

Defense Advisory Committee for the Prevention of Sexual Misconduct (DAC-PSM)

**Public Meeting
April 10, 2024**

For tech support issues, contact Ms. Emma Groo
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Please remain muted unless speaking

Agenda

- Roll Call
- Opening Remarks
- Public Comment Review
- Presentations
 - Brief: DoD Office of People Analytics on Measurement of Risk and Protective Factors for Harmful Behaviors
 - Brief: DoD Violence Prevention Cell on Prevention Research Agenda
 - Panel: Service Representatives on Professional Military Education (PME) Instructor Preparation
- Meeting Close

Roll Call and Opening Comments

Roll Call

- DAC-PSM Members

Quorum

- Confirm if quorum has been met

Opening Comments

DAC-PSM Members

Current & Pending

Dr. Antonia Abbey
Mr. Clem Coward (MG USA (ret))
Dr. Dorothy Edwards
Dr. Armando Estrada
Ms. Stephanie Gattas
Ms. Gina Grosso (Lt. Gen. USAF (ret)) *
Dr. Lindsay Orchowski *
Dr. Sharyn Potter
Dr. John Pryor
Ms. Lynn Rosenthal
Dr. Joann Wu Shortt
Ms. Jennifer Silva
Dr. Amy Slep
Ms. Glorina Stallworth
Dr. Michele Ybarra

* *Co-Chairs*

Public Comment Review

- No public comments received
 - No statements were received by email or phone by the submission deadline specified in the Public Register Notice

DAC-PSM Public Meeting – April 10, 2024

Measurement of Risk and Protective Factors for Harmful Behaviors

Study Overview and Information Review

Undertaken by DAC-PSM Metrics and Performance Subcommittee

Study Overview – Measurement of Risk and Protective Factors for Harmful Behaviors

Issue Statement:

- Conduct a review to **identify and define community- and organizational-level risk and protective factors** that contribute to harmful behaviors in military settings and **recommend metrics** that DoD might use to measure these factors

Study Objective and Scope:

- PART 1: Conduct a review of community- and organizational-level risk and protective factors for harmful behaviors most relevant to the military environment
- PART 2: Recommend measures of performance and measures of effectiveness for those identified factors...
 - To assist DoD's efforts to track changes over time
 - To inform evaluation efforts of prevention programming focused on modifying these factors

Study Overview Continued...

What does the Department need?

- Findings and recommendations to strengthen Departmental efforts to measure risk and protective factors at the community- and organizational-levels within the military context

What is the aim of the study?

- Identify community- and organizational-level risk and protective factors and propose measures of performance and/or measures of effectiveness



Health & Resilience Research

Prepared for DAC-PSM Meeting

April 10, 2024

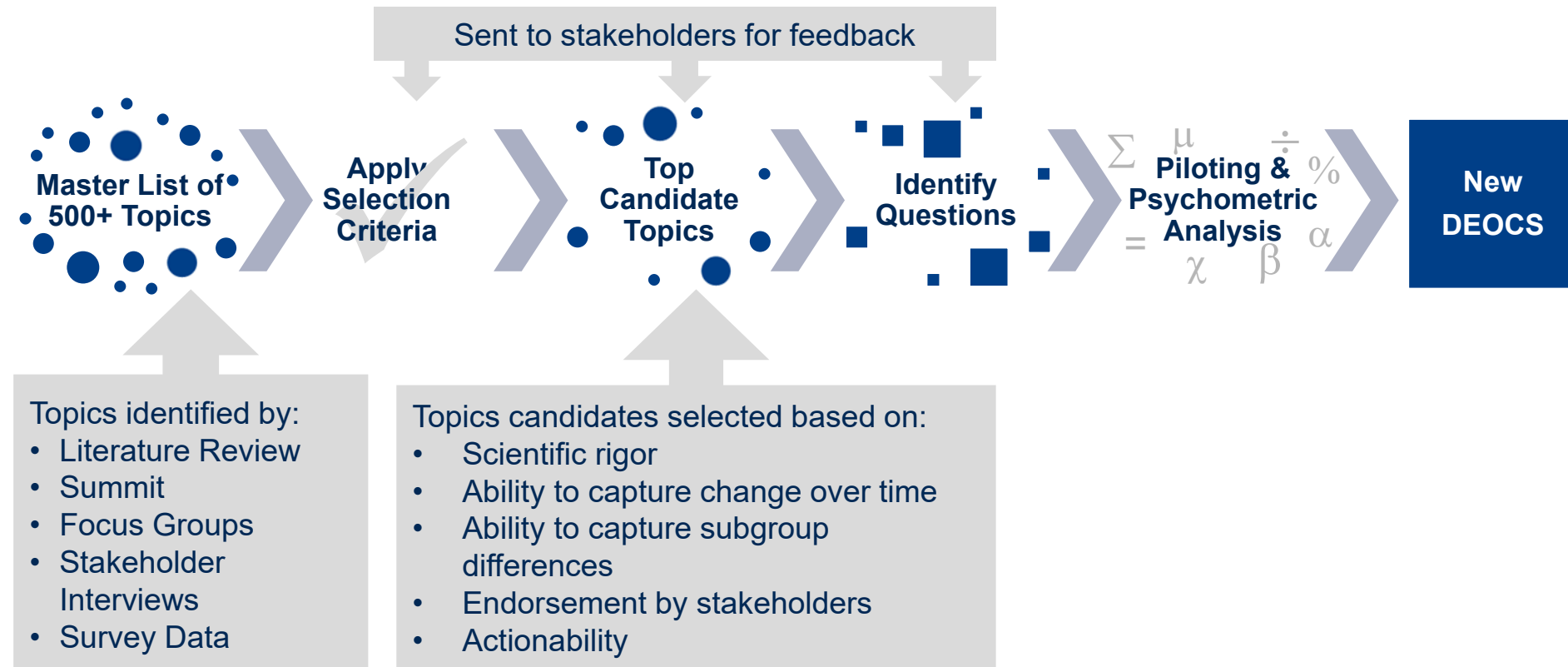
What is the Defense Organizational Climate Survey (DEOCS)?

