

OMB CONTROL NUMBER: 0704-0610
OMB EXPIRATION DATE: 03/31/2025

AGENCY DISCLOSURE NOTICE

The public reporting burden for this collection of information, 0704-0610, is estimated to average 1.25 hours 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.

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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Continue on to next page

6. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Distinguish between prevention activities that are evidence-based and those that are not							
	None	1	2	3	4	5	Extensive
Knowledge		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Describe the importance of evaluation and why and when evaluation should be done							
	None	1	2	3	4	5	Extensive
Knowledge		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Continue on to next page

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

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

Continue on to next page

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, website content, etc.) to effectively communicate information about prevention

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

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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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

26. Sex Man Woman Prefer not to respond

27. Hispanic Yes No Prefer not to respond

28. Service Air Force Army Navy Marine Corps Space Force N/A

29. Component Active Natl Guard Reserve DoD Civilian N/A

30. 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:

Other; please describe: _____

31. Education

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

32. Race/Ethnicity

What is your race and/or ethnicity?

Select all that apply and enter additional details in the spaces below.

D 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.

D Asian - Provide details below.

- Chinese Asian Indian Filipino
 Vietnamese Korean Japanese

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

D Black or African American - Provide details below.

- African American Jamaican Haitian
 Nigerian Ethiopian Somali

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

D Hispanic or Latino - Provide details below.

- Mexican Puerto Rican Salvadoran
 Cuban Dominican Guatemalan

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

D Middle Eastern or North African - Provide details below.

- Lebanese Iranian Egyptian
 Syrian Iraqi Israeli

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

D Native Hawaiian or Pacific Islander - Provide details below.

- Native Hawaiian Samoan Chamorro
 Tongan Fijian Marshallese

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

D White - Provide details below.

- English German Irish
 Italian Polish Scottish

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

Thank you!