Welcome, this web conference will begin soon

BYSTANDER INTERVENTION
From Research to Practice

Wednesday, July 15
11am PST | 2pm ET

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Meet the PreventConnect Team

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she/her/hers

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PreventConnect.org/email – email group

Learn.PreventConnect.org – eLearning
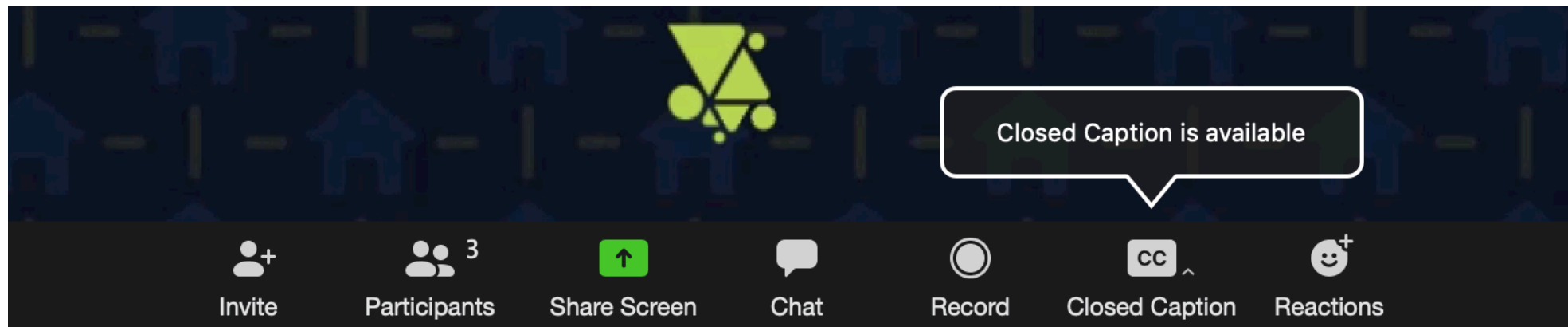
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How to use Zoom

▸ Text chat

▸ PowerPoint Slides

▸ Polling Questions

▸ Phone

▸ Closed Captioning

▸ Web Conference Guidelines

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▶ Domestic violence/intimate partner violence

▶ Sexual violence

▶ Violence across the lifespan, including child sexual abuse

▶ Prevent before violence starts

▶ Connect to other forms of violence and oppression

▶ Connect to other prevention practitioners

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PreventConnect is a national project of the California Coalition Against Sexual Assault sponsored by the U.S. Centers for Disease Control and Prevention. The views and information provided in this web conference do not necessarily represent the official views of the U.S. government, CDC or CALCASA.

Objectives

▸ Describe characteristics of successful researcher-practitioner partnership

▸ Identify current bystander intervention research outcomes

▸ Critique current research literature on bystander intervention

▸ Identify ways to incorporate current research findings into practice

CDC Technical Packages

STOP SV

	Strategy	Approach
S	Promote **Social Norms** that Protect Against Violence	• Bystander approaches • Mobilizing men and boys as allies
T	**Teach** Skills to Prevent Sexual Violence	• Social-emotional learning • Teaching healthy, safe dating and intimate relationship skills to adolescents • Promoting healthy sexuality • Empowerment-based training
O	Provide **Opportunities** to Empower and Support Girls and Women	• Strengthening economic supports for women and families • Strengthening leadership and opportunities for girls
P	Create **Protective** Environments	• Improving safety and monitoring in schools • Establishing and consistently applying workplace policies • Addressing community-level risks through environmental approaches
SV	**Support Victims**/Survivors to Lessen Harms	• Victim-centered services • Treatment for victims of SV • Treatment for at-risk children and families to prevent problem behavior including sex offending

