# Annotated Bibliography: Bystander Intervention

*RCT=Randomized Control Trial, QE=Quasi Experimental Design, CS=Case Study, Anecdotal=Anecdotal Evidence*

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| Anthenien et al. (2017) | QE     | 888 incoming first-year students | • Small group bystander training | • Increase in knowledge regarding bystander effects  
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| Alegría-Flores, et al. (2017) | QE     | 930 students at the University of North Carolina Chapel Hill | • One Act (n=594)  
  • Haven (n=336) | At 2 month follow-up:  
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  • Increased self-efficacy  
  • Increased intention to act  
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| Vadovic (2013) | QE     | 236 members of residence life staff and Greek organizations | • Step Up! | • Increase in knowledge  
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| Hunter, L. (2012) | CS     | 848 University of Iowa students | • Red Watch Band | • Knowledge gains at post-test  
  • Increased bystander efficacy | 6 |
| Coker et al. (2011) | QE     | 2,504 college students | • 50-minute motivational speech  
  • SEEDS (Students Educating and Empowering to Develop Safety) training in small-groups bystander training | Observed and actual self-reported active bystander behaviors were significantly higher among those who were SEEDS trained and/or took part in the motivational speech relative | 24 |
| Ahrens et al. (2011) | QE     | Undergraduate college students from two Communication Studies classes | • interACT theater performance | • Increases in perceived benefits of engaging in bystander intervention  
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| Gidyacz et al. (2011) | RCT    | 635 first-year men | • Men’s Project  
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| Health Iowa (2011) | AN     | 49 institutions | • Red Watch Band | • Knowledge gains post-test | 4 |
| Langhinrichsen-Rohling, J. et al. (2011) | RCT    | 179 freshman men at an urban university in the southwest | • Men’s Program  
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Efficacy Research


**Overview:** 888 incoming first-year students completed either a pre- or post-intervention survey during an orientation sessions. The intervention training during orientation involved small group motivational interviewing discussions. Students were divided into groups of four to eight, which were led by an orientation leader (OL) trained to use motivational interviewing techniques. Discussions aimed at eliciting "change talk" to discuss students' desire, ability, reason, need and commitment to change apathetic bystander behavior. The first goal was to help students recognize the signs of alcohol intoxication and alcohol poisoning. The second goal of the discussion was to help students identify ways to help a peer at each level of risk for alcohol poisoning (i.e., low, moderate and high). For each stage, OLs asked students, "If you were an active bystander and your friend was in this stage of drinking, how would you help them?" Students were also asked to openly discuss the barriers associated with helping a peer, including fear of getting in trouble with the police and being viewed negatively by peers, at each of these levels. The pre- and post-survey measured bystander knowledge and self-efficacy for helping.

**Results:**

Students who received the intervention had significantly more knowledge regarding bystander effects, \( t(746) = 16.55, p < .001 \), greater self-efficacy for helping, \( t(746) = 5.38, p < .001 \) and greater perceived benefits of helping, \( t(745) = 8.50, p < .001 \). No differences were observed with respect to perceived barriers of helping, \( t(745) = -1.45, p = .15 \). A significant interaction effect suggested that students with higher knowledge and self-efficacy perceived the most benefits of intervening.


**Overview:** Students at a large public university worked with staff and faculty to develop and evaluate a 4-hour bystander program called "One Act". It was compared to an existing training called HAVEN, which focuses on response to survivors of violence. Participants of both programs took a pretest, one-week post-test, and two-month follow-up, which probed attitudes toward date rape, bystander self-efficacy, intention to act, and actual bystander behaviors. Most One Act participants attend as part of peer group trainings while all HAVEN participants were all self-selected (no group trainings). Approximately 450 students participated in One Act trainings and 400 students participated in HAVEN.

**Results:** Both trainings were effective in increasing students' scores at 2 months on:
- attitudes toward date rape
- self-efficacy
- intention to act

One Act participants also reported significantly greater bystander behaviors at two months than HAVEN participants, despite HAVEN participants' greater self-selection. Thus, One Act was additionally successful in engaging students to initiate positive ally behaviors when presented with potentially dangerous interpersonal situations.

