

AWARD NUMBER: W81XWH-20-2-0031

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

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REPORT DATE: October 2022

TYPE OF REPORT: Annual

PREPARED FOR: U.S. Army Medical Research and Development Command
Fort Detrick, Maryland 21702-5012

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REPORT DOCUMENTATION PAGE				Form Approved OMB No. 0704-0188	
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1. REPORT DATE OCTOBER 2022		2. REPORT TYPE ANNUAL		3. DATES COVERED 09/15/2021 – 09/14/2022	
4. TITLE AND SUBTITLE Building a Better Workplace: A Sexual Harassment and Assault Prevention Program for Active Duty Service Members				5a. CONTRACT NUMBER	
				5b. GRANT NUMBER W81XWH-20-2-0031	
				5c. PROGRAM ELEMENT NUMBER	
6. AUTHOR(S) Belinda Hernandez, PhD E-Mail: Belinda.Hernandez@uth.tmc.edu				5d. PROJECT NUMBER	
				5e. TASK NUMBER	
				5f. WORK UNIT NUMBER	
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) University of Texas Health Science Center at Houston 7000 Fannin St. Houston, TX 77030-5400				8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES) U.S. Army Medical Research and Development Command Fort Detrick, Maryland 21702-5012				10. SPONSOR/MONITOR'S ACRONYM(S)	
				11. SPONSOR/MONITOR'S REPORT NUMBER(S)	
12. DISTRIBUTION / AVAILABILITY STATEMENT Approved for Public Release; Distribution Unlimited					
13. SUPPLEMENTARY NOTES					
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 military.					
15. SUBJECT TERMS Sexual assault; Sexual harassment; Intervention development; Intervention Mapping; Technology-based intervention; Primary prevention					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES	19a. NAME OF RESPONSIBLE PERSON
a. REPORT	b. ABSTRACT	c. THIS PAGE			USAMRDC
Unclassified	Unclassified	Unclassified	Unclassified	60	19b. TELEPHONE NUMBER (include area code)

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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 acceptable, credible, and motivational appealing.

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
 - UTHHealth IRB approval received February 1, 2021
 - HRPO approval received March 5, 2021
 - Milestone: In-depth interviews conducted
 - 100% 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
 - Ongoing. First meeting completed October 2021. CAG Email correspondence. Second meeting completed May 2022.
- 1.4 - Develop BBW 2.0 design documents and develop the prototype including alpha testing (Feb. – Dec. 2021)
 - Milestone: Design documents developed
 - 85% of this milestone has been completed
 - Milestone: Prototype developed
 - 100% of this milestone has been completed
 - Milestone: Social marketing materials developed
 - 25% of this milestone has been completed
- 1.5 - Test usability of BBW 2.0 prototype (Jan. – Mar. 2022)
 - Milestone: Usability tests complete
 - 100% of this milestone has been completed
- 1.6 - Disseminate phase 1 findings (Apr. – May 2022)
 - Milestone: Written reports
 - 10% of this milestone has been completed

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
 - 0% of this milestone has been completed
- 2.2 - Develop the fully theoretically- and empirically-based BBW 2.0 program (Aug. 2022 – Feb. 2023)
 - Milestone: Program fully developed
 - 0% of this milestone has been completed
- 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.

This year we completed the analysis of data from the in-depth interviews we conducted with Airmen (n = 28) in April 2021- July 2021. We found that Airmen had mixed beliefs as to when an incident is considered sexual harassment (SH) and sexual assault (SA). This is largely due to the Airmen's relationship with the offender and the perceived severity of the offense. Airmen who know the offender or perceive an incident as having low severity are less likely to consider an incident as SH or SA and are less likely to report it. If the incident repeats or escalates then Airmen would be more likely to consider it offensive and report it. Other factors that influence Airmen's intention to report include fear of hurting the offender's career, perception that there will be no consequences for the offender, fear of repercussions if they report the incident (particularly if the offender is higher ranking), and perceptions of the (i.e., victim-blaming). The primary person the Airmen would report SA incidents to is the Sexual Assault Response Coordinator (SARC) and the primary person they would report SH incidents is their direct supervisor. Many Airmen believed SH/SA training should be interactive, engaging, and include more information about healthy peer and romantic relationships, avoiding situations that may increase risk, and saying "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 currently have two manuscripts in development from the in-depth interviews that will be used to disseminate our findings: 1) "It depends": Attitudes and perceptions of sexual harassment and assault and intentions to report incidents among Active duty Airmen, and 2) Attitudes and Perceptions of Current Sexual Harassment and Assault Prevention Training among Airmen: A mixed-methods study. We have also continued to develop a manuscript about the development of the program: Using Intervention Mapping to develop a sexual harassment and assault prevention program for Active duty Airmen.

We submitted three abstracts to the American Public Health Association's Annual Conference, and two were approved (one for a poster presentation and one for an oral presentation) to present at the November 2022 Annual Meeting and Expo. Approved abstracts included: 1) "It depends": Attitudes and perceptions of sexual harassment and assault and intentions to report incidents among Active-duty Airmen, and 2) Attitudes and perceptions of current sexual harassment and assault prevention training among airmen: a mixed methods study. Additionally, we presented our findings on Airmen's attitudes and perceptions of current sexual harassment and assault prevention training as a poster presentation at the UTHealth School of Public Health Student Research Day. The presentation won first place in both the judges' and popular vote categories.

Major activities accomplished for Objective 1.1 this reporting period include:

- Completed the in-depth interview data analysis
- Presented a scientific poster to the UTHealth SPH Student Research Day: *Attitudes and Perceptions of Current Sexual Harassment and Assault Prevention Training among Airmen: A Mixed Methods Study.*

- Continued developing a manuscript on Airmen's attitudes towards sexual harassment, sexual assault, and reporting incidents.
- Continued developing a manuscript on attitudes and perceptions of current SH/SA prevention in the Air Force.
- Continued developing a manuscript on using intervention mapping to develop a sexual assault prevention program
- Submitted three abstracts to the American Public Health Association's Annual Conference: 1) 1) "It depends": Attitudes and perceptions of sexual harassment and assault and intentions to report incidents among Active duty Airmen, 2) Attitudes and Perceptions of Current Sexual Harassment and Assault Prevention Training among Airmen: A mixed-methods study, and 3) Using Intervention Mapping to develop a sexual harassment and assault prevention program for Active duty Airmen.

Major activities that are planned include:

1. Finalize three manuscripts of findings and submit to peer-reviewed journals

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

For this reporting year, we conducted four Community Advisory Group (CAG) meetings with three groups of stakeholders: junior Enlisted Airmen, mid-level Leaders, and subject matter experts (all located at JB-MDL), and a combination of the three groups. The CAG meetings occurred in October and May and were used to elicit feedback on program theme options, look and feel of mood boards and scenes, program activities including but not limited to appropriateness of language, context, and relatability, and illustrations/sketches for the prototype. Additionally, we reached out to our CAG via email on the look and feel of our male and female "coaches" that will guide users through the X-CoRe program.

October CAG Meetings

We developed a CAG meeting packet to facilitate discussions and elicit written feedback from participants throughout the meeting. This was important to us as we wanted each member to have the opportunity to express their feedback through various methods. The packet lends itself nicely to presenting people who are not outspoken, people who prefer to not share their opinions publicly, or people who could not get a word in with an alternative method for their feedback. The CAG meeting packet collected data that included: participant demographics, CAG members' ratings of the program through differential semantic scales, X-CoRe program concepts through differential semantic scales, mood board rankings/comments, X-CoRe program logos, and skill-building activity content. A CAG meeting PowerPoint presentation was also developed to coincide with the packet and present program concepts and mood boards.

Two members of the research team conducted the in-person CAG meetings at JB-MDL in October. This included three one-and-a-half-hour, meetings (Junior Enlisted, mid-level Leaders, and Subject Matter Experts) that occurred over the course of two days. In addition, the Junior Enlisted were kind enough to stay over the allotted time and continue to give their verbal/written feedback through the entirety of the packet and presentation. Before the meeting began, Airmen were asked to sign in and received a set of documents to prepare them for the meeting (media release, agenda, CAG packet). We asked for the media release forms to be completed before the start of the meeting to take pictures throughout.

Our Principal Investigator led each meeting beginning with the introduction of the program, its background, how it is being built, and the timeline of the project. Two theme options for the program were then presented. Theme Option 1 was a modular theme where all modules were independent of each

other and users experienced the program from a third-person perspective. Theme Option 2 was a narrative theme where modules were connected through a narrative story and the user experienced the program from a first-person perspective. CAG members were asked for their feedback on both themes and were asked to select the theme they would ultimately choose for themselves and their fellow Airmen. This section was important for our work as it would directly influence the direction of the program.

The majority of each meeting was focused on the program themes to gain a better understanding of their preferences, concerns, and what could make each theme better. Our research coordinator used the meeting time to take pictures of the members during the meeting, record the meetings, and take notes on feedback that would be most impactful and require immediate change toward the thought process of the program. At the conclusion of the meetings, each CAG packet was collected and data from these packets were entered into an Excel database for analysis (see **Table 1** for demographic characteristics). Each audio recording was downloaded and saved to the secure UTHHealth share drive. Notes taken during the meetings were transcribed and saved to the secure UTHHealth share drive.

Results from October CAG Meetings

As seen in Table 1, nearly half of our CAG participants were male (47.6%) and 57% were mid-level leaders. About 28% were civilians (subject matter experts).

Table 1: Demographics of Airmen who attended the 1st set of CAG meetings (N = 21)

Demographic	N (%)
Gender	
Male	10 (47.6)
Female	10 (47.6)
Other	1 (4.8)
Rank	
E1 - E4	3 (14.3)
E5 – E9	12 (57.1)
Civilian	6 (28.6)

We conducted a descriptive analysis of the semantic differential scales completed by CAG members, to identify members' overall perceptions of their current sexual assault prevention training and the proposed X-CoRe program. We also assessed differences between the two program themes presented.

As seen in **Tables 2** and **3**, CAG members rated both program theme options more favorably compared to their current sexual assault prevention training in several areas. Specifically, CAG members rated Options 1 and 2 as being more creative, current, attractive, new, and fun compared to their current sexual assault training. CAG members also believed Option 2 was more captivating than their current sexual assault training.

