Department of Defense (DoD) SPARX Knowledge Training Program Survey

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Introduction (Landing Page)

Welcome to the DoD SPARX Knowledge Survey

AGENCY DISCLOSURE NOTICE

The public reporting burden for this collection of information, 0704-XXXX, is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or burden reduction suggestions to the Department of Defense, Washington Headquarters Services, at whs.mc-alex.esd.mbx.dd-dod-information-collections@mail.mil. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.

Please click on the 'NEXT' button below to access the survey.

This survey is being administered on behalf of the Department of Defense (DoD) Sexual Assault Prevention and Response Office (SAPRO) by NORC at the University of Chicago (NORC). NORC is a non-partisan, objective research institute that provides rigorous and reliable research and evaluation services to clients. DoD SAPRO has contracted with NORC to evaluate the SPARX training program.

Please click on the 'NEXT' button below to access the survey.

Welcome to the DoD SPARX Knowledge survey. The DoD SPARX Knowledge survey is part of an evaluation of the DoD SPARX Knowledge training curriculum developed by the Department of Defense's Violence Prevention Cell in the Office of Force Resiliency. The evaluation goal is to understand what prevention personnel learn as a result of participating in the training. We are asking all individuals who participate in the training to fill out this survey. The survey asks questions about your knowledge of violence prevention, your experiences implementing prevention activities in your service and some questions about yourself.

The survey should take about 30 minutes to complete.

Informed Consent

Dear Participant,

Please read the privacy and confidentiality advisory statement below. After reading, please click below to indicate whether you **agree** or **do not agree**—to the terms and conditions of this statement.

PRIVACY AND CONFIDENTIALITY ADVISORY STATEMENT

The DoD SAPRO office has partnered with NORC to evaluate the effectiveness of the DoD SPARX Knowledge training for prevention personnel. Your answers to this survey will be kept confidential. No personally identifying information such as your name or military/civilian records, will be linked to your survey response. NORC will analyze the data, combine your answers with the answers of other participants, and provide a summary report to DoD SAPRO. This summary information will be treated in a way that makes it difficult for DoD SAPRO to identify any individual based on their responses to this survey. NORC will also provide DoD SAPRO with a de-identified dataset. NORC staff have been trained to protect your individual survey responses and are subject to civil penalties for violating your confidentiality. DoD SAPRO has agreed to these conditions to protect your privacy and confidentiality.

- ☐ Yes, I agree to the terms and conditions of the privacy and confidentiality advisory statement.
- ☐ No, I do not agree to the terms and conditions of the privacy and confidentiality advisory statement.

INFORMED CONSENT STATEMENT

Dear Participant,

You are being asked to complete a survey for the DoD SPARX Knowledge training. Please read the Informed Consent Statement and indicate below whether you **consent** or **do not consent** to participate in the survey.

Survey Contractors: DoD SAPRO has contracted with NORC, a non-partisan objective research institution that provides rigorous and reliable data analysis to government, corporate and nonprofit clients to guide critical programmatic, business and policy decisions.

Purpose: The purpose of this survey is to understand the content knowledge and implementation experiences of prevention personnel who are scheduled to participate in (or who have completed) the DoD SPARX Knowledge training. The information will be used to evaluate the effectiveness of the training.

Selection: All individuals who participate in the DoD SPARX Knowledge training are being asked to complete the survey.

Length: This survey will take approximately 30 minutes to complete.

Voluntary Participation: Your participation in this survey is voluntary which means no negative action will be taken against you should you choose not to complete the survey. Your decision to participate will not affect assignments, promotions, or benefits to which you are entitled, nor will there be any negative

consequences from your chain of command. You can skip any questions you do not wish to answer and can stop taking the survey at any point.

Confidentiality: Your name or other personally identifying information (PII) will not be associated with the responses you give on this survey. Additionally, the responses you provide will be combined with responses from other prevention personnel to prepare statistical reports. At no time will your individual survey data be given to anyone outside of the NORC team.

Risks of Participation: We anticipate no risks related to your participation in this survey.

- Yes, I consent to participate in the survey.
- No, I do not consent to participate in the survey.

[**Email Confirmation**]

Please confirm your email address. (Remember, all of your information will be kept confidential.

