

MILITARY SEXUAL ASSAULT PREVENTION TRAINING: EVALUATION OF  
THE EXPERIMENTAL LEADERSHIP CHALLENGE MODULE

by

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## THESIS ABSTRACT

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Title: Military Sexual Assault Prevention Training: Evaluation of the Experimental Leadership Challenge Module

This study evaluated a new sexual assault prevention-training module, the Experimental Leadership Challenge (ELC), designed primarily for officers in training at Reserve Officers' Training Corps (ROTC) programs. Students who experienced the ELC module gave it significantly higher effectiveness scores than scores given to other programs experienced by students who did not take the ELC module. Of the most commonly used trainings, Sexual Assault Prevention and Response (SAPR) Training and Sexual Harassment/Assault and Response (SHARP) Training actually received the lowest effectiveness scores. Although short-term impact scores and commitment scores did not differ significantly between the ELC module and other trainings, students rated the ELC module as having a greater effect on their commitment towards addressing the problem of sexual assault than those who had other trainings. ROTC Commanders should consider supplementing existing programs with approaches mentioned by officers in training as particularly effective to improve and diversify the current mandatory training.

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# CHAPTER I

## INTRODUCTION

Every year, more than 200,000 people undertake one of the most honorable acts of service to country by joining the United States Military, whether that is in the Air Force, Navy, Army, Marine Corp or Coast Guard (Joining the Military, n.d.). Military members volunteer for this duty willing to face the risks of loss of life, loss of comrades, loss of limbs, eyesight, hearing, and/or permanent disfigurement. Tragically, many servicemen and women sustain wounds associated with non-combat related attacks during their service in the military. Not only do these attacks and injuries serve no military purpose, but they also undermine morale, leaving deep scars that these individuals must carry for the rest of their lives. In 2002, 22% of female veterans and 1% of male veterans disclosed experiencing sexual assault during their military service (Suris & Lind, 2008). This statistic likely represents a conservative estimate because sexual assault is the most underreported form of violence in the United States (Kilpatrick et al, 1992). In 2012, Secretary of Defense Panetta stated that sexual assault cases have been unreported by approximately 16,000 (Mulrine, 2012).

In 2005, the military implemented mandatory sexual assault prevention trainings in order to reduce the number of sexual assaults occurring in the military. Unfortunately, most of the trainings have not been scientifically evaluated for their effectiveness and there are no programs primarily focused on the officers in training at Reserve Officers' Training Corps (ROTC) programs and Military Academies. The study reported here attempts to examine the effectiveness of a new military sexual assault prevention module for future officers at ROTC programs by comparing it to the current military sexual

assault trainings. The understanding of the relative effectiveness of this multi-media and interactive training module as it relates to current modules in deployment will contribute to determining whether this new module has the potential to more reliably prevent future sexual assaults.

### **Military Sexual Trauma**

Military sexual trauma, or MST, is a term adopted by the Department of Veterans Affairs (VA) to refer to sexual assault or threatening sexual harassment during military service (Military Sexual Trauma, n.d.). In the fiscal year 2003, the VA universal screening identified 31,797 male cases of MST and 29,418 female cases of MST (Kimerling et al., 2007). Although there is a higher percentage of servicemen in the military compared to servicewomen, these numbers indicate that the overall number of male victims of military sexual trauma is similar or even greater than the number of female victims.

**Descriptive Information of MST.** Research has shown that ninety-six percent (96%) of perpetrators committing these acts of sexual assaults on servicewomen and servicemen are other U.S. military members (Sadler et al., 2005; Suris & Lind, 2008; Foubert & Masin, 2012). One study of female victims found that 37% percent of rapes occurred on duty, 71% occurred on base, with 56% occurring while the women were off duty and on base (Sadler et al., 2005).

**Impacts on Individuals.** Military sexual trauma has been found in many studies to be significantly associated with severe posttraumatic stress disorder (PTSD) symptoms (Murdoch, Polusny, Hodges, & O'Brien, 2004), such as depression, anxiety, and poor physical health (Sadler, Booth, Nielson, & Doebbeling, 2000). Sexual violence in a

military context can be more damaging to mental and physical health than in other environments (Himmelfarb, Yaeger, & Mintz, 2006). A study of active duty Air Force personnel suggested that a history of rape and/or unwanted sexual experiences as an adult resulted in a six times higher likelihood of attempted suicide, even when adjusting for depression and anxiety (Bryan, McNaughton-Cassill, Osman, & Hernandez, 2013). Sexual assault by “friendly” forces (as compared to enemy or civilian perpetrators) is especially traumatizing. As Benedict (2010) writes, “Rape and sexual assault by someone on whom you depend – whether it be a parent, a partner, or a comrade-in-arms - is more traumatizing than assault by anyone else” (p. 6). The betrayal aspect in trauma (Freyd, 2014), in this case being sexually assaulted by a trusted fellow soldier, has been a key factor in the development of PTSD and dissociative symptoms (DePrince, 2001).

**Impacts on Military Effectiveness.** In the military context, the victim often must continue living and working alongside her/his assailant because in most cases, the perpetrator is a fellow military member (Bell & Reardon, 2011). Studies have found that military sexual assault survivors are more likely to report less job and coworker satisfaction than non sexual assault survivors, which are associated with poor organizational commitment and workgroup productivity (Harned et al., 2002). The military depends on the team, but if a sexual assault occurs within a unit, the trust and commitment to excellence is no longer there. In 2010, U.S. Secretary of Defense Robert Gates described military sexual assault as “a threat to national security” (U.S. Department of Defense, 2010).

**Officer’s Impact on MST.** Officers have a significant impact on military culture and climate that can either inhibit or allow sexual harassment and assault to occur with in

their units. Military women had six times higher odds of being raped when working in a hostile environment, in which, for example, officers tolerated or initiated sexually demeaning comments in the presence of servicewomen (Sadler et al., 2003), compared to women who reported a non-hostile environment. Another study found that thirty-eight percent (38%) of Air Force active duty women have experienced sexual harassment from their supervisor, which is more than twice as high as in the civilian workplace (Bostock & Daley, 2007). Because the actions of officers help shape either a hostile or safe environment (Sadler et al., 2003), interventions targeted at officers in training have the potential to substantially decrease the risk that men and women in their future units will be sexually assaulted.

### **History of Military Sexual Assault**

The earliest data collection on military sexual assault only reaches as far back as veterans in the Vietnam Era. One such victim, Michael F. Matthews, said that in 1974 when he was 19 years old and serving in the United States Air Force, “I thought I was the only one” when referring to being sexually assaulted (Matthews, 2013). Although military sexual assault was not a topic of study during the Vietnam era, there have been a few retrospective studies that have evaluated the prevalence of MST in female veterans in Vietnam and earlier conflicts (Fontana, Schwarts & Rosenheck, 1997; Fontana & Rosenheck, 1998; Sadler et al., 2000). The population examined in MST research studies, especially for the Vietnam and Gulf-War conflicts, is mostly consisted of female veterans seeking VA-treatment, which limits the ability to accurately evaluate the prevalence of both female and male military sexual assault within those periods of time. However, according to the Department of Defense’s Military Sexual Assault Report for 2012, an

estimated 26,000 members of the United States military, both men and women, reported being sexually assaulted in that year. Given the prevalence of military sexual assault in recent studies, it is clear that Michael F. Matthews was not the only one and that military sexual assault has existed throughout the history of the military. Unfortunately, only in the past three decades has military sexual assault been even a topic of discussion. Indeed, it was not until this last decade that the U.S. military has begun to focus on ending this problem. It took a series of major incidents and a great deal of negative publicity and political pressure for the Department of Defense to be finally mandated to take action.

**Tailhook Scandal.** The most visible military sexual assault scandal occurred in 1991 at the 35<sup>th</sup> Annual Tailhook Association symposium (The Tailhook Association, n.d.). Over a span of five days, more than 100 U.S. Navy and Marine Corps aviation officers were alleged to have sexually assaulted and harassed at least 83 women and 7 men. Many victims reported the abuse, which resulted in an investigation. A number of officers were disciplined and refused advancement in rank; however, officers in charge of the event were not held accountable for knowing and allowing these inappropriate behaviors to occur.

**Aberdeen Scandal.** Another significant sexual assault scandal occurred in 1996 at the Aberdeen Proving Ground on the Army base in Maryland. Charges were brought against twelve commissioned and non-commissioned male officers for sexual assaulting at least 19 female trainees under their command. A Staff Sergeant and a Captain were given 4 and 6-months sentences, however the heaviest punishment of 25 years of prison was given to a Sergeant for 18 incidents of rape and 29 other offenses. However, even after this scandal, the Department of Defense still did not make a move to address the



problem of sexual assault among the ranks.

**United States Air Force Academy Scandal.** In 2003, the United States Air Force Academy scandal occurred involving allegations of sexual assault and leadership personnel ignoring these incidents. Roughly 12% of women who graduated from the Air Force Academy in 2003 reported rape or attempted rape, 20% indicated they have been victims of sexual assault, 70% reported sexual harassment and 22% stated that they had experienced pressure for sexual favors (Office of the Inspector General of the Department of Defense, 2003). A key issue with this scandal was that the Academy systematically covered up these crimes and supervising officers intimidated and punished victims for reporting. As a result, the US Air Force removed the top four officials at the Academy (Martin, 2003).

### **Department of Defense Solutions**

As pressure increased to address and fix the problem of sexual assault in the military, the Department of Defense formed the Sexual Assault Prevention and Response Office (SAPRO) in 2005. This Office serves as the single point of authority for program accountability and oversight, in order to enable military readiness and reduce sexual assault in the military (Sexual Assault Prevention and Response Office, n.d.). SAPRO became the new office that ensures that each military branch conducts mandatory training and prevention programs (SAPR training) to tackle the need for organization-wide reform.

**Internally Developed Military Training.** Military members receive a variety of training programs on sexual assault, often multiple times throughout the year. Requirements for mandatory training are passed down from the Sexual Assault

Prevention and Response Office. Trainings often focus on defining what constitutes sexual assault, the distinction between sexual assault and sexual harassment, available reporting options and resources, and how to intervene to stop sexual assault from happening (Department of Defense, 2013b). Sexual Assault Prevention and Response (SAPR) encompasses all internally developed sexual assault prevention and response training. The United States Army created their own version called the Sexual Harassment/Assault Prevention and Response (SHAPR) program as a platform to integrate the Army's Sexual Assault Prevention and Response (SAPR) Program and Prevention of Sexual Harassment (POSH) efforts. Of these trainings, some have been developed and packaged by SAPR/SHARP for mandatory use, while individual Commanders and/or units have developed other supplementary trainings. For this reason there is little public information on the variety of SAPR/SHARP training methods used other than the facilitation guides for the mandatory packaged trainings. Based on personal experience and anecdotes from military members, most of the trainings consist of PowerPoint presentations, while other training may include dramatized videos with group discussions. Online computer based training and guest speaker lectures are also another form of SARP/SHARP trainings. The method types and uniformity of training vary drastically based on units and Commanders, and delivery method and/or measurement for effectiveness are also inconsistent.

**Civilian Developed Training.** On occasion, military Commanders will contract with civilian organizations to provide packaged sexual assault prevention programs to fulfill their unit training requirements. One of the most widely used trainings with military units, especially the Army, is SEXSIGNALS by Catharsis Productions. Since

2008, SEXSIGNALS has been presented almost 1,000 times to U.S. soldiers around the world and in 2010 was officially integrated into Basic Training and the Basic Officer Leadership Course (SEXSIGNALS, n.d.). SEXSIGNALS differs from traditional sexual assault prevention programs in that it incorporates humor, improvisation, education and audience interaction. Through comedy filled skits, SEXSIGNALS addresses the issues of dating, consent and sexual assault awareness. SEXSIGNALS does not target the audience as potential perpetrators and/or victims but uses the bystander model, which emphasizes the ability and the responsibility that everyone in the community has to prevent sexual assault and change social norms. This methodology focuses on how to date outside the workplace and understanding where the lines start to blur and get crossed.

