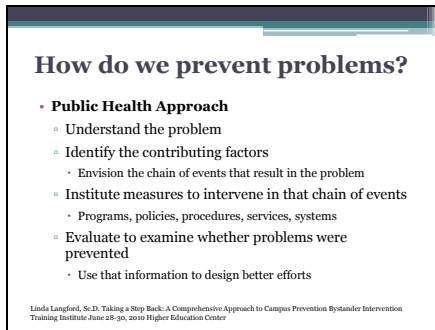


Slide 4



Bystander Prevention
A Foundation of Research

Slide 5

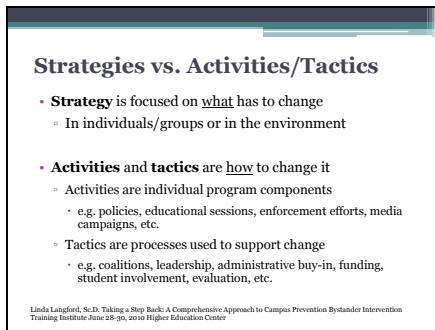


How do we prevent problems?

- **Public Health Approach**
 - Understand the problem
 - Identify the contributing factors
 - Envision the chain of events that result in the problem
 - Institute measures to intervene in that chain of events
 - Programs, policies, procedures, services, systems
 - Evaluate to examine whether problems were prevented
 - Use that information to design better efforts

Linda Langford, Sc.D. Taking a Step Back: A Comprehensive Approach to Campus Prevention Bystander Intervention Training Institute June 28-30, 2020 Higher Education Center

Slide 6



Strategies vs. Activities/Tactics

- **Strategy** is focused on what has to change
 - In individuals/groups or in the environment
- **Activities and tactics** are how to change it
 - Activities are individual program components
 - e.g. policies, educational sessions, enforcement efforts, media campaigns, etc.
 - Tactics are processes used to support change
 - e.g. coalitions, leadership, administrative buy-in, funding, student involvement, evaluation, etc.

Linda Langford, Sc.D. Taking a Step Back: A Comprehensive Approach to Campus Prevention Bystander Intervention Training Institute June 28-30, 2020 Higher Education Center

Slide 7

What we know...

- Prevention efforts
 - Collaborative
 - Synergistic; compliment and reinforce one another
 - Function across divisions
 - Challenging the higher education silo effect
 - Effective prevention is a **PROCESS** not a *program*
 - Shared and continuous problem-solving

Slide 8

Bystander Intervention Prevention Programs

- Asks that each student take responsibility for a community problem
 - Effective training teaches skills to empower students to be competent and work together to de-escalate a risky situation
- High risk behaviors are complex and have multiple causes
- Diversity of our campuses means there is no "one size fits all"
- Prevention approaches must go beyond changing individuals to changing systems

Slide 9

5 Stages of Bystander Intervention:
Moving from Inaction to Action

```
graph LR; A[Notice the event] --> B[Interpret as a problem]; B --> C[Feel responsible to act]; C --> D[Possess the necessary skills to act]; D --> E[Intervene safely]
```

Source: Bystander Intervention Training, Aug 2010 (L. Langford, Sc.D.)

Slide 10

Bystander Research

- Bystander Dynamics
 - Diffusion of Responsibility
 - Evaluation Apprehension
 - Pluralistic Ignorance
 - Cause of Misfortune
 - Helping Model

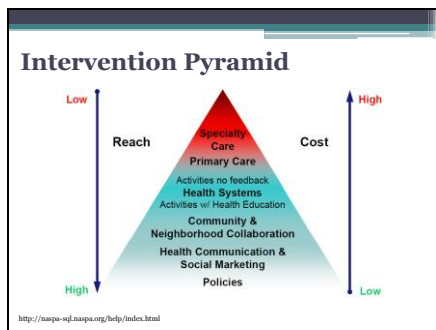
Source: Green Dot Training (Edwards)