_____ [**check that response is in email format**]

Survey Code Frame

Section	Variable ID	Description
Scenario Questions	Q1...Q9	*Each item in this section is assigned a unique variable.*
Content Knowledge Section 1	Q10...Q28	*Each item in this section is assigned a unique variable.*
Content Knowledge Section 2	Q29-Q33	*Each item in this section is assigned a unique variable.*
Content Knowledge Section 3	Q34-Q42	*Each item in this section is assigned a unique variable.*
Implementation	Q43-Q63	*This section is divided into three subsections to reflect each Likert scale.*
Background	Q64-Q77	*Each item in this section is assigned a unique variable.*
Informational Language	LANG	*This variable is assigned to explanatory language outside of the survey items (e.g., the landing page).*

Survey Instrument

A. Scenario Questions (10 items)

DISPLAY TEXT → In this first section, the questions present different scenarios that will examine the application of prevention concepts that were discussed in the training.

Scenario 1: As a new civilian prevention specialist at the Gamma installation (your first position in a military setting), you start by reviewing available data to understand the context of violence in the military. The survey data you have reviewed do not provide you with **specific information at the site or commander level**. Additionally, the data are only collected every other year which means the estimates/rates of violence could have changed since the last survey collection period.

1. To obtain site and commander-specific information, which source would you consult?
   a. The Workplace and Gender Relations Survey of Active Duty Members (WGRA).
   b. The Status of Forces Survey.
   c. **Defense Organizational Climate Survey (DEOCS).**
   d. None of the above provide site or commander level data.

Having reviewed the various survey data reports, you still have some gaps in your knowledge about which violence prevention activities would be most appropriate to implement at Gamma. Your chain of command wants an action memo with your recommendations for prevention programming within two months. With Gamma leadership's approval, you decide to conduct a community needs assessment, but you have to work with limited resources: you have resources for either a survey of all of Gamma service personnel, or three to four focus groups with about five service personnel in each group.

2. Which of the following statements about focus groups is true?
   a. Focus groups can provide a diverse range of perspectives to prevention personnel.
   b. Focus groups require experienced facilitators to get unbiased responses from participants.
   c. Focus groups can provide an opportunity to increase your knowledge about service members' experiences at Gamma.
   d. Focus group participants cannot be guaranteed complete privacy and confidentiality as part of their participation in the group.
   e. **All of the above statements are true.**

3. What are some of the advantages of using a survey of individual personnel to gather data for your community needs assessment? (Select all that apply)
   a. Surveys can never protect the identity of the participants.
   b. **A community needs assessment survey can be created from existing surveys.**
   c. Personnel recruited to take a survey can offer detailed ethnographic information.
   d. **Survey responses can be summarized quickly using data analytic software.**
   e. All of the above statements are true.

4. Congress is putting pressure on commanders to implement violence prevention activities in their units immediately. Gamma leadership recently cut your time frame in half for conducting the community needs assessment. What is the most efficient and rigorous way to proceed with the needs assessment given the time pressure?
   a. Reduce the number of focus groups from four to one. This means you will have to summarize focus group data from fewer participants.
   b. **Adapt an existing survey available in the prevention literature.**
   c. Try to schedule four focus groups anyway. You can rush the analysis to get the memo and recommendations to your chain of command in time.
   d. Create a brief survey of your own to ask about experiences of violence at Gamma.

Your community needs assessment for Gamma is complete! Your data revealed high rates of many forms of violence at Gamma and low rates of reporting these acts to military authorities. Further, service members at Gamma report witnessing inappropriate behavior among their peers but they do not report intervening in the moment or at a later time. Your recommendation to Gamma leadership is to implement a bystander intervention program. The Gamma leadership gives the go-ahead and wants a program in place within two months.

5. Which source would provide you with the best evidence to adapt a bystander intervention program for Gamma?
   a. A systematic review of 60+ bystander intervention programs in college settings with young adults.
   b. A bystander intervention program developed by a former service member turned academic professor, who is recruiting participants to an experimental program outcome study but does not have results on the effectiveness of the program.
   c. **A peer-reviewed journal article about one effective bystander intervention program, evaluated in a controlled experiment, and implemented in several Coast Guard units. The study found that, even a year after the training, service members were three times more likely to interrupt violence incidents.**
   d. Recommendations from a retired general with over twenty years' experience overseeing violence prevention programs in the military, who has also advised two presidents as part of a task force to reduce violence in the military.

