

Master of Public Health Field Experience Report

INTERVENE: BYSTANDER INTERVENTION TRAINING FOR STUDENTS

by

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submitted in partial fulfillment of the requirements for the degree

MASTER OF PUBLIC HEALTH

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Summary

In February of 2017, I met with Jenny Yuen, MPH, CHES with the desire to be involved in raising awareness of sexual assault among students at Kansas State University. We began collaboration on a project with the goal to develop a bystander intervention training workshop to empower students to act in the case of an alcohol emergency, observation of an unhealthy relationship, and to prevent sexual assault. I worked with a small group of three undergraduates to build and deliver *Intervene: Bystander Intervention Training for Students* in April 2017. This program included a discussion of data collected from a mandatory *Alcohol and Sexual Assault Prevention* course which every student must complete at the beginning of each Fall semester. This discussion was followed by intervention skills training which featured videos of young actors portraying scenarios in which many college-aged men and women may find themselves throughout their college careers. These videos helped illustrate appropriate action to take to keep peers safe during an alcohol emergency, how to help a close friend escape an unhealthy relationship, and how to safely intervene to prevent sexual assault at a house party. The details of the *Intervene* programs as well as my involvement in the development of this project as part of my field experience are detailed in the following report.

Subject Keywords: Sexual assault, alcohol emergencies, healthy relationships, bystander intervention, ASAP

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Field Experience Scope of Work

Learning Objectives

- To lead a team of undergraduate students in the development of a bystander intervention, primarily focused on sexual assault and alcohol intervention training for the student body of K-State
- To build empathy for victims without shaming or placing the blame on them.
- To create training material that is sensitive to cultural differences among K-State students.

Introduction

My field experience began in February of 2017. I contacted Julie Gibbs, MPH and Jenny Yuen, MPH, CHES, in December of 2016 to inquire about how I could get involved with raising awareness of sexual assault on our campus. At that time, I learned Jenny was planning to work with the student health education organization, the WellCat Ambassadors, to develop intervention training to deliver to the student body. It was suggested that I take a leadership role in developing and delivering the program toward the end of the Spring 2017 semester.

I met Jenny while I was an undergraduate at KSU. During the last few semesters of my course work, I wanted to become more involved on campus and looked into becoming a WellCat Ambassador. I worked with Jenny and the rest of the Health Promotion staff through the required course *EDCEP 311: Interaction and Guidance for the Paraprofessional*. This course provides students the skills required to deliver educational materials and guide discussion of sensitive issues to peers across campus. Skills taught included leadership, public speaking, educational delivery, and cultural sensitivity. Subjects discussed included nutrition, physical activity, stress and time management, sexual assault, and alcohol and drug abuse.

I was active in WellCat Ambassadors throughout my senior year. I hosted discussions on nutrition, worked tabling events in the Union, and participated in forum discussions with a passion for improving the health of our student body. I grew to know Jenny as one who leads by example and speaks with honesty and tact. I was excited and humbled by the opportunity to work closely with her to complete my field experience. Sexual assault awareness and prevention are subjects about which I am very passionate.

Background

To date, nine out of every 10 victims of sexual assault are female and college-aged women are at an elevated risk of sexual assault, compared to women of other age groups (USDOJ, 2013). Sexual assault is a major problem on college campuses across the nation and a report by the Rape, Abuse, and Incest National Network (RAINN) shows just how pervasive sexual violence on campuses really is.

Among all graduate and undergraduate students, 11.2% experience rape or sexual assault through physical force. Sexual assault happens to both female and male students. College-aged men are 78% more likely than non-student men of the same age to be a victim of rape and sexual assault and 2.2% experience rape or sexual assault through physical force, violence, or incapacitation. College-aged women are three times more likely to be sexually assaulted than non-student women of the same age and 8.8% experience assault through physical force, violence or incapacitation (Cantor, et al., 2015).

