



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"> 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> 	<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.S2.d - page 63)</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.



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"> • Presentation • Discussion <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> • Job Aid 	<ul style="list-style-type: none"> • 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) • 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)
<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"> • Presentation • Discussion <p><i>Also cover the objective in a:</i></p> <ul style="list-style-type: none"> • Job Aid 	<ul style="list-style-type: none"> • Explain MRE 514. (DoDI 6495.02 March 2013 - E10.3.e.3 - page 65)
<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"> • Presentation • Discussion 	<ul style="list-style-type: none"> • 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)

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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.

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

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