2016 LaHEC Professional Development Summit Workshop

Partnering to Reduce Substance Use in Louisiana’s Collegiate Communities

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Bystander Intervention Approach

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What/Who is a Bystander?
We all witness language and behavior that can be defined as hurtful, harmful or potentially dangerous.

- Leaves no one out
- Bystanders can elicit social influence and exert positive peer pressure (social norms)
Bystander Intervention Defined

- **Bystander Intervention** involves developing the awareness, skills, and courage needed to intervene in a situation when another individual needs help. Bystander intervention allows individuals to send powerful messages about what is acceptable and expected behavior in our community.
College Campus Challenges

- Sexual Assault
- Relationship Abuse
- Alcohol/Drug Abuse
- Hazing
- Discrimination
- Mental Health Issues
- Others issues you see?

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INDIVIDUAL LEADERSHIP

SHARED RESPONSIBILITY
Variables that Affect Helping

- Individual
- Situational
- Victim
• ...you wanted to intervene but didn’t.
  – What did you do?
  – How did you feel?
  – What kept you from intervening?

• Was there a time when you needed someone to intervene on your behalf and no one did?
The Costs of NOT Intervening

- Assault
- Death
- Harm
- Trauma (mental or physical)
- Guilt
- Blame
- What if it was you or someone you cared about?
In a situation of distress most people will intervene

FALSE

Research shows if someone is alone witnessing a moment of distress about 80% of people will intervene. However, if others are around that number drops to 20%.
Why Do We Need ACTIVE Bystanders?

Diffusion of Responsibility

a phenomenon in which a person is less likely to take responsibility for action or inaction when others are around

Evaluation Apprehension

theory that argues that we quickly learn that the social rewards and punishments (for example, in the form of approval and disapproval) that we receive from other people are based on their evaluations of us.
5 Step Decision-Making Model

1. **Notice** the event
2. **Interpret** the event as a problem
3. Take **personal responsibility** to intervene
4. **Decide how** you are going to intervene
5. Decide to **intervene**
1. Notice the Event: Awareness Test
2. Interpret it is a Problem

What can impact if we interpret a situation as a problem or not?
What are some warning signs that may indicate a problem requiring intervention?

- Excessive drinking
- Verbal arguments
- Taking someone to a secluded area
- Body language (sometimes it’s not so obvious)
- Others?
3. Assume Personal Responsibility

- Bystander Effect
  - Diffusion of Responsibility
    - If you are alone you will help 80% of the time
    - If you are in a group you will only help 20% of the time
  - Social Influence
  - Embarrassment
  - Retaliation

- Catherine “Kitty” Genovese
  - 38 bystanders
• What kind of responsibility do we have to our friends and peers?
• What responsibility do we have to ourselves?
• Who is responsible for creating and maintaining a safe environment?
What is the greatest asset of your community?

- The values and ideals of its members
- Most people care and want to do what is right
- Most people are uncomfortable with “second hand effects” of high-risk behaviors
• Know How to Help
  – Learn direct and indirect skills
  – Be prepared!
    • But also be prepared for modifications
  – Know resources
    • Now what?
There are clues that something may be getting out of hand, before riskier behavior occurs.

Intervening before imminent harm can reduce likelihood of violence.

Intervene early and often.
5. Intervene! The 3 D’s of Intervention

• Direct – Directly intervening, in the moment, to prevent a problem or situation from happening.

• Delegate – Seeking help from another individual, often someone who is authorized to represent others, such as a police officer or campus official.

• Distract – Interrupting the situation without directly confronting the offender.
Choosing Your Intervention Style

The Divider

Step in and separate both people. Let them know your concerns and reasons for intervening. Be a friend and let them know you are acting in their best interest. Make sure they each get out of the situation safely.
The Interrupter

Step into redirect the focus somewhere else: “Hey, I need to talk to you.” Or “Hey, this party is lame. Let’s go somewhere else.”
The Evaluator

Evaluate the situation and people involved to determine your best move. You could directly intervene yourself, or alert friends of each person to come in and help. If the person reacts badly, try a different approach.
The Recruiter

Recruit help from friends of both people to step in as a group. Make a plan...“I’ll do A, you do B.”
The Disrupter

**Divert** the attention of one person away from the other. Have someone standing by to **redirect** the focus (see “**The Interrupter**”). Commit a party foul if you need to (i.e. spilling your drink).
Non-Participation as a Method

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Interventions are Situation Specific

- With peers
- With subordinates
- With superiors
- Within your community or away from your community
  – Which may influence: on the spot or later, or the intervention style
Remember the S.E.E. Model

Safe Responding
Early Intervention
Effective Helping
Me Mindful of Language

Language: Using the 5 Point Model

• I care
• I see
• I feel
• I want
• I will
Additional Tips

• Approach everyone as a friend
• Don’t be antagonistic
• Avoid using violence
• Be honest and direct whenever possible
• Recruit help if necessary
• Keep yourself safe
• Tell others about your plans to intervene so they’ll have your back
• You are still intervening even when you ask someone else to step in for safety reasons
Does Bystander Intervention Work?

- Shown to increase:
  - Confidence as a bystander
  - Perceived bystander efficacy
  - Perceived benefits of action
- Reduction in rape myth acceptance
- Red Watch Band Bystander Intervention Program

Green Dot; The Men’s Program; Not Alone Report
Challenges

• Institutional support and buy in
• Student input and active involvement
• Integration of program into broader comprehensive prevention plan
• Evaluation
• Financial support
In Closing, Remember

• Be a MODEL of the behavior you want to see
  – Your behavior can help change social norms
  – Your behavior can help with evaluation apprehension
  – Your behavior helps build confidence in yourself and others
  – Your behavior can change someone’s outcome
  – Your behavior helps to create and maintain a community of respect
You are at a party and you see your roommate and his date buying a lot of drinks from the bar. They both are really out of it and barely able to stand on the dance floor but no one seems to think anything of it. Once the event is over you notice that on the bus back to your house your roommate slurs his speech when you ask him what he plans to do when he gets back home. Once back at the house you see your roommate take his date up stairs toward his bedroom.