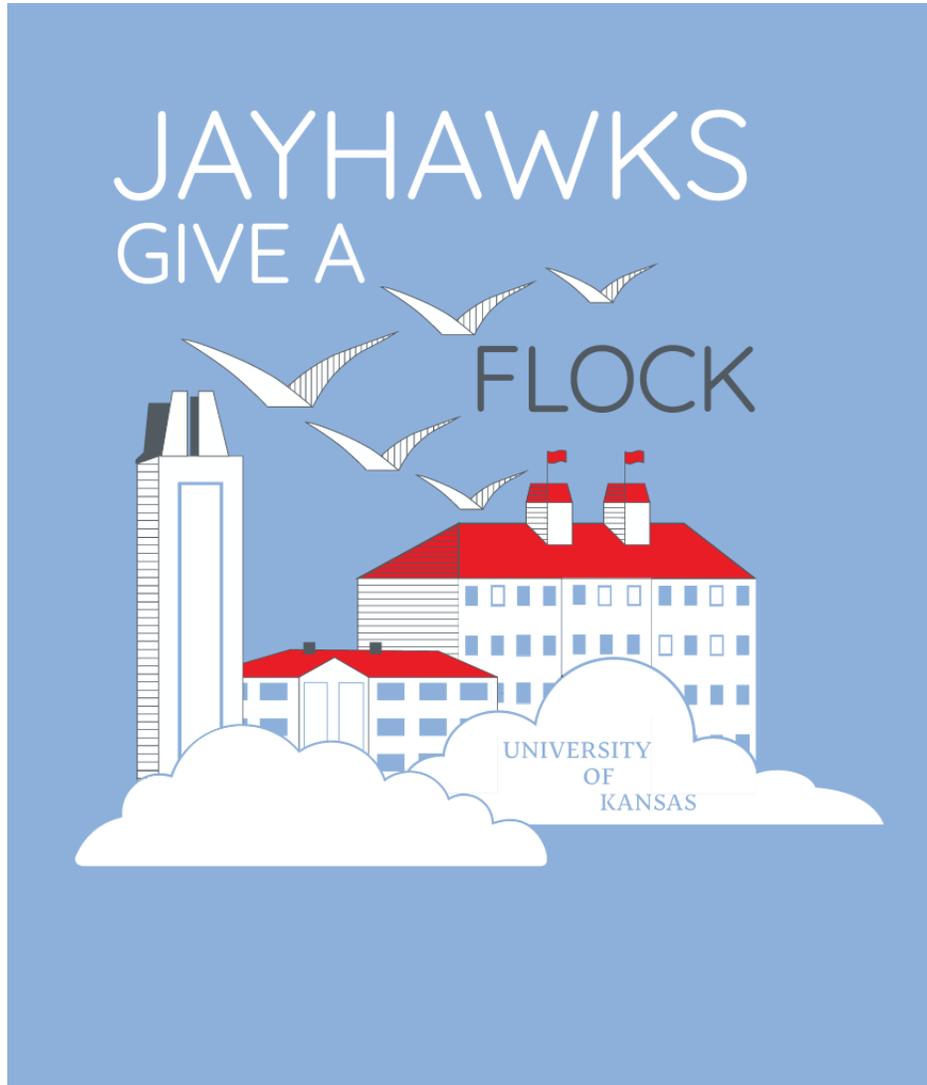# JAYHAWKS GIVE A FLOCK!

Sexual Violence Prevention Workshop for the University of Kansas

FACILITATOR GUIDE

Version 3.0

PROGRAM OUTLINE: 90-MINUTE SESSION

SUGGESTED DIVISION OF 90-MINUTE PROGRAM FOR TWO FACILITATORS

Prior to workshop, facilitators should determine who will lead each section. Section Leaders are noted as Facilitator A and Facilitator B. Although Section Leaders will facilitate these sections, facilitators are encouraged to split up the slides based on their preference. Facilitators can write down which slides they would like to facilitate below.

FACILITATOR A:

FACILITATOR B:

SECTION	SLIDE(S)	Presenter
Introductions (15 Minutes)	1-9	**Facilitator A (Lead)**
Opening Slide	1	_____
Learning Outcomes	2	_____
A Few Disclaimers	3	_____
Let's Set A Group Agreement	4	_____
Ground Agreement	5	_____
What is a Bystander?	6	_____
Bystander Defined	7	_____
When Have You Been an Active Bystander?	8	_____
Why Should You Give a Flock?	9	_____
Step One: Recognize (20 Minutes)	10-30	**Facilitator B (Lead)**
Step One: Recognize	10	_____
Recognizing Sexual Violence	11	_____
Sexual Violence in Our Community	12-24	_____
Rape Culture Defined	25	_____

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FACILITATOR PREPARATION

1. SAPEC will contact facilitators prior to the workshop to confirm their availabilities. If facilitators are no longer available, it is their responsibility to notify a SAPEC staff member.
2. Facilitators are encouraged to arrive at least 20 minutes prior to the workshop to assist with setup.
3. Facilitators should refer to the preparation checklist and instructions sent to them from SAPEC prior to beginning the training.

CONTENT KNOWLEDGE

Facilitators of the program should be knowledgeable about the curriculum of the program covered in this guide. This guide provides a walkthrough of slides 1-49 of the 90-minute program. They are also encouraged to review the additional resources that can be found at the end of this guide, particularly the sections on interchanging the terms sexual assault and sexual violence (p. 33-34) and warning signs for bystanders of relationship violence (p. 34-36).

MATERIALS NEEDED AND PROVIDED

Note: Materials subject to change based on workshop. Contact SAPEC if you have questions.

- **Preparation Checklist**
- **Materials Checklist**
- **Laptop Computer and Charger**
- **HDMI Cable**

- **Facilitator Guide**
- **Pens (35)**
- **Consent Stickers (35)**
- **Resource Wheels (35)**
- **Assessment Survey**
- **Dry Erase Markers**
- **Case Study Scenarios** (3 of each)

FOCUS ON BYSTANDERS

In this program, you are focusing on being an active/pro-social bystander, so when people make comments that are victim blaming or are focused on risk reduction actions for keeping themselves safe, we want to redirect participants' attention towards the role of bystanders. Because of past models of violence prevention, participants (and

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facilitators!) are used to understanding prevention as risk-reduction, specifically things that women can do to protect themselves from being hurt (i.e. carry pepper spray, learn self-defense, don't walk alone). Rather than placing the responsibility for violence prevention on the potential target, we challenge students to place responsibility on perpetrators of violence and bystanders.

When participants make victim blaming comments, some possible responses include:

- "If that is an obstacle you're going to face when acting as a bystander…" (because victim-blaming can be an obstacle to being an active bystander)
- "A lot of people have that misconception…"
- "It's great for you to use that idea [i.e. not walking alone] to help your friends…"
- "In older models of violence prevention, people focused on what individuals should or shouldn't do to protect themselves from violence. Our focus here is not on people protecting themselves, but rather what our collective role can be as bystanders to end violence in our community."

PERSONAL STORIES AND THE ROLE OF SELF-DISCLOSURE

Some personal stories are helpful to the training's discussion but can also get the group off track, or be very detailed and difficult to hear. Always thank people for sharing their stories, summarize the relevance to the script, and then get back on track.

If you identify as a bystander:

- It is an expectation of co-facilitators of *Jayhawks Give a Flock* that you share a bystander story and your feelings/thoughts around the incident. It's helpful to share what it's like to intervene with or for a friend, especially since that is what participants are here to learn about! Be sure to have practiced this story out loud several times before leading your first training.
- Share stories without using any identifying information. Even on such a large campus, if you use specifics about a person such as a position they have held or how good of friends you are, people may be able to deduce who you are speaking about.

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- Be sure you don't imply or suggest that your approach to helping a friend is the best way or the only way to approach the issue.

If you identify as a survivor:

- Just as there is no single example of violence nor one way to react to experiencing it, there is also not one way people heal. It's important that you honor yourself and your healing process. We are advocates for your own self-care and welcome you to take time off from presenting if it would be helpful to you in your healing process. Your feelings about your healing process and your ability to serve as a co-facilitators may change from day to day, week to week, and semester to semester. Some co-facilitators have taken a semester or two off from presenting and have been welcomed back when they felt ready. Other co-facilitators have moved on to other involvements on campus and often bring their knowledge of violence prevention and intervention to these forums, which is fantastic. We are the most effective allies for others when we have taken time to take care of ourselves. It's really a brave and amazing thing to be aware of your own boundaries and to be able to ask for help whatever that means to you.
- We encourage you to communicate one-on-one ahead of time with the staff with whom you will be presenting if you think any specific section of the training or specific discussion would be more challenging for you as a survivor to facilitate. Communicating this information can help the staff member take into consideration which sections you will be most effective and most comfortable facilitating.
- We encourage you to consider the intended purpose of disclosing survivorship. Ask yourself, how will sharing your experience help participants?

To be an effective presenter, it is critical that you are able to recognize:

- The wide variety of examples of violence in our community, beyond your own experience(s).
- What specific details you share, and if those could be triggering to others. It may be appropriate not to share graphic details. It can be "I'm a survivor."
- What might trigger you, and how to handle it in front a room full of people.

- That participants' comments are usually not personal attacks on you or any survivor, and it is critical that we are able to educate and use ignorant comments as a teaching moment for all.

