Bringing in the Bystander®
Know Your Power® Bystander Social Marketing Campaign
Prevention Innovations
University of New Hampshire
http://cola.unh.edu/prevention-innovations

PUBLICATIONS

Bringing in the Bystander® – The following articles describe theoretical, conceptual, measurement, and evaluation research that has been conducted on the Bringing in the Bystander® in-person program and the Know Your Power® Bystander Social Marketing Campaign as well as works written by the authors that relate to the bystander approach. References appear in reverse chronological order.

EVALUATION AND MEASUREMENT: PEER-REVIEWED PUBLICATIONS


Objective: To address acknowledged limitations in the effectiveness of sexual and relationship abuse prevention strategies, practitioners have developed new tools that use a bystander framework (Lonsway et al, 2009). Evaluation of bystander-focused prevention requires measures, specific to the bystander approach that assess changes over time in participants’ attitudes and behaviors. Few measures exist and more psychometric analyses are needed. We present analyses to begin to establish the psychometric properties of four new measures of bystander outcomes and their subscales. Method: We collected data from 948 first year college students on two campuses in the northeast United States. Items assessing attitudes and behaviors related to bystander helping responses in college campus communities for situations where there is sexual violence or relationship abuse risk were factor analyzed. Results: Measures of readiness to help, intent to be an active bystander, self-reported bystander responses, and perceptions of friends’ roles as bystanders all showed adequate reliability and validity. Conclusion: The study represents a next step in the development of tools that can be used by researchers and practitioners seeking both to understand bystander behavior in the context of sexual and relationship abuse and evaluating the effectiveness of prevention tools to address these problems. The measures investigated will be helpful for prevention educators and researchers evaluating the effectiveness of sexual and relationship abuse education tools that use a bystander intervention framework.


Colleges and universities are high risk settings for sexual and relationship violence. To address these problems, institutions of higher education have implemented prevention programs, many of
which train students as potential bystanders who can step in to help diffuse risky situations, identify and challenge perpetrators, and assist victims. The impact of bystander sexual and relationship violence prevention programs on long term behavior of bystanders has remained a key unanswered question for those who seek to offer the most effective programs as well as for policymakers. In this study, the researchers experimentally evaluated the effectiveness of the Bringing in the Bystander® in-person program (Eckstein, Moynihan, Banyard, & Plante, 2010). Participants were 948 first year college students of whom 47.8% were women and 85.2% identified as White (15% also identified as Hispanic in a separate question) between the ages of 18 and 24 at two universities (one a rural, primarily residential campus and the other an urban, highly commuter campus) in the northeastern United States. To date, this is the first study to have found positive behavior changes as long lasting as one year following an educational workshop focusing on engaging bystanders in preventing sexual and relationship violence. Even so, many questions remain to be answered about prevention and intervention of this type. More prospective research is needed on bystander focused prevention of these forms of violence to help understand and better predict the complicated relationships both between and among the attitudes and behaviors related to preventing sexual and relationship violence. In this regard, we make specific recommendations for designing and evaluating programs based on our findings relating to the importance of moderators, especially two key understudied ones, readiness to help and opportunity to intervene.


Bystander approaches to reducing sexual violence train community members in prosocial roles to interrupt situations with risk of sexual violence and be supportive community allies after an assault. This study employs a true experimental design to evaluate the effectiveness of Bringing in the Bystander® through one year post implementation with first year students from two universities (one rural, primarily residential; one urban, heavily commuter). We found significant change in bystander attitudes for male and female student program participants compared to the control group on both campuses, although the pattern of change depended on the combination of gender and campus.


OBJECTIVE: To evaluate the campus-wide administration of the Know Your Power bystander-oriented social marketing campaign. PARTICIPANTS: Undergraduate students at a public college were invited to participate in a public awareness survey before and after the 6-week campaign administration in February and March 2009. METHODS: Pretest and posttests were administered (N = 353) to examine if exposure to the campaign changed students' stage of scale.
Bringing in the Bystander®
Know Your Power® Bystander Social Marketing Campaign

scores. RESULTS: Exposure to the social marketing campaign increased participants' awareness of their role in reducing sexual and relationship violence and stalking, increased their expressed willingness to get involved in reducing the incidence these types of violence, and resulted in participants being more likely to report having taken action to reduce these types of violence. CONCLUSIONS: As college students explore their role as community members, it is an opportunity for college educators to design and administer prevention messages highlighting behavioral norms to be explored and adopted.


One population that shares both similar and different characteristics with traditional college-age students is the U.S. Military. Similarities include a high concentration of 18- to 26-year-olds dealing with new found independence, peer pressure, and the presence of social norms that support violence and hypermasculinity. Sexual violence is a major public health problem in the United States, and because of the similarities in the age group of college and military populations, the problems regarding sexual violence in both constituencies have been well-documented. In the current pilot study we seek to add to both current knowledge about and promising practices of translating prevention strategies from one target audience to another. We describe how we translated, administered, and evaluated a bystander intervention social marketing campaign focused on sexual assault prevention that had been found to significantly affect attitude change on a college campus for a U.S. Army installation in Europe.


