A Model of Bystander Education for Interpersonal Violence Prevention and Intervention

Robert Pleasants, PhD
Kelli Raker, MA
Learning Objectives

- Explain the need for and theoretical bases of bystander education programs on college campuses
- Learn the programmatic structure and explain the unique innovations of One Act, a bystander education program at UNC-Chapel Hill
- Define the social ecological model of One Act
Which one of these superhero powers would you want, if you could have one?

1. Flying
2. Invisibility
3. Super strength
4. Super speed
In what capacity do you work with interpersonal violence (IPV)?

<table>
<thead>
<tr>
<th></th>
<th>Option</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>0%</td>
<td>1. I don’t work directly with IPV</td>
<td></td>
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<tr>
<td>0%</td>
<td>2. Provide direct services to self-identified survivors</td>
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<td>3. Health care provider</td>
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<td>4. Administrative oversight of direct services</td>
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<td>0%</td>
<td>5. I provide primary prevention education</td>
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<td>0%</td>
<td>6. General Health Promotion, including this topic</td>
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<td>0%</td>
<td>7. I work with IPV in another capacity</td>
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How many students do you interact with each year who have experienced IPV?

<table>
<thead>
<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>0%</td>
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<tr>
<td>0%</td>
<td>1 or 2</td>
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<td>0%</td>
<td>2-5</td>
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<td>0%</td>
<td>5-10</td>
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<tr>
<td>0%</td>
<td>10 or more</td>
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Abusive Relationships and Stalking

- 1 in 4 women (and 1 in 7 men) have been the victims of severe physical violence by an intimate partner (CDC Nat. IP&SV Survey, 2011)
- 32% of students report dating violence by a previous partner, and 21% report violence by a current partner (Sellers & Bromley, 1996).
- In last 12 months, 3.8% of men and 6.9% of women reported being stalked (UNC ACHA-NCHA II, 2011)
Sexual Violence on Campus

- 18.3% of women and 1.4% of men have been raped
  - 80% of women raped before age 25 (CDC Nat. IP&SV Survey, 2011)
- 20% of women experience attempted or completed sexual assault while in college (Fisher, Cullen, & Turner, 2000; Krebs, Lindquist, Warner, Fisher, & Martin, 2009)
- 85% of assaults are by perpetrator known to the victim (Krebs et al, 2009)
- A college of 10,000 is likely to have 350 women assaulted in a given year (Fisher, Cullen, & Turner, 2000)
Effects of Sexual Violence

- poor academic performance
- depression
- post-traumatic stress disorder
- suicide ideation
- substance abuse
- physical injuries
- gynecologic and reproductive health problems,
- headaches
- gastrointestinal problems
- sleep disturbances
- functional disabilities

American College Health Association, 2007; Gidycz, Orchowski, King, & Rich, 2008; Martin, Macy & Young, 2010; Resnick, Acierno, & Kilpatrick, 1997
“Dear Colleague” Letter of 2011

- Provides guidance on the unique concerns in sexual violence cases and a school’s responsibility to investigate and address sexual violence.
- Provides guidance on key Title IX requirements and how they relate to sexual violence: 1) requirements to publish a policy against sex discrimination, 2) designate a Title IX coordinator, and 3) adopt and publish grievance procedures.
- Discusses proactive efforts schools can take to prevent sexual violence.
- Provides examples of remedies and enforcement strategies that schools may use to respond to sexual violence.

(Office of Civil Rights, 2011)
Individual-Based Approaches to Campus Violence Prevention

- Focused on changing individuals in single-gender groups
  - For women, focus is often risk reduction and self protection
  - For men, focus is often obtaining consent and/or supporting survivors
Individual-Based Approaches to Campus Violence Prevention

Research shows mixed results:
• Can help women avoid/interrupt assaults
  • Hard to reach most vulnerable demographic
• Can change men’s attitudes and beliefs
  • Less information about actual behaviors (Lonsway et al., 2009).
Primary Prevention of Violence

- Prevention is a long-term process that requires change at various levels of the community to prevent intimate partner and/or sexual violence before they occur.
- Previously we called things prevention that are actually risk reduction (self-defense, safety tips) for individuals.
- Primary prevention will require true social change:
  - Changing the attitudes and beliefs that lead to specific behaviors.
  - Acknowledgement that we can’t accept the world the way it is and expect that the problems will go away.
  - Community effort is integral.
Social-Ecological Model

- Individual
- Relationship
- Organizational
- Community & Society
Who is “responsible” for prevention of IPV on your campus?

