

# **DEFENSE ADVISORY COMMITTEE FOR THE PREVENTION OF SEXUAL MISCONDUCT (DAC-PSM)**

## **Public Meeting Minutes April 10, 2024**

The Defense Advisory Committee for the Prevention of Sexual Misconduct (DAC-PSM) convened a public meeting at 9:00 AM EST on April 10, 2024. The meeting was held virtually via a Zoom webinar.

### **Committee Members**

The following DAC-PSM Committee Members were present at the April 10 meeting:

- Co-Chair: Ms. Gina Grosso (Lt Gen, United States Air Force (Ret))
- Co-Chair: Dr. Lindsay Orchowski
- Mr. Clem Coward (MG, United States Army (Ret))
- Dr. Dorothy Edwards (Prevention Training and Activities Subcommittee Chair)
- Dr. Armando Estrada
- Ms. Stephanie Gattas
- Dr. Sharyn Potter
- Dr. John Pryor
- Ms. Lynn Rosenthal
- Dr. Amy Smith Slep
- Ms. Glorina Stallworth

The following DAC-PSM Committee Members were absent from the April 10 meeting:

- Dr. Antonia Abbey (Metrics and Performance Subcommittee Chair)
- Ms. Jennifer Silva

### **Opening Remarks**

The DAC-PSM Executive Director and Designated Federal Officer (DFO), Dr. Suzanne Holroyd, opened the Committee's public meeting by reviewing the Committee charter and its mission. Dr. Holroyd informed those in attendance that this meeting is being held in line with requirements stated in the Federal Advisory Committee Act.

Those in attendance were reminded that any comments made during the meeting by Committee Members are their personal opinions and do not reflect the position of the DAC-PSM, Department of Defense (DoD), Military Departments, or Military Services. Dr. Holroyd then conducted a roll call of DAC-PSM Members and confirmed that a quorum was met. Dr. Holroyd turned the meeting over to DAC-PSM Co-Chair, Dr. Lindsay Orchowski, for opening comments.

Dr. Orchowski welcomed and thanked everyone for their attendance at this public meeting. She noted that it had been several months since the last DAC-PSM public meeting and provided an update of the Committee's recent efforts and a look ahead at upcoming endeavors. Dr. Orchowski reminded attendees that the DAC-PSM has two subcommittees, one of which focuses on metrics and evaluation, and the other on prevention training and activities. The Metrics and Performance Subcommittee has been looking at risk and protective factors at the community- and

organizational-level, and the Prevention Training and Activities Subcommittee has been considering the Department's approach to professional military education. Both subcommittees have reports due at the end of this year, and the April 10<sup>th</sup> public meeting sessions were designed to help ensure that members have the necessary context to conduct their subcommittee reviews. Additionally, the DAC-PSM has been working closely with DoD staff who are implementing the Department's integrated prevention research agenda. Dr. Orchowski remarked that the day's sessions would provide an opportunity to ensure members are fully aware of DoD's research needs on this topic, and for members to share what they know to help the Department use its research dollars as effectively as possible. Dr. Orchowski also noted that the DAC-PSM recently added new members: Mr. Clem Coward (MG (Ret), United States Army), Dr. Sharyn Potter, and Dr. Michele Ybarra, as well as welcomed a returning member, Ms. Lynn Rosenthal. Dr. Orchowski closed her comments by thanking the Members, speakers, and public for their participation and expressing her appreciation for the level of support shown.

### **Overview of Public Written Comments**

Dr. Holroyd opened the portion of the meeting designated for review of the public's written comments. She noted that the Committee did not receive any public comments (by email or phone) prior to the deadline listed in the Public Register Notice, and thus, had no comments for the Committee to address.

Throughout the virtual meeting, public attendance ranged from 25-57 individuals who were present via Zoom.

### **Office of People Analytics Brief on Measurement of Risk and Protective Factors for Harmful Behaviors**

Ms. Faith Berrier (DAC-PSM Program Strategic Advisor) provided background for the brief on Measurement of Risk and Protective Factors for Harmful Behaviors, provided by the DoD Office of People Analytics (OPA). Ms. Berrier explained that the DAC-PSM Metrics and Performance Subcommittee has been tasked to 1) identify and define community- and organizational- level risk and protective factors that contribute to harmful behaviors in a military environment, and 2) to recommend measures of performance and measures of effectiveness that the DoD might use to track those identified factors.

The goal of the study is to help meet a Departmental need and to address an identified priority for the Department: the strengthening and expansion of current efforts to measure risk and protective factors, specifically those at the outer layers of the social ecological model (SEM). This effort will in turn help to inform the work being done to evaluate the prevention efforts of the Department. Ms. Berrier then introduced the OPA briefers, Dr. Rachel Lipari and Ms. Lisa Davis, and explained that Dr. Lipari would provide an overview of OPA's work on the Defense Organizational Climate Survey (DEOCS) as well as a few other organizational climate-related efforts. Following the brief, Dr. Holroyd would facilitate discussion and questions from the Committee.

Dr. Lipari introduced herself as the Acting Division Director of the Health and Resilience Division and Program Director overseeing the DEOCS. She explained that the DEOCS is the DoD's official

survey tool for assessing command climate. It is designed to be assessed at the unit level and intended to be a “check-engine light”; that is, a resource allowing commanders to obtain information about the climate in their unit and take targeted action before it gets to the problematic stage. The need for a command climate assessment was mandated by the National Defense Authorization Act for Fiscal Year 2013 (NDAA FY13) and was further refined with the codification of Department of Defense Instruction (DoDI) 6400.11, which is the DoD Integrated Primary Prevention Policy. This DoDI identified that the DEOCS would be the one consistent measure of climate assessment across the Department. Although all the Services conduct the DEOCS in their own manner, they all use the same methodology of climate assessment, with the intention that the DEOCS provides standardized measures at the unit level and at the Department level overall.

Dr. Lipari provided background that the DEOCS was first stood up in the 1990s as a survey fielded by the Defense Equal Opportunity Management Institute and was primarily focused on equal opportunity at that time. In 2018, the Office of the Under Secretary of Defense for Personnel and Readiness transferred the responsibilities of the DEOCS to OPA and tasked the office with revitalizing and modernizing the survey. The DEOCS was relaunched in 2021 with version 5.0 and has been continuously evaluated since that launch. In 2022, a streamlined version referred to as DEOCS 5.1 was created, which was better aligned with DoDI 6400.11. In 2023, OPA launched DEOCS 5.1 and transitioned to an annual fielding window. Previously, the survey had been fielded whenever a new commander took over and then once annually thereafter; the new annual fielding window is a set period where all units are supposed to be collecting information during the same time period.

