

AWARD NUMBER: W81XWH-20-2-0014

TITLE: Reducing Sexual Assault at the U.S. Air Force Academy: Adaptation, Implementation, and Evaluation of the Sexual Communication and Consent Program

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CONTRACTING ORGANIZATION: University of Florida, Gainesville, FL

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7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)

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14. ABSTRACT

The Sexual Communication and Consent (SCC) program provides a blended instructional model of sexual assault prevention and response training, including universal classroom content that provides common learning points and covers standard learning objectives, interspersed with targeted multimedia intervention content based on common evidence-based risk factors and delivered via individual tablets. Highlighted by the Department of Defense Sexual Assault Prevention and Response Office as a promising practice in its 2019 Prevention Plan of Action (DoD, 2019) following successful implementation at Basic Military Training in San Antonio, Texas, the SCC program addresses identified gaps in USAFA's sexual assault prevention programming by targeting individual risk for cadets and incorporating a leadership perspective to prepare them for situations they may encounter with individuals under their command. The current study will implement and evaluate SCC at USAFA with the following specific aims:

- **Aim 1:** Assess the feasibility and acceptability of the SCC sexual assault prevention program for four degree (freshman) cadets at USAFA.
- **Aim 2:** Adapt SCC content for USAFA and develop supplemental SCC program content for first class (senior) USAFA cadets targeting leadership values and behaviors.
- **Aim 3:** Assess SCC program impact on proximal (knowledge, attitudes, beliefs, self-efficacy) and distal (sexual assault prevalence) outcomes among cadets receiving the program.

15. SUBJECT TERMS					
<i>Sexual assault prevention; tailored prevention; tablet-based training; individual risk; sexual assault victimization; sexual assault perpetration; revictimization; Sexual violence; prevention; evaluation; intervention; curriculum development; program adaptation; USAFA; BCT; leadership training</i>					
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1. INTRODUCTION:

Military sexual assault is a highly sensitive, volatile issue with many high-profile incidents in recent years. Victims of sexual violence may experience health and psychological sequelae, such as injury, depression, anxiety, posttraumatic stress disorder, alcohol abuse, and repeat victimization. The Air Force is committed to identifying and implementing evidence-based strategies for preventing sexual assault and revictimization among its ranks, evaluating successes and challenges both overall and for specific vulnerable subpopulations, and improving victim response. **The current study supports this mission** through the implementation and evaluation of the evidence-informed Sexual Communication and Consent (SCC) program with USAFA cadets. Extensively tested within Air Force Basic Military Training (BMT), the SCC program represents an interactive blended instructional model, including universal classroom content that provides common learning points and covers standard learning objectives, interspersed with targeted multimedia intervention content based on common evidence-based risk factors and delivered via individual tablets. This project aims to enhance USAFA's existing sexual assault prevention programming by targeting individual risk for cadets and incorporating a leadership perspective to prepare them for situations they may encounter with individuals under their command.

The scope of our study includes the following specific aims:

- **Aim 1:** Assess the feasibility and acceptability of the SCC sexual assault prevention program for four degree (freshman) cadets at USAFA.
- **Aim 2:** Adapt SCC content for USAFA and develop supplemental SCC program content for first class (senior) USAFA cadets targeting leadership values and behaviors.
- **Aim 3:** Assess SCC program impact on proximal (knowledge, attitudes, beliefs, self-efficacy) and distal (sexual assault prevalence) outcomes among cadets receiving the program.

2. KEYWORDS:

Sexual assault prevention; tailored prevention; tablet-based training; individual risk; sexual assault victimization; sexual assault perpetration; revictimization; Sexual violence; prevention; evaluation; intervention; curriculum development; program adaptation; USAFA; BCT; leadership training

3. ACCOMPLISHMENTS:

What were the major goals of the project?

Below is a list of project tasks and milestones organized by study aim, as identified in our statement of work (Full SOW presented in the Appendix). We have included a completion date for those items that have been accomplished. For activities in progress, we have provided the estimated percent completion.

