Bystander Education Programs: Considerations for Structure and Curriculum

Custom Research Brief • May 23, 2011

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THE EDUCATION ADVISORY BOARD
WASHINGTON, D.C.
## Research Parameters

### Project Challenge

A member institution approached the Council with the following questions:

**Organization and Structure:** What department(s) at other institutions is primarily responsible for organizing and promoting bystander intervention efforts? What staffing structure is required for a bystander intervention curriculum and campaign (e.g., full time or part time employees, professional staff or graduate and undergraduate student staff)?

**Campus Partners:** Which external organizations and campus organizations, centers, institutes, or divisions partner with the bystander intervention program? Do these partnerships involve financial support, programmatic contributions, and/or sharing of other resources?

**Program Elements:** What program elements are involved in bystander education (e.g., trainings, programmatic initiatives, campus media, social media) and what situations do program elements address (e.g., depression intervention, violence, sexual assault, substance abuse)? To what extent do other institutions involve peer educators in bystander intervention programs?

**Target Populations:** Which segments of the campus population do bystander intervention campaigns target at other institutions?

**Assessment:** How do other institutions assess the effectiveness of bystander intervention programs and what are the results to date?

### Sources

- Education Advisory Board’s internal and online research libraries (www.educationadvisoryboard.com)
- National Center for Education Statistics (http://nces.ed.gov/)
- Prevention Innovations: Resources and Practices for Ending Violence Against Women on Campus, University of New Hampshire (http://www.unh.edu/preventioninnovations/)
- Step Up: A Prosocial Behavior / Bystander Intervention Program for Students, the University of Arizona, (http://www.stepupprogram.org/)
I. RESEARCH PARAMETERS

Research Parameters

Definition of Terms: For the purposes of this report, bystanders are defined as witnesses to risky behavior. Additionally, bystander behavior and bystander intervention are defined as witnessing risky behavior and intervening to prevent a detrimental outcome.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Region</th>
<th>Carnegie Classification</th>
<th>Approximate Total Enrollment (Undergraduate / Graduate)</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>University A</td>
<td>South</td>
<td>Research Universities (very high research activity)</td>
<td>14,350 / 6,578</td>
<td>Private</td>
</tr>
<tr>
<td>University B</td>
<td>Northeast</td>
<td>Research Universities (very high research activity)</td>
<td>10,384 / 4,232</td>
<td>Private</td>
</tr>
<tr>
<td>University C</td>
<td>Midwest</td>
<td>Research Universities (high research activity)</td>
<td>16,317 / 11,159</td>
<td>Private</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Mountain West</td>
<td>Research Universities (very high research activity)</td>
<td>38,767 / 30,346</td>
<td>Public</td>
</tr>
<tr>
<td>University of New Hampshire (UNH)</td>
<td>Northeast</td>
<td>Research Universities (high research activity)</td>
<td>15,253 / 12,575</td>
<td>Public</td>
</tr>
<tr>
<td>University of Virginia (UVa)</td>
<td>Mid-Atlantic</td>
<td>Research Universities (very high research activity)</td>
<td>24,355 / 15,476</td>
<td>Public</td>
</tr>
</tbody>
</table>
II. EXECUTIVE SUMMARY

Key Observations:

- Across contact institutions, bystander education efforts are housed in offices of athletics, student affairs divisions (e.g., fraternity and sorority life or a women’s center), or within research units in colleges of liberal arts. Some programs were originally designed for targeted student groups (e.g., athletes and Greek community members, who often experience scenes of hazing and alcohol abuse) but are now extended to the larger campus community. The program at one institution is sponsored by an academic college and focuses on evaluating bystander education as a method for reducing violence against women.

- The University of Arizona’s Step Up! Curriculum encompasses many scenarios including sexual assault, alcohol abuse, eating disorders, academic dishonesty, and depression; programs at other institutions may focus on one or few scenarios, such as hazing or sexual violence prevention.

- Most contact institutions offer bystander intervention training sessions; trainings typically involve education about bystander behavior, a discussion of participants’ experiences in which bystander intervention could have prevented violence, and practicing intervention through role-playing scenarios. In lieu of trainings at one institution, a week-long event on campus raises awareness about bystander behavior and the role bystanders can play in preventing violence.

- Undergraduate students facilitate bystander education training sessions at University A and the University of New Hampshire, although undergraduate peer facilitators at the University of New Hampshire are always joined by a graduate student or young professional. At University B, graduate students facilitate conflict resolution trainings, which are often geared toward peers.

- In addition to training sessions, one institution regularly organizes a social marketing campaign about bystander intervention. The Know Your Power Social Marketing Campaign at the University of New Hampshire includes posters, bus wraps, table tents, and Facebook advertisements.

- Most contacts target a wide cross section of the student population; when first launching a program, however, many contact institutions targeted trainings to specific student groups. Several contacts point out that working with athletes and fraternity and sorority members, whose organizations can require training attendance, can help initiate interest in bystander education among the larger community.

- Most bystander intervention programs are coordinated by one staff person who dedicates only part of his or her time to bystander education; these staff members are often employed by Student Affairs or the Athletics Department. One exception is the University of New Hampshire, where faculty members plan and evaluate violence prevention education as part of their academic research.

- University police departments, the Office of Student Conduct, and the Athletics Department are important campus partners at several contact institutions. These partners often assist with applications for grant funding or provide funds from their operational budgets. Funding is otherwise allocated by Student Affairs or is acquired through external grants.

