

Encouraging Bystanders to Intervene:
A Test of Normative Influence in an Online Training

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THESIS

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LIST OF ABBREVIATIONS

SaVE	Sexual Violence Elimination Act
TNSB	Theory of Normative Social Behavior
ANCOVA	Analyses of Covariance
UIC	University of Illinois at Chicago

SUMMARY

Bystander programs on college campuses encourage community members to respond to interpersonal violence through intervening, challenging harmful social norms, and supporting survivors (Banyard, 2015). Such programs often use social norms tactics to normalize and promote intervening. Because recent federal law requires that universities offer prevention programs with bystander components to all new students and target social norms (Campus SaVE, 2013), many schools have begun using online trainings to ease compliance with that goal. While online trainings carry the advantages of personalized feedback and reaching a large number of students quickly, few have been robustly evaluated. Furthermore, the literature provides little guidance as few studies have evaluated online bystander programs, examined whether normative tactics affect bystanders' likelihood of intervening, or examined the relationship between bystander norms and behaviors.

This study addresses these gaps by comparing two common social norm tactics (injunctive messages and normative feedback) to alter perceptions of social norms and increase intentions to intervene as a bystander. Injunctive messages create an impression that others think participants *should* intervene whereas normative feedback provides data to show intervening is common. Together they try to make intervening seem socially desirable and normal. A randomized 2 X 2 full factorial design was used to assess the individual and interactive effects of these tactics on perceptions of social norms. Finally, the Theory of Normative Social Behavior (Rimal & Real, 2005) was applied to assess how bystander social norms relate to intentions to intervene.

At a large Midwestern urban university, 218 student volunteers were randomly assigned to one of four versions of an online training: a control condition (information only),

SUMMARY (continued)

normative feedback, injunctive messages, or feedback plus injunctive messages. ANCOVAs revealed that feedback made intervening seem more common and socially accepted while injunctive messages had no effect on perceived social norms. An interaction revealed that injunctive messages and possibly feedback reduce intentions to intervene when administered alone yet have no overall impact when combined relative to control. A regression showed that norms positively relate to intentions and that the effects of social norm tactics on intentions to intervene were partly mediated by norms. Results suggest that altering perceptions of social norms may have mixed effects on intentions to intervene. Implications for bystander intervention are discussed in the context of social norms theory and reactance theory.

INTRODUCTION

Background

Bystander intervention is one of the most popular strategies for preventing interpersonal violence on college campuses. Such programs attempt to foster prosocial norms that encourage community members to intervene in situations where someone may be at risk for interpersonal violence, challenge social norms that foster violence, and support survivors (Banyard, 2015). In addition to researchers recommending the approach (Lonsway et al., 2009), the federal Campus Sexual Violence Elimination (SaVE) Act (2013) mandates that colleges offer new students primary prevention and risk reduction programs that include bystander components. Specifically, the act defines primary prevention as “programming, initiatives, and strategies informed by research or assessed for value, effectiveness, or outcome that are intended to stop dating violence, domestic violence, sexual assault, and stalking before they occur through the - promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander intervention, and seek to change behavior and social norms in healthy and safe directions.” Similarly, the definition for risk reduction included “options designed to decrease perpetration and bystander inaction.” Thus, the federal government is seeking to encourage bystander intervention, decrease bystander inaction, and change both behavior and social norms in a manner that is informed by evidence.

While the logic behind encouraging bystanders to prevent violence is intuitive, the reason for focusing on social norms requires more explanation. Researchers and health organizations contend harmful social norms both encourage violence and create a culture that accepts violence, leading theorists to call for interventions to change norms (Berkowitz, 2010; Butchart, Garcia-Moreno, & Mikton, 2010; Heise, 2011; Lonsway et al., 2009; Paluck & Ball, 2010; WHO,

2009). Bystander intervention is itself a norm-changing tactic, yet bystander behaviors and norms are reciprocally related. Bystander programs encourage community members to intervene and challenge norms that promote violence (Banyard, 2015; Katz, 1995). These interactions in theory change norms through increasing perceptions that intervention is normal, modeling new behaviors, and creating social pressures to change harmful behaviors. Therefore, intervening creates normative pressures which in turn affect others' behaviors. This reciprocal influence theoretically allows norms to diffuse across social networks.

Yet, getting students to speak up against existing norms is difficult. Some college students fear intervening will make them appear abnormal, look weak, or make others angry (Barone, Wolgemuth, & Linder, 2006, Carlson, 2008; Burn, 2009). While fears of social consequences can inhibit all students from challenging local norms, such fears may be especially salient for new students who are trying to fit in and know fewer people on campus (Banyard, personal communication). Studies indicate people feel less safe intervening against perpetrators they don't know (Bennett & Banyard, 2014). Bystanders are also less likely to intervene in cases of sexual violence if they don't know the victim, due in part to feeling less responsibility (Bennett, Banyard, & Garnhart, 2013; Katz, Pazienza, Olin, & Rich, 2014). As Campus SaVE mandates that primary prevention programs target incoming students, programs must address these barriers. To decrease social fears of intervening and increase pressure to intervene, some researchers advocate for increasing the perception that intervening is normal and encouraged (Berkowitz, 2010; Burn, 2009; Fabiano, Perkins, Berkowitz, Linklerbach & Stark, 2003; Hillenbrand-Gunn, Heppner, Mauch, & Park, 2010).

Statement of Problem

In theory, changing perceptions of norms would encourage bystanders to intervene, yet the efficacy of normative tactics appears mixed. Multiple studies indicate that perceptions of what peers do or believe is associated with an individual's likelihood of intervening (Banyard & Moynihan, 2011; Banyard, Moynihan, Cares, & Warne, 2013; Brown, Banyard, & Moynihan, 2014; Brown & Messman-Moore, 2010; Campbell, Kasturirangan, Gordon, & Schewe, 2008; Fabiano et al., 2003; Stein, 2007), although one study did not (Hillenbrand-Gunn, Heppner, Mauch, & Park, 2010). Promisingly, social marketing campaigns that encourage people to intervene are associated with increased awareness and greater likelihood of intervening (Potter, 2012; Potter & Stapleton, 2011; Potter, Moynihan, & Stapleton, 2011; Potter, Moynihan, Stapleton, & Banyard, 2009). Whether those effects occur through normative pressure or other means is unknown. On the other hand, Brown et al. (2014) found that perceptions of others are related to intentions more so than to actual behaviors. Importantly, while two studies have found it is possible to change perceptions of whether others would intervene, neither succeeded at altering participants' own likelihood of intervening (Hillenbrand-Gunn et al., 2010; Gidycz, Orchowski, & Berkowitz, 2011). Interventionists need more information on how programs can use normative influence to encourage bystanders to intervene. Researchers can help by both assessing programs and uncovering how bystander norms and intentions are related.

A Theory of Normative Social Behavior

Creating effective norm-changing programs that can influence bystander behavior requires a theoretical base for understanding how norms and behaviors relate. The Theory of Normative Social Behavior (TNSB; Lapinski & Rimal, 2005; Rimal & Lapinski, 2015; Rimal, 2008; Rimal & Real, 2005; Rimal & Mollen, 2013) is a validated theory that builds upon earlier

normative theories relating norms to intentions. Under this theory descriptive norms (perceptions of what other actually do) influence behavior through an individual's injunctive norms (perceptions of what society finds appropriate as well as what important others think you should do), outcome expectations regarding the behavior, group identity (affinity for a group that holds certain norms), behavioral identity/ego-involvement (the extent to which a person's self-concept is connected to a behavior), and familiarity with the issue or behavior (Rimal, 2008; Rimal & Real, 2005; Rimal & Mollen, 2013; Rimal & Lapinski, 2015). Although no studies have assessed this theory for bystander behavior, many of the constructs have been associated with intervening. Studies have related intentions to intervene to both descriptive norms (Banyard et al., 2013; Campbell, 2008; Fabiano et al., 2003; Stein, 2007) and injunctive norms (Banyard & Moynihan, 2011; Stein 2007). Also, Banyard, Plante, and Moynihan's (2005) decisional balance scale, which assesses pros and cons that people consider when deciding whether to intervene, includes both outcome expectations and an item assessing behavioral identity. Decisional balance scores have been associated with bystander behaviors and intentions (Banyard, Moynihan, & Plante, 2007; Banyard, 2008; Banyard et al., 2011). Prosocial tendencies (identification with helping behavior) has been associated with an increased tendency to intervene against strangers, while feeling a sense of community was linked to helping friends (Bennett, Banyard, & Garnhart, 2013). Finally, Potter et al. (2011) found that social marketing messages worked better when people found the images in materials familiar. Overall, it appears the TNSB may be a promising theory to explain the relationship between norms and behavior as well as potentially illuminate avenues for intervention.

In addition to the TNSB, other theorists have found moderators of normative influences that may affect the ability of programs to alter attitudes and behaviors. In general, social norms

show more powerful effects when the reference group of the norm is closer in relationship to the participant (Lewis & Neighbors, 2006). Also, Melnyk, Herpen, Fischer, & van Trijp (2011) found that cognitively deliberating about messages may increase the impact of descriptive norms (as people justify reasons for why others act a certain way) yet may decrease the impact of injunctive norms (as people question the pressure they receive in messages). Intriguingly, in one social norms intervention that was not successful at altering bystander perceptions, greater cognitive processing was associated with a *reduced* likelihood of participants' chances of intervening at three months (Lobo, 2004). The authors hypothesized that participants may have questioned the plausibility and benefits of intervening. Recent research indicates people also vary on their individual tendency to follow social norms (Bizer, Magin, & Levine, 2014). Only one study has looked at moderators of the relationship between bystander norms and intentions or behaviors for interpersonal violence (Brown et al., 2014). The authors found the relationship between perceived peer approval for intervening and intentions did not vary by demographic characteristics, including race, year in college, and sex. However, a three way interaction showed that peer approval and behaviors were not related for any students other than Black students beyond their first year in college.

Tactics for Normative Influence

The two most common approaches to increase normative pressures involve social marketing to increase injunctive pressures and normative feedback to correct perceptions of descriptive norms.

Social Marketing

Many bystander campaigns attempt to use social marketing to create injunctive pressure to intervene. For instance, the *Know Your Power* social marketing campaign has been used on

college campuses and military bases (Potter, 2012; Potter & Stapleton, 2011; Potter et al., 2011; Potter et al., 2009). Typical to such approaches, each poster contains short injunctive phrases to encourage a new norm (e.g., “Know Your Power. Step In, Speak Up, You Can Make a Difference”). Some theorists recommend using injunctive pressures because they clearly articulate what behaviors are socially expected (Paluck & Ball, 2010). Also, people might disbelieve statements about what others actually do but have a hard time disconfirming messages about what others *believe* they should do (Paluck & Ball, 2010). Injunctive messages may be useful for bystander intervention in particular as injunctive norms have a stronger impact when a behavior won’t give the actor social benefits yet not engaging in the behavior will incur social sanctions (Manning, 2011). Bystander intervention is likely such a behavior as intervening makes people stand out yet participants are told that community members will monitor each other. However, it is unclear whether injunctive messages would add any normative pressure to sexual assault trainings. Research shows that just discussing sexual assault inherently carries social desirability and pressure. For instance, even giving a rape myth acceptance scale more than once can cause testing effects even without an intervention (Foubert, Newberry, & Tatum, 2007). No studies have tested whether including injunctive messages strengthens bystander programs.

Despite their popularity in social marketing, injunctive appeals to engage in bystander programs could also backfire. Injunctive messages create a potential conflict between personal goals and socially pressured goals (Jacobson, Mortensen, & Cialdini, 2011). Injunctive norms may be beneficial when people are already personally invested in a behavior as it gives them the social approval and motivation to act how they want, but it may create reactance for those who feel pressured to act differently than they already do (Smith & Louis, 2008; Miller & Prentice,

2016). Reactance theory states that people will react negatively if they experience threats to their autonomy to choose their own behaviors (Miron & Brehm, 2006). Bystander programs already attempt to create the impression that certain behaviors will not be tolerated. When injunctive messages are added, it may foster additional reactance. For people who are cognitively engaged, this reactance can lead to disagreement, counter-arguing, or questioning a message's credibility (Silvia, 2006). Also, research on stages of change has found that action-oriented appeals may be beneficial for people already engaged in a behavior or preparing to change yet be harmful or ineffective if people have not yet made a commitment to change (Prochaska, Norcross, & DiClemente, 2013). In one study, men high in sexist attitudes *increased* sexually aggressive behavior when exposed to injunctive norms conveying egalitarian or protective treatment of women (Bosson, Parrott, Swan, Kuchynka, & Shramm, 2015). Banyard (2015) suggested that awareness raising might be more appropriate for those who aren't yet ready to change. In sum, we would expect injunctive appeals to be effective if trainings first increase awareness and commitment to intervene; otherwise, injunctive appeals may foster reactance.

Normative Feedback

Normative feedback presents accurate information on local norms to correct misperceptions. These tactics are based on social norms theory (Berkowitz, 2010), which states that people may act based on what they perceive as normal even if they personally disagree. Because people often misperceive norms, the social norms approach involves measuring actual norms and then providing participants with that information to correct their perceptions. Feedback can make people aware that positive behaviors are more normal than they initially believed. As stated, programs have shown efficacy in using feedback to alter perceptions of bystander behaviors. However, those same programs were not successful at changing

participants' likelihood of intervening (Hillenbrand-Gunn et al., 2010; Gidycz et al., 2011). One explanation is that programs may not have actually changed perceived norms; Eyssel, Bohner, and Siebler (2006) found that people will anchor their answers to any number they are presented with, even when told it is arbitrarily generated and not a "true" norm, calling into question whether studies have shown effectiveness in changing perceptions or have just shown anchoring.

Providing descriptive norms also carries risks of iatrogenic effects. People with more socially desirable behaviors may become less desirable as they conform to the stated true norm (Burchell, Rettie, & Patel, 2013). Also, the theory of diffusion of responsibility states that people become less likely to intervene with more people present because they believe others will act or not hold them personally responsible for action (Darley & Latane, 1968). Diffusion of responsibility was the earliest researched barrier to intervening, yet no studies have examined whether increasing the perception that others will act can reduce feelings of responsibility. Despite these limitations, normative feedback approaches have been very popular interventions for a variety of behaviors, especially alcohol use, and require further study to determine whether they can create the perception that intervening is normal and whether doing so is productive or harmful.

Combining Tactics

Several theorists believe that normative messages will be the most powerful when both injunctive and descriptive messages are aligned (Bicchieri, 2006; Cialdini, 2003; Schultz, Khazian, & Zaleski, 2008). When such messages are not aligned, they may have harmful effects (Smith et al., 2012; Staunton, Louis, Smith, Terry, and McDonald, 2014). Combining these messages could avert those harmful effects. Injunctive messages encouraging a behavior might prevent prosocial individuals from reducing their behaviors to conform with a less prosocial

descriptive norm (Burchell et al., 2013; Schultz, Nolan, Cialdini, Goldstein, & Griskevicius, 2007). Similarly, descriptive norms showing behaviors are common might imply those behaviors are also socially acceptable (Rimal, 2008), thereby decreasing the chances that people will question the credibility of injunctive messages.

On the other hand, Paluck and Ball (2010) argue that injunctive messages send a clearer message concerning what is appropriate, are harder to disconfirm, and avoid the potential iatrogenic effects of descriptive norms, calling into question the need to use descriptive norms. Indeed, the social marketing campaigns from Potter and colleagues mentioned above have yielded promising results without using descriptive norms. As bystander programs encourage people to intervene especially when no one else is, perhaps descriptive norms don't matter. The two interventions to affect descriptive perceptions did not encourage intervention (Hillenbrand-Gunn et al., 2010; Gidycz et al., 2011). No studies on bystander behavior have compared multiple norm tactics, nor assessed them in combination so the arguments remain theoretical. Unfortunately, the need for evidence is complicated further as universities are beginning to switch to a new format for bystander intervention that has received little empirical testing.

Web-Based Interventions

Due to the mandates from Campus SaVE to offer programs to all new students, businesses have begun marketing web-based trainings (Banyard, 2015). Universities often use web-based interventions because they make it easier to reach students and take fewer resources than in-person trainings. Yet, the evidence of these programs to affect bystander behavior and norms is very limited. Computerized programs are most common for alcohol interventions and aid feedback approaches by giving personalized results to participants (Carey, Scott-Sheldon, Elliott, Garey, & Carey, 2012; Neighbors et al., 2010). However, web-based interventions for

alcohol appear less effective than face-to-face (Carey et al., 2012). The evidence for effective bystander interventions is almost entirely based on in-person trainings and social marketing campaigns (Katz & Moore, 2013).

Whether online systems can fulfill Campus SaVE mandates to encourage bystander intervention, overcome barriers to intervening, and affect both behaviors and social norms remains unknown, but plausible. Researchers have assessed three computerized interventions for effects on bystander intervention. *Agent of Change* is an online training that uses an interactive format to teach bystander skills. A pretest-posttest evaluation show that the program was effective at changing bystander attitudes, support for survivors, rape myth acceptance, and perceived barriers to intervening (Schewe, 2013a; 2013b). *Real Consent* is a web-based sexual assault training with multiple components (e.g., communication skills) including bystander education and correcting misperceptions of normative beliefs. A randomized trial comparing *Real Consent* to a general health education showed positive effects on some bystander outcomes (increased intervening, intentions to intervene, positive expectations intervening; decreased comfort with other men's inappropriate behaviors) as well as on perpetration and knowledge (Salazar, Vivolo-Kantor, Hardin, & Berkowitz, 2014). Lastly, *Take Care* is a 20 minute online bystander intervention that uses bystander education, video vignettes of bystander situations, and repetition of the injunctive phrase "take care" (Kleinsasser, Jouriles, McDonald, & Rosenfield, 2015). Compared to a no-treatment control, students who completed *Take Care* showed more bystander efficacy and behaviors at follow-up; however, these differences were primarily due to declines in the control group. Though these programs appear promising, none were evaluated using a design that compared the trial to other sexual assault prevention programs. Therefore,

studies could not determine what the active components of the intervention were. Furthermore, none tested their programs on perceptions of social norms.

Current Study

Therefore, to improve the state of online programs to alter bystander norms and behaviors requires understanding how bystander norms and behaviors are related and how interventions affect each individually. Given the rising popularity of online trainings to encourage bystander intervention and the lack of research in this area, the purpose of the current study is to compare brief online social norm interventions' ability to change perceptions of norms and encourage bystander intervention. Specifically, this study uses a 2 X 2 full factorial design to assess the individual and interactive effects of two common normative tactics, injunctive messages and normative feedback, to alter perceptions of social norms and increase intention to intervene as a bystander. The study compares a control condition containing *information* only as required by Campus SaVE, information with *injunctive messages* to intervene, information with normative *feedback* of descriptive norms for intervening, and a *combined* condition of information with both injunctive messages and normative feedback.

The design permits the following questions to be answered. Q1. Can injunctive normative messages increase perceptions of community injunctive norms for intervening? Q2. Can normative feedback increase perceptions of community descriptive norms for intervening? Q3. Can injunctive messages or normative feedback increase intentions to intervene? Q4. Are injunctive message and normative feedback more effective in increasing intentions to intervene in combination than alone? Q5. Do perceptions of norms predict intentions to intervene? Q6. Can social norm tactics make bystanders seek information to become more involved in interpersonal

violence prevention? Q7. Can the TNSB explain the relationship between bystander norms and intentions?

Hypotheses

Intervention. In line with previous literature, I hypothesize that H1) Injunctive messages will increase perceptions of community injunctive norms relative to the control condition. H2) Normative feedback will increase perceptions of community descriptive norms relative to the control condition. Both H3) injunctive messages and H4) normative feedback will increase intentions to intervene over the control condition. H5) In line with theories that normative influence occurs when people believe both that others do something *and* that others think you should do something (Bicchieri, 2006; Lapinski and Rimal, 2005), the combined condition will produce a larger change in intentions than either injunctive messages or feedback condition alone. H6) In line with Bicchieri (2006) and the TNSB, I hypothesize that the intentions will be predicted by H6a) proximal and distal descriptive norms, H6b) social approval, and H6c) subjective norms. Also, H7) the intervention effect on intentions to intervene will be at least partially mediated by effects on these perceived norms H8) As increasing information-seeking for interpersonal violence prevention will require both injunctive and descriptive normative influence, I hypothesize that the combined condition, relative to the control condition, will increase the odds of engaging in new behaviors

Model evaluation. In line with the TNSB, I hypothesize that, in addition to the four social norms, intentions to intervene will be predicted by H9a) outcome expectations and H9b) behavioral identity. H10) There will be an interaction between social-norm espousal and descriptive norms on intentions to intervene such that descriptive norms will have a greater impact on intentions to intervene as students endorse higher rates of importance for social norms.

H11) There will be an interaction between cognitive processing and descriptive norms on intentions to intervene such that descriptive norms will have a greater impact on intentions to intervene for participants who engage in central route processing.

Exploratory analyses. Because the intervention is hypothesized to affect perceived social acceptance and normative pressure to intervene, I hypothesize that social norms tactics will increase positive expectations relative to the control condition on H12) the decisional balance scale (which in part measures perceived social benefits) and H13) reduce barriers to audience inhibition. However, as no prior research has examined these scales in relation to social norms, no hypotheses are given as to which conditions will produce stronger effects.

The first study will pilot new and adapted measures to assess the constructs of the TNSB for bystander intervention. The main study will assess all hypotheses regarding the normative interventions and test the TNSB model for bystander behavior.

II. PILOT STUDY

Because no current measures assess the constructs of the TNSB for bystander intervention, I created and piloted new measures in the Spring of 2015 (Appendix B).

Methods

Participants

Forty University of Illinois at Chicago (UIC) students responded to flyers and emails to the UIC Women's Leadership and Resource Center and Campus Advocacy Network Listserv (Appendix A). Recruitment materials advertised the study as a survey on "Social and Relationship Issues" that would take 30 minutes to complete, with a chance to enter into a raffle to win \$10. Participants followed a weblink to an online survey in Qualtrics. All students electronically consented and confirmed they were at least 18 years old and UIC students. Three students encountered a bug in Qualtrics that prohibited them from completing the survey. After this issue was resolved, eight more students dropped out prior to completing demographics. Of the 29 participants that filled out demographics, almost all ($N = 26$, 90%) were female, two were male, and one was genderqueer. The sample was diverse in terms of race/ethnicity (34% White, 28% Hispanic/Latino, 17% Asian, 17%, multiracial/ multiethnic, and 3% preferred not to say) and sexual identity (66% heterosexual/straight, 21% bisexual, 10% queer, 3% lesbian). By student status, 69% were undergraduates, 31% were graduate students. Although 55% were active on campus as members of student organizations or clubs, 97% did not live on campus. The sample used for analyses included only the $N = 28$ (90%) who passed the attention check that asked participants to mark "very likely."

Measures

Demographics. Demographic information included questions on gender, sexual identity, and the census categories for ethnicity/race. Three questions asked about student status: what year students were in (a 6-item ordinal scale ranging from 1st year undergraduate to graduate students), whether students lived on campus (1= “yes”, 0 = “no”), and whether students belonged to any student organizations or clubs on campus (1= “yes”, 0 = “no”).

Issue familiarity. Rimal and Mollen (2013) found that issue familiarity can affect the strength of descriptive norms on personal intentions. To assess *familiarity with bystander behaviors*, I adapted Rimal and Mollen’s (2013) format for assessing familiarity by asking participants whether they feel knowledgeable about how common bystander behaviors are. Four questions asked participants to rate their knowledge with commonality of violence on campus, students intervening against sexist comments, students looking after friends at risk of sexual assault, and students intervening against interpersonal violence (e.g. “When I think about situations involving dating violence, stalking, or sexual assault, I believe I know which situations students would intervene in and which situations they wouldn’t.”). Items, answered on a scale from 1 (*Strongly Disagree*) to 7 (*Strongly Agree*), were averaged to create a familiarity score with higher scores indicating greater familiarity. *Personal experiences with interpersonal violence* was assessed with three questions that ask if they have ever tried to prevent interpersonal violence or known someone who has experienced or perpetrated interpersonal violence. Questions were answered with “yes”, “no”, or “not sure.”

Perceptions of social norms. Existing bystander behavior and attitude scales were adapted to assess participants’ perceptions of bystander social norms. A review of norm measures for bystander behaviors revealed that existing measures did not differentiate or capture

distal and proximal descriptive and injunctive norms. The bystander norm measures were also fairly lengthy, did not measure the frequency of behaviors as typically measured for descriptive norms, and did not assess for the multiple kinds of norms in the TNSB (Banyard et al., 2014; Brown et al., 2014; Hillenbrand-Gunn et al., 2010; Bruner, 2002). Therefore, normative measures were created for this study. As the effect of norms on behaviors is norm specific (Ajzen, 2002), I created parallel items for norm, behavior, and intention scales.

To cover the various domains of bystander intervention, I reviewed prior factor analyses of bystander behaviors and attitudes. Existing factor analyses have uncovered a variety of domains including intervening in high risk situations, party safety, confronting language, proactive behaviors, reporting perpetrators, accessing resources, and supporting survivors/friends (Banyard et al., 2014; Banyard & Moynihan, 2011; McMahon et al., 2014). As each of these items was asked for both peers at UIC and friends, the list of items needed to remain short.

Six items were pooled across existing measures to represent the factors of high risk situations at parties (“check in with a female friend who looks drunk when she goes to a room with someone else at a party”, “say something to a friend who is taking a drunk girl back to his room at a party”), reporting (“tell an RA or other campus authority about information you might have about a rape case even if pressured by your peers to stay silent”), supporting survivors (“approach someone I thought was in an abusive relationship and let them know I’m here to help”), language (“express discomfort /concern/disapproval if a friend made a sexist joke”), and harassment (“Intervene if a friend keeps touching a girl at a party/bar/club when she seems like she wants him to stop” ; Banyard et al., 2014; Banyard & Moynihan, 2011; McMahon et al., 2014). This last item was created for our evaluations of programs at UIC as existing bystander measures did not cover the unwanted touching and harassment that college students commonly

experience. Proactive intervention such as joining prevention efforts were assessed behaviorally (see below) and thus not included. Items were also selected to have a balance between confrontation (3 items) and helping survivors/ reporting (3 items).

Descriptive norms. Descriptive norms were assessed for both proximal (close friends) and distal referents (UIC students). In line with previous studies measuring descriptive norms, questions asked participants to estimate the percentage of others who engaged in, or would engage in, the listed bystander intervention activities.

Injunctive norms. Injunctive norms were also assessed for both close friends and UIC students. In line with previous research on injunctive norms (Ajzen, 2002; Rimal, 2008), *social approval* was assessed by asking “the extent to which you believe UIC STUDENTS approve or disapprove of engaging in each of the behaviors”. Answers were rated from 1 (*Strongly Disapprove*) to 7 (*Strongly Approve*) and averaged with higher scores indicating greater approval of intervening. The proximal injunctive norms were assessed by asking participants to rate whether “your close friends think you should or should not engage in each of the behaviors” on from -3 (*Definitely Should Not*) to 3 (*Definitely Should*). These proximal injunctive norms were scaled around zero and then multiplied by participant’s motivation to comply with close friends (“It is important for me to do what my close friends want me to do.”) to create *subjective norm* scores (Ajzen, 2002). Therefore, lower scores indicated pressure to refrain from intervening whereas higher scores indicated pressure to intervene. Due to similar content, the motivation item was added to the Social-Norm Espousal Scale (Bizer et al., 2014) and was rated from 1 (*Strongly Disagree*) to 7 (*Strongly Agree*).

Bystander intentions. Bystander intentions were assessed on the same six behaviors as social norms. Instructions asked participants to “Please answer the following questions based on

how you think you intend to act this semester at UIC if the situations below occur” All items were answered on a question from 1 (*Not At All Likely*) to 5 (*Extremely Likely*). In agreement with other researchers who find differences in intentions to intervene against friends and strangers (Banyard et al., 2013; Katz et al., 2014), the intention scale asked parallel questions for both a “friend” and a “student I don’t know.” Also, in line with best practices for web-based surveys, one item in the intention scale read “Please mark “Very Likely” for this item.”

Bystander behaviors. Behaviors were asked on the same six situations as norms and intentions. Following Murphy (2014), items first asked the number of times participants witnessed each of the situations (e. g., “In the PAST 3 MONTHS, how many times did you hear someone make a sexist joke?”) and then asked the number of times they intervened out of those situations (e. g., “On how many of those (prior answer) did you express discomfort /concern/disapproval?”). A score was created by first calculating the percentage of time participants intervened for each item (the number of times participants intervened out of the number of opportunities) and then averaging those percentages.

Barriers to bystander intervention. Barriers to bystander intervention were assessed using Burn’s (2009) 9-item Failure to Take Intervention Responsibility scale, 2-item Failure to Intervene Due to Audience Inhibition scale and 2-item Failure to Intervene Due to a Skills Deficit scale. Each scale was measured on a 7 point Likert scale from 1 (*Strongly Disagree*) to 7 (*Strongly Agree*). Composite scores were created for each scale using the average of items with higher scores indicating more barriers.

Decisional balance. To measure *outcome expectations*, I used Banyard et al.’s, (2005) decisional balance scale which measured positive and negative expectations participants had about intervening (e.g., “Friends will look up to me and admire me if I intervene”). Items were

rated on a scale asking the importance of each item when considering whether to intervene on a Likert scale from 1 (*Not At All Important*) to 5 (*Extremely Important*). The score was created by subtracting the sum of answers to negative expectations from the sum of the answers to positive responses. However, two items were not used for the composite score of outcome expectations as one reflected behavioral identity (“I like thinking of myself as someone who helps others when I can”) and the other an injunctive belief rather than an outcome expectation (“It is important for all community members to play a role in keeping everyone safe”).

Behavioral identity. To assess behavioral identity, one item was added to the decisional balance scale (“My friends think of me as someone who is willing to speak up if I see something wrong”). An average of this item and one decisional balance item (“I like thinking of myself as someone who helps others when I can”) was used to assess behavioral identity in a similar manner to self and friend ratings averaged in previous research (Rimal, 2008). Group identity was not assessed due to its weak relationships with intentions in Rimal (2008) and Rimal and Mollen (2013).

Social-norm espousal. Individual tendencies to adhere to social norms was assessed using five items from the 14-item Social-Norm Espousal Scale (Bizer et al., 2014). This scale contained statements reflecting the tendency to adhere to norms (e. g., “I always do my best to follow society’s rules.”). The scale was truncated for brevity, using the top five loading items (all above .65). Items are rated on a 7-point Likert scale from 1 (*Strongly Disagree*) to 7 (*Strongly Agree*). A composite score was created by averaging items with a higher score indicating a higher tendency to adhere to social norms.

Procedures

Measures went through two rounds of revisions. First, in Spring of 2015, I piloted the questionnaires on a small group of participants, then modified measures based on psychometric analysis, including descriptive statistics and internal reliability consistency (Cronbach's alpha). Because Cronbach's alpha is affected by the number of items, which was low for all scales, I selected .70 as a cutoff for adequate reliability. Per Curran, West, and Finch (1996), I selected +/-2 as the cutoff for skew and 7 as the cutoff for kurtosis. All analyses were performed in the open source statistical program R using the *psych* and *car* packages. Once measures were revised, I had a UIC undergraduate student, a UIC graduate student, a member of the Campus Advocacy Network, and a local rape victim advocate review measures to revise for clarity. The only novel measure not assessed during the pilot phase was central route processing as that construct required students to have completed the training.

Results

Survey Participation

Out of the 28 participants who completed enough of the survey to pass the attention check, the 26 who completed the entire survey took 7-36 minutes. The modal time was 13 minutes. Three participants took over an hour with one taking over 14 hours, implying that some participants completed the survey in more than one sitting. As stated, despite initial testing prior to sending the survey to participants, the first three participants could not complete beyond the bystander behavior section of the survey due to a glitch in the Qualtrics software. The Qualtrics response team acknowledged that the survey was set up correctly and could not find the cause of the issue, but came up with a separate way to code the survey. Although all students were given a chance to continue once the problem was corrected, none elected to do so. Because of this, the

main study Qualtrics survey was tested 10 times each across multiple browsers and computers to ensure there were no unanticipated issues. The other eight students who did not complete survey showed no pattern to when they dropped out.

Psychometrics

Descriptive statistics and internal reliabilities are provided in Table 1. The revised social-norm espousal scale, decisional balance scale, outcome expectancies scale, behavioral identity scale, and all barriers to intervening had acceptable alphas, skew, and kurtosis. Furthermore, these measures were based on existing scales and were easy for reviewers to understand. Therefore, I made no revisions to these scales prior to the main study.

