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14. ABSTRACT

Sexual assault (SA) within the military is a major public health problem, impacting over 25,000 Service members. SA can have serious consequences for the victims and can negatively affect Service members' overall well-being. The number one factor that increases a Service member's risk for SA is having experienced sexual harassment (SH). No prevention program that utilizes behavior change theories, or other proven strategies, has been developed for the military. The goal of this 3-year study is to develop and test the usability of an innovative online SH and SA prevention program, named Code of Respect (X-CoRe). At the conclusion of this study, we will have developed a theory- and scientifically-based SH and SA prevention program that targets Junior Enlisted Services members (ranked E1-E4), Supervisors (ranked E5 or above), and Installation norms and can easily be used at other installations. X-CoRe will have an immediate and long-term impact on Service members' health and well-being, mission readiness, and productivity, ultimately reducing SH and SA in the

15. SUBJECT TERMS
Sexual assault; Sexual harassment; Intervention development; Intervention Mapping; Technology-based intervention; Primary prevention

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1. **INTRODUCTION:** *Narrative that briefly (one paragraph) describes the subject, purpose and scope of the research.*

The **goal** of this 3-year project is to develop and test the efficacy of an innovative, online sexual harassment (SH) and sexual assault (SA) prevention program named, *Code of Respect (X-CoRe*, previously known as Building a Better Workplace 2.0) for deployment in military trainings at Joint Base McGuire-Dix-Lakehurst (JB-MDL). SH and SA can have serious consequences for victims and can negatively affect productivity, mission readiness, and overall well-being of Service members. Both SA and SH can be prevented through the implementation of effective sexual health programs; however, few prevention programs have been developed specifically for the military. *X-CoRe* will address the DoD's renewed Prevention Plan of Action (PPoA) for SA prevention, targeting multiple levels of the social-ecological model (Junior Enlisted Service Members, Supervisors, and Installation norms) while leveraging internet-based channels. **Specific Aims:** Our specific aims will occur in two phases. In Phase 1, we will develop the theoretically- and empirically-based *X-CoRe* prototype and test usability (e.g., ease of use, acceptability, credibility, and motivational appeal). In Phase 2, we will develop the full *X-CoRe* program informed from Phase 1 and test usability. **Design:** Using Intervention Mapping, a systematic approach to developing health promotion programs, and building from our previous effective dating violence prevention program, *Me & You*, our established research team will partner with JB-MDL to develop a multi-level (Junior Enlisted Service member, Supervisors, and Installation) SH and SA prevention program accessible on the internet. We will then evaluate the program's usability. We will recruit 20 Junior Enlisted Service members and 20 Supervisors to receive both the prototype and full program and participate in usability tests. **Hypotheses:** The primary hypothesis to be tested is: Service members who access the *X-CoRe* prototype and full program will perceive the prototype and fully developed program as easy to use, culturally

2. **KEYWORDS:** *Provide a brief list of keywords (limit to 20 words).*

Sexual assault; Sexual harassment; Primary prevention; Intervention development; Intervention Mapping; Air Force; JB-MDL; Technology-based interventions; Web-based; Multi-level intervention

3. **ACCOMPLISHMENTS:** *The PI is reminded that the recipient organization is required to obtain prior written approval from the awarding agency grants official whenever there are significant changes in the project or its direction.*

What were the major goals of the project?
List the major goals of the project as stated in the approved SOW. If the application listed milestones/target dates for important activities or phases of the project, identify these dates and show actual completion dates or the percentage of completion.

Specific Aim 1: Develop the theoretically- and empirically-based BBW 2.0 prototype and test usability. (Sept. 2020 – Mar. 2022)

- 1.1 - Identify attitudes and beliefs towards SH and SA among Junior Enlisted Service members (Sept. – Dec. 2020)
    - Milestone: IRB approval
        - UTHealth IRB approval received February 1, 2021
        - HRPO approval received March 5, 2021
    - Milestone: In-depth interviews conducted
        - 95% of this milestone has been completed.
- 1.2 - Conduct a content analysis of Me & You intervention matrices to identify core content, methods, and strategies for BBW 2.0 design (Sept. 2020 – Mar. 2021)
    - Milestone: Content analysis completed
        - 100% of this objective has been completed. Completed March 2021.
- 1.3 - Conduct review of BBW 2.0 concepts and wireframes to test acceptability and perceived feasibility for use in the context of the military by the Joint Base McGuire-Dix-Lakehurst (MDL) Community Action Team to inform BBW 2.0 design (Mar. – Sept. 2021)
    - Milestone: Program concepts reviewed by CAT
        - 25% of this milestone has been completed
- 1.4 - Develop BBW 2.0 design documents and develop the prototype including alpha testing (Feb. – Dec. 2021)
    - Milestone: Design documents developed
        - 75% of this milestone has been completed
    - Milestone: Prototype developed
        - 0% of this milestone has been completed
    - Milestone: Social marketing materials developed
- 1.5 - Test usability of BBW 2.0 prototype (Jan. – Mar. 2022)
    - Milestone: Usability tests complete
- 1.6 - Disseminate phase 1 findings (Apr. – May 2022)
    - Milestone: Written reports

Specific Aim 2: Develop BBW 2.0 informed from Phase 1 and evaluate BBW 2.0's impact (Apr. 2022 – Sept. 2023)

- 2.1 - Revise BBW 2.0 design documents and obtain Action Team sign-off (Apr. – July 2022)
    - Milestone: Community Action Team Sign-off of revised design documents
- 2.2 - Develop the fully theoretically- and empirically-based BBW 2.0 program (Aug. 2022 – Feb. 2023)
    - Milestone: Program fully developed
- 2.3 - Test full BBW 2.0 functionality and content, and usability (Mar. – Apr. 2023)
    - Milestone: Usability test completed
- 2.4 - Disseminate Phase 2 findings: Phase 2 report and peer reviewed publications (May – July 2023)
    - Milestone: Written reports and manuscripts
- 2.5 - Joint Base MDL prevention staff implement BBW 2.0 (May – July 2023)
    - Milestone: Implementation of BBW 2.0 at Joint Base MDL

What was accomplished under these goals?
For this reporting period describe: 1) major activities; 2) specific objectives; 3) significant results or key outcomes, including major findings, developments, or conclusions (both positive

and negative); and/or 4) other achievements. Include a discussion of stated goals not met. Description shall include pertinent data and graphs in sufficient detail to explain any significant results achieved. A succinct description of the methodology used shall be provided. As the project progresses to completion, the emphasis in reporting in this section should shift from reporting activities to reporting accomplishments.

Objective 1.1 - Identify attitudes and beliefs towards sexual harassment (SH) and sexual assault (SA) and prevention among Junior Enlisted Service members.
To accomplish objective 1.1 we originally planned to conduct in-person focus groups with Junior and Senior level Airmen. However, to protect Airmen from COVID-19, we adapted our protocol so that focus groups could occur virtually. Additionally, due to the sensitive nature of the topic, we further adapted our protocol to conduct in-depth interviews vs. focus groups with Airmen. We believe that this change would create a safe space in a virtual environment for Airmen to provide more honest responses compared to virtual focus groups, increasing the validity of the data. After we received UTHealth IRB approval for the revised study protocol and materials (e.g., interview guide, consent form, recruitment flyer) (February 1, 2021), we submitted all approved documents to HRPO for approval, which was obtained March 5, 2021.

We also developed a detailed manual of procedures for conducting interviews that includes a recruitment and interview protocol for research staff. This protocol outlines the appropriate steps to follow when receiving interview inquiries from Airmen through phone, email, or online through the intake registration form, and how to proceed in the scheduling of the interviews. It also briefly covers the administrative procedures for staff to follow during the interviews to ensure that each interview is recorded and transcribed.

An interview tracking form was also produced as a means for tracking communication, interview scheduling, and documenting completion of consent forms.

Recruitment and data collection: We conducted 28 in-depth interviews with Airmen (April 2021 – July 2021). To recruit Airmen, we distributed a flyer describing the study through the installation's electronic newsletter, at installation events, and through the installation's dorm app. Airmen 18 years or older were eligible to participate. All interviews were conducted online using Zoom. Interviews lasted about one hour and were conducted at dates and times that were convenient for the participants. Interviews were recorded and transcribed verbatim by an established transcription company for analysis. At the conclusion of the interview, participants completed a short survey to collect demographic information and experience with previous SA and SH training programs

Measures: We developed a semi-structured interview guide that was divided into two phases. In phase 1, participants were presented with three vignettes that portrayed a realistic scenario of SH or SA. The level of severity of sexual violence increased with each scenario, beginning with verbal sexual comments in the first scenario and ending with a SA in the last scenario. After each vignette, Airmen were asked to (a) describe what they would do in that situation, (b) if they would report the situation and to whom they would report to, (c) what type of information or resources would help in the situation, and (d) if their responses would differ if the perpetrator in the situation was of the same gender or lower or higher ranking than the participant. In phase 2 of the interview, participants were asked about their perceptions of what should be included in a sexual assault prevention training and how it should be delivered. We also elicited feedback on the proposed concept and name of Building a Better Workplace.

Demographic characteristics collected in the survey included age, race, gender, career field, marital status, dating status, rank, total years on active duty, and total years at JB-MDL. Additional survey measures include frequency of participation in military SH and SA trainings, type of SH/SA last attended, activities

in last SH/SA training, topics discussed at the last SH/SA training and what participants liked the most and least at the last SH/SA training.

Analysis: One member of the research team coded each of the transcripts. The coder followed an incremental step-wise process, that involved open thematic coding of all individual responses for each of the questions. Then, each question-level response was coded for more specific word-level responses. Codes were then discussed with a faculty expert in qualitative coding to detect discrepancies and identify sections of the transcript where coding was questionable. If new codes emerged as coders read through more transcripts, the coding scheme changed and all transcripts were recoded according to the new structure. We are currently analyzing codes and creating categories of similar codes, which will then be conceptualized into more comprehensive themes. Quotes that represent each theme will be presented in narrative format and written into a manuscript that will be submitted to a peer-reviewed journal for publication. We are currently in the process of analyzing the data. All analyses are being conducted using Atlas.ti.

For survey data, a descriptive analysis was conducted which included frequency and proportion of responses.

Preliminary Results:
Demographics:
As shown in **Table 1 of Appendix C**, nearly 41% of participants were 19-24 years, 37% were 25-30 years, and 22% were 31 years or older. About 46% of participants were White, 31% were Black or African American, and 15% were Hispanic. Slightly over half were male (51.6%), and nearly 30% had a career field of Security Forces. About 48% of participants were married and 44% were single, divorced, or separated. An equal proportion of participants were ranked E4 or below and E5 to E9 (44.4%). Nearly 30% had 3-5 years of active duty service and 37% had been stationed at JB-MDL for 1 year.

Themes
Five themes have emerged from the preliminary analysis of interview data/codes thus far: reporting of SH/SA, information to include in training, preferences for training modality, and preferences for the program name.