- The University of New Hampshire has conducted the most thorough assessment of its education efforts with results showing an increase in interventions among training participants.
### Establishing a Framework for Bystander Intervention Education

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Scenarios</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Training Programs and Social Marketing</td>
<td>Preventing Sexual Violence</td>
<td>At the University of New Hampshire, researchers in the College of Liberal Arts have developed and conduct ongoing evaluations of interactive modules that educate students about bystander behavior and strategies for bystander intervention in instances of sexual and relationship violence and stalking. The in-person program, Bringing in the Bystander:™ A Prevention Workshop for Establishing a Community of Responsibility®, and the Know Your Power™ Bystander Social Marketing Campaign, comprise the Bringing in the Bystander Program™. University A later adopted the UNH curriculum and renamed it.</td>
</tr>
<tr>
<td>Educational Materials and Training</td>
<td>Addressing Multiple Scenarios</td>
<td>At the University of Arizona, Athletics Department staff collaborated with NCAA staff, researchers, and education professionals to create the Step Up! bystander intervention training. The training materials address ten scenarios and are available free-of-charge on the Step Up! website. University of Virginia’s Gordie Center worked closely with Arizona’s Athletics staff to develop and pilot the original Step Up! curriculum. When launched at UVa as a long-term program, the scenarios used in trainings were adjusted and the program was renamed Let’s Get Grounded.</td>
</tr>
<tr>
<td>Weeklong, Campus-wide Program</td>
<td>Raising Awareness about Bystander Intervention</td>
<td>University C originally focused on bystander intervention to prevent hazing in the Greek community and among student athletes on NCAA, club, and intramural teams. Now, a weeklong event broadly focused on bystander intervention is co-organized by the Coordinator for Fraternity and Sorority Life and the Office of Student Conduct. Contacts are considering expansion beyond a weeklong event and plan to reach a broader cross section of students.</td>
</tr>
<tr>
<td>Individual Conflict Coaching and Group Trainings</td>
<td>Addressing Academic Dishonesty and Stress</td>
<td>University B staff members at Mediation at University B draw on their experience in conflict resolution training as they plan a bystander intervention training program. Although most conflict resolution trainings are led by graduate students and geared toward graduate students, Mediation at University B plans to market bystander intervention training to both undergraduate and graduate students. Contacts are considering 90-minute, peer-led modules that are rooted in discussion and practice.</td>
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III. OVERVIEW OF Bystander EDUCATION PROGRAMS ACROSS CONTACT INSTITUTIONS

Staffing Structures

The table below outlines the offices that oversee bystander intervention education across contact institutions as well as the corresponding staff members who contribute some time to programming.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Sponsoring Office</th>
<th>Contributing Staff Members</th>
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</thead>
<tbody>
<tr>
<td>University A</td>
<td>Women’s Center (Division of Student Affairs)</td>
<td>One staff member oversees all violence prevention programming, including the bystander intervention program.</td>
</tr>
<tr>
<td>University B</td>
<td>Mediation at University B (Division of Student Affairs)</td>
<td>One staff member coordinates Mediation at University B, including bystander intervention education.</td>
</tr>
<tr>
<td>University C</td>
<td>Student Involvement Center (Division of Student Development)</td>
<td>One staff member coordinates fraternity and sorority life, including Bystander Intervention Week. Representatives from the Athletics Department, Intramural Sports, Club Sports, the Office of Student Conduct, and Fraternity and Sorority Life at University C serve on the Bystander Intervention Week planning committee. The committee works closely with student leaders to develop programming for the week.</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Athletics Department</td>
<td>Athletics staff created the Step Up! curriculum in addition to carrying out usual professional responsibilities. A volunteer board of advisors oversees program development.</td>
</tr>
<tr>
<td>University of New Hampshire</td>
<td>Prevention Innovations (a research unit in the College of Liberal Arts)</td>
<td>Four staff members in Prevention Innovations (who are also faculty members) receive external grants. To carry out the academic research studies housed in Prevention Innovations, a research study’s primary investigator compensates lead trainers, education module facilitators, and student interns (many of these students are eligible for work-study pay). The director of the Sexual Harassment and Rape Prevention Program is also affiliated with Prevention Innovations.</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Gordie Center for Alcohol &amp; Substance Education (Division of Student Affairs), Student Health Center, and Department of Athletics</td>
<td>One health educator (a Student Health staff member) dedicates 15 percent of professional time to conducting Let’s Get Grounded trainings. A few additional staff from the Gordie Center and Athletics Life Skills Program adapted the curriculum and facilitate the trainings; the program fits within the focus of their positions, helping to promote healthy student behavior.</td>
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</tbody>
</table>

Student facilitators at the University of Virginia assume much of the administrative responsibilities associated with the Let’s Get Grounded program, including promoting trainings to student leaders and monitoring online requests for trainings (the requests are then divided among available staff and student facilitators). A staff member in the Dean of Students office and a PhD candidate interning in the Vice President of Student Affairs office serve as advisers.
expanding Campus Partnerships

Coordinators Find Residence Life a Valuable Potential Partner
Several contacts emphasize the value of coordinating with residence life to reach a broad cross-section of the student population, especially first-year students. Furthermore, residence halls are likely to be the site of alcohol abuse, violence, depression, and academic dishonesty. University C contacts plan to develop an RA curriculum and materials for bulletin boards, making bystander intervention an accessible theme for RAs. University A contacts are also considering creating a bystander intervention house course for a living learning residence focused on gender activism and violence prevention.

