



PERSONNEL AND  
READINESS

## UNDER SECRETARY OF DEFENSE

4000 DEFENSE PENTAGON  
WASHINGTON, D.C. 20301-4000

JUN 13 2022

### MEMORANDUM FOR SECRETARIES OF THE MILITARY DEPARTMENTS CHIEF OF THE NATIONAL GUARD BUREAU

SUBJECT: Implementation of a Dedicated Primary Prevention Workforce Model

Harmful behaviors in our Armed Forces risk impeding force lethality and mission readiness. The Independent Review Commission (IRC) Report on Sexual Assault in the Military formally presented recommendations to address harmful behaviors. In response to recommendation 2.2a, the Department developed a model for a dedicated and capable prevention workforce to guide the Military Departments and the National Guard Bureau efforts in the development of their respective Prevention Workforce Models (PWM). The attached PWM serves as a tool that identifies certain desirable elements and considerations for implementation of a successful prevention workforce.

Use of the PWM enables standardization and effective implementation within your respective organizations. I am directing the Secretaries of the Military Departments and the Chief of the National Guard Bureau to use the PWM to inform their efforts towards the establishment of their respective prevention workforce and allow for effective implementation and evaluation.

Additionally, I further direct the following actions:

- **Violence Prevention Cell Design and Conduct an Evaluation of the PWM:** Within 90 days of the date of this memorandum, the Violence Prevention Cell in the Office of Force Resiliency will provide me an evaluation plan for the prevention workforce and its alignment with the PWM. Within 1 year from the date of submitting the plan to me, the Violence Prevention Cell will initiate information collection for the evaluation of the prevention workforce, and provide a final report to me by December 31, 2027.
- **Prevention Collaboration Forum Develop Policy for Prevention Workforce:** The Prevention Collaboration Forum will develop policy for my signature, that incorporates elements of the PWM, including any necessary modifications or deviations identified in the interim, by October 31, 2022.
- **Secretaries of the Military Departments and Chief of the National Guard Bureau Participate in the PWM evaluation:** The Military Departments and National Guard Bureau, will make staff available to support and participate in evaluations of their prevention workforce.

- **Secretaries of the Military Departments and Chief of the National Guard Bureau, Align Resource Planning to PWM:** The Military Departments and National Guard Bureau will reassess their resourcing request for IRC recommendation 2.2c, “The Services should determine the optimum full-time prevention workforce, and equip all echelons of active duty, reserve, and guard organizations,” and make adjustments to align with the PWM, if needed.

Progress on these efforts will be tracked through the Workforce Management Group and Deputy’s Workforce Council.

A handwritten signature in black ink, appearing to read "Gilbert R. Cisneros, Jr.", written in a cursive style.

Gilbert R. Cisneros, Jr.

Attachment:  
As stated

cc:  
Deputy Assistant Secretary of Defense  
for Civilian Personnel Policy

**The Department of Defense**

# **Prevention Workforce Model**

**The Department's strategic approach to prevent self-directed harm and prohibited abuse and harm**

**Office of the Under Secretary of Defense (Personnel and Readiness)**

**[Date]**

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## 1. Background

The Prevention Workforce Model (PWM) provides a set of guidelines for the development and deployment of a Department of Defense (DoD)-wide prevention workforce in furtherance of Independent Review Commission (IRC) Recommendation 2.2a.<sup>1</sup>

This document is intended to guide the Military Departments and the National Guard Bureau's efforts in the development of their respective Prevention Workforce models and identifies certain desirable elements and considerations for implementation of a successful prevention workforce.

The model, developed through an agreement with the Federal Research Division of the Library of Congress, lays the groundwork for the development of a Department-wide, multi-level prevention workforce that continuously conducts research and analysis on primary prevention<sup>1</sup>; advises commanders and leaders at all tiers on prevention strategies; designs and writes strategic and operational prevention policies and programs; collaborates at the local level to integrate and analyze community-level data pertinent to prevention; informs policy development, and implements and evaluates prevention programs and activities. Specifically, the PWM envisions having prevention personnel engaged in non-clinical, integrated prevention activities, i.e., activities that address two or more harmful behaviors. The prevention workforce developed under the model will formally integrate the primary prevention functions outlined in DoD Instruction (DoDI) 6400.09. While this model serves as a framework to standardize prevention roles across the Services and the NGB, slight modifications may be made to accommodate the unique organizational needs of each Service and the NGB. At a minimum, the roles outlined in this framework, along with the associated training and education, referenced in the PWM will be represented in each Service and the NGB. Specialized education and experience must align with the Office of Personnel Management's qualification standards and Executive Order 13932, Modernizing and Reforming the Assessment and Hiring of Federal Job Candidates<sup>2</sup>.

