

# HAZING PREVENTION EDUCATION TRAINING

## **FACILITATOR GUIDE**

## Facilitator Checklist

### Prior to the Training:

- ☐ Review all COVID-19 safety measure and ensure you are in compliance with current guidance when presenting in person
- ☐ Work with co-presenter (i.e. organization member leaders) to divide up presentation responsibilities
- ☐ Confirm dates, location, time, etc. with all organization members (current, prospective members)
- ☐ Decide on introduction activity and scenarios to use
- ☐ Confirm technology needs for PowerPoint capabilities
- ☐ Send reminder email to organization members (current, prospective) of training

### What to bring to the Training:

- ☐ Link to PowerPoint
- ☐ Facilitator Guide
  - Use Facilitator Guide to Guide Training
- ☐ Sign In Sheet
- ☐ Handouts for participants (optional)

### After the Training:

- ☐ Provide Instruction on 'Next Steps' to the Student Leader Representative (If Applicable)
  - Certification Process (Deadline Date Reminder - October 01, 2019)
    1. Visit the LSU Dean of Student Hazing Prevention Website (<https://lsu.edu/hazing>)
    2. Select "Hazing Prevention Education" in the left navigation.
    3. Select the button for the "Student Org-Group Hazing Prevention Education Annual Certification"
    4. Login with your LSU credentials, if needed.
    5. Follow the instructions on <https://lsu.edu/hazing> to complete the Reporting Form on TigerLink.

## **(Slide 1) Welcome/Introduction**

Welcome/Introduction of Speaker and Session:

Good Morning/Afternoon/ Evening, my name is \_\_\_\_\_, and I serve as the \_\_\_\_\_ of \_\_\_\_\_.

Being a college student isn't easy. Demanding courses, finding time to balance class, homework, family and potentially work can be overwhelming. When you add being a member of a student group or organization, you add close to 20 more hours a week of meetings, events, practices and social activities. We also know that being a college student puts you at a higher probability of being involved in high risk situations.

Today I'd like to share with you a program for members and prospective members of LSU student organization and student groups, Hazing Prevention Education Training.

## **(Slide 2) High Risk Situations**

High Risk Situations like:

- Eating Disorders- anorexia, bulimia, body dysmorphic disorder
- Self-Harm- acclimating to a new environment or new schedule can trigger depression, anxiety, that may lead to self-harm
- Bullying- social media misuse
- Incidents with alcohol- driving under the influence, underage drinking, over drinking
- Illegal use of drugs- the use of Xanax, cocaine, sharing prescription drugs,
- Sexual Misconduct- drunk sex, unwanted sexual encounters, dating violence, stalking
- Inequality- inappropriate jokes, mistreatment of other because they're different,
- Hazing- allowing things to happen/perpetuating things that have happened to you.  
Physical violence, servitude, sleep deprivation, death etc.

All of these situations currently happen to students across the nation, unfortunately are risks for our LSU community and members of LSU student groups.

## **(Slide 3) Hazing**

There's a common misconception that hazing only occurs in Fraternities and Sororities on college campuses. When in fact hazing takes place across all different type of group. There have been incidences of hazing in varsity athletic teams, intramural teams, band, student organizations and religious groups.

It is also a common misperception that hazing is just college pranks and all in fun.

The truth of the matter is that although there may not be an intention to do harm, these cases constitute hazing according to the LSU Code of Student Conduct and Louisiana State Law.

**(Slide 4) Hazing Statistics**

- 1.5 million high school students are hazed each year; 47% of students came to college already having experienced hazing.
- 55% of college students involved in clubs, teams and organizations experience hazing.
- Alcohol consumption, humiliation, isolation, sleep-deprivation, and sexual acts are hazing practices common across all types of student groups.

40% of athletes who reported being involved in hazing behaviors report that a coach or advisor was aware of the activity; 22% report that the coach was *involved*.