Theme 1: Mixed reactions on if participants would report
After hearing the three vignettes, there were mixed reactions on if participants would report a situation of SH or SA, particularly if they considered the situation as "grey". Many participants stated that it "depends" on the relationship with the offender. Many females described themselves as very "direct" and thus, would confront the alleged offender directly. Others stated that they would report the incident only if the offender repeats the incident or if there is a pattern of SH. Some participants described their unit as "touchy-feely" and thus touching other Airmen was more acceptable among this group of participants; while others believed that the cultural norm was to not touch each other. Additionally, some participants believed that many incidents get "ignored" by leadership.

Theme 2: Who they would report to
The majority of participants stated that they would report an incident of SA to the Sexual Assault Response Coordinator (SARC) and would report incidents of SH to their direct supervisor. A few participants stated that they would report incidents of SA and SH to Military OneSource or the Chaplain.

Theme 3: Important information to include
The most important information to include in a SA training, reported by participants included: how to respond to an incident (for leaders); setting and maintaining boundaries; identifying warning signs of when you are violating someone's boundaries; and resources

Theme 4: Modality of training
There were mixed reactions as to which delivery mode Airmen preferred for prevention training. Some believed online delivery would be appropriate but that the online training would need to be engaging and interactive. Many believed that online training needs to prevent people from moving forward without reading content. Others believed that a SA prevention training needs to be in-person that included both genders and small group discussions. The preferred facilitator for such a training would be someone outside of the unit such as a SARC.

Theme 5: Title of program
The majority of participants disliked the name Building a Better Workplace. Many stated that SA does not occur in the workplace and thus, the name was not reflective of SA in the military. Some thought the name was confusing because SA was not in the title. Participants did respond favorably to the program title: Code of Respect.

Table 2 of Appendix C present Airmen's experience in SH/SA training. As shown, slightly over half (53.8%) participate in SH/SA training about once a year, in-person, with a lecturer/presenter/facilitator. About 35% participated in a training that was online. The most common training activity includes PowerPoint Lectures (29.1%), followed by small group discussions (17.7%), and videos (15.1%).

Table 3 of Appendix C presents Airmen's beliefs regarding the frequency of discussion of topics. The most common topic discussed within training reported by participants was how to report an incident of SH/SA followed by what actions are considered SH and SA. The topics participants believed were not discussed enough in training included healthy peer and romantic relationships (13.6%), how to avoid situations that may increase your risk of being SH and SA, and how to say "no" to something you do not want to do. Regarding training structure and activities, Airmen liked having scenario-based group discussions, small group sizes, and training that could be completed in a short amount of time (**Table 4, Appendix C**). Airmen reported disliking the repetitive nature of their training, that they were not all interactive, and the fact that they were not inclusive (e.g., focused only on female victims, lacked different settings, and victim-blaming).

In **summary**, our preliminary analysis has shown Airmen have mixed beliefs as to when an incident of SH and SA should be reported, particularly for SH. This is largely due to Airmen's relationship with the offender. The primary person the Airmen would report SA incidents to is the SARC and the primary person they would report SH incidents is their direct supervisor. Many Airmen believe SH/SA training should be interactive, engaging, and include more information about healthy peer and romantic relationships, how to avoid situations that may increase risk, and how to say "no" to something you do not want to do. We plan to address these attitudes and beliefs and incorporate Airmen's suggestions in the proposed program. We also plan to continue analyzing the data from the in-depth interviews and create a report that will be shared with JB-MDL.

Major activities accomplished for Objective 1.1 include:
1. Development of study protocol, consent form, and recruitment flyer
2. Development of interview guide
3. Obtained UTHealth IRB and HRPO approval on revised protocol, consent form, and recruitment flyer
4. Developed Interview & Recruitment Protocol
5. Developed Interview Tracking Form
6. Recruited Airmen
7. Conducted 28 in-depth interviews
8. Coded interviews and conducted a preliminary analysis

Major activities that are planned for year 2 include:
1. Conclude analysis of interview data
2. Develop manuscript of findings and submit to a peer-reviewed journal.

Objective 1.2 - Conduct a content analysis of *Me & You* intervention matrices to identify core content, methods, and strategies for *BBW 2.0* design (Junior Enlisted, Supervisors, and Installation components).

To accomplish Objectives 1.2-1.6, we followed Intervention Mapping (IM), a systematic protocol for developing health promotion and implementation interventions. IM consists of 6 steps: 1) conduct a needs assessment or problem analysis to identify what needs to be changed and for whom; 2) create matrices of change objectives; 3) select theory-based intervention methods and practical applications; 4) integrate methods and the practical applications into an organized program; 5) plan for adoption, implementation, and sustainability of the program; and 6) generate an evaluation plan. The IM steps that we have completed during this annual reporting period are described below.

IM Step 1: Conduct a needs assessment or problem analysis

We conducted a review of the scientific literature and also extensively reviewed the Annual DoD Sexual Assault Prevention and Response Annual Reports (FY 19) and the DoD Workplace Gender Relations Survey of Active Duty Members (2018) for the overall Active duty force and Air Force. We found that reports of SA have increased in the Air Force in FY19 compared to the previous reporting year. Airmen that are junior enlisted (E1-E4), female, and younger are at the highest risk for SH and SA. Perpetrators are often men in the military and of similar or higher rank. However, a large proportion of victims are male; nearly half of SA reports are among males. SA often occurs at a military installation when at someone else's home or quarters or while out with friends or at a party. Alcohol use among victims and perpetrators is often reported. Junior Enlisted officers, particularly E5's, have the greatest potential to influence younger enlisted for prevention. Service members report a lack of knowledge regarding consent and many male Service members report being unfairly targeted in prevention efforts. Incorporating engaging activities, such as small group discussions and role-plays, in prevention efforts and avoiding male stereotypes have been recommended by Service members in previous studies.

IM Step 2: Create Matrices of Change Objectives

In Step 2 of IM, matrices of change objectives are developed. The matrices form the blueprint of the program and include: a) behavioral objectives (i.e., what Service members are expected to be able to do as a result of the intervention), b) relevant determinants of the behavior (e.g., knowledge, skills, and self-efficacy), c) performance objectives for each behavior, and d) change objectives for influencing a change in the determinants of behavior. For this study, we will be adapting the matrices from *Me & You*, an evidence-based dating violence prevention program, developed by the research team, for middle school students.

The first task to develop matrices of change is to identify the behavioral outcomes and performance objectives for the program. Behavioral outcomes are the expected behaviors we anticipate Airmen to do after completing the program. Performance objectives are the sub-behaviors that Airmen need to do to achieve the behavioral outcomes. Based on our needs assessment in Step 1, adaptations were made to the *Me and You* behavioral outcomes and performance objectives to account for our target population being older and in the Air Force. Specifications were also made to include social, intimate, and work relationships to the behavioral outcomes and performance objectives. We also created a new behavioral outcome and performance objectives, not in the *Me and You* matrices, to address bystanders. The adaptations that were made to the behavioral outcomes and performance objectives reflect a focus on respectful relationships and the decisions and actions that need to be taken by Airmen, Leadership, and the installation to engage, create, and support a culture of respect. Additionally, we refined the performance objectives to reflect feedback we received from JB-MDL specifically related to leadership

maintaining sensitivity and privacy when Airmen disclose an incident of sexual harassment and assault. The behavioral outcomes (B.O.) and performance objectives (P.O.) we developed are listed below:

- B.O.(Airmen): Airmen will engage in respectful social, intimate, and work relationships with fellow Airmen
  - o P.O.1. Decide to have respectful social, intimate, and work relationships.
  - o P.O.2. Identify and evaluate their own behaviors within past and current social, intimate, and work relationships.
  - o P.O.3. Identify and evaluate friends, acquaintances, partners, and/or co-workers' behaviors within past and current social, intimate, and work relationships.
  - o P.O.4. Use effective communication strategies to foster healthy social, intimate, and work relationships (e.g. conflict resolution, problem-solving, and active consent).
    - ▪ P.O.4a. Use active consent (give and obtain) when engaging in sexual behaviors.
  - o P.O.5. Manage emotional responses (e.g. love, anger, anxiety, stress, depression, jealousy) to foster healthy social, intimate, and work relationships.
  - o P.O.6. Avoid peers and/or potential dating partners (when practicable) that engage in unhealthy relationship behaviors.
  - o P.O.7. Avoid excessive alcohol.
  - o P.O.8. Avoid drug use.
  - o P.O.9. Get out of unhealthy peer and/or dating relationships.
  - o P.O.10. Manage unhealthy social, intimate, and work relationships that are unavoidable.
  - o P.O.11. Disclose abusive social, intimate, and work relationships (emotionally, physically, or sexually abusive either in-person and/or electronically).
  - o P.O.12. Access resources to help respond to current violent social, intimate, and work relationships and to prevent potential sexual harassment or assault.

- B.O.(Leadership): Leadership (E5 and above) will create an environment that is supportive of respectful social, intimate, and work relationships (i.e. that are free of emotional, physical, and sexual harassment and assault)
  - o P.O.1. Decide to respond appropriately to incidents of sexual harassment and assault (recognize)
  - o P.O.2. Use active listening when engaging with Airmen in discussions about their social and work relationship experiences (respond)
  - o P.O.3. Answer questions and concerns Airmen may have about social, intimate, and work relationships (respond)
  - o P.O.4. Provide resources for Airmen (refer)
  - o P.O.5. Maintain sensitivity and privacy in regards to Airmen disclosure
  - o P.O.6. Identify and adhere to reporting laws (refer)
  - o P.O.7. Support and protect sexual harassment and assault victims from retaliation, ostracism, maltreatment, and reprisal.
  - o P.O.8. Support bystander interveners.

- B.O.(Installation): All Airmen (Enlisted and Officers) will support an environment that is supportive of respectful social, intimate, and work relationships (i.e. that are free of emotional, physical, and sexual harassment and assault)

  - o P.O.1. All Airmen notice the event (recognize)
  - o P.O.2. All Airmen identify the situation as intervention-appropriate (recognize)
  - o P.O.3. All Airmen take responsibility to intervene (respond)
  - o P.O.4. All Airmen decide how to help (respond)

- o P.O.5. All Airmen take action (respond)
  - ▪ P.O.5a. All Airmen confront perpetrators or approach victims and address your concern (Direct)
  - ▪ P.O.5b. All Airmen create distractions that diffuse the situation (Distract)
  - ▪ P.O.5c. All Airmen get others to help (Delegate)
  - ▪ P.O.5d. All Airmen find ways to remove the potential perpetrator or victim from the situation (Distance)
- o P.O.6. Identify and adhere to reporting laws (refer)
- o P.O.7. Be an advocate and support others who intervene
- o P.O.8. Support and protect sexual harassment and assault victims from retaliation, ostracism, maltreatment, and reprisal.

