

Defense Advisory Committee for
the Prevention of Sexual Misconduct

Instructing Prevention in PME

*Preparing Instructors to Deliver Prevention Content
in Professional Military Education (PME)*

March 2025



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This report reflects the opinions and insights of the DAC-PSM Members and should not be attributed to the Department of Defense. Any errors or omissions are the sole responsibility of the DAC-PSM.

Abbreviations and Acronyms

DAC-PSM	Defense Advisory Committee for the Prevention of Sexual Misconduct
DEOMI	Defense Equal Opportunity Management Institute
DoD	Department of Defense
DoDI	Department of Defense Policy Instruction
FY	Fiscal Year
IPPW	Integrated Primary Prevention Workforce
IRC-SAM	Independent Review Commission on Sexual Assault in the Military
JKO	Joint Knowledge Online
KSAs	Knowledge, Skills, and Abilities
M&E	Monitoring and Evaluation
NCO	Non-Commissioned Officer
NDAA	National Defense Authorization Act
OFR	Office of Force Resiliency
OSD	Office the Secretary of Defense
PME	Professional Military Education
RFI	Request for Information
ROI	Return on Investment
SAPR	Sexual Assault Prevention and Response
SAPRTEC	Sexual Assault Prevention and Response Training and Education Center of Excellence
SARC	Sexual Assault Response Coordinator
TLO	Terminal Learning Objective
USD(P&R)	Under Secretary of Defense for Personnel and Readiness

Executive Summary

Introduction

As directed by Congress, the Defense Advisory Committee for the Prevention of Sexual Misconduct (DAC-PSM, or “Committee”) undertook this study to assist the Department of Defense (DoD, or “Department”) in strengthening its efforts to incorporate sexual assault prevention into the professional military education (PME) provided to its leaders.

The DAC-PSM was established in 2020 as mandated by the National Defense Authorization Act for Fiscal Year 2020 (FY20 NDAA). The DAC-PSM is tasked with providing independent advice and recommendations on the prevention of sexual misconduct involving members of the Armed Forces, as well as the sexual misconduct prevention policies, programs, and practices of each Military Department and Military Service Academy, including the Coast Guard Academy. Given that the Committee is comprised of members with expertise in prevention research and implementation in both military and civilian settings, including training design and development, the DAC-PSM is uniquely qualified to address this study topic.

Study Focus and Methodology

As part of the FY21 NDAA, Congress directed the DAC-PSM, through its Prevention Training and Activities Subcommittee, to examine PME relative to the prevention of sexual misconduct. Given the breadth of this directive, the DAC-PSM sought the insights of DoD prevention experts regarding the types of study recommendations that would be most useful to the Department and, as a result, learned of the extensive efforts currently underway to identify prevention content requirements for training. To avoid the duplication of existing DoD efforts and ensure compliance with the laws governing the activities of federal advisory committees, the Subcommittee elected to focus the study on DoD’s approach to the preparation of instructors to deliver prevention-related content within PME, as well as to consider the unique needs of instructors delivering content to junior leaders (i.e., those in grades O1-O3 and E4-E6).

To meet the information needs of this study, the Subcommittee conducted a literature and policy review, considered submissions from the Services and met with topic experts from the Office of the Secretary of Defense (OSD). At the DAC-PSM’s June 27, 2024 public meeting, the Subcommittee shared its initial findings, and at the November 14, 2024 public meeting, the Subcommittee presented its final findings and proposed recommendations for discussion. Following deliberation, the Committee voted to approve all recommendations presented in this report.

Study Findings and Recommendations

While developing its proposed study recommendations, the Subcommittee leaned on several key observations to ensure that recommendations offered to DoD address areas of demonstrated need:

- **Instruction matters:** The content, nature, and quality of instruction all have direct impact on learning transfer, and ultimately, on the ability of leaders to demonstrate competencies in the prevention of sexual misconduct, as well as to establish a healthy climate and military culture.
- **Impact of leaders on unit climate:** Leaders are responsible for establishing healthy unit climate and military culture, and yet are often not being adequately equipped with knowledge of the problem or the prevention strategies and skills they need to address it.

- **Prevention as a critical leadership skill:** To ensure optimal military readiness and warfighting capacity of individual Service members and their units, prevention knowledge and skills-building must be effectively incorporated into leadership training at all levels.

Building off these three high-level observations, the Subcommittee identified a series of opportunities for the Department to ensure that those who present prevention content in a PME setting are ready for the task. As illustrated in Figure 1, the Committee's recommendations suggest three broad areas of action for the Department to consider, framed within the process typically used by the Department and Services in the roll out of any new initiative: Policy, Implementation, and Evaluation and Oversight.

Figure 1: Actions to Address Study Recommendations

Action Area	Action Step	Associated Study Recommendations*
Policy Note: Clear policy <u>must</u> be in place to effectively guide the standardization of Implementation and Evaluation & Oversight.		
Establish clear policy requirements for the provision of prevention-related content in PME. Owning Party: DoD	Further define requirements for the incorporation of prevention-related content in PME. Define requirements and processes that ensure content is delivered by appropriate and well-prepared staff.	<ul style="list-style-type: none"> • Establish and continue to confirm alignment between policy and learning requirements, starting with Department prioritization of prevention competencies as integral components of effective leadership. • Revise training policies and applicable guidance to establish the "who" and the "how" for the provision of prevention instruction within PME. • Identify and establish key topics and minimum requirements for the incorporation of prevention content into PME, as well as processes to standardize and oversee its delivery.
Implementation		
Define leaders' prevention competency needs by career band. Owning Party: DoD	Customize the various levels of PME to incorporate grade-appropriate prevention content.	<ul style="list-style-type: none"> • Establish and continue to confirm alignment between policy and learning requirements, starting with Department prioritization of prevention competencies as integral components of effective leadership. • Take intentional steps to institutionalize prevention as a critical leadership skill at all levels.
Utilize instructors who are intentionally selected and prepared to deliver prevention content. Owning Party: Services	Determine who will deliver prevention content in PME. Develop model to ensure that instructors have the necessary skills and prevention expertise to deliver PME content.	<ul style="list-style-type: none"> • Revise training policies and applicable guidance to establish the "who" and the "how" for the provision of prevention instruction within PME. • Identify and establish key topics and minimum requirements for the incorporation of prevention content into PME, as well as processes to standardize and oversee its delivery. • Establish a selection, training, and performance model that ensures consistent instructor competencies in the delivery of prevention training material. • Develop training content, instructor skills, and subject matter expertise, based on effectiveness and outcomes associated with lessons learned from other DoD prevention efforts.

Evaluation & Oversight		
<p>Establish processes to ensure that prevention-related PME content delivery follows policy and has desired impact.</p> <p>Owning Party: DoD and Services</p>	<p>Develop oversight approach to ensure that prevention-related PME content is being delivered appropriately and as required by policy.</p> <p>Collect data to determine the effectiveness of the delivery of prevention content within PME, as well as the impact of training on desired outcomes.</p>	<ul style="list-style-type: none"> Identify and establish key topics and minimum requirements for the incorporation of prevention content into PME, as well as processes to standardize and oversee its delivery. Establish processes for the evaluation of and accountability for the instruction of prevention in PME. Collect data on the effectiveness of learning transfer and the impact of training on outcomes.

* See Ch.2 and 3 of this report for a fuller discussion of these recommendations and the study findings that led to them.

Highlighted Study Finding – Core Policy Challenge

The Subcommittee began this study assuming that prevention-related training for junior leaders was present in PME across the Services and that it was being delivered by instructors with subject matter expertise or other prevention qualifications. However, the Services' submissions demonstrated that neither assumption was accurate. Upon learning of the dearth of dedicated prevention-related PME for junior leaders, the Subcommittee directed its attention toward the policies governing PME. Examination of these policies revealed that current policy guidance lacks needed specificity on the requirements for the instruction of prevention material in PME. The Subcommittee found that DoD policy outlines prevention learning requirements for PME audiences (the "what") but does not provide guidance on the role best positioned to deliver this content (the "who") or establish requirements or processes for optimization of prevention instructor development and content delivery (the "how"). The absence of more detailed guidance on the requirements for effective delivery of prevention instruction within PME leads to inconsistencies in opportunity for leaders to master these important competencies.

Further, the Subcommittee found that junior leaders are not consistently receiving PME across the Services, regardless of topic area, and in the instances where PME is provided, those courses do not include specific prevention content taught by instructors with expertise in prevention. This training gap is especially troubling since junior leaders often supervise the Service population most affected by sexual violence: those in junior enlisted grades (E1-E4). Because of the far-reaching effects of sexual misconduct on both individual Service members and entire units, the Committee urges the Department not to wait until leaders are receiving mid-career PME to address key prevention concepts.

The DAC-PSM appreciates the opportunity to consider this critical issue and stands ready and willing to address questions from the Department and/or Services on any findings and recommendations. This report highlights opportunities for DoD to further institutionalize its advancing prevention efforts within the Services' learning communities and, in doing so, to equip its leaders with the critical prevention competencies needed to keep Service members safe and ready to meet the mission.

Chapter 1: Study Overview and Introduction of Findings

As directed by Congress, the Defense Advisory Committee for the Prevention of Sexual Misconduct¹ (DAC-PSM, or the “Committee”) undertook this study to assist the Department of Defense (DoD, or the “Department”) in strengthening its efforts to incorporate sexual assault prevention into the professional military education (PME) provided to its leaders. The study began in October 2023, culminating in the Committee’s approval of study recommendations in November 2024 and submission of this report.

Study Overview

This overview introduces the DAC-PSM and discusses the Congressional and Departmental directives that lead to this work, as well as the Committee’s considerations in fine-tuning the study topic to best serve the Department. A summary of the study’s methodology and introduction to the study’s findings are also included.

Introduction to the DAC-PSM

The Defense Advisory Committee for the Prevention of Sexual Misconduct was established in November 2020 by the Secretary of Defense, as mandated by the National Defense Authorization Act for Fiscal Year 2020 (FY20 NDAA). The DAC-PSM is sponsored by the Under Secretary of Defense for Personnel and Readiness (USD(P&R)) and, per its Charter,² is tasked with providing independent advice and recommendations on the prevention of sexual misconduct involving members of the Armed Forces, as well as the sexual misconduct prevention policies, programs, and practices of each Military Department and Military Service Academy, including the Coast Guard Academy.

As outlined in the DAC-PSM’s Membership Balance Plan, the Committee is comprised of members with expertise in four key areas:³

- Prevention of sexual assault and related harmful behaviors on the continuum of harm
- Adverse behaviors, including the prevention of suicide and substance abuse
- Cultural change within large organizations
- Implementation science

DAC-PSM Members come from a range of professional settings, including academic institutions, non-profit organizations, private industry, and state government agencies. As of March 1, 2025, the DAC-PSM has 13 members, with authorization for up to 20 members.

Due to its varied member expertise, the DAC-PSM is uniquely qualified to address this study topic, drawing on the Committee’s breadth of experience in training and development, as well as in the implementation and evaluation of efforts to prevent sexual misconduct in both military and civilian settings. See Appendix A for more information on the Committee’s membership.

¹ More information on the Committee and its efforts can be found here: <https://www.dhra.mil/DAC-PSM/>

² The DAC-PSM Charter can be found here: https://www.dhra.mil/Portals/52/Documents/DAC-PSM/DAC-PSM_Charter_06262024-1.pdf

³ Information on the DAC-PSM’s membership can be found here: <https://www.dhra.mil/DAC-PSM/Membership/>

Study Directive and Topic Selection

The FY21 NDAA⁴ directed the DAC-PSM to undertake reviews on four study topics, including an “assessment of the extent and effectiveness of the inclusion by the Armed Forces of sexual assault prevention and response training in leader professional military education, especially in such education for personnel in junior noncommissioned officer grades.”

On January 30, 2021, the Secretary of Defense called for the suspension of all advisory committee operations while the Department conducted a review of these efforts and their alignment with strategic priorities and the National Defense Strategy.⁵ On September 30, 2021, the DAC-PSM was authorized to resume operations, holding its first public meeting on August 22, 2022. Since then, the Committee has been working to address the four Congressionally assigned study topics, including the topic covered in this report.

Following the DAC-PSM's restart, the Department directed the DAC-PSM, through its Prevention Training and Activities Subcommittee⁶ (the “Subcommittee”), to review efforts to provide prevention training to officers and non-commissioned officers (NCOs), to consider the alignment of that training with leadership roles across a military career, and to identify unique training needs specific to this topic area.⁷ The DAC-PSM sought the insights of DoD prevention experts regarding the types of study recommendations that would be most useful to the Department and, as a result, learned that there are extensive Departmental efforts underway to address the Independent Review Commission on Sexual Assault in the Military (IRC-SAM)⁸ recommendations regarding prevention and related training content requirements. In order to avoid the duplication of existing DoD efforts and ensure compliance with the laws governing the activities of federal advisory committees,⁹ the Subcommittee shaped its study with the intent to understand and improve the delivery of prevention training, particularly in a PME setting.