Alcohol and drugs are a part of many college students' journey through higher education and young adulthood. Often, these are used to facilitate socialization and

ease tensions associated with social anxiety. Unfortunately, alcohol and drugs may lead to negative outcomes beyond a hangover after a night of hearty partying. Antonia Abbey (2002) wrote about the relationship between alcohol consumption and sexual assault and reported that nearly half of sexual assaults among college students are associated with alcohol use. Abbey further reported that, in 81% of the alcohol-related sexual assaults, both the survivor and the perpetrator had consumed alcohol. In a sample of college-aged students, Harrington and Leitenberg (1994) reported about 55% of survivors of sexual assault were under the influence of drugs or alcohol at the time of the incident.

Alcohol, recreational drug use, and sexual assault at Kansas State University

Our university has already taken steps to raise awareness of campus sexual assault. As part of a comprehensive and proactive approach to encourage students to stay safe and healthy, K-State requires all students to complete the annual web-based Alcohol and Sexual Assault Prevention Program (ASAP). This program is designed to help students: make healthy decisions; know and understand state laws and K-State campus policies; be aware of university community resources available when help is needed; and be aware of how to report concerning behavior (KSU, 2017).

Data from the 2015-16 ASAP Program Summary illustrates the alcohol and drug use and sexual behaviors of the student body. Approximately 65% of students surveyed said they drink alcohol during the week. Less than 1.0% reported drinking daily compared to 33.2% who reported they never drank. Among students who drank, approximately 10% drank two to three drinks, approximately 5.0% consumed four or five drinks, and less than 5% consumed more than six drinks when they drank.

Approximately 10% of students who drank experienced a blackout from drinking in the 30 days prior to completion of the training. Similar patterns were observed with drug usage.

Although 78.6% of students said they never used drugs recreationally, 1.4% said they used drugs daily, 2.8% said they used drugs often, 5.6% said they sometimes used drugs recreationally, and 10.5% said they seldom used drugs recreationally. Over 50% of both male and female students said they were sexually active at the time the course was completed. Approximately 5.0% of males and 10% of females said they had unwanted sex while drunk or using drugs. Sexual assault statistics for KSU are closely guarded due to legal issues and were not allowed to be reported as part of the development of this project.

Product development

As part of my field experience, I was tasked with developing an in-depth intervention training workshop to deliver during an all-campus event in April 2017 in conjunction with Sexual Assault Awareness Month. I was given the opportunity to lead a small group of three undergraduates under the guidance of Jenny as my preceptor. We met on a weekly basis over the course of my field experience to discuss our goals for the project. During each meeting, I assigned goals and objectives for each team member to complete and report at the next week's meeting. It was important that our workshop be evidence-based and unique to students at Kansas State University.

Students and faculty at Cornell University created the program *Intervene* to deliver across their campus to raise awareness and build confidence to intervene in the event of an alcohol emergency or a potential sexual assault. This program included

scenarios commonly experienced by college-aged populations. These video scenarios illustrated how to intervene in a variety of situations including racial discrimination, abusive relationships, and unwanted sexual advances. The program developed at Cornell University consisted of seven scenarios, each followed by a brief period of discussion. The running time for Cornell's program was approximately 90 minutes which exceeded the ideal running time for our workshop.

As a team, we decided to cut down the scenarios to focus on alcohol emergencies, unhealthy relationships, and sexual assault. Due to the shortened time available to work on the project, we incorporated three videos created by students at Cornell to facilitate discussion. All materials developed for Kansas State University were used with permission from Cornell University. The undergraduate students were tasked to develop discussion slides featuring questions to prompt the audience to reflect upon what they observed and facilitate discussion on methods to intervene in each featured scenario. A summary of the workshop follows.

Product delivery

The workshop was delivered on the evening of 27 April 2017 to a small group of approximately 10 students and faculty. The audience was informed that the content of the presentation was of a sensitive nature and may make some uncomfortable. In order to accommodate the preferences and sensitivity of some of the topics discussed, audience participants were encouraged to step away from the presentation should they become uncomfortable and return when they deemed it appropriate. The presentation began with a brief summary report of data from ASAP participation from the 2015-2016 academic year which was described earlier in this report.