Aim 1: Pilot test the feasibility and acceptability of the current SCC sexual assault prevention program for four degree cadets at USAFA.

- a) Finalize implementation and study design (completed February 2021)
- b) Prepare SCC app and tablet technology for USAFA implementation (completed June 2021)
- c) Acquire all required Survey Control, IRB, & HRPO approvals (completed July 2021)
- d) Conduct the SCC pilot test (completed July 2021)

Aim 2: Adapt SCC content for USAFA, including the development of supplemental content for first class USAFA cadets targeting leadership values and behaviors.

- a) Identify needed program adaptations (Target: November 2021)
- b) Adapt/Develop program content (Target: June 2022)

Aim 3: Assess feasibility, acceptability, and preliminary program effects of the adapted SCC program on proximal (knowledge, attitudes, beliefs, self-efficacy) and distal (sexual assault prevalence) outcomes among cadets receiving the program.

- a) Conduct feasibility and preliminary impact of the adapted SCC program (Target: March 2023)
- b) Analyze data and disseminate findings (Target: August 2023)

What was accomplished under these goals?

Aim 1 work was centered around preparing for and completion of the SCC pilot at USAFA.

Milestones accomplished under each of the following tasks are described below:

- a) **Finalize implementation and study design:** Upon initiation of our award, we convened a kick-off meeting to build rapport between project partners (UF, RTI, and USAFA). We reviewed the proposed study aims and plans/methodology. Through our weekly team meetings, we learned about USAFA prevention priorities, their unit organization and capacity, and what approvals would be needed to move forward. We worked with USAFA SAPR and Cadet Wing leadership to identify the ideal implementation plan for SCC. We would implement during Basic Cadet Training (BCT). Specifically, SCC training would occur simultaneously with the standard programming (CHiPS), and SAPR staff would randomly assign squadrons to one or the other.
- b) **Prepare SCC app and tablet technology for USAFA implementation:** With our implementation plan in place, we were able to move toward adapting measures and SCC app and classroom content to be USAFA-specific where possible prior to the pilot. In addition to preparing content, we also prepared the physical equipment for program delivery (80 iPads and accessories) and updated the instructor training manual to include feedback from the BMT pilot and to make training more specific to USAFA.
- c) **Acquire all required Survey Control, IRB, & HRPO approvals:** We secured appropriate approvals from the USAFA Cadet Wing Commandant to use designated class time for piloting the SCC training, the A1 and USAFA Survey Control Offices, three institutional review boards (USAFA, UF, and RTI), and DoD HRPO.
- d) **Conduct the SCC pilot test:** In June 2021, the UF and RTI scientific teams conducted a three-day training with USAFA SAPR staff to prepare for SCC program delivery and implementation. With a staff of 12 instructors, we ran the pilot study from July 7-21, delivering SCC to over 160 Basics. SCC was delivered over 3 two-hour sessions to six classes ranging in size between 25 and 30 Basics. A 3-month follow-up survey will be administered via the Fall designated survey and assessment time (DSAT) to inform potential response rates to longer-term follow-up assessment and required sample size for the Aim 3 study.

Summary of Preliminary Pilot Data

Initial review of the data identified 162 participants, with 144 (89%) of participants reporting complete data for all three sessions. Preliminary analysis reveals that Basics generally found the program content to be acceptable, though some would have preferred more classroom discussion to balance out the time spent in tablet training, particularly on Session 1. Overall, baseline knowledge of sexual assault risk factors and consent was high (and stayed high); we observed significant decreases in date rape attitudes and endorsement of risky dating and social behaviors; and consistent with our findings at BMT, we observed a large significant increase in self-efficacy to resist unwanted sexual advances among those who received tablet content geared towards victimization prevention. Further analysis is underway and results will be reported in the FY2 Quarter 1 Technical Progress Report.