0% 1. Dean of Students
0% 2. Health promotion
0% 3. Medical providers
0% 4. Faculty members
0% 5. New student orientation
0% 6. Other administrators (Housing, etc)
0% 7. No one specifically
What’s happening on YOUR campus?

- What is the need for prevention education?
  - Rates of perpetration and victimization
  - Rates of reporting
  - Programs and Services
  - Attitudes and knowledge within community
- What prevention education is currently taking place?
  - Who is “responsible” for prevention?
  - Where could more prevention education happen?
  - What resources do you need?
Do you/your colleagues teach bystander education to students?

1. Yes
2. No
3. I don’t know
Bystander Theory

What is a bystander?
- A spectator or witness
- A person who is present during a potentially dangerous situation and does nothing to stop it

Why engage bystanders?
- Involve communities, not just individuals
- Reverse bystander effect
- Opportunity to help, if aware
- Vast majority of people
- Warning signs are visible
  (Lisak and Miller, 2002)
Have you ever witnessed a risky situation where you thought someone should have acted, but no one responded?

1. Yes
2. No
Bystander Programs

- Community-based: goal is to change social norms, not just individual behaviors (Banyard, Plante, and Moynihan, 2004).
- Strengths-based: approaches students as allies
- Skills-based: teaches students how to prevent violence
- Validate students as knowers and situates their learning in their experience (Baxter Magolda, 1992) by asking students to:
  - brainstorm what problems they see on campus
  - come up with their “one act” (non-prescriptive)
Bystander Programs

- Promising but limited research
  - increased self-reported knowledge of and self-efficacy in preventing violence (Ward, 2001)
  - improvements in program participants’ sexual assault knowledge, sexual assault attitudes and bystander behaviors (Banyard, Moynihan, and Plante, 2007)
  - more self-reported active bystander behaviors (Coker et al., 2011)
What is One Act?

Comprehensive, multi-level program for campus violence prevention.

- Bystander intervention skills training (4 hours)
  - Led by peer educators and one staff person
  - Leadership development for peer educators
- A student-led group (in collaboration with Counseling and Wellness)
  - Peer education, events, and public relations committees
- Acronym
  - Ask for Help
  - Create a Distraction
  - Talk Directly
Peer Educators: Learning Objectives

- Increased knowledge of interpersonal violence
- Decreased acceptance of IPV, rape myths, and rape-supportive language (attitudes)
- Increased personal investment and confidence among peers (beliefs)
- Increased presentation and facilitation skills (skills)
- Increased acts of self-reported pro-social behavior
- Increased understanding of intersections of IPV and systems of oppression (knowledge)
Individual:
- Academic class
- Peer educator trainings
- One Act Trainings

Relationship:
- Interactive pedagogy facilitates inter-trainee relationships and peer norming
- Networking of students in academic class and in group trainings
- Mentoring between professional and student trainers

Organizational:
- Affecting organizational culture in existing campus student groups by having trainings specific to that organization/group
- Development of a new “One Act” Student Group on campus
- University resources and buy-in

Community and Society:
- Social marketing campaign: changing norms around party culture on campus
- Collaborative curriculum design
- Campus/community partnerships
The Training: Learning Objectives

- To help students recognize the early warning signs of interpersonal violence and the multiple factors that enable it
- To give students the opportunity to practice and implement leadership skills to take preventative action in risky situations
- For students to leave feeling confident about how they can make a difference in a group effort to contribute to a safer campus environment
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“I have been personally affected by interpersonal violence. I have been sexually assaulted and some of my friends have been as well. It is a horrible thing to have experienced but it makes me eager to do whatever I can to help prevent the perpetration of sexual violence. It is an enormous priority.”

-UNC-CH student
The Training: Topics Covered

I. Greeting/Icebreaker/Agreements
II. Personal Reflection
III. Definitions of interpersonal violence
IV. Bystanders definition and importance
V. Obstacles and Motivators to action
VI. Active Bystander Theory
VII. Early warning signs of interpersonal violence
VIII. Culture of violence
IX. Strategies for Action
X. Scenarios
XI. Pledge
The Training: Format

- Personal Reflection
- Videos
- PowerPoint
- Lecture
- Bystander Stories (role modeling)
- Clicker Questions
- Large group discussion
- Small group discussion
- Pair and share
- Scenarios / role play if desired
- Brochure
- Pledge
The Training: Content

Become an ACTive Bystander!

