include retention in investigative records. Explaining why it is recommended that sexual assault victims retain sexual assault records for potential use in VA benefits applications. (DoDI 6495.02 March 2013 - E10.2.d.12 - page 63)</li> </ul>
3.B Identify sexual assault offenses punishable under the UCMJ.	<p>Choose one or more from the list below:</p> <ul style="list-style-type: none"> <li>Presentation</li> <li>Practical Exercise</li> <li>Case Study</li> </ul> <p>Also cover the objective in a:</p> <ul style="list-style-type: none"> <li>Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>Explaining offender accountability and UCMJ violations. (DoDI 6495.02 March 2013 - E10.2.d.4 - page 63)</li> <li>Identify the type of trained sexual assault responders who are available during the deployment (e.g., law enforcement personnel, legal personnel, SARC, SAPR VAs, healthcare personnel, chaplains). (DoDI 6495.02 March 2013 - E10.3.d.4 - page 65)</li> </ul>
3.C Identify DoD and Service-specific policies for victim care in a deployed environment.	<p>Choose one or more from the list below:</p> <ul style="list-style-type: none"> <li>Presentation</li> <li>Practical Exercise</li> <li>Case Study</li> </ul> <p>Also cover the objective in a:</p> <ul style="list-style-type: none"> <li>Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>Providing an awareness of the SAPR program (DoD and Service) and command personnel roles and responsibilities, including all available resources for victims on and off base. (DoDI 6495.02 March 2013 - E10.2.d.7 - page 63)</li> </ul>
3.D Identify the types of sexual assault responders available in a deployed environment:	<p>Use all of the strategies listed below:</p> <ul style="list-style-type: none"> <li>Presentation</li> <li>Practical Exercise</li> <li>Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>Providing an awareness of the SAPR program (DoD and Service) and command personnel roles and responsibilities, including all available resources for victims on and off base. (DoDI 6495.02 March 2013 - E10.2.d.7 - page 63)</li> <li>Identify the type of trained sexual assault responders who are available during the deployment (e.g., law enforcement personnel, legal personnel, SARC, SAPR VAs, healthcare personnel, chaplains). (DoDI 6495.02 March 2013 - E10.3.d.4 - page 65)</li> </ul>

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## Adult Learning Strategies Explained

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*Last Revised: 9 August 2013*

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**Chaplain SAPR Training – Core Competencies and Learning Objectives**

**General Training Requirements Applicable to All SAPR Training Course Design**

Policy Reference	Adult Learning Theory Considerations
<ul style="list-style-type: none"> <li>The SAPR training, at a minimum, shall incorporate adult learning theory, which includes interaction and group participation. (DoDI 6495.02 March 2013 - E10.2.a.2 - page 62)</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Training should provide sufficient opportunities for active learning so that students have a chance to apply what they learned.</b> <ul style="list-style-type: none"> <li><u>Examples of active learning techniques</u> include participating in a role-play, group discussion, peers helping others learn, etc.</li> <li><u>Examples of passive learning techniques</u> include reading, listening to words, and looking at pictures. A common passive learning technique is an instructor relying on lecture and PowerPoint slides for extended amounts of time and/or to cover the majority of topics.</li> </ul> </li> <li><b>2. Training should provide an opportunity for students to apply their life experiences.</b> For example, students should be provided opportunities to share personal stories and/or past experiences/knowledge, etc. if they choose to, to deepen their understanding of a new concept or skill.</li> <li><b>3. Training should explain the immediate usefulness of the course material.</b> For example, students should be able to clearly see how the learning of a new concept/skill can be used right away.</li> <li><b>4. Training should explain the reasons for learning.</b> A way to accomplish this is to have the instructor not just introduce a topic but also to explain the importance and relevance to the students' role/job.</li> </ol>
<ul style="list-style-type: none"> <li>The required subject matter for the training shall be appropriate to the Service member's rank and commensurate with their level of responsibility (DoDI 6495.02 March 2013 - E10.2.d - page 63)</li> </ul>	<ol style="list-style-type: none"> <li><b>5. Training should be tailored to meet the needs of the intended target audience.</b> The course should provide an indication of the training audience and equip students with the necessary skills and tools for successfully performing their job.</li> </ol>

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**Chaplain SAPR Training - Core Competencies and Learning Objectives**

**1. Core Competency: Demonstrate awareness of the SAPR program.**

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<p>1.A Summarize the critical issues in combatting sexual assault in the military.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Providing an awareness of the SAPR program (DoD and Service) and command personnel roles and responsibilities, including all available resources for victims on and off base. <i>(DoDI 6495.02 March 2013 - E10.2.d.7 - page 63)</i></li> <li>• Explain the different sexual assault response policies and critical issues.               <ol style="list-style-type: none"> <li>1. DoD SAPR policy, including the role of the SARC, SAPR VA, victim witness liaison, and CMG.</li> <li>2. Military Service-specific policies.</li> <li>3. Unrestricted and Restricted Reporting as well as MRE514.</li> <li>4. Exceptions to Restricting Reporting and limitations to use.</li> <li>5. Change in victim reporting preference election.</li> <li>6. Victim advocacy resources.</li> </ol> <i>(DoDI 6495.02 March 2013 - E10.7.a.2.a1,2 – page 67)</i> </li> </ul>
<p>1.B Describe DoD and military Service-specific SAPR policies, including SAPR roles and responsibilities.</p>		
<p>1.C Demonstrate awareness of sexual assault policies and procedures in their command and in forward-deployed locations, including remote locations.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Describe local policies and procedures with regards to local resources, referrals, procedures for military and civilians as well as collaboration and knowledge of resources and referrals that can be utilized at that specific geographic location. <i>(DoDI 6495.02 March 2013 - E10.7.a.2.c – page 67)</i></li> <li>• Explain deployment issues, including remote location assistance. <i>(DoDI 6495.02 March 2013 - E10.7.a.2.e – page 67)</i></li> </ul>
<p>1.D Describe the possible flow and outcomes of sexual assault investigations.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the possible outcomes of investigations of sexual assault. <i>(DoDI 6495.02 March 2013 - E10.7.a.2.f– page 67)</i></li> <li>• Explain the possible flow of a sexual assault investigation. (See flowchart in the SAPR Policy Toolkit, located at <a href="http://www.sapr.mil">www.sapr.mil</a>.) <i>(DoDI 6495.02 March 2013 - E10.7.a.2.g– page 67)</i></li> </ul>

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**Chaplain SAPR Training - Core Competencies and Learning Objectives**

**2. Core Competency: Demonstrate awareness of the impact of sexual assault on victims.**

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<p>2.A Recognize the range of reactions to victimization and the impact of trauma on the victim's behavior and ability to communicate clearly.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the range of victim responses to sexual assault to include:               <ol style="list-style-type: none"> <li>1. Victimization process, including re-victimization and secondary victimization.</li> <li>2. Counterintuitive behavior.</li> <li>3. Impact of trauma on memory and recall.</li> <li>4. Potential psychological consequences, including acute stress disorder and post-traumatic stress disorder. (<i>DoDI 6495.02 March 2013 - E10.7.a.2.d – page 67</i>)</li> </ol>               Include:               <ol style="list-style-type: none"> <li>(a) Necessary counseling skills.</li> <li>(b) Basic interpersonal and assessment skills.                   <ol style="list-style-type: none"> <li>1. Appropriate relationship and rapport building.</li> <li>2. Sensitivity training to prevent re-victimization. (<i>DoDI 6495.02 March 2013 - E10.7.c.4.a,b – page 69,</i></li> </ol> </li> </ol> </li> </ul>
<p>2.B Demonstrate sensitivity in interactions with victims and avoid re-victimization.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Role-play</li> </ul>	<p>Include:</p> <ol style="list-style-type: none"> <li>(a) Necessary counseling skills.</li> <li>(b) Basic interpersonal and assessment skills.           <ol style="list-style-type: none"> <li>1. Appropriate relationship and rapport building.</li> <li>2. Sensitivity training to prevent re-victimization. (<i>DoDI 6495.02 March 2013 - E10.7.c.4.a,b – page 69,</i></li> </ol> </li> </ol>

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<p>2.C Educate victims on self-care strategies to prevent re-victimization.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Practical Exercise</li> <li>• Case Study</li> </ul>	<p>Include:</p> <p>(a) Necessary counseling skills.</p> <p>(b) Basic interpersonal and assessment skills.</p> <ol style="list-style-type: none"> <li>1. Appropriate relationship and rapport building.</li> <li>2. Sensitivity training to prevent re-victimization. (DoDI 6495.02 March 2013 - E10.7.c.4.a,b - page 69)</li> </ol>
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## Chaplain SAPR Training - Core Competencies and Learning Objectives

### 3. Core Competency: Provide effective care to those impacted by sexual assault.

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<p>3.A Listen attentively to victims and alleged offenders and use the information they provide to identify crisis situations and offer appropriate care.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Practical Exercise</li> <li>• Discussion</li> </ul>	<p>How to support victims with discussion on sensitivity of chaplains in addressing and supporting sexual assault victims, identifying chaplain's own bias and ethical issues, trauma training with pastoral applications, and how to understand victims' rights as prescribed in References (w) and (ae). (DoDI 6495.02 March 2013 - E10.7.i.3.b – page 76)</p>
<p>3.B Identify and apply effective strategies to provide victim and alleged offenders care in contingency and remote areas.</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Case Study</li> <li>• Practical Exercise</li> </ul> <p><i>Also cover this objective with a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Explain deployment issues, including remote location assistance. (DoDI 6495.02 March 2013 - E10.7.a.2.e – page 67)</li> <li>• Pre-deployment SAPR training shall focus on the counseling services needed by sexual assault victims and offenders in contingency and remote areas. (DoDI 6495.02 March 2013 - E10.7.i.2 – page 76)</li> </ul>

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<p>3.C Explain Chaplain’s confidentiality and role in Sexual Assault support.</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Case Study</li> <li>• Practical Exercise</li> </ul> <p><i>Also cover this objective with a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>Privileged communications and the Restricted Reporting policy rules and limitations, including legal protections for chaplains and their confidential communications, assessing victim or offender safety issues (while maintaining chaplain’s confidentiality), and MRE 514. (DoDI 6495.02 March 2013 - E10.7.i.3.a – page 76)</p>
<p>3.D Refer victims and alleged offenders to appropriate resources regarding their situation.</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Case Study</li> </ul> <p><i>Also cover this objective with a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the possible outcomes of investigations of sexual assault.</li> <li>• Explain the possible flow of a sexual assault investigation. (See flowchart in the SAPR Policy Toolkit, located at <a href="http://www.sapr.mil">www.sapr.mil</a>) (DoDI 6495.02 March 2013 - E10.7.a.2.f, g – page 67)</li> <li>• Other counseling and support topics. Offender counseling should include assessing and addressing victim and offender safety issues while maintaining confidentiality; and counseling an offender when the victim is known to the chaplain (counseling both the offender and the victim, when there is only one chaplain at a military installation). (DoDI 6495.02 March 2013 - E10.7.i.3.c.1 – page 76)</li> </ul>
<p>3.E Assess and address victim and alleged offender safety issues.</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<p>Privileged communications and the Restricted Reporting policy rules and limitations, including legal protections for chaplains and their confidential communications, assessing victim or offender safety issues (while maintaining chaplain’s confidentiality), and Executive Order Military Rules of Evidence 514. (DoDI 6495.02 March 2013 - E10.7.i.3.a – page 76)</p>
<p>3.F Provide support to sexual assault witnesses, bystanders, and any other unit members impacted by the crime, addressing the effects of trauma and stress</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Practical Exercise</li> <li>• Role-play</li> </ul>	<p>Potential distress experienced by witnesses and bystanders over the assault they witnessed or about which they heard. (DoDI 6495.02 March 2013 - E10.7.i.3.c.2– page 76)</p>

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# SAPRO

Sexual Assault Prevention and Response Office

<p><b>3.G</b> Provide support to sexual assault first responders (SARCs, SAPR VAs, healthcare personnel, chaplains, JAGs, law enforcement, or any other professionals) regarding the secondary effects of trauma and stress.</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Practical Exercise</li> <li>• Role-play</li> </ul>	<p>Counseling for SARCs, SAPR VAs, healthcare personnel, and chaplains, JAGs, law enforcement or any other professionals, who routinely work with sexual assault victims and may experience secondary effects of trauma. (DoDI 6495.02 March 2013 - E10.7.i.3.c.3 – page 76)</p>
<p><b>3.H</b> Provide guidance to unit members on how to mitigate the impact of sexual assault in the unit, while keeping in mind the needs and concerns of the victim, the alleged offenders and their families.</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Practical Exercise</li> </ul>	<p>Providing guidance to unit members and leadership on how to mitigate the impact that sexual assault has on a unit and its individuals, while keeping in mind the needs and concerns of the victim. (DoDI 6495.02 March 2013 - E10.7.i.3.c.4 – page 76)</p>
<p><b>3.I</b> Provide guidance to command leadership team on how to mitigate the impact of sexual assault in the unit, while keeping in mind the needs and concerns of the victim, the alleged offenders and their families.</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Practical Exercise</li> </ul>	<p>Providing guidance to unit members and leadership on how to mitigate the impact that sexual assault has on a unit and its individuals, while keeping in mind the needs and concerns of the victim. (DoDI 6495.02 March 2013 - E10.7.i.3.c.4 – page 76)</p>

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**Adult Learning Strategies Explained**

**Practical Exercise.** Technique that allows students to practice the knowledge, skills, and attitudes necessary to successfully perform the training objective. Practical Exercises provide students the opportunity to apply what they learned. Practical exercises are most appropriate for skills that are highly critical, difficult to learn, and frequently performed.

