

ONE ACT

A Model of Bystander Education for
Interpersonal Violence Prevention and
Intervention

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Learning Objectives

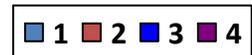
- Explain the need for and theoretical bases of bystander education programs on college campuses
- Learn the programmatic structure and explain the unique innovations of One Act, a bystander education program at UNC-Chapel Hill
- Define the social ecological model of One Act

The logo for 'ONE ACT' is displayed in a bold, blue, sans-serif font. The word 'ONE' is positioned above the word 'ACT', and both are rendered in a bright blue color with a slightly textured or grainy appearance. The letters are thick and blocky, creating a strong visual impact.

Which one of these superhero powers would you want, if you could have one?

1. Flying
2. Invisibility
3. Super strength
4. Super speed

0%



In what capacity do you work with interpersonal violence (IPV)?

- 0% 1. I don't work directly with IPV
- 0% 2. Provide direct services to self-identified survivors
- 0% 3. Health care provider
- 0% 4. Administrative oversight of direct services
- 0% 5. I provide primary prevention education
- 0% 6. General Health Promotion, including this topic
- 0% 7. I work with IPV in another capacity

How many students do you interact with each year who have experienced IPV?

0%	1.	0
0%	2.	1 or 2
0%	3.	2-5
0%	4.	5-10
0%	5.	10 or more

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)

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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

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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).

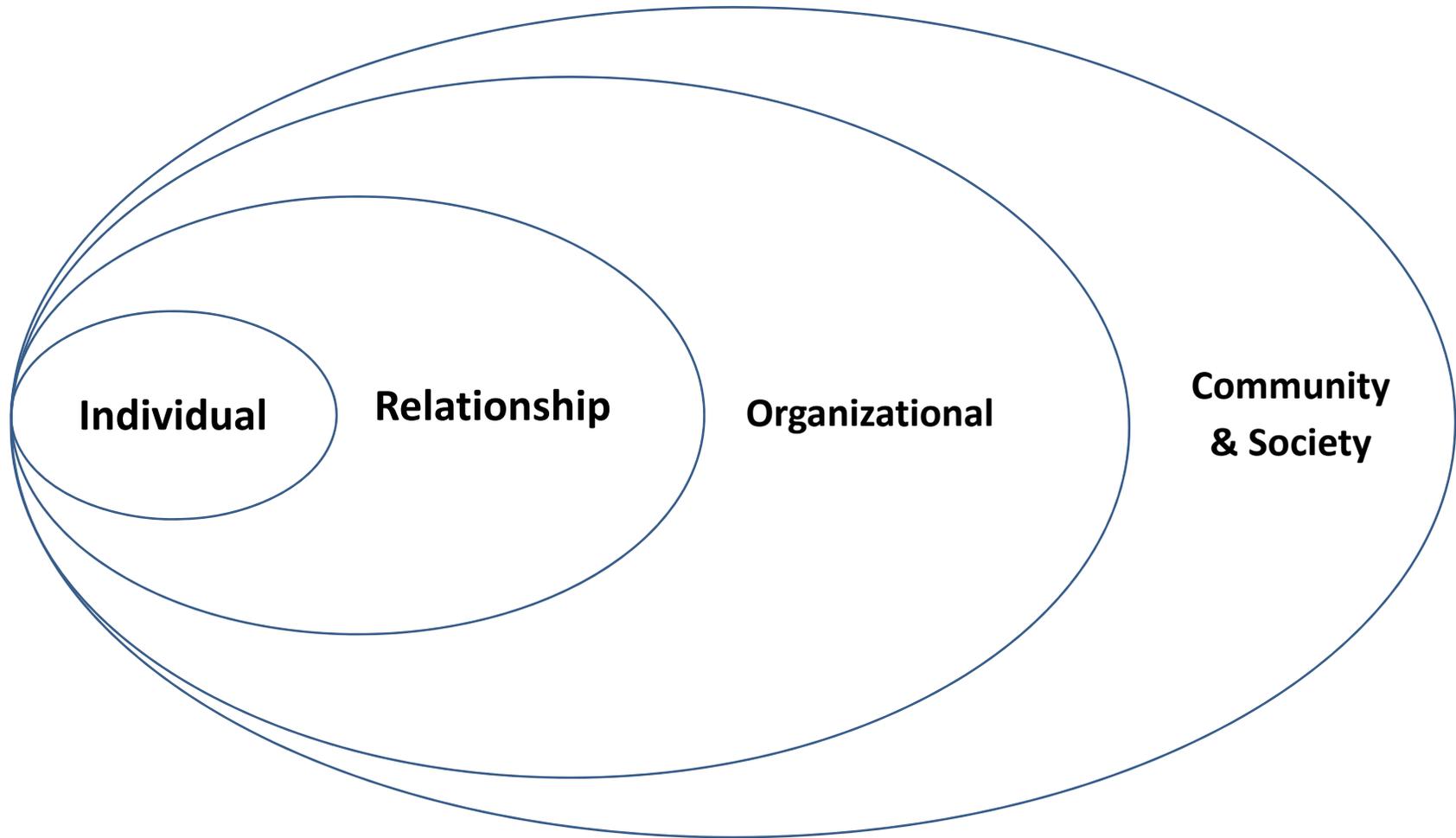
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Primary Prevention of Violence