**Overview:** STEP UP! training provides a framework explaining the bystander effect, reviews relevant research and teaches skills for intervening successfully using the 5 Decision Making Steps (Notice the event; Interpret the event as a problem; Assume personal responsibility; Know how to help; Implement the help), and introducing the S.E.E. Model (Safe; Early; Effective). Students learn strategies and techniques to intervene directly or indirectly in both emergency and nonemergency situations.

Members of the college’s residence life staff and its Greek organizations (fraternities and sororities) participated in the Step Up program, a pro-social training program to get people to intervene safely when witnessing acts of violence. Participants (N=236) completed surveys prior to the program, immediately after the program (N=197), and 60 days after the program concluded (N=27). Data were analyzed to determine success of the program and retention of the principles of the program.

**Results:** Immediately after the training, participants had a statistically significant increase in knowledge about ways to report witnessed violence. Participants reported they were more likely to respond to acts of violence immediately after completing the program and again at 60 days after the program. Acts of violence decreased on campus in the four months after the program compared to the same period the year before.

**Conclusion:** By providing a subset of students with the tools to identify and prevent violence, administrators and nurses may have contributed to decreasing incidents of violence on campus.


**Overview:** This study evaluated Red Watch Band at 49 institutions. Red Watch Band role playing and skills building sessions were designed to help students problem solve, overcome obstacles to intervening, practice making 911 calls, and explore their barriers to intervention. The program included CPR training, knowledge and skills building, role playing, and bystander intervention training.

**Results:** Pretest to posttest evaluation of Red Watch Band has shown it to be preliminarily effective in achieving positive outcomes along the following measures:

- Knowledge of toxic drinking and alcohol overdose
- Identification of high risk environments and behaviors
- Identification of facts & myths about sobering up
- Identification of signs of a life threatening overdose
- Confidence in responding to an alcohol-related emergency
- Confidence in intervening in a alcohol related emergency


**Overview:** This study evaluates the Green Dot program using a random sample of college students (n=7,945). Using a cross-sectional analyses, authors studied the association between having received Green
Dot training and the frequency of actual and observed self-reported active bystander behaviors. 2,504 students completed the survey.

**Method:** The Green Dot program was implemented in two phases during this study. The first phase consisted of a 50-minute motivational speech delivered to students via a first-year student course. The speech introduced the concept of bystander behaviors to help build awareness of the problem of dating and sexual violence and motivated students to get involved in prevention.

The second phase of the program consisted of an intervention program called Students Educating and Empowering to Develop Safety (SEEDS). The training component of SEEDS took place in small-group sessions where students learned to recognize and implement proactive bystander behaviors. Students were invited to attend SEEDS at the end of phase one and also recruited using Popular Opinion Leaders strategy, a systematic method for selecting peer leaders who have influence.

Outcomes measures of this study were changes in social norms and bystander behavior.

**Results:** Scores for observed and actual self-reported active bystander behaviors were significantly higher among those who were SEEDS trained and/or took part in the motivational speech relative to students who received no intervention. Of the surveyed students, 46% had heard a Green Dot speech on campus and 14% had received active the SEEDS bystander training during the previous two years. SEEDS students trained through Green Dot reported engaging in significantly more bystander behaviors and observing more self-reported active bystander behaviors compared to untrained students. Compared to the students not exposed to Green Dot, student who simply heard a Green Dot speech reported more observed and active bystander behaviors. Those students receiving the active SEEDS training were associated with significantly higher active bystander behavior scores compared to students simply hearing a Green Dot speech.

Limitations: self-reported data

The authors conclude: The addition of SEEDS training beyond that of having heard a Green Dot speech alone significantly increased self-reported actual and observed active bystander behaviors.