Table 1
Psychometrics of measures from pilot

	<i>N</i>	<i>K</i>	α	Range	<i>M</i>	<i>SD</i>	Skew	Kurtosis
Familiarity	28	4	.77	2.25-6.75	4.97	1.18	-.61	-.61
Bystander behaviors	27	6	NA	0-1	.56	.30	-.35	-.73
Descriptive norms	28	6	.84	6.17-89.33	45.07	18.30	.17	.21
Social approval	27	6	.81	3.83-6.83	5.53	.85	-.48	-.44
Descriptive friend norms	27	6	.90	17.17-100	70.99	20.63	-1.03	.73
Subjective norms	27	6*1	.79	1.33-15	6.45	4.44	.65	-1.03
Intentions	28	12	.88	1.5-4.75	3.89	.66	-1.72	5.45
Decisional balance scale	26	11	.72	-10-13	1.46	5.95	-.15	-.67
Outcome expectancies	26	9	.76	-18-3	-6.65	5.34	-.07	-.67
Social-norm espousal	26	5	.91	1-7	3.95	1.65	-.27	-.76
Behavioral identity	26	2	.82	1-5	3.58	1.04	-.66	.36
Barriers to intervening	26	12	.89	1.33-6	3.34	1.21	.50	-.43
Skill deficit	26	2	.96	1-6.5	4.21	1.84	-.65	-1.01
Audience inhibition	26	2	.71	1-6.5	3.37	1.65	.62	-.69
Responsibility failure	26	8	.90	1.12-6.0	3.12	1.31	.57	-.58

Note: Data includes all N = 28 participants who answered correctly to the attention check.

The familiarity scale had reasonable alpha, skew, and kurtosis. Yet, the item with the highest mean (5.5 out of 7) could be removed to increase the alpha from .77 to .78. As this item concerned familiarity with situations where students might be on guard for someone trying to sexually assault the students' friends, it was possible the high mean was due to the large representation of women in this sample. Therefore, this item was retained and reanalyzed for the main study. The majority of participants had some personal experiences with IPV, with 76% knowing a survivor (14% unsure or left blank), 43% knowing a perpetrator (24% unsure or left blank), and 43% knowing a bystander (19% unsure or left blank). All reviewers found these familiarity and experiential items easy to understand; so, no changes were made.

Because bystander behaviors, intentions, and norms used parallel items, I reviewed all measure psychometrics before deciding upon revisions. Bystander behaviors had acceptable skew and kurtosis. It was not possible to calculate alpha as most participants did not experience multiple of the listed situations in the prior three months. The only situation encountered by almost all participants ($n = 27$, 96%) was hearing someone make a sexist joke. All other situations were experienced by less than a third of participants. In descending order, the most common situations were thinking someone was in an abusive relationship ($n = 8$, 29%), seeing a guy touching a girl at a party/bar/club when the girl seemed like she wanted him to stop ($n = 7$, 25%), having information about a rape case at UIC ($n = 7$, 25%), seeing a guy take a drunk girl back to his room at a party, ($n = 2$, 7%), and seeing a female friend/student who looked drunk going to a room with someone else at a party ($n = 2$, 7%). The inability to calculate alpha was not a problem as bystander behaviors are not unidimensional psychological constructs. Rather, they are inventories of experiences that vary by context and consist of multiple factors. Whether

students who intervened in one situation did so in other situations is an empirical question rather than a facet of the measure.

The norms and intention scales all had reliable internal consistency. No changes could improve alphas for bystander intentions or descriptive norms. For injunctive norms, eliminating one item from each scale could improve alpha: Removing item two from social approval could increase alpha from .81 to .83; removing item four could improve the alpha for subjective norms from .79 to .81. However, I kept these items as the small improvements to alpha did not justify the loss of parallel items across scales. The mean for intentions (3.97 out of 5), social approval (5.53 out of 7), and subjective norms (2.12 out of -3 to 3 prior to multiplying by motivation to comply) were fairly high creating a threat that ceiling effects could prohibit examining differences between experimental conditions in the main study. Also, the intentions scale and descriptive norms for friends were somewhat negatively skewed (although not below -2) and the intentions scale was fairly leptokurtotic (although not above 7).

Revisions to Measures

Based on psychometrics and reviewers' advice, the only changes made to scales were to intentions, norms, and behavioral items. As stated, intentions, friend norms, and social approval had high means and/or skew. These findings were not surprising as impression management can cause people to answer higher on intentions to engage in socially desirable behaviors. Similarly, bias toward stating that familiar others, particularly friends, approve of socially desirable behaviors is common in norm measures (Ajzen, 2002). However, to decrease the ceiling effects, I looked in the literature for commonly used bystander intentions that had lower means. Once those were located, I discussed the items with the Campus Advocacy Network prevention staff to select an item that was also a key outcome they hoped to see from

trainings. The staff selected “Talk with my friends/people I don’t know about sexual assault and intimate partner abuse as issues for our community,” adapted from Banyard et al. (2014). This item was also useful as it tapped into the only aspect of bystander behavior in published measures that was not captured by previous items: proactive intervention. Reviewers suggested one additional change to measures. The item “see a female friend/student who looked drunk going to a room with someone else at a party?” was changed to “see a friend/student who looked drunk when she was going to a room with someone else at a party?” The reasons for the change were to focus on gender rather than sex and to make the wording more similar to the original item from the literature (McMahon et al., 2014).

Lastly, I made two small revisions to the attention checks. The attention check item was in the intentions scale. As perceptions of norms are also a main variable of interest, I added a second attention check to the injunctive norm scale. Also, the three who failed the attention check selected the incorrect “extremely likely” rather than the correct “very likely.” Thus, they may have confused “very” and “extremely”. For the main study, attention checks asked students to mark “moderately likely” to avoid confusion.

Discussion of Pilot Study

Overall, piloting revealed that measures had adequate psychometric properties and were easy for reviewers to understand. Yet, adding an item on proactive behavior to intentions and norms measures could improve the psychometric characteristic of multiple scales and add an important aspect of bystander behavior not covered by other items. Piloting also revealed common issues with an online training/survey as 22% dropped out, three failed attention checks, and three others encountered problems taking the survey. Therefore, in the main study, I

improved incentives for completion, extensively tested the intervention and survey across browsers, and added in an extra attention check.

III. MAIN STUDY

Methods

Recruitment

I recruited all participants between January 2016 and March 2016. To be eligible, participants had to be UIC students who consented and were at least 18. Student volunteers were recruited using three UIC massmails and one email to the Women's Leadership and Resource Center listserv (see Appendix D). The webmail described the study as a 30 minute study to assess an online training that would teach students how to recognize interpersonal violence (such as dating violence or sexual assault), support their friends who have experienced violence, and prevent violence. The email also told students the training must be completed on a laptop or desktop. The email announcement included a link to the survey.

Participants who completed the study were given the opportunity to enter a raffle to win one of two \$75 cash prizes or one of four \$25 cash prizes. Prizes were awarded based on a random number generator in Excel. Participants had an opportunity to request more resources on interpersonal violence or have their names added to the Campus Advocacy Network or Movement Against Sexual Violence listservs. For participants who requested resources, I sent information on bystander trainings, self-defense classes, local services for survivors, and websites with information on interpersonal violence or being a bystander (resource list is provided in Appendix F). I forwarded the names and emails of participants who wished to sign up for CAN or MASV to the listserv moderators.

Procedures

Participants who followed the weblink were brought to a Qualtrics survey. Students who attempted to access the study on a mobile device received a message that they must complete the

training on a laptop or desktop. Following acceptance of the informed consent on the first page, students answered pretest measures on their familiarity with interpersonal violence, bystander intervention, and demographics. Upon submitting pretest measures, students were automatically taken to the training in Qualtrics (Appendix G). After the training, students were automatically forwarded to posttest measures. The study employed a 2 X 2 randomized full factorial design. The training randomly assigned students to one of four conditions: Information Only, Information plus Normative Feedback, Information plus Injunctive Messages, Information plus Normative Feedback plus Injunction Messages.

Intervention Design

The intervention consisted of a three-part online training. Students were randomized in the third part of the training. To ensure the training and study conditions were realistic to online trainings likely to be used at UIC or other schools, I reviewed Campus SaVE mandates and current Campus Advocacy Network trainings and educational materials. After creating an initial draft of the intervention, I asked multiple content experts to review the training and provide feedback including the prevention staff at the Campus Advocacy Network, the Title IX coordinator, a content expert in providing social reactions to survivors, and a rape victim advocate. After the content was finalized, an undergraduate student, a high school senior, and multiple graduate students reviewed the training for content, clarity, and proofreading. Finally, once the training was finalized, I tested the training 10 times on each of the most popular browsers (Chrome, Internet Explorer, Firefox, Safari) on Mac and PC.

The training, “Supporting Friends and Preventing Violence: Be an Ally,” consisted of an introduction followed by three sections. Part I, “Identifying interpersonal violence affecting our friends and campus”, included definitions of sexual misconduct, a statement that UIC prohibited

all forms of sexual violence, information on how to recognize interpersonal violence, and examples of how to approach students who were in potentially violent situations. Part I concluded with a nine question quiz on interpersonal violence with an option to repeat Part I for those that did not get a perfect score. Part II, “What stops us from helping? Overcoming our fears and barriers to intervening,” provided common barriers to intervening with tactics to overcome barriers. Part II ended with a Bystander Pledge to accept responsibility to intervene. Part III, “How can I intervene? Learning the four D’s: Direct, Distract, Delegate, Delayed,” included information on options for intervening, ways to support friends, and resources for survivors on and off campus. Importantly, Part III contained randomization to the four study conditions described below. Most of the training consisted of images and text. The training did not include any images of people to avoid a potential issue with any group feeling more or less represented by images. Similarly, names were only used on one slide during the quiz at the end of Part I that described a stalking scenario. The names were kept gender neutral (Chris and Angel).

The training also included components which were critical to engage students, maintain generalizability to typical web-based trainings, and avoid a study confound. Without interactive parts in the control condition, only the normative feedback condition would have required interaction, creating a confound between study conditions and interaction. The interactive components included an interpersonal violence quiz, an option to redo Part I if they scored less than perfect on the quiz, a bystander pledge where students could select which statements they agreed with, and a question at the end that asked students their preferred bystander strategy among the four D’s. I also allowed participants to skip Part I (and jump to the quiz) and/or Part II (and go to the pledge). All students had to complete Part III containing the experimental conditions.

I added the ability to skip Parts I and II to allow students to customize the training to meet their needs and acknowledge the reality that people often fatigue and do not read every slide of click-through trainings. Although skipping created variety in the information section of all study conditions, participants had the same number of interactive parts. Also, having skips allowed me to control for those who did not read the sections in analyses. Students were encouraged to complete Parts I and II but told before Part I that they could skip directly to the quiz if they felt they already knew how to identify interpersonal violence. This is in alignment with theorists who state that online interventions could help tailor trainings to meet different participants' needs (Banyard, 2015). The quiz reiterated much of the information from Part I. Before Part II, students were given the option to skip to the pledge if they didn't feel they had any barriers to intervening.

Information only. The control condition included all information from Parts I, II, and III. These included definitions for interpersonal violence terms (sexual assault, domestic/dating violence, stalking, and harassment) options for bystander intervention, recognizing warning signs of abusive behavior, barriers to intervening, and campus resources). This information was included in all study conditions.

Information plus injunctive norm messages. The information plus injunctive norm messages condition (hereafter, the *injunctive messages* condition) contained all the text from the information condition. Additionally, in Part III, five slides presented injunctive norm messages typical to social marketing materials for bystander intervention. Messages were chosen in collaboration with the Campus Advocacy Network to be similar to messages they use. The slides also featured the UIC logo to reinforce the idea that UIC encouraged students to do these behaviors. Each message was featured in large print with the injunctive command highlighted.

The first messages appeared directly after providing students with options of when to intervene. Items in bold were highlighted. “(Headline) **Pay attention** to whether behaviors could be harmful. (Body) Noticing a situation and perceiving it to be a problem is the first step in intervening.” The next four messages appeared after each option for intervening; Direct approach: “(Headline) **Speak Up** if you think someone might be getting hurt. (Body) Staying silent can make people who are harming others feel supported and make victims feel alone”; Distraction: “(Headline) **Distract** the attention of the aggressor long enough to deescalate the situation or allow the other person to get away if they need to. (Body) Make a joke, ask the time, “accidentally” walk between them while using your phone, do the Macarena, do anything”; Delegating: “(Headline) **You don’t have to intervene alone. Get help when you need it.** (Body) Use the strength of the community: Ask your friends to come with you, find the friends of the person in danger or the person doing something wrong, get a bouncer; call an RA, the police, or someone in charge”; Delayed Response: “(Body) How can I help a friend who has experienced sexual assault, dating violence, stalking, or sexual harassment? (Headline) **Listen. Believe. Support their choices.**” Finally, the last page of the training included an injunctive statement that read, “Help us continue to make UIC a safe community! We’re not asking that you do everything; we’re asking that you do something. Even the smallest act can help prevent violence. Remember, if you see something, say something!”

Information plus normative feedback. In the *feedback* condition, students were presented with information plus normative feedback. After the general introduction about intervening, the feedback condition had a slide that stated, “Some students have concerns about when and how to intervene because they aren’t certain what behavior is normal at UIC. As a member of the UIC community, we think it’s important for you to know what the campus is like

and how students support each other. The next couple pages will explore your expectations of how likely UIC students are to support each other.” The participants were then given a series of three questions. For example, “What percentage of UIC students do you think would [never leave their friend at a party alone and always make sure to leave with the friends they came with]?” After each question, participants entered the percentage they guessed. For positive behaviors, participants with correct or higher guesses were given a message that stated “You’re right in thinking that UIC students look out for each other! In a survey of UIC students, the large majority reported they would [never leave their friend at a party alone and that if they came together, they would always leave together. **UIC students stick together!].**” If they underestimate positive behaviors, they were given a response “Actually your guess of (their number) is too low. In a survey of UIC students, **[82%]** say they would [never leave their friend at a party alone and that if they came together, they always leave together. **UIC students stick together!]**” The statistics and normalized behavior were highlighted. These statistics were from a survey of social norms at UIC (Campbell et al., 2008). The behaviors chosen were those that, on the prior survey, were common yet greatly underestimated by students. These behaviors include bystander party safety behaviors, one party safety/intervening behavior, one acquiring help/resources behavior, and one high-risk intervention behavior. If a participant selected a number that showed their expectations surpassed the norms at UIC, they were told they were right and that the “large majority” would act, rather than given the true number. This minimized the chances that participants who initially guessed a number higher than the actual norm would shift their behaviors in the negative direction. Furthermore, to minimize anchoring effects, I used a tactic by Koepke, Eyssel, and Bohner (2014) that required that at least one of the questions and

statistics was given in the reverse, negative, direction (i.e., “Actually, your guess of (their number) is too high. Only **6%** of UIC students surveyed say they would stay out of it if they saw someone at a party pressuring their friend to leave with them. **UIC students act when they see something wrong!**”) In this case, those who guessed the actual number or lower was told they were correct. Following these feedback slides was a transition slide before the options for intervening: “Hopefully you have learned that students at UIC are willing to intervene and that many already are. So, how can you join other UIC students in preventing violence and supporting each other?” On the last page of the training was one descriptive message that read, “We’ve learned that the large majority of our diverse student body is willing to speak up when they see something wrong, help each other, and intervene to prevent violence.”

Combined condition. The combined condition included all the pages from the information, injunctive messages, and feedback conditions. The order was general information, the “pay attention” injunctive slide, normative feedback, the information on bystander options mixed with injunctive messages, and finally more information. The last page of the training inserted both the injunctive and descriptive messages.

Once the participants completed their training, a link took participants to the post-test survey. To minimize the habit that students have for attempting to answer “correctly” following a training, a transition slide appeared between the training and post-test that read “When you press continue, you will be taken to a survey. Please keep in mind there are no right or wrong answers to survey questions. We are interested in your honest opinions.” Post-test measures recorded information on perceptions of UIC norms, barriers to intervention, cognitive processing, decisional balance, social-norm espousal, intentions, and the behavioral measure. To minimize potential ordering effects, measures for norms

and intentions were presented in random order. Following the online survey, students could provide contact information to sign up for listservs and/or enter their name for a chance to win a raffle prize. Survey data was in no way associated with students' contact information.

Measures

All measures were the same as in the pilot with the revisions stated above (Appendix E). Additionally, there were two extra measures.

Information processing. To measure the extent to which participants engaged in central or peripheral route processing of the information on the training, eight questions assessed perceptions of the training on a scale from 1 (*Strongly Disagree*) to 7 (*Strongly Agree*). Six items measured *central route processing* by including the extent to which the information was relevant, important, and motivating. These items were created based on a review of the literature and the Assessment of Central Route Change Mechanisms created by Heppner et al. (1995). Two items measured peripheral features of the training including the layout and the ease of understanding the training. Each scale was averaged.

Information-seeking behavior. To see if normative tactics influenced whether students' sought information on interpersonal violence or wished to get involved with prevention efforts, students were asked to select whether they would like to receive information on any of the following: notifications on social events/contests, notification for self-defense classes, information on trainings for bystander intervention/learning how to support others, links to websites to learn more regarding interpersonal violence or bystander information, and lists of resources for survivors; and whether they wished to be added to the UIC Movement Against Sexual Violence listserv or the UIC Campus Advocacy

Network listserv. The information was dichotomized as 1 (signed up for anything except social events only) vs. 0 (did not sign up or asked for social events only). To keep participant responses anonymous, participants were told that this information would be asked again when they provided their email to be entered into the raffle.

Analysis Plan

Data cleaning, descriptive statistics, and correlations. Prior to running any analyses to test hypotheses, I cleaned the data, ran descriptive statistics, and analyzed correlations. To clean the data, I used boxplots, examined the raw data, and ran Cook's distance in regression analyses of outcomes to determine whether any participants should be removed. I also ran internal consistency reliability and descriptive statistics to determine if measures were reliable. Lastly, I examined correlations of all variables to assess for collinearity.

Experimental analyses. To assess for the hypotheses 1 through 5 that the experimental condition would affect changes in perceptions of norms and intentions, I ran analyses of covariance (ANCOVA) on intentions and each of the four social norms with gender, race, year in school, order of measures, social-norm espousal, familiarity, central route processing, and baseline bystander behavior as covariates. All categorical variables (gender, race, order, study conditions) were entered with effects codes. For gender, only women and men were included as there were too few students outside this gender binary to compare in models. For race/ethnicity, White students were the largest group and therefore the reference category at -1 with Latino, Asian, and a combined category of all other racial groups entered each as 1. All other variables were mean centered. If there were significant interactions, I tested for simple effects. The models were run in R using the

following packages: *car* to run ANCOVA with type three sum of squares, *effects* to get adjusted means, *lsr* to calculate partial eta squared, and *lsmeans* to examine simple effects. To test hypotheses 6 and 7 that the intervention effect on intentions would be partially mediated by the effect on social norms, I used a joint test of significance (Fritz & MacKinnon, 2007); if the conditions affected perceptions (a to b) and perceptions predicted intentions (b to c), an indirect affect was at least partially implied. As the ANCOVAs tested path a to b, I used a multiple linear regression to assess whether social norms predicted intentions after controlling for the same control variables used in ANCOVAs. To test hypotheses 8 that the experimental conditions would affect information-seeking, I ran a logistic regression with the same covariates where 1 equaled asking for more information. Finally, the option to skip sections of the non-experimental training was not hypothesized to affect results and therefore not included as a control variable. However, for sensitivity testing, I re-ran all models including skipping Part I and Part II as control variables to ensure their inclusion did not affect results.

Model evaluation analyses. To test the TNSB and hypotheses 9 through 11, I ran a hierarchical linear regression with intentions to intervene regressed on effects-coded experimental conditions and significant control variables from the ANCOVAs (order of measures, race, year in school) in Block 1; social norms (descriptive norms, friend norms, social approval, subjective norms) in Block 2; other components of TNSB (familiarity, behavioral identity, and outcome expectations) in Block 3; experimental additions to the TNSB (central route processing and social-norm espousal) in Block 4; and barriers to intervening (due to skills deficit, audience inhibition, and responsibility) in Block 5. Finally, multiple hierarchical regression analyses were run to test the new hypothesized

moderators (central route processing and social-norm espousal) of the TNSB, one at a time, with descriptive norms in Block 6. All terms in interactions were mean-centered prior to creating interactions.

I also ran sensitivity analyses for the TNSB to ensure that the model was not misspecified. First, I ran regression diagnostics for the TNSB model to assess for heteroscedasticity and non-normally distributed errors. For skewed variables that created non-normal errors, I tested the model with and without transforming the variables to assess whether the results differed.

Exploratory analyses. Finally, to assess the exploratory analyses in hypotheses 12 and 13 that the intervention would affect the decisional balance score and barriers due to audience inhibition, I ran ANCOVAs on these outcomes using the same control variables as in other ANCOVAs with added Bonnferroni correction $.05/2 = .025$.

Power and sample size. To determine sample size, I combined power analyses with the likelihood of participants completing the study. Power analyses were conducted in GPower 3.1. Social norm studies have found moderate effect sizes for web-based normative feedback (Moreira, Smith, & Foxcroft, 2010), and bystander interventions show moderate effects on intention to intervene (Katz & Moore, 2013). To test the experimental conditions in a fixed effects ANCOVA with a moderate effect size of .25, alpha of .05, power at .80, 4 groups, 7 covariates (gender, race, year in school, social-norm espousal, familiarity, central route processing, and baseline bystander behavior), and 1 degree of freedom in the numerator gave a sample size of 128 (32 per group). Regressions and the theory of TNSB required testing the added predictors and change to R^2 at each step and with an interaction in the final step. Based on prior studies of the TNSB (Rimal, 2008; Rimal & Mollen, 2013),

testing an interaction with .43 residual variance that yielded a change of at least .02 to R^2 required a sample size of 171 to reach a power of 80. Research shows that roughly 10% of students drop out of web-based surveys immediately with 2% more dropping out per 100 questions (Hoerger, 2010). Furthermore, a recent randomized web-based bystander intervention with a similar design found that only 48% of students who consent completed both the training and post-test survey (Salazar et al., 2014). Therefore, I estimated needing at least 356 students to attain a sample of 171.

Results

Participant Characteristics

The final sample consisted of 219 participants who were randomized and passed attention checks. Out of the 424 participants who consented, 410 (96.70%) met inclusion criteria of at least age 18 and a UIC student. A total of 292 (68.87%) were randomized after completing the screening, pretest, and training parts I and II. The final 219 (51.76%) participants completed enough posttest information to pass the study checks (Figure 1). Demographics for those who passed the initial screening (ignoring attentions checks) are provided in Table 2. Participants who passed attentions checks included 70% women, 25% men, and 5% another gender or unknown. The sample was racially and ethnically diverse with 40% White or Caucasian, 22% Asian or Asian American, 21% Latino or Hispanic, 5% Black or African American, 6% indicating more than one race or being multiracial, and 5% who were another race or unknown. By sexual orientation, 80% were straight or heterosexual, 7% were bisexual, and 13% were another sexual orientation or unknown. By year in school, 13% were first year undergraduates, 11% were second year, 15% were third year, 20% were fourth or higher year, and slightly less than half (41%) were graduate or professional students. The average age was 23 (range 18 to 59). The

majority of participants (75%) knew a survivor of interpersonal violence with 6% not sure.

Slightly less than half (46%) knew a perpetrator of interpersonal violence with 15% unsure.

Participants were split on whether they had previously tried to prevent interpersonal violence with 42% saying yes, 40% no, and 18% unsure.

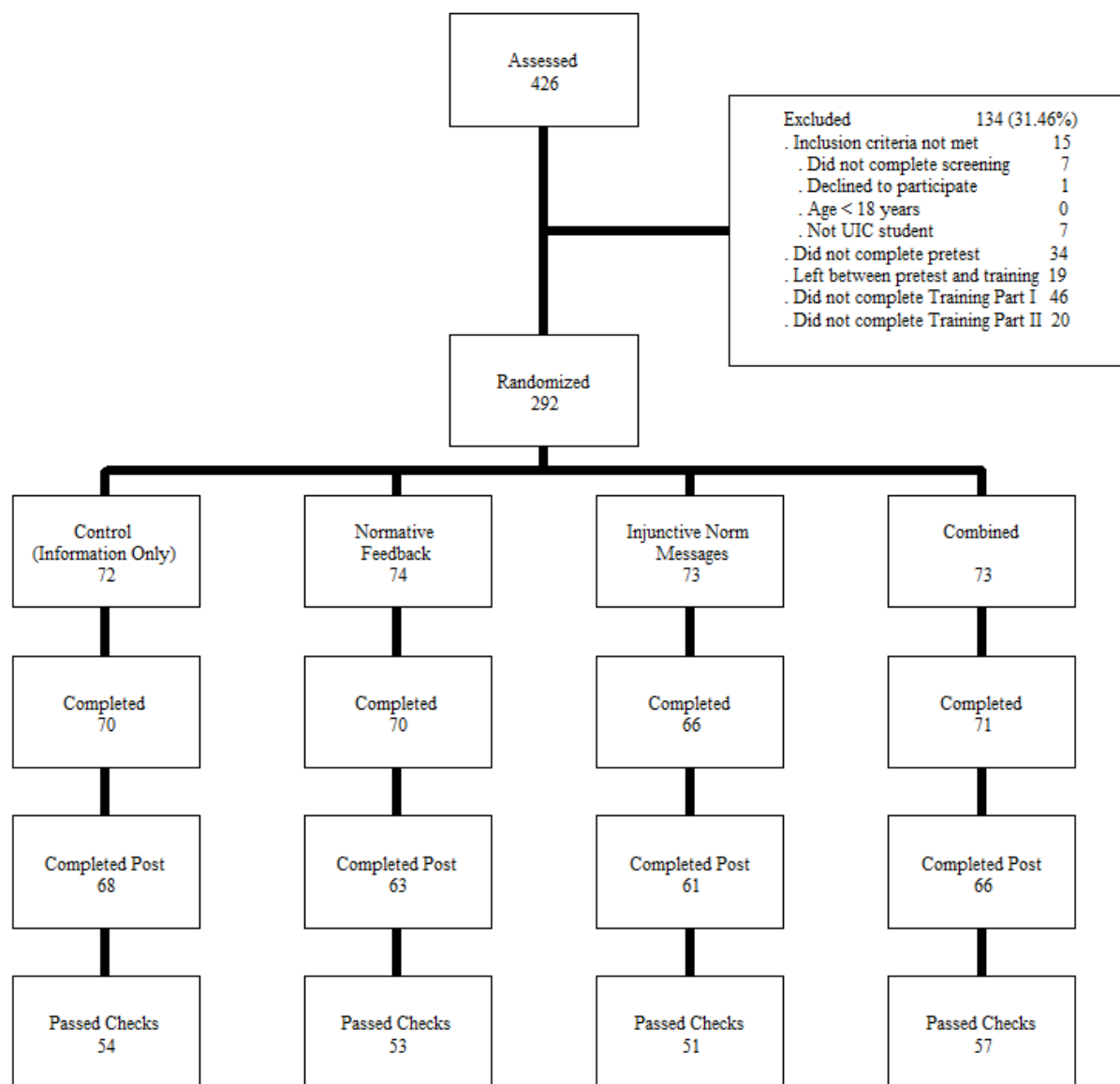


Figure 1. *CONSORT Diagram*

Table 2
Demographics of participants

	<u><i>N</i></u>	<u><i>M</i></u>	<u><i>SD</i></u>
Age	375	23.35	5.51
<u>Gender</u>	<u><i>N</i></u>	<u><i>%</i></u>	
Woman or female identified	252	61.46	
Man or male identified	106	25.85	
Transgender woman	1	.24	
Transgender man	-	-	
Transgender	1	.24	
Genderqueer	5	1.22	
Other identities specified	4	.98	
More than one of the above	4	.98	
Prefer not to say/unanswered	37	9.02	
<u>Race/Ethnicity</u>			
Latino/Hispanic	74	18.05	
Black/African American	25	6.10	
White/Caucasian	125	30.49	
Asian/Asian American	104	25.37	
Pacific Islander/Native Hawaiian	3	.73	
Native American/Alaskan Native	0	-	
Other identities specified	11	2.68	
More than one of the above/ multiracial	22	5.37	
Prefer Not to Say/unanswered	46	11.22	
<u>Sexual Orientation</u>			
Gay	7	1.71	
Lesbian	4	.98	
Bisexual	20	4.88	
Heterosexual/straight	301	73.41	
Questioning/ Unsure	4	.98	
Queer	9	2.20	
Other identities specified	4	.98	
More than one of the above	12	2.93	
Prefer not to say/Unanswered	49	11.95	
<u>Year in School</u>			
First year undergraduate	52	13.83	
Second year undergraduate	43	11.44	
Third year undergraduate	55	14.63	
Fourth or higher year undergraduate	75	19.95	
Graduate or Professional	151	40.16	

Note: Includes all participants that passed screening.

Differences by Completion

Drop out across the study was fairly high. Out of the 410 who consented and met eligibility criteria, 92% completing the pretest, 87% began the training, 68% completed the training, and 63% completed posttest. Most who left did so during the training. Although students were informed the study included a training, students may not have read the consent or changed their minds. The median length of time to complete the training was 12 minutes. Out of the 80 students who dropped out during the training, only 15 dropped out after randomization, seven of whom were in the injunctive norm condition.

Given the high rates of dropout, I explored whether retention varied by demographics. Chi-square tests showed retention did not vary by gender, sexual orientation, year in school, knowing a victim, knowing a perpetrator, or believing they had intervened. T-tests indicated retention also did not vary by age, familiarity with IPV norms, or previous bystander behavior. Retention did vary by race/ethnicity with 74% of White students completing, 68% of Latino students, 65% of Asian students, and only 44% of students of others ethnicities or races, $\chi^2 = 24.57$ ($df = 3$), $p < .001$. Randomization was successful. Chi-square and t-tests revealed that students did not vary on any baseline characteristics across conditions at the level of $p < .05$.

Data Cleaning

Boxplots showed one participant was an extreme outlier on multiple measures. Although this person passed the attention checks, they appeared to answer in lines for several measures, almost always to the most extreme value in the opposite direction of what was common for other participants to put (i.e., answering 0 students would intervene on all descriptive norm measures). This participant included information in the open-ended question that they were angry about this training and any similar training as they wanted more information on women who falsely report

sexual assault, female perpetrators, and male survivors along with resources for former perpetrators. Therefore, rather than answering randomly, the participant may have been purposefully answering in a contrary manner to express their anger. Given their open reactance to the survey and questionable answers, this person was deleted from analyses, yet serves as an informative case for how participants who feel reactance to sexual assault trainings may affect data (see General Discussion).

Descriptive Statistics

Descriptive statistics for all measures are provided in Table 3. Means of all measures by study condition are provided in Table 4. All scales had adequate reliability, including central route processing which could not be tested during the pilot as it followed the intervention. During pilot testing, the familiarity scale had an item on sexual assault with a high mean that negatively affected alpha. I had hypothesized that the mean could have been high due to most of the pilot participants being women. During the main study, this item had a lower mean and improved alpha. Therefore, I kept this item in the familiarity scale. As intentions, subjective norms, and social approval showed skew and/or a high mean during the pilot, I had added one item to all norm and intentions scales that was less commonly endorsed in published studies. As expected, this item on proactive bystander behavior was one of the least commonly endorsed items for all scales, thereby reducing means, yet still improved the reliability of scales.

Table 3

Descriptive statistics of measures

	<i>N</i>	<i>K</i>	α	Range	<i>M</i>	<i>SD</i>	Skew	Kurtosis
Intentions to intervene	218	12	.89	2.21-5	3.97	.69	-.45	-.55
Descriptive norms	216	7	.89	5-100	60.82	21.10	-.50	-.40
Social approval	218	7	.83	3.14-7	5.67	.93	-.35	.75
Friend norms	216	7	.86	5-100	76.32	18.42	-1.23	1.77
Subjective norm	215	7*1	.83	-2.14-21	7.91	5.33	.75	-.19
Familiarity	218	4	.76	1.5-7	4.84	1.15	-.67	-.53
Behavioral identity	213	2	.68	1-5	3.75	1.02	-.55	-.45
Outcome expectations	213	9	.77	-19-9	-4.93	5.78	.00	-.30
Decisional balance	213	11	.74	-13-19	3.52	6.48	.03	-.31
Social-norm espousal	215	5	.91	1-7	4.70	1.52	-.42	-.55
Central route processing	218	6	.88	2-7	6.12	.97	-1.36	1.96
Barriers to intervening	214	12	.93	1-7	3.12	1.42	.53	-.24
Skill deficit	215	2	.90	1-7	3.51	1.84	.25	-1.15
Audience inhibition	215	2	.83	1-7	3.17	1.80	.53	-.77
Responsibility Failure	214	8	.90	1-7	3.01	1.41	.60	.09
Prior bystander behaviors	198	6	.80 ^a	0-1	.56	.32	-.27	-1.01
<u>Information Seeking</u>	<u><i>N</i></u>		<u>%</u>					
No signups or social only	133		61%					
Social activities only	1		0%					
Engaged Signups	79		36%					
Social activities	33		15%					
Self-defense classes	48		22%					
Bystander trainings	28		13%					
IPV/bystander website	18		8%					
Survivor resources	20		9%					
Join MASV listserv	41		19%					
Join CAN listserv	44		20%					

Note: Statistics do not include one outlier who was removed. ^aAlpha for bystander behaviors is based on the full sample of *N*= 410. In the sample of completers, few students experienced more than one or two situations in the past three months. Therefore, the full sample was used to produce an accurate measure of the reliability on those who experienced multiple situations.