Dr. Lipari then shifted her briefing to an explanation of the process of developing the DEOCS 5.0. When OPA first took over the DEOCS in 2018, its goal was to shift it to more of a prevention-focused tool—using it to empower commanders to get ahead of problems before they arise, whereas historically it had been used more as a measure of surveillance to understand prevalence of behaviors. With DEOCS 5.1, more than 500 topics were considered for assessment, which was then whittled down to a more manageable number of topics, so as not to overburden Service members or overwhelm policy offices with too much information. OPA solicited feedback from key stakeholders at multiple points throughout the survey development process, including conducting semi-structured interviews with more than 70 individuals and 11 policy offices. In 2019, OPA conducted a Command Climate Assessment summit with researchers, policymakers, and subject matter experts inside and outside of the Department to discuss potential measures on the DEOCS. In 2020, OPA followed that up with an advisory group composed of commanders, service members, and equal opportunity advisors. Dr. Lipari highlighted that OPA followed a rigorous scientific process to identify key topics for inclusion, prioritizing scientific instruments that would be able to capture change over time, since the goal was to provide commanders with information they can use to assess their ability to effect change. Additionally, Dr. Lipari remarked that a priority was to have a tool that could look at different subgroups, including personal characteristics (for example, men and women) and organizational characteristics (for example, two branches within the same organization). Topics were also selected based on their endorsement from key stakeholders and their actionability. With these selection criteria, the 500 potential topics were reduced to 200, and from there, an independent scoring process took those 200 and rated them to come up with the top candidates. At this point, OPA was looking at the actual individual

items that it wanted to measure, including the actual question text. Dr. Lipari noted that where possible, OPA wanted to draw from known measures, including the DoD's Workplace and Gender Relations Survey and Workplace Equal Opportunity Survey, as well as civilian research. OPA went through a process of piloting and conducting psychometric analyses on these measures.

Dr. Lipari addressed a question the Committee had posed in its Request for Information (RFI), which was whether there were any measures OPA chose not to include or felt like OPA could not include in the DEOCS. She remarked that there were some limitations; for example, OPA did not include a measurement of perpetration of sexual assault due to legal concerns about asking survey-takers to self-incriminate. She noted that OPA felt there was ample opportunity to collect information related to the outcomes they were most concerned about without asking service members to answer questions about perpetration. Dr. Lipari also emphasized that in designing the DEOCS survey, OPA was very cognizant of the burden on service members. She noted that one challenge across the DoD is low response rates to surveys, and so OPA wanted to limit its contribution to that issue by ensuring the DEOCS survey is both powerful and succinct. The redesigned DEOCS is a 15-minute assessment.

Dr. Lipari then provided an overview of the DEOCS survey structure. The survey is supposed to be a unit census; it is conducted on units with a minimum of 50 people, to protect against identifiability and data suppression. The survey contains about 70 core items that can be completed anywhere, on any device and is designed to be user-friendly for both survey administrators and survey takers. In addition to the standard core DEOCS content, unit commanders can customize the content for their unit utilizing an item bank of over 400 additional options. The ability to customize the DEOCS for a particular unit allows leaders to make the survey as relevant and targeted as possible to address any unique circumstances in that particular unit. At the unit level, customizability options allow for up to an additional ten close-ended and five short-answer items; at the Service level, the survey may be customized to include up to ten questions that are specific to each Service. The survey is fielded over four weeks, with the unit commander and survey administrator watching the response rates and proactively encouraging participation if rates are low; if response rates do not hit the minimum requirement, there is an automatic extension option. Dr. Lipari remarked that the DEOCS tends to get the highest response rates of the DoD surveys. Within two weeks of the survey field closing, the survey administrator, commander, and commander's supervisor receive an email with instructions for accessing results. Results are provided in a standardized report that supplies top-line results for their unit overall and any subgroups they had identified, along with standard demographics. To receive the results, a minimum of 16 participants must have completed at least 50% of their survey. Dr. Lipari stated that one way the DEOCS provides a personal experience is that they have incorporated language in the survey that makes it feel like the command is the one actually conducting the survey—for example, instead of asking about "experiences in your unit," the survey uses a real unit's name. The actual name of the commander of that unit is used as well.

Dr. Lipari then shifted her briefing to an explanation of the Department's six strategic target outcomes (STOs), which are the measurable Department personnel priorities the DEOCS is designed to target. The STOs are not measured directly on the DEOCS because the survey is intended to identify problematic trends early, meaning it measures precursors of these outcomes. The STOs are either behaviors that the Department wants to bolster or prevent: racial/ethnic

harassment and discrimination, sexual harassment, sexual assault, suicide, retention, and readiness. Dr. Lipari remarked that the survey measures 19 risk and protective factors (listed below), which serve as early-warning indicators for one or more of the STOs.

| <b>Protective Factors</b><br><i>(Attitudes, beliefs, and behaviors associated with positive outcomes for units)</i>  | <b>Risk Factors</b><br><i>(Attitudes, beliefs, and behaviors associated with negative outcomes for units)</i>   |
|--|---|
| <ul style="list-style-type: none"> <li>• Cohesion</li> <li>• Connectedness</li> <li>• Engagement and Commitment</li> <li>• Fairness</li> <li>• Inclusion</li> <li>• Leadership Support (Immediate Supervisor)</li> <li>• Morale</li> <li>• Safe Storage</li> <li>• Transformational Leadership (Commander and NCO/SEL)</li> <li>• Work/Life Balance</li> </ul> | <ul style="list-style-type: none"> <li>• Binge Drinking</li> <li>• Alcohol Impairing Memory</li> <li>• Passive Leadership (Commander and NCO/SEL)</li> <li>• Racial/Ethnic Harassing Behaviors</li> <li>• Sexually Harassing Behaviors</li> <li>• Sexist Behaviors</li> <li>• Stress</li> <li>• Toxic Leadership (Immediate Supervisor and NCO/SEL)</li> <li>• Workplace Hostility</li> </ul> |

Dr. Lipari noted that one effort OPA currently has underway is a validation study to evaluate whether the risk and protective factors are predictive of outcomes and to determine if there are additional relationships that are not already documented in the literature. The study will help determine, for example, to what extent a lack of cohesion is associated with a decline in readiness or retention.

Dr. Lipari then explained DEOCS products. As previously stated, the results are automatically provided within two weeks of the end of the fielding period. Report products include an executive report, the survey results, and comments. Reports are provided to the commander in PDF and Excel formats to assist with data manipulation and results summarization for use in briefings. At a minimum, the DEOCS is intended to identify results from a particular unit, but in the Defense Climate Portal, there is a function that allows commanders to aggregate across multiple units for up to 50 registrations. Dr. Lipari provided the example that the DEOCS might initially be broken up at the United States Air Force Academy (USAFA) based on the Cadet Wing, which could then be aggregated across the cadet population to get to an overall look at the USAFA population.

Report results identify strengths (protective factors with the highest favorable ratings and risk factors with the lowest unfavorable ratings) and challenges (protective factors with the lowest favorable ratings and risk factors with the highest unfavorable ratings), assess trends over time, and examine demographic breakouts. Reports also include factor rating alerts, which look like caution symbols, indicating protective factors with particularly low favorable ratings and risk factors with particularly high unfavorable ratings relative to all units who have taken a DEOCS in the previous year. These alerts are designed to help commanders focus on highlighted factors that

require their attention. Notably, DoDI 6400.11 requires that DEOCS results be shared with unit members. Leaders use DEOCS results to inform their command climate assessment. Follow-up activities can include focus groups, interviews, observations, or records reviews to clarify and detail perceptions reported in a DEOCS, explain why those perceptions exist, and provide suggestions for improvement. Dr. Lipari emphasized that taking action on survey results is one of the best ways to encourage future survey participation and the only way to change the results.