- **The DEOCS is the official survey tool used to assess command climate in the DoD**
 - A unit-level survey designed to serve as a check-engine light so that leaders can take targeted action
 - Command climate assessment is mandated by the National Defense Authorization Act for FY13 (NDAA13)
- **DoD's pivot to prevention and command climate assessments (CCAs)**
 - The use of the DEOCS (among other CCA tools) was further codified in DoDI 6400.11: DoD Integrated Primary Prevention Policy for Prevention Workforce and Leaders (DEC 2022)
- **The DEOCS provides leaders standardized nearly instant, reliable and actionable information on risk and protective factors to address six strategic target outcomes**
 - The DEOCS should serve as a tool to **prevent problematic outcomes** and **bolster desirable outcomes**
- **In 2018, OUSD P&R transferred the responsibility of the DEOCS to OPA**
 - Tasked with revitalizing and modernizing the DEOCS instrument
 - In-depth research and information gathering guided every step of the redesign



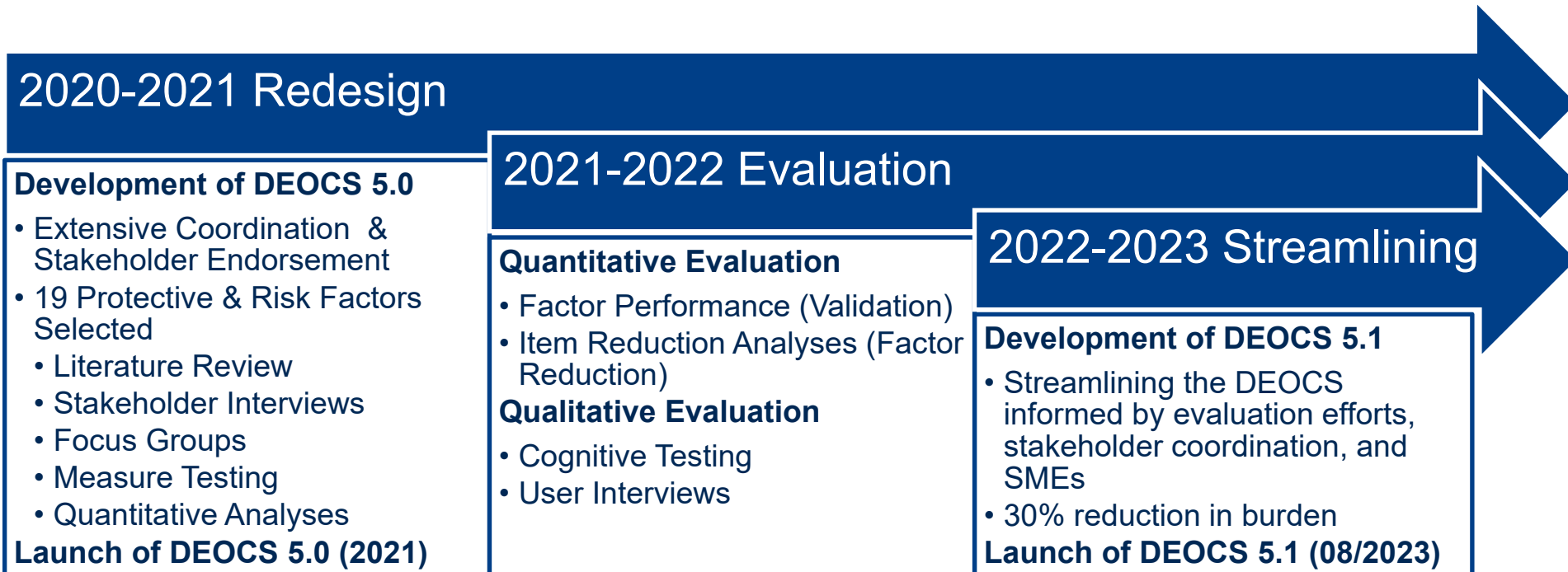
Redesigning the DEOCS

- **GOAL:** Empower commanders to get ahead of climate problems
- **Redesign process included:**
 - Soliciting feedback from key stakeholders at multiple points throughout
 - Following a rigorous scientific process to identify key topics for inclusion
 - Evaluating the instrument



Redesigning the DEOCS (continued)

- DEOCS 5.0 launched January 2021 and a streamlined version (5.1) launched August 2023
- In 2021, the redesigned survey instrument (DEOCS 5.0) launched
 - OMB approved the streamlined DEOCS 5.1, which launched August 1, 2023



DEOCS Survey Structure

- **Designed to be user-friendly for survey administrators and survey takers**
 - Survey is about 70 items and can be completed anywhere on any device, does not require a CAC
 - Commanders can select custom content from an item bank that includes over 400 items
- **How DEOCS is fielded:**
 - Typically fields for 4 weeks
 - Roster representing a census of individuals in a unit
 - Rosters must have at least 50 members in a unit
 - Survey administrator/leader chooses unit level questions from custom question bank
 - Within two weeks of the DEOCS closing, survey admin, commander, and commander's supervisor receive an email with instructions for accessing results
 - Must have 16 participants complete at least 50% of their survey to receive results

Tailored Design

Population Specific Survey

- Military, Civilian, and MSA Students

Other tailored features

- Piping, skip patterns, and dynamic programming

Core Survey Items

Core factor items

- Measured with 4- and 5-point scales (e.g., agreement)

Self-reported demographics

Open-ended comments

Customization

Unit-level

- 10 close-ended and 5 short-answer locally selected

Service-level

- Up to 10 questions for each Service

Strategic Targeted Outcomes

- “Strategic Target Outcomes (STOs)” are the measurable Department personnel priorities DEOCS is designed to target.



- DEOCS is designed to identify problematic trends early. The DEOCS does not measure these outcomes, but rather measures precursors.
 - These outcomes are measured via other DoD scientific surveys and administrative data.

