

U. S. Army People Strategy
Prevention of Sexual Harassment and
Sexual Assault Annex

20 March 2020

Administrative

The Army Resilience Directorate (ARD) in collaboration with the Combined Arms Center, U.S. Army Sharp Academy (CAC ASA), Fort Leavenworth, KS prepared this Sexual Harassment and Sexual Assault Prevention Annex to the Army People Strategy.

This annex describes the U.S. Army way-ahead for developing, implementing, and assessing prevention efforts that satisfy and remain consistent with the relevant Department of Defense (DoD) and Department of the Army (DA) policies and guidance.

This annex addresses Active Army, Army National Guard, and Reserve Component efforts. The principal audience consists of all members of the Army, military and civilian. Leaders, trainers/educators, and SHARP professionals throughout the Army will use this publication.

PROPONENCY Office of the Deputy Chief of Staff, G-1; DAPE-ZA; 300 Army Pentagon, Washington, DC 20310-0300.

IMPLEMENTATION This document is intended for immediate use and as a complement to existing and emerging doctrine, policy, and directives. Implementation should be synchronized with current prevention efforts to refine and strengthen outcomes rather than disrupt existing programs and practices.

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SPECIAL NOTES This document is provided for planning, programming, administration, and operational purposes within DA.

RECOMMENDATIONS Submit recommendations or corrections to: Army SHARP Division; DAPE-ARP; 2530 Crystal Drive, Arlington, VA 22202

CONFLICTS This document does not restate or supersede current DoD or Army doctrine, regulations, or definitions; CJCS/CSA directives; services' agreements; or Operational and Organization Plans. References to existing documents are made for contextual purposes only to enable awareness and understanding.

Foreword

As an American institution, the Army faces many of the same culture challenges as the rest of our Nation: sexual assault, sexual harassment, discrimination, extremism, and suicide. If permitted to persist in the Army, these behaviors can break trust within Army teams – from squads to major commands. They affect team cohesion as well. That is why we must define, drive, and align our Army culture with our vision of cohesive teams.

Sexual harassment and sexual assault are violations of our core values and a failure of our responsibility to take care of our Soldiers, Civilians, and their Family members. They detract from our military readiness. The presence of sexual harassment and sexual assault is a breach of faith within our ranks, and with the American people. One case is too many. It will take the commitment and persistence of every member of the Army team to eradicate this scourge from our Army. We must remain committed to this cause.

To prevent these behaviors from occurring, we must have a holistic approach that begins when we access our people and endures through their development and employment in the Army. Leaders drive change in culture by clearly defining it, communicating it openly and effectively, inspiring others, and modeling it conspicuously and authentically.

This revised, restructured prevention approach incorporates developments that have occurred within the field of prevention. This Prevention of Sexual Harassment and Sexual Assault Annex will guide our collective prevention efforts, optimize our prevention system, and ensure we are properly nested with the Department of Defense Prevention Plan of Action (FY19-23).

Engaged leaders at all levels of the chain of command must uphold the Army Values and model the behaviors we desire to see in our formations. We challenge you to build upon the positive and powerful aspects of the current Army culture, creating a people-focused Army culture that destroys harmful behaviors and builds trust across our formations.

We remain steadfast in our commitment to ensuring an Army free of sexual harassment and assault today, tomorrow, and for years to come. This is a moral obligation we all share, and from which we will not waiver.

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1.0 Introduction

Prevention contributes to Army Readiness, and advances us towards the ultimate goal of eliminating incidents of sexual harassment, sexual assault, and associated retaliatory behaviors. Prevention efforts protect our People, and supports implementation of the Army People Strategy (*Acquire, Develop, Employ, and Retain Talent*).

To enable shared understanding of prevention, the Department of Defense (DoD) adopted the U.S. Centers for Disease Control and Prevention (CDC) definition as it applies to sexual offenses. Primary prevention, which represents the focus of this annex, aims to stop incidents before initial perpetration and victimization. It includes efforts that protect people from sexual harassment and sexual assault while also reducing factors that may put them at risk.¹ Executing primary prevention involves a sustained, comprehensive approach that simultaneously addresses these factors across levels of influence within the operational environment. Primary prevention moves beyond awareness of the problem and proactively fosters change.

Though complementary and inextricably linked, primary prevention (before incidents) differs from response (after incidents). Aspects of response may help to inform primary prevention, but involve different focus, skills, and resources (See Appendix B). This annex aims to increase primary prevention capacity and improve execution across the Total Army without distraction from or degradation of existing response capabilities.

1.1 Purpose

This Prevention Annex outlines the construct for and sets the conditions necessary to accomplish the intended outcomes for prevention of sexual harassment and sexual assault across the Total Army. This document describes the methods (**ways**) and resources/conditions (**means**) to achieve those outcomes (**ends**). The balance of this document provides the context necessary for shared understanding of primary prevention, outlines the framework that will guide our collective efforts, and describes the elements that will constitute a holistic, comprehensive approach incorporating available knowledge from the field of prevention.

1.2 Ends

The collective efforts of this annex contribute to Army Readiness by fostering cohesive teams, promoting good order and discipline, and building trust. All leaders, Soldiers, and Army Civilians will be empowered and called upon to take action to prevent acts of sexual harassment, sexual assault, and associated retaliatory behaviors.

¹ CDC definition Principles of Prevention Guide
https://vetoviolence.cdc.gov/apps/pop/assets/pdfs/pop_notebook.pdf

2.0 Current State of the Operational Environment

Sexual harassment and sexual assault continue to impact our Army despite past periods of recorded progress. Surveys of the military population conducted by the Department of Defense from 2006 to 2016 estimated that past year prevalence rates of sexual assault against active duty men and women declined by two-thirds and one-half respectively.² In 2018, however, an estimated 5.8% of Army women (an estimated 3,948 Soldiers) and 0.7% of Army men (an estimated 2,597 Soldiers) experienced a sexual assault in the preceding 12 months.³ During Fiscal Year (FY) 2018, there were 3,549 recorded reports of sexual assault within the Total Army involving a service member, whether as a victim or offender. For those who experienced sexual assault, one in two female Soldiers reported their sexual assault, and about one in five male Soldiers reported their sexual assault. Sexual assault and sexual harassment have devastating impact upon the victims and our Army. These incidents extract an unacceptable human toll, and erode our mission readiness and force lethality.

Characteristics of reported incidents within the Army include:

- Victims 18-24 years old – alleged offenders slightly older
- Subject/victim are military – peer or near peers in rank, with approximately 43% involving leader (SGT and higher) misconduct
- Non-strangers – subject/victim have some knowledge of each other
- On a government installation
- Alcohol involved – either subject, victim, or both

The rates of sexual harassment decreased from 2014 to 2016, however increased for women in 2018. The 2018 Workplace and Gender Relations Survey of Active Duty Members (WGRA) reported that 6.0% of men and 24.3% of women reported experiencing incidents of sexual harassment across the Department of Defense within the preceding 12 months. Sexual harassment falls within a continuum of intolerable, unprofessional behaviors that may increase the likelihood of sexual assault as illustrated in Figure 1 below. The 2018 WGRA also found that military service members who experienced sexual harassment or gender discrimination also experienced higher rates of sexual assault. The average odds of experiencing sexual assault for women are 1 in 17; for men the odds are 1 in 143. However, those odds increase when a climate is unhealthy. 1 in 5 women who experience sexual harassment may experience sexual assault. For men, those odds are 1 in 12. 1 in 7 women who experience gender discrimination may experience sexual assault. For men, those odds are 1 in 13. According to the 2016 WGRA, “enlisted climate and workplace hostility were the strongest predictors of sexual assault among female and male service members”.⁴

² DoD Prevention Plan of Action, 02 MAY 2019

³ DoD 2018 Workplace and Gender Relations Survey of Active Duty Members (p.80)

⁴ DoD 2016 Workplace and Gender Relations Survey of Active Duty Members (p.347-348, 351)

Military men and women indicate that harassment sometimes occurs first in the form of hazing and bullying that progresses into sexual harassment and/or sexual assault.