Table 2: Semantic Differential Scales of Current Sexual Assault Training vs. X-CoRe Option 1

Item	Baseline		Option 1		Difference	
	Mean	SD	Mean	SD	t	p
Amateur- Professional	5	1.54	5.43	1.25	(-0.9268)	0.3613
Confusing- Easy to understand	5.625	1.025	5.8	1.056	(-0.5022)	0.6189
Forgettable- Captivating	3.5	1.63	4.3	1.30	(-1.5955)	0.1217
Unoriginal- Creative	3.375	1.89	4.65	1.56	(-2.1661)	0.0387
Outdated- Current	3.4	2.47	5.2	1.64	(-2.4442)	0.0226
Unattractive - Attractive	3.2	1.57	5.31	1.53	(-3.9499)	0.0004
Typical - New	3	1.97	4.8	1.99	(-2.7150)	0.0105

Boring - Fun	2.94	1.57	4.45	1.27	(-3.1177)	0.0041
Untrustworthy- Trustworthy	5.0625	1.44	5.1	1.29	(-0.813)	0.9357
Would not use -Would use	4.933	1.67	5.45	1.63	(-0.9217)	0.3641
Would not recommend- Would recommend	4.875	1.63	5.05	1.54	(-0.3284)	0.7448

Table 3: Semantic Differential Scales of Current Sexual Assault Training vs. X-CoRe Option 2

Item	Baseline		Option 2		Difference	
	Mean	SD	Mean	SD	t	p
Amateur- Professional	5	1.54	4.81	1.66	(0.3657)	0.7167
Confusing- Easy to understand	5.625	1.025	5.15	1.38	(1.1808)	0.2459
Forgettable- Captivating	3.5	1.63	5.42	1.39	(-3.7113)	0.0008
Unoriginal- Creative	3.375	1.89	6.09	.99	(-5.2242)	0.0000
Outdated- Current	3.4	2.47	5.61	1.09	(-3.2120)	0.0047
Unattractive - Attractive	3.2	1.57	5	1.59	(-3.3845)	0.0020
Typical - New	3	1.97	5.90	1.44	(-4.9728)	0.0000
Boring - Fun	2.94	1.57	5.1	1.74	(-3.9092)	0.0004
Untrustworthy- Trustworthy	5.0625	1.44	4.9	1.48	(0.3325)	0.6521
Would not use -Would use	4.933	1.67	4.45	2.21	(0.7371)	0.4663
Would not recommend- Would recommend	4.875	1.63	4.6	2.06	(0.4471)	0.6576

When comparing X-CoRe options 1 and 2, CAG members believed Option 2 was more captivating and creative than Option 1 (Table 4).

Table 4: Semantic Differential Scales of X-CoRe Option 1 and Option 2

Item	Option 1		Option 2		Difference	
	Mean	SD	Mean	SD	t	p
Amateur- Professional	5.43	1.25	4.81	1.66	1.3650	0.1805
Confusing- Easy to understand	5.8	1.056	5.15	1.38	1.6674	0.1042
Forgettable- Captivating	4.3	1.30	5.42	1.39	-2.5994	0.0134
Unoriginal- Creative	4.65	1.56	6.09	.99	-3.5087	0.0014
Outdated- Current	5.2	1.64	5.61	1.09	-0.9170	0.3658
Unattractive - Attractive	5.31	1.53	5	1.59	0.6417	0.5249
Typical - New	4.8	1.99	5.90	1.44	-2.0257	0.0506
Boring - Fun	4.45	1.27	5.1	1.74	-1.3450	0.1873
Untrustworthy- Trustworthy	5.1	1.29	4.9	1.48	0.4544	0.6521
Would not use -Would use	5.45	1.63	4.45	2.21	1.6364	0.1108
Would not recommend- Would recommend	5.05	1.54	4.6	2.06	0.7823	0.4393

Other qualitative feedback on the program that we received from CAG members included: having the “coach” or narrator of the program have a more real-like depiction vs. avatar or bitmoji style; having realistic scenario-based activities and those being race and relationship inclusive; having an illustrative design style vs. avatar; and changing the logo colors.

Given the findings from our CAG meetings, a decision was made as to what feedback was feasible to incorporate into the program, what feedback could be used for future projects, and what was not feasible due to potential time or budget constraints. The overall consensus from the CAG was that they liked the innovativeness of Option 2 but the simplicity of Option 1. Thus, we decided to combine the two program themes to include a storyline component throughout the program, with a culminating module at the end, while keeping modules independent of each other.

Coach Feedback via Email

Based on our October CAG feedback, we met with our illustrator and started discussing the look and feel of the “coaches” or narrators of the program to be reflective of real-life depictions in an illustrative design style. We worked with our illustrator to develop four coach options (two male and two female) to receive feedback from our CAG. It was important to include options that diversified the coaches and make them of non-descript age so that it was in the eye of the user. Coaches were sketched in civilian clothes so that the user was unable to identify their rank.

We reached out to our CAG via email to get a better understanding of the type of character(s) that they would prefer to guide them through the program. Sketches were provided to the CAG in black and white, with one male and one female, in a diner/restaurant setting. Our questions to the CAG included which male and female coach they preferred, what they liked about them, and how they could be improved. Relatability questions were asked in regard to age and clothing, including if there were preferences in identifying the coaches as being in the Air Force. Lastly, we also asked CAG members what their scene preferences were (restaurant/diner setting versus an outdoor setting or conference/room office setting).

Overall, the CAG found the age of the coaches and their outfits to be relatable across each of the four coach options. There was a split between the two coach groups as in one scene they were more casually dressed and in the other, they had a more professional appearance. However, Airmen did agree that the type of clothing matched the setting, and the military uniform was not necessary if they were not in a military setting. The Airmen had no preference for the setting but wanted to keep it neutral, and something that everyone could relate to.

Ultimately, with the feedback from our CAG, we decided to include the coaches that were more professional in appearance. We felt this was necessary as the program's topics are serious in nature. We also decided to keep the background neutral. Notes were provided to our illustrator and color was added to the coach scene for finalizing (see example scene below).

May CAG Meeting

May's CAG meeting was used to elicit feedback on the program's illustrations for the prototype. Illustrations are included throughout the program in three different ways: 1) "coaches" of the program whose role is to walk the Airmen through the different modules and explain major concepts, 2) storyline of the modules, and 3) skills-based activities where Airmen enhance their knowledge and skills. The sketches were provided to the CAG in a packet for them to review that included a section for each module. All sketches were provided in black and white so if changes were necessary they could be done prior to coloring. The sketches selected for each module were in various phases of completion but ones that were important for the CAG to review to ensure that the characters were perceived as realistic and cultural and age-appropriate. Context to the scenes was provided to the CAG if they had questions.

Overall, the CAG found the sketches we presented to be relatable and on target for the program. There were several instances where they had minor recommendations and enhancements such as changing the facial expressions of specific characters. We informed our illustrator of those changes so he could make edits. Once completed, our project team approved each scene and he finalized with color, where necessary.

In summary, we felt it was important to take all of the CAG feedback and incorporate as much as possible into the program, as they are our target audience. We have asked for their feedback throughout the entire development process and will continue to do so until the program is fully developed. This year's feedback allowed us to get a better idea of the look and feel of the program, give consistent guidance to our illustrator, shape the coaches of the program, and inform realistic storylines and scenarios.

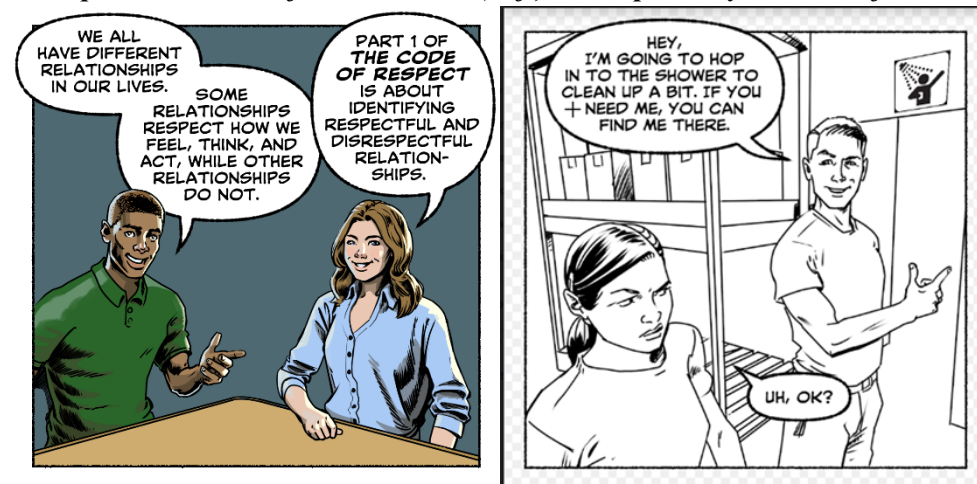
Major activities accomplished for Objective 1.3 in Year 1 include:

1. Development of CAG meeting agenda, meeting packet (including data collection instruments), and meeting presentation
2. Conducted first CAG meeting
3. Analysis of CAG feedback data
4. Finalized X-CoRe Coaches look and feel
5. Finalized X-CoRe prototype scenes

Major activities that are planned include:

1. Obtain CAG feedback on our social marketing campaign (Obj. 1.4)
2. Obtain CAG feedback on modules 6-10

Example Coach Scene from Module 1 (Left); Example Storyline Scene from Module 1 (Right)



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

Design Documents

This year's CAG meetings were used to elicit feedback on the methods and practical applications within these modules. We also obtained feedback on the overall look and feel of the program, program theme options, and skill-building activity content. Revisions were made accordingly based on feedback from our full research team and the CAG. A storyline was developed for each of the modules as it pertains to the objectives of the module. Throughout the program, users will encounter Airmen who are put in various SH/SA scenarios along the continuum of harm. Additionally, "Code of Respect" is now a focal point for users. Users learn what comprises the "code" as they progress through the program. Scenarios within the activities were also adapted to reflect a dialogue perspective. This adaptation was designed to keep the Airmen engaged and minimize the reading that was required of each activity. Lastly, on the production side, we have included the user being required to answer all questions correctly before proceeding through the program. This was a recommendation from the CAG as they strongly suggested it as an

important factor for attention purposes.

When discussing the leadership component with our JBMDL partners, they felt it was necessary for mid- and senior-ranked Airmen to receive the same modules as Junior Airmen for two reasons: to understand what the junior Airmen were receiving and to promote healthy and respectful work environments based on the Code of Respect program. Therefore, we re-structured the leadership component to reflect most of the junior enlisted program, including having 10 modules for 10 minutes. The mid- and senior-ranked Airmen will receive Modules 1-7 from the Junior Enlisted program, with the last three modules focusing on responding to an incident of sexual harassment or assault, supporting victims and bystanders, and preventing sexual harassment and assault. The coaches' narrative will also be adapted to help leadership understand that these are concepts that are important for their Airmen to understand as they may have been or are currently be in similar situations. Below is the updated scope and sequence for the leadership component of X-CoRe.