Peer Ambassadors Promote Programs Beyond the Athletic Community
Step Up! student ambassadors, who have completed the training, volunteer to talk to peers and professors about participating in the trainings. Because facilitator guides and resources are available for free on the Step Up! website, a number of division leaders and professors sponsor trainings. One business school professor incorporated the training into a management ethics course, and campus health, fraternities and sororities, and other campus organizations now sponsor trainings. During Step Up! Days, undergraduate Peer Ambassadors promote trainings and the website at informational tables in the central quad.

Student Leader Focus Group Drives Student Organizations to Register for Trainings
A Student Affairs-sponsored leadership conference brings together 40 student leaders every June. In June 2010, Gordie Center staff presented to the group, which then selected bystander intervention a focus of their efforts for the next academic year. The co-chair of the Resident Adviser program subsequently worked closely with the Gordie Center to revise the trainings for a non-athlete audience.
IV. DESIGNING TRAINING SESSIONS

Training Session Formats

Most contact institutions offer training sessions that communicate the concept of bystander behavior and teach skills that bystanders can use to intervene in threatening situations. Both the University of Arizona and the University of New Hampshire developed bystander intervention education curricula, Bringing in the Bystander and Step Up! respectively, which other universities have adopted.

Step Up! at the University of Arizona
- One 150- to 190-minute session can be divided into two parts of 75-90 minutes each. Sessions are held biennially for athletes.
- Sessions are held annually for first-year orientation, hazing week, and in preparation for spring break.

About the Sessions:
- Anyone can access resources and facilitate.
- Creator Becky Bell often facilitates.
- Clickers promote audience interaction.

Bringing in the Bystander at UNH
- The long program (4.5 hours) is offered in three 90-minute sessions or two 120-minute sessions.
- The short program is offered in one 90-minute session.

About the Sessions:
- Usually conducted in small, single-sex groups; transgender participants may choose to attend the group with which they feel most comfortable.
- Led by one male and one female facilitator
- Participants are currently paid as research subjects participating in an academic study.

Gordie Center staff at UVa revised the order and content of the Step Up! presentation slides and adjusted featured scenarios. Additional modifications were based on feedback from a peer education class in the School of Education. When expanding the program beyond athletes, Gordie Center staff worked with the student co-chair of the Residence Association. Arizona coordinator Becky Bell reviewed the final version before UVa launched Let’s Get Grounded.

University A adapted the Bringing in the Bystander curriculum developed at UNH. Training materials are available for no charge; UNH can send lead trainers to train facilitators at other campuses for a fee. University A contacts indicate that adapting the curriculum consumed three weeks of dedicated staff time, more than initially expected.

Let’s Get Grounded at UVa
- One 90-minute session
- Launched for athletes in 2007 and expanded to target all students, faculty, and staff in 2010
- 40 sessions offered in 2010-2011

About the Sessions:
- Facilitators show videos and describe scenarios.
- Facilitators use a snowball sampling technique to gauge audience interest in a specific scenario.

Bystander Education at University A
- One five-hour session
- Short, voluntary workshop offered at the end of first-year orientation in addition to a mandatory session on the sexual misconduct policy.

About the Sessions:
- Led by one male and one female facilitator
- Co-ed or single-sex groups
- Participants volunteer to complete a post survey.
Training Session Content

Bystander intervention training at several contact institutions includes interactive components that help participants practice intervention and demonstrate the best ways to respond to victims of sexual violence. The program at the University of New Hampshire also includes a discussion of the “continuum of sexual violence” so that participants understand why intervening in the telling of sexist jokes, for example, plays a part of reducing sexual violence. The Bringing in the Bystander training is outlined below:

### Bringing in the Bystander Training at the University of New Hampshire

<table>
<thead>
<tr>
<th>Address Audience Members as Witnesses</th>
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<tbody>
<tr>
<td>Contacts at UNH stress that the audience should be addressed as potential witnesses; otherwise, men often feel pegged as perpetrators and women as victims. Contacts emphasize that facilitators introduce bystander intervention as something in which every community member has a role to play to end sexual violence. Contacts explain that this role includes interrupting situations that could lead to an assault before it happens or during an incident, speaking out against social norms that contribute to sexual violence, and obtaining skills to be an effective ally to survivors.</td>
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<table>
<thead>
<tr>
<th>Introduce Subject and Main Ideas</th>
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<tbody>
<tr>
<td>The curriculum introduces the concepts of bystanding and bystander behavior, provides statistics and context about the prevalence of sexual violence, and draws connections between the ways proactive bystanding may contribute to lowering the rate of sexual assault. Participants discuss techniques for intervening in risky situations and avoiding personal risk.</td>
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<tr>
<th>Conduct Active Exercises</th>
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<tbody>
<tr>
<td>Module leaders conduct interactive learning and empathy exercises, demonstrating the best ways to respond to sexual violence victims. Exercises address:</td>
</tr>
<tr>
<td>• Empathy for a victim</td>
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<tr>
<td>• Recognition of the continuum of sexual violence</td>
</tr>
<tr>
<td>• Discussion of participants’ experiences of being a bystander or receiving intervention on their behalf for any reason</td>
</tr>
<tr>
<td>• Skill-building and role-playing, based on Jackson Katz’s Mentors in Violence Prevention (MVP) sessions; these help develop bystanders’ skills and resolve to intervene in risky or potentially risky situations</td>
</tr>
<tr>
<td>• Creation of a personal plan of action to help participants practice being active bystanders in situations that they are likely to witness</td>
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</table>

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<thead>
<tr>
<th>Request Commitment to Violence Prevention</th>
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</thead>
<tbody>
<tr>
<td>Participants read, sign, and keep a Bystander Pledge, which states that they pledge to express outrage at sexual and intimate partner violence and stalking. The pledge includes promises to take action by interrupting sexist jokes and listening to friends’ concerns about sexual violence.</td>
</tr>
</tbody>
</table>
IV. DESIGNING TRAINING SESSIONS

Bringing in the Bystander Training at the University of New Hampshire (Cont.)