**Discussion.** Examples include peer-to-peer, instructor-peer, or small group discussion. This method is used to talk about a particular topic in order to reach a decision or to exchange ideas. Discussions provide an opportunity for students to engage by sharing stories, experiences, and/or knowledge/skills.

**Job Aid.** Examples include checklists, manuals, frequently asked question lists, helpline support. This is a good option to support skills that are performed infrequently, require recall of some technical information, or are less critical and not difficult to learn.

**Role-play.** Assuming the attitudes, actions of another in a situation in order to understand a different point of view or interaction. Role-plays are effective for understanding empathy of a particular person or practicing action assuming a particular role.

**Case Study.** Analysis of persons, events, decisions, etc. to illustrate a main point. Case studies are a good way to provide examples that can provide insight into a situation. They allow students to apply concepts, encourage active learning, provide an opportunity to develop key skills, and increase the students' learning of the topic.

**Demonstration.** Act or process of showing a person, process, or object. Examples include: an example of a SAFE kit, video showing a victim of sexual assault talking about their experience, etc. Demonstrations provide little to no opportunity for students to engage, and therefore should be used sparingly.

**Presentation.** Formal instruction delivered by a live instructor or web-based instructional module. This method usually involves the use of presentation slides to aid in the facilitation of basic skills and knowledge. Presentations often provide little to no opportunity for students to engage in dialogue and deepen learning, and therefore, should be used sparingly.



**Post-Deployment SAPR Training – Core Competencies and Learning Objectives**

**General Training Requirements Applicable to All SAPR Training Course Design**

Policy Reference	Adult Learning Theory Considerations
<ul style="list-style-type: none"> <li>The SAPR training, at a minimum, shall incorporate adult learning theory, which includes interaction and group participation. <i>(DoDI 6495.02 March 2013 - E10.S2.a.2 - page 62)</i></li> </ul>	<ol style="list-style-type: none"> <li><b>1. Training should provide sufficient opportunities for active learning so that students have a chance to apply what they learned.</b> <ul style="list-style-type: none"> <li><u>Examples of active learning techniques</u> include participating in a role-play, group discussion, peers helping others learn, etc.</li> <li><u>Examples of passive learning techniques</u> include reading, listening to words, and looking at pictures. A common passive learning technique is an instructor relying on lecture and PowerPoint slides for extended amounts of time and/or to cover the majority of topics.</li> </ul> </li> <li><b>2. Training should provide an opportunity for students to apply their life experiences.</b> For example, students should be provided opportunities to share personal stories and/or past experiences/knowledge, etc. if they choose to, to deepen their understanding of a new concept or skill.</li> <li><b>3. Training should explain the immediate usefulness of the course material.</b> For example, students should be able to clearly see how the learning of a new concept/skill can be used right away.</li> <li><b>4. Training should explain the reasons for learning.</b> A way to accomplish this is to have the instructor not just introduce a topic but also to explain the importance and relevance to the students' role/job.</li> </ol>
<ul style="list-style-type: none"> <li>The required subject matter for the training shall be appropriate to the Service member's rank and commensurate with their level of responsibility <i>(DoDI 6495.02 March 2013 - E10.S2.d - page 63)</i></li> </ul>	<ol style="list-style-type: none"> <li><b>5. Training should be tailored to meet the needs of the intended target audience.</b> The course should provide an indication of the training audience and equip students with the necessary skills and tools for successfully performing their job.</li> </ol>

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\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Post-Deployment Training Requirement



**Post-Deployment SAPR Training – Core Competencies and Learning Objectives**

**General Training Requirements Applicable to SAPR Training Course Content**

**1. Core Competency (Reporting and Response): Identify support resources available to victims of sexual assault.**

Standardized Learning Objectives	Recommended Adult Learning Strategies	References
<p>1.A Identify the available counseling and medical services, and eligibility benefits for Service members, National Guard and the Reserve Component.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Explain available counseling and medical services, and eligibility benefits for Service members and the Reserve Component. (DoDI 6495.02 March 2013 - E10.3.e.2 - page 65)</li> <li>• Explaining available reporting options (Restricted and Unrestricted), the advantages and limitations of each option, the effect of independent investigations on Restricted Reports (See paragraph 1.f. of Enclosure 4 of this Instruction) and explaining MRE 514. (DoDI 6495.02 March 2013 - E10.2.d.6 - page 63)</li> </ul>
<p>1.B Recall the protections and exceptions to MRE 514.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Explain MRE 514. (DoDI 6495.02 March 2013 - E10.3.e.3 - page 65)</li> </ul>
<p>1.C Explain the reporting options and restrictions for Service members, National Guard and Reserve Component members</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Explain that Reserve members not in active service at the time of the incident or at the time of the report can make a Restricted or Unrestricted report with the SARC or SAPR VA and then be eligible to receive SAPR services. (DoDI 6495.02 March 2013 - E10.3.e.3 - page 65)</li> </ul>

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Last Revised: 9 August 2013

Yellow Highlight: Post-Deployment Training Requirement



Adult Learning Strategies Explained

**Practical Exercise.** Technique that allows students to practice the knowledge, skills and attitudes necessary to successfully perform the training objective. Practical Exercises provide students the opportunity to apply what they learned. Practical exercises are most appropriate for skills that are highly critical, difficult to learn, and frequently performed.

**Discussion.** Examples include peer-to-peer, instructor-peer, or small group discussion. This method is used to talk about a particular topic in order to reach a decision or to exchange ideas. Discussions provide an opportunity for students to engage by sharing stories, experiences, and/or knowledge/skills.

**Job Aid.** Examples include checklists, manuals, frequently asked question lists, helpline support. This is a good option to support skills that are performed infrequently, require recall of some technical information, or are less critical and not difficult to learn.

**Role-play.** Assuming the attitudes, actions of another in a situation in order to understand a different point of view or interaction. Role-plays are effective for understanding empathy of a particular person or practicing action assuming a particular role.

**Case Study.** Analysis of persons, events, decisions, etc. to illustrate a main point. Case studies are a good way to provide examples that can provide insight into a situation. They allow students to apply concepts, encourage active learning, provide an opportunity to develop key skills, and increase the students' learning of the topic.

**Demonstration.** Act or process of showing a person, process, or object. Examples include: explanation of a SAFE kit, video showing a victim of sexual assault talking about their experience, etc. Demonstrations provide little to no opportunity for students to engage, and therefore should be used sparingly.

**Presentation.** Formal instruction delivered by a live instructor or web-based instructional module. This method usually involves the use of presentation slides to aid in the facilitation of basic skills and knowledge. Presentations often provide little to no opportunity for students to engage in dialogue and deepen learning, and therefore, should be used sparingly.

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*Last Revised: 9 August 2013*

*Yellow Highlight: Post-Deployment Training Requirement*



**SAPRO**  
Sexual Assault Prevention and Response Office

Professional Military Education SAPR Training – Core Competencies and Learning Objectives			
Target Audience Profile			
Corps (Officer or Enlisted)	Level	Type of School	Target Audience Description
Officer	Intermediate Leader	Officer Career Course	<p>Officers with 4-10 years of service who have been selected to prepare for junior level command and equivalent staff posts with a responsibility to create environments that support military ethos and values, develop subordinate leaders, build teams, and inspire subordinates to service. Individuals as O3s typically command and control smaller-sized units (62 to 190 subordinates) together with a principal NCO assistant. They also instruct at service schools and combat training centers and are often a Staff Officer.</p> <p>The intermediate leader (Officer) is responsible for implementing the unit SAPR Plan and initiating any corrective action in the event of noncompliance with a policy.</p>
Officer	Advanced Leader	Staff College	<p>Officers with 10-15 years of service who are being developed to understand and solve problems in the highly complex operational environment and serve on division, corps, echelons-above-corps, land component command, and joint staffs. These individuals are trained to counsel, coach, and mentor subordinate leaders, identify future leaders, and inspire junior officers to continue their career in the military.</p> <p>The advanced leader (Officer) is responsible for developing the unit SAPR Plan.</p>
Enlisted	New Leader	Basic Enlisted Leader Course	<p>Enlisted personnel with 2-4 years of service who have been selected for promotion to E-5 and are being developed to be “first level” leaders at the unit level typically commanding a squad (9 to 10 subordinates).</p> <p>The new leader (Enlisted) is responsible for the individual training, personal appearance, cleanliness, and counseling of their subordinates.</p>
Enlisted	Advanced Leader	Senior Enlisted Leader Course	<p>Noncommissioned officers with 10-15 years of enlisted service at the senior E-6 rank or recently promoted E-7 rank selected for development to lead, mentor, coach, and develop individuals in the unit. This rank/position is considered key in the command structure of the DoD as she/he is the advisor to the leader and commands the unit in the absence of the leader.</p> <p>The advanced leader (Enlisted) is responsible for assisting in the implementation of the unit SAPR Plan by coordinating with unit leadership and providing direct supervision to unit members.</p>

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*Last Revised: 9 August 2013*

*Yellow Highlight: Training Requirement Specific to Professional Military Education*



Professional Military Education - Core Competencies and Learning Objectives	
General Training Requirements Applicable to All SAPR Training Course Design	
Policy Reference	Adult Learning Theory Considerations
<ul style="list-style-type: none"> <li>• The SAPR training, at a minimum, shall incorporate adult learning theory, which includes interaction and group participation. <i>(DoDI 6495.02 March 2013 - E10.2.a.2 - page 62)</i></li> <li>• The required subject matter for the training shall be appropriate to the Service member's rank and commensurate with their level of responsibility <i>(DoDI 6495.02 March 2013 - E10.2.d - page 63)</i></li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Training should provide sufficient opportunities for active learning so that students have a chance to apply what they learned.</b> <ul style="list-style-type: none"> <li>• <u>Examples of active learning techniques</u> include participating in a Role-play, group discussion, peers helping others learn, etc.</li> <li>• <u>Examples of passive learning techniques</u> include reading, listening to words, and looking at pictures. A common passive learning technique is an instructor relying on lecture and PowerPoint slides for extended amounts of time and/or to cover the majority of topics.</li> </ul> </li> <li>2. <b>Training should provide an opportunity for students to apply their life experiences.</b> For example, students should be provided opportunities to share personal stories and/or past experiences/knowledge, etc. if they choose to, to deepen their understanding of a new concept or skill.</li> <li>3. <b>Training should explain the immediate usefulness of the course material.</b> For example, students should be able to clearly see how the learning of a new concept/skill can be used right away.</li> <li>4. <b>Training should explain the reasons for learning.</b> A way to accomplish this is to have the instructor not just introduce a topic but also to explain the importance and relevance to the students' role/job.</li> <li>5. <b>Training should be tailored to meet the needs of the intended target audience.</b> The course should provide an indication of the training audience and equip students with the necessary skills and tools for successfully performing their job.</li> </ol>

