



Chaplain 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> 	<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> 	<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.



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1. Core Competency: Demonstrate awareness of the SAPR program.

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<p>1.A Summarize the critical issues in combatting sexual assault in the military.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Presentation • Discussion • 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. (<i>DoDI 6495.02 March 2013 - E10.2.d.7 - page 63</i>) • Explain the different sexual assault response policies and critical issues. <ol style="list-style-type: none"> 1. DoD SAPR policy, including the role of the SARC, SAPR VA, victim witness liaison, and CMG. 2. Military Service-specific policies. 3. Unrestricted and Restricted Reporting as well as MRE514. 4. Exceptions to Restricting Reporting and limitations to use. 5. Change in victim reporting preference election. 6. Victim advocacy resources. (<i>DoDI 6495.02 March 2013 - E10.7.a.2.a1,2 – page 67</i>)
<p>1.B Describe DoD and military Service-specific SAPR policies, including SAPR roles and responsibilities.</p>		
<p>1.C Demonstrate awareness of sexual assault policies and procedures in their command and in forward-deployed locations, including remote locations.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Presentation • Discussion • Job Aid 	<ul style="list-style-type: none"> • Describe local policies and procedures with regards to local resources, referrals, procedures for military and civilians as well as collaboration and knowledge of resources and referrals that can be utilized at that specific geographic location. (<i>DoDI 6495.02 March 2013 - E10.7.a.2.c – page 67</i>) • Explain deployment issues, including remote location assistance. (<i>DoDI 6495.02 March 2013 - E10.7.a.2.e – page 67</i>)
<p>1.D Describe the possible flow and outcomes of sexual assault investigations.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Case Study • Discussion 	<ul style="list-style-type: none"> • Explain the possible outcomes of investigations of sexual assault. (<i>DoDI 6495.02 March 2013 - E10.7.a.2.f– page 67</i>) • Explain the possible flow of a sexual assault investigation. (See flowchart in the SAPR Policy Toolkit, located at www.sapr.mil.) (<i>DoDI 6495.02 March 2013 - E10.7.a.2.g– page 67</i>)

*Note: An explanation of all adult learning strategies is provided at the end of this document.
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2. Core Competency: Demonstrate awareness of the impact of sexual assault on victims.		
Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<p>2.A Recognize the range of reactions to victimization and the impact of trauma on the victim's behavior and ability to communicate clearly.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Demonstration • Role-play 	<ul style="list-style-type: none"> • Explain the range of victim responses to sexual assault to include: <ol style="list-style-type: none"> 1. Victimization process, including re-victimization and secondary victimization. 2. Counterintuitive behavior. 3. Impact of trauma on memory and recall. 4. Potential psychological consequences, including acute stress disorder and post-traumatic stress disorder. (<i>DoDI 6495.02 March 2013 - E10.7.a.2.d – page 67</i>) Include: <ol style="list-style-type: none"> (a) Necessary counseling skills. (b) Basic interpersonal and assessment skills. <ol style="list-style-type: none"> 1. Appropriate relationship and rapport building. 2. Sensitivity training to prevent re-victimization. (<i>DoDI 6495.02 March 2013 - E10.7.c.4.a,b – page 69,</i>
<p>2.B Demonstrate sensitivity in interactions with victims and avoid re-victimization.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Demonstration • Role-play 	<p>Include:</p> <ol style="list-style-type: none"> (a) Necessary counseling skills. (b) Basic interpersonal and assessment skills. <ol style="list-style-type: none"> 1. Appropriate relationship and rapport building. 2. Sensitivity training to prevent re-victimization. (<i>DoDI 6495.02 March 2013 - E10.7.c.4.a,b – page 69,</i>

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<p>2.C Educate victims on self-care strategies to prevent re-victimization.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Practical Exercise • Case Study 	<p>Include:</p> <p>(a) Necessary counseling skills.</p> <p>(b) Basic interpersonal and assessment skills.</p> <ol style="list-style-type: none"> 1. Appropriate relationship and rapport building. 2. Sensitivity training to prevent re-victimization. (DoDI 6495.02 March 2013 - E10.7.c.4.a,b - page 69)
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3. Core Competency: Provide effective care to those impacted by sexual assault.