The second task to develop matrices is to select determinants that are important and changeable in the context of the behavioral outcomes. These determinants are factors that are associated with the behavioral outcome and can be influenced/changed within one's self. We used the matrices from *Me & You*, behavioral change theories (e.g., Social Cognitive Theory and Theory of Planned Behavior), and the literature to determine which personal determinants would be included in our matrices and ultimately targeted within the *X-CoRe* program. The determinants that we identified and included in each matrix are listed below:

- Determinants for Airmen:
  - o Knowledge related to respectful relationships, sexual harassment and assault, reporting incidents, consent communication, and bystander intervention
  - o Attitudes towards sexual harassment and assault, reporting incidents, alcohol use, and consent communication
  - o Adaptive Thinking
  - o Skills for giving and receiving consent, refusing unwanted sexual contact and excessive alcohol use, reporting incidents, and bystander intervention
  - o Self-Efficacy for consent communication, refusal of unwanted sexual contact and excessive alcohol use, reporting incidents, and bystander intervention
  - o Perceived Norms related to respectful relationships, sexual harassment and assault, and consent communication
  - o Gender Role Expectations
  - o Social Support for building and maintaining respectful relationships

- Determinants for Leadership:
  - o Knowledge related to respectful relationships, sexual harassment and assault, responding to incidents, and creating environments supportive of respectful environments
  - o Skills for responding to victims, reporting incidents, referring victims, and supporting victims and bystanders
  - o Self-Efficacy for creating supportive environments, responding to incidents, referring victims, and supporting victims and bystanders
  - o Outcome Expectations/Perceived Benefits related to creating environments supportive of respectful environments and supporting victims and bystanders
  - o Perceived Norms related to sexual harassment and assault, responding to victims, and supporting victims and bystanders
  - o Attitudes towards sexual harassment and assault, creating environments supportive of respective relationships, and supporting victims and bystanders
  - o Perceived Barriers related to creating environments supportive of respectful environments, responding to victims, and supporting victims and bystanders

- - o Social Support for creating and maintaining environments supportive of respectful relationships

- Determinants for the Installation:
  - o Knowledge regarding sexual harassment and assault and bystander intervention
  - o Skills for bystander intervention
  - o Self-Efficacy to intervene
  - o Outcome Expectations/Perceived Benefits related to intervening as a bystander
  - o Perceived Norms related to sexual harassment and assault, bystander intervention, and alcohol use
  - o Attitudes towards sexual harassment and assault, bystander intervention, and alcohol use
  - o Perceived Barriers towards intervening as a bystander
  - o Social Support for intervening

The third and final task for step 2 in IM is to cross the performance objectives from task 1 and the determinants from task 2 to construct matrices of change objectives. A matrix was constructed for each behavioral outcome that was identified in task 1, which includes outcomes for Junior Airmen, Leadership, and the installation. Each matrix was produced in an excel table format with the determinants along the top row and the performance objectives in the first column. Within the intersected cells, change objectives were written to identify what changes need to be made in motivation and capability to influence a change in behavior. A sample of each of the matrices developed are seen in the tables below:

Table 1. Sample (Partial) Matrix for Airmen

Matrix for Behavioral Objective: Airmen will engage in respectful social, intimate, and work relationships with fellow Airmen

Respectful relationships: relationships that have respect for both oneself and others, including but not limited to emotional, physical and sexual respect, while also valuing and recognizing a person's worth in their words, actions, and behaviors

Performance Objectives	Determinants							
	Knowledge (KNOW)	Attitudes (ATD)	Adaptive Thinking	Skills (Skill)	Self-Efficacy (SE)	Perceived Norms (PN)	Gender Role Expectations (Gender)	Social Support (SS)
P.O.1. Decide to have respectful social, intimate and work relationships.	**AIRMEN.KNOW. 1.i.** Define respectful relationships(ex: relationships that have respect for both oneself and others, including emotional, physical and sexual respect, while also valuing and recognizing a person's worth in their words, actions, and behaviors) **AIRMEN.KNOW. 1.ii.** List the characteristics of respectful and not respectful social, intimate, and work relationships. **AIRMEN.KNOW. 1.iii.** Describe how deciding to be in a respectful	**AIRMEN.ATD.1 .i.** Feel favorable toward deciding to have respectful social, intimate, and work relationships.	**AIRMEN.ATHINK. 1.i.** List reasons for deserving and being worthy of having respectful relationships. **AIRMEN.ATHINK. 1.ii.** Understand that it is better to be in no relationship than in a not respectful relationship. **AIRMEN.ATHINK. 1.iii.** Recognize how own thought processes affect emotions and behaviors. **AIRMEN.ATHINK. 1.iv.** Understand that past experiences do not define future relationships.		**AIRMEN.SE.1. i.** Feel confident in ability to decide to have respectful relationships.	**AIRMEN.PN.1.** Recognize that most peers decide to have respectful relationships. **AIRMEN.PN.1.i i.** Recognize that most peers do not tolerate any type of violence in any of their relationships. **AIRMEN.PN.1.i ii.** Describe how relationships portrayed in various forms of media (e.g., TV, movies, video games, music) may not be representative of actual relationships	**AIRMEN.GENDER.1.** Define gender role stereotypes. **AIRMEN.GENDER.1.i i.** Identify ways that cultural beliefs (inside and outside of the Air Force) can influence gender role stereotypes. **AIRMEN.GENDER.1.i ii.** List ways that gender role stereotypes can affect decision to be in a respectful relationship.	**AIRMEN.SS.1. i.** Identify acquaintance s, partners, and co-workers who will support the decision to have respectful relationships.

relationship will reduce chances of sexual harassment and sexual assault. **AIRMEN.KNOW. 1.iv.** List the warning signs of sexual harassment and assault					and may actually model not respectful relationships. **AIRMEN.PN.1.iv.** Recognize that most peers dispel rape myth beliefs to have respectful relationships	

Table 2. Sample (Partial) Matrix for Leadership								
Matrix for Behavioral Objective: Leadership (E5 and above) will create an environment that is supportive of respectful social, intimate, and work relationships (i.e. that are free of emotional, physical, and sexual harassment and sexual assault)								
Respectful relationships: relationships that have respect for both oneself and others, including but not limited to emotional, physical and sexual respect, while also valuing and recognizing a person's worth in their words, actions, and behaviors								
Performance Objectives	**Determinants**							
	Knowledge (KNOW)	Skills (SKILL)	Self-Efficacy (SE)	Outcome Expectations (OE) / Perceived Benefits (PBEN)	Perceived Norms (PN)	Attitudes (ATD)	Perceived Barriers (PBAR)	Social Support (SS)
P.O.1. Decide to respond appropriately to incidents of sexual harassment and assault (recognize)	**LEADER.KNOW.1.i.** List the characteristics of sexual harassment and sexual assault **LEADER.KNOW.1.ii.** State that Airmen have respectful relationships **LEADER.KNOW.1.iii.** State the prevalence of sexual harassment and assault among Airmen (acknowledge risk) **LEADER.KNO**	**LEADER.SKILL.1.i.** Demonstrate the ability to evaluate Airmen relationships	**LEADER.SE.1.i.** Feel confident in ability to identify sexual harassment and assault **LEADER.SE.1.ii.** Feel confident in ability to evaluate sexual harassment and assault	**LEADER.OE/PBEN.1.i.** Understand that identifying incidents of sexual harassment and assault involving Airmen will help you respond appropriately	**LEADER.PN.1.i.** Recognize that other leadership and installation staff also decide to respond appropriately			**LEADER.SS.1.i.** Identify other leadership and installation staff who are supportive of decision to respond appropriately

	W.1.iv. List ways that leadership can respond appropriately to incidents of sexual harassment and assault of Airmen							
P.O.2. Use active listening when engaging with Airmen in discussions about their social, intimate, and work relationship experiences (respond)	**LEADER.KNOW.2.i.** State characteristics of active listening between Airmen and leadership e.g., ask questions, nodding, SOLER (squarely face the person, open your posture, lean towards the sender , eye contact maintained, relax while attending) **LEADER.KNOW.2.ii.** State importance of actively and non-judgmentally	**LEADER.SKILL.2.i** Demonstrate ability for effective active listening	**LEADER.SE.2.i.** Express confidence in ability to actively listen to Airmen effectively.	**LEADER.OE/PBEN.2.i.** Describe how effective active listening to Airmen will reduce likelihood of him/her failing to communicate or miscommunicating important information about current beliefs, values, and behaviors related to respectful social and work relationships **LEADER.OE/PBEN.2.ii.** Recognize that the benefits of using active listening outweigh the barriers (e.g. takes more time, patience, and self-control) than leadership-Airmen interaction	**LEADER.PN.2.i.** Recognize that other leadership listen to the feelings and opinions Airmen	**LEADER.ATD.2.i.** Express positive attitude toward actively listening to Airmen despite barriers (e.g. takes more time, patience, and self-control).	**LEADER.PBAR.2.i.** Anticipate increased need for time, patience, and self-control to actively listen to Airmen. **LEADER.PBAR.2.ii.** Recognize that distractions can make it difficult to actively listen to Airmen.	**LEADER.SS.2.i.** Identify individuals who can model and reinforce active listening skills.

	listing to Airmen feelings and opinions							

Table 3. Sample (Partial) Matrix for Installation								
Matrix for Behavioral Objective: All Airmen (Enlisted and Officers) will support an environment that is supportive of respectful social, intimate, and work relationships (i.e. that are free of emotional, physical, and sexual harassment and assault)								
Respectful relationships: relationships that have respect for both oneself and others, including but not limited to emotional, physical and sexual respect, while also valuing and recognizing a person's worth in their words, actions, and behaviors								
Performance Objectives	**Determinants**							
	Knowledge (KNOW)	Skills (SKILL)	Self-Efficacy (SE)	Outcome Expectations (OE) / Perceived Benefits (PBEN)	Perceived Norms (PN)	Attitudes (ATD)	Perceived Barriers (PBAR)	Social Support (SS)
P.O.1. All Airmen notice the event (recognize)	**INSTALLATION.KNOW.1.i** Define what it means to have respectful relationships **INSTALLATION.KNOW.1.ii** List the characteristics of an event that does not support a respectful environme	**INSTALLATION.SKILL.1.i.** Demonstrate the ability to recognize an event that does not support a respectful environment **INSTALLATION.SKILL.1.ii.** Demonstrate the ability to recognize the warning signs of sexual harassment and assault **INSTALLATION.SKILL.1.iii.**	**INSTALLATION.SE.1.i.** Feel confident in ability to recognize events that do not support a respectful environment **INSTALLATION.SE.1.ii.** Express confidence in ability to identify warning signs of not respectful relationships	**INSTALLATION.OE/PBEN.1.i.** Understand that identifying and recognizing events and, warning signs that do not support a respectful environment (emotional, physical, sexual harassment and assault) is beneficial to the installation environment	**INSTALLATION.PN.1.i.** Recognize that all Airmen also identify events that do not support a respectful environment **INSTALLATION.PN.1.ii.** Recognize that all Airmen also identify warning signs of relationships that are not	**INSTALLATION.ATD.1.i.** Express positive attitudes towards recognizing events that do not support a respectful environment	**INSTALLATION.PBAR.1.i.** Anticipate that uncertainty can make it difficult to recognize an event that does not support a respectful environment **INSTALLATION.PBAR.1.ii.** Recognize that uncertainty may lead to experiencing fear when	**INSTALLATION.SS.1.i.** Identify other Airmen that can support recognizing events that do not support a respectful environment

