


Effective Rape Prevention: Research-Based Bystander Intervention Programs That Work


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Overview

- The Bystander Model
- Research about Bystander Intervention
- The Men's and Women's Programs
- Results of Bystander Interventions
- Q&A and Discussion



First Study on Bystander Intervention Latane and Darley (1968)

Conditions Necessary to Intervene:

- **Notice** a Situation
- **Interpret** as emergency
- **Decide** it is your *responsibility* to act
- **Know** what to do
- **Act**

Why do people intervene?

Bystanders weigh the costs and benefits of intervention relative to how they believe it will affect their status in a reference group.

(Banyard, Plante & Moynihan, 2004).

Factors that increase intervention

1. Making a prior commitment to help
2. Having a sense of responsibility for situation
3. Believing the victim has not caused the situation
4. Sense of self-efficacy about what to do
5. See others modeling bystander behavior
6. Perceiving that the victim is a member of the same group as the bystander and potential perpetrator.

■ Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2004). Bystander education: Bringing a broader community perspective to sexual violence prevention. *Journal of Community Psychology*, 32, (1), 61-79.

Power of the Bystander Model in the Field of Rape Education

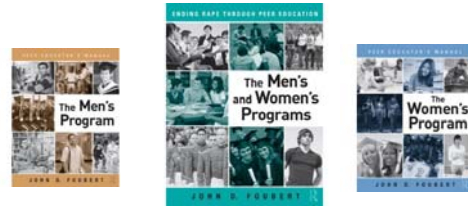
- Galvanizes everyone to change cultures
- Helps teach rape awareness material at a safe, non-threatening distance
- Empowers women to help prevent the rape of others (of course survivors can't PREVENT their own rape)
- Teaches men about rape while sidestepping the potential rapist persona

Programs that Work

- **Bring in the Bystander** (Victoria Banyard, UNH)
 - Bystander efficacy, willingness, rape myth acceptance
- **Mentors in Violence Prevention** (Jackson Katz)
 - Lower levels of sexism, increased belief that they could prevent violence against women
- **Green Dot** (Dorothy Edwards)
 - Rape myth acceptance and increased bystander intervention
- **The Men's and Women's Programs** (John Foubert)
 - Decline in sexual assault, rape myth acceptance, increase bystander willingness and efficacy, increase in empathy

(Banyard, Moynihan & Plante, 2007; Banyard, Plante & Moynihan, 2004; Cissner, 2009; Coker, Cook-Craig, Williams, Fisher, Clear, Garcia & Hegge, 2011; Foubert, Newberry & Tatum, 2007; Langhinrichsen-Rohling, Foubert, Brasfield, Hill, & Shelley-Tremblay, 2011)

The Men's Program and The Women's Programs (John Foubert, 2011)



Foubert, J.D. (2011). *The men's and women's programs: Ending rape through peer education*. New York: Routledge.
Foubert, J. D. (2011). *The women's program: Peer educator's guide*. New York: Routledge.
Foubert, J. D. (2011). *The men's program: Peer educator's guide*. New York: Routledge.

The Women's Program Goals

- Educate women about how to recognize characteristics of high-risk perpetrators.
- Empower women to intervene in potentially high-risk situations.
- Provide women with skills on how to help survivors



Research Basis for The Women's Program

- The more that women can recognize threatening cues in a situation that could turn into a sexual assault situation, the more likely they could be to resist or escape (Turchik, Probst, Chau, Nigoff, & Gidycz, 2007).
- When women blame themselves for experiencing rape, they are significantly more likely to experience rape during the next 4 months (Miller, Markman, & Handley, 2007).

• Miller, A. K., Markman, K. D., & Handley, L. M. (2007). Self-blame among sexual assault victims prospectively predicts revictimization: A perceived sociological context model of risk. *Basic and Applied Social Psychology*, 29, 129-136.
• Turchik, J. A., Probst, D. B., Chau, M., Nigoff, A., & Gidycz, C. A. (2007). Factors predicting the type of tactics used to resist sexual assault. *Journal of Consulting and Clinical Psychology*, 75, 600-44.

Empowering Women: Learning About Dangerous Men And Helping Rape Survivors

- Establishing Rapport and Defining Rape
- Watching The Undetected Rapist
 - (National Judicial Education Program, 2000)
- Recognizing Dangerous Men.
- Helping a Friend Survive Rape While Avoiding Victim Blaming.
- Discussing ways participants can help sexual assault survivors.
- Becoming an Active Bystander
 - Brainstorming and Commitment

Women's Program: Outcomes

- Significant increases in bystander efficacy
- Significant increases in bystander willingness to help
- Greater ability to recognize risk cues
- Greater willingness to engage in self-protective behaviors
- Greater level of self-efficacy in handling threatening dating situations

• Foubert, J.D. & Langhinrichsen-Rohling, J., Brasfield, H., & Hill, B. (2010). Effects of a rape awareness program on college women: Increasing bystander efficacy and willingness to intervene. *Journal of Community Psychology*, 38, 813-827.
• Bannon, R. S. (2014). *The bystander approach to sexual assault risk reduction: Effects on risk recognition, perceived self-efficacy, and protective behavior*. Doctoral Dissertation.