The next section introduces necessary roles and competencies for a dedicated DoD prevention workforce and includes supporting literature where available. The Prevention Workforce Model

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<sup>1</sup> The integrated prevention workforce will engage in primary prevention, i.e., stopping a self-directed harm and prohibited abusive or harmful acts before they occur. The prevention workforce will not engage in secondary or tertiary prevention efforts or activities, which aim to reduce harm after an incident of harm or abuse has already occurred.

<sup>2</sup> EO 13932 mandates that merit-based reforms will replace degree-based hiring with skills and competency based hiring. Specifically, an agency may prescribe a minimum educational requirement only when a minimum education qualification is legally required to perform the duties of the position in the state or locality where those duties are to be performed. When determining a candidate's satisfaction of a legally required minimum education requirement, an agency may consider education in determining a candidate's satisfaction of some other minimum qualification only if the candidate's education directly reflects the competencies necessary to satisfy that qualification and perform the duties of the position.

was informed by the work of the IRC, the Prevention Plan of Action (PPoA), and related DoD guidance on prevention workforce development.

## 2. Prevention Workforce Tiers

All members of the prevention workforce must exhibit familiarity with and have the capacity to develop proficiency in the core competencies listed below.<sup>3</sup> The degree to which prevention personnel demonstrate these competencies will vary based on their position.

- Describe and explain how self-directed harm and prohibited abusive and harmful acts are a social and public health problem;
- Access, interpret, use, and present data on harmful behaviors;
- Design, adapt, and implement primary prevention activities;
- Evaluate primary prevention activities;
- Build and manage an integrated primary prevention program;
- Disseminate information to and collaborate with the community, other professionals, key policy-makers, and leaders;
- Stimulate change through policies, programs, and practices; and,
- Maintain and develop competency as a prevention professional.

Different positions will require a stronger focus on certain competencies over others at varying levels of proficiency, coinciding with the role and organizational tier associated with that position.

According to the 2019 Prevention Plan of Action (PPoA):<sup>ii</sup>

- At the **strategic** level, individuals “must be able to synthesize data and research and translate the findings into policy and guidance.”
- At the **operational** level, individuals “must be able to apply the strategic guidance to their sphere of influence,” and “provide tools and technical assistance to prevention professionals at the tactical level to facilitate the execution of the strategic guidance.”
- At the **tactical** level, individuals “require collaboration and facilitation skills as well as the ability to apply the strategic guidance, tools, and technical assistance to their unique organization.”

Figure 1 provides an overview of the proposed prevention workforce tiers and the roles and competencies appropriate to prevention workforce personnel at the strategic, operational, and tactical levels. The following sections provide additional detail regarding the roles and responsibilities listed in Figure 1. Unless otherwise noted, the descriptions of these roles and responsibilities are based on reviews of the following DoD publications and memoranda: IRC report; the PPOA; DoDI 6400.09: DoD Policy on Integrated Primary Prevention of Self-Directed

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<sup>3</sup> Competencies are the knowledge, skills, or abilities required to perform the role.

Harm and Prohibited Abuse or Harm; the DoD Prevention Workforce Credentialing System Overview (see Appendix, Table 1); DoD SPARX guide *Developing an Equipped Prevention Workforce: A Resource Guide for Identifying, Selecting, and Hiring Prevention Personnel*; DoD and civilian credentialing and training programs; and existing DoD job descriptions for prevention-related personnel.

### **Considerations for National Guard and Reserve Components**

The PWM discussed here and in following documents is intended to be appropriate for most Military Departments, Military Services, and NGB though adjustments may be needed to address special circumstances within each organization. Because a majority of the personnel in the National Guard and the Reserve Components do not operate on a full-time basis, special considerations may be needed in order to tailor the model to the specific needs of these components prior to implementation.