This study was designed to take an intentional look at DoD's approach to the preparation of instructors of prevention-related content within PME (“prevention instructors”), as well as to consider the unique needs of instructors delivering content to junior leaders. For purposes of this study, “junior leaders” refers to junior officers (O1-O3) and junior NCOs (E4-E6). The Subcommittee's goal when developing study recommendations was to propose ways in which the Department might expand and improve the policies, processes, and procedures used to prepare prevention instructors within PME.

⁴ Full text of the FY21 NDAA can be found here: <https://www.congress.gov/116/plaws/publ283/PLAW-116publ283.pdf>

⁵ Information on DoD's Zero-Based Review of Federal Advisory Committee activities can be found here:

<https://www.defense.gov/News/Releases/Release/Article/2490841/dod-announces-zero-based-review-of-advisory-committees/>

⁶ Information on the DAC-PSM's Prevention Training and Activities Subcommittee can be found here: <https://www.dhra.mil/DAC-PSM/Subcommittees/Prevention-Training-and-Activities-Subcommittee/>

⁷ Study Terms of Reference can be found here: <https://www.dhra.mil/Portals/52/Documents/DAC-PSM/Sexual-Assault-Prevention-and-Response-Professional-Military-Education-Study-signed-Jan-13-2023.pdf>

⁸ The IRC-SAM's full report can be found here: <https://media.defense.gov/2021/Jul/02/2002755437/-1/-1/0/IRC-FULL-REPORT-FINAL-1923-7-1-21.PDF>

⁹ Information on the laws guiding the work of Federal Advisory Committees can be found here: <https://www.gsa.gov/policy-regulations/policy/federal-advisory-committee-management/legislation-and-regulations>

Study Methodology

In order to meet the information needs of this study, the Subcommittee explored a variety of questions regarding the preparation of instructors to deliver prevention content and consulted numerous DoD sources to learn about relevant policies, processes, and procedures.

The study began with a review of existing literature to identify best practices in instructor training and development, with particular regard to the prevention of sexual misconduct (see Appendix B). The Subcommittee reviewed current DoD instructions (DoDIs)^{10,11} for policy and guidance that governs prevention training within PME (see text box) and submitted a Request for Information (RFI) to the Services, requesting information on their existing approaches to prevention instructor preparation (see Appendix C1-2).

The Subcommittee's information gathering efforts included a review of the Services' RFI submissions, as well as a site visit to the Defense Equal Opportunity Management Institute (DEOMI).

DAC-PSM representatives met with DEOMI staff regarding the Institute's approach to instructor preparation in another DoD policy area (see Appendix D1). Information on DEOMI's training model offered a helpful look into the processes that support quality preparation of instructors, albeit for another DoD topic area. Lastly, the Subcommittee received information from representatives of the Office of the Secretary of Defense (OSD) regarding DoD efforts to better understand the training needs of instructors (see Appendix D2-3).

At its April 10, 2024 public meeting,¹² the DAC-PSM met with a panel of Service representatives to discuss their RFI submissions (see Appendix C3). At the DAC-PSM's June 27, 2024 public meeting, the Subcommittee provided the Committee an update on its initial findings, and at the November 14, 2024 public meeting, the Subcommittee presented its final findings and proposed recommendations for discussion. Following deliberation, the Committee voted to approve all recommendations presented in this report.

¹⁰ Full text of DoDI 6495.02, Volume 2 can be found here:

https://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodi/649502_vol2p.PDF

¹¹ Full text of DoDI 6400.11 can be found here:

<https://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodi/640011p.PDF?ver= -WRNG-g78mHPx4gQwkeaQ%3D%3D>

¹² Materials and minutes from all 2024 DAC-PSM public meetings can be found here: <https://www.dhra.mil/DAC-PSM/Public-Meetings/>

Existing DoD Policies Governing Prevention in PME

- DoD Instruction 6495.02, Volume 2.
“Sexual Assault Prevention and Response: Education and Training” (April 9, 2021)

This policy specifies that PME should provide progressively advanced levels of learning to prepare leaders to fulfill their sexual assault prevention and response (SAPR) responsibilities.

- DoD Instruction 6400.11.
“DoD Integrated Primary Prevention Policy for Prevention Workforce and Leaders” (December 20, 2022)

This policy dictates that PME will provide progressively advanced levels of learning that prepare individuals to lead and support Integrated Primary Prevention.

Introduction of Study Findings and Recommendations

The Subcommittee analyzed the collected study information to identify potential gaps in DoD's current policy guidance and approach to preparation of instructors delivering prevention-related content in PME. The next step was to identify possible paths to solution, as well as to specify rationale for each area of recommendation to effectively illustrate why it is crucial for DoD decision-makers to address the identified gaps and challenges. As the findings and recommendations presented in this report illustrate, the Committee firmly believes that, in order to support and strengthen prevention efforts across the Department, effective prevention-related instruction in PME must be intentionally prioritized, adequately resourced, and ardently championed.

While developing its proposed study recommendations, the Subcommittee leaned on several key observations to inform the findings presented in this report and to ensure that the recommendations offered to the Department address areas of demonstrated need:

For details on the alignment between the recommendations presented in this report and those of the IRC SAM, please see Appendix E.

- **Instruction matters:** The content, nature, and quality of instruction all have a direct impact on learning transfer, and ultimately, on the ability of leaders to demonstrate competencies in the prevention of sexual misconduct, as well as to establish a healthy climate and military culture.
- **Impact of leaders on unit climate:** Leaders are responsible for establishing a healthy unit climate and military culture, and yet are often not being adequately equipped with knowledge of the problem or the prevention strategies and skills they need to address it.
- **Prevention as a critical leadership skill:** In order to ensure optimal military readiness and warfighting capacity of individual Service members and their units, prevention knowledge and skills-building must be effectively incorporated into leadership training at all levels.
- **Crucial need for prevention-focused PME for junior leaders:** The Services do not consistently provide PME for junior officers and junior NCOs (see Figure 2). This training gap is especially notable, as these junior leaders are often the first-line supervisors of the Service population most affected by sexual violence: those in junior enlisted grades (E1-E4).¹³ Given that junior leaders are responsible for overseeing Service members at particularly high risk, the Department must not wait until supervisors are receiving mid-career PME to provide them with the necessary understanding of the problem and the skills they need to effectively prevent sexual misconduct in their units. Data on the prevalence of sexual misconduct and post-sexual assault attrition¹⁴ suggest that, by this mid-career point, it may already be too late, as the impacts of sexual violence on force readiness have already begun.

¹³ Full text of the DAC-PSM's study focused on junior enlisted Service members can be found here:

https://www.dhra.mil/Portals/52/Documents/DAC-PSM/DAC-PSM_Training_Study_Final_Report_June_2023.pdf

¹⁴ FY23 DoD Annual Report on Sexual Assault in the Military can be found here: <https://www.sapr.mil/?q=reports>

Figure 2. Presence of PME Across Junior Enlisted/Officer Grades*

Grade		Air Force	Army	Coast Guard	Marine Corps	Navy	Space Force
Junior NCOs	E4	✓	✓	✓			✓
	E5	✓	✓	✓			✓
	E6		✓	✓			
Junior Officers	O1		✓	✓	✓		
	O2		✓	✓	✓		
	O3	✓	✓	✓			✓

*PME for any topic area (not specific to prevention), as reported by Services in response to study RFI

The Committee strongly encourages the Department to consider the recommendations offered in this report, in order to ensure that leaders receive the best possible preparation to do their jobs, thus enabling them to effectively fulfill their prevention-related leadership responsibilities and ultimately, to prevent sexual violence among the Service members under their charge.

The remainder of this report is presented as follows:

- **Chapter 2** describes the core policy challenge identified during this study.
- **Chapter 3** discusses three specific areas of implementation that are impacted by the core policy challenge highlighted in Chapter 2.
- **Chapter 4** suggests potential next steps for the Department's consideration.

A Note Regarding the Application of Study Findings and Recommendations

The DAC PSM embarked upon this study with the intent to understand and provide recommendations regarding the preparation of instructors who deliver prevention related PME content to junior leaders, specifically. However, as Chapters 2 and 3 will discuss:

- Depending on their Service and grade, junior leaders do not necessarily receive PME, in any topic area.
- In the instances where junior leaders do receive PME, dedicated prevention instruction, delivered by instructors with prevention expertise, is not currently a part of that training.

As a result, the Committee has offered more widely applicable findings and recommendations to inform the development of policies, processes, and procedures that effectively support the preparation of prevention instructors.

Due to their generalizability, these recommendations could be used to inform and improve the Department's efforts to prepare instructors delivering prevention content not only to junior leaders, but to Service members of all levels, both inside and outside of PME.

Chapter 2: Core Policy Challenge – Policies and Guidance Governing Prevention-Related Requirements within PME

The study information submitted by the Services indicates a void in existing Departmental policy regarding the delivery of prevention content within PME. The Subcommittee began this effort under the assumption that prevention-related training for junior leaders was present in PME across the Services and that it was being delivered by instructors with subject matter expertise or other prevention qualifications. However, the Services' RFI submissions demonstrated that neither of these assumptions was accurate.

Upon learning of the dearth of dedicated prevention-related PME for junior leaders, the Subcommittee directed its attention to the policies governing PME – namely DoDI 6495.02, volume 2 and DoDI 6400.11 (see Chapter 1 for details). Examination of these policies revealed that, while guidance exists regarding the prevention responsibilities and learning requirements for military leaders, there is no such DoD-wide guidance regarding the instruction of the prevention-specific PME needed to develop, maintain, and strengthen those capabilities in the leaders whose roles require them. As a result, the provision of prevention-related PME is inconsistent and insufficient to fully satisfy the prevention learning requirements set forth in policy.

Core Policy Challenge Findings and Recommendations

The DAC-PSM offers two findings and three recommendations regarding the current DoD policies governing prevention-related instruction within PME.

Findings

Core Policy Finding 1 – Current DoD policies outline learning requirements for PME audiences but lack guidance on the requirements/expectations for the instruction of prevention material, specifically (focuses on the “what” but lacks the “who” and “how”).

Simply stated, within Department policy, there is no position or role that is explicitly tasked with delivering prevention-related instruction within PME, signaling that this responsibility is not important enough to warrant policy consideration. The Services are left to determine for themselves who will deliver prevention instruction and how to train and support these individuals, as there are no consistent requirements informed by policy or best practices. While the Services have flexibility in how they “man, train, and equip” their members in accordance with their Title 10 responsibility, the absence of more detailed guidance on requirements for the delivery of prevention instruction within PME leads to inconsistent implementation of this critical component of the Department’s overall approach to the prevention of sexual misconduct.

Informational Limitations on DAC-PSM studies

It is important to note that the findings and recommendations discussed in this report are grounded in the information provided by the Services and other DoD representatives. As a federal advisory committee, the DAC PSM relies solely on publicly available information and is not permitted access to information regarding efforts within the Department that are not yet publicly disclosed.

The Committee offers its best recommendations based on the information provided. However, the DAC PSM acknowledges the possibility that there may be additional efforts regarding the preparation of prevention instructors that were unavailable for consideration during this study.

Additionally, there is no standardized Department-wide guidance on how prevention content should be taught in PME. Existing policies provide a list of learning requirements but do not define the prevention competencies and skills that PME must include, nor how that instruction must be delivered. Some may interpret the lack of guidance in these areas to mean that leaders' mastery of prevention concepts is not a high priority for the Department, or that the quality of prevention instruction is not of key importance to the ultimate success of the training being provided.

Core Policy Finding 2 – Based on the information provided to the Committee, the Services are not currently meeting policy requirements for prevention learning within PME.

The absence of clear policy guidance on the requirements for the delivery of prevention-related instruction within PME understandably leads to difficulty in meeting stated learning requirements for PME audiences.

Discussions with the Services and other DoD representatives continually referenced the fact that the sheer volume of material that must be covered in PME, combined with limited time to allocate, often results in the de-prioritization of topics perceived to be less critical to the immediate warfighting needs of Service members (e.g., prevention of sexual misconduct). The rationale for the omission of prevention in PME for junior leaders indicates the perspective of some that, at this point in their careers, new leaders are “learning how to do their jobs.” The DAC-PSM found this rationale to be particularly concerning, as it further cements the characterization of prevention as a “nice to have” ancillary skill, as opposed to a fundamental part of a leader’s job in cultivating military readiness.

Additionally, it seems the lack of policy guidance on how prevention instruction is to be incorporated into PME has exacerbated another problem: According to the Services’ submissions, what little “prevention” training does exist for junior leaders often mirrors annual Sexual Assault Prevention and Response (SAPR) training, focusing on how to report incidents but not how to prevent them. The persistent conflation of prevention with response underscores a continuing lack of understanding of the importance of developing leaders’ competencies in the prevention of sexual misconduct. As a result, leaders may be unprepared to fulfill the prevention responsibilities that their roles entail. The absence of prevention competencies for junior leaders is particularly concerning, since they are often the first-line supervisors of the DoD population most affected by sexual misconduct, and yet, are less likely to have received training within PME on how to prevent it.

