

Bystander Intervention Education Assessment

Katie Dalton & Molly Kocher

Women's Resource Center, Office of Health Promotion



What is

Bystander Intervention Education?

Bystander is a one-hour presentation facilitated by student trainers and given to peers in classrooms and residence halls. The purpose is to reduce the number of incidents of sexual violence on campus by encouraging students to stand up for one another to prevent incidents from occurring and to report incidents as they occur.

Learning Outcomes

As a result of participating in Bystander students will :

- Learn and be able to define sexual violence.
- Articulate ways that they can actively prevent situations that may lead to sexual violence.
- Develop safe, effective, and personal plans to combat situations that could lead to sexual violence.
- Understand the difference between appropriate and inappropriate behaviors, jokes, and images.
- Create a plan with friends and execute the plan if a situation arises that merits action.
- Understand the role of professional bystanders (i.e., BCPD, SANet, UCS, UHS).



Method/Process

The three-tiered assessment includes a pre survey, a post survey and a three-month post survey.

Pre survey: measures student attitudes and understanding of sexual violence, level of belief in rape myths (readiness to change), and likelihood of engaging in help seeking behavior (willingness to intervene).

Post survey: consists of the same questions as the pre survey as well as a section that invites students to give their opinions of the content of the presentation (relevance, helpfulness).

3-month post survey: measures whether students' behaviors actually changed. Invites students to reflect on scenarios, determine if they had been in such a situation within the last three months and report whether they intervened or not and why or why not.

Results

The pre survey and post survey questions are divided into two categories: students' belief in sexual violence myths or their "readiness to change" and their "willingness to intervene."

Belief in Sexual Assault Myths/Readiness to Change:

- The responses to 80% of the questions indicate that students are learning to reject rape myths.
- The majority of responses to two of the questions indicate students are not grasping the irrelevance of clothing or flirting in an incident of sexual violence.
- Men exhibit higher belief in sexual violence and learn at a higher rate but women begin at a higher level of understanding than that of where men end.
- Upperclassmen learn more and at a higher rate than first year students.

Willingness to Intervene:

- Average of all pre versus post responses to the questions indicate student learning in the area of recognizing their power to stop a situation that may lead to sexual violence.
- Men start at a lower willingness than women but rise at a faster rate than women.
- Upperclassmen demonstrate much higher willingness to intervene and grow at a much more significant rate than first year students.

Results continued

Intervention:

Student reported the following on the 3-month post survey:

- 64% took proactive measures and developed a specific plan for intervening.
- The majority shared the lessons that they learned through Bystander with peers.
- The respondents who reported not intervening had a range of reasons for their inaction (concern about safety, feeling it was not their place, recognition that the situation was not serious and did not merit their involvement, and feeling unprepared to intervene).

Limitations

- Small sample size of students who filled out both pre and post.
- No comparison group; measuring students against themselves rather than a control.
- Declining response rate from pre to 3-month post.

- Pre: 39%; Post: 27%; 3-month: 15%

Action Items

- Curriculum modifications based on student feedback.
- Move forward with full program implementation.
- Identify more strategic model for implementation.
 - Pathways second semester
 - Sophomore residence halls