6. Which source would be the next-best option for adapting an evidence-based bystander intervention program to be implemented at Gamma? **[CARRY-FORWARD UNSELECTED CHOICES]**
   a. **The systematic review of 60+ bystander intervention programs in college settings.**
   b. The bystander intervention program developed by the professor who is a former service member. Remember, this professor understands the military context very well but they are recruiting participants for their program and do not have results on the effectiveness of the program.
   c. Advice from the retired general who has over twenty years of experience implementing prevention programs in the military. Remember, the retired general has advised two presidents and is considered a highly sought after expert in the field.
   d. None of these would be a good next-best option.

7. You are preparing a brief PowerPoint presentation about your prevention program recommendation to Gamma leadership. The training you have adapted for all service members at Gamma, based on the evidence, is interactive and will cover topics such as sexual assault, harassment, stalking, domestic abuse and consent. You want to be very explicit in your presentation about when the prevention activity will be implemented and who is required to participate. What would you say about this in your presentation to Gamma leadership?
   a. This is tertiary prevention for a universal population.
   b. This is primary prevention for an indicated population.
   c. This is secondary prevention for a high risk population.
   d. **This is primary prevention for a universal population.**

The next set of questions will be referring to a new scenario, as follows.

Scenario 2: CDR Smith has asked you to develop a comprehensive violence prevention plan for Beta that includes self-harm and other prohibited abusive or harmful acts. CDR Smith is very concerned about personnel who have already been victimized but also wants to prevent all forms of violence against Service personnel at Beta and in the surrounding community. CDR Smith wants the plan to reflect the state-of-the-art in prevention programming and wants to know if Beta will be ready to implement your recommended plan by the end of the year.

8. One program you have selected for implementation is a bystander intervention program; however, instructors must be certified to deliver the training. You recommend that Beta leadership consider using certified civilian instructors to deliver the program. Yet, leadership are very concerned about bringing in external, non-military instructors to implement the bystander intervention program. They think service members will respond better to military instructors. You are not sure that other military members have the level of expertise or training needed to implement the program (nor is there time to secure appropriate training for military personnel). This concern falls under which of the following elements of program fidelity?
   a. Dose
   b. Exposure
   c. **Quality of program delivery**

    d.   Program differentiation

9. CDR Smith wants to make sure you have a sound evaluation strategy before approving your comprehensive plan. You need to be prepared to discuss what you will cover as part of your process evaluation. Which method below does not relate to process evaluation?
    a.   Count of service members who participate in the bystander intervention.
    b.   Count of military personnel who deliver the bystander intervention program.
    c.   **Plans for collecting data on short-term, intermediate and long-term outcomes.**
    d.   Adherence to delivery of the bystander intervention training.

B. Content Knowledge Section 1 (19 items)

10. Before designing a new domestic violence prevention training, you want to identify SMART objectives to set as a goal for the training at Beta. Which of the following statements represent a SMART objective? (Select all that apply)
    a.   Twenty percent (20%) of all service members will complete the training.
    b.   **By December 1, all Beta service members will have completed the first module of the training.**
    c.   Service members will have a strong understanding of domestic violence prevention by December 1.
    d.   **Ninety-five percent (95%) of service members' training assessments will be marked as "Passing" by the last day of the training program.**
    e.   All of the above are SMART objectives.

11. CDR Blue would like a 5-minute brief on the short, intermediate and long-term goals of your violence prevention program. Which document would be helpful to illustrate succinctly the items of interest to CDR Blue?
    a.   Evaluation plan
    b.   SMART objectives
    c.   **Logic model**
    d.   Analysis plan

12. You are developing an awareness program to promote healthy attitudes at your installation. Each "item" from the list on the left of your screen belongs to a categorical box on the right side of your screen. Please match (drag & drop) one "item" into each box that is most appropriate on this page, then move to the NEXT page to continue matching the remaining "items."

	Inputs	Activities	Outputs	Short-term Outcomes	Intermediate Outcomes	Long-term Outcomes
Deliver training		X				
Improved attitudes					X	
Staff time	X					
Attendance sheet			X			
Culture that is safe, inclusive, and respectful						X

Increased readiness to help   X

13. Your logic model is both a(n) _____ tool and a(n) _____ tool.
    a. observation; planning
    b. statistical; evaluation
    c. **planning; evaluation**

    d. evaluation; observation

14. Prior to seeking support from a senior enlisted leader, you talk a bit about how you both support the same sports team. You also thank her for the ways she has supported the prevention program in the past. Which persuasion concept are you using?
    a. Reciprocity
    b. Scarcity
    c. Authority
    d. Consistency
    e. **Liking**
    f. Consensus

15. When should you implement the "Assure Widespread Adoption" step of the public health approach?
    a. After you identify risk and protective factors.
    b. **After your prevention strategies show evidence of effectiveness.**
    c. After you define the problem.
    d. When your leadership suggests implementation of a particular program.