Another well-known program that uses the bystander model is the Bringing in the Bystander developed by Banyard, Moynihan and Plante (2007). This program is delivered in 4.5 hours over 1 to 3 sessions using audience interaction, role playing and discussion to provide participants with skills to help them act when they see behaviors that puts others at risk for sexual violence or perpetration. This methodology teaches participants how to speak out against rape myths and sexist language, support victims, and intervene in potentially violent situations. This training was originally created for college campus communities where sexual violence is a widespread problem and then conducted at military installations because of the similar population demographics (Potter & Moynihan, 2011). Researchers have found that this program was effective in increasing prosocial bystander attitudes and increasing reported bystander behaviors among undergraduate men and women. Potter and Moynihan (2011) also found that military members that participated in the Bringing in the Bystander program were also

significantly more likely to report performing the 39 bystander behaviors in the past 4 ½ months to help a friend, acquaintance, or stranger, suggesting that this training can be transferred effectively to a military audience.

### **Limitations of Current Military Sexual Assault Training**

Although the civilian packaged trainings have been evaluated with some success, these programs are not easily available for individual unit usage and they require a costly contract with the military. SEXSIGNALS and Bringing in the Bystander production companies do not post price estimates on their website, but a show put on at Cleveland's John Carroll University in 2013 cost the institution roughly \$4,200 (Brown, 2013). Therefore, the most common military sexual assault trainings used are those mandated from the Sexual Assault Prevention and Response Office. Unfortunately, SAPR trainings have many limitations. Most rely heavily on PowerPoint slides. Other delivery may be computer based or rely on group briefings of up to eight hundred people (Holland & Cortina, 2014; Department of Defense, 2014c). The effectiveness of most programs has not been systematically evaluated, but the limited studies available (e.g., Potter & Moynihan, 2011; Foubert & Mason, 2012) suggest that the PowerPoint approach in particular is ineffective. In addition, many service members and even military academy cadets/midshipmen have reported that they do not take SAPR training seriously or pay full attention (U.S. Government Accountability Office, 2008; Department of Defense, 2014b).

**Officer Training.** Holland and Cortina (2014) report that only fifty-four percent (54%) of the force receives comprehensive training that exposes them to a broad range of sexual assault topics, and compared to enlisted personnel, officers were more likely to

have received no sexual assault training in the last year. Poor training of officers is particularly concerning because of their impact on the prevalence of military sexual assault as discussed previously. Officers have the influence to create safe or hostile environments that can foster a unit that either allows or punishes sexual harassment, which can lead to sexual assault (Sadler et al., 2003). In the Department of Defense (2014d) 2014-2016 Sexual Assault Prevention Strategy, it places the leaders as the “Center of Gravity” for prevention efforts because they have recognized the essential role that leadership plays in creating and influencing climates of respect and dignity.

**The Exception: SAPR-F and SAPR-L**

The United States Navy recently reformed their sexual assault prevention training and created the SAPR-Leaders for E7 and above (senior noncommissioned officer and commissioned officers) and SAPR-Fleet for E6 and below (noncommissioned officers and junior enlisted) training programs in 2013 (Navy Personnel Command, n.d.). Through an interactive video and a face-to-face discussion, these trainings focus on the different skills and responsibilities of officers and enlisted personnel to promote culture change, and encourage bystander intervention to reduce sexual assault. The video used is a dramatized recreation of a real incident of sexual assault that occurred on an aircraft carrier. In the SAPR-Fleet training, discussions focus on enlisted midshipmen and their responsibilities as bystanders to intervene in situations that could potentially lead to sexual assault. The discussions for SAPR-Leaders training primarily focus on the leaders and what actions they should take at designated intervals in the video. The SAPR-Leaders portion of the Navy’s reformed training program is what separates itself from the standard internally developed programs.

Even though the tailored training methodology shows promise, other branches have not yet developed their own version and this training focuses only on active duty officers and enlisted personnel. In addition, this training has not been scientifically evaluated with regard to its prevention effectiveness. However, this program appears to be heading in a very promising direction in developing programs that target the bystander interventions at different levels of the service.

### **Experimental Leadership Challenge Module (ELC)**

The design of this new sexual assault prevention module stems from a combination of the best aspects from the Navy's new SAPR training and the civilian contracted packaged programs. Instead of targeting the entire range of military personnel from enlisted to the highest ranked officers as in the Navy's SAPR-F and SAPR-L programs, the ELC module focuses on officers in training, at ROTC units and Military Academies. Today there is no SAPRO approved sexual assault training targeted specifically at this demographic group, and little training designed primarily for current officers. This training for future officers is designed to allow cadets/midshipmen to envision and create safer unit environments that they would want to lead and therefore, decrease the potential of sexual assault among their future servicewomen and servicemen.

**Training Model.** Similar to the bystander intervention model, the ELC module emphasizes the duty and responsibility of the community to prevent sexual assault. However, instead of teaching dating or specific bystander intervention techniques, this training primarily focuses on the leaders' responsibility to create safer units that punish inappropriate behavior and sexual harassment before these actions lead to sexual assault. There are many other training and education programs focused on the awareness of the

problem, yet the goal of the ELC method is to instill personal commitment early on among officers in training. Lower ranked officers are the closest chain of command to enlisted personnel. As such they have the greatest opportunity to see, hear and influence their units as well as begin to change the current climate of military inactivity and acceptability of sexually inappropriate behavior.

**Training Method.** The ELC module incorporates some of the best training methods from previous programs such as the use of multi-media, videos, integrating group discussions and structured debriefing exercises. Unlike most of the videos used for sexual assault training that are dramatized depictions of either real or hypothetical situations, this new module focuses on specific selected segments of the 2012 documentary film *The Invisible War* directed by Kirby Dick. This groundbreaking documentary features interviews with veterans from multiple branches of the United States Armed Forces who recount their stories and events surrounding their assaults. Through real testimonies from military personnel who have been victimized in uniform, the film paints a compelling depiction of the extent of this problem. The themes of the selected segments in the film were on the leadership failures that had occurred during the sexual assault incident and/or problems that existed in the entire unit. In addition, a segment about male victims was included to highlight that women are not the only ones being victimized within the military and that male sexual assault is also a serious problem, which most trainings do not mention. To allow this film to make a true impact on those who watch it, cadets/midshipmen are assigned to watch the selected testimonies, or the entire film if desired, and then answer specific questions about those clips prior to the group discussion. The use of an individual pre-work assignment prior to the training

day is one of the unique aspects of this new module compared to current military sexual assault training. The pre-work allows cadets/midshipmen to internalize the film for a longer period of time and answer the questions using their own judgment of how they could have handled these situations as future leaders without any pressure or influence from other peers. On the actual day of training, the clips are reshown and further debriefed. Instead of a lecture style of training, a group discussion is facilitated to integrate the pre-work ideas and further debrief the segments with the entire group of cadets/midshipmen.

**Training Goal.** The goal with this method is to use real testimonies to influence future officers of the military to take ownership of the problem of sexual assault. By recognizing and punishing sexual harassment and inappropriate behavior in the unit, as opposed to tolerating an environment that allows these actions to occur, future officers can hopefully lower the likelihood of creating a breeding ground for sexual violence and assault within their unit. The very last exercise of this training asks cadets/midshipmen to write down one thing they want to do about this issue when they have their first command. The general idea is that when people make a personal commitment to a certain standard of behavior, such as committing to ownership of the problem of sexual assault and of the environment they foster, they will be part of the solution that produces long-term behavior change (Lokhorst et al., 2013). The importance of this training is the goal of targeting the commitment among officers in training to change climate norms. Given that this training is uniquely targeted at officers in training, establishing a personal goal to be the driving force that brings change in their work environment is a key element of the ultimate success of this program. According to the Fishbein and Ajzen (1975) theory of



planned behavior, intentions are the most effective way to predict future behaviors. The written activity that requires cadets/midshipmen to make a commitment to perform a specific behavior creates behavioral intention. This can eventually lead to actual behaviors and therefore have a direct impact on the military's ultimate goal of reducing sexual assault within the armed forces.

### **The Current Study**

The goal of the current study is to conduct a preliminary evaluation of the effectiveness of the Experimental Leadership Challenge module for future officers enrolled in ROTC programs to improve current sexual assault training for future officers. Specifically, the study aimed to evaluate the overall effectiveness of the ELC module training by comparing it to current military sexual assault prevention training with respect to whether this new prevention training increases short-term impacts, such as conversation and internal thinking about this issue, and if this training increases future officers' commitment to fixing the problem of sexual assault. This knowledge of the relative short-term effectiveness of a different approach to military sexual assault prevention training for future officers will provide important preliminary evidence regarding its promise as a method to untimely prevent sexual assault.

### **Research Question**

**PROBLEM:** What changes to sexual assault training can help build commitment among future officers of the United States Military to reducing sexual assaults in units under their command?

## **Hypotheses**

HYPOTHESIS 1: Future officers will evaluate the new program as more effective than other sexual assault trainings they have experienced.

HYPOTHESIS 2: The new sexual assault prevention module will evoke short-term impacts such as increased thinking about sexual assault issues and more conversations about this topic in the weeks after the training as compared with the impact of standard training.

HYPOTHESIS 3: Compared to standard training the new sexual assault prevention module will result in greater commitment among future officers to address the problem of sexual assault through increase future behavioral intentions.<sup>1</sup>

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<sup>1</sup> The views expressed in this article are those of the author and do not reflect the official policy or position of the United States Air Force, Department of Defense, or the U.S. Government.

## CHAPTER II

### METHODS

#### Participants

ROTC cadets/midshipmen from the geographic regions of Oregon, Washington, Utah and Idaho were recruited by an email from their ROTC Commanders who invited them to participate in an online survey. Of the twenty ROTCs that were contacted, seven ROTC Commanders emailed their cadets the invitation to participate in the survey. Four ROTCs were from the state of Washington while the other three ROTCs were from Oregon. These ROTC programs consisted of four Air Force ROTC programs, one Army ROTC program and two Navy ROTC programs.

Out of the 170 total participants, 34 started but did not complete the survey. These participants were excluded from the data because the only recorded responses on their surveys were the demographic questions asking about gender, branch of service and ROTC location. There is no way to know if these participants decided to discontinue their participation or if they began a new session. The 136 participants who did complete the survey included 99 males (73%) and 37 females (27%). This population reflects a slightly higher percentage of women compared to the overall military, as the distribution of female Active Duty members is 203,895 (14.9%) and male Active Duty members is 1,166,434 (85.1%) (Department of Defense, 2013a). However, in ROTC programs, female cadets/midshipmen represent 20% of the Corps of Cadets (Army ROTC, n.d.).

Among the three branches, there were 64 Air Force ROTC cadets (47%), 65 Navy ROTC midshipmen (48%), and 7 Army ROTC cadets (5%) that completed the survey.

Roughly 67 cadets participated in the Experimental Leadership Challenge module (50 Air Force cadets and 17 Army cadets). Of these participants, 36 completed the survey, which created the experimental module group (30 Air Force ROTC cadets, and 6 Army cadets). The control group consisted of the 100 participants who did not experience the ELC module but participated in other training (24 Air Force cadets, 65 Navy midshipmen and 1 Army cadet).

To increase participation on the survey, a monetary incentive of \$50 was rewarded to ROTC units, for the use in their Cadet Recreation Fund, if at least 15 students from their unit completed the survey.

### **Design**

Commanders of every ROTC unit in Oregon, Washington, Utah and Idaho were invited to include the ELC sexual assault prevention module in their Spring curriculum training program. Interested Commanders had the option of either presenting the training themselves or having myself and my colleague Charlie Landeros (Army veteran and fellow UO student) lead the group discussion portion of the training module. All three Commanders who adopted the module chose the later option. This created one of the conditions for the independent variable.