Recommendations

Core Policy Recommendation 1 – Establish and continue to confirm alignment between policy and learning requirements, starting with Department prioritization of prevention competencies as integral components of effective leadership.

Supporting Actions: In order to create better alignment between the policies governing prevention instruction in PME and the specific prevention learning objectives that policy requires leaders to achieve, the DAC-PSM recommends that the Department demonstrate senior-level buy-in for the need to develop and reinforce prevention competencies at all levels of leadership. DoD should clearly communicate the connection between leadership and climate, justifying the importance of establishing leaders’ skills to effectively support, prioritize, and implement prevention efforts. The Department should also utilize strategic messaging to make the case that prevention of sexual

misconduct is a critical leadership skill with direct impact on the establishment of a healthy climate and military culture, and by extension, mission readiness.

Core Policy Recommendation 2 – Revise training policies and applicable guidance to establish the "who" and the "how" for the provision of prevention instruction within PME.

Supporting Actions: The Committee recommends that the Department revise its policies to reflect a standardized set of core expectations for prevention-related instruction within PME. These core expectations should inform the prevention content that PME must include, as well as how its instruction should be delivered. Policy revision efforts should include a review of the Services' current prevention training guidance and instructor preparation practices, as well as the collection of information needed to determine the optimal role or position to most effectively deliver prevention instruction in PME. Lastly, the Committee recommends the establishment of processes to ensure accountability, oversight, and evaluation for the prevention-related instruction that takes place within PME across the full career path of a military leader.

Core Policy Recommendation 3 – Identify and establish key topics and minimum requirements for the incorporation of prevention content into PME, as well as processes to standardize and oversee training delivery.

Supporting Actions: In order to help identify the key prevention topics needed in PME, as well as inform the delivery of its instruction, the Committee recommends that DoD conduct a systematic evaluation of curriculum across the Services to learn what prevention content currently exists in PME and what might be missing. The establishment of instructor credentialing and training requirements would strengthen the Department's ability to standardize the delivery of prevention content within PME. The creation of a system to track proximal and distal outcomes for training delivery (e.g., satisfaction of training and qualification requirements for instructors, evidence of successful learning transfer, evidence that learning leads to desired outcomes) would also serve to inform policy decisions and identify needs regarding instructor preparation.

Further, in the same way that PME content for any topic should be made relevant to the grade and leadership role of the learning audience, prevention-related content in PME should be customized and progressively advancing. The learning needs for junior and senior leaders vary, due to the differing prevention-related responsibilities of their jobs and the variation in the populations they supervise. Accordingly, the content of their prevention-related PME should reflect those differences.

The core policy challenge discussed in this chapter has far-reaching implications on the Department's ability to establish the processes and procedures needed to drive the effective delivery of prevention instruction within PME, which are discussed in Chapter 3. Leaving this policy gap unaddressed will continue to impact the prevention capabilities of military leaders at all levels, and by extension, mission readiness. Insufficient leader mastery of prevention concepts will render DoD efforts to prevent sexual misconduct less effective and leave units ill-equipped to fulfill their warfighting missions.

Chapter 3: Implementation Areas Impacted by Policy

The DAC-PSM's examination of current Departmental approaches to the preparation of prevention instructors in PME highlights the impact of the aforementioned policy gaps on the Services' ability to create the necessary processes and procedures to ensure the effective delivery of prevention content. Without robust policy in place to provide sufficient guidance, it remains unclear:

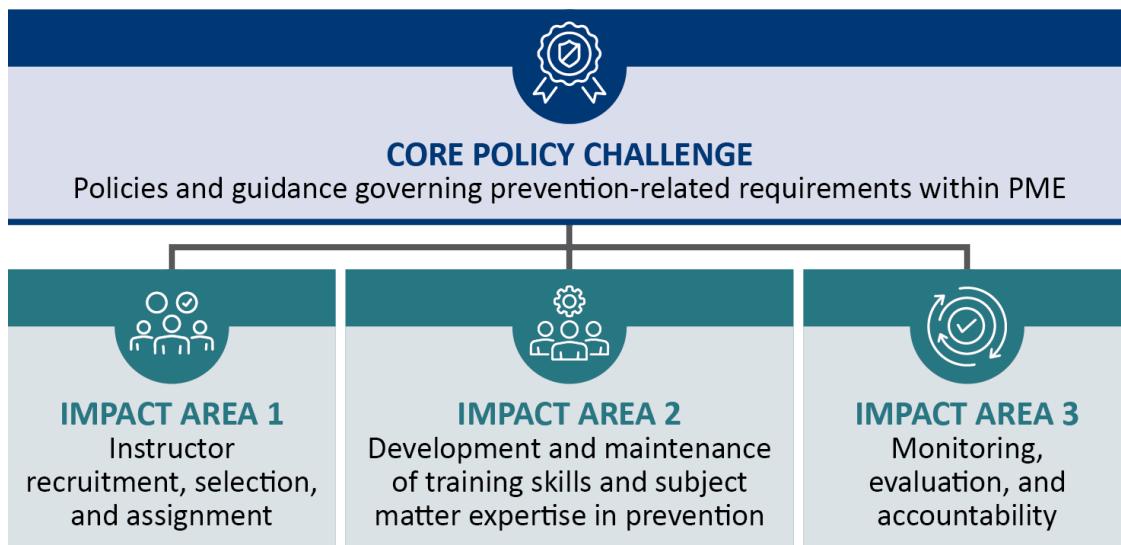
- How those delivering prevention content in PME are to be selected for the job.
- How prevention training skills and subject matter expertise are to be developed and maintained.
- How the instruction of content within PME is to be overseen.

As the Department works to address the core policy challenge outlined in Chapter 2, the Committee recommends that attention be specifically focused on three key areas of prevention training implementation that should be informed by strong policy guidance but are currently being negatively impacted by its absence (see Figure 3):

- **Impact Area 1** – Instructor recruitment, selection, and assignment
- **Impact Area 2** – Development and maintenance of training skills and subject matter expertise in prevention
- **Impact Area 2** – Monitoring, evaluation, and accountability

A detailed logic model illustrating the implications of policy on these three impact areas is provided in Appendix F.

Figure 3. Core Policy Challenge and Impact Areas 1, 2, and 3



3.1: Impact Area 1 – Instructor Recruitment, Selection, and Assignment

Impact Area 1 examines strategies for aligning the instructor assignment processes with DoD's efforts to prevent sexual misconduct. Effective policy guidance on how the instructors delivering prevention content should be identified will allow DoD to more efficiently allocate resources and establish a model for incorporating effective prevention training into PME. Failure to improve upon the current instructor selection process would risk the perpetuation of a system where frequent and extensive PME instructor turnover is the norm, the standing-up of new instructor cadre is regularly required, and instructor effectiveness – and by extension, successful prevention learning – is a casualty of the policy gaps that fail to inform the processes needed to identify quality candidates to deliver prevention instruction.

The Committee offers two findings and one recommendation regarding current DoD efforts to recruit, select, and assign instructors to deliver prevention content within PME.

Impact Area 1 Findings

Finding 1.1 – There are significant challenges inherent within the Department's current approach to the recruitment, selection, and assignment of instructors to deliver prevention content.

Current Service approaches indicate that it is more likely for an instructor delivering prevention-related PME to be assigned to the role of instructor than intentionally recruited into it. Service submissions suggest that this method of instructor selection is consistent with practices in other PME topic areas. However, the Committee believes that using this process for selecting instructors of prevention-related content may result in the assignment of personnel who lack the motivation, expertise, or instructional skills needed to deliver prevention training effectively. The best practices highlighted in DEOMI's instructor selection process (see Appendix D1) dictate that strong emphasis be placed on the existing subject matter expertise of a job candidate. This prioritization of relevant knowledge and experience as pre-requisite criteria results in the hiring of future instructors who are already well-versed in the content area they will be teaching, allowing DEOMI to focus its instructor preparation efforts on the strengthening of teaching skills.

Additionally, there are differing perspectives on the desirability of a PME instructor assignment, and teaching positions within PME may not be perceived to be career-advancing, further disincentivizing qualified individuals from seeking these roles. Lastly, there are significant challenges associated with a faculty who tends to be transitory in nature. While rotational PME instructors may bring the benefit of field experience into the classroom, their assignment may also inadvertently exacerbate issues with training effectiveness, if specialized competencies for prevention instruction are not prioritized.

Finding 1.2 – There are concerns regarding the suitability of the roles currently being utilized in the absence of true “PME instructors who deliver prevention content” (e.g., SARCs).

Service RFI submissions consistently indicate that, in the absence of clear guidance on the specific role(s) or position(s) owning the responsibility to deliver prevention instruction, it is common for personnel who are not trained as PME instructors to be brought in for this purpose (e.g., Sexual Assault Response Coordinators, or SARCs). Not only are these personnel not trained to deliver prevention instruction within PME; in many cases, they do not have prevention experience or expertise at all, raising the likelihood that the “prevention” training being delivered will ultimately be response-oriented, rather than prevention-oriented. Additionally, depending on their position,

primary prevention may not fall under the core duties for a guest instructor, therefore increasing the likelihood that they may not be equipped with the prevention knowledge and training skills necessary to deliver the content most effectively.

The frequent use of guest instructors to deliver prevention instruction, who may have neither the relevant subject matter expertise nor the appropriate preparation to perform the job, serves as another indication that this type of training is not being prioritized by the Department and that the mastery of prevention concepts is not a core leadership responsibility.

Impact Area 1 Recommendation

Recommendation 1.1 – Establish a selection, training, and performance model that ensures consistent instructor competencies in the delivery of prevention training material.

Supporting Actions: The Committee recommends that the Department develop and implement a model to ensure that the necessary competencies to deliver prevention-related content within PME are prioritized across the training lifespan of an instructor – from initial selection, to training and preparation, and ultimately, the evaluation of performance and effective delivery of material.

In order to inform such a model, the Department should first determine the instructor competencies necessary to fulfill this important function. A Department-wide capacity/capability assessment is needed to inform the securing of resources required for the on-boarding and development of instructors – i.e., What processes and resources currently exist to select and train prevention instructors to deliver PME, vs. which ones are needed? What are the fiscal, facilities, and human capital requirements? DoD must also designate and secure the necessary funding to ensure that the policy requirements for effective prevention instruction within PME can be met. Tools for the ongoing performance evaluation of instructors should be modified to include prevention concepts.

The Committee understands the potential costs associated with this recommendation but asks the Department to consider the return on investment (ROI) of using qualified permanent instructors to deliver prevention instruction, as opposed to using rotational personnel or guest instructors who lack the necessary prevention and/or training expertise.

3.2: Impact Area 2 – Development and Maintenance of Training Skills and Subject Matter Expertise in Prevention

Impact Area 2 focuses on enhancing the manner in which DoD currently prepares instructors tasked with delivering prevention content within PME. Through concentrated efforts to develop and deepen not only instructors' pedagogical skills but also their prevention expertise, the Department would send the message that this topic area is a priority, and that PME learners' mastery of prevention concepts is an essential component of effective leadership. In addition, the intentional strengthening of efforts to equip instructors to deliver prevention content in PME to junior leaders, specifically, would solidify the importance of prevention as a critical leadership skill, regardless of grade or level of responsibility.

The Committee offers two findings and two recommendations regarding current DoD efforts to develop and maintain instructors' prevention training skills and subject matter expertise.

Impact Area 2 Findings

Finding 2.1 – Current approaches to the preparation of prevention instructors lack specialized requirements or training to specifically prepare instructors to teach prevention.

Based on the study information provided to the Subcommittee, the Services do not currently require any specific preparation or training for prevention instructors in PME, beyond the basic instructor development courses mandated for all PME educators (see Appendix C4). Additionally, expertise in prevention is not prioritized as a pre-requisite qualification for the instructors delivering this content, resulting in uneven training delivery and inconsistent learning for leaders. Finally, prevention-related content is not included in the instructor development curriculum. The absence of standardized training or preparation activities that strengthen the specific skills needed to deliver prevention content has implications on the quality of instruction, which impacts learning transfer. Ultimately, this gap in specialized preparation compromises leaders' ability to demonstrate competency in prevention skills, as well as to establish a healthy climate and military culture.

The Subcommittee also observed that the delivery of prevention instruction across the Department could be strengthened by expanding the use of resources and expertise already available within DoD (see Appendix D1-3). Examples of existing DoD efforts that may aide in the improvement of the delivery of prevention content in PME include:

- The Sexual Assault Prevention and Response Training Center of Excellence's (SAPRTEC)¹⁵ production of resources to further enhance the development of instructor skills, including a webinar on instruction and facilitation skills, an asynchronous course on the Joint Knowledge Online (JKO) platform, and a companion handbook. (See Appendix D2 for more information.)
- The Junior Leader Working Group's¹⁶ efforts to identify the relevant knowledge, skills, and abilities (KSAs) that junior leaders need in order to understand their role in the prevention of sexual misconduct and the creation of a positive workplace climate. These KSAs helped to

¹⁵ Information on SAPRTEC may be found at: <https://www.sapr.mil/?q=saprtec>

¹⁶ The Acting Secretary of Defense's memo establishing the Junior Leader Working Group can be found here: www.sapr.mil/sites/default/files/public/docs/reports/AR/FY18_Actions_to_Address.pdf

inform the development of the Department's Terminal Learning Objectives (TLOs) for prevention.¹⁷ (See Appendix D3 for more information.)