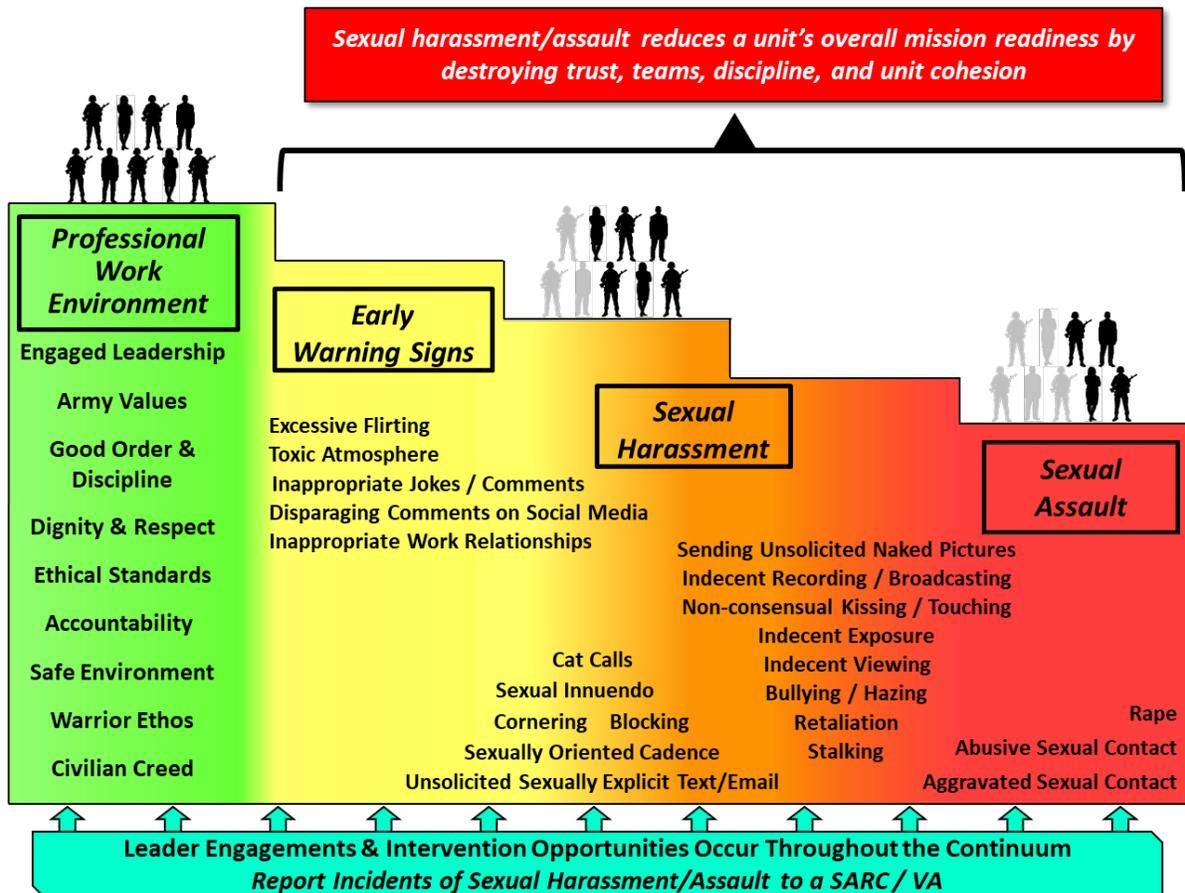


Figure 1 – Correlation between sexual harassment and sexual assault. Attitudes that allow or enable forms of harassment may foster more egregious behaviors.

The operational environment in which these acts occur includes a variety of influences upon individual and group attitudes and behaviors. The annual accession of over 135,000 new Soldiers into the Active Army, National Guard, and Army Reserves from a broad spectrum of backgrounds, experiences, and environments creates a complex and dynamic situation. In addition to the recurring influx of new personnel, thousands of experienced Soldiers, leaders, and Army Civilians transition out of the Army. New generations of leaders must be developed, educated, and trained. The regular 12-36 month rotation of both individuals and leaders at every echelon further heightens the need for adaptive and sustainable long-term approaches to prevention.

Factors related to organizational structure may also influence individual and group attitudes and behaviors within Army units/organizations. Studies of sexual harassment in the workplace found that hierarchical work environments, where a power differential exists between levels and there are expectations regarding the questioning of higher

authority, tend to have higher rates of sexual harassment than less tiered, less rank/authority structured organizations.⁵ The potential and degree of power differential influence may be greater within certain types of units/organizations based on their role/mission. Also, organizational variables such as gender composition, unit type, or location (such as remote or isolated) can also have an effect upon attitudes and behaviors. These factors do not by themselves determine the prevalence of sexual harassment or sexual assault, but their relevance has been well established.

Past approaches aimed at combatting sexual harassment and sexual assault centered largely on increasing awareness, which have likely contributed to increases in victim reporting and use of support services. Awareness of the current situation must continue as a necessary precursor to change, but civilian sector research indicates that awareness alone is unlikely to modify behavior and long-term change. A comprehensive approach that considers and addresses the many variables and factors described above represents the most viable path for primary prevention and widespread behavioral change.

3.0 Prevention Principles

Consistent with the documented characteristics of effective prevention programs, this annex leverages established principles from the fields of public health and prevention to address the complexity and scope of the Army.⁶ They provide context, enable shared understanding, and represent foundational knowledge for the design and execution of our Army approach.

3.1 Public/Community Health Approach

Public (also referred to as community health) focuses upon the well-being of entire populations, incorporating knowledge from a broad range of disciplines such as sociology, psychology, criminology, medicine, and education in order to achieve maximum benefit. A variety of stakeholders work together to define the problem(s), develop and implement mutually supporting efforts, and bring about widespread adoption.

3.2 Social-Ecological Model

The U.S. CDC utilizes the Social-Ecological Model in its sexual violence prevention efforts to contextualize the factors influencing violence, and outline how those factors put people at risk for or protect them from experiencing or perpetrating violence.⁷ This

⁵ National Academies of Sciences, Engineering, and Medicine 2018. Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine.

⁶ Preventing Sexual Violence on College Campuses: Lessons from Research and Practice, 6/18/2014, Centers for Disease Control and Prevention.

⁷ <https://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html>

model has been adopted for use within DoD. The model illustrates and describes the interactions between individuals, their immediate social networks, surrounding community, and wider society. The model promotes simultaneous action across all levels of influence as more likely to achieve and sustain effectiveness over singular or narrowly focused interventions.

3.2.1 Risk and Protective Factors

Risk and Protective factors are aspects or characteristics of a person, group, and/or environment that make it more likely (risk factors) or less likely (protective factors) that someone may experience or perpetrate sexual harassment or sexual assault. Risk and protective factors can occur at all levels of the social-ecological model. They represent contributing factors, and by themselves may not reflect the direct cause. Some risk and protective factors are more influential than others. The relative importance of each risk and protective factor must be considered as this may impact the prioritization of resultant actions. It is common to address a mixture of risk and protective factors after first assessing: *Does it strongly influence the issue? Can it be easily changed?* Given the potential for differences across settings, each unit/organization must assess which contributing factors warrant prioritized effort.

3.3 Victim Empathy

Building empathy with a victim's experience represents a common element of effective sexual violence prevention programs. However, empathy induction techniques must be carefully crafted and sequenced with other education methods. Poor application of victim empathy methods may be counterproductive to program or practice efforts.

Victim empathy is both a cognitive and emotional recognition of the trauma experienced by sexual assault victims. Interventions with a victim empathy component help participants understand not only the experience of a victim, but also the aftermath of the experience. By fully recognizing the horrible nature of these incidents, participants may be less likely to inflict such pain on another person. In addition, empathy interventions seek to influence participants to both help and accept a victim's statement of events as told, withholding opinion or judgement.

4.0 Army Prevention Framework

Implementing effective primary prevention requires a comprehensive approach that accounts for the complexity and scale of the Army. The DoD SAPRO Prevention Plan of Action (PPoA) establishes common terminology to foster unity of effort and purpose throughout the Department. The Army Prevention Framework incorporates those elements, and provides tailored specificity in order to address Army needs and requirements.

