CATS GOT YOUR BACK!
UK101 Bystander Intervention Session 2016

Purpose The purpose of this session is to empower UK students by providing them with strategies and techniques of bystander intervention in a variety of areas that are both common and problematic for college students. Students will learn how to handle these situations in a responsible and productive manner. They will also learn what campus resources can be used for support. This session was developed by representatives from Fraternity and Sorority Affairs, the Violence Intervention and Prevention Center, and Wellness Initiatives for Student Empowerment.

Materials 5 scenarios (cut slips of paper with a scenario on each piece), Scenario Response Sheet

In-Class Discussion

- Introduction to the content (5 to 10 minutes) Step 1: “Notice The Event”
  - Convey the importance of this subject.
  - “Raise your hands if you or someone you care about has been negatively impacted by alcohol or drugs. Relationship violence? Discrimination? Hazing? Sexual Assault?”
  - Provide institutional and national statistics:
    - Before the development of StepUp!, a pilot study of college students was conducted:
      - 88% believed problems could be avoided with intervention.
      - 99% believed something should be done to intervene in a problem.
      - Up to 85% wanted to learn intervention skills.
      - 94% of students reported feeling overwhelmed.
      - The power of peers – 90% said they turn to their peers when they are struggling.
  - “The subjects we are going to talk about in this class may make some of you uncomfortable. It may hit on a personal experience you’ve had in the past. What is important is that this class is a respectful and safe environment. Any form of disrespect will not be tolerated and you will be asked to leave class and receive a zero for the day and for this assignment.”
  - “Cats Got Your Back! is a prosocial behavior and bystander intervention program that educates students to be proactive in helping others. The goals for today are to:
    - Raise awareness of helping behaviors;
    - Increase motivation to help;
    - Develop skills and confidence when responding to problems or concerns; and
    - Ensure the safety and well-being of self and others.”
  - Go through the 5 Steps of Cats Got Your Back! (Write steps on board.)
    - “Step 1 is ‘Notice the Event.’ You’ll receive scenarios in a few minutes that describe events that have occurred.
    - Step 2: Interpret it as a problem - What’s wrong with this scenario?”
- **Step 3: Assume personal responsibility** - Should you intervene? Why or why not? What are possible barriers to keep someone from intervening?
- **Step 4: Know how to help** - What campus resources can help you or the people involved?
- **Step 5: Step Up!** – What is a responsible and productive active bystander intervention?

- **Group scenarios**
  - Divide the class into five groups by asking students to count off.
  - Randomly give each group a scenario from the *scenario sheet*:
    - Alcohol & Other Drugs
    - Diversity and Community Building
    - Hazing
    - Abusive Relationship
    - Interpersonal Violence
  - Small-group discussion: Ask each group to work through the StepUp! model and discuss and answer the questions associated with each step that are listed after their scenario description. *(5-7 minutes)*:
    - Each group briefly presents their scenario to the class and discusses their responses. *(30 minutes)*
      - The Peer Instructor should use the *Responses for Scenario Discussion* sheet to fill in any gaps of information that students don’t include in their presentations.

- **Please note:** It is not uncommon for dialogue to become so engrossing that the discussion will continue into the next class period.

- **Optional Reflection paper**
  Everyone has times in their lives when they have the option of being an active or passive bystander when they see or hear something that they believe negatively impacts another person or group of people. Please write a one-page, double-spaced paper that describes a time in your life when you either chose to take action or did not take action.

  If you chose to take action, why did you do so? How did you feel before intervening? How did you feel after intervening? If the same scenario presented itself today, would you make the same decision? If not, what would you do differently?

  If you did not take action, what prevented you from doing so? How did you feel after the incident when you did not intervene? If the same scenario presented itself today, would you make the same decision? If not, what would you do differently?
**SCENARIOS**

**Abusive Relationship Scenario**
Your friend Chris has been dating Alex for about five months. Since they started dating, you noticed that Chris' personality changed. Once friendly and outgoing, Chris is now quiet and a little withdrawn. Chris only hangs out with close friends when Alex isn’t around and becomes very nervous if Alex shows up. When you ask if there is a problem in the relationship, Chris becomes very defensive and shuts down. Even though you have never noticed signs of physical abuse, you have heard Alex use extremely hurtful words and yell at Chris. When you ask about these incidents, Chris tells you it’s no big deal and Alex was just responding to Chris being “overly dramatic.” What’s wrong with this scenario? Should you intervene? Why or why not? What are possible barriers to keep someone from intervening? What campus resources can help you or the people involved? What is a responsible and productive active bystander intervention?

**Interpersonal Violence Scenario**
You’re at a party and you see a couple on the dance floor. One individual is making all of the moves (continuing to touch and pull the other closer) while the other person seems like he/she couldn’t be less into it (looks uncomfortable and seems to be looking around for friends). What’s wrong with this scenario? Should you intervene? Why or why not? What are possible barriers to keep someone from intervening? What campus resources can help you or the people involved? What is a responsible and productive active bystander intervention?

**Alcohol/Other Drug Scenario**
You go to an off-campus party with five other students, some male and some female. About twenty minutes into the party, you notice one of your female friends is acting odd. She is having trouble walking and is rambling, but you can’t figure out what she is talking about because her speech is slurred. You know she didn’t pre-game before going to the party and has only had one or two drinks. All things considered, she is acting way too drunk! You think she may have been drugged, but you don’t know for sure. What’s wrong with this scenario? Should you intervene? Why or why not? What are possible barriers to keep someone from intervening? What campus resources can help you or the people involved? What is a responsible and productive active bystander intervention?