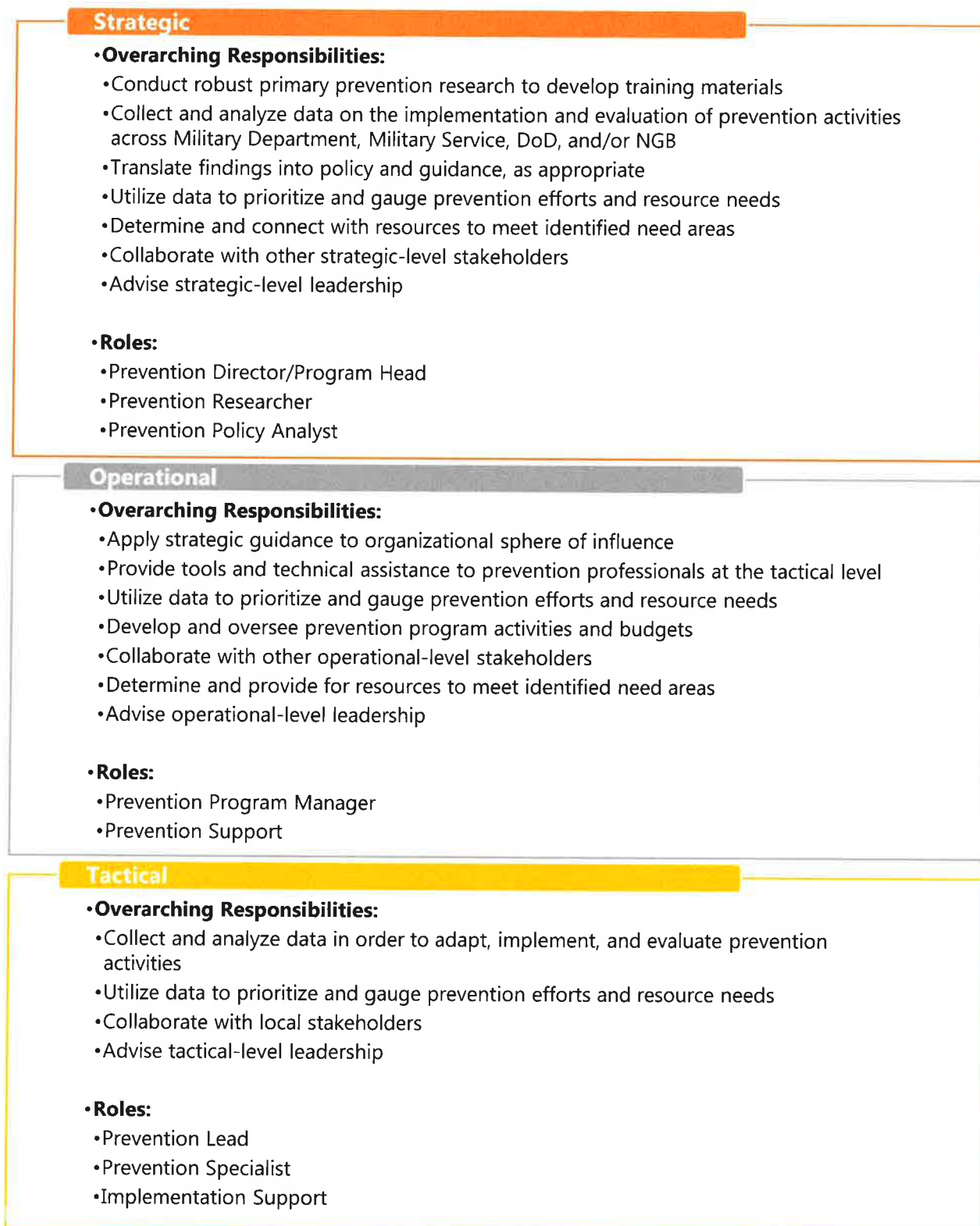
Key considerations include, but are not limited to:

- Interpreting the model's three organizational tiers using a unit other than the installation, such as on a regional or state-level basis.
- Applying a larger ratio of full-time equivalents to Reserve/National Guard personnel.
- Delivering trainings via a traveling mobile team that is based at a regional or other headquarters.
- Utilizing available authorities to meet short term and long term staffing needs, as appropriate.

The prevention workforce described here integrates the primary prevention responsibilities undertaken by existing prevention-related programs within the Military, such as the Family Advocacy Programs, Suicide Prevention Programs, Sexual Assault Prevention and Response Programs, Military Equal Opportunity Programs, and programs targeting substance use. The prevention workforce may absorb some of the existing roles and responsibilities within these programs, but there is also an expectation that the prevention workforce personnel will collaborate with personnel within these other programs to guide policy development and inform the design of discipline-specific prevention activities. Military Departments, Military Services, and the National Guard Bureau (NGB) have flexibility to determine this distribution of responsibilities based on their needs.



**Figure 1. Prevention Workforce Roles and Responsibilities by Tier**



Source: Library of Congress, Federal Research Division.



## 2.1. Strategic Tier

Strategic-level personnel are responsible for determining the overall objectives of an organization or program in order to reach a certain goal. In the context of a primary prevention workforce for the military, personnel at this level must have the authority to influence Military Department, Military Service, DoD-wide, or NGB policy and guidance related to prevention activities that will be carried out by staff at the operational and tactical levels. As noted in the 2019 PPOA and the IRC report, this policy and guidance should be supported by robust primary prevention research and should be developed in coordination with other strategic-level stakeholders. Personnel at this level should also have the necessary competencies to advise leadership at the strategic level.