- Outlets for your own healing in our community (CARE Coordinator, Counseling & Psychological Services, Sexual Trauma and Abuse Care Center, reporting options, a mentor, etc.). While important to the healing process for some survivors, co-facilitation might not be the only effective healing method for you.

- How your comments might be perceived by others in the room, especially other survivors who might not be in the same place in their path to recovery.

- Consider discussing with your co-facilitator if you are going to disclose and how you will both navigate that process.

If you identify as a secondary survivor:

- Be aware of what identifying information you share with others – the privacy of survivors is of the utmost importance to keep at all times.

- We encourage you to consider speaking from your experience in helping a friend rather than talking about their experience. It's helpful to share what it's like to help a friend, especially because that is what participants are here to learn about!

- Be sure you don't imply or suggest that your approach to helping a friend is the best way or the only way to approach the issue.

- If the individual(s) for whom you intervened are co-facilitators themselves, you may consider checking in with them and asking them if it is okay for you to referencing their experience (without any identifiable information of course) during your bystander story. That way, if they are facilitating a training with you, they won't be caught off guard.

- Be mindful if you choose to share someone else's story – especially if that person is ready to share it themselves and have that control in his/her/their life, empower them to share it and give them the space to do so if and when they want it. It can be a huge part of the healing process. Remember, you can always process after the training with one of your co-facilitators present. If you need to talk out

something before the training, staff will be happy to do that with you – please do your best to also know that the last 5-10 minutes before a training can be busy with logistical needs and greeting participants.

ADDITIONAL PRESENTATION TIPS:

- Don't read the PowerPoint screen itself – it's great to check that the slide you want is up on screen, but then reference the curriculum handout so that you continue to project your voice forward to the room.
- If you need to rely heavily on the script, be aware of why you need to rely on it. You should be familiar enough with it that you can be sure to use plenty of eye contact, appropriate tone of voice, and speak from your own voice rather than the script. Students do write on their evaluations that they don't want to see presenters reading from the script – so try to use it more as a reference!
- Utilize pauses.
- Don't be afraid of silence… and it's okay to rephrase your question if no one answers after 10 seconds.
- Be sure to read through the clicker questions and answers out loud.
- Practice your section, and read ahead!
- Be aware of your language throughout the training so we role model appropriately:
  - Use gender neutral language where appropriate (i.e. "y'all" "folks" "everybody" instead of "you guys") and be aware of not assuming gender of participants – you can always ask someone their gender pronoun.
  - Be aware of the potential harm that can be caused by using sexist expressions such as calling women "girls"
  - Likewise, avoid making assumptions about the gender of the people you discuss in scenarios – when possible, make it clear that violence happens in all types of relationships, no matter the sexual behaviors or sexual identities of the people involved.
  - Try not to use terms such as "the creeper" since this works to "other" people and perpetuate a college campus version of the stranger in a dark

alley rape myth (that the majority of people who perpetrate violence are strangers and not people we know) which we know to be inaccurate.

- o Person-first language can help avoid this without minimizing the problematic behavior (i.e. the individual/person who is being inappropriate, making people uncomfortable, seems to be targeting another person, is being violent, whose behavior is problematic, who is frightening other people, who is engaging in stalking behaviors, who is committing sexual assault or may be about to commit sexual assault, etc.)
- o Be aware of your identities – the way your personal experiences have shaped your outlook on life, as well as assumptions others may make about you based on the identities you portray or appear to portray. These can impact how you present yourself and how participants receive the information that you share. They also may have impacted how you may have been an active (or inactive) bystander in the past.

When you get a tough question or comment, it can be helpful to:

- Ask the room what they think and turn it back to the audience
- Refer to the group agreements where possible
- Say "Great question! We're going to come back to that later in the training – if we don't answer your question, remind me later or talk to me on a break"
- Say "I'm not sure, but that is definitely something that I can look into for you."
- Directly call out victim-blaming as a common misconception
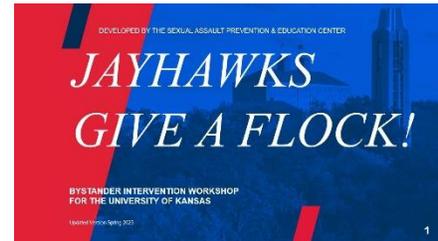- Ask for insight from a co-facilitator (student or staff)

PROCEDURE

I. INTRODUCTIONS (0-25:00 MINUTES)

SLIDE 1: JAYHAWKS GIVE A FLOCK! BYSTANDER INTERVENTION WORKSHOP FOR THE UNVERISTY OF KANSAS

Slide 1 is the introductory slide. Display it on the screen when participants arrive and keep the slide up while introductions are being made.

Introduce yourself and outline what you will cover in the 90minute program:

- Introduce the bystander model.
- Apply the bystander model to sexual violence.
- Develop skills as a bystander.

SLIDE 2: LEARNING OUTCOMES

The goal of this slide is to give an overview of the program and let them know what we will be discussing. The learning outcomes also mirror the four-step model for bystander intervention that will be used throughout this workshop.

SLIDE 3: A FEW DISCLAIMERS

The goal of this slide is to provide some disclaimers and content (trigger) warnings for this material. Participants should be reminded that if they are unable to complete the training due to the content, they can arrange alternative training through the CARE Coordinator. Additionally, participants should be reminded that almost all of our facilitators are mandatory reporters to the University. Meaning, that if a student discloses that they have experienced sexual violence and the offender is a student, faculty, or staff, the facilitator most report any information shared with the Office of Civil Rights & Title IX. Based on the information shared, an investigator from OCR will reach out to that student and invite the student to have a conversation with the investigator. Please note: the student is in control of the University process. They choose who to talk to, what information to share, decide what resources to use, determine if they want to file a

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complaint, can stop the process at any time, and choose if they want to go to law enforcement. More information can be found by visiting https://civilrights.ku.edu/.

SLIDE 4: LET'S SET GROUND RULES

Have the participants establish ground rules for the session. You may consider saying something to the effect of:

Given the challenging nature of what we are going to discuss in this workshop it is important that all participants feel this is a space where they feel able to express their thoughts and feelings. What are some ground rules you have used before or heard that would be helpful for this workshop?

Be sure to ask clarifying questions if a ground rule offered in unclear. For example, you can say "can you say more about that?" or "what does (insert ground rule) mean in your words?" Once the participants have identified 3-5 ground rules, you may move on to the next slide.

SLIDE 5 : GROUND RULES

After soliciting suggestions from participants, review the following ground rules. Ideally, many of these will have been covered by the participants. If not, be sure to discuss any ground rules that have not yet been discussed:

Challenge yourself.

- It's normal to feel some discomfort when talking about a topic that we don't discuss as much as other topics. Try your best to lean into that feeling and explore why you might feel uncomfortable.
- Be aware of your identities and how those have impacted your experiences, as well as how you communicate in this space. For example, we know that people with some privileged identities tend to speak more often or interrupt others.
- If you are someone who comments a lot in group discussions, challenge yourself to listen more today.
- If you are someone who doesn't comment very much in large-group discussions, challenge yourself to participate beyond your comfort zone.

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Self-care.

- It's important to take care of yourself throughout this training as well as afterwards, so if you feel that you need to leave the room and take a break, please don't hesitate. If you leave the room and are gone for a while, a facilitator may come to check up on you to make sure you are okay.
- It is likely that there are primary or secondary survivors in the room because this problem is so prevalent- take care of yourself.

Respect.

- If you hear something problematic or disrespectful, we hope you will challenge that comment or idea in a respectful way.
- Keep interruptions, cell phone use, and side conversations to a minimum out of respect for the presenters or whoever is speaking.
- Although this is a serious topic, we do want to make this enjoyable to you by engaging in activities. Please note that we may laugh when an activity is funny, but we are not ever laughing at the situation or at violence.
- It's important to assume best intentions in discussions like this one. Everyone here wants to learn more and is interested in preventing violence. If someone makes a comment that upsets you, approach them as an ally whom you can help to learn something new.

In addition, facilitators should announce that they will stay for a few minutes after the program to answer any questions or talk about anything that may have come up during the program, offering resources etc., to participants.

[Similarly—if it applies—facilitators should announce that they have experience working with survivors/secondary survivors and that they are happy to talk to anyone afterwards that may be interested. If an advocate from a local crisis center is present let participants know the advocate is also available to talk to anyone.]

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SLIDE 6: BRAINSTORM ON BYSTANDER RESPONSIBILITY

Begin with group brainstorm.

What is a bystander?

Do we think of a bystander in positive or negative terms?

Why do you think that is?

Once you have sufficient answers from participants, it is time to move on to the next slide.

SLIDE 7 : DEFINITIONS

Read the definitions and discuss the shared components of the participants' definitions and the research definitions on the slide. Emphasize the participants' strengths and existing knowledge by pointing out that they already got much of the definition.

Explain that the goals of this program are to 1) challenge the current understanding about what it means to be a bystander and 2) encourage people to become active, prosocial bystanders.

SLIDE 8: RESPONSIBILITY OF JAYHAWKS

The goal of this slide is to provide participants with an opportunity to be an active bystander in the past. Facilitators may choose to share a time when they have been an active bystander in the past as an example.