Scope and Sequence for X-CoRe Leadership

- **Module 1: Relationships**
At the end of the module Leadership 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
 - c. Describe harmful behaviors along the continuum of harm
- **Module 2: Boundaries**
At the end of the module Leadership 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: Giving and Receiving Consent in Relationships**
At the end of the module, Leadership 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, Leadership 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**
At the end of the module Leadership will be able to:
 - a. Understand the connection between thoughts and emotions and how these affect their relationships
 - b. Describe how to manage emotional responses
- **Module 6: Effective Communication**
At the end of the module Leadership will be able to:
 - a. The importance of effective communication and negotiation
 - b. Effective speaking and listening skills
- **Module 7: Consent**
At the end of the module, Leadership will be able to:
 - a. Select a Personal Boundary about only being in respectful relationships
 - b. Recognize actions that constitute disrespectful behaviors (unwanted touching, unwanted sexual touching)
 - c. Recognize actions that constitute respectful behaviors (e.g., support, trust, respecting physical boundaries and sexual limits, active consent)
 - d. Define active consent
 - e. List reasons why active consent is important
 - f. Identify appropriate contexts in which to use active consent (gauge situations)
- **Module 8: Responding to Incidents**
At the end of the module, Leadership will be able to:
 - a. Demonstrate ability to directly intervene (confront perpetrators, approach victims, and address your concerns)

- in instances of a not respectful environment (Bystander intervener)
- b. Describe how incidents of sexual harassment (formal and informal complaints) and sexual assault (restricted and unrestricted reports) are reported
- c. Demonstrate ability to appropriately respond to victims disclosing SH and SA. (e.g., do not ask questions that shame)

- **Module 9: Supporting Victims, Bystanders, and Positive Behaviors**

At the end of the module, Leadership will be able to:

- a. Identify resources and social support sources for victims of SH and SA
- b. Recognize the importance of maintaining sensitivity and privacy when Airmen disclose an incident of SH or SA
- c. Demonstrate ability to support and protect sexual harassment and assault victims from retaliation, ostracism, maltreatment, and reprisal

- **Module 10: Preventing SH/SA and Making Prevention a Priority**

At the end of the module, Leadership will be able to:

- a. List the physical, social, and emotional consequences of disrespectful relationships
- b. List characteristics of environments that are supportive of respectful social, intimate, and work relationships
- c. Describe effective prevention strategies for sexual assault and prevention
- d. Recognize the role of leaders in preventing sexual harassment and assault

We produced and finalized design documents for the prototype (Modules 1-4), and sent them to our software developer and illustrator to begin production of the prototype. Each design document includes production and illustration notes, scripts for coaches, storyline content, and structured skill-building activities. Modules 1-4 topics include: 1) Relationships – types of relationships, respectful/disrespectful behaviors in relationships, sexual harassment, sexual assault, and behaviors along the continuum of harm, 2) Boundaries – setting boundaries within respectful relationships and identifying situations that may challenge those boundaries, 3) Protecting Boundaries – identifying actions to help protect boundaries, and 4) Tech Protect – disrespectful/respectful tech behaviors, how those can affect relationships, and how to protect electronic communication boundaries. We felt comfortable proceeding with the illustration and module development prior to usability testing of the prototype based on our previous CAG meetings. Radiant LLC. and our illustrator received the design document for Module 5 (Thoughts and Emotions Link: thoughts and emotions, how they affect our relationships, and how to manage emotional responses), 6 (Effective Communication: the importance of effective communication and negotiation, effective speaking and listening skills), and 7 (Consent: boundaries of being in respectful relationships, recognizing disrespectful and respectful behaviors, active consent, its importance and use) to proceed with back-end and illustration development. Additionally, we will be finalizing Modules 8, 9, and 10 early next year.

The project team used Canva to design and produce resources that will be provided after completing each of the modules. The resources will be module-specific and focus on important aspects that were addressed in each of the modules such as Steps for Setting Boundaries, Clear No's and Alternative Actions, and Tech Behaviors. Each resource will be available in multiple size variations for downloading and printing purposes. The resources are intended to reinforce the module content and provide users with an opportunity to share what they have learned.

Two members of our project team met with a videographer from K.A. White Productions to record testimonials at JBMDL. There were 10 testimonial sessions recorded over the course of two days. Testimonial participants included: 6 Airmen, 1 Officer (also included in the SME count), and 4 Subject Matter Experts (SARC, VPI, FAP, EO). Participants were asked a series of questions that pertained to their role in the Air Force or as a subject matter expert (SME). For Junior Enlisted and Mid-Level Leaders, testimonial questions focused on boundaries, communication, consent, and leadership. These topics were pre-selected as we intend to include a testimonial in Modules 2, 6, and 7. SMEs were asked about their role, the reporting process, as well as their expert opinion on questions asked of the Junior Enlisted and Mid-Level leaders.

Upon receiving the raw video from our videographer, we had the testimonials transcribed to ease the decision-making process of what responses will be used for each of the testimonials. We have finalized the boundaries, challenging boundaries, and consent testimonial content and will be sending the scripts to our videographer for editing. The boundaries testimonial was our main focus this year, as it would be featured in the prototype in Module 2. Additional testimonials that will be featured within the module include one on myths and misconceptions of alcohol use and the reporting process for SH, SA, and domestic violence. Due to the length of usable content we received from each testimonial session, we have decided to create additional supplemental resource videos that provide more in-depth information about each topic. These will be included in their respective modules, be longer in length, and go through the same script review process as the shorter testimonial videos.

Lastly, a features mock-up was also designed by the project team to include entrance design and features that will be used for X-CoRe. This includes the profile building process, log-in process, "About" section describing what the program is, its purpose and how to best use it, and features that will be included on each page such as a "more information" button, "resources" button, and a "get help now" button. This was developed to be included as an initial instructional module in the prototype.

Prototype

Weekly meetings with our software developer, Radiant, LLC (Radiant), were used to discuss the next steps following the CAG feedback. It was indicative that we would proceed with the illustrative mood boards of the program, which required Radiant to look for contractors outside of their company for bandwidth purposes. This style of program resonated with the Airmen as being timeless and we will continue to use their feedback throughout the entire development process. Once Radiant hired an illustrator, we used our time to discuss the production of the prototype and module illustrations. Radiant worked on the back-end build of the program, ensuring it was user-friendly for mobile devices. We went through several specifications of the modules, including look and feel, overall layout, and how the user will work through the module. The program specification and modules' look and feel were each reviewed by the full project team and received approval before proceeding to the next phase of development.

Additionally, we have worked with the illustrator to ensure the appropriateness of the module scenes based on the design documents. Illustrations are previewed by the project team in pencil form and feedback is given to adapt or continue before final sketches are developed and approved. The program specification, modules' look and feel, and illustrations were each reviewed by the full project team and received approval before proceeding to the next phase of development. Once completed, the coaches and storyline sketches were finalized in color. Below you will find a colored and black and white example sketch that will be included in Module 2.



After the back-end build and illustrations for the prototype were complete, Radiant proceeded with the production of the prototype. We then used the weekly meetings to discuss the production of the prototype and in-house alpha testing. Our team completed several iterations of in-house alpha testing of the prototype towards the end of the year. The initial round of alpha testing included our project team walking through each of the modules to ensure the accuracy of the module based on the design documents. The first round was conducted through a Qualtrics survey created by our developer to create the initial testing spreadsheet. Our team identified where each issue was and what changes needed to be made. Radiant conducted one round of updates and added the finalized illustrations prior to the second round of alpha testing. During the second iteration of alpha testing, our team reviewed the testing spreadsheet by identifying continued issues and new problems; we also identified issues that have been resolved. We completed a third and fourth round of testing for continued issues and to review the X-CoRe features instructional module. The developer deployed the program onto Opigno, a drupal based learning management system (LMS), that will be used to house X-CoRe. Prior to prototype testing, our team went through and reviewed the LMS for issues that needed to be resolved. Both our project team and the developer worked together to finalize the prototype, eliminate bugs, and ensure it was working appropriately.

Additionally, Radiant continued to assist with the production of the X-CoRe logo. CAG feedback was used to refine the logo look and feel. They produced two final iterations of the X-Core logo: one for the

Junior Enlisted and one for the Leadership. This logo will be featured throughout the program and be used for branding purposes on all X-CoRe content. The design of the logo was based on the various features of X-CoRe and will include sections that "light up" upon completion of each of the modules.

Social Marketing Campaign

We used the May testimonial trip to JBMDL as an opportunity to begin discussing the social marketing campaign with our CAG. Our goal was to collect CAG members' thoughts and opinions on the characteristics of individuals who are sexually assaulted/harassed and of perpetrators and where assaults and harassment occur using a round table discussion format. Additionally, CAG members identified the topics of the program that they felt were most important and the messaging they would emphasize for those topics in a social marketing campaign. We ensured that the Airmen understood that our meeting was a safe space where they could discuss this topic freely.

When asked WHO is sexually assaulted/harassed in the Air Force, the CAG described the following: 18-25 years old, fresh in the military, E1-E4, all genders, and those that do not fit in based on their culture, background, having a language barrier, etc. When asked WHERE sexual assaults/harassments occur: deployment, when on temporary duty, work centers where the "good ole boys" culture exists, behind closed doors, night shift after leadership has gone home, clubs/parties in houses/dorms/base housing. When asked WHO commits sexual assault/harassment the Airmen described: from people who they trust, supervisors that have positional power/rank over them, individuals that have perceived power, and ones that have length "time in grade/service".

Of the program topics, the CAG identified 1) Consent, 2) Respectful Relationships, and 3) Effective Communication as the most important topics to address in a social marketing campaign. Other topics that were perceived to be somewhat important included personal boundaries, bystander intervention, and reporting. The CAG also added the topic of peer pressure as one of importance. We then asked what messaging they thought would be most impactful. The below details the recommendations and issues to consider for the topics of Consent and Effective Communication. We intend to use this information as a starting point for the development of our social marketing campaign. Key messages will include understanding what consent is and how you know you have it, and what it takes to effectively communicate. We will also include sexual harassment and assault resources that are available at JBMDL as part of the social marketing campaign since we found that very few Airmen knew of these resources during our in-depth interviews.

We have determined that our social marketing campaign will be heavily focused in common areas around JBMDL for optimum exposure. This includes on base housing, dining halls, and recreational areas on base. While the focus will be on printed posters and flyers, we also intend to develop social media posts to be featured on the JBMDL's app and social media platforms.