Intervene during an alcohol emergency

Alcohol and recreational drug use behavior and their association with sexual assault were discussed in depth in the first five minutes of the presentation. Video scenarios followed the introductory portion of the presentation, with the alcohol emergency scenario discussed first. This scenario illustrated college-aged men and women at a house party consuming alcohol over the course of the evening. One attendee was shown drinking a large quantity of alcohol over the course of the evening to a point of becoming blackout drunk. Other party attendees noted when he became unresponsive to verbal and physical cues. Bystanders were shown actively seeking help for their severely inebriated peer, including calling emergency medical services. The video concluded with the individual discussing what happened with a friend who was in attendance of the party.

Discussion followed with audience members reflecting on similar scenarios in which they were hesitant to act. It became apparent that students are uneasy with calling for help in alcohol emergencies, particularly if they are under the legal age to consume alcohol. It was important for students to realize that they can call for help if they observe a peer has had too much to drink without legal consequence for themselves. Our team contacted KSU and Riley County Police Department to clarify what students should do in case of an alcohol emergency. Both departments were clear in that they did not support or encourage underage drinking. They were both also clear that it is more important to seek help in an alcohol emergency and that intervening would likely not result in legal action against individuals who call for help. Upon learning

this information, the audience indicated they felt more confident in their ability and willingness to intervene in the case of an alcohol emergency.

Intervene in an unhealthy relationship

The next topic of discussion was interpersonal and romantic relationships. Throughout one's college career, a variety of people will enter and leave one's life. Relationships of all levels play a significant role in every student's life. Whether these relationships are of a platonic nature or something more intimate, it is important that college students understand their role in these relationships and how to identify when these relationships become unhealthy. Interpersonal relationships can provide emotional support, social interaction, and academic success via study groups. Relationships may also expose students to racial and gender bias, sexual harassment, or intimate partner violence. Sometimes, students may experience be hesitant to acknowledge their relationship is unhealthy, particularly if there is romantic attachment. This portion of the presentation discussed unhealthy relationships and methods for bystander intervention.

The video which accompanied this portion featured a young woman speaking with a male friend about her emotionally abusive relationship. The young woman had been dating her boyfriend for several months and had begun to express discomfort in some of her boyfriend's behaviors. He had become overbearing, checking in via text numerous times while she was speaking with her male companion and expressing jealousy that she was having coffee with another man. After her boyfriend began to belittle her, she become notably upset and began to open up a bit more about her relationship. Her male friend sat and listened, provided feedback when asked, and

encouraged the young woman to end things before something worse happened. The video concluded with the young woman and her male friend meeting again and discussing how helpful it was to have a close friend in whom she could trust during the difficult break-up.

A discussion followed during which the audience was asked to reflect upon the video and think about the relationships observed in the video. It may be that, in unhealthy relationships, students are uncomfortable speaking up because a behavior that may seem odd to one person, may not seem odd to the next. This may “camouflage” an unhealthy relationship and force someone to tolerate negative behavior which they otherwise should not. If it seems that no one else finds negative behavior troubling, one may be afraid to speak out because it seems to be “normal.” That is not a bad thing. In fact, it’s quite human. We must begin to remove that camouflage and provide support and compassion to close companions when they are struggling in an unhealthy relationship. It is important that others feel comfortable seeking help as this may be a powerful deterrent to a potentially escalating problem.

Intervene to prevent sexual assault

The final scenario discussed in our presentation showed the audience what to do to intervene to stop sexual assault before it happens. In the discussion of sexual assault, our team felt it was important to discuss the idea of “rape culture.” This term pertains to specific situations in which sexual assault, rape, and general violence are ignored, trivialized, normalized, or made into jokes (Ridgeway, 2014). Sexual assault seems to be more of a joke than a problem in our society. Every day, the media portrays sexual assault as a fantasy, normalizing extreme sex in primetime shows such

as American Horror Story and Game of Thrones. Programs such as these feature graphic, often brutal, sex scenes during which helpless victims are depicted as helpless and screaming for help while no one is around to intervene. The news media plays a role in rape culture. News stories trivialize reports of sexual assault by assuming blame on victims due to the way they were dressed, the environment, or level of intoxication. Many new stories are guilty of not taking victims seriously when assaults are reported or works, making jokes about rape or defending jokes about rape. The US justice system also plays a role as we see more and more assailants, particularly young assailants, handed reduced sentences because it might “jeopardize their future”

This section of the presentation included a discussion of advocacy for sexual assault survivor rights as well as advocacy to end rape culture. Sexual assault is not a joke and should not be treated as such. It is important to be careful of language used when talking about sexual assault. No one is perfect and sometimes students may get carried away in their conversations among peers. It is important to be aware that some things said may be offensive. If this is the case, one should think critically about what is being said and take the time to reevaluate word choice. Furthermore, it is important that if something offensive is heard, the issue is corrected politely. The audience was encouraged to take a stand to be less hesitant to speak out if an offensive joke is made. Each student has the power to make a difference at Kansas State University and it starts with showing respect for oneself and each other.