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**Professional Military Education - Core Competencies and Learning Objectives**

**General Training Requirements Applicable to All SAPR Training Course Design**

**1. Core Competency (Sexual Assault): Describe sexual assault and its impact on the military.**

New Leader Enlisted	Advanced Leader Enlisted	Intermediate Leader Officer	Advanced Leader Officer	Policy References
<p>1.A Recognize the impact of sexual assault on victims, the unit, and operational mission/readiness.</p> <p><b>Recommended Adult Learning Strategy.</b> (Choose one or more from the list below.)</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<p>1.A Recognize the impact of sexual assault on victims, the unit, and operational mission/readiness.</p> <p><b>Recommended Adult Learning Strategy.</b> (Choose one or more from the list below.)</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<p>1.A Recognize the impact of sexual assault on victims, the unit, and operational mission/readiness.</p> <p><b>Recommended Adult Learning Strategy.</b> (Choose one or more from the list below.)</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<p>1.A Recognize the impact of sexual assault on victims, the unit, and operational mission/readiness.</p> <p><b>Recommended Adult Learning Strategy.</b> (Choose one or more from the list below.)</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Defining what constitutes sexual assault. Utilizing the term “sexual assault” as defined in DoDD 6495.01 January 2012. (DoDI 6495.02 March 2013 - E10.2.d.1 - page 63)</li> <li>• Review of all items found in the commander’s protocols for Unrestricted Reports of sexual assault. (E10.3.c.2.e)</li> <li>• Explaining why sexual assaults are crimes. (DoDI 6495.02 March 2013 - E10.2.d.2 - page 63)</li> <li>• Explaining offender accountability and UCMJ violations. (DoDI 6495.02 March 2013 - E10.2.d.4 - page 63)</li> <li>• Explaining the distinction between sexual harassment and sexual assault. Emphasizing the distinction between civil and criminal actions. (DoDI 6495.02 March 2013 - E10.2.d.5 - page 63)</li> <li>• Providing an awareness of the SAPR program (DoD and Service) and command personnel roles and responsibilities, including all available resources for victims on and off base. (DoDI 6495.02 March 2013 - E10.2.d.7 - page 63)</li> <li>• Discussing process change to ensure that all sexual assault response services are gender-responsive, culturally-competent, and recovery-oriented. (DoDI 6495.02 March 2013 - E10.2.d.9 - page 63)</li> </ul>

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to Professional Military Education

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**Professional Military Education - Core Competencies and Learning Objectives**

**General Training Requirements Applicable to All SAPR Training Course Design**

**1. Core Competency (Sexual Assault): Describe sexual assault and its impact on the military.**

New Leader Enlisted	Advanced Leader Enlisted	Intermediate Leader Officer	Advanced Leader Officer	Policy References
<p><b>1.AL.1</b> Explain the steps involved in an immediate response to a sexual assault incident and identify long-term actions that should be taken to minimize the lasting consequences of violence.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> <li>• Feedback</li> </ul>	<p><b>1.AL.1</b> Describe procedures for immediate response to a sexual assault incident and identify long-term actions that should be taken following an incident of sexual assault to minimize the lasting consequences of violence.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Small Group Exercise w/ Brief Out</li> <li>• Feedback</li> </ul>	<p><b>1.AL.1</b> Discuss how implementation of effective immediate and long term actions in response to an incident of sexual assault can have an impact on the effects of violence.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Small Group Exercise w/ Brief Out</li> <li>• Feedback</li> </ul>	<p><b>1.AL.1</b> Summarize elements that should be included in a plan addressing the immediate and the long term actions in response to a sexual assault.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Small Group Exercise w/ Brief Out</li> <li>• Feedback</li> </ul>	<p>Explanation and analysis of the necessity of immediate responses after a sexual assault has occurred to counteract and mitigate the long-term effects of violence. Long-term responses after sexual assault has occurred will address the lasting consequences of violence. <i>(DoDI 6495.02 March 2013 – E10.3.c.2,b - page 64)</i></p>

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Last Revised: 9 August 2013  
Yellow Highlight: Training Requirement Specific to Professional Military Education

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**Professional Military Education - Core Competencies and Learning Objectives**

**General Training Requirements Applicable to All SAPR Training Course Design**

**1. Core Competency (Sexual Assault): Describe sexual assault and its impact on the military.**

New Leader Enlisted	Advanced Leader Enlisted	Intermediate Leader Officer	Advanced Leader Officer	Policy References
<p><b>1.AL.2</b> Demonstrate how you would explain the SAPR program and how to access the resources available to a unit member.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>•Presentation</li> <li>•Role Play</li> <li>•Feedback</li> </ul>	<p><b>1.AL.2</b> Explain how you would incorporate the SAPR monitoring processes, evaluation measures, and education into the normal command training, readiness and safety forums.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>•Presentation</li> <li>•Small Group Exercise w/Brief Out</li> <li>•Feedback</li> </ul>	<p><b>1.AL.2</b> Prepare a strategy for monitoring the unit environment to ensure that SAPR resources are visible, available, and accessible to all unit members.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>•Presentation</li> <li>•Small Group Exercise w/Brief Out</li> <li>•Feedback</li> </ul>	<p><b>1.AL.2</b> Develop a high-level plan that outlines the Service Specific SAPR program resources and responsibilities and how those should be coordinated with the DoD SAPR program.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>•Presentation</li> <li>•Small Group Exercise w/ Brief Out</li> <li>•Feedback</li> </ul>	<p>Explanation and analysis of the SAPR program. <i>(DoDI 6495.02 March 2013 - E10.3.c.2.a - page 64)</i></p>

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**Professional Military Education - Core Competencies and Learning Objectives**

**General Training Requirements Applicable to All SAPR Training Course Design**

**2. Core Competency (Prevention): Describe strategies to prevent sexual assaults.**

New Leader Enlisted	Advanced Leader Enlisted	Intermediate Leader Officer	Advanced Leader Officer	Policy References
<p><b>2.A</b> Recognize sexual assault prevention strategies.</p> <p><b>Recommended Adult Learning Strategy.</b> <i>Choose one or more from the list below.</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<p><b>2.A</b> Recognize sexual assault prevention strategies.</p> <p><b>Recommended Adult Learning Strategy.</b> <i>Choose one or more from the list below.</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<p><b>2.A</b> Recognize sexual assault prevention strategies.</p> <p><b>Recommended Adult Learning Strategy.</b> <i>Choose one or more from the list below.</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<p><b>2.A</b> Recognize sexual assault prevention strategies.</p> <p><b>Recommended Adult Learning Strategy.</b> <i>Choose one or more from the list below.</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Defining the meaning of “consent” as defined in DoDD 6495.01 January 2012. <i>(DoDI 6495.02 March 2013 - E10.2.d.3 - page 63)</i></li> <li>• Identifying prevention strategies and behaviors that may reduce sexual assault, including bystander intervention, risk reduction, and obtaining affirmative consent. <i>(DoDI 6495.02 March 2013 - E10.2.d.8 - page 63)</i></li> </ul>

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Last Revised: 9 August 2013  
Yellow Highlight: Training Requirement Specific to Professional Military Education*

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**Professional Military Education - Core Competencies and Learning Objectives**

**General Training Requirements Applicable to All SAPR Training Course Design**

**2. Core Competency (Prevention): Describe strategies to prevent sexual assaults.**

New Leader Enlisted	Advanced Leader Enlisted	Intermediate Leader Officer	Advanced Leader Officer	Policy References
<p><b>2.AL.1</b> Demonstrate how you would counsel a junior Service member on sexual assault myths.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Role Play</li> <li>• Feedback</li> </ul>	<p><b>2.AL.1</b> Identify practices that can be implemented to eliminate the perpetuation of sexual assault myths.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Small Group Exercise (Vignettes) w/Brief Out</li> <li>• Feedback</li> </ul>	<p><b>2.AL.1</b> Recognize effective strategies that could be employed in a unit to eliminate the perpetuation of sexual assault myths.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Small Group Exercise (Vignettes) w/Brief Out</li> <li>• Feedback</li> </ul>	<p><b>2.AL.1</b> Assess the effectiveness of strategies employed in a unit to eliminate the perpetuation of sexual assault myths.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Small Group Exercise w/Brief Out</li> <li>• Feedback</li> </ul>	<p>Explanation of rape myths (see SAPR Toolkit on <a href="http://www.sapr.mil">www.sapr.mil</a>), facts, and trends pertaining to the military population. (DoDI 6495.02 March 2013 E10.3.c.2.c - page 64)</p>

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**Professional Military Education - Core Competencies and Learning Objectives**

**General Training Requirements Applicable to All SAPR Training Course Design**

**2. Core Competency (Prevention): Describe strategies to prevent sexual assaults.**

New Leader Enlisted	Advanced Leader Enlisted	Intermediate Leader Officer	Advanced Leader Officer	Policy References
<p><b>2.AL.2</b> Explain the role of the commander and the senior enlisted Service member in the SAPR program.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>• Interactive vignettes (role plays) Feedback</li> </ul>	<p><b>2.AL.2</b> Identify actions the senior enlisted Service member should take to ensure that the SAPR program is effectively implemented.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>• Case Study w/Brief Out</li> <li>• Feedback</li> </ul>	<p><b>2.AL.2</b> Identify actions the commander should take to ensure that the SAPR program is effectively implemented.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>• Case Study w/Brief Out</li> <li>• Feedback</li> </ul>	<p><b>2.AL.2</b> Recommend improvements to a sample unit SAPR plan to ensure that it comprehensively addresses the roles of the commander and the senior enlisted Service member.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Small Group Exercise w/ Brief Out</li> <li>• Feedback</li> </ul>	<p>Explanation of the commander's and senior enlisted Service member's role in the SAPR program. (DoDI 6495.02 March 2013 -E10.3.c.2.d - page 64)</p>

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to Professional Military Education

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**Professional Military Education - Core Competencies and Learning Objectives**

**General Training Requirements Applicable to All SAPR Training Course Design**

**3. Core Competency (Reporting and Response): Identify support resources available to victims of sexual assault.**

New Leader Enlisted	Advanced Leader Enlisted	Intermediate Leader Officer	Advanced Leader Officer	Policy References
<p><b>3.A</b> Recall sexual assault reporting and response policies and procedures.</p> <p><b>Recommended Adult Learning Strategy.</b> <i>Choose one or more from the list below.</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<p><b>3.A</b> Recall sexual assault reporting and response policies and procedures.</p> <p><b>Recommended Adult Learning Strategy.</b> <i>Choose one or more from the list below.</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<p><b>3.A</b> Recall sexual assault reporting and response policies and procedures.</p> <p><b>Recommended Adult Learning Strategy.</b> <i>Choose one or more from the list below.</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<p><b>3.A</b> Recall sexual assault reporting and response policies and procedures.</p> <p><b>Recommended Adult Learning Strategy.</b> <i>Choose one or more from the list below.</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining available reporting options (Restricted and Unrestricted), the advantages and limitations of each option, the effect of independent investigations on Restricted Reports (See paragraph 1.f. of Enclosure 4 of this Instruction) and explaining MRE 514. (DoDI 6495.02 March 2013 - E10.2.d.6 - page 63)</li> <li>• Providing an awareness of the SAPR program (DoD and Service) and command personnel roles and responsibilities, including all available resources for victims on and off base. (DoDI 6495.02 March 2013 - E10.2.d.7 - page 63)</li> <li>• Discussing process change to ensure that all sexual assault response services are gender-responsive, culturally-competent, and recovery-oriented. (DoDI 6495.02 March 2013 - E10.2.d.9 - page 63)</li> <li>• Discussing expedited transfers and MPO procedures. (DoDI 6495.02 March 2013 - E10.2.d.10 - page 63)</li> <li>• Providing information to victims when the alleged perpetrator is the commander or in the victim's chain of command, to go outside the chain of command to report the offense to other commanding officers or an Inspector General. Victims shall be informed that they can also seek assistance from a legal assistance attorney or the DoD Safe Helpline. (DoDI 6495.02 March 2013 - E10.2.d.11 - page 63)</li> </ul>