DEOCS Factors

- Measures 19 protective and risk factors associated with outcomes prioritized by the DoD
 - **Protective factors** are attitudes, beliefs, and behaviors associated with **positive outcomes** for units
 - **Risk factors** are attitudes, beliefs, and behaviors associated with **negative outcomes** for units
- Serve as early-warning indicators for one or more strategic target outcomes

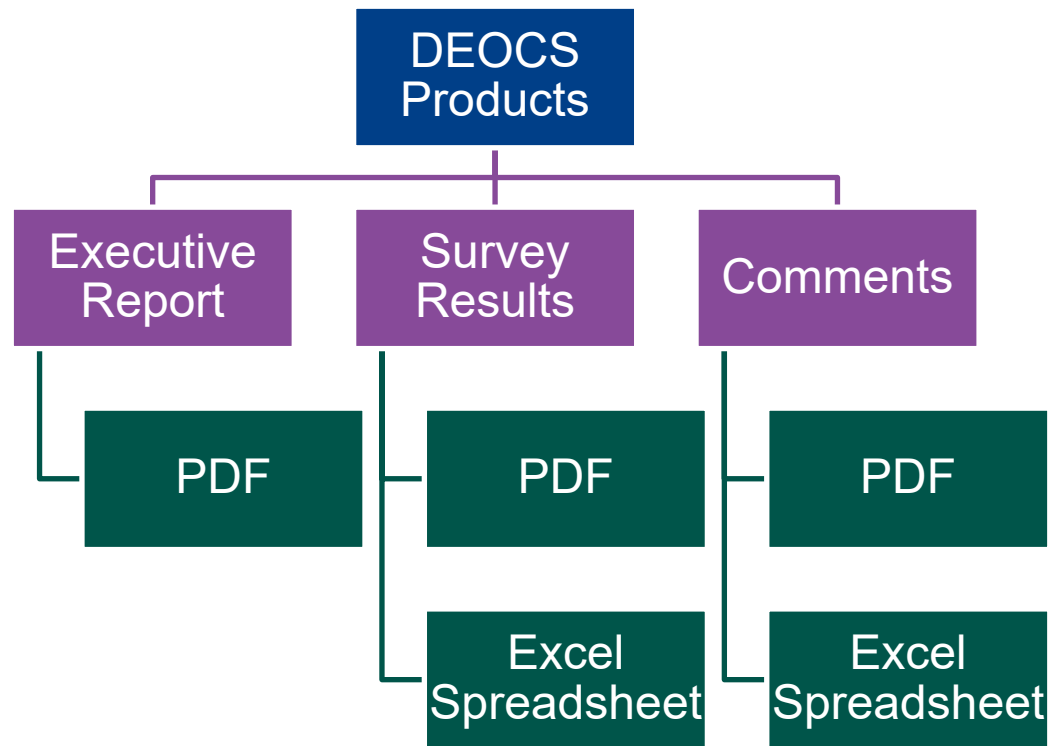


DEOCS Data-Driven Links to Strategic Target Outcomes

	Racial/Ethnic Harassment/Discrimination	Readiness	Retention	Sexual Assault	Sexual Harassment	Suicide
Protective Factors						
Cohesion						
Connectedness						
Engagement & Commitment						
Fairness						
Inclusion						
Leadership Support						
Morale						
Safe Storage for Lethal Means						
Transformation Leadership						
Work-life Balance						
Risk Factors						
Alcohol Impairing Memory						
Binge Drinking						
Passive Leadership						
Racially Harassing Behavior						
Sexist Behaviors						
Sexually Harassing Behaviors						
Stress						
Toxic Leadership						
Workplace Hostility						

DEOCS Products

- Are there opportunities for using multiple measures to provide a comprehensive understanding of what is happening at a unit? (e.g., survey data, reports, qualitative data)?



Results at Multiple Levels

Within a single registration:


- Overall Unit/Organization
- Single Subgroup Result
- Combined Subgroup Results

Across Multiple Registrations

- Aggregate results combined for up to 50 registrations

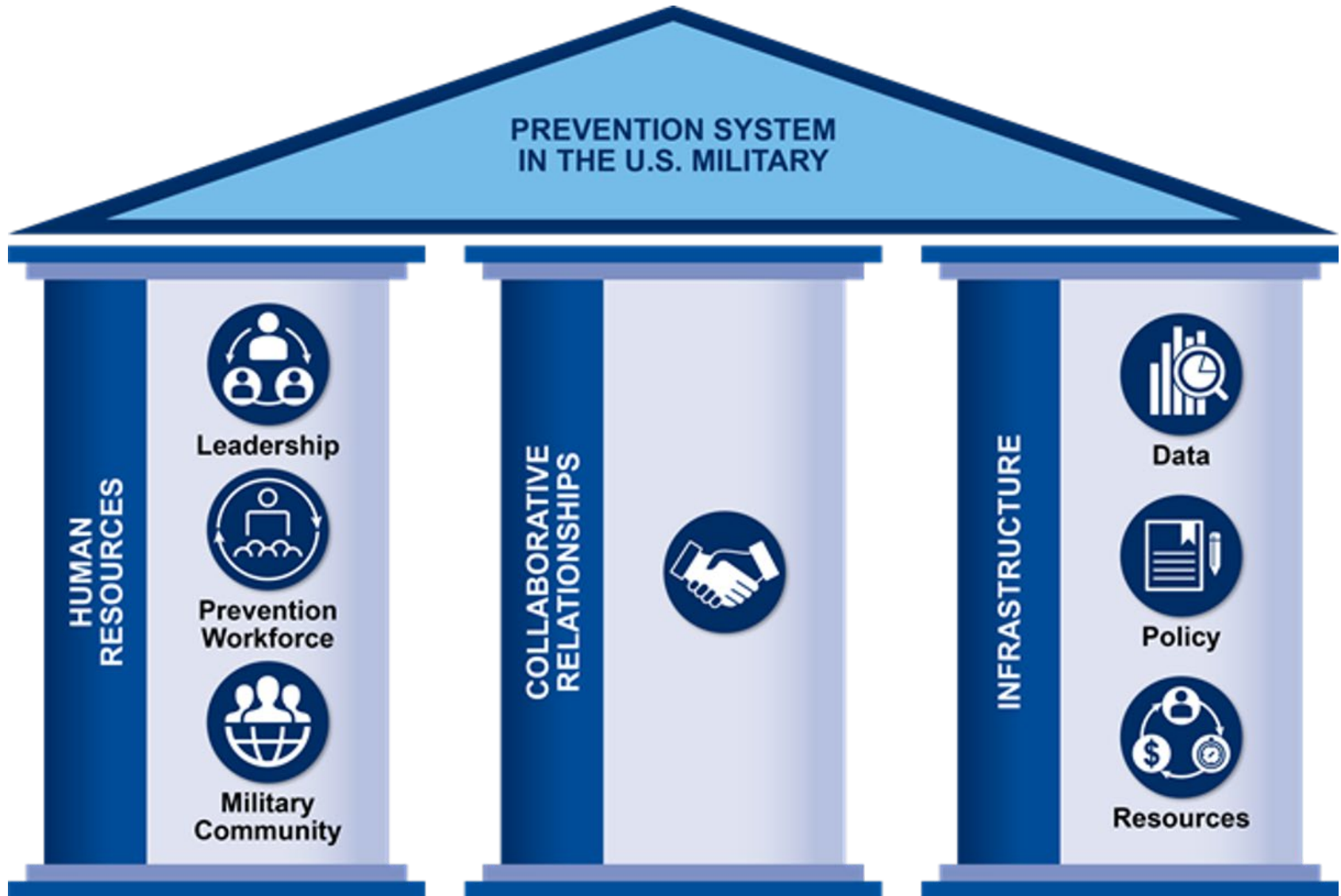
- Factor rating alerts—focus your attention on factors to highlight

