

**AGENCY DISCLOSURE NOTICE**

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# Survey of the DoD Integrated Primary Prevention Workforce (IPPW)

Before continuing, please read the following information about the purpose of this survey and why it is important for you and for the Department of Defense (DoD).

**WHAT IS THIS SURVEY ABOUT?** This survey is part of an evaluation being conducted for DoD to learn about the recent deployment of Integrated Primary Prevention (IPP) personnel at DoD installations in support of the prevention of harmful behaviors, including sexual assault and harassment, substance abuse, suicide, and domestic violence. The survey contains questions about your experiences as a member of the Integrated Primary Prevention Workforce (IPPW) and the extent to which you believe you have the support needed to carry out effective prevention activities. The survey also asks about your background and expertise in prevention to provide a better sense of the characteristics of the DoD IPPW as a whole.

**WHO IS CONDUCTING THIS SURVEY?** This survey is being conducted on behalf of the DoD by the RAND Corporation. The RAND Corporation is a non-profit, independent research institution. The DoD Violence Prevention Cell (VPC) is overseeing the assessment.

**HOW WAS I CHOSEN?** You are being asked to participate because of your role in prevention at your location or because you oversee someone with a prevention role. All those who are part of the IPPW are being asked to participate.

**WHAT DOES PARTICIPATION INVOLVE?** The web-based survey is expected to take 30 minutes to complete. Depending on your responses, it may take you more or less time. The survey will be administered each year, from 2023-2026. Therefore, you may be asked to take the survey again in the future. How many times you will receive the survey depends on when you came into your role. If you complete the survey outside your duty hours, you have the option of electing to receive a \$40 Amazon gift certificate for participating in the survey.

**DO I HAVE TO PARTICIPATE?** The survey is completely voluntary, and you may stop at any time. You may skip any item you do not wish to answer. There is no penalty if you decide not to complete the survey or choose not to respond to certain questions within the survey. You have been asked to participate because of your role in the IPPW. The findings

from this survey will be used to help ensure that those in the IPPW have the support they need for implementing effective integrated primary prevention activities.

**WILL MY RESPONSES BE KEPT PRIVATE?** Yes, we will only report the survey results for groups large enough that no one can infer what a certain individual said on the survey. No one in your unit or any other DoD officials will see your individual survey responses, nor will any data be released that could identify you to anyone in your unit, any DoD officials, or anyone else.

**CST1. I have read the information, and I want to continue.**

Yes **1**

No **2**

[Programming note: Those who respond “No” (2) to CST1 should proceed to Exit Screen 1. Others should proceed to S1]

**For more information about this project, please contact [\[insert appropriate email address\]](#).**

If you have questions about your rights as a research participant, you can contact RAND's Human Subjects Protection Committee toll-free at (866) 697-5620 or by emailing [hspcinfo@rand.org](mailto:hspcinfo@rand.org). When you contact the Committee, please reference Study #2022-N0289.

[New Screen: Exit Screen 1]

We appreciate you reviewing the information about this survey and considering participating. If you have questions about this project, please contact the project team at [insert appropriate email address] or the office sponsoring the study at [insert appropriate email address]. Thank you very much for your time.

[New Screen]

## Your Background

Thank you for agreeing to participate in this important study. Please answer each question thoughtfully and truthfully. This will allow us to provide an accurate picture of the experiences and background of the DoD IPPW.

If you prefer not to answer a specific question for any reason, just leave it blank. Please note, there are a few background questions that require a response in order to make sure the questions you receive are appropriate for your job and Service. These questions are noted with an asterisk \*.

[Programming note: Item S1 requires a response]

**S1. Are you currently employed as a member of the Department of Defense Integrated Primary Prevention Workforce or IPPW (either full time or part time)?\***

Yes **1**

No **2**

[Programming note: If respondent responds ‘No,’ 2, to S1 they should proceed to Exit Screen 2. All others should proceed to B1.]

[New Screen: Exit Screen 2]

Thank you very much for your interest in participating in this survey. This survey is for current members of the DoD IPPW only. Therefore, we are not able to include you in this survey at this time.

If you have questions about this project, please contact the project team at [insert appropriate email address] or the office sponsoring the study at [insert appropriate email address]. Thank you very much for your time.