### 2.1.1. Prevention Director/Program Head

Within the military prevention workforce, the Prevention Director/Program Head would serve as a needed focal point to guide the implementation of the primary prevention program across the whole Military Department, Military Service, or NGB. This role will require familiarity with the evidence and the research on effective prevention programming in order to adequately advise senior leadership and other prevention personnel.

The Prevention Director/Program Head job description may include the following elements:

- **Status:** Full Time, Supervisory
- **Setting:** Strategic level (Military Department, Military Service or NGB headquarters)
- **Education and Experience:** Leadership experience in complex, hierarchical organizations required (preferably in a military setting). Prevention experience and/or education in social sciences or public health required; advanced, specialized prevention education and experience (e.g., master's degree or higher in a prevention-related field, such as public health, psychology, sociology, social work, women's and/or gender studies, ethnic studies, education) strongly preferred. Experience conducting, interpreting, and/or applying research preferred.
- **Proposed Credentialing Level (see the proposed five-level Prevention Workforce Credentialing System Overview developed by the Office of Force Resiliency in the Appendix, Table 1):** Level 5. 30 hours of continuing education required annually. Relevant continuing education credits may include coursework in leadership, program management, communications, ethics, prevention science, military cultural competencies, and other Military Department, Military Service, or NGB-wide requirements.
- **Responsibilities:**
  - Advise senior leadership at the Military Department, Military Service, or NGB headquarters level or higher on prevention program implementation and training.
  - Develop, or inform the development of, policy and guidance on prevention.

- Conduct oversight of prevention policy implementation at all tiers.
- Collaborate and coordinate with prevention experts, policy-makers, and other relevant prevention stakeholders within and outside the military.
- Manage the overall budget and design of the prevention program and advise on prevention activities, such as which activities to start/stop.
- Use data collected Military Department-, Military Service-, or NGB-wide to guide program priorities and determine resource needs across the Service or organization.
- Identify, connect with, and advocate for resourcing to meet identified needs for the prevention workforce within the Military Department, Military Service, or NGB.
- Oversee prevention personnel within their organization and at lower echelons.
- Communicate research findings and program implementation status to senior leadership, the military community, and other stakeholders through diverse communication channels.

As the prevention workforce should coordinate and integrate the responsibilities of the existing programs that address harmful behaviors within the Military, the Prevention Director/Program Head should be granted the authority to coordinate directly with the leaders of these programs. How this will look in practice is at the discretion of each Military Department, Military Service, or NGB. Options may include creating a separate Office of Primary Responsibility at the same level as the existing prevention-related programs or housing all prevention-related programs under one umbrella office and situating the prevention program within this office. These programs should collectively pool the Department’s expertise on preventing and addressing sexual assault, harassment, domestic violence, suicide, child abuse, and problematic sexual behaviors among children and youth.

### *2.1.2. Prevention Researcher*

The Prevention Researcher at the strategic tier fulfills the Prevention Synthesis and Translation System (PSTS) function in the Interactive Systems Framework for Dissemination and Implementation (ISF).<sup>iii</sup> According to the ISF, PSTS personnel should have the knowledge and ability to distill prevention science research into actionable information. The Prevention Researcher should have specialized expertise in program evaluation and/or data analysis.

The Prevention Researcher job description could include the following elements:

- **Status:** Full Time, Supervisory or Non-Supervisory
- **Setting:** Strategic level (Military Department, Military Service, or NGB headquarters)
- **Education and Experience:** Advanced, specialized prevention education and experience, with an emphasis on conducting, interpreting, and applying research and/or statistical analysis (e.g., master’s degree or higher in a prevention-related field) required. Experience

in a military setting preferred. Education or experience in policy-oriented research and program evaluation is also recommended.

- **Proposed Credentialing Level:** Level 4. 30 hours of continuing education required annually. Relevant continuing education credits may include coursework in ethics, statistics and data analysis, communications, prevention science, military cultural competencies, and Military Department, Military Service, or NGB policies and regulations. Continuing education may also include publishing peer-reviewed articles and technical training in research methods related to program evaluation or specific prevention disciplines.
- **Responsibilities:**
  - Conduct primary prevention research, which may include, but should not be limited to, reviewing existing best practices, leveraging available data, directing any new data collection efforts, and analyzing data on risk and protective factors collected by personnel at the tactical level within the assigned organization.
  - Design primary prevention implementation activities.
  - Develop training materials for prevention personnel in coordination with relevant training units.
  - Collaborate with prevention experts and/or policy experts within and outside of the military.
  - Consolidate and analyze evaluation data collected by operational and tactical level personnel in order to monitor the effectiveness of program activities across the organization.
  - Communicate research findings to leaders and policy-makers in order to inform the development of prevention policy and guidance.

