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Prevention Survey

Instructions

The purpose of this survey is to assess the expertise needed to conduct primary prevention with military Service members. Primary prevention efforts aim to prevent Service members from dying by suicide; misusing alcohol; assaulting, harassing or bullying others; and engaging in interpersonal violence through programs, education and training, evaluation studies and other activities.

No one person is expected to have expertise in all areas; however, understanding your expertise can help determine how you can best contribute to a larger prevention team. For each item in the survey, you will be asked to rate how knowledgeable you are and how relevant it is to your job or position. There are no right or wrong answers, please just answer based on your experience.

Section 1: Primary Prevention

Rate how knowledgeable you are about each item from 1 (No knowledge) to 5 (Extensive

knowledge/exp (Central to my	/		t each item is	to your job or	position from	1 (Not relev	vant) to 5
1. Define prevention	ention and d	lescribe the	associated con	re concepts su	ich as primary	, secondary,	•
	None	1	2	3	4	5	Extensive
Knowledge		\circ	\circ	0	\circ	0	
Relevance		0	\circ	0	\circ	0	
and discipling external inc	nes within the	ne military organizati		victim advoc	ates, equal op de and harmfu	portunity of al behaviors	, organizations ficers) and with like alcohol
	None	1	2	3	4	5	Extensive
Knowledge		0	\circ	0	\circ	0	
Relevance		0	\circ	0	\circ	0	
3. Articulate la primary pre	now the goals evention efform None		dience, and fac			•	
Vnovelodao	None	1	2	3	4	5	Extensive
Knowledge Relevance		0	0	0	O	0	
	· a		0 1	()		0	1
(e.g., abusi	exual assault	and harass	ment across m), community of	ultiple levels:	individual (e.	g., sex), rela	tionship
	None	1	2	3	4	5	Extensive
Knowledge		\circ	\circ	\circ	\circ	0	
Relevance		0	\circ	0	0	0	
5. Describe the influence of protective factors for suicide and harmful behaviors like alcohol misuse, domestic violence, sexual assault and harassment across multiple levels: individual (e.g., emotional health), relationship (e.g., communication skills), community or organization (e.g., lack of tolerance of harmful behaviors), societal (e.g., strong laws and positive norms) None 1 2 3 4 5 Extensive						emotional	
Knowledge		0	0	0	0	0	
Relevance		0	0	0	0	0	

6. Explain how data c sexual assault)	an be used to ide	ntify emergin	g risks at my	installation (e	.g., spikes in	n prevalence of
None	1	2	3	4	5	Extensive
Knowledge	0	0	0	0	0	
Relevance	0	0	0	0	0	
7. Describe key sourc						
across the Departm		and for specifi	c components	and installati	ons and desc	cribe their
strengths and weak None		2	3	1	5	Extensive
Knowledge			\bigcirc	-	\bigcirc	Extensive
Relevance	0	0	0	0	0	
8. Choose and justify	an evidence-hase	ed prevention	activity base	d on character	istics of the	intended
audience	un evidence sust	ou prevention	uctivity ouse	a on character	istics of the	IIIoiiaoa
None	1	2	3	4	5	Extensive
Knowledge	0	0	0	0	0	
Relevance	0	0	0	0	0	
9. Distinguish betwee	=	vities that are	evidence-bas	sed and those	that are not	
None	1	2	3	4	5	Extensive
Knowledge	0	0	0	0	\circ	
Relevance	0	0	<u> </u>	0	0	
10. Understand the mu		its of effective	_	oractice (e.g.,	varied teach	
None	I	2	3	4	5	Extensive
Knowledge	O	0	0	O	0	
Relevance				()	1, , , , , ,	
11. Describe the impor		on and wny ai	nd when evan	uation should	be done	Extensive
Knowledge	\bigcap	\bigcap	\bigcirc	\cap	\bigcirc	Latensive
Relevance	0	0	0	0	0	
12. Develop a long-term	n plan for prever	ntion and iden	tify issues the	at may impact	the goals ar	nd sustainability
of the plan	in plain for prover	inon una raon	ing issues in	at may impact	une gouis un	
None	1	2	3	4	5	Extensive
Knowledge	0	0	0	0	0	
Relevance	0	0	0	0	0	
13. Describe ways that						
into other prevention		lcohol and dru	ig prevention	, other violence	e prevention	n) and identify
common barriers to None	•	2	3	1	5	Extensive
Knowledge	\cap	\bigcap	\bigcirc	\cap	\bigcirc	Latensive
Relevance	0		0	0		
14. Communicate eval	uation findings (e.g., what cha	nged. in whor	n. by how mu	ch, what this	s means for
your program)	8 (8)	8	, ,	,	
None	1	2	3	4	5	Extensive
Knowledge	0	0	0	0	0	
Relevance	0	0	0	0	0	