What Should Leaders Do With Their DEOCS Results?

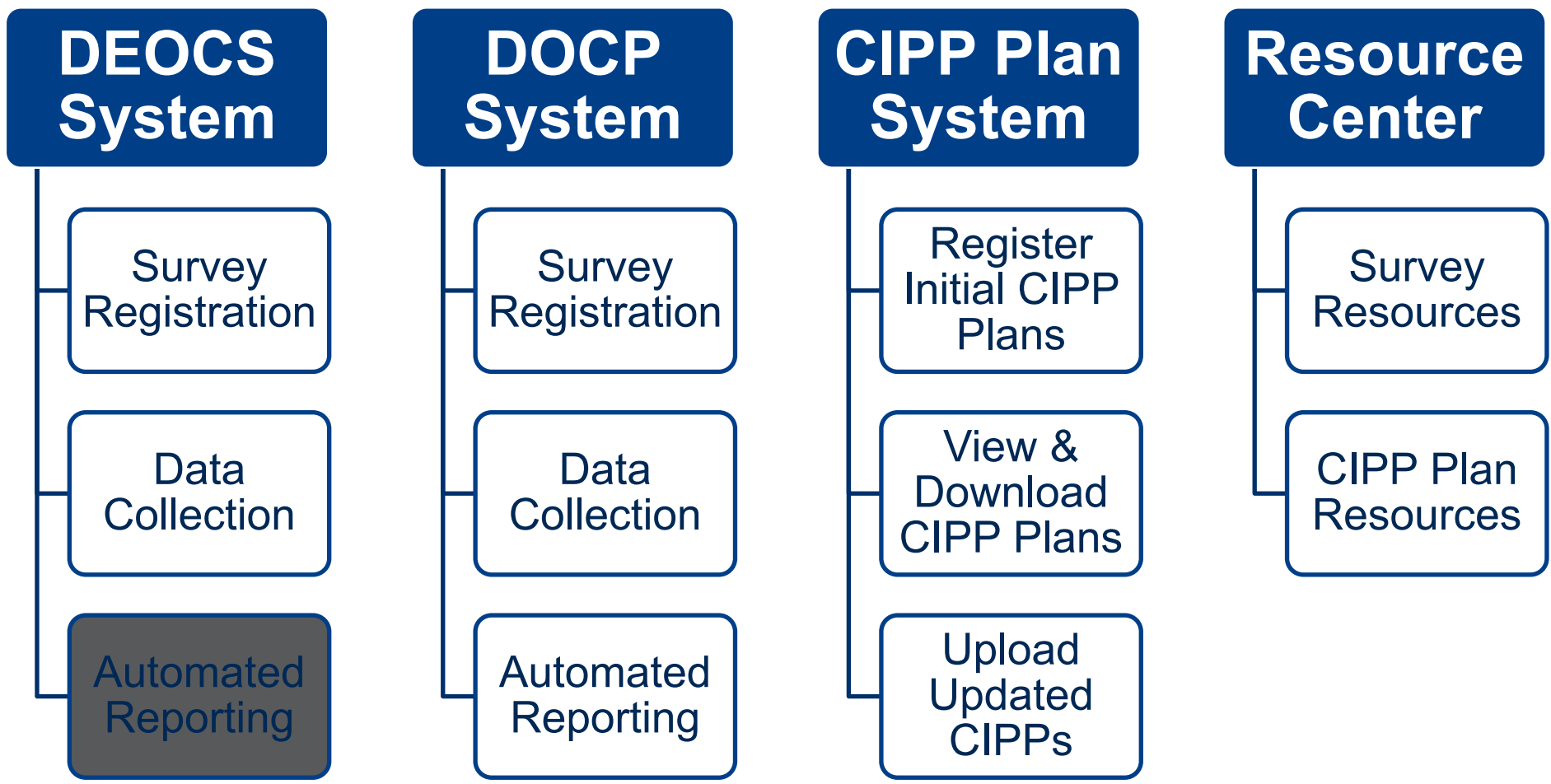
- **Identify strengths and challenges**
 - Strengths: protective factors with the highest favorable ratings and risk factors with the lowest unfavorable ratings
 - Challenges: protective factors with the lowest favorable ratings and risk factors with the highest unfavorable ratings
 - Assess trends over time
 - Examine demographic breakouts
- **Look for the alert icon **
 - Alert indicates 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
- **Review item summaries and comments**
- **Share the DEOCS results: DoDI 6400.11 requires sharing results with unit members**
- **Use the DEOCS to inform their command climate assessment**
 - Conduct focus groups, interviews, observations, or records reviews. These follow-up activities can:
 - Clarify and detail perceptions reported in a DEOCS and provide better context for results
 - Explain why those perceptions exist
 - Provide suggestions for improvement

Taking action on survey results is one of the best ways to encourage future survey participation and the **only way to change the results.**

Office of People Analytics and Command Climate Assessment



OPA Defense Climate Portal (DCP) Systems & Resource Center



Coming soon: Tracking reports to aid the Services in assessing compliance with the DoDI 6400.11 requirements

Evolution of the DEOCS

- **OPA constantly reviews survey content for its reliability and actionability**
 - Updating the DEOCS survey item bank
 - Leveraging the DEOCS to reduce
- **Continuing efforts to improve the DEOCS**
 - Validating relationship between factors and outcomes; developing data driven thresholds
 - User feedback research
 - Develop Service-level aggregations to inform commander assessments of results
 - Compliance tracking reports

Defense Organizational Climate Pulse (DOCP)

A quick, customizable survey to assess organizational climate.