**(Slide 5) Hazing Statistics cont.**

- 2 in 5 students say they are aware of hazing taking place on their campus. More than 1 in 5 report that they witnessed hazing personally.
- In 95% of cases where students identified their experience as hazing, they did not report the events to campus officials.
- 36% of students say they would not report hazing primarily because "there's no one to tell," and 27% feel that adults won't handle it right.

*Data taken from the national study Hazing in View: Students at Risk conducted by Elizabeth Allan, Ph.D. and Mary Madden, Ph.D. from the University of Maine. The full report of both the pilot and complete national study are available at: [HazingStudy.Org](http://HazingStudy.Org)*

**Hazing – LSU Hazing Definition- PM 80 – Hazing v. Coercive Behavior (Slide 6)**

The following slides will provide the LSU Hazing Definition as Defined by Permanent Memorandum 80 and in the LSU Code Student of Conduct.

**(Slide 7) Hazing**

Hazing means an act by an individual or a group that, as an explicit or implicit condition for initiation to, admission into, affiliation with, or continued membership in a group or organization, regardless of consent:

**(Slide 8) Hazing cont.**

1. Endangers the physical health or safety of a person or would cause a reasonable person severe emotional distress;
2. Results in the destruction or removal of public or private property;
3. Involves the consumption of alcohol or drugs;
4. Involves the consumption of substances to excess or placement of substances on the body;
5. Involves sexual activity;
6. Involves violation of federal, state or local law or University policy; or
7. Disrupts the academic performance or class attendance of a person.

**(Slide 9) Hazing cont.**

It is not a defense to a charge of hazing that

- (i) the consent of the person had been obtained;
- (ii) the conduct or activity that resulted in the death or injury of a person was not part of an official organizational event or was not otherwise sanctioned or approved by the organization; or
- (iii) the conduct or activity that resulted in death or injury of the person was not done as a condition of membership to an organization.

### **(Slide 10) Hazing cont.**

The following is a non-exclusive list of examples of acts which, regardless of severity, constitute hazing:

- Physical brutality, such as whipping, beating, paddling, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
- Physical activities, such as sleep deprivation, exposure to the elements or extreme conditions, imprisonment, confinement, or calisthenics;
- Consumption of food, liquid, or any other substance, including but not limited to alcoholic beverages or drugs, that subjects the person to an unreasonable risk of harm or that may adversely affect the physical health or safety of the person;

### **(Slide 11) Hazing cont.**

- Placement of substances on the body of a person;
- Kidnapping or dropping a person off campus without return transportation;
- Activity that induces, causes, or requires an individual to perform a duty or task that involves the commission of a crime or an act of hazing.

### **(Slide 12) Coercive Behavior**

An act by an individual or a group that, as an explicit or implicit condition for initiation to, admission into, affiliation with, or continued membership in a group or organization, regardless of consent, which tends to or which is intended to demean, disgrace, humiliate or degrade a Student, which includes but not limited to forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of a Student.

Examples of coercive behavior include, but are not limited to, line-ups, scavenger hunts and personal servitude.

### **(Slide 13) Criminal Hazing in Louisiana**

#### **(Slide 14) The Max Gruver Act**

Criminal hazing with offenders will now face either a fine up to \$2,000, imprisonment up to six months or both; if the hazing results in serious bodily injury, death, or if the hazing involves forced alcohol consumption that results in a blood alcohol level of at least .30, offenders will face a fine up to \$10,000 and imprisonment up to five years. The bill also amends current

hazing law to apply to any organization in an education institution and specifies what defines hazing.

Any student found responsible for hazing will be expelled from LSU and Student Organizations found responsible for hazing will be removed from the campus.