Provide References

Participants read and keep a reference card entitled “The ABCs of Intervention: Active Bystanders Care.” The front of the card reminds students to 1) Assess the situation, 2) Be with others, and 3) Care for others. The inside of the card features a list of “Questions to Ask” before, during, and after taking action and also includes a list of bystanding tips. Emergency numbers (e.g., campus police and hospital) are listed on the back of the card.

Emphasize Safety

Module leaders explain that interventions span a spectrum: safe to risky or at a distance to up close. Participants are encouraged to always first assess the situation and then act in a manner that will preserve their own safety.

University A Adapts University of New Hampshire Curriculum

Women’s Center coordinators made the following adaptations to suit the culture and needs of University A:

- Develop a name for a University A-specific program
- Incorporate information about intimate partner violence
- Alter role-playing scenarios to on-campus settings (as many social activities are held on campus)
- Test the scenarios on women’s center interns
- Develop a post-training session survey (approved by the Institutional Review Board)
IV. DESIGNING TRAINING SESSIONS

<table>
<thead>
<tr>
<th>Key Components of the Step Up! Curriculum at the University of Arizona</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic Areas Are Tested by Pilot Study</strong></td>
</tr>
</tbody>
</table>
| **Curriculum Aggregates Bystander Strategies** | Educators from the following organizations, among others, contributed:  
- The Bacchus Network (a community-based network for health education)  
- National Collegiate Athletic Association (NCAA) Education Services  
- UVa Center for Alcohol and Substance Education  
- University of Arizona Police Department  
- Janssen Sports Leadership Center |
| **Students Receive Cohesive Message** | The Step Up! curriculum includes a facilitator guide, a student guide, a PowerPoint presentation with embedded videos, participant activities, and post-training surveys for participants to complete. With a comprehensive curriculum accessible to units across the university, administrators across units such as campus health, student life, athletics, and fraternity and sorority life ensure students receive consistent language and information about bystander intervention. |

### Scenarios Addressed in Step Up!
- Academics
- Alcohol and Alcohol Poisoning
- Anger
- Depression
- Discrimination
- Disordered Eating
- Gambling
- Hazing
- Relationship Abuse
- Sexual Assault

### Step Up! Training Session Agenda
- Introduction to bystander behavior
- PowerPoint presentation with videos
- Discussion about factors that drive students to intervene or not intervene
- Interaction via clickers or other audience response system allow facilitator to target training according audience’s feedback about scenarios most frequently encountered
- Overview of resources available on the website, http://www.stepupprogram.org/

_UVa Modifies the University of Arizona Step Up! Presentation_

Unlike the Step Up! presentation, the Get Grounded presentation starts with a video clip. In addition, the presentation focuses on three scenarios only: alcohol abuse (e.g., alcohol poisoning), alcohol and sexual assault, and organizational tension (e.g., a student leader is avoiding responsibility or putting a student organization in jeopardy).
At University B, Mediation at University B offers two 32-hour workshops annually. The workshops focus on mediation tactics and are open to faculty, staff, and students. Graduate students who complete this training are eligible to coordinate peer-run Resources for Easing Friction and Stress programs in their departments. Coordinators of these programs serve as peer mediators who can assist their colleagues in resolving conflict and serve as a confidential coach for colleagues in stressful professional or personal situations. Contacts explain that Resources for Easing Friction and Stress coordinators are able to modify the program to meet the needs of their specific departments and can invite speakers or generate solutions that address a department’s systemic issues. About ten departments currently host Resources for Easing Friction programs.

### Trainings in Conflict Resolution:
In addition to the 32-hour workshop on meditation, Mediation at University B offers small training sessions in conflict resolution. These sessions can be customized to meet the needs of individual groups; sessions range in length from one full day to one hour-long sessions, depending on the needs of participating groups. Groups such as fraternities, sororities, residence halls, and academic departments currently request these trainings, which are free for students and available to faculty and staff for $100 per person. Contacts at University B expect that similar groups will seek bystander intervention training, which Mediation at University B is considering offering in the future.

### Bystander Intervention Training:
Contacts at University B note that Mediation at University B recently partnered with professional mediators to offer a six-hour workshop for graduate students, senior faculty, student life administrators, and some executive administrators. The training piqued attendees’ interest in bystander intervention and helped develop support for future trainings on bystander intervention that would be accessible to all members of the community.

