



Terminal Learning Objectives

Sexual Assault Prevention

Prevention training is imperative to ending sexual assault in the military. The **Terminal Learning Objectives (TLOs)** are designed to provide Service members the awareness, skillset, and knowledge they need to be part of the solution. The following TLOs will guide Service members throughout their career progression to provide them with the most relevant, impactful training at each stage.

Policy Reference	Behavioral Indicators/ Desired Outcomes	Terminal Learning Objective	Career Progression
<p>4.3a</p> <p>Initial sexual assault prevention education and training will provide new Service members and DoD civilian personnel with introductory, basic-level sexual assault prevention knowledge and skills, and begins acculturation into the military and associated DoD, military, and Service core values.</p> <p>It will focus on the fundamentals of sexual assault prevention, and will be provided within 14 days of initial entrance into active duty (to include cadets or midshipmen at the Service Academies) or the member's initial entrance into a duty status with a Reserve Component.</p> <p>This training is required by Section 1746 of Public Law 113-66 and Section 585 of Public Law 112-81. At a minimum, initial entry education and training will include the following competencies and topical training requirements.</p>			
4.3a	Promote DoD, military, and Service core values to reinforce social norms that prevent sexual assault and other related violent, harmful, or abusive acts across the continuum of harm	Participants will be able to identify sexual assault and other negative behaviors across the continuum of harm and understand that these are both preventable and against DoD and Service core values and norms	Initial Entry
4.3a(1)	Support and maintain protective and professional organizational climates that ensure the safety of all team members	Participants will identify positive behaviors, such as healthy relationships and interactions, civility, the promotion of help-seeking behaviors, effective communication, healthy boundaries, and active listening which, in an organized environment, promote good order and discipline and a healthy climate	Initial Entry
4.3a(2)	Develop and apply skills that contribute to primary prevention of sexual assault and, as determined by the Military Services or NGB, other related violent, harmful, or abusive acts	Participants will practice identified skills to promote positive behavior and a healthy climate and Service core values, including those that shape safe and respectful climates	Initial Entry



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<p>4.3b</p> <p>Accession sexual assault prevention education and training will provide Service members in the accessions process with introductory, basic-level SAPR knowledge tailored to their unique situations. Individuals entering into the Delayed Entry Program are included in accession training requirements.</p> <p>This training is required by Section 1746 of Public Law 113-66 and Section 585 of Public Law 112-81, and will be conducted in accordance with DoDI 6400.ef and Service guidelines. At minimum, accession education and training will include the following competencies and topical training requirements.</p>			
<p>4.3b(1)</p>	<p>Promote DoD, military, and Service core values to reinforce social norms that prevent sexual assault and other related violent, harmful, or abusive acts across the continuum of harm</p>	<p>Participants will understand how applying their Services core values may prevent sexual assault</p>	<p>Accessions</p>
<p>4.3b(2)</p>	<p>Support and maintain protective and professional organizational climates that ensure the safety of all team members</p>	<p>Participant will describe how a professional organizational climate can reduce sexual assault and explain that sexual and disrespectful comments and behaviors contribute to the perception of a permissive command climate</p>	<p>Accession</p>
<p>4.3b(3)</p>	<p>Develop and apply skills that contribute to primary prevention of sexual assault and, as determined by the Military Services or NGB, other related violent, harmful, or abusive acts</p>	<p>Participants will describe the difference between positive and negative bystander behaviors, and explain how to engage in positive behaviors</p>	
<p>4.3c</p> <p>Pre-deployment sexual assault prevention education and training for Service members, to include Title 10 and Title 32 mobilization orders over 30 days, will provide event and condition-based learning that prepares individuals and units to conduct prevention activities within a contingency environment and with different available resources. It will be conducted in accordance with DoDI 6400.ef and Service guidelines. Pre-deployment education and training should focus on aspects of prevention activities that may be different within a deployed environment, and at minimum include the following competencies and topical training requirements.</p>			
<p>4.3c(1)</p>	<p>Support and maintain protective and professional organizational climates that ensure the safety of all team members</p>	<p>Reoccurring meeting with Service SAPR leaders. This iteration will focus on prevention strategy tasks</p>	<p>Pre-deployment</p>