Military Department, Military Service, and NGB may want to hire more than one researcher to build out a prevention research team depending on the needs of each Military Department, Military Service, or NGB. In this case, the team should include a senior researcher who would have oversight over the rest of the research team, in either a supervisory or non-supervisory role. The members of the team may specialize in one or more prevention disciplines, or they may have specialized technical roles such as Program Evaluation Specialist or Data Analyst. The Prevention Researcher or research team should ideally report to the Prevention Director/Program Head.

### *2.1.3. Prevention Policy Analyst*

The Prevention Policy Analyst complements the role of the Prevention Researcher by supporting the development of prevention policies and guidance and evaluating the impacts of DoD, Military Departments, Military Services, and NGB policies through policy research and data analysis.

The Prevention Policy Analyst job description could include the following elements:

- **Status:** Full Time, Supervisory or Non-Supervisory
- **Setting:** Strategic level (Military Department, Military Service, or NGB headquarters)
- **Education and Experience:** Specialized prevention education and experience, with an emphasis on policy analysis and evaluation (e.g., bachelor’s degree or higher in prevention-related field) required. Experience in interpreting and using data and research to inform policy recommended.
- **Proposed Credentialing Level:** Level 3. 20 hours of continuing education required annually. Relevant continuing education credits may include coursework in ethics, data analysis, communications, prevention science, relevant legal frameworks, policy analysis research methods, military cultural competencies, and Military Department, Military Service, or NGB policies and regulations.
- **Responsibilities:**
  - Support the Prevention Director/Program Head in conducting oversight of policy implementation at all tiers.
  - Support the Prevention Director/Program Head in translating research findings produced by the Prevention Researchers into policy recommendations and guidance.
  - Lead data collection efforts to evaluate and assess the impact of prevention policies.
  - Collaborate with prevention experts and/or policy experts within and outside of the military.
  - Communicate policy evaluation findings of the policy evaluation to leaders and policy-makers within the military.

The Prevention Policy Analyst is similar to other policy and program-oriented roles that currently exist within the Military, such as analysts specializing in foreign affairs, equal opportunity, information technology, and strategic planning. The Prevention Policy Analyst operates in parallel with the Prevention Researcher but may not be formally part of the prevention research team. The Prevention Policy Analyst should ideally report to the Prevention Director/Program Head.

## Specialized Research and Support Positions

As the prevention workforce matures, there may be a need for specialized support positions to be incorporated into the model, potentially under the Prevention Researcher or Prevention Policy Analyst roles at the strategic level, or under the Prevention Support role at the operational level. These roles may be filled as specialized needs arise, with areas of specialization responding to both research findings as well as changes in the landscape of the Military Departments, Military Services, and NGB. Examples include:

- Education Specialists
- Communications Specialists
- Behavioral Health Specialists
- Criminology Specialists

### 2.2. Operational Tier

Operational level personnel serve as the link between the strategic and tactical tiers by coordinating and integrating tactical activities to align with the program's strategic objectives. Personnel at this level fulfil the function of the Prevention Support System in the ISF by providing resources and training to prevention personnel at the tactical level.

#### 2.2.1. Prevention Program Manager

The Prevention Program Manager is the core of the operational workforce. While their exact role may vary across components, prevention program managers are responsible for overseeing and supporting the activities carried out by other prevention personnel through budget and personnel management, data collection and/or consolidation, and the development of command-level policies and resources.

The Prevention Program Manager job description could include the following elements:

- **Status:** Full Time, Supervisory (when appropriate)
- **Setting:** Intermediate (e.g., major command) or strategic settings
- **Education and Experience:** Advanced, specialized prevention education and experience applied to a military setting (e.g., master's degree or higher in a prevention-related field) required. Supervisory or project management experience preferred.
- **Proposed Credentialing Level:** Level 5. 30 hours of continuing education required annually. Relevant continuing education credits may include coursework in program management, ethics, prevention science, military cultural competencies, and Military Department, Military Service, or NGB policies and regulations.
- **Responsibilities:**
  - Oversee the identification, selection, and evaluation of prevention activities across multiple locations.



