



BYSTANDER EDUCATION

To create cultural change on campus, it's important that the entire campus community is actively addressing issues contributing to sexual violence. Bystander education is a key evidence-based practice that teaches prevention strategies to students, giving them the tools to act as potential bystanders in their communities. In this section, you will find suggestions for tangible actions to intervene in behavior that contributes to sexual violence.

WHAT TO KNOW

Here are some resources on Bystander Education as a best practice on campuses.

Understanding Bystander Intervention Practices

[Bystanders: Agents of Primary Prevention](#) (16 p.) by Washington Coalition of Sexual Assault Programs (2010). This newsletter is entirely devoted to the bystander intervention approach to primary prevention and explores various campaigns.

[Research on Bystander Programs Highlighted in Journal](#) (webpage) by David Lee (2011). This webpost discusses research on bystander intervention programs. Listen to the accompanying podcast of the article.

[Bystander Approaches: Responding to and Preventing Men's Violence Against Women](#) (20 p.) by Australian Centre for the Study of Sexual Assault (2014). This article discusses the bystander approach to sexual violence prevention, an overview of successful programs and best practices, and includes a discussion of challenges to implementing a program.

[Encourage. Support. Act! Bystander Approaches to Sexual Harassment in the Workplace](#) (29 p.) by Paula McDonlad & Michael Flood (2012). This report discusses how the bystander approach can be used to combat sexual harassment in the workplace.

Common components of Bystander Intervention on Campus

Common Components of Bystander Intervention

- **Awareness.** A key first step is to heighten awareness so individuals and groups are better able to identify instances of sexual violence.
- **Sense of Responsibility.** A sense of responsibility gives the bystander motivation to step in and take action. Bystanders are much more likely to help friends than strangers, and are more likely to help strangers if they see them as part of a group they identify with (like supporting the same sports team).¹
- **Perceptions of norms.** Perceptions of peer norms about helping (whether you think your friends are likely to help), and perceptions of authorities' (like teachers') attitudes are related to bystander attitudes. People often mistakenly think others are less supportive of doing something to address sexual violence than they actually are. Studies show links between perceptions of helping, trust, and commitment among community members; trust in campus authorities; and their willingness to take action as a bystander.²

Guidance on Choosing a Sexual Violence Prevention Program for Your Campus

The expertise, time, and resources necessary to develop effective prevention strategies can often prove too high a burden for individual campuses to assume alone. Products offering solutions to sexual and relationship violence and stalking have proliferated, and it is crucial for college and university leaders to become well-informed consumers. The key questions reviewed in this white paper can help guide campus administrators and their partners as they select the prevention products that best resonate with their comprehensive plans for sexual and relationship violence and stalking prevention and the needs of their unique communities.

Prevention Innovations Research Center

Prevention Innovations Research Center (PIRC) is internationally recognized for its collaborative research and community engagement focusing on sexual and relationship violence and stalking prevention and response. PIRC conducts scholarly, cutting-edge

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Suggested Methods for Discussing Sexual Misconduct Policy with First-Year Students

Campus sexual misconduct policies, need to be followed by lessons for students to become engaged community members. Although the participants who received both the in-class policy reading and the facilitated discussion had significant improvement in their knowledge about how to seek help for themselves or a friend if they were sexually assaulted (Figure 2), the group discussion minimally improved their confidence (Figure 4) toward helping a stranger or person they did not know who was a victim of sexual assault. For that reason, additional strategies are needed to train students and other campus community members in how to be actively involved in helping others.

In conclusion, campus sexual misconduct policies need to be disseminated in a manner that is engaging for students and provides opportunities for them to increase their knowledge and develop skills so that they are able to help themselves, their friends, and strangers. The methods of delivery should vary and should not be limited to one type of delivery method or a single dosage. Colleges and universities seem motivated to create communities that are free of sexual assault. This goal will be reached through strategic planning and resource allocation for multiple prevention and response strategies that reach students, faculty, and staff in ongoing ways throughout each student's years on campus.

WHERE TO GO

Here is a list of programs that can help implement bystander intervention on your campus.

More Resources on Bystander Intervention:

- [Step UP!](#)
- [Bringing in the Bystander](#)
- [Hollaback](#)
- [Intervene](#)
- [Prevent Connect](#)
- [NSVRC Bystander Intervention Tips and Strategies](#)
- [Campus Clarity](#)
- [Get Inclusive](#)