

12-2018

Wellness and Prevention Program Sustainability Design for Clark University Athletics Department

Emily Corbett
ecorbett@clarku.edu

Follow this and additional works at: https://commons.clarku.edu/idce_masters_papers

 Part of the [Civic and Community Engagement Commons](#), [Communication Commons](#), [Counseling Commons](#), [Developmental Psychology Commons](#), [Domestic and Intimate Partner Violence Commons](#), [Education Policy Commons](#), [Gender and Sexuality Commons](#), [Health Policy Commons](#), [Health Psychology Commons](#), [International and Area Studies Commons](#), [Leadership Studies Commons](#), [Organization Development Commons](#), [Other Public Affairs](#), [Public Policy and Public Administration Commons](#), [Other Social and Behavioral Sciences Commons](#), [Policy Design, Analysis, and Evaluation Commons](#), [Politics and Social Change Commons](#), [Public Administration Commons](#), [Social Policy Commons](#), [Social Psychology Commons](#), [Sports Studies Commons](#), [Urban Studies Commons](#), and the [Urban Studies and Planning Commons](#)

Recommended Citation

Corbett, Emily, "Wellness and Prevention Program Sustainability Design for Clark University Athletics Department" (2018). *International Development, Community and Environment (IDCE)*. 218.
https://commons.clarku.edu/idce_masters_papers/218

This Research Paper is brought to you for free and open access by the Master's Papers at Clark Digital Commons. It has been accepted for inclusion in International Development, Community and Environment (IDCE) by an authorized administrator of Clark Digital Commons. For more information, please contact mkrikonis@clarku.edu, jodolan@clarku.edu.

**Wellness and Prevention Program Sustainability Design
for Clark University Athletics Department**

Emily Corbett

December 2018

A Master's Paper

Submitted to the faculty of Clark University, Worcester, Massachusetts in partial fulfillment of the requirements for the degree of Master of Arts in the department of Community Development and Planning, IDCE.

And accepted on the recommendation of

Laurie Ross, Chief Instructor

ABSTRACT

Wellness and Prevention Program Sustainability Design for Clark University Athletics Department

Emily Corbett

The purpose of this work is to design a wellness based prevention program that is tailored to fit the campus community within Clark University, Worcester, MA, called the Peer Athletes Advocating for Wellness (PAAW) initiative. This paper first presents the current research on wellness related issues within a college campus, specifically surrounding sexual violence. It then outlines the current sexual violence prevention programming that takes place yearly for incoming first year students at Clark University, as well as a one-time initiative during which student athletes participated in the sexual violence prevention programming. There is a review of the current most effective wellness programs used throughout the country. The steps that have already been taken to ready the campus culture for this additional wellness programming are outlined. The proposed wellness program design works to incorporate the most effective parts of the programs being utilized by other campuses in order to best help student athletes maintain mental and physical health throughout the school year. The PAAW initiative is leadership based and student centered. It allows space for student athletes to review a potentially harmful scenarios that they might experience or witness, and discuss how to best help the person in need, making them more likely to act when a situation actually arises. The PAAW program helps individuals think through ways to maintain their own physical and mental health, as well as potentially positively impacting their teammates and other members of their academic community by intervening in or preventing a harmful situation.

Laurie Ross, Ph. D.
Chief Instructor

Denise Hines, Ph. D.
Assistant Professor

ACADEMIC HISTORY

Emily Corbett

December 2018

**Bachelor of Arts, Psychology and Community Development
Clark University, 2011**

Secondary Math and Science Teacher in Urban Public Schools since 2011

DEDICATION

I would like to thank my dad for strongly encouraging me to complete this paper and program, as well as the rest of my family. Thank-you to my Clarkies who have supported me throughout this process. To my loving fiancé whom has been supportive of my work on this paper alongside my teaching career. I am grateful for having the opportunity to work with the Clark University Athletic Department and Coaches. Without the support of my volleyball coach Mickey Cahoon, and Athletic Trainers Greg White and now Athletic Director Patricia Cronin, this program development would not have been possible. I would also like to specially thank both Laurie Ross and Denise Hines for their immense efforts throughout the years I spent with them as an undergraduate and graduate student, and now as a teacher. Thank-you all for reassuring me in my times of need, and for pushing me to strive for success.