- 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

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Social-Ecological Model



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

0%

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

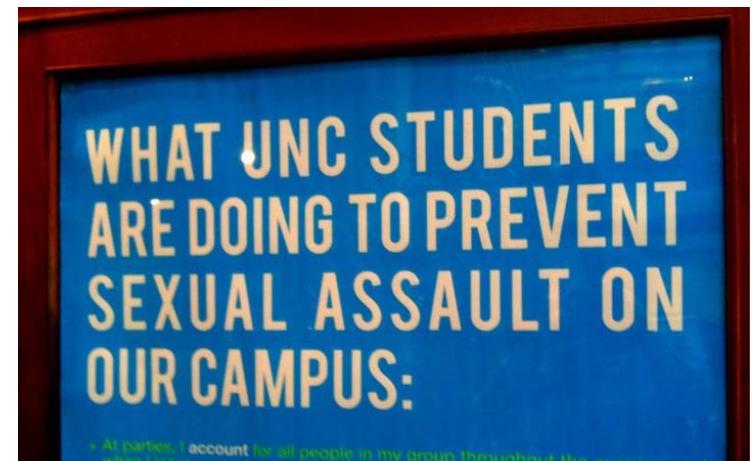


Bystander Programs

- 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

The logo for the One Act program, featuring the words "ONE" and "ACT" in a bold, blue, sans-serif font. The letters have a slightly distressed or textured appearance. "ONE" is positioned above "ACT".

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

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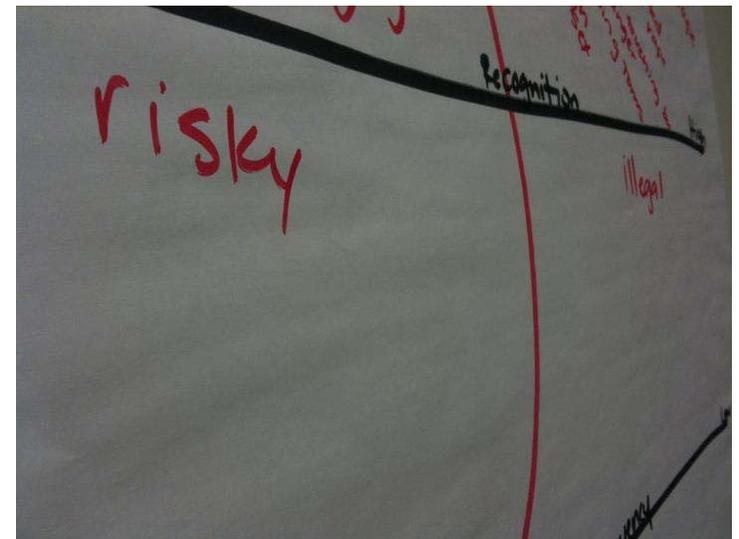
The Training: Topics Covered

- 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

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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