Finding 2.2 – Current instructor preparation approaches do not include any type of prevention-specific training certification or credentialing.

Information provided by the Services did not indicate the use of any formal prevention-specific certification or credentialing processes for PME instructors. Although completion of a basic instructor development course is required for PME instructors in all topic areas and in every Service, these courses do not extend to the development of expertise in the delivery of prevention-related topics, specifically, and no additional credentials are required for instructors to deliver prevention training. In contrast, the Services actively develop and certify expertise in other critical training areas, further highlighting a gap in the prioritization of prevention as an instructional priority for the Department.

In addition to relevant topical expertise, effective instruction requires the mastery of skills above and beyond more traditional teaching methods, such as lecturing or reading slides, which require only the passive absorption of information by a learner. The overreliance on such methods, often criticized as "death by PowerPoint," limits learner engagement and does not provide expanded opportunities for students to analyze and apply the information being shared. Research indicates that active, well-trained instructors foster greater participant engagement and retention of material, ultimately resulting in learners who can better understand and apply training concepts.^{18, 19}

An effective credentialing or certification process for prevention instructors should establish, and re-confirm at regular intervals, that instructors delivering prevention content have two things:

- The relevant prevention expertise that an instructor will need to effectively deliver content to learners
- The instructional skills needed to deliver prevention content to their specific audience

Without the benefit of having completed any type of rigorous prevention-specific certification or credentialing process, instructors may lack the necessary tools to deliver this content in impactful and engaging ways, further undermining the overall quality of prevention-related PME.

Impact Area 2 Recommendations

Recommendation 2.1 – Develop training content, instructor skills, and subject matter expertise, based on effectiveness and outcomes associated with lessons learned from other DoD efforts to support prevention.

Supporting Actions: The Committee recommends that the Department and Services leverage insights from innovative DoD initiatives to support prevention (e.g., SAPRTEC) to develop comprehensive

¹⁷ DoD's Prevention TLOs can be found at: www.sapr.mil/sites/default/files/public/docs/victim-assistance/SAPRO_TLO_Prevention_Slick_Sheet_Reference_Copy.pdf

¹⁸ Brophy, J. (1986). Teacher influences on student achievement. *American Psychologist*, 41(10), 1069–1077. <https://doi.org/10.1037/0003-066X.41.10.1069>

¹⁹ Goss, P., & Sonnemann, J. (2017, February). *Engaging students: Creating classrooms that improve learning*. Grattan Institute. <https://grattan.edu.au/report/engaging-students-creating-classrooms-that-improve-learning/>

training content and instructor preparation processes. In the short term, while such evidence-based guidance is under development, the Committee recommends that the current cadre of PME instructors delivering prevention content be required to complete relevant foundational trainings on prevention topics to establish a basic understanding of the key prevention concepts relevant to their audiences. One potential interim solution might be to have prevention instructors complete something similar to SPARX Knowledge training,²⁰ which is required by members of the Integrated Primary Prevention Workforce²¹ (IPPW).

Recommendation 2.2 – Take intentional steps to institutionalize prevention as a critical leadership skill at all levels.

Supporting Actions: The Committee feels strongly that, in order for prevention efforts to succeed and for leaders to be truly effective, the Department must make the intentional decision to frame the prevention of sexual misconduct as a critical leadership skill at all levels. DoD must also back that choice up by supporting and championing prevention with the same enthusiasm and resources that are afforded to other warfighting capabilities. The Committee understand that time and energy is limited, and money can be tight. However, until the message is clear that prevention is not an optional part of a Service member's job, it will continue to be seen as a waste of time. In order to avoid prevention learning being treated as a lesser priority by both Service members and leaders, the Department must continue to foot-stomp the fact that prevention is crucial to military readiness and that deficiencies in this area will not be tolerated.

DoD should utilize the learning objectives currently provided in policy (e.g., DoDI 6400.11, Section 4) to identify and define key prevention skills and competencies needed by both instructors and learners, as well as develop a system to track progress towards meeting those learning objectives. The Department should also establish the means to confirm that a leader is not only familiar with prevention concepts but has also demonstrated the ability to apply these concepts effectively. Performance evaluations should be modified to include grade-appropriate prevention elements to reinforce the message that the prevention duties of leaders are not optional. The use of prevention elements to evaluate performance provides the Department an opportunity to clearly demonstrate that mastery of prevention competencies is viewed as a non-negotiable responsibility for leaders.

Prevention experts in the Department should work with the Services to develop appropriate resources that enable leaders to take advantage of informal teaching moments and embed prevention skills-building into standard unit operations (e.g., "hip pocket training"). Curriculum developers should also ensure that the utilization of these resources is covered in PME, so that leaders know how to use them effectively within their units.

Success will require a fundamental shift in perception, such that key components of effective prevention (e.g., communication skills, conflict resolution, trust building) are seen as crucial elements of force readiness and can in fact serve as force multipliers. A unit whose members communicate well and trust each other can be a more effective warfighting resource than one in

²⁰ Information on SPARX Knowledge training can be found here: <https://www.air.org/project/spark-knowledge-on-demand-training>

²¹ Information on the IPPW can be found here: <https://www.prevention.mil/>

which clear communication and trust are lacking. Unfortunately, without a change in institutional priority, it seems clear that a leader's prevention-related roles and responsibilities are unlikely to receive the same level of support and effort as those that serve other warfighting purposes.

3.3: Impact Area 3 – Monitoring, Evaluation, and Accountability

Impact Area 3 focuses on strengthening the Department's processes for monitoring, evaluating, and ensuring accountability for the instruction of prevention content within PME. The establishment of robust mechanisms to assess the quality and effectiveness of prevention content instruction within PME would allow the Department to identify and address subpar or inconsistent instruction, while also reinforcing its value in helping leaders acquire the prevention competencies they need to successfully do their jobs. Vigorous evaluation and accountability efforts of this type would also serve to improve DoD's ability to demonstrate the impact of prevention training efforts for leaders.

The Committee offers two findings and two recommendations regarding current DoD efforts toward the monitoring and evaluation (M&E) of the delivery of prevention instruction within PME and accountability in ensuring that policy requirements regarding such instruction are being met.

Impact Area 3 Findings

Finding 3.1 – Current approaches to the preparation of instructors do not include M&E efforts for the delivery of prevention instruction in PME.

At present, there are no standardized processes for monitoring and evaluating the delivery of prevention instruction within PME. While the Services' RFI submissions indicate that instruction in other PME topic areas is regularly evaluated, the delivery of prevention content does not undergo similar assessment. Consequently, no mechanism exists to ensure that instructors employ appropriate teaching methods and deliver prevention-related content with fidelity. Similarly, the absence of evaluation means there is no formal mechanism to assess the effectiveness of prevention instruction in PME toward achieving desired learning outcomes or in preparing leaders to adequately address scenarios where prevention skills are required.

DEOMI's instructor training model, which employs continuous M&E processes – in addition to a robust selection process, extended instructor preparation period, and formalized mentoring by certified instructors – offers one DoD-specific example of best practices in evaluation of instruction delivery (see Appendix D1). The adoption of a similar approach for prevention instructors within PME could help identify and address instructional disparities while fostering continuous improvement.

Finding 3.2 – Current approaches to the preparation of prevention instructors within PME lack accountability measures.

Upon consideration of the information provided by the Services, the Subcommittee was unable to identify any current accountability processes intended to ensure the consistent delivery of prevention content within PME. The lack of such processes makes it more difficult to detect uneven application of policy, insufficient training and development of instruction skills, or missed opportunities to standardize the quality and delivery of prevention instruction. Without specific accountability measures in place, prevention-related PME remains at risk of being deprioritized, and the Department cannot be certain that sufficient and effective prevention learning is taking place.

Impact Area 3 Recommendations

Recommendation 3.1 – Establish processes for the evaluation of and accountability for the instruction of prevention in PME.

Supporting Actions: To ensure that the delivery of prevention instruction within PME is effective and aligns with policy, the Committee recommends that the Department establish robust evaluation and accountability mechanisms. These processes will provide consistent oversight, ensure adherence to established standards, and promote continuous improvement in the delivery of prevention training. The Committee suggests the following Department-level and Service-level actions in implementing this recommendation:

• Recommended DoD-Level Action:

- The Office of Force Resiliency (OFR) and SAPRTEC should conduct regular audits and formal evaluations of prevention instruction within PME. These efforts should assess learning outcomes as defined by policy, providing data-backed insights into the effectiveness of instruction in driving the satisfaction of stated learning requirements.
- The Department should establish policy guidance directing and informing the development of M&E processes by the Services.

• Recommended Service-Level Action:

- The Services' education and training commands should develop processes to monitor and evaluate prevention instruction within PME, ensuring alignment with existing policy, as well as any new or revised policies in the future.
- The Services should leverage existing performance review systems, such as annual fitness reports, to assess Service members' comprehension and application of prevention principles.

Recommendation 3.2 – Collect data on the effectiveness of learning transfer and the impact of training on outcomes.

Supporting Actions: The Committee recommends that the Department develop systems to measure how effectively prevention-related instruction within PME translates to real-word application, including its impact on reducing sexual misconduct and improving leadership effectiveness. By gathering and analyzing these insights, DoD can refine prevention training content and enhance the quality of its delivery while ensuring that leaders are well-prepared to apply prevention concepts in their leadership roles.

The Committee feels strongly that, if implemented effectively, these findings and recommendations would assist the Department in filling a significant gap in leader development, resulting in more cohesive units, a stronger overall warfighting force, and greater military readiness. Strong, leader-driven prevention of sexual misconduct is key to the safety of Service members, the success of any unit, and the ability of the Department to meet its warfighting mission.

Chapter 4 offers a discussion on suggested next steps toward implementation of the Committee's recommendations.

Chapter 4: Implementation of Study Recommendations

The findings and recommendations presented in this report highlight several opportunities for the Department and Services to strengthen efforts to ensure that the instructors delivering prevention content within a PME setting are adequately prepared to present that information in an informed and appropriate manner. The Committee has intentionally refrained from directly addressing questions around the prevention-specific content that should be incorporated into PME, as there are Department-wide efforts currently underway to make those determinations. However, once those decisions are finalized, it will fall to the instructors to deliver prevention content effectively to a wide range of PME audiences. The study recommendations in this report are designed to ensure that instructors are prepared for their roles and that their training delivery is both effective and in keeping with policy requirements.

As illustrated in Figure 4, the Committee suggests three broad areas of action for the Department to consider, stemming from the recommendations presented in this report. These action areas are framed within the process typically used by the Department and the Services when rolling out any new initiative:

- **Policy:** The first necessary step in the roll-out of a new initiative is to determine what policy guidance exists for the proposed initiative. If there is no policy in place, the Department should determine what policy needs to be developed to ensure the programs and practices that eventually emerge are functioning as intended by Department and Service leadership. As Figure 4 illustrates, clear policy guidance is an essential first step to a standardized approach to implementation, evaluation, and oversight.
- **Implementation:** Implementation actions involve a range of interconnected parts, each of which works to inform and influence the others. Within this particular implementation space, the Committee observed several opportunities to ensure that those who are tasked with delivering prevention content are prepared with the instruction skills and knowledge they need, as well as working with the level of prevention content most relevant to the specific needs of their learning audience. The varying roles and responsibilities of military leaders dictate that the prevention competencies needed by newer officers will be different than those required by more senior leaders, and the prevention content delivered in PME should reflect those differences.
- **Evaluation & Oversight:** A robust system for evaluation and oversight is essential to ensuring that an implementation approach is aligned with policy and achieves the desired impact and outcomes. Both components of the suggested evaluation and oversight system – policy alignment and impact assessment – are key to the success of prevention learning in PME, since one without the other will likely not lead to an enduring shift in the desired direction. Ideally, this type of comprehensive, full-circle approach also allows for the insights gleaned from evaluation and oversight to inform future policy refinement and implementation efforts.

Figure 4 depicts the alignment between the recommendations presented in this report and these three areas of action.