As illustrated in the logic map below (Figure 2), the Army represents a multi-layered entity within the Nation we protect and defend. As an all-volunteer force, we draw from and are influenced by our society. Within our institution we foster and seek to maintain a unique professional culture.⁸ Army culture represents and reinforces a necessary sense of community. Army Culture evolves slowly; it is deeply rooted in long-held beliefs passed from one generation of Soldiers to another and communicated in Army policies, doctrine, customs, traditions, and ethos. Army Culture serves as a critical enabler within the Army People Strategy.

Nested within and subordinate to the Army as a whole are the echelons of units and organizations and their respective climates.⁹ In contrast to culture, organizational climate refers to the perception and attitudes of Soldiers and Army Civilians as they interact within their teams. Climate is less enduring, can be changed quickly, and is influenced greatly by unit leadership.

Soldiers and Army Civilians, who possess their own sets of attitudes and behaviors, make up these units and organizations across the Army. Surrounding those individuals are social networks that includes unit/organizational peers, friends, intimate partners, and family members, constituting an array of relationships that may affect individual attitudes and behaviors. The overlapping rings of the diagram display how factors at one level may influence factors at another level.

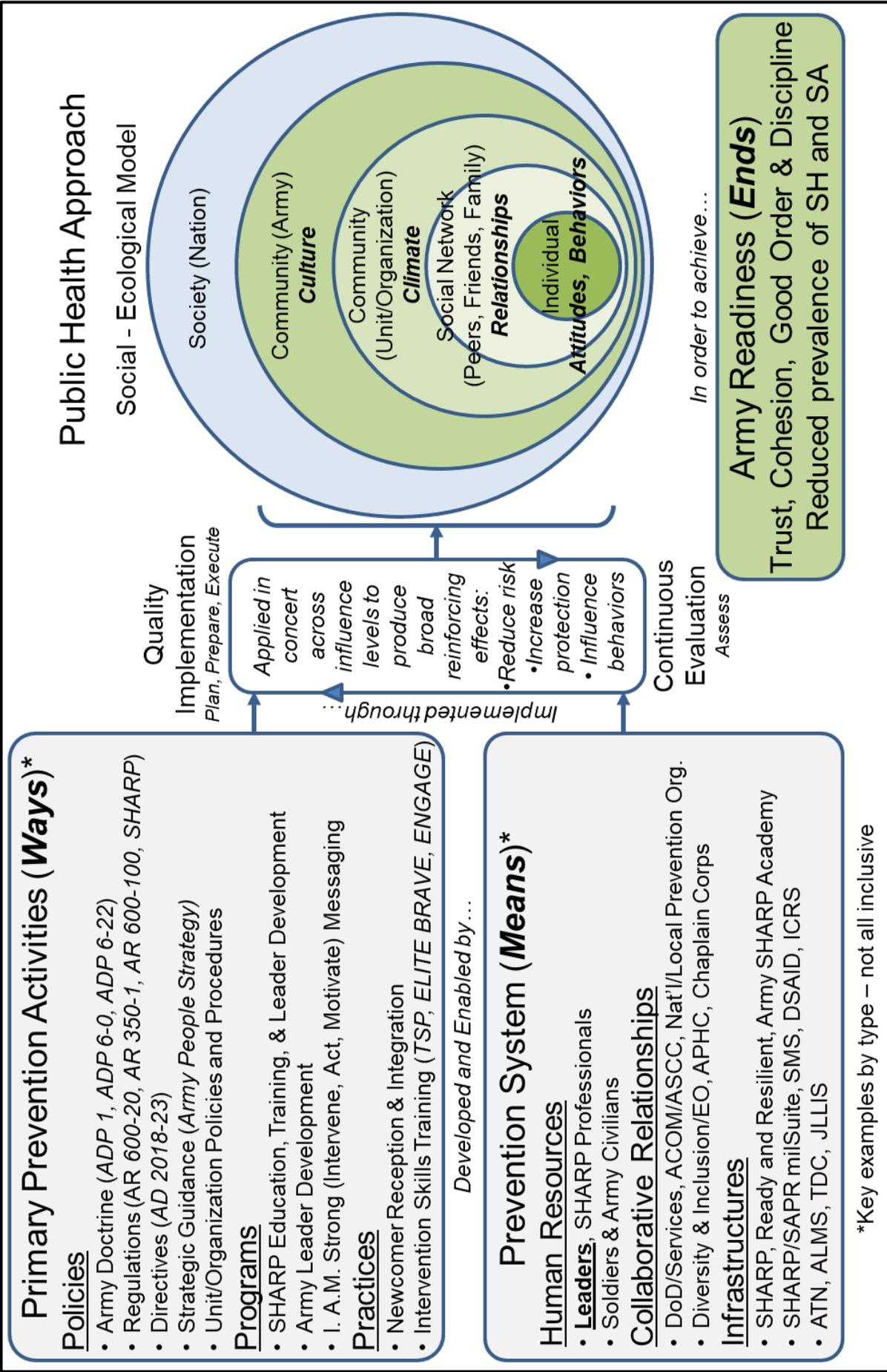
Based upon the merits of the Social-Ecological Model and a public health approach, multiple primary prevention activities must be applied in concert across influence levels to address risk and protective factors. Through proper synchronization, the intended outcomes at each level will be mutually reinforcing and produce broad effects, which are more likely to achieve and sustain progress than singular efforts. Interventions focused at the individual level should also leverage tenets of behavioral change science to strengthen the efficacy of those targeted efforts.

A well-structured prevention system comprised of human resources, collaborative relationships and infrastructure shapes the development and enables the delivery of the primary prevention activities through application of the Army Operations Process, with emphasis upon quality implementation and continuous evaluation.

⁸ Culture: The set of long-held values, beliefs, expectations, and practices shared by a group that signifies what is important and influences how an organization operates. [AR 350-1,AR 600-100]

⁹ Command Climate: In a positive command climate, the expectation is that everyone lives by and upholds the moral principles of the Army Ethic. The Army Ethic must be espoused, supported, practiced, and respected. [APD 6-0]

Sexual Harassment/Sexual Assault Prevention Framework



*Key examples by type – not all inclusive

Figure 2 – This logic map illustrates the relationship between the components of the Prevention Framework, and provides examples within the described ways and means for understanding. The examples of prevention activities and the prevention system do not by themselves represent the full scope.

5.0 Primary Prevention Activities (Ways)

Primary Prevention Activities represent the unified approach, or **ways**, to apply effort and employ resources to achieve the desired end state. The DoD SAPRO PPOA establishes the following categories of prevention activities to promote common terminology and shared understanding¹⁰:

- Policy: A course or principle of action of a government or other institution that may be reflected in regulation, procedure, administrative action, incentive, or voluntary practice
- Program: Curriculum or manualized set of activities and information intended for psychoeducation and skill development
- Practice: Discrete behavior or action contributing to prevention

Effective prevention requires a comprehensive approach that leverages multiple reinforcing prevention activities in a coordinated way to address individual, interpersonal, and organizational factors that contribute to sexual assault (see Figure 2). This includes combining activities that foster professional organizational climates and peer norms with those that build personal and interpersonal skills. Primary prevention activities must be compatible and consistent to strengthen outcomes. The following paragraphs provide examples of primary prevention activities by type within Army context.

5.1 Policy

Army doctrine codifies the unique body of knowledge that defines and guides the Army Profession. It provides a common frame of reference and a common cultural perspective for solving military problems. Doctrine also states and aims to foster desirable character traits in Soldiers and leaders.¹¹ The following publications provide foundational reference in support of the SHARP mission and vision, and set the institution's general expectations with regard to primary prevention:

- ADP 1, The Army
- ADP 6-22, Army Leadership and the Profession
- ADP 6-0, Mission Command: Command and Control of Army Forces
- ADP 3-37, Protection

Army regulations and pamphlets expand upon the doctrinal body of knowledge, providing further specificity and procedural guidance. Those most applicable to administration of the SHARP program and primary prevention include:

¹⁰ DoD PPOA

¹¹ ADP 1-01, Doctrine Primer, 2014, 1-3

- AR 600-20, Army Command Policy – explains Army sexual harassment and sexual assault policies, and procedures for reporting.
- AR 600-100, Army Profession and Leadership Policy - further defines key terms and responsibilities associated with the Army Profession, and appropriate leadership practices and methods for Soldiers and Army Civilians.
- AR 600-63, Army Health Promotion – focuses on the integration of primary prevention and public health practice into Army programs that contribute to individual and collective readiness.
- AR 623-2, Evaluation Reporting System – establishes requirement to assess the rated individual's performance in fostering a climate of dignity and respect and adhering to the requirements of the SHARP Program. [Army Civilian adherence to and support of the SHARP Program will be assessed in accordance with the DoD Performance Management and Appraisal Program (DPMAP)].
- AR 350-1, Army Training and Leader Development - codifies mandatory SHARP training requirements in units and institutional training.
- AD 2018-23, Improving the Effectiveness of Essential and Important Army Programs: SHARP, Equal Opportunity, Suicide Prevention, Alcohol and Drug Abuse Prevention, and Resilience – provides guidance for a more effective method of training, emphasizing leader involvement, and leveraging the Army's culture to improve the outcomes of these valuable programs to enhance readiness and welfare.