Quick and **low burden**, the DOCP takes less than 10 minutes to complete.



Each **DOCP** contains up to:

15 Closed-ended Questions

1 Open-ended Question



DOCP Keywords

Alcohol/Substance Use	Morale
Cohesion	Passive Leadership
Connectedness	Race/Ethnic Issues
DEOCS	Readiness
Domestic Abuse	Safe Storage for Lethal Means
Engagement and Commitment	Safety/Well-being
Fairness	Sexual Assault
Gender Issues	Stress
Harassment/Discrimination	Suicide
Inclusion	Toxic Leadership
Leadership	Transformational Leadership
Leadership Support	Work-Life Balance
Mental Health	Workplace Hostility

Comprehensive Integrated Primary Prevention Plan (CIPP)

- **The Comprehensive Integrated Primary Prevention (CIPP) Plan provides a roadmap for preventing harmful behaviors**
 - A CIPP Plan is a tool used to document planned integrated primary prevention-based activities to reduce risk factors and enhance protective factors to promote healthier climates across DoD Communities
 - The CIPP Plan for a community is informed by a variety of data, including administrative records, reports, interview data, focus group data, and survey data such as the Defense Organizational Climate Survey (DEOCS)

Plans cover “communities” that are defined by the Services

- **Communities can...**
 - Include multiple units
 - Be deployed/at sea
 - Include any combination of Soldiers, Sailors, Airmen, Marines, Guardians, and civilians
 - Active Duty, Reserve, National Guard
- **Communities will have unique command climate challenges, strengths**

OFR provides a guide to developing CIPPs

- <https://www.prevention.mil/Resources/Tools/>

OPA Defense Climate Portal Resource Center

[PREVENTION] ABOUT RESOURCES **CLIMATE PORTAL** PREVENTION WORKFORCE

in JOIN US

WELCOME DEFENSE CLIMATE PORTAL RESOURCE CENTER

LEARN MORE ABOUT THE OFFICE OF PEOPLE ANALYTICS

THE **COMMAND CLIMATE ASSESSMENT SOURCE**
FOR DEOCS, DOCP, CIPP, AND FIT RESOURCES

- COMMAND CLIMATE NEWS & UPDATES
- SURVEY RESOURCE CENTER (DEOCS & DOCP)
- CIPP PLAN SYSTEM RESOURCE CENTER
- FACTOR IMPROVEMENT TOOLKIT

- **Assessment to Solutions (A2S) website now transitioned to <https://www.prevention.mil>**

Defense Climate Portal Resource Center Links

- **Defense Climate Portal Resource Center Welcome Page**
 - <https://www.prevention.mil/Climate-Portal/>
- **Latest News and Updates**
 - <https://www.prevention.mil/Climate-Portal/#topNews>
- **Survey Resource Center (DEOCS & DOCP)**
 - <https://www.prevention.mil/Climate-Portal/Defense-Climate-Portal-Survey-Resource-Center/>
- **CIPP Plan System Resource Center**
 - <https://www.prevention.mil/Climate-Portal/Defense-Climate-Portal-Comprehensive-Integrated-Primary-Prevention-Plan-System-Resource-Center/>
- **Factor Improvement Toolkit**
 - <https://www.prevention.mil/Climate-Portal/Defense-Climate-Portal-Factor-Improvement-Toolkit/>

Contact information

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Defense Advisory Committee for the Prevention of Sexual Misconduct

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BREAK

Meeting will resume shortly

DAC-PSM Public Meeting – April 10, 2024

Integrated Prevention Research Agenda

**Overview of Existing Research Agenda
and Discussion on Potential Future Focus Areas**

Presented by Office of Force Resiliency Violence Prevention Cell

Integrated Prevention Research Agenda



Dr. Jason Katz

Office of Force Resiliency
Violence Prevention Cell

April 10, 2024



Plan for Presentation

- Requirements for Integrated Prevention Research Agenda
- DoD Guidance and Independent Review Commission on Sexual Assault in the Military (IRC-SAM) Recommendations Informing Research Agenda
- Research Agenda Framework
- Overview of FY23 and FY24 Research Agendas
- Discussion

