Pre-Command Course / Senior Enlisted Leader SAPR Training – Core Competencies and Learning Objectives	
General Training Requirements Applicable to All SAPR Training Course Design	
Policy Reference	**Adult Learning Theory Considerations**

• 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)*
• 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. *(DoDI 6495.02 March 2013 – E10.3.b.2 – page 64)*
• Deliver to Service members in a joint environment (where other services are present) from their respective Military Services and incorporate adult learning theory. *(DoDI 6495.02 March 2013 – E10.3.b.3 – page 64)*
	1. **Training should provide sufficient opportunities for active learning so that students have a chance to apply what they learned.**
	  • Examples of active learning techniques include participating in a Role-play, group discussion, peers helping others learn, etc.
	  • 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.

	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.
• 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)* • Deliver to Service members in a joint environment (where other services are present) from their respective Military Services and incorporate adult learning theory. *(DoDI 6495.02 March 2013 – E10.3.b.3 – page 64)*	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.

Pre-Command Course / Senior Enlisted Leader SAPR Training – Core Competencies and Learning Objectives		
1. Core Competency (Sexual Assault): Refresh understanding of basic concepts of sexual assault and its impact on the military.		
Standardized Learning Objectives	**Recommended Adult Learning Strategies***	**References**
1.A Identify the impacts of sexual assault	*Use both of the strategies listed below:* • Discussion • Job Aid	• Pre-command training shall occur prior to filling a command position. **Mirror the General Training Requirements** in Enclosure 2 *(DoDI 6495.02 March 2013)* • The personnel trained shall include all officers who are selected for command and the unit's senior enlisted Service member. **The required subject matter for the training shall be appropriate to the level of responsibility and commensurate with level of command**. *(DoDI 6495.02 March 2013 – E 10.3.c.2.c. – page 65)*
1.B Recognize sexual assault myths, facts, and trends.	*Choose one or more from the list below:* • Discussion • Case Study • Practical Exercise	• **Explain rape myths, facts, and trends.** *(DoDI 6495.02 March 2013 – E 10.3.c.2.c. – page 65-66)*
1.C Define sexual assault and sexual harassment, differentiate between the two, and review the relevant articles of the Uniform Code of Military Justice.	*Use all of the strategies listed below:* • Presentation • Discussion • Job Aid	• **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)* • **Note:** The DoDD 6495.01 January 2012, Part II Definitions provides the definition of sexual assault.

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

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Pre-Command Course / Senior Enlisted Leader SAPR Training – Core Competencies and Learning Objectives		
2. Core Competency (Prevention): Understand risks and circumstances associated with sexual assault incidence and the proactive measures to prevent sexual assault and associated destructive behaviors within their command.		
Standardized Learning Objectives	**Recommended Adult Learning Strategies**	**References**
2.A Recognize environments where sexual offenses occur.	*Choose one or more from the list below:* - Discussion - Demonstration - Practical Exercise - Case Study	• <u>COMMANDER SAPR PREVENTION PROCEDURES</u> (e) **Identifies and remedies environmental factors** specific to the location that may facilitate the commission of sexual assaults (e.g., insufficient lighting). (*DoDI 6495.02 March 2013 – E5.8 – page 42*) • **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*) • **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*) • **Note:** The DoDD 6495.01 January 2012, Part II Definitions provides the definition of consent.
2.B Define and identify strategies for bystander intervention.	*Choose one or more from the list below:* - Discussion - Demonstration - Practical Exercise - Case Study *Also support the objective in a:* - Job Aid	
2.C Define and identify strategies for risk reduction.	*Choose one or more from the list below:* - Presentation - Discussion - Practical Exercise - Case Study	
2.D Define and identify strategies for obtaining affirmative consent.	Discussion	
2.E Identify command climate strategies for preventing sexual assaults	*Choose one or more from the list below:* - Discussion - Practical Exercise - Case Study	

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

Pre-Command Course / Senior Enlisted Leader SAPR Training – Core Competencies and Learning Objectives		
3. Core Competency (Prevention): Understand risks and circumstances associated with sexual assault incidence and the proactive measures to prevent sexual assault and associated destructive behaviors within their command.		
Standardized Learning Objectives	**Recommended Adult Learning Strategies**	**References**
3.A Recognize the impact of trauma on the victim's behavior and ability to communicate clearly.	*Choose two or more from the list below:* • Presentation • Discussion • Practical Exercise • Case Study • Role-play	• **Explain the range of victim responses to sexual assault** *(DoDI 6495.02 March 2013 – E10.7.a.2 – page 68)*
3.B Employ tactics to minimize re-victimization	*Choose two or more from the list below:* • Presentation • Discussion • Practical Exercise • Case Study • Role-play	• **Victimization process, including re-victimization and secondary victimization.** *(DoDI 6495.02 March 2013 – E10.7.a.2.d. – page 68)*
3.C Identify commander responsibilities for sexual assault response, privileged communications, victim care and encourage victims to report sexual assault.	*Choose two or more from the list below:* • Presentation • Discussion • Practical Exercise • Case Study • Role-play Also support with a job aid	• **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. *(DoDI 6495.02 March 2013 – E4.4.b – page 29)* • **This privilege applies to all stages of a UCMJ proceeding**—from an initial investigation by law enforcement to a court-martial *(DoDI 6495.02 March 2013 – E4.4.b – page29)*