Figure 4. Actions to Address Study Recommendations

Action Area	Action Step	Associated Study Recommendations
Policy (Note: Clear policy <u>must</u> be in place to effectively guide the standardization of Implementation and Evaluation & Oversight)		
Establish clear policy requirements for the provision of prevention-related content in PME. Owning Party: DoD	Further define requirements for the incorporation of prevention-related content in PME.	<p>Core Policy Recommendation 1 – Establish and continue to confirm alignment between policy and learning requirements, starting with Department prioritization of prevention competencies as integral components of effective leadership.</p>
	Define requirements and processes that ensure content is delivered by appropriate and well-prepared staff.	<p>Core Policy Recommendation 2 – Revise training policies and applicable guidance to establish the "who" and the "how" for the provision of prevention instruction within PME.</p> <p>Core Policy Recommendation 3 – Identify and establish key topics and minimum requirements for the incorporation of prevention content into PME, as well as processes to standardize and oversee its delivery.</p>
Implementation		
Define leaders' prevention competency needs by career band. Owning Party: DoD	Customize the various levels of PME to incorporate grade-appropriate prevention content.	<p>Core Policy Recommendation 1 – Establish and continue to confirm alignment between policy and learning requirements, starting with Department prioritization of prevention competencies as integral components of effective leadership.</p> <p>Recommendation 2.2 – Take intentional steps to institutionalize prevention as a critical leadership skill at all levels.</p>
	Determine who will deliver prevention content in PME.	<p>Core Policy Recommendation 2 – Revise training policies and applicable guidance to establish the "who" and the "how" for the provision of prevention instruction within PME.</p> <p>Core Policy Recommendation 3 – Identify and establish key topics and minimum requirements for the incorporation of prevention content into PME, as well as processes to standardize and oversee its delivery.</p> <p>Recommendation 1.1 – Establish a selection, training, and performance model that ensures consistent instructor competencies in the delivery of prevention training material.</p> <p>Recommendation 2.1 – Develop training content, instructor skills, and subject matter expertise, based on effectiveness and outcomes associated with lessons learned from other DoD prevention efforts.</p>
Evaluation & Oversight		
Establish processes to ensure prevention-related PME content delivery follows policy and has desired impact. Owning Party: DoD and Services	Develop oversight approach to ensure that prevention-related PME content is being delivered appropriately and as required by policy.	<p>Core Policy Recommendation 3 – Identify and establish key topics and minimum requirements for the incorporation of prevention content into PME, as well as processes to standardize and oversee its delivery.</p>
	Collect data to determine the effectiveness of the delivery of prevention content within PME, as well as the impact of training on desired outcomes.	<p>Recommendation 3.1 – Establish processes for the evaluation of and accountability for the instruction of prevention in PME.</p> <p>Recommendation 3.2 – Collect data on the effectiveness of learning transfer and the impact of training on outcomes.</p>

Additional Committee Thoughts on Implementation of Study Recommendations

Although more specific ideas around implementation were discussed, the Committee ultimately decided to focus on offering higher-level recommendations that provide the Department with a manageable starting place for strengthening the instruction of prevention content within PME.

One frequently raised issue was the scale-up of prevention expertise in PME instructors. The Committee agrees that such a lift would present a significant challenge, given the number of PME training locations. Accordingly, the Committee suggests the use of a phased implementation approach to scale-up.

The clear definition of a successful end-state is a critical first step in any new undertaking. For example, in pursuit of Core Policy Recommendation 2 (i.e., Identifying the “who”), the DoD and/or Services may determine that the instructor teaching the bulk of the PME sessions for a given audience should also deliver the prevention content. If these PME instructors are ultimately identified as the ideal delivery mechanism for prevention content, it will take time for them to attain the skills and subject matter knowledge they need to effectively do the job. The question then becomes, who delivers the prevention content in PME while the necessary instructor skills and knowledge are being developed? To fill the gap, the Services could consider bringing in other personnel with existing prevention expertise to deliver the applicable prevention content in PME. These personnel could be identified at individual PME schoolhouses or could act as a traveling team of prevention content instructors that serve multiple schoolhouses (e.g., Army’s use of “traveling trainers” during early SAPR efforts). This short-term solution would ensure that instructors with knowledge of prevention are delivering prevention content in PME while the in-house cadre of PME instructors builds its prevention expertise and training skills.

Another suggestion offered by the Committee is to start with a small pilot effort, rather than trying to roll out a solution to all PME locations simultaneously. The Committee is keenly aware that there are dozens of different PME settings in which these recommendations would be relevant and that scaling up across all applicable PME settings at the same time would take significant time and resources. Initial piloting of desired improvements to prevention instructor preparation practices would provide the Department and Services an opportunity to stress test and refine their approach before a full roll-out. Once the prevention learning and content requirements for PME are finalized, the Department should consider what additional policy guidance is needed (i.e., Core Policy Challenge presented in Chapter 2) to ensure that prevention content in PME is delivered with fidelity and by instructors who are appropriately prepared.

Further, since the study information provided to the Committee indicates that every Service is facing challenges in this area, efforts to optimize prevention instruction within PME could present an excellent opportunity for cross-Service collaboration. To formalize such a collaboration, the Department and Services might consider establishing a working group to monitor progress and share practices and lessons learned from pilot studies.

The Members of the DAC-PSM appreciate the opportunity to consider this critical issue and stand ready and willing to address questions from the Department and/or Services on any of the findings and recommendations presented in this report. The Department has made significant progress in its prevention efforts in recent years, with additional enhancements planned for future implementation. This report highlights opportunities for DoD to further institutionalize this progress within the Services’ learning communities and, in doing so, to equip its leaders with the critical prevention competencies needed to keep Service members safe and ready to meet the mission.

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Appendix A: DAC-PSM Member List

The following individuals serve as Members of the DAC-PSM:

- Ms. Gina Grosso (Lt. Gen. USAF (Ret)), Co-Chair
- Dr. Lindsay Orchowski, Co-Chair*
- Dr. Antonia Abbey**
- Mr. Clement Coward (MG USA (Ret))
- Dr. Dorothy Edwards††
- Dr. Armando Estrada*
- Ms. Stephanie Gattas†
- Dr. John Pryor*
- Dr. Sharyn Potter†
- Ms. Jennifer Silva
- Dr. Amy Slep†
- Ms. Glorina Stallworth
- Dr. Michele Ybarra*

KEY:

* Metrics and Performance Subcommittee - Member

** Metrics and Performance Subcommittee - Chair

† Prevention Training and Activities Subcommittee - Member

†† Prevention Training and Activities Subcommittee - Chair

This list is current as of March 5, 2025.

Please see the DAC-PSM's website for more information on Members' expertise and experience:

<https://www.dhra.mil/dac-psm/>

Note: As directed by the Department, the DAC-PSM's Prevention Training and Activities Subcommittee led the research and recommendation development efforts on this study.

Appendix B: Literature Review

This appendix provides a review of literature examining teacher-student relationships and cultural considerations in training delivery. EBSCO Host via the Pentagon Library and Google Scholar were used to search for articles. The inclusion criteria for the review included either quantitative or qualitative methodologies that were peer-reviewed and published in academic journals between 2015 and 2024.

To view the Literature Review information for this study, please visit:

https://www.dhra.mil/Portals/52/Documents/DAC-PSM/DAC_PSM_PME_Study_Appendix_B.pdf

Appendix C: Service Responses to Study Request for Information (RFI)

Appendix C contains four parts, comprising the information provided by the Services in response to the study's RFI:

- **C1 – Summary of Study RFI Responses Across Services**
 - A set of tables offering a summary of the RFI responses provided by each Service, organized by RFI element
- **C2 – Full Written RFI Responses by Service**
 - Complete written responses from the Services to the study RFI
- **C3 – Panel Briefing Slides**
 - Slides used during the discussion panel with the Services at the DAC-PSM's public meeting on April 10, 2024
- **C4 – Additional Information on Services' Training Efforts and Basic Instructor Development Courses**
 - List of links to general information on the Services' training efforts, as well as their basic instructor development courses

Appendix C1: Summary of Study RFI Responses Across Services

This appendix contains a summary of the Study Request for Information (RFI) responses provided across the Services and presents a review of current approaches to prevention instructor preparation for each Service.

Background: When collecting information for this study, the Committee submitted an RFI to the Services, seeking to understand both existing requirements related to prevention in PME and current approaches to instructor preparation. Responses to this RFI reflect information as of February 1, 2025.

The request contained questions regarding five elements:

1. Policies and guidance governing prevention-related requirements within PME
2. Instructor selection, recruitment, and assignment
3. Instructor certification/credentialing
4. Development and maintenance of training skills and prevention subject matter expertise
5. Monitoring and evaluation of instructors

This appendix contains five tables. **Table 1** provides information on existing DoD policies governing prevention within PME. **Tables 2-5** summarize RFI responses for elements 2-5 listed above, specifically regarding the instruction of prevention in PME.

Responses in each table are presented in the following order:

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

Table 1. DoD-Wide Policies Governing Prevention-Related Requirements within PME

Relevant DoD Wide Policies
<ul style="list-style-type: none">- DoDI 6400.11 - DoD Integrated Primary Prevention (IPP) Policy for Prevention Workforce and Leaders¹<ul style="list-style-type: none">o Section 4 (para. 4.3) establishes the requirement that IPP learning objectives be provided in PME.o Section 4 (para. 4.4) establishes the prevention learning objectives for leaders.- DoDI 6495.02, Volume 2 - Sexual Assault Prevention and Response: Education and Training²<ul style="list-style-type: none">o Sections 3 (para. 3.4) and section 4 (para. 4.4) outline mandatory sexual assault prevention and response education and training requirements based on position or rank.- Note: Links to information and guidance on the general PME instructor development courses for each Service are provided in Appendix C4.

¹ DoD Instruction 6400.11. (December 22, 2022). DoD Integrated Primary Prevention Policy for Prevention Workforce and Leaders.

<https://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodi/640011p.PDF?ver=-WRNG-g78mHPx4gQwkeaQ%3d%3d>

² DoD Instruction 64905.02, Volume 2. (April 9, 2021). *Sexual Assault Prevention and Response: Education and Training*.

https://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodi/649502_vol2p.PDF?ver=x0Y2PHILAnffN3xcghUPbg%3d%3d

Table 2 includes answers to the following questions:

- **Q1.A** - What processes and procedures are currently in place for your Service to select and assign PME instructors?
- **Q1.A.ii** - Please describe any consideration given to previous facilitation and/or teaching experience during the instructor selection process.
- **Q1.A.iii** - Please describe any consideration given to prevention subject matter expertise and/or experience during the instructor selection process.

Table 2. Instructor Selection, Recruitment, and Assignments

Service	Summary of info provided in response to study RFI
Department of the Air Force	
Air Force	<ul style="list-style-type: none"> - N/A (Q1.A) - Enlisted PME – previous facilitator or instructor experience is encouraged when applying but not required. (Q1.A.ii) - Officers – previous experience is considered via the Officer Instructor & Recruiting Special Duty (OI&RSD) board process. (Q1.A.ii) - EPME – SARCs deliver the prevention material; therefore, prevention expertise/experience is not considered during the selection process for PME instructors. (Q1.A.iii) - Officers – The OI&RSD board selection process considers many factors in selecting instructors and may give additional consideration to individuals with prevention experience. (Q1.A.iii)
Space Force	<ul style="list-style-type: none"> - See Air Force response. (Q1.A + Q1.A.ii)
Department of the Army	
Army	<ul style="list-style-type: none"> - Governing principles established by the Dept of the Army Pamphlet (PAM) 600-3, Officer Talent Management & DA PAM 600-25, U.S. Army NCO Professional Development (Q1.A) - Assignment marketplace for individuals to list preferences of assignments based on KSAs (knowledge, skills, and abilities), eligibility, and career path (Q1.A) - 2-sided market for officers allowing organizations to conduct interviews for best fit - Processes managed by Army's Human Resources Command, and Civilian Human Resources Agency (for Civilian PME instructors) (Q1.A) - Teaching experience is considered but not required. (Q1.A.ii) - Currently no full-time prevention instructors in PME faculty (Q1.A.iii) - PME instructors use lesson plans and instructional material based on SHARP Academy curriculum. (Q1.A.iii) - Once fully operational, the Prevention FMP will develop and deliver prevention-related PME course materials. (Q1.A.iii)
Department of the Navy	
Marine Corps	<ul style="list-style-type: none"> - N/A (Q1.A) - Teaching experience is considered, but not required. (Q1.A.ii) - NCOs - Faculty Advisors are screened at the Staff Noncommissioned Officer (SNCO) Academies. (Q1.A.ii)

	<ul style="list-style-type: none"> - Officers – Faculty Advisors are selected by the Expeditionary Warfare School (EWS) leadership in collaboration with Manpower Management Officer Assignments (responsible for managing resource allocation). (Q1.A.ii) - Unlikely that potential Faculty Advisors will have expertise across the breadth of the curriculum (Q1.A.iii) - Education Command/Marine Corps University (EDCOM/MCU) encourages faculty development throughout their assignment. (Q1.A.iii)
Navy	- N/A (Q1.A, Q1.A.ii, Q1.A.iii)
Coast Guard	
	<ul style="list-style-type: none"> - Completion of five-phase certification program required to qualify as an instructor. (Q1.A) - Instructor core competencies published by the International Board of Standards for Training, Performance, and Instruction (IBSTPI) (Q1.A) - Applicants must demonstrate interest in teaching and possess relevant expertise in the training area of which they are applying for. (Q1.A.ii) - Instructor eligibility requirements outlined in COMDINSTR M1000.8A, Military Assignments and Authorized Absences (Q1.A.ii) - Experience with prevention subject matter may be considered, when appropriate. (Q1.A.iii) - Candidates must demonstrate sound judgment and commitment to teamwork. (Q1.A.iii)

Table 3 includes answers to the following questions:

- **Q1.A.iv** - Please describe the lifecycle of your Service's PME instructors' term/assignment (e.g., any information on initial PME instructor training, credentialing/qualification milestones required, length of assignment as a PME instructor).
- **Q1.B** - What processes and procedures are currently in place for your Service to build, certify, and continually develop training and facilitation skills for PME instructors?