15. Identify key			-				s like alcohol
misuse, dom	None	e, sexual a	issaurt and nar	assment and t	meir prevenu	on 5	Extensive
Knowledge	None	1	2	3	4	<u> </u>	Extensive
Relevance		0	0	0	0	0	
	<u> </u>	${}$	1 1	<u> </u>	·.· O	$\overline{}$	
16. Demonstrate		iformed app	proach when o	_	sitive prevent	_	F
Vmayyladaa	None	1	2	3	4	5	Extensive
Knowledge Relevance		0	O	O	0	0	
	1 "1 .		<u> </u>	<u> </u>	<u> </u>	11	·
17. Identify and		_		ices, and cour ategies, resear			iate for learning
new informa	None	iai assauit f 1	7	alegies, resear	cii, aiiu θεδί μ Δ	5	Extensive
Knowledge	TVOIC						LATCHSIVE
Relevance		0	0	0	0	0	
18. Identify key	professione	l organizati	one and agan	oiog within on	d outside the	military that	are related to
				can assist in r			
skills	na acserroe	now these	organizations	can assist in i		na acveropin	g prevention
	None	1	2	3	4	5	Extensive
Knowledge		\bigcirc	0	\circ	\bigcirc	\bigcirc	
Relevance		\circ	\circ	\circ	\circ	\circ	
			<u> </u>				
Section 2: Se	rvice Men	nber Eng	agement				
	- 1100 111011	nour Eng	agement				
Rate how knowl	ledgeable yo	ou are abou	t each item fro				
Rate how knowl knowledge/expe	ledgeable yourtise) and ho	ou are about ow relevant	t each item fro				vant) to 5
Rate how knowl knowledge/expe (Central to my jo	ledgeable yourtise) and ho	ou are about ow relevant on).	t each item from teach item is	to your job or	position fron	n 1 (Not rele	
Rate how knowl knowledge/expe	ledgeable yourtise) and hoob or position the ability to	ou are about ow relevant on).	t each item from teach item is	to your job or	position fron	n 1 (Not rele	t audiences
Rate how knowl knowledge/expe (Central to my journal to my	ledgeable yourtise) and ho	ou are about ow relevant on).	t each item from teach item is	to your job or	position fron	n 1 (Not rele	
Rate how knowl knowledge/expe (Central to my journal to my	ledgeable yourtise) and hoob or position the ability to	ou are about ow relevant on).	t each item from teach item is	to your job or	position fron	r for differen	t audiences
Rate how knowl knowledge/expe (Central to my journal to my	ledgeable yourtise) and hoob or position the ability to	ou are about ow relevant on).	t each item from teach item is	to your job or	position fron	r for differen	t audiences
Rate how knowl knowledge/expe (Central to my journal to my	ledgeable yourtise) and hobor positions the ability to None	ou are about on). to present description of the contract of t	t each item from the each item is lata in a clear 2	and understan	dable manne	r for differen	t audiences Extensive
Rate how knowledge/expe (Central to my journal to my journ	ledgeable yourtise) and hob or positions the ability to None	ou are about on). to present description of the contract of t	t each item from the each item is the ea	and understan 3 C thin and outside	dable manne 4 O de the installa	r for differen 5 Oution) and res	t audiences Extensive
Rate how knowl knowledge/expe (Central to my journal to my journal to my journal to the second secon	ledgeable yourtise) and hobor positions the ability to None	ou are about on). to present description of the contract of t	t each item from the each item is lata in a clear 2	and understan	dable manne	r for differen	t audiences Extensive
Rate how knowl knowledge/expe (Central to my journal to my	ledgeable yourtise) and hob or positions the ability to None	ou are about on). to present description of the contract of t	t each item from the each item is the ea	and understan 3 C thin and outside	dable manne 4 O de the installa	r for differen 5 Oution) and res	t audiences Extensive
Rate how knowl knowledge/expe (Central to my journal to my	ledgeable yourtise) and hobor positions the ability to None ential prevential prevential prevential None	ou are about on). to present de le	t each item from the each item is the ea	and understan 3 Chin and outsid	dable manne 4 O de the installa	r for differen	t audiences Extensive sources to assist Extensive
Rate how knowl knowledge/expe (Central to my journal to my	ledgeable yourtise) and hoob or position the ability of None ential prevential preventia	ou are about on). to present de le	t each item from the each item is the ea	and understan 3 Chin and outsid	dable manne 4 O de the installa	r for differen	t audiences Extensive sources to assist Extensive
Rate how knowl knowledge/expe (Central to my journal to my	ledgeable yourtise) and hobor positions the ability to None ential prevential prevential prevential None	ou are about on). to present de le	t each item from the each item is the ea	and understan 3 Chin and outsid	dable manne 4 O de the installa	r for differen	t audiences Extensive sources to assist Extensive
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Rate how knowl knowledge/experon (Central to my journal to	ledgeable yourtise) and hobor positions the ability of None ential prevential prevential prevential None ally respectfor None	ou are about on). to present de la	t each item from the each item is the ea	and understand and outside thin and outside the service members and a control of the service members and control of the s	dable manne 4 O de the installa 4 O ers and leader 4 O	r for differen 5 cution) and res 5 cution) and res 5 cution of the second of the	t audiences Extensive sources to assist Extensive installation Extensive
Rate how knowledge/experond (Central to my jet) 19. Demonstrate Knowledge Relevance 20. Identify poter in conducting Knowledge Relevance 21. Foster mutual Knowledge Relevance 22. Convey what	ertise) and hob or position the ability to None ential preven g an evaluate None ally respectf None	tion offices ion 1 Cul interaction notion effort	t each item from the each item is the ea	and understand and outside thin and outside the service members and a promote (e.g.	dable manne 4 O de the installa 4 O ers and leader 4 O g., safe and re	r for differen 5 cution) and res 5 cution) and res 5 cution of the second of the	t audiences Extensive sources to assist Extensive installation Extensive
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23. Demonstrate the al		• •	• •	• •	, -	-
written testimony, website content, et					policy statemen	ш,
None	· ·	2	3	Jul prevention 1	5 Exte	ensive
Knowledge				-		21151 V C
Relevance	0	0	O	O	0	
	1 : 1	<u> </u>			<u>()</u>	
24. Work with Service		n a way that the	ey nave meanir	igiui input into c	lecisions about	
prevention activitie None		2	3	4	5 Exte	ensive
Knowledge			-	4	5 Exit	EIISIVE
<u>=</u>	O	O	0	O	O	
Relevance	O	0	O	0	0	
Section 4: Demog	ranhics					
Below are a few ques	_	background T	his information	n is used to help	characterize the	group
of individuals respon		_			characterize the	group
		, with 111 110 to	and and the second			
25. Age						
26. Sex	\cap	\bigcirc	\cap			
200 501	Man	Woman	Prefer not to	0		
			respond			
27. Hispanic						
27. Hispanic	O Yes	O No	Prefer not to			
	res	INO	respond			
			respond			
28. Service	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
	Air Force	Army	Navy	Marine Corps	Space Force	N/A
29. Component	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	
•	Active	Natl Guard	Reserve	DoD Civilian	N/A	
30. Paygrade (select	one)		31. Educat	ion		
E1-E4			Some HS		\circ	
E5-E6			HS Diplo	ma/GED		
E7-E9	\bigcirc		Some col	lege/no degree		
O1-O3	\bigcirc		2 yr. colle	ege		
O4-O6 or above	\bigcirc		4 yr. colle	ege	0	
W1-W3	\bigcirc		> 4 yr. co		\bigcirc	
W4-W5	\bigcirc		Prefer no	t to respond	\bigcirc	
Prefer not to respon	1					
1						
GS, fill in	id ()					
_		ase describe:				