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CDC Technical Packages

Preventing IPV

Strategy	Approach
Teach safe and healthy relationship skills	• Social-emotional learning programs for youth • Healthy relationship programs for couples
Engage influential adults and peers	• Men and boys as allies in prevention • Bystander empowerment and education • Family-based programs
Disrupt the developmental pathways toward partner violence	• Early childhood home visitation • Preschool enrichment with family engagement • Parenting skill and family relationship programs • Treatment for at-risk children, youth and families
Create protective environments	• Improve school climate and safety • Improve organizational policies and workplace climate • Modify the physical and social environments of neighborhoods
Strengthen economic supports for families	• Strengthen household financial security • Strengthen work-family supports
Support survivors to increase safety and lessen harms	• Victim-centered services • Housing programs • First responder and civil legal protections • Patient-centered approaches • Treatment and support for survivors of IPV, including TDV

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CDC Technical Packages

Preventing ACEs

Strategy	Approach
Strengthen economic supports to families	• Strengthening household financial security • Family-friendly work policies
Promote social norms that protect against violence and adversity	• Public education campaigns • Legislative approaches to reduce corporal punishment • Bystander approaches • Men and boys as allies in prevention
Ensure a strong start for children	• Early childhood home visitation • High-quality child care • Preschool enrichment with family engagement
Teach skills	• Social-emotional learning • Safe dating and healthy relationship skill programs • Parenting skills and family relationship approaches
Connect youth to caring adults and activities	• Mentoring programs • After-school programs
Intervene to lessen immediate and long-term harms	• Enhanced primary care • Victim-centered services • Treatment to lessen the harms of ACEs • Treatment to prevent problem behavior and future involvement in violence • Family-centered treatment for substance use disorders

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Implications in our current context

JUSTICE & LAW, NATIONAL, VIOLENCE & HARASSMENT

Bad Cops and Bystanders: How Male-Dominated Cultures Keep Men Silent

6/17/2020 by JACKSON KATZ

A June 11 "Justice for George Floyd" protest in downtown Minneapolis. (Tony Webster @webster / Twitter)

Forbes   Billionaires   Innovation   Leadership   Money   Business   Small Business   Lifestyle

EDITORS' PICK | 1,200 views | Jul 6, 2020, 11:37am EDT

How Do You Intervene When You Witness Racism, Bias And Bigotry In The Workplace?

Janice Gassam Senior Contributor ⓘ
Diversity & Inclusion
I help create strategies for more diversity, equity, and inclusion.

DISCRIMINATION

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How are you currently implementing bystander intervention strategies?

Text Chat Question

What experiences do you have with researcher-practitioner collaborations?

Text Chat Question

Chat

To: Everyone ▾

Type message here...

Meet Our Guests
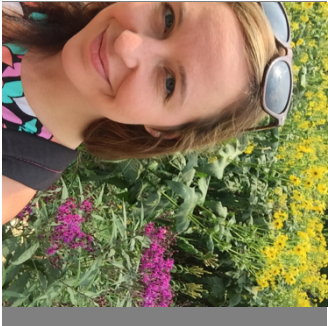
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3 Items in 30 Minutes

1. **Effectiveness** of bystander intervention programs

2. **Research on race/ethnicity** in bystander intervention

3. **Outcomes and consequences** students experience

One perspective - no endorsements
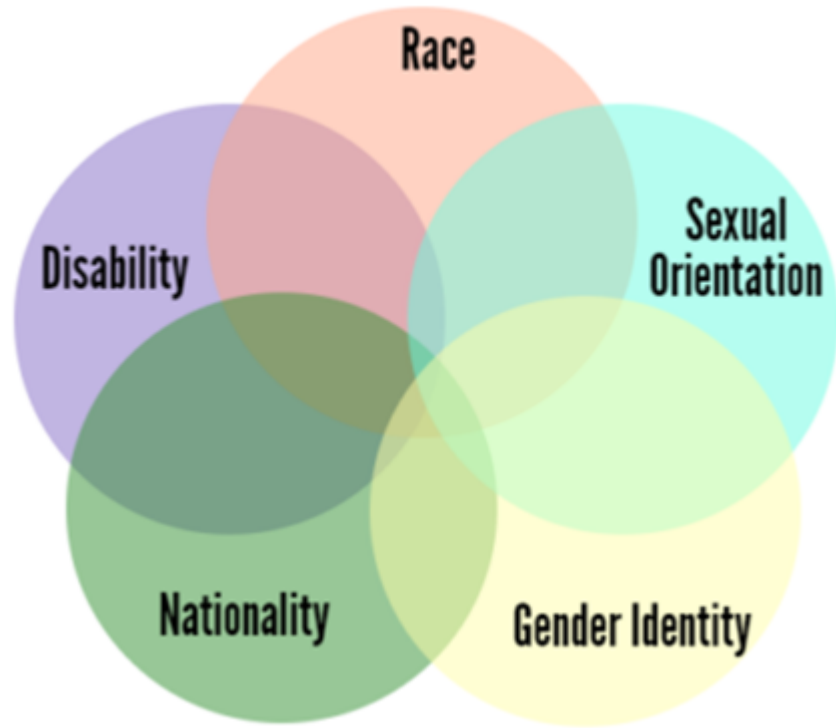
Reference handout available at:
https://tinyurl.com/BystanderResearch