Summary of Instructor Focus Group Results

Results from the instructor focus groups indicated that the program implementation was overall feasible, and that the program content was acceptable to cadets.

A. Instructor training:

- a. Instructors indicated that the training they received prior to program implementation was sufficient but warned that less experienced instructors may need additional training. If instructors outside of the Academy were contracted to implement future trainings, additional time will need to be allotted for training and practice.

B. Program content

- a. Instructors described a need for a more in-depth definition of consent and more time spent discussing what consent looks like.
- b. Implementing the training in cadets' third or fourth year at the Academy may allow for more participation in the alcohol-related portion of the program when a greater portion of cadets are of legal drinking age.
- c. Instructors recommended additional follow-up discussion or debriefing after specific classroom-based activities.

C. Program implementation

- d. Instructors noted that the students were most engaged and willing to participate in the classroom instruction portions of the content. They warned against prolonged periods where students were completing tablet content only, as students quickly became tired or disengaged from tablet content. When students became disengaged, they were responsive to candy as incentives for completion of modules.
- e. Instructors indicated they would prefer paper handouts to be moved to a digital format for ease of distribution and ease of access for cadets.
- f. Instructors indicated that they may be overwhelmed by dealing with potential IT issues if all cadets were using their own devices (instead of the provided iPads) to complete the trainings, especially since it is common for cadets to come into training late or have to leave early. They suggested it may be helpful to have a designated IT helper, or explicitly assign one of the instructors to handle IT issues during certain times in the instructor manual.

All feedback provided by instructors will be incorporated into program adaptations to be completed in funding year 2.

Aim 2 and the primary focus of FY 2 includes identifying adaptation needs and then subsequently adapting the SCC program to include Cadet and Leadership feedback. Within this process, we are pursuing two parallel lines of formative research:

1. We are continuing to analyze pilot data to inform specific changes that need to be made to the curriculum. For example, we will examine tablet timing and completion rates to determine whether Basics received all intended tablet content, or if the time distribution of training needs to be shifted to enhance program completion. We are also reviewing participant open-ended feedback to be responsive to any Cadet concerns (very few were communicated). To clarify feedback and pre-test planned adaptations, we are in the process of planning an IRB protocol to conduct follow-up interviews with a subset of SCC participants in Fall 2021.

2. The second component of formative research is to explore the need for enhancements to the USAFA leadership development curriculum, with specific focus on SAPR-related training. Toward this end, in Year 1, we have conducted a comprehensive literature review of leadership training models, best practices, and relevant risk and protective factors in order to inform the development of a comprehensive logic model. We have also conducted meetings with relevant USAFA stakeholders (via a Leadership Training Working Group) to review existing curriculum content, identify potential gaps, and plan for the adaptation/development of leadership training content for USAFA cadets. Collectively, this process has informed the development of a conceptual model and interview questions for USAFA cadets and staff that will guide program adaptations development of new leadership content. In October 2021, we will begin interviews and focus groups with current USAFA upper classmen, USAFA leadership training commanders, and recent USAFA graduates (via partnership with SOS at Maxwell Air Force Base) to further inform the need for training adaptation, measurement, and sustainable implementation.

Aim 3 will integrate the work accomplished in Aims 1 and 2, resulting in a larger feasibility and acceptability assessment of the adapted SCC program and potential leadership training content. Although the bulk of Aim 3 work will occur in FY 3, we have already initiated conversations with USAFA SAPR leadership about implementation and measurement plans, with the intention to move toward a sustainable implementation strategy that will continue long after the study has ended.

What opportunities for training and professional development has the project provided?

Twelve USAFA SAPR staff and victim advocates completed three half-days of training to learn best practices for delivering the SCC curriculum. Training included didactic professional development and hands-on practice with program content, with opportunities for peer feedback as well.

How were the results disseminated to communities of interest?

Information about project study design and timeline progress was presented by PI, Dr. Nichole Scaglione, at the Interim Progress Report meeting in June 2021. Additional dissemination of pilot findings is planned to inform Aim 3 implementation plans and to garner leadership support throughout FY 2.