[New Screen]

[Programming note: Items B1 through B7 require a response]

**B1. What organization are you employed by?\***

Army **1**  
Army Reserve **2**  
Navy **3**  
Navy Reserve **4**  
Air Force **5**  
Air Force Reserve **6**  
Space Force **7**  
Marine Corps **8**  
Air National Guard **9**  
Army National Guard **10**  
DoD or Joint Staff **11**

**B2. What is your current location (e.g., installation, unit, ship)? (please do not include any personal identifiable information in your response) [provide an open-ended text-box]**

**B3. How long have you been employed in the IPWW?\***

\_\_\_\_Years \_\_\_\_Months [include numerically fixed text box for years and months with a min of 0 and a max of 99 for years; and a min of 0 and a max 999 for months]

**B4. What is your current job?\***

[provide the following response options in a drop-down box]

**ARMY**

Prevention Implementation Specialist  
Prevention Support Specialist  
Lead Prevention Specialist  
Supervisory Prevention Specialist  
Investigative Analyst

**NAVY**

Integrated Prevention Coordinator  
Integrated Prevention Specialist  
Embedded Integrated Prevention Coordinator  
Prevention Program Manager  
Prevention Analyst  
Prevention Data Coordinator  
Prevention Support Staff

**AIR FORCE**

Prevention Chief (Prevention Lead)  
Prevention Specialist

Prevention Coordinator  
Prevention Analyst

#### **NATIONAL GUARD BUREAU**

Prevention Program Manager  
Senior Prevention Analyst  
Prevention Lead (Domestic Abuse)  
Prevention Lead (Sexual Assault)  
Prevention Lead (Harassment)  
Prevention Lead (Self-Directed Harm)  
Prevention Lead (All Four Domains)  
Attorney Advisor

#### **DOD**

Implementation Support  
Prevention Support  
Prevention Specialist  
Prevention Lead  
Prevention Program Manager

Prevention Researcher  
Policy Analyst  
Prevention Director/Program Head

Other (please do not include any personal identifiable information in your response) [\[ADD OPEN TEXT BOX\]](#)

#### **B5. Are you a full-time or part-time employee?**

Full-time **1**  
Part-time **2**

#### **B6. Are prevention activities you perform a collateral duty?**

Yes **1**  
No **2**

#### **B7. Do you supervise other Integrated Primary Prevention personnel as part of your job duties?\***

Yes **1**  
No **2**

[\[New Screen\]](#)

## Education and Professional Development

The next series of questions asks you about your education and professional development prior to taking your current job as a member of the IPPW as well as your continued training and professional development activities in your current role.

#### **EP1. What is your highest level of education?**

High school/GED **1**  
Bachelor's Degree **2**

Master's Degree **3**  
Doctorate or other Terminal Degree **4**  
Juris Doctor **5**  
Other (please do not include any personal identifiable information in your response) [\[ADD OPEN TEXT BOX\]](#) **6**

**EP2.** Please indicate the discipline that best describes your highest degree.

Prevention **1**  
Social Work **2**  
Psychology **3**  
Sociology **4**  
Nursing **5**  
Medicine **6**  
Public Health **7**  
Criminal Justice **8**  
Law **9**  
Other (please do not include any personal identifiable information in your response) [\[ADD OPEN TEXT BOX\]](#) **10**

**EP3.** Do you hold any of the following professional certifications related to prevention (select all that apply)?

Certified Prevention Professional (CPP) **1**  
Certified Prevention Specialist (CPS) **2**  
Certified Health Education Specialist (CHES®) **3**  
Other (please do not include any personal identifiable information in your response) [\[ADD OPEN TEXT BOX\]](#) **3**

**[1.6.1] EP4.** In the past 12 months, how many hours did you spend on continuing education related to your role in the IPPW? Please do not include any general training required for all DoD employees. If you have been employed in the IPPW for less than 12 months, how many hours since you have been in your current position?

None **1**  
1 – 10 hours **2**  
11 – 20 hours **3**  
21 – 30 hours **4**  
More than 30 hours **5**

**[1.5.1] EP5.** In the past 12 months, which of these prevention trainings did you take?

None **1**  
DoD SPARX (Please specify which one or populate with options) **2**  
Your service or component specific prevention training (Please specify which one or populate with options) **3**

[\[New Screen\]](#)

[\[Programming note: Items EP6 d-e should only be provided to participants indicating they have been in their position for less than 12 months in item B3\]](#)

**EP6.** The following questions ask about your satisfaction with your training and onboarding experiences. Please indicate your level of agreement or disagreement with each of the below statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<b>[1.6.2] EP6a.</b> I am satisfied with the mandatory preventionist	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>5</b> <input type="checkbox"/>

training I have received.