**(Slide 15) Recognizing the Signs of Hazing Culture**

- Sleep deprivation
- Excessive absence from class/Declining academic performance
- Not allowed to shower/clean
- Request to wear unusual or similar/identical clothing with members of the student group that's not a part of the legal requirements by the department or advisor
- Pulling away emotionally and physically from friends and family
- Defensive responses about student organization membership when explaining unusual events or activities

**(Slide 16) Recognizing the Signs of Hazing Culture cont.**

- Lengthy weekend commitments
- Loss of privileges that may sound unnatural, like having the cell phone taken away, or prevention from eating, sleeping, etc.
- Forced consumption of alcohol, food or other substances

**(Slide 17) Our Reality**

But for the sake of today, we want to talk about your awareness and responsibility as members/prospective members of your student group and member of the LSU community.

WE are all directly or indirectly involved in situations that created an opportunity for us to intervene. Just think about it. That person who made an inappropriate joke about someone else in the room today or on in a private group chat. Or the member who picks on younger members of your group.

Or maybe earlier you saw someone steal something from your res hall or in the union.

No matter how small those incidents may seem to you or if you were impacted directly, these were opportunities to intervene. So what stops us?

**(Slide 18) The Bystander Effect**

The word Bystander means a person who is present at an event or incident but does NOT take part.

### **(Slide 19) The Bystander Effect cont.**

The term Bystander Intervention came from 1964 when Kitty Genovese, a New York bartender, was heading home for the night to her quad style apartment building (meaning the apartment was shaped like a hollow square with 4 buildings making up the sides and a courtyard in the middle). In the courtyard of her apartment she was attacked and stabbed. She cried out for help making the assailant flee but received none. The attacker came back, raped her and killed her. Reportedly, 37 people in the apartment building heard or saw the incident. No one called the police because they believed someone else would.

### **(Slide 20) Reasons Bystanders Don't Intervene**

So what are some Reasons Bystanders Don't Intervene?

People would rather “not get involved” or “don't want the drama” “Do you boo, and I'll do me” We say things like: “I don't have time to wait on the police or to be a part of an investigation”, “I don't want to be confronted”, “I'm afraid of the consequences”, “what if I get hurt and no one is here to help me”

- Diffusion of Responsibility- especially if there is a group of people around- this feeling that someone else will handle it
- Evaluation of Apprehension- Risk of embarrassment if the situation turns out to be an emergency
- Cause of Misfortune- If we believe the person deserves what has happened to them
- Conformity- Do what everyone else is doing- if no one else responds, we won't either

### **(Slide 21) Conformity Video**

#### **(Slide 22) Conformity**

- Why do you think people conform?
- When you think about the risky environments the conformity probably increases. Why do you think that is?

As members of student group you are tasked with being a contributing member to your group but also the LSU community.

- It's on us to continue to create an environment that's safe and that students can have a positive experience. This doesn't mean that things won't happen, this mean that we are going to take an active part of creating this environment by Stepping Up and Intervening when we see something or hear something that is a problem and that's what Bystander Intervention is



## **(Slide 23) Bystander Intervention**

Developing the awareness, skills, and courage needed to intervene in a situation when another individual needs help.

We understand that this is not natural for most to intervene, so let's talk about how and when to take action.

First you have to make the decision that you are going to do SOMETHING when you see something or hear something that is a problem especially in instances of hazing in your organization. This is hard and the hardest part is making the decision that you will not be a bystander.

### **(Slide 24) 1. NOTICE the event**

NOTICE the event – this is simply being made aware of a situation. This can be in person with you actually seeing it firsthand. Or it can be a conversation about an event in the future. Whichever way, you were made aware of this event.

### **(Slide 25) 2. INTERPRET the event as a problem**

INTERPRET the event as a problem. This is one of the hardest steps because it requires you to recall on what we have discussed today of what hazing behavior is and not what others may have interpreted to be. Hazing is not just careless fun. It is dangerous, It is a problem, It is life threatening and can impact physical and mental health. Your ability to intervene will be subject to your ability to accurately assess the problems you're seeing or hearing.