	INSTALLATION.KNOW	INSTALLATION.SKILL	INSTALLATION.SE	INSTALLATION.OE/PBEN	INSTALLATION.PN	INSTALLATION.ATD	INSTALLATION.PBAR	INSTALLATION.SS
	nt **INSTALLATION.KNOW.1.iii** List the characteristics of relationships that are not respectful **INSTALLATION.KNOW.1.iv** List the warning signs of sexual harassment and assault	Demonstrate ability to recognize warning signs of relationships that do not support a respectful environment **INSTALLATION.SKILL.1.iv.** Demonstrate ability to recognize incidents of sexual harassment and assault	, sexual harassment and assault **INSTALLATION.SE.1.iii** Express confidence in ability to identify incidents of sexual harassment and assault		respectful **INSTALLATION.PN.1.ii** Recognize that all Airmen also recognize incidents of sexual harassment and assault		recognizing instances of sexual assault and harassment, as well as other events that do not support a respectful environment	
P.O.2. All Airmen identify the situation as intervention-appropriate (recognize)	**INSTALLATION.KNOW.2.i.** State characteristics of a situation that is intervention-appropriate	**INSTALLATION.SKILL.2.i.** Demonstrate ability to identify a situation as intervention-appropriate	**INSTALLATION.SE.2.i.** Express confidence in ability to identify situations that are intervention-appropriate	**INSTALLATION.OE/PBEN.2.i.** Describe how recognizing situations that are intervention-appropriate is beneficial to the installation environment	**INSTALLATION.PN.2.i.** Recognize that all Airmen also demonstrate the ability to identify situations that are intervention-appropriate	**INSTALLATION.ATD.2.i.** Express positive attitude toward identifying situations that are intervention-appropriate	**INSTALLATION.PBAR.2.i.** Anticipate increased need for attentiveness to identify situations that are intervention-appropriate	**INSTALLATION.SS.2.i.** Identify other Airmen that can reinforce effective ways to identify situations that are intervention-appropriate

IM Step 3: Select theory-based intervention methods and practical applications

Step 3 of IM begins the conceptualization and design of the program. Specifically, it will include the beginning stages of development of intervention themes, components, scope, sequence, theory- and evidence-based methods, and practical applications. This step is more fluid as program planners may already have an idea of the program components or the specific methods and practical applications that they intend to use. We adapted many of the methods and practical applications from *Me & You* for our target population.

The first task for step 3 is to generate a scope and sequence that describes the program components (i.e. modules or units). The scope is used to determine what will and will not be included in the program, the amount of program, and is reflected by the change objectives. The sequence is then used to determine how the program will be delivered, and in what order. The draft scope and sequence included a version for the Junior Enlisted (E1 – E4), Emerging Leaders (E5 – O3), and Senior Leaders (O4 and above) with online modules being 30-40 minutes in length. However, during our in-depth interviews, Airmen reported a strong desire to have in-person training, which was also expressed by stakeholders in our JB-MDL/DoD working group. Additionally, time to complete training was found to be a major barrier to implementation. Senior Airmen that participated in our interviews stated that commanders have little time and resources to allocate to a prevention program and junior Airmen reported to prefer shorter training. We thus are no longer developing a completely online program; rather, we will develop a hybrid program that will include two in-person sessions (one at the beginning of the program and one at the end of the program) and 10 online modules that are 10 minutes each. The online modules will be mobile-friendly allowing Airmen to complete modules at times and locations that are convenient for them. The new scope and sequence for the online component of the program for junior Enlisted Airmen are outlined below:

- **In-Person Session: What is the Code of Respect?**
  At the end of the session Airmen will be able to:
    a. Describe different types of respectful relationships
    b. Explain what the Code of Respect is
    c. Describe the goals of the program

  Online Modules:
- **Module 1: Relationship Basics**
  At the end of the module Airmen will be able to:
    a. Identify and evaluate different types of relationships and respectful/disrespectful behaviors within relationships
    b. Describe sexual harassment and sexual assault

- **Module 2: Selecting Personal Boundaries (Intro to Select-Detect-Protect)**
  At the end of the module Airmen will be able to:
    a. Understand the importance of setting boundaries in the context of respectful relationships
    b. Identify situations that may challenge personal boundaries about respectful relationships

- **Module 3: Protecting Personal Boundaries**
  At the end of the module Airmen will be able to:
    a. Identify actions to help protect their personal boundaries about respectful relationships

- **Module 4: Tech Protect**
  At the end of the module Airmen will be able to:
    a. Describe respectful and disrespectful tech behaviors and how these behaviors can affect their relationships
    b. How to PROTECT their boundaries about electronic communication

- **Module 5: Thoughts and Emotions Link**
  At the end of the module Airmen will be able to:
  a. Understand the connection between thoughts and emotions and how these affect their relationships
  b. Describe how to cope with emotional responses

- **Module 6: Communication for Healthy Relationships**
  At the end of the module Airmen will be able to:
  a. The importance of effective communication and negotiation
  b. Effective speaking and listening skills
  c. How to use these skills to protect your personal rules and the importance of respecting other people's boundaries

- **Module 7: Getting out of Disrespectful relationships**
  At the end of the module Airmen will be able to:
  a. Select a Personal Boundary about only being in respectful relationships.
  b. Recognize signs of a disrespectful or abusive relationship.
  c. Acquire skills to avoid and get out of a disrespectful or abusive relationship.

- **Module 8: Reporting**
  At the end of the module Airmen will be able to:
  a. Describe how to report incidents of sexual harassment (formal and informal complaints) and sexual assault (restricted and unrestricted reports)

- **Module 9: Alcohol and Drug Use**
  At the end of the module Airmen will be able to:
  a. Recognize that excessive alcohol use and drug use challenges their personal boundary of only having respectful relationships
  b. Demonstrate the ability to avoid excessive alcohol use and drug use

- **Module 10: Bystander Intervention**
  At the end of the module Airmen will be able to:
  a. Describe appropriate responses to a situation
  b. Demonstrate ability to appropriately respond to a situation or disclosure by a friend/family member
  c. Identify resources and social support sources for victims of sexual harassment and assault

- **Final In Person Session: Maintaining the Code of Respect**
  At the end of the session Airmen will be able to:
  a. Describe various strategies for maintaining the Code of Respect
  b. Demonstrate the ability to manage emotions and use effective communication to keep respectful relationships

The final scope and sequence for the Emerging Leaders and Senior Leaders will mimic that of the Junior Enlisted. It will also be important to include objectives for relatability and approachability as the Junior Enlisted will be turning to their leaders for incident reporting.

As stated above in Objective 1.1, during our interviews we also found that Airmen did not like the proposed name of the program, *Building a Better Workplace*. Airmen stated that the name was too general and

confusing (it was hard to tell that it was a sexual assault prevention program) and that the name did not accurately reflect the context of SAs (SAs do not happen in the workplace). With feedback from the Airmen in mind, we have revised the name to *Code of Respect (X-CoRe)*. This name reflects the overall theme of maintaining respectful relationships and understanding one's personal boundaries, while the acronym pertains to a play on words of the core values that Airmen have. This name was discussed during our interviews and was liked by the large majority of the Airmen.

Major activities accomplished for Objective 1.2 include:
1. Conducted a needs assessment
2. Developed Behavioral Objectives and Performance Objectives
3. Identified Determinants of health for Airmen, Leadership, and Installation
4. Developed Matrices of Change for Airmen, Leadership, and Installation
5. Developed Scope and Sequence

Objective 1.3 - Conduct review of BBW 2.0 concepts and wireframes to test acceptability and perceived feasibility for use in the context of the military by the Joint Base McGuire-Dix-Lakehurst (JB-MDL) Community Action Team to inform BBW 2.0 design
Since we were delayed in conducting our in-depth interviews, we used the interviews as an opportunity to receive feedback on the proposed program's overall concepts and name, rather than receiving feedback from the Community Action Team (CAT). We have also used the interviews as an opportunity to recruit potential members for the CAT. We found several participants in our in-depth interviews that were very enthusiastic about the project and willing to serve on the CAT. We were also notified that there is already a Community Action Team in place at JB-MDL so we have changed the name to Community Advisory Group (CAG).

We developed a Welcome Letter and email for the Airmen that agreed to participate in the CAG. Emails went out to them to discuss if they were still available to participate. At that point, we found that several Airmen were unable to participate due to being PCS'd or for health reasons. We took that opportunity to extend the invitation to all Airmen that we interviewed as an additional measure of recruitment. An Introduction Letter and email was drafted for these Airmen.

Two members from the research team will be conducting in-person CAG meetings at JB-MDL early next quarter. This will include three one and a half hour, meetings (Junior Enlisted, Emerging Leaders, and Subject Matter Experts) to occur over the course of two days. Once logistics are in place, meeting invitations will be sent out to each member with date, time, location, and other meeting specifications. Prior to the meetings, participants will receive a meeting agenda that details how the meeting will be structured and what will be discussed. The initial CAG meetings will be used to elicit feedback on program theme options, look and feel of mood boards and scenes, and program activities including but not limited to appropriateness of language, context, and relatability. A CAG meeting packet will also be developed to obtain Airmen feedback throughout the meeting, this will include: demographics, differential semantic rating scales, *X-CoRe* program themes, mood board rankings/comments, and skill-building activity content.

Major activities accomplished for Objective 1.3 in Year 1 include:
1. Recruitment of members for the CAG
2. Development of Welcome Letter and email
3. Development of Introduction Letter and email

Major activities that are planned in Year 2 include:
1. Conduct quarterly CAG meetings (first meeting scheduled for late October 2021)

Objective 1.4 - Develop BBW 2.0 design documents and develop the prototype including alpha testing
We are currently in the process of finalizing design documents for each of the modules. We have completed

draft design documents for all ten online modules, and had our full research team review six of the modules. Feedback from the research team will be used to continue to inform and refine the modules to ensure adequate knowledge and skill-building methods and practical applications are being used. Meetings with the CAG will be used to elicit feedback on the methods and practical applications within these modules. We will also obtain feedback on the overall look and feel of the program, program theme options, and skill-building activity content. Revisions will be made accordingly based on feedback from our full research team and the CAG. The feedback will also be used to refine the program's features which will inform the next step of IM – developing the prototype.

Weekly meetings have been used to discuss and collaborate on the mood boards, scenes, and characters with our software developer, Radiant, LLC (Radiant). We have collaborated with Radiant to produce three distinct mood boards for the program: 3D realistic, 3D toon, and illustrative. We have also worked with them on appropriate activity scenes that will be used in the program, such as a house, bar, and office location. Additionally, various characters for the program have been developed to determine. While the research team and JB-MDL/DoD stakeholders have their preferences, the decision for look and feel choices will ultimately be based on the consensus of CAG members. We intend this program to be something that the Airmen can resonate with and will use their feedback to inform the program throughout the entire development process.