16. What are the benefits of addressing community or societal-level risk factors? (Select all that apply)
    a. **Addressing community or societal-level risk factors leads to greater population-level impact.**
    b. It is easier to implement strategies to address risk factors at the community and societal levels.
    c. **Community or societal-level changes may support healthier decisions at the individual level.**
    d. **Reducing community or societal-level risk factors may address factors like structural discrimination that are outside of an individual's control.**

    e. All of the above.

17. Lack of problem-solving skills and favorable attitudes toward drugs/alcohol are examples of shared risk factors for perpetration at the _____ level.
    a. **individual**
    b. relationship
    c. community
    d. societal

18. Which of the following are types of evaluation designs? (Select all that apply)
    a. **Experimental**
    b. **Non-experimental**
    c. **Quasi-experimental**
    d. Scientific probability

  e. All of the above.

19. Assessing whether your existing prevention program is a good fit for the target population before launching the program is important because_____.
    a. it increases the chances it will be accepted by the target population.
    b. it helps identify what adaptations are needed.
    c. if implemented, evaluated, and found to be ineffective, "poor fit" can more easily be ruled out as an explanation.
    d. All of the above.

20. Your prevention programming objectives should be _____.
    a. specific
    b. achievable
    c. relevant
    d. time-bound
    e. measurable
    f. All of the above.

21. It is important for you to conduct evaluations for the following reasons: (Select all that apply)
    a. Program evaluation contributes to monthly recruiting goals.
    b. Program evaluation makes leaders/funders more confident in their investment.
    c. Program evaluation makes the leadership popular.
    d. Program evaluation supports accountability.
    e. All of the above.

22. Process evaluation can answer which of the following questions about your prevention program: (Select all that apply)
    a. How many individuals participated in the prevention activity?
    b. How many sessions were delivered?
    c. What is the impact of the program on short, intermediate, and long-term outcomes?
    d. To what extent was the program implemented as planned?
    e. All of the above.

23. Which of the following are common data sources for answering process evaluation questions about your prevention program? (Select all that apply)
    a. Pre/post surveys
    b. Attendance sheet
    c. Fidelity assessment tools
    d. All of the above

24. Which of the following are examples of data collection methods for an outcome evaluation of your prevention program? (Select all that apply)
    a. Icebreaker activity
    b. Pre/post surveys
    c. Focus groups
    d. Literature reviews

e. All of the above

25. Outcome evaluations tell you_____.
    a. about data gaps.
    b. **if your program worked as intended.**
    c. whether your program was implemented with fidelity.
    d. None of the above.

26. Which components of a logic model can inform the outcome evaluation of your prevention program?
    a. Inputs; Activities; Outputs
    b. **Short-term Outcomes; Intermediate Outcomes; Long-term Outcomes**
    c. Activities; Outputs; Short-term Outcomes
    d. Inputs; Outputs; Long-term Outcomes

27. _____ refers to the extent to which your program or other prevention activity is delivered as intended by its creator(s).
    a. Institutionalization
    b. **Program fidelity**
    c. Evaluation
    d. None of the above

28. When developing a program evaluation survey of participants, you should use existing tested outcome measures where possible because _____.
    a. they have been empirically validated.
    b. creating valid and reliable measures takes skill.
    c. it saves time and resources.
    d. **All of the above.**

C. Content Knowledge Section 2 (5 items)

29. Which of the following is a goal of violence prevention?
    a. Provide support to survivors (those impacted by violence).
    b. **Stop new occurrences of violent incidents.**
    c. Hold perpetrators of violence accountable.
    d. Correct myths and victim-blaming.

30. The Collaboration Continuum includes six steps. Please match (drag & drop) two of the "items" from the left side of the screen into the best Continuum Step on this page, then move to the NEXT page to continue matching the remaining "items" with additional steps on the Continuum.
    • Coordinating
    • Collaborating
    • Networking
    • Integrating
    • Immuring

- Cooperating

[The definitions below will be displayed in a separate column for participants to match (these will be in a random order on the survey)]
- Altering activities to achieve a common purpose.
- Learning from each other to enhance each other's capacity.
- Exchanging information for mutual benefit.
- Completely merging operations, administrative structures, and budgets. The constituent parts are no longer discernable.
- Conducting activities without input from or exchange with other institutions.
- Sharing resources (e.g., staff, finances, space, and instrumentation).