Slide 11

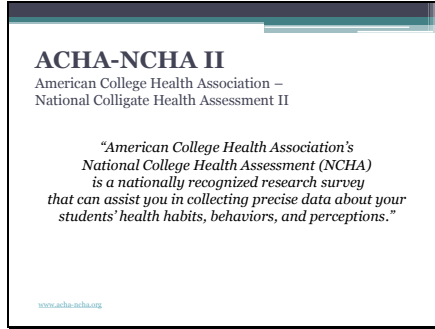
Engaging Students to ACTION

- Increasing awareness of the issue/problem
 - Student buy-in
- Providing reflection
 - *I am a bystander*
- Forcing a CHOICE POINT
- Training for action
- Supportive environment

Slide 12



Slide 13

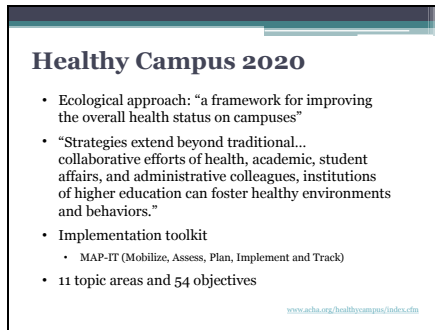


ACHA-NCHA II
 American College Health Association –
 National Colligate Health Assessment II

*“American College Health Association’s
 National College Health Assessment (NCHA)
 is a nationally recognized research survey
 that can assist you in collecting precise data about your
 students’ health habits, behaviors, and perceptions.”*

www.acha-acha.org

Slide 14

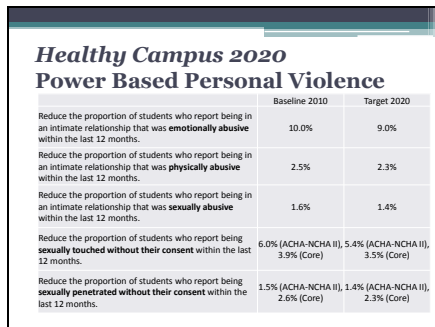


Healthy Campus 2020

- Ecological approach: “a framework for improving the overall health status on campuses”
- “Strategies extend beyond traditional... collaborative efforts of health, academic, student affairs, and administrative colleagues, institutions of higher education can foster healthy environments and behaviors.”
- Implementation toolkit
 - MAP-IT (Mobilize, Assess, Plan, Implement and Track)
- 11 topic areas and 54 objectives

www.acha.org/healthycampus/index.cfm

Slide 15



Healthy Campus 2020
Power Based Personal Violence

	Baseline 2010	Target 2020
Reduce the proportion of students who report being in an intimate relationship that was emotionally abusive within the last 12 months.	10.0%	9.0%
Reduce the proportion of students who report being in an intimate relationship that was physically abusive within the last 12 months.	2.5%	2.3%
Reduce the proportion of students who report being in an intimate relationship that was sexually abusive within the last 12 months.	1.6%	1.4%
Reduce the proportion of students who report being sexually touched without their consent within the last 12 months.	6.0% (ACHA-NCHA II), 3.9% (Core)	5.4% (ACHA-NCHA II), 3.5% (Core)
Reduce the proportion of students who report being sexually penetrated without their consent within the last 12 months.	1.5% (ACHA-NCHA II), 2.6% (Core)	1.4% (ACHA-NCHA II), 2.3% (Core)

Slide 16

Healthy Campus 2020 Alcohol Use

	Baseline 2010	Target 2020
Reduce the proportion of students who report engaging in high-risk drinking of alcoholic beverages within the last two weeks .	35.1% (ACHA-NCHA II), 43.9 (Core)	31.6% (ACHA-NCHA II), 39.5% (Core)
Reduce the proportion of students who report driving after consuming any alcohol within the last 30 days.	17.9%	16.1%

Slide 17

Campus SaVE Act

The Campus Sexual Violence Elimination (SaVE) Act

Slide 18

Campus SaVE Act 2013

- Complements the Title IX Guidance
 - U.S. Department of Education's Office for Civil Rights – Dear Colleague Letter
- Overarching themes
 - Transparency
 - Accountability
 - Education
 - Collaboration