[1.6.2] EP6b. I have adequate time to complete my required training. 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

[1.6.2] EP6c. I have the opportunities I want for further professional development. 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

[1.6.2] EP6d. The training we are required to take enhances my ability to do my job in the IPPW. 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

[1.5.3] EP6e. I am satisfied with the information I received as part of onboarding to my job in the IPPW. 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

[1.5.3] EP6f. My role and responsibilities were clearly outlined during my onboarding experience. 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

[1.10.1] EP7. Please indicate whether any of the following were barriers to you completing training or professional development activities (check all that apply).

None, I was able to complete all my required training 1

I did not have enough time during my duty hours 2

My organization did not have funding to pay for the CE 3

The courses I needed or wanted were not available 4

Other (please do not include any personal identifiable information in your response) [Insert open text box] 5

[New Screen]

## Support and Infrastructure for Prevention Activities

The next set of questions asks you about leadership support for your role in the IPPW and in implementing integrated primary prevention activities. By “leadership” we mean the leaders you work most closely with who can influence your day-to-day job functions and/or resources put towards integrated primary prevention activities.

[Project Note: LS1 items are intended to measure Leadership Support of Prevention Activities]

[1.9.3] LS1. Please read each item and indicate the extent to which the item is true of your work environment.

	To no extent	To a limited extent	To some extent	To a considerable extent	To a great extent
LS1a. My leadership is very committed to improving the quality of primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
LS1b. My leadership recognizes and appreciates high quality work related to primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
LS1c. My leadership would remove obstacles that prevent me from implementing high quality primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
LS1d. My leadership has established clear standards for the quality of primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

[1.9.3] [Project Note: LS2 items are intended to measure Leadership Interest in Evidence and Quality of Prevention Programs]

**LS2. Please read each item and indicate the extent to which the item is true of your leadership.**

	To no extent	To a limited extent	To some extent	To a considerable extent	To a great extent
<b>LS2a.</b> My leadership consults with me for decisions that involve primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>LS2b.</b> My leadership ensures there is a high quality evaluation of our primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>LS2c.</b> My leadership asks to review prevention plans.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>LS2d.</b> My leadership asks me for results from evaluations of primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**[1.9.3] [Project Note: LS3 items are intended to measure Leadership Support of Preventionists (i.e., support of the individual); items LS3f and g are reverse scored items]**

**LS3. Please indicate your level of agreement or disagreement with each of the below statements.**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<b>LS3a.</b> My leadership cares about my opinions.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>LS3b.</b> My leadership really cares about my personal well-being.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>LS3c.</b> My leadership strongly considers my professional goals and values.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>LS3d.</b> Help is available from my leadership when I have a problem.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>LS3e.</b> My leadership would forgive an honest mistake on my part.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>LS3f.</b> If given the opportunity, my leadership would take advantage of me.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>LS3g.</b> My leadership shows little concern for me.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>LS3h.</b> My leadership is willing to help me if I need a special favor.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**[Project Note: IS1 items are intended to measure overall Climate in Support of Prevention Activities]**

**[1.8.1; 6.2.2] IS1. Please indicate your level of agreement or disagreement with each of the below statements.**

In my installation...	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
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<b>IS1a.</b> Prevention of harmful behaviors is viewed as critical to maintaining mission readiness.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>IS1b.</b> Integrated Primary Prevention personnel are viewed as playing an important role in supporting the mission.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>IS1c.</b> Integrated Primary Prevention personnel are recognized for their contributions to the installation/unit.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>IS1d.</b> Members of my [unit/installation] frequently discuss the importance of preventing harmful behaviors.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>IS1e.</b> Activities designed to prevent harmful behavior are considered important.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

[New Screen]

[Project Note: IS2 items are intended to measure [Infrastructure Support](#)]

The next questions ask you about the extent to which you feel you have the necessary infrastructure support to implement prevention activities.