### Vision for Future Bystander Intervention Training at University B:
- 90-minute workshops plus web-based instruction
- Participant-directed discussion with a focus on the issues that students regularly face (topics could include fights over lab space, funding, and intellectual property)
- Peer-led facilitation (over 100 students are already trained as mediators; a new focus will be placed on training undergraduate students)

### Expectations for Facilitators:
- Quickly establish a safe space for open discussion
- Highlight the variety of ways to intervene and emphasize maintaining personal safety: safely or with risk, from far away or from nearby, in the moment or later
- Incorporate practice exercises
V. ADDITIONAL PROGRAM ELEMENTS

Bystander Intervention Week at University C

At University C, the Fraternity and Sorority Life Coordinator for the Student Involvement Center works with fellow student affairs staff and student leaders to host a week-long event on campus, educating the student body about the role bystanders can play in preventing violence. Contacts explain that Bystander Intervention Week existed for two years as Hazing Prevention Week and was rebranded as Bystander Intervention Week for the 2010-2011 academic year. Currently, Fraternity and Sorority Life, the Office of Student Conduct, the Athletics Department, and Intramural Sports staff help plan and administer the week’s events.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Posters inform students and publicize bystander education events.</strong> Student leaders design posters that educate their peers about bystander behavior and the importance of bystander intervention. The posters, which are placed in the residence halls, also invite students to participate in the week’s events.</td>
<td></td>
</tr>
<tr>
<td><strong>Student leaders ask, “What would you do?” at tables in the campus quad.</strong> Student volunteers stop their classmates walking across campus and request they select the best bystander response to a hypothetical violent situation. To place their vote, participants visit the information table and place life-saver candies in buckets that indicate one option of several responses.</td>
<td></td>
</tr>
<tr>
<td><strong>Viewing and discussion of the documentary film, Death by Alcohol: The Sam Spady Story</strong> (see <a href="http://www.samspadyfoundation.org/samstory.html">http://www.samspadyfoundation.org/samstory.html</a>).</td>
<td></td>
</tr>
<tr>
<td><strong>Mike Dilbeck, creator of the Response Ability project, visits campus</strong> and discusses the repercussions of the bystander effect.</td>
<td></td>
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</tbody>
</table>

Planning for Bystander Intervention Programming Throughout the Year

Contacts at University C explain that the Office of Student Conduct plans to eventually offer bystander intervention trainings throughout the year. Contacts note that housing trainings in the Office of Student Conduct will ensure students outside the fraternity and sorority population are targeted for bystander intervention education. Administrators in the Office of Student conduct are considering the Green Dot curriculum, and one staff member has already participated in Green Dot training.

**Contacts identify potential for increased bystander intervention messaging in existing education campaigns:**

- *The Good Samaritan Policy* under which a student who seeks medical or official help for an intoxicated friend will not be charged with a conduct violation.
- *Stop, Drop, and Report*, a campaign for anonymous reporting.

Social Marketing
V. ADDITIONAL PROGRAM ELEMENTS

Campaign at the University of New Hampshire

The Know Your Power Bystander Social Marketing Campaign is a series of 17 images that educate students about ways to intervene in situations when sexual and intimate partner violence and stalking are occurring, are about to occur, or have occurred. The campaign has been evaluated at the University of New Hampshire, the University of Massachusetts-Lowell, in a pilot study for the U. S. Army, and will be evaluated in the fall at the University of California-Merced:

With external funding, the Know Your Power Bystander Social Marketing Campaign now includes:

- 17 images published as bookmarks; dining hall table tents; 11 x 17 posters displayed on bulletin boards in academic departments, residence halls, other university buildings, and in businesses surrounding the campus; as well as large wall-paper-size images
- Pop-up messages that appear upon log-in to 600 university computers
- Full size bus wraps
- Advertisements on Facebook and a Facebook group page
- Products with the Know Your Power logo and website are distributed during the campaign; products include water bottles, flashlight carabineers, buttons, gym sacks, Frisbees, highlighters and flash drives.

The campaign runs in six-week increments during which the campus is inundated with the promotional materials described above. Student volunteers and interns monitor poster placement and remove any vandalized posters in an effort to protect community members who identify with the characters featured in the posters. Preventions Innovations typically runs the campaign once per year.

Developing Social Marketing Images

Each image featured on the posters and in the social media takes about a year to develop, and the ideas for the scenarios were generated by student focus group members. Contacts note that researchers recruit from diverse student populations and, to date, over 700 students have contributed. To recruit students who represent the breadth of the population, Prevention Innovation researchers and student interns host focus groups in the residence halls in the evening and on campus during the day, and at a variety of locations. The focus groups are advertised and include free pizza.

Researchers gather feedback from student focus groups twice per month for six months, adjusting the scenarios and images to ensure they resonate with the campus community.

A contracted professional photographs the scenarios using student volunteers.

Focus groups review photographs again before promotional materials are printed and distributed.

Developing a Social Marketing Campaign at the University of Virginia

Contacts explain that they are considering applying for grants to fund videos and social marketing posters through which the program’s written scenarios are acted out or illustrated. With significant student input, Let’s Get Grounded coordinators hope these will demonstrate UVa student life as accurately as possible.