Dr. Lipari provided further context for the DEOCS and how it fits into the prevention system, stating that it is the cornerstone of the command climate assessment. She discussed the OPA Defense Climate Portal (DCP) Systems & Resource Center, which has four different components- (see slide 19 for detail):

1. The DEOCS System, which consists of survey registration for the DEOCS, data collection, and automated reporting – essentially, a one-stop shop for the DEOCS administration.
2. The Defense Organizational Climate Pulse (DOCP) System, often referred to as the little sister of the DEOCS. This survey is designed to be a follow up to a DEOCS. Commanders can create a targeted survey to identify topics of interest, similar to how the DEOCS customization allows commanders to select items from the item bank to include on the DEOCS. The DOCP system is brand new, having just launched in February 2024. Since the DoDI 6400.11 removed the requirement to administer a DEOCS following a change in command, the DOCP can now be used as a pulse survey for a new commander to assess climate in their new unit after reviewing the results of the previous DEOCS.
3. The Comprehensive Integrated Primary Prevention (CIPP) System. The content of plans are outlined by the Office of Force Resiliency (OFR) Violence Prevention Cell (VPC), and rather than at a unit level, CIPP Plans look at communities overall. CIPP Plans are uploaded to the CIPP system portal (owned by OPA) and allows the Department to see what topics across the Department are going into CIPP Plans, so OPA can identify metadata across documents.
4. The Resource Center provides survey resources, including CIPP Plan resources and tools to aid in the utilization of DEOCS results.

The OPA Defense Climate Portal Resource Center (DCP) is accessible at <https://www.prevention.mil>. Dr. Lipari noted that automated tracking reports, which will aid the Services in assessing compliance with the DoDI 6400.11 requirements, are coming soon.

At this time, Dr. Lipari outlined the continuing DEOCS evolution. She stated that OPA constantly reviews survey content for its reliability and actionability, updating the DEOCS survey item bank and leveraging the DEOCS to reduce the fielding of other surveys. Continuing efforts to improve the DEOCS include validating the relationship between factors and outcomes and developing data driven thresholds; user feedback research; developing Service-level aggregations to inform commander assessments of results; and compliance tracking reports.

Dr. Lipari returned to the Defense Organizational Climate Pulse (DOCP) mentioned previously. She stated that the DOCP only has 15 closed-ended questions and one open-ended question. It is designed as a quick (less than ten minutes), customizable, low burden survey to assess organizational climate. The DOCP is meant to be used if a commander wants to follow up on a specific topic in their unit. Additionally, CIPP Plans are a tool that can be used to inform or

document integrated primary prevention-based activities to reduce risk factors and enhance protective factors to promote healthier climates across DoD Communities. CIPP Plans provide a roadmap for preventing harmful behaviors in “communities” that are defined by the Services. Dr. Lipari reiterated that content of CIPP Plans is not something OPA has oversight of, but OPA does have the information collecting metadata from the CIPPs so that they can identify the topics that are being covered in those plans. OPA’s goal is for integrated primary prevention personnel to have access to DEOCS results to inform the development of their CIPP Plans.

Dr. Lipari concluded her presentation and opened the floor for Q&A with Committee members.

Dr. Pryor asked if OPA had any plans to attempt to make more data publicly available for academic research. Dr. Lipari answered that OPA does currently have some public use versions of DEOCS data available, but that information on aggregation efforts remains internal for now, due to upcoming shifts in methodology that will occur once OPA begins weighting the data. New data aggregation efforts began in late 2023 (upon release of the 2022 data), and weighting will be the next phase of that effort. OPA will wait to share information regarding aggregation methodology info until those changes have taken place. All the products OPA puts out are available internally on the Department CAC-enabled sites, and the goal is to get that data publicly available in the future as well.

Dr. Slep stated that she had not been able to find the items that are included in the DOCP, and she would appreciate being able to see that item bank. Dr. Lipari noted that the DOCP just launched in February and that those items were only recently uploaded for public use, and she would send the link to the Committee for viewing. Dr. Slep also sought confirmation regarding whether all the various surveys and assessments mentioned are administered anonymously. Dr. Lipari replied that historically the DEOCS was completely anonymous. In 2022, it was shifted to a confidential administration – meaning the roster of information provided by the units allows OPA to identify the individual, ensuring that individuals can only take the DEOCS once. OPA does offer a fully anonymous option for the DEOCS, but the majority of the data is collected confidentially, with responses de-identified using standard suppression rules.

Dr. Estrada remarked that he wanted to follow up on the de-identification process and expand the question to the aggregation and validity progress. He questioned what timeline OPA had for making that information public. Additionally, he referred to the Academy example Dr. Lipari had provided when she described the DEOCS aggregation, asking whether that could be elevated up to the Service or DoD level, and if there were timelines associated with making that information publicly accessible. Dr. Lipari responded that 2022 was the first time the data was aggregated, and she is currently putting together the 2023 aggregations. The DEOCS data collected in 2024 will also be the first time the DEOCS aggregated data will be weighted. She stated that weighting that data is important before providing public information and that OPA works with OFR and VPC to determine the timeline for making any information publicly available. At this time, OPA is working to put together a few products that are smaller, bite-sized pieces, with the goals of making those available this year.

Ms. Rosenthal requested clarification regarding the relationship between the CIPP and the DEOCS. Dr. Lipari answered that the CIPP has a lot of variation, and the first CIPP upload ever was just completed on March 31, so they are just coming in. Essentially, the Services designate the

size and composition of the CIPP communities. As an example, the National Guard defines the “community” in its CIPP at the state level, meaning they have taken the DEOCS across the whole state and are looking at them all together along with other information collected as part of the command climate assessment. Dr. Lipari reiterated that she does not work on the content of CIPPs, which is in the OFR/VPC portfolio. Rather, OPA collects information on the construction of CIPPs (e.g., which units are associated with a CIPP, who were the commanders). The DEOCS is supposed to be the one required data element included in a command climate assessment, and the CIPP is an aggregation of those command climate assessments for a particular community. Dr. Lipari remarked that OPA has the ability to aggregate DEOCS within its system, so an integrated primary prevention workforce (IPPW) staff member who is working on creating a CIPP has the ability to go into the DEOCS portal, combine all the DEOCS under that particular community, and get one report with an overall look.

Dr. Pryor explained that the Metrics and Performance Subcommittee is currently conducting a study focused on risk and protective factors for sexual assault and sexual harassment behaviors. He asked Dr. Lipari if there were any reports that look at the relative importance of factors that are predictors of sexually harassing behaviors, remarking that looking at it in a multi-variate way, he did not see a comprehensive analysis of a list of risk and protective factors. Dr. Lipari answered that OPA is currently working on the validation of risk and protective factors. OPA is working with the Workplace and Gender Relations (WGR) survey outcome data and using that to identify whether the DEOCS factors really are predictive of outcomes. OPA is in the process of finalizing those models and putting out a report later this year that looks at the first three outcomes (sexual assault, sexual harassment, and racial/ethnic harassment and discrimination). The other three outcomes will be rolled out piecemeal. Dr. Pryor asked whether this would only be available internally. Dr. Lipari answered that there is public-use DEOCS data that is available upon request, and OPA is working to make it even more easily available. Within the Department, the data sets are available within Advana (a centralized data and analytics platform that provides DoD users with common business data, decision support analytics, and data tools).