[1.8.6; 6.2.1] **IS2.** Please indicate your level of agreement or disagreement with each of the below statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<b>IS2a.</b> I have adequate staffing to conduct primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>IS2b.</b> I have an adequate budget to conduct primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>IS2c.</b> I have access to the installation resources (e.g., facilities) needed to conduct primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>IS2d.</b> I have the time required to conduct primary prevention activities within my normal duty hours.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>IS2e.</b> I have access to the data (e.g., needs of target population) I need to implement primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>IS2f.</b> I have access to the data I need to evaluate the success of primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

[Project Note: IS3 items are intended to measure [Resource Sustainment](#)]

[Programming note: IS3 items should only be provided to participants indicating they are prevention leads in item B4]

[2.5.6] **IS3.** Please indicate your level of agreement or disagreement with each of the below statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<b>IS3a.</b> Clear plans exist for sustaining the resources needed for primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>IS3b.</b> Clear plans exist for how to prioritize and distribute resources for primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>



<b>IS3c.</b> Leadership is committed to providing continued resources for primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>IS3d.</b> Leadership is committed to ensuring smooth transitions when there has been turnover among Integrated Primary Prevention personnel.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

[New Screen]

[Project Note: CC1 items are intended to measure Team Cohesion]

The next items are about your experience working with others in developing and implementing prevention activities. When you see the term “team” in the items below, we mean the people you work most closely with on a day-to-day basis to carry out your required prevention activities.

[2.2.4] **CC1.** Please indicate your level of agreement or disagreement with each of the below statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<b>CC1a.</b> My team has a common sense of purpose about our primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>CC1b.</b> My team has common goals for our primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>CC1c.</b> My team all takes responsibility for the performance of our primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

[Project Note: CC2 items are intended to measure Communication]

**CC2.** Please indicate your level of agreement or disagreement with each of the below statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<b>CC2a.</b> There is regular communication between the IPPW at the same unit or installation.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>CC2b.</b> There is regular communication between the IPPW in the field and preventionists at headquarters.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>CC2c.</b> There is regular communication between the IPPW across my Service.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>CC2d.</b> There are established methods for sharing information among the IPPW across my service.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>CC2e.</b> There are established methods for providing feedback from the field to headquarters IPPW.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>CC2f.</b> There are established methods for receiving feedback from service members about prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

[Project Note: CC3 items are intended to measure Collaboration]

[2.1.4] CC3. Please indicate your level of agreement or disagreement with each of the below statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
CC3a. I consult with other DoD Integrated Primary Prevention personnel about the prevention activities we are planning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
CC3b. I consult with key stakeholders about the primary prevention activities we are planning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
CC3c. I consult with leadership about the primary prevention activities we are planning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
CC3d. I consult with outside experts (e.g., universities) about the primary prevention activities we are planning.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

[New Screen]

## Potential Barriers to Implementing Prevention Activities

[Project Note: PB1 items are intended to measure Barriers to Implementation]

[2.6.1; 6.3.1] PB1. The next series of questions asks you about potential barriers to successfully implementing primary prevention activities. This will help the DoD better understand what barriers may exist in your service, installation, or unit. Please indicate your level of agreement or disagreement with each of the below statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
PB1a. People have negative views about primary prevention activities that were developed by external sources (i.e. they feel that they were “forced” on our units or are inappropriate for our units).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PB1b. People have doubts about of the quality of evidence supporting the interventions we use.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PB1c. There are challenges adapting primary prevention activities to meet the needs at my installation/unit.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PB1d. There are funding challenges related to implementing primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PB1e. There are challenges to understanding what types of primary prevention activities are needed where I work.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PB1f. There are challenges related to collaboration with other departments or organizations when implementing primary prevention activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
PB1g. There are policy requirements that make implementation of primary prevention activities difficult.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

[New Screen]

# Job Attitudes

The next series of questions asks you about your satisfaction and feelings toward your job in the IPPW.

[Project Note: JS1 items are intended to measure [Psychological Empowerment](#)]

[2.1.5] JS1. Please indicate your level of agreement or disagreement with each of the below statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
JS1a. The work I do is very important to me.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
JS1b. My job activities are personally meaningful to me.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
JS1c. The work I do is meaningful to me.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
JS1d. I am confident about my ability to do my job.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
JS1e. I am self-assured about my capabilities to perform my work activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
JS1f. I have mastered the skill necessary for my job.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
JS1g. My impact on what happens in my team is large	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
JS1h. I have a great deal of control over what happens in my team.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
JS1i. I have a significant influence over what happens in my team.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

[Project Note: JS2 is intended to measure [Job Satisfaction](#)]

[2.1.5] JS2. Considering everything, how would you rate your overall satisfaction with your job in the IPPW?