Explain that although we are here to learn how to become better active bystanders we know that many of our students have already demonstrated this in the past. For the participants that do share, feel free to ask follow up questions about the incident, what compelled them to intervene, what they had to consider, and why they chose the strategy they took.

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SLIDE 9: WHY SHOULD JAYHAWKS GIVE A FLOCK?

The goal of this slide is to inform the participants that the goals of this program are consistent with the expected standard of behavior at KU as outlined in the *Code of Student Rights and Responsibilities*.

As Jayhawks, student should "give a flock" or care about their community because it is aligned with the four Core Values (respect, community, integrity, and responsibility) that were developed by their fellow students and included in *The Code.*

II. STEP ONE: RECOGNIZE THAT SOMETHING IS HAPPENING OR HAS HAPPENED (25:00-51:00 MINUTES)
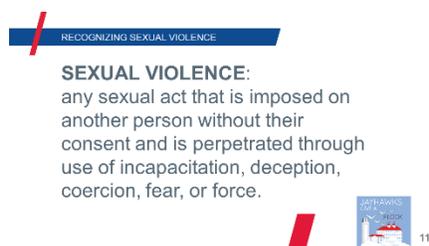
SLIDE 10: STEP ONE: RECOGNIZE THAT SOMETHING IS HAPPENING OR HAS HAPPENED

As mentioned, the first step to reducing and preventing sexual violence is to understand the issue and how it affects members of our Jayhawk community. In this section we will define sexual violence, review facts surrounding the issue, and recognize the attitudes and behaviors that negatively influence rates of sexual victimization.

SLIDE 11: RECOGNIZING SEXUAL VIOLENCE

The goal of this slide is to provide participants with a basic understanding of what constitutes sexual violence. To understand the difference between sexual assault and sexual violence, read/review interchanging the terms sexual assault and sexual violence (p. 33-34).

Sexual Violence is:

• Any sexual act that that is imposed on another person <u>without their consent</u> and is perpetrated through the use of <u>incapacitation, deception</u>, <u>coercion</u>, <u>fear</u>, or <u>force</u>.

• An act of power and control, not sex.

• Includes but is not limited to rape, sexual assault, sexual battery, and sexual exploitation

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- Can be experienced by people regardless of sex, sexual orientation, gender expression, age, ability, race, ethnicity, religion, socioeconomic status, and/or national origin.
- Not a result of consuming alcohol but can be used by offenders on vulnerable targets.

OCR TIX define sexual violence as:

"Sexual violence" means any physical act which is sexual in nature that is committed by force or without the full and informed consent of all persons involved. Sexual violence may include but is not limited to rape, sexual assault, sexual battery, and sexual exploitation. Sexual violence can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. Sexual violence can be committed by men or by women, and it can occur between people of the same or different sex.

Sexual violence is a broad term and includes various forms of sexual misconduct, including but not limited to:
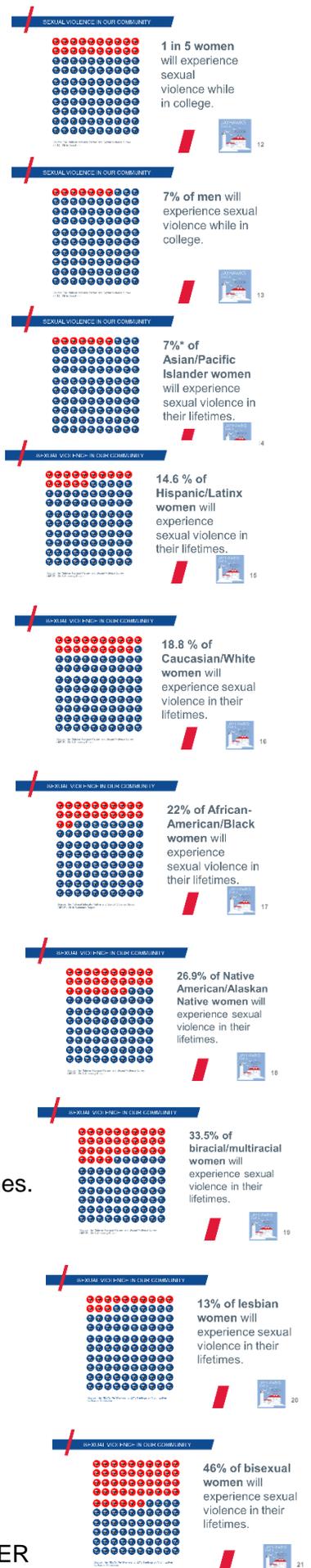
1. The deliberate touching of a person's intimate parts (including genitalia, groin, breast or buttocks, or clothing covering any of those areas);
2. Using force to cause a person to touch his or her own or another person's intimate parts; penetration (anal, oral or vaginal) by a penis, tongue, finger, or an inanimate object;
3. Taking sexual advantage of another person without consent, including causing or attempting to cause the incapacitation of another person;
4. Forcing the prostitution of another person;
5. Allowing third parties to observe sexual acts without the consent of all involved;
6. Engaging in voyeurism;
7. Distributing intimate or sexual information about another person without that person's consent;
8. Knowingly transmitting a sexually transmitted infection, including HIV, to another person; and/or
9. Capturing or transmitting intimate or sexual utterances, sounds or images of another person without their consent.

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SLIDES 12-24: SEXUAL VIOLENCE IN OUR COMMUNITY

The goal of Slides 12-24 is to point out that sexual violence is experienced by people of many identities in our campus community. The "1 in 5" statistic is often used to discuss the number of women who experience sexual violence while in college. However, this does not tell the full story about how sexual violence is experienced by people holding different identities and/or sexual orientations. These can be facilitated relatively quickly. It is sufficient to go through each statistic individually. Before teaching this slide, be familiar with all of the facts and be comfortable expounding on each of them.
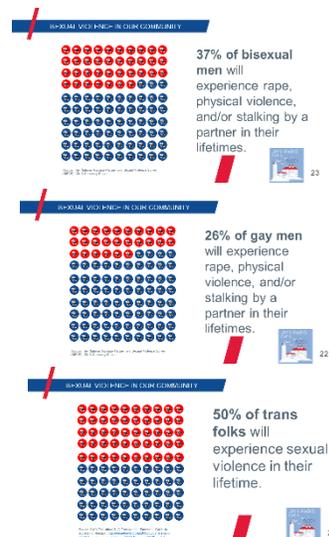
Order of Slides:

- 1 in 5 women will experience sexual violence while in college.
- 7% of men will experience sexual violence while in college.
- 7%* of Asian/Pacific Islander women will experience sexual violence in their lifetimes.
- 14.6 % of Hispanic/Latinx women will experience sexual violence in their lifetimes.
- 18.8 % of Caucasian/white women will experience sexual violence in their lifetimes.
- 22% of African-American/Black Women will experience sexual violence in their lifetimes.
- 26.9% of Native American/Alaskan Native women will experience sexual violence in their lifetimes.
- 33.5% of biracial/multiracial women will experience sexual violence in their lifetimes.
- 13% of lesbian women will experience sexual violence in their lifetimes.
- 46% of bisexual women will experience sexual violence in their lifetimes.
- 26% of gay men will experience rape, physical violence, and/or stalking by a partner in their lifetimes.
- 37% of bisexual men will experience rape, physical violence, and/or stalking by a partner in their lifetimes.

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- 50% of trans folks will experience sexual violence in their lifetime.

Please note: most of this data is from the National Intimate Partner and Sexual Violence Survey's (NISVS) 2015 Summary Report. These findings were based on interviews conducted with over 16,000 adults (9.086 women and 7, 421 men). Unfortunately, this sample did not include a statistically significant sample of Asian or Pacific Islander (API) or transgender participants and, as such, those results were not included in the report. Where data was lacking, statistics were taken from other studies including the National Violence Against Women Survey from the Department of Justice and resources for supporting transgender survivors.

It should also be noted that other marginalized/oppressed identities are also at higher risk of experiencing sexual violence (e.g. people with disabilities, children, the elderly, and undocumented people) as offenders will tend to target more vulnerable individuals.

SLIDE 25: RAPE CULTURE IN SOCIETY

Again, have a participant or facilitator read the slide.

"Rape culture includes jokes, TV, music, advertising, legal jargon, laws, words and imagery, that make violence against women and sexual coercion seem so normal that people believe that rape is inevitable. Rather than viewing the

culture of rape as a problem to change, people in a rape culture think about the persistence of rape as 'just the way things are.'"

You do not have to directly ask the following questions, but they are helpful to keep in mind when facilitating a conversation

- What are some examples of being a passive bystander to rape culture?
- What are some examples of facilitating rape culture?
- Can you think of things that people do at KU without realizing that they may be inadvertently helping a rapist?

- How are ways you can be proactive and as a result perhaps prevent an act of sexual violence taking place?
- What are some examples of camouflaging?
- Are there things that you may be doing or that you have observed in your community that may provide camouflage to an offender?

SLIDE 26: DEBUNKING RAPE MYTHS

Slide 26 can be facilitated relatively quickly. It is sufficient to go through each fact individually. Before teaching this slide, be familiar with all of the facts and be comfortable expounding on each of them.

NOTE OF CAUTION!

Students are often confused about the relationship of alcohol to consent. They might show some resistance to the idea that consent is difficult to obtain when either party is under the influence of alcohol or drugs. They might also show resistance around the myth of "false reports." It is important that as co-facilitators, you talk about how to address these areas of resistance before training.

