

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

PRINCIPAL INVESTIGATOR: Dr. Nichole Scaglione

CONTRACTING ORGANIZATION: University of Florida, Gainesville, FL

REPORT DATE: September 2022

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

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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: <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 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 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					
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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 October 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 SCC program adaptations (completed December 2021)
- b) Adapt/Develop program content (completed June 2022)
- c) Develop conceptual model for new leadership training content (November 2021: 90%)
- d) Conduct formative research to inform leadership development training content recommendations (September 2022: 40%)

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) Examine feasibility and preliminary impact of the adapted SCC program (March 2023: 60%)
- b) Analyze data and disseminate findings (August 2023: 10%)

What was accomplished under these goals?

Aim 1 work was centered around preparing for and completion of the SCC pilot at USAFA. The program preparation and implementation occurred in Year 1 (Y1), and the pilot test was completed in Year 2 (Y2). Milestones accomplished under each of the following tasks (delineated by project year) are described below:

- a) **Finalized implementation and study design (Y1):** 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) **Prepared SCC app and tablet technology for USAFA implementation (Y1):** 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) **Acquired all required Survey Control, IRB, & HRPO approvals (Y1):** 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) **Conducted the SCC pilot test (Y1 & Y2):** 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. Basics completed a pre-test and post-test embedded within the training sessions; we conducted a 3-month follow-up survey during 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 Pilot Data

We completed pilot test follow-up data collection in November 2021 during the Fall DSAT period. A total of 37 cadets completed online follow-up assessment (23% response rate). Data from the initial SCC pilot was analyzed and summarized to report out to leadership and to inform recommended adaptation to the program for the larger Year 2 pilot. Results from the pilot study were presented at USAFA to justify additional data collection of the adapted program in 2022-2023. In sum:

- The program was implemented with 2 squads of basics (N = 162); 68% screened into the Male Healthy Relationships program, and 26% screened into the female primary victimization prevention program; the remaining basics screened into one of the higher risk revictimization or male victimization groups.
- Cadets gave the program high acceptability ratings and provided helpful feedback to support adaptation.
- Multiple sources (e.g., facilitators, embedded tablet usage data, few observed technological problems in the classroom, SAPR staff) indicated high implementation feasibility and enthusiasm for the program.
 - Overall, acceptability and feasibility ratings were **as good as, or better than**, those observed in our prior feasibility testing at Lackland AFB (BMT).
- We also observed significant pre- to post-test changes in the desired direction for knowledge, attitudes, and beliefs (e.g., self-efficacy to resist unwanted sexual advances)
 - Response rates at follow-up were too low to examine long-term outcomes, and there were no instances of sexual violence reported at 3-month follow-up, suggesting a need for alternative methods for assessing longer-term outcomes in the study planned for Y3 (e.g., in-person survey administration and an additional 9-month assessment in Spring 2023 DSAT).

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 Cadets and instructors were incorporated into the program adaptations currently undergoing additional testing with the BCT class that began in June 2022.

Aim 2 and the primary focus of FY 2 included identifying adaptation needs and then subsequently adapting the SCC program to include Cadet and Leadership feedback, including the development of supplemental content for first degrees focused on SAPR-related leadership training. To achieve this aim, we engaged in two parallel research processes:

1. We used the pilot data (summarized above) to inform specific changes that were needed to optimize the SCC curriculum and implementation structure within the USAFA environment. Perhaps most notably, we **transitioned the SCC program from tablet-based delivery to a web-based platform**, minimizing technology-related burden on instructors and enhancing the feasibility of sustainable program implementation. We have completed the iterative process of integrating indicated adaptations to: **the SCC program content** (e.g., streamlining web content to make more space for in-class discussions, addressing any language flagged as potentially victim-blaming, adapting statistics and scenarios to be more USAFA-specific to enhance relevance); **implementation plan** (e.g., moving the pre-test and screener out of program session 1 into its own session so it could be administered to all four degree Basics in 2022, reducing instructor requirements from 2/room to 1/room given the smaller-group implementation setting at USAFA); and **instructor training procedures** (e.g., updating troubleshooting guide to reflect the shift to web-based delivery, shortening training for SAPR-trained staff, revising the distress response protocol).
2. Our formative work in Year 1 (review of the literature and curriculum, convening and regularly meeting with the USAFA Leadership Training working group), revealed USAFA already has an extensive leadership training framework. In Year 2, we aimed to leverage the existing training framework as a starting point for supplemental material implementation. To inform updates to the leadership curriculum, we engaged in a rigorous formative research process so we could better understand the current training's strengths and areas for needed improvement. To achieve this, we aimed to conduct formative focus groups and interviews with first and second class USAFA cadets (n = 20), USAFA leadership training staff (n = 10), and recent USAFA graduates (via SOS at Maxwell AFB; n = 20). We have been working to obtain the appropriate regulatory approvals since June 2021. Because we are collecting data outside of USAFA, we had to submit a survey control number request to AFSSO, which triggered a PRA and an OMB review. OMB approval was received in May 2022; Maxwell's Office for Human Research Protections concurred with all local approvals and data collection at Maxwell began in June 2022. As of the time of this report, we have conducted interviews with 17 Captains attending SOS at Maxwell AFB. Unfortunately, our IRB protocol has been held up at USAFA and data collection with current cadets and training staff has been delayed. We hope to obtain the necessary approvals and begin data collection by mid-Fall 2022.