Consent

- Do you know this is consent?
- Using pictures, preferable ones that make people uncomfortable (possible a couple making out)
- You don't have a right to my space/frame
- Eye-catching content
- Make people understand what it is
- Maybe you're misreading the situations
- Explicit – verbal yes
- Know what consent is/spell it out

Effective Communication

- Hard to get to the point
- Unwilling to have conversations
- Takes 2 people
- The day may take over your response or the way you approach things
- Peer to peer
- Provide multi-level examples

Major activities accomplished for Objective 1.4 include:

1. Revisions to draft design documents based on CAG and research team feedback (Modules 1 – 10)
2. Completion of design documents for prototype (Modules 1 – 4)
3. Completion of additional design documents for program (Modules 5-7)
4. Drafted design documents for program (Modules 8-9)
5. Developed testimonial questions for testimonial videos within X-CoRe
6. Finalized resources for prototype (Modules 1 – 4)
7. Drafted resources for program (Modules 5-6)
8. Finalized X-CoRe features
9. Finalized program logo
10. Conducted 10 testimonials with Airmen, Officers, and Subject Matter Experts
11. Finalized Boundaries, Challenging Boundaries, and Consent testimonial script for the videographer to edit
12. Conducted CAG meeting for social marketing campaign
13. Finalized X-CoRe prototype and conducted final round of in-house alpha testing

Major activities that are planned include:

1. Finalize design documents for X-CoRe modules 8 through 10
2. Develop and finalize resources for X-CoRe (Modules 5-10)
3. Finalize program testimonial scripts and additional resource videos for X-CoRe
4. Begin development of social marketing campaign messages

Objective 1.5 - Test usability of BBW 2.0 prototype

We conducted a usability test of the X-CoRe prototype with 9 Junior Enlisted Airmen and 15 mid- to senior-ranked Airmen on September 20, 2022. Testing occurred in a private room and was separated by rank (E4 and below and E5 or above). Airmen were asked to complete a consent form, pre-survey, and the first four modules of the program (which serve as the prototype of the program) using their mobile phones. After each module was completed, Airmen were asked to complete a short paper and pencil evaluation asking about what they liked or disliked about the module. After completing all four modules, Airmen were given an electronic usability survey to assess the perceived ease of use, credibility, trustworthiness, and motivational appeal of the prototype. Two members of the research team then facilitated a discussion with participants to elicit further feedback about the modules. The findings of the usability test will be used to inform the development of the full program.

Prior to conducting the usability test, minor changes to the usability survey were made. We submitted the final surveys as an amendment to UTHealth IRB for review and approval in August 2022. Upon receipt of approval, we reached out to OHRO who deemed that the changes to the usability survey were non-substantive and thus, OHRO amendment approval was not required.

Preliminary Results from Usability Test

Over 60% of our participants were E5 and above (n=15, 62.5%), and roughly a third were Junior Enlisted Airmen (n=9, 37.5%). Initial results reveal that the majority of participants believe that the amount of information in Modules 1-4 is “just right”. The vast majority of participants found the program likable,

and thought the information was helpful. When asked what they liked the most about the modules, participants enjoyed the interactive and comic book style of the program, variety of scenarios, the testimonial, practical applications, and the diversity of the program. Additionally, they thought the program was current, the scenarios were realistic, and was impactful. Further quantitative and qualitative analyses will be conducted early next year and used to inform improvements to X-CoRe.

Major activities accomplished for Objective 1.4 include:

1. Developed usability survey for X-CoRe prototype
2. Developed End of Module Feedback packet
3. Submitted and received approval for the usability survey by UTHealth IRB
4. Recruited Airmen for the usability test
5. Conducted usability test of the X-CoRe prototype with 9 Junior Airmen and 15 Leaders

Major activities that are planned include:

1. Complete analysis of data from the usability test analysis

1.6 - Disseminate phase 1 findings (Apr. – May 2022)

During this past year, we have begun the development of three manuscripts to disseminate our research findings: 1) “It depends”: Attitudes and perceptions of sexual harassment and assault and intentions to report incidents among Active duty Airmen, 2) Attitudes and Perceptions of Current Sexual Harassment and Assault Prevention Training among Airmen: A mixed-methods study, 3) Using Intervention Mapping to develop a sexual harassment and assault prevention program for Active duty Airmen. We also submitted three abstracts to the American Public Health Association’s Annual Conference, and two were approved (one for a poster presentation and one for an oral presentation) to present at the November 2022 Annual Meeting and Expo. Additionally, we presented our findings on Airmen’s attitudes and perceptions of current sexual harassment and assault prevention training as a poster presentation at the UTHealth School of Public Health Student Research Day. The presentation won first place in both the judges’ and popular vote categories.

Major activities accomplished for Objective 1.1 this reporting period include:

- Presented a scientific poster to the UTHealth SPH Student Research Day: *Attitudes and Perceptions of Current Sexual Harassment and Assault Prevention Training among Airmen: A Mixed Methods Study*.
- Submitted three abstracts to the American Public Health Association’s Annual Conference: 1) “It depends”: Attitudes and perceptions of sexual harassment and assault and intentions to report incidents among Active duty Airmen, 2) Attitudes and Perceptions of Current Sexual Harassment and Assault Prevention Training among Airmen: A mixed-methods study, and 3) Using Intervention Mapping to develop a sexual harassment and assault prevention program for Active duty Airmen.

Major activities that are planned include:

1. Finalize three manuscripts of findings and submit them to peer-reviewed journals.

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; developing interview questions and testimonial interviewing; identifying and selecting theoretical methods and strategies; developing program design documents; program evaluation including researching psychosocial outcomes and scales; abstract and poster development; and in-house alpha testing. Future professional development opportunities that include quantitative analysis, writing manuscripts, participation in professional conferences, and developing impactful campaigns are planned for year 3.

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 needs assessment work (Objective 1.1) and usability test were presented to our collaborators at JB-MDL and DoD at our monthly meetings. We presented a scientific poster to the UTHealth SPH Student Research Day: *Attitudes and Perceptions of Current Sexual Harassment and Assault Prevention Training among Airmen: A Mixed Methods Study*. This poster won first place in the popular vote and judges’ category. We plan to further disseminate our findings from Objective 1.1 at the American Public Health Association’s Annual Conference on November 6 – 9, 2022, and through peer-reviewed journals. We currently have three manuscripts in development: 1) “It depends”: Attitudes and perceptions of sexual harassment and assault and intentions to report incidents among Active duty Airmen, 2) Attitudes and Perceptions of Current Sexual Harassment and Assault Prevention Training among Airmen: A mixed-methods study, and 3) Using Intervention Mapping to develop a sexual harassment and assault prevention program for Active duty Airmen. We plan on finalizing these manuscripts in year 3.

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 1.3 - 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. Obtain CAG feedback on our social marketing campaign (Obj. 1.4)
2. Obtain CAG feedback on modules 6-10

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 for X-CoRe modules 8 through 10
2. Develop and finalize resources for X-CoRe (Modules 5-10)
3. Finalize program testimonial scripts and additional resource videos for X-CoRe
4. Begin development of social marketing campaign messages

Objective 1.5 - Test usability of BBW 2.0 prototype

Major activities that are planned include:

1. Conduct data analysis on data collected from the usability test

2.1 - Revise BBW 2.0 design documents and obtain Action Team sign-off (Apr. – July 2022)

Major activities that are planned include:

1. Revise design documents for modules 1-4 according to findings from the usability tests

2.2 - Develop the fully theoretically- and empirically-based BBW 2.0 program (Aug. 2022 – Feb. 2023)

Major activities that are planned include:

1. Develop/program modules 5 and 6 within the X-CoRe platform.

4. IMPACT: *Describe 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

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.*

Sexual assaults in the military have 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 with reporting incidents and what factors primary prevention efforts should target. At the end of year 3, we will have a ‘turn-key’ multi-level prevention program to prevent sexual assaults among active duty Airmen. If effective, the program can be disseminated to other Air Force bases.

- 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.

Nothing to Report

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 delays from our software developer building the prototype which ultimately led to a delay in conducting the usability. However, we were able to complete the usability test within our timeline. Despite experiencing some delays, we continued developing the design documents for the remaining modules of X-CoRe. We will continue to refine the program based on the usability analyses and as we receive feedback from our CAG. Based on the preliminary findings from the usability, we do not expect to make significant changes to the overall program which will dramatically reduce the chance for further development delays.
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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.

While our initial plans were to travel to JB-MDL quarterly this year, we only traveled to meet with the CAG twice. We wanted to be efficient with our time and thus, obtained feedback from our CAG through email versus in-person at various points during the year. Additionally, the IPR was held virtually this year, and thus, our expenditures for travel were less than expected. Also, one of our Research Assistants, Amanda Li, resigned in June 2022 to attend school. We are in the process of hiring a new research assistant for year 3.
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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

Not applicable

Significant changes in use or care of vertebrate animals

Not applicable

Significant changes in use of biohazards and/or select agents

Not applicable

- **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.*

1. Bowie, M., Li, Amanda, Peskin, M., Shegog, R., Markham, C., Emery, S., Thormaehlen, L., Teixeira, R., Hernandez, B. Attitudes and Perceptions of Current Sexual Harassment and Assault Prevention Training among Airmen: A mixed-methods study. Poster presentation, UTHealth School of Public Health Student Research Day, April 2022. [Won first place in student and judges' categories.]

- **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.

The X-CoRe prototype and program is housed in a learning management system, Opigno. This platform allows the users to progress through the program while tracking their completion. On the back-end, we are able to determine how long a user spends in each module. This website was shared with the participants conducting usability tests.

- **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
- October & May CAG Meeting Packets
- Consent form (Testimonial & Usability Testing)
- *X-CoRe* Leadership Scope & Sequence
- Testimonial Script & Questions
- Boundaries testimonial (video)
- Challenging Boundaries and Consent testimonial scripts (in video editing phase)
- *X-CoRe* Modules 1 – 4 design documents and resources (finalized)
- *X-CoRe* Modules 5 – 10 design documents and resources (draft)
- Usability Pre and Post-Survey
- Usability End of Module Feedback Packet
- APHA Abstracts (approved for oral/poster presentation - 1) “It depends”: Attitudes and perceptions of sexual harassment and assault and intentions to report incidents among Active duty Airmen, 2) Attitudes and Perceptions of Current Sexual Harassment and Assault Prevention Training among Airmen: A mixed-methods study)

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”.

Example:

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: 0.5
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: 0.7
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.

There have been several changes in the active support of key personnel. These changes are outlined below. The changes have not impacted their effort on the current project.

Belinda Hernandez, PhD

The following study has closed since the last report for Dr. Hernandez:

UofTX HSC San Antonio / DOD

The impact of caring on the children of military caregivers: an exploratory study

The following studies have become active for Dr. Hernandez:

***Title: Me & You Too: A Sexual Risk Avoidance Education Program for Early Adolescent Ethnic-Minority Youth**

Major Goals: e will implement Me & You Too, a multicomponent online sexual health education program for ethnic-minority 6th living in a high teen birth rate area in Harris County, TX.