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VI. TARGETING PARTICIPANTS AND SELECTING FACILITATORS

Identifying Target Participants

Participation across Contact Institutions

Across contact institutions, bystander intervention coordinators are eager to reach a broad audience. However, several contacts indicate that targeting specific student groups can help successfully launch a new program or pilot program. Contacts at University C explain that another advantage to targeting student groups is that some, such as athletics teams and Greek organizations, are willing to require their members to attend. Once students have participated, they are more likely to carry the message to the broader campus, although contacts advise developing strategies for expanding target populations. University A and the University of Virginia report student participation as follows:

- **University A**: 54 participants in pilot year, 2010-2011 (an additional 27 Greek leaders completed a two-hour training, which contacts indicate was too short and will not be repeated).
- **University of Virginia**: 1,306 students, 15 head coaches, and 145 faculty members and administrators in fourth year, 2010-2011.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Title</th>
<th>Current Participant Profile</th>
</tr>
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<tbody>
<tr>
<td>University A</td>
<td>Bystander Education Program Alpha</td>
<td>• Fraternity and sorority members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Living learning community participants</td>
</tr>
<tr>
<td>University B</td>
<td>Mediation at University B</td>
<td>• Graduate students</td>
</tr>
<tr>
<td></td>
<td>(currently addresses conflict resolution only)</td>
<td>• Administrators and faculty members</td>
</tr>
<tr>
<td>University C</td>
<td>Bystander Intervention Week</td>
<td>• Fraternity and sorority members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Athletes (NCAA, intramural, and club sports)</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Step Up!</td>
<td>• Fraternity and sorority members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Athletes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Members of student groups that request trainings</td>
</tr>
<tr>
<td>University of New Hampshire</td>
<td>Bringing in the Bystander</td>
<td>• Students recruited as research subjects</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Let’s Get Grounded</td>
<td>• Resident advisors, athletes, and members of 20 student organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Administrators and faculty members</td>
</tr>
</tbody>
</table>

Training University Leaders at the **University of New Hampshire**

Prevention Innovations staff members also present education modules to university division heads. They are careful to explain the importance of undergoing the trainings in which students are participating so university leaders are able provide informed answers to questions about the program (e.g., understand that the program approaches everyone as a potential witness to sexual violence and does not approach all men as perpetrators). This also helps prevent implications that administrators are not informed about sexual violence, thus allowing for a more open reception to the program approach and content.
VI. TARGETING PARTICIPANTS AND SELECTING FACILITATORS

Student Participants

Student participation spans a range of organizations, though many contact organizations launch trainings first among fraternities, sororities, or athletics teams. Contacts note that fraternities and sororities can incentivize or mandate participation in trainings, an attractive option for a new program.

<table>
<thead>
<tr>
<th>Athletes</th>
<th>At the <strong>University of Arizona</strong>, the Athletics Department conducts fall and spring Step Up! trainings exclusively for athletes on NCAA teams; some coaches require participation. NCAA, club, and intramural team members at <strong>University C</strong>—students often exposed to alcohol and hazing—comprise a majority of the participants in Bystander Intervention Week. Athletes also represent a contingent of participants in the <strong>University of Virginia’s</strong> Let’s Get Grounded trainings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Students</td>
<td>At <strong>University B</strong>, over half of the participants in conflict resolution training are graduate students; administrators and faculty members represent the remainder of participants. Contacts explain that the training can be an attractive addition to graduate students’ resumes, but are hopeful that bystander intervention training will appeal to both graduate and undergraduate students.</td>
</tr>
<tr>
<td>Fraternities and Sororities</td>
<td>At <strong>University C</strong>, student leaders in the Greek community staff information tables and develop promotional materials such as posters. At <strong>University A</strong>, 27 Greek leaders participated in bystander education training during a retreat; an additional 13 sorority members participated in on-campus trainings.</td>
</tr>
<tr>
<td>Residence Associations</td>
<td>Eighteen members of a themed residence community participated in <strong>University A</strong>’s Bystander Education Program Alpha pilot program, and coordinators will continue to target themed residences. Resident Advisers (RAs) and Orientation Leaders have requested trainings organized for their groups specifically at <strong>UNH</strong>.</td>
</tr>
<tr>
<td>Other Student Organizations</td>
<td>At the <strong>University of Virginia</strong>, student organizations can request trainings through an online form. Trained student groups include the Honors Committee, Student Council, and University Judiciary Committee. At the <strong>University of Arizona</strong>, student groups can also register for trainings sponsored by Athletics or another unit.</td>
</tr>
<tr>
<td>Students without Group Affiliation</td>
<td>During an open registration for trainings at <strong>University A</strong>, 23 individual students without affiliation to a residence or campus organization elected to participate in bystander education training. At <strong>UVa</strong>, individual students are not able to register for training, although coordinators are considering strategies to expand participation.</td>
</tr>
</tbody>
</table>
VI. TARGETING PARTICIPANTS AND SELECTING FACILITATORS

Selecting Trainers and Speakers

Facilitator Profiles across Contact Institutions

Undergraduate Student Facilitators

Currently, undergraduates facilitate bystander education training sessions at University A, UVa, and UNH; undergraduate peer facilitators are always joined by a graduate student or young professional at UNH and by staff member at UVa.

Graduate Student Facilitators

At University B, Mediation at University B prepares graduate students to lead conflict resolution trainings within their departments. As Mediation at University B expands its trainings to include bystander intervention, the staff plans to train undergraduates as facilitators as well.

Staff Facilitators and Peer Ambassadors

The University of Arizona is considering offering peer-facilitated training sessions, but contacts explain that available resources allow trainings to be typically led by paid staff members. Staff members can dedicate professional time to learning about the available online resources, which students are invited to explore after the training.