Table 3. Instructor Certification and Credentialing

Service	Summary of info provided in response to study RFI
Department of the Air Force	
Air Force	<ul style="list-style-type: none"> - EMPE instructors <ul style="list-style-type: none"> o Completion of 20-day EPME Instructor Course (EPMEIC) - schoolhouse on-the-job training and completion of a Career Field Education and Training Plan (CFETP) (e.g., list of core tasks and competencies) (Q1.A.iv) o Instructors are taught adult learning, questioning techniques, facilitation skills, and classroom management. (Q1.B) o Instructors enter a 1-year internship program to solidify Knowledge, Skills, and Abilities (KSAs) and undergo annual evaluations and trainings to maintain competencies. (Q1.B) - Squadron Officer School (SOS) Instructors <ul style="list-style-type: none"> o Completion of modules on how and what to teach at SOS; shadow an assigned mentor during first class; receive certification upon completion of successful first class --> opportunity to attain rank of Master Instructor after several classes. (Q1.A.iv)
Space Force	<ul style="list-style-type: none"> - See Air Force response
Department of the Army	
Army	<ul style="list-style-type: none"> - TRADOC Regulation 350-70 and in TRADOC Pamphlet 350-70-3, Table 1-1, establishes the Faculty and Staff Development Program (FSDP). (Q1.B) - All PME instructors are required to complete the 2-week Common Faculty Development Instructor Course (CFDC-IC) (a qualifying course); returns to assigned PME school for certification process; completion of the certification authorizes them to be a primary instructor. (Q1.A.iv) - Ideally, time is spent as an Assistant Instructors to a more senior Primary Instructor prior to functioning as a Primary Instructor (dependent on rank progression, manpower, and leadership determination). (Q1.A.iv) - The Common Faculty Development Program (CFDF) has four phases: Phase I (Qualification), Phase II (Proponent Technical Certification), Phase III (Proponent Teaching Certification), and Phase IV (Continuing Professional Development). (Q1.B) - Skills required for each PME instructor are indicated on TRADOC Form 600-21-1, the Instructor Observation Rubric (examples: Stimulate and Sustain Motivation and Engagement as well as Ethical and Legal Standards, Professional Credibility). (Q1.B)
Department of the Navy	
Marine Corps	<ul style="list-style-type: none"> - NCO Faculty Advisors attend 3-week College of Enlisted Military Education (CEME) Faculty Advisor's Course; shadow a full PME course (5-7 weeks); receive certification to teach their first lesson or possibly be assigned a conference group. (Q1.A.iv)

	<ul style="list-style-type: none"> - Junior Officer Faculty Advisors receive 1-month of comprehensive faculty development prior to the start of the academic year; receive additional faculty development (1-2 hr sessions) throughout the academic year. (Q1.A.iv)
Navy	- N/A
Coast Guard	
	<ul style="list-style-type: none"> - 40-hr Instructor Development Course (IDC) - completion of school specific personnel qualification standards (PQS) (Civilian instructors follow the same training requirements listed). (Q1.A.iv) - Completion of 40-hour Instructor Development Course (general instructional skills acquired) - Fulfillment of instructor competency personnel qualification standards (PQS) (Q1.B) - Obtain three satisfactory feedback forms during presentations (Q1.B) - Additional requirements may include role-playing scenarios, table-top exercises, and demonstration of KSAs. (Q1.B)

Table 4 includes answers to the following questions:

- **Q1.B** - What processes and procedures are currently in place for your Service to build, certify, and continually develop training and facilitation skills for PME instructors?
- **Q1.B.i** - Please provide examples of any requirement and/or development methods utilized to build or certify training and facilitation skills.
- **Q1C** - What processes and procedures are currently in place for your Service to build and continually enhance subject matter expertise in prevention for PME instructors?

Table 4. Development and Maintenance of Training Skills and Prevention Subject Matter Expertise

Service	Summary of info provided in response to study RFI
Department of the Air Force	
Air Force	<ul style="list-style-type: none"> - EPME – instructors are taught adult learning, questioning techniques, facilitation skills, and classroom management. Instructors enter a 1-year internship program to solidify KSAs and undergo annual evaluations and trainings to maintain competencies. (Q1.B)
Space Force	<ul style="list-style-type: none"> - See Air Force response
Department of the Army	
Army	<ul style="list-style-type: none"> - Opportunities for formal and informal development sessions conducted by Commandants, Commanders, and Senior instructors. (Q1.B) - Monthly Professional Learning Community online events for instructors, staff, developers, and faculty hosted by Army University. (Q1.B.i) - In general, subject matter expertise is an instructor responsibility and a desired requirement for effectiveness. (Q1.C) - Senior instructors are often leveraged to encourage and promote expertise in a specific topic area. (Q1.C) - Once fully operational, the Prevention FMP will introduce opportunities to develop subject matter expertise in prevention. (Q1.C)
Department of the Navy	
Marine Corps	<ul style="list-style-type: none"> - Mandatory New Faculty Orientation which focuses on topics such as instructional strategies and adult learning. (Q1.B.i) - Professional development courses offered throughout the academic year (not mandatory) (Q1.B.i) - For NCO PME: Mandatory completion of Faculty Advisors Course; undergo observation and evaluation of delivery of lesson plan to Academy leadership; write reflections on the feedback provided on the evaluation form; expectation to participate in Master Faculty Advisor Program. (Q1.B.i) - For junior Officers: New Expeditionary Warfare School (EWS) faculty undergo observation evaluation by senior faculty and EWS leadership; feedback and best practices are shared (no formalized process beyond that). (Q1.B.i)
Navy	<ul style="list-style-type: none"> - N/A
Coast Guard	
	<ul style="list-style-type: none"> - Instructors receive annual evaluations by master training specialist, section chief (or equivalent). (Q1.B) - Week-long onboarding for new instructors and continuous professional development opportunities (Q1.B) - Primary prevention content in standard within the curricula of many existing PME modules. (Q1.C)

- Integrated Primary Prevention (IPP) personnel will review Command Cadre and leadership course curricula to ensure primary prevention is effectively embedded and intentionally applied throughout. **(Q1.C)**

Table 5 includes answers to the following question:

- **Q1.D.iv** - Below is a list of commonly used evaluation tools. Please indicate any tool your Service utilizes to evaluate prevention instruction delivery by PME instructors.

Table 5. Monitoring and Evaluation of Instructors

Evaluation Tool	Air Force	Space Force	Army	Marine Corps	Navy	Coast Guard
Direct observation of instructor delivery of PME by supervisor/evaluator	✓	✓	✓	✓	N/A	✓
Rubric for scoring of demonstrated instructor competencies	✓	✓	✓	✓	N/A	✓
Checklist for observed presence or absence of instructor competencies	✓	✓	✓	✓	N/A	✓
Instructor self-evaluation		✓	✓	✓	N/A	✓
Pre-survey of PME students		✓	✓	✓	N/A	✓
Post-survey of PME students	✓	✓	✓	✓	N/A	✓
Instructor performance reports (inclusion in conventional annual performance reports and/or supplementary performance evaluation for PME instructors)	✓	✓	✓	✓	N/A	✓
Peer-to-peer mentoring/evaluation/feedback	✓	✓	✓	✓	N/A	✓
Other	Recurring observations throughout first SOS class	Recurring observations throughout first SOS class	Quality Assurance Program, Army Enterprise Accreditation Standards inspection	Surveys 18-months post-course, focus groups, interviews		

Appendix C2: Full Written RFI Responses by Service

This appendix contains the complete written responses from the Services to the study RFI.

Background: When collecting information for this study, the Committee submitted an RFI to the Services, seeking to understand the existing requirements related to prevention in PME, as well as current approaches to instructor preparation. The Services provided their responses to this RFI with information as of February 1, 2024.

The request contained questions regarding five elements:

1. Policies and guidance governing prevention-related requirements within PME
2. Instructor selection, recruitment, and assignment
3. Instructor certification/credentialing
4. Development and maintenance of training skills and prevention subject matter expertise
5. Monitoring and evaluation of instructors

To view the full RFI responses for each Service, please visit:

https://www.dhra.mil/Portals/52/Documents/DAC-PSM/April-10%20Public-Meeting-Materials_20250331.pdf

The responses viewable at this link are presented in the following order:

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

Appendix C3: Panel Briefing Slides

This appendix features slides presented at the DAC-PSM public meeting held on April 10, 2024.

To view the slides used in this panel briefing, please visit:

https://www.dhra.mil/Portals/52/Documents/DAC-PSM/DAC_PSM_PME_Study_Appendix_C3.pdf

Appendix C4: Additional Information on Services' Training Efforts and Basic Instructor Development Courses

This table includes links to general information regarding the Services' training efforts, as well as their basic instructor development courses, required by all PME instructors for the specified Service.¹

Service	Training and Learning Site(s)	Guidance and/or Doctrine about Training and Learning	Basic Instructor Development Course
Department of the Air Force			
Air Force	https://www.aetc.af.mil/ https://www.learningprofessionals.af.mil/		https://www.airuniversity.af.edu/Barnes/EPMEIC/
Space Force	https://www.starcom.spaceforce.mil/ https://www.spaceforce.com/training		See Air Force link
Department of the Army			
Army	https://www.tradoc.army.mil/	https://armypubs.army.mil/epubs/DR_pubs/DR_a/ARN38315-AR_600-100-000-WEB-1.pdf	https://www.ncolcoe.army.mil/Portals/71/NCO%20Academies/JBLM/ref/CFD-IC%20Overview.pdf?ver=-PrS3ff8xNsVmPet5xc8TA%3D%3D
Department of the Navy			
Marine Corps	https://www.tecom.marine.mil/	https://www.marines.mil/Portals/1/Publications/MCDP%207.pdf	https://www.trngcmd.marines.mil/Units/Center-for-Learning-and-Faculty-Development
Navy	https://www.netc.navy.mil/	https://www.netc.navy.mil/Portals/46/NETC/inst/15005E.pdf	https://www.netc.navy.mil/Portals/46/NETC/inst/15005D.pdf?ver=YRaIQ1ugX-fmuHUAMijvHw%3D%3D
Coast Guard			
Coast Guard	https://www.forcecom.uscg.mil/Our-Organization/FORCECOM-DIVISIONS/Training/		https://www.forcecom.uscg.mil/Our-Organization/FORCECOM-UNITS/SMTC/Training/Instructor-Development-Course-IDC

¹ This listing is not meant to be exhaustive. Links are active as of March 5, 2025.

Appendix D: Information on Other Department Efforts to Support Prevention

Appendix D consists of three parts, each detailing the information that the Committee received on additional DoD efforts to support prevention and/or training, as provided by from representatives of the Department of Defense.

- **D1 – Instructor Training and Development Process for DEOMI**
 - A review of DEOMI's approach to instructor preparation
- **D2 – SAPRTEC Resources to Support Prevention Training Skills**
 - A description of the SAPRTEC webinars and resources available to support Service-level efforts toward quality instruction in prevention
- **D3 – Junior Leader Working Group**
 - The Acting Secretary of Defense's memo establishing the Junior Leader Working Group
 - The relevant knowledge, skills, and abilities (KSAs) identified to support junior leaders in fostering a positive workplace climate and effectively contributing to the prevention of sexual misconduct

Appendix D1: Instructor Training and Development Process for DEOMI

This appendix presents a summary of the information the Committee received regarding the Defense Equal Opportunity Management Institute's (DEOMI) comprehensive approach to instructor preparation.

Background

According to its website, DEOMI serves as DoD's premier human relations organization, providing structured and standardized instructor preparation to ensure high-quality training. To gain insight into instructor preparation in another DoD policy area, representatives met with DEOMI staff to learn about DEOMI's faculty development and instructional methods.

Policy Instructor Preparation Overview

DEOMI operates under DoDI 1350.02, which outlines policies and guidance for Military Equal Opportunity (MEO) training. Section 7.4 of this directive mandates the integration of MEO training into PME and leadership development, while Section 10.3 details criteria for faculty selection, recruitment, and assignment.

DEOMI also works under policy and operation instructions that further codify some of the specifics for training and instructor development that are not spelled out in DoDI 1350.02.