One situation in which nearly all students will find themselves is at a house party. The video accompanying this portion of the presentation showed a small group of students at a well-populated house party. As the night wore on, party guests became

more inebriated. The small group of students noticed a young woman and a young man flirting across the room. The young man was acting aggressively, kissing the young woman and attempting to lead her to the second floor of the house. The young woman and the young man were visibly drunk. The young woman was not receptive to the young man's advances and began to attempt to avoid and pull away from him. Toward the end of the video, the young man was seen leading the young woman up the stairs. The small group of peers intervened by separating the young man and the young woman. The men in the group lead the young man into another room on the first floor of the house and they women lead the young women into the bathroom. A thorough discussion of consent followed the video.

It is crucial for students to understand the intricacies of consent laws. The audience agreed that the young man in the video was acting inappropriately. The audience noted that the young man never consented to the young man's advances and that her body language indicated she was not interested. Consent laws may be difficult to understand, particularly if both parties are under the influence of alcohol and/or drugs. In short, consent dictates that "no means no" and no matter how far romance goes, each party has the right to stop when he or she becomes uncomfortable or simply does not feel like going further. When alcohol and drugs are involved, open communication plays a key role. Consent should be acknowledged every step of the way. If any doubt comes up, the best practice is to cease all action or intervene if a "no" answer is not respected.

At Kansas State University, the faculty, staff, and student bodies work hard to instill a family environment of inclusion, respect, dignity, and academic achievement. As

representatives of our University, we all play a crucial role in keeping our peers safe. In non-urgent situations, such as times of great stress, it is important that we provide a listening ear, express concern and compassion, and offer support when our peers need it. In urgent situations, such as those discussed in our presentation, we cannot assume others will act. We must work together in a direct manner to get help for our troubled peers. Toward the end of the presentation, a discussion of bystander emotions helped guide the audience through some common feelings associated with intervening in both non-urgent and urgent situations. The audience indicated a desire to respect the privacy of others and some fear in retaliation or legal trouble should they call for help during an alcohol emergency, particularly if underage drinking is involved. Empathy was used to help alleviate some of these concerns. The audience was asked to think of how they might feel if they were in an emergency and no action was taken. The audience agreed that it is better to act despite potential personal consequences, particularly if the safety of a peer was at stake.

The workshop concluded with a discussion about resources available for students, faculty, and staff at Kansas State University. The audience was shown how to report an incident if they so choose. The website for the Center for Advocacy, Response, and Education (CARE) was displayed for the audience to become more familiar with these offices to report and get help in the case of sexual harassment and/or assault. Information for Riley County Police Department, KSU Police Department, the Office of Institutional Equity, and the Office of Student Life was also provided for the benefit of the audience. A brief survey was distributed among audience members to gather feedback for the program and make revisions for future use. Overall, my field

experience project and my time with Jenny Yuen was invaluable. I was honored to work with a group of young undergraduates who represented a high degree of passion and commitment to create a safer, more inclusive campus environment. Jenny was a powerful and remarkable preceptor. I was able to confide in her and ask endless questions to learn how to deliver sensitive health education materials in an appropriate manner. She took every moment available to work with me and provide guidance and feedback to ensure the presentation stayed on point during the hour-long workshop. I was fortunate to be paired with a preceptor willing to personally invest in my professional development.

MPH Foundational Competencies

Among the 22 foundational competencies all public health master's students are expected to build through the program, I believe the five illustrated in this report are competencies I have built or improved upon the most. Through the report and delivery of national sexual assault and local KSU ASAP data, I demonstrated an ability to **interpret results of data analysis for public health research, policy or practice** by utilizing this data to tell a compelling story of the issues surrounding sexual assault on college campuses at the national and local levels. I utilized this data to describe the cultural aspects of college-aged populations, particularly in terms of decisions regarding experimentation with drugs, alcohol, and sex demonstrating an ability to **apply awareness of cultural values and practices to the design or implementation of public health policies or programs**.