What do you plan to do during the next reporting period to accomplish the goals?

Planned study activities for funding year 2 are listed below, organized by specific aim:

Aim 1:

1. Administer 3-month follow-up surveys to cadets who participated in the pilot during the Fall DSAT period (October 2021) to inform Aim 3 data collection procedures.

Aim 2

1. Analyze data gathered during the pilot study and apply results to create a list of recommended program adaptations.
2. Conduct follow-up interviews with cadets who participated in the pilot to capture more nuanced feedback/recommendations for program adaptation and to pre-test planned adaptations.
3. Conduct formative research interviews with USAFA cadets and leadership training personnel and recent USAFA graduates to inform adaptations to and measurement of the leadership training curriculum.
4. Finalize a conceptual model to guide development of supplemental leadership training content and measurement.
5. Work with newly formed Leadership Working Group to create a plan of action for adapting and implementing new and/or enhanced leadership curriculum content.

Aim 3

1. Work with SAPR leadership to finalize a sustainable implementation plan for evaluation of the adapted SCC and leadership training curricula.
2. Update IRB and HRPO protocols with any changes to implementation plans, measurement, or data collection procedures indicated by the pilot test.

4. IMPACT:

What was the impact on the development of the principal discipline(s) of the project?

Pilot data indicate the SCC program is acceptable and feasible to implement in the USAFA training environment, and it has the potential to achieve reductions in sexual assault victimization and perpetration, as suggested by pre-/post-differences in targeted proximal outcomes (i.e., date rape attitudes, confidence in resisting unwanted sexual advances). Collectively, findings support the use of SCC in this environment and suggest only minimal content adaptation is needed from the BMT environment. If the larger evaluation study supports these preliminary findings, SCC could serve as a model in the discipline for a way to deliver targeted training based on individual risk factors in a universal classroom environment.

What was the impact on other disciplines?

We have nothing official to report based on this reporting period; however, if SCC is proven to be feasible and effective at changing behavior, it could serve as a model for other disciplines that aim to reduce risky behavior, or for addressing sensitive outcomes with varying individual risk factors (e.g., substance abuse or suicide prevention).

What was the impact on technology transfer?

Nothing to report.

What was the impact on society beyond science and technology?

At this point in time, results are not generalizable beyond our test setting, though we hope with further testing we will be able to make a significant public health impact

Nothing to report.

5. CHANGES/PROBLEMS:

Changes in Project Staff:

The research team has changed since the beginning of year one, and we have followed the appropriate channels of approval. Specifically, USAFA site PI, Dr. Trevin Campbell, has transitioned to a new role outside of USAFA as of May 2021. The team identified Dr. Ken Robinson an appropriate replacement for Dr. Campbell's role on the project. His CV and a revised statement of work naming him as the site PI have been reviewed and approved by Science Officer, Dr. Claudio Ortiz.

Actual or anticipated problems or delays and actions or plans to resolve them

Delay in leadership curriculum formative research timeline:

According to our statement of work, we had intended to conduct formative focus groups and interviews to inform the supplemental leadership curriculum during months 7-12 of FY1. However, this process has been delayed for several reasons:

- 1) Due to USAFA and project staffing transitions, establishing contacts at partnering institutions and connecting with appropriate USAFA leadership stakeholders took longer than expected.
- 2) We received guidance from the USAFA IRB to separate out formative research activities from the pilot study, as these activities relied on separate samples, procedures, and levels of involvement from outside partners (i.e., PIs at UF and RTI). Because of this, coupled with the very limited window for pilot data collection (July 7-21), regulatory approvals for the pilot necessarily took priority.
- 3) Upon initial review of the existing USAFA leadership training curriculum, it became clear that we would not need to develop new content. Instead, we have shifted towards thoroughly reviewing the existing components of the curriculum and engaging stakeholders to identify perceived strengths and weaknesses. This information has been invaluable in developing our formative research questions and subsequent data collection materials.