- Supervise prevention personnel within their organization and at lower echelons.
- Monitor the training and credentialing status of all prevention personnel within their organization and at lower echelons.
- Use data collected Military Department-, Military Service-, or NGB-wide to guide program priorities and determine resource needs across the organization.
- Identify and advocate for resourcing to meet identified needs for the prevention workforce within the organization.
- Manage the prevention program budget for their organization, such as for resources, training, manpower, and specific prevention activities.
- Develop command-level policies and guidance based on guidance from the strategic level.
- Translate prevention research from the strategic level into toolkits and other forms of technical assistance for prevention personnel within their organization.
- Collect and/or consolidate data on prevention program implementation and evaluation from prevention personnel under their authority, and communicate these findings to leadership and prevention personnel at upper echelons.
- Advise operational level leadership and commanders on issues related to prevention.
- Coordinate with prevention experts and other relevant prevention stakeholders within and outside the military to inform the development of prevention activities and policies.

The primary distinction between the Prevention Director/Program Head and the Prevention Program Manager is that the Program Manager is responsible for operationalizing the guidance and overall direction provided by the Prevention Director/Program Head into actionable plans within their sphere of influence.

### *2.2.2. Prevention Support*

Prevention Support staff are additional members of the prevention workforce who are employed where needed to provide support to full-time personnel in planning, implementing, and/or evaluating prevention activities. These staff may not initially have prevention subject matter expertise but will assist and support the prevention supervisory personnel.

The Prevention Support job description may include the following elements depending on the needs of the organization:

- **Status:** Part Time/Collateral Duty (when appropriate), Non-Supervisory

- **Setting:** All settings, primarily at higher echelons or in complex or large commands/installations
- **Education and Experience:** Some prevention experience and education in social sciences or public health preferred.
- **Proposed Credentialing Level:** Level 2. No continuing education requirements.
- **Responsibilities:**
  - Provide administrative and program management support to prevention personnel within their organization.
  - Collect data on prevention activity implementation and evaluation for prevention personnel to analyze.
  - Support prevention personnel in researching and drafting prevention activity plans, policies, tools, and communications.

The Prevention Support role would give personnel who are interested in supporting prevention activities an opportunity to gain additional experience in this field. The Prevention Support role could also potentially serve as the groundwork for further career opportunities within the prevention workforce. Another benefit of the Prevention Support role as a collateral duty is that individuals in this role would continue to be embedded in the military command units they work with and could help shape the climate within their units as part of a peer support network. For instance, Prevention Support staff could function as facilitators, coaches, or other types of specialized support for tactical level staff.

Prevention Support is considered an operational role because the primary responsibilities of this role fall within the scope of supporting prevention workforce in planning and executing prevention activities, rather than being directly involved in the implementation of these activities at the local level. While Prevention Support personnel are more likely to be hired at higher echelons of the organization, this does not preclude the possibility of designating or hiring Prevention Support personnel at the installation level to support the implementation of prevention activities in large, complex, or high-risk environments.

### **2.3. Tactical Tier**

Tactical level personnel are responsible for implementing the strategic level objectives on the ground through specific prevention activities. Personnel at this level function as the Prevention Delivery System in the ISF by implementing, monitoring, and evaluating prevention activities and by “supporting the spread and uptake of effective... prevention principles” within their organization.

#### **2.3.1. Prevention Lead**



The Prevention Lead serves as the primary focal point for directing and coordinating prevention activities at the local (e.g., command/installation) level, reflective of the role the Prevention Director/Program Head plays at the strategic level.

The Prevention Lead job description could include the following elements:

- **Status:** Full Time, Supervisory or Non-Supervisory
- **Setting:** All settings, primarily command/installation level
- **Education and Experience:** Advanced, specialized prevention education and experience, with an emphasis on conducting, interpreting, and/or applying research (e.g., master's degree or higher in prevention-related field) required. Education or experience in statistical or data analysis also required.
- **Proposed Credentialing Level:** Level 4. 30 hours of continuing education required annually. Relevant continuing education credits may include coursework in ethics, communications, prevention science, statistical or data analysis, military cultural competencies, and Military Department, Military Service, or NGB policies and regulations.
- **Responsibilities:**
  - Collect and analyze data on risk and protective factors at the assigned organization.
  - Adapt prevention activities according to local risk and protective factors.
  - Advise local level leadership on how to address risk and protective factors.
  - Use data collected Military Department-, Military Service-, or NGB-wide to guide program priorities and determine resource needs for programs under their authority.
  - Oversee planning, implementation, and evaluation of all prevention activities at the local level.
  - Coordinate with (and supervise, where appropriate) personnel across all prevention disciplines to ensure consistent messaging within the organization.
  - Serve as the local-level liaison for military and civilian agencies.
  - Communicate research findings, program implementation progress, and training opportunities to local stakeholders and leadership through diverse means.
  - Collaborate with relevant prevention stakeholders within and outside the military to inform prevention activities.
  - Stay up to date on primary prevention research.