While working with a small group of undergraduates, I demonstrated an ability to **apply principles of leadership, governance & management**, which included creating

a vision of empowering my team to work independently outside of meeting times and work together when time allowed. By delegating tasks including research topics, video editing, and speech writing and by making myself available to answer questions via email, phone, or text, I fostered collaboration & guided decision making to create an evidence-based intervention training tool. Through the utilization and dissemination of data detailing alcohol, drug, and sex behaviors among students at Kansas State University, I demonstrated the ability to **communicate audience-appropriate public health content, both in writing and through oral presentation** during an all-campus event to raise awareness and build bystander intervention skills to prevent sexual assault both on and off campus. Finally, by guiding the audience through a discussion of “rape culture” and how to show compassion for survivors of sexual assault, I demonstrated an ability to **advocate for political, social or economic policies & programs** that will improve health in a diverse population of college-aged men and women.

Field Experience Introduction

- Interested in addressing sexual assault on campus
- Contacted Julie Gibbs, MPH – Director of Lafene Health Promotion
- Preceptor:
 - Jenny Yuen, MPH, CHES – Health Educator - Lafene Health Center
- Goal:
 - To develop and pilot a delivery of a bystander intervention training workshop to students at KSU
- Anticipated product:
 - *Intervene: Bystander Intervention Training For Students*

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Field Experience Methods

- *Intervene* was adapted from materials developed by students and faculty at Cornell University
- *Intervene* consisted of three videos:
 - Alcohol emergencies
 - Healthy relationships
 - Sexual assault
- Each video showed examples of strategies to safely intervene in each of the three situations

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Field Experience Foundational Competencies

- Delivery of *Intervene*
 - Delivered in conjunction with Sexual Assault Awareness Month – 27 April 2017
 - Small pilot group of 10 students & faculty
 - Audience feedback was collected after the presentation & given to Lafene Health Promotion Staff
- 5 MPH Foundational Competencies
 - 1) Interpret results of data analysis for public health research, policy or practice*
 - 2) Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- *indicates which competencies will be discussed in the presentation

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Field Experience Foundational Competencies

- 5 MPH Foundational Competencies continued:
 - 3) Advocate for political, social or economic policies & programs that will improve health in diverse populations
 - 4) Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making*
 - 5) Communicate audience-appropriate public health content, both in writing and through oral presentation*

*indicates which competencies will be discussed in the presentation

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Intervene Presentation

Intervene

Bystander Intervention Workshop

Adapted from Cornell University for use at Kansas State University



Cornell University



WellCAT
Ambassadors

Alcohol Behavior and Sexual Activity at KSU



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Ambassadors

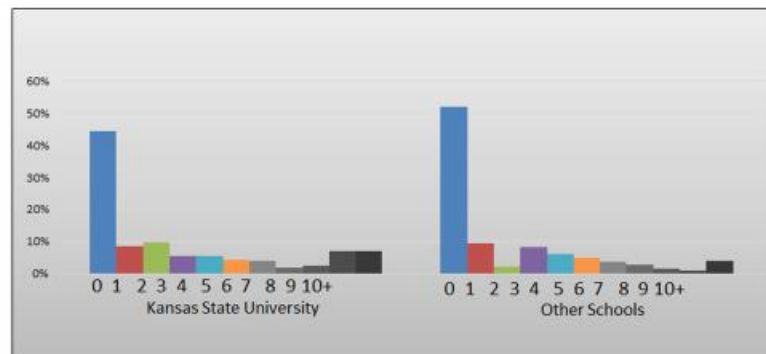
How often do you use alcohol?

Student Selections	Kansas State University (Sample: 4,947)	Other Schools (Sample: 270,142)
Never	33.20%	33.40%
Seldom	24.70%	24.10%
Sometimes	30.20%	30.30%
Often	10.00%	9.40%
Daily	0.60%	1.10%
No Comment	1.20%	1.70%

Note: These are new students from fall 2015 and spring 2016 that are under the age of 22.