Despite the delay and slight shift from our original thinking, this work remains within the scope of the original SOW and proposal, which stated that we would explore the need for supplemental leadership training. We are still in that exploratory/formative research phase, and the team believes this delay is beneficial and will strengthen the resulting training recommendations. Finally, this initial delay allows sufficient time for comprehensive information gathering and will not affect the team's ability to complete formative research and leadership training objectives before the end of the cooperative agreement, nor will it impact parallel work on the SCC program adaptations.

Changes that had a significant impact on expenditures

We managed to complete this year's objectives at less cost than anticipated for several reasons:

1. COVID-19 related travel restrictions limited the team's travel to 2 trips to USAFA to facilitate pilot training and launch. We canceled all prior trips for project kick-off and formative data collection. The annual progress report meeting was also held virtually limiting travel expenses.
2. The separation of the leadership development formative research from the pilot regulatory approvals process shifted some of our projected labor costs into FY2. This also resulted in lower-than-expected consultant fees, as the bulk of their work will also shift into FY2 to assist with program recommendations.
3. Given the program's tablet-based delivery platform, we expected to have to purchase a full classroom set of iPads and all supporting technological equipment. However, given the brief nature of the pilot and leadership questions about the sustainability and cost of permanent tablet-based implementation, we leveraged an ongoing partnership with A1Z and AF BMT to borrow the needed iPads and supporting equipment from the ongoing project work at BMT. Instead of purchasing all new equipment, we purchased a small set of test equipment and simply paid for shipping to get all the necessary supplies from Lackland AFB to USAFA and back.

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

Significant changes in use or care of human subjects

Nothing to report.

Significant changes in use or care of vertebrate animals

Nothing to report.

Significant changes in use of biohazards and/or select agents

Nothing to report.

6. PRODUCTS:

- **Publications, conference papers, and presentations**

Journal publications.

Nothing to report.

Books or other non-periodical, one-time publications.

Nothing to report.

Other publications, conference papers and presentations.

Nothing to report.

- **Website(s) or other Internet site(s)**

Nothing to report.

- **Technologies or techniques**

Nothing to report.

- **Inventions, patent applications, and/or licenses**

Nothing to report.

- **Other Products**

As part of this project, we have revised the SCC curriculum, app, and training manual and measures; collected pilot data; developed formative research focus group and interview protocols; and produced project summary materials for communicating with USAFA leadership. All of these are unpublished materials that will inform the remainder of the study.

7. PARTICIPANTS & OTHER COLLABORATING ORGANIZATIONS

What individuals have worked on the project?

Name: Dr. Nichole Scaglione, UF/Overall Project PI, *No change*

Name: Dr. Marni Kan, RTI Site Investigator, *No change*

Name: Dr. Ken Robinson

Project Role: USAFA Site Investigator

Researcher Identifier: N/A

Nearest person month worked: 1

Contribution to Project: As the local PI at USAFA, Dr. Robinson assists the research team with navigating Academy and developing research protocols that are feasible in the USAFA environment.

Has there been a change in the active other support of the PD/PI(s) or senior/key personnel since the last reporting period?

Dr. Ken Robinson has replaced Dr. Trevin Campbell as the USAFA PI as of June 2021. Dr. Campbell transitioned to a role outside of USAFA in May 2021, and Dr. Robinson was quickly identified as a suitable replacement. Dr. Robinson is a Violence Prevention Integrator at USAFA HQ, and his experience at USAFA, clinical background and experience supervising research projects make him well-positioned to be an effective site PI. He has been onboarded onto the project previously approved for this role by our Science Officer.

What other organizations were involved as partners?

We did not have any partners in FY 1 outside of the proposed research team.

8. SPECIAL REPORTING REQUIREMENTS

COLLABORATIVE AWARDS:

N/A

QUAD CHARTS:


Uploaded separately into eBrap; copy provided below.