Effectiveness of bystander training

How effective is bystander training?

Qualitative studies demonstrate **positive** attitudes, behavioral intentions, and bystander behaviors

(Barone et al, 2007; Foubert & Perry, 2007; Foubert, Godin, & Tatum, 2010; Foubert, Tatum, & Godin, 2010)

Three meta-analyses indicate **small to moderate effects** of bystander training on intentions and behaviors to intervene against sexual violence in mostly college populations.

(Katz & Moore, 2013; Jouriles et al., 2018; Hensmen et al., 2019)

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1. Bystander education training for campus sexual assault prevention: An initial meta-analysis (Katz & Moore, 2013)

■ **12 studies** with 2,926 college students who went through an average of **140 minutes of bystander training found:**

■ moderate effects on bystander efficacy (0.49, 95% CI= 0.31 to 0.66) and

■ smaller effects on reported bystander behaviors (0.23, 95% CI = 0.04 to 0.41)

■ no significant effect on decreasing perpetration (-0.28, 95% CI = 0.09 to -0.65)

2. Bystander programs addressing sexual violence on college campuses: A systematic review and meta-analysis of program outcomes and delivery methods (Jouriles, Krauss, Vu, Banyard, & McDonald, 2018)

■ **24 studies** (anytime through August, 2017) of undergraduate studies with control groups and bystander outcomes at post/follow-up

■ **Improved attitudes/beliefs** (effect 0.27, p<0.001)

■ **Increased bystander behavior** (effect 0.39, p<0.001)

■ **Additional outcomes**
- –*Decreased effects over time, still significant at 3 months follow-up*
- –*No influence of facilitator or audience gender*

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3. Does the Gendered Approach of Bystander Programs Matter in the Prevention of Sexual Assault Among Adolescents and College Students? A Systematic Review and Meta–Analysis (Hensmen Kettrey & Marx, 2019)

■ **14 studies** college and secondary schools (N=7881) (12 experimental/2 quasi); 12 measure bystander behaviors, 5 measure perpetration

- **_Effect_ on bystander behaviors** *(0.28, CI= 0.19-0.36)*
- *No effect on **perpetration** (0.11, 95% CI = -0.10 – 0.32)*
- *No effect of implementation group (online, single or mixed gender)*
- *No effect of gendered framing of sexual assault*

4. Effects of bystander sexual assault prevention programs on promoting intervention skills and combating the bystander effect: a systematic review and meta-analysis (2020): **Significant effect on identifying situations warranting intervention**

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What about online programs?

Theoretical mediators of *RealConsent*: a web-based sexual violence prevention and bystander education program (Salazar, Vivolo-Kantor, & Schipani-McLaughlin, 2019)

- Online format modeled after Alan Berkowitz's Men's Workshop

- Online, six 30-minute modules, for males

- Outcomes (CDC funded)

  Decreases in perpetration

  Increases in prosocial bystander behaviors

- See more: https://cultureofrespect.org/program/realconsent/

"Researchers are beta-testing the revised version. To find out how to participate in beta-testing, contact Dr. Laura Salazar at lsalazar1@gsu.edu. The program will be commercially available soon."