Note: A comprehensive, SHARP-specific Army regulation remains under development as of this strategy's publication date.

Leaders and SHARP professionals must communicate and model the standards, values, and norms of the Army set forth in our doctrine and policy. However, doctrine and Army-level policy cannot address the specifics of every unit/organization at echelon. Subordinate commands must determine if specific policies or Standard Operating Procedures (SOPs) are needed to augment higher level guidance.

5.2 Programs

The following core programs work together to deliver primary prevention effects across the levels of influence. The specifics for respective implementation are addressed in supporting references as indicated.

5.2.1 SHARP Education, Training, and Leader Development

Education and training activities aimed at influencing behaviors and imparting critical skills play a fundamental role in primary prevention. The U.S. Army SHARP Learning Strategy details the methods, means, and intended outcomes for all SHARP education, training, and leader development activities. This includes prevention-oriented content for three distinct, but mutually supporting, learning groups: Leaders, SHARP

Professionals, and all Soldiers and Army Civilians. SHARP learning represents a continuous, progressive process reinforced by the complimentary effects of the three learning domains – operational, institutional, self-development. The nature and composition of the curriculum and content adapts to address learner needs as they gain experience and prepare to assume increased responsibilities commensurate with rank/grade. These activities nest with and support efforts to Develop Talent (LOE 2) as set forth within the Army People Strategy.

5.2.2 Army Leader Development

Army leaders at all levels, and the chain of command in particular, represent the identified “Center of Gravity” for SHARP implementation. Their development plays an essential role in primary prevention as further described in paragraph 6.1.1. Leader development is the deliberate, continuous, and progressive process—founded in Army values—that grows Soldiers and Army Civilians into competent, committed professional leaders of character. The Army Leader Development Strategy (ALDS) provides vision and guidance on ends, ways, and means for developing leaders of all cohorts who fulfill the expectations set forth by the Leadership Requirements Model. This process aligns training, education, and experience to prepare leaders for their current and future responsibilities.

5.2.3 I. A.M. Strong

Introduced in 2008 among a series of Department of the Army-level efforts and decisions involving the SHARP Program, “I. A.M. Strong” initially represented a peer-to-peer training and awareness effort designed to encourage and empower Soldiers in prevention and accountability behaviors. The bystander intervention approach advocated by I. A.M. Strong no longer represents the singular prevention tool available. It does, however, continue to symbolize a key theme for prevention, and serves as an enduring message for the SHARP strategic communications program managed by the Army SHARP Program. The message of Intervene, Act, and Motivate continues to emphasize our individual and collective responsibility to model our Values within the Army Ethic, protect each other, uphold our professional standards, and prevent incidents from occurring.

5.3 Practices

An array of well-developed, discrete practices currently exist as subordinate elements of the aforementioned programs. These provide focused, tailorable methods for imparting knowledge, developing skills, and influencing values, beliefs, and attitudes. Other available practices aim to address physical aspects of the environment. Appendix D offers a list of primary prevention practices that may be employed at the unit/organizational level to address risk and protective factors relevant to the respective population and its surroundings. Research shows that most one-time or singular efforts

are not likely to achieve broad or lasting effects. Practices should be employed in deliberate combination to generate the greatest impact.

5.3.1 Prevention Activity Selection

Prevention activities intended for inclusion in comprehensive approaches at echelon must be carefully assessed to determine their efficacy and suitability. Ideally, activities based upon research evidence should be considered and appropriately resourced for implementation within the prevention framework. Well-documented, evidence-based activities typically offer the greatest potential, but relevant environmental variables must also be considered (echelon for application, unit/organization type and composition, installation, geographic location, etc.). Evidence informed activities may also be considered as part of a comprehensive approach. Examples include programs or practices that show documented potential (“promising”) but lack formal research or complete evaluation.

6.0 Primary Prevention System (Means)

This Primary Prevention System constitutes the *means* to develop, plan, prepare, execute, support, and assess Primary Prevention Activities. The primary prevention system includes the following three elements as defined by DoD SAPRO through the PPOA¹²:

- Human Resources: A prevention workforce and empowered leadership possessing prevention-specific knowledge and skills
- Collaborative Relationships: Within and across organizations, important for using resources effectively and setting priorities
- Infrastructures: Research, data, resourcing, technology, organizational systems, processes, and tools that support and equip human resources

An optimized prevention system reflects capacity and capability within all three elements (See Figure 2). Gaps or shortfalls within the system may degrade the execution and intended outcomes of prevention activities.

6.1 Human Resources

Developing, implementing, and sustaining prevention activities rely upon a workforce possessing the right knowledge and skills commensurate with their roles in the prevention system. Three broad groups contribute to primary prevention within the Total Army.

¹² DoD SAPRO PPOA; http://www.who.int/violence_injury_prevention/capacitybuilding/en/

6.1.1 Leaders

Army leaders at all levels, both military and Army Civilian, and the chain of command in particular, represent the identified “Center of Gravity” for primary prevention. Leaders are responsible for ensuring implementation of primary prevention activities at their level of responsibility. Leaders establish and maintain positive expectations and attitudes to support effective work behaviors and healthy relationships.¹³ The attention that leaders place upon primary prevention activities coupled with their everyday actions shapes organizational climate and fosters alignment of culture with expectations of the Army Profession. Leaders drive change in culture by clearly defining it, communicating it openly and effectively, inspiring others, and modeling it conspicuously and authentically. Leaders learn their roles as standards bearers and stewards of the Army SHARP program through content developed by the SHARP Academy and delivered across all levels and cohorts of Professional Military Education (PME) and select functional courses (Pre-Command Course, Recruiter, Drill Sergeant).

Commanders create and maintain their organization’s tone and atmosphere, or command climate, which plays a critical role in primary prevention. In a positive command climate, the expectation is that everyone lives by and upholds the moral principles of the Army Ethic. The Army Ethic must be espoused, supported, practiced, and respected.¹⁴ A positive command climate fosters trust, cohesion, and respect for others while reducing tolerance for inappropriate attitudes and behaviors. Command teams at the brigade and higher echelons review, approve, and direct implementation of primary prevention activities recommended by assigned SHARP professionals in concert with the unit/organization staff and key stakeholders.

First line leaders, both military and Army Civilian, play a vital role in shaping individual attitudes and behaviors through their direct, frequent interaction with subordinates. They must exemplify and uphold standards, promote teamwork and professional relationships, and help subordinates know how and when to intervene when necessary to protect fellow Soldiers and Civilians from sexual harassment and sexual assault. Leaders are charged to build cohesive teams from squads to major commands.