Reducing Sexual Assault at the U.S. Air Force Academy: Adaptation, Implementation, and Evaluation of the Sexual Communication and Consent Program
 Log Number: PT190035
 Award Number: W81XWH-20-2-0014



PI: Nichole Scaglione, PhD Org: University of Florida

Amount: \$883,875.00

<p style="text-align: center;">Study/Product Aim(s)</p> <ul style="list-style-type: none"> Aim 1: Assess the feasibility and acceptability of the SCC sexual assault prevention program for four degree (freshman) cadets at USAFA. Aim 2: Adapt SCC for USAFA environment and develop supplemental content for first class (senior) USAFA cadets targeting leadership values and behaviors. Aim 3: Assess SCC program efficacy on proximal (knowledge, attitudes, beliefs, self-efficacy) and distal (sexual assault prevalence) outcomes among cadets receiving the program. <p style="text-align: center;">Approach</p> <p>Our team will employ a mixed -methods approach to evaluate the feasibility and acceptability of implementing the SCC program at USAFA, a formative research approach to adapt and augment the existing program as needed with input from current cadets and alumni, and a three -wave longitudinal survey design to implement and evaluate the adapted SCC program to determine feasibility, acceptability, and impact on behavioral outcomes among USAFA cadets. We undertake these aims in support of USAFA’s mission to educate, train, and inspire men and women to become leaders of character, motivated to lead the United States Air Force in service to our nation.</p>	 <p>Accomplishment: In FY1, we obtained regulatory approvals, trained program instructors, and pilot test the SCC program in the USAFA environment, collecting feasibility and acceptability data from 162 Basic and 12instructors (Aim 1). The research team is planning follow-up interviews with select SCC participants and formative interviews with upper class Cadets and recent graduates to further inform program adaptation (Aim 2) and implementation plans (Aim 3).</p>
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Timeline and Cost

Activities	FY 1	2	3
Regulatory Approvals			
Aim 1: Feasibility Assessment			
Aim 2: Program Adaptation & Leadership Training Development			
Aim 3: Efficacy Assessment			
Awarded Budget (\$883,875)	\$334,369	\$260,129	\$289,377

Updated: (09/13/2021)

Goals/Milestones

FY1 Goals– Regulatory Approvals, Feasibility Assessment

- UF, RTI and USAFA regulatory approvals
- Program implementation planning
- Develop assessment instruments
- Test initial SCC feasibility/acceptability with four degree cadets

FY2 Goals– Program Adaptation

Complete formative research to inform SCC program adaptations & leadership content *(in progress)*

- Develop supplemental SCC program content
- Begin adapted program implementation and evaluation

FY3 Goals– Efficacy Assessment, Data Analysis and Reporting

- Complete SCC implementation and evaluation
- Conduct data analyses and dissemination of findings

Comments/Challenges/Issues/Concerns

Although we accomplished all FY1 goals on time and under budget, we experienced several delays due to personnel changes and regulatory approval processes. We are proactively planning to account for these in FY2.

Budget Expenditure to Date

Projected Expenditure To Date: \$334,369 Actual Expenditure: \$199,035

9. APPENDICES:

STATEMENT OF WORK PROJECT START DATE Aug 16, 2020

Site 1: University of Florida
PO Box 118210
Gainesville, FL 32611
PI: Dr. Nichole Scaglione

Site 2: RTI International
3040 E. Cornwallis Road
Research Triangle Park, NC 27709
Partnering PI: Dr. Marni Kan

Site 3: USAFA
2304 Cadet Drive
US Air Force Academy, CO 80840
Partnering PI: Dr. Warren (Ken)
Robinson