Radiant will also be helping to produce an *X-CoRe* logo that is strategically designed to include the Air Force colors, core values, and the program name (*Code of Respect*). In addition, they will continue to work on scenes and character content for the program which we will all be presented to the CAG for feedback as development occurs.

Major activities accomplished for Objective 1.4 include:
1. Development of draft design documents (online Modules 1 – 10)
2. Mood boards, scenes, and characters for *X-CoRe*

Major activities that are planned include:
1. Finalize design documents
2. Finalize *X-CoRe* mood boards, scenes, and characters
3. Develop *X-CoRe* logo
4. Develop *X-CoRe* prototype

What opportunities for training and professional development has the project provided?
If the project was not intended to provide training and professional development opportunities or there is nothing significant to report during this reporting period, state "Nothing to Report."

Describe opportunities for training and professional development provided to anyone who worked on the project or anyone who was involved in the activities supported by the project. "Training" activities are those in which individuals with advanced professional skills and experience assist others in attaining greater proficiency. Training activities may include, for example, courses or one-on-one work with a mentor. "Professional development" activities result in increased knowledge or skill in one's area of expertise and may include workshops, conferences, seminars, study groups, and individual study. Include participation in conferences, workshops, and seminars not listed under major activities.

Professional development activities were held in the form of training sessions/meetings for the research coordinator, two research assistants, and one graduate research assistant (master's level). All training sessions were conducted by the PI. Topics included Intervention Mapping; qualitative research methods including developing interview questions, conducting interviews, coding of qualitative data, and data analysis; identifying and selecting theoretical methods and strategies; development of matrices; and development of program design documents. Future professional development opportunities that include participation in professional conferences are planned for year 2.

How were the results disseminated to communities of interest?
If there is nothing significant to report during this reporting period, state "Nothing to Report."

Describe how the results were disseminated to communities of interest. Include any outreach activities that were undertaken to reach members of communities who are not usually aware of these project activities, for the purpose of enhancing public understanding and increasing interest in learning and careers in science, technology, and the humanities.

Preliminary findings from our in-depth interviews were presented to our collaborators at JB-MDL and DoD at our monthly meetings. Upon completion of the data analysis, a manuscript/report will be developed and submitted to JB-MDL and to a peer-reviewed journal for publication.

What do you plan to do during the next reporting period to accomplish the goals?
If this is the final report, state "Nothing to Report."

Describe briefly what you plan to do during the next reporting period to accomplish the goals and objectives.

Objective 1.1 - Identify attitudes and beliefs towards sexual harassment (SH) and sexual assault (SA) and prevention among Junior Enlisted Service members.

Major activities that are planned for the next reporting period include:
1. Conclude analysis of interview data
2. Develop manuscript

Objective 1.3 - Conduct review of BBW 2.0 concepts and wireframes to test acceptability and perceived feasibility for use in the context of the military by the Joint Base McGuire-Dix-Lakehurst (JBMDL) Community Action Team to inform BBW 2.0 design

Major activities that are planned for the next reporting period include:
1. Confirm date/time/location logistics with stakeholders at JB-MDL
2. Produce and deliver meeting invitations to CAG members
3. Produce CAG meeting PowerPoint
4. Develop CAG meeting feedback packet
5. Conduct quarterly CAG and Subject Matter Experts meetings

Objective 1.4 - Develop BBW 2.0 design documents and develop the prototype including alpha testing

Major activities that are planned include:
1. Finalize design documents
2. Finalize *X-CoRe* mood boards, scenes, and characters
3. Develop *X-CoRe* logo
4. Develop *X-CoRe* prototype

4. **IMPACT:** D*escribe distinctive contributions, major accomplishments, innovations, successes, or any change in practice or behavior that has come about as a result of the project relative to:*

What was the impact on the development of the principal discipline(s) of the project?
If there is nothing significant to report during this reporting period, state "Nothing to Report."

Describe how findings, results, techniques that were developed or extended, or other products from the project made an impact or are likely to make an impact on the base of knowledge, theory, and research in the principal disciplinary field(s) of the project. Summarize using language that an intelligent lay audience can understand (Scientific American style).

The findings from our in-depth interviews will have a major contribution to the field of sexual assault prevention in the military. This was the first study, to our knowledge, to assess active-duty Airmen's attitudes and beliefs regarding reporting incidents of SH and SA. Our study also identified Airmen's perceptions of current SH and SA prevention training and areas for improvement. The findings from the in-depth interviews highlight areas to target within primary prevention programs and advance our knowledge on the factors that may facilitate or prevent reporting incidents of SH and SA among active duty service members.

What was the impact on other disciplines?
If there is nothing significant to report during this reporting period, state "Nothing to Report."

Describe how the findings, results, or techniques that were developed or improved, or other products from the project made an impact or are likely to make an impact on other disciplines.

Findings from our in-depth interviews will also make significant contributions to the field of sexual assault prevention in the general population. Few studies have identified factors associated to reporting incidents of SA. Our study population included a significant number of young adults/college-aged youth, who are most at risk for SA in the general population. Thus, the findings from our study could be generalized to civilian populations of similar ages.

What was the impact on technology transfer?
If there is nothing significant to report during this reporting period, state "Nothing to Report."

Describe ways in which the project made an impact, or is likely to make an impact, on commercial technology or public use, including:
- *transfer of results to entities in government or industry;*
- *instances where the research has led to the initiation of a start-up company; or*
- *adoption of new practices.*

Nothing to Report

What was the impact on society beyond science and technology?
If there is nothing significant to report during this reporting period, state "Nothing to Report."

Describe how results from the project made an impact, or are likely to make an impact, beyond the bounds of science, engineering, and the academic world on areas such as:
- *improving public knowledge, attitudes, skills, and abilities;*
- *changing behavior, practices, decision making, policies (including regulatory policies), or social actions; or*
- *improving social, economic, civic, or environmental conditions.*

SA in the military has gained national and local attention due to recent high profile cases. Our study is the first step to understanding attitudes towards SH and SA, reporting incidents, and prevention strategies among a military population. Thus, our findings will increase the public's knowledge as to the factors associated to reporting incidents and what factors primary prevention efforts should target.

5. **CHANGES/PROBLEMS:** *The PD/PI is reminded that the recipient organization is required to obtain prior written approval from the awarding agency grants official whenever there are significant changes in the project or its direction. If not previously reported in writing, provide the following additional information or state, "Nothing to Report," if applicable:*

Changes in approach and reasons for change
Describe any changes in approach during the reporting period and reasons for these changes. Remember that significant changes in objectives and scope require prior approval of the agency.

There were no significant changes in objectives and scope. However, we did make minor changes to our protocols. Initially, we were delayed in conducting in-depth interviews with Junior Airmen and their supervisors. This delay was due to the change in protocol. Because of COVID-19 and current shutdowns, we decided to conduct in-depth interviews rather than focus groups in a virtual environment to keep all parties safe from COVID-19 and allow for honest and more accurate responses. The protocol and other study materials (e.g., flyers and consent form) were revised appropriately and submitted to UTHealth IRB. While UTHealth IRB approved of the changes rather quickly, we continued to have delays on HRPO approval.

Once we received approval from HRPO, we began rolling recruitment and interviews. We had some difficulties recruiting junior Enlisted, males, and officers for our in-depth interviews. Some feedback we received during the recruitment process was that Airmen thought that they had to be a victim of sexual assault in order to participate in the interviews. Therefore, we made revisions to the recruitment flyer to make clear the eligibility requirements. We also implemented other strategies for recruitment such as displaying the flyer on the login screen on computers as Airmen log on to their work computers. Additionally, we began to meet more frequently with our collaborators at JB-MDL to provide more frequent updates on recruitment efforts.

Although we experienced delays in obtaining IRB and HRPO approval, these delays did not impact the overall timeline for Year 1. Once approvals were received, recruitment began and interviews were conducted. Because we were conducting interviews with Airmen later in the year and obtaining information to inform the development of the program, we did not believe it was necessary to form and meet with the CAG at the same time as the interviews were being conducted. The information that we would have received from the CAG was the same type of information that we received from our in-depth interviews. However, we

plan to meet with our CAG beginning in October of year 2.

Actual or anticipated problems or delays and actions or plans to resolve them
Describe problems or delays encountered during the reporting period and actions or plans to resolve them.

We do not anticipate major challenges that will impede progress. We experienced some delays in obtaining IRB and HRPO approval and some difficulties recruiting Airmen to participate in in-depth interviews. However, we worked closely with the Violence Prevention Integrator (VPI) and Sexual Assault Prevention and Response Coordinator (SARC) at JB-MDL to create a comprehensive recruitment plan. While the HRPO approval was still pending, we used that time to establish an interview and recruitment protocol that allowed for a smooth recruitment and interview scheduling process.

As in-depth interviews were occurring, we continued moving forward with developing *X-CoRe* so that the development of the program was not significantly delayed. We have refined aspects of the program's concepts based on the feedback that we received from the interviews including but not limited to the scope and sequence and name of the program. We will continue to refine the program as we receive feedback from our CAG. However, because we conducted interviews vs. focus groups, this took longer than anticipated to collect and analyze data to inform our work. Consequently, the development of the prototype by our software developer (Radiant) was also slightly delayed. However, we do not anticipate the delay to impact the overall timeline of the project.

Additionally, while we did not meet with the CAG in year 1, we used our time at the conclusion of our in-depth interviews to recruit participants to serve on the CAG. This has significantly reduced our recruitment time and efforts for the CAG and we have plans to begin our quarterly meetings with the CAG at the beginning of year 2.

Changes that had a significant impact on expenditures
Describe changes during the reporting period that may have had a significant impact on expenditures, for example, delays in hiring staff or favorable developments that enable meeting objectives at less cost than anticipated.

Due to COVID-19 and students' hesitation to work during the pandemic, we were challenged in hiring the three graduate assistants that we intended to hire. We identified three individuals to join the team in the second quarter of the year and started assisting with project activities upon HR approval.

Our intention to conduct in-person focus groups at JB-MDL was halted due to COVID-19 and concern for participants' safety. Additionally, the IPR was held virtually this year. For these reasons, no travel and related expenditures occurred during Year 1. However, we have plans to travel in year 2 to JB-MDL to meet with the CAG in person. Our first scheduled trip is in late October. We also plan to attend professional development conferences year 2 to disseminate our findings from our in-depth interviews.

Additionally, because we conducted interviews vs. focus groups, which took longer to conduct and analyze the data, we took longer than anticipated to develop the program's concepts and design documents. This resulted in delays in the prototype development by our software developer (Radiant). Thus, not all of the expenditures for intervention development have occurred for year 1, but we fully anticipate these expenses in year 2 and have encumbered the funds.