Table 4

Descriptive statistics by condition

	Control	Normative Feedback	Injunctive Messages	Combined
Posttest measures				
Information Seeking	36.54%	35.85%	43.14%	33.93%
	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)
Intentions to intervene	4.11 (0.59)	3.95 (0.65)	3.85 (0.81)	3.97 (0.71)
Intentions: strangers	3.81 (0.78)	3.57 (0.83)	3.55 (0.97)	3.67 (0.91)
Intentions: friends	4.40 (0.50)	4.32 (0.57)	3.15 (0.74)	4.28 (0.58)
Descriptive norms	49.20 (16.19)	69.05 (19.18)	49.39 (19.29)	73.51 (17.40)
Social approval	5.38 (0.81)	5.81 (0.96)	5.45 (0.90)	5.99 (0.91)
Descriptive norms: friends	73.86 (19.16)	77.64 (16.90)	72.07 (19.84)	80.99 (17.03)
Subjective Norm	8.06 (5.14)	7.48 (5.00)	8.24 (5.50)	7.88 (5.75)
Behavioral Identity	3.73 (0.96)	3.71 (1.03)	3.70 (1.14)	3.67 (0.98)
Outcome expectations	-5.28 (5.40)	-4.67 (5.70)	-5.00 (6.53)	-4.77 (5.62)
Decisional Balance Scale	2.92 (6.15)	3.83 (6.49)	3.35 (7.42)	3.95 (5.97)
Social-norm espousal	4.72 (1.50)	4.60 (1.67)	4.75 (1.50)	4.73 (1.45)
Central route processing	6.25 (0.89)	6.10 (1.01)	6.00 (1.13)	6.12 (0.87)
Barriers to Intervening	3.06 (1.48)	3.13 (1.25)	3.09 (1.40)	3.20 (1.56)
Skill deficit	3.38 (1.87)	3.62 (1.77)	3.41 (1.91)	3.61 (1.85)
Audience inhibition	3.26 (1.84)	3.16 (1.75)	3.18 (1.78)	3.09 (1.87)
Responsibility Failure	2.93 (1.50)	2.99 (1.23)	2.99 (1.35)	3.12 (1.54)
Pretest Measures				
Familiarity	5.04 (1.17)	4.80 (1.14)	4.78 (1.18)	4.74 (1.12)
Prior Bystander behaviors	.53 (.35)	.57 (.31)	.58 (.32)	.56 (.32)

Note: Descriptive statistics do not include one participant who was removed.

Table 5

Correlations among predictors

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Intentions															
2. Information-seeking	.21														
3. Prior bystander behaviors	.37	.20													
4. Descriptive norms	.19	.16	.04												
5. Social approval	.39	.16	.12	.57											
6. Friend norms	.40	.13	.22	.51	.46										
7. Subjective norms	.34	.04	.11	.08	.26	.33									
8. Familiarity	.27	-.11	.10	-.06	-.04	.14	.24								
9. Behavioral identity	.30	.13	.06	.13	.16	.13	.18	.13							
10. Outcome expectations	.53	.15	.22	.11	.25	.26	.12	.14	.30						
11. Social-norm espousal	.07	.04	-.05	.12	.11	-.01	.38	-.04	.14	-.02					
12. Central route processing	.52	.30	.08	.21	.34	.27	.17	.19	.17	.29	.14				
13. All barriers to intervening	-.47	-.24	-.25	-.03	-.20	-.17	-.01	-.09	-.11	-.52	.17	-.24			
14. Barrier: Skill deficit	-.49	-.10	-.22	.00	-.14	-.15	-.04	-.09	-.06	-.48	.05	-.21	.84		
15. Barrier: Audience inhibition	-.45	-.15	-.15	-.02	-.24	-.16	-.01	-.10	-.09	-.51	.14	-.20	.86	.76	
16. Barrier: Not responsible	-.40	-.29	-.26	-.05	-.18	-.16	.00	-.08	-.12	-.47	.20	-.23	.97	.70	.74
17. Year in school	-.03	-.14	-.02	-.10	-.05	-.08	-.12	-.08	-.04	.04	.02	-.10	-.02	-.11	-.05

Note: All correlations equal to or above $|\text{.14}|$ $p < .05$, $p = |\text{.18}| < .01$, above $= |\text{.23}|$ $p < .001$.

Correlations

Correlations among interval and continuous measures are listed in Table 5. The three types of barriers to intervening were correlated at .70 or higher. Therefore, only the combined barrier score was used as a predictor in analyses below. No other correlations between predictors were above .57 so collinearity did not appear to be an issue. Using Cohen's (1988) criteria to describe correlations (.10 = weak, .30 = moderate, .50 = strong), intentions to intervene had moderate association with most predictors from the TNSB yet strongly correlated with outcome expectations and central route processing. Notably, intentions were weakly related to descriptive norms. Information-seeking was weakly associated with most predictors, including intentions to intervene, yet was moderately associated with central route processing.

Experimental Findings

Participants filled out central route processing and social-norm espousal after the training. To include these variables as control variables in experimental analyses, I had to ensure that the study conditions did not influence these post-training measures. Two 2 (normative feedback vs. none) X 2 (injunctive messages vs. none) ANCOVA's with three categorical covariates (gender, race, order of measures) and three centered covariates (year in school, familiarity, prior bystander behavior) showed that social-norm espousal did not differ across conditions yet did differ by gender, $F(1,173) = 4.15, p < .001, \eta_p^2 = .02$, and marginally by race, $F(3,173) = 2.48, p = .06, \eta_p^2 = .04$. Men espoused the importance of social norms more than women ($M_{Adj.} = 5.15$ to 4.63). Tukey tests on the adjusted means showed Asian students ($M_{Adj.} = 5.33$) were marginally more likely to espouse the importance of social norms than White ($M_{Adj.} = 4.61, p = .08$) or Latino students ($M_{AdjAsian.} = 4.51, p = .06$). Central route processing also did not differ by conditions, yet students more familiar with bystander norms were more likely to process the

information, $F(1,176) = 5.60, p < .05, \eta_p^2 = .03$. As the condition did not seem to influence either central route processing or social-norm espousal, both variables were retained as covariates.

Perceptions of injunctive norms. An ANCOVA did not support hypothesis one that injunctive norm messages would increase perceptions of community injunctive norms relative to the control condition (see Table 6). Although injunctive messages did not increase perceived social approval for intervening, $F(1,171) = 1.36 ns, \eta_p^2 = .01$, normative feedback had an effect, $F(1,171) = 16.01 p < .001, \eta_p^2 = .09$. Students who received feedback endorsed more social approval for intervening ($M_{AdjAsian.} = 5.88$) than students who didn't received feedback ($M_{AdjAsian.} = 5.38$). There was no interactive effect. Social approval was also strongly predicted by central route processing ($\eta_p^2 = .10$) and marginally predicted by prior bystander behaviors ($\eta_p^2 = .02$) and race ($\eta_p^2 = .04$). Although the overall impact of race was significant, Tukey tests on adjusted means showed that no racial or ethnic groups differed from each other. No other covariates (gender, order, familiarity, and social-norm espousal) predicted social approval.

Perceptions of descriptive norms. The results for descriptive norms were very similar to those of social approval. In support of hypothesis two, normative feedback had a strong effect on perceptions of UIC descriptive norms, $F(1,169) = 60.04 p < .001, \eta_p^2 = .26$. Adjusted means showed that students who received feedback believed that 71% of students would intervene across situations, whereas students without feedback only thought 50% would. There was no effect for injunctive messages or an interaction. Students who engaged in central route processing were more likely to believe other students would intervene ($\eta_p^2 = .04$). No other covariates were significant.

Table 6

Analysis of covariance for norms and intentions

		Community Social Approval		Community Descriptive norms		Subjective Norm		Friend Descriptive norms		Intentions to Intervene Model 1		Intentions to Intervene Model 2	
Source	df	<i>F</i>	η_p^2	<i>F</i>	η_p^2	<i>F</i>	η_p^2	<i>F</i>	η_p^2	<i>F</i>	η_p^2	<i>F</i>	η_p^2
Conditions													
Normative feedback	1	16.01***	.09	60.04***	.26	0.05	.00	8.12**	.05	0.04	.00	0.63	.00
Injunctive messages	1	1.36	.01	0.29	.00	0.46	.00	0.00	.00	1.66	.01	3.45 ^t	.01
Normative feedback X injunctive messages	1	0.30	.00	1.04	.01	0.18	.00	1.03	.01	3.91 *	.02	3.30 ^t	.02
Covariates													
Order of measures	1	0.02	.00	1.30	.01	0.41	.00	2.04	.01	1.59	.01	2.04	.01
Gender	1	0.73	.00	0.01	.00	1.02	.01	0.25	.00	0.00	.00	0.34	.00
Race	3	2.22 ^t	.04	0.97	.02	1.45	.02	1.52 ^t	.03	0.51	.01	0.73	.01
Year	1	0.01	.00	1.41	.01	3.14 ^t	.02	0.27	.00	0.40	.00	1.08	.01
Bystander behaviors	1	3.13 ^t	.02	0.84	.00	1.22	.01	6.47*	.04	31.34***	.15	23.79***	.13
Familiarity	1	1.81	.01	1.04	.01	13.96***	.08	2.48	.01	8.26**	.05	4.23*	.02
Central route processing	1	19.32***	.10	6.78*	.04	0.00	.00	3.94*	.02	41.50***	.20	28.40***	.15
Social-norm espousal	1	0.50	.00	0.13	.00	36.26***	.17	0.04	.00	0.78	.00	1.21	.01
Social Norms													
Descriptive norms	1											0.36	.00
Friends norms	1											3.94*	.02
Social approval	1											7.98**	.05
Subjective norms	1											7.29**	.04

Note. ^t $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Perceptions of friends. Although the experimental conditions were only hypothesized to effect perceptions of community norms and not students' perceptions of their friends, I conducted two ANCOVA's on subjective norms and friends' descriptive norms to explore effects on these proximal norms. As these were not hypothesized, Bonferroni corrections were used to set significance at $.05/22$ predictors total = $.002$. Subjective norms were not influenced by feedback, injunctive messages, or an interaction. With or without correcting for type I error, only two covariates were significant. Students who reported familiarity with bystander norms ($\eta_p^2 = .08$) and those who espoused the importance of social norms ($\eta_p^2 = .17$) were more likely to say their friends thought they should intervene.

The exploratory ANCOVA on friend descriptive norms showed no significant effects at the conservative corrected p value $.002$. However, uncorrected values showed significant effects for feedback ($\eta_p^2 = .08$, $p < .01$), prior bystander behaviors ($\eta_p^2 = .08$, $p < .05$), and central route processing ($\eta_p^2 = .08$, $p < .05$). Those who reported intervening more often and those who engaged in central route processing were more likely to believe their friends intervened. Students without feedback believed 72% of their friends would intervene while those who received feedback perceived 79% would intervene. The effect for feedback on descriptive friend norms may not have been as strong as that for descriptive community norms because students without feedback already believed their friends were more likely to intervene than typical students (72% to 50%).

Intentions to intervene. The ANCOVA for intentions to intervene failed to support hypotheses three and four that either injunctive messages or feedback would have main effects on intentions to intervene. Although the effects were qualified by an interaction, $F(1,171) = 3.91$, $p < .05$, $\eta_p^2 = .02$, the pattern of the interaction was only partly as hypothesized. I had expected

the combined conditioned would produce larger changes in intentions to intervene than either condition alone. Although the combined condition did appear better than either condition alone, simple effects showed this was due to an unexpected potentially harmful effect of either condition alone. The interaction crossed over such that feedback had a positive nonsignificant effect for those who got injunctive messages, and a *negative* nonsignificant effect for those who didn't get injunctive messages. Similarly, for those who got feedback, injunctive norms had a positive nonsignificant effect, whereas injunctive norms without feedback produced a significant negative effect (see Figure 2). Overall, results indicate against hypotheses that either injunctive messages or feedback alone may be harmful while combining them may prevent that harm. Importantly, the combination was still not beneficial for altering intentions as the combined condition showed no difference to the control condition. Intentions were strongly predicted by the covariates prior bystander behavior ($\eta_p^2 = .15$), familiarity ($\eta_p^2 = .05$), and central route processing ($\eta_p^2 = .20$). The study conditions also did not seem to affect how students prefer to intervene. After the experimental part of the training, a question asked students for their preferred intervention style. A chi-square test showed that intervention style did not vary by study condition. Students were most likely to prefer distraction (46.3%), then a direct approach (23.2%), delegating (17.1%), and a delayed response (13.4%).

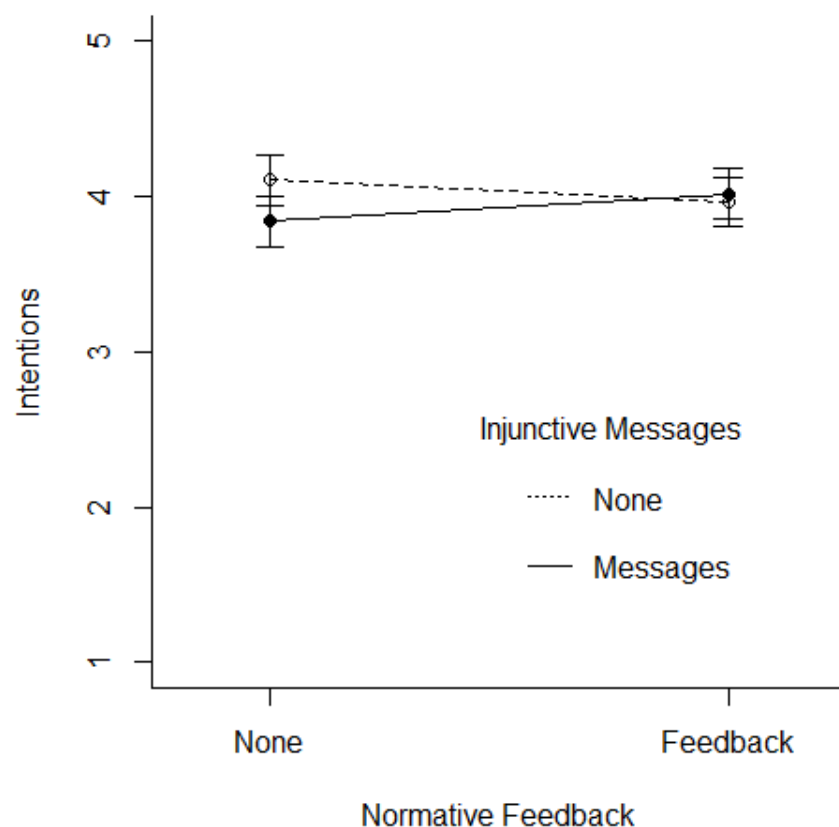


Figure 2. Interaction between normative feedback and injunctive messages with adjusted means and 95% Confidence Intervals.

Does changing normative perceptions affect intentions? I had hypothesized that the social norm tactics would affect intentions at least partially through altering perceived social norms. As stated, injunctive messages did not affect perceived norms, therefore, the negative impact of messages on intentions seen in the students who didn't received feedback was not mediated by changes to social norms. Conversely, feedback did increase perceptions of descriptive norms, social approval, and friend norms. Although feedback

had no direct effect on intentions, a multiple linear regression indicated partial support for hypothesis six. Intentions to intervene was predicted by friend norms, social approval, and subjective norms, yet not descriptive norms. Once norms were controlled for, the previously significant interaction became marginally significant. Therefore, results partially supported hypothesis seven. Normative feedback potentially encouraged intentions to intervene through perceptions of social approval and friend norms. Although the interaction was now only marginal, the results were in the same direction as the model without norms: feedback had a nonsignificant positive effect when injunctive messages were present and a marginally significant negative effect when injunctive messages were not present. Similarly, once norms were controlled for, injunctive messages had a marginally significant negative effect on intentions. Controlling for norms, intentions remained predicted by more prior bystander behavior, familiarity with norms, and central route processing. Because ANCOVA and regression are simply different forms of the same general linear model, the results are presented in Table 5 as an ANCOVA for comparability to the model without norms.

Exploratory analyses. Contrary to exploratory hypothesis twelve, the ANCOVA showed that the study conditions did not affect decisional balances scores (see Table 7). The only predictors of decisional balance (perceiving more pros relative to cons) were previously engaging in more bystander behavior and more central route processing. Similarly, contrary to hypothesis thirteen, feedback and messages did not affect barriers due to audience inhibition. However, without Bonferroni corrections, there was a marginally significant ($p = .07$) gender effect with men slightly more likely to believe their social anxieties about not being supported or looking foolish would prevent them from intervening ($M_{AdjMen.} = 3.58$; $M_{AdjWomen.} = 3.01$).

Table 7

Analysis of covariance for exploratory effects

		Decisional Balance <i>N</i> = 184		Audience Inhibition Barriers <i>N</i> = 185	
	<i>df</i>	<i>F</i>	η_p^2	<i>F</i>	η_p^2
Conditions					
Normative feedback	1	0.38	.00	0.02	.00
Injunctive norm messages	1	0.07	.00	0.71	.00
Normative feedback X injunctive norm messages	1	0.05	.00	0.22	.00
Covariates					
Order of measures	1	0.09	.00	0.11	.00
Gender	1	0.01	.00	3.37	.02
Race	3	0.89	.01	1.49	.03
Year	1	0.01	.00	0.66	.00
Prior bystander behaviors	1	6.44*	.03	1.67	.01
Familiarity	1	0.59	.00	0.85	.00
Central route processing	1	9.42**	.05	2.19	.01
Social-norm espousal	1	0.00	.00	2.12	.01

Note. Exploratory analyses were run with Bonferroni corrections dividing significance levels in half. ^t*p* < .05, **p* < .025, ***p* < .005, ****p* < .0005. *N* = 207

Sensitivity analysis of ANCOVAs. To ensure the robustness of findings, I ran two sets of sensitivity analyses. Prior to the experimental portion of the online training, participants were given options to skip parts of the information presented in Part I or II. Most participants skipped at least one part with 11% skipping Part I only, 24% Part II only, and 24% both. Although neither section was hypothesized to affect study outcomes, it was important to test this empirically. Neither skipping Part I nor Part II had significant correlations with intentions, descriptive norms, or social approval. Skipping Part II was weakly correlated with less information-seeking, however it was no longer significant controlling for other baseline

variables. Therefore, skipping did not appear to affect outcomes. To verify this, I reran all ANCOVAS include skipping, entered as two binary variables, as control variables. The inclusion of skips did not affect the significance or pattern of any the above results.

Information-seeking behaviors. A logistic regression revealed, contrary to hypotheses eight, that study conditions did not influence the likelihood of seeking more information or signing up for clubs (see Table 8). A little over a third (36%) asked to sign up for information, resources, or club email lists. As shown in Table 1, self-defense classes were the most common activity (22%) and links to websites on interpersonal violence and bystander information were the least requested (8%). Those who sought more information were more likely to have previously engaged in more bystander behavior, had less familiarity with bystander norms, and engaged in more central route processing. Latinos were also slightly more likely than White students to seek information. Year in school was marginally significant with older students slightly less likely to sign up for information and clubs.

Table 8

Logistic regression of information seeking

	<i>B</i>	<i>SE</i>	<i>OR</i>	95% <i>CI</i>
Conditions				
Normative feedback	-.39	.49	0.67	(0.26, 1.75)
Injunctive norm messages	-.01	.50	0.99	(0.37, 2.66)
Normative feedback X injunctive norm messages	-.05	.70	0.95	(0.24, 3.75)
Covariates				
Order of measures	.34	.36	1.40	(0.70, 2.85)
Gender: Male	-.15	.42	0.86	(0.37, 1.94)
Race: Latino	1.33	.46	3.78**	(1.55, 9.59)
Race: Asian	.70	.50	2.01	(0.76, 5.41)
Race: Other/unknown	.32	.56	1.37	(0.44, 4.12)
Year	-.32	.18	0.73 ^t	(0.51, 1.03)
Prior bystander behaviors	.54	.19	1.72**	(1.19, 2.55)
Familiarity	-.39	.19	0.67*	(0.46, 0.96)
Central route processing	.81	.23	2.24***	(1.46, 3.69)
Social-norm espousal	-.06	.19	0.94	(0.65, 1.36)
Model χ^2	80.62***			
Pseudo R^2 : Cox and Snell	.37			
Pseudo R^2 : Nagelkerke	.45			
<i>N</i> =	183			

Note. OR = Odds ratio, CI = Confidence interval, ^t $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$

Evaluating the TNSB Model for Bystander Intentions

Because two control variables (gender and year) were not significant in any ANCOVAs and collectively explained less than 1% of variation (0.80%) of intentions, took two degrees of freedom, and lowered sample size due to dichotomizing gender, these control variables were dropped from analyses prior to examining the TNSB. Measure order was retained to control for any possible order effects introduced by the study design. Race was retained as it had a consistent marginal effect and explained 3% of variation.

The results for hierarchical regression showing the TNSB is in Table 9. In Step 1, the control variables (order of measures, race, study conditions) explained 6% of the variance intentions to intervene. Latinos were marginally more likely to intend to intervene than White students. No other predictors were significant.

In Step 2, proximal and distal norms were entered and had a strong influence, explaining 25% of the variance in intentions to intervene. Against expectations and the TNSB, community descriptive norms did not predict intentions. Yet, in partial support of hypotheses and as expected by the TNSB, friend descriptive norms, social approval, and subjective norms all predicted intentions to intervene.

Step 3 included additional aspects of the TNSB: familiarity, behavioral identity, and outcome expectations. In support of the TNSB and partial support for hypotheses nine, these variables collectively explained 18% of the variance in intentions. Familiarity and outcome expectations were significant, yet behavioral identity was only marginally significant ($p = .06$).

Table 9

Hierarchical regression of the Theory of Normative Social Behavior for bystander intentions

Predictors	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>R</i> ²	<i>Adj R</i> ²	ΔR^2
Step 1					.06	.02	.06 ^t
Order of measures	-.12	.10	.09	-1.24			
Latino	.25	.13	.15	1.97 ^t			
Asian	-.04	.13	.02	-0.31			
Other race/ethnicity	.16	.14	.08	1.13			
Feedback Condition ^a	-.02	.05	.03	-0.38			
Injunctive Condition ^a	-.07	.05	.10	-1.43			
Combined Condition	.06	.05	.09	1.33			
Step 2					.30	.27	.25***
Descriptive norms	-.03	.06	.05	-0.54			
Friends norms	.18	.05	.26	3.52***			
Social approval	.19	.05	.27	3.61***			
Subjective norms	.12	.05	.17	2.59*			
Step 3					.48	.45	.18***
Familiarity	.09	.03	.14	2.61**			
Outcome Expectations	.05	.01	.37	6.55***			
Behavioral Identity	.07	.04	.10	1.88 ^t			
Step 4					.54	.50	.06***
Central route processing	.20	.04	.27	4.87***			
Social-norm espousal	-.02	.03	.03	-0.61			
Step 5					.57	.53	.03*
Barriers to intervening	-.11	.03	.22	-3.74***			
Step 6A					.57	.53	.00
SNE X descriptive norms	.02	.03	.03	0.62			
Step 6B					.57	.53	.00
CRP X descriptive norms	-.03	.04	.04	-0.87			

Note. *N* = 211 ^t*p* < .10, **p* < .05, ***p* < .01, ****p* < .001, ^a Experimental conditions coded with effects codes rather than treatment codes to keep interpretation of main effects. SNE = social norm espousal. CRP = central route processing. Steps 6A and 6B were assessed in separate models.

In Step 4, I added two potential additions to the TNSB, central route processing and social-norm espousal. I had hypothesized that both social-norm espousal and central route processing may add to the TNSB directly and through a moderating influence on descriptive norms. Whereas central route processing had a strong association with intentions to intervene, social-norm espousal was not significant. Overall, these variables explained 6% more of the variance in intentions. Prior to entering in interaction terms, I entered barriers to intervening in Step 5 as one last control variable as the literature shows barriers are strongly related to intervening. This variable was entered after testing all the direct effects in previous steps to replicate prior analyses of the TNSB without a potential confound. However, I entered it before interactions to assess for known first-order predictors of intentions before examining more complex interaction effects. Barriers explained an addition 3% of variance. Similar to the previous findings, participants who endorsed more barriers were less likely to intervene.

Lastly, in separate models, I tested in Step 6 whether descriptive norms were moderated by either social norms espousal or central route processing. Against hypotheses 10 and 11, neither interaction was significant controlling for other variables in the TNSB.

Sensitivity Analyses for the TNSB. The second set of sensitivity analyses involved running regression diagnostics and transforming predictors in the TNSB to see whether the pattern of predictors changed after optimizing the regression. Prior authors have pointed out that normative variables are often skewed (Ajzen, 2002). Yet, a search of studies on the TNSB did not mention skew statistics, transformations, or examining residuals in regressions. Therefore, researchers have potentially ignored the effects of skewed variables. The residual and q-q plots of the TNSB model without the non-significant interactions (Step 5) showed evidence of minor heteroscedasticity. The Breusch-Pagan Test using the *car* package in R revealed this

heteroscedasticity was significant. Thus, the model varied in how well it explained the data across the levels of intentions to intervene. Specifically, four participants had studentized residuals greater than three, and were thus not explained well by the model. Also, the q-q plot showed some minor skew. Indeed, two variables, descriptive friend norms and central route processing were moderately negatively skewed. Therefore, I re-ran the model after cube transforming these two predictors to decrease skew below .6 and dropping the four students that were not explained by the model. Such changes can overfit a model to the sample and thus not be generalizable. Yet, doing so can reveal whether the results of the original model change after transforming predictors and creating an ideal model (no heteroscedasticity, normal q-q plot, no residual outliers).

The results for the optimized model are in Table 10. The model had no significant heteroscedasticity or outliers and the q-q plot was normal. As expected the R^2 and coefficients for the transformed variables slightly increased as the model was ideal. Almost all results were identical except for two minor changes. First, the injunctive message condition became significant. This should not be over-interpreted as this was not a true test of the experimental effect as previously done in the ANCOVAS given the TNSB model did not control for prior bystander behavior. Second, behavioral identity changed from marginally significant to not significant. As the beta weight stayed the same, the change in significance likely came from a very minor reduction in power through dropping four participants and was thus not meaningfully different. Overall, the TNSB model predicted bystander intentions in a similar manner whether or not predictors were skewed or multivariate outliers were included.

Table 10

Hierarchical regression with optimizing TNSB for bystander intentions

Predictors	B	SE	β	T	R^2	Adj R^2	ΔR^2	Change from original model
Step 1					.07	.03	.07 ^t	+.01
Order of measures	-.11	.10	.08	-1.20				
Latino	.21	.13	.12	1.63				
Asian	-.06	.12	.04	-0.49				
Other race/ethnicity	.21	.14	.11	1.51				
Feedback Condition	-.21	.13	.15	-1.59				
Injunctive Condition	-.32	.13	.23	-2.34*				ns to *
Combined Condition	.30	.19	.19	1.58				
Step 2					.32	.28	.25***	+.02
Descriptive norms	-.00	.00	.02	-0.23				
Cubed friend norms	.00	.06	.28	3.80***				
Social approval	.20	.00	.27	3.58***				
Subjective norms	.02	.16	.16	2.53*				
Step 3					.50	.46	.18***	+.02
Familiarity	.10	.03	.15	2.84**				
Outcome Expectations	.04	.01	.37	6.54***				
Behavioral Identity	.06	.04	.10	1.65				^t to ns
Step 4					.58	.54	.08***	+.04
Cubed central route processing	.00	.00	.33	6.13***				
Social-norm espousal	-.01	.02	.03	-0.48				
Step 5					.62	.58	.03***	+.05
Barriers to intervening	-.11	.03	.23	-4.12***				
Step 6A					.62	.58	.00	+.05
SNE X descriptive norms	.02	.03	.04	0.76				
Step 6B					.62	.58	.00	+.05
CPR X descriptive norms	-.04	.03	.06	-1.18				

Note. This linear regression shows how the Theory of Normative Social Behavior predicted intentions to intervene after transforming skewed variables and deleting four participants with large studentized residuals. The last column compares the results to the original model (Table 7).

$N = 207$ ^t $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$

Brief Discussion of Main Study

Overall, the results indicate that using common normative tactics, injunctive messages and normative feedback, within an online training had questionable use in encouraging bystanders to intervene. Results indicate that injunctive messages had no impact on perceived norms and a harmful effect on intentions when administered without feedback. Feedback did increase perceptions of norms which in turn may have encouraged intentions, yet the overall impact of feedback on intentions was not significant. While feedback and injunctive messages given together were better than either alone as theorists hypothesize, the control condition produced the same impact on intentions. Furthermore neither tactic influenced information seeking, barriers, or decisional balance scores.

The results do indicate that the Theory of Normative Social Behavior is useful for explaining the relationship between bystander norms and intentions with one critical caveat: descriptive norms and intentions were not related controlling for other variables and weakly related on the bivariate level.

IV. GENERAL DISCUSSION

Summary

This study tested the theory that altering perceptions of social norms could encourage bystander intervention among college students. Because students report social fears about intervening, bystander programs often use normative tactics in social marketing, in-person trainings, and online interventions (Banyard, 2015). Although Social Norms Theory (Berkowitz, 2010) is often cited in the literature, the effect of such tactics has received little attention as programs usually compare a multifaceted program to a no-treatment control (Gidycz et al., 2011; Hillenbrand-Gunn et al., 2010). Furthermore, despite the proliferation of online interpersonal violence trainings (Banyard, 2015), researchers have not examined the impact of adding normative tactics to online bystander trainings.

Therefore, I examined correlational data to test whether the components of the Theory of Normative Social Behavior (Rimal & Lapinski, 2015) adequately explained the relationship between bystander norms and intentions. I also performed an experiment to determine whether adding two common normative tactics (injunctive messages and normative feedback) to an online bystander training could alter perceptions of norms and thereby increase intentions to intervene. Normative feedback attempted to correct students' underestimates of prosocial behavior by first allowing students to guess the frequency of common bystander behaviors and then providing accurate data on local descriptive norms. Injunctive messages provided short imperative statements along with the UIC logo to imply that bystander behaviors are socially expected and encouraged at UIC. Both tactics used changes in color and font size to capture students' attention. As hypothesized, perceived norms partially mediated the effects of normative tactics on intentions, yet the pattern of results did not support the theory that normative tactics

are an effective way to encourage bystander intervention within an online training. Rather than normative tactics increasing intentions to intervene with the combined condition boosting that effect, tactics somewhat *reduced* intentions with the combined condition preventing a harmful effect. The results have implications for bystander trainings.

Normative Feedback and Bystander Intervention

Normative feedback increased perceptions of descriptive norms, social approval, and friend norms, but not intentions to intervene or information-seeking. The Social Norms Approach assumes most people will underestimate the frequency of prosocial behaviors and that correcting these underestimates will make students increase their perceptions of descriptive norms (Berkowitz, 2010). In support of this approach, almost all students receiving normative feedback initially underestimated at least one bystander behavior ($n = 52$, 95% in the feedback condition, $n = 54$, 92% in the combined condition), and students in the feedback condition reported higher estimates of descriptive norms at posttest. Although I did not expect the finding that feedback increased perceived social approval for intervening, students may infer that common behaviors are also socially approved (Rimal, 2008). I also did not expect feedback to influence perceptions of friend norms. Yet, participants may have assumed that if they underestimated their perceptions of other students, they may have underestimated their friends as well. Overall, feedback appears a successful and brief way to influence student perceptions of bystander norms.