Data was collected using an anonymous online survey link that was emailed by all three ROTC Commanders who adopted the module and four ROTCs who did not. The control group consisted of cadets/midshipmen that were part of the ROTC units that did not adopt the ELC module. The experimental group consisted of cadets/midshipmen that were part of ROTC units that did adopt the ELC module and participated in the training.

## **Measures**

The online survey consisted of demographic questions, questions about the effectiveness of training, questions that measured the short-term impact of the training on behaviors such as conversation and thinking about this issue, and questions about intentions of future officer leadership behaviors that address the problem of sexual assault (see Appendix A). Answers to these questions were the basis for the measurement of variables for the three hypotheses. The survey had a total of 24 questions.

**Demographics.** The very first section of the survey consisted of three questions on demographics. These questions asked about the participant's gender, branch of service and where their ROTC program was located.

**Effectiveness Variables.** The second portion of the survey focused on effectiveness of participants' most recent sexual assault prevention training. Participants were asked when was the last time they had received sexual assault training, what that training was and to rate the relative effectiveness of their training on a 5-point scale from 1 being Strongly Ineffective to 5 being Strongly Effective. In addition, two open-ended questions were included to gain qualitative responses about the best and worst thing about this training.

To reduce the impact of social desirability bias on responses, four questions asked how participants perceived their classmates' reactions toward the training. Participants were asked to think back to their most recent training and rate the extent to which their fellow classmates took the training seriously, made fun of the training after class, learned something new they previously did not know, and liked the training. These statements were rated on a 5-point scale from 1 being Strongly Disagree and 5 being Strongly Agree.

**Short-Term Impact Variables.** To assess the short-term impact that this military sexual assault prevention training had on participants' behaviors initially after training, three questions examined how often, since the last training, had participants thought about the topic of military sexual assault, talked to others about this issue outside of class/training and reflected on the training. Participants rated how often they had performed these behaviors on a scale from 1 (None) to 5 (A Lot).

**Commitment Variables.** As part of a way to assess participants' ownership and commitment as future leaders in prevention sexual assault, participants rated their commitment level toward preventing sexual assault in the military and whether this recent training had an impact on their commitment on a 5-point scale from 1 being Very Low to 5 being Very Strong. In addition, this section of the survey measured participants' intentions of engaging in five different future behaviors. Fishbein and Ajzen's (1975) theory of reasoned action suggests that the simplest and probably most efficient way to predict a person's behavior is to obtain an appropriate measure of the person's intentions. Participants were to rate each statement on a 5-point scale with regards to how likely they would engage in these behaviors once they were commissioned as an officer in their respected branch of service, (1 being Very Unlikely and 5 being Very Likely). The list of behaviors were as follows: Volunteer to lead a sexual assault prevention course, Discuss sexual assault issues with your Chain of Command, Correct subordinates when you see them engaging in inappropriate/sexist behavior, Encourage subordinates to report sexual harassment and sexual assault, and Communicate clearly with your unit about creating a climate that punishes sexual harassment and assault.

**Other Trainings.** Two additional questions were included in the survey to examine all other military sexual assault training. Participants were asked to list all the trainings that they remembered participating in and respond to how current sexual assault prevention training can be improved.

**Coding Scheme for Qualitative Responses.** The three open-ended questions described above were included in the survey to gain qualitative responses regarding the best and the worst attributes about the participants' most recent training and how current sexual assault prevention training in general can be improved. One hundred and twenty eight (128) responded to the question regarding the best thing about their recent training. One hundred and twenty five (125) answered the question about the worst thing about their training. One hundred and twenty six (126) participants gave responses to the question about what improvements should be made to current training.

The responses to these questions were converted into a coding system to allow for an analysis on frequencies. The raw responses were coded into a list of ad hoc classifications (Appendix D). I read every response and determined an appropriate classification based on similar attributions. As a result, 10 classifications were created for the question regarding the best thing about their training, 19 classifications for the question regarding the worst thing about their training, and 15 classifications for what improvements should be made to current training. Even though these questions were written to generate a single attributed response, some participants felt it was necessary or appropriate to describe more than one attribute. For these unique responses, every additional attribute was coded in order to gain a full understanding of the qualitative data.

This resulted in a higher number of total attribute responses than the actual number of participants who answered the questions.

The ad hoc classifications were then grouped into 4-6 consolidated categories based on commonalities. Two other coders (my Academic Advisor and my Research Assistant) independently reduce the ad hoc classifications into 4-6 categories for each question. Once the categories were created, the ad hoc classifications were discussed and rearranged into 4-6 resolved categories for each question. Between the three coders, 91% of classification codings were found to be extremely similar, suggesting that the 4-6 categories used to quantify the categorical measures captured the main themes in a systematic way. Only four classifications required thorough discussion to reach agreement among the three coders. The ultimate result was that answers to the question regarding the best thing about their training were reduced to four categories, answers to the question regarding the worst thing about their training were reduced to six categories, and suggestions for improvements that should be made to current training were reduced to four categories. Obtained frequencies for each category for each of the questions are reported in the results section.



## **CHAPTER III**

### **RESULTS**

#### **Analysis Strategy**

All statistical analyses used IBM SPSS Statistics Software Version 22. The first analysis was a chi-square test that examined whether the two groups varied by gender and branch of service. A factor analysis tested the internal consistency of the effectiveness scale, short-term impacts scale and commitment scale. Independent sample t-tests determined whether the ELC module compared to current military sexual assault prevention training was significantly more effective, increased short-term impacts, and significantly increased commitment toward fixing the problem of sexual assault.

A series of one-way ANOVA tests were used to examine more specifically how each type of recent training is performing compared to the others. The control group was separated into smaller groups in order to compare the ELC module to specific other trainings. From the control group, 66 participants indicated that their most recent training was SAPR/SHARP training, 9 indicated a Commander's Call, 5 indicated Sexual Assault Training in their class and 16 had other training. Commander's Call, class training and other training were then combined together to form one group named Other to increase cell size for the less common types of trainings.

Lastly, another one-way ANOVA was conducted to analyze whether there was an effect of when the control training was given (Spring 2015, Winter 2015, Fall 2014, or Last Year) to check if there was a recency effect.

### **Representativeness of Participants in the ELC Module**

The group of research participants that participated in the ELC module (26%,  $n = 36$ ) was compared to those who participated in current military sexual assault prevention trainings (74%,  $n = 100$ ). The number of participants for each analysis varied. For some analyses, there were a few less participant responses examined because of missing data. A chi-square test was used in order to determine whether the two groups varied significantly by gender and branch of service. The two groups did not vary significantly by gender ( $X^2 (1, N = 136) = .928, p = .335$ ); however, the groups did vary significantly by branch of service with Air Force ROTC cadets comprising 80% of the module group and 34% of the control group ( $X^2 (1, N = 136) = 49.7, p < .001$ ). Two of the three ROTC programs that adopted the module were Air Force ROTC programs.

### **Scale Factor Structure Confirmed for Effectiveness, Short-Term Impact, and Commitment**

An orthogonal principal components analysis of the 15 survey questions written to measure the effectiveness of the training, the short-term impacts of the training, and personal commitment to address the issue of sexual assault yielded four factors with eigenvalues over one (4.182, 2.879, 1.634, 1.023). The fourth factor, however, had an eigenvalue just over one, included only two items, and was not conceptually meaningful. The only items that loaded on this factor were “Thinking back to your most recent training, do you believe your fellow classmates... Made fun of this training after class” and “Check how likely you are to engage in the following behaviors... Volunteer to lead a sexual assault prevention course”. When the principal components analysis was rerun constrained to extract exactly three factors, factor one included six commitment items,

factor two included six effectiveness items and factor three included three short-term impacts items. The only revision to the planned scales was that the item that asked whether this recent training had an impact on participants' commitment to fixing the problem of military sexual assault became part of the effectiveness scale rather than the commitment scale. All of the other items loaded on their pre-planned factor. The eigenvalues of the first three orthogonal principal components when unrotated explained 58 percent of the variance in each sample (See Table 1). The two stray items from the previous fourth factor loaded on the commitment factor ("volunteer for a sexual assault prevention course") and the effectiveness factor ("made fun of the training") as planned. Scores were averaged across items for each scale to yield an effectiveness, short-term impact, and commitment score for each participant.

**TABLE 1: Varimax Rotated Components Analysis**

<i>Subscale</i>	<i>Factor</i>		
	<i>Commitment</i>	<i>Effectiveness</i>	<i>Short-Term Impacts</i>
Effectiveness			
- Rate the effectiveness of this training		.652	
- Rate the effect that the recent training had on your commitment toward prevention of sexual assault		.640	
- Thinking back to your most recent training, do you believe my fellow classmates:			
- Took this training seriously		.748	
- Made fun of the training after class		-.661	
- Learned something new that they previously didn't know		.645	
- Liked this training		.846	

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Short-Term Impacts			
- Since the last training how often have you:			
- Thought about the topic of military sexual assault			.849
- Talked to others about the issue of sexual assault in the Military outside of class/training			.811
- Reflected on the training			.819
Commitment			
- Rate your commitment level toward preventing sexual assault in the military	.747		
- Check how likely are to engage in these behaviors once you become an officer in charge of your future unit:			
- Volunteer to lead a sexual assault prevention course	.539		
- Discuss sexual assault issues with your Chain of Command	.761		
- Correct subordinates when you see them engaging in inappropriate/sexist behavior	.679		
- Encourage subordinates to report sexual harassment and sexual assault	.715		
- Communicate clearly with your unit about creating a climate that punishes sexual harassment and assault	.811		
Variance explained by each factor, ignoring other factors	3.232	3.068	2.345

---

### **Hypothesis 1 Supported: ELC Module Rated As More Effective**

An independent samples t-test indicated that ROTC students who experienced the ELC module gave it significantly higher effectiveness scores than the scores given to other sexual assault programs experienced by students who did not take the ELC module ( $t(132) = 5.882, p < .001, d = 1.023$  see Table 2 for means). This is a large effect size based on Cohen's (1988) general guidelines: small (0.2), medium (0.5) and large (0.8).

A one-way ANOVA and a Bonferroni Multiple Comparison Post Hoc test was conducted to investigate whether the ELC module, SAPR/SHARP training and Other training differed significantly from each other and, if so, where these difference occurred among the groups. A one-way ANOVA indicated that there was a significant difference in the reported effectiveness of the training among the ELC module, SAPR/SHARP training and Other training ( $F(2, 127) = 16.85, p < .001, \eta^2 = .209$ , see Table 3 for means). A Bonferroni Multiple Comparison Post Hoc revealed that the strongest effect was from the ELC module having a significant higher effectiveness score than both SAPR/SHARP training ( $M_{\text{difference}} = .692, p < .001$ ) and Other training ( $M_{\text{difference}} = .606, p < .001$ ). SAPR/SHARP training and Other training were not significantly different ( $M_{\text{difference}} = -.087, p > .1$ )

**TABLE 2: Independent Samples T-Test Means for Each Factor Score**

	<i>ELC Module Means</i>	<i>Control Group Means</i>
Effectiveness	$M = 3.90, SD = .56$	$M = 3.23, SD = .59$
Short-Term Impacts	$M = 2.85, SD = .75$	$M = 2.75, SD = .82$
Commitment	$M = 4.46, SD = .45$	$M = 4.34, SD = .44$

**TABLE 3: ANOVA Means for Each Training Type**

	<i>ELC Module Means</i>	<i>SAPR/SHARP Means</i>	<i>Other Trainings Means</i>
Effectiveness	$M = 3.90, SD = .557$	$M = 3.21, SD = .560$	$M = 3.29, SD = .664$
Short-Term Impacts	$M = 2.85, SD = .754$	$M = 2.81, SD = .819$	$M = 2.59, SD = .851$
Commitment	$M = 4.46, SD = .451$	$M = 4.36, SD = .484$	$M = 4.23, SD = .700$

### **Hypothesis 2 Not Supported: No Differences for Short-Term Impact**

An independent samples t-test testing short-term impact scores found no significant mean differences in short-term impacts such as internal thinking and conversations between the ELC module group to the current sexual assault trainings ( $t(133) = .627, p = .532, d = .109$ , see Table 2 for means).