¹³ ADP 6-22, Army Leadership and the Profession, Table 6-2, 31 JUL 2019

¹⁴ ADP 6-0, Mission Command: Command and Control of Army Forces, 31 JUL 2019

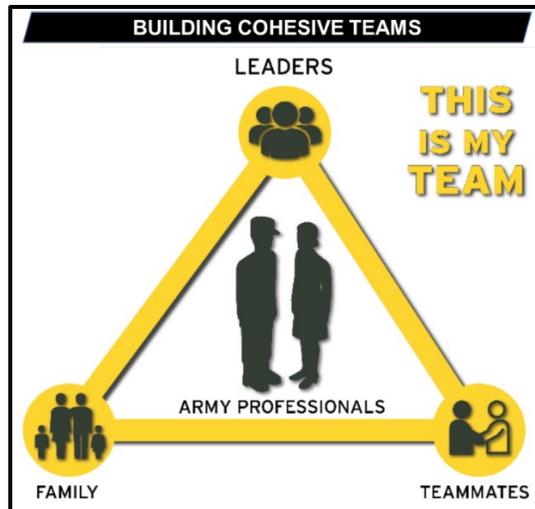


Figure 3 – Building cohesive teams that align with and support positive command climate and Army culture based on the Army Profession and Ethic. (Army People Strategy)

6.1.2 Army SHARP Professionals

SHARP professionals are functionally trained, certified, and specially appointed Army leaders and Army Civilians who assist commanders in the implementation of the SHARP Program at the unit/organizational level. SHARP professionals provide information and advice to their commanders to help them better understand the scope of potential problems in their unit, implement prevention activities, and provide world class response to victims.

Program Manager (PM). SHARP Program Managers are Army Civilians who serve as the principal advisor to the commander for all matters relating to the implementation of the SHARP Program. They are responsible for the oversight and coordination of the SHARP Program throughout their area of responsibility (AOR), and update the Commanding General and major subordinate commands on matters related to both prevention and response.

Sexual Assault Response Coordinator (SARC). The SARC is an Army Civilian or Soldier who reports directly to the senior commander for matters concerning sexual harassment and sexual assault. They advise and implement organization level prevention efforts in addition to their response duties.¹⁵

Victim Advocate (VA). SHARP VAs are Army Civilians or Soldiers who report directly to their SARC for sexual assault cases. They are trained to provide non-

¹⁵ SARC/VA duties and supporting professional development were previously weighted towards response. Efforts remain in progress to increase their skills and capacity for enabling prevention IAW this strategy.

clinical advocacy services to victims of sexual assault, and to assist in unit/organization level prevention efforts.

SHARP Professionals must understand prevention science commensurate with their role, and be adept at integrating primary prevention activities and leveraging the primary prevention system to support their commanders and unit/organizations. The requisite knowledge and skills will be developed through attendance at SHARP Academy courses, and furthered through self-development opportunities.

6.1.3 Soldiers and Army Civilians

Every member of the Army, military or civilian, is part of a team and functions in the role of leader and subordinate. Being a good subordinate is part of being an effective leader. Leaders do not just lead subordinates—they also lead other leaders. Leaders are not limited to just those designated by position, rank, or authority.

ADP 6-22, Army Leadership and the Profession

All Soldiers and Army Civilians must understand, embrace, and fulfill their responsibilities to prevent sexual harassment, sexual assault, and associated retaliatory behaviors within our Army. The Army, like other professions, seeks to inspire and motivate its members to make right decisions and take right action according to the moral principles of its ethic. We are charged to ‘Stand Strong’ as stewards of the Army Profession by upholding the Army Ethic, preventing misconduct, and doing what is right to stop unethical practices. This shared commitment is fundamental for social relationships that foster mutual dignity and respect while rejecting and countering contrary behaviors. All members of our profession are introduced to the Army Values and our expected standards of conduct during Initial Military Training or Army Civilian Basic Course, along with the key frameworks intended to enable their role in primary prevention. This foundational knowledge is reinforced annually through the prevention component of SHARP Annual Refresher Training.

6.2 Collaborative Relationships

The SHARP Division within ARD and the Army SHARP Academy lead collaboration and outreach efforts to strengthen prevention activities and innovative methods targeting sexual harassment, sexual assault, and retaliatory behaviors. Given the associations between sexual harassment, sexual assault, and other problematic behaviors such as alcohol misuse, a comprehensive prevention approach incorporates and integrates efforts from that address shared risk and protective factors. They will continue collaboration with other Army programs, other Service and DoD offices, external prevention entities, and educational institutions to share information, review practices, and identify lessons learned. Collaborative relationships between the Army’s prevention workforce and stakeholders from other similarly invested organizations allows for greater integration of efforts.

6.3 Infrastructures

At the Army level, the Army Resilience Directorate and the Army SHARP Academy work in concert to fulfill the roles and responsibilities of the Army Force Modernization Proponent System¹⁶ for all aspects of the SHARP Program. This includes determining doctrine, organization, training, materiel, leader development and education, personnel, facilities, and policy (DOTMLPF–P) requirements. ARD will lead and manage these efforts at the enterprise level to advance the Army’s prevention efforts as set forth in this strategy. The SHARP Academy, in close coordination with ARD, will further prevention system capacity and capability through the designated functions of training, leader development, and education. The SHARP Academy will also manage and address materiel solutions as applicable to prevention-oriented learning systems.

6.3.1 SHARP Information Management

SHARP Professionals and other members of the unit/organization staff perform information management to assist the commander in building and maintaining understanding within the context of prevention.¹⁷ The following automated tools enable data processing and information analysis relevant to primary prevention:

- Defense Sexual Assault Incident Database (DSAID) is the DoD’s centralized, case-level sexual assault database which contains data for Unrestricted and Restricted reports covered under DoD SAPR policy.
- Integrated Case Reporting System (ICRS) is an Army web-based application that captures and records all data for reported incidents of sexual harassment, and allows users to run the DoD annual report for their units, installations, or commands based on their user roles/access.
- Strategic Management System (SMS) is an Army owned performance management system that enables SHARP professionals to conduct analysis and draw conclusions about the unit/organization in order to provide the commander with insight and advice.
- DEOMI (Defense Equal Opportunity Management Institute) Organizational Climate Survey (DEOCS) is a commander’s management tool that assesses critical organizational climate dimensions that can impact the organization’s mission. This voluntary survey has 21 climate factors designed to assess the “shared perceptions” of respondents about formal and informal policies and practices. The DEOCS focuses on three primary areas: Organizational Effectiveness (OE), Equal Opportunity (EO)/Equal Employment Opportunity (EEO)/Fair Treatment, and Sexual Assault Prevention & Response (SAPR).

¹⁶ AR 5-22, The Army Force Modernization Proponent System, 2015

¹⁷ Information management is the science of using procedures and information systems to collect, process, store, display, disseminate, and protect data, information, and knowledge products. ADP 6-0, Mission Command, 2019

SHARP professionals leveraging these tools must apply critical thinking and judgement to the processed information to identify causation that may be proactively addressed through prevention activities.

6.3.2 Prevention Knowledge Management

Knowledge management is the process of enabling knowledge flow between staffs, commanders, and subordinate units/organizations to enhance shared understanding, learning, and decision-making¹⁸. The ARD, SHARP Academy, and DoD SAPRO all manage milBook sites within milSuite, which serves as the Department of Defense Enterprise Social Network (ESN). These virtual forums provide the means for Army-wide prevention-enabling knowledge management. MilBook provides users the ability to connect with other users and establish a professional network of colleagues and subject matter experts from across the DoD. Leaders and SHARP professionals are encouraged to actively contribute to prevention enabling knowledge transfer via milSuite. These collaborative spaces support discussion threads, collaborative editing of documents, the sharing of files, and more.

The Joint Lessons Learned Information System (JLLIS), the system of record for the Army Lessons Learned Process, provides the formal means to submit and share SHARP-related lessons learned and best practices. In coordination with the Center for Army Lessons Learned (CALL), the SHARP Academy established a SHARP section within JLLIS. Students attending SHARP courses to serve as PMS, SARCs, VAs, or Trainers will be introduced to the site, and encouraged to submit lessons learned on behalf of their commands. Submissions will be reviewed and actioned in accordance with the Army Lessons Learned Process as set forth in AR 11-33.

6.3.3 SHARP Outreach and Communication Materials

Official Army SHARP outreach and communication materials are available for Army-wide use in support of primary prevention activities. These materials support units/organizations and include brochures, posters, touch cards, and rack cards. They may be accessed and downloaded via the SHARP Knowledge Center at within Army Knowledge Online (AKO). SHARP Professionals may coordinate reproduction of these materials through their local Army printing office (local reproduction costs may apply).