SLIDE 27: RECOGNIZING RAPE CULTURE

One of the reasons that sexual violence exists is because of elements within our culture that go unchecked that make it easier for offenders to commit assaults and more difficult for survivors to report their victimization and get the help they need.

As you can see, the offender is in the middle of the diagram. But, as Lisak and Miller (2003) point out, he relies on a number of other things to help camouflage his behavior and to help him perpetrate. Facilitators, apathetic bystanders, and negative social norms known as Rape Culture all contribute to this.

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The three primary goals of this slide:

1. To demonstrate that one's recognition of sexual violence and sexually inappropriate actions is influenced by attitudes and beliefs, verbal expression, and physical expression. In other words, a wide range of actions can be defined as sexually violent or inappropriate. Some of these things are quite obvious, others much less so.

2. To demonstrate that the things that happen most frequently at KU are the sorts of cultural things many people in the community do not even notice or recognize as problematic.

3. To understand that our Attitudes & Beliefs serve as a foundation for our justifications of Verbal and Physical Expressions of rape culture. We want students to see the relationship between Attitudes and Beliefs and those physical manifestations/representations of violence.

This is a point in the program that you can focus on the idea that active bystanders can help in overtly violent cases, but that sexual violence exists on a continuum, and that bystanders can intervene in important ways in instances of sexual violence that may not be quite as obvious or overt. What follows is a suggested script for explaining this slide. DO NOT read this script verbatim. Instead, read it many times, familiarize yourself with the major ideas and explain it in a non-formal way. Feel free to have the script handy, to get you through the more challenging parts.

Script

"Until now, most of the examples we have shared are overtly violent cases of sexual assault. However, sexual violence or sexually inappropriate behavior is pervasive and influenced by the environments and actions of people around us. Some of these behaviors are obvious while others are less obviously inappropriate. We are now going to do an exercise where we

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demonstrate this concept. We are going to acknowledge that sexual violence exists on a

continuum, and we are going to talk about this continuum in terms of our ability to recognize it.

We will define recognition as the extent to which a given community recognizes that a given

behavior or action is sexually violent or inappropriate, and we can use KU as the community.

Things on the left side of this continuum are attitudes and beliefs that are influenced by cultural

issues on campus, in the community, nationally, and around the world. These are the sorts of

ideas and beliefs that some people hold that are problematic but that others may not see as a

big deal, or not even notice occur. The actions in the middle of the continuum are things that

one might overhear someone say but they may not be as noticed or as widely condemned. The

things on the right side are physical actions that you might witness and know that are clearly

violent, the sorts of things that just about everyone would consider horrible; what most people

would label the 'worst of the worst'. Remember: this is not YOUR opinion of how serious these

behaviors are. You are trying to gauge the general view of the population at large.

So, let's try to fill out this continuum. We will start with Attitudes & Beliefs. This can look like a

variety of things (reference the list under A& B).

Discuss the different terms on the list with the students. Then allow them to get back into groups

to identify 1-2 examples of Verbal and Physical Expressions. Allow them to do this for about 5

minutes to come up with examples.

Facilitator will then ask participants to discuss patterns they notice in what they were able to

recognize. What Attitudes & Beliefs are a foundation for other expressions to occur?

Notes to Facilitators:

- The Attitudes & Beliefs slide should be present and discussed before you break students

  into groups to discuss Verbal and Physical Expressions. We want to establish what the

  foundation of rape culture looks like so they are better able to identify higher recognition

  categories like Verbal and Physical Expressions.

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- Once the activity is complete we want students to reflect on the relationship between Attitudes & Beliefs and other expressions. What we disrupt a specific Attitude & Belief what disruption do we see in the Verbal and Physical Expressions of it?

- Furthermore, it is just as important to note that bystanders have a tremendous responsibility to intervene when they witness Attitudes & Beliefs because a high frequency of those behaviors or actions on the continuum creates a community where the behaviors of lower frequency behaviors like Verbal and Physical Expressions are more justified in occurring.

- The recognition levels of certain actions may vary depending on context. For example rape is more highly recognized than acquaintance rape. Groping is more recognized if it happens at a store as opposed to on a crowded dance floor. It is OK to engage students in this discussion to show how certain factors may not affect the severity of an act, but they affect how highly recognized it is.

- You do not want to pass judgment on one things being "worse" to a survivor than another thing. **Remember, this is a continuum, not a spectrum**. Anything on this continuum can have a strong negative effect on the survivor. The goal is not to state what is worse, but what the public tends to believe is worse.

- An effective term to use for things on the lower end of the continuum is "seemingly benign." This conveys that many people believe these actions to not be serious when they can have a very negative impact.

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III. STEP TWO: IDENTIFY THE BARRIERS AND HOW TO INTERVENE SAFELY (51:00-67:00 MINUTES)

SLIDE 29: STEP TWO: IDENTIFY THE BARRIERS AND HOW TO INTERVENE SAFELY

The second step to intervening is understanding what barriers prevent people from intervening and how they can be overcome.

SLIDE 30 : WHAT PREVENTS PEOPLE FROM INTERVENING?

The purpose of this slide is to have participants identify the barriers that they or others have experienced that prevent them from intervening. Facilitators should write the barriers on the board.

What does it look like to speak up in interpersonal relationships-friendships, families, etc.

SLIDE 31: ACTIVITY: BARRIERS TO INTERVENTION

The barriers that bystanders experience occur at three levels: personal, peer, and societal.

Have students break into groups again and discuss 1-2 personal and peer barriers that may occur during bystander intervention. Discuss the societal barriers together as a larger group.

Personal Barriers

The first level identifies personal experience factors that decrease the likelihood of an individual intervening in a potentially high risk situation. These Personal Barriers are facilitated through our personalities and are considered the internal thoughts and feelings that we experience when faced with inappropriate behaviors or potentially high risk situations. All individuals experience personal obstacles that decrease the likelihood of intervening. Personal obstacles can involve having a lack of confidence, not knowing what to do, not

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wanting to be embarrassed, fear of personal safety, and/or considering the situation to be a private matter.

Peer Barriers

The second level looks at close relationships among peers that may inhibit individuals from saying or doing something to prevent violence. These relationships revolve around a person's closest social circles (e.g., peers, partners and family members). An example of a Peer Barrier can be when a "popular" peer makes a sexist joke or an influential individual bullies another student. Although individuals may want to intervene, the fear of embarrassing themselves or having their "friends" retaliate can have a significant effect on the ultimate decision.

Cultural differences can play a role in how people intervene. For example, in some cultures it is seen as inappropriate to get involved in the activities of folks who are older than you ("grown folks" business). In others, calling attention to inappropriate or illegal behavior may result in being labeled a "snitch." It is important to recognize that some identities will have more ease intervening than others.

Societal Barriers

The third level explores the broad societal factors that facilitate and create a climate in which violence prevention is suppressed. Societal Barriers are factors that impact our decisions to intervene across a wide variety of situations on the societal level. These include:

- **Diffusion of Responsibility**: when faced with a potential crisis, we are less likely to intervene if there are more people present. This is justified in the sense that each person assumes that someone else will handle the situation and therefore, the responsibility is diffused.
- **Evaluation Apprehension**: the risk of being embarrassed if we intervene, only to find out that the situation was not an emergency or what we originally perceived
- **Pluralistic Ignorance**: refers to the idea we base our decision to intervene on the perceptions and actions of others. For example, if an individual notices a high risk situation, they are going to look around to see if other people are noticing it as well. If no one else intervenes or demonstrates any concern, the original individual will not perceive the potentially high risk situation as an emergency as well.

- **Systems of Oppression**: Beyond peer influence, marginalized individuals are less likely to intervene in situations due to systems of oppression (i.e. state violence, police brutality, undocumented status, etc.).

Sources: http://idvsa.org/wp-content/uploads/2013/01/Barriers-to-Bystander-Interventions.pdf
Chimi Boyd-Keyes, *Bout that Life*

SLIDE 32: SYSTEMS OF OPPRESSION

Beyond peer influence, marginalized individuals are less likely to intervene in situations due to systems of oppression (i.e. state violence, police brutality, undocumented status, etc.).

This slide acts as a reference back to the earlier conversation on identity and how some identities may experience higher rates of sexual victimization due to different systems of oppression. Those same systems that impact sexual victimization can also create and enforce barriers to bystander intervention.

SLIDE 33: BREAKING DOWN BARRIERS

The goal of this slide is to further the student's reflection on how their identity may impact how they choose to intervene in each situation.

Script Options:

A cis woman may feel more comfortable intervening in a group of women and femmes, but less comfortable intervening in a group of cis men.

A POC of may change their intervention strategy with a group of white people vs a group of POC.

When looking at intervention and barriers it's important to keep in mind that multiple things being true at the same time. Something very harmful happened, and further harm could have occurred to the person trying to intervene due to their identity. We must think about power, access, and what is at risk for some because of their identity and what that looks like to challenge others who have more power and access. What does it look like to have grace for those spaces?

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How could traveling in groups positively impact the barriers that exist due to systems of oppression? Are you thinking about who in your Flock holds access to resources or tools in different ways? What would it look like to collaborate, assess the situation, and leverage resources within a group to reduce overall harm?