Of the individual questions asking how often participants had performed specific short-term behaviors after their most recent training, participants reported that they reflected on the new module significantly more ( $t(133) = 2.238, p = .027, d = .388$ , see Table 4 for means) than the control group. This was the only significant result out of three questions in this section when independent sample t-tests were conducted. The other two questions resulted in very similar mean scores between the two groups.

A one-way ANOVA for the separated control groups did not find a significant difference among the three groups for short-term impact scores ( $F(2, 128) = .952, p = .351, \eta^2 = .015$ , see Table 3 for means). Based on the Bonferroni Multiple Comparison Post Hoc tests, there were no significant mean differences between the ELC module, SARP/SHARP training and Other training.

### **Hypothesis 3 Not Supported: No Differences for Commitment**

An independent samples t-test did not find a significant mean difference in commitment scores between participants who experienced the ELC module group compared to participants who only experienced current military sexual assault prevention trainings ( $t(131) = 1.244, p = .216, d = .217$ , see Table 2 for means).

Of the six questions regarding commitment, individual independent samples t-tests resulted in only one significant mean difference. Participants in the new module

group reported significantly greater intention to communicate clearly with their unit about creating a climate that punishes sexual harassment and assault ( $t(124.324) = 3.811$ ,  $p < .001$ ,  $d = .684$ , See Table 4 for means) compared to the control group.

A one-way ANOVA found no significant difference among the three groups in commitment scores ( $F(2, 126) = 1.57$ ,  $p = .212$ ,  $\eta^2 = .024$ , see Table 3 for means). Based on a Bonferroni Multiple Comparison Post Hoc test, there were no significant mean differences between ELC module, SAPR/SHARP training and Other training.

**TABLE 4: Independent Sample T-Tests Means for Each Question**

	<i>ELC Module Means</i>	<i>Control Group Means</i>
Effectiveness of Training	$M = 4.0, SD = .828$	$M = 3.64, SD = .772$
Effect on Commitment	$M = 4.06, SD = .791$	$M = 3.67, SD = .67$
Fellow Classmates:		
Took training more seriously	$M = 4.25, SD = .77$	$M = 3.66, SD = .934$
Made fun of the training	$M = 1.86, SD = .912$	$M = 2.57, SD = 1.174$
Learned something new	$M = 4.00, SD = .767$	$M = 3.23, SD = .863$
Liked this training	$M = 4.00, SD = .874$	$M = 2.78, SD = .860$
Since the last training how often have you:		
Reflected on the training	$M = 3.19, SD = .1037$	$M = 2.79, SD = .991$
Future Behaviors:		
Communicate clearly with unit about creating and climate that punishes sexual harassment and assault	$M = 4.86, SD = .351$	$M = 4.49, SD = .752$

**No Recency Effect Found for When Training Was Presented**

As a check, a one-way ANOVA of the three scales found no significant mean differences (see Table 5 for means) when the control training was given (Spring 2015, Winter 2015, Fall 2014, or Last Year) suggesting that there is no overall effect of when training is presented on effectiveness, short-term impacts and commitment.

**TABLE 5: ANOVA Means for When Training Was Presented**

	<i>Spring 2015 Means</i>	<i>Winter 2015 Means</i>	<i>Fall 2014 Means</i>	<i>Last Year or more</i>
Effectiveness	<i>M = 3.29 SD = .57</i>	<i>M = 3.13 SD = .54</i>	<i>M = 3.28 SD = .66</i>	<i>M = 3.04 SD = 1.08</i>
Short-Term Impacts	<i>M = 2.76 SD = .86</i>	<i>M = 2.80 SD = .76</i>	<i>M = 2.80 SD = .74</i>	<i>M = 2.25 SD = .57</i>
Commitment	<i>M = 4.31 SD = .62</i>	<i>M = 4.37 SD = .46</i>	<i>M = 4.43 SD = .52</i>	<i>M = 4.13 SD = .42</i>

**Frequencies for Qualitative Responses Highlight Importance of Training Method**

In responses to the question “what was the best thing about the training” 60% of participants who experienced the ELC module mentioned something positive about the training method compared to 32% of participants who experienced SAPR/SHARP training and 30% of participants who experienced Other training. When participants responded to the question “what was the worst thing about the training”, 35% of the SARP/SHARP training group and 33% of the Other training group indicated that the method approach was the worst part of the training, compared to only 16% of the ELC module group. For the last open-ended question about general improvements for military sexual assault prevention training, 50% of participants in the ELC module group, 57% of participants in the SARP/SHARP group and 37% of participants in the Other training group stated that method approaches of training needs to change and be improved.

The rest of the frequencies for each category for the qualitative response of the best thing about training, the worst thing about training and improvements for training are presented in Table 6.



**TABLE 6: Frequencies of Qualitative Responses**

	<i>ELC Module</i>	<i>SAPR/SHARP</i>	<i>Other Trainings</i>	<i>Total</i>
Best Thing:	N = 35	N = 63	N = 27	133
Method of Training	60%	32%	30%	49
Quality of Content	17%	35%	37%	38
Overall Quality	34%	30%	37%	41
Incongruous/I Don't Know	0%	3%	11%	5
Worst Thing:	N = 31	N = 63	N = 27	145
Poor Training Method	16%	35%	33%	36
Specific Content Issues	13%	22%	4%	19
Generally Ineffective	13%	32%	33%	33
Sexual Assault is a Tough Topic	29%	2%	7%	12
Training Frequency/Duration	7%	21%	26%	23
Incongruous (Positive/Nothing)	32%	11%	22%	23
Improvements:	N = 32	N = 63	N = 27	124
Change Method Approach	50%	57%	37%	62
Change Content/Material	22%	22%	52%	35
Relevance of Content/Culture Change	9%	10%	11%	12
Other	19%	13%	4%	15

Note: Percentages may not add up to 100 because some respondents gave multiple answers.

## **CHAPTER IV**

### **DISCUSSION**

#### **The Problem**

Sexual assault among servicemen and servicewomen has been a major problem within the military for decades. Although the Department of Defense has recently established a Sexual Assault Prevention and Response Office that implements mandatory sexual assault prevention trainings among the entire force, only a little over half of the military has received comprehensive training (Holland & Cortina, 2014). In addition, active duty officers were more likely than enlisted personnel to have received no training at all in the last year (Holland & Cortina, 2014). Because the actions of officers help shape either a hostile or safe environment within their units (Sadler et al. 2003), it is a worrisome that leaders are the least likely to receive regular training regarding the issue of sexual assault prevention.

#### **Logic of Module Design Given the Problem**

One proactive approach toward training leaders is to target future officers before they enter into the operational military. This study evaluated a new sexual assault prevention module targeted at officers in training that focuses on building commitment to addressing and reducing military sexual assaults. The Experimental Leadership Challenge module uses some of the best training methods from other successful programs such as multi-media, personal testimony and interactive discussion. The ELC module is based on the premise that it is key for officers to actively prevent sexual assault by establishing a climate of respect and serving as role models for those under and even above their command. Officers help shape the climate of their individual units and the climate in turn

shapes leadership culture as they also can serve as role models for other leaders, both commissioned and noncommissioned. They both have to be aligned to drive the desired results.

### **The ELC Module Is Perceived to Be More Effective than Standard Training**

ROTC cadets/midshipmen who participated in the ELC module rated it significantly higher in effectiveness compared to ratings given by participants who experienced other military sexual assault prevention trainings. For this preliminary sample of future officers, the ELC module was perceived to hold promise of greater effectiveness. Qualitative data also reflected this perception, for example, one cadet from the Central Washington University ROTC program stated “It wasn't the same Air Force mandated stuff that is, quite frankly, a joke. It made the issue serious; it elicited an emotional response, and gave the issue real human faces from the video. In short - it was real training that left a real impact.” In their responses to the open-ended questions, many cadets commented on the effectiveness of watching the *Invisible War* documentary used in the ELC module. A Central Washington Air Force ROTC cadet wrote, “It got us actually thinking and responding instead of just listening to lectures. The video also made a much more personal impact on the cadets than any briefing ever could.” In addition, another cadet wrote, “the video at least gave us a real-life scenario we could actually see playing out. It gave us the opportunity to ID the perpetrator, the victim, the bystander, and the facilitator and gave us the opportunity to talk about what went wrong and how we could prevent that from happening in our units”. The *Invisible War* strays away from the typical dramatized videos of hypothetical scenarios but focuses on capturing personal stories to give a real face to actual victims of military sexual assault.

## **ELC Module and Commitment**

In regards to the other hypotheses, there was no significant difference between the ELC module compared to other trainings in short-term impact scores and commitment scores. The encouraging news, however, is that across the board cadets' and midshipmen's commitment to address the problem of sexual assault was very high.

Interestingly, participants who had the ELC module rated it as affecting their commitment more than those who had other training. The item asking whether this recent training had an impact on cadet/midshipmen's commitment to fixing the problem of military sexual assault was the only measurement that was moved to a different scale than originally planned. Originally, this question was expected to be part of the commitment scale, but the principal components analysis revealed that this item loaded more strongly on the effectiveness scale. An independent samples t-test on this question found that the ELC module had a significantly greater effect on commitment toward preventing sexual assault ( $t(133) = 2.839, p = .005, d = .492$ , See Table 4 for means) compared to current sexual assault prevention trainings, even though the scores on the overall commitment scale were not significantly different. This indicates that although cadets/midshipmen, regardless of training type, may already have a strong level of commitment and future intentions to addressing the problem of sexual assault, participants who experienced the ELC module attributed some of their commitment to the training itself. It is an officer's duty and responsibility in the United States Military to take actions against inappropriate behavior and to take actions within their unit to create a safe environment for their servicemen and servicewomen.

## **Relative Ineffectiveness of SAPR/SHARP Training**

Although this study was analyzing the effectiveness of the Experimental Leadership Challenge module, the larger picture from this research highlights that the SAPR/SHARP training is performing poorly in comparison with other trainings. The ELC module had a significantly stronger perceived effectiveness over SAPR/SHARP training. From the 96 participants that did not experience the ELC module, 69% experienced a SAPR/SHARP training. This suggests that although SAPR/SHARP training is utilized more often than any other training, it is unfortunately receiving lower ratings from cadets/midshipmen. Qualitative data underscores this point. A Navy midshipmen from Oregon State University wrote that “[SAPR training] is repetitive (which is fine because no one is an expert on the subject), but it isn't engaging/interactive enough for midshipmen to get the most out of the training.” An Air Force ROTC cadet at Washington State University had an even harsher opinion of the SAPR/SHARP training saying, “it was clearly made simply as something we "just had to get done" and offered no effective solutions or recommendations for Airmen hoping to avoid accidentally committing an act of sexual assault due to a lack of education and training. Granted, the Air Force must take strides to stamp out cases of sexual abuse in our forces, but this training was about as effective as a certain Texan pro-abstinence sex-ed program. It treated our Airmen like children, and blatantly admitted to leaving our wingmen high and dry if they are falsely accused.”