**Overview:** The authors evaluated the interACT Sexual Assault Prevention Program, an interactive, skill-building performance intended to train participants to engage in effective bystander interventions. Students received course credit for participating in the program and completing three surveys. The performance and all data collection occurred during two Communication Studies classes. This longitudinal evaluation of the program compared pretest, posttest, and 3-month follow-up data from 355 university student participants who completed all three surveys.

**Results:**

- Increased the participants’ beliefs about the effectiveness of bystander interventions
- Increased the participants’ self-rated likelihood of engaging in bystander interventions in the future
Males and participants who reported only moderate opinions of helpfulness bystander interventions had higher rates of change for both beliefs about the effectiveness of bystander interventions and the self-rated likelihood of engaging in bystander interventions.

Limitations:

- The sample size was largely female
- Convenience sample of undergraduates enrolled in Communications Studies class
- Lack of control group
- Lack of information about changes in actual bystander interventions


Overview: This was a CDC funded evaluation study. The experimental group received the Men’s Project workshop and the matched control group received no intervention. In this workshop, first-year men living together in a college residence hall learned guidelines for consent and participated in a small group norms feedback exercise in which they learned the true, healthy norms for their group and for the campus with respect to men’s participation in preventing sexual assault, willingness to intervene, make sure that they have consent, etc. At the end of the workshop they participated in a bystander intervention exercise. One important feature of the workshop was the extensive training given to the peer facilitators to prepare them to deliver the workshop and to address concerns and reactions of the participants.

Results: At three month follow-up, actual sexual assaults were reduced by 75% in the experimental group as compared with the control group, and there were many other beneficial outcomes, including:

- greater discomfort among the majority with sexually abusive behavior
- less likelihood of associating with sexually aggressive men;
- reduced use of pornography;
- greater interest in intervening

After six months, sexual assaults rebounded in the experimental group, erasing the gains measured at three months – although other beneficial outcomes remained.

Conclusion: A well-designed and implemented workshop by itself can have long-term positive effects, but that to actually inhibit sexual assault perpetrators from perpetrating over time, a stronger intervention or a combination of related interventions may be necessary. There are limitations to what can be accomplished with a single workshop and a more comprehensive approach with multiple on-going elements might be necessary to sustain the initial reduction in sexual assaults that was accomplished.


Overview: This program focuses on knowledge, skill, and confidence building regarding preventing death from alcohol overdose. Students are taught knowledge and skills, and using role plays, build confidence to intervene on behalf of another. Students also receive CPR/AED training. Students who complete the
training receive a red watch. After year two of implementing Red Watch Band at University of Iowa, 848 students completed the program.

**Results:** Students had knowledge gain on the topics of alcohol poisoning and bystander actions as a result of training. The three-month follow-up data showed that two-thirds of participants reported engaging in at least one protective behavior for themselves. About 9% of participants reported taking action in an emergency since completing RWB training.


**Overview:** Participants were 179 freshman seminar men (85 in prevention program, 94 men in comparison group) at an urban university in the southwestern part of the US. Men in the comparison groups either participated in a managing attention difficulties comparison condition or a stress management comparison condition.

Outcome measures:
- Rape myth acceptance
- Bystander efficacy
- Bystander willingness to help

**Results:** Men's Program participants significantly increased their self-reported willingness to help as a bystander and their perceived bystander efficacy compared to comparison group. Participants in the Men's Program also significantly decreased their rape myth acceptance scores from pretest to posttest.


**Overview:** This study evaluated the Bringing in the Bystander program with sorority members. Participants consisted of 48 new members of seven recognized sororities, 30 were assigned the prevention program while 18 comprised the control group. The new members received the 90-minute version of the program. Prior to conducting and evaluating the program with new sorority members, the researchers presented the longer (4.5-hour) program to sorority leaders on campus to ensure they were familiar with the training the new members would be receiving.

Outcome measures included bystander efficacy, bystander intention to help, readiness to change, denial, taking responsibility for ending violence, and backlash.

**Results:** Repeated measures of analysis of variance showed that program participants had increased:
- bystander efficacy,
- likelihood to help, and
There was not unintended backlash effect observed. These changes were held up to 5 weeks after attending the program.