SLIDE 34: BREAKING DOWN BARRIERS

As mentioned, one personal barrier is getting in trouble. Due to previous experiences, identity, and a multitude of other factors students may have difficulty trusting spaces that have historically been viewed as punitive. However, the University of Kansas is committed to promoting active bystander intervention. The University has enacted an amnesty policy to incentivize students to seek help for those in need of assistance. These things are not always the answer for everyone, but it's important to know what resources are available.

Here is the full policy: *University of Kansas students seeking immediate medical assistance on behalf of persons experiencing drug- or alcohol-related emergencies will not be sanctioned for violations of University and/or Department of Student Housing drug- or alcohol-related policies. Additionally, the student(s) receiving medical assistance will not be sanctioned for violations of these policies following their first incident requiring medical attention. Repeat incidents of a student requiring medical assistance under this amnesty policy may be subject to disciplinary action under University and/or Student Housing policies. To that extent, the University of Kansas is committed in its efforts to remove barriers to the reporting process. The University recognizes that a complainant may be hesitant to report or witnesses may be hesitant to participate in the investigation process for fear of being held responsible for violations of the University's Alcohol and Drug Policy. As such, parties making a report or participating in an investigation under the University's Sexual Harassment Policy shall not be subjected to discipline under the Code of Student Rights and Responsibilities for personal consumption of alcohol and/or drugs. The Director of Student Conduct and Community Standards may at their discretion assign educational interventions when there is concern regarding the safety of a student in connection to the student's alcohol or drug use.* Source: http://policy.ku.edu/student-affairs/amnesty

SLIDE 35: WHO'S IN YOUR FLOCK?

The primary goal of this slide is to have participants discuss the individuals in their close circles that they can turn to for help. As we discussed in the last section, part of safely intervening is to intervene in a group. Ask the participants to discuss "who's in their flock?"

The takeaway here is that intervention is best with a group. Working with our Flock is the best way to overcome these barriers.

Thinking about the people with whom you surround yourself, who can you can turn to for help with a situation?

Are you that person for others?

How so?

When intervening with a group, how can we take on specific tasks to overcome barriers that may exist based off our identity, relationship to the situation, etc.?

IV. STEP THREE: INTERVENE WITH OTHERS AND TAKE ACTION (67:00-74:00 MINUTES)

SLIDE 36: STEP THREE: INTERVENE WITH OTHERS AND TAKE ACTION

The primary goal of slide 36 is to inform participants that active bystanders can, and often do, have a positive impact on the prevention of sexual violence and relationship violence.

SLIDE 37: STRATEGIES FOR INTERVENTION

Once you have recognized a problem and identified the best way to intervene safely, it is time to strategize with others how to intervene. As you may recall from the required online training by Vector Solutions you completed prior to this session, there are four recommended strategies for intervention. They are:

- Delegate
- Distract
- Direct
- Documentation+

We will break down these strategies in the next few slides.

SLIDE 38: DELEGATE

Delegate

Delegating is asking for help from another individual or individuals and developing a plan where some or all play a role in intervening.

This can include:

- Find friends to intervene together.

- Alert a friend of the potential victim and assist in intervening.

- Seek someone you don't know but who is authorized to represent others or address issues.

Delegation is taught during first aid and CPR training. The first thing people are taught to do when responding to an emergency is to delegate someone to call 9-1-1. You will notice that some people will freeze during an emergency, this is your opportunity to ask them for help and tell them what to do.

Distract

Distracting is interrupting the situation without directly confronting the offender by creating a distraction.

This can include:

- Establishing a relationship with someone

- Making something up

- Suggesting an alternate activity

Many students do this already by choosing to go to the bathroom together to get away from people that are bothering them. Others will suggest grabbing Wheel Pizza or Fuzzy's to make sure their group gets away from a potentially risky situation (and grab some delicious food after a long night out).

SLIDE 40: DIRECT

Direct

This approach refers to talking to directly, in the moment, to prevent a problem situation from happening.

This can include:

- Create a space or a timeout.

- Check in regularly with potential victim or offender.

- Give them different options to remove them from the situation.

Although this might seem like the ideal approach for some folks, it is important to remember that the direct approach is only successful if it leads to de-escalating the situation. A direct approach that escalates the situation could actually put the potential victim and yourself in harm's way. Also, if you plan to be direct, consider talking through your approach with a friend so you know what you are going to say to the persons involved.

An Important Note

What works for you won't work for everyone. If you're someone who's not confrontational, find someone else to help you, whether that is a friend or someone with more authority like KU Public Safety or an RA or Complex Director if you are in a residence hall. Please note that we do not in any way suggest physical violence as a means to intervene. In fact, the use of physical violence is a violation of KU's *Code of Student Rights and Responsibilities*. The point is that these options provide a wide range of choices, which you can apply to most situations and can be individualized to fit your own level of comfort when it comes to intervening.

SLIDE 41: DOCUMENTATION

Documentation is in addition to the previous D's. It is not intended to be completed as the only intervention strategy.

Documentation should be done with supporting the victim/survivor and not trying to cause retribution towards the perpetrator. If it safe to do so, folks should seek out consent before documentation especially if its form is taking videos of active events unfolding.

V. STEP FOUR: FOLLOW UP AND DETERMINE WHAT SUPPORT AND/OR ACCOUNTABILITY IS NEEDED (74:00-90:00 MINUTES)

SLIDE 42: STEP FOUR: FOLLOW UP AND DETERMINE WHAT SUPPORT AND/OR ACCOUNTABILITY IS NEEDED

After intervening it is important to follow up with those involved. Sexual violence and attempted sexual violence can have serious negative consequences on the victim/survivor and those around them. Additionally, there may be an in stance where someone comes to you for support and you can be an active bystander in helping to

prevent secondary trauma. Over the next couple of slides we will provide you with some information on how to support survivors as well as how you can hold offenders accountable.

SLIDE 43: SUPPORTING SURVIVORS

Knowing how to support survivors of sexual violence can seem challenging. Many people are fearful of saying the wrong thing. The best thing you can do is support that person. However, if you need some advice, here are three things we recommend you say to a survivor:

I believe you.

Believe them. This is the most important thing you can do. Even if the assault happened many years ago, they need to be believed now.

It's not your fault.

Survivors of sexual assault/abuse and intimate partner violence tend to blame themselves for whatever happened to them. The assault or abuse is never the victim's fault; it is the offender's fault. So even if the survivor feels responsible, say clearly and compassionately, "It's not your fault."

How can I be helpful right now?

Offer practical support. Your friend may find that organizing her life is difficult while she is in crisis. You can help by offering to help. For instance, they may need help moving out of their apartment or they may be nervous about attending their first counseling session. Just by offering your help, they will know that you care and if they need you, they'll be able take you up on it.

Do Not.

Tell them what to do. You may offer them options but you need to make them feel empowered and in control.

SLIDE 44: RESOURCES FOR STUDENTS

The University provides support for survivors of sexual violence including our CARE Coordinator. The CARE Coordinator can provide survivors with support and resources in a confidential setting. Survivors wishing to seek support off campus are

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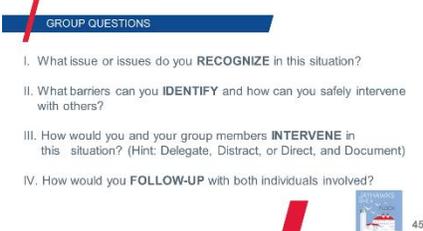THE UNIVERSITY OF KANSAS

encouraged to utilize the Sexual Trauma and Abuse Care Center. The Care Center offers free confidential support 24 hours a day/7 days a week.

Any student can report violations of the University's policies on sexual violence to the Office of Civil Rights & Title XI. Even if a student does not wish to file a report, they may reach out to Title XI to learn about resources and support available to students.

SLIDE 45: ACTIVITY: GROUP QUESTIONS

We have created 4 scenarios. Two of them are focused on digital interactions. We believe using 1 of those is important to discuss. The other 2 are focused on in person interactions. Choose a minimum of 2 scenarios to do with the group. If you are doing good on time you can try to do more.

- Have the participants break up into groups of 5-6.
- Give the participants copies of the scenarios. Have them read the scenario aloud and then answer the questions as a small group.
- Inform students that they can come up with their own suggestions. Encourage them to be creative!
- Ask participants to work in small groups. One group will work on one of the other scenarios so they may gain skills in the decision process and to expand their repertoire of helping behaviors.
- Go over each of the scenarios, facilitating a conversation that focuses on their thought process. Challenge them with follow-up questions that require them to understand how different contexts can change their intervention strategy.

Questions for all groups to discuss:

- What issue or issues do you **RECOGNIZE** in this situation?
- What barriers can you **IDENTIFY** and how can you safely intervene with others?
- How would you and your group members **INTERVENE** in this situation? (Hint: Delegate, Distract, or Direct, and Document)
- How would you **FOLLOW-UP** with both individuals involved?

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Conclude the workshop by handing out the post-test survey to the participants. Thank them for their active participation and encourage them to stay after if they have questions or want to learn more about SAPEC.