Very dissatisfied 1

Dissatisfied 2

Neither dissatisfied nor satisfied 3

Satisfied 4

Very satisfied 5

[New Screen]

## Areas of Expertise and Need for Further Professional Development

Project Note: The following items are intended to measure [whether preventionists have the required competencies](#)

To help DoD better understand where additional continuing education or professional development may be needed across the prevention workforce, the next series of questions asks about various topics in prevention.

Competency Questions for the Integrated Primary Prevention Workforce (**Bold** are the correct answers)

1. Qualitative data is often collected through key informant interviews, focus groups, listening sessions, and:

- A) Community meetings**
- B) Newspaper articles
- C) Arrest reports
- D) Electronic health records

2. A program that has been researched and found to be effective is known as:

- A) Universal.
- B) Evidence-based**
- C) Promising
- D) Excellent

3. An example of a selected prevention strategy is:

- A) Coordination with beverage servers at sporting events to limit over-serving**
- B) Media Campaign
- C) Guest Speaker/Assembly
- D) Social Norm Program

4. Mobilizing military community members to participate in an integrated primary prevention effort is an example of:

- A) Community readiness
- B) Problem prioritization
- C) Coalition building**
- D) Community needs assessment

5. You are planning to use a proven, evidence-based program but realize it is not feasible to implement all the program components. You should:

- A) Not proceed at all with your choice
- B) Consult with the program's developers to determine potential impact**
- C) Go ahead, as most programs can be modified to meet local circumstances
- D) Add additional alternatives to fill out the missing components

6. An integrated primary prevention program that has been designated as a best practice means:

- A) It has been adapted by many prevention programs throughout the country
- B) It reflects the specific cultural needs of the community
- C) It needs to involve a skilled, experienced program director
- D) It has been shown through research and evaluation to be effective**

7. Which of the following is an example of quantitative data?

- A) Interviews with service providers
- B) A review of archival data
- C) A survey of integrated primary prevention support personnel**
- D) A review of program documents

8. An integrated primary prevention strategy aimed at informing broad segments of the military community is called a:

- A) Universal intervention**
- B) Selective intervention

- C) Indicated intervention
- D) Risk and protective approach

9. Information collected from interviews, focus groups, and/or observations involving document reviews to produce a descriptive report is called:

- A) Indicator data
- B) Qualitative data**
- C) Outcome data
- D) Quantitative data

10. An objective statement:

- A) Is time-bound, specific and measurable**
- B) Identifies specific individuals and their responsibilities
- C) Is general and inclusive
- D) Compares planned to achieved tasks

11. Key informants are people who:

- A) Represent official positions of power in the military community
- B) Are engaged by program evaluators to monitor program implementation
- C) Go undercover to provide military officials with tips on hazing/bullying within a unit
- D) Are essential information sources in needs assessments**

12. What question should be asked at the HIGHEST level of prevention evaluation?

- A) Did community-wide behaviors change?**
- B) Did intended participants attend regularly?
- C) Did program participants' behavior change?
- D) Did participants' attitudes change or did self-esteem improve?

13. After you've collected all data for your needs assessment, the best next step would be to:

- A) Analyze the data**
- B) Prepare a report
- C) Determine stakeholders' needs
- D) Draft recommendations

14. Archival data is:

- A) Information from a large number of individuals
- B) Information contained in public records**
- C) Hard to find
- D) Collected from surveys

15. A process evaluation:

- A) Is done at the completion of the program
- B) Is done throughout the delivery of program services**
- C) Involves random assignment of participants
- D) Involves the collection of participant information after they leave the program

16. Key Informant Interviews as a method of data collection:

- A) Eliminate the possibility of bias in collection information
- B) Can be done by anyone
- C) Provide in-depth information about community needs**
- D) Do not take much time

17.The best reason to use a pre-post survey method is that it:

- A)Tells you whether the individual has changed their behavior, attitude, knowledge, or belief**
- B)Provides an opportunity for the program participant to criticize the program
- C)Is less expensive and more effective than any other evaluation method
- D)Can give you information about the program that other data collection methods can't provide

18.An example of a selected prevention strategy is:

- A)A classroom-based prevention program for all members of a high-risk unit
- B)A skills-based program for youth from military families who have experienced many transitions**
- C)A parenting program which is open to all members of the military community at a rural installation hosted by a local chaplain
- D)A media campaign targeting enlisted military members

19. Which of the following is an example of a risk factor for behavioral health problems in youth?

- A)Ability to obtain positive attention
- B)Desire to achieve
- C)Inadequate supervision**
- D)Adequate income

20.An example of an information dissemination approach would be:

- A)Talking to military service members about the dangers of illegal drugs
- B)Mass media campaign on opioid addiction**
- C)Server intervention training workshops
- D)Military Assistance Programs

21.The conditions that build resilience to buffer negative effects such as prior trauma, low-commitment to military workplace, or drug-abusing environment, are called:

- A)Support factors
- B)Universal factors
- C)Resilient factors
- D)Protective factors**

22.An example of an evidence-based environmental approach to substance abuse prevention is:

- A)Training highlighting community risks
- B)Server intervention training**
- C)Program serving military service members with an alcohol-related infraction
- D)Community health fairs

23.A way the media can be used to educate and inform is through:

- A)Parenting skills classes
- B)Recreational programming
- C)Military spouse meetings
- D)Opinion editorials**

24.The attitude and habit that MOST increases cultural sensitivity is:

- A)Leading
- B)Demonstrating sympathy
- C)Displaying concern
- D)Working alongside**

25.As a facilitator in a prevention planning process, how would you get service members buy-in?

- A)Ensure food is provided at the planning meeting
- B)Get an announcement placed on a local bulletin board
- C)Involve service members in the planning process**
- D)Present the completed program plan to military leaders

26.In order to increase diverse military community involvement in a prevention planning group, you should:

- A)Present at events throughout the community
- B)Distribute flyers in multiple languages
- C)Use public events (e.g., fairs) to publicize your needs
- D)Go directly to the military community and recruit potential members**

27.When facilitating a coalition or planning group, a prevention personnel should avoid:

- A)Listening and observing
- B)Managing conflict
- C)Encouraging participation
- D)Inserting personal opinions**

28.Which of the following is categorized as a depressant drug?

- A)Alcohol**
- B>Oxycodone
- C)Marijuana
- D)Methamphetamine

29.Materials that are not copyrighted are considered to be:

- A)Tangible
- B)Minimally creative
- C)Original
- D)Public domain**

30.What is a social marketing campaign?

- A)An environmental prevention technique that directs behavior through word of mouth.
- B)A type of prevention strategy that allows for the selection of the best way to reduce use in a community by popular vote
- C)The application of commercial marketing technologies to prevention programs in order to improve personal welfare and that of society**
- D)An environmental prevention program that targets events and gatherings as the places to deliver its message

31.Prevention professionals must determine what factors helped explain why people begin to engage in problem behaviors. At the most basic level these factors are:

- A)Schools and communities
- B)Family and peers
- C)Individuals and family
- D)Risk and protective**

32.Media campaigns in prevention are most typically intended to:

- A)Educate the public**
- B)Encourage legislation supporting prevention
- C)Recruit volunteers
- D)Change people's behavior

33.The Integrated Primary Prevention in the Military (DODI 6400.09) defines three types of prevention approaches. One approach is:

- A)Selected
- B) Victims of Bullying or Hazing
- C)High-Risk Behaviors
- D)Substance Use Disorders

34.The primary purpose of creating a logic model is to:

- A)Identify evaluation tools
- B)Enhance community involvement
- C)Determine appropriate staffing patterns
- D)Connect goals, strategies and outcomes**

35.If your prevention planning team lacks participation from a specific group, you should:

- A)Go to those members of the groups that have volunteered to serve as part of your planning team**
- B)Attend an event sponsored by that group
- C)Wait until the planning team has completed its work
- D)Have planning team members go to members of that group and ask them to participate

36.A goal statement:

- A)Provides general purpose, direction, and desired outcomes**
- B)Specifies what and when something is to be accomplished
- C)Identifies who will do what tasks
- D)Is the same as a mission statement

37.There was an underage drinking problem at a local installation. Enforcement of minimum-purchase-age laws against selling alcohol and tobacco to minors through the use of undercover buying operations was utilized to address the underage drinking problem. What type of prevention strategy was used?