ACKNOWLEDGEMENTS

I would like to thank Professor Kathleen Palm Reed for pushing me in our research and discussion based classes in the Psychology department as an undergraduate student. Working alongside you throughout the planning and delivering of the Bringing in the Bystander Program for incoming students was incredibly insightful. The work you have done has helped to increase awareness of dating violence and sexual assault, as well as the support for survivors of these violent acts, specifically at Clark University campus through the Bringing in the Bystander Program.

Thank you Professor Denise Hines for accepting me into your research in the Psychology department as an undergraduate student. The work you have done has helped to increase awareness of dating violence and sexual assault both on Clark University campus through the Bringing in the Bystander Program, but also encouraging this work on college campuses around the nation. Thank-you for supporting my efforts to bring this helpful programming to other students within the Clark University campus. Although my ideas for the program implementation for both in my Honors Thesis and for my Master's program were outside of your grant requirements and many other responsibilities as a professor at Clark, and logistically challenging, you supported me, and helped to make it not only work, but also make it a success. I could not have done any of this without your expertise, flexibility, and help.

I wish to thank Professor Laurie Ross for guiding me in the right direction both in my research and in my career path. If it had not been for your work on the Promise Neighborhood Grant, and my ability to be involved in that research experience, I probably would not have realized my calling to become a teacher. Your patience and encouragement has meant so much to me throughout my coursework, research, and writing of this paper. I know this has not been the traditional route that most students take to complete their accelerated one year Master's, and I greatly appreciate your patience and support. I would not have been able to complete this work without your calming presence, flexibility, and willingness to work a little outside the normal realm of education. Thank-you for inspiring me to always be and do my best.

Table of Contents

Abstract.....	ii
Introduction.....	1
Establishment of Community Need.....	1
Findings.....	8
Context for Bystander Programming	8
Program Part I	10
Context and Background for Program Model Part I.....	10
Intervention Model Part I.....	11
Implementation Steps Part I.....	13
Findings and Future Implications Part I.....	14
Program Part II	15
Context and Background for Proposed Program Model Part II.....	15
Intervention Model Part II Program Theory.....	19
Intervention Model Part II and Program Design.....	21
Implementation Steps Part II	25
Conclusions and Implications.....	40
References.....	43
Appendices.....	46
Appendix 1: New SAAC Executive Board Position.....	46
Appendix 2: PAAW Team Description.....	46
Appendix 3: Recruiting Script to Coaches.....	46
Appendix 4: Recruiting Script to PAAW Candidates.....	50
Appendix 5: Press Release.....	51
Appendix 6: PAAW Facilitators Manual and Resources (<i>separate document</i>).....	55
Appendix 7: Session Handouts for Participants (<i>separate document</i>).....	67
Figures	
Figure 1: The Clark University Partnership for Wellness Logic Model.....	25
Figure 2: The Clark University Athletic Partnership for Violence Prevention Timeline.....	28
Figure 3: PAAW Road Map for Sustainability 2012-2013.....	39

Introduction

The current practitioner project focuses on creating a sustainability plan for violence prevention, and wellness related programming for Clark University student athletes. Therefore the community partners for this project include the Clark University athletic department as well as Clark Anti-Violence Education (CAVE). This vision stemmed from the 2010-2011 initiative where all student athletes participated in the Bringing in the Bystander program facilitated by CAVE members. The content of this program focuses on increasing awareness of dating violence, sexual assault, and stalking on college campuses, and increasing knowledge of prosocial bystander behaviors with the intentions that students will be more likely to intervene in potentially dangerous situations. Clark University athletics has been progressing to make changes within the department to include more focus on wellness related issues. The department is hoping to continue violence prevention and wellness based programming, but is unsure of how to do so. For this reason, the current program has been designed, and a recommended plan for starting it up has been outlined.

The current project recommendations are created based on a culmination of various types of data. Data collected during the 2010-2011 school year following student athletes participation in the Bringing in the Bystander program helped in the process of designing a program that would best fit the culture of Clark University athletes. Secondary data sources have provided support for the bystander approach to prevention. In order to plan the best implementation method, several case studies of student programs were utilized. These case studies were created through secondary research as well as key informant interviews with program staff.