Significant changes in use or care of human subjects, vertebrate animals, biohazards, and/or select agents

Describe significant deviations, unexpected outcomes, or changes in approved protocols for the use or care of human subjects, vertebrate animals, biohazards, and/or select agents during the reporting period. If required, were these changes approved by the applicable institution committee (or equivalent) and reported to the agency? Also specify the applicable Institutional Review Board/Institutional Animal Care and Use Committee approval dates.

Significant changes in use or care of human subjects

Amendments were submitted to UTHealth IRB and HRPO for approval for changes in the interview protocol, consent form, and recruitment materials. Prior to COVID-19, our intentions were to conduct in-person focus groups with 25 Junior Enlisted Service members and 25 Supervisors and Officers of the United States Air Force at JB-MDL. To ensure the safety of Airmen and our research team, the focus groups were adapted to virtual one-on-one interviews. Revisions were made to the protocol, consent form, and recruitment materials to adjust for said changes. UTHealth IRB approved changes on 07/24/21, HRPO approved changes on 03/05/21.

Significant changes in use or care of vertebrate animals

Not applicable

Significant changes in use of biohazards and/or select agents

Not applicable

6. **PRODUCTS:** *List any products resulting from the project during the reporting period. If there is nothing to report under a particular item, state "Nothing to Report."*

- **Publications, conference papers, and presentations**
  Report only the major publication(s) resulting from the work under this award.

  Journal publications. *List peer-reviewed articles or papers appearing in scientific, technical, or professional journals. Identify for each publication: Author(s); title; journal; volume: year; page numbers; status of publication (published; accepted, awaiting publication; submitted, under review; other); acknowledgement of federal support (yes/no).*

  Nothing to Report.

Books or other non-periodical, one-time publications. *Report any book, monograph, dissertation, abstract, or the like published as or in a separate publication, rather than a periodical or series. Include any significant publication in the proceedings of a one-time conference or in the report of a one-time study, commission, or the like. Identify for each one-time publication: author(s); title; editor; title of collection, if applicable; bibliographic information; year; type of publication (e.g., book, thesis or dissertation); status of publication (published; accepted, awaiting publication; submitted, under review; other); acknowledgement of federal support (yes/no).*

Nothing to Report.

Other publications, conference papers and presentations. *Identify any other publications, conference papers and/or presentations not reported above. Specify the status of the publication as noted above. List presentations made during the last year (international, national, local societies, military meetings, etc.). Use an asterisk (*) if presentation produced a manuscript.*

Nothing to Report

- **Website(s) or other Internet site(s)**
  List the URL for any Internet site(s) that disseminates the results of the research activities. A short description of each site should be provided. It is not necessary to include the publications already specified above in this section.

Nothing to Report

- **Technologies or techniques**
  Identify technologies or techniques that resulted from the research activities. Describe the technologies or techniques were shared.

Nothing to Report

- **Inventions, patent applications, and/or licenses**
  Identify inventions, patent applications with date, and/or licenses that have resulted from the research. Submission of this information as part of an interim research performance

progress report is not a substitute for any other invention reporting required under the terms and conditions of an award.

> Nothing to Report

- **Other Products**
  Identify any other reportable outcomes that were developed under this project. Reportable outcomes are defined as a research result that is or relates to a product, scientific advance, or research tool that makes a meaningful contribution toward the understanding, prevention, diagnosis, prognosis, treatment and /or rehabilitation of a disease, injury or condition, or to improve the quality of life. Examples include:
  - *data or databases;*
  - *physical collections;*
  - *audio or video products;*
  - *software;*
  - *models;*
  - *educational aids or curricula;*
  - *instruments or equipment;*
  - *research material (e.g., Germplasm; cell lines, DNA probes, animal models);*
  - *clinical interventions;*
  - *new business creation; and*
  - *other.*

> - Study protocol
> - In-depth interview guide
> - Recruitment materials: flyer, email, paragraph for daily electronic announcements
> - Consent form
> - *X-CoRe* Behavioral Outcomes & Performance Objectives
> - Airmen, Leadership, and Installation Matrices
> - *X-Core* Scope & Sequence
> - Interview & Recruitment Protocol
> - Interview Tracking Log
> - *X-Core* Modules 1 – 10 (draft)
> - *X-Core* Design document (draft)

7. PARTICIPANTS & OTHER COLLABORATING ORGANIZATIONS

What individuals have worked on the project?
Provide the following information for: (1) PDs/PIs; and (2) each person who has worked at least one person month per year on the project during the reporting period, regardless of the source of compensation (a person month equals approximately 160 hours of effort). If information is unchanged from a previous submission, provide the name only and indicate "no change".

Name: *Mary Smith*
Project Role: *Graduate Student*
Researcher Identifier (e.g. ORCID ID): *1234567*
Nearest person month worked: *5*

Contribution to Project: *Ms. Smith has performed work in the area of combined error-control and constrained coding.*
Funding Support: *The Ford Foundation (Complete only if the funding support is provided from other than this award.)*

Name: Belinda Hernandez, PhD
Project Role: Principal Investigator
Researcher Identifier: 0000-0002-9368-2623
Nearest person month worked: 1
Contribution to Project: No change

Name: Melissa Peskin, PhD
Project Role: Co-Investigator
Researcher Identifier: 0000-0003-0771-9336
Nearest person month worked: 1
Contribution to Project: No change.

Name: Christine Markham, PhD
Project Role: Co-Investigator
Researcher Identifier: 0000-0003-0587-894X
Nearest person month worked: 1
Contribution to Project: No change.

Name: Ross Shegog, PhD
Project Role: Co-Investigator
Researcher Identifier: 0000-0003-2750-0817
Nearest person month worked: 1
Contribution to Project: No change.

Name: Maria Fernandez, PhD
Project Role: Co-Investigator
Researcher Identifier: 0000-0002-7979-7379
Nearest person month worked: 1
Contribution to Project: No change.

Name: Susan Tortolero Emery, PhD
Project Role: Co-Investigator
Researcher Identifier: 0000-0003-1721-8607
Nearest person month worked: 1
Contribution to Project: No change.

Name: Robert Addy, PhD

Project Role: Data Manager
Researcher Identifier: 0000-0002-8690-497X
Nearest person month worked: 1
Contribution to Project: No change.

Name: Laura Thormaehlen, MPH
Project Role: Research Coordinator
Researcher Identifier: N/A
Nearest person month worked: 1
Contribution to Project: No change.

Name: Rejane Andina Texeira, MPH
Project Role: Research Assistant
Researcher Identifier: N/A
Nearest person month worked: 1
Contribution to Project: No change.

Name: Amanda Li, MPH
Project Role: Research Assistant
Researcher Identifier: N/A
Nearest person month worked: 1
Contribution to Project: No change.

Name: Mary B. Bowie
Project Role: Graduate Research Assistant
Researcher Identifier: N/A
Nearest person month worked: 1
Contribution to Project: No change.

Name: Tasha Etheridge
Project Role: Research Coordinator
Researcher Identifier: N/A
Nearest person month worked: 1
Contribution to Project: No change.

Has there been a change in the active other support of the PD/PI(s) or senior/key personnel since the last reporting period?
If there is nothing significant to report during this reporting period, state "Nothing to Report."

If the active support has changed for the PD/PI(s) or senior/key personnel, then describe what the change has been. Changes may occur, for example, if a previously active grant has closed and/or if a previously pending grant is now active. Annotate this information so it is clear what has changed from the previous submission. Submission of other support information is not necessary for pending changes or for changes in the level of effort for active support reported previously. The awarding agency may require prior written approval if a change in active other support significantly impacts the effort on the project that is the subject of the project report.

> Nothing to Report.

What other organizations were involved as partners?
If there is nothing significant to report during this reporting period, state "Nothing to Report."

Describe partner organizations – academic institutions, other nonprofits, industrial or commercial firms, state or local governments, schools or school systems, or other organizations (foreign or domestic) – that were involved with the project. Partner organizations may have provided financial or in-kind support, supplied facilities or equipment, collaborated in the research, exchanged personnel, or otherwise contributed.

Provide the following information for each partnership:
Organization Name:
Location of Organization: (if foreign location list country)
Partner's contribution to the project (identify one or more)
- *Financial support;*
- *In-kind support (e.g., partner makes software, computers, equipment, etc., available to project staff);*
- *Facilities (e.g., project staff use the partner's facilities for project activities);*
- *Collaboration (e.g., partner's staff work with project staff on the project);*
- *Personnel exchanges (e.g., project staff and/or partner's staff use each other's facilities, work at each other's site); and*
- *Other*

> Organization Name: Radiant, LLC
> Location of Organization: Virginia
> Partner's contribution to the project: Online program application software development

8. SPECIAL REPORTING REQUIREMENTS

COLLABORATIVE AWARDS: *For collaborative awards, independent reports are required from BOTH the Initiating Principal Investigator (PI) and the Collaborating/Partnering PI. A duplicative report is acceptable; however, tasks shall be clearly marked with the responsible PI and research site. A report shall be submitted to **https://ers.amedd.army.mil** for each unique award.*

QUAD CHARTS: *If applicable, the Quad Chart (available on https://www.usamraa.army.mil) should be updated and submitted with attachments.*

9. APPENDICES: *Attach all appendices that contain information that supplements, clarifies or supports the text. Examples include original copies of journal articles, reprints of manuscripts and abstracts, a curriculum vitae, patent applications, study questionnaires, and surveys, etc.*

LIST OF APPENDICES

1. **Appendix A: X-CoRe Moderator Guide for Interviews**
2. **Appendix B: Post-Interview Survey**
3. **Appendix C: Post-Interview Survey Preliminary Results**

APPENDIX A. X-CoRe Moderator Guide for Interviews

INTRODUCTION

Thank you for spending the next hour with me. My name is Dr. Belinda Hernandez and I'm from the UTHealth, School of Public Health. As you know, we will be talking about sexual harassment and assault in your work and social environment. I am interested in learning more about what you think about this topic, who you believe is most at risk, what factors may contribute to the problem, and how we can prevent it.

I realize that people have different experiences and also have different thoughts about this issue. The reason why I am here today is because I want to listen. I want to learn what you think may increase someone's risk of being sexually harassed or assaulted, and also, I want to get your ideas for how we can help prevent the issue. I am not here to judge anyone.

Today we will be conducting this interview in a secured virtual meeting space. This virtual meeting space is not open to the public. No one else on the internet will be able to enter into this meeting space and hear your responses.

I have found that some people use their own experience or the experiences of close friends as a frame of reference when describing what they think. If you do so, I ask that you please do not mention any personal names, specific times in which an event might have occurred, names of units or squads, or any other information that might identify an individual or group of individuals.

Also, some people may have experienced a sexual assault or harassment either before or after joining the military. I ask that you do not talk about these experiences specifically. You will be given a list of resources if you would like to talk to someone about your experiences. If you feel uncomfortable during the discussion you may take a break and begin the discussion again when you feel ready.

