

# Bystander Training

A USC Well-being Collective Toolkit



## USC Well-being Collective

The USC Well-being Collective harnesses the power of Collective Impact for a variety of distinct and often siloed academic departments, administrative units, recognized student organizations and local non-profits to come together and work with the whole student community towards our common agenda: **strengthening a campus culture driven by student wellbeing.**

This goal is supported by four interrelated strategic goals:

**Equity and Inclusion** – enhancing the culture of equity and inclusion

**Resilience and Thriving** – creating a culture where individuals and communities thrive

**Alcohol and Other Substance Use** – disrupting the culture of at-risk substance use

**Consent and Healthy Relationships** — fostering a culture of consent and healthy relationships

# Introduction

While sexual violence affects millions of people across the country each year, young people remain at the highest risk of sexual assault. Colleges and universities face significant challenges in addressing and preventing sexual assault and misconduct on their campuses.

According to the the 2019 AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct, the overall rate of nonconsensual sexual contact by physical force or inability to consent since the student enrolled at the school was 13.0 percent, with the rates for women, TGQN and undergraduate students being significantly higher than for men and graduate/professional students. In addition, undergraduate TGQN and female students reported having the highest rates of other forms of sexual misconduct. Among undergraduate TGQN students, 65.1 percent reported experiencing harassing behavior since first enrolling at the school, 21.5 percent with partners reported intimate partner violence (IPV) and 15.2 percent stalking. Among undergraduate women 59.2, 14.1 and 10.0 percent experienced harassing behavior, IPV and stalking, respectively (Cantor D, et al 2019).

The promotion of healthy relationships and affirmative consent through modeling, prevention education modules, workshops, and relationship campaigns are consistent strategies utilized by institutions of higher education in order to prevent sexual assault and misconduct. Teaching students skills to intervene as prosocial bystanders has become a common element of sexual assault prevention efforts. According to EVERFI data (2015), nearly all students report they would take action in a situation of sexual assault, however only two thirds believe their peers would do the same. Bystander intervention training can be an effective strategy used to empower students, staff, and faculty with the skills to safely intervene and assist in the prevention of sexual assault and harassment on college campuses. In addition, bystander training teaches skills to be an effective ally and supporter to survivors after sexual assault has occurred, with participants learning positive skills to intervene before, during, or after a harmful situation.

# Bystander Training

## **Toolkit Description:**

Implementing Bystander Intervention Training

## **Strategic Goals:**

Equity + Inclusion

Thrive + Mental Health

At-Risk Substance Abuse

**Consent + Healthy Relationships**

## **Strategies:**

Building healthy public policy

Creating supportive environments

Strengthening community action

**Developing personal skills**

Re-orienting all sectors towards prevention

## **A Toolkit For:**

**Faculty**

**Staff**

**Student**

Parent/Guardian

**Administrator**

# Goal

Effective bystander prevention and intervention strategies increase community members' awareness and knowledge of the problem, teach how to identify the problem, and provide them the skills to intervene when they see sexual harassment and assault occurring, about to occur, or in the aftermath of an occurrence (Moynihan et al. 2015). Bystander intervention training increases a person's awareness and capacity to safely and positively intervene during escalated social and interpersonal dynamics. The aim of this toolkit is to provide students, staff, and faculty with intervention strategies and techniques to prevent or intervene when there is a risk for sexual assault or misconduct.

## Intended Outcomes

### Key Performance Indicators:

- Increase percentage of students who report upstanding behaviors
- Reduce percentage of students who experience sexual assault in the last 12 months

## Evidence of Effectiveness

Scientifically Supported - Strategies with this rating are most likely to make a difference. These strategies have been tested in many robust studies with consistently positive results.

## Implementation Ideas

### For Faculty/Staff/Administrator

Campus staff, faculty and administrators can complete bystander training to gain skills sets in recognizing at-risk factors and diffusing potentially harmful situations.

### Online Training Modules:

Linkedin Learning's [Bystander Training: From Bystander to Upstander](#)

Grovo's [Bystander Intervention Practice: Notice and Intervene, How to Be an Active Bystander, Recognize the Barriers to Becoming an Active Bystander](#)

CyberU's [The Effective Bystander: Micro-course](#)

Administrators and campus policy writers can embed bystander training as a requirement for students, staff and faculty.