## **Advice to ROTC Commanders**

The findings of this study suggest that ROTC Commanders should consider supplementing other programs and elements from effective trainings to improve and

diversify the current mandatory training. Commanders of ROTC programs have the ability and latitude to experiment with their training methods to target this group of future officers. Indeed, the ELC module was based in part on Brigham Young's Army ROTC supplemental assignment that required cadets to watch the entire *Invisible War* documentary and write a reaction essay about the film. Just as BYU has expanded their training to include more effective training methods, ROTC Commanders need to take similar actions to improve sexual assault prevention training. Although it would be ideal if every ROTC program could implement the ELC module or a similar more engaging form of training, ROTC Commanders should be encouraged to be innovative, such as changing the method approach, and/or the content or specific elements of training, as a beneficial start to shaping more effective training. One cadet suggested "the information [should] be given through a variety of mediums like video, demonstration, interaction, briefing, etc." as an improvement to training. From this study, some of the methods in the ELC module may be helpful in making training more effective. A cadet that experienced the ELC module suggested having "all [ROTC cadets/midshipmen] watch the *Invisible War*, [to] really drive home to people how emotional sexual assault is in betraying our brothers and sisters in arms." All in all, ROTC programs need to actively seek more effective means of presenting sexual assault prevention training. An Air Force ROTC cadet from the University of Washington even suggested "giving individual commands more freedom to tailor the training to ensure better participation."

### **Limitations**

The limitations of this study include a small sample size, uneven distribution of branch of service, and a compressed time frame for measuring the impact on ROTC

cadets/midshipmen. Due to the small sample size, it was not possible to individually separate the Other training group into unique groups, for example, Commanders Call, or class discussion. A larger sample would allow for a stronger ability to compare these types of training against the ELC module and SAPR/SHARP training. The short time frame of the program affected the ability to randomize ROTC programs and impacted the number of ROTC programs that were able to implement the ELC module into their Spring training curriculum. Out of twenty ROTC programs contacted, four Commanders wanted to adopt the ELC module but could only allot a time for this training into their Fall of next year schedule. Lastly, this study was also limited in its reliance on self-report measures of program impact. Although steps were taken to reduce the impact of social desirability effects on the effectiveness scores by shifting the focus of each question away from personal reactions, it is not possible to entirely eliminate these effects in self-report data. I was not able to test whether the short-term impact scores and commitment scores were affected by social desirability, which could have inflated these scores for all conditions and masked any actual underlying differences.

### **Future Research**

For future research, a follow-up assessment to determine the long-term effects of this training by following senior ROTC students into their first command could attempt to measure actual behaviors. Commitment is a form of intention to perform future behaviors and through a long-term study, we could determine the percentage of students that actually perform these types of behaviors to improve unit environments. Current plans are underway to continue this research in Texas to broaden the geographic scope beyond ROTC programs in the Pacific Northwest. In addition, the ELC module will

continue to be presented in the Northwest to the ROTC programs that originally wanted to adopt the module into their Fall or next year training schedule.

### **Conclusion**

In order to validate military service as one of the most honorable acts to country we must preserve the integrity of the corps and ensure that we all treat one another with mutual respect. This leaves no room or tolerance for sexual abuse of any kind, let alone acts of violent sexual assault. It was with this in mind that I hope my research will help others in their further development of more innovative and effective training programs to address and prevent this problem. Together we can make a difference, together we will help shape future leaders of character, and through shared commitment and shared learning we will reach this goal together.



## APPENDIX A

### ONLINE SURVEY CONSENT FORM

**University of Oregon - Psychology Department**  
**Online Survey Informed Consent Form**  
**Investigator: Anastasia Hueffner**

**Purpose of the Study:**

This study is being conducted by Second Lieutenant Anastasia Hueffner, a current graduate student in social psychology at the University of Oregon. The purpose of this study is to examine the effectiveness of different approaches to military sexual assault prevention trainings used at ROTC detachments.

**What you will do:**

You will complete a survey, which will take most people between 5-10 minutes to complete. The survey includes questions about military sexual assault training that you have experienced and the result of these trainings in your day-to-day life. Other survey questions will address your intentions in preventing sexual assault in your future unit. We also will ask for some demographic information (e.g., gender, ROTC University) so that we can accurately describe the general traits of the group of cadets/midshipmen who participate in the study.

**Benefits of this Study:**

You will be contributing to knowledge of the relative effectiveness of different approaches to military sexual assault prevention training for future officers. More effective training has some potential to more reliably prevent sexual assault.

**Payments:**

As an incentive to participate, we will donate \$50 to ROTC units to use for their Cadet Recreation Fund if at least 15 students from their unit participate in the survey.

**Risks:**

No risks are anticipated from taking part in this study. If you encounter a question you prefer not to answer, you are free to skip that question and move on to the next one.

**Anonymity:**

**Your responses will be anonymous.** We will NOT record your IP address or other identifying information when you respond to the Internet survey.

**Decision to quit at any time:**

Your participation is voluntary. If you do not want to participate, you can simply leave this website. You may also choose to skip any questions that you do not wish to answer.

**How the findings will be used:**

The results from the study will be presented in educational settings and at professional conferences, and the results might be published in a professional journal. The findings will also be sent to ROTC headquarters and will be used to guide the development of alternative trainings for sexual assault prevention.

**Contact information:**

*If you have concerns or questions about this study, please contact Second Lieutenant Anastasia Hueffner at 503-989-2547 or at [Anastasia.Hueffner@gmail.com](mailto:Anastasia.Hueffner@gmail.com). You may also contact Dr. Holly Arrow, UO faculty member and my academic advisor, at [Harrow@uoregon.edu](mailto:Harrow@uoregon.edu).*

*If you have any questions about your rights as a research subject, you may contact: Research Compliance Services, University of Oregon at (541) 346-2510 or [ResearchCompliance@uoregon.edu](mailto:ResearchCompliance@uoregon.edu)*

**Confirmation of Informed Consent:**

*By selecting yes on the following question, you acknowledge that you have read this information and agree to participate in this research.*

**Consent Form:**

By selecting yes, you acknowledge that you have read this information and agree to participate in this research.

Yes    No

**APPENDIX B**  
**ONLINE SURVEY**

*Q3.* Indicate your gender

- Male   
 Female

*Q4.* What ROTC Branch are you in?

- Air Force   
 Army   
 Navy

*Q5.* Where is your ROTC Detachment located?

*Q6.* When was the last time you had sexual assault training?

*Q7.* What was this training (ex. SHAPE, online training, Sex Signals, Commanders Call, SAPR)?

*Q8.* Rate the effectiveness of this training

Neither Effective nor  
Very Ineffective    Ineffective    Ineffective    Effective    Very Effective

*Q9.* Please list all of the training you remember participating in (ex. SHAPE, online training, Sex Signals, Commanders Call, SAPR-F, SAPR-L, Sexual Assault lesson in class). If you can't remember a training please give a brief description

*Q10.* Thinking back to most recent training, do you believe my fellow classmates...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Took this training seriously					
Made fun of the training after class					
Learned something new that they previously didn't know					

Liked this training

Q11. What was the best thing about this training?

Q12. What was the worst thing about this training?

Q13. Since the last training how often have you...

	None	Very Little	Some	Quite a Bit	A Lot
Thought about the topic of military sexual assault?					
Talked to others about the issue of sexual assault in the Military outside of class/training?					
Reflected on the training?					

Q14. How can the current sexual assault prevention training be improved?

Q15. Rate your commitment level toward preventing sexual assault in the military

Very Low      Somewhat Low      Average      Somewhat High      Very High

Q16. Rate the effect that the recent training had on your commitment toward prevention sexual assault in the military

Strongly Decrease      Slight Decrease      No Change      Slight Increase      Strong Increase

Q17.

Please read the following list of behaviors and check how likely you are to engage in these behaviors once you become an officer in charge of your future unit:

	Very Unlikely	Somewhat Unlikely	Undecided	Somewhat Likely	Very Likely
Volunteer to lead a sexual assault prevention course?					
Discuss sexual assault issues with your Chain of Command?					
Correct subordinates when you see them engaging in inappropriate/sexist					

behavior?

Encourage subordinates to report sexual harassment and sexual assault?

Communicate clearly with your unit about creating a climate that punishes sexual harassment and assault

## APPENDIX C

### EXPERIMENTAL LEADERSHIP CHALLENGE MODULE

Overview: The individual assignment and guided discussion focus on the leadership challenges of preventing sexual assault in the military. Students are directed to view clips from the documentary *The Invisible War*, (available for rent online), which contains testimony, facts, and stories from military personnel who have been assaulted. This contrasts with training that uses hypothetical scenarios and dramatized incidents using actors.

#### **Individual Assignment:**

Timing: Give assignment one week before group discussion; due date for completion and submission 24 hours before group discussion. Estimated time to complete individual assignment: 45 min

#### Instructions:

Cadets/midshipmen will watch 4 clips (total of 18 minutes viewing time) from *The Invisible War* (available online for rental or purchase as streaming video from YouTube, Netflix, iTunes, and Amazon) and write a short response to questions about each clip. After watching all of the assigned clips (or the entire documentary if desired), cadets/midshipmen will write a final, more general short response.

#### Clip number 1. 9:00-12:34

Short Response Question: Focusing on the case of the Coast Guard seaman stationed in Michigan, identify one instance where an officer attempted to help and one instance of leadership failure. For the other cases, which one particularly caught your attention?

#### Clip number 2. 35:19-39:44

Short Response Question: If you were informed that a restricted report of sexual assault on a male soldier has occurred in the unit under your command, what might you do in response? What if you heard a rumor that something had happened?

#### Clip number 3: 46:20-51:21

Short Response Question: Do you think removing the entire chain of command could change the culture of criminal assault in this unit? Why or why not?

#### Clip number 4: 56:42-1:00:02

Short Response Question: Did you recognize any of the training strategies described in this clip? What is your emotional response to viewing this clip?

Final short response: After watching all four clips (or the entire documentary if desired): Reflect briefly on how you personally might contribute as a leader to the prevention and reduction of military sexual assault. Keep in mind the nature of military sexual assault cases as illustrated by the movie and the cultural and institutional obstacles to change.

**Group Discussion:**

Timing: Allow 45 minutes to an hour.

FACILITATED DISCUSSION: This is just a suggested script.

Note: In this study, facilitators memorized this script and delivered it almost word for word. However, others adopting this module should adapt it to their unit and use comfortable language to the facilitator.

**Introductions**

Facilitator One Intro:

[Hi! I am....]

Facilitator Two Intro:

[Hey, my name is ...]

Note: In the introductions, facilitators emphasized their current or retired military service and expertise in the field of sexual assault prevention.

Example: the first author - I am Second Lieutenant Anastasia Hueffner. I am a recent graduate student from the United States Air Force Academy and I am a current Psychology Master's student at the University of Oregon studying the prevention of military sexual assault.

Second facilitator - Hey, my name is Charlie Landeros. I am six year Army combat veteran. I was stationed at Fort Drum New York with the 10th Combat Aviation Brigade. I deployed to both Iraq and Afghanistan as a Blackhawk crew chief. Now I am studying at the University of Oregon where I do extensive work in sexual assault awareness, prevention and activism as a member of the Sexual Wellness Advocacy (SWAT) Team.

**Leadership and Sexual Assault Prevention**

Facilitator One:

[So thank you again for having us here today. These topics are extremely important to us. As you are becoming officers, they should be important to all of you as well. You are the future of the *(given branch of military)*. That means you play an integral role in preventing sexual assault.]

**Respect and Trigger Warning**

Facilitator Two:

[We want this be an open space for free discussion about these topics. We aren't here to simply lecture at you; we want a conversation. We will be asking some nuanced questions that do not have perfect answers. So please feel free to share your ideas and comments, but keep in mind that someone in this very room could know a sexual assault survivor, or be a sexual assault survivor themselves. Please keep your comments

respectful. Also, these discussions potentially can get emotionally intense. If at any time, and for any reason you feel the need to step out of the room, feel empowered to do so.]

### **Initial Exercise - Statistics**

Facilitator One:

*Ask student the percentage of female and male veterans who have reported experiencing sexual assault during their military service*

[22% of female veterans and 1% of male veterans have reported experiencing sexual assault during their military service, a number far too high than the zero-tolerance policy established by the Department of Defense.]