31. To address data gaps that are discovered when conducting a needs assessment, you should consider conducting a(n) _____.
    a. focus group
    b. informal discussion with service members
    c. survey
    d. All of the above

32. What are some ways that outcome data can be used to <u>improve</u> your violence prevention efforts? (Select all that apply)
    a. To identify places where more violence prevention work needs to be done.
    b. To select a program that can help address the most salient risk factors for violence.
    c. To understand how participants feel about their program trainers.
    d. To determine which program fidelity form to choose.
    e. All of the above.

33. Which of the following exemplify organizational-level protective factors? (Select all that apply)
    a. Coordination of prevention resources among helping agencies.
    b. Norms that do not support violence.
    c. Family support/connectedness.
    d. Problem-solving skills.
    e. All of the above.

D. Content Knowledge Section 3 (9 items)

34. Which of the following is NOT one of the levels of the Social-Ecological Model (SEM)?
    a. Individual
    b. Partnership
    c. Community
    d. Relationship

35. The main goal of the DoD prevention workforce is to focus on _____ prevention, or the prevention of violence before it occurs.
    a. primary
    b. secondary
    c. tertiary

d. All of the above

36. According to the DoD Prevention Plan of Action (PPOA), a comprehensive approach to prevention includes:
    a. Programs
    b. Policies
    c. Practices
    d. All of the above

37. The DoD Prevention Plan of Action (PPOA) outlines a Prevention _____ and a Prevention _____, both of which are needed and must work in concert to prevent violence.
    a. Process; Program
    b. Action Plan; System
    c. Process; System

    d. Curriculum; Program

38. Match each element of the DoD Prevention Plan of Action (PPOA) process (boxes on the right) its definition ("items" on the left), then move to the NEXT page to continue matching the remaining "items" with PPOA elements. (~~Please note: each detail matches with a single group. The next item will contain two more groups to match with.~~)

Understanding the problem	An iterative process to determine the impact of prevention activities consistently over time
Comprehensive Approach	Ensuring prevention activities are delivered effectively with fidelity in supportive climates
Quality Implementation	Employing the full range (policies, programs and practices) of integrated, research-based prevention activities across the social ecology to target contributing factors
Continuous Evaluation	Gathering information about the factors contributing to violence

39. Service members are more likely to support your program evaluation, and act on the results and recommendations, if _____.
    a. the trainers are civilians.
    b. the service members complete the evaluation independently.
    c. the service members collaborate with the evaluator.
    d. an outside evaluator conducts the evaluation.

40. Which of the following is a tool for monitoring your prevention activities over time?

a. Project timeline
b. Action checklist
c. Kanban board
d. All of the above

41. Which components of a logic model can inform your process evaluations?
a. Outputs, short-term outcomes, activities
b. Activities, inputs, outputs
c. Activities, intermediate outcomes, inputs
d. Inputs, outputs, long-term outcomes

42. You should get approval for all data collection activities from which of the following offices? (Select all that apply)
a. Human Resources Office
b. Human Research Protections Office
c. Survey Approval Office
d. SAPRO Office

E. Implementation (21 items)

Unit Readiness for Prevention Activities

1	2	3	4
Does not describe your unit			Describes your unit very well

43. Most individuals in your unit are knowledgeable about violence prevention activities.
44. A majority of individuals in your unit know basic information about the risk and protective factors and consequences of the various forms of violence.
45. Data about violence in your unit are available.
46. Resources have been obtained and/or allocated to violence prevention activities for your unit.

Unit Support for Prevention Activities

1	2	3	4
Does not describe your unit			Describes your unit very well

47. The majority of individuals in your unit generally resist violence prevention activities.
48. Some individuals in your unit resist violence prevention activities.
49. Resources to address violence prevention in your unit are expected to be available on an ongoing basis.

Leadership Support for Prevention Activities

1	2	3	4
Does not describe your unit			Describes your unit very well

50. Your unit leadership is supportive of improving efforts to address violence prevention in your unit.
51. Your unit leadership is supportive of expanding efforts to address violence prevention in your unit.
52. Your unit leadership reviews evaluation results regarding violence prevention activities in your unit.