7.0 Prevention Enabling Processes

Successful implementation of prevention activities (**ways**) by the prevention system (**means**) relies upon processes outlined below. Prevention efforts must utilize and occur within the Army's doctrinally established methods to ensure unity of effort, shared understanding, and resultant action. The process steps suggested by civilian sector

¹⁸ ADP 6-0, Mission Command, 2019

prevention resources to diminish incident rates and sustain progress are not dissimilar from or incongruent with Army methods for planning and execution.

7.1 Army Operations Process¹⁹

Prevention represents a continuous, complex operation given the dynamic nature of an all-volunteer force and the many variables of the operational environment. The Army Operations Process (*Plan, Prepare, Execute, Assess*) and its supporting principles apply readily to primary prevention efforts. Commanders drive the process supported by their SHARP professionals, who serve as key members of the staff.

7.1.1 Quality Implementation²⁰ (*Plan, Prepare, Execute*)

The manner and context in which prevention activities are delivered have a direct effect on the potential success of a comprehensive prevention approach. Quality implementation means effectively delivering a comprehensive approach with fidelity in a supportive climate.²¹ Quality implementation is enabled and achieved through the methods for conceptual and detailed planning, thorough preparation, and disciplined execution as described in ADP 5-0, The Operations Process.

Within the context of quality implementation, effective delivery occurs by engaging the audience and key stakeholders in a way that inspires behavior change and skill development. Fidelity refers to delivering the approach competently as it was originally designed. Activities shown to effect change in one setting may not always generate similar results in another due to key differences in the intended audience and/or their operating environment. Similarly, shortening a prevention program or practice from its designed duration, or delivering it through untrained and/or unprepared facilitators can alter efficacy.

Attempting to implement prevention activities in an unsupportive climate also decreases potential outcomes.²² Examples of a supportive climate include leadership support and engagement, skill and motivation of supporting staff/personnel, and intended audience openness to the activities. Commanders, leaders, and SHARP professionals must anticipate and address barriers to success in advance of implementation. Barriers may include, but are not limited to, negative perceptions formed as a result of previously conducted, poorly delivered activities, or past messaging that equated gender with propensity for victimization or perpetration.

¹⁹ ADP 5-0, The Operations Process, 2019

²⁰ DoD SAPRO PPOA

²¹ DoD SAPRO PPOA, p.14

²² DoD SAPRO PPOA, p.14

7.1.2 Continuous Evaluation²³ (Assess)

Once implemented in a quality manner, prevention activities must be continuously evaluated. Evaluation encompasses the efforts to determine the effectiveness and impact of prevention activities. In other words, have they achieved what was intended and to what degree? Evaluation informs prevention planning, preparation, and execution. Additionally, leaders and prevention stakeholders rely on evaluation to determine if resources – manpower, time, funding – are adequately contributing to intended outcomes. Evaluation may occur through both formal and informal means. Estimating Army-wide prevalence through the Workplace and Gender Relations Survey of Active Duty Members (WGRA) and analyzing those findings in concert with reporting data represents one example of formal, strategic-level evaluation performed by Army SHARP. Application of the DEOMI Organizational Climate Survey (DEOCS) and analysis of the findings represents another example of evaluation at the unit/organization level. Evaluation can also occur using data and information collected through informal interviews (individual or group), observations of behavior and the local environment by SHARP professionals and leaders, or through After Action Reviews (AARs). Representing a long-term endeavor, evaluation efforts must be deliberately planned, tracked, and recorded. Additionally, measurement must account for all aspects and outcomes of a comprehensive approach.

7.2 SHARP Governance Process

The Army SHARP governance process will include a recurring cycle of sequenced meetings that will synchronize and inform the execution sexual harassment and assault prevention objectives and tasks in the implementation plan supporting the Army People Strategy. SHARP representatives participate in the process on behalf of their commands. The SHARP Academy supports the process within its scope as the education and training lead. The key tasks of the process include:

- Synchronize the implementation of primary prevention policies, programs, and initiatives, and promulgate best prevention practices.
- Recommend improvements within the scope of the prevention annex.
- Serve as an Advisory Board for guidance and decisions impacting the Army SHARP Program.
- Recommend approval of prevention initiatives.

Outputs of the SHARP governance process will inform higher level governance efforts described within the Army People Strategy.

²³ DoD SAPRO PPOA

8.0 Strengthening Prevention Efforts

The framework outlined above will guide and enable the implementation of a comprehensive approach to achieve desired ends. However, additional steps must be taken to advance current capabilities and address existing gaps or shortfalls. Resultant planning and coordination with affected stakeholders will be led by the ARD with support from the SHARP Academy. This will produce a follow on implementation plan that addresses the requirements of the DoD PPOA (Phases 2-4) while concurrently supporting Lines of Effort and Critical Enablers within the Army People Strategy.

9.0 Summary

The Army continues to employ efforts at all echelons to reduce acts of sexual harassment and sexual assault, and strengthen a professional culture of trust, cohesion, and good order and discipline. However, increased primary prevention capacity and capabilities are needed to advance our efforts. The Army must have a holistic approach that begins when we access our people and endures through their development and employment in the Army. The ways and means introduced herein must be collectively understood and consistently applied in order to realize intended outcomes. General awareness and singular interventions will only generate limited change. The full range of primary prevention activities must be implemented in synchronized fashion across influence levels. Prevention represents a continuous, complex operation given the dynamic nature of an all-volunteer force and the many variables of the operational environment. Commanders, with support from SHARP professionals and subordinate leaders, must leverage the principles of Mission Command and the Army Operations Process to ensure quality implementation and continuous evaluation. All members of the Army Profession must fulfill the obligations set forth in the Army Ethic, and leaders must strive to build cohesive teams at every level.

Appendix A – References

Following is a list of supporting references utilized in the development of this annex. This list does not reflect the full range of references relevant or applicable to the Army SHARP Program:

DoD and Army Resources:

Department of Defense Directive 6495.01, Sexual Assault Prevention and Response (SAPR) Program (Change 3), 11 APR 2017

Department of Defense Instruction 6495.02, Sexual Assault Prevention and Response (SAPR) Program Procedures (Change 3), 24 MAY 2017

Department of Defense Instruction 1020.03, Harassment Prevention and Response in the Armed Forces, 08 FEB 2018

Department of Defense Sexual Assault Prevention and Response Strategic Plan, 2017-2021, 01 DEC 2016

Department of Defense Prevention Plan of Action, FY 2019-2023, 02 MAY 2019

Department of Defense Harassment Prevention Strategy (Draft), 2019

Army Regulation 5-22, The Force Modernization Proponent System, 28 OCT 2015

Army Regulation 11-33, Army Lessons Learned Program, 14 JUL 2017

Army Regulation 350-1, Army Training and Leader Development, 10 DEC 2017

Army Regulation 600-100, Army Profession and Leadership Policy, 05 APR 2017

Army Directive 2018-23, Improving the Effectiveness of Essential and Important Army Programs: SHARP, Equal Opportunity, Suicide Prevention, Alcohol and Drug Abuse Prevention, and Resilience, 08 NOV 2018

Army Sexual Harassment/Assault Response and Prevention Campaign Plan, 12 MAY 2014

ADP 6-0, Mission Command: Command and Control of Army Forces, 31 JUL 2019

ADP 5-0, The Operations Process, 31 JUL 2019

ADP 6-22, Army Leadership and the Profession, 31 JUL 2019

FM 6-22, Leader Development, 30 JUN 2015

HQDA EXORD 002-16 (Enable, Resource, Build, Assess, and Sustain Training Readiness). 23 FEB 2016

HQDA EXORD 182-14 (The Sexual Harassment / Assault Response and Prevention Program), 10 OCT 14

HQDA EXORD 14-272A (Establishment of the Army SHARP Academy at FLKS), 19 SEP 2014

The Army People Strategy, OCT 2019

TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 JUL 2017

TRADOC Pamphlet 525-8-2, The U.S. Army Learning Concept for Training and Education, APR 2017

TRADOC Pamphlet 350-70-14, Training and Education Development in Support of the Institutional Domain, 27 MAR 2015

Memorandum of Agreement Between HQDA G1, Army SHARP Office, and U.S. Army Combined Arms Center, Transfer of Operations of the Army SHARP Academy, 22 APR 2016

The Army University – Army Learning Strategy, 24 JUL 2017

Army Leader Development Strategy, 2013

Army SHARP Learning Strategy, 22 JUN 2018

Online Resources:

Centers for Disease Control and Prevention
<https://www.cdc.gov/violenceprevention/sexualviolence/index.html>

Center for Community Health and Development at the University of Kansas
Community Tool Box: Tools to Change our World
<https://ctb.ku.edu/en>

World Health Organization
http://www.who.int/violence_injury_prevention/capacitybuilding/en/

National Sexual Violence Resource Center
<https://www.nsvrc.org/prevention/theories>

Culture of Respect
<https://cultureofrespect.org/colleges-universities/programs/>

Scholarly Works:

Banyard, V.L. (2015). Toward the Next Generation of Bystander Prevention of Sexual and Relationship Violence: Action Coils to Engage Communities. New York: Springer.