Establishment of Community Need

Wellness

Watson and Kissinger (2007) found that collegiate student athletes reported lower levels of wellness than non-athletes. In many ways wellness is interconnected to physical and mental health, and therefore, it is possible that collegiate athletes might be suffering from more physical and mental health issues during their college career than other students. Many collegiate athletic departments have begun to shift their foci to include the wellness of their student athletes. Research has found that more than 25% of first-year college students drop out prior to beginning their sophomore year (Monda, 2008). A similar trend often appears within the athletic department, a team will begin the year with a certain number and lose several team members before the end of the year. Adjustment to college life involves the following components; academic, social, personal/emotional, and institutional attachment and goal commitment. If a student experiences difficulties in any one of these areas they might suffer academic and personal problems like poor grades, physical illness, or emotional difficulties such as depression (Brewer, 1993; Steptoe, 1991; Tinto, 1993; As cited by Monda, 2008).

College Students' Risk of Dating Violence

Compared to adults in marital relationships, younger couples have higher rates of dating violence. Approximately 25% - 30% of college students in dating relationships experience intimate partner violence (International Dating Violence Study of college students, Sabina & Straus, 2008). Risk factors for dating violence perpetration include either partner having: anger management issues, antisocial personality traits, borderline personality traits, substance/alcohol abuse, jealousy issues, a history of child abuse, approval of violence, stressful life circumstances, poor communication skills, having a negative view of one's partner, and a need for dominance in one's relationship (International Dating Violence Study of college students; Medeiros & Straus, 2006). Intimate partner violence can have significant short-term and long-term impacts on the

survivor's mental and physical health (Coker et al., 2002; Romito & Grassi, 2007). For this reason, anyone who sustains dating violence should be highly encouraged to seek help.

At Clark University in 2010 between September and October, 5.0% of female and 5.1% of male students sustained at least one act of violence from their dating partner, and 3.3% of male and 1.6% of female students sustained at least one act of severe dating violence (e.g., punching, beating up, using a weapon). During this same time frame, 2% of minority students, and 5.4% of LGBT students who had a dating partner sustained at least one act of violence from that partner (Hines and Palm-Reed, 2010). If these numbers were to be projected over the course of one full school year, approximately 20% of dating students overall have sustained an act of dating violence.

College Students' Risk of Sexual Assault

Karjane et al. (2005) noted that more recently the typical college career lasts five years, and during this time one in five female college students experience rape. These crimes are committed by an acquaintance in 80% to 90% of cases. Less than 5% of completed and attempted rapes of college women are brought to the attention of administration or law enforcement. Students who are sexually assaulted are most likely to tell their friends first. Support from friends or "first responders" can help a victim recognize the violation of the school's policy, the law, and help their emotional state. Thus, it is logical for colleges and universities to train students and staff in how to act and help if someone discloses to them that they were sexually assaulted.

Approximately 31% of college women report experiencing sexually coercive behaviors (Humphrey & White 2000). Benson et al. (2007) found that 25.7% of college students met criteria for experiencing unwanted sexual contact, 17.4% met criteria for sexual coercion, 21%

reported a history of attempted rape, and 13% reported having been raped. Palmer, McMahon, Rounsaville, and Ball (2010) found that 34% of women and 31% of men reported experiencing unwanted sexual contact.

At Clark University in 2010 between September and October, 4.5% of students reported at least one act of nonconsensual or unwanted sexual contact or intercourse. During this same time frame, 5.7% of the women sustained a sexual assault, and 1.6% of the men did. Between September and October of 2010, 2.6% of minority students sustained a sexual assault, and 7.9% of LGBT students sustained a sexual assault. In 77.8% of the incidents, the sexual assault occurred after a party, when the perpetrator (75%) and the victim (75.9%) were intoxicated. Of all of the survivors included in this data, 93.1% knew their perpetrators, who were typically White (79.3%), a member of the Clark community (72.4%), and a friend/acquaintance/(ex-)romantic partner (82.6%). In terms of help seeking, 48.3% of survivors told a close friend or roommate, but only 6.9% sought any kind of formal help (Hines, and Palm-Reed, 2010). If these numbers were to be projected over the course of one full school year, approximately 20% of female students overall have sustained an act of sexual assault ranging from unwanted sexual contact to rape.

The Importance of Collegiate Athletics

“Collegiate athletics are designed to supplement the educational experience in the classroom and provide an additional arena for learning. Through sport, student-athletes can develop life skills such as leadership, teamwork, and time management that can be applied to future experiences in school and life.” (Etzel, Ferrante, & Pinkney, 1996; Gilbert, Gilbert, & Trudel, 2001; Could, Collins, Lauer, & Chung, 2007; Wright & Cote, 2003; As cited by Monda, 2008, pg 2). Collegiate athletics also provide student-athletes with opportunities to remain

physically active and competitive, as well as holding meaningful roles on campus and in the community (NCAA, 2007; As cited by Monda, 2008). In terms of first year student athletes, being a part of an athletic team helps the adjustment to college life by developing a social support network early on in one's college career (Cohen & Willis, 1985; Pratt et al., 2000; As cited by Monda 2008).

