



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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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><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> <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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**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. <i>(DoDI 6495.02 March 2013 - E10.2.d.1 - page 63)</i></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. <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>• 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>• 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> </ul>

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**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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**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. (DoDI 6495.02 March 2013 - E10.3.c.2.a - page 64)</p>

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**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. (DoDI 6495.02 March 2013 - E10.2.d.3 - page 63)</li> <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>

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**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. (DoD/6495.02 March 2013 E10.3.c.2.c - page 64)</p>

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**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>

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**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. <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 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>• 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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**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>

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**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>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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### 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.

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**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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