The Men's Program Goals

- Decrease perpetration (unstated)
- Increase bystander intervention
- Improve skills in helping a survivor



Description of The Men's Program

- Establish Rapport
- Definitions
- Disclaimers
- Show Video
- Process Video
- Helping a Survivor
- Defining Consent
- Confronting Sexism
- Bystander Intervention
- Q&A and Closing

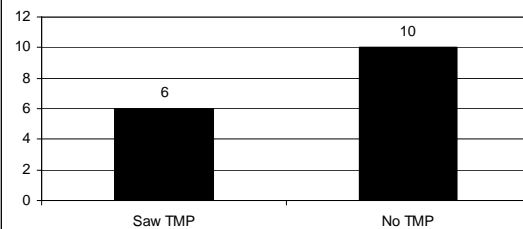


The Men's Program Outcomes

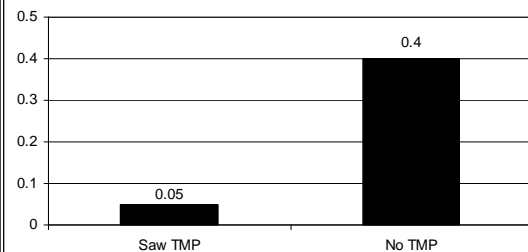
- Fraternity men who saw The Men's Program committed 40% fewer **acts of sexually coercive behavior** than those who didn't.
- Fraternity men who saw The Men's Program committed acts of sexual coercion that were **8 times less severe** than a control group.

Foubert, J. D., Newberry, J. T., & Tatum, J. L. (2007). Behavior differences seven months later: Effects of a rape prevention program on first-year men who join fraternities. *NASPA Journal*, 44, 728-749.

Fraternity Men's Percent Sexually Coercive Behavior



Fraternity Men's Sexually Coercive Behavior



More Outcomes of The Men's Program

- Two years after program participation, **79%** of participants reported either **attitude or behavior change** due to the program's effects or that the program reinforced their current beliefs.
- Men who saw The Men's Program reported **more efficacy** in intervening and **greater willingness to help** as a bystander after seeing the program.

Langhinrichsen-Rohling, J., Foubert, J. D., Brasfield, H., Hill, B., & Shelley-Tremblay, S. (2011). The Men's Program: Does it impact college men's bystander efficacy and willingness to intervene? *Violence Against Women*, 17 (6), 743-759.

Foubert, J. D., Godin, E., & Tatum, J. (2010). In their own words: Sophomore college men describe attitude and behavior changes resulting from a rape prevention program two years after their participation. *Journal of Interpersonal Violence*, 25, 2237-2257.

Resources Provided in *The Men's and Women's Programs*

- Scripts for The Men's Program (college and military version) The Women's Program (college and military version)
- 20+ hours of basic and advanced training
- Stand-alone programs
 - Alcohol and Sexual Assault
 - Basic and Advanced Bystander Intervention
 - Basic and Advanced Training about Consent
 - Rape Trauma Syndrome
 - Pornography and Men's Violence Against Women

Additional Resources in *The Men's and Women's Programs*

- Step-by-step guide for recruiting and selecting peer educators
- Advice from peer educators to peer educators
 - Captain in Army and One in Four President
- Resources for group advisors
- Summary of research on the programs' effects
- Separate books for male and female peer educators include scripts and training handouts

Recruiting Peer Educators

- Ads and Flyers Are Not Sufficient
- Use Nominations
- Meeting with nominators
- Follow-up with nominators
- Make a personal contact with nominees
- Discuss efficacy of particular program and opportunity to make a difference
- Opportunity to be a "Founding Member"
- Interview for instincts and presenting skill

Guiding Principles for Selecting Peer Educators

- Good instincts
- Presenting skill
- Charisma/Relationship to peers
- Screen out troublesome behavior
- Survivors as Peer Educators
- Diversity

Advising Tips

- Get Commitment of Stakeholders Before Starting
- Creating a safe space for discussion within the group
- Conduct Regular Team Building
- Debut Presentations when you first start presenting
- Media attention.
- Consensus Selections of Members and Officers
- Personal Investment in Each Member

Questions?

- Thoughts?
- Questions?
- Comments?