Requirements for Integrated Prevention Research Agenda

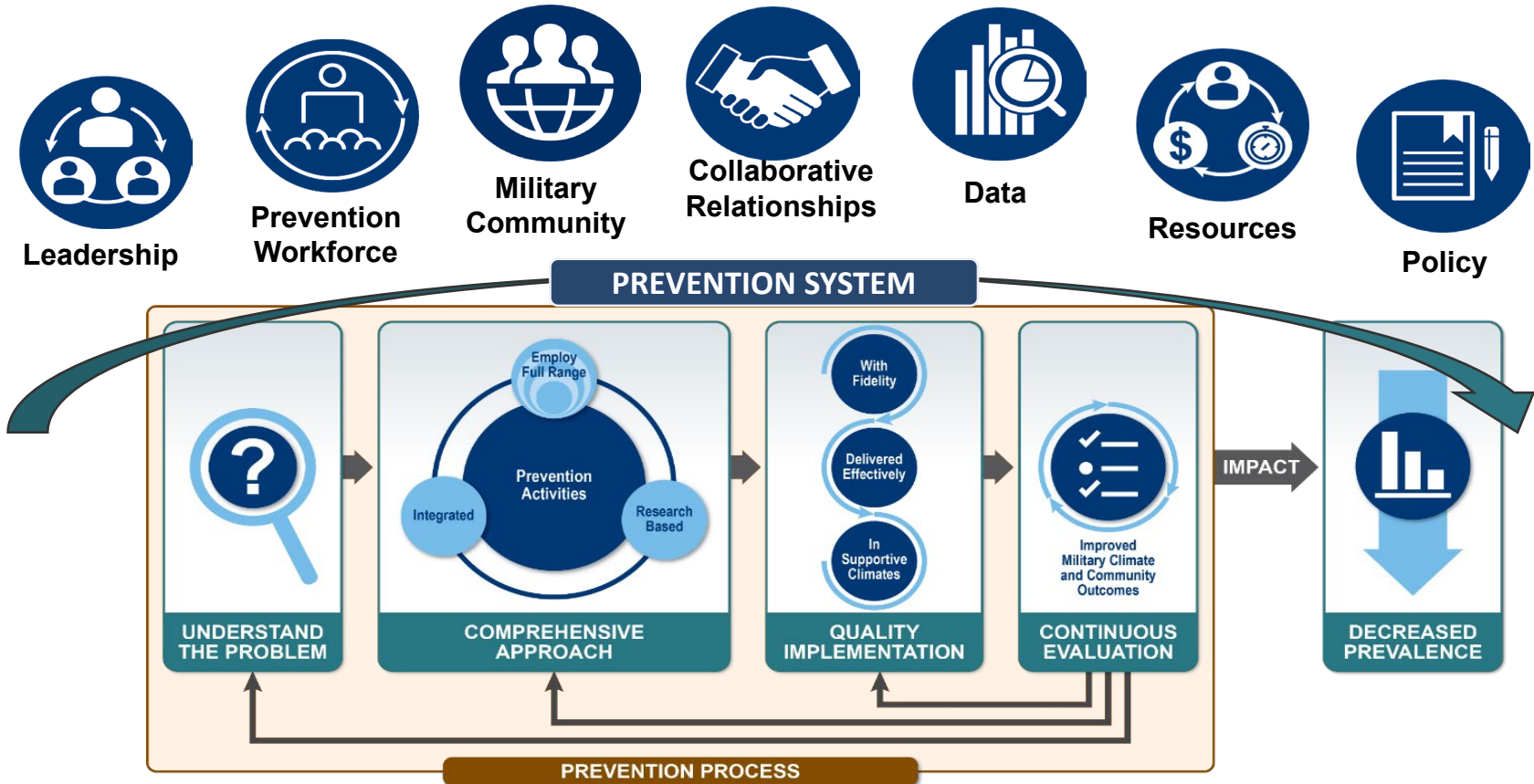


- NDAA FY 2022, SEC 549:
 - Beginning on October 1, 2022, and annually on the first day of each fiscal year thereafter, the Secretary of Defense shall publish a Department of Defense research agenda for that fiscal year, focused on the primary prevention of interpersonal and self-directed violence, including sexual assault, sexual harassment, domestic violence, child abuse and maltreatment, problematic juvenile sexual behavior, suicide, workplace violence, and substance misuse
 - NDAA includes elements and guiding principles for the research agenda
- NDAA FY 2023, Section 547:
 - Incorporation of Research and Findings – The Secretary of Defense shall ensure that the findings and conclusions from the primary prevention research agenda [...] are regularly incorporated, as appropriate, within the primary prevention workforce [...]
- Per DoDI 6400.11, “A research agenda that strengthens the DoD’s primary prevention research portfolio by prioritizing research topics, ensuring collaboration across sectors and organizations, and reducing duplication of effort”

DoD Guidance and IRC-SAM Recommendations Informing Research Agenda



DoD Prevention Process and Prevention System



Reference: *Prevention Plan of Action 2.0*

DoD Guidance and IRC-SAM Recommendations Informing Research Agenda (cont.)



- Essential Components of Prevention (DoDI 6400.09)
 - Skill development
 - Protective environments and healthy climates
 - Substance use
 - Military dependent support
 - Financial readiness
 - Selected primary prevention
- IRC-SAM Prevention and Climate Lines of Effort
 - Leadership development
 - Workforce development
 - Selected primary prevention
 - Climate assessment
 - Community level prevention strategies
 - Effective training and education
 - Perpetration of interpersonal violence

Research Agenda Framework



- Framework collaboratively developed in FY 2022 to guide formation of annual research agendas:
 - Establishes method by which the annual agenda and priorities will be developed
 - Creates cohesive approach to building DoD prevention research portfolio over time
 - Ensures short- and long-term investments meet immediate and enduring prevention needs
 - Incorporates current DoD guidance for prevention and recommendations of the IRC-SAM
 - Achieves maximum benefit from research by focusing on efforts that have the potential to address 2+ forms of harmful behavior
 - Sexual assault, harassment, domestic abuse, child abuse, workplace violence, suicide, and substance misuse

Research Agenda Framework (cont.)



	Leaders		Prevention Workforce		Military Community	
Research Needs	Short-Term	Long-Term	Short-Term	Long-Term	Short-Term	Long-Term
Understand the Problem						
Comprehensive Approach						
Quality Implementation						
Continuous Evaluation						

- In FY 2022, the framework was completed to provide a roadmap for annual research agendas
- Within those areas, research priorities are addressed through the annual research agenda
- The annual research agenda may also include priorities identified in the NDAA
- The framework will be reviewed and updated as appropriate as part of developing the FY 2025 research agenda

FY 2023 Research Agenda



FY 2023 Priorities	Progress Updates
<p>Understand Service members' activities and prevention needs within the cyber environment</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>Understand how the cyber environment shapes Service member attitudes and behaviors in ways that increase or decrease harmful behaviors</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 environment shapes Service member attitudes and behaviors, including information cocooning among Service members</p>
<p>Define elements and the essential conditions necessary for the implementation and evaluation of multi-pronged, multi-level, integrated approaches in military communities</p>	<p>In collaboration with the 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 "Community and Organizational Level Prevention of Harmful Behaviors in the Military: Leveraging the Best Available Evidence"</p>
<p>Develop and evaluate online bystander intervention tools to mitigate risk for harmful behaviors in the cyber environment</p>	<p>Through the agreement with the CDC 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</p>

FY 2024 Research Agenda



- The Department is addressing the following research priorities in FY 2024:
 - Conduct research to identify risk and protective factors beyond the individual level contributing to harmful behaviors in military settings
 - Identify subpopulations at increased risk of being targeted for harmful behaviors
 - Develop processes to address barriers and advance facilitators related to collecting, disseminating, and using data on harassing and bullying
- The FY24 Research Agenda is available on prevention.mil

Discussion



- Examples of potential focus areas for FY 2025
- Discussion questions:
 - Thinking about the examples of potential focus areas for FY 2025, or any additional areas outlined in the research agenda framework, what would you like to see prioritized?
 - Consider the following questions to inform your answer:
 - Which areas are most under-researched?
 - Which areas can leverage (and adapt) research from non-military settings?
 - What is most actionable or impactful?
 - What is most robust in terms of integrated prevention?
 - Within these areas, what are some of the key issues/considerations to emphasize?