### *2.3.2. Prevention Specialist*

The Prevention Specialist role serves as the ultimate implementer of prevention activities at the local level for at least two particular prevention disciplines. The Prevention Specialist may also serve as a lower-level focal point and advisor to leadership on issues related to their field of expertise.

The Prevention Specialist job description could include the following elements:

- **Status:** Full Time, Non-Supervisory
- **Setting:** All settings, primarily command/installation level
- **Education and Experience:** Specialized prevention education and experience (e.g., bachelor's degree or higher in prevention-related field) preferred. Experience in conducting, interpreting, and/or applying research recommended.
- **Proposed Credentialing Level:** Level 3. 20 hours of continuing education required annually. Relevant continuing education credits may include coursework in ethics, prevention science in the particular discipline, military cultural competencies, and Military Department, Military Service, or NGB policies and regulations.
- **Responsibilities:**
  - Lead the planning, implementation, and evaluation of prevention activities for at least two harmful behaviors (e.g., suicide, sexual assault, substance abuse) in coordination with the Prevention Lead.
  - Oversee support staff within their organization in a non-supervisory role.
  - Advise leadership within the organization on issues related to their field of expertise.
  - Communicate research findings, program implementation progress, and training opportunities to local stakeholders and leadership through diverse means.
  - Collaborate with relevant prevention stakeholders within and outside the military to inform prevention activities related to their prevention disciplines.
  - Stay up to date on current research in their prevention disciplines.

The main distinction between the Prevention Lead and the Prevention Specialist is that the Prevention Lead coordinates prevention activities across all integrated prevention activities, while the Prevention Specialist coordinates prevention activities (which should be based on the tailored recommendations of the Prevention Lead) within their specific field of expertise. For example, one specialist may implement non-clinical interventions designed to reduce sexual harassment and sexual assault while another specialist may implement non-clinical interventions designed to reduce child abuse and domestic abuse.

### *2.3.3. Implementation Support*

Depending on the size and complexity of the organization, the prevention workforce at the tactical level may benefit from formally hiring or designating personnel with training or facilitation expertise to deliver the specific implementation activities planned by the Prevention Lead or Prevention Specialist.

The Implementation Support job description could include the following elements:

- **Status:** Part Time/Collateral Duty (when appropriate), Non-Supervisory
- **Setting:** All settings, primarily command/installation level
- **Education and Experience:** Training or facilitation experience and demonstrated interest in prevention required.
- **Proposed Credentialing Level:** Level 1. No continuing education requirements.
- **Responsibilities:**
  - Train/facilitate specific prevention activities in coordination with the Prevention Lead and/or Specialist.
  - Support higher-level prevention personnel in conducting evaluation reviews of the specific activities delivered (e.g., ensuring post-activity surveys are delivered to attendees) as needed.

The Implementation Support role would give personnel who are not formally trained in a prevention discipline, but display an interest in participating in prevention activities, an opportunity to gain experience in this field. As with the Prevention Support role, the Implementation Support role could potentially be an entry point for further career opportunities within the prevention workforce, or simply serve as an opportunity for military personnel to participate in a peer support network for prevention.

#### 2.4. Implications for Leadership

In a hierarchical environment, such as the United States Military, it is imperative that leadership within the entire chain of command develops an understanding of what prevention is, how to effectively implement prevention activities, and how to link prevention science to the realities of the military in an operational context. Developing these competencies will allow leaders to direct and support prevention personnel, clearly communicate prevention objectives to their subordinates, and foster a climate of respect and trust.

Specific activities that leaders should employ in support of the prevention workforce include:

- Establishing and modifying command policies and procedures;
- Assisting in the recruitment, selection, and oversight of prevention personnel and ensuring that they are fully integrated into the command team;
- Ensuring prevention personnel have access to adequate resources, funding, and professional development opportunities and authority to plan, implement, and evaluate prevention activities;
- Monitoring the command climate to identify risk and protective factors for harmful behaviors and take appropriate action to address any negative trends that emerge;

- Modeling healthy behavior through individual conduct and by communicating prevention as a priority in discussions with peers and personnel within their direct command;
- Motivating, inspiring, and creating enthusiasm around prevention;
- Promoting opportunities for personnel outside the prevention workforce to participate in prevention activities and research; and
- Participating in the continuous evaluation of prevention activities.