DEPARTMENT OF DEFENSE
SEXUAL ASSAULT PREVENTION AND RESPONSE OFFICE
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4.3c(2)	Safe Helpline 101 Presentation	Virtual Safe Helpline 101 presentation for soldiers at 978 th QC	Pre-deployment
4.3c(3)	National Organization for Victim Assistance (NOVA) Training Event	Training event to provide DoD specific continuing education units to Sexual Assault Response Coordinators and SAPR Victim Advocates; Briefings and opening remarks from the Deputy Director	Pre-deployment
4.3d	Post-deployment sexual assault prevention education and training for Service members will prepare individuals and units for reintegration. It will be conducted in accordance with DoDI 6400.ef and Service guidelines. Post-deployment education and training should focus on aspects of prevention activities that may be different during reintegration	Participants will identify risk and protective factors present in a post deployment environment	Post-deployment
4.3e	<p>Annual refresher sexual assault prevention education and training for all Service members and DoD civilian personnel will be executed within the course of a year, with implementation in accordance with Service, Joint Staff, and NGB guidance. It will provide recurring foundational learning that reinforces the basic and essential individual-level knowledge, skills, and attitudes required of all Service members and DoD civilian personnel who enable and support prevention activities in accordance with DoDI 6400.ef. This training is required by Section 585 of Public Law 112-81, Section 535 of Public Law 115-91, and Section 540D of Public Law 116-92. At a minimum, annual refresher education and training will include the following competencies and topical training requirements.</p>		
4.3e(1)	Promote DoD, military, and Service core values to reinforce social norms that prevent sexual assault and other related violent, harmful, or abusive acts across the continuum of harm	After instruction, participants will be able to explain why intervention is critical to the prevention of sexual assault in the military and will understand that prevention is a critical component of DoD and Service core values and norms	Annual Refresher
4.3e(2)	Support and maintain protective and professional organizational climates that ensure the safety of all team members	Participants will recognize and explain how professional organizations contribute to operational readiness through the safety of team members	Annual Refresher



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4.3e(3)	Develop and apply skills that contribute to primary prevention of sexual assault and, as determined by the Military Services, other related violent, harmful, or abusive acts	Participants will identify and explain how they can foster an environment of dignity and respect in their organizations	Annual Refresher
<p>4.4c</p> <p>Military specialized leadership training will be tailored for specific leadership levels and experience. This includes training specific for GO/FOs and SES, commanders, senior enlisted leaders, Basic Military Training instructors, recruiters, and supervisors or managers of civilian personnel and is It should not be a repetition of annual refresher training, but will provide role specific, functionally oriented learning that addresses the unique requirements of leadership positions in the support, execution, and institutionalizing comprehensive sexual assault prevention. It will be conducted in accordance with DoDI 6400.ef and Service guidelines. Scope and content are tailored to reflect the level of authority. Military Recruiters, Personnel Temporarily Assigned to Assist Recruiters, Drill Instructors or Sergeants, and Instructors at Formal Service Schools Education and Training.</p>			
4.4c(1)	Promote DoD, military, and Service core values to reinforce social norms that prevent sexual assault and other related violent, harmful, or abusive acts across the continuum of harm	Participants will identify how senior military leaders impact positive social norms	GO/FO/SES
4.4c(2)	Support and maintain protective and professional organizational climates that ensure the safety of all team members	Participants will determine how they can remove barriers to prevention, including bystander intervention	GO/FO/SES
4.4c(3)	Develop and apply skills that contribute to primary prevention of sexual assault and, as determined by the Military Services or NGB, other related violent, harmful, or abusive acts	Participants will analyze how their experience and position can contribute to institutionalizing primary prevention	GO/FO/SES
4.4d	Military Recruiters, Personnel Temporarily Assigned to Assist Recruiters, Drill Instructors or Sergeants, and Instructors at Formal Service Schools Education and Training	Participants will: <ul style="list-style-type: none"> ■ Understand how being in a position of authority may magnify their behavior, especially among new or younger members ■ Describe how sexual assault and behaviors across the continuum of harm are incompatible with military core values ■ Define and describe how specific biases influence and are used to justify sexual assault and related harmful or abusive acts 	Special Assignment