As a reminder, participation in this interview is completely voluntary. You can choose not to answer any question at any time or you may decide to stop participating at any time.
What you say is for my information only. I will not share any of your answers with your commanders or fellow Airmen.

At the end of the discussion, I will ask you to complete a short 5 minute survey that asks about your background. The information gathered on this survey will be used to describe the type of Airmen who participated in the interviews and will not be used to find out your name.

Before we begin, let's establish some ground rules.

1. I want *you* to do the talking. As a reminder, you can choose not to answer any question that makes you uncomfortable.
2. There are no right or wrong answers, so answer the questions on how you really think or feel.
3. What is said here stays here. I will not share any of your answers with your commanders or fellow Airmen.

4. The interview will be recorded. I want to capture everything you have to say so I can be sure we understand your thoughts and opinions. I will not identify you by name in any reports or presentations. You will remain anonymous.

Do you have any questions?

INTERVIEW QUESTIONS

I am going to read you 8 short vignettes that describe a situation. After each vignette I will ask you a series of questions. Remember, there are no right or wrong answers. I am interested in learning what you really think and feel about the event. *[Vignettes will also be displayed on the screen.]*

Vignette 1: "Don't tempt me"

- Severity: Harassment (sexual comments/joke)
- Location: On base
- Offender: Opposite gender as participant

You are on base making copies of documents for a training that is going to happen in the next few days. The copy machine is in a small office space, against the wall directly in front of the door. No one else is in the room with you. While you are grabbing your documents from the copy machine you drop a sheet of paper. You bend down to pick it up. As soon as you do, a co-worker named Jake/Jane, who is the same rank as you, enters the room. He/She sees you bend down and immediately says "Oh, don't tempt me".

1. What would you do in this situation?
    a. Probe: Would you respond to Jake/Jane? If so, what would you say?
    b. Probe: What would keep you from responding?
2. Would you report this situation? Why/Why not?
    a. Who would you report to? Why?
3. What would help you handle a situation like this? What resources would you refer to if put in this situation? Is there any type of educational training that could help?
    a. Probe: Anything that leadership could do to help in this situation?
    b. Probe: Anything that your peers could do?
4. [LEADERS ONLY] How would you respond if one of your Airmen told you that this happened to them?
5. Is there anything that you, your unit, or the military in general could do to help prevent a situation like this in the first place?
6. What if Jake/Jane was higher ranking than you? Would this change what you would do? Would this change how you would respond? Explain.
    a. Would you report this situation? Why/Why not?
        i. Who would you report to?
    b. Would there be anything else that would help you handle a situation like this, such as a training? Leadership? Peers?

7. What if Jake/Jane was lower ranking than you? Would this change what you would do? Would this change how you would respond? Explain.
   a. Would you report this situation? Why/Why not?
      i. Who would you report to?
   b. Would there be anything else that would help you handle a situation like this, such as a training? Leadership? Peers?
8. What if Jake/Jane was a female/male (same gender as participant)? Would this change what you would do? Would this change how you would respond? Explain.
   a. Would you report this situation? Why/Why not?
      i. Who would you report to?
   b. Would there be anything else that would help you handle a situation like this, such as a training? Leadership? Peers?
9. On a scale of 1 to 10 with 1 being not at all likely and 10 being very likely, how likely would someone from your unit actually be in a situation like this?
   a. What seems realistic or unrealistic?

Vignette 2: "Don't stress"

- Severity: Harassment (inappropriate advance)
- Location: On base
- Offender: Opposite gender as participant

You are at work, working on a task that needs to be done by the next day. You are starting to feel stressed about finishing the task on time and you express your feelings to your co-workers. Your co-worker, Samantha/Samuel, who is the same rank as you, hears you and walks over to you and asks if there is anything he/she can do to help. You start explaining what else needs to be done and while you are talking, Samantha/Samuel starts massaging your shoulders and says "Don't stress out. You are going to finish it by tomorrow".

1. What would you do in this situation?
   a. Probe: What would you say to Samantha/Samuel, if anything?
   b. Probe: What would keep you from responding or confronting Samantha/Samuel?
2. Would you report this situation? Why/Why not?
   a. Who would you report to? Why?
3. What would help you handle a situation like this? What resources would you refer to if put in this situation? Is there any type of educational training that could help?
   a. Probe: Anything that leadership could do to help in this situation?
   b. Probe: Anything that your peers could do?
4. [LEADERS ONLY] How would you respond if one of your Airmen told you that this happened to them?
5. Is there anything that you, your unit, or the military in general could do to help prevent a situation like this in the first place?
6. What if Samantha/Samuel was higher ranking than you? Would this change what you would do? Would this change how you would respond? Explain.

a. Would you report this situation? Why/Why not?
            i. Who would you report to?
        b. Would there be anything else that would help you handle a situation like this, such as a training? Leadership? Peers?
7. What if Samantha/Samuel was lower ranking than you? Would this change what you would do? Would this change how you would respond? Explain.
        a. Would you report this situation? Why/Why not?
            i. Who would you report to?
        b. Would there be anything else that would help you handle a situation like this, such as a training? Leadership? Peers?
8. What if Samantha/Samuel was a female/male? Would this change what you would do? Would this change how you would respond? Explain.
        a. Would you report this situation? Why/Why not?
            i. Who would you report to?
        b. Would there be anything else that would help you handle a situation like this, such as a training? Leadership? Peers?
9. On a scale of 1 to 10 with 1 being not at all likely and 10 being very likely, how likely would someone from your unit actually be in a situation like this?
        a. What seems realistic or unrealistic?

Vignette 3: "The Acquaintance"

- Severity: Assault (Rape)
- Location: Off base
- Offender: Opposite gender as participant

You have worked with Jennifer/John for the past year in the same unit. You've hung out with Jennifer/John a few times and have had sex once before, but you never entered into a relationship with him/her. One night, you see Jennifer/John at a friend's house party. You hang out, talking and drinking. You realize that most of your friends have gone home and it is getting close to 3 am. You and Jennifer/John start kissing. Jennifer/John starts undressing you and before you know it, you are both naked. You don't feel right about it and you say "Maybe we should wait until we are sober." Jennifer/John says "Come on, we have done it before, what's the big deal?". You protest but Jennifer/John keeps going. Even though you are having sex, you don't want to anymore.

1. What would you do in this situation?
        a. Probe: Would you respond to Jennifer/John? If so, what would you say?
        b. Probe: What would keep you from responding?
2. Would you report this situation? Why/Why not?
        a. Who would you report to? Why?
3. What would help you handle a situation like this? What resources would you refer to if put in this situation? Is there any type of educational training that could help?
        a. Probe: Anything that leadership could do to help in this situation?
        b. Probe: Anything that your peers could do?

4. [LEADERS ONLY] How would you respond if one of your Airmen told you that this happened to them?
5. Is there anything that you, your unit, or the military in general could do to help prevent a situation like this in the first place?
6. What if Jennifer/John was higher ranking than you? Would this change what you do? Would this change how you would respond? Explain.
   a. Would you report this situation? Why/Why not?
      i. Who would you report to?
   b. [If participant thinks this is sexual harassment/assault] Would there be anything else that would help you handle a situation like this, such as a training? Leadership? Peers?
7. What if Jennifer/John was lower ranking than you? Would this change what you do? Would this change how you would respond? Explain.
   a. Would you report this situation? Why/Why not?
      i. Who would you report to?
   b. Would there be anything else that would help you handle a situation like this, such as a training? Leadership? Peers?
8. What if Jennifer/John was a female/male? Would this change what you do? Would this change how you would respond? Explain.
   a. Would you report this situation? Why/Why not?
      i. Who would you report to?
   b. [If participant thinks this is sexual harassment/assault] Would there be anything else that would help you handle a situation like this, such as a training? Leadership? Peers?
9. On a scale of 1 to 10 with 1 being not at all likely and 10 being very likely, how likely would someone from your unit actually be in a situation like this?
   a. What seems realistic or unrealistic?

Beliefs about Sexual harassment, Assault, and Rape
Now we are going to review each of the vignettes we just discussed and discuss if you think what happened is sexual harassment, assault, rape, or none of the above. [Interviewer reviews the vignette with participant and asks the questions below after reviewing each vignette.]
10. Would you consider this vignette as sexual harassment, sexual assault, rape, or none of the above? Explain.
    a. Probe [if participant does not discuss this in initial response]: What information did you use to help you make this decision?
    b. Probe: [For vignettes 6-8] What would you do to let the person know that she/he could do this? (How would you give consent?)

PREVENTION PROGRAMS

Thank you for your honest answers! We are almost done. The next questions are about prevention programming.

1. Were there any sexual assault and sexual harassment prevention programs that you have previously taken that informed your decisions in the previous vignettes that were discussed?
    a. How much did they influence the way you would handle yourself in these situations?
    b. If you had not taken part in those programs, do you think you would have given the same answers?
2. If you could create a prevention program that you believe would be helpful in averting sexual harassment and assault, what would it look like?
    a. Probe: In-person vs. online? What features or activities would you like to see in an online program? Should it be a game, modules, or assignments?
        i. Probe (in-person): If it were in person, who would you want to deliver the program? Where should it be held? How long would it last? Would airmen be in separate programs or mixed? Would airmen of unequal rank be in separate programs or mixed?
    b. Probe: What do you think is the most important thing to talk about in a sexual assault prevention program for the military?
    c. Probe: What incentive should be given for taking the training?
3. What do you think the prevention program should be called?
    a. Probe: [If no response from participants] What do you think of the name Building a Better Workplace for a sexual harassment and assault prevention program?

APPENDIX 2. Post-Interview Survey

Building a Better Workplace*: A Sexual Harassment and Assault Prevention Program for Active Duty Service Members

Thank you for participating in our survey. Completing this survey is voluntary. **The answers you give will be anonymous**. No one will know how you answered the question. The questions will be used only to describe the type of Airmen participating in the interview.