Resources:
Know Your IX: <https://campus.org/knowyourix/>

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Slide 20




Slide 21



Slide 22

Challenges and Responses


- “Preaching to the Choir”
 - Meeting students where they are
 - Train the trainer model
 - Student led and informed organizing



Slide 23

Successes


- Reporting rates are up
- Alcohol medical transports are up
- Positive anecdotal feedback
 - It feels humane and personal
 - Recognize their neglect of their community
 - Sharing of intervention stories



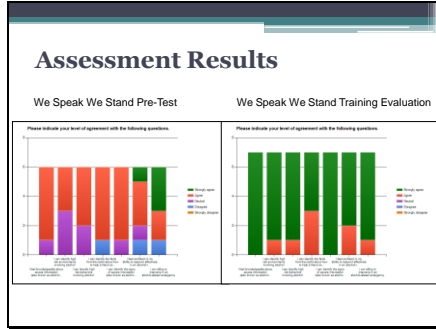
Slide 24

Assessment

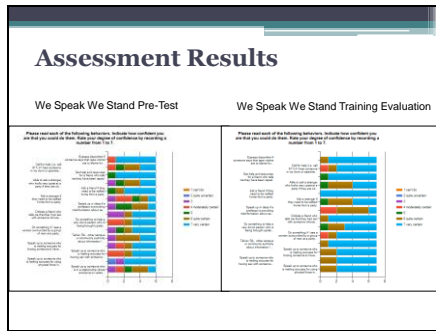
- Revised Summary of Selected Bringing in the Bystander In-person Program Bystander Attitude and Behavior Measures developed by University of New Hampshire
 - Administered via Survey Monkey
 - Pre-test, Training evaluation, 30 & 60 day Post-test
 - Preliminary evaluation results indicate that our program is effective in changing attitudes, increasing knowledge, and building students' capacity and willingness to intervene.



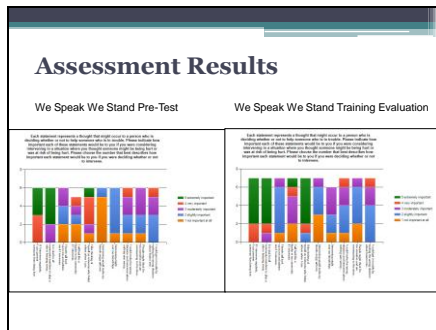
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Slide 26




Slide 27



Slide 28

Sustainability


- Is the program based on best practices?
- Is it evidence informed?
- Is it effective?



Slide 29

Funding

- Minimal Cost
- Reallocating monies from less effective programs
- Awarded mini-grant from the Connecticut Healthy Campus Initiative in the 3rd year of the program



Slide 30

Important Partnerships


- Administration
 - Buy-in from student affairs staff to the President
 - Legitimizes the work on an institutional level
 - We Speak We Stand mission ties into the mission of the University
 - Wesleyan invests in building community and the We Speak We Stand program enhances that



Slide 31

Important Partnerships

- Students
 - Train the Trainer model
 - Student are emotionally invested in the content and then connect with peers
 - Our students have a strong distrust of authority and administration which makes a partnership critical in order for the program to be a success



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Green Dot
Office of Sexual Violence Prevention and Advocacy
Connecticut College

Slide 33


What is the **Green Dot Strategy?**

- Comprehensive approach to violence prevention that capitalizes on the power of peer and cultural influence
- 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

Slide 34

What is the Green Dot Strategy?


- **Part One:** 45 Minute Overview Speech
 - Connecting with students on a personal level
 - Encouraging further involvement
 - Can be mandatory, i.e. Orientation, team meetings, classroom discussions, etc.



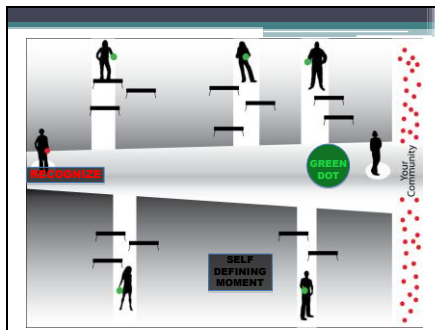
Slide 35

What is the Green Dot Strategy?