Defense Advisory Committee for the Prevention of Sexual Misconduct

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BREAK

Meeting will resume at 12:45 ET

DAC-PSM Public Meeting – April 10, 2024

PME Instructor Training

Study Overview and Information Review

Undertaken by DAC-PSM Prevention Training and Activities Subcommittee

Study Overview - Sexual Assault Prevention and Response in Professional Military Education (PME)

Study Issue Statement

- Conduct assessment of the **extent and effectiveness of the inclusion by the Military Services of sexual assault prevention and response training in leader professional military education (PME)**, especially in such education for personnel in junior noncommissioned officer (NCO) grades.

Study Scope and Objective

- Consider the **instructor preparation approach for PME prevention instructors** and gain understanding of the **unique needs/skills required** of those instructors and the learning objectives of their PME audience (i.e., junior officers (O1-O3) and junior NCOs (E4-E6))
- Offer recommendations to **expand and improve processes and procedures for preparing instructors** to deliver prevention-related instruction within PME

Study Overview Continued...

What does the Department need?

- Recommendations/observations on specific needs on the preparation, certification, and evaluation of those teaching prevention during PME
 - How are these needs potentially different than the needs that inform instructor preparation processes in other topic areas?

What is the aim?

- Accepting that every instructor completes a basic instructor training course, what additional and/or enhanced capabilities are needed by those teaching prevention, specifically?
 - i.e., What additional and/or unique knowledge, skills, and attitudes are needed for success?
- Exploring how teaching prevention might be different than teaching tactics, logistics, or general leadership
- Offering recommendations on how to better prepare future prevention instructors, not just in theory, but also through examples

Subcommittee Approach to Information Gathering

1. Literature review – Underway
- 2. *Service Request for Information (RFI) – Today's focus***
3. Site visits – Forthcoming

Facilitating today's Discussion Panel is

Mr. JR Twiford

Col, USAF (ret)

Session Format

Part A: Service overviews of RFI responses

- Briefings on selected RFI questions:
 1. How does your Service select and assign PME instructors?
 2. How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
 3. How does your Service build prevention subject matter expertise for PME instructors?
 4. How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?
- Questions from Members

Part B: Facilitated discussion

- Prepared discussion questions
- Questions from Members

Briefing Order

- Department of Air Force
 - Air Force
 - Space Force
- Department of Army
 - Army
- Department of Navy
 - Marine Corps
 - Navy
- Coast Guard

Air Force

Primary Briefer

SMSgt Enrique Moore

Air University - Barnes Center, Senior Enlisted Leader

Academic Affairs

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Air Force Junior NCOs – Overview of PME Instructor Preparation

- How does your Service select and assign PME instructors?
 - Service members apply for instructor positions
 - Selection based on a review of:
 - Past performance reports
 - Public health evaluation
 - College education
 - Once a pool of qualified candidates identified, an interview process is conducted to determine the best candidate for hire
- How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
 - Initial skills are developed during the 20-day instructor training course.
 - Intermediate development using on the job training and Career Field Education Training Plan
 - In-Service Training (IST) conducted through throughout instructors' tenure provides continuous education

Air Force Junior NCOs – Overview of PME Instructor Preparation

- How does your Service build prevention subject matter expertise for PME instructors?
 - Prevention content is delivered by base-level prevention subject matter experts, not PME Instructors; therefore, prevention expertise is not built
- How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?
 - Prevention content is delivered by base-level prevention subject matter experts, not PME Instructors

Air Force Junior Officers – Overview of PME Instructor Preparation

- How does your Service select and assign PME instructors?
 - Service members apply for instructor positions
 - Selection is based on prior performance, education, and other factors as determined by a selection board
 - Once a pool of qualified candidates is identified, the school reviews their records to determine which candidates are best fits
- How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
 - Initial skills are developed through 2- to 3-week instructor training course
 - 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

Air Force Junior Officers – Overview of PME Instructor Preparation

- How does your Service build prevention subject matter expertise for PME instructors?
 - Prevention content is not delivered in Squadron Officer School; therefore, subject matter expertise is not built for PME instructors
- How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?
 - PME Instructors are not evaluated on delivery of prevention content

Space Force

Primary Briefer

Col Kirk Johnson

Delta 13, Commandant

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Space Force Officers – Overview of PME Instructor Prep

- How does your Service select and assign PME instructors?
 - Delta 13, Detachment 3 conducts the USSF's Intermediate and Senior Leadership Education (JPME Phase 1 and 2 respectively) Officer PME
 - Delta 13, Detachment 3 faculty are selected and assigned from 3 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

Space Force NCOs – Overview of PME Instructor Prep

- How does your Service select and assign PME instructors?
 - Delta 13, Vosler Non-Commissioned Officer Academy conducts Enlisted PME
 - Delta 13, Vosler Employs Enterprise Talent Management Office to conduct selection boards for the selection of PME facilitators
 - A solicitation for volunteers with positional vacancies is posted, and eligible Guardians are permitted to submit packages for consideration
 - 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

Space Force – Overview of PME Instructor Preparation

- How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
 - Delta 13, Detachment 3: Provide graduate-level education, and facilitating Socratic seminar-based discussions is a primary pedagogical methods
 - 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 on-going basis.
 - Delta 13, Vosler NCOA: Developing standards and programmatic processes for an EPME facilitator continuous development cycle
 - Currently, facilitators attend a 25-day instructor course followed by a 6-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

Space Force – Overview of PME Instructor Preparation

- How does your Service build prevention subject matter expertise for PME instructors?
 - Delta 13, Det 3 and Vosler NCOA: Personnel receive standard recurring prevention training (SAPR, SP, etc.); however, there are no specific processes or procedures specifically intended for developing expertise in prevention
 - Content taught in our PME programs falls within the professional expertise of our faculty
- How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?
 - Delta 13, Det 3 and Vosler NCOA: The above areas, in the context of prevention, are not explicitly conducted by PME faculty, therefore, evaluation and oversight are not conducted