External Speakers

Several contact institutions contract external speakers to facilitate bystander education events. University C regularly contracts an external speaker for its annual Bystander Education Week. Contacts explain that they are considering training peer facilitators for sessions offered throughout the year.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Title</th>
<th>Facilitator Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>University A</td>
<td>Bystander Education Program Alpha</td>
<td>Women’s Center undergraduate interns with experience in gender studies or psychology research, and students who are not overcommitted and can dedicate time to developing facilitation skills</td>
</tr>
<tr>
<td>Universisty B</td>
<td>Mediation at University B (currently conflict resolution only)</td>
<td>Graduate students</td>
</tr>
<tr>
<td>University C</td>
<td>Bystander Intervention Week</td>
<td>External speakers</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Step Up!</td>
<td>Volunteer administrators and faculty members</td>
</tr>
<tr>
<td>University of New Hampshire</td>
<td>Bringing in the Bystander</td>
<td>Undergraduate students, graduate students, and young professionals</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Let’s Get Grounded</td>
<td>Peer facilitators and staff from Athletics, the Gordie Center, and the Student Health Center</td>
</tr>
</tbody>
</table>
VI. TARGETING PARTICIPANTS AND SELECTING FACILITATORS

Facilitator Training

...Led by Lead Trainers
At the University of New Hampshire, Prevention Innovations’ lead trainers (long-term, contracted affiliates) train undergraduate students, graduate students, and young professionals to facilitate education modules on campus. In addition, lead trainers are available for a fee to travel to other campuses to “train the trainers” in delivering the Bringing in the Bystander curriculum, and researchers are available for a fee to evaluate programs on other campuses or provide consultation about program evaluations. One of the lead trainers is also a curriculum development specialist.

...Led by Student Affairs Staff
The University of Virginia facilitator training is based on curriculum for peer facilitation that was developed by John Miller and Jeanie Farr at the Washington State University, then adapted by the Gordie Center staff.

External Speaker Recommendations

- **Mike Dilbeck, Campus Speak: University C** regularly contracts speakers through this firm. Contacts report that working with Campus Speak is convenient, as the firm recommends a speaker based on the focus of the event and works with the university to develop a contract.

- **Kim Novak, Novak Institute for Hazing Prevention**: Contacts at University C indicate that Ms. Novak leads workshops for students, staff, and fraternity and sorority advisors.

- **David Lisak, Psychologist, University of Massachusetts-Boston**: Contacts at UNH explain that psychologist David Lisak’s research reveals that most rapes are perpetrated by serial rapists who, by the time they are caught, have committed between nine and 14 rapes. Lisak’s work resonates with students; because rapists seek out situations where they can take advantage of victims, students need to be aware of situations in which they or their peers can be taken advantage of. Furthermore, with an understanding that inactive bystanders can unwittingly facilitate situations that are advantageous for rapists, students are more likely to practice bystander intervention. His video titled *The Undetected Rapist*, is introduced, presented, and discussed in the long version of the Bringing in the Bystander in-person program and offers students suggestions for intervening in and preventing compromising situations. Contacts at UNH recommend inviting Lisak to speak on campus, explaining that his engaging speeches help frame campus-wide discussions of sexual violence.

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UVa Facilitator Training at a Glance
- Requires three-hour commitment
- Includes a pre-test, post-test, and time for practicing facilitation
- Offered once per semester
Across contact institutions, bystander intervention programs are funded through research grants, volunteered staff time, and student affairs budgets.

### Research Grants at the University of New Hampshire

The Bringing in the Bystander Program was developed to assess the effectiveness of bystander education. University of New Hampshire faculty members received academic research grants from the National Institute of Justice (NIJ), Center for Disease Control (CDC) and the U.S. Department of Justice (DOJ). The grant money is used primarily to fund the development and evaluation of education modules and social marketing campaigns.

#### Funding the Bringing in the Bystander Education Modules

| For development of education modules and evaluation | The Office on the Violence Against Women (OVAW), a unit within the DOJ, issues campus grants to reduce domestic violence, sexual assault and stalking which allows university groups to apply for funding for programming. |
| For implementation of modules beyond academic research | In the past, a grant from the UNH Office of Student and Academic Services also funded trainings for campus leaders beyond the education modules intended for academic research. |
| For evaluation of education modules | The original NIJ grant funded only evaluation, not the development of the program. |

#### Funding the Know Your Power Social Marketing Campaign

Grants from the DOJ and CDC fund the cost of campaign development and administration. Student interns that manage the recruitment of focus group participants and help administer the campaign often receive a work-study stipend; a few student interns volunteer their time. Students who help develop the images by participating in focus groups and photo shoots receive a $10 credit to the student store or campus dining options.

### Volunteer Staff Time

At the University of Arizona, athletics department staff, NCAA representatives, and other education professionals volunteered their time to develop the Step Up! curriculum. Many of the creators of the curriculum now sit on the Step Up! advisory board.

### Student Affairs Budget

At University A and University C, the operating budgets for the Women’s Center and Student Involvement Center respectively include funds for bystander intervention programming. At University C, a grant from the NCAA often covers the cost of contracting external speakers.

| Dedicated Staff Time | At University C, contacts explain that most planning takes place over the summer when staff spend several hours per week planning speakers and events. The two weeks prior to Bystander Intervention Week also require dedicated staff time daily. |
**At the University of New Hampshire**

Assessment is a critical component of the University of New Hampshire Bringing in the Bystander program, where students who complete the training are paid as participants in a research study (in addition to the training, participants are asked to complete a series of evaluations). Measuring the effects of the education modules or marketing campaign in terms of reported incidences of sexual assault is reportedly very difficult, because only a fraction of the student body participates in Bringing in the Bystander. However, researchers at UNH conduct regular surveys of unwanted sexual experiences. Reports published in 1988, 2000, and 2006 provide benchmarking data: in 2006, the report showed that 22 percent of women are subject to unwanted sexual experiences.