Standardized Learning Objectives	Recommended Adult Learning Strategies*	References
<p>3.A Listen attentively to victims and alleged offenders and use the information they provide to identify crisis situations and offer appropriate care.</p>	<p><i>Use all of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Practical Exercise • Discussion 	<p>How to support victims with discussion on sensitivity of chaplains in addressing and supporting sexual assault victims, identifying chaplain’s own bias and ethical issues, trauma training with pastoral applications, and how to understand victims’ rights as prescribed in References (w) and (ae). (DoDI 6495.02 March 2013 - E10.7.i.3.b – page 76)</p>
<p>3.B Identify and apply effective strategies to provide victim and alleged offenders care in contingency and remote areas.</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Discussion • Case Study • Practical Exercise <p><i>Also cover this objective with a:</i></p> <ul style="list-style-type: none"> • Job Aid 	<ul style="list-style-type: none"> • Explain deployment issues, including remote location assistance. (DoDI 6495.02 March 2013 - E10.7.a.2.e – page 67) • Pre-deployment SAPR training shall focus on the counseling services needed by sexual assault victims and offenders in contingency and remote areas. (DoDI 6495.02 March 2013 - E10.7.i.2 – page 76)

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<p>3.C Explain Chaplain’s confidentiality and role in Sexual Assault support.</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Presentation • Discussion • Case Study • Practical Exercise <p><i>Also cover this objective with a:</i></p> <ul style="list-style-type: none"> • Job Aid 	<p>Privileged communications and the Restricted Reporting policy rules and limitations, including legal protections for chaplains and their confidential communications, assessing victim or offender safety issues (while maintaining chaplain’s confidentiality), and MRE 514. (DoDI 6495.02 March 2013 - E10.7.i.3.a – page 76)</p>
<p>3.D Refer victims and alleged offenders to appropriate resources regarding their situation.</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Presentation • Discussion • Case Study <p><i>Also cover this objective with a:</i></p> <ul style="list-style-type: none"> • Job Aid 	<ul style="list-style-type: none"> • Explain the possible outcomes of investigations of sexual assault. • Explain the possible flow of a sexual assault investigation. (See flowchart in the SAPR Policy Toolkit, located at www.sapr.mil) (DoDI 6495.02 March 2013 - E10.7.a.2.f, g – page 67) • Other counseling and support topics. Offender counseling should include assessing and addressing victim and offender safety issues while maintaining confidentiality; and counseling an offender when the victim is known to the chaplain (counseling both the offender and the victim, when there is only one chaplain at a military installation). (DoDI 6495.02 March 2013 - E10.7.i.3.c.1 – page 76)
<p>3.E Assess and address victim and alleged offender safety issues.</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Presentation • Discussion 	<p>Privileged communications and the Restricted Reporting policy rules and limitations, including legal protections for chaplains and their confidential communications, assessing victim or offender safety issues (while maintaining chaplain’s confidentiality), and Executive Order Military Rules of Evidence 514. (DoDI 6495.02 March 2013 - E10.7.i.3.a – page 76)</p>
<p>3.F Provide support to sexual assault witnesses, bystanders, and any other unit members impacted by the crime, addressing the effects of trauma and stress</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Presentation • Discussion • Practical Exercise • Role-play 	<p>Potential distress experienced by witnesses and bystanders over the assault they witnessed or about which they heard. (DoDI 6495.02 March 2013 - E10.7.i.3.c.2– page 76)</p>



<p>3.G Provide support to sexual assault first responders (SARCs, SAPR VAs, healthcare personnel, chaplains, JAGs, law enforcement, or any other professionals) regarding the secondary effects of trauma and stress.</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Presentation • Discussion • Practical Exercise • Role-play 	<p>Counseling for SARCs, SAPR VAs, healthcare personnel, and chaplains, JAGs, law enforcement or any other professionals, who routinely work with sexual assault victims and may experience secondary effects of trauma. (DoDI 6495.02 March 2013 - E10.7.i.3.c.3 – page 76)</p>
<p>3.H Provide guidance to unit members on how to mitigate the impact of sexual assault in the unit, while keeping in mind the needs and concerns of the victim, the alleged offenders and their families.</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Presentation • Discussion • Practical Exercise 	<p>Providing guidance to unit members and leadership on how to mitigate the impact that sexual assault has on a unit and its individuals, while keeping in mind the needs and concerns of the victim. (DoDI 6495.02 March 2013 - E10.7.i.3.c.4 – page 76)</p>
<p>3.I Provide guidance to command leadership team on how to mitigate the impact of sexual assault in the unit, while keeping in mind the needs and concerns of the victim, the alleged offenders and their families.</p>	<p><i>Use any of the strategies listed below:</i></p> <ul style="list-style-type: none"> • Presentation • Discussion • Practical Exercise 	<p>Providing guidance to unit members and leadership on how to mitigate the impact that sexual assault has on a unit and its individuals, while keeping in mind the needs and concerns of the victim. (DoDI 6495.02 March 2013 - E10.7.i.3.c.4 – page 76)</p>



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: an example 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.