Facilitator Two:

*Ask student the likelihood of sexual assault occurring in units that foster hostile environments*

[In addition, another study found that military servicewomen are 6 times more likely to be sexually assaulted when officers foster a hostile environment--for example, when officers tolerated or initiated sexually demeaning comments in the presence of servicewomen, compared to women working in safe environments. This is why we are primarily focusing on you guys, the future officers of the military, because you have the potential to decrease the risk that men and women in your future unit will be sexually assault.]

### **Facilitated Discussion**

PART ONE

Facilitator One:

[As part of this training, all of you guys were assigned 4 clips from the Invisible War and were asked to respond to questions about the film. Did anyone watch the entire movie? What did you guys think about the clips overall?

To refresh our memory, what was clip number 1 about?]

*Testimony about the Coast Guard victim*

*Chain of Command did not remove her from assailant*

*Lack of action from her COC*

Facilitator Two:

[What about clip 2]

*Male victims*

*He did not want to come out because of the stigma of homophobia*

*Culture of extreme masculinity prevents male victims from seeking justice*

*The perpetrators of sexual assault on males are not necessarily gay*

*It is not about the sex, rather about asserting power over someone*



Facilitator One:

[What about clip 3]

*The climate and the culture at the marine barracks allowed for the perpetuation of sexual harassment and ultimately lead to assault against women*

*The husband also was affected by the assault; his wife attempted suicide (THIS AFFECTS US ALL)*

Facilitator Two:

[What about clip 4]

*The current training being used SHARP and SARC, are often problematic and use large amounts of victim blaming*

*The military is spending lots of money on training that does not work*

*There is room for improvement in military sexual assault prevention – future leaders will have the ability to design more effective trainings*

*Education is very necessary and needs to be priority in every unit*

Facilitator Two:

[Everyone, turn to someone next to you and ask what was the most moving testimony from the clips (or movie if anyone watched the entire documentary) and why?]

*Let students discuss for a few minutes then call on people to share their responses.*

Facilitator Two:

[We're going to now break into small groups of 3 or 4 and discuss what impact do you think military sexual assault has on morale? Military readiness? Unit cohesion?

Please jot down your responses on a piece of paper. We will come together as a larger group in a little bit.]

*Facilitator use blackboard or whiteboard for next segment:*

*Ask each group for one impact they discussed in response to the previous questions. Write them on the board as each group adds to the list. After every group has reported, ask everyone "Did we miss anything important?" [NOTE: If the class is small and there are only 2-3 groups, have each group contribute more than one impact. If the class is quite large (60-80) solicit responses from 5-6 groups.]*

- Lack of trust in the unit.
- Lowers morale.
- Affects the individual (why?)
- Traumatized and wounded individuals.
- Separate the unit to the victim. Perps often have 2 different personas. One that they show to the rest of the unit, and one that only the victim has seen.
- More than likely if the perp is not convicted, they will assault again. These are serial criminals.
- Quite simply, our Airmen cannot maintain and sustain a high level of mission readiness and combat focus when they are dealing with sexual assault. Not only

does it undermine readiness, sexual assault is a criminal offense, and our Airmen deserve to live, work and play in a safe and secure environment, free of discrimination, sexual harassment and sexual assault.

- When our Airmen are affected by sexual assault, their effort is simply not vectored to executing the mission. If their vitally important time, energy and effort are lost because of their having to individually cope with a sexual assault, we certainly aren't managing our resources well.

Facilitator One:

[Can you give some examples of these impacts that you saw in the clips?]

*Marine almost committed suicide - family was impacted, husband had to save her  
Prior to the rape, the coast guard was afraid to work with her boss, other people were trying to protect her from this individual, there was a lack of trust in the unit  
Male victim was afraid to tell his wife for over 30 years, divorced twice*

PART TWO:

Facilitator One

[Now that we have discussed how the impact of sexual assault in the military has on morale, military readiness, and unit cohesion, we are going to take it a step further and talk about your responses for clips 2 and 3, which were focused on the climate and culture of the military.]

Facilitator Two:

*ask what does culture mean to you?*

[Culture might be described as the foundation upon which any organization is built. It develops over the longer term and consists of the values, beliefs, norms and traditions, which guide how the organization does its business. For example, every branch in the service has their own culture which has been established over many years and that differs from each other.]

Facilitator One:

*what does climate mean to you? what does environment mean to you?*

[Climate (environment), on the other hand, could be described as something more surface level and relates to the here and now; it is about what it feels like to work in the organization. For example, every time you step into a new classroom you are assessing the climate established by the way to professor acts. Their actions signal whether there is a climate that is open to different points of views or one that is closed and the professor is always right. Some climates are more permissive while others are intolerant.]

Facilitator Two:

[Can anyone give me examples of what a hostile environment in the military that perpetuate sexual assault and a safe environment that can inhibit sexual assault?]

Facilitator One:

[From the clips 1-3, can you give me examples of some of the climate and culture that enabled the perpetuation of sexual assault?]

Facilitator Two:

[What could you have done as a new second lieutenant if you were part of the coast guard unit in clip1?]

Facilitator One:

[Does anyone want to say what they wrote for the questions about clip 2 which asked: If you were informed that a restricted report of sexual assault on a male soldier has occurred in the unit under your command, what might you do in response? What if you heard a rumor that something had happened?]

*There is culture of masculinity in the military than may prevent male victims from reporting their assault*

*As a supervisor and officer it is our responsibility to refer people to places where they can get help and support – Know your Resources!*

*Talk about the difference between restricted and unrestricted reports*

*Always support the victim*

*Become more aware of your unit*

Facilitator Two:

[Would anyone like to say how they responded to Clip 3: Do you think removing the entire chain of command could change the culture of criminal assault in this unit shown in clip 3? Why or why not?]

Facilitator One:

[When changing the entire COC is not an option, what are things you can do as an incoming LT to influence culture?]

Facilitator Two:

[Understanding the basic differences between culture and climate is particularly helpful for you as a leader as it should help you to recognize that changing culture is a significant challenge, and may be out of your hands, depending upon your seniority. However, you can greatly influence the climate within your future unit by how you lead. This has nothing to do specifically with your overall leadership style but how you design or improve work environments that do not tolerate sexual harassment but encourages trust and respect. The climate in a unit can either increase or decrease the incidences of rape. Therefore, as future officers, you have the chance to prevent sexual assault from occurring. You all have the power to make a difference.]

Facilitator One:

[You have joined the military but you have also joined the leadership part of the military. What kind of legacy do you want to leave behind? You can create the climate and environment that does not tolerate sexual assault even if a culture allows it by reprimanding incidents of inappropriate behavior or comments within your unit. You are going to school to become leaders. You have everything to do with the environment that your soldiers are living and operating in.]

Facilitator One:

[For the next question, please find a new person to pair up with and share what role you think officers play in tackling the issue of military sexual assault above and beyond the kind of bystander intervention that all soldiers should be practicing?]

*Let students discuss for a few minutes and then as a full group, invite students to share their thoughts and ideas. To develop the discussion, invite them to connect their ideas with issues of group morale, unit cohesion, military readiness (as noted previously under impacts) and the command climate of respect/trust/professionalism or tacit acceptance of sexual assault.*

- Establish a safe environment. (Zero tolerance for rape culture i.e. sexist remarks, rape jokes, sexual harassment, homophobia, sexist and inappropriate behaviour.
- Volunteer to continue education amongst your soldiers with sexual assault prevention.
- Create positive reinforcement for others who fight against sexual violence.
- Promote a climate of survivor support and assault reporting.

Facilitator Two:

[With these roles that you guys have come up with, how did the officers in the video (you can make assumptions) do with carrying out these expected roles?]

### **Final Wrap Up**

Facilitator One:

[As our final task for the training, we ask each of you to write down privately (or text message yourself) one thing you want to do about this issue when you have their first command. Please take this time to think about the discussion and your potential actions in the future.]

BIG GROUP: If there is anyone who wants to share, be free to say it...

### **Closing Statement**

Facilitator Two:

[You play an important role as a leader and officer in the military that can have a direct impact on ending sexual assault. Thanks for taking the time to think and talk about these important issues. We have a little time left over if anyone would like to share something more about this issue or if you have any questions for us.]

## APPENDIX D

### AD HOC CLASSIFICATIONS FOR QUALITATIVE RESPONSES

#### What was the Best Thing about this training?

Initial Classification Coding –

Learned about leadership procedures on how to deal with sexual assault situations  
Conducted by a Trusted Person  
Gave resources (ex. reporting)  
Training was Thorough/Informative/Important/Brought good Awareness  
Training was a Refresher  
When training Ended/It was Quick  
I don't Know/ N/A  
Taught Prevention/Bystander Intervention  
Supportive of victims  
Liked the Type of Training: Video/Discussion Based/Personal Examples

#### What was the Worst Thing about this training?

Initial Classification Coding –

Lack of Procedural Knowledge on how to deal with sexual assault/Cadet to Officer  
Switch  
Lack of detail about Disciplinary Actions for perpetrators  
Training was Repetitive/So much training  
Males were treated as perpetrators/Focused on False Reports/Not gender Neutral  
Lack of detail about military sexual assault  
Sexual Assault is just a tough topic to talk about anyway  
Poor trainers  
Training Sucked/Boring/Ineffective  
Joked about the training  
Did not like the type of training: Powerpoint/Lectured at/Forced Discussion/Bad  
Videos/Too large of group/Commanders were present  
Training was Pointless/Wont Effect actual perpetrators/too old  
Training was long/too early/too short  
Training is Necessary  
Training was Dynamic  
Nothing/NA  
Training made me worried about family/friends  
It was the best training  
Learned Something new

How can current sexual assault training be Improved?

Initial Classification Coding –

Improve type of training: Less Lecture/Powerpoint/Increase discussion/More  
Interactive/More Compelling-better style approaches (handouts)

Need better speakers

Teach more about: Ways to stop it/Prevention-Bystander Intervention/Repercussions  
for these actions/Not victim prevention/More tangible actions

Spread training out/Not so much/Shorter

Narrow focus/Include male victims

Give more Resources available to use

New material/Less repetitive

Don't know/NA

Culture needs to change/Training mindset needs to change (individual)/Enforcing  
integrity in small things

Use Personal Stories (victims or officers)/Real case studies of actual events and actions  
taken

Make training applicable to post graduate careers/relevant to their lives now

Show severity of the problem of sexual assault/More statistics

Teach women not be victims

Watch the whole "Invisible War" movie/Incorporate the movie more in training

Use the feedback that is given

## APPENDIX E

### QUALITATIVE RESPONSES: WHAT WAS THE BEST THING ABOUT THE TRAINING?

#### ELC Module:

- Method of Training -

Not the stereotypical briefing. More personal

It was in person!

Personal interaction and knowing facts not well publicized

The movie we watched was interesting

The video

It was interactive and involved a lot of help in dealing with these situations in real life.

Very engaging / practical

It showed us how often Sexual assault happens in the military and how often people get away with it.

It got us actually thinking and responding instead of just listening to lectures. The video also made a much more personal impact on the cadets than any briefing ever could.

Real stories, real people. Wasn't cheesy or forced but you can see the real world impacts

Not power point

Real scenarios

Discussing everything as a group, rather than being told information the entire time with no say.

The Invisible War movie that we had to watch gave real people's examples.

Hearing real life stories and statistics opened my eyes to how big the problem really is.

It presents a more realistic view of sexual assault in the armed forces. Real accounts from survivors impart the destruction this behavior causes and the testimonies of professionals who handle these situations adds to the validity

The real life people in the video made it easy to see how just how prevalent the problem is in the military. I didn't know it was as bad as in some of the units in the documentary. Also writing responses before the training helped us to think about it before lab which was good.

The video before hand we needed to watch and then the discussion about it. The video clips are what really got to me

The video at least gave us a real-life scenario we could actually see playing out. It gave us the opportunity to ID the perpetrator, the victim, the bystander, and the facilitator and gave us the opportunity to talk about what went wrong and how we could prevent that from happening in our units.