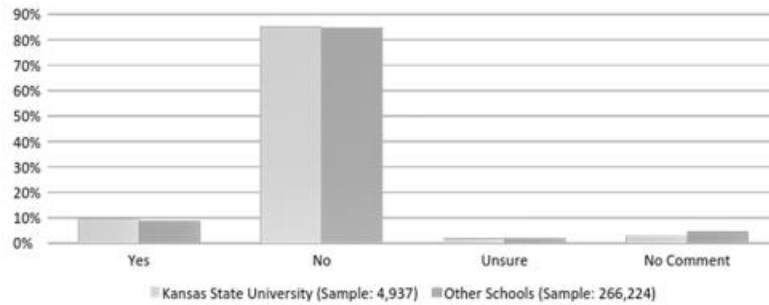
On a given weekend evening, about how much alcohol do you typically drink?



Note: These are new students from fall 2015 and spring 2016 that are under the age of 22.



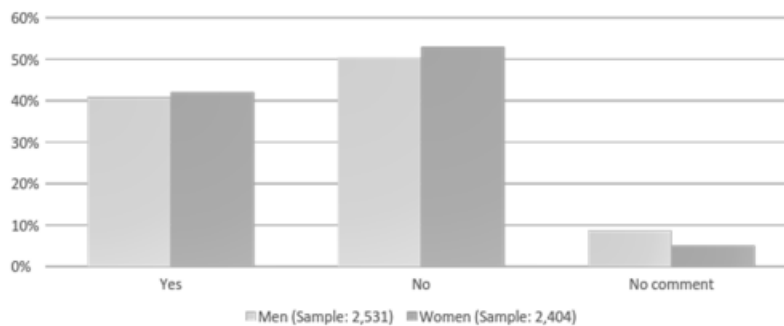
Experienced a blackout from drinking in past 30 days?



Note: These are new students from fall 2015 and spring 2016 that are under the age of 22



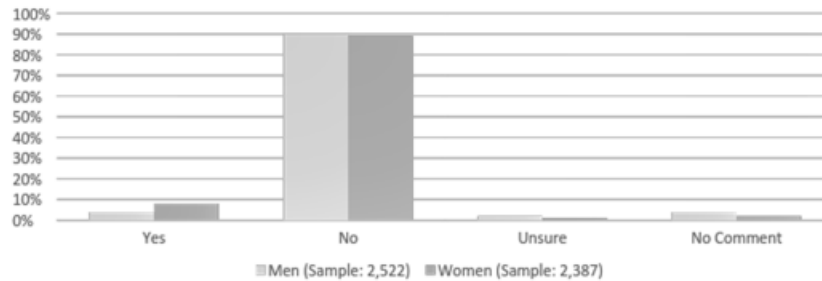
Currently sexually active



Note: These are new students from fall 2015 and spring 2016 that are under the age of 22



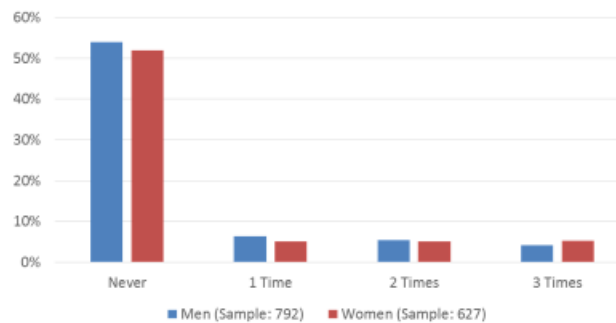
Had unwanted sex while drunk or using drugs



Note: These are new students from fall 2015 and spring 2016 that are under the age of 22



Used a condom while having sex (Past 3 months)



Sex, Alcohol, and College: A dangerous combination?