*Status of Support: Active

Project Number: 90SR0118-01

Name of PD/PI: Markham, Christine & Peskin, Melissa

*Source of Support: DHHS

*Primary Place of Performance: Houston, Texas

Project/Proposal Start and End Date: (MM/YYYY) (if available): 09/30/2020-09/29/2023

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2021	.24 CM
3. 2022	.6 CM

*Title: **External Evaluation of Texas Child Health Mental Health Consortium Initiatives**

Major Goals: This proposed, independent multi-level evaluation plan provides a comprehensive and program-specific participatory evaluation approach to assess three mental health initiatives of Texas Child Mental Health Care Consortium (the TCMHCC). Specifically, our collaborative team of evaluators at UTHealth School of Public Health and Rice University's Baker Institute for Public Policy will leverage our collective expertise to apply a mixed-methods approach to conducting formative, process, and outcome evaluations of the Child Psychiatry Access Network (CPAN), Texas Child Health Access Through Telemedicine (TCHAT), and Psychiatry Workforce Expansion (Community Psychiatry Workforce Expansion [CPWE] and Child and Adolescent Psychiatry [CAP] Fellowships) initiatives.

*Status of Support: Active

Project Number: **BA2021-105**

Name of PD/PI: Savas, Lara

*Source of Support: University of Texas Systems/ Texas Child Mental Health Care Consortium

*Primary Place of Performance: Houston, Texas

Project/Proposal Start and End Date: (MM/YYYY) (if available): 10/01/2020 – 02/28/2023

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2021	.6 CM
3. 2022	.6 CM

*Title: **Southwest Center For Occupational and Environmental Health (SWCOEH).**

Major Goals: The SWCOEH's main goal is to provide advanced degree training in occupational health and safety to meet the critical need for trained professionals in Public Health Region 6. A full spectrum of degree programs, advanced research training, and continuing education courses help meet the needs of the Region for well-trained professionals to protect the health and safety of the nations' workforce.

*Status of Support: Active

Project Number: **5T42OH008421-15-00**

Name of PD/PI: Gimeno Ruiz de Porras, David

*Source of Support: Centers for Disease Control

*Primary Place of Performance: Houston, Texas

Project/Proposal Start and End Date: (MM/YYYY) (if available): 07/01/2020 – 06/30/2025

* Total Award Amount (including Indirect Costs):

* Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2021	.6 CM
3. 2022	.6 CM
4. 2023	.6 CM
5. 2024	.6 CM

***Title: Toward Planning A Cross-Sector Strategy Addressing Pregnancy Prevention and Parenting Supports Among Foster Youth**

Major Goals: The goal of this project is to conduct a needs assessment to inform the development of curricula for youth, trainings for adults, and other possible individual- and systems-level strategies to reduce pregnancies among youth in care.

*Status of Support: Active

Project Number: CLYC

Name of PD/PI: Peskin, Melissa

*Source of Support: The Texas Campaign to Prevent Teen Pregnancy / The Houston Endowment

*Primary Place of Performance: Houston, Texas

Project/Proposal Start and End Date: (MM/YYYY) (if available): 08/01/2019 – 02/28/2022

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2022 (Current)	1.68 CM

Christine Markham, PhD

The following studies have closed for Dr. Markham:

5R01ES023563-04 (Symanski) 08/11/2014 - 04/30/2020 0.24 CM

NIH NCE

Sustainable Solutions to Metal Air Pollution in Disadvantaged Neighborhoods

1R34DA041465-01 (Markham) 9/15/16 – 7/31/2020 .24 CM

NIH/NIDA

Facilitating Treatment Entry and Family Planning in Substance-Using NICU Mothers

1R01HD083445-01A1 (Peskin) 09/22/2016 - 08/31/2021 0.60 CM

U of Tx Med. Branch Galveston / NIH

Cluster Randomized Trial of School Based Program to Prevent Teen Dating Violence

R21MH115756-01A1 (Markham) 07/02/2018-04/30/2020 0.36 CM

BCM / NIH

Refinement and pilot testing of a highly innovative provider coaching and feedback intervention to improve the patient HIV care experience

1R01OH011680-01 (Markham) 10/01/2018 – 9/30/2021 1.38 CM

BCM / CDC

Workplace Violence in Outpatient Physician Clinics

The following studies have become active for Dr. Christine Markham:

***Title: University of Texas Prevention Research Center**

Major Goals: University of Texas Prevention Research Center. The UTPRC's five-year goal is to decrease cancer-related morbidity and mortality and health disparities among African Americans and Hispanics in urban and rural settings in Texas by increasing the use of evidence-based cancer control interventions.

*Status of Support: Active

Project Number: **1U48DP006408-01**

Name of PD/PI: Fernandez, Maria

*Source of Support: DHHS/CDC

*Primary Place of Performance: The University of Texas Health Science Center at Houston

Project/Proposal Start and End Date: (MM/YYYY) (if available): 09/30/2020-09/29/2025

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2021	1.2 CM
3. 2022	1.2 CM
4. 2023	1.2 CM
5. 2024	1.2 CM

***Title: Context Setting, Youth Characteristics and TPP: Secondary Data Analyses**

Major Goals: We will collaborate in the development of research questions, hypotheses, and analyses to assess the impact of context, setting, and youth characteristics on adolescent sexual health interventions.

*Status of Support: Active

Project Number: **1PHEPA000003-01-00**

Name of PD/PI: Clark, Leslie

*Source of Support: ETR/DHHS

*Primary Place of Performance: Los Angeles, California

Project/Proposal Start and End Date: (MM/YYYY) (if available): 11/01/2020-09/29/2022

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2021	.48 CM

*Title: **Targeting HIV Retention and Improved Viral load through Engagement ('THRIVE')** Major Goals: This application proposes to develop a brief intervention targeting hospitalized, out-of-care persons living with HIV.

*Status of Support: Active

Project Number: **1R34MH122294-01A1**

Name of PD/PI: Giordano, Thomas

*Source of Support: Baylor School of Medicine/NIMH

*Primary Place of Performance: Houston, Texas

Project/Proposal Start and End Date: (MM/YYYY) (if available): 08/01/2020 - 07/31/2023

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2021 (Current)	.72 CM
3. 2022	.6 CM

*Title: **Me & You Too: A Sexual Risk Avoidance Education Program for Early Adolescent Ethnic-Minority Youth**

Major Goals: e will implement Me & You Too, a multicomponent online sexual health education program for ethnic-minority 6th living in a high teen birth rate area in Harris County, TX.

*Status of Support: Active

Project Number: 90SR0118-01

Name of PD/PI: Markham, Christine & Peskin, Melissa

*Source of Support: DHHS

*Primary Place of Performance: The University of Texas Health Science Center at Houston

Project/Proposal Start and End Date: (MM/YYYY) (if available): 09/30/2020-09/29/2023

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2021	1.8 CM
3. 2022	1.8 CM

Melissa Peskin, PhD

The following studies have closed for Dr. Peskin:

1R01HD083445-01A1 (Peskin) 09/22/2016 - 08/31/2021 1.20 CM

U of Tx Med. Branch Galveston / NIH

Cluster Randomized Trial of School Based Program to Prevent Teen Dating Violence

NH28CE002395-02-00 (Peskin) 09/01/2016 - 08/31/2021 1.20 CM

COH / CDC

Evaluation of City of Houston Teen Dating Violence Initiative

The following studies have become active for Dr. Peskin:

***Title: A Longitudinal Study of the Outcomes, Risk Factors, and Protective Factors of Dating Violence and Other Adverse Events**

Major Goals: The goal of this study is to conduct a long term follow up study of over 1,000 diverse adolescents/young adults (and their partners) from the existing dating it Safe longitudinal study.

*Status of Support: Active

Project Number: **1R01HD099199**

Name of PD/PI: Temple, Jeff

*Source of Support: The University of Texas Medical Branch at Galveston/ NICHD

*Primary Place of Performance: Galveston, Texas

Project/Proposal Start and End Date: (MM/YYYY) (if available): 04/07/2020 to 03/31/2025

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2023	.76 CM
3. 2024	.72 CM
4. 2025	.72 CM

***Title: Context Setting, Youth Characteristics and TPP: Secondary Data Analyses**

Major Goals: We will collaborate in the development of research questions, hypotheses, and analyses to assess the impact of context, setting, and youth characteristics on adolescent sexual health interventions.

*Status of Support: Active

Project Number: **1PHEPA000003-01-00**

Name of PD/PI: Clark, Leslie

*Source of Support: ETR / Office of Population Affairs (OPA)

*Primary Place of Performance: Los Angeles, California

Project/Proposal Start and End Date: (MM/YYYY) (if available): 11/01/2020-09/29/2022

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2023	0.24 CM

***Title: External Evaluation of Texas Child Health Mental Health Consortium Initiatives**

Major Goals: This proposed, independent multi-level evaluation plan provides a comprehensive and program-specific participatory evaluation approach to assess three mental health initiatives of Texas Child Mental Health Care Consortium (the TCMHCC). Specifically, our collaborative team of evaluators at

UTHealth School of Public Health and Rice University's Baker Institute for Public Policy will leverage our collective expertise to apply a mixed-methods approach to conducting formative, process, and outcome evaluations of the Child Psychiatry Access Network (CPAN), Texas Child Health Access Through Telemedicine (TCHAT), and Psychiatry Workforce Expansion (Community Psychiatry Workforce Expansion [CPWE] and Child and Adolescent Psychiatry [CAP] Fellowships) initiatives.

*Status of Support: Active

Project Number: **BA2021-105**

Name of PD/PI: Savas, Lara & Peskin, Melissa

*Source of Support: University of Texas Systems/ Texas Child Mental Health Care Consortium

*Primary Place of Performance: Houston, Texas

Project/Proposal Start and End Date: (MM/YYYY) (if available): 11/01/2021 – 10/31/2023

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2023	1.20 CM

*Title: **Me & You Too: A Sexual Risk Avoidance Education Program for Early Adolescent Ethnic-Minority Youth**

Major Goals: we will implement Me & You Too, a multicomponent online sexual health education program for ethnic-minority 6th living in a high teen birth rate area in Harris County, TX.

*Status of Support: Active

Project Number: 90SR0118-01

Name of PD/PI: Markham, Christine & Peskin, Melissa

*Source of Support: Administration on Children, Youth, & Families (ACYF)

*Primary Place of Performance: Houston, Texas

Project/Proposal Start and End Date: (MM/YYYY) (if available): 09/30/2020-09/29/2023

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2023	1.44 CM

*Title: **Harmonizing comprehensive adolescent health promotion data to innovate and advance teen pregnancy prevention**

Major Goals: We will study the intersection of unintended pregnancy, physical and sexual teen dating violence as a mediator of poor sexual health outcomes using data collected from our previous adolescent sexual health intervention studies.