### For Students

Students leaders can encourage the review of online education modules Sexual Assault and Prevention Education for both undergraduate and graduate students:

- Sexual Assault and Prevention Education for Undergraduates
- Sexual Assault and Prevention Education for Graduates

Student leaders can participate in training and encourage student organization members to enroll in trainings

Student organizations can require members to complete trainings

Student leaders can review strategies for staying vigilant and encourage organization members to review bystander strategies

### **Bystander Intervention Strategies**

The three Ds of Intervention

**Direct:** A direct intervention is just as it states: a bystander confronts a potentially harmful situation directly. For example, someone may witness a situation developing with a friend and another person that looks like it may escalate. Directly stepping in to pull the friend out of the situation and walking away with them may be necessary. When safe, being direct is the most immediate way to intervene in a situation.

**Distract:** If it is not safe to address a situation directly, creating a distraction to diffuse or interrupt the situation may offer a deterrence. Examples of distraction include “accidentally” spilling a drink, asking for directions, or asking to borrow a cell phone from the person in the threatening situation. A brief interruption may be all that is needed to diffuse potential harm.

**Delegate:** There is strength in numbers. Enlist help from peers, friends, or passers-by to approach the situation together, and/or brainstorm ways to intervene. If possible, seek help from a person in authority, such as a staff member, bus driver, or bartender. Examples include directing someone to call for help, pulling in others for support, and working together as a team to help the person in danger.

# Implementation Resources

**Trojans Respect Consent**, a program of USC Student Health, is a 90-minute workshop on affirmative consent. The workshop centers on practicing how to engage in conversations about sexual activity with other students, including how to define, ask for and negotiate consent.

**Trojans Act Now!** is a 90-minute workshop on bystander intervention, adapted from the University of New Hampshire's Bringing in the Bystander, which uses a community of responsibility approach. It teaches bystanders how to safely intervene in situations where an incident may be occurring or where there may be risk.

Workshops equip learners with skills to intervene when they witness a situation that may lead to gender- and power-based harm including sexual harassment, stalking, dating violence, and sexual assault.

**NASPA's Culture of Respect**, evidence-based bystander intervention programs:

[Bringing in the Bystander training](#)

[Green Dot Strategy](#)

[One Act](#)

[The Women's Program](#)

[The Men's Program](#)

## Sponsors

NASPA's Culture of Respect

The JED Foundation

# References

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# Produced Examples

## Some Bystander Intervention Strategies

### ASK THE QUESTION

If you see someone who looks like they are in trouble, ask if they are ok.

### DON'T LEAVE THEM ALONE

Ensure that friends who are incapacitated don't leave without you or go to secluded places with someone.

If a person is trying to get you to leave so that they can take advantage of someone, refuse to leave the area or call the police.

### "I" STATEMENTS

Three parts: 1) State your feelings, 2) Name the behaviour, 3) State how you want the person to respond.

Focuses on your feelings rather than criticising the other person. Example: I feel \_\_\_\_\_ when you \_\_\_\_\_. Please don't do that any more.

### SILENT STARE/ BODY LANGUAGE

Remember, you don't have to speak to communicate.

Sometimes a disapproving look can be far more powerful than words.

### HUMOUR

Reduces the tension of an intervention and makes it easier for the person to hear you.

Do not undermine what you say with too much humour. Funny doesn't mean unimportant.

### GROUP INTERVENTION

There is safety and power in numbers.

Best used with someone who has a clear pattern of inappropriate behaviour where many examples can be presented as evidence of their problem.

### "BRING IT HOME" (EMPATHY)

Prevents someone from distancing themselves from the impact of their actions.

EXAMPLE: "I hope no one ever talks about you like that."

Prevents them from dehumanizing their targets as well.

EXAMPLE: "What if someone said your girlfriend deserved to be raped, or called your mother a slut?"

### "WE'RE FRIENDS, RIGHT..."

Reframes the intervention as caring and non-critical.

EXAMPLE: "Hey, Dave. As your friend, I've got to tell you that your teeshirt isn't doing you any favours, it's killing your rep with the ladies. Do yourself a favour and don't wear it again – chuck it out."