- **Part Two:** 6 Hour Bystander Intervention Training
 - Never mandatory
 - Recruit early adapters
 - Offer 2x per semester and January athletes/REAL staff
 - How do we get them there?
 - Personal invite
 - Critical mass/word of mouth
 - Food and giveaways



Slide 36



Slide 37

**MOVING FROM
THINKING TO
DOING**

**GREEN
DOT**

Slide 38

OBSTACLES TO ACTION

Bystander Dynamics
Peer Influence
Personal

**GREEN
DOT**

Slide 39

SOLUTIONS

**Categories of
Green Dots:
The Three D's**

- Direct
- Distract
- Delegate

**GREEN
DOT**

Slide 40

You are at a party and you see a girl who is obviously intoxicated, being pulled up the stairs toward the designated room. Given your obstacles, what are you most likely to do?

- Distract:** Go to the guy and tell him you have had too much to drink and are about to puke and that he needs to take you to the bathroom.
- Direct:** Go up to the guy and ask him what he is doing.
- Direct:** Go up to the girl and tell her you want to talk to her in private.
- Delegate:** Tell the girl's friend and suggest that she go get her.

Response	Percentage
Distract (to L...)	25%
Direct (to guy...)	25%
Direct (to girl...)	25%
Delegate (to...)	25%

Slide 41

As Far As Green Dot, Connecticut College is...

- One of 9 institutions in New England/New York with Certified Green Dot Instructors
 - Babson College, Harvard University, UVM, Middlebury College, Binghamton University, Buffalo State College, Skidmore College, St. Lawrence University, SUNY Oneonta
- Only institution in CT
- One of two NESAC schools

www.beethegreendot.com

Slide 42

Green Dot History At Connecticut College

- FEB 2010:** Project Begins
- AUG 2010:** OSU Student Leadership Day
- FY 2010-2011:** 5 Total Trainings
- DEC 2011:** CC Courses Green Dot Trained
- FEB 2012:** 1st Green Dot Hockey Game
- SEP 2013:** 1st Green Dot Soccer Game
- JUNE 2011:** 1st Vegas TT
- SEP 2011:** First 5 Hours Training
- FY 2011-2012:** Items Selection
- JAN 2012:** 1st Winter 2011 Training
- APR 2013:** 1st Green Dot Lacrosse Game

Slide 43

**First Green Dot Training:
9 Student Focus Group**

- First 9 Green Dot Grads
- Housefellows/Floor Governors (our RAs)
- Peer Educators
- SGA
- 7 Seniors
- 1 Junior
- 1 Sophomore

EARLY ADAPTERS!!!



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Green Dot Incentives



Slide 45

Green Dot Dinners



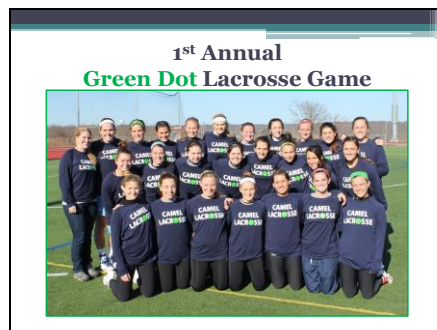
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Slide 48



Slide 55

Green Dot Success So Far...


- Sixteen 6-Hour Bystander Intervention Trainings
 - 400 students total
 - 299 women & 100 men
 - 2014: 77
 - 2015: 92
 - 2016: 56
 - 2017: 16
 - Alumni: 159
 - Over 100 varsity athletes



Slide 56

How Do They Stay Engaged?