90-MINUTE SESSION RESOURCES FOR FACILITATORS

Slides 1-47 (specific to the 90-minute program)

- Bystander Behaviors list & Helping Behaviors grid.
- Background articles on the bystander approach to sexual violence prevention and intervention in Appendix B.
- KS Laws.
- KU Code of Student Rights and Responsibilities.
- New Hampshire Coalition Against Domestic and Sexual Violence Fact Sheet
- Articles: "The rape of Mr. Smith." (A variety can be found on the internet)
- DVDs: ABC News Primetime DVDs "Basic Instincts" hidden camera series on bystander behavior (Part 4). Available from http://abcnewsstore.go.com & Lisak video/DVD: The "Undetected Rapist" available from National Judicial Education Program: njep@legalmomentum.org.
- Links to other resources:
  - o Jennifer Preston: How Blogger Helped the Steubenville Rape Case Unfold Online http://thelede.blogs.nytimes.com/2013/03/18/how-bloggerhttp://thelede.blogs.nytimes.com/2013/03/18/how-blogger-helped-steubenville-rape-case-unfold-online/helped-steubenville-rape-case-unfold-online/ © The New York Times.
  - o Centers for Disease Control and Prevention -Understanding Sexual Violence (link to factsheet)(http://www.cdc.gov/violenceprevention/pdf/svfactsheet2012-a.pd0.
  - o Centers for Disease Control and Prevention: Understanding Teen Dating Violence (link to factsheet). http://www.cdc.govNiolencePrevention/pdf/TeenDatingViolence2012-a.pdf.
  - o 2006 and 2012 UNH Unwanted Sexual Experiences Study http://cola.unh.edu/justiceworks/reports.
  - o 2007 Violence Against Women in KS Statewide Report http://www.nhcadsv.org/uploadsNAWReportFinal.pdf.
  - o 2008 Violence against Men in KS Statewide Report http://www.nhcadsv.org/uploadsN AMReportFinal.pdf.

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INTERCHANGING SEXUAL ASSAULT AND SEXUAL VIOLENCE

We have become aware that the term "violence" is often interpreted or understood by many people to refer only to the more severe forms of sexual violence. They do not initially connect behaviors such as catcalls, for example, as being on the continuum of "sexual violence." They don't have an understanding of the "continuum of sexual violence" until they are introduced to it in a class, program, or other educational venue. For that reason, we are suggesting that facilitators interchange the terms "sexual assault" "sexual violence" throughout the program. Sexual assault/sexual violence refers to a range of behaviors that are unwanted by the recipient and include remarks about physical appearance, persistent sexual advances that are undesired by the recipient, as well as unwanted touching and unwanted oral, anal, or vaginal penetration. These behaviors could be initiated by someone known or unknown to the recipient, including someone they are in a relationship with.

The Facilitator's Guide, however, still uses the phrase "sexual violence" almost exclusively. For that reason, we would like you, especially initially to use the terms sexual abuse and sexual violence interchangeably and to tell the participants that they are interchangeable. That is, we want the program participants to understand that the terms "sexual assault" and "sexual violence" are synonymous.

COMMENTARY ON GENDER AND SEXUAL VIOLENCE

At the beginning of the program, it is important to note that in the majority of cases the program will use examples where men are perpetrators of sexual violence and women are survivors. There are a few reasons why this is the case. First, this is the most common dynamic that exists in regards to interpersonal violence. In the majority of reported incidents, a man is the perpetrator and a woman is the survivor. Second, this program was originally funded under a 'violence against women' grant.

This does not mean that male sexual violence does not exist or that this type of violence does not occur within same-sex or non-gender binary dynamics. In fact, prevalence of male sexual

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violence and prevalence rates within the LGBTQIA+ community are higher than first thought. It important to encourage participants to ask questions about this should they arise. Lastly, the examples used in this program present gender as a binary dichotomy. It is not uncommon to have participants who view gender as more of a continuum.

SEXUAL ASSAULT AND RAPE

Sexual assault and rape are legal terms. The accurate term to use actually varies depending on the terminology that is used within a given jurisdiction. In general, sexual assault is a more broad term that encompasses a wide range of sexually violent behavior; rape is one form of sexual assault that includes engaging in sexual activity with another person without their consent. It is common to use these terms interchangeably during the course of the program. But, be aware of the distinction and be prepared to answer questions that participants have in regard to this issue.

WARNING SIGNS: RELATIONSHIP VIOLENCE

The warning signs listed here are very often precursors to physical and sexual violence within a relationship.

If you have witnessed someone doing the following behaviors to their relationship, then you have witnessed someone being abusive to a partner.

Or

If someone has told you that their partner is doing or has done some of these behaviors, then that partner is abusing to the person who talked to you.

Emotional Abuse
- Criticizing constantly.
- Calling a partner names.
- Humiliating a partner in public or private.
- Threatening to commit suicide as a manipulation to keep a partner in the relationship.

Controlling Behaviors
- Making all the decisions.

- Blaming or making a partner feel guilty about what he/she has or has not done in the relationship.
- Being possessive.
- Needing to know where a partner is at all times.
- Telling a partner how to dress.
- Threatening a partner so they will comply.

Use of Drugs or Alcohol
- Using drugs or alcohol as a reason for saying or doing hurtful things to a partner.

Isolation
- Keeping a partner from seeing friends or having friends of his/her own.
- Distancing a partner from family and friends.
- Threatening to hurt a partner's friends if they continue to see them.
- Telling a partner who he/she can and cannot see and when he/she can see them.

Stalking
- Contacting a partner excessively via phone, Facebook, email or text messaging.
- Showing up unexpectedly to check up on a partner.

Sexual Abuse
- Pressuring a partner to engage in sexual behaviors they are not ready for.
- Forcing a partner to have sex.
- Accusing a partner of having sex with another person.
- Minimizing a partner's feelings about sex.

Physical Violence or Threats of Physical Violence
- Pushing or shoving or threatening to push or shove a partner.
- Throwing objects or threatening to do so.
- Restraining a partner from leaving, or has restrained her/him or threatening to do so.
- Hitting a partner or threatening to do so.
- Hitting the wall in anger or threatening to do so.
- Leaving or abandoning a partner in an unsafe place or threatening to do so.
- Abusing, maiming, torturing or killing a partner's pet or threatening to do so.
- Using a knife or a gun on a partner or threatening to do so.

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REFERENCES AND ABSTRACTS

EVALUATION AND MEASUREMENT PEER-REVIEWED PUBLICATIONS

Banyard, V. L., Moynihan, M. M., Cares, A. C., & Warner, R. A. (2013, September 30). How do we know if it works? Defining measurable outcomes in bystander-focused violence prevention. *Psychology of Violence*. Advance online publication.

Objective: To address acknowledged limitations in the effectiveness of sexual and relationship abuse prevention strategies, practitioners have developed new tools that use a bystander framework (Lonsway et al, 2009). Evaluation of bystander-focused prevention requires measures, specific to the bystander approach that assess changes over time in participants' attitudes and behaviors. Few measures exist and more psychometric analyses are needed. We present analyses to begin to establish the psychometric properties of four new measures of bystander outcomes and their subscales. Method: We collected data from 948 first year college students on two campuses in the northeast United States. Items assessing attitudes and behaviors related to bystander helping responses in college campus communities for situations where there is sexual violence or relationship abuse risk were factor analyzed. Results: Measures of readiness to help, intent to be an active bystander, self-reported bystander responses, and perceptions of friends' roles as bystanders all showed adequate reliability and validity. Conclusion: The study represents a next step in the development of tools that can be used by researchers and practitioners seeking both to understand bystander behavior in the context of sexual and relationship abuse and evaluating the effectiveness of prevention tools to address these problems. The measures investigated will be helpful for prevention educators and researchers evaluating the effectiveness of sexual and relationship abuse education tools that use a bystander intervention framework.

Moynihan, M. M., Banyard, V. L., Cares, A. C., Williams, L.M., Potter, S.J., & Stapleton, J.G. (In Press). Encouraging responses in sexual and relationship violence prevention: What program effects remain one year later*? Journal of Interpersonal Violence*.

Colleges and universities are high risk settings for sexual and relationship violence. To address these problems, institutions of higher education have implemented prevention programs, many of which train students as potential bystanders who can step in to help diffuse risky situations, identify and challenge perpetrators, and assist survivors. The impact of bystander sexual and relationship violence prevention programs on long term behavior of bystanders has remained a

key unanswered question for those who seek to offer the most effective programs as well as for policymakers. In this study, the researchers experimentally evaluated the effectiveness of the Bringing in the Bystander® in-person program (Eckstein, Moynihan, Banyard, & Plante, 2010). Participants were 948 first year college students of whom 47.8% were women and 85.2% identified as White (15% also identified as Hispanic in a separate question) between the ages of 18 and 24 at two universities (one a rural, primarily residential campus and the other an urban, highly commuter campus) in the northeastern United States. To date, this is the first study to have found positive behavior changes as long lasting as one year following an educational workshop focusing on engaging bystanders in preventing sexual and relationship violence. Even so, many questions remain to be answered about prevention and intervention of this type. More prospective research is needed on bystander focused prevention of these forms of violence to help understand and better predict the complicated relationships both between and among the attitudes and behaviors related to preventing sexual and relationship violence. In this regard, we make specific recommendations for designing and evaluating programs based on our findings relating to the importance of moderators, especially two key understudied ones, readiness to help and opportunity to intervene.

Cares, A.C., Banyard, V.L., Moynihan, M.M., Williams, L.M., Potter, S.J., & Stapleton, J.G. (In Press). Changing attitudes about being a bystander to violence: Translating an in-person sexual violence prevention program to a new campus. *Violence Against Women*.