Objective: Innovations in violence prevention mobilize peers as active bystanders, yet little is known about what motivates helping in such contexts. We examined correlates of actual helpful behavior (rather than only attitudes) related to the prevention of sexual and intimate partner violence among college students at one university in the United States. Method: Four hundred and six (406) undergraduate students at the University of New Hampshire completed self-report surveys. We assessed attitudes (e.g. rape myth acceptance, bystander confidence) in relation to self-reported helping behavior. Results: Different predictors were significant for the self-report measures of attitude compared to behaviors. Students who self-reported a greater sense of responsibility for ending sexual and relationship violence and greater expressed confidence as a bystander and perceptions of greater benefits of stepping in to help, self-reported greater helping behavior. We found some differences in correlates of helping behavior by type of helping behavior. Conclusions: Correlates of helping differ when actual behaviors performed in the community compared to attitudes were assessed. Prevention strategies that increase community
members’ sense of responsibility for ending violence, build confidence in helping, and support norms that encourage active bystanders are needed to increase helping behavior to ameliorate this widespread community problem.


Sorority members may be at greater risk than other college women for sexual violence and intimate partner violence (IPV). We evaluated the Bringing in the Bystander in-person program with sorority members who participated in the program (n = 30) compared with those who did not (n = 18). Results indicate that program participants showed increased bystander efficacy, likelihood to help, and responsibility for ending violence without unintended “backlash” effects. Implications include a call for future programming with more diverse sorority members over longer time. In addition, we discuss what the findings might mean for formal campus policies and practices for preventing sexual violence and IPV.


Objectives: This pilot study describes an evaluation of the Bringing in the Bystander (BITB) in-person program conducted with United States Army Europe personnel. Methods: The sample was comprised of 394 soldiers (29% participated in and 71% had not participated in the BITB program). Data were analyzed 4'/2 months after the program was presented. Results: Compared to the soldiers who did not participate in the program, soldiers who participated in the program were significantly more likely to report that they had engaged in one or more of the 117 behaviors, that they had helped an acquaintance or a stranger, and that they had taken action when they saw sexual assault or stalking occurring, about to occur or after it had occurred. Conclusions: The results indicate that with thoughtful and appropriate modifications, the BITB in-person prevention program, initially developed for a college audience, can be transferred to a military audience.


Bystander-focused in person sexual violence prevention programs provide an opportunity for skill development among bystanders and for widening the safety net for survivors. A social marketing campaign was designed modeling prosocial bystander behavior and using content familiar to
Bringing in the Bystander®
Know Your Power® Bystander Social Marketing Campaign

target audience members by staging and casting scenes to look similar to the people and situations that the target audience regularly encounters. We refer to this sense of familiarity as social self-identification. In this exploratory study, we attempt to understand how seeing oneself and one’s peer group (e.g., social self-identification) in poster images affects target audience members’ (e.g., college students) willingness to intervene as a prosocial bystander. The posters in the social marketing campaign were displayed throughout a midsize northeastern public university campus and neighboring local businesses frequented by students. During the last week of the 4-week poster display, the university’s homepage portal featured an advertisement displaying a current model of an iPod offering undergraduate students an opportunity to win the device if they completed a community survey.


The object of this exploratory evaluation was to evaluate the “Bringing in the Bystander” sexual and intimate partner violence prevention program with a new sample of intercollegiate athletes. Fifty-three male and female athletes participated in the program (experimental group), and 86 were in the control group. All completed pretest, posttest, and 2-month follow-up surveys, including assessment of rape myth acceptance, intent to engage in bystander behaviors, bystander confidence, and bystander behaviors. The program worked overall and for both women and men, improved bystander confidence and intent to engage in bystander behaviors, and did not create significant backlash effects (i.e., worsening of attitudes as a result of program). The program fits with the intent of the National Collegiate Athletic Association CHAMPS/Life Skills program regarding its focus on the overall development of student athletes and demonstrates the promising bystander approach compatible with the 2007 American College Health Association toolkit, *Shifting the Paradigm: Primary Prevention of Sexual Violence.*


An increasing number of both empirical studies and theoretical frameworks for preventing sexual violence are appearing in both the research and practice based literatures. The consensus of this work is that while important lessons have been learned, to date, the field is still in the early stages of developing and fully researching effective models particularly for primary prevention of this problem in communities. The purpose of the current study is to discuss the utility of applying the transtheoretical model of readiness to change to sexual violence prevention and evaluation. A review of this model along with its application in one promising new primary prevention program are provided along with exploratory data about what is learned about program design and effectiveness when this model is used. The study also represents one of the first attempts to operationalize and create specific measures to quantify readiness to change in the context of sexual
Bringing in the Bystander®
Know Your Power® Bystander Social Marketing Campaign

violence prevention and evaluation. Implications for program development and evaluation research are discussed.