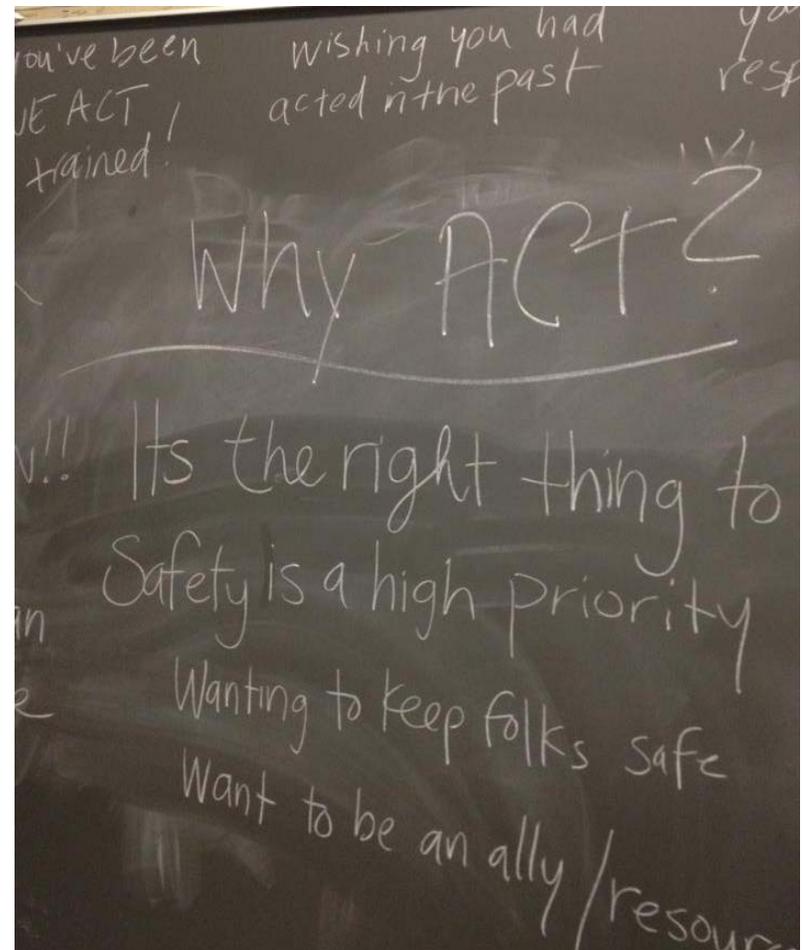
Become an ACTIVE Bystander!

- **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?

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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)

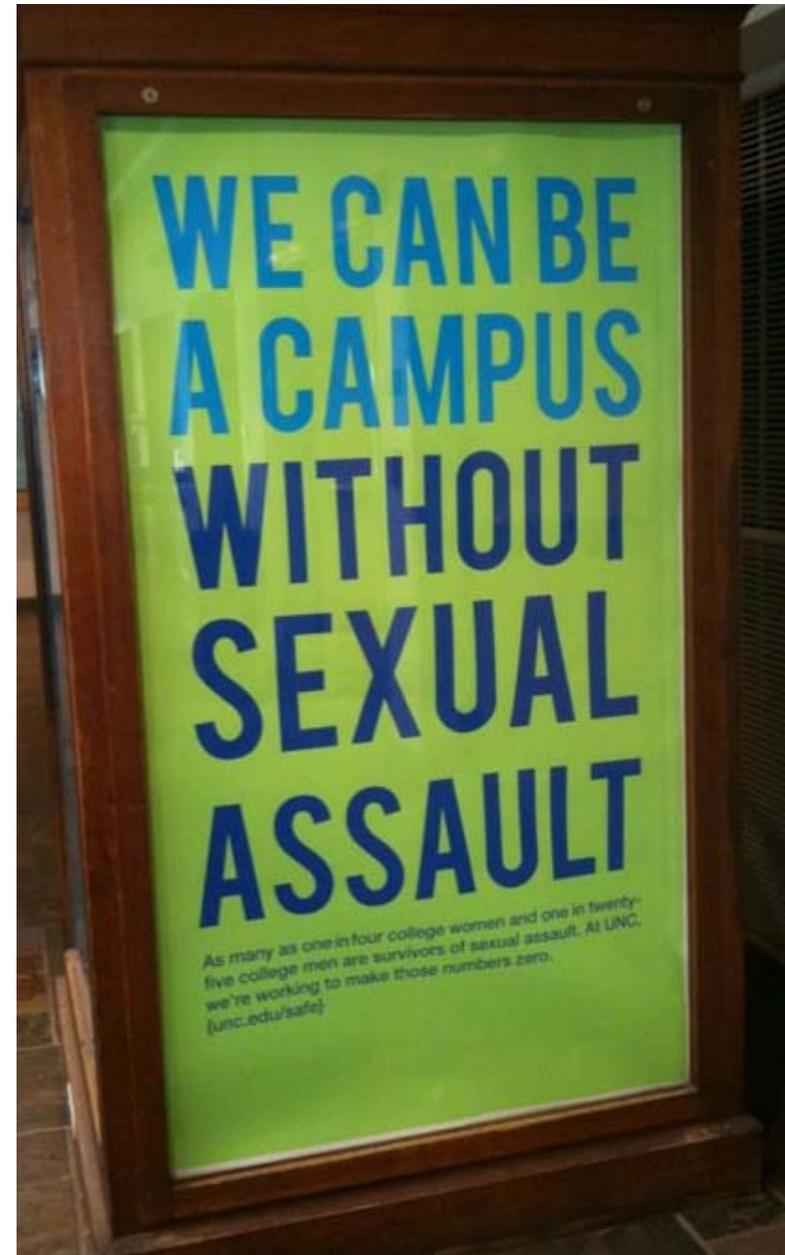
Innovations: Community Engagement

- 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!

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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



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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

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