Bystander approaches to reducing sexual violence train community members in prosocial roles to interrupt situations with risk of sexual violence and be supportive community allies after an assault. This study employs a true experimental design to evaluate the effectiveness of Bringing in the Bystander® through one year post implementation with first year students from two universities (one rural, primarily residential; one urban, heavily commuter). We found significant change in bystander attitudes for male and female student program participants compared to the control group on both campuses, although the pattern of change depended on the combination of gender and campus.

Potter, S. J. (2012) Using a multimedia social marketing campaign to increase active bystanders on the college campus. *Journal of American College Health*, 60(4), 282- 95.

OBJECTIVE: To evaluate the campus-wide administration of the Know Your Power bystander-oriented social marketing campaign. PARTICIPANTS: Undergraduate students at a public college were invited to participate in a public awareness survey before and after the 6-week campaign administration in February and March 2009. METHODS: Pretest and posttests were administered (N = 353) to examine if exposure to the campaign changed students' stage of scale scores. RES UL TS: Exposure to the social marketing campaign increased participants' awareness of their role in reducing sexual and relationship violence and stalking, increased their expressed willingness to get involved in reducing the incidence these types of violence, and resulted in participants being more likely to report having taken action to reduce these types of violence. CONCLUSIONS: As college students explore their role as community members, it is an opportunity for college educators to design and administer prevention messages highlighting behavioral norms to be explored and adopted.

Potter, S. J., & Stapleton, J. G. (2012). Translating sexual assault and stalking prevention rom a college campus to a US Military Post: Piloting the Know Your Power social marketing campaign. *Journal of Interpersonal Violence* 27, 1593-1621.

One population that shares both similar and different characteristics with traditional college-age students is the U.S. Military. Similarities include a high concentration of 18-to 26-year-olds dealing with new found independence, peer pressure, and the presence of social norms that support violence and hypermasculinity. Sexual violence is a major public health problem in the United States, and because of the similarities in the age group of college and military populations, the problems regarding sexual violence in both constituencies have been well-documented. In the current pilot study we seek to add to both current knowledge about and promising practices of translating prevention strategies from one target audience to another. We describe how we translated, administered, and evaluated a bystander intervention social marketing campaign focused on sexual assault prevention that had been found to significantly affect attitude change on a college campus for a U.S. Army installation in Europe.

Banyard, V. L., & Moynihan, M. M. (2011). Variation in bystander behavior related to sexual and intimate partner violence prevention: Correlates in a sample of college students. *Psychology of Violence*, I, 287-301.

Objective: Innovations in violence prevention mobilize peers as active bystanders, yet little is known about what motivates helping in such contexts. We examined correlates of actual helpful behavior (rather than only attitudes) related to the prevention of sexual and intimate partner violence among college students at one university in the United States. Method: Four hundred and six (406) undergraduate students at the University of New

Hampshire completed self-report surveys. We assessed attitudes (e.g. rape myth acceptance, bystander confidence) in relation to self-reported helping behavior. Results: Different predictors were significant for the self-report measures of attitude compared to behaviors. Students who self-reported a greater sense of responsibility for ending sexual and relationship violence and greater expressed confidence as a bystander and perceptions of greater benefits of stepping in to help, self-reported greater helping behavior. We found some differences in correlates of helping behavior by type of helping behavior.

Conclusions: Correlates of helping differ when actual behaviors performed in the community compared to attitudes were assessed. Prevention strategies that increase community members' sense of responsibility for ending violence, build confidence in helping, and support norms that encourage active bystanders are needed to increase helping behavior to ameliorate this widespread community problem.

Moynihan, M. M., Banyard, V. L., Arnold, J. S., Eckstein, R. P., & Stapleton, J. G. (2011). Sisterhood May Be Powerful for Reducing Sexual and Intimate Partner Violence: An Evaluation of the Bringing in the Bystander In-Person Program with Sorority Members. *Violence Against Women*, 17, 703-719.

Sorority members may be at greater risk than other college women for sexual violence and intimate partner violence (IPV). We evaluated the Bringing in the Bystander in-person program with sorority members who participated in the program (n = 30) compared with those who did not (n = 18). Results indicate that program participants showed increased bystander efficacy, likelihood to help, and responsibility for ending violence without unintended "backlash" effects. Implications include a call for future programming with more diverse sorority members over longer time. In addition, we discuss what the findings might mean for formal campus policies and practices for preventing sexual violence and IPV.

Potter, S. J., & Moynihan, M. M. (2011). Bringing in the Bystander In-Person Prevention

        Program to a US Military Installation: Results from a pilot study. *Military Medicine*, 176,

        870-875.

Objectives: This pilot study describes an evaluation of the Bringing in the Bystander (BITB) in-person program conducted with United States Army Europe personnel. Methods: The sample was comprised of 394 soldiers (29% participated in and 71 % had not participated in the BITB program). Data were analyzed 4'/2 months after the program was presented. Results: Compared to the soldiers who did not participate in the program, soldiers who participated in the program were significantly more likely to report that they had engaged in one or more of the 117 behaviors, that they had helped an acquaintance or a stranger, and that they had taken action when they saw sexual assault or stalking occurring, about to occur or after it had occurred. Conclusions: The results indicate that with thoughtful and appropriate modifications, the BITB in-person prevention program, initially developed for a college audience, can be transferred to a military audience.

Potter, S. J., Moynihan, M. M., & Stapleton, J. G. (2011). Using social self-identification in social

        marketing materials aimed at reducing violence against women on campus. *Journal of*

        Interpersonal Violence, 26, 971-900.

Bystander-focused in person sexual violence prevention programs provide an opportunity for skill development among bystanders and for widening the safety net for survivors. A social marketing campaign was designed modeling prosocial bystander behavior and using content familiar to target audience members by staging and casting scenes to look similar to the people and situations that the target audience regularly encounters. We refer to this sense of familiarity as social self-identification. In this exploratory study, we attempt to understand how seeing oneself and one's peer group (e.g., social self-identification) in poster images affects target audience members' (e.g., college students) willingness to intervene as a prosocial bystander. The posters in the social marketing campaign were displayed throughout a midsize northeastern public university campus and neighboring local businesses frequented by students. During the last week of the 4-week poster display, the university's homepage portal featured an advertisement displaying a current model of an iPod offering undergraduate students an opportunity to win the device if they completed a community survey.

Moynihan, M. M., Banyard, V. L., Arnold, J. S., Eckstein, R. P., & Stapleton, J. G. (2010). Engaging intercollegiate athletes in preventing and intervening in sexual and intimate partner violence, *Journal of American College Health*, 59, 197-204.

The object of this exploratory evaluation was to evaluate the "Bringing in the Bystander" sexual and intimate partner violence prevention program with a new sample of intercollegiate athletes. Fifty-three male and female athletes participated in the program (experimental group), and 86 were in the control group. All completed pretest, posttest, and 2-month follow-up surveys, including assessment of rape myth acceptance, intent to engage in bystander behaviors, bystander confidence, and bystander behaviors. 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). The program fits with the intent of the National Collegiate Athletic Association CHAMPS/Life Skills program regarding its focus on the overall development of student athletes and demonstrates the promising bystander approach compatible with the 2007 American College Health Association toolkit, Shifting the Paradigm: Primary Prevention of Sexual Violence.

Banyard, V. L., Eckstein, R., & Moynihan, M. M. (2010). Sexual violence prevention: The role of stages of change. *Journal of Interpersonal Violence*, 25, 111-135.

An increasing number of both empirical studies and theoretical frameworks for preventing sexual violence are appearing in both the research and practice based literatures. The consensus of this work is that while important lessons have been learned, to date, the field is still in the early stages of developing and fully researching effective models particularly for primary prevention of this problem in communities. The purpose of the current study is to discuss the utility of applying the transtheoretical model of readiness to change to sexual violence prevention and evaluation. A review of this model along with its application in one promising new primary prevention program are provided along with exploratory data about what is learned about program design and effectiveness when this model is used. The study also represents one of the first attempts to operationalize and create specific measures to quantify readiness to change in the context of sexual violence prevention and evaluation. Implications for program development and evaluation research are discussed.

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Banyard, V. L., Moynihan, M. M., & Crossman, M. T. (2009). Reducing Sexual Violence on Campus: The Role of Student Leaders as Empowered Bystanders. *Journal of College Student Development*, 50, 446-457.

Sexual violence is a widespread problem for college communities. Students, faculty, and staff are increasingly involved in prevention efforts. To date, however, evaluation of sexual violence prevention programs has shown mixed results. One promising new practice teaches segments of college communities to be engaged, positive bystanders. It aims to both raise awareness about the problem of sexual violence and build skills that individuals can use to end it. The framework is grounded in research about the causes of sexual assault on campuses and factors identified by health behavior theories for changing attitudes and behavior. Evaluation of data using a bystander model is just beginning to appear. The current study presents a brief evaluation of one bystander program conducted with two groups of student leaders on one midsize public university campus in the Northeast. Results show the program to be effective, even among a group of student leaders who have a higher level of general awareness of campus community problems and training in working with students. Implications for programming and future research are discussed.

Potter, S. J., Moynihan, M. M., Stapleton, J. G. & Banyard, V. L. (2009). Empowering bystanders to prevent campus violence against women. *Violence Against Women* 15, 106-121.