32. Race/Ethnicity

	nat is your race and lect all that apply an	-	details in the spaces below.
	Blackfeet Tribe of the Bl	lackfeet Indian Reserva	ter, for example, Navajo Nation, ition of Montana, Native Village of Eskimo Communitv. Aztec. Mava. etc.
	Asian - Provide details		
	☐ Chinese	☐ Asian Indian	☐ Filipino —
	☐ Vietnamese	☐ Korean	☐ Japanese
	Enter, for example, Paki	istani, Hmong, Afghan, o	etc.
	Black or African Am	_	
	☐ African American		☐ Haitian
	☐ Nigerian	☐ Ethiopian	☐ Somali
-	Enter, for example, 1 rini	dadian and Tobagonian	n, Ghanaian, Congolese, etc.
	Hispanic or Latino -		
	☐ Mexican	☐ Puerto Rican	☐ Salvadoran
	☐ Cuban Enter, for example, Colo	☐ Dominican ombian, Honduran, Spar	☐ Guatemalan niard, etc.
	Middle Eastern or N ☐ Lebanese	North African - <i>Prov</i> ☐ Iranian	ride details below. □ Egyptian
	☐ Syrian	□ Iraqi	□ Egyptia⊓ □ Israeli
	Enter, for example, More	•	
D I	 Native Hawaiian or ∣	Pacific Islander - F	Provide details below.
_	☐ Native Hawaiian	☐ Samoan	☐ Chamorro
	☐ Tongan	□ Fijian	☐ Marshallese
	Enter, for example, Chui		ı, etc.
D '	White - Provide details	ls below.	
	☐ English	☐ German	☐ Irish
	☐ Italian	☐ Polish	☐ Scottish
	Enter for example Free	nch, Swedish, Norwegiai	n etc

Thank you!