It was far more personal, it used real life examples, and it showed the way things really are.

Your lecture in May was very insightful, realistic and easy to take seriously  
It wasn't the same Air Force mandated stuff that is, quite frankly, a joke. It made the issue serious, it elicited an emotional response, it gave the issue real human faces from the video. In short - it was real training that left a real impact.

- Quality of Content -

It filled up LLAB

How real it was

It was realistic. Not cheesy or boring

Informative...I learned some new facts and figures regarding numbers of sexual assaults in the United States military

It made me incredibly aware of the pervasive problems in the military, and steps I can take to influence it

The fact that it exists. It is needed.

I learned what to do in a real life situation

Informative.

Realistic

- Overall Quality -

It showed us how often Sexual assault happens in the military and how often people get away with it.

Learning the possibilities of what active duty can throw at you.

Knowing how to properly refer survivors of SA and how to deal with the reporting Procedures

It really opened my eyes to what can/does happen the the big Air Force. I'll be more aware with myself and my wingmen to avoid sexual assault.

Informative and easy to understand.

- Incongruous/I Don't Know -

### **SAPR/SHARP Training:**

- Method of Training -

Interactive

Learning about bystander intervention.

Talked about different scenarios

Hearing actual stories of sexual assault to put the lessons into context.

We broke into small groups and had a guided discussion about bystander intervention.

They updated it to focus on bystander intervention, which is a really effective plan.

The new one is far better than the old ones have been.

I think bystander intervention is the most important concept discussed.

Emphasized bystander intervention

Interacting with the speaker



Commanders remarks

The scenarios seem realistic and plausible

Scenario-based videos with a believable story line and decent actors.

Presentations from On-Campus Student Health employees

Focus on bystander intervention was a good way to let people know that everybody is responsible for preventing sexual assault.

The approval from my commander that no one walked out in the middle of training

They have recently made it a more interesting training program than traditional basic military instruction power-point briefs. Good use of believable scenarios that could exist in the Fleet.

Good SAPR-instructor led discussion

Sections where the video stopped to facilitate conversation.

The discussions that took place, and the new emphasis on preventing the "retaliation" phenomenon.

Having the videos were nice.

- Quality of Content -

Informative

Brief and to the point

Making people aware.

Informational

Reminded us of the importance of deterring sexual assault.

Gave good information.

It promotes awareness of a type of crime that is under reported.

It was informative

Accurate

Good information for the future

It was effective.

It is uniform so everyone gets the same training

It is good for the freshmen to learn this training every year. All the rest of us have had these briefings several times, but I see it's value.

It shows the AF is taking the issue seriously. New cadets become aware of the problem, risk factors, and how to help be part of a solution.

It brings awareness to the problem and presents information that we as future officers will most likely need to know. Especially resources that we can access.

Builds awareness that it IS a prevalent issue.

Good information

It was realistic, and did not sugar coat the subject.

We have made some jokes out of it that have stuck with us, but the jokes help us remember the important subjects.

- Overall Quality -

It brings awareness to the problem and presents information that we as future officers will most likely need to know. Especially resources that we can access.

The staff pointed out that from our view-point, we might not take it that seriously. But they made it clear that it was not necessarily about preventing us from sexually assaulting someone (although that is partly true), it is more for us to reflect on this training when one of our sailors either commits sexual assault or when we educate our sailors about the matter.

Provides valuable perspective and insight

Understanding how to go about the situation/predicament and how to prevent these assaults from happening.

It doesn't patronize or look down on a specific demographic.

Informed me on how to report or support fellow sailors

It is useful for when we get to the fleet and may have to deal with situations related to SAPR.

Nice refresher

Learning how the actions of one individual can effect the operations of an entire naval warship.

Learn something new each time.

Knowing that the problem exists and how to combat it.

Taught us how to combat sexual assault/harassment from a leader's point of view

A refresher of what is appropriate and what is not so that none of my friends accidentally make a mistake they will regret.

Learned something new that I previously didn't know

The CO made it clear that even if you are never put in a situation like the ones presented, your sailors might be so you need to know how to deal with it.

Learning how we can prevent sexual assault and what resources are available for sexual assault.

It was straight to the point and important facts were reiterated to assure complete understanding.

All the helplines offered to by the SAPR coordinator that showed us how many places we could go if we had an incident we wanted to talk about, either in the past (counseling) or for reporting currently pressing incidents.

Teaches about sexual assault.

Learning about the reporting procedures and how to best support one's sailors in the position of an officer

It depends on the training type. Usually it is good if it talks about how it can be prevented, alcohol use, etc

The training contained reporting resources.

- Incongruous/I Don't Know -

Promoted awareness of the phenomenon, and established a base for culture change within my class

N/A

## **Other Training:**

### - Method of Training -

It came from our Colonel

It gave personal examples.

The discussion about what situations that we may encounter.

Coming from an authentic/enthusiastic speaker

Even though it was a mandatory briefing given to us by our commander, he made it less formal and more informational, so we were free to ask questions. I believe that made the briefing more of a learning experience and less of a "being talked at" experience.

It came from someone who we could trust

Video stories followed by open discussion

Seeing the personal stories of those in the military who had been sexually assaulted.

The information regarding how to effectively respond to a sexual assault incident.

It is very informative and important to get the message out

### - Quality of Content -

It is very informative and important to get the message out

University of Portland, including AFROTC Det 695, has done a phenomenal job of bringing this topic to the forefront of conversations and trainings. In speaking with AFROTC cadets from UO and OSU, I am more than confident that few schools prepare their students for the challenge of dealing with sexual assault on active duty as well as University of Portland has.

It's relevant and important to (almost) everyone.

Called on people to change their mindset.

Very informative and relevant to real life events and situations.

I became more informed about the topic.

It was kept brief and it was informative

Seemed thorough without being melodramatic and gave a lot of good resources

It was informative. It told us what to do in this sort of situation.

### - Overall Quality -

The information regarding how to effectively respond to a sexual assault incident.

Learning how to be supportive of those who have undergone trauma.

Seeing the shift in policy. I believe peers do have more influence in stopping sexual assault.

Detailed legal information and process.

We learned victims' rights

Hearing the aspect of sexual assault from both the SARC on a personal level and then hearing the legal aspects from the JAG

Shows we don't tolerate it

- Incongruous/I Don't Know -

When it ended.

It was fairly quick.

I honestly don't know.

## APPENDIX F

### QUALITATIVE RESPONSES: WHAT WAS THE WORST THING ABOUT THE TRAINING?

#### ELC Module:

##### - Poor Training Method -

The videos are hard to watch at times.

Already saw and discussed same videos at CST last summer.

It is distressing for those who have suffered sexual assault/harassment in the past. The training is not teaching anything new and seems redundant by the third time you view it.

I don't think Cadre should be present- it doesn't foster as open of an environment  
Not bad, but an idea: instead of just talking to the partner you are sitting next to, have everyone break up into groups of 5. I think it would foster a better discussion after the questions are asked.

##### - Specific Content Issues -

Learning that there are cadets within our program that partake in risky behaviors.

Actually because I have little experience I cannot tell if cadets are behaving like they should. The "switch" from professional and private life is not taught well. In fact it's not even taught but just mentioned. The "switch" probably should be investigated a little more. There's also way to many variables to calculate.

Another problem is some cadets might have been raised in a way where they received tremendous tolerance and therefore has no idea what is going on. It's hard to be self-aware. I've concluded that the behavior has existed for many generations before hand but lacked the technology to survey individuals. Today It's very easy to get information but at the same time can overload investigation. Why do we not go over the "switch".

It was pretty cheesy. I feel like people don't take it very seriously, and it more talks about what to do if it happens (females should watch their backs) versus creating a culture where there is zero tolerance (Creating a place where female shouldn't have to watch their backs).

Slightly biased

It was disturbing how some commanders handled the problem.

##### - Generally Ineffective -

It is distressing for those who have suffered sexual assault/harassment in the past. The training is not teaching anything new and seems redundant by the third time you view it.

Redundancy and repetitiveness, but that's only because it continues to be a problem in the Air Force

Repetitive. We hear and do the same things over and over again.

This was at least the 10th briefing we've received on the topic. It felt repetitive and contained the same information we've been getting for years.

- Sexual Assault is a Tough Topic -

Sensitive subject

Made me really worried for my female friends and family in the military, too much.

The fact that it is so hard to make it effective.

All of the stories disgusted me. It's a shame to know that humans are capable and willing to do this to each other.

Learning that this actually happens in the real world

The subject matter. No one likes to hear what the documentary had to say, but that's the unfortunate nature of the training.

I wouldn't say anything went bad. I guess the worst thing about this training is just the subject matter itself

SA is a very awkward and difficult topic to discuss

- Training Frequency/Duration -

It took time away from our other training.

- Incongruous (Positive/Nothing) -

Nothing really

Can't think of any

N/A

N/A

?

There was nothing bad about it.

Personally, I saw no flaws in this training and believe it should be used around the military to prevent sexual assault.

Nothing was bad about the training.

Can't think of a bad.

I can't really think of anything negative about my most recent training. It was by far the most superior SAPR brief I have ever seen.

### **SAPR/SHARP Training:**

- Poor Training Method -

Video was cliché, felt like the training used scare tactics.

When we're just being talked at, it's hard to retain some of the specific information

like who can take a restricted report, etc.

The lack of discussion.

The older training was pretty cheesy, with terrible actors who made it hard to take seriously.

It was honestly very well put together and presented. We've just been beating this particular horse for quite a while. Any negative comments I heard were related to frequency of SAPR training or the acting of the sailors in the videos.

Repetition: watching the same video each time.

The videos

The videos target males and always show females as the victims.

Lack of discussion.

The Navy hasn't updated it since 2012, so it's getting old.

Death by PowerPoint

Accompanying videos can sometimes be hard to take seriously

The redundancy of how it is presented.

Same training every semester and at field training means a lot of cadets have had the same two hour training three to four times over the course of a year. It's hard to take it seriously or focus after the first two. I found some of the comments and stories offensive and derogatory.

It's repetitive (which is fine because no one is an expert on the subject), but it isn't engaging/interactive enough for midshipmen to get the most out of the training.

I have seen the SAPR video over half a dozen times now, and can almost quote whole parts of it.

The idea that it is on men to stop the Sexual Violence. If someone is going to Sexual Assault their coworkers or subordinates then being briefed that it is wrong isn't going to stop them. They know it is wrong but don't give a shit.

It labels all men with that stigma, especially given that SHARP training at universities (not necessarily AF) don't emphasize the small amounts of false rape cases (8%), and then class that no woman would falsify a rape accusation. Some people do that.

Group was too large to facilitate meaningful in depth discussion

Poor acting/bad lines make it easy for students to mock and/or not take seriously.

Anything standardized and GMT-ified. These should be as organic and discussion-driven as possible in my opinion.

Lengthy, monotonous slide shows.

- Specific Content Issues -

Having to talk about a subject that for the most part seems like common sense to us. It is difficult staying alert the entire 90 minutes.

Very dry topic.

It didn't actually make you think about practical things to do

It feels very repetitive, and it seems to be blaming the male most of the time.

Failing to address the parts of military culture that lead to sexual assault?

It was clearly made simply as something we "just had to get done" and offered no

effective solutions or recommendations for Airmen hoping to avoid accidentally committing an act of sexual assault due to a lack of education and training. Granted, the Air Force must take strides to stamp out cases of sexual abuse in our forces, but this training was about as effective as a certain Texan pro-abstinence sex ed program. It treated our Airmen like children, and blatantly admitted to leaving our wingmen high and dry if they are falsely accused of such accusations.

Hearing about different sexual assault descriptions

Too short to be interactive

Corny videos and we get hammered with it too much.

It was fairly long, and covered a lot of things we already know. Maybe if new statistics were listed that would be nice.

Same information over and over and males treated like children during briefing.