While not exhaustive, this list highlights the roles that leaders must play in creating an operational environment that works with, rather than against, the objectives of the prevention workforce. This summary is intended to outline in general terms the role that leadership plays in the prevention workforce specifically.

**Table 1. Model DoD Prevention Workforce Credentialing System Overview**

| Level | Role                       | Responsibilities  | Type of Setting  | Preparation Required   | Prevention role can be collateral duty | Selection Considerations <sup>4</sup>   | Can oversee other personnel  | Roles these individuals will be able to perform  | Roles these individuals will not be able to perform  |
|-------|----------------------------|---|--|--|--|---|--|--|--|
| 1     | Implementation support     | Trainer or facilitator  | All settings will require implementation support       | Training to deliver prevention activities and DoD SPARX Knowledge Part 1 <sup>5</sup>  | Yes                                    | Facilitation skills, interest in prevention   | No   | Train/facilitate specific prevention activity  | No other role except train/ facilitate   |
| 2     | Prevention support         | Supports planning, implementation, and/or evaluation of prevention activities   | Complex, large, higher echelons                        | DoD SPARX Knowledge Part 1 and 2 <sup>6</sup>  | Yes                                    | Prevention experience and education in social sciences or public health preferred   | No   | Provide support as needed for prevention   | Train/facilitate and support prevention specialist/lead in other prevention activities   |
| 3     | Prevention specialist      | Leads planning, implementation and evaluation of at least 2 prevention disciplines (e.g., suicide, sexual assault, substance abuse) | All settings will require a prevention specialist      | DoD SPARX Knowledge Part 1 and 2, training specific to prevention activities being delivered, and 20 hours continuing education annually | No                                     | Specialized prevention education and experience (e.g., bachelor's degree or higher in prevention-related field preferred)         | Yes, oversee (likely not supervise) prevention support and implementation support                                      | Use data to plan, implement, and evaluate prevention activities for their prevention discipline  | Decision-making about which prevention activities to start/stop; funding for specific prevention activities; adaptations for prevention activities |
| 4     | Prevention lead            | Oversees planning, implementation and evaluation of all prevention activities at the local level                                    | All settings will require a prevention lead            | DoD SPARX Knowledge Part 1 and 2 or equivalent training, and 30 hours continuing education annually                                      | No                                     | Advanced, specialized prevention education and experience (e.g., master's degree or higher in prevention-related field preferred) | Yes, oversee both in supervisory and non-supervisory roles individuals supporting prevention within their organization | Oversee planning, implementation, and evaluation of prevention activities; ensure consistent messaging across prevention activities/discipline; acceptable adaptations for prevention activities | Making decisions about which prevention activities to start/stop; funding for specific prevention activities                                       |
| 5     | Prevention program manager | Oversees & makes final decisions regarding prevention activities; oversees identification,  | Intermediate (e.g., major command) or strategic levels | DoD SPARX Knowledge Part 1 and 2 or equivalent training and experience in  | No                                     | Advanced, specialized prevention education and experience applied   | Yes, oversee both in supervisory and non-supervisory   | Plan, implement, and evaluate prevention activities; empowered to make decisions about which   |  |

<sup>4</sup> As described in Section 1, Background, specialized education and experience must align with OPM qualification standards and must align with EO 13932.

<sup>5</sup> As of April 2022, DoD SPARX Knowledge Part 1 requires four hours of training.

<sup>6</sup> As of April 2022, DoD SPARX Knowledge Part 2 requires 60 hours of training.

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|  |  | selection, & evaluation of prevention activities across multiple locations |  | military setting, and 30 hours continuing education annually |  | in military settings (e.g., master's degree or higher in prevention-related field preferred) | roles individuals supporting prevention at lower echelons and within their organization | prevention activities to start/stop; Funding decisions for specific prevention activities |  |
|--|--|--|--|--|--|--|---|---|--|

<sup>i</sup> *Hard Truths and the Duty to Change: Recommendations from the Independent Review Commission on Sexual Assault in the Military*, "Recommendation 2.2: Establish a Dedicated Primary Prevention Workforce," 20-21, July 2021.

<sup>ii</sup> Office of the Under Secretary of Defense for Personnel and Readiness, *Prevention Plan of Action, 2019-2023* (Arlington, VA: Department of Defense, 2019), 9-10.

<sup>iii</sup> National Center for Injury Prevention and Control, Division of Violence Prevention, *Understanding the Interactive Systems Framework for Dissemination and Implementation* (Atlanta: Centers for Disease Control and Prevention, n.d.), <https://www.cdc.gov/violenceprevention/asap.html>.