Aim 3 integrates the work accomplished in Aims 1 and 2 to conduct a larger feasibility and acceptability assessment of the USAFA-adapted SCC program. Milestones accomplished under each of the following tasks are described below:

- a) **Finalized implementation and study design:** The full feasibility and acceptability assessment of the adapted SCC involves a much larger sample and comparison group (i.e., a cluster-randomized controlled trial). Based on pilot data, we also recommended that instead of one follow-up assessment in October, there should be two follow-up assessments (October 2022 and April 2023) administered in-person if possible. To accommodate these shifts in study design from pilot to main study, we worked with USAFA SAPR and Cadet Wing leadership to identify the ideal implementation plan. Together, we determined we would move the pre-test/screening assessment out of training day 1 and into a separate SAPR-controlled training at the beginning of BCT. Then SAPR would randomly assign squadrons to receive either CHiPS (training as usual) or SCC. Both programs are delivered over three sessions and address similar content (sexual violence, healthy relationships, substance use), making them ideal comparisons. We developed a plan to administer the online post-test and acceptability assessment at the end of both programs, so we could maximize power ($n = \sim 1,000$) and have pre-test and post-test data from the entire incoming cohort of BCT cadets, enabling cross-program comparisons. Unfortunately, USAFA IRB did not approve in-person data collection for follow-ups during DSAT (October 2022; April 2023), so we have reverted to the protocol we piloted, using online administration, but with enhanced recruitment methods (e.g., prenotification emails, a study-specific flyer to be attached to the DSAT recruitment email, and study-specific reminders to all four degrees). We are hopefully these added recruitment efforts will result in higher retention at follow-up.
- b) **Acquired all required Cadet Wing, Survey Control, IRB, & HRPO approvals:** Given the significant changes in study design from the pilot to the full study, we submitted modifications and secured new 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.
- c) **Recruited and Trained Instructors and Data Collection Staff:** Data collection efforts and program implementation with the full cohort of Basics require a significant staffing footprint. The USAFA SAPR office and Violence Prevention Integration team recruited the 16 required staff. RTI team members traveled to USAFA and conducted a three-day training that oriented new staff to the project, leveraged repeat staff expertise, and allowed staff to practice data collection processes and program implementation. All staff were trained on new web-delivery practices and troubleshooting. Training occurred about one-month prior to implementation, and the research team facilitated a zoom check-in one week prior to BCT to allow instructors and staff to ask any questions that may have come up since training.
- d) **Began Testing Feasibility, Acceptability, and Preliminary Outcomes of Adapted SCC:** With a staff of 16 instructors, we ran the full BCT cohort ($\sim 1,000$ Basics) through pre-test/screening, the three-session training (50% SCC; 50% CHiPS), post-session acceptability measures, and the post-test. In Year 3, we will conduct a 3-month follow-up survey during the Fall 2022 DSAT to assess sustained program effects on proximal outcomes (knowledge, attitudes, behavioral intentions) and a 9-month follow-up survey during the Spring 2023 DSAT to assess potential program effects on behavioral outcomes (e.g., sexual assault victimization and sexual aggression prevalence, bystander behaviors, use of protective behavioral strategies, drinking behaviors).

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

Sixteen 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.

Research staff at UF and RTI have received rigorous training in qualitative research methods, specifically conducting focus groups and interviews, data transcription and transcript scrubbing (to ensure no PII is included), and preparation for qualitative coding and analysis, which they will be formally trained in during Year 3.

How were the results disseminated to communities of interest?

Briefings on preliminary findings and potential for impact were delivered to the USAFA Commandant and Cadet Wing leadership in January and February 2022.

Information about project study design and timeline progress was presented by PI, Dr. Nichole Scaglione, at the Interim Progress Report meeting in June 2022. Pilot study results were also presented at the Society for Prevention Research annual meeting in June 2022.

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

Planned study activities for funding year 3 are listed below, organized by specific aim:

Aim 1:

1. N/A: COMPLETE

Aim 2

1. Conduct formative research interviews with USAFA cadets, leadership training personnel, and recent USAFA graduates to inform recommendations for and broader assessment of the leadership training curriculum.
2. Code and analyze qualitative data to identify thematic, data-driven program recommendations.
3. Finalize a conceptual model, based on formative data, to guide development of supplemental leadership training content and assessment.
4. Reconvene the USAFA Leadership Training Working Group to create a plan of action for adapting, implementing, and assessing new and/or enhanced leadership curriculum content.