- DeKeseredy, W. & Schwartz, M. (2013). *Male Peer Support and Violence Against Women: The History and Verification of a Theory*. Boston: Northeastern University.
- Foubert, J.D. (2011). *The Men's and Women's Programs: Ending Rape Through Peer Education*. New York: Routledge.
- Grube, J. W., Mayton, D. M., & Ball-Rokeach, S. J. (1994). Inducing change in values, attitudes, and behaviors: Belief system theory and the method of value self-confrontation. *Journal of Social Issues*, 50, 153–173.
- Katz, J., Heisterkamp, A., & Flemming, A.M. (2011). The social justice roots of the mentors in violence prevention model and its application to a high school setting. *Violence Against Women*, 17, 684-702.
- Klein, Margaret, & Gallus, Jessica A. (2018) The readiness imperative for reducing sexual violence in the US armed forces: Respect and professionalism as the foundation for change, *Military Psychology*, 30:3, 264-269
- Malamuth, N.M. (1981). Rape fantasies as a function of exposure to violent-sexual stimuli. *Archives of Sexual Behavior*, 10, 33-47.
- Malamuth, N.M., Hald, G., & Koss, M. (2012). Pornography, individual differences in risk and men's acceptance of violence against women in a representative sample. *Sex Roles*, 66(7/8), 427-439.
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- Malamuth, N.M., Linz, D., Heavey, C.L., Barnes, G., & Acker, M. (1995). Using the confluence model of sexual aggression to predict men's conflict with women: A 10-year follow-up study. *Journal of Personality and Social Psychology*, 69, (2), 353-369.
- National Academies of Sciences, Engineering, and Medicine (2018). *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24994>National Academy
- Petty, R. E., & Cacioppo, J. T. (1986). *Communication and persuasion: Central and peripheral routes to attitude change*. New York: Springer.
- Sadler, A.G., et al. (2018) The impact of leadership on sexual harassment and sexual assault in the military. *Military Psychology*, 30:3, 252-263
- Schewe, P.A. (2002). Guidelines for Developing Rape Prevention and Risk Reduction Interventions. In P.A. Schewe (Ed.), *Preventing Violence in Relationships: Interventions Across the Life Span*. (pp. 107-136). Washington D.C: APA Books

Appendix B – Glossary

Army Ethic: The evolving set of laws, values, and beliefs, embedded within the Army culture of trust that motivates and guides the conduct of Army professionals bound together in common moral purpose.

Army Profession: A unique vocation of experts certified in the ethical design, generation, support, and application of landpower, serving under civilian authority and entrusted to defend the Constitution and the rights and interests of the American people.

Collaboration: Exchanging information, altering activities, sharing resources, and enhancing each other's capacity for mutual benefit and a common purpose.

Credential: A process for verifying preparation, additional training, and/or prior work experiences of prevention human resources by the awarding of either a certificate or certification.

Culture: The set of long-held values, beliefs, expectations, and practices shared by a group that signifies what is important and influences how an organization operates.

Evaluation: The use of systematic methods to collect, analyze and use information to inform implementation of a policy, program, practice, or processes.

Evidence-Based: Effective policies, programs, practices, or processes that are evidence-based are found to be effective based on research evidence, reflecting significant expertise and investment.

Integration: Building on collaboration to not only exchange information, alter activities, share resources, and enhance capacity, but also merge structures for mutual benefit to achieve a common purpose.

Measure of Effectiveness: An indicator used to measure a current system state, with change indicated by comparing multiple observations over time. (JP 5-0)

Practice: Discrete behavior or action contributing to prevention.

Primary Prevention: Approaches that take place before sexual assault has occurred to prevent first time perpetration or victimization (Different from secondary prevention: Immediate responses after sexual assault has occurred to deal with the short-term consequences of violence).

Professional organizational climate: An environment wherein the expectation and the standard are that everyone lives by and upholds the moral principles of the Army Ethic, including Army Values, in the exercise of the philosophy and doctrine of mission command.

Process: Empirically validated procedures that promote effective planning, implementation, and evaluation of prevention activities.

Program: Curriculum or manualized set of activities and information intended for cognitive learning and skill development.

Protective Factors: Factors that make it less likely that people will perpetrate or experience violence or that increase their resilience when they are faced with risk factors.

Risk Factors: Factors that make it more likely that people will experience or perpetrate violence

Sexual Assault: Intentional sexual contact characterized by the use of force, threats, intimidation, or abuse of authority or when the victim does not or cannot consent. As used in the context of this document, the term includes a broad category of sexual offenses consisting of the following specific Uniform Code of Military Justice offenses: rape, sexual assault, aggravated sexual contact, abusive sexual contact, forcible sodomy (forced oral or anal sex), or attempts to commit these offenses.

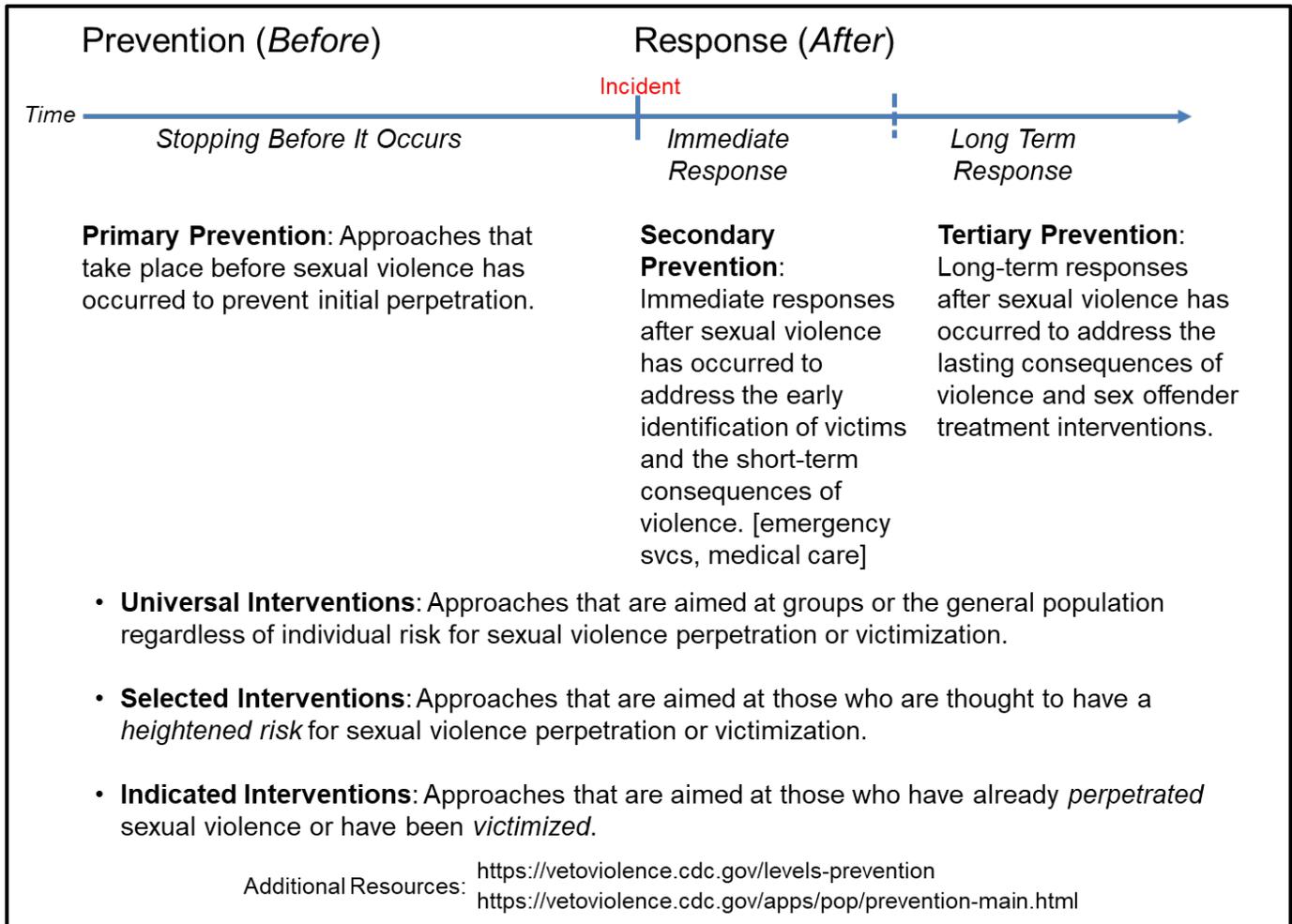
Sexual Harassment: Conduct that: involves unwelcome sexual advances, requests for sexual favors, and deliberate or repeated offensive comments or gestures of a sexual nature when: Submission to such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career; Submission to, or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person; or Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive environment; and is so severe or pervasive that a reasonable person would perceive, and the victim does perceive, the environment as hostile or offensive.