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to Professional Military Education

002193



**Professional Military Education - Core Competencies and Learning Objectives**

**General Training Requirements Applicable to All SAPR Training Course Design**

**3. Core Competency (Reporting and Response): Identify support resources available to victims of sexual assault.**

New Leader Enlisted	Advanced Leader Enlisted	Intermediate Leader Officer	Advanced Leader Officer	Policy References
				<ul style="list-style-type: none"> <li>Discussing document retention for sexual assault documents (DD Forms 2910 and 2911), to include retention in investigative records. Explaining why it is recommended that sexual assault victims retain sexual assault records for potential use in VA benefits applications. (DoDI 6495.02 March 2013 - E10.2.d.12 - page 63)</li> </ul>
<p><b>3.AL.1</b> Identify the elements of reprisal, why it is prohibited, and the actions you should take to elevate the incident or the risk.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>Presentation</li> <li>Practical Exercise</li> </ul>	<p><b>3.AL.1</b> Determine if an incident of reprisal has occurred or if there are risks in the environment for reprisal. Discuss how you would elevate the incident or the risks to the Commanding Officer and what recommendations</p>	<p><b>3.AL.1</b> Develop a unit procedure for monitoring the unit for reprisal risks as a result of a sexual assault case. Include steps for intervention to ensure the safety of the victim, if at risk, and the execution of CPOs and MPOs to</p>	<p><b>3.AL.1</b> Analyze a sample policy to determine if it adequately addresses the monitoring of the unit to identify risk situations and prevent reprisals, steps for intervention to ensure the safety of the victim, if at risk, and</p>	<p>Explanation of what constitutes reprisal according to the Glossary and procedures for reporting allegations of reprisal in accordance with DoD Instruction 1030.2 June 2004. (DoDI 6495.02 March 2013 - E10.3.c.2.f - page 65)</p>

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to Professional Military Education

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**Professional Military Education - Core Competencies and Learning Objectives**

**General Training Requirements Applicable to All SAPR Training Course Design**

**3. Core Competency (Reporting and Response): Identify support resources available to victims of sexual assault.**

<b>New Leader Enlisted</b>	<b>Advanced Leader Enlisted</b>	<b>Intermediate Leader Officer</b>	<b>Advanced Leader Officer</b>	<b>Policy References</b>
<ul style="list-style-type: none"> <li>Feedback</li> </ul>	<p>you would forward for alleviating the situation.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>Presentation</li> <li>Small Group Exercise (Vignettes) w/Brief Out</li> <li>Feedback</li> </ul>	<p>protect victims.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>Presentation</li> <li>Small Group Exercise w/ Brief Out</li> <li>Feedback</li> </ul>	<p>the execution of CPOs and MPOs to protect victims.</p> <p><b>Recommended Adult Learning Strategy.</b></p> <ul style="list-style-type: none"> <li>Presentation</li> <li>Small Group Exercise w/ Brief Out</li> <li>Feedback</li> </ul>	

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Last Revised: 9 August 2013  
Yellow Highlight: Training Requirement Specific to Professional Military Education*



### Adult Learning Strategies Explained

**Practical Exercise.** A technique that allows students to practice the knowledge, skills, and attitudes necessary to successfully perform the training objective. Practical Exercises provide students the opportunity to apply what they learned. Practical exercises are most appropriate for skills that are highly critical, difficult to learn, and frequently performed.

**Small Group Exercises.** A method that incorporates the interaction of more than one student to collaborate on an exercise, achieve agreement or consensus on the outcome, and provide and explain the output, usually as a briefing or an outline, for review by a larger group or the facilitator. This method is appropriate for leadership training in situations where an answer may or may not be “text book” but may need to consider past experiences, observations, and institutional knowledge.

**Feedback.** A training method that provides active, constructive, and proactive review and comment on a student’s work. This is an essential element in Small Group Exercises that target the higher levels of objectives such as analysis and decision making where the feedback is a part of the learning process.

**Discussion.** Examples include peer-to-peer, instructor-peer, or small group discussion. This method is used to talk about a particular topic in order to reach a decision or to exchange ideas. Discussions provide an opportunity for students to engage by sharing stories, experiences, and/or knowledge/skills.

**Job Aid.** Examples include checklists, manuals, frequently asked question lists, helpline support. This is a good option to support skills that are performed infrequently, require recall of some technical information, or are less critical and not difficult to learn.

**Role-play.** Assuming the attitudes, actions of another in a situation in order to understand a different point of view or interaction. Role-plays are effective for understanding empathy of a particular person or practicing action assuming a particular role.

**Case Study.** Analysis of persons, events, decisions, etc. to illustrate a main point. Case studies are a good way to provide examples that can provide insight into a situation. They allow students to apply concepts, encourage active learning, provide an opportunity to develop key skills, and increase the students’ learning of the topic.

*\*Note: An explanation of all adult learning strategies is provided at the end of this document.*

*Last Revised: 9 August 2013*

*Yellow Highlight: Training Requirement Specific to Professional Military Education*



## SAPRO

Sexual Assault Prevention and Response Office

**Vignettes.** Smaller and more targeted to specific situations than the Case Study. Vignettes are used to provide contextual information to a student who is then asked to determine if something is done appropriately, compare the actions of one situation to another, and/or recommend a solution for the situation. Usually multiple Vignettes are provided for a training event.

**Demonstration.** Act or process of showing a person, process, or object. Examples include: explanation of a SAFE kit, video showing a victim of sexual assault talking about their experience, etc. Demonstrations provide little to no opportunity for students to engage, and therefore should be used sparingly.

**Presentation.** Formal instruction delivered by a live instructor or web-based instructional module. This method usually involves the use of presentation slides to aid in the facilitation of basic skills and knowledge. Presentations often provide little to no opportunity for students to engage in dialogue and deepen learning, and therefore, should be used sparingly.

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*Last Revised: 9 August 2013*

*Yellow Highlight: Training Requirement Specific to Professional Military Education*



# SAPRO

Sexual Assault Prevention and Response Office

## SARC/VA SAPR Training – Core Competencies and Learning Objectives

### General Training Requirements Applicable to All SAPR Training Course Design

Policy Reference	Adult Learning Theory Considerations
<ul style="list-style-type: none"> <li>The SAPR training, at a minimum, shall incorporate adult learning theory, which includes interaction and group participation. (DoDI 6495.02 March 2013 - E10.2.a.2 – page 62)</li> <li>SAPR VA training shall be scenario-based and interactive. Provide for role play where a trainee SAPR VA offers crisis intervention to a sexual assault victim, and then that crisis intervention session is critiqued by an instructor. (DoDI 6495.02 March 2013 – E10.7.c.2 - page 68)</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Training should provide sufficient opportunities for active learning so that students have a chance to apply what they learned.</b> <ul style="list-style-type: none"> <li>Examples of active learning techniques include participating in a Role-play, group discussion, peers helping others learn, etc.</li> <li>Examples of passive learning techniques include reading, listening to words, and looking at pictures. A common passive learning technique is an instructor relying on lecture and PowerPoint slides for extended amounts of time and/or to cover the majority of topics.</li> </ul> </li> <li><b>2. Training should provide an opportunity for students to apply their life experiences.</b> For example, students should be provided opportunities to share personal stories and/or past experiences/knowledge, etc. if they choose to, to deepen their understanding of a new concept or skill.</li> <li><b>3. Training should explain the immediate usefulness of the course material.</b> For example, students should be able to clearly see how the learning of a new concept/skill can be used right away.</li> <li><b>4. Training should explain the reasons for learning.</b> A way to accomplish this is to have the instructor not just introduce a topic but also to explain the importance and relevance to the students’ role/job.</li> </ol>
<ul style="list-style-type: none"> <li>The required subject matter for the training shall be appropriate to the Service member’s rank (civilian’s responsibility level) and commensurate with their level of responsibility (DoDI 6495.02 March 2013 - E10.2.d – page 63)</li> </ul>	<ol style="list-style-type: none"> <li><b>5. Training should be tailored to meet the needs of the intended target audience.</b> The course should provide an indication of the training audience and equip students with the necessary skills and tools for successfully performing their job.</li> </ol>

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\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to SARC Only



SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>1. Core Competency: Apply the SAPR program to aid victims of sexual assault.</b>		
<p>1.A Explain the critical issues in combating sexual assault in the military.</p> <p>1.B Explain DoD and military Service-specific SAPR policies and SAPR roles and responsibilities.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Providing an awareness of the SAPR program (DoD and Service) and command personnel roles and responsibilities, including all available resources for victims on and off base. (DoDI 6495.02 March 2013 - E10.2.d.7 - page 63)</li> <li>• Explain the different sexual assault response policies and critical issues.               <ol style="list-style-type: none"> <li>1. DoD SAPR policy, including the role of the SARC, SAPR VA, victim witness liaison, and CMG.</li> <li>2. Military Service-specific policies. (DoDI 6495.02 March 2013 - E10.7.a.2.a1,2 – page 67)</li> </ol> </li> </ul>
<p>1.C Apply sexual assault policies and procedures in their command and in forward-deployed locations, including remote locations.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• (c) Describe local policies and procedures with regards to local resources, referrals, procedures for military and civilians as well as collaboration and knowledge of resources and referrals that can be utilized at that specific geographic location. (DoDI 6495.02 March 2013 - E10.7.a.2.c – page 67)</li> <li>• (e) Explain deployment issues, including remote location assistance. (DoDI 6495.02 March 2013 - E10.7.a.2.e – page 67)</li> </ul>
<p>1.D Explain the possible flow and outcomes of sexual assault investigations.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• (f) Explain the possible outcomes of investigations of sexual assault.</li> <li>• (g) Explain the possible flow of a sexual assault investigation. (See flowchart in the SAPR Policy Toolkit, located at <a href="http://www.sapr.mil">www.sapr.mil</a>.) (DoDI 6495.02 March 2013 - E10.7.a.2.f,g – page 67)</li> </ul>

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

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SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>2. Core Competency: Demonstrate awareness of the impact of sexual assault on victims.</b>		
2.A Recognize the range of reactions to victimization and the impact of trauma on the victim's behavior and ability to communicate clearly.	Choose one or more from the list below: <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the range of victim responses to sexual assault to include:               <ol style="list-style-type: none"> <li>1. Victimization process, including re-victimization and secondary victimization.</li> <li>2. Counterintuitive behavior.</li> <li>3. Impact of trauma on memory and recall.</li> <li>4. Potential psychological consequences, including acute stress disorder and post-traumatic stress disorder. ( DoDI 6495.02 March 2013 E10.7.a.2.d – page 67)</li> </ol> </li> <li>• Include:               <ol style="list-style-type: none"> <li>(a) Necessary critical advocacy skills.</li> <li>(b) Basic interpersonal and assessment skills.                   <ol style="list-style-type: none"> <li>1. Appropriate relationship and rapport building.</li> <li>2. Sensitivity training to prevent re-victimization.(DoDI 6495.02 March 2013 - E10.7.c.4.a, b - page 69)</li> </ol> </li> </ol> </li> </ul>
2.B Demonstrate sensitivity in interactions with victims and avoid re-victimization.	Choose one or more from the list below: <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Role-play</li> </ul>	Include: <ol style="list-style-type: none"> <li>(a) Necessary critical advocacy skills.</li> <li>(b) Basic interpersonal and assessment skills.               <ol style="list-style-type: none"> <li>1. Appropriate relationship and rapport building.</li> <li>2. Sensitivity training to prevent re-victimization. (DoDI 6495.02 March 2013 - E10.7.c.4.a,b - page 69)</li> </ol> </li> </ol>

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\*Note: An explanation of all adult learning strategies is provided at the end of this document.



