Please list your installation or ship name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Prevention Survey**

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| **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/expertise) and how relevant each item is to your job or position from 1 (Not relevant) to 5 (Central to my job or position). |
| 1. Define prevention and describe the associated core concepts such as primary, secondary, and tertiary prevention
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Explain the importance of cross-agency collaboration and the role that different agencies, organizations and disciplines within the military (e.g., SAPRO, victim advocates, equal opportunity officers) and with external individuals and organizations play in preventing suicide and harmful behaviors like alcohol misuse, domestic violence, sexual assault, and harassment before they occur
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Articulate how the goals, target audience, and facilitator skillsets differ for response efforts versus primary prevention efforts
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Describe the influence of risk factors for suicide and harmful behaviors like alcohol misuse, domestic violence, sexual assault and harassment across multiple levels: individual (e.g., sex), relationship (e.g., abusive intimate relationship), community or organization (e.g., general tolerance of harmful behaviors), societal (e.g., weak laws)
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. 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 |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Explain how data can be used to identify emerging risks at my installation (e.g., spikes in prevalence of sexual assault)
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Describe key sources of data (e.g., workplace surveys, incident databases) across the Department of Defense, and for specific components and installations and describe their strengths and weaknesses
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Choose and justify an evidence-based prevention activity based on characteristics of the intended audience
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Distinguish between prevention activities that are evidence-based and those that are not
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Understand the multiple key elements of effective prevention practice (e.g., varied teaching methods)
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Describe the importance of evaluation and why and when evaluation should be done
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Develop a long-term plan for prevention and identify issues that may impact the goals and sustainability of the plan
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Describe ways that prevention of one type of harmful behavior (e.g., sexual assault) can be integrated into other prevention efforts (e.g., alcohol and drug prevention, other violence prevention) and identify common barriers to integration
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Communicate evaluation findings (e.g., what changed, in whom, by how much, what this means for your program)
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 1. Identify key military policies, laws or regulations that address suicide, harmful behaviors like alcohol misuse, domestic violence, sexual assault and harassment and their prevention
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Demonstrate a trauma-informed approach when delivering sensitive prevention content
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Identify and describe training resources, conferences, and courses that would be appropriate for learning new information on sexual assault prevention strategies, research, and best practices
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Identify key professional organizations and agencies within and outside the military that are related to prevention and describe how these organizations can assist in maintaining and developing prevention skills
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| **Section 2: Service Member Engagement**Rate how knowledgeable you are about each item from 1 (No knowledge) to 5 (Extensive knowledge/expertise) and how relevant each item is to your job or position from 1 (Not relevant) to 5 (Central to my job or position). |
| 1. Demonstrate the ability to present data in a clear and understandable manner for different audiences
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Identify potential prevention offices/partners (within and outside the installation) and resources to assist in conducting an evaluation
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Foster mutually respectful interactions between Service members and leadership at your installation
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Convey what your prevention efforts are trying to promote (e.g., safe and respectful environments) in addition to what these efforts are trying to prevent (e.g., sexual assault)
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Demonstrate the ability to prepare different types of culturally appropriate written documents (e.g., written testimony, public health brief, fact sheet, press release, letter to the editor, policy statement, website content, etc.) to effectively communicate information about prevention
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Work with Service members in such a way that they have meaningful input into decisions about prevention activities
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |

|  |
| --- |
| **Section 4: Demographics**Below are a few questions about your background. This information is used to help characterize the group of individuals responding to this survey and will not impact your anonymity. |
| 1. **Age**
 |  |  |  |  |  |  |  |  |  |
| 1. **Sex**
 | 〇 | 〇 |   |   |  |  |
|  | Male |  Female |  |  |
| 1. **Service**
 | 〇 | 〇 | 〇 | 〇 | 〇 | 〇 |
|  | Air Force | Army | Navy | Marine Corps | Space Force | N/A |
| 1. **Component**
 | 〇 | 〇 | 〇 | 〇 | 〇 |  |
|  | Active | Natl Guard | Reserve | DoD Civilian | N/A |  |
| 1. **Paygrade (select one)**
 | 1. **Education**
 |
| E1-E4 | 〇 | Some HS | 〇 |
| E5-E6 | 〇 | HS Diploma/GED | 〇 |
| E7-E9 | 〇 | Some college/no degree | 〇 |
| O1-O3 | 〇 | 2 yr. college | 〇 |
| O4-O6 or above | 〇 | 4 yr. college | 〇 |
| W1-W3 | 〇 | > 4yr. college | 〇 |
| W4-W5 | 〇 | Prefer not to respond | 〇 |
| Prefer not to respond | 〇 |
| GS, fill in number: |  |  |

|  |
| --- |
| 1. **Race / Ethnicity**
 |
| What is your race and/or ethnicity? Select all that apply and enter additional details in the spaces below. |
| **American Indian or Alaska Native:** |
| *Enter, for example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| **Asian:** |
|  | 〇 | 〇 | 〇 | 〇 | 〇 | 〇 |
|  | Chinese | Asian Indian | Filipino | Vietnamese | Korean | Japanese |
| *Enter, for example, Pakistani, Hmong, Afghan, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| **Black or African American:** |
|  | 〇 | 〇 | 〇 | 〇 | 〇 | 〇 |
|  | African American | Jamaican | Haitian | Nigerian | Ethiopian | Somali  |
| *Enter, for example, Trinidadian and Tobagonian, Ghanaian, Congolese, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| **Hispanic or Latino:** |
|  | 〇 | 〇 | 〇 | 〇 | 〇 | 〇 |
|  | Mexican | Puerto Rican | Salvadoran | Cuban | Dominican | Guatemalan |
| *Enter, for example, Colombian, Honduran, Spaniard, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| **Middle Eastern or North African:** |
|  | 〇 | 〇 | 〇 | 〇 | 〇 | 〇 |
|  | Lebanese | Iranian | Egyptian | Syrian | Iraqi | Israeli |
| *Enter, for example, Moroccan, Yemeni, Kurdish, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| **Native Hawaiian or Pacific Islander:** |
|  | 〇 | 〇 | 〇 | 〇 | 〇 | 〇 |
|  | Native Hawaiian | Samoan | Chamorro | Tongan | Fijian | Marshallese |
| *Enter, for example, Chuukese, Palauan, Tahitian, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| **White:** |  |  |  |  |  |  |
|  | 〇 | 〇 | 〇 | 〇 | 〇 | 〇 |
|  | English | German | Irish | Italian | Polish | Scottish |
| *Enter, for example, French, Swedish, Norwegian, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |

**Thank you!**