Dr. Holroyd thanked Dr. Lipari for her briefing and concluded the session.

## **Office of Force Resiliency Violence Prevention Cell Brief on Integrated Prevention Research Agenda**

Dr. Holroyd introduced the session by explaining that the DAC-PSM charter charges the Committee to offer the Department recommendations on existing programs as well as future endeavors. To that end, Dr. Jason Katz, Senior Research Psychologist within the Office of Force Resiliency’s Violence Prevention Cell (VPC), would provide an overview of the Department’s existing research agenda and the overall requirements for the research agenda, followed by a discussion with the Committee on potential future focus areas.

Dr. Katz began his brief by explaining that the VPC leads the Department’s efforts in moving towards a holistic approach to preventing harmful behaviors before they begin. The VPC is focused on harmful behaviors that impact the military community (including sexual assault, harassment, suicide, domestic abuse, child abuse, and retaliation) as well as risk and protective



factors that contribute to those harmful behaviors. The VPC publishes an annual research agenda on the primary prevention of harmful behaviors, as required by the National Defense Authorization Act for Fiscal Year 2022. Dr. Katz highlighted that the agenda, as defined in DoDI 6400.11, “DoD Integrated Primary Prevention Policy for Prevention Workforce and Leaders” (pg. 42), is intended to lead to the development and implementation of actionable primary prevention strategies in the DoD. He also noted that the agenda is meant to be holistic, recognizing that different forms of harmful behaviors share risk and protective factors, and that the agenda should incorporate collaboration within and outside the DoD. Ultimately, the research agenda is about defining key research priorities to synchronize the Departments integrated primary prevention research and accelerate the Department’s key research initiatives.

Dr. Katz provided an overview of the factors that inform the research agenda, such as existing guidance. One example of existing DoD guidance is the Prevention Plan of Action (PPoA) 2.0, which formalizes the Department’s public health approach to prevention of harmful behaviors and outlines that approach and its components. The PPoA outlines the DoD prevention system and prevention process; the prevention system contains seven foundational elements that support the prevention process. Dr. Katz noted that the agenda is also informed by DoDI 6400.09, “DoD Policy on Integrated Primary Prevention of Self-Directed Harm and Prohibited Abuse or Harm,” which outlines essential components of prevention. Themes and recommendations from the Independent Review Commission on Sexual Assault in the Military (IRC-SAM) also inform the agenda.

Dr. Katz explained that a research agenda framework was collaboratively developed in FY22 to guide formation of annual research agendas. The framework establishes the method by which the annual agenda and priorities will be developed and aims to create a cohesive approach to building the DoD prevention research portfolio over time. It articulates both immediate and enduring prevention needs and incorporates current DoD guidance for prevention, as well as recommendations of the IRC-SAM. Dr. Katz emphasized that the framework seeks to achieve maximum benefit from research by focusing on efforts that have the potential to address two or more forms of harmful behavior. He also highlighted that the framework is dynamic and will be revisited over time based on evolving priorities and legislation.

Dr. Katz next provided an overview of the FY23 research agenda priorities and progress updates.

| FY23 Priorities  | Progress Updates  |
|--|---|
| <p><b>Understand Service members’ activities and prevention needs within the cyber environment</b></p> | <p>DoD is working with Library of Congress Federal Research Division (FRD) to explore Service members’ activities in the cyber environment (i.e., social media, internet sites including blogs and social networking sites, apps [e.g., dating apps], and video games) to assess prevention needs, and will determine how to leverage the cyber environment to enhance prevention activities.</p> |
| <p><b>Understand how the cyber environment shapes Service member attitudes and</b></p>                 | <p>Through the agreement with the Library of Congress FRD, DoD is assessing how activities in the cyber environment can increase or decrease risk and protective factors for harmful behaviors. For example, FRD is reviewing academic literature and government-funded studies to identify how the cyber</p>   |

|  |   |
|--|---|
| <b>behaviors in ways that increase or decrease harmful behaviors</b>   | environment shapes Service member attitudes and behaviors, including information cocooning among Service members.   |
| <b>Define elements and the essential conditions necessary for the implementation and evaluation of multi-pronged, multi-level, integrated approaches in military communities</b> | In collaboration with the Centers for Disease Control and Prevention’s (CDC) Division of Violence Prevention (DVP), DoD is conducting a review of the literature to create a comprehensive menu of approaches applicable to the military environment that would constitute a multi-level prevention approach with mutually reinforcing prevention activities at each level of the social ecology. This product will complement the recently developed “ <a href="#">Community and Organizational Level Prevention of Harmful Behaviors in the Military: Leveraging the Best Available Evidence.</a> ” |
| <b>Develop and evaluate online bystander intervention tools to mitigate risk for harmful behaviors in the cyber environment</b>  | Through the agreement with CDC’s DVP, DoD is exploring the best available evidence for bystander interventions and adapting bystander intervention approaches for the cyber environment. For example, the CDC DVP delivered a webinar on strategies for countering technology-facilitated abuse and harassment and gathered feedback from attendees as it relates to the military context. This data will be used for future development and evaluation of online bystander intervention tools.   |

The FY24 research agenda was published in October 2023. From the gaps and themes in the research agenda framework, VPC selected one area for deeper analysis, which is to define risk and protective factors at the interpersonal and organization level, as well as analyzing research areas from the NDAA FY23. Dr. Katz briefly described the Department’s progress in addressing the following FY24 research agenda focus areas:

1. Define risk and protective factors at interpersonal and organizational levels
2. Assess whether and to what extent sub-populations of the military community are targeted by harmful behaviors more than others (research priority is specifically directed by NDAA FY23, Section 547)
3. Improve the collection and dissemination of data on hazing and bullying related to interpersonal and self-directed harm (research priority is specifically directed by NDAA FY23 Section 547)

Dr. Katz provided examples of potential focus areas for FY25 for discussion with the Committee.

- One potential area being considered is the assessment of the prevalence of pre-military risk or protective factors. In the research agenda framework, this focus area would be at the intersection of the military community and understanding the problem. This priority would

include a focus on Adverse Childhood Experiences (ACEs) and protective factors such as connectedness.

- A second potential area could be to identify interpersonal characteristics of prevention personnel that enhance their performance; for example, identifying skills such as cooperation or tailoring communication that could be more formally part of the skill sets required for prevention personnel.
- A third potential area could be to identify implementation science principles that support local prevention practice; for example, key drivers of quality implementation include selecting the right staff and providing the right support, so this priority would look at how that is accomplished.

Dr. Katz requested feedback on these potential priorities as well as any other areas the Committee might consider as key.

Ms. Stallworth asked Dr. Katz to further explain where VPC is with the process of assessing prevention needs of military subpopulations. Additionally, she asked how ACEs play a role in the research agenda, and what VPC intends to do with that data. Dr. Katz replied that work with OPA is underway to address the second focus area for FY24 on identifying subpopulations at increased risk for experiencing harmful behaviors, which stems from an NDAA requirement. He added that certain subpopulations carry increased risk for harmful behaviors, but context always matters and so it is important to account for the climate and context in which those behaviors are perpetrated and experienced. Regarding ACEs, the Department knows that pre-military experiences matter and need to be accounted for when developing primary prevention plans, including for selected prevention activities. Dr. Katz reiterated that assessing the prevalence of pre-military risk or protective factors is a potential priority for FY25.