Aim 3

1. Conduct 3- and 9-month follow-up assessments.
2. Analyze data according to our pilot-driven analysis plan.
3. Disseminate findings via scientific journals, conference presentations, and leadership and military community briefings.

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?

The transition from tablet-based delivery to web delivery made it very clear that web delivery is more sustainable and cost-effective. It is also a more portable technology, which is critical when thinking about adapting evidence-based programs for other settings (e.g., across services).

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 (in progress) we will be able to make a significant public health impact.

Nothing to report.

5. CHANGES/PROBLEMS:

Changes in Project Staff:

Nothing to report.

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

Delay in leadership curriculum formative research timeline:

There is a continued delay in the timeline for leadership training formative research data collection. 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, our preliminary research indicated the need for a rigorous formative research process to better understand the strengths and areas that require improvement within the existing leadership curriculum. To achieve this, we sought to interview and conduct formative focus groups with first and second class USAFA cadets (n = 20), USAFA leadership training staff (n = 10), and recent USAFA graduates (through SOS at Maxwell AFB; n = 20). Since June 2021, we have been striving to get the necessary regulatory clearances. We had to request a survey control number from AFSSO because we are gathering data outside of USAFA, which resulted in a PRA and an OMB review. We received emergency OMB approval in May 2022, allowing us to collect data at Maxwell AFB for up to 6 months. As of the time of this report, we have conducted interviews with 14 Captains attending SOS at Maxwell AFB. Unfortunately, our IRB protocol has been held up at USAFA and data collection with current cadets and training staff have been delayed. We hope to obtain the necessary approvals and begin data collection by mid-Fall 2022. We continue to work closely with

Changes that had a significant impact on expenditures

Despite significant impact on expenditures in Year 1 (reasons described below), we are on track with where we expected to be at the end of Year 2:

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.

The primary adaptation identified in the pilot study was the need to transition SCC from tablet-based delivery to web-based delivery. This level of adaptation was out of scope, and significantly out of budget, for the current study. We were able to leverage additional funding awarded to our partners at RTI through the 2021 MOMRP mechanism (PI: Kan) to support that cost.

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

All changes in the human subjects protocol from pilot to full study were expected and consistent with our proposal; modifications were submitted through the appropriate channels and approved by multiple IRBs and HRPO.

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.

Scaglione, N. M., Kan, M. L., Eckhoff, R. P., Buben, A., Lowe, A., Cohen, J. R., Dorsainvil, M., Strickland, S., Tocci, A., & Robinson, W. K. (2022, June). *Delivering tailored sexual assault prevention in a classroom setting: A pilot test of the Sexual Communication and Consent Program at the US Air Force Academy*. Poster presented at the Society for Prevention Research annual meeting, Seattle, WA.

Website(s) or other Internet site(s)

Nothing to report.

● **Technologies or techniques**

The web-based SCC program will be among the first integrated technology to deliver tailored sexual assault prevention content based on an individual's risk factors.

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

Nothing to report.

● **Other Products**

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, *No change*

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

Nothing to report.

What other organizations were involved as partners?

We did not have any partners in FY 2 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

- Study/Product Aim(s)**
- 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.

Approach

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.



Accomplishment: The SCC Program has been adapted for delivery in a ~~boxed~~ format, which is expected to increase program feasibility and sustainability. The ~~boxed~~ program is undergoing rigorous evaluation with the full fodegree class (N ~ 1,000) during 2022/23 academic year.

Timeline and Cost

Activities FY 1 2 3			
Regulatory Approvals (currently working through updates for Y3 activities)	[Progress bar: 100%]		
Aim 1: Feasibility Assessment	[Progress bar: 50%]		
Aim 2: Program Adaptation (on track) & Leadership Training Development (delayed)	[Progress bar: 75%]		
Aim 3: Adapted SCC feasibility, acceptability & impact on behavioral outcomes study (on track)	[Progress bar: 25%]		
Awarded Budget (\$883,875)	\$334,369	\$260,129	\$289,377

Updated: (9/8/2022)

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

- Identify needed adaptations to the SCC curriculum and integrate necessary changes
- Complete formative research to inform SCC leadership recommendations
- Conduct pre- and post-test of adapted SCC efficacy assessment during 2022 BCT

FY3 Goals– Efficacy Assessment, Data Analysis and Reporting

- Complete 3- and 9-month follow-ups for Aim 3 SCC efficacy assessment
- Conduct data analyses and dissemination of findings

Comments/Challenges/Issues/Concerns

- The Aim 3 RCT is on track; followup assessments planned for Fall22/Spr23 DSAT
- Leadership formative research is in progress after extensive delays due to multisite approvals and unexpected government review (i.e., OMB).

Budget Expenditure to Date

Projected Expenditure To Date: \$ 594,498 Actual Expenditure: \$ 535,227

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