Researchers at a midsize public northeastern university evaluated the efficacy of a poster campaign to determine if students increase their knowledge of prosocial bystander behaviors and willingness to intervene in instances of sexual violence after viewing a series of campaign posters where student actors model appropriate bystander behaviors. During the last week of the campaign, undergraduates were invited to participate in a web survey. The results of our preliminary evaluation indicate promising variation in the awareness of students who reported seeing the campaign compared to those who did not.

Potter, S. J., Stapleton, J. G., & Moynihan, M. M. (2008). Designing, implementing, and evaluating a media campaign illustrating the bystander role*. Journal of Prevention and Intervention in the Community*, 36, 39-56.

Recent research found that training men and women to understand the role of bystanders in situations where violence against women (VA W) is occurring may reduce the incidence of VA W (Moynihan and Banyard, 2004). Therefore a public awareness campaign to increase understanding of the prosocial role of bystanders in reducing VA W was developed and implemented. The current paper discusses the role of media campaigns in addressing public health issues and describes the initial development, implementation and evaluation of a media campaign focused on the bystander role in reducing the incidence of VAW. Conclusions and future directions of this exploratory project are discussed.

Banyard, V. L. (2008). Measurement and correlates of pro-social bystander behavior: The case of interpersonal violence. *Violence and Victims*, 23, 85-99.

The field of social psychology has long investigated the _role of pro-social bystanders in assisting crime survivors and helping in emergency situations. This research has usually been experimental and has established important principles about the conditions under which individuals will choose to engage in pro-social bystander behaviors. More recently, interest has grown in applying this work to the important practical problem of preventing interpersonal violence in communities. Yet, to date, there has been little research on the role of bystanders in cases of interpersonal violence. The current study is thus exploratory. Using a sample of 389 undergraduates, the study discusses key issues in the development of measures to investigate these questions and presents preliminary analyses of correlates of bystander behavior in the context of sexual and Relationship violence.

Moynihan, M. M. & Banyard, V. L. (2008). Community responsibility for preventing sexual violence: A pilot with campus Greeks and intercollegiate athletes. *Journal of Prevention and Intervention in the Community*, 36, 23-38.

Previous research has noted higher incidences of sexual violence on campus among members of campus Greeks and athletes and the need to do prevention programs with them. This paper presents results of an exploratory pilot study of a sexual violence prevention program with members of one fraternity, sorority, men's and women's intercollegiate athletic team. The program, experimentally evaluated and found to be effective with a general sample of undergraduates, was used to determine its efficacy specifically with Greeks and athletes. The model upon which the program is based calls for prevention efforts that take a wider community

approach rather than simply targeting individuals as potential perpetrators or survivors. Results from repeated-measures analysis of variance indicate that the program worked overall. Future directions are discussed.

Banyard, V. L., Moynihan, M. M., & Plante, E.G. (2007). Sexual violence prevention through bystander education: An experimental evaluation. *Journal of Community Psychology*, 35, 463-481.

The current study used an experimental design to evaluate a sexual violence prevention program based on a community of responsibility model that teaches women and men how to intervene safely and effectively in cases of sexual violence before, during, and after incidents with strangers, acquaintances, or friends. It approaches both women and men as potential bystanders or witnesses to behaviors related to sexual violence. Three hundred and eighty-nine undergraduates participated and were randomly assigned to one of two treatment groups or a control group. Results from the research reveal that up to 2 months after participating in either a one-or three-session version of the program, participants in the treatment conditions showed improvements across measures of attitudes, knowledge, and behavior while the control group did not. Most program effects persisted at 4-and 12- month follow-ups. The program appeared to benefit both women and men. Implications and future directions for research are discussed.

THEORETICAL, CONCEPTUAL AND OTHER PUBLICATIONS

Banyard, V. L. (2013). Go big or go home: Reaching for a more integrated view of violence prevention. *Psychology of Violence*, 3, 115-120.

Bennett, S., Banyard, V.L., & Garnhart, L. (2013, October 3). To act or not to act. That is the question: Barriers and facilitators of bystander intervention. *Journal of Interpersonal Violence*. Advance online publication.

Cares, A. C. (2013). What is the role of college faculty in stopping sexual violence? The Resource, Spring/Summer, pp. 16-17, 30. http://nsvrc.org/publications/resource.

Potter, S. J., Fountain, K., & Stapleton, J. G. (2012). Addressing Sexual and Relationship Violence in the LGBT Community Using a Bystander Framework. *Harvard Review of Psychiatry*, 20, 201-208.

Potter, S. J., & Stapleton J. G. (2011). Bringing in the target audience in bystander social marketing materials for communities: suggestions for practitioners. *Violence Against Women*, 17:191-812.

McMahon, S., & Banyard, V. L. (2012). When can I help? A conceptual framework for the prevention of sexual violence through bystander intervention. *Trauma, Violence, & Abuse*, 13(1), 3-14.

Banyard, V.L. (2011). Who will help prevent sexual violence: Creating an ecological model of bystander intervention. *Psychology of Violence*, 1, 216-229.

Moynihan, M. M., Potter, S. J., Banyard, V. L., Stapleton, J. G., & Mayhew, M. R. (2010). A community perspective on sexual violence prevention: Enhancing safety nets and preventing victimization by empowering a college community of bystanders. In M. Paludi and F. L. Denmark (Eds.), *Victims of Sexual Assault and Abuse: Resources and Responses/or Individuals and Families*, Volume 2 (pp. 187-210). New York: Praeger.

Moynihan, M. M. & Banyard, V. L. (2008). Improving individuals' change in response to sexual violence: Reducing backlash using a bystander approach. Sexual Assault Report. Civic Research Institute. [Reprinted in Family and Intimate Partner Violence Quarterly, 3, 293303.)

Moynihan, M. M., Banyard, V. L., & Plante, E. G. (2007). Preventing dating violence: A university example of community approaches. In Kendall-Tackett & Giacomoni (Eds*.), Intimate Partner Violence*. Kingston, NJ: Civic Research Institute.

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Banyard, V. L., Plante, E.G., & Moynihan, M. M. (2005). Rape Prevention through Bystander
  Education: Bringing a Broader Community Perspective to Sexual Violence Prevention.
  http://www.ncjrs.org/pdffilesl/nij/grants/20870 l.pdf.

Banyard, V. L., Plante, E.G., & Moynihan, M. M. (2004). Bystander education: Bringing a
  broader community perspective to sexual violence prevention. *Journal of Community
  Psychology*, 32, 61-79.

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ARTICLES OF RELATED INTEREST

Borges, A. M., Banyard, V. L., & Moynihan, M. M. (2008). Clarifying consent: Primary prevention of sexual assault on a college campus. *Journal of Prevention and Intervention in the Community*, 36, 75-88.

Banyard, V. L., Moynihan, M. M., Walsh, W. A., Cohn, E. S. & Ward, S. (2010). Friends of survivors: The community impact of unwanted sexual experiences. *Journal of Interpersonal Violence*, 25, 242-256.

Walsh, W. A., Banyard, V. L., Moynihan, M. M., Ward, S., & Cohn, E. (2010). Service use after an unwanted sexual experience: The impact of knowledge and gender. *Journal of Trauma and Dissociation*, 11 (2), 134-151.

APPENDIX B: SUGGESTED READINGS

Here are suggested readings to help prepare facilitators for presenting in-person. Please note that some of the suggested readings are copyright protected:

1.Stanford Rape Case

Marina Koren: Telling the Story of the Stanford Rape Case. *The Atlantic.* http://www.theatlantic.com/news/archive/2016/06/stanford-sexual-assaulthttp://www.theatlantic.com/news/archive/2016/06/stanford-sexual-assault-letters/485837/letters/485837/

Ray Sanchez: Stanford rape case: Inside the court documents. *CNN.* http://www.cnn.com/2016/06/10/us/stanford-rape-case-court-documents/

Katie J.M. Baker: Here Is The Powerful Letter The Stanford Victim Read Aloud To Her Attacker. *Buzzfeed.* https://www.buzzfeed.com/katiejmbaker/heres-the-powerful-letter-thehttps://www.buzzfeed.com/katiejmbaker/heres-the-powerful-letter-the-stanford-victim-read-to-her-ra?utm_term=.icw44Gq4zstanford-victim-read-to-her-ra?utm_term=.icw44Gq4z#.ndYmmYRmx

Mishra: Abducted woman was saying help

http://www.boston.com/news/local/articles/2005/12/22/abducted-woman-was-saying-help-help/.

1.   Lisak, David (2004). Predators: Uncomfortable Truths about Campus Rapists. *Connection: The Journal of the New England Board of Higher Education*, 19, 19-20. 4. Centers for Disease Control and Prevention - Understanding Sexual Violence

http://www.cdc.gov/ncipc/pub-res/images/SVFactsheet.pdf

5.   An accessible article of your choice defining and describing "Rape Culture."

6.   What Were You Wearing Installation. https://sapec.ku.edu/wwyw

9.Article about a young man convicted of rape.

http://www.universityherald.com/articles/3429/20130604/former-universitv-idahostudenthttp://www.universityherald.com/articles/3429/20130604/former-universitv-idaho-student-sentenced-up-15-vears-rape.htmsentenced-up-15-vears-rape.htm