**SARC/VA SAPR Training – Core Competencies and Learning Objectives**

**General Training Requirements Applicable to SAPR Training Course Content**

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>2. Core Competency: Demonstrate awareness of the impact of sexual assault on victims.</b>		
2.C Educate victims on self-care strategies.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Practical Exercise</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Include:               <ol style="list-style-type: none"> <li>(a) Necessary critical advocacy skills.</li> <li>(b) Basic interpersonal and assessment skills.                   <ol style="list-style-type: none"> <li>1. Appropriate relationship and rapport building.</li> <li>2. Sensitivity training to prevent re-victimization. <i>(DoDI 6495.02 March 2013 - E10.7.c.4.b.1,2 – page 69)</i> Support will include providing information on available options and resources so the victim can make informed decisions about his or her case. <i>(DoDI 6495.02 March 2013 – E6.2.a.3.a – page 49)</i></li> </ol> </li> </ol> </li> </ul>
2.D Listen to victims and use the information they provide to identify crisis situations.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Practical Exercise</li> <li>• Case Study</li> </ul>	Explain the range of victim responses to sexual assault to include: <ol style="list-style-type: none"> <li><u>1.</u> Victimization process, including re-victimization and secondary victimization.</li> <li><u>2.</u> Counterintuitive behavior.</li> <li><u>3.</u> Impact of trauma on memory and recall.</li> <li><u>4.</u> Potential psychological consequences, including acute stress disorder and post-traumatic stress disorder. <i>(DoDI 6495.02 March 2013 – E10.7.a.2.d – page 67)</i></li> </ol>
2.E Advise commanders that disciplinary actions can be delayed with regard to collateral misconduct. (SARC only)	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Practical Exercise</li> <li>• Case Study</li> </ul>	Collateral misconduct by the victim of a sexual assault is one of the most significant barriers to reporting assault because of the victim’s fear of punishment Commanders shall have discretion to defer action on alleged collateral misconduct by the sexual assault victims (and shall not be penalized for such a deferral decision), until final disposition of the sexual assault case, taking into account the trauma to the victim and responding appropriately so as to encourage reporting of sexual assault and continued victim cooperation, while also bearing in mind any potential speedy trial and statute of limitations concerns. <i>(DoDI 6495.02 March 2013 – E5.7.a – page 41)</i>

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

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SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>2. Core Competency: Demonstrate awareness of the impact of sexual assault on victims.</b>		
2.F Educate commanders on their responsibility to provide the victim updated information on the status of the investigation and any criminal justice proceedings. (SARC only)	Choose one or more from the list below: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Case Study</li> </ul>	Commanders shall provide victims of a sexual assault who filed an Unrestricted Reports monthly updates regarding the current status of any ongoing investigative, medical, legal, or command proceedings regarding the sexual assault until the final disposition (see Glossary) of the reported assault, and to the extent permitted pursuant to Reference (w), Public Law 104-191, and section 552a of title 5, U.S.C. (References (ad) and (ae)). This is a non-delegable commander duty. This update must occur within 72 hours of the last CMG. Commanders of the NG victims who were sexually assaulted when the victim was on title 10 orders and filed unrestricted reports are required to update, to the extent allowed by law and regulations, the victim's home State title 32 commander as to all or any ongoing investigative, medical, and legal proceedings regarding the extent of any actions being taken by the active component against subjects who remain on title 10 orders. (DoDI 6495.02 March 2013 – E5.3.g.2 – page 32-33)
2.G Identify offenses punishable under UCMJ Articles 120, 125, 80 and other relevant UCMJ offenses.	Choose one or more from the list below: <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• A discussion of individual versus system advocacy. (DoDI 6495.02 March 2013 – E10.7.c.4.k – page 69) A review of the military justice process and adverse administrative actions. (DoDI 6495.02 March 2013 – E10.7.c.4.l – page 70)</li> <li>• Explain the possible outcomes of investigations of sexual assault. DoDI 6495.02 March 2013 - E10.7.a.2.f – page 67)</li> <li>• Explain the possible flow of a sexual assault investigation. (See flowchart in the SAPR Policy Toolkit, located at <a href="http://www.sapr.mil">www.sapr.mil</a>.) (DoDI 6495.02 March 2013 - E10.7.a.2.g – page 67)</li> </ul>

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\*Note: An explanation of all adult learning strategies is provided at the end of this document.



**SARC/VA SAPR Training – Core Competencies and Learning Objectives**

**General Training Requirements Applicable to SAPR Training Course Content**

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<p><b>3. Core Competency: Respond to victim reports and manage crises effectively.</b></p>		
<p>3.A Accept all reports of sexual assault (SARC, SAPR VA, or healthcare personnel only), and provide commanders information regarding Unrestricted Reports.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> </ul> <p><i>Also cover the objective using a:</i></p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<p>The SARC shall:</p> <ul style="list-style-type: none"> <li>• Serve as the single point of contact to coordinate sexual assault response when a sexual assault is reported. All SARCs shall be authorized to perform victim advocate duties in accordance with Military Service regulations, and will be acting in the performance of those duties. <i>(DoDI 6495.02 March 2013 -E6.1.a – page 44)</i></li> <li>• Be authorized by this Instruction to accept reports of sexual assault along with the SAPR VA and healthcare personnel. <i>(DoDI 6495.02 March 2013 -E6.1.e – page 44)</i></li> <li>• Provide a 24 hour, 7 day per week response capability to victims of sexual assault, to include deployed areas. (1) SARCs shall respond (see Glossary) to every Restricted and Unrestricted Report of sexual assault on a military installation and the response shall be in person, unless otherwise requested by the victim. <i>(DoDI 6495.02 March 2013 -E6.1.g – page 44)</i></li> <li>• Provide the installation commander with information regarding an Unrestricted Report within 24 hours of an Unrestricted Report of sexual assault. This notification may be extended to 48 hours after the Unrestricted Report of the incident if there are extenuating circumstances in the deployed environments. <i>(DoDI 6495.02 March 2013 -E6.1.h.5 – page 46)</i></li> <li>• Provide the installation commander with non-PII within 24 hours of a Restricted Report of sexual assault. This notification may be extended to 48 hours after the Restricted Report of the incident if there are extenuating circumstances in a deployed environment. Command and installation demographics shall be taken into account when determining the information to be provided. <i>(DoDI 6495.02 March 2013 -E6.1.h.6 – page 46)</i></li> <li>• Direct that the SARC or a SAPR VA be immediately called in every incident of sexual assault on a military installation. There will be situations where a</li> </ul>

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# SAPRO

Sexual Assault Prevention and Response Office

SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>3. Core Competency: Respond to victim reports and manage crises effectively.</b>		
		<p>sexual assault victim receives medical care and a SAFE outside of a military installation through an MOU or MOA with a local private or public sector entity. In these cases, the MOU or MOA will require that victims shall be asked whether they would like the SARC to be notified as part of the MOU or MOA, and, if yes, a SARC or VA shall be notified and shall respond. (DoDI 6495.02 March 2013 – E2.6.c.2 – page 16)</p> <ul style="list-style-type: none"> <li>Explain to the victim that the services of the SARC and SAPR VA are optional and these services may be declined, in whole or in part, at any time. The victim may decline advocacy services, even if the SARC or SAPR VA holds a position of higher rank or authority than the victim. Explain to victims the option of requesting a different SAPR VA (subject to availability, depending on locality staffing) or continuing without SAPR VA services. (DoDI 6495.02 March 2013 - E6.1.h - page 46)</li> </ul>
<p>3.B Address victim safety in crisis situations. (VA only)</p> <p>3.C Facilitate victim risk assessment of victims by High-Risk Response Team. (SARC only)</p>	<p>Choose one or more from the list below:</p> <ul style="list-style-type: none"> <li>Presentation</li> <li>Discussion</li> </ul> <p>Also cover the objective using a:</p> <ul style="list-style-type: none"> <li>Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>Form a High-Risk Response Team if a victim is assessed to be in a high-risk situation. The CMG chair will immediately stand up a multi-disciplinary High-Risk Response Team to continually monitor the victim’s safety, by assessing danger and developing a plan to manage the situation. (DoDI 6495.02 March 2013, E.9.2.h.5 – page 59)               <ol style="list-style-type: none"> <li>The High-Risk Response Team shall be chaired by the victim’s commander and, at a minimum, include the suspect’s commander; the victim’s SARC and SAPR VA; the MCIO, the judge advocate, and the VWAP assigned to the case, victim’s healthcare provider or mental health and counseling services provider; and the personnel who conducted the safety assessment. (DoDI 6495.02 March 2013, E.9.2.h.5.a – page 60)</li> <li>The High-Risk Response Team shall make their first report to the installation commander, CMG chair, and CMG co-chair within 24</li> </ol> </li> </ul>

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

002204



SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>3. Core Competency: Respond to victim reports and manage crises effectively.</b>		
		<p>hours of being activated. A briefing schedule for the CMG chair and co-chair will be determined, but briefings shall occur at least once a week while the victim is on high-risk status. (DoDI 6495.02 March 2013, E.9.2.h.5.b – page 60)</p> <p>c. (The High-Risk Response Team assessment of the victim shall include, but is not limited to evaluating: [Items 1–12] (DoDI 6495.02 March 2013, E.9.2.h.5.c.1-12)</p> <ul style="list-style-type: none"> <li>• Identification of safety issues and their immediate report to the SARC or law enforcement, as appropriate. (DoDI 6495.02 March 2013 - E10.7.c.6 – page 70)</li> </ul>
<p>3.D Explain to victims the purpose for, and procedures of, the SAFE exam IAW DoDI 6495.02 and DD Form 2911.</p>	<p>Choose one or more from the list below:</p> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Discussion</li> </ul> <p>Also cover the objective using a:</p> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Healthcare management of sexual assault and medical resources and treatment options to include the medical examination, the forensic examination, mental health and counseling, pregnancy, and STD/I and HIV. (DoDI 6495.02 March 2013 - E10.7.c.4.n.5 – page 70)”. Enclosure 7,11 d (2) requires healthcare providers to consult with the victim, once clinically stable, regarding further healthcare options to the extent eligible, which shall include, but are not limited to assessment of the risk of pregnancy, options for emergency contraception, and any necessary follow-up and referral services.</li> <li>• Explain SAFE confidentiality to victims and the confidentiality of the contents of the SAFE Kit. (DoDI 6495.02 March 2013 – E6.h.3 – page 46)</li> </ul>
<p>3.E Explain to victims their reporting options (Restricted and Unrestricted) and the related rules and restrictions.</p>	<p>Choose one or more from the list below:</p> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Role Play</li> </ul> <p>Also cover the objective using a:</p>	<p>Explain the available reporting options to the victim:</p> <ul style="list-style-type: none"> <li>• Give the victim a hard copy of the DD Form 2910 with the victim’s signature. (DoDI 6495.02 March 2013 - E6.h.2 - page 46)</li> <li>• Advise the victim to keep the copy of the DD Form 2910 in their personal permanent records as this form may be used by the victim in other matters before other agencies (e.g., Department of Veterans Affairs) or for any other lawful purpose. (DoDI 6495.02 March 2013 - E6.h.2.a – page 46)</li> </ul>