Instructor Certification and Development

To qualify as a DEOMI instructor, faculty members take the **Faculty Development Training Course (FDTC)**, a 40-hour program certified by the American Council on Education (ACE). This course establishes foundational teaching skills, including:

- **Adult and experiential learning principles** (using activity-based and discussion-driven approaches)
- **Instructional techniques** (basic, developmental, and co-facilitation methods)
- **Classroom management strategies** for both in-person and virtual environments

New faculty members participate in the Faculty Onboarding Program, which integrates them into DEOMI's teaching framework and provides mentorship throughout the FDTC process.

Ongoing Instructor Development

To ensure continuous improvement, DEOMI employs several mechanisms for faculty development:

- **Cycle Break Training Course (CBT):** Conducted before each course cycle, this training reviews curriculum changes, instructor evaluations, and areas for improvement.
- **Quarterly In-Service Training and Speaker Series:** Offers specialized learning opportunities from subject matter experts
- **Faculty Evaluation Workshops:** Prepares faculty members to assess and provide feedback to their peers
- **Military Equal Opportunity Conferences:** Provides an avenue for professional development, networking, and best practices exchange

Monitoring and Evaluation

DEOMI follows the **Analyze, Design, Develop, Implement, and Evaluate (ADDIE)** model to ensure instructional effectiveness. Faculty members undergo **formative and summative evaluations**, assessing key competencies such as:

- Lesson delivery effectiveness
- Group facilitation skills
- Annual performance evaluations

Evaluation tools include standardized rubrics, guided discussion assessments, and **DEOMI Talk**, a high-level presentation requiring advanced subject matter expertise.

Through this structured approach, DEOMI ensures that its instructors are well-prepared, continuously improving, and capable of delivering impactful and engaging training on equal opportunity and human relations within the military.

Appendix D2: SAPRTEC Resources to Support Prevention Training Skills

The Sexual Assault Prevention and Response Training and Education Center of Excellence (SAPRTEC) is a team within the DoD Sexual Assault Prevention and Response Office (SAPRO). Launched during the second quarter of FY2022, its mission is to develop, deliver, and oversee training, education, and related requirements for integrated primary prevention and sexual assault response throughout the DoD enterprise to enable standardization and continuous improvement.

During the second half of FY2024 and first half of FY2025, SAPRTEC produced three linked and complementary resources intended to support Service-level efforts for quality instruction. SAPRTEC first presented a 90-minute webinar aimed at elevating teaching skills for individuals charged with prevention instruction in unit or PME settings, focusing on engaging delivery and practical techniques. This event, which was recorded and made available for later viewing, addressed the following learning objectives:

1. Understand key Principles of Adult Learning Theory and identify how engaging participants increases their ownership of content.
2. Understand the essentials of group facilitation, describe active listening techniques, and describe approaches that encourage learners to actively engage in the class.
3. Illustrate key techniques of how to deliver content confidently and dynamically and learn strategies for building rapport with the learning audience.

SAPRTEC then produced a course for on-demand, asynchronous, online learning via the Joint Knowledge Online (JKO) Learning Management System. This course helps individuals develop skills to effectively deliver impactful learning activities and content pertaining to Integrated Primary Prevention (IPP) and Sexual Assault Prevention and Response (SAPR). Those seeking to develop instructor skills learn how to engage meaningfully with learners and help them understand why the content is important to their team's wellbeing and mission readiness. This course addresses the following learning objectives:

1. Understand key Principles of Adult Learning Theory.
2. Understand key elements of strong content delivery.
3. Illustrate key techniques of strong content delivery.
4. Understand the essentials of group facilitation.

As an additional resource, SAPRTEC developed the Instructor and Facilitator Skills Guide, incorporating scope and content from both the webinar and online course into an illustrated 40-page handbook for easy reference and learning recall.

Appendix D3: Junior Leader Working Group

This appendix contains:

- The Acting Secretary of Defense's memo (dated May 1, 2019) establishing the Junior Leader Working Group.
- The relevant knowledge, skills, and abilities (KSAs) identified to support junior leaders in fostering a positive workplace climate and effectively contributing to the prevention of sexual misconduct.

Background: The Subcommittee observed that the effectiveness of prevention instruction within the Department could be enhanced through expanding the use of existing resources and expertise within DoD. One notable example is the Junior Leader Working Group, which identified the critical KSAs necessary for junior leaders to play an active role in sexual misconduct prevention and in fostering a positive workplace climate. These KSAs significantly contributed to the formulation of the Department's Terminal Learning Objectives (TLOs) for prevention.



SECRETARY OF DEFENSE
1000 DEFENSE PENTAGON
WASHINGTON, DC 20301-1000

MAY - 1 2019

MEMORANDUM FOR SECRETARIES OF THE MILITARY DEPARTMENTS
CHAIRMAN OF THE JOINT CHIEFS OF STAFF
UNDER SECRETARY OF DEFENSE FOR PERSONNEL AND
READINESS
CHIEFS OF THE MILITARY SERVICES
CHIEF OF THE NATIONAL GUARD BUREAU
GENERAL COUNSEL OF THE DEPARTMENT OF DEFENSE

SUBJECT: Actions to Address and Prevent Sexual Assault in the Military

Safeguarding our Nation requires a mission-ready force. Our foundational strength rests with the men and women who volunteer to serve our country and protect our freedoms. Based on the results of the most recent reports on sexual assault at our Military Service Academies and in our active duty force, it is clear that sexual assault and sexual harassment are persistent challenges. This was reaffirmed at the National Discussion on Sexual Assault and Sexual Harassment at America's Colleges, Universities and Service Academies, hosted by the Military Department Secretaries this past month. To put it bluntly, we are not performing to the standards and expectations we have for ourselves or for each other. This is unacceptable. We cannot shrink from facing the challenge head on. We must, and will, do better.

After reviewing this year's data from the FY 2018 Annual Report on Sexual Assault in the Military and the findings and recommendations from the Sexual Assault Accountability and Investigation Task Force (SAAITF) Report, my resolve to eliminate these crimes is stronger than ever. I am, and we all must be, committed to doing more for the women and men who serve this country and ensuring our force is the epitome of good order and discipline in everything we do. We must address how we are structured and how we resource efforts to combat this scourge. We must improve our culture to treat each other with dignity and respect and hold ourselves, and each other, more accountable. The essential elements that give rise to dignity and respect must be part of our daily repertoire of interactions. This is a call to action. To that end, I direct the following:

- **Implement the recommendations of the SAAITF Report, including taking steps to seek a stand-alone military crime of sexual harassment.** Our military justice system is unparalleled and unique in that it treats behaviors counter to good order and discipline as crimes, while providing comprehensive support to victims throughout the process. Remaining unparalleled requires constant scrutiny and reevaluation to identify necessary areas for reform and improvement. The Task Force's recommendations are far-reaching and will lead to improvements at each step of the military justice process. To this end, I approve the recommendations of the SAAITF Report submitted to me on April 30, 2019, and direct the Military Departments and applicable DoD Components to immediately identify needed actions, including necessary changes to structure and resourcing, to implement these recommendations. The Military Services, through their respective Military Departments, and the other concerned DoD Components will provide me, through the Under Secretary of



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Defense for Personnel and Readiness (USD(P&R)), a plan of action with milestones on the implementation of these recommendations by September 30, 2019.

- **Develop new climate assessment tools.** To identify emerging climate challenges within military units and provide critical oversight mechanisms, the USD(P&R), in collaboration with the Secretaries of the Military Departments, the Chiefs of the Military Services, and the Chief of the National Guard Bureau, will develop and provide leaders with assessment tools that help them to better understand the extent of such challenges within their units, assist them with developing an appropriate course of action from a suite of interventions, and provide them with feedback on the impact of their efforts. This will require additional resourcing to provide commanders the tools and authorities to maintain good order and discipline within the ranks. The USD(P&R) will provide me a plan of action with milestones on the development of such an assessment system by September 30, 2019.
- **Launch the Catch a Serial Offender (CATCH) Program.** To improve the identification of repeat offenders, the Secretaries of the Military Departments, the Chiefs of the Military Services, and the Chief of the National Guard Bureau will ensure necessary resourcing and structure to incorporate the CATCH Program into their respective sexual assault prevention and response programs when it comes “online” this year. The Military Services and the National Guard will ensure all response personnel, including Sexual Assault Response Coordinators, Sexual Assault Prevention and Response Victim Advocates, Special Victims’ Counsel, Victims’ Legal Counsel, and military justice personnel, are trained on the CATCH Program procedures, to include notification of a match. Sexual Assault Response Coordinators and Sexual Assault Prevention and Response Victim Advocates will offer the program to Service members making a restricted report of sexual assault. I expect you to report your plan of action and milestones for CATCH Program implementation, force education, and response personnel training to me through the USD(P&R) no later than 60 days after the program is implemented.
- **Enhance Efforts to Select Recruits of the Highest Character.** To ensure the men and women recruited into our Armed Forces are compatible with our military’s core values, the DoD Accession Policy Directorate, in collaboration with the Military Departments, Military Services, DoD Sexual Assault Prevention and Response Office, the Office for Diversity, Equity, and Inclusion, and the Office of People Analytics shall lead a working group to develop a plan to validate and implement (as applicable) measures to improve assessment of military applicant character prior to selection. The USD(P&R) will submit a plan to me by September 30, 2019, including a projected timeline for piloting proposed assessment measures.
- **Prepare New Leaders and First-Line Supervisors for Applied Leadership Challenges.** To ensure our newest officer and enlisted leaders are prepared to fulfill their supervisory roles to prevent and properly respond to sexual assault and sexual harassment, the Secretaries of the Military Departments, the Chiefs of the Military Services, and the Chief of the National Guard Bureau will create a working group to identify the appropriate knowledge, skills, and abilities needed for training and

education (inclusive of all officer accession pathways and professional military education) to effectively prepare junior officers and junior enlisted leaders for preventing and responding to the applied leadership challenges presented by sexual assault and sexual harassment. Junior leaders are on the frontline of our fight to eradicate these problems in our ranks and must serve as role models in this effort. As such, they must be appropriately prepared and held appropriately accountable for promoting civility and cohesion among their subordinates, setting the example through their own behavior. This includes an appropriate, professional response by peers to a victim and an alleged offender when a sexual assault is reported in a unit. I expect you to report your plan of action and milestones for the working group to better prepare junior officer and junior enlisted leaders to me through the USD(P&R) by September 30, 2019.

- **Execute the DoD Sexual Assault Prevention Plan of Action (PPOA).** To stop sexual assault before it occurs and promote unity of effort throughout the DoD, the Secretaries of the Military Departments, the Chiefs of the Military Services, and the Chief of the National Guard Bureau will implement the Department's PPOA, realigning resources as required. Implementation progress will be reported in four phases in accordance with the "Execution of the Department of Defense Sexual Assault Prevention Plan of Action, 2019-2023" memorandum dated April 26, 2019. The PPOA outlines the process by which we implement and assess our prevention efforts. This includes specific objectives towards rigorous research and evaluation of the effectiveness of targeted prevention strategies. These evaluations align with the feedback from the National Discussion on Sexual Assault and Sexual Harassment at America's Colleges, Universities and Service Academies. Although the Department's efforts addressed in the PPOA will focus primarily on sexual assault prevention, the Military Departments, the Military Services, and the National Guard Bureau may define the scope of their respective prevention activities, given many use an integrated approach that incorporates multiple areas. Using the Department's template for phase one of implementation, provide completed frameworks to me through the USD(P&R) no later than December 31, 2019.

Collectively, we must do everything we can to eliminate sexual harassment and assault in the military. In doing so, we must provide the highest-quality response to service members and hold offenders appropriately accountable. Through these combined prevention, accountability, and support efforts, we will better prevent the crime and investigate and adjudicate reports, all while reiterating the Department's emphatic message that sexual assault is illegal and immoral, is inconsistent with the military's mission, and will not be tolerated. We will not rest until all Service members can serve in an environment of dignity and respect.