Dr. Edwards stated that an area of research that seems to be missing is a focus on learning transfer. She noted that there does not seem to be a lot of research on the extent to which preventionists transfer skills from training to their roles and how that transfer happens in the field. She asked Dr. Katz whether this concern might be on the horizon of future research. Dr. Katz replied that her concern ties in with the potential implementation science focus he had mentioned. In addition, within the research agenda framework, there is a focus on utilizing a community of practice, related to the DoD foundational knowledge training (SPARX Knowledge Training). Dr. Katz also mentioned that there are ongoing efforts that will address Dr. Edward's concern. For example, the Department is implementing a first-of-its-kind credential, with specific requirements related to ensuring quality and consistency in the prevention workforce.

Dr. Estrada asked if there were any thoughts or plans regarding research on perpetrators, acknowledging the legal concerns involved with asking about perpetration. Additionally, he asked if there were any plans for gauging how these various prevention strategies and efforts are going to change the context and experiences related to sexual assault in the military environment. He remarked that despite thoughtful, deliberative efforts to curtail sexual assault, it remains a persistent problem, and he wondered how all the various new and ongoing efforts would effect change. Dr. Pryor concurred with Dr. Estrada's point about the need for perpetration research. Dr. Katz replied that most research in the past has been focused on victimization, but the IRC-SAM identified perpetration research as an area needing more attention. He noted that there are specific considerations in conducting perpetration research, but that it is being explored. Regarding Dr.

Estrada's second question, Dr. Katz responded that the needs that are being addressed are complex, and we cannot expect that simple solutions will solve a complicated problem. Comprehensive approaches are needed, and we need to continue building the knowledge base of what works across the social ecological model. DoD's Clearinghouse on Primary Prevention Research and Evaluation will have an important role in communicating what research has already been done across the Department and building the research portfolio.

Dr. Slep stated that she had a follow-up question relating to Dr. Edwards' question. She stated that the consideration of research on soft skills for the prevention workforce is interesting, and she can see why that would be relevant and useful. She asked if Dr. Katz had seen research specifically on how to build or maintain systems to train preventionists to do their job well. Dr. Katz answered that this focus links with implementation science, with an emphasis on ensuring that training is not a one-time event but has follow-through support and integrates long-term needs. He stated that this aligns with how the Integrated Primary Prevention Workforce is onboarded and supported over time. Dr. Slep added that it seems like there is not much known about how to have systems that help support and maintain high-quality implementation that are efficient and sustainable, and she is not sure that exists in implementation science right now.

Dr. Ybarra remarked that as she understands the research agenda, it seems like various literature reviews. It did not appear to her that any data analysis or research is being done, but rather literature reviews to understand what is already out there. She asked if that was accurate. Dr. Katz answered that the literature reviews were completed to identify gaps as part of the research agenda. The agenda is intended to facilitate and accelerate research across the DoD. There is a focus on generating actionable findings and incorporating what is learned into the workforce. Dr. Ybarra asked if Dr. Katz could speak to the specific research projects that are underway or planned. Dr. Katz answered that VPC has research updates in the FY23 agenda and the FY24 agenda updates will be provided later this fall. Drs. Ybarra and Potter stated that having a list of the different research projects, including how data is being collected and how it will be used, would be helpful to have. Dr. Katz is happy to circle back to this in the future.

Dr. Holroyd thanked Dr. Katz for his briefing and concluded the session.

### **Panel: Military Service Representatives on Professional Military Education Instructor Training**

Ms. Faith Berrier opened the session by explaining that the panel on Professional Military Education (PME) instructor training supported the Prevention Training and Activities Subcommittee, as the Subcommittee Members are assessing the extent and effectiveness of the inclusion by the Military Services of sexual assault prevention and response training in PME. The Department has many efforts underway to develop and revise current instructional content, so the Subcommittee narrowed the study focus to instructor preparation, centering on the particular skills or competencies needed by prevention instructors to deliver their training as effectively as possible. The Subcommittee aims to produce a report offering recommendations to expand and improve processes and procedures for preparing instructors to effectively deliver prevention-related instruction within PME. Thus far, the Subcommittee has conducted a literature review on

instructor preparation in the field of prevention science and tasked the Services with a Request for Information (RFI) on their instructor preparation. At this PME panel, the Services presented their RFI responses and responded to Member questions. Ms. Berrier then introduced Mr. JR Twiford (Col, United States Air Force (ret)) as the PME panel facilitator.

Mr. Twiford provided a brief overview of the panel format, explaining that Part A would be Service-provided briefings on their RFI responses and selected RFI questions (see below for list of questions), and Part B would be a facilitated discussion between panelists and Committee members. Mr. Twiford emphasized that there are no “wrong answers” and that the goal of the panel was to collect information, not to evaluate the efforts of the Services.

- How does your Service select and assign PME instructors?
- How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
- How does your Service build prevention subject matter expertise for PME instructors?
- How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?

### Air Force

SMSgt Enrique Moore (Air University - Barnes Center, Senior Enlisted Leader, Academic Affairs) provided the overview of PME instructor preparation at the Barnes Center, which is the enlisted PME arm of Air University at Maxwell Air Force Base. SMSgt Moore explained that for Junior NCOs, Service members apply for instructor positions, and selection is based on a review of past performance reports, public health evaluation, and college education. Once a pool of qualified candidates is identified, an interview process is conducted to determine the best candidate for hire. Instructors’ initial training and facilitation skills are developed during a 20-day instructor training course, and intermediate development is provided via on-the-job training and a Career Field Education Training Plan. Additionally, In-Service Training (IST) is conducted throughout instructors’ tenure, providing continuous education. SMSgt noted that Air Force prevention content is delivered by base-level prevention subject matter experts, not PME Instructors; therefore, prevention expertise is not built into PME instructor preparation. Accordingly, the Air Force does not conduct evaluation and oversight of prevention instruction delivery by PME instructors.

Maj Adam Carswell, Deputy Director of Academic Affairs at Squadron Officer School (SOS) at Maxwell Air Force Base, explained that SOS is responsible for PME for Captains in both the Space Force and Air Force. Maj Carswell explained that the selection of PME instructors is conducted by a board, the participation in which is a special duty. Air Command and Staff College (ACSC) fellowship members come to ACSC on a one-year assignment as part of their education. Instructor candidates are all interviewed during the board’s evaluation process. Maj Carswell noted that they are trying to develop officers midway through their career, so the selection process particularly looks for a diverse group of positions and experiences. Mr. Twiford asked Maj Carswell to explain the difference between SOS and ACSC, to which Maj Carswell responded that SOS does PME for Junior Officers, and ACSC is individual development education (IDE) for Senior Officers. He noted that most instructors are O-4s. Initial PME instructor training and facilitation skills are developed through a two- to three-week instructor training course which

teaches theories and principles of adult education; intermediate skills are developed through on-the-job training (OJT) and through Individual Development Plans (IDPs). Additional skills development and continuous education is conducted throughout an instructors' tenure. Prevention content is not delivered in Squadron Officer School; therefore, prevention subject matter expertise is not built for PME instructors. Accordingly, PME instructors are not evaluated on delivery of prevention content.