- Email List Serve
- CC Green Dot Grads Facebook Group
- Bulletin Board



Slide 57

Funding


- Department of Justice grant (2010-2013)
 - <http://www.ovw.usdoj.gov/ovwgrantprograms.htm#1>
- AVON Grant (2013-2014)
 - <http://www.avonfoundation.org/assets/2013-m-government-by-mark-rfp-guidelines.pdf>
- Institutional support
 - Departments
 - Student Government Association



Slide 58

Assessment

- Survey Monkey immediately following training
 - Overall satisfaction
 - Likelihood of involvement
 - Comments/Suggestions
- Pre/Post Tests...400 respondents
- Senior Thesis Project



Slide 59

E.P.I.C. Saturday Nights
Office of Student Wellness & AOD Education
Connecticut College

Slide 60

E.P.I.C. Saturday Nights

- Encouraging Positive Intervention in Camels
- In alignment with institutional mission and core values
- One part of a comprehensive AOD programming model
- Adopted from research from the University of Central Missouri
- Program Support
 - President and Senior Administrators
 - Athletic Department
 - Residential Education and Living
 - Student Government Assoc.

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E.P.I.C. Saturday Nights

- Programming
 - Introduction during Orientation
 - Residence Halls
 - Athletic teams
 - Student leader trainings
- Challenges
 - Technology heavy
 - Tailoring

Slide 62

Do you consider the current alcohol and other drug use a problem on campus?

A. Yes
B. No
C. Not Sure

Response	Percentage
Yes	0%
No	0%
Not Sure	0%

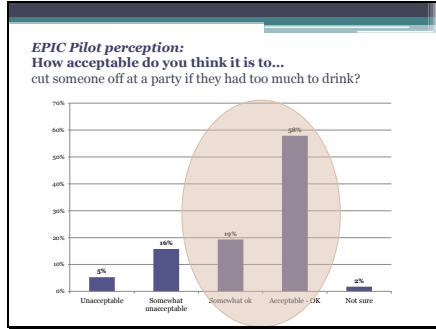
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Which best represents CAMPUS attitude:

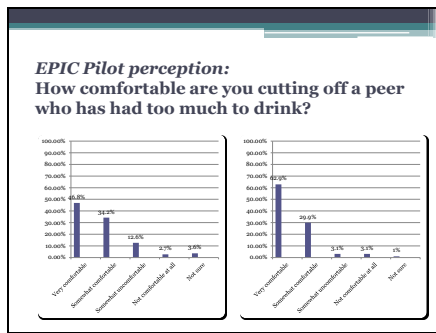
A. Drinking is never a good thing to do
B. Drinking ok but one should not get drunk
C. An occasional drunk is ok as long as it doesn't interfere with responsibilities
D. An occasional drunk is ok even if it does interfere with responsibilities
E. A frequent drunk is ok if that is what a person wants to do

Attitude	Percentage
Drinking is never a good thing to do	0%
Drinking ok but one should not get drunk	0%
An occasional drunk is ok as long as it doesn't interfere with responsibilities	0%
An occasional drunk is ok even if it does interfere with responsibilities	0%
A frequent drunk is ok if that is what a person wants to do	0%

Slide 70




Slide 71



Slide 72

Funding


- Departmental funding
- Connecticut Healthy Campus Initiative (CHCI)



Slide 73

Creating Solutions

- Reciprocal relationship between health and academic success
- Intentional conversations
- Student expectations and policies
- Curriculum and co-curriculum learning



Slide 74

Questions?

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Darcie Folsom Director of Sexual Violence Prevention & Advocacy Connecticut College 860-439-2219 dfolsom@conncoll.edu	Alysha B. Warren, LPC Therapist/Sexual Violence Resource Coordinator Counseling and Psychological Services Wesleyan University 860-685-2910 awarren@wesleyan.edu

When program planning make sure to address these general guidelines:

Level 1 (briefly describe)

Why are you doing this project? _____

What are your main points? _____

How are you defining “health” for the purpose of this project? _____

What knowledge will people be taking home? _____

How will you measure the success of the event/initiative? _____

Level 2 (on separate sheets of paper thoroughly describe and plan)

- What key stake holders in the community will you involve and how will you involve them?
- What organizations will you ask to co-sponsor?
- What will you use to promote your event? Describe. (Marketing is the most overlooked part of programming planning.)
- How will you target your audience?

Level 3 (on separate sheets of paper thoroughly describe and plan)

- What is the name of your event/initiative?
- What informational material/give-aways will you be handing out?
- What campus resources and referrals will you give?
- What are your responsibilities after the program is over?