- **Observe.** You realize that *something* is happening or has happened.
- **Assess.** You begin thinking about what you can do to intervene.
- **ACT.** You choose to act.
  - Ask for Help
  - Create a Distraction
  - Talk Directly
- **Follow up.** Is the situation over? Is there anything else that needs to be done?
Response from Students

- Trained over 800 students since November 2010
- Good buzz on campus
  - Brand recognition
  - Requests for programs
  - Students “One Act” each other
- Excellent self-reported data in process evaluation
Snapshot of Process Evaluation

- Collect data through clickers and reflection notecards as part of our process data
- Use 1-page process evaluation (What did you like, which scenario was your favorite, etc)
  - We’ve made changes due to student feedback
  - About half of the students trained said the clickers are one of the two of “most enjoyable” formats but only 15% said clickers are one of the two most helpful presentation formats for their learning style
  - The highest average self-reported change is regarding whether the training increased your willingness to act to prevent IPV.
Snapshot of Outcome Evaluation

- Added in outcome evaluation which includes a pre-test, post-test, and 2 month follow up test to measure changes in attitudes and reported behavior
- These scales include
  - Illinois Rape Myth Acceptance Scale (pre, post, and follow up surveys)
  - College Date Rape Attitude and Behavior Scale (pre, post, and follow up surveys)
  - Willingness to Help Scale (pre, post, and follow up surveys)
  - Confidence Scale (pre, post, and follow up surveys)
  - Bystander Behavior Scale (pre-test and follow up surveys only)
  - Demographic questions (pre-test only)
  - Additional questions:
    - Did you complete your 48 hour pledge?
    - What do you remember about One Act training?
Snapshot of Outcome Evaluation

- From Fall 2011 Data
- For all participants in aggregate, significant difference between Pre Test and Post Test was observed for Scales 1-4 within each intervention, while no significant difference was found between Pre Test and Follow-up Test.
- For individual participants, significant difference was found between both Pre/Post Test and Pre/Follow-up Test.
- IRMA and CDRABS had strong correlation, which means we won’t be using both in the future
Innovations: Comprehensive Approach

- basis in public health, education, psychology, and student affairs theories and practices
- social ecological approach allows students various entry points into the program and works on multiple levels with a focus on community engagement
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Innovations: Community Engagement

- **Convened** campus/community taskforce (2007-present)
- **Recruited** students through Leadership in Violence Prevention course (fall 2009-present)
- **Collaborated with students** (spring and summer 2010)
  - Developed for and specific to our campus
  - Researched other programs (Green Dot, MVP, One in Four, Bringing in the Bystander)
  - Wrote and practiced curriculum
  - A peer/professional hybrid facilitation model
- **Collaborated with UNC faculty & staff to review the curriculum** (summer 2010)
- **Piloted** (fall 2010)
- **Evaluated**
  - Process (Fall 2010-present)
  - Outcome (Fall 2011-present)
Innovations: Community Engagement

- NC Department of Health and Human Services *(Rape Prevention Education grant)*
- Counseling and Wellness *(student fees)*
- Student Safety and Security Committee *(student fees)*
- Carolina Women’s Center *(website and PR support)*
- Carolina Union *(advertising space, Design Services discount)*
- Sexual Assault and Relationship Violence Training and Education Task Force
- Service-learning students in Leadership in Violence Prevention
- Students, students, students!
Community Level

- Follow-up events and trainings (during RVAM and SAAM)
- Increase trainings for groups
- Advertisements
- Glass Cubes
- Bus Posters showing real students and their “One Act”
WHAT’S YOUR ONE ACT?

“When someone was making my friend uncomfortable on the dance floor, I danced in between them to create space for my friend to leave.” -Will T.

Every Person Matters. Every Act Matters.

What Will You Do?

campushealth.unc.edu/oneact
twitter.com/oneactcarolina
facebook.com/OneAct
On your campus:

- Who are allies on your campus that might help you create a bystander education program?
- Besides sexual assault prevention, where could active bystanders make a difference?
- What do you think needs to change on your campus for it to be ready to hear these messages?
Questions?

stalking - sexual assault - abusive relationships

trained tar heels know how to help their friends when they observe a problem.

are your friends ONE ACT trained?

sign up for a training or organize a training for your group/club at campushealth.unc.edu/oneact
Contact Information

Robert (Bob) Pleasants, PhD  
[link to email](bpleas@email.unc.edu)

Kelli Raker, MA  
[link to email](raker@email.unc.edu)

919.843.7173
References


References


References


• Lisak, D. and Miller, P. (2002) Repeat Rape and Multiple Offending Among Undetected Rapists. Violence and Victims, 17(1)


References