The findings that normative feedback altered perceived norms yet not intentions to intervene are very similar to the only two other bystander studies to use the social norms approach and measure both perceived norms and intentions. Hillenbrand-Gunn et al. (2010) and Gidycz et al. (2011) both compared no-treatment controls to multi-session in-person

interventions that provided participants with local norms. Hillenbrand-Gunn et al (2010) used posters to display participants' pre-test data while Gidycz et al. (2011) provided groups with the group's norms and campus norms. Both of these studies involved only men, included multiple normative tactics (e.g., group discussion, injunctive norms), and used multi-component interventions. Also, the descriptive norms presented were not all bystander-specific as they included data on men's rape supportive attitudes. Therefore, my study was the first to test the effect of adding normative feedback on bystander norms to a training for both men and women. Yet, the results in all cases were the same – feedback made intervening seem normal but did not appear to increase bystander intentions (Hillenbrand-Gunn et al., 2010) or behavior (Gidycz et al., 2011). In possible contrast to these findings, one study that included feedback in an online sexual assault training did increase bystander intentions (Salazar et al., 2014). However, that study did not test perceptions of norms nor assess whether feedback added anything to the multi-component training. Therefore, the effect of feedback was unknown.

An interaction with injunctive messages indicated that students who got feedback and injunctive messages were slightly more likely to intervene while those who got feedback without messages were slightly less likely to intervene. Although neither of these changes was significant, the possibility of some reactance for those who get feedback without injunctive messages is a concern. Studies often state that feedback can be harmful when those with more prosocial beliefs decrease their beliefs or behaviors to get in line with the stated norm. That explanation is inapplicable here as I did not correct students who had more prosocial estimates or tell them the lower “true” norm. Rather, I affirmed they were correct that the “large majority” would engage in the behavior or that a “small

minority” would engage in the problematic behavior. Also, only eight students did not underestimate prosocial behavior during feedback and these students still reported higher perceived descriptive norms ($M = 89\%$) at posttest compared with those who initially underestimated ($M = 70\%$). A possible alternative explanation for decreased intentions among those who got feedback is diffusion of responsibility; students who believe others will intervene may feel less responsible about intervening (Darley & Latane', 1968). This possibility should be examined in future studies.

If feedback on its own can produce negative effects, why was feedback positive when combined with injunctive norms? Injunctive norms might ward off diffusion of responsibility by increasing the feeling that students are responsible for intervening. There is also a potential confound as the injunctive message reiterated strategies for intervening. Thus, students who received both may have felt more self-efficacious or ready to intervene. This explanation is plausible as studies show feedback may also depend upon students' readiness to change. One study on substance use found that adding feedback may be helpful when adolescents are already talking about changing, but may be harmful to those not ready to change (Davis, Houck, Rowell, Benson, & Smith, 2015). Future studies should assess for students' readiness to change and assess the impact of tailored interventions. The trend towards a positive impact of feedback when combined with injunctive norms is encouraging and deserves further research in studies using more effective tactics to influence injunctive norms.

Despite potential reactance and three studies showing no effect on increasing bystander intentions, feedback of bystander norms may still be beneficial for other reasons. The findings here do not refute the assumption under social norms theory that people will change behaviors to adapt to new perceived norms. Students may change their behaviors in many ways other than

copying the behavior stated in feedback. Notably, the studies cited above that used feedback did show decreased rape supportive attitudes (Hillenbrand-Gunn et al., 2010; Salazar et al., 2014), less comfort with men's inappropriate behaviors (Salazar et al., 2014), less sexually aggressive behavior (Gidycz, et al., 2011; Salazar et al., 2014), and fewer positive expectations about engaging in sexually aggressive behavior (Gidycz, et al., 2011; Salazar, et al., 2014). Thus, creating the impression that others will intervene may reduce men's chances of committing sexual assault and their perceptions that it will be positive, whether or not it increases bystander intervention. This optimistic view is bolstered by Gidycz et al.'s (2011) finding that men with a history of sexual assault increased their perceptions that others were likely to intervene and overall found the experimental group showed lower sexual assault. This effect of feedback decreasing sexual assault through increasing the perception that others disapprove or may intervene should be examined in future studies. Also, as this was the first study to examine adding feedback, more research is needed to replicate these findings. Yet, given the potential for iatrogenic effects, I echo previous authors that programs should measure readiness to change and that feedback should only be given along with injunctive norms (Bicchieri, 2006; Cialdini, 2003; Schultz, Khazian, & Zaleski, 2008).

Injunctive Messages and Bystander Intervention

The findings regarding injunctive messages were not as hypothesized and instead showed evidence of reactance. I had hypothesized that injunctive messages would increase perceptions of social approval and intentions to intervene. The nonsignificant effects on social approval may be because the statements appeared to come from UIC and not from students themselves. Indeed, feedback, which referenced students, affected social approval. Alternatively, the entire training may have carried an implicit injunctive norm that intervening was socially expected, eliminating

a need to add additional injunctive messages. In support of this explanation, 94% ($n = 205$) of students on the bystander pledge prior to randomization endorsed the belief that “preventing or responding to interpersonal violence (sexual assault, dating violence, stalking, and sexual harassment) is the responsibility of all members of a community, including me.” Therefore, it may be difficult to increase injunctive influence without adding examples of the social benefits for intervening or negative social consequences for inaction.

The interaction with normative feedback showed that injunctive messages did not affect intentions to intervene when feedback was present yet had a significant negative effect when feedback was not present. Also, once norms were controlled for in a later model, the negative main effect of injunctive norms became significant as well. There are various reasons why injunctive messages may have decreased intentions. Melnyk et al. (2011) found that social influence is weaker when participants are experiencing high cognitive load, which may be likely during a training. Also, the same study showed that cognitively deliberating on a message was positive for descriptive norms yet negative for injunctive norms as deliberating on injunctive norms decreased thoughts in favor of the message. In my study, participants scored very high in central route processing (6.12 out of 7). Therefore, such processing may have allowed those with reactance to question the message.

The literature on reactance and resistance to persuasion indicates that injunctive phrases can cause reactance in many ways. The literature shows that resistance to change and reactivity stem from threats to one’s autonomy, resistance to change, and concerns about deception which can in turn lead people to contest a message, question a message’s credibility, reaffirm their own beliefs, or avoid persuasive messages (Fransen, Smit, & Verlegh, 2015; Steindl, Jonas, Sittenthaler, Traut-Mattausch, & Greenberg, 2015). Reactance can be triggered by messages

having forceful language (e.g., you must), guilt or fear tactics, negativity, and statements that seem to imply the act will benefit the person who created the message. Conversely, messages can decrease reactance by increasing choice, providing benefits for engaging in the desired behavior, invoking empathy or perspective taking, and fostering identification with people doing the behavior (Fransen, Smit, & Verlegh, 2015; Steindl, Jonas, Sittenthaler, Traut-Mattausch, & Greenberg, 2015). Given these, it is easy to see how the injunctive messages here may have provoked reactance. Although the messages gave options, they also used imperative statements that may have been too forceful. Messages did not foster identification or provide benefits to the individual, and the UIC logo may have implied UIC had its own interest at heart rather than the students'. Notably, seven of the 15 (47%) who dropped out of the training after randomization were in the injunctive norm condition, showing that messages may have fostered avoidance of persuasive attempts. Feedback that other UIC students intervened perhaps mitigated this reactance because students could identify with those doing the behavior and see that other students approved of intervening. Also, without norms, messages could have implied that students were being asked to intervene because others won't, thereby implying a negative descriptive norm. Studies show when injunctive messages and normative feedback are not in alignment, they can produce negative effects (Smith et al., 2012). So, a positive descriptive norm may be important to avoid this assumption.

Unfortunately, reactance to injunctive messages may be most likely to affect those in most need of change. A recent study compared positively worded posters encouraging bystanders, negatively worded messages discouraging sexual assault, and a control poster on bystander intentions (Mabry & Turner, 2015). The authors found, similar to this study, that there were no differences between the conditions overall on intentions. Yet, effects differed based on

students' predisposition to intervening. The poster conditions seemed to have little to no effect on students already likely to intervene (those with positive perceptions of descriptive norms and high on other factors such as behavioral identity). For students who are the likely target of such campaigns (those with low perceptions regarding descriptive norms) negative messages had a harmful effect on intentions whereas positive messages improved intentions. This implies that students' perceptions of norms might alter the efficacy of a program. While I tested whether norms mediated the impact of injunctive messages on intentions, student norms may moderate the impact. For instance, injunctive messages may make students think about whether their friends believe they should intervene, thereby encouraging intentions for students who also perceive that their friends think they should intervene and discouraging students who think their friends wouldn't approve. Such moderation by norms should be assessed in future studies.

The effect of injunctive messages may vary by student's own readiness to intervene. Mabry and Turner (2015) state that normative campaigns can be harmful, but if done correctly, might be most successful on those least likely to intervene. That may be true for campaigns that use posters similar to their positively worded posters (from the Men Can Stop Rape organization) where the tagline bolstered autonomy by asking a question: "Where do you stand?" Such posters foster contemplation, which is appropriate for those low on stages of change. Yet, stages of change would also predict that posters with imperative calls to action, like the injunctive messages had here, may work better if students are in a higher stage of change such as preparation or action and already have awareness and commitment to intervene. Such students would likely experience less threat to autonomy as they already identify with the behaviors. Although the training was set up to increase awareness and commitment to intervene prior to the normative components, it may not have managed to move students from contemplation to

preparation or action. Therefore, students not prepared for action initially may have experienced reactance.

Exploratory Effects

Against hypotheses, the normative tactics did not affect either barriers due to audience inhibition or decisional balance scores. Those who perceived more positives to intervening had previously intervened more often and were more cognitively engaged in the training. I had expected that students would perceive more social benefits to intervening following normative interventions that made intervening seem socially desired. Perhaps there were no perceived social benefits as the primary beneficiary of intervening are other people and the normative tactics did not state any personal benefits to intervening. This would echo Banyard's (2015) call that programs need to reinforce and reward bystanders. For instance, UIC's *Peers to Allies* bystander program promotes success stories and publicly awards students who create change. The effect of success stories or awards on others' perceptions of personal benefits for intervening deserves future study. Alternatively, this result may have occurred because of a measurement issue with the decisional balance scale. I administered the scale with the standard instructions stating to rate the extent to which each statement is an important consideration when deciding whether to intervene. Thus, someone endorsing an item may be saying it is an important consideration, not an expected outcome. Future studies should assess directly for perceived pros and cons to intervening.

I assessed Burn's (2009) hypothesis that social norm approaches may affect barriers to audience inhibition as students would no longer be afraid of not being supported. In support of Burn's reasoning, those who felt audience inhibition perceived less social approval among students, and normative feedback was able to increase perceived approval. Yet, the intervention

did not affect audience inhibition. A potential explanation is that social fears about intervening may represent trait social anxiety. Therefore, the intervention may not affect the anxiety itself; students might be still afraid to intervene if the community doesn't support them. Yet, if altering perceptions makes the community seem supportive, Burn may be correct that students will ignore those fears in that specific community.

Information-Seeking

Neither normative feedback nor injunctive messages affected whether participants choose to seek additional information on interpersonal violence, sign up for bystander trainings, or become more involved with clubs devoted to prevention. Although this ran contrary to hypotheses, information-seeking is not the same as intervening and thus may not have been encouraged by norms. Information-seeking is also a private behavior which is less affected by norms (Rimal & Lapinski, 2015). Future studies should assess for the effects of normative intervention on bystander behaviors. Students who intervened more in the past, had less familiarity regarding bystander norms, and were more engaged sought more information. Latino students were also slightly more likely to seek more information in comparison to White students. As Latino students were also less likely to skip Part II of the training, Latino students in this sample may have been more engaged in learning how to be effective bystanders.

Theory of Normative Social Behavior for Bystander Intervention

I examined whether the TNSB variables explained bystander intervention. Not including control variables, the variables from the TNSB explained 43% of the variance in bystander intentions. The TNSB states that the effect of descriptive norms to influence intentions depends on other variables including social approval, subjective norms, familiarity, outcome expectations, and behavioral identity (Rimal & Lapinski, 2015). All the hypothesized variables were

significant other than behavioral identity (which was moderately significant) and descriptive norms (which was not significant). This supports prior findings that more proximal norms, such as friend descriptive norms, may be more predictive of intentions than more distal norms (Rimal & Lapinski, 2015). As prior studies of the TNSB have not separated community and friend descriptive norms, this may be a useful addition. Injunctive norms may also have mediated the impact of descriptive norms (Rimal, 2008). Alternatively, given that descriptive community norms were only weakly correlated with intentions, descriptive community norms may not matter as much for bystander intervention.

As this study was running, Mabry and Turner (2015) published a study also asking whether the TNSB applied to bystander intentions. In some ways, their analyses and measures varied from this study. The authors were forced, as I was, to create measures that could test the TNSB for bystander intervention; so, the measures were different. Also, in their regression, they did not include familiarity or friend norms yet did include aspiration (degree of emulating others). Lastly, their outcome of intentions included only two items related to challenging harassment and unwanted attention whereas our measure covered several domains of bystander intervention. Despite these differences, they found similar findings: social approval, subjective norms, outcome expectations, and behavioral identity (which they labeled ego involvement) were all significant and explained an impressive 80% of variance before adding in interactions. Also, controlling for other variables in the TNSB, community descriptive norms were not significant. However, controlling for other variables, they did find an interaction between descriptive norms, behavioral identity, and experimental exposure to social marketing materials. The authors found that those who identified strongly as bystanders intended to intervene regardless of whether they believed descriptive norms were high or low, yet for those with low

behavioral identity, intentions were higher for those who thought intervening was more common. Similarly, the content of social marketing did not matter for those with high values on descriptive norms and TNSB moderators, yet did matter for those with low values. In sum, the authors suggest that normative interventions may only be successful for those with low norms and low initially likelihood to intervene.

The similar findings between my study and Mabry and Turner's (2015) may reveal why interventions using feedback and marketing can influence perceived norms without altering intentions. Bystanders may be affected by social approval and their friends' norms. Yet, if bystanders are invested in intervening and have the self-efficacy to do so, they may ignore what most people do when deciding whether to intervene. Indeed, descriptive norms seem to have less influence on people who are personally or morally invested in an issue, have high self-efficacy, or believe that the norm of the group is problematic (Jetten & Hornsey, 2014; Rimal & Lapinski, 2015; Skitka, 2010). This finding may be positive as bystander programs purposefully try to convince bystanders to intervene when no one else is. Morgan (2011) found that a sense of obligation in particular explained the link between moral feelings toward an issue and acting and therefore might be a potential target of intervention. Optimistically, the *Be an Ally* training in my study may have fostered enough investment, personal obligation, or self-efficacy that social norms tactics had no additional affect on intentions to intervene. In support of this, 94% ($n = 205$) students marked six to eight items on the bystander pledge (prior to receiving the normative tactics) indicating they accepted responsibility for intervening, had self-efficacy, and were aware of negative consequences to others if they didn't intervene. Therefore, a perhaps promising finding in future studies could be that norms are *less* related to bystander behaviors following intervention than beforehand. This should be assessed in future studies.

I also assessed whether central route processing and social norm espousal were useful additions to the TNSB. Neither moderated the impact of descriptive norms on intentions. As the mean of central route processing was high, this moderation finding may not have been meaningful as few students were not heavily engaged. Any replication should therefore occur outside of an online training. The finding that those who endorsed the importance of following social norms were not more likely to use descriptive norms as guides for their intentions was surprising. However, social-norm espousal may moderate the impact of injunctive community norms (i.e. social approval) and not descriptive norms. In the Theory of Planned Behavior subjective norms involve multiplying each student's perception that their friends think they should intervene by the student's motivation to comply with their close friends (Ajzen, 2002). Social-norm espousal may be a similar moderator of social approval.

Implications for Normative Interventions

Based on the results and the literature cited above, normative feedback and injunctive messages should only be administered in combination if used in online bystander trainings. Both normative feedback and injunctive messages might have negative effects on some participants if administered alone. Injunctive messages in particular might foster reactance if not designed carefully. Message should increase autonomy, use empathy, and create identification with the behavior. The Men Can Stop Rape "What would you do?" campaign is a promising example (Mabry & Turner, 2015). When combined and in alignment, injunctive messages and feedback do not seem to affect intentions to intervene, yet feedback might still help improve the perception that others will disapprove or intervene if students perpetrate interpersonal violence. Bystander programs may vary by whether they purposefully target those least likely to intervene or target those most likely to become active community leaders and change agents (Banyard, 2015).

Because the effects of normative tactics depend on the bystander's level of involvement and preexisting commitment towards intervening (Jetten & Hornsey, 2014; Mabry & Turner, 2015; Rimal & Lapinski, 2015; Skitka, 2010), interventionists should ensure programs are having the intended effects on the target audience.

For programs that use personalized normative feedback, the tactic of reversing one norm may avoid anchor effects (Koepke, Eyssel, and Bohner, 2014). Using this tactic appeared successful. If anchor effects were present, most post-test variables should have been higher following feedback, especially intentions to intervene which was administered second or directly after norms. Also, the tactic I used of affirming, rather than correcting, students who provide overestimates of norms appears a plausible way to avoid the boomerang effect often reported in the literature.

Implications for Online Bystander Interventions

The findings here offer implications for the new field of online bystander trainings. The Campus SaVE act requires colleges to offer yet not mandate trainings to students. In this voluntary training with incentives, 52% of students completed the training and passed attention checks which is very close to Salazar's finding that 48% of men who volunteered and consented to a web-based program completed the training and posttest (Salazar et al., 2014). Schools may therefore wish to continue in-person trainings in addition to online trainings to keep students engaged. Other than race/ethnicity, no variables predicted who completed. Notably, the order of demographic groups most likely to complete the training (White students, then Latino/Hispanic students, then Asian students, then students of other races and ethnicities) was the same order and relative magnitude of the current demographics at UIC. It is possible that interventions that rely on talking about what is normal for "UIC students" may be less appealing for students that

are less represented on campus. Other studies have not examined predictors of retention in online bystander trainings. Interventionists should assess for predictors of retention and ensure no groups feel alienated by trainings.

I also echo Banyard's (2015) call to assess for students' level of need and readiness prior to an online training and then tailor interventions accordingly. More than half (59%) of students skipped either Part I or Part II. This does not necessarily imply students don't care for the material, however. Participants were told that we wanted the training to be most useful to them and that they could skip Part I and go to the quiz if they felt they already knew how to identify different forms of violence. The training similarly encouraged students to do Part II but told them they could skip to the pledge if they felt they had no barriers to intervening. Given that skipping was so high, in analyses not reported above I used logistic regressions to determine if any baseline differences predicted skipping and then ran linear regressions to see if skipping affected the scores on the interpersonal violence quiz or bystander pledge. As expected, those who reported more familiarity with interpersonal violence and bystander norms were more likely to skip Part I, yet performed the same on the quiz as those that read Part I. Those who skipped Part II on barriers to intervening were more likely to skip Part I and already reported intervening more often at baseline. Also, those with higher scores on the interpersonal violence Quiz and those who *skipped* Part II were more likely to pledge responsibility. Therefore, in both cases, students seemed to appropriately tailor the intervention to their levels of experience. While matching trainings to fit student needs seems beneficial (Banyard 2015), future studies should assess whether students accurately judge their own level of knowledge and how best to tailor components to fit students' needs. Also, studies should test whether the ability to skip sections influences results. In this training, skipping did not appear to alter outcomes; however, without

skips, even students with high initial levels of knowledge and responsibility may have increased knowledge and responsibility.

Future studies should examine the effects of a bystander pledge on outcomes. I allowed bystanders to select which items they agreed to. Most people endorsed all items, perhaps because they are used to trainings where they need to answer correctly. The most common item bystanders agreed to, endorsed by 209 (96%), was “I will try to support my friends and others who have gone through violence.” The least common, endorsed by 198 (91%) was “I will help speak up against sexual and relationship violence on campus.”

Even in the best of planning, the results here and prior studies indicate that some students will feel reactance in interpersonal violence prevention trainings. Bystander programs in particular purposefully appeal to the majority of students who are willing to engage in prosocial behavior to prevent the minority who engage in harmful behaviors. Reactance may therefore be expected in the minority who have engaged in aggressive behavior or those whose friends feel defensive of friends who have engaged in such behaviors. Interventions should decide ahead of time how they wish to handle reactance both in the intervention and in data cleaning. The student who was removed as an outlier was in the control condition, therefore reactance was not due to the normative conditions. Rather, this student was similar to many who express reactance to sexual assault trainings by endorsing rape myths (e.g., that women lie about rape). It is noteworthy that the student gave a potential avenue for intervention by asking for more information on how to help perpetrators. Adding information on how to link perpetrators to services and support their treatment may reduce reactance and provide tertiary prevention. Schools that conduct interpersonal violence climate surveys or trainings may wish to ask questions on whether students feel angry about the surveys or trainings and ask students what they would change.

Conversely, several students in the open-ended section reported positive feelings toward the training that indicated they felt such trainings were important. In support of the idea that bystander interventions attempt to diffuse prosocial norms through networks, one student wrote asking for a printed version or pamphlet of the training that they could bring to their student organization. Given that 36% of students asked to sign up for additional resources in interpersonal violence or join a club that address such violence, programs should continue offering additional resources and links following online trainings. Trainings may create a channel factor that connects prosocial students to networks that can support their efforts.

Limitations

There are several limitations to the present study. This study relied on a volunteer sample. Although results may be generalizable to schools that offer trainings as required by Campus SaVE (2013), they may not be generalizable to schools that mandate all students take a training. In particular, 70% of the sample who completed and passed attention checks were women. Gender did not affect outcomes, yet it is unknown whether students who completed the training were representative of most UIC men, women, and students of other gender identities. Similarly, although scores at screening did not predict who was retained, it is likely that those most interested or engaged in the training continued. Although findings would remain generalizable to schools that offer trainings, the effect of self-selection on outcomes is unknown. Importantly, injunctive messages were similar to social marketing or public service announcements that encourage behaviors using imperative statements (e.g., See Something, Say Something). This format may not be generalizable to programs that use different tactics to convey injunctive norms, such as videos, peer opinion leaders, or normative information on what other students find socially appropriate (e.g., “76% of students think you should intervene”). Also, I measured

intentions to intervene rather than actual bystander behavior. While I did not examine the effect of normative strategies on bystander behavior, a recent study found that bystander intentions partially mediated the effect of an intervention on behaviors over time (McMahon et al., 2015a). I measured subjective norms in line with other studies and the Theory of Planned Behavior (Ajzen, 2002) as friends' injunctive beliefs (the perception that important others believe students should intervene) multiplied by students' motivation to comply with close friends. However, perceptions of friends' injunctive beliefs strongly correlated with intentions while the multiplied term was only moderately correlated. This may be specific to bystander intervention as bystanders may need to overcome their motivation to comply with friends if they are to intervene against friends. Lastly, I examined whether the components of the TNSB related to bystander intervention. Previous findings show the components have direct effects on behaviors and interact with descriptive norms. As I did not test interactions, the results are limited to only direct effects.

Future Research

These studies suggest several avenues for future research. This study was designed to explore the direct effects of normative tactics on outcomes as well as direct effects of the components of the TNSB on intentions. Therefore, concerning the TNSB for bystander behavior, future studies should assess whether community or friends' descriptive norms are moderated by the other components of the TNSB. Studies should also examine if the TNSB applies to bystander behaviors in addition to intentions. Importantly, bystander behaviors cover a wide range of behavior. Future studies should examine if some behaviors are more normatively driven than others. Based on the literature, more public and/or social behaviors will likely be more

predicted by norms (Rimal & Lapinski, 2015). Studies could examine how interventions affect various types of intervening behaviors.

Experimental studies should examine whether the other factors that affected normative outcomes and intentions (central route processing, social norm espousal, familiarity, and prior experiences intervening) moderate program effects. Based on the above findings and cited literature, I would expect feedback would be more impactful at encouraging intervening for those who engage in more central route processing and be less important for who already intervene. I also believe those who perceive themselves as more familiar with bystander norms will feel a desire to be correct about norms. Thus, familiarity would enhance the effect of feedback on perceived norms. I would expect injunctive messages (at least when stated as imperative statements as given here) to motivate intervening in those who already intervene or identify with being a bystander yet foster reactance in those who don't yet intervene or identify as bystanders. As stated, social approval may have more of an effect on intentions for those that endorse the importance of social norms. Finally, whether or not feedback that others are willing to intervene can encourage bystander to intervene, such awareness may affect the perceived social consequences for acting harmfully and may even affect students' likelihood to engage in harmful behaviors. These should be examined in future studies.

Conclusion

This study reiterates past findings that bystander intentions and norms are strongly related. Earlier, I stated that norms and bystander behaviors may have a reciprocal influence. This study adds to the literature that indicates that manipulating perceived norms in a training may not directly encourage bystanders to intervene. Bystander norms may need to be socially communicated to be impactful for encouraging intervention. Paluck and Shepherd (2012) found

that changes in anti-harassment bystander behavior and perceptions of high school norms depended on social connections to trained bystanders. Similarly, an evaluation of Oxfam GB's *We Can* campaign showed that individuals trained to create change around violence against women were able to influence the normative beliefs and behaviors of others, many of whom in turn saw themselves as change makers (Rajan & Chakraborty, 2010; Williams & Aldred, 2011). Therefore, normative change in bystander intervention may be socially mediated. This network perspective to changing bystander norms and behaviors supports Banayrd's (2015) claim that training early adopters and change agents more intensively may be useful for campuses that cannot reach everyone. Although most students in my training were willing to accept responsibility for intervening, a significant minority sought to join interpersonal violence prevention clubs. Researchers should examine the facilitators and barriers that enable bystanders to spread perceived and collective norms.

Notably, the study indicates several benefits to online bystander trainings. Within less than two months, more than 300 students began a voluntary online bystander intervention training with small incentives, indicating such trainings can quickly reach numbers of students much higher than normally come for voluntary in-person bystander trainings over the same time period. Unfortunately, the design did not permit a test of whether students increased intentions to intervene from pretest to post. However, this appears plausible, as students appeared to tailor the intervention to their needs, scored highly on the ability to identify violence, and pledged to take responsibility as bystanders. Furthermore, the training allowed more than a third of students to get connected with additional resources on interpersonal violence and violence prevention clubs. While the normative interventions yielded mixed findings, the study shows that it is fairly brief and easy to improve perceptions of social norms for intervening in an online training. In-

person bystander trainings have the most evidence for teaching bystander skills (Katz & Moore, 2013). This study and others show online bystander trainings may compliment such programs and provide schools with a way to reach more students than come to in-person trainings, educate students on interpersonal violence and services, and connect students with resources and prevention efforts. Providing students with more training alternatives may engage more bystanders quickly and hopefully reduce interpersonal violence on campuses.

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Volunteers needed for a research study on SOCIAL AND RELATIONSHIP ISSUES

- ✓ Are you a UIC student who is at least 18 years old?
- ✓ Are you interested in completing an on-line survey about your perceptions of other UIC students and your opinions concerning Social and Relationship Issues?
- ❖ Survey takes about 30 minutes to complete.
- ❖ Participants who complete the survey may enter into a raffle to win \$10 (odds of winning are 1 in 40).

To get more information or participate, go to: <http://tinyurl.com/SRIssuesStudy>

Or contact: Mark Relyea
relyea1@uic.edu
University of Illinois at Chicago
Department of Psychology (M/C 285)
1007 West Harrison St., Chicago, IL 60607
Flyer Version 2 4/15/15

Social & Relationship Issues Survey
<http://tinyurl.com/SRIssuesStudy>
or email relyea1@uic.edu

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Leave box empty - For office use only

The following description of the study will be sent over the UIC Women's Leadership and Resource Center, Campus Advocacy Network, and Movement Against Sexual Violence listservs. This information will also be provided to any UIC professors or graduate students who wish to send the information to their students.

We are seeking participants for a research study that involves taking an online survey that should take about 30 minutes to fill out. The survey asks you about your perceptions of other students as well as your personal beliefs about intervening in situations that could involve interpersonal violence, such as dating violence or sexual assault. The purpose of the study is to develop questionnaires regarding intervening in cases of interpersonal violence.

To participate, you must be a UIC student and 18 years of age or older. You will be asked to verify your student status and age before taking the survey.

Your participation in this research is totally voluntary and all of your responses will be kept completely confidential. You might find that the survey discusses issues are personal to you. If you become upset while taking the survey, we have included a list of resources to assist you at the end of the survey. You may also stop participating at any time.

Participants who complete the survey will have the opportunity to be entered into a raffle to win \$10 (odds of winning are 1 in 40).

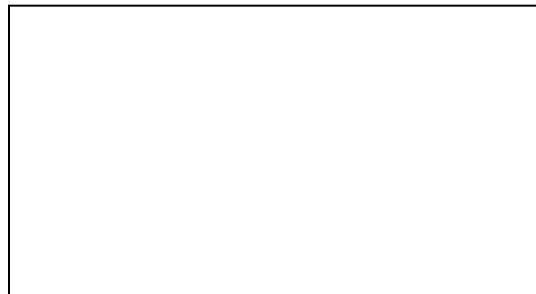
If you want to learn more about this study or participate, please click the link below:

<http://tinyurl.com/SRIssuesStudy>

Please feel free to call or write us with any questions that come up. Thank you again for your interest in our study!

Mark

Mark Relyea
Department of Psychology (M/C 285)
University of Illinois at Chicago
1007 West Harrison St.
Chicago, IL 60607-7137
Email: relyea1@uic.edu



Thank you for your interest in our Social and Relationship Issues survey. Please read the following statement before you proceed.

Why am I being asked?

You are being asked to participate in a research study about your perceptions of other students as well as your personal beliefs about intervening in social situations that could involve interpersonal violence. Interpersonal violence includes dating/domestic violence, sexual harassment, stalking, and sexual assault. We ask that you read this form before you agree to participate in this research.

You are only eligible to participate if you are a UIC student and are 18 or older. We ask you to confirm your age and student status on the following page.

Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

What is the purpose of this research?

This study is designed to develop and validate different tools such as questionnaires and surveys regarding intervening in cases of interpersonal violence.

What procedures are involved?

If you agree to be in this research, we may ask you to do the following things:

- Fill out self-report measures concerning your perceptions of other students and your beliefs about intervening in a variety of social situations that could involve interpersonal violence.
- Fill out potentially sensitive questions, such as questions about sexual identity.
- Provide basic demographic information.
- Participants who complete the survey will have the opportunity to enter into a raffle to win \$10. In order to participate in the raffle, participants will have to provide their names and UIC email.

Your participation in the study will take less than 30 minutes. Approximately 40 people may be involved in this research.

What are the potential risks and discomforts?

Although breaches of privacy/confidentiality are possible, participating in this study involves no

risks greater than you are likely to experience in your everyday life. However, the issues we will discuss will be of a personal nature and you might become upset thinking about them. If you do become upset, we have included a list of resources to assist you at the end of the survey. All of your responses in this study will be completely confidential.

Are there any benefits to taking part in the research?

There is no direct benefit to you for participating in this research. However, by taking part in this research, you will have contributed knowledge that may be used to improve the assessment of students' experiences and opinions about intervening in cases of interpersonal violence. These measures could be used to help evaluate and develop programs that train students how to intervene to prevent their peers from experiencing interpersonal violence.

What about privacy and confidentiality?

Online privacy can never be fully guaranteed, but your privacy and confidentiality will be protected to the extent that it is technologically possible. This includes using Qualtrics and UIC secure servers, encryption software (SSL), and password-protected data. All materials associated with the experiment are confidential, and will be used only for the purposes of this research. Your IP address will not be collected or tracked. Data will be stored on the principal investigator's secure password-protected computer and the principal investigator will be the only person with access to this data. The data will also be coded without identifying information. Materials and data files will be destroyed upon completion of the study and once the requirements of the American Psychological Association for maintaining original data have been satisfied. Although we cannot provide you with a specific date that the data will be destroyed, we anticipate keeping the data for approximately 5-7 years. If you choose to enter the raffle, you will follow a link to provide your name and email address. Names and emails will be kept confidential and in no way associated with your survey. Once the raffle prize is randomly selected and the winner has received their prize, all names and email addresses will be deleted.

What are the costs for participating in this research?

There are no costs to you for participating in this research. The survey takes on average less than 30 minutes to complete.

Will I be reimbursed for any of my experience or paid for my participation in this research?

Participants who complete the survey will have the opportunity to enter into a raffle to win \$10. The odds of winning are approximately 1 in 40.

Can I withdraw or be removed from the study?

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. After completing the study, you will not be able to request the removal of your survey responses from the data set, since no identifying information will be collected and there will be no way to link you to your individual responses for removal.

Who should I contact if I have questions?

The researcher conducting this study is Mark Relyea, M.A. If you have any questions, you may

contact the principal researcher at relyea1@uic.edu or you may contact the faculty advisor Stephanie Riger, Ph.D. at sriger@uic.edu.