Sexual violence is a widespread problem for college communities. Students, faculty, and staff are increasingly involved in prevention efforts. To date, however, evaluation of sexual violence prevention programs has shown mixed results. One promising new practice teaches segments of college communities to be engaged, positive bystanders. It aims to both raise awareness about the problem of sexual violence and build skills that individuals can use to end it. The framework is grounded in research about the causes of sexual assault on campuses and factors identified by health behavior theories for changing attitudes and behavior. Evaluation of data using a bystander model is just beginning to appear. The current study presents a brief evaluation of one bystander program conducted with two groups of student leaders on one midsize public university campus in the Northeast. Results show the program to be effective, even among a group of student leaders who have a higher level of general awareness of campus community problems and training in working with students. Implications for programming and future research are discussed.


Researchers at a midsize public northeastern university evaluated the efficacy of a poster campaign to determine if students increase their knowledge of prosocial bystander behaviors and willingness to intervene in instances of sexual violence after viewing a series of campaign posters where student actors model appropriate bystander behaviors. During the last week of the campaign, undergraduates were invited to participate in a web survey. The results of our preliminary evaluation indicate promising variation in the awareness of students who reported seeing the campaign compared to those who did not.


Recent research found that training men and women to understand the role of bystanders in situations where violence against women (VAW) is occurring may reduce the incidence of VAW (Moynihan and Banyard, 2004). Therefore a public awareness campaign to increase understanding of the prosocial role of bystanders in reducing VAW was developed and implemented. The current paper discusses the role of media campaigns in addressing public health issues and describes the initial development, implementation and evaluation of a media
Bringing in the Bystander®
Know Your Power® Bystander Social Marketing Campaign

campaign focused on the bystander role in reducing the incidence of VAW. Conclusions and future directions of this exploratory project are discussed.


The field of social psychology has long investigated the role of pro-social bystanders in assisting crime victims and helping in emergency situations. This research has usually been experimental and has established important principles about the conditions under which individuals will choose to engage in pro-social bystander behaviors. More recently, interest has grown in applying this work to the important practical problem of preventing interpersonal violence in communities. Yet, to date, there has been little research on the role of bystanders in cases of interpersonal violence. The current study is thus exploratory. Using a sample of 389 undergraduates, the study discusses key issues in the development of measures to investigate these questions and presents preliminary analyses of correlates of bystander behavior in the context of sexual and Relationship violence.


Previous research has noted higher incidences of sexual violence on campus among members of campus Greeks and athletes and the need to do prevention programs with them. This paper presents results of an exploratory pilot study of a sexual violence prevention program with members of one fraternity, sorority, men’s and women’s intercollegiate athletic team. The program, experimentally evaluated and found to be effective with a general sample of undergraduates, was used to determine its efficacy specifically with Greeks and athletes. The model upon which the program is based calls for prevention efforts that take a wider community approach rather than simply targeting individuals as potential perpetrators or victims. Results from repeated-measures analysis of variance indicate that the program worked overall. Future directions are discussed.


The current study used an experimental design to evaluate a sexual violence prevention program based on a community of responsibility model that teaches women and men how to intervene safely and effectively in cases of sexual violence before, during, and after incidents with strangers, acquaintances, or friends. It approaches both women and men as potential bystanders or witnesses to behaviors related to sexual violence. Three hundred and eighty-nine undergraduates participated and were randomly assigned to one of two treatment groups or a control group.
Results from the research reveal that up to 2 months after participating in either a one- or three-session version of the program, participants in the treatment conditions showed improvements across measures of attitudes, knowledge, and behavior while the control group did not. Most program effects persisted at 4- and 12-month follow-ups. The program appeared to benefit both women and men. Implications and future directions for research are discussed.

THEORETICAL, CONCEPTUAL & PRACTITIONER-FOCUSED PUBLICATIONS


Bennett, S., Banyard, V.L., & Garnhart, L. (2013, October 3). To act or not to act. That is the question: Barriers and facilitators of bystander intervention. *Journal of Interpersonal Violence*. Advance online publication.


Bringing in the Bystander®
Know Your Power® Bystander Social Marketing Campaign

community perspective on sexual violence prevention: Enhancing safety nets and preventing victimization by empowering a college community of bystanders. In M. Paludi and F. L. Denmark (Eds.), Victims of Sexual Assault and Abuse: Resources and Responses for Individuals and Families, Volume 2 (pp. 187-210). New York: Praeger.


ARTICLES OF RELATED INTEREST