3.D Identify local resources available to victims of sexual assault, to include options for continuity of care for the Total Force.	• Presentation • Discussion	• 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)* • **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. (DoDI 6495.02 March 2013 – E7.11.d.2 – page 52) • 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)*
3.E Describe the two sexual assault reporting options and their advantages and limitations.	*Choose one or more from the list below:* • Presentation • Discussion • Practical Exercise	• **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)*
3.F Identify the procedure for providing information to victims of sexual assault when the alleged perpetrator is the commander or in the victim's chain of command.	• Presentation	• **When the alleged perpetrator is the commander or otherwise in the victim's chain of command, the SARC shall inform such victims** of the opportunity to go outside the chain of command to report the offense to MCIOs, 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 – E5.5.b.3 – page 38)*

| 3.G Identify the differences with reporting options for DoD civilians, contractors, and dependents 18 years or older who are in the Continental United States and Outside the Continental United States. | • Support with a job aid | • **DoD civilian employees and their family dependents and DoD contractors are only eligible for Unrestricted Reporting and for limited emergency care medical services at an MTF**, unless that individual is otherwise eligible as a Service member or TRICARE beneficiary of the military health system to receive treatment in an MTF at no cost to them. *(DoDI 6495.02 March 2013 – E4.4.1 – page 25)* |

Pre-Command Course / Senior Enlisted Leader SAPR Training – Core Competencies and Learning Objectives		
4. Core Competency (Reporting and Response): Understand the essential elements of quality victim care response programs and roles and responsibilities of victim service providers.		
Standardized Learning Objectives	**Recommended Adult Learning Strategies**	**References**
4.A Recognize commander responsibilities regarding sexual assault investigative procedures.	Presentation	• **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)* • **Ensure that resolution of Unrestricted Report sexual assault cases shall be expedited**. (1) A unit commander who receives an Unrestricted Report of a sexual assault shall immediately refer the matter to the appropriate MCIO, to include any offense identified by Reference (d). A unit commander shall not conduct internal command directed investigations on sexual assault (i.e., no referrals to appointed command investigators or inquiry officers) or delay immediately contacting the MCIOs while attempting to assess the credibility of the report. *(DoDI 6495.02 March 2013 – E5.3.h.1 – page 34)* • **Note:** The Victim Advocate – Victim Privilege Military Rule of Evidence (MRE) 514 provides guidance on privileged communication.
4.B Recognize commander responsibilities during the judicial process.	Presentation	• **The CMG chair (Installation CO) will require that the appropriate paperwork (pursuant to Service regulation) is submitted** for each case disposition within 24 hours, which shall be inputted into DSAID or a DSAID Service interface system by the designated officials. *(DoDI 6495.02 March 2013 – E9.2.2 – page 59)* • **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 of the reported assault, and to the extent permitted pursuant to Reference (x), Public Law 104-191, and section 552a of title 5, U.S.C. (References (ae) and (af)). 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 33)*

Pre-Command Course / Senior Enlisted Leader SAPR Training – Core Competencies and Learning Objectives		
5. Core Competency (Reporting and Response): Understand commander's and senior enlisted leader's roles in fostering a command environment free of sexual assault		
Standardized Learning Objectives	**Recommended Adult Learning Strategies**	**References**
5.A Understand the applicable SAPR programs, policies, and procedures.	*Choose two or more from the list below:* • Presentation • Practical Exercise • Case Study	• **COMMANDER SAPR RESPONSE PROCEDURES. Each Commander shall:** Encourage the use of the commander's sexual assault response protocols for Unrestricted Reports as the baseline for commander's response to the victim, an offender, and proper response of a sexual assault within a unit. The Commander's Sexual Assault Response Protocols for Unrestricted Reports of Sexual Assault are located in the SAPR Policy Toolkit, on www.sapr.mil. These protocols maybe expanded to meet Military Service-specific requirements and procedures. *(DoDI 6495.02 March 2013 – E5.3.a – page 32)*
5.B Identify key elements of an effective command SAPR program, to include roles and responsibilities of key personnel	*Use all of the strategies listed below:* • Presentation • Practical Exercise • Job Aid	
5.C Identify strategies for assessing and improving command's SAPR program.	*Choose two or more from the list below:* • Presentation • Practical Exercise • Case Study	• **Meet with the SARC within 30 days of taking command for one-on-one SAPR training.** The training shall include a trends brief for unit and area of responsibility and the confidentiality requirements in Restricted Reporting. The commander must contact the judge advocate for training on the MRE 514 privilege. *(DoDI 6495.02 March 2013 – E5.3.b – page 32)*

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.