What are my rights as a research subject?

If you have any questions about your rights as a research subject, you may call the Office for Protection of Research Subjects at (312) 996-1711, or you may email the Institutional Review Board (IRB) at uicirb@uic.edu.

Remember: Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

Signature of Subject

I have read (or someone has read to me) the above information. By clicking “Yes” below, I agree to participate in this research.

Do you consent to participate in the survey?

- ☐ Yes
- ☐ No

[page break in online survey]

Are you 18 years or older?

- ☐ Yes
- ☐ No

Are you currently a UIC student?

- ☐ Yes
- ☐ No

APPENDIX B: PILOT MEASURES

Issue Familiarity

INSTRUCTIONS: Please answer the following questions based on your familiarity with issues concerning interpersonal violence.						
1 Strongly Disagree	2 Moderately Disagree	3 Slightly Disagree	4 Neither Agree nor Disagree	5 Slightly Agree	6 Moderately Agree	7 Strongly Agree
1. I am quite knowledgeable about how often dating violence, stalking, and sexual assault occur on college campuses.						
2. When I think about situations involving dating violence, stalking, or sexual assault, I believe I know which situations students would intervene in and which situations they wouldn't.						
3. I have a pretty good idea about which situations are normal for students to look after their friends to make sure they are safe from being sexually assaulted.						
4. I feel I know whether most students would be willing to speak up if someone said something sexist.						

1. Have you ever known someone who has experienced some type of interpersonal violence (dating/domestic violence, sexual harassment, sexual assault, stalking)? **(yes, no, not sure)**
2. Have you ever known someone who has perpetrated some type of interpersonal violence (dating/domestic violence, sexual harassment, sexual assault, stalking)? **(yes, no, not sure)**
3. Do you believe you have ever tried to prevent or stop some type of interpersonal violence (dating/domestic violence, sexual harassment, sexual assault, stalking) from happening to someone else? **(yes, no, not sure)**

Bystander Behaviors

INSTRUCTIONS: We also wish to know your experiences with potentially risky situations. For all items below, please state how often you WITNESSED the following situations in the PAST 3 MONTHS. If you did witness the situation, please state how often you responded to that situation in the manner listed.		
In the PAST 3 MONTHS, how many times did you...	How many of those occasions did you.....	
1. see a female friend/student who looked drunk going to a room with someone else at a party?	Check in with the friend/student	
2. hear someone make a sexist joke?	Express discomfort /concern/disapproval	
3. have information about a rape case at UIC?	Told an RA or other campus authority about information you had	
4. think someone was in an abusive relationship?	Approach them and let them know you were there to help.	
5. see a guy taking a drunk girl back to his room at a party?	Say something/ask what they were doing	
6. see a guy touching a girl at a party/bar/club when the girl seemed like she wanted him to stop?	Intervene	

Note: Participants were only given follow-up prompt if they answered greater than 0 for the situation.

INSTRUCTIONS: We'd also like to ask some information about yourself. This information is totally confidential and will not affect your participation in any way.

DEMOGRAPHICS

1. Gender: Female, Male, Transgender, Genderqueer, Other, Prefer Not to Answer
2. What ethnicity/race do you consider yourself to be? (**Check ALL that apply**)
 - a) Hispanic/ Latino/Spanish origin
 - b) Black/African American
 - c) White
 - d) Asian
 - e) Pacific Islander/ Native Hawaiian
 - f) Native America/Alaskan Native
 - g) Biracial or multiracial
 - h) Other race or origin (Please specify: _____)
 - i) Prefer Not to Answer
3. Do you live on campus? (Yes, No)
4. Do you belong to any student organizations or clubs on campus? (Yes, No)
5. Current student status at UIC? (check one)
 - a) 1st year undergraduate
 - b) 2nd year undergraduate
 - c) 3rd year undergraduate
 - d) 4th year undergraduate
 - e) 5th year (or higher) undergraduate
 - f) graduate student
6. Recognizing that identity is only one part sexuality, how do you define your sexual identity? (**Check one**)
 - a) Gay
 - b) Lesbian
 - c) Bisexual
 - d) Heterosexual/straight
 - e) Questioning/Unsure
 - f) Queer
 - g) Other (Please specify: _____)
 - h) Prefer Not to Answer

Descriptive Norms – UIC Students

INSTRUCTIONS: We are very interested in your opinions of UIC STUDENTS. Please answer the following questions based on what you believe UIC students would do in the following situations.

1. What percentage of UIC students would check in with a female friend who looks drunk when she goes to a room with someone else at a party?
2. What percentage of UIC students would express discomfort/concern/disapproval if a friend made a sexist joke?
3. What percentage of UIC students would tell an RA or other campus authority about information they might have about a rape case even if pressured by their peers to stay silent?
4. What percentage of UIC students would approach a friend they thought was in an abusive

- relationship to let them know they were there to help?
5. What percentage of UIC students would say something to a friend who is taking a drunk girl back to his room at a party?
 6. What percentage of UIC students would intervene if a male friend kept touching a girl at a party/bar/club when the girl seemed like she wanted him to stop.

Injunctive Norms – UIC Students

INSTRUCTIONS: Please answer the extent to which you believe UIC STUDENTS would approve or disapprove of you doing each of these behaviors in the following situations.

1 Strongly Disapprove	2 Moderately Disapprove	3 Slightly Disapprove	4 Neither Approve nor Disapprove	5 Slightly Approve	6 Moderately Approve	7 Strongly Approve
How would the majority of UIC STUDENTS feel about you...						
1. checking in with your female friend who looks drunk when she goes to a room with someone else at a party?						
2. expressing discomfort/concern/disapproval if your friend made a sexist joke?						
3. telling an RA or other campus authority about information you might have about a rape case even if pressured by your peers to stay silent?						
4. approaching your friend you thought was in an abusive relationship to let them know you were there to help?						
5. saying something to your friend who is taking a drunk girl back to his room at a party?						
6. intervening if your male friend kept touching a girl at a party/bar/club when the girl seemed like she wanted him to stop?						

Descriptive Norms – Close Friends

INSTRUCTIONS: We are also very interested in your experiences and perceptions of your CLOSE FRIENDS. Please answer the following questions based on your perceptions of your close friends.

1. What percentage of your close friends would check in with a female friend who looks drunk when she goes to a room with someone else at a party?
2. What percentage of your close friends would express discomfort/concern/disapproval if a friend made a sexist joke?
3. What percentage of your close friends would tell an RA or other campus authority about information they might have about a rape case even if pressured by their peers to stay silent?
4. What percentage of your close friends would approach a friend they thought was in an abusive relationship to let them know they were there to help?
5. What percentage of your close friends would say something to a friend who is taking a drunk girl back to his room at a party?
6. What percentage of your close friends would intervene if a male friend kept touching a girl at a party/bar/club when the girl seemed like she wanted him to stop.

Injunctive Norms – Close Friends

INSTRUCTIONS: Please answer how you think your CLOSE FRIENDS would feel about you doing each of the behaviors listed in the following situations.

My CLOSE FRIENDS think I...

- **Definitely Should Not**
- **Very Probably Should Not**
- **Probably Should Not**
- **Possibly Should**
- **Probably Should**
- **Very Probably Should**
- **Definitely Should**

1. check in with my female friend who looks drunk when she goes to a room with someone else at a party.
2. express discomfort /concern/disapproval if my friend made a sexist joke.
3. tell an RA or other campus authority about information I might have about a rape case even if pressured by my peers to stay silent.
4. approach my friend I thought was in an abusive relationship to let them know I was there to help.
5. say something to my friend who is taking a drunk girl back to his room at a party.
6. intervene if my male friend kept touching a girl at a party/bar/club when the girl seemed like she wanted him to stop.

Outcome Expectations/Decisional Balance

(Adapted from Banyard, Plante, & Moynihan, 2005)

INSTRUCTIONS: Each statement below represents a thought that might occur to a person who is deciding whether or not to help someone who is in trouble. Please indicate how important each of these statements would be to you if you were considering intervening in a situation where you thought someone might be being hurt or was at risk of being hurt. Please answer with the number that best describes how important each statement would be to you if you were deciding whether or not to intervene.

1 Not at all important	2 Slightly Important	3 Moderately Important	4 Very Important	5 Extremely Important
1.	If I intervene regularly, I can prevent someone from being hurt.			
2.	It is important for all community members to play a role in keeping everyone safe.			
3.	Friends will look up to me and admire me if I intervene.			
4.	I will feel like a leader in my community if I intervene.			
5.	I like thinking of myself as someone who helps others when I can.			
6.	My friends think of me as someone who is willing to speak up if I see something wrong.			
7.	Intervening would make my friends angry with me.			
8.	Intervening might cost me friendships.			
9.	I could get physically hurt by intervening.			

choices that increased their risk.
9. If a person is dressed provocatively, or acts provocatively, I am less likely to intervene to prevent others from taking sexual advantage of them.
10. If a person is extremely intoxicated I am less likely to intervene to prevent others from taking sexual advantage of them.
11. If a person is dressed provocatively, or acts provocatively, I feel less responsible for preventing others from taking sexual advantage of them.
12. I am more likely to intervene to prevent sexual assault if I know the potential victim than if I do not.
13. I am more likely to intervene to prevent sexual assault if I know the person that may be at risk for committing sexual assault than if I do not know him.

Intentions to Intervene

INSTRUCTIONS: Please answer the following questions based on HOW YOU INTEND TO ACT THIS SEMESTER at UIC if the situations below occur.

1 Not at all Likely	2 Slightly Likely	3 Moderately Likely	4 Very Likely	5 Extremely Likely
1.	Check in with a female friend who looks drunk when she goes to a room with someone else at a party.			
2.	Check in with a female student that I don't know if she looks drunk and is going to a room with someone else at a party.			
3.	Express discomfort /concern/disapproval if a friend makes a sexist joke.			
4.	Express discomfort /concern/disapproval if a student that I don't know makes a sexist joke.			
5.	Tell an RA or other campus authority about information you might have about a rape involving a friend even if pressured by your peers to stay silent.			
6.	Tell an RA or other campus authority about information you might have about a rape involving a student you don't know even if pressured by your peers to stay silent.			
7.	Please mark 3 for this item.			
8.	Approach a friend I thought was in an abusive relationship to let them know I'm here to help.			
9.	Approach a student that I don't know if I thought they were in an abusive relationship to let them know I'm here to help.			
10.	Say something to a friend who is taking a drunk girl back to his room at a party.			
11.	Say something to a student I don't know who is taking a drunk girl back to his room at a party.			
12.	Intervene if a male friend keeps touching a girl at a party/bar/club when the girl seems like she wanted him to stop.			
13.	Intervene if a male student that I don't know keeps touching a girl at a party/bar/club when the girl seems like she wants him to stop.			

APPENDIX C: END OF PILOT DEBRIEFING

Thank you for taking our survey!

If you would like to enter into a raffle for a chance to win \$10, please follow the link below.

Click to enter the raffle: <http://tinyurl.com/SRStudyRaffle>

Debriefing

If you have any questions or comments, feel free to contact the principal investigator, Mark Relyea at relyea1@uic.edu. I believe that risks associated with participating in this research project are minimal. However, the issues discussed are of a personal nature and you might become upset thinking about them. If you do become upset, here are some resources that may be useful:

Campus Advocacy Network

The Campus Advocacy Network (CAN) is UIC's confidential advocacy center for students, staff and faculty who are victims of sexual assault, domestic violence, stalking, and hate crimes. They outline your options and support whatever options you choose by making phone calls, assisting you with safety planning, coordinating different services and/or accompanying you to appointment or court appearances. CAN also offers trainings on how to be an active bystander and intervene safely and effectively in cases of interpersonal violence.

2nd floor, Roosevelt Road Building,

Parking Lot Entrance (via Halsted St. between Taylor St. & Roosevelt Rd.),

728 W. Roosevelt Rd. Chicago IL 60607

(312) 413-8206

<http://www.uic.edu/depts/owa/advocacy.html>

UIC Counseling Center

The UIC Counseling Center provides free individual and group counseling for students. Their staff is also trained to help survivors heal and cope with the effects of traumatic events.

Student Services Building, Suite 2010, M/C 333

1200 West Harrison Chicago, IL 60607

(312) 996-3490

<http://www.uic.edu/depts/counseling/>

Rape Victim Advocates

Rape Victim Advocates is an Illinois not-for-profit that provides sexual assault survivors with individual and group counseling, legal and medical advocacy, and education and training.

180 North Michigan Ave. - Suite 600

(312) 443-9603

<http://www.rapevictimadvocates.org>

Chicago Rape Crisis Hotline

Free, 24 hour crisis hotline to provide sexual assault survivors and significant others with support, crisis information, and referrals.

1-888-293-2080

Chicago Domestic Violence Hotline,

Free, 24 hour helpline that provides information on safety planning and options for domestic violence counseling, legal, and shelter services.

1-877-863-6338

This research project is about understanding how our beliefs and perceptions of others influence our decisions to intervene in cases of interpersonal violence. The project is important because research has demonstrated situational and social pressures can affect the decisions of whether and how to intervene. The forms you filled out will be used to create better measures of social pressures to intervene. This psychological knowledge is important to help us understand how to encourage people to intervene in a way that is realistic and safe for their situation and friends. There has been no use of deception in this research. If you are interested in learning more about how to intervene to prevent violence and support survivors, contact the Campus Advocacy Network (phone number above) to get information on bystander trainings.

APPENDIX D: MAIN STUDY RECRUITMENT AND CONSENT

The following description of the study will be sent over the UIC Women's Leadership and Resource Center, Campus Advocacy Network, Movement Against Sexual Violence, and UIC Massmail listservs. This information will also be provided to any UIC professors or graduate students who wish to send the information to their students.

Leave box empty - For office use only

Dear UIC Student:

We are seeking participants for a research study on Supporting Friends and Preventing Violence that involves taking an online training and two brief surveys. The study should take about 30 minutes to an hour to complete. The purpose of the study is to assess an online training that will teach you how to recognize interpersonal violence (such as dating violence or sexual assault), support your friends who have experienced violence, and prevent violence. The survey will ask about your perceptions of the training and other students as well as your personal beliefs about intervening in situations involving interpersonal violence.

To participate, you must be a UIC student and 18 years of age or older.

Your participation in this research is totally voluntary and all of your responses will be kept completely confidential.

Participants who complete the training and survey will have the opportunity to be entered into a raffle to win one of two \$75 cash prizes or four \$25 cash prizes. The odds of winning a prize are approximately 1 in 74.67.

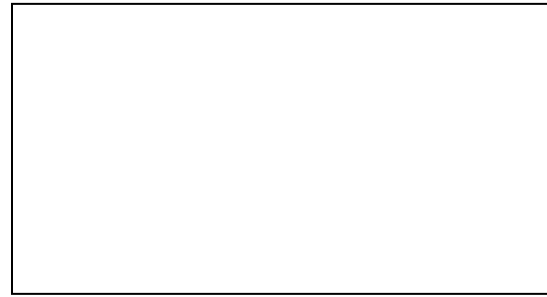
If you want to learn more about this study or participate, please click the link below. Note, the training must be completed on a laptop or desktop computer as it cannot be completed on a mobile device.

<http://tinyurl.com/UICbystanderstudy>

Please feel free to call or write us with any questions that come up. Thank you again for your interest in our study!

Mark

Mark Relyea
Department of Psychology (M/C 285)
University of Illinois at Chicago
1007 West Harrison St.
Chicago, IL 60607-7137
Email: relyea1@uic.edu



Thank you for your interest in our study on Supporting Friends and Preventing Violence. Please read the following statement before you proceed.

Why am I being asked?

You are being asked to participate in a research study that involves taking two surveys and an online training that teaches students how to support their friends and intervene in cases of interpersonal violence. Interpersonal violence includes dating/domestic violence, sexual harassment, stalking, and sexual assault. We ask that you read this form before you agree to participate in this research.

You are only eligible to participate if you are a UIC student and are 18 or older. On the following pages, we ask you to confirm your age and student status.

Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

What is the purpose of this research?

This study is designed to assess an online training that teaches students how to support their friends and intervene in cases of interpersonal violence.

What procedures are involved?

If you agree to be in this research, we may ask you to do the following things:

- Take a brief 5 minute survey, followed by a 15-30 minutes online training, followed by a 15 minute survey.
- The training will provide information on interpersonal violence, skills and strategies for intervening and supporting your friends, and resources on how to get help or report interpersonal violence at UIC.
- Fill out self-report measures concerning your perceptions of other students and your beliefs about intervening in a variety of social situations that could involve interpersonal violence.
- Fill out potentially sensitive questions, such as questions about sexual identity.
- Provide basic demographic information.
- Participants who complete the training and surveys will have the opportunity to be entered into a raffle to win one of two \$75 cash prizes (odds of winning 1 in 224) or one of four \$25 cash prizes (odds of winning 1 in 112). The odds of winning any prize are approximately 1 in 74.67. In order to participate in the raffle, participants will have to provide their names and UIC email.

- Participants will also have the opportunity to provide their name and email address if they wish to receive an email with additional resources for interpersonal violence or if they wish to sign up for listservs for UIC organizations that deal with violence. You do not have to sign up for listservs or provide your email to participate in the study. If you decide to provide your email, your name and email will in no way be associated with the information you provide in your survey.

Your participation in the study will take 30 minutes to an hour. Approximately 1000 people may be involved in this research.

What are the potential risks and discomforts?

Although breaches of privacy/confidentiality are possible, participating in this study involves no risks greater than you are likely to experience in your everyday life. However, the issues we will discuss will be of a personal nature and you might become upset thinking about them. If you do become upset, we have included a list of resources to assist you at the end of the survey. All of your responses in this study will be completely confidential.

Are there any benefits to taking part in the research?

The training will provide you with information on how to support your friends who have experienced interpersonal violence, provide options for intervening to prevent violence, and give you information on local resources for those that have experienced violence. There are no other direct benefits. However, by taking part in this research, you will have contributed knowledge that may be used to improve a training to teach other UIC students how to intervene in cases of interpersonal violence.

What about privacy and confidentiality?

Online privacy can never be fully guaranteed, but your privacy and confidentiality will be protected to the extent that it is technologically possible. This includes using Qualtrics and UIC secure servers, encryption software (SSL), and password-protected data. All materials associated with the experiment are confidential, and will be used only for the purposes of this research. Your IP address will not be collected or tracked. Data will be stored on the principal investigator's secure password-protected computer and the principal investigator will be the only person with access to this data. The data will also be coded without identifying information. Materials and data files will be destroyed upon completion of the study and once the requirements of the American Psychological Association for maintaining original data have been satisfied. Although we cannot provide you with a specific date that the data will be destroyed, we anticipate keeping the data for approximately 5-7 years. If you choose to enter the raffle or provide your email for a listserv or resources, you will follow a link to provide your name and email address. Names and emails will be kept confidential and in no way associated with your survey. Students who provide an email for a listserv will have their email sent to the UIC Campus Advocacy Network or UIC Movement Against Sexual Violence as requested. Once the raffle prizes are randomly selected, the winners have received their prizes, an email has been sent to those who request resources, and emails have been sent to the above UIC organization listservs as requested, all names and email addresses will be deleted.

What are the costs for participating in this research?

There are no costs to you for participating in this research. The survey takes 30 minutes to an hour to complete.

Will I be reimbursed for any of my experience or paid for my participation in this research?

Participants who complete the survey will have the opportunity to be entered into a raffle to win one of two \$75 cash prizes (odds of winning 1 in 224) or one of four \$25 cash prizes (odds of winning 1 in 112). The odds of winning any prize are approximately 1 in 74.67. In order to participate in the raffle, participants will have to provide their names and UIC email.

Can I withdraw or be removed from the study?

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. After completing the study, you will not be able to request the removal of your survey responses from the data set, since no identifying information linked to your individual survey responses for removal.

Who should I contact if I have questions?

The researcher conducting this study is Mark Relyea, M.A. If you have any questions, you may contact the principal researcher at relyea1@uic.edu or you may contact the faculty advisor Stephanie Riger, Ph.D. at sriger@uic.edu.

What are my rights as a research subject?

If you have any questions about your rights as a research subject, you may call the Office for Protection of Research Subjects at (312) 996-1711, or you may email the Institutional Review Board (IRB) at uicirb@uic.edu.

Remember: Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University. If you decide to participate, you are free to withdraw at any time without affecting that relationship.

Signature of Subject

I have read (or someone has read to me) the above information. By clicking “Yes” below, I agree to participate in this research.

Do you consent to participate in the survey?

- ☐ Yes
☐ No

[page break in online survey]

Are you 18 years or older?

- ☐ Yes

☐ No

Are you currently a UIC student?

☐ Yes

☐ No

APPENDIX E: MAIN STUDY MEASURES

Pretest Measures

Issue Familiarity

INSTRUCTIONS: Please answer the following questions based on your familiarity with issues concerning interpersonal violence.

1 Strongly Disagree	2 Moderately Disagree	3 Slightly Disagree	4 Neither Agree nor Disagree	5 Slightly Agree	6 Moderately Agree	7 Strongly Agree
5. I am quite knowledgeable about how often dating violence, stalking, and sexual assault occur on college campuses.						
6. When I think about situations involving dating violence, stalking, or sexual assault, I believe I know which situations students would intervene in and which situations they wouldn't.						
7. I have a pretty good idea about which situations are normal for students to look after their friends to make sure they are safe from being sexually assaulted.						
8. I feel I know whether most students would be willing to speak up if someone said something sexist.						

4. Have you ever known someone who has experienced some type of interpersonal violence (dating/domestic violence, sexual harassment, sexual assault, stalking)? **(yes, no, not sure)**
5. Have you ever known someone who has perpetrated some type of interpersonal violence (dating/domestic violence, sexual harassment, sexual assault, stalking)? **(yes, no, not sure)**
6. Do you believe you have ever tried to prevent or stop some type of interpersonal violence (dating/domestic violence, sexual harassment, sexual assault, stalking) from happening to someone else? **(yes, no, not sure)**

Bystander Behaviors

INSTRUCTIONS: We also wish to know your experiences with potentially risky situations. For all items below, please state how often you WITNESSED the following situations in the PAST 3 MONTHS. If you did witness the situation, please state how often you responded to that situation in the manner listed.

In the PAST 3 MONTHS, how many times did you...		How many of those occasions did you.....	
7. see a friend/student who looked drunk when she was going to a room with someone else at a party?		Check in with the friend/student	
8. hear someone make a sexist joke?		Express discomfort /concern/disapproval	
9. have information about a rape case at UIC?		Told an RA or other campus authority about information you had	
10. think someone was in an abusive relationship?		Approach them and let them know you were there to help.	
11. see a guy taking a drunk girl back to his room at a party?		Say something/ask what they were doing	
12. see a guy touching a girl at a party/bar/club when the girl seemed like she wanted him to stop?		Intervene	
13. talk with my friends about sexual assault and intimate partner abuse as issues for our community?		(NO FOLLOW-UP)	

Note: Participants will only be given follow-up prompt if they answer greater than 0 for the situation.

INSTRUCTIONS: We'd also like to ask some information about yourself. This information is totally confidential and will not affect your participation in any way.

DEMOGRAPHICS

7. What is your age?
8. What is your current gender identity? (Please **check ALL that apply**) Woman or female identified, Man or male identified, Transgender, Genderqueer, A gender not listed here(Please specify: _____), Prefer Not to Answer
9. How do you describe your ethnicity/race? (Please **check ALL that apply**)

- a) Hispanic/Latino/Spanish origin
 - b) Black/African American
 - c) White/Caucasian
 - d) Asian/Asian American
 - e) Pacific Islander/ Native Hawaiian
 - f) Native America/Alaskan Native
 - g) Biracial or multiracial
 - h) A race or ethnicity not listed here (Please specify: _____)
 - i) Prefer Not to Answer
10. Do you live on campus? (Yes, No)
11. Do you belong to any student organizations or clubs on campus? (Yes, No)
12. Current student status at UIC? (check one)
- a) 1st year undergraduate
 - b) 2nd year undergraduate
 - c) 3rd year undergraduate
 - d) 4th year undergraduate
 - e) 5th year (or higher) undergraduate
 - f) graduate student
 - g) professional (e.g. law, medicine, veterinary, dentistry)
13. What is your sexual orientation? (Please **check all that apply**)
- a) Gay
 - b) Lesbian
 - c) Bisexual
 - d) Heterosexual/straight
 - e) Questioning/Unsure
 - f) Queer
 - g) A sexual orientation not listed here (Please specify: _____)
 - h) Prefer Not to Answer

Measures During Training

SKIP QUESTION 1:

This training has three parts:

PART 1. Identifying interpersonal violence

PART 2. Overcoming our fears and barriers to intervening

PART 3. Learning how to intervene: The Four D's

Everyone has different levels of experience with this topic, so we want you to decide how this training can be most useful for you. If you want to learn how to identify violence, continue. If you feel you already know how to identify sexual misconduct, sexual assault, dating violence, stalking, and harassment, take the quiz and decide if you want to skip to Part II.

- Continue to Part 1: Identifying interpersonal violence
- I think I can recognize the different forms of violence. Take me to the Quiz.

QUIZ ON INTERPERSONAL VIOLENCE

Please answer the questions below. This quiz will assess your ability to recognize and define different types of violence.

Quiz question 1 of 9

At UIC, sexual misconduct is strictly prohibited. The term “sexual misconduct” refers to (check all that apply)

1. Sexual assault
2. Domestic/Dating violence
3. Stalking
4. Sexual harassment

Quiz question 2 of 9

The following questions present two scenarios regarding sexual activity and ask your perception of whether it would be sexual assault.

Having sex with a person who is sleeping.

- a. This could be considered sexual assault
- b. This would not be considered sexual assault

Quiz question 3 of 9

While your friend is having sex with their date, the date changes their mind and asks to stop. Your friend does not listen and continues until your friend wants to stop.

- a. This could be considered sexual assault
- b. This would not be considered sexual assault

Quiz question 4 of 9

Below is a list of relationship behaviors. While you might see all as unhealthy, please select the five ones you believe are possible signs of abuse: (check all that apply)

- Dishonesty
- Threatening to tell partner's secrets to others
- Flirting with others
- Arguing a lot
- Demanding to know where a partner is at all times
- Being disrespectful
- Often putting a partner down
- Not letting a partner see their friends
- Lack of communication
- Destroying or throwing the person's things

Quiz question 5 of 9

What is the most correct definition of dating violence? (pick one)

- a. Dating violence is physical violence in a relationship.
- b. Dating violence is a pattern of physical violence in a relationship
- c. Dating violence is a pattern of abusive behaviors in a relationship that can include physical, emotional, or sexual abuse as well as harassment, threats, or intimidation.
- d. Dating violence is abusive behavior in a relationship that can include physical, emotional, or sexual abuse as well as harassment, threats, or intimidation.

Quiz question 6 of 9

Read the scenario below and decide if you think Angel's behaviors would be stalking. Angel develops a crush on Chris and wants to get Chris's attention. Over the week, Angel leaves anonymous gifts at Chris's dorm room door and anonymous personal notes in Chris's mailbox. Chris feels uncomfortable and a little scared, so Chris leaves a message outside asking whomever it is to stop. The next day, Chris receives another note saying, "Guess who it is first!" Chris responds with a message, saying, "No. Stop." Angel thinks Chris will be happy once Chris knows it is Angel and leaves another note that says, "Just flirting with you! I guess I have to leave you more clues who it is!"

Which statement is most true:

- a. Angel's notes may worry Chris but are not stalking because Angel is just trying to harmlessly flirt and get Chris's attention.
- b. Angel's notes would be stalking because Angel keeps leaving them after Chris said stop.

Quiz question 7 of 9

In order for a repeated unwanted behavior to be stalking, what is the minimum amount of times it needs to happen?

- a. 4
- b. 2
- c. 6
- d. 10

Quiz question 8 of 9

Which of the following behaviors could be considered sexual harassment on campus?

- a. Whistling at someone's appearance while they are walking to class
- b. Making unwanted comments on someone's appearance while they are walking to the gym
- c. Flirting with someone you know outside of class
- d. A student organization publicly rating the physical appearances of new recruits to decide if they could be members

Quiz question 9 of 9

A student is working on campus and their boss keeps flirting with them even though the student has said to stop. The boss jokes that the student better treat them nicely because they are the boss.

- a. This would not be sexual harassment. The boss was just flirting and joking.
- b. This could be sexual harassment.

(If they get 9/9)

You got a 100%!

Great job on identifying all the different kinds of interpersonal violence! With knowledge like that, you can be a great ally in helping to respond to violence on campus!

- Continue

(If they get less than 9/9)

You got less than 100%. You may need to review some of the slides on how to identify interpersonal violence, but the choice is yours. You can decide below if you wish to go back and review definitions or skip ahead to Part II: Overcoming barriers and fears about intervening.

Whether or not you decide to review the definitions, you will not have to take the quiz again

- I wish to go back and review definitions.
- I wish to continue ahead to Part II: Overcoming barriers and fears to intervening.

SKIP QUESTION 2:

Now that you've learned how to recognize interpersonal violence that occurs around you, it is time to face our fears about intervening and learn ways to overcome the barriers that might hold you back from acting.

Since we all have some barriers that keep us from acting, we strongly suggest everyone learns about barriers and how to help overcome them. Yet, we know that some of you commit yourselves daily to social justice issues and may not feel you have many barriers or fears. We want this training to be most useful to you, so please select the statement that works for you:

- I am ready to learn about barriers I might face to intervening and how to overcome them. Continue to Part II: Overcoming Fears and Barriers to Intervening
- I don't think I have barriers or fears about intervening in cases of interpersonal violence. Take me to the Bystander Pledge for Intervening.

BYSTANDER PLEDGE

Despite whatever fears you feel, the first step is making a commitment to intervene. Read through the pledge below and decide if you want to help intervene.

I agree that as a bystander to interpersonal violence (check all that you agree to)

- 1) Preventing and responding to interpersonal violence (sexual assault, dating violence, stalking, and sexual harassment) is the responsibility of all members of a community, including me.
- 2) Others could suffer from interpersonal violence if I and others stay silent and do not intervene.
- 3) There are things I can do to help others and prevent violence
- 4) I will try to pay attention to my surroundings in case interpersonal violence is occurring.
- 5) I accept responsibility for acting if I learn about interpersonal violence.
- 6) I will help speak up against sexual and relationship violence on campus
- 7) I will try to support my friends and others who have gone through violence
- 8) I will continue to educate myself about interpersonal violence and how to intervene

BYSTANDER INTERVENTION PREFERENCE

What's Your D?

While each situation is different, knowing ahead of time what we are most comfortable doing can let us act faster.

In general, what role do you most comfortable using in cases of interpersonal violence?

- a. The Direct approach – I prefer to speak up when I see something wrong in the moment
- b. Distraction – I like intervening in a way that helps but I know won't escalate the situation.
- c. Delegating – Strength in numbers always seemed smart to me. I'd rather get some friends, get their friends, or find someone with the power to do something.
- d. Delayed response – I am definitely the most comfortable being there for my friends and supporting them no matter what is going on.

Posttest Measures Descriptive Norms – UIC Students

INSTRUCTIONS: We are very interested in your opinions of UIC STUDENTS. Please answer the following questions based on what you believe UIC students would do in the following situations.

7. What percentage of UIC students would check in with a friend who looks drunk when she goes to a room with someone else at a party?
8. What percentage of UIC students would express discomfort/concern/disapproval if a friend made a sexist joke?
9. What percentage of UIC students would tell an RA or other campus authority about information they might have about a rape case even if pressured by their peers to stay silent?
10. What percentage of UIC students would approach a friend they thought was in an abusive relationship to let them know they were there to help?
11. What percentage of UIC students would say something to a friend who is taking a drunk girl back to his room at a party?-
12. What percentage of UIC students would intervene if a male friend kept touching a girl at a party/bar/club when the girl seemed like she wanted him to stop.
13. What percentage of UIC students would talk with their friends about sexual assault and intimate partner abuse as issues for our community?

Injunctive Norms – UIC Students

INSTRUCTIONS: Please answer the extent to which you believe UIC STUDENTS would approve or disapprove of you doing each of these behaviors in the following situations.

1 Strongly Disapprove	2 Moderately Disapprove	3 Slightly Disapprove	4 Neither Approve nor Disapprove	5 Slightly Approve	6 Moderately Approve	7 Strongly Approve
How would the majority of UIC STUDENTS feel about you...						
7.	checking in with your friend who looks drunk when she goes to a room with someone else at a party?					
8.	expressing discomfort/concern/disapproval if your friend made a sexist joke?					
9.	telling an RA or other campus authority about information you might have about a rape case even if pressured by your peers to stay silent?					
10.	approaching your friend you thought was in an abusive relationship to let them know you were there to help?					
11.	Please mark “neither approve nor disapprove” for this item.					
12.	saying something to your friend who is taking a drunk girl back to his room at a party?					
13.	intervening if your male friend kept touching a girl at a party/bar/club when the girl					

- seemed like she wanted him to stop?
14. talking with your friends about sexual assault and intimate partner abuse as issues for our community?