**Methodology for the Evaluating the Bringing in the Bystander Education Modules**

To evaluate the effectiveness of the education modules, researchers divided research participants into two treatment groups, those who participate in the long and the short training modules, and a control group. Evaluations were conducted immediately before and after the modules, and an additional evaluation was carried out four months later; some participants were evaluated again at the 12-month mark. Experimental evaluation indicates that most program effects persist at 4- and 12-month follow-ups.

Among other variables, the evaluations measured the following:

- Knowledge of bystanding and sexual and relationship violence
- Willingness to engage in bystander behavior
- Sense of “bystander efficacy” or confidence in exercising bystander behavior
- Engagement in actual bystander behaviors.

Results show an increase in interventions among the treatment groups’ participants.¹ In addition, the program worked overall and for both women and men, improved bystander confidence and intent to engage in bystander behaviors, and did not create significant backlash effects (i.e., worsening of attitudes as a result of program).²


**Methodology for Evaluating the Know Your Power Social Marketing Campaign**

Contact explains that the “evaluation of the campaign has been done using quasi-experiment design. Participants are administered a pre-test 10 days prior to the campaign administration. The campaign is administered on a campus-wide basis for six weeks. During the campaign period the college campus is flooded with the Know-Your-Power images in many different forms (e.g., bus wraps, posters, university computer cluster log-in screens). Following the removal of the images participants are administered a post-test to assess their attitudes following exposure to the campaign.”

Contacts state that the “evaluation of the campaign images to date shows that exposure to the Know-Your-Power™ social marketing campaign has been shown to be effective in raising target audience members’ awareness of the problems of sexual and relationship violence and stalking, increasing target audience members’ knowledge of how to safely intervene in cases of sexual and relationship violence, increases their willingness to get involved in reducing violence, and increases the likelihood that they...
VIII. PROGRAM ASSESSMENT

have acted as an active bystander in a situation where sexual and relationship violence is about to occur, is occurring, or has occurred. Target audience members who reported seeing or recognizing themselves or their friends in the images exhibited a greater willingness to intervene than those individuals who did not report seeing themselves or their friends.”

The contacts also report that the “evaluation of the Know Your Power Bystander Social Marketing Campaign show that the campaign does not have unintended, or significant “backlash” effects leading some participants to worsen their attitudes or behaviors following exposure to the social marketing materials.”


At University A

Coordinators of Bystander Education Program Alpha at University A also submitted a participant evaluation to the Institutional Review Board (IRB), ensuring reliable data and assessment. Contacts explain that they are still in the process of reviewing the results from the program’s pilot semester, although written, qualitative evaluations from five focus groups of 20 students indicate positive feedback about the knowledge and presentation of presenters.

Correlation with Reported Instances of Sexual Violence

University A contacts caution that bystander intervention training may not correlate with a decrease in reported acts of sexual violence. In fact, contacts indicate that education campaigns can often spur an increase in reported sexual violence because more people learn how to report violence.

Developing Evaluation Questions

The University A evaluation is based on UNH’s Bringing in the Bystander evaluation outlined above; contacts note they added a question around empathy for victims or potential victims.

At the University of Arizona

Although the University of Arizona Step Up! materials include a participant post-test in its facilitator guide, contacts explain the Athletics Department staff has had little time to dedicate to collecting results and analyzing data.

Methodology for Post Test

Contacts explain that the post test evaluates participants based on their ability and willingness to 1) notice the event, 2) interpret the event as an emergency, 3) assume personal responsibility, 4) know how to help, and 5) step up and intervene. A post test of 49 participants in a recent training demonstrated the training highly effective in encouraging bystander intervention. The full post test is available at http://www.stepupprogram.org/docs/STEPUP_FacilitatorGuide.pdf.

Step Up! Pilot Evaluation Results

- Ninety percent of participants indicated the scenarios addressed in the training are preventable.
- Seventy-five percent of participants expressed an interest in learning skills to prevent those scenarios.
At the University of Virginia

Preliminary analysis of responses from 919 participants in the Let’s Get Grounded training show that after the training, students were more likely to view intervention as a helpful solution, take responsibility for a problem situation, and exercise intervention skills with confidence.

### Post-training Participants Response Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) If someone intervenes in a problem situation, usually a negative outcome can be avoided.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>2) It is my responsibility to intervene when I notice a problem situation.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>3) Most UVa students (51% or more) believe it is their responsibility to intervene when they notice a problem situation.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>4) I have the skills to effectively intervene with my peers in problem situations.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>5) I feel confident I could effectively intervene with my peers in problem situations.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

### Average Scores on Get Grounded: Step Up! Training Pre- and Post-tests

<table>
<thead>
<tr>
<th>Question</th>
<th>1) Intervention Helps</th>
<th>2) My Responsibility to Intervene</th>
<th>3) Believe most UVA Students Intervene</th>
<th>4) Have Skills to Effectively Intervene</th>
<th>5) Confident to Effectively Intervene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>3.82</td>
<td>3.89</td>
<td>3.32</td>
<td>3.79</td>
<td>3.83</td>
</tr>
<tr>
<td>Posttest</td>
<td>3.99</td>
<td>4.31</td>
<td>3.74</td>
<td>4.23</td>
<td>4.18</td>
</tr>
<tr>
<td>Percent Improvement</td>
<td>4.52%</td>
<td>10.81%</td>
<td>12.84%</td>
<td>11.51%</td>
<td>8.93%</td>
</tr>
</tbody>
</table>
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