

# Prevention Survey

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

## 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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. 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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. 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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4. 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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

6. Explain how data can be used to identify emerging risks at my installation (e.g., spikes in prevalence of

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sexual assault)							
	None	1	2	3	4	5	Extensive
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7. 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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

8. Choose and justify an evidence-based prevention activity based on characteristics of the intended audience

	None	1	2	3	4	5	Extensive
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

9. Distinguish between prevention activities that are evidence-based and those that are not

	None	1	2	3	4	5	Extensive
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

10. Understand the multiple key elements of effective prevention practice (e.g., varied teaching methods)

	None	1	2	3	4	5	Extensive
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

11. Describe the importance of evaluation and why and when evaluation should be done

	None	1	2	3	4	5	Extensive
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

12. 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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

13. 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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

14. 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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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15. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

16. Demonstrate a trauma-informed approach when delivering sensitive prevention content						
None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

17. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

18. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 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).

19. Demonstrate the ability to present data in a clear and understandable manner for different audiences						
None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

20. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

21. Foster mutually respectful interactions between Service members and leadership at your installation						
None	1	2	3	4	5	Extensive
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

22. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

23. 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,						
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website content, etc.) to effectively communicate information about prevention							
	None	1	2	3	4	5	Extensive
Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

24. 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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relevance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## 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.

25. Age

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26. Sex

☐ Male ☐ Female

27. Service

☐ Air Force ☐ Army ☐ Navy ☐ Marine Corps ☐ Space Force ☐ N/A

28. Component

☐ Active ☐ Natl Guard ☐ Reserve ☐ DoD Civilian ☐ N/A

29. Paygrade (select one)

E1-E4 ☐  
E5-E6 ☐  
E7-E9 ☐  
O1-O3 ☐  
O4-O6 or above ☐  
W1-W3 ☐  
W4-W5 ☐  
Prefer not to respond ☐

GS, fill in  
number:

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30. Education

Some HS ☐  
HS Diploma/GED ☐  
Some college/no degree ☐  
2 yr. college ☐  
4 yr. college ☐  
> 4 yr. college ☐  
Prefer not to respond ☐

31. 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. \_\_\_\_\_


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**Asian:**☐  
Chinese☐  
Asian Indian☐  
Filipino☐  
Vietnamese☐  
Korean☐  
Japanese

Enter, for example, Pakistani, Hmong, Afghan, etc. \_\_\_\_\_

\_\_\_\_\_

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**Black or African American:**☐  
African  
American☐  
Jamaican☐  
Haitian☐  
Nigerian☐  
Ethiopian☐  
Somali

Enter, for example, Trinidadian and Tobagonian, Ghanaian, Congolese, etc. \_\_\_\_\_

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**Hispanic or Latino:**☐  
Mexican☐  
Puerto Rican☐  
Salvadoran☐  
Cuban☐  
Dominican☐  
Guatemalan

Enter, for example, Colombian, Honduran, Spaniard, etc. \_\_\_\_\_

\_\_\_\_\_

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**Middle Eastern or North African:**☐  
Lebanese☐  
Iranian☐  
Egyptian☐  
Syrian☐  
Iraqi☐  
Israeli

Enter, for example, Moroccan, Yemeni, Kurdish, etc. \_\_\_\_\_

\_\_\_\_\_

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**Native Hawaiian or Pacific Islander:**☐  
Native  
Hawaiian☐  
Samoan☐  
Chamorro☐  
Tongan☐  
Fijian☐  
Marshallese

Enter, for example, Chuukese, Palauan, Tahitian, etc. \_\_\_\_\_

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**White:**☐  
English☐  
German☐  
Irish☐  
Italian☐  
Polish☐  
Scottish

Enter, for example, French, Swedish, Norwegian, etc. \_\_\_\_\_

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**Thank you!**