Descriptive Norms – Close Friends

INSTRUCTIONS: We are also very interested in your experiences and perceptions of your CLOSE FRIENDS. Please answer the following questions based on your perceptions of your close friends.

7. What percentage of your close friends would check in with a friend who looks drunk when she goes to a room with someone else at a party?
8. What percentage of your close friends would express discomfort/concern/disapproval if a friend made a sexist joke?
9. What percentage of your close friends would tell an RA or other campus authority about information they might have about a rape case even if pressured by their peers to stay silent?
10. What percentage of your close friends would approach a friend they thought was in an abusive relationship to let them know they were there to help?
11. What percentage of your close friends would say something to a friend who is taking a drunk girl back to his room at a party?
12. What percentage of your close friends would intervene if a male friend kept touching a girl at a party/bar/club when the girl seemed like she wanted him to stop.
13. What percentage of your close friends would talk with their friends about sexual assault and intimate partner abuse as issues for our community?

Injunctive Norms – Close Friends

INSTRUCTIONS: Please answer how you think your CLOSE FRIENDS would feel about you doing each of the behaviors listed in the following situations.

My CLOSE FRIENDS think I....

- **Definitely Should Not**
 - **Very Probably Should Not**
 - **Probably Should Not**
 - **Possibly Should**
 - **Probably Should**
 - **Very Probably Should**
 - **Definitely Should**
7. check in with my friend who looks drunk when she goes to a room with someone else at a party.
 8. express discomfort /concern/disapproval if my friend made a sexist joke.
 9. tell an RA or other campus authority about information I might have about a rape case even if pressured by my peers to stay silent.
 10. approach my friend I thought was in an abusive relationship to let them know I was

	there to help.
11.	say something to my friend who is taking a drunk girl back to his room at a party.
12.	intervene if my male friend kept touching a girl at a party/bar/club when the girl seemed like she wanted him to stop.
13.	talk with my friends about sexual assault and intimate partner abuse as issues for our community.

Outcome Expectations/Decisional Balance

(Adapted from Banyard, Plante, & Moynihan, 2005)

INSTRUCTIONS: Each statement below represents a thought that might occur to a person who is deciding whether or not to help someone who is in trouble. Please indicate how important each of these statements would be to you if you were considering intervening in a situation where you thought someone might be being hurt or was at risk of being hurt. Please answer with the number that best describes how important each statement would be to you if you were deciding whether or not to intervene.

1 Not at all important	2 Slightly Important	3 Moderately Important	4 Very Important	5 Extremely Important
13. If I intervene regularly, I can prevent someone from being hurt.				
14. It is important for all community members to play a role in keeping everyone safe.				
15. Friends will look up to me and admire me if I intervene.				
16. I will feel like a leader in my community if I intervene.				
17. I like thinking of myself as someone who helps others when I can.				
18. My friends think of me as someone who is willing to speak up if I see something wrong.				
19. Intervening would make my friends angry with me.				
20. Intervening might cost me friendships.				
21. I could get physically hurt by intervening.				
22. I could make the wrong decision and intervene when nothing was wrong and feel embarrassed				
23. People might think I'm too sensitive and am overreacting to the situation.				
24. I could get in trouble by making the wrong decision about how to intervene				

INSTRUCTIONS: For each of the following statements below, please answer to what extent you agree with the statement.

INSTRUCTIONS: For each of the following statements below please answer to what extent you agree with the statement.

1 Strongly Disagree	2 Moderately Disagree	3 Slightly Disagree	4 Not Sure	5 Slightly Agree	6 Moderately Agree	7 Strongly Agree
14. Even if I thought it was my responsibility to intervene to prevent sexual assault, I am not sure I would know how to intervene.						
15. Although I would like to intervene when a guy's sexual conduct is questionable, I am not sure I would know what to say or do.						
16. I am hesitant to intervene when a man's sexual conduct is questionable because I am not sure other people would support me.						
17. Even if I thought it was my responsibility to intervene to prevent a sexual assault, I might not out of a concern I would look foolish.						
18. Even if I thought someone was at risk for being sexually assaulted, I would probably leave it up to others to intervene.						
19. If I saw someone I didn't know was at risk for being sexually assaulted, I would leave it up to his/her friends to intervene.						
20. I am less likely to intervene to reduce a person's risk of sexual assault if I think she/he made choices that increased their risk.						
21. If a person is dressed provocatively, or acts provocatively, I am less likely to intervene to prevent others from taking sexual advantage of them.						
22. If a person is extremely intoxicated I am less likely to intervene to prevent others from taking sexual advantage of them.						
23. If a person is dressed provocatively, or acts provocatively, I feel less responsible for						

preventing others from taking sexual advantage of them.
24. I am more likely to intervene to prevent sexual assault if I know the potential victim than if I do not.
25. I am more likely to intervene to prevent sexual assault if I know the person that may be at risk for committing sexual assault than if I do not know him.

Intentions to Intervene

INSTRUCTIONS: Please answer the following questions based on HOW YOU INTEND TO ACT THIS SEMESTER at UIC if the situations below occur.

1 Not at all Likely	2 Slightly Likely	3 Moderately Likely	4 Very Likely	5 Extremely Likely
14. Check in with a friend who looks drunk when she goes to a room with someone else at a party.				
15. Check in with a student that I don't know who looks drunk when she goes to a room with someone else at a party.				
16. Express discomfort /concern/disapproval if a friend makes a sexist joke.				
17. Express discomfort /concern/disapproval if a student that I don't know makes a sexist joke.				
18. Tell an RA or other campus authority about information you might have about a rape involving a friend even if pressured by your peers to stay silent.				
19. Tell an RA or other campus authority about information you might have about a rape involving a student I don't know even if pressured by your peers to stay silent.				
20. Please mark "moderately likely" for this item.				
21. Approach a friend I thought was in an abusive relationship to let them know I'm here to help.				
22. Approach a student that I don't know if I thought they were in an abusive relationship to let them know I'm here to help.				
23. Say something to a friend who is taking a drunk girl back to his room at a party.				
24. Say something to a student I don't know who is taking a drunk girl back to his room at a party.				
25. Intervene if a male friend keeps touching a girl at a party/bar/club when the girl seems like she wants him to stop.				
26. Intervene if a male student that I don't know keeps touching a girl at a party/bar/club when the girl seems like she wants him to stop.				
27. Talk with my friends about sexual assault and intimate partner abuse as issues for our community.				
28. Talk with people I don't know about sexual assault and intimate partner abuse as issues for our community				

Information Processing Scales

INSTRUCTIONS: Please answer to what extent you agree or disagree with each of the following statements.

1 Strongly Disagree	2 Moderately Disagree	3 Slightly Disagree	4 Neither Agree nor Disagree	5 Slightly Agree	6 Moderately Agree	7 Strongly Agree
1. The training was well designed.						
2. The information on the training was easy to understand.						
3. The training topic, interpersonal violence, is important me.						
4. The training topic, knowing how to support and help others, is important to me.						
5. The information given was relevant to situations I may encounter on campus.						
6. The information given was relevant to situations I may encounter with my friends.						
7. While viewing the training, I felt motivated to keep reading.						
8. While viewing the training, I felt motivated to think about the information presented.						

Notes: Peripheral route processing (items 1, 2); Central route processing (items 3-8)

Behavioral Questions

INSTRUCTIONS: If you want to be more involved with the campus advocacy network and preventing interpersonal violence on campus, please select from the following. Please select any of the following that you wish to (if you answer “yes”, this information will be confirmed when you follow the link below so you will be able to submit your email address in a separate confidential area not connected to your survey)

1. I do not wish to join any social events, organizations, or email lists at this time
2. Sign me up to...
 - a. Receive notifications on social events or contests only
 - b. Sign me up to receive notifications on how to sign up for self-defense classes
 - c. Sign me up for information how to sign up on trainings for bystander intervention or learning how to support others
 - d. Send me links to websites where to learn more about how to recognize signs of violence interpersonal, how to intervene, or how to support others experiencing violence.
 - e. Send me lists of resources for survivors of violence
 - f. Add me to the UIC Movement Against Sexual Violence listserv
 - g. Add me to the UIC Campus Advocacy Network (CAN) listserv

Is there anything else you would like to tell us about the training, the survey, or your thoughts on intervening in cases of interpersonal violence? If so, please use this space for that purpose. Any comments you think might help us in future efforts to understand what students would need to know to help prevent interpersonal violence would be appreciated.

APPENDIX F: END OF SURVEY DEBRIEFING AND EMAIL

Thank you for taking our survey!

Please follow the link below if you would like to sign up to receive more resources or if you would like to be entered into a raffle.

Click to enter the raffle or sign up to receive more resources: (LINK TO QUALTRICS RAFFLE PAGE WILL BE INSERTED HERE)

Debriefing

If you have any questions or comments, feel free to contact the principal investigator, Mark Relyea at relyea1@uic.edu. I believe that risks associated with participating in this research project are minimal. However, the issues discussed are of a personal nature and you might become upset thinking about them. If you do become upset, here are some resources that may be useful:

Campus Advocacy Network

The Campus Advocacy Network (CAN) is UIC's confidential advocacy center for students, staff and faculty who are victims of sexual assault, domestic violence, stalking, and hate crimes. They outline your options and support whatever options you choose by making phone calls, assisting you with safety planning, coordinating different services and/or accompanying you to appointment or court appearances. CAN also offers trainings on how to be an active bystander and intervene safely and effectively in cases of interpersonal violence.

2nd floor, Roosevelt Road Building,

Parking Lot Entrance (via Halsted St. between Taylor St. & Roosevelt Rd.),

728 W. Roosevelt Rd. Chicago IL 60607

(312) 413-8206

<http://can.uic.edu/>

UIC Counseling Center

The UIC Counseling Center provides free individual and group counseling for students. Their staff is also trained to help survivors heal and cope with the effects of traumatic events.

Student Services Building, Suite 2010, M/C 333

1200 West Harrison Chicago, IL 60607

(312) 996-3490

<http://www.uic.edu/depts/counseling/>

Rape Victim Advocates

Rape Victim Advocates is an Illinois not-for-profit that provides sexual assault survivors with individual and group counseling, legal and medical advocacy, and education and training.

180 North Michigan Ave. - Suite 600

(312) 443-9603

<http://www.rapevictimadvocates.org>

Chicago Rape Crisis Hotline

Free, 24 hour crisis hotline to provide sexual assault survivors and significant others with support, crisis information, and referrals.

1-888-293-2080

Chicago Domestic Violence Hotline,

Free, 24 hour helpline that provides information on safety planning and options for domestic violence counseling, legal, and shelter services.

1-877-863-6338

This research project is about assessing the effectiveness of an online training and assessing how our beliefs and perceptions of others influence our decisions to intervene in cases of interpersonal violence. The project is important because research has demonstrated situational and social pressures can affect the decisions of whether and how to intervene. This psychological knowledge is important to help us understand how to encourage people to intervene in a way that is realistic and safe for their situation and friends. There has been no use of deception in this research. If you are interested in learning more about how to intervene to prevent violence and support survivors, contact the Campus Advocacy Network (phone number above) to get information on bystander trainings.

To enter you into the raffle or sign you up to receive information or resources, please answer the two questions below and provide your name and email. Your name and email will be **in no way associated with your survey.** If you do not wish to enter into the raffle or sign up for additional information or resources, you may close this tab/window.

1. Raffle

- a. I wish to be entered into a raffle for a chance to win one of two \$75 cash prizes (odds of winning 1 in 224) or one of four \$25 cash prizes (odds of winning 1 in 112).
- b. I do not wish to be entered into the raffle.

2. Additional Information and Resources

To confirm your choice of whether to sign up for more information or mailing lists, please select your choices below.

- a. I do not wish to join any social events, organizations, or email lists at this time
- b. Sign me up to...
 - Receive notifications on social events or contests only
 - Sign me up to receive notifications on how to sign up for self-defense classes
 - Sign me up for information how to sign up on trainings for bystander intervention or learning how to support others
 - Send me links to websites where to learn more about how to recognize signs of violence interpersonal, how to intervene, or how to support others experiencing violence.
 - Send me lists of resources for survivors of violence
 - Add me to the UIC Movement Against Sexual Violence listserv (If you select this, your email and name will be forward to the UIC Movement Against Sexual Violence coordinator at the Campus Advocacy Network to add you to the listserv).
 - Add me to the UIC Campus Advocacy Network (CAN) listserv (If you select this, your email and name will be forward to Campus Advocacy Network to add you to the listserv).

Name:

UIC Email Address:

Leave box empty - For office use only

The following information will be sent to students who request notifications or information on resources for self-defense classes, bystander intervention, or information on interpersonal violence. All emails to students will be bcc'd to keep emails anonymous.

Dear student,

You are being sent this email because you recently asked for information regarding information on self defense classes, bystander intervention, and/or information on interpersonal violence. A list of resources is below. If you are having trouble accessing the links or have additional questions, please contact Mark Relyea at relyea1@uic.edu.

RESOURCES

Sign up for Self-Defense Classes:

[UIC Campus Recreation Center](#) has general and women's self-defense classes.

Sign up for Bystander Trainings:

[UIC's Campus Advocacy Network](#) runs trainings on bystander intervention for student organizations and also runs periodic trainings through the year. If you are interested in scheduling a training for your student organization or wish to learn about upcoming trainings, contact the Campus Advocacy Network.

Websites on Interpersonal Violence and Bystander Intervention:

[UIC's Sexual Misconduct Page](#) has information on bystander intervention and local resources for survivors.

[Illinois Coalition Against Sexual Violence](#) offers a variety of information about sexual assault, sexual harassment, and cyberstalking as well as how to support survivors.

[Scarleteen](#) has resources for identifying dealing with sexual and interpersonal violence.

[MIT's Active Bystander Program](#) provides information and interactive scenarios for dealing with interpersonal violence.

The [Step UP! Program](#) provides information on how to be an active bystander in a variety of situations involving academics, mental health, addiction, and interpersonal violence.

APPENDIX G: TEXT OF TRAINING

[ITEMS IN BOLD AND BRACKETS ARE EXPLANATORY AND DO NOT APPEAR IN TRAINING]

[The training consists of:

INTRODUCTION

PART I

The Interpersonal Violence Quiz

Optional Review of Part I

PART II

Bystander Pledge for Intervening

PART III

Information for all conditions

Normative Feedback for Feedback and Combined Conditions

Injunctive Messages for Messages and Combined Conditions]

INTRODUCTION

Int1 Supporting Friends and Preventing Violence: Be an Ally

meta Browser Meta Info

Browser (1)

Version (2)

Operating System (3)

Screen Resolution (4)

Flash Version (5)

Java Support (6)

User Agent (7)

Int2 Welcome to the UIC Student Ally training. At UIC, we have an important goal: **ENDING SEXUAL AND RELATIONSHIP VIOLENCE AT UIC**. If you share that goal, together we can make it a reality. According to the Center for Disease Control, 1 in 3 women and 1 in 4 men report interpersonal violence (physical violence, rape, or stalking) by an intimate partner in their lifetime. That means we likely all will know people who experience violence. When our loved ones and friends are affected by violence, we need to know how to support them. But we can also start even earlier by preventing violence before it happens. How? That's what this training is about, teaching you how to support your friends and prevent interpersonal violence. "At UIC, we have an important goal: Ending sexual and relationship violence at UIC."

Int3 Before we begin: The topic of interpersonal violence can sometimes trigger unpleasant memories or associations for people. If you feel upset at any time and wish to talk with someone, please follow the link at the bottom for resources.

Int4 This training will give you resources on how to respond to interpersonal violence: Where to get help or report; how to support a friend who has been sexually assaulted; and how to help prevent violence from happening to others.

Inf5 Learning to be an Active Bystander

Int6 A bystander is anyone with knowledge of a situation and the power to do something about it. That makes us all bystanders for interpersonal violence. We see harassment. We hear others say sexist, racist, or homophobic comments. We see friends in unhealthy relationships. And our friends who have been sexually assaulted or faced dating violence are more likely to tell us than to report it to the school or police. The question is whether we will act when we see something wrong. "We are all bystanders for interpersonal violence... The question is whether we will act when we see something wrong."

Int7 Being an active bystander is not a new idea. We all have had times where we helped our friends and others. But we also have all had times where we didn't act when we wish we had. Why is that? How can we make sure to always speak up and help others we care about?

Int8

Int9 This training has three parts: PART 1. Identifying interpersonal violence PART 2. Overcoming our fears and barriers to intervening PART 3. Learning how to intervene: The Four D's Everyone has different levels of experience with this topic, so we want you to decide how this training can be most useful for you. If you want to learn how to identify violence, continue. If you feel you already know how to identify sexual misconduct, sexual assault, dating violence, stalking, and harassment, take the quiz and decide if you want to skip to Part II.

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☐ Continue to Part 1: Identifying interpersonal violence (0)

☐ I think I can recognize the different forms of violence. Take me to the Quiz. (1)

If I think I can recognize the... Is Selected, Then Skip To QUIZ FOR PART I: INTERPERSONAL VIOLEN...

Pt1.10 PART I: Identifying interpersonal violence affecting our friends and campus

Pt1.11 Let's start off with some definitions to make sure we know how to recognize interpersonal violence happening to us and our friends.

Pt1.12 At UIC, sexual misconduct is unwanted conduct of a sexual or violent nature that is committed without valid consent. Sexual misconduct may occur between people of any genders or sexualities.

Pt1.13 UIC explicitly prohibits all forms of sexual misconduct, including sexual assault, sexual harassment, dating/ domestic violence, and stalking. We will go through each of these types of violence and learn how to recognize them.

Pt1.14 Sexual Assault is any form of non-consensual sexual activity. This can range from unwanted sexual contact to rape, including sex with minors or with anyone who is unable to give consent. It is very important to remember that the initiator of sexual activity is always responsible for obtaining consent. So, someone will be found responsible for sexual misconduct at UIC if they knew or should have known that the other person did not consent or could not consent (e.g., were incapacitated, unconscious, or asleep). "the initiator of sexual activity is always responsible for obtaining consent."

Pt1.15 Most students know that using threats, force, or drugging someone to obtain sex are considered sexual assault. The following pages will give more examples of things that you may not have known could be considered sexual assault.

Pt1.16 Initiating sex with a person who is drunk and passing out from alcohol is sexual assault whether the person initiating sex is sober or drunk.

Pt1.17 Explanation: In the case of alcohol, students sometimes question how something can be sexual assault if both people were drunk. The key here is who initiated sexual activity. If a student says: "They accused me of sexual assault, but I was drunk too!" Here is one way you can respond: "The person who initiates sex is responsible for making sure they have consent. Even if you are drunk, it is still sexual assault if you initiate sex with someone who is passing out

or blacking out from alcohol. Someone can't give consent if they are passing out or blacking out, and sex without consent is sexual assault." "Someone can't give consent if they are passing out or blacking out, and sex without consent is sexual assault."

Pt1.18 Another example of sexual assault: Your friend tells you that they and their date agreed to make-out, but not have sex. After making-out for a while, your friend decided to initiate sex to see how it went. When your friend did this, their date laid still and didn't say anything. Because their date didn't said "no," your friend continued.

Pt1.19 Explanation: Most of us have heard the expression "no means no" and understand that if someone says "no" at any time during sex, we must stop or it becomes rape. But students sometimes wonder if it can be sexual assault if the person didn't say no or physically resist. If your friend says: "But they didn't say no or resist!!" Here is one way you can respond: "Lack of resistance is not consent. There are many reasons someone may not resist. They may be afraid, not sure what is going on, or not sure what to do. If someone said they didn't want sex, and you think they changed their mind, you are responsible for confirming that prior to initiating sex. Yes means yes. No means No. Not moving (freezing) or responding (staying silent) means No." "Lack of resistance is not consent. Yes means yes. No means no. Not moving or responding means No."

Pt1.20 Dating/Domestic Violence refers to violence committed by a person who is or has been in a romantic or intimate relationship with the victim.

Pt1.21 Dating violence is not just physical. It is a pattern of behaviors that can include emotional, psychological, or sexual abuse; harassment, threats, or intimidation.

Pt1.22 Students sometimes have a hard time recognizing the difference between unhealthy behaviors and abuse. Which of these unhealthy relationship behaviors might be abuse?
 Dishonesty Threatening to tell a partner's secrets to others Flirting with others Arguing a lot
 Demanding to know where a partner is at all times Being disrespectful Often putting a partner down
 Not letting a partner see their friends Lack of communication Destroying or throwing a partner's things

Pt1.23 Why are these abusive? Abusive behaviors are often done by someone seeking to have control or power over someone else. While people who abuse might use physical violence, they often try to maintain power and control with psychological or emotional tactics such as threats, puts downs, isolation, or intimidation. Abuse: Dishonesty Threatening to tell a partner's secrets to others Flirting with others Arguing a lot Demanding to know where a partner is at all times Being disrespectful Often putting a partner down Not letting a partner see their friends Lack of communication Destroying or throwing a partner's things

Pt1.24 Any behaviors that isolate someone from friends or family, control them, or make them afraid are red flags for abuse.

Pt1.25 What if I can't tell if something is abuse? It is always ok to check in with others you care about. Here is one way you can check in: "Hey, I wanted to check in to see how you've been. I know you've been seeing your partner a lot, but we've noticed you haven't been around that much. And the last time I saw you, your partner seemed like they were getting really jealous and super mad at you out of nowhere. How is everything going with your partner? You don't need to talk about it if you don't want to. I just want to let you know I'm here if you do want to talk." "It is always ok to check in with others you care about."

Pt1.26 What if I can't tell if something is abuse? You can also let the person you suspect of being abusive know you have noticed their actions. Here is one way to approach a friend who you've seen mistreat their partner: "Hey, how's it going? I just wanted to check in with what's been going on lately. At the party, we heard you yelling at your partner in the other room and then you kept calling them 'stupid' while we were playing that game. Your partner seemed super uncomfortable. I didn't say anything at the time, but as your friend I have to admit the way you were treating them seemed kind of messed up and has been bothering me. What's going on? You ok?" "You can also let the person you suspect of being abusive know you have noticed their actions."

Pt1.27 Importantly, no matter how tempting, never pressure a friend to leave an abusive situation. People have many reasons to stay in abusive relationships (e.g., fear the abuser will get more violent if they leave, love, uncertainty). Pressuring someone will make them feel less comfortable talking to you. It is better to let your friend know you are always there if they need you and let them decide what to do.

Pt1.28 Stalking is conduct directed at a specific person that would cause a reasonable person to fear for her/his safety or the safety of others or to suffer substantial emotional distress. Stalking behaviors may be harassing in nature because of their content, frequency, or unwelcome nature.

Pt1.29 Stalking can include many behaviors such as showing up uninvited at a person's work, residence, or class, following another person, monitoring the other person through surveillance (e.g. GPS or computer tracking software), sending unwanted messages through e-mail, voicemail, texts or social media, or sending unwanted gifts.

Pt1.30 People stalk others for a variety of reasons: to get noticed, to scare someone, to force an ex partner to maintain contact, etc. The intent of the behaviors does not matter. Continuing to engage in a behavior after you have been told it is unwanted can make that behavior stalking. Two or more incidents is all it takes. So if a friend says: "But I still love them." Here is one way you can respond: "Going through a break-up hurts, but you need to accept it. This behavior – showing up at their job, calling them all the time, commenting on all their Facebook posts – they told you to stop. If you keep doing it, that's stalking. I don't want to see you get in trouble over this. Just promise me the next time you are thinking of writing them, don't. Give me a call if you need to and I'll talk you down. Deal?" "Continuing to engage in a behavior after you have been told it is unwanted can make that behavior stalking."

Pt1.31 Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when either: ...Such behavior has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus. ...Someone affects, or threatens to affect your employment, education, living environment, or standing in a University-related activity or program based on whether you submit to or reject the advances. "Sexual harassment... creating an intimidating, hostile, or offensive environment. "

Pt1.32 While many students know sexual comments from bosses and teachers are harassment, students often have questions about harassment from other students. If a student says: "Hey, my friend told me that the student organization they signed up for had this party where all the old members were yelling sexual things at the new recruits, commenting on their bodies, and told them they needed to try to dress more attractive if they wanted to join. My friend was so upset, they left, but what can they do? I guess that's how it has always been." Here is one way you can respond: "That's terrible. But you should tell your friend they can report that if they want. Making membership based on looks and yelling sexual things at others, like street harassment or catcalling, are sexual harassment on campus. The school could punish or get rid of a student club for that." "Making membership based on looks and yelling sexual things at others, like street harassment or catcalling, are sexual harassment on campus."

QUIZ FOR PART I: INTERPERSONAL VIOLENCE

Pt1.Q.33 QUIZ FOR PART I: INTERPERSONAL VIOLENCE Please answer the questions below. This quiz will assess your ability to recognize and define different types of violence.

Quiz question 1 of 9 At UIC, sexual misconduct is strictly prohibited. The term “sexual misconduct” refers to (check all that apply)

- ☐ Sexual assault (1)
☐ Domestic/Dating violence (2)
☐ Stalking (3)
☐ Sexual harassment (4)

Answer If QUIZ FOR PART I: INTERPERSONAL VIOLENCE Please answer the questions below. This quiz will assess... Sexual assault Is Selected And QUIZ FOR PART I: INTERPERSONAL VIOLENCE Please answer the questions below. This quiz will assess... Domestic/Dating violence Is Selected And QUIZ FOR PART I: INTERPERSONAL VIOLENCE Please answer the questions below. This quiz will assess... Stalking Is Selected And QUIZ FOR PART I: INTERPERSONAL VIOLENCE Please answer the questions below. This quiz will assess... Sexual harassment Is Selected

Q1.right .Skin .QuestionBody { margin-top:0%; margin-bottom:40px; margin-left:15%; margin-right:15%;

- ☐ Correct! Sexual misconduct refers to multiple types of violence. (1)

Answer If QUIZ FOR PART I: INTERPERSONAL VIOLENCE Please answer the questions below. This quiz will assess... Sexual assault Is Not Selected Or QUIZ FOR PART I: INTERPERSONAL VIOLENCE Please answer the questions below. This quiz will assess... Domestic/Dating violence Is Not Selected Or QUIZ FOR PART I: INTERPERSONAL VIOLENCE Please answer the questions below. This quiz will assess... Stalking Is Not Selected Or QUIZ FOR PART I: INTERPERSONAL VIOLENCE Please answer the questions below. This quiz will assess... Sexual harassment Is Not Selected

Q1.wrong Close. Some people get confused by the words “sexual misconduct.” At UIC, the term refers to sexual assault, domestic/dating violence, stalking, and sexual harassment.

Pt1.Q.34 Quiz question 2 of 9 The following questions present two scenarios regarding sexual activity and ask your perception of whether it would be sexual assault. Having sex with a person who is sleeping.

- ☐ This could be considered sexual assault (1)
☐ This would not be considered sexual assault (0)

Answer If Quiz question 2 of 9 The following questions present two scenarios regarding sexual activity... This could be considered sexual assault Is Selected

Q2.right .Skin .QuestionBody { margin-top:0%; margin-bottom:40px; margin-left:15%; margin-right:15%;

- ☐ Correct! Having sex with someone who is sleeping could be considered sexual assault. Some people falsely think initiating sex with someone who is sleeping might be ok because they believe the person will wake up and stop them if they don’t want sex. By then it is too late. Consent is required before sexual activity begins, and someone who is asleep cannot consent.

So, beginning sexual activity before someone has consented would be considered sexual assault, no matter how the other person responds to the assault. (1)

Answer If Quiz question 2 of 9 The following questions present two scenarios regarding sexual activity... This could be considered sexual assault Is Not Selected

Q2.wrong Actually, having sex with someone who is sleeping could be considered sexual assault. Some people falsely think initiating sex with someone who is sleeping might be ok because they believe the person will wake up and stop them if they don't want sex. By then it is too late. Consent is required before sexual activity begins, and someone who is asleep cannot consent. So, beginning sexual activity before someone has consented would be considered sexual assault, no matter how the other person responds to the assault.

Pt1.Q.35 Quiz question 3 of 9 While your friend is having sex with their date, the date changes their mind and asks to stop. Your friend does not listen and continues until your friend wants to stop. .Skin .QuestionBody { margin-left:15%; margin-right:15%;

- ☐ This could be considered sexual assault (1)
- ☐ This would not be considered sexual assault (0)

Answer If Quiz question 3 of 9 While your friend is having sex with their date, the date changes their... This could be considered sexual assault Is Selected

Q3.right .Skin .QuestionBody{ margin-top:0%; margin-bottom:40px; margin-left:15%; margin-right:15%;

- ☒ Correct! Continuing sex past the point when someone says to stop immediately makes that behavior rape. Even if someone agreed to sex previously, people always have the right to change their mind. (1)

Answer If Quiz question 3 of 9 While your friend is having sex with their date, the date changes their... This could be considered sexual assault Is Not Selected

Q3.wrong Actually, continuing sex past the point when someone says to stop immediately makes that behavior rape. Even if someone agreed to sex previously, people always have the right to change their mind.

Pt1.Q.36 Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as unhealthy, please select five ones you believe are possible signs of abuse: .Skin .QuestionBody { margin-left:15%; margin-right:15%;

- ☐ Dishonesty (1)
- ☐ Threatening to tell partner's secrets to others (2)
- ☐ Flirting with others (3)
- ☐ Arguing a lot (4)
- ☐ Demanding to know where a partner is at all times (5)
- ☐ Being disrespectful (6)
- ☐ Often putting a partner down (7)
- ☐ Not letting a partner see their friends (8)
- ☐ Lack of communication (9)
- ☐ Destroying or throwing the person's things (10)

Answer If Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Threatening to tell partner's secrets to others Is Selected And Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Demanding to know where a partner is at all times Is Selected And Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Often putting a partner down Is Selected And Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Not letting a partner see their friends Is Selected And Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Destroying or throwing the person's things Is Selected And Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Dishonesty Is Not Selected And Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Flirting with others Is Not Selected And Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Arguing a lot Is Not Selected And Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Being disrespectful Is Not Selected And Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Lack of communication Is Not Selected

Q4.right .Skin .QuestionBody{ margin-top:0%; margin-bottom:40px; margin-left:15%; margin-right:15%;

- ☐ Correct! Threats, controlling behaviors, repeated put downs, isolation, and intimidation are all red flags for abuse. While the other behaviors (dishonesty, flirting, arguing, being disrespectful, and having trouble communicating) could occur in the context of abuse, they may not in themselves be abusive. (1)

Answer If Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Dishonesty Is Selected Or Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Threatening to tell partner's secrets to others Is Not Selected Or Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Flirting with others Is Selected Or Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Arguing a lot Is Selected Or Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Demanding to know where a partner is at all times Is Not Selected Or Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Being disrespectful Is Selected Or Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Often putting a partner down Is Not Selected Or Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Not letting a partner see their friends Is Not Selected Or Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Lack of communication Is Selected Or Quiz question 4 of 9 Below is a list of relationship behaviors. While you might see all as un... Destroying or throwing the person's things Is Not Selected

Q4.wrong You left off some important possible red flags for abuse. Abuse is not just physical. Threats, controlling behaviors, repeated put downs, isolation, and intimidation are all red flags for abuse. While the other behaviors (dishonesty, flirting, arguing, being disrespectful, and having trouble communicating) could occur in the context of abuse, they may not in themselves be abusive.

Pt1.Q.37 Quiz question 5 of 9 What is the most correct definition of dating violence? (pick one) .Skin .QuestionBody { margin-left:15%; margin-right:15%;

- ☐ Dating violence is physical violence in a relationship. (1)
- ☐ Dating violence is a pattern of physical violence in a relationship (2)
- ☐ Dating violence is a pattern of abusive behaviors in a relationship that can include physical, emotional, or sexual abuse as well as harassment, threats, or intimidation. (3)
- ☐ Dating violence is abusive behavior in a relationship that can include physical, emotional, or sexual abuse as well as harassment, threats, or intimidation. (4)

Answer If Quiz question 5 of 9 What is the most correct definition of dating violence? (pick one)

Dating violence is a pattern of abusive behaviors in a relationship that can include physical, emotional, or sexual abuse as well as harassment, threats, or intimidation. Is Selected

Q5.right .Skin .QuestionBody{ margin-top:0%; margin-bottom:40px; margin-left:15%; margin-right:15%;

- ☒ Correct! Dating violence is a pattern of abusive behaviors in a relationship that can include physical, emotional, or sexual abuse as well as harassment, threats, or intimidation. (1)

Answer If Quiz question 5 of 9 What is the most correct definition of dating violence? (pick one)

Dating violence is a pattern of abusive behaviors in a relationship that can include physical, emotional, or sexual abuse as well as harassment, threats, or intimidation. Is Not Selected

Q5.wrong Close but not quite correct. Dating violence is a pattern of abusive behaviors in a relationship that can include physical, emotional, or sexual abuse as well as harassment, threats, or intimidation.