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

002205



SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>3. Core Competency: Respond to victim reports and manage crises effectively.</b>		
	<ul style="list-style-type: none"> <li>Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>The SARC or SAPR VA shall tell the victim of any local or State sexual assault reporting requirements that may limit the possibility of Restricted Reporting. At the same time, the victims shall be briefed of the protections and exception to MRE 514. <i>(DoDI 6495.02 March 2013 - E6.h.1.c – page 46)</i></li> <li>Be trained in and understand the confidentiality requirements of Restricted Reporting and MRE 514. Training must include exceptions to Restricted Reporting and MRE 514. <i>(DoDI 6495.02 March 2013 - E6.1.c – page 44)</i></li> <li>Explain the implications of a victim confiding in another person resulting in a third-party report to command or DoD law enforcement (see Enclosure 4 of this Instruction). <i>(DoDI 6495.02 March 2013 - E6.1.h.4 – page 46)</i></li> <li>Explain the different reporting options, to include the effects of independent investigations (see Enclosure 4 of this Instruction). Explain the exceptions to Restricted Reporting, with special emphasis on suspending Restricted Reporting where it is necessary to prevent or mitigate a serious and imminent threat to the health or safety of the victim or another person. <i>(DoDI 6495.02 March 2013 - E.10.7.b.4 – page 68)</i></li> <li>Consult with command legal representatives, healthcare personnel, and MCIOs, (or when feasible, civilian law enforcement), to assess the potential impact of State laws governing the reporting requirements for adult sexual assault that may affect compliance with the Restricted Reporting option and develop or revise applicable MOUs and MOAs, as appropriate. <i>(DoDI 6495.02 March 2013 - E6.1.h.18 – page 47)</i></li> <li>The SARC or SAPR VA shall tell the victim of any local or State sexual assault reporting requirements that may limit the possibility of Restricted Reporting before proceeding with the SAFE. <i>(DoDI 6495.02 March 2013 - E8.d - page 54)</i></li> </ul>
3.F	<i>Choose one or more from the list</i>	<ul style="list-style-type: none"> <li>Inform the victim that pursuant to their Military Service regulations, each</li> </ul>

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

002206



# SAPRO

Sexual Assault Prevention and Response Office

## SARC/VA SAPR Training – Core Competencies and Learning Objectives

### General Training Requirements Applicable to SAPR Training Course Content

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>3. Core Competency: Respond to victim reports and manage crises effectively.</b>		
Provide victims the opportunity to consult with legal assistance and VWAP staff, using DD Form 2701.	<i>below:</i> <ul style="list-style-type: none"> <li>• Presentation</li> </ul> <i>Also cover the objective using a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	Service member who reports having been sexually assaulted shall be given the opportunity to consult with legal assistance counsel and in cases where the victim may have been involved in collateral misconduct, to consult with defense counsel. The Service member victim shall be informed of the opportunity to consult with legal assistance counsel as soon as the victim seeks assistance from a SARC or SAPR VA. (DoDI 6495.02 March 2013 - E6.h.9. – page 46) <ul style="list-style-type: none"> <li>• An explanation of the roles and responsibilities of the VWAP and DD Form 2701. (DoDI 6495.02 March 2013, - E10.7.b.9.o – page 70)</li> </ul>
3.G Provide information to victims when the alleged perpetrator is the commander or in the victim’s chain of command.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Presentation</li> </ul> <i>Also cover the objective using a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	Providing information to victims when the alleged perpetrator is the commander or in the victim’s chain of command, to go outside the chain of command to report the offense to other commanding officers or an Inspector General. Victims shall be informed that they can also seek assistance from a legal assistance attorney or the DoD Safe Helpline. (DoDI 6495.02 March 2013 - E10.2.d.11 – page 63)
3.H Collaborate with commanders to ensure victims are protected from any intimidation, harassment, violence, or invasion of privacy.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Practical exercise</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of reprisal and retaliation actions against the victim; procedures for responding to reprisal actions and their immediate reporting to the SARC and the VWAP; safety planning to include how to prevent retaliation or reprisal actions against the victim. (DoDI 6495.02 March 2013 – E10.7.c.4.n.7 – page 70)</li> <li>• Separation of the victim and offender as well as the MPO and CPO process. (DoDI 6495.02 March 2013 – E10.7.c.4.n.8 – page 70)</li> </ul>
3.I Inform victims of the option to request an expedited transfer, military protective order, or	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Presentation</li> </ul>	Service members who file an Unrestricted Report of sexual assault shall be informed by the SARC, SAPR VA, or the Service member’s commanding officer (CO) at the time of making the report, or as soon as practicable, of the option to request a temporary or permanent expedited transfer from their assigned

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

002207



**SARC/VA SAPR Training – Core Competencies and Learning Objectives**

**General Training Requirements Applicable to SAPR Training Course Content**

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>3. Core Competency: Respond to victim reports and manage crises effectively.</b>		
civilian protective order.	<i>Also cover the objective using a:</i> <ul style="list-style-type: none"> <li>• Job Aid</li> </ul>	command or installation, or to a different location within their assigned command or installation. The Service members shall initiate the transfer request and submit the request to their COs. <i>(DoDI 6495.02 March 2013 - E5.5.b – page 37)</i>

**SARC/VA SAPR Training – Core Competencies and Learning Objectives**

**General Training Requirements Applicable to SAPR Training Course Content**

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>4. Core Competency: Coordinate services and advocate for victims.</b>		
4.A Apply understanding of the impacts of sexual offenses to select support strategies appropriate for each case.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Practical exercise</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• A review of the issues in victimology.               <ol style="list-style-type: none"> <li>1. Types of assault.</li> <li>2. Health consequences such as mental and physical health.</li> <li>3. Cultural and religious differences.</li> </ol> </li> </ul> <p><i>(DoDI 6495.02 March 2013 - E10.7.c.4.n – page 70)</i></p>
4.B Ensure victim communications are handled as privileged communications and manage disclosure of victim information to other parties.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Practical exercise</li> <li>• Case Study</li> </ul>	The SARC will evaluate the confidential information provided under the Restricted Report to determine whether an exception applies. <ol style="list-style-type: none"> <li>1) The SARC shall disclose the otherwise protected confidential information only after consultation with the staff judge advocate (SJA) of the installation commander, supporting judge advocate or other legal advisor concerned, who shall advise the SARC whether an exception to Restricted Reporting applies. In addition, the SJA, supporting judge advocate, or other legal</li> </ol>

002208

\*Note: An explanation of all adult learning strategies is provided at the end of this document.



**SARC/VA SAPR Training – Core Competencies and Learning Objectives**

**General Training Requirements Applicable to SAPR Training Course Content**

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>4. Core Competency: Coordinate services and advocate for victims.</b>		
		<p>advisor concerned will analyze the impact of MRE 514 on the communications.</p> <p>2) When there is uncertainty or disagreement on whether an exception to Restricted Reporting applies, the matter shall be brought to the attention of the installation commander for decision without identifying the victim (using non-PII information). Improper disclosure of confidential communications under Restricted Reporting, improper release of medical information, and other violations of this guidance are prohibited and may result in discipline pursuant to the UCMJ or State statute, loss of privileges, loss of certification or credentialing, or other adverse personnel or administrative actions. (DoDI 6495.02 March 2013 -E4.5.a.1 and 2 – page 30)</p>
<p>4.C Refer victims to appropriate service resources on and off-base and facilitate referrals to those resources as appropriate.</p>	<p>Choose one or more from the list below:</p> <ul style="list-style-type: none"> <li>• Practical exercise</li> <li>• Case Study</li> </ul>	<p>SARCs shall offer appropriate referrals to sexual assault victims and facilitate access to referrals. Provide referrals at the request of the victim. (a) Encourage sexual assault victims to follow-up with the referrals and facilitate these referrals, as appropriate. (DoDI 6495.02 March 2013 - E6.1.g.5.a – page 45) ”.</p> <p>Enclosure 7,11,d,(2) of the instruction requires healthcare providers to consult with the victim, once clinically stable, regarding further healthcare options to the extent eligible, which shall include, but are not limited to assessment of the risk of pregnancy, options for emergency contraception, and any necessary follow-up and referral services.</p>
<p>4.D Identify policies, procedures, and resources applicable to National Guard and Reserve Component members depending on duty status.</p>	<p>Choose one or more from the list below:</p> <ul style="list-style-type: none"> <li>• Practical exercise</li> <li>• Job Aid</li> </ul>	<ul style="list-style-type: none"> <li>• National Guard (NG) and Reserve Component members who are sexually assaulted when performing active service, as defined in section 101(d)(3) of Reference (d), and inactive duty training. If reporting a sexual assault that occurred prior to or while not performing active service or inactive training, NG and Reserve Component members will be eligible to receive limited SAPR support services from a SARC and a SAPR VA and are eligible to file a Restricted Report.(DoDI 6495.02 March 2013 – 2.b – page 2)</li> <li>• Members of the Reserve Components, whether they file a Restricted or</li> </ul>

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002209



SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>4. Core Competency: Coordinate services and advocate for victims.</b>		
		<p>Unrestricted Report, shall have access to medical treatment and counseling for injuries and illness incurred from a sexual assault inflicted upon a Service member when performing active duty service, as defined in section 101(d)(3) of Reference (d), and inactive duty training. (DoDI 6495.02 March 2013 – E5.4.a – page 36)</p> <ul style="list-style-type: none"> <li>• Medical entitlements remain dependent on a LOD determination as to whether or not the sexual assault incident occurred in an active duty or inactive duty training status. However, regardless of their duty status at the time that the sexual assault incident occurred, or at the time that they are seeking SAPR services (see Glossary), Reserve Component members can elect either the Restricted or Unrestricted Reporting option (see Glossary in Reference (b)) and have access to the SAPR services of a SARC and a SAPR VA. (DoDI 6495.02 March 2013 – E5.4.b – page 36)</li> <li>• In order to competently facilitate referrals, inquire whether the victim is a Reservist or an NG member to ensure that victims are referred to the appropriate geographic location. (DoDI 6495.02 March 2013 – E6.1.g.5.b – page 45)</li> </ul>
<p>4.E Apply the relevant local, State, and international laws and/or agreements and restrictions to victim response and assistance. (SARC only)</p>	<p>Choose one or more from the list below:</p> <ul style="list-style-type: none"> <li>• Practical exercise</li> <li>• Case Study</li> </ul>	<p>Consult with command legal representatives, healthcare personnel, and MCIOs, (or when feasible, civilian law enforcement), to assess the potential impact of State laws governing the reporting requirements for adult sexual assault that may affect compliance with the Restricted Reporting option and develop or revise applicable MOUs and MOAs, as appropriate. (DoDI 6495.02 March 2013 - E6.1.h.18 – page 47)</p>

002210

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to SARC Only



SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>4. Core Competency: Coordinate services and advocate for victims.</b>		
<p>4.F Actively participate in each CMG meeting by presenting oral updates on assigned Unrestricted Report sexual assault victim cases, providing recommendations and, if needed, seeking assistance from the Chair or victim’s commander.</p> <p>4.G Serve as the co-chair of the Case Management Group (CMG) if in the role of installation SARC. (SARC only)</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Required CMG members shall include: victim’s commander; all SARCs assigned to the installation (mandatory attendance regardless of whether they have an assigned victim being discussed); victims’ SAPR VA, MCIO and DoD law enforcement who are involved with and working on a specific case; victims’ healthcare provider or mental health and counseling services provider; chaplain, legal representative, or SJA; installation personnel trained to do a safety assessment of current sexual assault victims; victim’s VWAP representative (or civilian victim witness liaison, if available). MCIO, DoD law enforcement, and the legal representative or SJA shall provide case dispositions. The CMG chair will ensure that the appropriate principal is available. (DoDI 6495.02 March 2013 – E9.1.c – page 57)</li> <li>• The installation SARC shall serve as the co-chair of the CMG. This responsibility is not delegable. If an installation has multiple SARCs on the installation, a Lead SARC shall be designated by the Service concerned, and shall serve as the co-chair. (DoDI 6495.02 March 2013 –E6.1.h.24.a – page 48)</li> </ul>
<p>4.H Retain case documentation for Government and victim, as required by DoDI 6495.02</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Job Aid</li> </ul>	<p>When a victim has a temporary or permanent change of station or is deployed, request victim consent to transfer case management documents and, upon receipt of victim consent, expeditiously transfer case management documents to ensure continuity of care and SAPR services. If the SARC has already closed the case and terminated victim contact, no other action is needed. (DoDI 6495.02 March 2013 –E6.1.h.21 – page 48)</p>