Along with the positive aspects of participating in an intercollegiate sport there are many challenges. Student athletes are pursuing excellence within their academic work, as well as in their field of competition. This is particularly true more so for Division II and Division III athletes, due to the unlikelihood of these student athletes becoming professional athletes. First-year student athletes are forced to quickly learn how to balance their roles within their academic work, their role as an athlete, as well as their own personal lives. The adjustment process for student athletes is different from non-athletes (Monda, 2008).

First year students, and specifically student athletes, must adapt to many new situations. Stress levels may have a direct impact on the quality of adjustment to college, as well as general quality of life, depending on a person's ability to cope with that stress. If a person constantly perceives stress negatively, and greater than their available coping resources, their body will remain in a state of chronic stress. Unresolved stress often affects an individual's physical and mental health. This can also affect an individual's general well-being, and academic performance.

Sexual Assault and Athletic Participation

Previous research has established that college students are at greater risk for both drinking and being sexually assaulted. Studies have shown that the same applies to college athletes, and that they may be at even greater risk for being sexually assaulted because they tend

to drink more heavily (Leichliter, et al., 1998). Research on college athletes examines why male athletes may be at greater risk for perpetrating sexual violence.

Murnen and Kohlman (2007) compiled a meta-analytic review of the studies that have been done with male athletes and fraternity members in regards to sexual assault, and found a significant positive association between athletic participation and rape myth acceptance. This same study also found that there was a positive relationship between athletic participation and hyper-masculinity, and between athletic participation and self-reported perpetration of sexual aggression. This study found that this positive relationship was stronger for male athletes than for fraternity members. One possible explanation for this in comparison to fraternity members, college athletes have had an identity and peer group associated with this athlete status and hyper-masculinity long before college. Thus, male athletes having a stronger effect of hyper-masculinity reflects their longstanding cultural history and identity in which they support certain norms of hyper-masculinity.

Hyper-masculinity involves attitudes of male dominance, sexual callousness, and acceptance of aggression. Boswell and Spade (1996) categorized “high risk” groups as those who “actively discouraged ongoing heterosexual relationships, routinely degraded women, and participated more fully in the hook up scene” (p. 143). Those considered “high risk” were more likely to report acts of sexual aggression, hostility towards women, and greater drinking intensity.

Moynihan et al. (2010) found that male athletes who participate in the more physically aggressive sports have been found by previous research to hold hyper-masculine viewpoints characterized by having more acceptance of rape myths, they are also more likely to engage in

intimate partner violence, and the violence they use is often more severe, they are also more likely to use sexual coercion.

Past research has shown that college men who participated in aggressive high school sports were more likely to display greater acceptance of rape myths, and were more likely to use sexual coercion with dating partners as compared to other men (Forbes et al., as cited by Moynihan et al 2010). Findings have been inconsistent as to whether or not incidences of sexual aggression on campuses are more likely to be committed by intercollegiate male athletes and fraternity members as compared to men whom are not affiliated with these two groups (Crosset et al; Smith & Stewart).

The research about hypermasculine views and sexual assault perpetration provide support for the importance to specifically work with student athlete populations. Working with male and female student athletes could help to decrease their risk their perpetration, and increase their awareness of sexual assault and dating violence, as well as their ability to encourage other students to seek help in the event that they become aware of a sexual assault. Past research on student athletes shows that there is great potential for positive leadership development. This is why the current program has been specifically designed for student athletes.

Bringing in the Bystander with Athletes

Athletes have a unique position in that their relatively high status means they can serve as role models for other students in their community (Edwards & Sexton, 2007, as cited by Moynihan et al., 2010; Holcomb, Savage, Sehafer, & Waalkes, 2002, as cited by Moynihan et al., 2010; Kelly, 2005, as cited by Moynihan et al., 2010; Moynihan & Banyard, 2008, as cited by Moynihan et al., 2010).