### Space Force

Col Kirk Johnson (Commandant, Detachment 3 of Space Delta 13) provided the briefing for the United States Space Force (USSF). He noted that his detachment runs the Space Force's only officer PME programs. For primary-level education, Space Force Guardians go to SOS, the school previously mentioned by Air Force briefers. The other PME activity that Space Force has on the enlisted side is run out of the Vosler Non-Commissioned Officer Academy (NCOA) in Colorado. Col Johnson explained that Delta 13, Detachment 3 conducts the Space Force's Intermediate and Senior Leadership Education (Joint Professional Military Education (JPME) Phase 1 and 2 respectively) Officer PME. He highlighted that these are Joint PME programs, meaning that not all students come from Space Force. There is a deliberate exchange at these levels so that the student body is made up of Space Force Guardians, Airmen, Soldiers, Sailors, and Marines, as well as international officers and civilians. The program is a 10-month in-residence program, similar to a graduate level program, so the teaching faculty are selected to be essentially graduate school faculty. Faculty are selected and assigned from three primary groups:

- USSF active-duty faculty: Selected via Officer Instructor & Recruiting Special Duty board or other officer assignment processes managed by Enterprise Talent Management Office
- Sister-service faculty: Selected and assigned by their respective services
- Administratively determined civilian faculty: Hired via competitive process standard for expert academics through civilian personnel system
  - Currently done in cooperation with Air University; following implementation of provisions in the FY24 NDAA, USSF will manage this civilian hiring

As Col Johnson mentioned, Vosler NCOA conducts Enlisted PME. SMSgt Brooks explained that the Space Force Enlisted PME Enterprise (EPME) no longer uses the term "instructors," and instead uses the term "facilitators." This is because they have shifted away from an old PME construct into a fellowship model, which has a greater emphasis on facilitating learning through experience. SMSgt Brooks remarked that Vosler NCOA has a two-phase hiring approach similar to Air Force. First, a solicitation for volunteers with positional vacancies is posted, and eligible Guardians are permitted to submit packages for consideration. Then, a two-part selection board is conducted to identify viable candidates. The first board scores records of performance, while the second board is an in-person or virtual interview with the current EPME Academy leadership. Final candidates are selected following the conclusion of both boards.

Committee Co-Chair Ms. Grosso asked for further explanation of the difference in terminology between instructor and facilitator. SMSgt Brooks responded that Vosler NCOA went with a

fellowship model of education after finding that a lot of the curriculum was comprised of experiences, including scenario and exercise-based content, and less lecturing. The idea is that they are capitalizing on the knowledge of education that Guardians already have and enhancing the experience they get learning from each other, with the goal of developing Guardians as life-long learners and thought leaders.

Col Johnson noted that Delta 13, Detachment 3 provides a graduate-level education, with facilitated Socratic seminar-based discussions as a primary pedagogical method. Most faculty have experience with these methods from previous faculty jobs or as students obtaining advanced academic degrees. Newly assigned instructors receive New Faculty Development and are certified after demonstrating ability to lead a classroom via these methods. All faculty are monitored and observed for teaching standards on an ongoing basis. At Vosler NCOA, SMSgt Brooks explained that they are developing standards and programmatic processes for an EPME facilitator continuous development cycle. Currently, facilitators attend a 25-day instructor course followed by a six-month Initial Instructor Qualification Training (IIQT), which includes observations, teach-backs, and preparation hours. In addition to the IIQTs, there are professional development standdowns quarterly. SMSgt Brooks also discussed courses offered through Arbinger Institute, including Outward Inclusion and Outward Performance, which are train-the-trainer courses. All facilitators become train-the-trainers in those courses. Those courses focus on curiosity (one of the foundational attributes of the PME instructor framework), as well as fostering inclusive command climates, emphasizing the recognition and challenging of biases, and developing leaders who are sensitive to diversity and inclusiveness issues. SMSgt Brooks noted that these items align with several key highlights of the DoDI 6400.11 in terms of how to prepare leaders to impact their environment.

Regarding how Space Force builds prevention subject matter expertise for PME instructors, both Delta 13, Detachment 3 and Vosler NCOA personnel receive standard recurring prevention training (SAPR, SP, etc.); however, Col Johnson noted that there are no specific processes or procedures specifically intended for developing expertise in prevention. Content taught in PME programs falls within the professional expertise of their faculty. However, Col Johnson emphasized that facilitator development aims to establish the kind of mindsets that affect behaviors, acknowledging that while prevention content is not specifically included, many of the facilitator development courses are aimed at developing empathy, ethical decision making, and other positive attributes that contribute to prevention efforts.

Dr. Pryor asked whether DEOCS results might inform PME education in any way. SMSgt Moore asked to clarify the question: Is the question “Are results from DEOCS discussed in PME?” SMSgt Moore answered that closed cases may be used as case studies to develop curriculum, but PME education does not directly interact with units to see what issues they are having. If SAPR-related issues are raised, they go directly to the installation SARC. Col Johnson added that students are only in the program for ten months, so the annual survey cycle does not apply to them, but permanent instructors as part of Delta 13 do receive survey results for their unit as appropriate. He added that the unit participates in DEOCS, but that does not necessarily mean they will change their curriculum based on DEOCS data. Mr. Twiford added that DEOCS is not student-directed in the PME environment, rather results are for a permanent party.

Dr. Estrada asked the panelists to describe the protocol for facilitator/instructor interview process. He also asked if there is a background investigation as part of the selection process, and if PME facilitator/instruction training gets recorded as a skillset in the service record book. Maj Carswell stated that they have an assignment team that determines the best candidates. The application package includes a resume, and they take into consideration the applicants' service record. An important noted priority is avoiding an all-pilot faculty to ensure instructor diversity. Master instructor qualification is on their permanent record—once an instructor completes SOS instructor school, they have a master badge put on their record that will reflect them as a master instructor.

## Army

Dr. William Kuchinski (Chief, Faculty and Staff Development Division Army University, CAC, TRADOC) provided the brief for Army. He opened by noting that assignment within PME is focused on the skills and abilities of potential instructors, as well as their desire to teach. Army uses an assignment marketplace for Officers and NCOs to preference positions based on their unique Knowledge, Skills and Abilities (KSAs) and on Army requirements. Officers and NCOs are selected and assigned as PME instructors based on Soldier preference, career paths, KSAs, and requirements at the respective PME institutions. Respective assignment officers/NCOs in Human Resources Command manage the assignment process, and selection of Army Civilian PME Instructors is managed by PME institutions. Dr. Kuchinski explained that Army builds, certifies, and continuously develops PME instructor training and facilitation skills using the Common Faculty Development Program (CFDP), which is separated into four phases:

- Phase I (Qualification) - New instructors attend an 80-hour qualification course focused on adult learning principles in the Army Learning Concept. Instructor competencies are informed by nationally and internationally recognized adult education standards
- Phase II (Technical Certification) - Combines foundational educational methods from Phase I with specific technical content, supervised by certified instructors
- Phase III (Teaching Certification) - Culminates the certification process that includes instructor being evaluated by experienced and certified instructor. Certification is valid for five years
- Phase IV (Continuing Professional Development) - Focuses on continuous professional development and entails a five-year recertification requirement and provides further credentialing opportunities

Dr. Kuchinski explained that Army's CDFP is the foundation of instructor preparation. Currently, the Army's Sexual Harassment/Assault Response and Prevention (SHARP) Academy provides curriculum and required learning outcomes for PME schools. Schools use that curriculum in their Programs of Instruction (POI), and each PME school instructor uses provided products to conduct that instruction. Army is improving integrated prevention efforts by establishing a Force Modernization Proponent (FMP) for the prevention of harmful behaviors. Dr. Kuchinski noted that Prevention FMP will build subject matter expertise on integrated prevention of harmful behaviors to develop standardized PME curriculum, programs of instruction, and learning outcomes for PME instructors.