### **(Slide 26) 3. Take PERSONAL RESPONSIBILITY to intervene**

After you notice the problem, take personal responsibility to intervene. This is you stepping up to the plate. Take PERSONAL RESPONSIBILITY to intervene:

- What responsibility do we have to our friends?
- Who is responsible for creating and maintaining a safe environment for your group/organization?

### **(Slide 27) 4. DECIDE HOW you are going to intervene**

Decide what way is best for you to intervene. First and foremost, always keep yourself safe. You are not a superhero. Be honest, level, and think about what would be the best way to intervene and your limitations. There are 3D's you can remember when deciding the best way to intervene.

## **(Slide 28) Choosing Your Intervention Style (3 D's of Intervention)**

### *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 in authority (police officer, advisor, chapter officer, friend)

*Distract*- Interrupting the situation without directly confronting the offender

## **(Slide 29) Tips for Your Different Approaches (3 D's of Intervention)**

### **Direct**

When you are directly intervening, using language focusing on you and not the individuals directly involved in the situations can help steer the conversation away from a negative confrontation. It is more difficult for someone to argue with how you feel, see something, etc. You may consider using these words, I care, I see, I feel, I want, I will...

\*Example: ask someone to help change the language of this statement. "You have been drinking a lot lately with your student group and it is worrying everyone."

Appropriate statement might be: "I see that when we go out you seem to drink more than usual with your friends. I care about you and just want to make sure you are okay."

### **Delegate**

This method is perfect when it may not be safe or it may be too hard for you to directly speak or act. This is an opportunity to get your advisor, mentor, professor, coach, captain, or a member of the leadership team for your group.

You can also delegate this to the university by visiting LSU Cares. This confidential reporting option will alert university administration of the concern and allow us to get more information about what's going on. It's never too late. Even if it's a conversation or behavior you observed last year, this information could possibly prevent actions in the future.

### **Distract**

This method is always great when you want to disrupt the act but aren't able to it directly. Direct, Delegate and Distract. Using one or a combination of the 3 are a great starting point to intervene and can be used for more situations besides hazing.

## **(Slide 30) 5. DECIDE to INTERVENE**

Decide that you are NOT going to conform and that it is your responsibility to intervene. ACT.

### **(Slide 31) LSU Amnesty Policy**

Promote action in an emergency

- call 911
- remain with student
- cooperate with officials during and after

Medical vs Non-Medical

- Report prior to the incident
- Cooperate with officials during and after

*Amnesty is not Immunity.*

We understand that fear of getting in trouble is a deterrent for some students to step up and intervene. The LSU Amnesty Policy helps to promote action when an emergency is present. Although it is not intended to excuse any student or organization causing the unsafe situation, it is an opportunity for students and student groups to report incidents and be considered for amnesty.

Amnesty is not Immunity.

In order to qualify for amnesty, a student and/or organization is encouraged to:

- Report any incident or medical emergency by contacting the appropriate University officials, including law enforcement, LSU Police or 9-1-1, when appropriate,
- Remain with any student needing attention or emergency treatment,
- Cooperate with University or emergency officials,
- Coordinate with University officials after the incident, and
- Cooperate with any University investigation.

Medical vs Non-Medical-the student and/or organization must notify the University of the specific concerns in advance of the University having knowledge of the incident for which Non-Medical Amnesty is sought.

In order to qualify for Non-Medical Amnesty, the student and/or organization must agree to comply with appropriate educational outcomes to address the behavior

### **(Slide 32) Andrew**

Andrew, your friend, is finally transferring to LSU this fall. You are excited to have him back in Baton Rouge after a year of him being in New Orleans. He has decided to join your student group since he didn't get involved at his other school.

A few weeks after joining your org, Andrew stops answering his phone after 9 pm and doesn't call you back until the next morning. You know that he's most likely with new friends from the org, but can't stop thinking about what he's doing and if he's ok. After a few nights of this you ask him to come over the next morning. When you see him, he looks pale, doesn't have an appetite and has visible bruises on his arms.