On a small college campus like the one in the current study, the student athlete population comprises a substantial portion of the student body and is the largest student group on campus. In many cases, athletes might be facilitating social scenes, particularly involving alcohol. Thus, in a community of athletes where males potentially have hyper-masculine views described earlier, it is crucial to begin to challenge community norms by training athletes to be prosocial bystanders. Creating community norms that challenge behaviors condoning sexual violence within the student athletic population will help to promote these community norms throughout the rest of campus.

Findings

The current project recommendations are created based on a combination of various types of data sources. Qualitative data collected during the 2010-2011 school year following student athletes participation in the Bringing in the Bystander program helped in the process of designing a program that would best fit the culture of Clark University athletes. Secondary data sources have provided support for the bystander approach to prevention. In order to plan the best implementation method, several case studies of student programs were created through secondary research as well as key informant interviews with program staff. Additional data informing the program design includes planning meetings, interviews with program staff, participant focus groups, and observations. Before explaining the current program design, it is necessary to discuss the program implementation during the 2010-2011 school year, as it is directly related to this program design.

Context for Bystander Programming

Recent research supports the bystander intervention models of sexual violence prevention, which is the recommended model for the current program design. Banyard, Moynihan, and Crossman (2009) presented the bystander framework for prevention of sexual violence. The

bystander intervention model is centered on empowering individuals to actively intervene before, during, and after incidents of sexual aggression. Previous research has noted that community norms and attitudes are crucial factors helping to explain the prevalence of sexual violence on college campuses, and the bystander intervention model focuses on these norms and individuals. The bystander program teaches individuals how to safely intervene in situations that involve sexual violence. The program also teaches individuals how to care for a victim of their own community after an act of sexual violence takes place (Banyard et al., 2004; Banyard et al., 2007; Berkowitz, 2002; Foubert, 2000; O’Brein, 2001, as cited by Banyard et al., 2009).

Banyard et al. (2009) explains that the bystander model works towards a broader community approach to prevention. This program helps to empower individuals by giving all members of the community a specific role that they can identify with and work towards. The role that is encouraged involves interrupting situations that could lead to an assault before it happens or while it is happening, speaking out against social norms that support sexual violence, and having skills to be an effective and supportive aid to those who have experienced sexual violence.

Banyard et al. (2009) explain that the bystander curriculum includes promoting the increase of knowledge and awareness about sexual violence. This knowledge and awareness helps decrease the ambiguity about what types of situations and behaviors are inappropriate, and about when and where these types of violence take place. The program gives individuals the chance to learn and develop a skill set of intervention techniques. It also helps to increase the individual’s self-efficacy in using the skills they have learned. The program helps inspire individuals to think of creative options for intervening while keeping themselves safe, so that the benefits of intervening outweigh potential limitations.

The Bystander model of prevention and intervention approaches all students as potential witnesses to violence rather than as a victim or a perpetrator of such violence. This model encourages these witnesses to act in a positive way that may help to prevent or intervene in a sexually violent situation. The program then teaches students ways that they can better identify these potentially dangerous situations, and then how to safely act in a way to help the person in need, or to speak out against cultural norms that promote these violent behaviors. Research has shown that a third-party bystander is more likely to intervene if they have a higher level of bystander efficacy. The Bringing in the Bystander Program was designed to help increase students efficacy to act as an intervening bystander.

The impact theory behind the Bringing in the Bystander program is that by creating a change within many small groups, over time cultural shift within the larger environment. The Bringing in the Bystander program is an interactive program to help aid in the prevention of dating violence, sexual assault and stalking, by increasing student's likelihood of recognizing and safely intervening in these situations. In 2009 CAVE began implementing the Bringing in the Bystander with approximately half of the incoming first year students. In 2010 CAVE made a slight shift to include all incoming first year students in the Bringing in the Bystander program during orientation in August. This training of first year students was the beginning to a major mindset shift on Clark University campus. Following the lead of Dr. Hines and Dr. Palm-Reed's work in 2009 and 2010, I began my work in becoming trained to facilitate the Bringing in the Bystander program, as well as bringing the initiative to the athletic department of Clark University.

Context and Background for Program Model Part I:

The current proposed program design is appropriate given the context of the environment within the Clark University athletic department. The department and student athletes have been transitioning towards becoming more conscious of wellness related issues and how they affect student athlete's performance in the classroom and in their field of competition. In order to explain the context for the proposed program design for wellness program sustainability, the original wellness programming initiative must first be explained, as well as the steps that have already been taken in working towards the proposed program implementation. Within this section, part one will refer to the initiatives and programming that took place during the 2010-2011 school year, and part two will refer to the current program design recommendation which were created during the 2011-2012 school year for future implementation.

