



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"> • 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> • 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> • 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> 	<ol style="list-style-type: none"> 1. Training should provide sufficient opportunities for active learning so that students have a chance to apply what they learned. <ul style="list-style-type: none"> • <u>Examples of active learning techniques</u> include participating in a Role-play, group discussion, peers helping others learn, etc. • <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. 2. Training should provide an opportunity for students to apply their life experiences. 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. 3. Training should explain the immediate usefulness of the course material. For example, students should be able to clearly see how the learning of a new concept/skill can be used right away. 4. Training should explain the reasons for learning. 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.
<ul style="list-style-type: none"> • 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> • 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> 	<ol style="list-style-type: none"> 5. Training should be tailored to meet the needs of the intended target audience. The course should provide an indication of the training audience and equip students with the necessary skills and tools for successfully performing their job.

*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

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

Standardized Learning Objectives	Recommended Adult Learning Strategies	References
<p>2.A Describe strategies for sexual assault bystander intervention.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> • Discussion • Demonstration • Practical Exercise • Case Study <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> • Job Aid 	<ul style="list-style-type: none"> • 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>) • 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>) • Note: The DoDD 6495.01 January 2012, Part II Definitions provides the definition of consent.
<p>2.B Describe strategies for sexual assault risk reduction.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> • Discussion • Demonstration • Practical Exercise • Case Study <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> • Job Aid 	
<p>2.C Define consent.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> • Presentation • Discussion • Practical Exercise • Case Study <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> • Job Aid 	

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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"> • Presentation • Discussion • Practical Exercise • Case Study • Role-play <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> • Job Aid 	<ul style="list-style-type: none"> • 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>)
<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"> • Presentation • Discussion • Practical Exercise • Case Study <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> • Job Aid 	<ul style="list-style-type: none"> • 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>) • Note: The Victim Advocate – Victim Privilege Military Rule of Evidence (MRE) 514 provides guidance on privileged communication. • This privilege applies to all stages of a UCMJ proceeding—from an initial investigation of the crime by law enforcement to a court-martial

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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"> • Discussion • Practical Exercise • Case Study • Role-play <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> • Job Aid 	<ul style="list-style-type: none"> • 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) • Note: The Victim Advocate – Victim Privilege Military Rule of Evidence (MRE) 514 provides guidance on privileged communication.
<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"> • Presentation • Practical Exercise • Case Study <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> • Job Aid 	
<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"> • Presentation • Practical Exercise • Job Aid 	<ul style="list-style-type: none"> • 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) • 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. • 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) • 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)

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<p>3.F Identify command personnel roles and responsibilities.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Presentation • Practical Exercise • Job Aid 	<ul style="list-style-type: none"> • 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)
<p>3.G Describe procedures for expedited transfer and Military Protective Orders (MPOs).</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Presentation • Practical Exercise • Job Aid 	<ul style="list-style-type: none"> • Discussing expedited transfers and MPO procedures. (DoDI 6495.02 March 2013 - E10.2.d.10- page 63) • 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)
<p>3.H Describe the procedure when the alleged perpetrator is the commander or in the victim's chain of command.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> • Presentation • Practical Exercise • Role-play <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> • Job Aid 	<ul style="list-style-type: none"> • 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. (DoDI 6495.02 March 2013 - E10.2.d.11 - page 63) • 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)
<p>3.I Identify the document retention schedules for the DD Forms 2910 and 2911 and how they are used in VA benefit applications.</p>	<p><i>Choose one or more from the list below:</i></p> <ul style="list-style-type: none"> • Presentation • Discussion • Practical Exercise <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> • Job Aid 	<ul style="list-style-type: none"> • 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)

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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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