- About 50% of sexual assaults among college students are associated with alcohol use. (Abbey et al., 1998)^{1,4}
- In a college sample, about 55% of victims of sexual assault were somewhat drunk at least at the time of the incidence. (Harrington and Leitenberg, 1994)²
- In 81% of the alcohol-related sexual assaults, both the victim and the perpetrator had consumed alcohol. (Abbey et al, 1998)^{1,3}
- About 85 to 90 percent of sexual assaults reported by college women are perpetrated by someone known to the victim; about half occur on a date. (Fisher et al, 2000)⁵



Scenario 1: Alcohol Emergency

<https://youtu.be/SIAHts22InA?t=15m55s>



Let's Chat: Alcohol/Drug Emergencies

- At what point did his alcohol consumption go from “having fun” to being a problem?
- How could the friends have helped the intoxicated man sooner? When do you think they should have first become worried and called for help?
- Based on his actions in the video, what else could have happened to the main character?
- What emotions might those who intervened feel when taking action?



Signs of Alcohol Emergency

- **A- Alert**
 - Unable to rouse person or keep awake
 - Vomiting while passed out or incoherent
- **B- Breathing**
 - Breathing slow, irregular pulse
- **C- Color**
 - Skin color “off” or lips bluish, cold or “clammy” to the touch
- **D- Doubt**
 - Not sure if person is ok; Don't let person sleep it off!
 - Call 911 if in doubt



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What to Do On Campus: Alcohol or Other Drug Emergencies

On-campus emergencies:

- Remember ABCD signs and call for help
- LifeLine911 Policy
 - KSUPD will not prosecute minors under the influence who call 911 to help themselves or an under-aged friend in an alcohol emergency.
 - To obtain immunity from University disciplinary sanctions, students actively involved in the situation must:
 - Contact PD/EMS
 - Provide your contact information
 - Remain on the scene
 - Cooperate

<https://www.k-state.edu/policies/ppm/8500/8550.html>



What to do Off Campus: Alcohol/Drug Emergencies

Off-campus emergencies

- Greek Houses are considered off-campus
- RCPD
 - No immunity policy exists
 - Officer's discretion whether to punish other minors in possession/under the influence who call for help for a peer in an alcohol emergency
 - RCPD's main focus is to provide help to the person in need
 - Be courteous and cooperative when EMS/PD arrive



Healthy Relationships in College



Role of Relationship

- Friend or Best Friend
- Roommate or teammate
- Acquaintance
- Stranger
- Family

Positive

- Support
- Intimacy
- Connection

Negative

- Causes stress
- Make you feel inferior
- Harassment/intimate partner violence



Scenario 2: Emotionally Abusive Relationship

<https://youtu.be/SIAHts22InA?t=11m14s>



Let's Chat: Emotionally Abusive Relationships

- What are some signs that Alli is in an emotionally abusive relationship?
- How is Carlos and Nate's relationship different from Alli and Eric's?
- What are some things Carlos did as a friend that represent a positive support system?
- What are some other ways to approach your friends if you are concerned they are in an unhealthy, emotionally abusive relationship?



Sexual Assault



Scenario 3: Sexual Assault

<https://youtu.be/SIAHts22InA?t=5s>



Let's Chat: Sexual Assault

What are your observations of the couple in the scenario?

- How was the young man acting? How about the young woman?

Was consent given? At what point?

- Did you hear the young woman say "no?" How about a "yes"?
- What did her body language tell you?

What did others in the room do?

- How did they intervene?
- Would you feel comfortable stepping up to help a friend? A stranger?



Let's Chat: Rape Culture

What is Rape Culture and how can we avoid it or call attention to it?

- Pertains to specific situations in which sexual assault, rape, and/or general violence are ignored, trivialized, normalized, or made into jokes. (Ridgeway, 2014)

What we're doing to contribute to the problem:

- Media's portrayal of sexual assaults as "hook-ups"
- Victim blaming due to the way a person's dressed, level of intoxication, etc.
- Not taking victims seriously when assaults are reported
- Make jokes about rape, or defending jokes about rape
- Cat-calling, unwanted sexual remarks, unwanted touching
- Reducing sentences of rapists because it might "jeopardize their future"



Let's Chat: Rape Culture

Let's do this right!

- Rape is not a joke, and should not be treated as such.
- Believe the victim.

Don't be afraid to take a stand:

- If you hear someone say something offensive, say something about it. That person might not recognize their mistake, and you can help them to realize it.
- Don't get aggressive, but politely correct them.

We have the power to make a difference and it all starts with how we portray ourselves.