Intervene: Modeling Pro-Social Bystander Behavior in College Students through Online Video (Santacrose, Laurita, & Marchell, 2019)

- **■*Intervene***
  - –*Free, online, 20-minute video*
  - –*https://health.cornell.edu/initiatives/campaigns-materials/intervene-bystander-campaign*

- ■RCT; Study sample (n=1,243)
- ■**Effective at increasing the *likelihood* of intervening (intentions)** versus control @ 4 weeks
  - –*Greater increase in females*
  - –*No differences between undergraduate and graduate students in outcomes*
  - -Situations involved *hazing, intimate partner violence, racial bias, and sexual harassment*

Dissertation: Evaluating a Self-Determination Approach to a Text Message Intervention for Sexual Violence Prevention (Brickman, 2017)

- **Text-messaging booster sessions** (<u>**from Green Dot participants**</u>)

    Self-select to participate in control or intervention

- **Two styles** of text-messaging (**autonomy-related** messaging versus **directive-based**)

    12 sets of text messaging sent over 14 weeks, always Thursdays at 2pm

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What might stop you from intervening in a possible sexual assault? A)Embarrassment B)Not knowing when to act C)Not knowing how Text A,B, or C to let us know.	Auto
Embarrassment or not knowing how to act can stop someone from intervening in a possible sexual assault. To overcome these barriers: [LINK]	Dir
Going out this weekend? People find it helpful to think ahead about how they might intervene in a possible risky situation. For tips: [LINK]	Auto
Going out this weekend? Plan ahead for how you can intervene in a possible risky situation. Get tips here: [LINK]	Dir

(Brickman, 2017)

Outcomes (Brickman, 2017)

■Higher feelings in <u>combined intervention</u> (compared to control) of
- ***autonomous choice regulation (ie- personal responsibility)***
- ***competence (ie- self-efficacy)***
- ***autonomy support (ie- community support)***

■<u>Autonomy-based</u> group (compared to directive) . . .
- *More okay with* **frequency** *of messaging*
- *More likely to* **participate**

Research by race/ethnicity

"Current research generally suffers from a **lack of diversity in the study samples** (Labhardt, Holdsworth, Brown, & Howat, 2017)**, despite the diversity of most campus communities**" (Hoxmeier, O'Connor, & McMahon, 2018)

Few studies and mixed findings
Initial evidence suggests variations in outcomes

Undergraduate students as bystanders to sexual violence risks: differences in reported intervention opportunities and behaviors by racial identity
(Hoxmeier, O'Connor, & McMahon, 2018)

This article reviews three papers in its background

Three previous studies within the Hoxmeier paper:
Approach 1: "White" vs. "Other"

1. **White and "other" racially identified students**
(Diamond-Welch, Hetzel-Riggin, & Hemingway, 2016)

■ **Variation in bystander behaviors** among White and non-White students

Three previous studies within the Hoxmeier paper:
Approach 1: "Group1" vs. White

2. **African American and White bystanders (Brown et al., 2014)**

   ■ **African American** students self-reported **more prosocial bystander behaviors and fewer missed opportunities** to intervene than White students.

Three previous studies within the Hoxmeier paper:
Approach 1: "Group1" vs. White (+gender interaction)

2. **African American and White bystanders (Brown et al., 2014)**

■ African American students self-reported more prosocial bystander behaviors and fewer missed opportunities to intervene than White students.
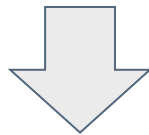
White men were the
least likely
to intervene

African American women
were the
most likely
to intervene

Three previous studies within the Hoxmeier paper:
Approach 3: Multiple group comparisons

3. **Asian/Pacific Islander, Hispanic, African American, & White students**

(Hoxmeier et al., 2017)

- Compared to White students:
  - *Asian/Pacific Islander students reported:*
    - **less intent** to intervene
    - **fewer opportunities** to intervene
    - but **no difference in missed intervention opportunities**

  - *African American and Hispanic students reported:*
    - **more missed intervention opportunities**
      - *(but with low African American sample)*

Students as Prosocial Bystanders to Sexual Assault: Demographic Correlates of Intervention Norms, Intentions, and Missed Opportunities
(Hoxmeier & Acock, 2020)

Replicated result . . .