Dr. Kuchinski then explained how Army conducts evaluation and oversight of prevention instruction delivery by PME instructors, stating that Army's SHARP Academy provides the curriculum and required learning outcomes for Army PME schools. PME managers conduct academic program evaluation through direct assessment and indirect survey feedback. Army also executes a Quality Assurance program and inspects PME using Army Enterprise Accreditation Standards. Learning products and subject matter experts from the Prevention FMP will enable improved evaluation of prevention instruction as part of the Quality Assurance program.

### Marine Corps

Maj Calleen Bottenberg (Marine Corps University (MCU), Educational Wargaming Directorate Deputy, Command SARC) provided the brief for Marine Corps. She began her brief by explaining that Officer PME faculty are selected by Expeditionary Warfare School (EWS) leadership, in collaboration with Manpower Management Officer Assignments (MMOA). Enlisted Faculty Advisors are screened at the Staff Non-Commissioned Officer (SNCO) Academies; all instructors are either enlisted Marines or civilian staff (no officers). Marine Corps builds, certifies, and continuously develops PME instructor training and facilitation skills similar to the other Services. Maj Bottenberg explained that in the summer there is a scheduled mandatory faculty development course for new faculty (New Faculty Orientation). Officers then go to EWS for a month-long course, and Enlisted faculty go to SNCOs for development. Maj Bottenberg explained that there is also a Master Faculty Advisory Program that Marines can participate in, and the Marine Corps University (MCU) Faculty Development Program offers training events throughout the year to continuously develop PME instructor training and facilitation skills.

Maj Bottenberg explained that PME classes do not have specific sexual assault subject matter built in. Those delivering sexual assault and sexual harassment prevention instruction during PME are specifically trained and/or credentialed personnel per DoD standards in those functional areas and may or may not be full-time members of the instructional staff. Training and professional development standards for these personnel rests at the service level (HQMC SAPRO/MPE) and are in accordance with DoD policies. Maj Bottenberg remarked that PME instructors are not prevention specialists, and it does not make sense to make them be prevention specialists when they can instead bring in SMEs and prevention specialists to provide that training.

Maj Bottenberg explained that instruction provided during PME is evaluated through some/all of the following feedback mechanisms:

- Direct observation of instructor PME delivery by supervisor/evaluator
- Rubric for scoring demonstrated instructor competencies
- Instructor self-evaluation
- PME students post-survey
- Instructor performance reports
- Peer-to-peer mentoring/evaluation/feedback

Maj Bottenberg then introduced Ms. Tiffani Williams, explaining that she is one of the Marine Corps' Primary Prevention Integrators (PPI), noting that her role is unique to Marine Corps. Ms. Williams not only embeds with command level units to help with prevention strategies, but she

also functions as a SME for curriculum development. Ms. Williams is responsible for the establishment of prevention activities, including:

- Determine goals, objectives, measures of performance and measures of effectiveness, assessments, and milestones
- Advise leadership on data-informed actions, prevention methodologies, assessment, and prevention training
- Identify efficiencies in the development of and delivery of primary prevention
- Ensure that occupational health, social and organizational psychology, public health, and/or other behavioral and social science perspectives are considered in prevention planning

Maj Bottenberg noted that Ms. Williams is particularly helpful, given that resident faculty do not have prevention expertise, so her role is crucial in helping meet some of the mandates stemming from the IRC-SAM and ensuring that faculty is prepared to deliver difficult content.

### Navy

Ms. Cindy Stewart (OPNAV N170A, Senior SAPR Program Analyst) presented the brief for the Navy. Ms. Stewart noted that there are several touch points during an officer's career where PME is addressed. Mr. Geter (Training Specialist, Navy Instructor Training Corps) then provided an overview of the Navy Instructor Training Course (NITC), which trains personnel in the application of basic instructional techniques and strategies using several instructional modalities and warrior toughness concepts in diverse learning environments. NITC contains a progressive series of performance activities, allowing students to demonstrate proficiency in the required knowledge and skills of an entry-level instructor. Mr. Geter highlighted that NITC does not train personnel on the delivery of specific subject matter, such as sexual assault prevention – rather, personnel are trained in the application of basic instructional techniques. Once they graduate from NITC, personnel go on to their training facility and enter an instruction certification program where they are trained to teach a specific subject matter.

Mr. Geter explained that NITC is a 120-hour in-residence course which teaches skills such as how to manage a classroom (including learners and equipment), how to effectively communicate, how to use a lesson plan, and development of soft skills (such as proper voice projection, eye contact, and minimization of nervous gestures). Mr. Geter stated that NITC has four performance tests, as well as individual and group activities that allow instructors to evaluate students on their skills. Student instructors are required to perform to the standards set forth in the performance test administrator guide, an extensive guide that enumerates evaluation criteria. Students are evaluated by their teachers and peers; they also conduct a self-evaluation and are required to create self-improvement plans. Additionally, students give feedback on their teachers. Mr. Geter noted that NITC provides this basic instruction for all Navy instructors, not just PME instructors.

### Coast Guard

Dr. Felicia Garland-Jackson (USCG, Primary Prevention Program Manager) and Mr. Jeff Thomas (Senior Training Specialist, Leadership Development Center) provided the brief for the Coast

Guard. Dr. Garland-Jackson opened the brief by remarking that because Coast Guard is under the Department of Homeland Security and not DoD, there are some differences. She stated that Coast Guard is scoped smaller, with a footprint of approximately 44,000. Dr. Garland-Jackson stated that DoDI 6400.11 mandated the Coast Guard to weave in primary prevention, noting that while PME already has primary prevention content, it is not currently labelled as such.

Mr. Thomas explained that the Coast Guard Leadership Development Center (LDC) is responsible for oversight of Coast Guard's PME continuum. He noted that the Coast Guard enlisted PME continuum is well established, going on 40 years, so it is very well defined compared to the officer and civilian PME continuum, which was only formally assigned three or four years ago. The USCG instructor qualification process uses International Board of Standards for Training, Performance, and Instruction's core competencies for professional development. Mr. Thomas noted that while there is not a formal background investigation required, there are certain requirements potential instructors must meet (such as no court martial, no felony convictions, no misdemeanor convictions, and no alcohol incidents in the last four years), which commanding officers are required to certify before they endorse a member for a special assignment.