*Status of Support: Active

Project Number: PHEPA000002

Name of PD/PI: Temple, Jeffrey

*Source of Support: University of Texas Medical Branch / Assistant Secretary for Health (OASH)

*Primary Place of Performance: Galveston, Texas
Project/Proposal Start and End Date: (MM/YYYY) (if available):
09/30/2020-09/29/2022

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2023	0.6 CM

Ross Shegog, PhD

The following studies have closed for Dr. Shegog:

PP190041(Shegog) 03/01/2019 - 02/28/2022 2.40 CM

CPRIT

Adolescent Vaccination Program: Online Decision Support for Adoption

Develop and evaluate the web-based Adolescent Vaccination Program Implementation tool (AVP-IT), designed to support the adoption, implementation and maintenance of a suite of evidence based HPV vaccination strategies into Texas pediatric clinics.

The following studies have become active for Dr. Shegog:

*Title: **Collaborative Training of a New Cadre of Innovative Cancer Prevention Researchers**

Major Goals: Our long-term goal is to reduce cancer morbidity and mortality by training innovative cancer prevention scientists that will improve the quality and impact of cancer prevention research. Trainees will come from across biomedical, bioinformatics, and public health disciplines and will participate in mentored training on innovation and transdisciplinary team science to improve cancer prevention and control and reduce cancer related health disparities.

*Status of Support: Active

Project Number: RP210042

Name of PD/PI: Fernandez, Maria

*Source of Support: CPRIT

*Primary Place of Performance: Houston, Texas

Project/Proposal Start and End Date: 06/01/21 to 05/31/26

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2022	0.84 CM
3. 2023	1.2 CM
4. 2024	1.2 CM

*Title: **Toward Planning A Cross-Sector Strategy Addressing Pregnancy Prevention and Parenting Supports Among Foster Youth**

Major Goals: The goal of this project is to conduct a needs assessment to inform the development of curricula for youth, trainings for adults, and other possible individual- and systems-level strategies to reduce pregnancies among youth in care.

*Status of Support: Active

Project Number: CLYC

Name of PD/PI: Peskin, Melissa

*Source of Support: The Texas Campaign to Prevent Teen Pregnancy / The Houston Endowment

*Primary Place of Performance: Houston, Texas

Project/Proposal Start and End Date: (MM/YYYY) (if available): 11/01/2020 – 10/31/2022

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2021	0.6 CM

*Title: **University of Texas Prevention Research Center**

Major Goals: University of Texas Prevention Research Center. The UTPRC's five-year goal is to decrease cancer-related morbidity and mortality and health disparities among African Americans and Hispanics in urban and rural settings in Texas by increasing the use of evidence-based cancer control interventions.

*Status of Support: Active

Project Number: **1U48DP006408-01**

Name of PD/PI: Fernandez, Maria

*Source of Support: DHHS/CDC

*Primary Place of Performance: Houston, Texas

Project/Proposal Start and End Date: (MM/YYYY) (if available): 09/30/2020-09/29/2025

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2021	0.6 CM
3. 2022	0.6 CM
4. 2023	0.6 CM
5. 2024	0.6 CM

*Title: **Me & You Too: A Sexual Risk Avoidance Education Program for Early Adolescent Ethnic-Minority Youth**

Major Goals: e will implement Me & You Too, a multicomponent online sexual health education program for ethnic-minority 6th living in a high teen birth rate area in Harris County, TX.

*Status of Support: Active

Project Number: 90SR0118-01

Name of PD/PI: Markham, Christine & Peskin, Melissa

*Source of Support: DHHS

*Primary Place of Performance: Houston, Texas

Project/Proposal Start and End Date: (MM/YYYY) (if available): 09/30/2020-09/29/2023

* Total Award Amount (including Indirect Costs):

* Person Months (Calendar/Academic/Summer) per budget

period. Year (YYYY)	Person Months (##.##)
2. 2021	.6 CM
3. 2022	.6 CM

*Title: **Me & You-Tech: A socio-ecological solution to teen dating violence for the digital age** Major Goals: The goal of this 3 year Fast-Track STTR is to develop and evaluate a multi-level (youth, parent, school) Internet-based teen dating violence (DV) prevention program, 'Me & You-Tech' (MYT), for predominantly racial/ethnic-minority 6th--grade middle school students.

*Status of Support: Active

Project Number: **4R42HD100233**

Name of PD/PI: McLaughlin, Jeffery / UTH: Melissa Peskin and Ross Shegog

*Source of Support: RADIANT CREATIVE / NICHD

*Primary Place of Performance: VIENNA, VA

Project/Proposal Start and End Date: (MM/YYYY) (if available): 09/01/2019 – 12/31/2022

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
3. 2021	.81 CM

*Title: **Context Setting, Youth Characteristics and TPP: Secondary Data Analyses**

Major Goals: We will collaborate in the development of research questions, hypotheses, and analyses to assess the impact of context, setting, and youth characteristics on adolescent sexual health interventions.

*Status of Support: Active

Project Number: **1PHEPA000003-01-00**

Name of PD/PI: Clark, Leslie / UTH: Markham, Christine

*Source of Support: ETR / Office of Population Affairs

*Primary Place of Performance: Los Angeles, California

Project/Proposal Start and End Date: (MM/YYYY) (if available): 09/30/2020-09/29/2022

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2021	.24 CM

*Title: **A New MINDSET: Enabling efficacious, scalable, and sustainable CHW-mediated self-management support for people with epilepsy**

Major Goals: To develop and evaluation of MINDSET decision support to provide training and real-time support for community health workers to improve health and social outcomes for adults with epilepsy.

*Status of Support: Active

Project Number: 6U48DP006413

Name of PD/PI: Carvajal, Scott/ UTH: Shegog, Ross

*Source of Support: University of Arizona/ CDC

*Primary Place of Performance: Tucson, Arizona

Project/Proposal Start and End Date: (MM/YYYY) (if available): 09/30/2020- 09/29/2023

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
2. 2021	1.8 CM
3. 2022	1.92 CM

*Title: **Scale up of the Adolescent Vaccination Program Implementation Tool (AVP-IT)**

Major Goals: The goal of this quality improvement project is to disseminate the web-based Adolescent Vaccination Program Implementation Tool (AVP-IT) within Texas pediatric, FQHC, and family practice clinics.

*Status of Support: Active

Project Number: N / A

Name of PD/PI: Shegog, Ross

*Source of Support: MDACC

*Primary Place of Performance: Houston, Texas

Project/Proposal Start and End Date: (MM/YYYY) (if available): 05/02/2022-02/28/2023

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
1. 2022	0.96 CM

Susan Emery, PhD

The following studies have closed for Dr. Emery:

*Title: **Establishing a Center for Reproductive Health Equity at The University of Texas Health Science Center at Houston(UTHealth) School of Public Health**

Major Goals:

*Status of Support: Active

Project Number: R-202201-05267

Name of PD/PI: Kimberly Baker

*Source of Support: Episcopal Health Foundation

*Primary Place of Performance: Houston, TX

Project/Proposal Start and End Date: (MM/YYYY) (if available): 06/23/2022 – 05/31/2024

*Total Award Amount (including Indirect Costs):

*Person Months (Calendar/Academic/Summer) per budget period.

Year (YYYY)	Person Months (##.##)
1. 2023	0.36 CM
2. 2024	0.36 CM

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

Organization Name: K.A. White Productions

Location of Organization: New Jersey

Partner’s contribution to the project: Video production and testimonial editing

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 Testimonials – Script & Questions**
- 2. Appendix B: Usability Pre and Post-Survey**
- 3. Appendix C: APHA Abstract #1 (Poster Presentation)**
- 4. Appendix D: APHA Abstract #2 (Oral Presentation)**
- 5. Appendix E: UTHealth Student Research Day Poster Presentation**

APPENDIX A. X-CoRe Moderator Guide for Testimonials – Script & Questions

Peer Testimonial Interview Script and Questions

Junior Enlisted

Thank you for your willingness to be interviewed for our program! As you know, we are developing a sexual harassment and sexual assault prevention program named, X-CoRe. The program will be implemented at JB-MDL and possibly other Air Force Bases.

We are interested in learning more about what you think about this topic and how we can help Airmen feel positive about protecting themselves and others from sexual harassment and assault.

There are no right or wrong answers, so please tell us how you really think or feel. We will not use your name in the video so no one will be able to identify you, unless they know you personally.

As a reminder, participation in this interview is completely voluntary. You can choose not to answer any question at any time or may decide to stop participating at any time.

Do you have any questions?

INTERVIEW QUESTIONS

Module 2 – Boundaries

Our first set of questions are about setting and keeping personal boundaries.

1. How would you define a personal boundary?
 - a. Probe: Can you give examples of personal boundaries for how you treat others? What about boundaries related to how you want to be treated by others?
2. Why is having personal boundaries so important?
 - a. Probe for answers: Help keep relationships respectful/healthy; Help you make smart choices; help you stay in control;
3. How do you know when your boundaries are being challenged?
 - a. Probe: What are some physical or mental warning signs? E.g. Start getting nervous/anxious; heart starts beating faster; start second guessing myself;
4. What do you do or say to let others know they are challenging your boundary?
 - a. Probe for answers: Tell the person; find an alternative action; avoid them/the situation; escape the situation

Module 6 – Communication

Thank you for your thoughtful answers! Our next set of questions are about communication.

5. Why is communication so important in relationships?
6. What are some characteristics of good communicators?
 - a. Probe for answers: speak their case clearly; listen/pay attention; empathize
7. What are some characteristics of poor communicators?
 - b. Probe for answers: Not listening; being distracted; always interrupting;

Module 7 – Consent

8. What does consent mean to you?

9. How do you know if you have consent?
 - a. Probe: What can someone say or do to show consent?
10. What are some myths or misconceptions about consent?
 - a. Probe for answers: No means yes, silence means it is ok, you can't change your mind
11. When would it be hard to get consent?
 - a. Probe: When alcohol is involved, when don't know the person well or when you do know the person well, when you are trying to impress someone?
12. What advice would you give someone who may not feel comfortable asking for consent?

Leadership

13. What can leaders do to create respectful work environments?
14. What is the most important thing that leaders can say or do to prevent sexual harassment?
15. What is the most important thing that leaders can say or do prevent sexual assault?
16. How can leaders support survivors of sexual harassment and assault?

Peer Testimonial Interview Script and Questions
Subject Matter Experts

Module 9 - Reporting

Equal Opportunity

1. What is the role of the EO office?
2. How does someone report a case of sexual harassment?
3. When should someone make a report of sexual harassment to your office?
4. What happens after someone makes a report of sexual harassment to you?
5. What advice would you give someone who may have experienced sexual harassment?
6. What advice would you give leaders when responding to an incident of sexual harassment?
7. What is the most important thing that leaders can say or do to prevent sexual harassment?
8. How can leaders support survivors of sexual harassment?