Any use or condonation, by any person in a supervisory or command position, of any form of sexual behavior to control, influence, or affect the career, pay, or job of a member of the armed forces or a civilian employee of the Department of Defense.

Any deliberate or repeated unwelcome verbal comment or gesture of a sexual nature by any member of the armed forces or civilian employee of the Department of Defense.

Appendix C – Prevention Defined

The illustration below reflects the DoD-adopted, US CDC-based definitions relevant to understanding prevention versus response.



Appendix D – Prevention Practices

Following are examples of primary prevention activities that may be employed at the unit/organization level to address risk and protective factors as relevant to the respective population and environment. This list does not reflect all potentially impactful practices. No single activity will likely prevent incidents of sexual harassment or sexual assault by itself. Rather, prevention activities must be applied in an integrated manner within the framework of this annex. Integration and implementation may be referenced in Command Training Guidance and further guided through a unit/organization prevention action plan.

Prevention Practice	Intended Outcome
Newcomer Reception and Integration: Means to provide welcome information, key leader and SHARP professional introductions, presentations, workplace and community orientation, and sponsorship.	Influence behavior by informing newcomers of unit/organization standards and expectations, available resources; and by help integrating them into a positive social network and environment.
Workplace and barracks security and safety Standard Operating Procedures (SOP): May include area access, visibility, leader monitoring and presence, communications, physical security.	Improve environmental conditions, enforce standards, and decrease opportunities for harmful acts and behavior.
ELITE BRAVE: A computer training application aimed at preparing junior leaders to successfully intervene when observing behavior that could lead to potential incidents of Sexual Harassment and Sexual Assault. https://milgaming.army.mil/entrance/	Leaders recognize potential problem behavior on the continuum of harm related to Sexual Harassment and Sexual Assault, assume responsibility for intervening, and embrace their role of cultural change agents to uphold Army values.
ELITE POST: A computer training application that educates Sexual Assault Response Coordinators (SARCs) and Victim Advocates (VAs) on their roles and responsibilities related to Prevention and Outreach when supporting the Commander and other SHARP stakeholders. https://milgaming.army.mil/entrance/	Users learn and practice their skills, and demonstrate understanding of their prevention-specific duties and functions as key personnel within the primary prevention system.
This is my Squad (TIMS) Squad Leader Development Course: Facilitated discussion between junior leaders to share methods for building trust and supporting ethical decision-making at the squad-level. Workshops are facilitated at	Empower first-line leaders to enhance mutual trust, build cohesion, and take ownership and address issues impacting their unit.

Prevention Practice	Intended Outcome
SHARP, Ready and Resilient Performance Centers.	
<p>Better Opportunities for Single Soldiers (BOSS): Assists single Soldiers in identifying and planning recreational and leisure activities that are offered in a safe and exciting environment. It provides an opportunity for single soldiers to participate and contribute to their respective communities and gives the individual a sense of responsibility and involvement.</p> <p>https://www.armymwr.com/programs-and-services/booss</p>	<p>Enable and foster a cohesive, positive peer social network among Soldiers, helping address issues through peer to peer leadership. Single Soldiers assist the chain of command in dealing with suicide prevention, sexual assault and sexual harassment issues that single Soldiers living in barracks might experience.</p>
<p>Annual Refresher Training (Prevention component): Learning that includes impacts of sexual harassment and assault, bystander intervention, resources, standards of conduct.</p> <p>https://atn.army.mil/sexual-harassment-assault-response-and-prevention/sharp-training</p>	<p>Provide foundational knowledge to all Soldiers and Army Civilians reinforcing the Army's expected norms for behavior and preventive action.</p>
<p>Center for the Army Profession and Leadership (CAPL) unit professional development Training Support Packages for initial and mid-grade audiences: Army Profession and Ethic, Army Values, Company Command Teams as Stewards of the Profession, Employ Army Ethic in Leadership Situations.</p> <p>http://capl.army.mil/tsp/</p>	<p>Enable and inspire an understanding of the Army Profession and enhanced commitment to our professional obligations – to ourselves, each other, the Army, and the American people.</p>
<p>Sex Signals: Interactive training provided during Basic Combat Training that aligns sexual assault prevention with military core values. The program's use of humor, audience interaction, branch-specific culture, and military-based scenarios is research-supported, and builds equity with audiences in order to create learning opportunities surrounding the topic of sexual assault.</p> <p>https://usacac.army.mil/schools-and-centers/sharp-academy/contact-us</p>	<p>Participants understand the facts and myths about dating and relationships, alcohol, and sexual consent. They identify sexual harassment and sexual assault as unacceptable, intolerable, and incongruent with the Army Values, and are enabled with basic skills to intervene.</p>
<p>Got Your Back: Interactive training delivered during Basic Officer Leader</p>	<p>Provide junior leaders with approaches to identify, address, and prevent sexual</p>

Prevention Practice	Intended Outcome
<p>Course Phase B (Branch) that integrates the research on sexual predation and bystander intervention into a discussion about sexual violence. The session addresses how sexualized language, and a tolerance for coercive cultural norms contribute to an environment that allows perpetrators to offend against both female and male victims, and avoid accountability. Participants are taught critical skills that enable them to identify points along the continuum of harm to intervene and support potential victims. https://usacac.army.mil/schools-and-centers/sharp-academy/contact-us</p>	<p>assault and sexual harassment from occurring in their units. Participants understand the continuum of harm; make connections between sexual harassment, sexist language and the perpetuation of a culture that supports sexual harassment, hazing, and sexual assault. They identify signs that an intervention is warranted, and gain intervention abilities.</p>
<p>ENGAGE: Intervention skills training delivered by Ready and Resilient (R2) Performance Centers at 26 locations across the Army. Focused upon the 3 components of: awareness of the need for engagement, responsibility to intervene, creating and practicing a plan to act. http://readyandresilient.army.mil/r2inthefield.html</p>	<p>ENGAGE develops the ability and skill to drive engagements at the initial alert to a deviation in standards. Participants become more aware of alerts and resources available in a time of need, and gain confidence in their ability to communicate one-on-one and intervene.</p>
<p>Army SHARP Bystander Intervention Training Support Package: Resource for training Soldiers and Army Civilians when and how to implement bystander intervention strategies to reduce incidents of sexual harassment and sexual assault. https://usacac.army.mil/schools-and-centers/sharp-academy/contact-us</p>	<p>Participants learn to recognize connections between sexist language, sexual harassment, hazing, and assault; communicate the necessary components of consent required in any sexual situation; recognize the role alcohol plays in sexual assault, rape, and hazing; identify inappropriate verbal and physical contact, assess tools and resources available, and intervene in situations where intervention is warranted; and apply the Army values individually and as a team with regard to issues related to intervening in sexual harassment and sexually violent situations.</p>