*(Process a scenario allowing the students to share what approach they would use to intervene)*

*Optional questions to propose:*

*Are there different points of intervention?*

*What would you do next if your first attempt to intervene didn't work?*

*Are there barriers or risks for intervening?*

### **(Slide 33) The True Value of Intervening**

*Bystander Intervention* can create a sense of trust and peer accountability in your organization and in the community; the true foundation of *leadership*.

Bystander Intervention is important because we all witness language and situation that can be defined as harmful, hurtful, dangerous or just flat out wrong. This leaves no one out. It is better to get 37 phone calls to the police from 37 people, than zero.

*Remember the 3 D's- Direct, Distract, Delegate*

If your friend is drunk, don't leave them to figure things on their own. Be DIRECT and take responsibility for them getting home safely.

If your classmate seems out of it, be DIRECT and check on them and make sure they are

If you see a friend and their gf/bf getting into a bad argument, DISTRACT them from the situation

If you know your friend is being hazed, don't stand by and hope it doesn't get too bad. You could be saving his/her life. DELEGATE and Report it anonymously on the DOS website or tell your chapter advisor, they will know what to do. Getting help from someone else in your chapter or a friend could be helpful and less fearful than doing it alone.

We could go on and on with examples. Bystander Intervention is more than a ppt. This can create a sense of trust and peer accountability in your organization, which is the foundation of leadership.

### **(Slide 34) Resources**

- LSU Police – [www.lsu.edu/police](http://www.lsu.edu/police)
- Download LSU Shield – [www.lsu.edu/lsu/police/safety/shield.php](http://www.lsu.edu/lsu/police/safety/shield.php)
- LSU Cares – [www.lsu.edu/lscures](http://www.lsu.edu/lscures)
- We're Committed – [www.lsu.edu/werecommitted](http://www.lsu.edu/werecommitted)
- Lighthouse Program – [www.lsu.edu/lighthouse](http://www.lsu.edu/lighthouse)
- Student Health Center – [www.lsu.edu/shc](http://www.lsu.edu/shc)

You may find yourself in a situation where you may have, or have not intervened, but know there should be follow up. There are several options for students for assistance and support, some are confidential and some are not.

In cases of immediate emergency ALWAYS call LSUPD first.

If you haven't already, download the LSU Shield App. This is a great app that will allow you to contact Emergency Services, send your location, file a report and request a ride.

If the situation does not revolve around immediate safety concerns, we encourage you to utilize the LSU Cares resource. You can find the link to anonymously report at [lsu.edu/lsucares](https://lsu.edu/lsucares).

The two options on campus for confidential reporting for interpersonal violence incidents include the Lighthouse Program and the Student Health Center.

The Lighthouse Program works with students who are victims of interpersonal violence (i.e. sexual assault, stalking, dating violence). There are also Lighthouse Advocates who are trained University staff members who can provide guidance in next steps. Information of who on campus is a Lighthouse Advocate can be found on the Student Health Center website.

We also encourage you to utilize your student org advisors, coaches if you are a part of an athletic team or other campus administrations/faculty members you feel comfortable confiding in.

### **(Slide 35) Report Hazing**

Here at LSU we have a hazing prevention education website that provides information and resources for students, faculty, staff and parents. If you want to report an incident but want to remain anonymous, you can do so on this website. Simply click the Report Hazing link on the left panel of this webpage.

To report hazing in the act or anticipated to occur in the near future, we encourage you to contact LSUPD at 225- 578-3231 or 911 for an immediate response. Visit the LSU Hazing Website [www.lsu.edu/hazing](https://www.lsu.edu/hazing)

### **(Slide 36) Thank You!**

Thank you for your time and for being an active participant in this important conversation. We hope that you utilize the information shared.

### **(Slide 37) Feedback**

Please go to the following survey and provide feedback on the presentation. We appreciate your feedback so we can improve future trainings.