	Timeline	Site 1	Site 2	Site 3
Specific Aim 1: Pilot test the feasibility and acceptability of the current SCC sexual assault prevention program for four degree (freshman) cadets at USAFA				
Task 1: Finalize implementation and study design	Months			
Work with USAFA leadership to determine best setting for implementation (e.g., BCT vs. required course)	1-2	X	X	X
Adapt acceptability and feasibility measures for USAFA pilot	1-2	X	X	
Develop IRB and HRPO protocols	1-3	X	X	X
<i>Milestone(s) Achieved:</i>				
UF & USAFA IRB Approval (RTI will defer to prime)	4	X	X	X
HRPO Approval	6	X		X
Task 2: Prepare SCC app and tablet technology for USAFA implementation				
Reformat content to be delivered in 3 2-hour sessions and program adaptations to measures	2-6		X	
Purchase, provision, and set up one classroom of pilot tablets and equipment (headphones, privacy screens)	4-8		X	
<i>Milestone Achieved:</i> SCC content and tablets are ready for pilot testing	8	X	X	
Task 3: Conduct SCC pilot test				
Identify and train USAFA instructors	8-9	X	X	X
Enroll cadets and implement training (including baseline and post-test cadet assessments)	8-12		X (virtual support)	X (Target n = 300)
Conduct post-implementation focus group with USAFA instructors	12	X		
<i>Milestone Achieved:</i> Complete pilot feasibility and acceptability assessment	12	X	X	X
Specific Aim 2: Adapt SCC content for USAFA, including development of supplemental content for first class (senior) USAFA cadets targeting leadership values and behaviors				
Task 4: Identify needed program adaptations				
Conduct formative focus groups and key informant interviews with first class cadets and USAFA staff to inform supplemental leadership content	7-12	X	X	X
Analyze pilot and formative research data	12-15	X	X	
Map findings to theory-driven constructs for content development and adaptation	14-18	X	X	
<i>Milestone Achieved:</i> Arrive at an evidence-based plan for adapting intervention content	18	X	X	

	Timeline	Site 1	Site 2	Site 3
Specific Aim 2 (continued): Adapt SCC content for USAFA, including development of supplemental content for first class (senior) USAFA cadets targeting leadership values and behaviors				
Task 5: Adapt/Develop program content				
Implement planned adaptations to existing tablet and classroom SCC content	18-21	X	X	X
Develop and integrate supplemental leadership content into the SCC curriculum	18-24	X	X	
<i>Milestone Achieved:</i> Finalize adapted SCC program	24	X	X	
Specific Aim 3: Assess feasibility, acceptability, and preliminary program effects of the adapted SCC program on proximal (knowledge, attitudes, beliefs, self-efficacy) and distal (sexual assault prevalence) outcomes among cadets receiving the program				
Task 6: Conduct feasibility and preliminary efficacy study of the adapted SCC program				
Update IRB and HRPO protocols with any changes to implementation plans, measurement, or data collection procedures resulting from the pilot	22-24	X		
Identify and train (or re-train) USAFA instructors	23-24	X	X	X
Enroll cadets and implement training (including baseline and post-test cadet assessments)	25-28		X (virtual support)	X (Target n = 1200)
Identify and acquire data sources for assessing broader program impact (e.g., campus climate survey data; annual Service Academies survey)	25-32	X	X	X
Conduct web-based 6-month follow-up assessment	30-34	X	X	
<i>Milestone Achieved:</i> Complete assessment of program feasibility, acceptability, and preliminary effects	34	X	X	X
Task 7: Analyze data and disseminate findings				
Clean data and integrate cadet, instructor, and campus data sources (on a rolling basis)	26-34	X	X	
Conduct analysis of feasibility, acceptability, and proximal and distal program effects	28-36	X	X	
Disseminate findings to USAFA, DoD, and scientific stakeholders	30-36	X	X	X
Prepare scientific manuscripts and conference presentations for submission (to include pilot, formative, and outcomes-based findings)	19-36	X	X	X
<i>Milestone Achieved:</i> USAFA, DoD, and scientific communities will be aware of research findings and feasibility of adapting SCC to unique environments	36	X	X	X