**Diversity Education & Community Building Scenario**
In the residence hall, you witness friends saying very negative and discriminatory things about another student who lives in the dorm. In addition, your friends use phrases like “retarded” or “gay” when referring to things they don’t like. What’s wrong with this scenario? Should you intervene? Why or why not? What are possible barriers to keep someone from intervening? What campus resources can help you or the people involved? What is a responsible and productive active bystander intervention?

**Hazing Scenario**
You have a friend who is brand new to a student organization. You have noticed that soon after your friend joined, she is consistently tired and has started to slack on homework. In addition, you have noticed that hateful and harassing messages about your friend have been posted on Facebook and Twitter by older members of the organization. Your friend is obviously stressed out about this, but when you ask her what her thoughts are, she won’t talk about it. What’s wrong with this scenario? Should you intervene? Why or why not? What are possible barriers to keep someone from intervening? What campus resources can help you or the people involved? What is a responsible and productive active bystander intervention?
Responses for Scenario Discussions

Possible Barriers that Keep Students from Intervening in Any of the Scenarios:

Step 1: Notice the Event
Awareness: Easy to miss something you are not looking for.

Step 2: Interpret it as a problem
Ambiguity
Conformity
- Informational influence: When you think someone knows more than you do, you will follow their lead.
- Pluralistic ignorance: Majority knows that something is wrong but do not look concerned, so you assume you are alone and do nothing.
- Normative influence: Go along with the group to fit in.

Step 3: Diffusion of responsibility
Research shows that you will help 80% of the time, but if you are in a group, you will help only 20% of the time because of the diffusion of responsibility.

Step 4: Know How to Help
Many times people don’t know how to help in a situation.

Step 5: StepUp!

Diversity & Community-Building Scenario Suggestions:
- Intervene and point out that no one should discriminate against people as a result of any characteristic or social identity. Also inform them that students who use words like those in the scenario can hurt people who they may not intend to hurt.
- Make sure you report this situation to the RA or the Resident Director.
- Follow up with your friends to see if they plan to challenge themselves while at UK.
- Do not give up on your friends! Try not to judge them but assist them in understanding the benefits of getting to know others who are unlike them.
- **What are campus resources (for support or advice) available to me or my friends?**
  - VIP Center Bias Incident Support, 1 Frazee Hall (basement).
    The VIP Center provides support and advocacy to those who have experienced acts of hate, bias or identity-based violence. Services include support at the time of crisis, academic and housing advocacy, and assistance navigating reporting systems both on and off campus. Services can be accessed by contacting the Bias Incident Response Coordinator at carol.taylor@uky.edu, calling 257-3189, or walking into the VIP Center. An appointment is not required.
  - Counseling Center, Frazee Hall, 2nd floor
  - LGBTQ Center, Blazer Hall
  - Disability Resource Center, Multidisciplinary Science Building, Rose Street
  - International Center, Bradley Hall

Alcohol/Other Drug Scenario Suggestions:
- Take a look at your friend’s drink. If it is cloudy (dark drink) or has a blue/green tint (light drink), it may have been drugged.
- Do NOT try to taste what she has been drinking to see if you can tell!
- Escort your friend out of the party and call 911 as soon as possible!
- If asked questions by the EMT or police, be as straightforward as possible with regard to your actions for the night. It will help them help your friend more quickly.
- Campus Resources for you or your friends:
  - WISE, Wellness Initiatives for Student Empowerment, 5th floor Patterson Office Tower
  - Office of Community of Concern, www.uky.edu/coc

Abusive Relationship Scenario Suggestions:
- Be non-judgmental and express your concern for your friend.
- Know and share campus and community resources with your friend. **What campus resources are available to my friend or me?**
  - Violence Intervention and Prevention Center, basement Frazee Hall
  - VIP offers “Green Dot” training that provides more information about how to intervene and help your friend.
  - Counseling Center, Frazee Hall, 2nd floor
- Continue to check-in and interact with your friend.
- Get support for yourself as a friend through VIP.

Interpersonal Violence Scenario Suggestions:
- Go up to the couple and ask the uncomfortable person if he/she is okay and if you can help him/her find anyone.
- Go up to the couple and ask if you can dance with the person who seems to be looking for a way out (or tell the person that their friends are looking for him/her).
- Find the friends of the person who’s making the other individual uncomfortable and let them know that they should intervene with their friend.
- **Who do I contact** if I see or suspect interpersonal violence?
  - University of Kentucky Police Department
  - UK Violence Intervention and Prevention (VIP) Center
  - Green Dot training (offered by VIP)
  - Lexington Metro Police Department
  - UK Counseling Center
  - GreenHouse17 (local Domestic/Dating Violence program)

Hazing Suggestions:
- What is “Hazing”?
  - According to the University of Kentucky Code of Student Conduct, Article II, Section 8h:
    - “Hazing by any action taken or situation created, intentionally or recklessly, whether on or off University premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such abusive activities and situations may include, but are not limited to the following: illegal or harmful use and/or forced consumption of food, alcohol or drugs; paddling in any form; creation of fatigue; personal servitude; physical and/or psychological shocks; wearing apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; degrading or humiliating games and activities; sleep or food deprivation; any meetings which unreasonably interfere with scholastic
activities; and/or any other activities which are not consistent with the regulations and policies of the University of Kentucky."

- How do I report hazing?
  - If you see or hear about hazing taking place, report it to the appropriate campus administrator (e.g., Office of Fraternity and Sorority Affairs, Campus Recreation, Student Involvement, etc.).
- Keep making attempts to talk to her about it. Let her know that the behaviors of the older members are not acceptable even if she won’t admit that it is hazing.
- Every student organization has a supervising office. Encourage her to talk to an administrator out of that office. Offer to go with her as a source of support.
- Keep a close eye on your friend. Hazing is unhealthy on both emotional and physical levels.