### DISTRACTION/INTERRUPTION

Most effective for street harassment.

Snaps someone out of their "sexist comfort zone."

EXAMPLE: Ask a man harassing women on the street for directions or the time.



## An Overview of the Green Dot Strategy

### Green Dot Strategy/Philosophy

The Green Dot strategy is a comprehensive approach to violence prevention that capitalizes on the power of peer and cultural influence across all levels of the socio-ecological model. Informed by social change theory, the model targets all community members as potential bystanders, and seeks to engage them, through awareness, education, and skills-practice, in proactive behaviors that establish intolerance of violence as the norm, as well as reactive interventions in high-risk situations – resulting in the ultimate reduction of violence. Specifically, the program targets socially influential individuals from across community subgroups. The goal is for these groups to engage in a basic education program that will equip them to integrate moments of prevention within existing relationships and daily activities. By doing so, new norms will be introduced and those within their sphere of influence will be significantly influenced to move from passive agreement that violence is wrong, to active intervention.

Given the extraordinary human cost of failure, we must inform every aspect of what we do with the most current science, then divest personal ego and scrutinize our work with objectivity and scientific rigor, course correcting each step of the way. The Green Dot curriculum is informed by concepts and lessons learned from bodies of research and theory across the domains of violence against women, diffusion of innovation/social diffusion, bystander dynamics, perpetration, and marketing/advertising. Additionally, since the foundation of Green Dot is built upon the necessity of achieving a critical mass of individuals willing to engage in new behaviors, it is important that we strive to recognize and address anything within our efforts that might be limiting engagement including historical obstacles in the field of violence prevention and professional and personal obstacles we all face. Finally, in contrast to historical approaches to violence prevention that have focused on victims and perpetrators, the Green Dot strategy is predicated on the belief that individual safety is a community responsibility and shifts the lens away from victims/perpetrators and onto bystanders. The overarching goal is to mobilize a force of engaged and proactive bystanders.

The conceptual framework that underlies the Green Dot prevention strategy is the Butterfly Model of Influence, which provides a framework for maximizing influence across all levels of the social ecology. In order for individuals to forward their prevention efforts by engaging in a new behavior, they need to see their connection to the issue and feel competent to do their part. Embedded throughout the curriculum are elements to promote ownership and competence (skills and knowledge). This will in turn enable individuals to use their existing influence to re-set social norms – from apathy and inaction – to (1) active intolerance of violence, and (2) the expectation that everyone will do her/his part to ensure community safety.

### The Green Dot Curriculum

The Green Dot curriculum is comprised of three primary components, each with an emphasis on particular elements of the Butterfly model:

#### Part One: Green Dot Persuasive Speech

##### 1. Green Dot Persuasive Speech:

A short persuasive speech that can range from 5 minutes to an hour that introduces the basic elements of Green Dot while using persuasive and inspirational language to engage participants in immediate action. The



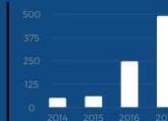
## Bringing in the Bystander®

365

COLLEGES, UNIVERSITIES,  
CRISIS CENTERS, HEALTH  
CENTERS  
AND COALITIONS LICENSED  
SINCE 2015



IN 2018, WE HAVE  
ADDED THREE NEW  
TRAINERS



NUMBER OF PEOPLE  
ATTENDING REGIONAL  
TRAININGS

BITB MAKING A DIFFERENCE ALL  
OVER THE WORLD

Australia

Canada

New Zealand

United Kingdom

United States

Sweden



**USC Student Health**

**Office for Health Promotion Strategy**  
**Backbone for the USC Well-being Collective**

The Office for Health Promotion Strategy, backbone for the USC Well-being Collective, is embedded in USC Student Health and serves as the administrative core to support campus partners in aligning their strategic objectives with student wellbeing. The Office for Health Promotion Strategy works with participating partners, the Steering Committee, and most importantly, students to activate change at USC.

For additional questions, please contact: USC Student Health, Office for Health Promotion Strategy, Backbone for USC Well-being Collective at [wellbeingcollective@usc.edu](mailto:wellbeingcollective@usc.edu)

**USC** Well-being Collective

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