Sexual Assault Response Coordinator

1. What is the role of a SARC?
2. What is the difference between restricted and unrestricted reports?
3. When should someone make a report of sexual assault to you?
4. What happens after someone makes a report of sexual assault to you?
5. What advice would you give someone who may have experienced a sexual assault?
6. What advice would you give leaders when responding to a case of sexual assault?
7. What is the most important thing that leaders can say or do to prevent sexual assault?
8. How can leaders support survivors of sexual assault?

Family Advocacy Program (Respond to sexual assaults between intimate partners)

1. What is the role of the Family Advocacy Program?
2. What is the difference between your office and the SAPR office?
3. When should someone make a report of sexual assault to you?
 - a. Probe: When should they make a report to you vs. SARC?
4. What happens after someone makes a report of sexual assault to you?
5. What advice would you give someone who may have experienced a sexual assault?

6. What advice would you give leaders when responding to a case of sexual assault?
7. What is the most important thing that leaders can say or do to prevent intimate partner violence/sexual assault?
8. How can leaders support survivors of sexual assault?

Healthcare Provider

1. How does experiencing a sexual assault impact the health and well-being of Airmen?
 - a. What are some of the short and long-term health consequences of sexual assault among survivors?
2. When should a survivor of sexual assault seek medical care?
 - a. Is it ever too late to ask for help?
3. What happens after someone makes a report of sexual assault to you?
4. Can you describe what happens during a sexual assault forensic exam?
5. What advice would you give someone who may have experienced a sexual assault?
6. What advice would you give leaders when responding to a case of sexual assault?
7. What is the most important thing that leaders can say or do to prevent sexual assault?
8. How can leaders support survivors of sexual assault?

Victim Advocate/Legal Office

1. What is the role of Victim Advocates?
2. Who is eligible to receive a Victim Advocate?
 - a. How can someone request a Victim Advocate?
3. Can you summarize the legal process after someone makes an unrestricted report of sexual assault?
4. What rights do victims have in the legal process?
5. What rights do alleged offenders have in the legal process?
6. From a legal perspective, what should victims of sexual assault do immediately after experiencing a sexual assault?
 - a. What should leaders do immediately after someone discloses being sexual assaulted?
7. What role do leaders play during an investigation of sexual assault?
 - a. What are some things about the investigation process that leaders often forget or don't think about?
8. What is the most important thing that leaders can say or do to prevent sexual assault?
9. How can leaders support survivors of sexual assault?

Peer Testimonial Interview Script and Questions

LEADERS

Creating a Respectful Work Environment

1. What are things you say or do to create respectful work environments? Or How would you define a respectful work environment? What are some characteristics of respectful work environments?
 - a. Probe for answers: Have an open-door policy, approachable, emphasize zero tolerance, remove stigma of reporting, enforce policies on harassment/assault

Preventing Sexual Harassment and Assault

2. Why should preventing sexual harassment and assault be a priority for leaders?
3. What role do leaders have in preventing sexual harassment and assault?
 - a. Probe for answers: Enforce policy quickly and consistently, model behaviors, support the prevention workforce, support implementing programs that work
4. How have you made the prevention of sexual harassment and assault a priority for your unit? Can you give us examples?
 - b. Probe for answers: have allotted time for Airmen to attend training beyond the minimum requirements, reviewed data to see if what you are doing is working, conducted listening sessions, etc.
5. What has been the most important thing you have said or done to prevent sexual harassment?
6. What has been the most important thing you have said or done to prevent sexual assault?

Supporting Survivors

7. How have you supported survivors of sexual assault? Tell us a story of how you have done this.
 - c. Probe for answers: quickly responded to the situation, enforced policy, consistent with the consequences/punishments for offenders
 - d. Probe: How have you prevented retaliation or ostracism against survivors?
8. What advice do you have for other leaders when responding to an incident of sexual assault and supporting survivors?

APPENDIX 2. Usability Pre and Post-Survey

Code of Respect (*X-CoRe*) Prototype Usability Pre-Survey

Thank you for participating in our study. The information you give will be used to improve a healthy relationships program designed to prevent sexual harassment and sexual assault among Airmen.

Please answer the questions honestly and based on what you really think. There are no right or wrong answers. Your responses are confidential and will not be shared with your Superiors, peers, or anyone else outside of the study. All surveys responses will be presented in aggregate form in reports and presentations.

This survey is being conducted by the University of Texas Health Science Center at Houston (UTHealth) School of Public Health. It will take approximately 15 minutes to complete. Your participation is voluntary. You may choose not to complete certain questions or to stop completing the survey at any point.

If you have any questions or technical issues completing this survey, please contact Laura Thormaehlen by email at Laura.C.Thormaehlen@uth.tmc.edu or by phone at (713) 500-9655. This research project has been reviewed by the UTHealth Institutional Review Board (IRB) as HSC-SPH-20-0214. Thank you for taking the time to complete this survey.

Unique ID: _____

Demographics* (This section is ONLY included in the Pre-Survey)

1. What is your rank?

- ☐ E1-E4
- ☐ E5-E9
- ☐ O1-O3
- ☐ O4 or above

2. What is the month and year you were born?

Birth month (1-12) _____ Birth year _____

3. What is your gender?

- ☐ Male
- ☐ Female
- ☐ Other

4. What term best describes your race/ethnic group?

- ☐ Non-Hispanic white
- ☐ Non-Hispanic black
- ☐ Hispanic
- ☐ Native American or Alaska Native
- ☐ Asian
- ☐ Native Hawaiian or Pacific Islander
- ☐ Other (including multiracial)
- ☐ Prefer not to answer

5. What is your marital status?

- ☐ Married
- ☐ Single, never married
- ☐ Single/Divorced, Married/Separated
- ☐ Cohabiting
- ☐ Widowed

Program Overall* (This section is ONLY included in the Post-Survey)

We want to know how you felt about the Code of Respect (X- CoRe) program.

Different parts of the program are listed below. Please select ‘Like a Lot’, ‘Like a Little’, ‘Dislike a Little’, or ‘Dislike a Lot’, depending on how much you liked or did not like each part of the program.

1.	The program introduction.	Dislike a Lot	Dislik e a Little	Like a Little	Like a Lot
2.	The pictures and colors used in this program.	Dislike a Lot	Dislik e a Little	Like a Little	Like a Lot

3.	The virtual coaches in this program.	Dislike a Lot	Dislike a Little	Like a Little	Like a Lot
4.	The buttons and symbols used in this program.	Dislike a Lot	Dislike a Little	Like a Little	Like a Lot
5.	The sound effects made in this program.	Dislike a Lot	Dislike a Little	Like a Little	Like a Lot
6.	The characters and story (e.g. Airman Hernandez, Airman Jones, Airman Taylor, Airman Murphy) included in this program.	Dislike a Lot	Dislike a Little	Like a Little	Like a Lot
7.	The videos in this program.	Dislike a Lot	Dislike a Little	Like a Little	Like a Lot
8.	The program components as a whole	Dislike a Lot	Dislike a Little	Like a Little	Like a Lot

Read each of the sentences about the Code of Respect (*X-CoRe*) program and answer based on your overall impression of the program. Remember that when we are talking about the “program”, we are talking about the four program modules that you recently reviewed as part of the Code of Respect (*X-CoRe*) program. Please indicate the number that corresponds with your answer. The scale is from 1 (Do not agree at all) to 7 (Do fully agree).

	Strongly disagree		Neutral		Strongly agree		
2. Everything goes together in this program.	1	2	3	4	5	6	7
3. The layout is pleasantly varied.	1	2	3	4	5	6	7
4. The colors used are attractive.	1	2	3	4	5	6	7
5. The layout appears professionally designed	1	2	3	4	5	6	7

Please select the answer in each row to describe how you feel about the “Code of Respect (X-CoRe)” program.

1. I think that this program was:	Too Fast	Just right	Too Slow
2. I think the information I received from this program was:	Correct	Incorrect	Don't know
3. I think the information I received from this program:	Can be trusted	Cannot be trusted	Don't know
4. I think the information communicated in this program will help Airmen select and protect boundaries to have and maintain respectful relationships	Yes	No	Don't know
5. I think the information communicated in this program will help Airmen have respectful social, work and intimate relationships	Yes	No	Don't know
6. I think the information communicated in this program will improve my communication within relationships.	Yes	No	May make worse
7. Did you know or understand most of the words in these four program modules?	Yes	No	Don't know
8. Did you need any help to go through the program content?	Yes	No	Don't know
9. Would you like to do this program again?	Yes	No	Don't know
10. Would you tell another Airman or leader to try this program?	Yes	No	Don't know
11. How does this program compare to other sexual harassment and sexual assault prevention trainings you have taken?	Less useful	As useful	More useful
12. How does this program compare to other computer- based trainings you've had?	Less useful	As useful	More useful

Now we would like to understand which program features you found most useful. Please indicate how useful you found each program feature listed below:

	Not very useful	Not useful	Somewhat Useful	Useful	Very useful
1. The overall interface	☐	☐	☐	☐	☐
2. The interactive activities in each module	☐	☐	☐	☐	☐
3. The references to UCMJ and other policies within each module	☐	☐	☐	☐	☐
4. The additional resources at the end of each module	☐	☐	☐	☐	☐
5. Being able to answer questions again if you missed the correct answer	☐	☐	☐	☐	☐

Open Ended Questions* (This section is ONLY included in the Post-Survey)

Please answer the following questions using your own words.

1. Did you know where to begin using the Code of Respect interface? ☐ Yes ☐ No ☐ No opinion

If you answered No, please explain why in the space below.

2. What did you **like best** about the “Code of Respect (*X-CoRe*)” program?
3. What did you **like least** about the “Code of Respect (*X-CoRe*)” program?
4. How could we make the “Code of Respect (*X-CoRe*)” program better?
5. Was there anything missing in the “Code of Respect (*X-CoRe*)” modules or program overall that you would have liked to have seen? If so, what?
6. Do you think other Airmen and leaders should use the “Code of Respect (*X-CoRe*)” program? Yes/No? Why?
7. What would you tell other Airmen and leaders about the “Code of Respect (*X-CoRe*)” program?

8. What would make the Code of Respect (*X-CoRe*) program more appealing so that other Air Force bases would use it?
9. Other comments/questions/concerns?

Knowledge of Sexual Harassment and Assault (Knowledge of Sexual Harassment and Assault Scale)

Please indicate if the following statements are true or false.