I think the training lacks information on what to do when confided in by a fellow sailor or Marine. What steps we need to take should be taught more.

The training emphasizes points and strategies that are ineffective at combating the real Problems, which contribute to sexual harassment and assault.

- Generally Ineffective -

Very repetitive (but necessary I think)

It doesn't change people's minds about anything

Repetitive

Boring and repetitive

It's very redundant and easy to forget.

Repetitive from previous briefs

Boring

Boring

Boring

Cookie Cutter training tends to discourage participation and leads to a generally apathetic view on the training.

Repetitive

Heard something that I previously knew

We have received it many times and there was some overlap of things that we had already heard.

Gets boring sometimes.

- Sexual Assault is a Tough Topic -

It's an uncomfortable subject for some people.

- Training Frequency/Duration -

Same training we get every year.

Long and in the morning.

Takes a considerable amount of time to go through



It was at 6am

It took exceptionally long (over 2 hours).

How often I've heard it

I feel like it gets brought up a lot as compared to other topics.

It was held at 6:00 am on a Thursday morning.

- Incongruous (Positive/Nothing) -

Not having fellow midshipman understand the seriousness of these issues.

People don't take it seriously.

N/A

Nothing

N/A

### **Other Training:**

- Poor Training Method -

Often times it is presented in a manner that is ineffective. I feel the military likes to glob a bunch of sexual assault statistics together, mash them into a PowerPoint presentation, and call it "sexual assault prevention training." My university's prevention program does a great job of making violence prevention a fluid and dynamic process.

Sexual assault training is not taken seriously by the military. We're beaten over the head with it so often that the normal reaction when faced with the prospect of sitting through another briefing is a full-bodied eye roll. Trainers rarely take it seriously or are vested or skilled enough as instructors to actually pass on a convicting message. In short, SAPR training (although necessary) just sucks.

I felt that the medium to relay the training was not made well and this detracted from the potential of the message.

The forced discussion points.

It was in lecture form so it wasn't very interactive or engaging

Impersonal, a bit boring.

All male class so no female perspective

Sometimes how ineffectively we were briefed- dependent upon the briefer

It is incredibly dry and boring as the CAPS representative reads PowerPoint slide after PowerPoint slide. She also makes the guys in the room feel as if they are all potential rapists and tries to make us girls feel like any of them could rape us. People leave either just sleepy or frustrated or angry. Some deal with those feelings by joking about it.

- Specific Content Issues -

The repetitive nature of the briefing and the lack of information geared towards male assault victims.

- Generally Ineffective -

Felt like just another briefing

Dry and long, hard to stay focused/involved.

Probably does not affect usual suspects of sexual assault (repeat offenders / violent perpetrators)

It is nearly the set every year

Mundane

It didn't teach me anything I didn't already know.

- Sexual Assault is a Tough Topic -

It is a difficult topic to talk about

Talking about sexual assault is never fun

- Training Frequency/Duration -

Took a long time and I doubt any of my classmates are the kind of people that would sexually assault someone

Too early in the morning, hard to pay attention.

It can feel repetitive at times since we receive it every semester, especially when it seems like there have been no cases relevant to our detachment, but it never feels unnecessary.

It was very brief, didn't go into detail much

It was early in the morning.

- Incongruous (Positive/Nothing)

## APPENDIX G

### QUALITATIVE RESPONSES: HOW CAN THE CURRENT SEXUAL ASSAULT PREVENTION TRAINING BE IMPROVED?

#### ELC Module:

##### - Change Method Approach -

Less briefings, more in person training

Make the lessons more interesting, get the cadets more involved

Make it interactive, including making participants watch films or clips ahead of time.

Attach several personal and impactful videos and a discussion.

Rehearsals, better questions, experienced presenters

Use different videos/slides/examples/stories

Incorporate the movie more.

Be more diligent

It's trivial but the lieutenant's partner's hair was distracting in the beginning. Also have us watch the whole documentary.

Have us all watch The Invisible War, really drive home to people emotionally that sexual assault in betraying our brothers and sisters in arms

Find more real-world examples. Those seemed to stick with me and the people I talked to the most.

Continue making it more realistic

Make the training more interactive

Revamped from the ground up. Get rid of the fake videos.

I really liked the "Invisible" documentary. I think that should be shown to everyone.

Hammer it in hard and early, then seasonal reminders later on.

##### - Change Content/Material -

Making sure people understand the severity of sexual assault, and how it affects the victim, and everyone around.

Teaching us tactics to better avoid the situations

Talk about the effects on the victim and the consequences to the offender.

Go over the "Switch" between professional and private lifestyle of college. If officers are very influential then we can start there.

A better way to spread the word in a more serious way.

The statistics and accounts from survivors needs to be updated. They seem about a decade old (though still relevant)

Less cliché, more focus on helping victims

- Relevance of Content/Culture Change -

By improving morality at the individual level

I guess just making sure cadets are taking it seriously, but that is something that is more on the individual than the instructors

Training can be improved by making the training less awkward and more applicable for students

- Other -

Keep it the way it is

It cant. This is a problem that can inly be fixed by intense screenings and thorough investigations into all reported cases.

Unsure

N/A

Make constructive use of feedback given by the recipients of the training.

I believe the training was overall really good and doesn't need much improvement.

### **SAPR/SHARP Training:**

- Change Method Approach -

Group discussions where each group comes up with what to do in a certain situation that is not black and white.

Approach it in different ways instead of giving the same brief/video presentation  
Shorter sessions.

Condense

Be more related to our lives and more interaction during training

The information is great, but maybe change up the style in how it's taught because people have different learning styles. For example, instead of just hearing the information, do an interactive clicker type participation quiz so the instructor can evaluate how the audience is retaining the info during the training.

I think the stories that have been shared by our officers have the most impact.

Make the teaching less of a lecture

Make them different from previous talks

Increase group discussions

Give it maybe twice a year and break up the topics into multiple sessions in order to maintain attention span.

Switch everything to the new bystander intervention training

Small groups, not big lecture

Change up the video so it's not the same one each time.

New approaches at teaching to prevent it from being bland.

It is in the process of more emphasis on bystander intervention, which is a positive improvement

Smaller focus groups

The training should feel less like a rehearsed script

Giving individual commands more freedom to tailor the training to ensure better participation. Actively searching for good speakers to take lead on this training. It's hard to relate to the videos if you have never been in that situation. Possibly acting out mock scenarios would be more effective

Bringing it up throughout the year.

New scenarios to keep our interest.

Increase the amount of case studies used in training, limit the powerpoint slides, provide more real-world example of options to combat sexual assault

More bystander intervention

More males are assaulted in the military, so it might make more sense to have a video representing males that might experience that sort of situation

At UP, we have a program with a guest speaker that really grounds the training to us personally, rather than just make vague statements. It really helps.

Treat those being taught like adults, and be more sensitive.

Stop treating us as children and potential rapists, and realise that a majority of cadets generally care for the safety and wellbeing of our female wingmen.

Keep it simple and short and practical. people lose interest fast

Make it more interactive, maybe find a way to make it more exciting and less depressing.

I think more Q/A between trainees and the SAPR person, such as an 'open mic' training would be beneficial

I would replace the long winded discussions with "Here are the guidelines and the do not cross lines."

Higher focus on bystander intervention

It felt infrequent this year, and I believe that having more than one video put out could be beneficial because it would alleviate the monotony.

More discussion-driven.

Lighthearted audience involvement and slide use reduction

- Change Content/Material -

Less repetitive

Men need to be taught about actions they think are harmless and how it's very harmful to women.

Ways to stop it

Focus on intervention strategies and resources for victims.

Discuss bystander intervention more. Redefine sexual assault, the term is too broad.

New material

Keep respiring the same thing over and over

Teach us how to teach others about topic.

The training seems to always make the bad guy a male or it takes away all responsibility from the female. Even though I have seen some girls put themselves in some very vulnerable positions. I think females should be trained in how to

prevent getting put n those situations.

More facts.

More examples for the listeners to relate to

Acknowledge male victims better and cut out the unnecessary fluff.

Perhaps include more "sea stories" or personal experiences.

As stated before I think we can improve on what to do after an assault occurs or how we can deal with these situations better.

- Relevance of Content/Culture Change -

Be more related to our lives and more interaction during training

Find a way to make it hit home more for people. It's not grabbing their attention like it should

Relate it to midshipmen and cadets more by using real life examples.

If training is to improve, it should not be set in an environment where everyone already has the mindset that the training process is going to just be a hassle.

Sometimes, I believe that training occurs for the sake of having it. While the people conducting the training are serious in the topic, the dryness and somewhat uncomfortable aura of the training usually lead to the training being useless.

I think it would be beneficial to speak more about the climate of respective military branches and statistics in order to get a better understanding of what we will need to deal with once we commission as officers.

Training needs to focus on real world solutions rather than catch-all ideas like safety briefings and battle buddies. As a Soldier and adult I shouldn't have to sit through a briefing telling me not to rape people or to always be with a buddy. The latter is victim blaming in a nutshell, similar to telling someone not to wear revealing clothing to avoid assault. The former leads me to believe that the focus should not be prevention but response and post-incident accountability. Criminals will always be criminals and it is simply impossible to stop everything bad from happening in the world, provide a safe and effective response program and hold perpetrators responsible.

- Other -

It's going to have to be over time. This is a total culture change and it won't be improved overnight.

N/a

I am not sure how to improve the training.

Not sure

None

I think it is pretty well done as it is currently.

I don't know

I don't have any ideas.

## **Other Training:**

### - Change Method Approach -

The information can be given through a variety of mediums like video, demonstration, interaction, briefing, etc.

Make it interactive

Move it later in the day when we're more awake and keep it engaging. Show personal scenarios for us to connect to it better.

Mediums to relay the topic can be made better.

Make it more engaging for the cadets

Handouts. Not only to give contact info and to jog our memories, but perhaps also something written to guide us through major points/guidelines covered in the formal training that could be useful in a real situation.

Less cheesy videos and more useful information/resources

Activities? For example, have groups demonstrate proper approaches towards preventing sexual assault?

More interactive training would help. Possible hand-to-hand and prevention techniques could be displayed or practiced.

Any training given should be BRIEF and to the point. We all already know sexual assault is terrible so tell us what we can do about it and then move on. Don't keep beating people over the head with it.

### - Change Content/Material -

Show the severity of the problem and how easily it can happen to somebody  
talk about repercussions more

More applicable knowledge, such as preventative measures and warning signs

Use of personal stories to make the problem real

Focus on teaching ways that EVERYONE can prevent it from happening instead of teaching ways to not become a victim.

More focused on tangible actions.

More case studies to highlight a variety of situations presented and the outcomes.

Emphasize the usual perpetrators of sexual assault; prevent "sweeping under the rug" of assaults

Studies of existing cases and circumstances with potential solutions explored (names changed obviously).

Using statistics of the modern military would help. I know that it's hard to grasp how real of a problem sexual assault is in the modern-day military when I don't have a number or figure to base my opinions on.

Focus on the perpetrator as the bad guy, not telling everyone (don't do it), so there is a climate of proactive intervention vs. cowering away when situations develop negatively.

Shift the focus from what can potential victims do to not be a victim or what can bystanders do prevent sexual also to more of "this is what happens to perpetrators:

very bad, unpleasant things". It seems no one talks about how evil it is to sexually assault or how much it will hurt if convicted. The current approach treats sexual assault as an inevitability, which it certainly not, and all people can do is try not to become a victim.

Telling more personal stories or giving an example of what if it happened to a listeners close family member.

- Relevance of Content/Culture Change -

UP works especially hard to make trainings applicable to not only college life, but post-graduate careers, including in the military.

First, start enforcing integrity in the small things then you'd have to spend less time telling people not to rape each other. When integrity isn't enforced in the small things violators get progressively bolder and end up committing sexual assaults. Make it more personal, so it feels like it applies to us individually

- Other -

N/A



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