- You can be the role model!
- Be an active bystander!



Camouflage of High Risk Behaviors

- Sometimes we choose not to act because we tolerate behaviors that are inappropriate.
- It seems that no one else finds these behaviors troubling; so they become a "norm."
- We may think "this doesn't concern me, therefore it's not a problem."



Taking Action

1. Notice the event.
2. Consider whether the situation demands your attention.
3. Decide if you have responsibility to act.
4. Choose what form of assistance to use.
5. Understand how to implement the choice safely.



Taking Action

▪ Non-urgent situations

- Listen
- Express concern
- Describe what you observe
- Offer support
- Connect to resources

▪ Urgent/emergency situations

- Don't assume others will act
- Act with others if possible
- Be direct or distract
- Call for help



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Remember, being an active bystander means:

- Sometimes you need to act quickly
- Sometimes you can choose when to act.
- Sometimes you are the only one who can act.
- Sometimes you can act with others.
- Doing something may involve taking a risk.
- Doing nothing may be a greater risk.

**We are all part
of a community.
You can make a
difference by
caring and
intervening.**



Reporting Concerns & Getting Help

Reporting

To report any instance of sexual assault, dating violence, stalking or harassment that has occurred on university property or at a university sponsored event, contact the [Office of Institutional Equity](#) at 785-532-6220.

To make a report to the criminal justice system, contact the police department.

Bias Incident Report – Office of Institutional Equity

➤ [Report Online](#)



Reporting Concerns & Getting Help



Center for Advocacy, Response, and Education

CARE Home
About
Get Help
Services
Survivors' Rights
Resource Guide
Spectrum of Violence
It's On Us, K-State

Center for Advocacy, Response and Education: Changing Seasons
Since shifting from the K-State Women's Center to CARE, immense growth and new initiatives are underway in our office.
The Center for Advocacy, Response and Education (CARE) received a grant from the Kansas Governor's Grant Program to strengthen the quality and consistency of direct services to survivors of domestic, dating and sexual violence, and stalking. This is the second year CARE has received this grant. The Victims of Crime Act (VOCA) serves as a major source of funding for victim services throughout the country. That project budget of the grant project totals \$261,435.
The VOCA grant will allow CARE to expand its services on the Manhattan campus and provide resources to crime victims on the Salina and Olathe campuses as well. In order to reach the goals of the grant, the CARE office is looking to hire one full-time, grant-funded Survivor Advocate.
The Survivor Advocate will serve as a confidential source for students.

Tweets by @kstateCARE



Phone: (785)532-6444
Email: ksucare@k-state.edu

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tate's Wellness
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Reporting Concerns & Getting Help

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Office of Student Life

STUDENT OF CONCERN GUIDE

Home | About Student Life | Crisis Assistance | CARE | Student of Concern Guide | Quick guide to helping students | What can I say | Responding to student concerns | Who to contact | Campus emergency information | Partner student organizations

Faculty/Staff Student of Concern Guide

Resources for Responding to Student Crisis

Quick guide to helping students

What can I say

Responding to student concerns

Who to contact

EMERGENCY

In life-threatening situations, call 911. You may also call the K-State Police Department at 785-532-4412.

Outside who to call? Need to report? Call 785-532-6444 or the Office of Student Life at 785-532-4412.

<https://www.k-state.edu/studentlife/concern-guide/>



Thank you!

Intervene (video and workshop) were developed by the Skorton Center for Health Initiatives at Cornell University @ 2016. The information contained in the materials is based on the developers' best efforts to interpret a body of research and literature, and to translate this into practical considerations. The materials are informational and educational in nature, and are intended to be used as developed and prepared by the Skorton Center for Health Initiatives. The video content is not to be modified, altered or revised in any way. The workshop content is not to be modified, altered, or revised in any way, except for tailoring to your own institutional practices, policies and resources. The Skorton Center makes no representation or warranty express or implied regarding any particular outcome from the use of the materials. Use in part or whole is permitted with attribution to developers.

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Cost of Inaction

- What might have happened if none of the characters had intervened?
- What could have been the impact on the person in need?
- What could have been the impact on the bystanders? How might they have felt?



Questions or Comments?