Pt1.Q.38 Quiz question 6 of 9 Read the scenario below and decide if you think Angel's behaviors would be stalking. Angel develops a crush on Chris and wants to get Chris's attention. Over the week, Angel leaves anonymous gifts at Chris's dorm room door and anonymous personal notes in Chris's mailbox. Chris feels uncomfortable and a little scared, so Chris leaves a message outside asking whomever it is to stop. The next day, Chris receives another note saying, "Guess who it is first!" Chris responds with a message, saying, "No. Stop." Angel thinks Chris will be happy once Chris knows it is Angel and leaves another note that says, "Just flirting with you! I guess I have to leave you more clues who it is!" Which statement is most true: .Skin .QuestionBody { margin-left:15%; margin-right:15%;

- ☐ Angel's notes may worry Chris but are not stalking because Angel is just trying to harmlessly flirt and get Chris's attention. (0)
- ☐ Angel's notes would be stalking because Angel keeps leaving them after Chris said stop. (1)

Answer If Quiz question 6 of 9 Read the scenario below and decide if you think Angel's behaviors would... Angel's notes would be stalking because Angel keeps leaving them after Chris said stop. Is Selected

Q6.right .Skin .QuestionBody{ margin-top:0%; margin-bottom:40px; margin-left:15%; margin-right:15%;

- ☒ Correct! Whether or not something is stalking depends on how the person being stalked feels and whether the behaviors continue after being told to stop. The intentions of the person who is stalking do not matter. (1)

Answer If Quiz question 6 of 9 Read the scenario below and decide if you think Angel's behaviors would... Angel's notes would be stalking because Angel keeps leaving them after Chris said stop. Is Not Selected

Q6.wrong Actually, Angel's behavior would be stalking. Whether or not something is stalking depends on how the person being stalked feels and whether the behaviors continue after being told to stop. The intentions of the person who is stalking do not matter.

Pt1.Q.39 Quiz question 7 of 9 In order for a repeated unwanted behavior to be stalking, what is the minimum amount of times it needs to happen? .Skin .QuestionBody { margin-left:15%; margin-right:15%;

- ☐ 4 (4)
- ☐ 2 (2)
- ☐ 6 (6)
- ☐ 10 (10)

Answer If Quiz question 7 of 9 In order for a repeated unwanted behavior to be stalking, what is the mi... 2 Is Selected

Q7.right .Skin .QuestionBody{ margin-top:0%; margin-bottom:40px; margin-left:15%; margin-right:15%;

☒ Correct! For a repeated behavior to count as stalking, it only needs to happen twice. (1)

Answer If Quiz question 7 of 9 In order for a repeated unwanted behavior to be stalking, what is the mi... 2 Is Not Selected

Q7.wrong Your answer is a little too high. For a repeated behavior to count as stalking, it only needs to happen twice.

Pt1.Q.40 Quiz question 8 of 9 Which of the following behaviors could be considered sexual harassment on campus? .Skin .QuestionBody { margin-left:15%; margin-right:15%;

- ☐ Whistling at someone's appearance while they are walking to class (1)
- ☐ Making unwanted comments on someone's appearance while they are walking to the gym (2)
- ☐ Flirting with someone you know outside of class (3)
- ☐ A student organization publicly rating the physical appearances of new recruits to decide if they could be members (4)

Answer If Quiz question 8 of 9 Which of the following behaviors could be considered sexual harassment o... Whistling at someone's appearance while they are walking to class Is Selected And Quiz question 8 of 9 Which of the following behaviors could be considered sexual harassment o... Making unwanted comments on someone's appearance while they are walking to the gym Is Selected And Quiz question 8 of 9 Which of the following behaviors could be considered sexual harassment o... A student organization publicly rating the physical appearances of new recruits to decide if they could be members Is Selected And Quiz question 8 of 9 Which of the following behaviors could be considered sexual harassment o... Flirting with someone you know outside of class Is Not Selected

Q8.right .Skin .QuestionBody{ margin-top:0%; margin-bottom:40px; margin-left:15%; margin-right:15%;

- ☐ Correct! Any behavior that creates a hostile or intimidating learning environment on campus is considered harassment so making unwanted comments or whistling at students'

appearances on campus would be harassment. Also, publicly rating new recruits and basing student organization membership off of appearance could be sexual harassment and possibly hazing. Flirting with someone is not harassment unless the person has previously indicated it is unwanted. (1)

Answer If Quiz question 8 of 9 Which of the following behaviors could be considered sexual harassment o... Whistling at someone's appearance while they are walking to class Is Not Selected Or Quiz question 8 of 9 Which of the following behaviors could be considered sexual harassment o... Making unwanted comments on someone's appearance while they are walking to the gym Is Not Selected Or Quiz question 8 of 9 Which of the following behaviors could be considered sexual harassment o... A student organization publicly rating the physical appearances of new recruits to decide if they could be members Is Not Selected Or Quiz question 8 of 9 Which of the following behaviors could be considered sexual harassment o... Flirting with someone you know outside of class Is Selected

Q8.wrong Actually, any behavior that creates a hostile or intimidating learning environment on campus is considered harassment so making unwanted comments or whistling at students' appearances on campus would be harassment. Also, publicly rating new recruits and basing student organization membership off of appearance could be sexual harassment and possibly hazing. Flirting with someone is not harassment unless the person has previously indicated it is unwanted.

Pt1.Q.41 Quiz question 9 of 9 A student is working on campus and their boss keeps flirting with them even though the student has said to stop. The boss jokes that the student better treat them nicely because they are the boss. .Skin .QuestionBody { margin-left:15%; margin-right:15%;

- ☐ This would not be sexual harassment. The boss was just flirting and joking. (0)
- ☐ This could be sexual harassment. (1)

Answer If Quiz question 9 of 9 A student is working on campus and their boss keeps flirting with them e... This could be sexual harassment. Is Selected

Q9.right .Skin .QuestionBody{ margin-top:0%; margin-bottom:40px; margin-left:15%; margin-right:15%;

- ☒ Correct! Creating a hostile or offensive working environment or implying that rejecting sexual activities could affect employment are both sexual harassment. (1)

Answer If Quiz question 9 of 9 A student is working on campus and their boss keeps flirting with them e... This could be sexual harassment. Is Not Selected

Q9.wrong Actually, the boss has committed sexual harassment. Creating a hostile or offensive working environment or implying that rejecting sexual activities could affect employment are both sexual harassment.

Answer If Correct! Sexual misconduct refers to multiple types of violence. Correct! Is Displayed And Correct! Having sex with someone who is sleeping could be considered sexual assault. Some people... Correct! Is Displayed And Correct! Continuing sex past the point when someone says to stop immediately makes that behavior... Correct! Is

Displayed And Correct! Threats, controlling behaviors, repeated put downs, isolation, and intimidation are all... Correct! Is Displayed And Correct! Dating violence is a pattern of abusive behaviors in a relationship that can include phy... Correct! Is Displayed And Correct! Whether or not something is stalking depends on how the person being stalked feels and w... Correct! Is Displayed And Correct! For a repeated behavior to count as stalking, it only needs to happen twice. Correct! Is Displayed And Correct! Any behavior that creates a hostile or intimidating learning environment on campus is co... Correct! Is Displayed And Correct! Creating a hostile or offensive working environment or implying that rejecting sexual ac... Correct! Is Displayed

Qz.100 9 out of 9. You got a 100%! Great job on identifying all the different kinds of interpersonal violence! With knowledge like that, you can be a great ally in helping to respond to violence on campus!

Answer If 9 out of 9. You got a 100%! Great job on identifying all the different kinds of interpersonal violence! With knowledge like that, you can be a great ally in helping to r... Is Not Displayed

Qz.lt100 \${gr://SC_6mywc0C5amRJV1r/Score} out of 9. You got less than 100%. You may need to review some of the slides on how to identify interpersonal violence, but the choice is yours. You can decide below if you wish to go back and review definitions or skip ahead to Part II: Overcoming barriers and fears about intervening. Whether or not you decide to review the definitions, you will not have to take the quiz again .Skin .QuestionBody { margin-left:15%; margin-right:15%; <

- ☐ I wish to go back and review definitions. (1)
- ☐ I wish to continue ahead to Part II: Overcoming barriers and fears to intervening. (0)

[THE REVIEW OF PT1 REPEATS ALL OF PART I WITHOUT THE QUIZ]

PART II

Pt2.43.T Now that you've learned how to recognize interpersonal violence that occurs around you, it is time to face our fears about intervening and learn ways to overcome the barriers that might hold you back from acting. Since we all have some barriers that keep us from acting, we strongly suggest everyone learns about barriers and how to help overcome them. Yet, we know that some of you commit yourselves daily to social justice issues and may not feel you have many barriers or fears. We want this training to be most useful to you, so please select the statement that works for you: .Skin .QuestionBody { margin-left:15%; margin-right:15%;

☐ I am ready to learn about barriers I might face to intervening and how to overcome them.

Continue to Part II: Overcoming Fears and Barriers to Intervening (0)

☐ I don't think I have barriers or fears about intervening in cases of interpersonal violence.

Take me to the Bystander Pledge for Intervening. (1)

If I don't think I have barriers... Is Selected, Then Skip To Bystander Pledge Despite whatever f...

Pt2.44 PART II: What stops us from helping? Overcoming our fears and barriers to intervening

Pt2.45 Even when we notice a problem, sometimes we have trouble taking responsibility for acting. Knowing why we aren't acting can help us overcome our barriers or fears about intervening in cases of interpersonal violence.

Pt2.46 Here are some common barriers that prevent people from intervening. Being uncertain whether something is interpersonal violence Not feeling responsible Fear that something bad could happen if you intervene Being unsure what to do Perhaps some of these resonate with you. That's ok. We all have fears. Naming our obstacles is the first step to overcoming them and doing what we feel is right. Let's address these one at a time. "Naming our obstacles is the first step to overcoming them and doing what we feel is right."

Pt2.47 Barrier 1: Being uncertain whether something is interpersonal violence Weren't you reading Part I?!!! We jest. We understand that this training is only the beginning of learning how to recognize violence. We hope that this training helps. But, there are two things you can do to if this is a barrier for you: Get educated. Take in-person trainings or classes. Read websites. Ask friends about their viewpoints. And listen to survivors to learn about their experiences with violence. Trust your gut. If something seems wrong, it probably is. Whether you know if something fits the definition of violence, it is better to act and potentially stop violence than not act and risk letting violence occur. "If something seems wrong, it probably is."

Pt2.48 If you have a specific situation involving interpersonal violence that you have questions about or want help with, contact the confidential UIC Campus Advocacy Network and a trained advocate can help give you options. (312) 413-8206

Pt2.49 Barrier II: Not feeling responsible The largest barrier to feeling personally responsible for responding to interpersonal violence is the idea that somebody else, anyone but you, is responsible. Some people blame the victim - how they acted, what they drank, how they dressed, etc. Others feel "someone else will probably take care of it." Psychologists call this Diffusion of

Responsibility – the more people around, the more people feel less personally responsible. In a city, this can affect us a lot. Ask yourself two questions: What if the person in danger was someone I loved? (my sister / brother / child/ me) What could happen to the person if I don't act? "What could happen to the person if I don't act?"

Pt2.50 Remember, only perpetrators are responsible for causing violence. But, the responsibility for stopping violence is on all of us.

Pt2.51 Barrier III: Fear that something bad could happen if you intervene People have lots of fears about intervening: "Will I be safe? What if I make the situation worse? Will I look like I'm making a big deal out of nothing? What if I'm wrong? Will people be mad if they don't feel it's any of my business?" Fears are ok if we don't let them hold us back from doing things that are important to us. Intervene in a way that feels safe to you. We want everyone to stay safe and you can be the judge of what feels safe. In Part III, we'll cover options for intervening so you can decide what feels most comfortable to you. Ask yourself, "How will I feel about myself if I do something to help? How will I feel if I don't? And what's really the worst that can happen if I intervene?" Knowing you may have helped someone or prevented violence will probably feel worth any temporary social awkwardness of the moment. "Fears are ok if we don't let them hold us back from doing things that are important to us."

Pt2.52 The final barrier is being uncertain what to do. In Part III, we'll give you some options for how to intervene. But it is okay if you don't know the perfect thing to do. We don't have to be superheroes, but we can all do something.

BYSTANDER PLEDGE

Pt2.53 Bystander Pledge Despite whatever fears you feel, the first step is making a commitment to intervene. Read through the pledge below and decide if you want to help intervene. I agree that as a bystander to interpersonal violence: (check all that you agree to)

.Skin .QuestionBody { margin-left:20%; margin-right:20%;

- ☐ Preventing and responding to interpersonal violence (sexual assault, dating violence, stalking, and sexual harassment) is the responsibility of all members of a community, including me. (4)
- ☐ Others could suffer from interpersonal violence if I and others stay silent and do not intervene. (5)
- ☐ There are things I can do to help others and prevent violence. (6)
- ☐ I will try to pay attention to my surroundings in case interpersonal violence is occurring. (7)
- ☐ I accept responsibility for acting if I learn about interpersonal violence. (8)
- ☐ I will help speak up against sexual and relationship violence on campus. (9)
- ☐ I will try to support my friends and others who have gone through violence. (10)
- ☐ I will continue to educate myself about interpersonal violence and how to intervene. (11)

PART III

Pt3.54 Part III: How can I Intervene? Learning the Four D's: Direct, Distract, Delegate, Delayed

Pt3.55 Now that you've learned how to recognize interpersonal violence and made a commitment to intervene, it is time to learn when and how to intervene.

Pt3.56

Pt3.57 The earlier we intervene, the higher a chance we have at preventing interpersonal violence from happening to our friends and fellow students.

[INJUNCTIVE MESSAGES AND COMBINED CONDITION]

SN.1.58 Pay attention to whether behaviors could be harmful. Noticing a situation and perceiving it to be a problem is the first step in intervening.

[NORMATIVE FEEDBACK AND COMBINED CONDITION]

DN1.59 Some students have concerns about when and how to intervene because they aren't certain what behaviors are normal at UIC. As a member of the UIC community, we think it's important for you to know what the campus is like and how students support each other. The next couple of pages will explore your expectations of how likely UIC students are to support each other.

[NORMATIVE FEEDBACK AND COMBINED CONDITION]

DN2.60.L What percentage of UIC students do you think would never leave their friend at a party alone and always make sure to leave with friends they came with? .Skin .QuestionBody { margin-left:50%; margin-right:20%; margin-bottom:10%; } .Skin .SBS .Separator1 { padding: 0px; border-style: none; } .Skin .SBS .Answers td, .Skin .SBS .Answers th { border-bottom-width: 0px; border-style: none; background-color:white; } .Skin .SBS tbody th { padding: 0px 0px 0px 0px; } .Skin .SBS .c2 { border-right-width: 0px; border-style: none } .Skin .SBS thead th, .Skin .SBS td { text-align: right; padding: 0px } .Skin .SBS .Medium { width: 40px;height:30px } .Skin .SBS { border-width: 0 0px 0 0; border-style: none; } .SBS table.ChoiceStructure{ border-collapse:collapse; }

% (1)	(1)

[NORMATIVE FEEDBACK AND COMBINED CONDITION]

Answer If What percentage of UIC students do you think would never leave their friend at a party alone and always make sure to leave with friends they came with? .Skin .QuestionBody { margin-left:... %</style> - - Is Less Than 82

DN3.61LW Actually, your guess of \${q://QID336%231/ChoiceTextEntryValue/1/1}% is too low. In a survey of UIC students, 82% say they would never leave their friend at a party alone

and that if they came together, they would always leave together. UIC students stick together! (Data from survey of UIC Social Norms, grant #CAN2009-WA-AX-0018)

[NORMATIVE FEEDBACK AND COMBINED CONDITION]

Answer If What percentage of UIC students do you think would never leave their friend at a party alone and always make sure to leave with friends they came with? .Skin .QuestionBody { margin-left:... %</style> - - Is Greater Than or Equal to 82

DN3.62LR You're right in thinking that UIC students look out for each other! In a survey of UIC students, the large majority reported they would they would never leave their friend at a party alone and that if they came together, they would always leave together. UIC students stick together! (Data from survey of UIC Social Norms, grant #CAN2009-WA-AX-0018)

[NORMATIVE FEEDBACK AND COMBINED CONDITION]

DN4.63.S What percentage of UIC students do you think would stay out of it if they saw someone at a party pressuring their friend to leave with them? .Skin .QuestionBody { margin-left:50%; margin-right:20%; margin-bottom:10%; } .Skin .SBS .Separator1 { padding: 0px; border-style: none; } .Skin .SBS .Answers td, .Skin .SBS .Answers th { border-bottom-width: 0px; border-style: none; background-color:white; } .Skin .SBS tbody th { padding: 0px 0px 0px 0px; } .Skin .SBS .c2 { border-right-width: 0px; border-style: none } .Skin .SBS thead th, .Skin .SBS td { text-align: right; padding: 0px } .Skin .SBS .Medium { width: 40px;height:30px } .Skin .SBS { border-width: 0 0px 0 0; border-style: none; } .SBS table.ChoiceStructure{ border-collapse:collapse; }

% (1)	(1)

[NORMATIVE FEEDBACK AND COMBINED CONDITION]

Answer If What percentage of UIC students do you think would never leave their friend at a party alone and always make sure to leave with friends they came with? .Skin .QuestionBody { margin-left:... %</style> - - Is Greater Than 6

DN5.64SW Actually, your guess of $\$ \{q://QID339\%231/ChoiceTextEntryValue/1/1\} \%$ is too high. Only 6% of UIC students surveyed say they would stay out of it if they saw someone at a party pressuring their friend to leave with them. UIC students act when they see something wrong! (Data from survey of UIC Social Norms, grant #CAN2009-WA-AX-0018)

[NORMATIVE FEEDBACK AND COMBINED CONDITION]

Answer If What percentage of UIC students do you think would never leave their friend at a party alone and always make sure to leave with friends they came with? .Skin .QuestionBody { margin-left:... %</style> - - Is Less Than or Equal to 6

DN5.65SR You're correct that few students would choose not to act. Only a small minority of UIC students surveyed say they would stay out of it if they saw someone at a party pressuring their friend to leave with them. UIC students act when they see something wrong! (Data from survey of UIC Social Norms, grant #CAN2009-WA-AX-0018)

[NORMATIVE FEEDBACK AND COMBINED CONDITION]

DN6.66.P What percentage of UIC students do you think would get help if they saw a person being physically abused? .Skin .QuestionBody { margin-left:50%; margin-right:20%; margin-bottom:10%; } .Skin .SBS .Separator1 { padding: 0px; border-style: none; } .Skin .SBS .Answers td, .Skin .SBS .Answers th { border-bottom-width: 0px; border-style: none; background-color:white; } .Skin .SBS tbody th { padding: 0px 0px 0px 0px; } .Skin .SBS .c2 { border-right-width: 0px; border-style: none } .Skin .SBS thead th, .Skin .SBS td { text-align: right; padding: 0px } .Skin .SBS .Medium { width: 40px; height: 30px } .Skin .SBS { border-width: 0 0px 0 0; border-style: none; } .SBS table.ChoiceStructure { border-collapse: collapse; }

% (1)	(1)

[NORMATIVE FEEDBACK AND COMBINED CONDITION]

Answer If What percentage of UIC students do you think would never leave their friend at a party alone and always make sure to leave with friends they came with? .Skin .QuestionBody { margin-left:... %</style> - - Is Less Than 90

DN7.67PW Actually, your guess of $\{q://QID338\%231/ChoiceTextEntryValue/1/1\}$ % is too low. In a survey of UIC students, 90% say they would call the police if they saw someone being physically abused. UIC students get help when they need it! (Data from survey of UIC Social Norms, grant #CAN2009-WA-AX-0018)

[NORMATIVE FEEDBACK AND COMBINED CONDITION]

Answer If What percentage of UIC students do you think would never leave their friend at a party alone and always make sure to leave with friends they came with? .Skin .QuestionBody { margin-left:... %</style> - - Is Greater Than or Equal to 90

DN7.68PR You're right in thinking that students get help when they need it. The large majority of UIC students surveyed say they would call the police for help if they saw someone being physically abused. UIC students get help when they need it! (Data from survey of UIC Social Norms, grant #CAN2009-WA-AX-0018)

[NORMATIVE FEEDBACK AND COMBINED CONDITION]

DN8.69 Hopefully you have learned that students at UIC are willing to intervene and that many already are. So, how can you join other UIC students in preventing violence and supporting each other?

Pt3.70 When deciding what to do, there are four ways to intervene we will cover over the next few slides. It is easy to remember them if you remember them as the four D's: Directly intervening, Distraction, Delegating, and a Delayed response.

Pt3.71 Strategies for Intervening: The Direct Approach

Pt3.72 The direct approach means speaking up or physically intervening in a situation where someone might get hurt. You can confront the person doing something harmful by speaking up, telling them to stop, physically stopping them, or explaining to them why it isn't right. You can support the person who is in trouble in a situation by asking if they are ok, backing them up, or helping them get out of the situation. The important thing to remember if you use direct intervention, especially physical intervention, is to do so safely and make sure you feel comfortable. "Hey, not cool."

[INJUNCTIVE MESSAGES AND COMBINED CONDITION]

SN.2.73 Speak Up if you think someone might be getting hurt. Staying silent can make people who are harming others feel supported and make victims feel alone.

Pt3.74 Perhaps because of so many superhero movies, the direct approach is often the first tactic that pops into our heads when we think of intervening, but it is only one option, and may not always be the best option. Sometimes we don't feel safe intervening or worry we might escalate the situation. You can choose what form of intervention makes the most sense to you, what you feel is the most effective, and what you feel safe doing.

Pt3.75 Strategies for Intervening: Distraction

Pt3.76 Distraction is a non-confrontational way of de-escalating, stopping, or preventing a dangerous situation by distracting or interrupting the people in the situation long enough to make sure everyone is safe. Distracting the person doing something harmful is a great way to intervene in a situation without having to worry about those fears and barriers. It doesn't escalate the situation and gives an opportunity for the person being harmed to get out of the situation. And you don't have to worry about doing the correct thing because you can be as creative with your distraction as you want. So, have fun with it. "Distracting the person doing something harmful... gives an opportunity for the person being harmed to get out of the situation."

[INJUNCTIVE MESSAGES AND COMBINED CONDITION]

SN.3.77 Distract the attention of the aggressor long enough to deescalate the situation or allow the other person to get away if they need to. Make a joke, ask the time, "accidentally" walk between them while using your phone, do the Macarena, do anything.

Pt3.78 A great example of distraction came from the viral video of Charles "Snackman" Sonder. When a couple on a train started to violently kick and scream at each other, Sonder simply stood up, stepped between them, and kept snacking on his food, without saying anything. The two stopped fighting immediately. With just snacking and standing, the bystander de-escalated the situation!

Pt3.79 Strategies for Intervening: Delegating

Pt3.80 Delegating means getting help from others so you don't have to intervene alone. It also means encouraging people to intervene who have the power to do something. There are a lot of situations where you may want help from others. For instance, if someone is being physically violent, you might want to call the police. Or, maybe you want to distract someone being aggressive while your friend checks in with the other person to make sure everything is ok. Delegating is not the same as deciding a situation isn't your responsibility. Delegating is actively taking responsibility to get help for others. "Delegating is actively taking responsibility to get help for others."

Pt3.81 Strength in numbers is often a good idea so don't be afraid to bring a friend to help you. Recognizing when you need back-up is a strength. There is a reason rescue workers always work in teams.

[INJUNCTIVE MESSAGES AND COMBINED CONDITION]

SN.4.82 You don't have to intervene alone. Get help when you need it. Use the strength of the community: Ask your friends to come with you, find the friends of the person in danger or the person doing something wrong, get a bouncer; call an RA, the police, or someone in charge.

Pt3.83 Strategies for Intervening: A Delayed Response

Pt3.84 A delayed response means supporting others after violence has occurred. How can we best support our friends who have gone through interpersonal violence? This section will cover some useful do's and don'ts for emotionally supporting your friends and let you know what options are available if your friend wants more help. "A delayed response means supporting others after violence has occurred."

Pt3.85 The Do's and Don'ts Of Supporting Survivors of Interpersonal Violence DO's: Provide emotional support: Listen with compassion and believe without judgment Learn the options and let them choose Take care of yourself First, just listen to them. Let them know you believe them and that you will be there. Having a safe person to talk to is vital and helps people feel supported. Some people just want someone to talk to. To help them get what they need, learn what options are available - we'll cover options at UIC on the next few pages. Then let them choose what to do. Supporting the wishes of survivors will help them feel in control and begin to heal. Lastly, treat yourself with the same compassion - recognize your limits and seek help if you need to talk about emotions you are experiencing. "Supporting the wishes of survivors will help them feel in control and begin to heal."

Pt3.86 Helpful messages to communicate to those who have experienced violence: "I believe you." "It's not your fault." "You did what you needed to survive." "You have options." "Is there anything I can do to help?" "What would help you feel safe?" "I'm here for you." "I believe you. It's not your fault."

Pt3.87 Do's and Don'ts Of Supporting Survivors of Interpersonal Violence DON'TS: Don't blame, judge, question, or criticize. Don't give advice or make choices for them. Don't minimize their experience or make it about you. Sometimes, we get so upset when someone we

care about experiences violence, we accidentally make the situation more about our needs than their needs. How can we avoid this? Instead of asking if they did something to make the person mad or lead them on (which can feel blaming), make sure they know the perpetrator had no right to be violent. Instead of telling them to go to the police or leave their relationship (which can take away power and control), provide options. Instead of telling them how angry you are at the aggressor (which puts the focus on you), stay calm and ask them how they feel. Instead of telling someone they have to move on (which can make someone feel they shouldn't talk to you), let them know they can talk to you any time. "Instead of questioning their choices (which can feel blaming), make sure they know the perpetrator had no right to be violent."

Pt3.88 Sometimes, the person disclosing violence to us is a relationship partner or family member. Your closeness could make you a great source of support if you already know what kind of support works well for them. Yet, you also could have very strong feelings or concerns. That is ok and normal. In such cases, it is important to take care of yourself, perhaps by talking to a counselor, to process your own feelings while deciding how to support your loved one.

[INJUNCTIVE MESSAGES AND COMBINED CONDITION]

SN.5.89 How can I help a friend who has experienced sexual assault, dating violence, stalking, or sexual harassment? Listen. Believe. Support their choices.

Pt3.90 Learning the Options Survivors Have Survivors of interpersonal violence have many options for seeking help or reporting. Learning these can help you provide support. Anytime you need them, these options and the contact information for each are covered on UIC's sexual misconduct page (in the link to resources below). On the next few pages we will give you a summary of options for survivors. Talk to someone confidentially and get support Make a report to the university Get academic accommodations Report a crime Choose not to report "Survivors of interpersonal violence have many options for seeking help or reporting."

Pt3.91 Option1: Talk to Someone Confidentially and Get Support On campus, students who have experienced interpersonal violence can get free and confidential support from the Campus Advocacy Network. Advocates will listen empathically and provide university, legal, or civil options based on the student's situation and needs. They will explain the pros and cons of each option and help navigate the options the student chooses. The Counseling Center has confidential counseling services and crisis intervention. The staff have expertise in working with survivors of trauma including interpersonal violence. Off campus, confidential resources include Rape Victims Advocates, rape crisis help lines, domestic violence agencies, and other licensed health providers. "The Campus Advocacy Network is a free and confidential service for students who have experienced interpersonal violence."

Pt3.93 UIC takes all complaints and accusations of sexual misconduct seriously and wants all students to feel comfortable reporting. So, if students were using alcohol or drugs during an assault, UIC will not pursue disciplinary actions for drug or alcohol violations against student reporting sexual misconduct. Also, UIC will take steps to ensure students who report will not be subjected to retaliation by the accused person or others. That said, reporting is the survivor's decision. Survivors should never be pressured to report.

Pt3.94 Option 2: Report Sexual Misconduct to UIC If you or a friend wants to report a sexual assault to the university, you can report to the Title IX Coordinator. An advocate can be with you throughout this process. The Title IX Coordinator opens an investigation and determines if the events violate UIC's Interim Policy on Sex Discrimination, Sexual Harassment, and Sexual Misconduct, and refers the matter to the Student Conduct Process based on the findings. The Student Conduct Process holds hearings and determines possible sanctions, ranging from warnings to expulsion. If you would like to learn more about reporting or your rights, please visit UIC's website on Reporting Sexual Misconduct. "I want to report to the school what happened so the school can act."

Pt3.95 Option 3: Ask for Academic Accommodations or Interim Safety Measures Violence can impact academic performance in a number of ways, such as missing classes, difficulty completing assignments, or problems studying. You have the right to reasonable academic accommodations. The Title IX Coordinator or Campus Advocacy Network can help you with interim interventions such as deadline extensions, arrangements to re-take a course, withdrawal from a class without penalty, and/or ensuring changes do not harm your academic records. You also have the right to feel safe on campus and avoid contact with the alleged perpetrator. UIC can help change your campus living situation, class schedules, or parking. UIC can also prohibit the alleged person from having contact with you. And the Campus Advocacy Network can assist you with obtaining an order of protection. "This is really affecting my school life. I need help."

Pt3.97 Option 4: Pursue legal action You may pursue civil options if you do not want the respondent arrested but do want the court to protect you from contact with the respondent through a No Contact Order or Order of Protection. Victims of sexual assault can also pursue damages from the respondent in civil court. You may also file a criminal complaint with the police. If you want to press charges, the police will create a report, inform you about the criminal process, and conduct a criminal investigation. If police determine the elements of a crime have been met, they will contact the State's Attorney who determines if offenses will be prosecuted. UIC also provides an option for you to make an anonymous crime report online. The Campus Advocacy Network can explain all these legal options. "I want legal help."

Pt3.99 Option 5: Choose Not to Report Issues of interpersonal violence are very personal. UIC strongly believes that the choice of what to do following violence is always the survivor's choice. That includes the right NOT to report. UIC is working very hard to make it as easy, comfortable, and safe as possible for survivors and friends of survivors to report. But we never want survivors to feel pressured to report if they don't feel comfortable doing so. Remember, if you or a friend need help understanding options, the Campus Advocacy Network is here to

provide support. "UIC strongly believes that the choice of what to do following violence should always be the survivor's choice."

Pt3.100 We have covered the four D's of intervening: Direct, Distract, Delegate, and a Delayed. While every situation is different, how you intervene will always be your choice. There is always more than one way to intervene. To review the Four D's, let's look at an example...

Pt3.101 SITUATION: At a party, you see someone looking really uncomfortable because someone is trying to dance too close, keeps touching them, and won't leave them alone. What do you do?

Pt3.102 All of these are options for intervening in this situation: DIRECT APPROACH: "Hey, can't you see they look uncomfortable? I don't think they want to dance with you."

DISTRACTION: Excitedly step between the two and say to the person, "Hey! Wait I think I know you - aren't you Chris's friend?" Keep talking until the person who looks uncomfortable has a chance to walk away." DELEGATING: Find the party host, friends of either person, or a bouncer and let them know what's going on. DELAYED RESPONSE: Even if the situation ends before you act, you can check in with the person who looked uncomfortable to see if they are ok, let them know you thought it was wrong for that person to keep touching them, and see if they want help finding their friends or keeping the person away.

Pt3.103 What's your D? While each situation is different, knowing ahead of time what we are most comfortable doing can let us act faster. In general, what role do you most comfortable using in cases of interpersonal violence? .Skin .QuestionBody { margin-left:15%; margin-right:15%;

- ☐ Direct approach – I prefer to speak up when I see something wrong in the moment (1)
- ☐ Distraction – I like intervening in a way that helps but I know won't escalate the situation. (2)
- ☐ Delegating – Strength in numbers always seemed smart to me. I'd rather get some friends, get their friends, or find someone with the power to do something. (3)
- ☐ Delayed response – I am definitely the most comfortable being there for my friends and supporting them no matter what is going on. (4)

[MESSAGES ONLY]

END.dnsm Thank you for taking the time to complete this training! UIC is committed to creating a safe community by supporting students and preventing interpersonal violence. We hope this training has provided you with some skills to recognize interpersonal violence and given you some options for intervening. **[FEEDBACK AND COMBINED:** We've learned that the large majority of our diverse student body is willing to speak up when they see something wrong, help each other, and intervene to prevent violence.] **[MESSAGES AND COMBINED:** Help us continue to make UIC a safe community! We're not asking that you do everything; we're asking that you do something. Even the smallest act can help prevent violence. Remember, if you see something, say something!]