Job Satisfaction

1	2	3	4	5
Not at all satisfied				Completely satisfied

53. All in all, you are satisfied with your job in your current service branch

Using Evidence and Research Self Efficacy

1	2	3	4	5
Strongly disagree				Strongly agree

54. You feel confident in your ability to use research evidence to find violence prevention resources.
55. You can tell the difference between weak and strong research evidence for violence prevention resources.
56. In addition to research evidence, you know what factors to consider when choosing violence prevention activities for your unit.
57. You know how to evaluate the outcomes of violence prevention activities you choose for your unit.
58. You know how to use the internet to search for research evidence on violence prevention activities.

Teaching Self-Efficacy

1	2	3	4	5
Strongly disagree				Strongly agree

59. You feel motivated when teaching violence prevention to service members.
60. You feel satisfied when teaching violence prevention to service members.
61. You look forward to teaching violence prevention to service members.
62. You generally feel confident about your ability to teach violence prevention to service members.
63. You usually feel that things are going well when teaching violence prevention to service members.

F. Background (14 items)

64. In what Branch and Component are you serving? (Select one response)
    a. Army (Active Component, Army National Guard or Army Reserve, Civilian)
    b. Navy (Active Component, Navy Reserve, Civilian)
    c. Marine Corps (Active Component, Reserve, Civilian)
    d. Air Force or Space Force (Active Component, Air National Guard, Air Force Reserve, Civilian)
    e. Coast Guard (Active Component, Coast Guard Reserve, Civilian)
    f. Other (please specify):_____

65. How many years have you served? (Please type in your response; if less than one year, enter '0')

    Years _____ (0 to 50)

66. What is your current rank/rating/GS level (e.g. Captain, Sergeant, GS-8, etc.)? (Please type in your response)

    Rank _____

67. What is the highest degree or level of school that you have completed? (Select one response)

    a. High school graduate (traditional diploma, GED, home school diploma, etc.)
    b. Some college, but no degree
    c. Associates Degree (e.g., AA, AS)
    d. Bachelor's Degree (e.g. BA, BS, AB)
    e. Graduate or professional degree (e.g. MA, MS, Med, MBA, MSW, PhD, MD, JD)

68. Are you of Spanish/Hispanic/Latino origin?

    a. Yes (includes Mexican, Mexican-American, Chicano, Puerto Rican, Cuban, or other Spanish/Hispanic/Latino)
    b. No

69. How do you describe your race? (Select all that apply)
    a.   American Indian, or Alaskan Native
    b.   Asian American, or Asian
    c.   Black, or African American
    d.   Native Hawaiian, or Other Pacific Islander
    e.   White
    f.   Other Race _____

70. How old are you? (Please type in your response)

    _____ (2 digits; 17-75)

71. What sex were you assigned at birth?
    a.   Male
    b.   Female

72. How do you describe your gender identity?
    a.   Cisgender (the sex you were assigned at birth)
    b.   Trans male/Trans man
    c.   Trans female/Trans woman
    d.   Genderqueer, non-binary or gender expansive

    e.   Different identity (please type in your response): _____

73. Are you full-time prevention personnel?
    a.   Yes
    b.   No

74. Realistically, about how much of your time is spent on prevention activities? (By prevention activities, we mean planning and implementing prevention activities or other prevention-related events.)
    a.   75% or more of your time is spent on prevention activities.
    b.   50%-74% of your time is spent on prevention activities.
    c.   25%-49% of your time is spent on prevention activities.
    d.   Less than 25% of your time is spent on prevention activities.

75. When you are providing prevention education (excluding mandated annual training), how many hours on average do service members receive training **from you** per month? Please enter the number of hours in the space provided below.

    _____ (hours)

76. When you are providing training to service members, how do you lead these sessions?
    a. You always lead training sessions independently.
    b. Sometimes you lead sessions independently, other times you co-lead with other prevention personnel.
    c. You always co-lead training sessions with other prevention personnel.

77. How many years of violence prevention training experience do you have? This includes training experience in a military setting or another setting.
    a. Three years or less
    b. More than three years but less than seven years
    c. More than seven years but less than ten years
    d. More than ten years

G. Conclusion

Thank you for completing the DoD SPARX Knowledge training survey!

We appreciate your participation in this survey, as the information will help improve future trainings for prevention personnel.

If you have questions about this study, please contact NORC by sending an email to DOD_SPARX_Eval@norc.org or 877-777-5368.

If you have questions about your rights as a study participant, you may call the NORC Institutional Review Board Administrator, toll free, at 1-866-309-0542.

PLEASE CLICK THE 'NEXT' BUTTON TO SUBMIT THE SURVEY AND

HAVE YOUR RESPONSES RECORDED.