Compared to White students:

——*African American and Hispanic* students reported:

- **more missed intervention opportunities**

Undergraduate students as bystanders to sexual violence risks: differences in reported intervention opportunities and behaviors by racial identity (Hoxmeier, O'Connor, & McMahon, 2018)

■**Non-Hispanic White students report more opportunities to intervene**

–*(in four of six opportunities, adjustments for gender & school year).*

■Only one significant finding in bystander behavior.

▸ *After adjusting for covariates, **Asian American students** (AOR = 0.46, 95% CI = [0.27, 0.78]), had significantly **less odds of reporting they "did something" when hearing "rumors that a friend forced someone to have sex,"** compared with Non-Hispanic White students.*

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Interpersonal Violence Among African American Young Adult Women and Violence Interruption Process as a Bystander Intervention
(McKendrick, 2020)

▶ **The StandUP! ManUP! Program**

▶ The **Violence Interruption Process** (VIP): "**focused on sociocultural contexts in the African American community to interrupt patterns of violence**" based in **liberation theory**

▶ Bystander training at a HBCU in male only and mixed gender groups (n=406). **Outcomes in males only.**

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Interpersonal Violence Among African American Young Adult Women and Violence Interruption Process as a Bystander Intervention
(McKendrick, 2020)

▸ Positive changes in attitudes from questionnaires (coded)

"Attitude changes among male participants were particularly attributed to **identifying ways in which persons had experienced violence in their lives**. Participants reported that this **helped them in empathic understanding**. . .

Making changes and **stopping violence in the community *as* a community** may be effective practice in violence intervention processes."

Considerations and Questions

Research suggests variations in opportunities, intentions, and behaviors across racial/ethnic groups

Intersections with gender are critical!

1. How do outcomes vary based on **campus demographics**?

2. How well do bystander **"situations" in surveys represent real life** encounters across racial/ethnic groups?

3. How does intervening and measurement need to **adapt to social distancing and "new normals"**?

Polling question

How much of this information is new to you?

3 of 3
Outcomes & consequences

Adverse Consequences to Assisting Victims of Campus Violence: Initial Investigations Among College Students (Krauss, Jouriles, Yule, Grych, Sargent, & Banyard, 2017)

■Two studies

■**16% and 20%** of those who intervened reported a **negative consequence**

List of consequences:

▸ Harassed, physically hurt, verbally threatened, got into trouble
  ▸ (most with one negative outcome experienced multiple negative outcomes)

Bystander interventions for sexual assault and dating violence on college campuses: Are we putting bystanders in harm's way? (Witte, Casper, Hackman, & Mazheruddin, 2017)

■ 19 scenarios, yes/no for each:
  – *Good*
  – *Proud*
  – *Empowered*
  – *Neutral*
  – *Bad*
  – *Regretful*
  – *Scared*
  – *Traumatized*
  – *Embarrassed*

Bystander interventions for sexual assault and dating violence on college campuses: Are we putting bystanders in harm's way? (Witte, Casper, Hackman, & Mazheruddin, 2017)

■ Compared to those who did not intervene, **students who intervened** were more likely to feel

  –*good (all 19 events)*

  –*proud (n=16/19)*

  –*empowered (n=9/19)*

■ Compared to those who did intervene, **students who did NOT intervene** were more likely to feel

  –*neutral (all 19 events)*

  –*bad (n=11/19)*

  –*regretful (n=10/19)*

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Bystander interventions for sexual assault and dating violence on college campuses: Are we putting bystanders in harm's way? (Witte, Casper, Hackman, & Mazheruddin, 2017)

What about mental health?

■**Increased witnessing and intervening** = associated with <u>PTS symptoms</u>

■**Witnessing** is associated with <u>depression symptoms</u>, **but not when intervening in these event**

■Authors posit a "**bitter-sweet" outcome model**: that many bystanders feel good about intervening but are at risk for traumatic stress symptoms

What are the reactions of potential victims and perpetrators?

■Qualitative analysis of open-ended responses of intervening; (n=150; 62% female; 91% White)

1. **Victim positive: 30%**
   ‣ "She was happy." "My friend was grateful."

2. **Perpetrator negative: 31%**
   ‣ "He was mad." "The male did not react very well."

