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Changing a Campus Climate by Speaking Up! A Collaborative Bystander Intervention Approach

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Changing a Campus Climate by Speaking Up! A Collaborative Bystander Intervention Approach

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Don't Stand By. Speak Up!

Speak Up! is a facilitated training and awareness campaign that seeks to empower students to intervene when an individual is in need or faced with a questionable circumstance.

The cornerstone of the program is expanding students' ability to intervene by teaching them the three D's - **Direct, Distract, and Delegate** - as tools to prepare them to take action.



DON'T
STAND BY
SPEAK UP!

Be prepared to act. Make the Three D's – Distract. Direct. Delegate. – part of your action plan.

STEVENS INSTITUTE OF TECHNOLOGY

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If you or a friend need help, contact **Campus Police** at (201) 216-3911 or the **CARE Team** at www.stevens.edu/care

Our Cornerstone: The 3 D's...

DIRECT

“Hey, is this person bothering you?”

“I’m going to call the police if you continue harassing them.”

“That comment made me really uncomfortable.”

DISTRACT

“Hey, aren’t you in my Engineering class?”

“I just got my period, do you have a Tampon?”

“I think your car is being towed.”

DELEGATE

“I’m worried about my friend, I’m calling CAPS.”

“ I think Sam has had too much, I am going to talk to the bartender”.

“This party is out of control, I am calling the RA.”

Bystander Intervention

What's happening on our campuses?

- 54% of the college students who had witnessed someone acting in a sexually violent or harassing manner did nothing¹
- 77% witnessed a drunk person heading for a sexual encounter and also did nothing¹
- 75% of college students with mental health problems do not seek help

Best Practices

- Comprehensive and multipronged²
- Multiple Strategies
- Community approach³
- Sexual Violence: Emphasis on increasing participants' knowledge of sexual violence and increasing the likelihood of intervention³

Federal Obligations

- Violence Against Women Reauthorization Act, 2013
 - Annual training for new students, faculty staff – inclusive of bystander intervention practices and methods

1. American Association of Universities Climate Survey (2015)

2. McDonald and Flood (2012)

A Stevens Snapshot

- Private, STEM institution – 6600 total
 - Female population: 30%
 - International – 5%
 - Fraternity & Sorority Membership: 37%
 - NCAA Athletes: 23%
- Historically conservative
- Limited Staffing and Resources for education



Why this Approach?

- Shift from Title IX to Bystander Intervention focus
- Increase in Mental Health concerns:
 - Suicides
 - Students witnessing warning signs
 - Anxiety, depression, poor coping skills
 - Drugs and alcohol
- Demanding curriculum (21-23 credits) = limited “free” time
- Small campus = great deal of overlap in programming
- STEM Students = Creating a “language”

Developing Our Model



Step 1:

Develop a Bystander Student Working Group

1. Review existing Bystander Intervention programs
2. Identify the situations they encounter
 - a. Mental Health/Suicide
 - b. Consent/Alcohol
 - c. Relationship Violence
 - d. Social Media Abuse/Offensive Language
3. Discuss barriers to intervention
4. Brainstorm components of a new Stevens' specific training model
5. Develop and Advertising Campaign and Slogan

USE THE 3 D's OF BYSTANDER INTERVENTION

DIRECT

Speak up directly to those involved in sexual assault.

Hey, is
this person
bothering
you?

Be prepared to act. Make the 3 D's – Direct.
Distract. Delegate. – part of your action plan.

DON'T
STAND BY
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USE THE 3 D's OF BYSTANDER INTERVENTION

DISTRACT

Change the outcome of sexual assault by diverting attention.

Hey, aren't
you in my
engineering
management
class?

Be prepared to act. Make the 3 D's – Distract.
Direct. Delegate. – part of your action plan.

DON'T
STAND BY
SPEAK UP!

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USE THE 3 D's OF BYSTANDER INTERVENTION

DELEGATE

Ask others to help you speak up about depression.

I'm worried
about my friend.
I'm calling
Stevens
counseling.

Be prepared to act. Make the 3 D's – Delegate.
Distract. Direct. – part of your action plan.

DON'T
STAND BY
SPEAK UP!

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Step 2: Identify Appropriate Campus Partners & Resources

Recruit a diverse group of staff to develop & facilitate the new training.

- Kristie Damell: Associate Dean of Students & Title IX Coordinator (Co-Chair)
- Melissa Zarin: Assistant Director CAPS & Coordinator of Prevention and Outreach (Co-Chair)
- Director of Disability Services
- Head Athletic Trainer
- Head Men's Baseball Coach
- Resident Advisor/Veteran

Involve key stakeholders in the development process and determine necessary resources = **Know your budget!*

Step 3: Implement a Pilot Program

Identify target populations to pilot the program and gather survey feedback to determine program effectiveness.

Year 1 (2016-2017) – 500 students

- NCAA Athletes
- Resident Advisors and Orientation Leaders

Year 2 (2017-2018) - 1300 students

- Added Groups:
 - Organization Leaders
 - Campus-wide Trainings
 - Adapted into Freshman Orientation
- Filmed two new scenes
 - Macroaggressions
 - Dating violence

Results

- Increase in CARE and Title IX Reports
- Increase in reports of students actively intervening

Based on survey assessment:

- 90% understood how to use the 3 D's of intervention
- 87% felt more knowledgeable on campus resources

Improvements for 2018-2019

- Increasing self-efficacy in intervention
 - 79% were more confident intervening
- More engagement in training activities

	2015-2016	2016-2017	2017 –TO DATE
CARE Reports	79	115	140
Title IX Reports	20	22	28
TOTAL	99	137	168

Updates for year 3

Year 3 (2018-2019) – estimate 2000 students:

- ☐ Adding Student facilitators
- ☐ Target Fraternity & Sorority Members
- ☐ Mandatory training for residential students
- ☐ Adding Pre-test Assessment
- ☐ Incorporate role playing and more engagement from students
- ☐ Make curriculum available on our website
- ☐ Update Ad Campaign

Speak Up! Structure (75 minutes)

1. Self-Reflection Activity	When were you a bystander? Did you intervene?
2. What is an Active Bystander?	Shift from being passive to active bystanders
3. What happens on our campus?	Stand-up Activity and statistics
4. Community Role	What is their role at Stevens/the part they play?
5. Barriers for Intervention	Open Discussion regarding challenges to intervention
6. Segue into Video	4 Vignettes filmed at Stevens with Stevens members:
7. Breaking it Down	Briefly review each scenario for content
8. The 3 D's!	Introducing 3 methods of intervention into small –group discussion back to large group.
8. Video Resolution	Seeing the 3 D's in action
9. Resources and Wrap-Up	Reiterating services and restating the 3 D's/ Self-Reflection Exercise

Think back to a
time in your life
when you were a
bystander.

What happened,
and how did you
respond or not
respond?



What is a bystander?

Passive Bystander: A person who is present at an event or incident but does not take part.

Active Bystander: A person who is present at an event or incident and takes action to intervene.



What prevents us from intervening?





Thank you!

Any questions?

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