- A)Alternatives to drug use
- B)Dissemination of information
- C)Prevention education
- D)Environmental approach**

38.Focus groups are used to bring together people:

- A)With common characteristics for implementing programs
- B)From diverse backgrounds to discuss a wide variety of topics
- C)To evaluate types of proposed program materials
- D)With common perspectives that relate to a specific topic**

39.A person who has been designated by group members to be caretaker of the meeting process is known as the:

- A)president
- B)board leader
- C)facilitator**
- D)advocate

40.The first step in developing a comprehensive integrated primary prevention plan is:

- A)Assessment of readiness**
- B)Capacity building
- C)Planning
- D)Implementation



41. Before working in a community to implement prevention programming, what is an important first step?

- A) Learning as much information about the community as possible**
- B) Evaluating the community's current programming efforts
- C) Informing community members of the best strategies to help them
- D) Selecting the type of program you want to implement

42. When is it appropriate to engage service members in the program evaluation process?

- A) During the evaluation design portion, but not the data collection portion
- B) For data collection purposes only, because they can use their connections in the community
- C) All the way through**
- D) Not at all, since their presence may bias evaluation results

43. Information overload is a barrier to effective listening because:

- A) The receiver gets too much content at one time**
- B) The audience member does not have a chance to respond
- C) The receiver is forced to hear the speaker talk for too long
- D) The audience member is unable to talk to their peers about what they are learning

44. What best defines a facilitator's role?

- A) Someone who sets up a meeting site, including deciding the place and time
- B) Someone who oversees the meeting process**
- C) Someone who writes minutes from a meeting and distributes them to all members
- D) Someone who ensures that a follow-up meeting date is set by the end of the meeting

45. What would best describe a military community in denial about having high rates of harmful behaviors among their service members?

- A) The community might recognize harmful behaviors like suicide or sexual assault as a problem for the military in general, but does not acknowledge that it is a problem for them specifically.**
- B) The community has no awareness that harmful behaviors like suicide or sexual assault are a problem.
- C) The community has no leadership to do anything about harmful behaviors like suicide or sexual assault.
- D) The community might acknowledge harmful behaviors like suicide or sexual assault exist in the military but does not see them as problems.

46. A integrated primary prevention planning team is advocating for an ordinance to ban the sale of alcohol at the annual fall family festival. This is an example of:

- A) An alternative activity strategy
- B) A family intervention strategy
- C) An environmental strategy**
- D) An enforcement strategy

47. Data collection efforts to determine a unit's norms can be conducted using which of the following?

- A) Informal discussions after meeting
- B) Journals from health classes
- C) Focus groups**
- D) Attendance at an event

48. What is social norms marketing?

- A) The theory that marketing is a normal way of conveying information.
- B) How service members look to the media for understanding about their peers
- C) Conveying the idea that most service members practice healthy behaviors**
- D) Showing how abnormal sobriety is among military service members

49. A prevention personnel provides life skills classes to a local unit. They are asked by the leader of that unit to also lead group therapy sessions for victims of sexual assault while their chaplain is on leave. The prevention specialist should:

- A) Respectfully refuse**
- B) Accept the challenge
- C) Volunteer to co-facilitate
- D) Accept but provide life skills classes instead of therapy

50. Strategies that aim to enhance service members' ability to develop competence, a positive sense of self-esteem, mastery, well-being, social inclusion, and strengthen their ability to cope with adversity are:

- A) Mental health promotion interventions**
- B) Universal preventive interventions
- C) Selective preventive interventions
- D) Indicated preventive interventions

51. What is the most basic guiding ethical principle in prevention work?

- A) Never encourage harmful behaviors**
- B) Take every opportunity to spread the prevention message
- C) Do no harm
- D) Lead by example

52. In prevention work, when a prevention personnel's personal opinions differ from a member of their planning team on a relevant issue, what is the best way to approach the topic?

- A) Use the position of authority to attempt to influence the member
- B) Acknowledge internally the difference between personal viewpoints and professional and uphold professionalism at all times**
- C) Tell the team member you can no longer work with him/her
- D) Find a compromise between the two positions

53. Treating every unit in which you provide services the same, regardless of their culture, is an example of:

- A) Cultural competence
- B) Cultural humility
- C) Cultural blindness**
- D) Cultural sensitivity

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**THANK YOU FOR PARTICIPATING IN THIS SURVEY**