Patrick M. Shanahan
Acting

Junior Officers (O1-3) KSAs



KSAs	Taxonomy Level	Description	KSAs	Taxonomy Level	Description
(K) Understand the Policies on Sexual Harassment and Sexual Assault	C2	Includes understanding the influence and impacts on the positive and negative behaviors affecting mission and unit readiness; and in accordance with the scope of responsibility supporting SAPR program	(S) Apply standards and norms consistent with a professional organizational climate	C3	Reflective of service values and espoused culture (reference the Continuum of Harm Model)
(K) Understand the principles of and the differences between response and primary prevention	C2	Elements include Continuum of Harm Model prevention activities, prevention system, risk and protection factors, prevention guidance, response system, supporting resources and agencies	(S) Apply appropriate level of response protocol to incidents of Sexual Harassment and Sexual Assault	C3	Addresses the needs of victims, alleged perpetrators, and witnesses to include re-victimization, retaliation (recognize intervene and prevent), safety, care and well-being, in accordance with assigned role and scope of responsibility
(K) Understand risk and protective factors that impact risk for sexual assault and sexual harassment across various populations	C1	Reference the DOD SAPRO Prevention Plan of Action (PPOA) and other applicable DoD policies. These include factors that increase risk of Sexual Assault/Sexual Harassment among populations who may be more vulnerable (e.g. sexual and gender minorities, young service members)	(S) Apply strategies/techniques to establish and maintain a professional organizational climate.	C3	Consistent with service values, espoused culture, and unit policy; Recognize and account for risk and protective factors and special populations
(S) Apply primary prevention practices in support of unit plans and guidance	C3	In support of DOD PPOA and related service policy and plans (reference the Continuum of Harm Model)	(A) Value the principles of dignity, respect, and care for others	A3	Adopt service-specific values and professional ethic at all times, on and off duty. Includes recognition and application of loyalty to the institution (upholding Service standards and expectations) over loyalty to other individuals.
(S) Apply Intervention Practices at the individual and unit level	C3	Recognize/respond appropriately to intervention opportunities both as an individual and leader. Practices skill-building for self and others (reference the Continuum of Harm Model)			
(S) Apply the policies on Sexual Harassment and Sexual Assault	C3	Includes effectively communicating to subordinates in a manner that enables shared understanding			

Junior Enlisted Leaders KSAs



KSAs	Taxonomy Level	Description
(K) Explain the Foundation for the Prevention of Sexual Assault and Sexual Harassment	C2	Understand prevention and Service culture; Understand how leaders align command climate to create a positive unit environment
(K) Understand an appropriate and professional response to victims and accused perpetrators	C2	Understand leaders' roles and responsibilities, including mandatory reporting requirements
(K) Understand Sexual Harassment	C2	Understand what constitutes Sexual Harassment and the impacts on the individual, unit, and mission readiness
(K) Understand Sexual Assault	C2	Understand what constitutes Sexual Assault and the impacts on the individual, unit, and mission readiness
(K) Recognize risk factors requiring Intervention	C1	Recognize risk factors that require intervention; recognize protective factors to prevent or mitigate bad behaviors
(K) Identify the Barriers to Intervention	C2	Understand the root causes and have further knowledge of intervention; understand how climate and culture tie into intervention; recognize how peer pressure can influence intervention (Contingent on previous formal learning for this level of knowledge)
(S) Communicate the Impacts of Sexual Harassment	C2	Discuss how it impacts the individual, the unit, and mission readiness; communicate to subordinates on why certain behaviors are not acceptable and should be addressed

KSAs	Taxonomy Level	Description
(S) Communicate the Impacts of Sexual Assault	C2	Discuss how it impacts the individual, the unit, and mission readiness; communicate to subordinates on why certain behaviors are not acceptable and should be addressed
(S) Communicate the Positive Impacts of Intervening	C2	Discuss how intervention positively promotes a healthy climate and culture, increases unit cohesion and sense of belonging, and supports the individual
(S) Respond Appropriately and Professionally to Victims and Accused Perpetrators	C3	Apply leadership roles and responsibilities, including mandatory reporting requirements, as well as how to respond appropriately (e.g. active listening, situational self-awareness); knowing when to seek additional guidance or input from other resources
(S) Apply Intervention Techniques	C3	Apply intervention techniques in such a way that others emulate the positive pattern of behavior
(S) Understand the importance of an Environment of Trust	C2	Establish an environment of trust; communicate effectively to create an environment where everyone is safe and valued; cultivate a trusting environment that encourages seeking help
(A) Value a Culture of Intervention and Prevention	A3	Belief and understanding that junior leaders can change the culture and impact command climate. Includes recognition and application of loyalty to the institution (upholding Service standards and expectations) over loyalty to other individuals.
(A) Foster Appropriate and Professional Responses to Victims and Accused Offenders	A3	Foster leadership roles and responsibilities including reporting requirements, as well as how to respond appropriately (e.g. active listening, situational self-awareness, cultural humility); willingness to seek and utilize additional resources.

Appendix E: Alignment of Study Recommendations with IRC-SAM Recommendations

The report authored by the Independent Review Commission on Sexual Assault in the Military (IRC-SAM) offered a detailed examination of the Department's sexual assault prevention and response efforts. That report resulted in 82 recommendations, including several recommendations addressing prevention.

The tables in this appendix depict alignment between the Committee's recommendations in this study and those accepted by the Department from the IRC-SAM:

- **Table 1** - Alignment between Core Policy Challenge Recommendations and IRC-SAM Recommendations
- **Table 2** - Alignment between Impact Area 1 Recommendation and IRC-SAM Recommendations
- **Table 3** - Alignment between Impact Area 2 Recommendations and IRC-SAM Recommendations
- **Table 4** - Alignment between Impact Area 3 Recommendations and IRC-SAM Recommendations

Core Policy Challenge: Policies and Guidance Governing Prevention-Related Requirements within PME

The Committee offers two findings and three recommendations regarding the current DoD policies governing prevention-related instruction within PME:

- **Core Policy Finding 1** – Current DoD policies outline learning requirements for PME learning audiences but lack guidance on the requirements/expectations for the instruction of prevention material, specifically (focuses on the “what” but lacks the “who” and “how”).
- **Core Policy Finding 2** – Based on the information provided to the Committee, the Services are not currently meeting policy requirements for inclusion of prevention within PME.

Table 1. Alignment between Core Policy Challenge Recommendations and IRC-SAM Recommendations

DAC PSM Recommendation	Alignment with IRC SAM Recommendations
<p>Core Policy Recommendation 1 - Establish and continue to confirm alignment between policy and learning requirements, starting with Department prioritization of prevention competencies as integral components of effective leadership.</p>	<p>2.1 - Equip all leaders with prevention competencies and evaluate their performance.</p> <ul style="list-style-type: none"> • 2.1a - The Under Secretary of Defense for Personnel and Readiness (USD(P&R)) should define the competencies leaders must have to oversee prevention. • 2.1b - The Services and the National Guard Bureau (NGB) should develop and hold leaders appropriately accountable for prevention. • 2.1c - The Services and the NGB should equip all leaders to develop and deliver informed prevention messages in formal and informal settings. <p>2.4 - Modernize prevention education and skill-building to reflect today’s generation of Service members.</p> <p>3.2 - USD(P&R) should direct the Services to educate the force about sexual harassment and sexual assault within the context of the Services’ core values.</p> <p>3.6 - Building a climate for the reduction of sexual harassment and sexual assault as a fundamental leader development requirement.</p> <p>3.7d - The Secretary of Defense should assess whether current DoD policies, relevant components, and the Service-level Equal Opportunity workforce have the capacity to help commanders resolve climate issues.</p>
<p>Core Policy Recommendation 2 - Revise training policies and applicable guidance to establish the “who” and the “how” for the provision of prevention instruction within PME.</p>	<p>Cross-cutting Recommendation 2 - DoD must undertake a comprehensive approach to professionalizing, strengthening, and resourcing the workforce for SAPR across the board.</p> <p>2.4 - Modernize prevention education and skill-building to reflect today’s generation of Service members.</p> <p>4.1b - Eliminate collateral duty for SARCs and SAPR VAs, with exceptions for ships, submarines, and isolated installations.</p>

	<p>Cross-cutting Recommendation 2 - DoD must undertake a comprehensive approach to professionalizing, strengthening, and resourcing the workforce for SAPR across the board.</p> <p>2.4 - Modernize prevention education and skill-building to reflect today's generation of Service members.</p> <p>3.2 - USD(P&R) should direct the Services to educate the force about sexual harassment and sexual assault within the context of the Services' core values.</p> <p>3.3b - Educate leaders on cyberharassment and technology-facilitated sexual harassment and sexual assault.</p>
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Impact Area 1: Instructor Recruitment, Selection, and Assignment

The Committee offers two findings and one recommendation regarding current DoD efforts to recruit, select, and assign instructors to deliver prevention content within PME:

- **Finding 1.1** – There are significant challenges inherent within the Department's current approach to the recruitment, selection, and assignment of instructors to deliver prevention content.
- **Finding 1.2** – There are concerns regarding the suitability of the roles currently being utilized in the absence of true “PME instructors who deliver prevention content” (e.g., SARCs).

Table 2. Alignment between Impact Area 1 Recommendation and IRC-SAM Recommendations

	<p>Cross-cutting Recommendation 2 - DoD must undertake a comprehensive approach to professionalizing, strengthening, and resourcing the workforce for SAPR across the board.</p> <p>2.4 - Modernize prevention education and skill-building to reflect today's generation of Service members.</p>
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Impact Area 2: Development & Maintenance of Training Skills & Subject Matter Expertise in Prevention

The Committee offers two findings and two recommendations regarding current DoD efforts to develop and maintain instructors' training skills and SME in prevention:

- **Finding 2.1** – Current approaches to the preparation of prevention instructors lack specialized requirements or training to specifically prepare instructors to teach prevention.
- **Finding 2.2** – Current instructor preparation approaches do not include any type of prevention-specific training certification or credentialing.

Table 3. Alignment between Impact Area 2 Recommendations and IRC-SAM Recommendations

DAC PSM Recommendations	Alignment with IRC SAM Recommendations
	<p>Cross-cutting Recommendation 2 - DoD must undertake a comprehensive approach to professionalizing, strengthening, and resourcing the workforce for SAPR across the board.</p> <p>2.4 - Modernize prevention education and skill-building to reflect today's generation of Service members.</p> <p>2.5 - Identify and actively support Service members with the most effective prevention interventions.</p> <p>2.6 - Create a state-of-the-art DoD prevention research capability.</p> <p>3.3b - Educate leaders on cyberharassment and technology-facilitated sexual harassment and sexual assault.</p> <p>3.7b - DoD should analyze survey results to inform leadership training and response efforts.</p>
Recommendation 2.2 – Take intentional steps to institutionalize prevention as a critical leadership skill at all levels.	<p>2.1 - Equip all leaders with prevention competencies and evaluate their performance.</p> <ul style="list-style-type: none">• 2.1a - The Under Secretary of Defense for Personnel and Readiness (USD(P&R)) should define the competencies leaders must have to oversee prevention.• 2.1b - The Services and the National Guard Bureau (NGB) should develop and hold leaders appropriately accountable for prevention.• 2.1c - The Services and the NGB should equip all leaders to develop and deliver informed prevention messages in formal and informal settings. <p>2.4 - Modernize prevention education and skill-building to reflect today's generation of Service members.</p>

2.5 - Identify and actively support Service members with the most effective prevention interventions.

3.2 - USD(P&R) should direct the Services to educate the force about sexual harassment and sexual assault within the context of the Services' core values.

3.5 - Use qualitative data to select, develop, and evaluate the right leaders for command positions.

- **3.5b** - Include a meaningful narrative section in performance evaluations for officers and NCOs.

3.6 - Building a climate for the reduction of sexual harassment and sexual assault as a fundamental leader development requirement.

3.7d - The Secretary of Defense should assess whether current DoD policies, relevant components, and the Service-level Equal Opportunity workforce have the capacity to help commanders resolve climate issues.

Impact Area 3: Monitoring, Evaluation, and Accountability

The Committee offers two findings and two recommendations regarding current DoD efforts toward the monitoring and evaluation (M&E) of the delivery of prevention instruction within PME and accountability in ensuring that policy requirements regarding such instruction are being met:

- **Finding 3.1** – Current approaches to the preparation of instructors do not include M&E efforts for the delivery of prevention instruction in PME.
- **Finding 3.2** – Current approaches to the preparation of prevention instructors within PME lack accountability measures.

Table 4. Alignment between Impact Area 3 Recommendations and IRC-SAM Recommendations

	<p>Cross-cutting Recommendation 2 - DoD must undertake a comprehensive approach to professionalizing, strengthening, and resourcing the workforce for SAPR across the board.</p> <p>2.4 - Modernize prevention education and skill-building to reflect today's generation of Service members.</p> <p>3.5 - Use qualitative data to select, develop, and evaluate the right leaders for command positions.</p> <ul style="list-style-type: none">• 3.5b - Include a meaningful narrative section in performance evaluations for officers and NCOs.
	<p>2.1 - Equip all leaders with prevention competencies and evaluate their performance.</p> <p>3.7 - USD(P&R) should undertake a series of enhancements to the climate survey process to ensure that timely, actionable data can be used to improve unit climate on sexual harassment and assault.</p> <ul style="list-style-type: none">• 3.7b - DoD should analyze survey results to inform leadership training and response efforts. <p>3.3a - Collect data to measure the problem of cyberharassment (and related harms).</p>

Appendix F: Study Logic Model

Appendix F provides a visual representation of the Committee's recommendations, along with suggested initial steps toward their implementation.

Appendix F: Logic Model – Preparing Instructors to Deliver Prevention Content in Professional Military Education

Purpose: Study findings indicate that current DoD policies broadly outline the prevention learning requirements for PME audiences, yet they lack clear guidance on the delivery of prevention content within PME. In order to ensure that high-quality prevention instruction is standardized in PME across the Services, it is critical for the Department to consider the depicted inputs and activities, as they relate to the ability to achieve desired learning transfer and long-term impact.