1. Sexual assault is defined by the UCMJ as “Intentional and unwanted sexual touching (or attempts to touch) of another person when that person does not give or is not capable of giving consent”.
☐ True
☐ False
2. Sexual harassment can only happen in-person.
☐ True
☐ False
3. It is legal to share a nude photo of a person without their consent.
☐ True
☐ False
4. Verbal harassment can progress to more severe forms of violence, like physical assault.
☐ True
☐ False
5. A hostile work environment is a form of sexual harassment in the workplace that involves a “this for that” situation.
☐ True
☐ False
6. Making jokes or derogatory comments about a person’s appearance, accent or gender identity is a form of harassment.
☐ True
☐ False

Attitudes Towards Sexual Harassment (Sexual Harassment Attitude Scale)

Please indicate how much you agree or disagree with the following statements. Remember, there are no right or wrong answers so please answer how you really think or feel.

	Strongly agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Strongly disagree (1)
1. An attractive Airman has to expect sexual advances and should learn how to handle them.					
2. It is normal for Airmen to be sexually teased by others with whom they interact on the job.					
3. Most Airmen who are sexually insulted by another person provoke their behavior by the way they talk, act, or dress.					
4. Airmen must learn to understand that a person’s “no” to their sexual advances really means “no”.					

5. It is only natural for Airmen to use their sexuality as a way of getting ahead at work.					
6. I believe that sexual intimidation is a serious social problem.					
7. It is only natural for Airmen to make sexual advances to someone they find attractive.					
8. Innocent flirtations make the workday interesting.					
9. Encouraging a supervisor's sexual interest is frequently used by Airmen to improve their work situations.					
10. One of the problems with sexual harassment is that some Airmen can't take a joke.					
11. Many charges of sexual harassment are frivolous and vindictive.					
12. A lot of what people call sexual harassment is just normal flirtation between Airmen.					
13. Sexual assault and sexual harassment are two completely different things.					
14. Sexual harassment refers to those incidents of unwanted sexual attention that aren't too serious.					
15. Sexual harassment has little to do with power.					
16. Sexism and sexual harassment are two completely different things.					
17. All this concern about sexual harassment makes it harder for Airmen to have normal relationships.					

Attitudes Towards Relationship Violence (Acceptance of Couple Violence Scale)

Please indicate how much you agree or disagree with the following statements.

	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)
1. A man angry enough to hit his female partner must love her very much.				
2. Violence between dating partners can improve the relationship.				
3. Women sometimes deserve to be hit by the men they date.				
4. A woman who makes her male partner jealous on purpose deserves to be hit.				
5. Men sometimes deserve to be hit by the women they date.				
6. A woman angry enough to hit her male partner must love him very much.				
7. There are times when violence between dating partners is okay.				
8. A man who makes his female partner jealous on purpose deserves to be hit.				
9. Sometimes violence is the only way to express your feelings.				
10. Some couples must use violence to solve their				

problems.				
11. Violence between dating partners is a personal matter and people should not interfere.				
12. A male angry enough to hit his male partner must love him very much.				
13. Men sometimes deserve to be hit by the men they date.				
14. A man who makes his male partner jealous on purpose deserves to be hit.				
15. Women sometimes deserve to be hit by the women they date.				
16. A woman angry enough to hit her female partner must love her very much.				
17. A woman who makes her female girlfriend jealous on purpose deserves to be hit.				

Attitudes Towards Cyberbullying (Harmful Cyberbullying Attitude Scale)

Please indicate how much you agree or disagree with the following statements. Remember, there are no right or wrong answers so please answer honestly.

	Strongly agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Strongly disagree (1)
1. Teasing or making fun of others with harmful comments online is fun to me.					
2. It is alright to send harmful online messages/posts to another.					
3. It makes me feel good to attack others online when they deserve it.					
4. I have no reservations about using technology to hurt others when they deserve it.					
5. Harming others via electronic media is acceptable to do.					

Relationships Skills Self-Efficacy (Interpersonal Competence Questionnaire)

Imagine the following situations involved a romantic partner. Please indicate how comfortable you would be handling the situations.

	Romantic Partner				
	I'm poor at this; I'd feel so uncomfortable and unable to handle this situation, I'd avoid it if possible (1)	I'm only fair at this; I'd feel uncomfortable and would have lots of difficulty handling this situation (2)	I'm ok at this; I'd feel somewhat uncomfortable and have some difficulty handling this situation (3)	I'm good at this; I'd feel quite comfortable and able to handle this situation (4)	I'm extremely good at this; I'd feel very comfortable and could handle this situation very well (5)
1. Telling a partner you don't like a certain way he or she has been treating you.					
2. Saying "no" when a partner asks you to do something you don't want to do.					
3. Turning down a request by a partner that is unreasonable.					
4. Standing up for your rights when a partner is neglecting you or being inconsiderate.					
5. Telling a partner that he or she is doing something that embarrasses you.					
6. Confronting your close partner when he or she has broken a promise.					
7. Telling a partner that he or she had done something to hurt your feelings.					
8. Telling a partner that he or she has done something that made you angry.					

Imagine the following situations involved a friend. Please indicate how comfortable you would be handling the situations.

	Friend				
	I'm poor at this; I'd feel so uncomfortable and unable to handle this situation, I'd avoid it if possible (1)	I'm only fair at this; I'd feel uncomfortable and would have lots of difficulty handling this situation (2)	I'm ok at this; I'd feel somewhat uncomfortable and have some difficulty handling this situation (3)	I'm good at this; I'd feel quite comfortable and able to handle this situation (4)	I'm extremely good at this; I'd feel very comfortable and could handle this situation very well (5)
1. Telling a friend you don't like a certain way he or she has been treating you.					
2. Saying "no" when a friend asks you to do something you don't want to do.					
3. Turning down a request by a friend that is unreasonable.					
4. Standing up for your rights when a friend is neglecting you or being inconsiderate.					
5. Telling a friend that he or she is doing something that embarrasses you.					
6. Confronting your close friend when he or she has broken a promise.					
7. Telling a friend that he or she had done something to hurt your feelings.					
8. Telling a friend that he or she has done something that made you angry.					

Healthy Relationships Skills Self-Efficacy (Healthy Relationships Skills Self-Efficacy Scale - NEW)

How confident do you feel in your ability to...

	Not at all confident (1)	Not very confidence (2)	Somewhat Confident (3)	Very confident (4)
1. Select personal boundaries within your <i>peer</i> relationships?				
2. Select personal boundaries within your <i>work</i> relationships?				
3. Select personal boundaries within your <i>intimate</i> relationships?				
4. Detect signs and situations that may compromise your personal boundaries?				
5. Protect your personal boundaries?				
6. Protect your boundaries within electronic and online environments?				
7. Respect other people's personal boundaries?				
8. Communicate your feelings clearly and respectfully within your <i>peer</i> relationships?				
9. Communicate your feelings clearly and respectfully within your <i>work</i> relationships?				
10. Communicate your feelings clearly and respectfully within your <i>intimate</i> relationships?				

Appendix C: APHA Abstract #1 (Poster Presentation)

Title. “It depends”: Attitudes and perceptions of sexual harassment and assault and intentions to report incidents among Active-duty Airmen

Learning Objectives

By the end of this presentation, participants will be able to:

1. Describe Active-duty Airmen’s perceptions of sexual harassment and sexual assault.
2. Describe Active-duty Airmen’s attitudes and intentions towards reporting an incident of sexual harassment or sexual assault.
3. Identify factors influencing Airmen’s attitudes and intentions towards sexual harassment, sexual assault, and reporting incidents.

Target Audience

Prevention specialists, sexual health researchers, military-connected workforce

Abstract

Background: Sexual harassment (SH) and sexual assault (SA) are public health problems, particularly for the U.S. military. Research to understand Service members’ attitudes and perceptions related to SH, SA, and reporting incidents is lacking.

Purpose: To better understand Airmen’s attitudes and perceptions about SH and SA and intentions to report an incident.

Methods: We interviewed Active-Duty Airmen (n = 28; 48% female), 18 years or older, from an Air Force installation located in the northeast U.S. Airmen were presented with three vignettes depicting incidents of SH and SA with increasing degrees of severity. We asked Airmen to identify each incident as SH, SA, Rape, or none of the above, their rationale for their response, and why they would or would not report each incident. We then conducted a thematic analysis to identify themes across interviews.

Results: Airmen were less likely to consider an incident as SH or SA if they did not perceive the incident as severe or if they knew the offender. Most Airmen would not report an incident to their superiors or authorities unless the incident continued or was perceived to be severe. Factors that influenced Airmen’s responses included their relationship with the offender, perceived severity of the incident, fear of hurting the offender’s career, reporting challenges (for higher ranking offenders), and blaming survivors. victim perceptions.

Conclusion: Prevention interventions targeting the factors that influence Airmen’s responses may help increase the identification and reporting of SH and SA among Airmen, which will help promote a protective environment.

Appendix D: APHA Abstract #2 (Oral Presentation)

Title: Attitudes and Perceptions of Current Sexual Harassment and Assault Prevention Training among Airmen: A Mixed Methods Study

Learning Objectives

By the end of this presentation, participants will be able to:

1. Describe Active-duty Airmen's attitudes and perceptions of current sexual harassment and sexual assault prevention programming.
2. Identify characteristics of current sexual harassment and sexual assault prevention programming for Active-duty Airmen.
3. Identify Active-duty Airmen's desires for future sexual harassment and sexual assault prevention programming.

Target Audience

Prevention specialists, sexual health researchers, military-connected workforce

Abstract (limit 250 words)

Keywords: Sexual Assault, Sexual Harassment, Prevention, Military

Background

Sexual harassment (SH) and sexual assault (SA) within the U.S. military has continued to increase. Effective sexual health programs can prevent SH/SA; however, there are limited SH and SA prevention programs designed specifically for the military.

Purpose

The purpose of this study was to examine Airmen's attitudes and perceptions of current SH and SA prevention programming and their desires for future prevention programs.

Methods

We collected survey and semi-structured individual interview data from a sample of 28 Active duty Airmen (mean age: 26.59 years, 48% female). Airmen were asked about their experiences in SH/SA prevention programs, perceived effectiveness, and recommendations for future programming. We analyzed survey data using descriptive statistics and conducted a thematic analysis on the qualitative data.

Results

Most Airmen reported that current prevention training was beneficial, but that there were several areas where training could be improved. Airmen believed that healthy relationships (13.7%) and avoiding risky situations (12.0%) were not discussed enough in their current prevention training. Junior-ranked Airmen preferred mixed group in-person programs delivered by a civilian or third-party facilitator with small group discussion and scenario-based learning including "grey area scenarios". Mid- and senior-ranked Airmen preferred small group settings with a mix of interactive online and in-person learning. Topics such as personal responsibility and clear definitions of current laws were also important to mid- and senior-level Airmen.

Conclusion

Our findings highlight Airmen's current attitudes and perceptions towards SH and SA prevention programs as well as provide important guidance for future programs.

Appendix E: UTHealth Student Research Day Poster Presentation