The USCG ensures that its instructors are well prepared by mandating candidates to attend a 40-hour Instructor Development Course (IDC) to acquire general instructional and presentation skills. Instructors must also fulfill competency standards, obtain feedback, and complete specified schoolhouse requirements for their content. Following the IDC, a week-long onboarding course known as the Leadership Foundations course introduces adult learning and experiential learning theories; emotional intelligence; diversity, equity, and inclusion (DEI); and critical thinking skills. Fundamental skills include leadership challenge conflict management and values alignment. From there, personnel go on to intermediate skills developed through a formalized qualification standard system.

Mr. Thomas noted that primary prevention content is embedded within the general Instructor Development Course (IDC) modules, and instructors must demonstrate competency in all IDC content areas before obtaining full instructor qualification. Courses use a variety of instructional evaluation methods, such as direct observation by an evaluator, student feedback, and pre- and post-test data. Oversight includes existing primary prevention content areas.

## Q&A

Mr. Twiford introduced the first discussion question: *Are there any standards in place that support consistency of PME instructor preparation and/or instruction delivery across your Service's PME schools?* Maj Carswell responded that Air Force conducts an annual evaluation, which often happens more frequently, intended to evaluate instructors to ensure that standard objectives are being met while still allowing instructors to tailor and customize lesson material. SMSgt Brooks for the Space Force answered that the faculty development team ensures standards across facilitators. They have standard courses they must attend, which include spot checks, as well as co-facilitation, allowing for an informal method of maintaining standards.

Dr. Edwards remarked that PME instruction seems to have the right infrastructure to create effective teachers, while lacking built-in prevention expertise; on the other hand, prevention

personnel have all the subject matter expertise but may lack the infrastructure for oversight and evaluation that PME instruction includes. She asked if any of the panelists had thoughts on ways to bridge that gap. Maj Bottenberg responded that most of the Marine Corps SAPR personnel and Victim Advocates are faculty already but rotate out. She opined that it's easier to train the SME to be an effective instructor than to train an effective instructor to become an expert in prevention, given that prevention expertise is a skillset that takes a long time to develop. The Marine Corps PPI has a master's degree in social work. Maj Bottenberg remarked that if DoD wants prevention content delivered appropriately, they need more than one PPI. The faculty development piece is not what is missing; instead, it is people with resident expertise in prevention strategies, and she does not think you can ask service members to become experts in that field unless they start their career out in pursuit of that expertise. Dr. Edwards responded that her thought process is similar, that it makes more sense to take people who are already prevention SMEs and teach them more effective skills as facilitators and drivers of content and wonders if there is a way to tap into the PME infrastructure to do so. Maj Bottenberg concurred, stating that most of the SAPR VAs are faculty already and deliver the training, but they rotate out every three years. Making SMEs faculty does not solve the problem if they are using service members that rotate out so frequently.

Ms. Grosso remarked that given the large budgets of the Services, it should be possible to hire as many permanent prevention specialists as needed, and that perhaps a mindset change at the headquarters level is required. Ms. Bercaw from Army replied that she thinks we often forget what PME is about: It is about training leaders, and leaders do not need to be technical experts who understand the science behind prevention; instead, they need to be thought leaders who increase protective factors and decrease risk factors in their units. Army is investing in a small team of curriculum developers who uses experts in prevention science and adult learning theory to create an interface. She gave the example that when you shoot a tank, you don't need to learn the science behind why it shoots, you need to know how to shoot. She thinks it is the interface that requires investment.

Mr. Twiford introduced the next discussion question – *“What specific needs and challenges exist for instructors delivering PME to junior officers and junior NCOs?”* Ms. Bercaw replied that the biggest issues are challenges with scope and scale, ensuring there are enough quality instructors. Junior NCO and Junior Officers have also expressed interest in using virtual reality and other technology to deliver training, which has kept the Army on its toes as they look to invest in new technologies.

Ms. Stallworth asked how the Services preserve the integrity of the training curriculum, and in particular, how do they minimize the possibility that an instructors' personal experiences or biases may impact their delivery? Ms. Bercaw answered that is exceptionally difficult to train over the three components of the Army, which is composed of over one million people, and maintain integrity. Army relies on standardization of approach, quality assurance programs, and the accreditation program to do so, but she admits that it is probably the hardest part. She remarked that Army can develop amazing training programs, but it comes down to execution and reliance on a train-the-trainer approach.

Dr. Estrada asked for clarification regarding where preparation and support for PME instructor development was done, stating that he understood it was primarily done at the schoolhouses. He also asked if there were any similar processes or strategies for professional development that could

be applied at the local unit level. SMSgt Moore replied that professional development at the unit level encompasses numerous missions, and therefore professional development is part of their mainstay mission. There is a more standardized approach at the base level. For example, the Air Force rolled out Airmanship 300, 500, and 700 foundation courses to ensure that there are more education touchpoints along the way.

Dr. Ybarra asked to confirm her understanding that command is responsible for reviewing DEOCS results and implementing prevention strategies; and PME is training the command to implement the programming. Maj Bottenberg answered for Marine Corps, stating that command receives the DEOCS results and their primary prevention integrator (i.e., Ms. Tiffani Williams) takes those results and works with the command level to figure out what prevention strategies need to be changed or addressed.

Within PME at the Marine Corps, at the E-8 and command level (which educates future commanders), there are specific classes on how to use a primary prevention integrator. The goal within PME is to educate those future commanders on how to effectively utilize DEOCS results and other prevention resources, such as those primary prevention integrators. Ms. Bercaw agreed that Army PME functions similarly as a touchpoint for future leaders to begin to learn how to use prevention resources. Dr. Ybarra commented that it sounded challenging, and Ms. Bercaw agreed, stating that is why it cannot be accomplished with just one touchpoint: They have multiple touchpoints across the various levels of education, so that each class builds on the previous one.

SMSgt Brooks remarked that the Space Force fellowship model is supposed to be agnostic of roles, so they have removed some items from the curriculum that were specific to the role of supervisors and superintendent. They will be adding supervisor- and superintendent-specific courses in the next year or two that will cover items such as how to conduct a DEOCS, interpret results, and advise a commander on next steps. Ms. Williams offered that part of the primary prevention integrator role with the DEOCS is letting commanders know that the prevention expert oversees the action plan. The leaders will assess the trends and learn how to read the data, and the prevention SME will develop the Comprehensive Integrated Prevention Plan (CIPP).

Dr. Holroyd closed the Q&A session and thanked all the speakers for their time.

### **Closing Remarks**

Dr. Orchowski thanked the Members, panelists, and staff for their time and commitment to the DAC-PSM. With no further issues or comments, the public meeting concluded.

**Meeting was adjourned at 3:05 PM EST.**

**CERTIFICATION**

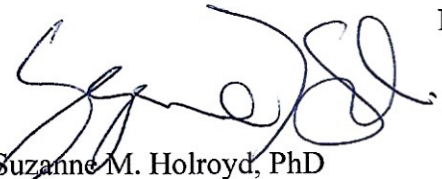
I hereby certify, to the best of my knowledge, the foregoing minutes are accurate and complete.

**Report Certified by:**

 6/27/24  
Ms. Gina M. Grosso  
Lt Gen, United States Air Force (Ret)  
DAC-PSM Co-Chair

 6/27/24  
Dr. Lindsay Orchowski  
DAC-PSM Co-Chair

**Report Submitted by:**

 6/27/24  
Suzanne M. Holroyd, PhD  
DAC-PSM Designated Federal Officer  
DAC-PSM Executive Director