002211

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to SARC Only



# SAPRO

Sexual Assault Prevention and Response Office

SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>4. Core Competency: Coordinate services and advocate for victims.</b>		
4.1 Assist victims in the transfer of case management documents.	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Job Aid</li> </ul>	<p>Store the original DD Form 2910 pursuant to secure storage Military Service regulations and privacy laws. A SARC being reassigned shall be required to assure their supervisor of the secure transfer of stored DD Forms 2910 to the next SARC. In the event of transitioning SARCs, the departing SARC shall inform their supervisor of the secure storage location of the DD Forms 2910, and the SARC supervisor will ensure the safe transfer of the DD Forms 2910. (DoDI 6495.02 March 2013 - E6.1.h.2.b – page 46)</p>

002212

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to SARC Only



# SAPRO

Sexual Assault Prevention and Response Office

SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>5. Core Competency: Conduct Prevention Activities.</b>		
5.A Apply knowledge of sexual assault prevention facts and trends to dispel myths.  5.B Apply knowledge of prevention facts to promote effective strategies for sexual assault prevention and risk reduction, especially bystander intervention.	<i>Use all from the list below</i> <ul style="list-style-type: none"> <li>• Myths – Case Study</li> <li>• Facts and Trends – Presentation</li> </ul>	Identifying prevention strategies and behaviors that may reduce sexual assault, including bystander intervention, risk reduction, and obtaining affirmative consent. (DoDI 6495.02 March 2013 - E10.2.d.8 – page 63)
5.C Explain to personnel the definition of consent and how to determine if consent has been provided.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying prevention strategies and behaviors that may reduce sexual assault, including bystander intervention, risk reduction, and obtaining affirmative consent. (DoDI 6495.02 March 2013 - E10.2.d.8 – page 63)</li> <li>• Defining the meaning of “consent” as defined in DoDD 6495.01 January 2012. (DoDI 6495.02 March 2013 - E10.2.d.3 – page 63)</li> </ul>

002213

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to SARC Only



SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>5. Core Competency: Conduct Prevention Activities.</b>		
5.D Provide information to assist installation senior commander to manage trends and characteristics of sexual assault crimes and mitigate the risk factors that may be present within the command environment. (SARC only)	Choose one or more from the list below: <ul style="list-style-type: none"> <li>• Practical Exercise</li> <li>• Case Study</li> </ul>	Provide information to assist installation commanders to manage trends and characteristics of sexual assault crimes at the Military Service-level and mitigate the risk factors that may be present within the associated environment (e.g., the necessity for better lighting in the showers or latrines and in the surrounding area). (DoDI 6495.02 March 2013 –E6.1.h.1.23 – page 48)

002214

\*Note: An explanation of all adult learning strategies is provided at the end of this document.  
Last Revised: 9 August 2013  
Yellow Highlight: Training Requirement Specific to SARC Only



SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>6. Core Competency: Communicate Effectively.</b>		
6.A Apply the basic principles of interpersonal communication to communicate effectively.	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role-play</li> </ul>	1) Victim assistance personnel communicate effectively with victims. They: a) Recognize and understand basic principles of effective communication, including verbal, nonverbal, and cultural variation.
6.B Apply understanding of cultural diversity to conduct effective interpersonal communication.		
6.C Monitor personal verbal and nonverbal reactions in victim communications to select communication style appropriate to the audience, the situation, and the perceived reception by listener.		

002215

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to SARC Only



# SAPRO

Sexual Assault Prevention and Response Office

SARC/VA SAPR Training –Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>7. Core Competency: Facilitate education and training.</b>		
7.A Apply adult learning theories to deliver effective training to adults.	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> <li>• Role-play</li> </ul>	The SAPR training, at a minimum, shall incorporate adult learning theory, which includes interaction and group participation. (DoDI 6495.02 March 2013 - E10.2.a.2 - page 62)
7.B Facilitate the development and collaboration of SAPR public awareness campaigns, plans local events for Sexual Assault Awareness Month, and publicizes the DoD Safe Helpline on all outreach materials. (SARC only)	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> </ul>	Facilitate the development and collaboration of SAPR public awareness campaigns for victims of sexual assault, including planning local events for Sexual Assault Awareness Month. Publicize the DoD Safe Helpline on all outreach materials. (DoDI 6495.02 March 2013 – E6.1.h.13 – page 47)
7.C Facilitate SAPR education in fulfillment of the annual SAPR training requirements of all DoD personnel in command. (SARC only)	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate education of command personnel on sexual assault and victim advocacy services. (DoDI 6495.02 March 2013 – E6.1.h.10 – page 47)</li> <li>• Facilitate briefings on victim advocacy services to Service members, military dependents, DoD civilian employees (OCONUS), DoD contractors (accompanying the Military Services in contingency operations OCONUS), and other command or installation personnel, as appropriate. (DoDI 6495.02 March 2013 – E6.1.h.11 – page 47)</li> <li>• Facilitate annual SAPR training. (DoDI 6495.02 March 2013 – E6.1.h.12 – page 47)</li> <li>• Report directly to the installation commander in accordance with DoDD 6495.01 January 2012, to include providing regular updates to the installation commander and assist the commander to meet annual SAPR training requirements, including providing orientation briefings for newly assigned</li> </ul>

002216

\*Note: An explanation of all adult learning strategies is provided at the end of this document.



# SAPRO

Sexual Assault Prevention and Response Office

SARC/VA SAPR Training –Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>7. Core Competency: Facilitate education and training.</b>		
		personnel and, as appropriate, providing community education publicizing available SAPR services. <i>(DoDI 6495.02 March 2013 – E6.1.f – page 44)</i>
7.D Train VAs on their duties in victim response, including providing a scenario-based and interactive role play. (SARC only)	Choose one or more from the list below: <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise oversight responsibility for SAPR VAs authorized to respond to sexual assaults when they are providing victim advocacy services. <i>(DoDI 6495.02 March 2013 – E6.1.h.7 – page 46)</i></li> <li>• SAPR VA training shall:               <ul style="list-style-type: none"> <li>○ Provide the responder training requirements in paragraph 7.a. of this enclosure.</li> <li>○ Be scenario-based and interactive. Provide for role play where a trainee SAPR VA counsels a sexual assault victim, and then that counseling session is critiqued by an instructor. <i>(DoDI 6495.02 March 2013 – E10.7.c.1 and 2 – page 69)</i></li> </ul> </li> </ul>

002217

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to SARC Only



# SAPRO

Sexual Assault Prevention and Response Office

## SARC/VA SAPR Training –Core Competencies and Learning Objectives

### General Training Requirements Applicable to SAPR Training Course Content

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>7. Core Competency: Facilitate education and training.</b>		
<p>7.E Facilitate training of healthcare personnel of local private or public sector entities on the SAPR program and policies. (SARC only)</p> <p>7.F Facilitate ongoing training of DoD and civilian law enforcement and criminal investigative personnel on the SAPR policy related to investigations and the roles and responsibilities of the SARC and SAPR VAs. (SARC only)</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with MTFs within their respective areas of responsibility to establish protocols and procedures to direct notification of the SARC and SAPR VA for all incidents of reported sexual assault, and facilitate ongoing training of healthcare personnel on the roles and responsibilities of the SARC and SAPR VAs. (DoDI 6495.02 March 2013 – E6.1.h.19 –page47 )</li> <li>• Facilitate ongoing training of DoD and civilian law enforcement and criminal investigative personnel on the SAPR policy and program and the roles and responsibilities of the SARC and SAPR VAs. (DoDI 6495.02 March 2013 – E6.1.h.17.c –page 47 )</li> </ul>

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\*Note: An explanation of all adult learning strategies is provided at the end of this document.

Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to SARC Only



**SARC/VA SAPR Training – Core Competencies and Learning Objectives**

**General Training Requirements Applicable to SAPR Training Course Content**

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<p><b>8. Core Competency: Uphold ethical standards.</b></p>		
<p>8.A Conduct victim assistance in a professional manner, adhering to the DoD SARC/VA Code of Professional Ethics.</p> <p>8.B Address personal safety and self-care to ensure ongoing health and capability to respond to victims and provide assistance.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Role-play</li> </ul>	<p><u>SARC/SAPR VA Code of Professional Ethics DD Form 2950</u></p> <p>I. In relationships with every victim, the SARC/SAPR VA shall:</p> <ol style="list-style-type: none"> <li>1. Recognize the interests of the victim as a primary responsibility.</li> <li>2. Respect the victim's civil and legal rights, subject only to laws requiring disclosure of information to appropriate other sources.</li> <li>3. Respect the victim's rights to privacy and confidentiality, subject only to laws requiring disclosure.</li> <li>4. Respond compassionately to each victim with personalized services.</li> <li>5. Accept the victim's statement of events as it is told, withholding opinion or judgment, whether or not a suspected offender has been identified, arrested, convicted, or acquitted.</li> <li>6. Provide services to every victim, within policy guidelines set by the DoD and the Services, without attributing blame, no matter what the victim's conduct was at the time of the victimization or at another stage of the victim's life.</li> <li>7. Foster maximum self-determination on the part of the victim.</li> <li>8. Serve as a victim advocate when assigned, and in that capacity, act on behalf of the victim's stated needs and within policy guidelines set by DoD and the Services.</li> <li>9. Should one victim's needs conflict with another's, act with regard to one victim only after promptly referring the other to another qualified SARC/SAPR VA.</li> <li>10. Have no personal or sexual relations with victims currently supported by SARCs or SAPR VAs or with alleged offenders, in recognition that to do so risks exploitation of the knowledge and trust derived from the professional relationship.</li> <li>11. Make victim referrals to other resources or services only in the victim's best interest, avoiding any conflict of interest in the process, and do so in accordance with DoD regulations.</li> </ol> <p>II. In relationships with colleagues, other professionals, and the public, the SARC/SAPR VA shall:</p> <ol style="list-style-type: none"> <li>1. Conduct relationships with colleagues in such a way as to promote mutual respect and improvement of service.</li> <li>2. Conduct relationships with allied professionals such that they are given equal respect</li> </ol>

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

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**SARC/VA SAPR Training – Core Competencies and Learning Objectives**

**General Training Requirements Applicable to SAPR Training Course Content**

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<p><b>8. Core Competency: Uphold ethical standards.</b></p>		
		<p>and dignity as professionals in the victim assistance field.</p> <ol style="list-style-type: none"> <li>3. Take steps to quell negative, insubstantial rumors about colleagues and allied professionals.</li> <li>4. Share knowledge and encourage proficiency and excellence in victim assistance among colleagues and allied professionals, paid and volunteer.</li> <li>5. Provide professional support, guidance, and assistance to new SARCs/SAPR VAs to the field in order to promote consistent quality and professionalism in victim assistance.</li> <li>6. Obey all applicable Federal, DoD, and Service laws and regulations.</li> </ol> <p>III. In her or his professional conduct, the SARC/SAPR VA shall:</p> <ol style="list-style-type: none"> <li>1. Maintain high personal and professional standards in the capacity of a service provider and advocate for victims.</li> <li>2. Seek and maintain a proficiency in the delivery of services to victims.</li> <li>3. Not discriminate against any victim, employee, colleague, allied professional, or member of the public on the basis of age, gender, disability, ethnicity, race, national origin, religious belief, or sexual orientation.</li> <li>4. In accordance with restricted reporting, applicable privileged communications, and all applicable Federal, DoD, and Service privacy laws and regulations, respect the privacy of information provided by the victims served before, during, and after the course of the professional relationship.</li> <li>5. Clearly distinguish in public statements representing one's personal views from positions adopted by organizations for which she or he works or is a member, in accordance with Service policy.</li> <li>6. Not use her or his official position to secure gifts, monetary rewards, or special privileges or advantages.</li> <li>7. Notify competent authorities of the conduct of any colleague or allied professional that constitutes mistreatment of a victim or that brings the profession into disrepute.</li> <li>8. Notify competent authorities of any conflict of interest that prevents oneself or a colleague from being able to provide competent services to a victim, or from working cooperatively with colleagues or allied professionals, or from being impartial in the assistance of any victim.</li> </ol>