Limitations: small sample size, self-reported data

CPN Note: This study focuses on the program’s utility with students of Greek letter organizations.


Overview: This exploratory study evaluated the Bringing in the Bystander sexual and intimate partner violence prevention program with a new sample of intercollegiate athletes. Thirty-five male and female athletes participated in the program and 58 were in the control group. The intervention consisted of a single 4.5 hour session of Bringing in the Bystander program. All completed pretest, posttest, and 2-month follow-up surveys. Outcome measures included assessment of rape myth acceptance, intent to engage in bystander behaviors, bystander confidence, and bystander behaviors.

Results:
The program worked overall and for both women and men and resulted in significant improvements in:

- bystander confidence
- intent to engage in bystander behaviors

There was not a significant backlash effect observed.

Limitations: self-reported data

CPN Note: This study focuses on the program’s utility with student of athletic teams.


Overview: This study evaluates the Bringing in the Bystander in-person program with 394 US Army Europe personnel. The Bringing in the Bystander program was created to target a college campus population, so the program developers translated the campus-specific version into one geared towards members of the US Army. The facilitator’s guide and slide show was altered with language, statistics, and examples that would resonate with the US Army personnel. Sixteen US Army Europe (USAREUR) personnel were trained to conduct the Army-adapted program. They presented the 4.5 hour version of the program consisting of three sections: introducing the bystander model, applying bystander concepts to sexual violence, and developing and applying skis as a bystander.
Outcome measures included bystander behavior scale and action stages of change.

Results:
After a 4.5 month follow-up period soldiers who participated in the program reported:
- significantly greater number of bystander behaviors to help people in all three relationship categories (friend, acquaintance, stranger)
- significantly greater number of bystander behaviors to help a stranger
- significantly lower reporting of “not to all” regarding performing any of the bystander behaviors
- reported significantly higher action score for taking action when sexual assault or stalking were occurring

Limitations: self-reported data

CPN Note: This study focuses on the program’s utility with US Army personnel.


Overview: The authors evaluated the Women’s Program, an all-female peer education class teaching women to prevent sexual violence through bystander intervention. The program focuses on how women can be effective bystanders with their friends in high risk situations, particularly those involving alcohol. The study participants were first-year female students and a few upperclassman whose instructors required them to attend Women's Program as part of their course curriculum (n=279). The program was lead by four males from the organization One in Four. The program presenters cover basic definitions, show a DVD, and discuss characteristics of high-risk men to prepare audience members to deal with situations where they could intervene or a help a friend. The group discusses how to intervene in alcohol-related rape situations and learn to keep personal safety a priority. The control group received a seminar on stress management.

Results:
Compared to the control group, the Women’s Program participants reported significantly:
- Greater bystander efficacy
- Greater willingness to help
- Decreased rape myth acceptance

Limitations:
- It is unknown if attitude changes predict future behavioral change


Overview: The SEMS program offers students three levels of participation, each requiring different time and training commitments.
- The first level of the program involves peer-to-peer alcohol education of incoming freshman. Approximately 100 peer-to-peer student educators are selected to participate in SEMS at this level.
The second level of the program trains “student liaisons” to act as peer responders. Approximately 27 student liaisons participate in SEMS and are trained in CPR, first aid, and alcohol or drug emergency preparedness. After completing the training, student liaisons act as peer responders at social engagements hosted by their own organization or at other social events where alcohol-related emergencies may occur. The third level of the program involves student EMTs. Approximately 70 EMTs participate in SEMS at this level.

Results: The SEMS efforts yield about 90 patients from 200 parties per year. Students have responded positively to the SEMS program. Based on survey data collected to show the impact of the SEMS program, 70% of students at CU-Boulder would do something to help a drunken friend compared to only 20% six years ago prior to the formation of SEMS.


Overview: This study evaluates the single-session 90-minute version of the Bringing in the Bystander program. The target audience is student leaders who come to the program with a previous training as leaders and helpers in their community. The two groups of student leaders in the study were resident advisors (RAs) and students who work as staff at the student center (n=196).