DEMOGRAPHICS

1. What is your age? _____

2. What is your gender? (Select one) a. Male   b. Female

3. What is your race? (Select all that apply)
    a. American Indian or Alaska Native
    b. Asian
    c. Black or African American
    d. Native Hawaiian or other Pacific Islander
    e. White
    f. Hispanic or Latino

4. What is your current marital status?
    a. Single, never married
    b. Co-habituating
    c. Single, divorced
    d. Married
    e. Married, separated
    f. Widowed

5. What is your current dating status?
    a. I do not date
    b. I date casually
    c. I am involved in a long-term monogamous relationship (duration of 6 months or longer)
    d. I am engaged
    e. I am married

6. What is your career field or AFSC? (OPEN ENDED)

7. What is your current rank in the Air Force?
    a. E-4 or below
    b. E-5 to E-9
    c. O-1 to O3
    d. O4 or higher

8. Counting this year as a full year, how many years have you been on Active Duty in the military (total active service)?
    a. 1 – 2 years
    b. 3 – 5 years
    c. 6 – 9 years
    d. 10 years or more

9. Counting this year as a full year, how many years have you been stationed at Joint Base McGuire-Dix-Lakehurst?
    a. 1 year
    b. 2 years
    c. 3 years
    d. 4 or more years

SEXUAL HARASSMENT/ASSAULT PREVENTION

10. How often do you participate in military trainings related to sexual harassment or assault?
    a. About once a year
    b. Between two to four times a year
    c. About once a month
    d. Twice a month
    e. More than two times a month

11. What type of training was the **last** sexual harassment/assault training you attended? *Please select one.*
    a. In-person training with a lecturer/presenter/facilitator
    b. Webinar (on the internet with a moderator)
    c. Self-study course
    d. Other, please specify: (open ended)

12. What kinds of activities were included in the **last** sexual harassment/assault training you attended? *Please select all that apply.*
    a. PowerPoint lecture
    b. Small group discussions
    c. Case studies
    d. Demonstrations (facilitator showed you how to do something)
    e. Practical exercises (activities that let you practice what you learned)

f. Role plays
g. Video(s)
h. Panel discussion
i. Computer activities
j. Other, please specify: (open ended)

13. From the list below, please select the topics that were discussed in the **last** sexual harassment/assault training you attended: *Please select all that apply*.
    a. What actions are considered sexual harassment
    b. What actions are considered sexual assault
    c. How to report an incident of sexual harassment or assault
    d. Healthy peer and romantic relationships
    e. How to give active consent to participate in sexual acts
    f. The importance of receiving active consent to participate in sexual acts
    g. How to say 'no' to something you do not want to do
    h. How to avoid situations that may increase your risk of being sexually harassed or assaulted
    i. How to get out of a situation that may increase your risk of being sexually harassed or assaulted
    j. What to do if someone you know may be in a situation that may increase his/her risk of being sexually harassed or assaulted
    k. What to do if someone tells you that he/she has been sexually harassed or assaulted
    l. Resources available for someone who has experienced a sexual harassment or assault
    m. None of these topics were covered in my last sexual harassment/assault training
    n. Other, please specify: (open ended)

14. From the list below, what topics do you think were **not discussed enough** in the sexual harassment and assault trainings you have attended *during the past 12 months*?

    a. What actions are considered sexual harassment
    b. What actions are considered sexual assault
    c. How to report an incident of sexual harassment or assault
    d. Healthy peer and romantic relationships
    e. How to give active consent to participate in sexual acts
    f. The importance of receiving active consent to participate in sexual acts
    g. How to say 'no' to something you do not want to do
    h. How to avoid situations that may increase your risk of being sexually harassed or assaulted

i.   How to get out of a situation that may increase your risk of being sexually harassed or assaulted

j.   What to do if someone you know may be in a situation that may increase his/her risk of being sexually harassed or assaulted

k.   What to do if someone tells you that he/she has been sexually harassed or assaulted

l.   Resources available for someone who has experienced a sexual harassment or assault

m.   All of these were discussed enough

n.   Other, please specify: (open ended)

15. From the list below, what topics do you think were **discussed too much** in the sexual harassment and assault trainings you have attended *during the past 12 months*?

a.   What actions are considered sexual harassment

b.   What actions are considered sexual assault

c.   How to report an incident of sexual harassment or assault

d.   Healthy peer and romantic relationships

e.   How to give active consent to participate in sexual acts

f.   The importance of receiving active consent to participate in sexual acts

g.   How to say 'no' to something you do not want to do

h.   How to avoid situations that may increase your risk of being sexually harassed or assaulted

i.   How to get out of a situation that may increase your risk of being sexually harassed or assaulted

j.   What to do if someone you know may be in a situation that may increase his/her risk of being sexually harassed or assaulted

k.   What to do if someone tells you that he/she has been sexually harassed or assaulted

l.   Resources available for someone who has experienced a sexual harassment or assault

m.   None of these were discussed too much

n.   Other, please specify: (open ended)

16. What did you like the **most** about the last sexual harassment/assault training you attended? (open ended)

17. What did you like the **least** about the last sexual harassment/assault training you attended? (open ended)

18. Are they any other comments or suggestions about the current sexual harassment/assault trainings that you would like to tell us? (open ended)

[END OF SURVEY]: This is the end of the survey. Thank you for participating! The information you provided will us develop better sexual harassment and assault prevention trainings and will help us better engage Airmen in research studies.

If you would like more information about preventing sexual harassment or assault or if you would like to speak with someone about this issue, please contact the DoD Safe Helpline at 1-877-995-5247 or at safehelpline.org (live online chat 24/7).

If you have any questions about the study, please feel free to contact the study PI, Belinda Hernandez, PhD, at (210) 276-9021 or Belinda.Hernandez@uth.tmc.edu, and she will be glad to answer your questions.

Thank you again!
The Research Team

*This instrument was developed prior to the change in program name. For this reason it is titled Building a Better Workplace as opposed to Code of Respect (X-CoRe).

APPENDIX C. Post-Interview Survey Preliminary Results

Demographic Characteristics

Table 1: Demographic characteristics at exit survey of entire interview cohort

	Responses n (%)
Age (n= 27)	
19 – 24 years	11 (40.74%)
25 – 30 years	10 (37.04%)
31+ years	6 (22.22%)
Race (n= 26)	
White	12 (46.15%)
Black or African American	8 (30.77%)
Hispanic or Latino	4 (15.38%)
Multiple Races/Ethnicities	2 (7.69%)
American Indian or Alaska Native	--
Asian	--
Native Hawaiian or other Pacific Islander	--
Gender (n= 27)	
Male	14 (51.85%)
Female	13 (48.15)
Career Field (n= 27)	
Security Forces	8 (29.63%)
Material Management	4 (14.81%)
Airmen Dorm Leader	2 (7.41%)
Cyber	1 (3.70%)
Command and Control Operations	1 (3.70%)
Radar Airfield and Weather Systems	1 (3.70%)
Logistics Readiness Officer	1 (3.70%)
Air Transportation	1 (3.70%)
RF Transmission Systems	1 (3.70%)
EOD	1 (3.70%)
Emergency Management Specialist	1 (3.70%)
Contracting Officer	1 (3.70%)
Aerospace Ground Equipment	1 (3.70%)
Aircraft Mechanic	1 (3.70%)
Paralegal	1 (3.70%)
Precision Management Equip. Lab	1 (3.70%)
Marital Status (n= 27)	
Married	13 (48.15%)
Single, Never Married	12 (44.44%)
Single, Divorced/ Married, Separated	2 (7.41%)
Co-habituating	--

Widowed	--
Dating Status (n= 27)	
I am married or engaged	13 (48.15%)
I am involved in a long-term monogamous relationship (duration of 6 months or longer)	9 (33.33%)
I date casually	3 (11.11%)
I do not date	2 (7.41%)
Current Rank (n= 27)	
E4 or below	12 (44.44%)
E5 to E9	12 (44.44%)
O1 to O3	3 (11.11%)
O4 or higher	--
Total Active Service (n= 27)	
1 – 2 years	7 (25.93%)
3 – 5 years	8 (29.63%)
6 – 9 years	7 (25.93%)
10+ years	5 (18.52%)
Years at JBMDL (n= 27)	
1 year	10 (37.04%)
2 years	8 (29.63%)
3 years	4 (14.81%)
4 or more years	5 (18.52%)

Note: There were 27 completed surveys. Subjects did not always respond to every item on survey. Number of responses per question may vary.

Current Training Characteristics

Table 2: Current training characteristics at exit survey of entire interview cohort

	Responses n (%)
Participation in Military SH/SA Training (n= 26)	
About once a year	14 (53.85%)
Between two to four times a year	11 (42.31%)
About once a month	--
Twice a month	--
More than two times a month	1 (3.85%)
Type of Training for Last SH/SA (n= 26)	
In-person training with a lecturer/presenter/facilitator	14 (53.85%)
Webinar (on the internet with a mod.)	9 (34.62%)
Self-study course	2 (7.69%)
Other (Webinar; I was facilitator)	1 (3.85%)
Activities in Last SH/SA Training (n= 26)	
PowerPoint Lecture	23 (29.11%)
Small group discussions	14 (17.72%)
Video(s)	12 (15.19%)
Case studies	11 (13.92%)
Demonstrations	4 (5.06%)
Practical Exercises	4 (5.06%)
Role plays	4 (5.06%)
Computer activities	4 (5.06%)
Panel discussion	3 (3.80%)

Note: There were 27 completed surveys. Subjects did not always respond to every item on survey. Number of responses per question may vary.

Topics in SH/SA Training

Table 3: Topics discussed in SH/SA training in last 12 months

Topics	Discussed (n= 26) Responses n (%)	Discussed Not Enough (n= 26) Responses n (%)	Discussed Too Much (n= 25) Responses n (%)
What actions are considered sexual harassment	19 (12.58%)	7 (5.98%)	1 (3.33%)
What actions are considered sexual assault	19 (12.58%)	6 (5.13%)	2 (6.67%)
How to report an incident of sexual harassment or assault	23 (15.23%)	2 (1.71%)	2 (6.67%)
Healthy peer and romantic relationships	6 (3.97%)	16 (13.68%)	--
How to give active consent to participate in sexual acts	9 (5.96%)	11 (9.40%)	1 (3.33%)
The importance of receiving active consent to participate in sexual acts	15 (9.93%)	9 (7.69%)	1 (3.33%)
How to say "no" to something you do not want to do	10 (6.62%)	12 (10.26%)	1 (3.33%)
How to avoid situations that may increase your risk of being sexually harassed or assaulted	5 (3.31%)	14 (11.97%)	2 (6.67%)
How to get out of a situation that may increase your risk of being sexually harassed or assaulted	5 (3.31%)	14 (11.97%)	--
What to do if someone you know may be in a situation that may increase his/her risk of being sexually harassed or assaulted	N/A	11 (9.40%)	--
What to do if someone tells you that he/she has been sexually harassed or assaulted	18 (11.92%)	8 (6.84%)	1 (3.33%)
None of these topics were covered in my last sexual harassment/assault training	1 (0.66%)	N/A	N/A
All of these were discussed enough	N/A	3 (2.56%)	N/A
None of these were discussed too much	N/A	N/A	16 (53.33%)
Resources available for someone who has experienced a sexual harassment or assault	19 (0.66%)	3 (2.56%)	2 (6.67%)
Other (how to make a restricted report)	1 (0.66%)	N/A	1 (3.33%)
Other (Resources of how to handle	1 (0.66%)	N/A	N/A

trauma or second-hand trauma
from victims
Other (What to do if being
raped/sexually assaulted)   N/A   1 (0.85)   N/A

Note: Subjects did not always respond to every item at entry and exit survey; differing numbers of forms were collected at entry and exit surveys.

Table 4: Likes and Dislikes of SH/SA Trainings

Like Most about SH/SA Training	Like Least about SH/SA Training
1. Scenario-Based Group Discussions	1. Interactive
2. Small Group Size	2. Not inclusive (e.g. focused on only female victims, lack different settings, victim blaming)
3. Length (Quick)	3. Interactive