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SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>9. Core Competency: Manage the SAPR Program at the installation level.</b>		
<p>9.A Take responsibility as the lead point of contact that coordinates sexual assault response services at the installation. (SARC only)</p>	<p>Choose one or more from the list below:</p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Case Study</li> <li>• Practical Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Serve as the single point of contact to coordinate sexual assault response when a sexual assault is reported. All SARCs shall be authorized to perform victim advocate duties in accordance with Military Service regulations, and will be acting in the performance of those duties. (DoDI 6495.02 March 2013 – E6.1.a – page 44)</li> <li>• Activate victim advocacy 24 hours a day, 7 days a week for all incidents of reported sexual assault occurring either on or off the installation involving Service members and other persons covered by this Instruction. (DoDI 6495.02 March 2013 – E6.1.h.17.a – page 47)</li> <li>• Provide a 24-hour, 7-day per week response capability to victims of sexual assault, to include deployed areas. (DoDI 6495.02 March 2013 – E6.1.g – page 44)</li> <li>• Exercises oversight responsibility for SAPR VAs authorized to respond to sexual assaults, while they are providing victim advocacy services. (DoDI 6495.02 March 2013 – E6.1.h.7 – page 46)</li> <li>• Provide instruction on all details of SAPR VA screening, including:               <ul style="list-style-type: none"> <li>(a) What to do if SAPR VA is a recent victim, or knows sexual assault victims.</li> <li>(b) What to do if SAPR VA was accused of being an offender or knows someone who was accused.</li> <li>(c) Identifying the SAPR VA’s personal biases.</li> <li>(d) The necessary case management skills:                   <ol style="list-style-type: none"> <li>1. Required reports and proper documentation as well as records management.</li> <li>2. Instruction to complete DD Form 2910 and proper storage according to</li> </ol> </li> </ul> </li> </ul>

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

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SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>8. Core Competency: Uphold ethical standards.</b>		
		Federal service privacy regulations. <u>3.</u> Ability to conduct SAPR training, when requested by the SARC or commander. <u>4.</u> Transferring cases to another installation SARC. (DoDI 6495.02 March 2013 – E10.7.b.8 – page 68) <ul style="list-style-type: none"> <li>The SAPR VA will be directly accountable to the SARC in adult sexual assault cases (not under the FAP jurisdiction) and shall provide victim advocacy for adult victims of sexual assault. (DoDI 6495.02 March 2013 – E6.2.a.3.b – page 49)</li> <li>Upon implementation of the D-SAACP, comply with DoD Sexual Assault Advocate Certification requirements. (DoDI 6495.02 March 2013 – E6.1.b – page 44)</li> </ul>
9.B Ensure all sexual assault response services are gender responsive, culturally-competent, and recovery-oriented. (SARC only)	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>Presentation</li> <li>Case Study</li> <li>Practical Exercise</li> </ul>	(4) SARCs shall provide a response that is gender-responsive, culturally-competent, and recovery-oriented. (DoDI 6495.02 March 2013 – E6.1.g.4 – page 45)
9.C Conduct an ongoing assessment of the consistency and effectiveness of the SAPR program within their assigned area of responsibility. (SARC only)	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>Presentation</li> <li>Case Study</li> <li>Practical Exercise</li> </ul>	(15) Conduct an ongoing assessment of the consistency and effectiveness of the SAPR program within the assigned area of responsibility. (DoDI 6495.02 March 2013 – E6.1.h.15 – page 47)

\*Note: An explanation of all adult learning strategies is provided at the end of this document.

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# SAPRO

Sexual Assault Prevention and Response Office

## SARC/VA SAPR Training – Core Competencies and Learning Objectives

### General Training Requirements Applicable to SAPR Training Course Content

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>8. Core Competency: Uphold ethical standards.</b>		
9.D Collaborate with other agencies and activities to improve SAPR responses and support of victims of sexual assault. (SARC only)	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Case Study</li> <li>• Practical Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with other agencies and activities to improve SAPR responses to and support of victims of sexual assault. (DoDI 6495.02 March 2013 – E6.1.h.16 – page 47)</li> <li>• Coordinate medical and counseling services between military installations and deployed units related to care for victims of sexual assault. (DoDI 6495.02 March 2013 – E6.1.h.14 – page 47)</li> <li>• Collaborate with local private or public sector entities that provide medical care Service members or TRICARE eligible beneficiaries who are for sexual assault victims and a SAFE outside of a military installation through an MOU or MOA. (DoDI 6495.02 March 2013 –E6.1.h.20 – page 48)</li> </ul>
9.E Collaborate with commanders, DoD law enforcement, MCIOs, and civilian authorities on public safety, awareness, and prevention measures. (SARC only)	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Case Study</li> <li>• Practical Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain liaison with commanders, DoD law enforcement, and MCIOs, and civilian authorities, as appropriate, for the purpose of facilitating the following protocols and procedures to:               <ul style="list-style-type: none"> <li>○ Collaborate on public safety, awareness, and prevention measures.(DoDI 6495.02 March 2013 – E6.1.h.17.b – page 47)</li> </ul> </li> <li>• Familiarize the unit commanders and supervisors of SAPR VAs with the SAPR VA roles and responsibilities, using the DD Form 2909, “Victim Advocate Supervisor Statement of Understanding.” DD Form 2909 is available via the Internet at <a href="http://www.dtic.mil/whs/directives/infomgt/forms/eforms/dd2909.pdf">http://www.dtic.mil/whs/directives/infomgt/forms/eforms/dd2909.pdf</a>. (DoDI 6495.02 March 2013 –E6.1.h.25– page 49)</li> </ul>
9.F Familiarize unit commanders and supervisors of SAPR VAs with the SAPR VA roles and responsibilities, using DD Form 2909, “Victim Advocate Supervisor Statement of Understanding.” (SARC only)	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Presentation</li> </ul>	Consult with command legal representatives, healthcare personnel, and MCIOs, (or when feasible, civilian law enforcement), to assess the potential impact of State laws governing the reporting requirements for adult sexual assault that may
9.G Assess the potential impact of State laws governing the reporting	<i>Choose one or more from the list below:</i> <ul style="list-style-type: none"> <li>• Presentation</li> </ul>	

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SARC/VA SAPR Training – Core Competencies and Learning Objectives		
General Training Requirements Applicable to SAPR Training Course Content		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<b>8. Core Competency: Uphold ethical standards.</b>		
requirements for adult sexual assault that may affect compliance with the Restricted Reporting option and develop or revise applicable MOUs and MOAs, as appropriate. (SARC only)	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Practical Exercise</li> </ul>	affect compliance with the Restricted Reporting option and develop or revise applicable MOUs and MOAs, as appropriate. (DoDI 6495.02 March 2013 – E6.1.h.18– page 47)
<p>9.H</p> <p>Maintain and manage the input of data into the case file for all reported sexual assault incidents in DSAID, or the DSAID interfaced Military Service data system. (SARC only)</p>	<p>Choose one or more from the list below:</p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Practical Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Enters information into DSAID or Military Service DSAID-interface within 48 hours of the report of sexual assault. In deployed locations that have internet connectivity issues, the time frame is extended to 96 hours. (DoDI 6495.02 March 2013 - E6.1.h.22.a - page 47)</li> <li>• Maintain in DSAID, or the DSAID-interfaced Military Service data system, an account of the services referred to and requested by the victim for all reported sexual assault incidents, from medical treatment through counseling, and from the time of the initial report of a sexual assault through the final case disposition or until the victim no longer desires services. (DoDI 6495.02 March 2013 –E6.1.h.22.b – page 48)</li> </ul>

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Last Revised: 9 August 2013

Yellow Highlight: Training Requirement Specific to SARC Only

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### Adult Learning Strategies Explained

**Practical Exercise.** Technique that allows students to practice the knowledge, skills and attitudes necessary to successfully perform the training objective. Practical Exercises provide students the opportunity to apply what they learned. Practical exercises are most appropriate for skills that are highly critical, difficult to learn, and frequently performed.

**Discussion.** Examples include peer-to-peer, instructor-peer, or small group discussion. This method is used to talk about a particular topic in order to reach a decision or to exchange ideas. Discussions provide an opportunity for students to engage by sharing stories, experiences, and/or knowledge/skills.

**Job Aid.** Examples include checklists, manuals, frequently asked question lists, helpline support. This is a good option to support skills that are performed infrequently, require recall of some technical information, or are less critical and not difficult to learn.

**Role-play.** Assuming the attitudes, actions of another in a situation in order to understand a different point of view or interaction. Role-plays are effective for understanding empathy of a particular person or practicing action assuming a particular role.

**Case Study.** Analysis of persons, events, decisions, etc. to illustrate a main point. Case studies are a good way to provide examples that can provide insight into a situation. They allow students to apply concepts, encourage active learning, provide an opportunity to develop key skills, and increase the students' learning of the topic.

**Demonstration.** Act or process of showing a person, process, or object. Examples include: explanation of a SAFE kit, video showing a victim of sexual assault talking about their experience, etc. Demonstrations provide little to no opportunity for students to engage, and therefore should be used sparingly.

**Presentation.** Formal instruction delivered by a live instructor or web-based instructional module. This method usually involves the use of presentation slides to aid in the facilitation of basic skills and knowledge. Presentations often provide little to no opportunity for students to engage in dialogue and deepen learning, and therefore, should be used sparingly.

0022225

*\*Note: An explanation of all adult learning strategies is provided at the end of this document.*

*Last Revised: 9 August 2013*

*Yellow Highlight: Training Requirement Specific to SARC Only*



UNDER SECRETARY OF DEFENSE  
4000 DEFENSE PENTAGON  
WASHINGTON, D.C. 20301-4000

PERSONNEL AND  
READINESS

SF 9 2013

MEMORANDUM FOR SECRETARIES OF THE MILITARY DEPARTMENTS  
CHAIRMAN OF JOINT CHIEFS OF STAFF  
CHIEF, NATIONAL GUARD BUREAU

SUBJECT: Department of Defense Enhancements to Sexual Assault Prevention and Response Training

Request the attached Department of Defense (DoD) Sexual Assault Prevention and Response Training core competencies and learning objectives be implemented in courses conducted in Fiscal Year 2014.

The National Defense Authorization Act Fiscal Year 2012 section 584 and 585 directs the Military Departments to provide consistent Sexual Assault Prevention and Response (SAPR) Training to members and their civilian employees. On May 3, 2013, the SAPR Office (SAPRO) and Service representatives met to standardize the core competencies and learning objectives for all mandated SAPR training courses.

Ensure implementation notification to my point of contact, Commander Debra Yniguez, Senior Training Officer, DoD SAPRO Office, who can be reached at (571) 372-2641.

*Jessica L. Wright*  
Jessica L. Wright  
Acting

Attachments:  
As stated

- cc:
- Assistant Secretary of Defense for Public Affairs
- Assistant Secretary of Defense for Legislative Affairs
- Assistant Secretary of the Army for Manpower and Reserve Affairs
- Assistant Secretary of the Air Force for Manpower and Reserve Affairs
- Department of Navy Sexual Assault Prevention and Response Office
- DoD Inspector General

DoD Response to RFI 91 – DoD Safe Helpline (RAINN) – video/informational advertisement. On file at the Response Systems Panel and on DVD.

DoD  
**Safe Helpline**

.....  
Sexual Assault Support for the DoD Community