Importantly, please remember that if you or a friend have

questions or have experienced violence, you have options. The Campus Advocacy Network is free, confidential and available to all students, staff, and faculty.

TRANS When you press continue, you will be taken to a survey. Please keep in mind there are no right or wrong answers to survey questions. We are interested in your honest opinions.

APPENDIX H: IRB APPROVALS
UNIVERSITY OF ILLINOIS
AT CHICAGO

Office for the Protection of Research Subjects (OPRS)
Office of the Vice Chancellor for Research (MC 672)
203 Administrative Office Building
1737 West Polk Street
Chicago, Illinois 60612-7227

Approval Notice
Initial Review (Response To Modifications)

February 20, 2015

Mark Relyea, MA
Psychology
1007 W Harrison
Psychology, M/C 285
Chicago, IL
Phone: (860) 655-6345 / Fax: (312) 413-4122

RE: **Protocol # 2015-0140**
“Social and Relationship Issues”

Dear Mr. Relyea:

Your Initial Review (Response To Modifications) was reviewed and approved by the Expedited review process on February 19, 2015. You may now begin your research.

Please note that this Approval was granted for Stage I of your research. When Stage II is ready, please submit it for review via Amendment.

Please note the following information about your approved research protocol:

Protocol Approval Period:

February 19, 2015 - February 19, 2016

Approved Subject Enrollment #:

40

Additional Determinations for Research Involving Minors:

These determinations have not been made for this study since it has not been approved for enrollment of minors.

Performance Sites:

UIC

Sponsor:

None

PAF#:

Not applicable

Grant/Contract No: Not applicable

Grant/Contract Title: Not applicable

Research Protocol:

- a) Social and Relationship Issues; Version 1, 01/22/2015

Recruitment Materials:

- a) Phone Script; Version 1, 02/12/2015
b) Email Script; Version 1, 02/12/2015
c) Flyer; Version 1, 02/13/2015

Informed Consents:

- a) Debriefing Form; Version 1, 01/22/2015
b) Consent/Subject Information Sheet; Version 2, 02/12/2015
c) Waiver of Signed Consent Document was granted under 45 CFR 46.117 for the Stage I online survey; informed consent will be obtained online through Qualtrics

Your research meets the criteria for expedited review as defined in 45 CFR 46.110(b)(1) under the following specific category:

(7) Research on individual or group characteristics or behavior (including but not limited to research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Please note the Review History of this submission:

Receipt Date	Submission Type	Review Process	Review Date	Review Action
01/29/2015	Initial Review	Expedited	02/04/2015	Modifications Required
02/16/2015	Response To Modifications	Expedited	02/19/2015	Approved

Please remember to:

→ Use your **research protocol number** (2015-0140) on any documents or correspondence with the IRB concerning your research protocol.

→ Review and comply with all requirements on the OPRS website under:
["UIC Investigator Responsibilities, Protection of Human Research Subjects"](http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/policies/0924.pdf)
 (<http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/policies/0924.pdf>)

Please note that the UIC IRB has the prerogative and authority to ask further questions,

seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Please be aware that if the scope of work in the grant/project changes, the protocol must be amended and approved by the UIC IRB before the initiation of the change.

We wish you the best as you conduct your research. If you have any questions or need further help, please contact OPRS at (312) 996-1711 or me at (312) 996-9299. Please send any correspondence about this protocol to OPRS at 203 AOB, M/C 672.

Sincerely,

Anna Bernadska, M.A.
IRB Coordinator, IRB # 2
Office for the Protection of Research Subjects

Enclosures:

- 1. Informed Consent Documents:**
 - a) Debriefing Form; Version 1, 01/22/2015
 - b) Consent/Subject Information Sheet; Version 2, 02/12/2015
- 2. Recruiting Materials:**
 - a) Phone Script; Version 1, 02/12/2015
 - b) Email Script; Version 1, 02/12/2015
 - c) Flyer; Version 1, 02/13/2015

cc: Michael E. Ragozzino, Psychology, M/C 285
Stephanie Riger, Faculty Sponsor, Psychology, M/C 285

UNIVERSITY OF ILLINOIS
AT CHICAGO

Office for the Protection of Research Subjects (OPRS)
Office of the Vice Chancellor for Research (MC 672)
203 Administrative Office Building
1737 West Polk Street
Chicago, Illinois 60612-7227

Approval Notice
Amendment to Research Protocol and/or Consent Document – Expedited Review
UIC Amendment # 1

April 24, 2015

Mark Relyea, MA
Psychology
1007 W Harrison
Psychology, M/C 285
Chicago, IL
Phone: (860) 655-6345 / Fax: (312) 413-4122

RE: **Protocol # 2015-0140**
“Social and Relationship Issues”

Dear Mr. Relyea:

Members of Institutional Review Board (IRB) #2 have reviewed this amendment to your research and/or consent form under expedited procedures for minor changes to previously approved research allowed by Federal regulations 45 CFR 46.110(b)(2). The amendment to your research was determined to be acceptable and may now be implemented.

Please note the following information about your approved amendment:

Amendment Approval Date: April 21, 2015

Amendment:

Summary: UIC Amendment #1, dated 15 April 2015 and submitted to OPRS 17 April 2015, is an investigator-initiated amendment regarding the following:

(1) adding the use of UIC listservs from the Women's Leadership and Resource Center, Campus Advocacy Network, and Movement against Sexual Violence for recruitment purposes; changing the URL for the online survey to a customized, tiny URL to make it easier for subjects to type; and adding a raffle for \$10 compensation to subjects who complete the online survey; odds of winning compensation are one in 40; and names and email addresses will be stored separately from, and not linked to, the data and will be deleted

after the raffle has been completed (Initial Review application, pp 9-12, 15-17, 23-24; Protocol, v2, 4/15/2015); and
 (2) submission of recruitment and consent documents reflecting the above (Flyer, v2, 4/15/2015; Phone Script, v2, 4/15/2015; Email Script, v2, 4/15/2015; Listserv Script, v1, 4/15/2015; Consent/Subject Information Sheet, v3, 4/15/2015).

Approved Subject Enrollment #: 40
Performance Sites: UIC

Research Protocol:

a) Protocol; Version 2, 04/15/2015

Recruiting Materials:

a) Flyer; Version 2, 04/15/2015

b) Listserv Script; Version 1, 04/15/2015

c) Email Script; Version 2, 04/15/2015

d) Phone Script; Version 2, 04/15/2015

Informed Consent:

a) Consent/Subject Information Sheet; Version 3, 04/15/2015

Please note the Review History of this submission:

Receipt Date	Submission Type	Review Process	Review Date	Review Action
04/17/2015	Amendment	Expedited	04/21/2015	Approved

Please be sure to:

→ **Use only the IRB-approved and stamped consent document(s) and/or HIPAA Authorization form(s) enclosed with this letter when enrolling subjects.**

→ Use your research protocol number (2015-0140) on any documents or correspondence with the IRB concerning your research protocol.

→ Review and comply with all requirements on the OPRS website under:

["UIC Investigator Responsibilities, Protection of Human Research Subjects"](http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/policies/0924.pdf)

(<http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/policies/0924.pdf>)

Please note that the UIC IRB #2 has the right to ask further questions, seek additional information, or monitor the conduct of your research and the consent process.

Please be aware that if the scope of work in the grant/project changes, the protocol must be amended and approved by the UIC IRB before the initiation of the change.

We wish you the best as you conduct your research. If you have any questions or need further help, please contact the OPRS at (312) 996-1711 or me at (312) 996-9299. Please send any correspondence about this protocol to OPRS at 203 AOB, M/C 672.

Sincerely,

Anna Bernadska, M.A.
IRB Coordinator, IRB # 2
Office for the Protection of Research Subjects

Enclosures:

1. Informed Consent Document:

a) Consent/Subject Information Sheet; Version 3, 04/15/2015

2. Recruiting Materials:

a) Flyer; Version 2, 04/15/2015

b) Listserv Script; Version 1, 04/15/2015

c) Email Script; Version 2, 04/15/2015

d) Phone Script; Version 2, 04/15/2015

cc: Stephanie Riger, Faculty Sponsor, Psychology, M/C 285
Michael E. Ragozzino, Psychology, M/C 285

UNIVERSITY OF ILLINOIS
AT CHICAGO

Office for the Protection of Research Subjects (OPRS)
Office of the Vice Chancellor for Research (MC 672)
203 Administrative Office Building
1737 West Polk Street
Chicago, Illinois 60612-7227

Approval Notice
Amendment to Research Protocol and Consent Documents – Expedited Review
UIC Amendment # 2

December 23, 2015

Mark Relyea, MA
Psychology
1007 W Harrison
Psychology, M/C 285
Chicago, IL
Phone: (860) 655-6345 / Fax: (312) 413-4122

RE: **Protocol # 2015-0140**
“Social and Relationship Issues”

Dear Mr. Relyea:

Members of Institutional Review Board (IRB) #2 have reviewed this amendment to your research and consent forms under expedited procedures for minor changes to previously approved research allowed by Federal regulations [45 CFR 46.110(b)(2)]. The amendment to your research was determined to be acceptable and may now be implemented.

Please note the following information about your approved amendment:

Amendment Approval Date: December 23, 2015

Amendment:

Summary: UIC Amendment #2 (response to modifications), accepted via OPRSLive 9 December 2015, is an investigator-initiated amendment regarding the following:

(1) Seeking approval for Phase 2 of the research. Participants must be 18 years old or older and will be recruited via massmail or flyers and will follow a link to a Qualtrics survey. Phase 2 will involve pre-test measures, and a random assignment to one of four web-based training conditions: Information Only, Information plus Normative Feedback, Information plus Injunctive norms, Information plus Normative Feedback plus Injunction norms. The training will consist of reading through informational slides on campus resources and policies

for interpersonal violence as well as information on bystander intervention. The injunctive condition will include social marketing images along with injunctive phrases (e.g., "See something, say something"). The normative feedback condition will include questions that ask subjects to provide their perception of how common an intervention behavior is. Then, using social norm data previously collected at UIC, the investigator will provide subjects with the correct statistics to correct student misperceptions. Following the experimental condition, participants will complete a post-test survey. Participants who complete Phase 2 will be entered into a raffle to win one of two \$75 cash prizes or four \$25 cash prizes (revised Initial Review Application, v1, 1/22/2015; revised Protocol, v3, 11/11/15);

(2) Increase subject sample size from 40 to 1040 total subjects to account for the new phase;

(3) Add department funding (Appendix Z; copy of funding request letter);

(4) Submit the intervention training manual (Social and Relationship Issues State II, v1, 11/11/2015);

(5) Revise the measures based on data collected from Phase 1 (Appendix A Measures, no footer);

(6) Submit new recruitment and consent documents for Phase 2 (Stage 2 Consent/Subject Information Sheet, v1, 11/11/2015; Stage 2 Debriefing Form, v1, 1/22/2015; Appendix D (no footer); Stage 2 Resource Email, v1, 11/11/2015; Stage 2 Email Script, v1, 11/11/2015; Poster, v1, 11/11/2015; Stage 2 Listserv Script, v1, 11/11/2015; Stage 2 Phone Script, v1, 11/11/2015).

Approved Subject Enrollment #:

1,040

Performance Sites:

UIC

Sponsor:

Department of Psychology

PAF#:

Not applicable

Grant/Contract No:
applicable

Not

Grant/Contract Title:
applicable

Not

Research Protocol:

b) Protocol; Version 3; 11/11/2015

Recruiting Materials:

e) Email Script; Version 1; 11/11/2015

f) Listserv Script; Version 1; 11/11/2015

g) Resource Email; Version 1; 11/11/2015

h) Poster; Version 1; 11/11/2015

i) Phone Script; Version 1; 11/11/2015

Informed Consents:

b) Debriefing Form; Version 1; 01/22/2015

c) Consent/Subject Information Sheet; Version 1; 11/11/2015

d) A waiver of documentation (electronic consent/no written signature obtained) has been granted for this online survey research under 45 CFR 46.117(c)(2) (minimal risk; subjects will be presented with an online information sheet containing all of the elements of consent; consent for the

compensation drawing will be electronic and separate)
 e) Appendix D (raffle information sheet) (no footer)

Please note the Review History of this submission:

Receipt Date	Submission Type	Review Process	Review Date	Review Action
11/24/2015	Amendment	Expedited	12/07/2015	Modifications Required
12/09/2015	Response To Modifications	Expedited	12/23/2015	Approved

Please be sure to:

→ **Use only the IRB-approved and stamped consent documents when enrolling subjects.**

→ Use your research protocol number (2015-0140) on any documents or correspondence with the IRB concerning your research protocol.

→ Review and comply with all requirements on the OPRS website under:
"UIC Investigator Responsibilities, Protection of Human Research Subjects"
 (<http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/policies/0924.pdf>)

Please note that the UIC IRB #2 has the right to ask further questions, seek additional information, or monitor the conduct of your research and the consent process.

Please be aware that if the scope of work in the grant/project changes, the protocol must be amended and approved by the UIC IRB before the initiation of the change.

We wish you the best as you conduct your research. If you have any questions or need further help, please contact the OPRS at (312) 996-1711 or me at (312) 996-2014. Please send any correspondence about this protocol to OPRS at 203 AOB, M/C 672.

Sincerely,

Sandra Costello
 Assistant Director, IRB # 2
 Office for the Protection of Research Subjects

Enclosures:

3. Informed Consent Documents:

- a) Debriefing Form; Version 1; 01/22/2015
- b) Consent/Subject Information Sheet; Version 1; 11/11/2015
- c) Appendix D (raffle information sheet) (no footer)

4. Recruiting Materials:

- a) Email Script; Version 1; 11/11/2015
- b) Listserv Script; Version 1; 11/11/2015
- c) Resource Email; Version 1; 11/11/2015
- d) Poster; Version 1; 11/11/2015
- e) Phone Script; Version 1; 11/11/2015

cc: Stephanie Riger (faculty advisor), Psychology, M/C 285
Michael E. Ragozzino, Psychology, M/C 285

UNIVERSITY OF ILLINOIS
AT CHICAGO

Office for the Protection of Research Subjects (OPRS)
Office of the Vice Chancellor for Research (MC 672)
203 Administrative Office Building
1737 West Polk Street
Chicago, Illinois 60612-7227

**Approval Notice
Continuing Review**

February 11, 2016

Mark Relyea, MA
Psychology
1007 W Harrison
Psychology, M/C 285
Chicago, IL
Phone: (860) 655-6345 / Fax: (312) 413-4122

RE: Protocol # 2015-0140
“Social and Relationship Issues”

Dear Mr. Relyea:

Your Continuing Review was reviewed and approved by the Expedited review process on February 10, 2016. You may now continue your research.

Please note the following information about your approved research protocol:

<u>Protocol Approval Period:</u>	February 19, 2016 - February 18, 2017
<u>Approved Subject Enrollment #:</u>	1040 (152 subjects enrolled)
<u>Additional Determinations for Research Involving Minors:</u>	These determinations have not been made for this study since it has not been approved for enrollment of minors.
<u>Performance Sites:</u>	UIC
<u>Sponsor:</u>	Department of Psychology
<u>PAF#:</u>	Not applicable
<u>Research Protocol(s):</u>	-

b) Protocol; Version 3; 11/11/2015

Recruitment Material(s):

- d) Email Script; Version 1; 11/11/2015
- e) Listserv Script; Version 1; 11/11/2015
- f) Resource Email; Version 1; 11/11/2015

- g) Poster; Version 1; 11/11/2015
- h) Phone Script; Version 1; 11/11/2015

Informed Consent(s):

- d) Debriefing Form; Version 1; 01/22/2015
- e) Consent/Subject Information Sheet; Version 1; 11/11/2015
- f) A waiver of documentation (electronic consent/no written signature obtained) has been granted for this online survey research under 45 CFR 46.117(c)(2) (minimal risk; subjects will be presented with an online information sheet containing all of the elements of consent; consent for the compensation drawing will be electronic and separate)
- g) Appendix D (raffle information sheet) (no footer)

Your research meets the criteria for expedited review as defined in 45 CFR 46.110(b)(1) under the following specific category:

(7) Research on individual or group characteristics or behavior (including but not limited to research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Please note the Review History of this submission:

Receipt Date	Submission Type	Review Process	Review Date	Review Action
01/26/2016	Continuing Review	Expedited	02/10/2016	Approved

Please remember to:

→ Use your **research protocol number** (2015-0140) on any documents or correspondence with the IRB concerning your research protocol.

→ Review and comply with all requirements on the enclosure,
"UIC Investigator Responsibilities, Protection of Human Research Subjects"
<http://tiger.uic.edu/depts/ovcr/research/protocolreview/irb/policies/0924.pdf>)

Please note that the UIC IRB has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Please be aware that if the scope of work in the grant/project changes, the protocol must be amended and approved by the UIC IRB before the initiation of the change.

We wish you the best as you conduct your research. If you have any questions or need further help, please contact OPRS at (312) 996-1711 or me at (312) 413-9680. Please send any correspondence about this protocol to OPRS at 203 AOB, M/C 672.

Sincerely,

Jovana Ljuboje
IRB Coordinator, IRB #2
Office for the Protection of Research Subjects

Enclosure(s):

3. Informed Consent Document(s):

- c) Debriefing Form; Version 1; 01/22/2015
- d) Consent/Subject Information Sheet; Version 1; 11/11/2015
- e) Appendix D (raffle information sheet) (no footer)

4. Recruiting Material(s):

- d) Email Script; Version 1; 11/11/2015
- e) Listserv Script; Version 1; 11/11/2015
- f) Resource Email; Version 1; 11/11/2015
- g) Poster; Version 1; 11/11/2015
- h) Phone Script; Version 1; 11/11/2015

*Please note that your enclosed documents will be sent via email.

cc: Michael E. Ragozzino, Psychology, M/C 285
Stephanie Riger, Faculty Sponsor, M/C 285
OVCR Administration, M/C 672

VITA

April, 2016

MARK RELYEA

University of Illinois at Chicago
Department of Psychology (M/C 285)
1007 W. Harrison Street
Chicago, Illinois 60607-7137
860-655-6345
markrelyea@gmail.com

EDUCATION

- ABD, Psychology; PhD defense (May, 2016)** University of Illinois at Chicago, 2016
Dissertation:
Encouraging bystanders to intervene: A test of normative influence in an online training
Community and Prevention Research division • Minor in statistics, methods and measurement
- M.A., Psychology** University of Illinois at Chicago, 2012
Thesis: *The effect of school rape-supportive norms on rape proclivity*
- B.A., Psychology** University of Connecticut, Storrs, 2001

HONORS AND AWARDS

Psychology Dissertation Funding Award, UIC (2015) \$500
Graduate Student Council Travel Award, UIC (2014) \$275
Student Travel Presenter's Award, UIC (2015) \$100
New England Scholar (2001)
Phi Beta Kappa (2001)
Magna Cum Laude (2001)
Psi Chi National Honor Society in Psychology (2000)

RESEARCH AND EVALUATION EXPERIENCE

- Evaluation Consultant** 2011-Current
Campus Advocacy Network at University of Illinois at Chicago, Chicago, IL
- Collaborated with director and prevention staff as an action-researcher to evaluate and develop interpersonal violence interventions
 - Performed formative and developmental program evaluations, constructed theories of change, designed assessments (survey, interview, and focus groups), collected and analyzed data, composed summary reports, worked with staff to apply evaluation findings to help programs meet goals of encouraging bystander intervention and reducing violence
 - Co-founded, developed, and evaluated annual college student interpersonal violence leadership retreat *Peers to Allies* (<http://peerstoallies.uic.edu/>)
 - Co-facilitated bystander and interpersonal violence trainings for annual student retreat
 - Piloted audience impact evaluation for the *ACT NOW CHICAGO!* Bystander Film Festival

- Conducted pilot evaluation of fraternity and sorority sexual assault and bystander trainings to assess effects on bystander attitudes, comfort reporting, rape myths, and rape proclivity
- Formed an evaluation team of communication researchers to conduct a qualitative process evaluation of center activities and advise on a social norms marketing campaign

Research Assistant

2015-Current

Office for Access and Equity: University of Illinois at Chicago, Chicago, IL

- Co-chaired UIC Campus Climate Survey on Interpersonal Violence Subcommittee
- Facilitated a team of researchers and Title IX experts to design a best-practices climate survey that could be actionable for prevention programs and survivor services

Research Assistant

2010-Current

Women's Stress and Support Study at the University of Illinois at Chicago, Chicago, IL

- Performed statistical analyses on longitudinal survey study of women sexual assault survivors, designed surveys, published papers
- Managed databases and supervised research assistants in data entry and cleaning

Community Psychology Intern

2012-2013

Chicago's Department of Family and Support Services Division on Domestic Violence

- Performed predictive analyses of city-funded domestic violence agency performance indicators and expenditure to help improve funding decisions
- Conducted psychometric analyses to validate and revise evaluation surveys
- Analyzed evaluation data and wrote reports for Coordinator of Research and Evaluation

Evaluation Consultant

2012-2013

Safe Futures (Formerly Women's Center of Southeastern Connecticut), New London, CT

- Analyzed evaluation data for *Violence is Preventable* and *Healthy Relationships* primary and secondary school programs to help agency prepare for United Way funder reports

Evaluation Consultant

2011-2012

El Valor, an agency serving people with developmental disabilities, Chicago, IL

- Analyzed satisfaction survey data and created reports to prepare for accreditation review
- Developed logic model and evaluation plan for program to track client goals

Senior Research Associate

2006-2009; Research Associate 2002-2006

Hartford Dispensary, an opiate treatment program, Hartford, CT

- Managed site for two National Institute of Drug Abuse (NIDA) clinical trials
- Directed agency on state Mental Health and Addiction Services client satisfaction survey
- Managed quasi-experimental evaluation of co-occurring psychiatric and addiction program
- Analyzed research data and summarized findings for professional and local presentations
- Appointed lead of state-wide research assistant meetings; supervised and trained research assistants on topics including violence against women, data cleaning and recruitment
- Interviewed participants to assess for mental health, substance use, and other issues
- Motivated substance use clinic to create groups for intimate partner violence survivors

PROGRAM DEVELOPMENT EXPERIENCE

Co-Founded *Peers to Allies*, a yearly student leadership retreat that trains students how to engage in gender violence prevention on individual and community levels (<http://peerstoallies.uic.edu/>). Performed formative and developmental evaluation.

Created and piloted *Supporting Friends and Preventing Violence: Be an Ally*, an online student training that fulfilled Campus Sexual Violence Elimination Act (2013) mandates and taught strategies for bystander intervention. Performed a randomized controlled trial to assess whether adding social norm tactics (normative feedback and injunctive messages) could alter students' perceptions of norms and increase intentions to intervene.

METHODOLOGICAL AND STATISTICAL SKILLS

Quantitative: *Methods:* Survey design, randomized controlled trials, mixed-methods designs, quasi-experimental studies *Analysis:* Multivariate statistics, regression, ANOVA/ANCOVA, multilevel modeling, longitudinal analyses, factor analysis, structural equation modeling, social network analysis, psychometric theory

Qualitative: *Methods:* Participant observation, interviews, observation *Analysis:* Grounded theory, content analysis, thematic coding

Software: R, SPSS, AMOS, HLM6, UCINET

TEACHING EXPERIENCE

Co-facilitated bystander and interpersonal violence trainings for yearly Peers to Allies student retreats, 2012-2015

Education Chair for Men Against Sexual Violence at UIC, 2012

Teaching Assistant for Introduction to Research in Psychology, 2009-2010

JOURNAL PUBLICATIONS

Relyea, M. & Ullman, S. E. (in press) Predicting sexual assault revictimization in a longitudinal sample of women survivors: Variation by type of assault. *Violence Against Women*.

Relyea, M., & Ullman, S. E. (2015). Measuring social reactions to female survivors of alcohol-involved sexual assault: The Social Reactions Questionnaire-Alcohol (SRQ-A). *Journal of Interpersonal Violence*, 30, 1864-1887.

Relyea, M., & Ullman, S. E. (2015). Unsupported or turned against: Understanding how two types of negative social reactions to sexual assault relate to postassault outcomes. *Psychology of Women Quarterly*, 39, 37-52.

Ullman, S. E., Peter-Hagene, L. C., & **Relyea, M.** (2014). Coping, emotion regulation, and self-blame as mediators of sexual abuse and psychological symptoms in adult sexual assault. *Journal of Child Sexual Abuse*, 23, 74-93.

- Ullman, S. E., **Relyea, M.**, Peter-Hagene, L., Vasquez, A., & Bhat, M. (2013). Trauma histories, substance abuse coping, PTSD, and substance abuse among sexual assault victims. *Addictive Behaviors*, 38, 2219-2223.
- Scoboria, A., Mazzoni, G., Kirsch I., & **Relyea, M.** (2005). Plausibility and belief in autobiographical memory. *Applied Cognitive Psychology*, 18, 791-807.

BOOK CHAPTERS

- Schewe, P.A., **Relyea, M.**, & Kaufmann, N. (2014). Sexual assault during adolescence. In T. P. Gullotta & M. Bloom (Eds.), *The Encyclopedia of Primary Prevention and Health Promotion, 2nd Edition* (1476-1485). New York: Springer Science + Business Media.

NEWSLETTERS, COLUMNS

- Poff, M., **Relyea, M.**, Christensen, C., Coleman, B., Rowe, H., & Mart, A. (2010). Updates from the 2009 Midwest Eco Conference. *The Community Psychologist*, 43(1), 27.
- Simon, C., **Relyea, M.**, & Myers, B. (2013). Mid-Western Eco Conference Reflection. *The Community Psychologist*, 46(1), 38.

MANUSCRIPTS UNDER REVIEW

- Kirkner, A., **Relyea, M.**, & Ullman, S. E. *Predicting the effects of sexual assault research participation: Reactions, insight, and help-seeking.*
- Ullman, S. E. & **Relyea, M.** *Social support, coping and PTSD in female sexual assault victims: A longitudinal analysis.* Manuscript submitted for publication.
- Ullman, S. E., **Relyea, M.**, Sigurvinsdottir, R., & Bennett, S. *A short measure of social reactions to sexual assault: The SRQ-S.*

MANUSCRIPTS IN PREPARATION

- Relyea, M.** A review of methods and measures to assess social norms related to violence against women.
- Relyea, M.** & Schewe, P. The effect of school-level social norms on rape proclivity

CONFERENCE PRESENTATIONS

- Ullman, S. E., & **Relyea, M.** (2016, January). *Coping and social support in female sexual assault victims: A longitudinal analysis.* Poster presented at the annual Society for Personality and Social Psychology 17th Annual Convention, San Diego, CA.

- Relyea, M. & Cairo, D. K.** (2015, November). *Evaluating bystander interventions for interpersonal violence from a systems perspective*. Symposium presented at the American Evaluation Association 29th Annual Conference, Chicago, IL.
- Greeson, M. R., Houston, J., Soibatian, C., Collins, K., Shaw, J., Lichty, L., Gregory, K., Allen, N., Ahrens, C., Adams, A., **Relyea, M.**, Nnawulezi, N., Ullman, S. E., Sigurvinsdottir, R., Campbell, R. (2015, June). *Violence against women in the public eye: Implications for community psychologists*. Roundtable session presented at the Society for Community Research and Action 15th Biennial Conference, Lowell, MA.
- Relyea, M. & Ullman, S. E.** (2015, June). *Longitudinal predictors for sexual assault revictimization: Potential targets for prevention at multiple ecological levels*. Poster session presented at the Society for Community Research and Action 15th Biennial Conference, Lowell, MA.
- Relyea, M.** (2014, October). *Evaluating campus sexual assault prevention programs in the era of Campus SaVE: Learning from social change efforts in the international development community*. Symposium presented at the Midwest Ecological-Community Psychology Conference, Lisle, IL.
- Relyea, M.** (2014, October). *Social norm interventions to reduce violence against women: A review of methods and measures*. Symposium presented at the American Evaluation Association 28th Annual Conference, Denver, CO.
- Relyea, M.** (2014, July, Chair). *Exploring the relationship between bystander intervention and social norms*. Symposium presented at the International Family Violence Research Conference, Portsmouth, NH.
- Relyea, M. & Dill, E.** (2013, October). *Improving performance measurement for domestic violence agencies: Challenges and considerations*. Symposium presented at the American Evaluation Association 27th Annual Conference, Washington, DC.
- Relyea, M.** (2013, June). *Applying a community psychology perspective to an evaluation of government-funded domestic violence services*. Symposium presented at the Society for Community Research and Action 14th Biennial Conference, Miami, FL.
- Relyea, M. & Mercurio, L.** (2013, June). *If it's not a nail, put down the hammer: The new LARK regression procedure for testing your linear assumptions*. Symposium presented at the Society for Community Research and Action 14th Biennial Conference, Miami, FL.
- Watson, E., & **Relyea, M.** (2013, June). *Making the complex simple: Exploring self-organizing as a social change process within complex community contexts*. Roundtable presented at the Society for Community Research and Action 14th Biennial Conference, Miami, FL.

- Relyea, M., & Ullman, S.E.** (2012, November). *Psychometrics of the Social Reactions Questionnaire (SRQ) and SRQ-Alcohol Measures*. Symposium presented at the American Society of Criminology 68th Annual Meeting, Chicago, IL.
- Watson, E., & **Relyea, M.** (2012, October). *Using complexity theories to guide the design and implementation of community interventions*. Symposium presented at the annual Midwest Ecological-Community Psychology Conference, Hickory Corners, MI.
- Relyea, M.** (2012, July). *Causal models of bystander intervention: Applying theory and evaluating success*. Poster session presented at the International Family Violence Research Conference, Portsmouth, NH.
- Ullman, S.E., Peter-Hagene, L., & **Relyea, M.** (2012, July). *Cumulative impact of child and adult traumatic events in adult female survivors of sexual assault*. Paper presented at the International Family Violence Research Conference, Portsmouth, NH.
- Relyea, M.** (2012, June). *Examining the effect of school social norms on rape proclivity*. Poster session presented at the annual IV International Conference of Community Psychology, Barcelona, Spain.
- Ullman, S.E., **Relyea, M.**, Peter-Hagene, L., Vasquez, A., & Bhat, M. (2012, June). *Problem drinking and drug abuse in women sexual assault survivors. Role of trauma history, coping, and PTSD*. Presented at the 35th Annual Scientific Meeting of the Research Society on Alcoholism. San Francisco, CA.
- Relyea, M.** (2011, October). *Causal models of bystander intervention: Assumptions, assessment, and warnings*. Poster session presented at the annual Midwest Ecological-Community Psychology Conference, Chicago, IL.
- Relyea, M.** (2011, June). *Rape proclivity among diverse high school students*. Poster session presented at the Society for Community Research and Action 13th Biennial Conference, Chicago, IL.
- Rowe, H. L., Christensen, C., Coleman, B., Gauvin, R., Gur, O., Mart, A., & **Relyea, M.** (2009, October). *Community research: Looking back, moving forward*. Poster session presented at the annual Midwest Ecological-Community Psychology Conference, Chicago, IL.
- McGovern, M., Richmond, P., **Relyea, M.**, Strong, P., Castro, A., Daigle, K., Dougherty, S. (2007, October). *Integrating mental health services in community methadone practice*. Presented at the annual American Association for the Treatment of Opiate Dependence, AATOD National Conference San Diego, CA.

MENTORED UNDERGRADUATE PRESENTATIONS

Lalehzari, N., Ullman, S., Relyea, M., (2015, April). *Social reactions to sexual assault disclosure and changes in sexual behavior and sexual coping*. UIC Student Research Forum, Chicago, IL.

Zimmerman, S., Ullman, S., Relyea, M., & Vasquez, A. (2012, April). *Social reactions to unwanted sexual experiences between family members*. UIC Student Research Forum, Chicago, IL.

SERVICE

Co-Chair of University of Illinois Campus Climate Subcommittee of Task Force to Prevent and Address Sexual Violence/Misconduct (2014-2016)

Member of UIC Task Force to Prevent and Address Sexual Violence/Misconduct (2014-2016)

Panelist for the UIC Clothesline Project panel discussion on supporting survivors of sexual assault (April, 2013)

Conference Committee Chair. 37th Midwest Ecological-Community Psychology Conference. Chicago, IL. (November, 2013)

Ad hoc reviewer:

Journal of Interpersonal Violence
Violence and Victims
Sex Roles
Violence Against Women

PROFESSIONAL MEMBERSHIPS

American Evaluation Association

Society for Community Research and Action

Division 27 of the American Psychological Association