Army

Primary Briefer

Dr. William (Bill) D. Kuchinski

Chief, Faculty and Staff Development Division Army University
(ArmyU), CAC, TRADOC

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Army – Overview of PME Instructor Preparation

- How does your Service select and assign PME instructors?
 - Uses an assignment marketplace for Officers and NCOs to preference positions based on their unique Knowledge, Skills and Abilities (KSAs), and Army requirements
 - Selects and assigns officer and noncommissioned officer (NCO) 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
 - Selection of Army Civilian PME Instructors is managed by PME institutions

Army – Overview of PME Instructor Preparation

- How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
 - Use Common Faculty Development Program (CFDP) separated into 4 phases:
 - Phase I (Qualification). New instructors attend 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 5 years
 - Phase IV (Continuing Professional Development). Focuses on continuous professional development and entails a 5-year recertification requirement and provides further credentialing opportunities

Army – Overview of PME Instructor Preparation

- How does your Service build prevention subject matter expertise for PME instructors?
 - Army's CFDP 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 improving the integrated prevention by establishing a Force Modernization Proponent (FMP) for the prevention of harmful behaviors
 - 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

Army – Overview of PME Instructor Preparation

- How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?
 - Army's SHARP Academy provides curriculum and required learning outcomes for Army PME schools
 - PME managers conduct academic program evaluation through direct assessment and indirect survey feedback
 - Army 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

Primary Briefer

Maj Calleen Bottenberg

Marine Corps University (MCU), Educational Wargaming

Directorate Deputy, Command SARC

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Marine Corps – Overview of PME Instructor Preparation

- How does your Service select and assign PME instructors?
 - Officer: 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
- How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
 - Marine Corps University (MCU) Faculty Development Program
 - Training events offered throughout the calendar year
 - New Faculty Orientation
 - Faculty Advisors Course
 - Master Faculty Advisor Program

Marine Corps – Overview of PME Instructor Preparation

- How does your Service build prevention subject matter expertise for PME instructors?
 - 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
- How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?
 - Instruction provided during PME is evaluated through some/all of following feedback mechanisms:
 - Direct observation of instructor delivery of PME by supervisor/evaluator
 - Rubric for scoring of demonstrated instructor competencies
 - Instructor Self-evaluation
 - Post-survey of PME students
 - Instructor performance reports
 - Peer-to-peer mentoring/evaluation/feedback

Marine Corps – Overview of PME Instructor Preparation

- Additionally, EDCOM/MCU has hired a Primary Prevention Integrator (PPI) in October 2022, a new position within Department of Defense.
- The incumbent is responsible to establish prevention activities to include:
 - Determine goals, objectives, measures of performance, and effectiveness, assessments, and milestones;
 - Advise leadership on data-informed actions, prevention methodologies, assessment, and prevention training; and
 - 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

Navy

Primary Briefer

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Navy – Overview of PME

PME is addressed at several points during an officer's career:

- Warfare School training
 - Junior Officers - upon commissioning (U.S. Naval Academy (USNA), Officer Training Command (OTC), Navy Reserve Officer Training Corps (NROTC))
 - Primary warfare schools – Surface, Aviation, and Submarine
 - Varies in length from months to years
 - Delivered by military instructors
- Joint Professional Military Education (JPME)
 - Attended by mid-grade officers
 - Conducted at Service War Colleges, remote location seminar, or online
 - Delivered by military & civilian instructors
- Senior Officer
 - Pre-Commanding Officer/Executive Officer Course (Navy Leadership and Ethics Center)

Navy – Overview of PME Instructor Preparation

- Instructor Training
 - Navy Instructor Training Course (NITC) trains personnel in application of basic instructional techniques and strategies using several instructional modalities and warrior toughness concepts in diverse learning environments
 - Contains progressive series of performance activities allowing students to demonstrate proficiency in the required knowledge and skills of an entry-level instructor
- Officer Warfare School Instructor Training (occupational)
 - Locally train personnel on how to deliver specialized skills or specific subject matter
 - Specific subject matter is part of the instructor certification process at the assigned learning site

Coast Guard

Primary Briefer

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Coast Guard – Overview of PME Instructor Preparation

- How does your Service select and assign PME instructors?
 - USCG instructor qualification process uses International Board of Standards for Training, Performance, and Instruction's core competencies for professional development
 - Instructors must meet qualification requirements and earn a rating from their branch chiefs before teaching at their designated schoolhouse
- How does your Service build, certify and continuously develop PME instructor training and facilitation skills?
 - 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
 - USCG instructors must fulfill competency standards, obtain feedback, and complete specified schoolhouse requirements for their content

Coast Guard – Overview of PME Instructor Preparation

- How does your Service build prevention subject matter expertise for PME instructors?
 - Primary Prevention content is embedded within the general Instructor Development Course (IDC) modules
 - Instructors must demonstrate competency in all IDC content areas before obtaining full instructor qualification
- How does your Service conduct evaluation and oversight of prevention instruction delivery by PME instructors?
 - 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

Questions

Any member questions on initial briefing content?

Preview - We will be discussing these four questions during Part B:

1. Are there any standards in place that support consistency of PME instructor preparation and/or instruction delivery across your Service's PME schools?
2. What activities or methods within your Service's existing PME processes and procedures serve to identify opportunities to sustain or improve efforts and outcomes? (e.g., selection, instructor development, evaluation)
3. What specific needs and challenges exist regarding the preparation and oversight of PME instructors?
4. What specific needs and challenges exist for instructors delivering PME to junior officers and junior NCOs?

Panel Discussion

Discussion Questions

1. Are there any standards in place that support consistency of PME instructor preparation and/or instruction delivery across your Service's PME schools?
2. What activities or methods within your Service's existing PME processes and procedures serve to identify opportunities to sustain or improve efforts and outcomes? (e.g., selection, instructor development, evaluation)
3. What specific needs and challenges exist regarding the preparation and oversight of PME instructors?
4. What specific needs and challenges exist for instructors delivering PME to junior officers and junior NCOs?

Public Meeting Concluded

Meeting minutes will be available for public review on
www.sapr.mil/DAC-PSM