Results:
After going through the program, participants significantly:
• endorsed fewer rape myths
• expressed greater confidence in engaging in bystander behaviors
• expressed greater willingness to help a bystander
• more strongly agrees with “pro” statements related to being a bystander.
• likely due to the emphasis on personal safety as a bystander, participants more strongly agreed with “con” statements about being a bystander.

The authors conclude: The program was effective among the group of student leaders. Students in this study were visible leaders on campus and have the opportunity to be part of changing community norms around bystander behavior.

Limitations: self-reported data

CPN Note: This study focuses on the program’s utility with student leaders.

Overview: This was an exploratory study of the 90-minute version of the Bringing in the Bystander program with 106 members of one fraternity (32 members), sorority (38 members), men’s (21 members) and women’s (15 members) intercollegiate athletic team. The training was conducted with single-sex groups with peers leaders, two men and two women, facilitating each session.

Outcome measures included knowledge of interventions, rape myth acceptance, helping attitudes, and bystander efficacy.

Results:
From repeated-measures analysis of variance indicate that the program worked overall for both men and women. Participants of the program improved significantly from pretest to posttest on the following outcomes:

- knowledge of interventions
- helping attitudes
- bystander efficacy

Based on the results, males may require a higher dose (e.g., a longer program) compared to students of the general population. A longer program may be warranted for fraternities and men’s athletic teams.

Limitations: self-reported data

CPN Note: This study focuses on the program's utility with student of Greek letter organizations and athletic teams.


Overview: The study evaluated the bystander intervention program, Bringing in the Bystander, aimed to prevent sexual violence. The program targets both men and women (n=334) as potential bystanders, but is administered in single-sex groups. It teaches them how to intervene safely and effectively in cases of sexual violence before, during, and after incidents.

The study evaluated two versions of the program:

One-session prevention program participants attended one 90-minute session. Information was provided on prevalence, causes, and consequences of sexual violence. Discussion and role playing about how community members can intervene safely and be a supportive ally to survivor follows. Participants create a “bystander plan” and sign a pledge to be “active, prosocial bystanders” in the community. Three-session prevention program participants attended three 90-minute sessions during one week with expanded content.

Outcome measures included efficacy, knowledge, rape myth acceptance, bystander attitudes, and decisional balance.
**Results:** Differences were noted between the control and treatment groups for all outcomes measures at post-test. In addition, significant differences were found between the one- and three-session groups with respect to increases in knowledge, positive bystander attitudes, and lower rape myth acceptance. Treatment groups had higher increases in reported bystander behavior at 2 months post-intervention than the control group. There were not overall significant differences between men and women in the impact of the prevention program.

**Conclusions:** Participants in both the one- and three-session prevention program groups showed improvements across the outcomes measures compared to the control group, but the longer program resulted in more significant changes. Implementation of a longer prevention, when possible, will give maximum effect, but when time constraints are in place a shorter program can still create change.


**Overview:** First-year men at mid-sized public university participated in this study. First-year men (n=565) at this institution either saw The Men’s Program as part of their extended orientation programming during the first month of the school year or were in a control group that saw a program designed not to elicit attitude or behavior change on the variables measured.

Participants were asked to complete attitude and behavior surveys at the beginning and end of an academic year were they were also asked if they joined a fraternity. Participant’s attitudes toward sexual assault were measured using the short form of the Illinois Rape Myth Acceptance Scale. The Sexual Experiences Survey (SES) was used to ask respondents to indicate whether they had perpetrated a variety of behaviors.

Participants were randomly assigned to four groups varying pretesting or no pretesting and participation in The Men’s Program or a control condition.

**Results:** Men who saw The Men’s Program and later joined a fraternity experience a significant decline in their rape myth acceptance from pretest to posttest and remained significant at 7-month follow-up. Men who joined fraternities and saw the Men’s Program at the beginning of the year reported committing fewer and less severe cases of sexually coercive behavior when the year was over than fraternity men who did not see The Men’s Program.