3. **Stopped behavior: 13%**
   ‣ "He backed off." "They listened." *"The subject proceeded to find a different girl to dance with"*

How do bystanders perceive the reactions of potential victims and perpetrators (based on strategy used)?

■ **Direct** interventions elicited **more positive responses by both victims and perpetrators** compared to all other responses combined

Direct: Victim positive (41% vs 22%)

Direct: Perpetrator positive (12.7% vs 1.1%)

Rose's podcast with NSVRC on measurement

Ask the Researcher

Measuring Bystander Intervention

NSVRC
national sexual violence resource center

https://www.nsvrc.org/blogs/what-can-you-learn-10-minutes-about-measuring-bystander-intervention

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Qualitative coding experience

Tajammal Yasin, MSW
PhD Student in Social Welfare
University of Wisconsin - Milwaukee

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Examples of Bystander Scenarios and their coding

Scenario (Action)	Strategy1	Strategy2	Strategy3	Strategy4	Detail	Vict_Approach	Perp_Approach
Actively intervene (ie- protect the person who could be harmed, stop the aggressor): : Help them home if they are a friend or find someone nearby that can help	Get help other	Help victim			Medium	Supportive	
Actively intervene (ie- protect the person who could be harmed, stop the aggressor): : Save the person	Help victim				Low	Supportive	
Actively intervene (ie- protect the person who could be harmed, stop the aggressor): : Create a distraction to take my friend in a safe place finding a false excuse so that the person leaves my friend	Distraction				Low	Supportive	
Actively intervene (ie- protect the person who could be harmed, stop the aggressor): : Take them out of the situation. Help them home	Help victim				Medium	Supportive	
Actively intervene (ie- protect the person who could be harmed, stop the aggressor): : move the person	Separate				Medium	Supportive	
Use body language (ie- silent stare of disapproval): : Stare	Body language				Medium	Supportive	
Say something: The person pressuring them to drink: Hey, they said no, dude, back off. It's cool if they don't want to drink more.	Say disapproval				high	Supportive	Assertive
Say something: The group directly (if I was in a group): Stop	Other				Low		Assertive

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Hear more at the American Public Health Association

Read the abstract here: https://apha.confex.com/apha/2020/meetingapp.cgi/Paper/471832

4371.0 What would you do? A qualitative analysis of bystander strategies to prevent sexual violence and racism in undergraduate students

Rose Hennessy, MPH[1], Tajammal Yasin[2], Paul Florsheim, PhD[1], Noelle Byron[3] and Alezandria Leonhard[3], (1)University of Wisconsin - Milwaukee, Milwaukee, WI, (2)University of Wisconsin-Milwaukee, Milwaukee, WI, (3)Milwaukee, WI

Abstract

📅 Tuesday, October 27, 2020

🕐 5:00 PM - 6:30 PM   **Mountain Time**

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What findings from the recent research on bystander intervention can you incorporate in your practice?

Text Chat Question

Chat

To: **Everyone** ▾

Type message here...

Researcher-Practitioner Partnership

Successes, challenges, and next steps

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Study results also at APHA!

▸ Link to abstract: https://apha.confex.com/apha/2020/meetingapp.cgi/Paper/471881

5044.0 Bystander training to prevent sexual violence and racism among college students: A theory-based analysis of a cluster randomized control trial

Rose Hennessy, MPH[1], Paul Florsheim, PhD[1], Young Ik Cho, PhD[1], Sara Smith[2], Katy Adler[2] and Kacie Otto[2], (1)University of Wisconsin - Milwaukee, Milwaukee, WI, (2)Marquette University, Milwaukee, WI

Abstract

📅 Wednesday, October 28, 2020

🕐 8:30 AM - 10:00 AM   **Mountain Time**

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What will it take to strengthen collaborations between researchers and practitioners?

Text Chat Question

Resources

Rose's podcast with NSVRC on measurement

Ask the Researcher

Measuring Bystander Intervention

NSVRC

https://www.nsvrc.org/blogs/what-can-you-learn-10-minutes-about-measuring-bystander-intervention

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Previous web conferences

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PreventConnect.org/email – email group

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