Intervention Model Part 1:

The fall of 2010, the Clark Anti-Violence Education (CAVE) facilitated the Bringing in the Bystander program for all incoming first years during orientation. Current juniors and seniors began their studies at Clark University without this formalized sexual assault prevention programming. I decided to target the student athlete population because this group of students are at high risk for sexual assault for multiple reasons. Because they are both students and athletes, these students work through the additional stressors of the immense time commitment of training sessions, practices, and competitions including the travel time for those competitions. This time commitment can also be coupled with additional emotional stressors working through relationships with a coach and or a group of teammates. Student athletes make up one of the largest student groups on Clark University's campus, which ultimately adds to their leadership potential on such a small campus. Having the student athletes trained in the Bringing in the

Bystander Program will help create a broader community that disapproves of attitudes condoning sexual violence and feels positively towards using prosocial bystander intervention behaviors.

Description of the Bringing in the Bystander Program.

Participants attended a two-hour prevention program. A facilitator team conducted the single-sex groups. The content of the program included basic information about prevalence, causes, and consequences of sexual violence. It also included discussions on how community members can take on a prosocial bystander role in which they can safely intervene in a risky situation. Here bystanders can intervene before, during, or after acts of sexual violence.

Intervening before or during a situation would generally consist of observing someone that may be in trouble and finding a way to step in to make sure the person is safe and comfortable.

Intervening afterward would be in a case where a friend discloses that they were assaulted and a bystander provides resources and support for that person.

Implementation Steps Part I:

The Fall of 2010 was the first step in the planning process for this initiative was to talk to the CAVE program directors and coordinators to ensure that this was an initiative that they were interested in and able to take on. They explained that they had already discussed wanting to somehow involve student athletes in the program, but until this point had not worked out the details. I then met with the president of the Student Athletic Advisory Committee (SAAC). Our major concern was how to frame the idea in a way that would not make athletes feel targeted due to bad behavior and also to ensure that it was a student-led initiative. We decided against making the bystander program mandatory with the hope that athletes might be less resistant to participating.

It was then necessary to gain support from the athletic director. Soon the idea was proposed to the SAAC executive board -- consisting of 10 student athletes -- and then to all of SAAC, which consists of approximately 40 athletes. Coaches were then informed about their teams' participation in the program and how it would work for individual teams. At this point there was a meeting for all team captains of each athletic team to inform them that the entire department would participate in the program.

Once everyone was informed that they would be participating in the Bystander Program I started to plan the logistics of how the program would run. I surveyed all student athletes about their availability during a two-week time period with the hopes of scheduling sessions by team, because we believed that student-athletes would feel more comfortable and open discussing the topics within the Bystander Program if they were with their teammates. The goal was to schedule all athletes with at least one other teammate and/or with a team leader or captain. The Bystander Program is designed to be a small-group program with participants of the same gender (Banyard, Moynihan, & Plante, 2007); thus our groups ranged from 25 to 35 people, divided by gender.

Each individual athlete was notified by email which session they were scheduled to attend. If they were scheduled for a session they could not attend due to a class conflict, athletes e-mailed me directly to be rescheduled. Prior to each session time e-mail reminders were sent to the individuals in each session group the day prior to their session. Coaches also participated in the Bystander Program facilitated by the co-directors of CAVE so that they would be aware of what their athletes were experiencing and could reinforce the message.

All student athletes were encouraged to participate by the athletic department, their coaches, team captains, and members of the SAAC. The voluntary nature of participation in

addition to scheduling conflicts resulted in approximately 60 student athletes who did not attend any session.

Findings and Future Implications Part I:

The quantitative data collected through the athletic participation in the program as well as the pre and posttest questionnaires showed results consistent with those from the incoming first year, as well as the Peer Advisor Bringing in the Bystander data. Student athletes showed significant decreases in rape myth acceptance, significant increases in bystander efficacy, bystander intention to help, and bystander behavior. This shows that the Bringing in the Bystander program had the intended effect for student athletes.

For this particular community of Clark University athletes, the implications of the sexual violence prevention programming come from formal and informal qualitative sources. The formal sources include open-ended items on the posttest that asked about the most and least effective parts of the program, and what they would change. Other sources included focus group and one-on one discussions with the athletes that who participated in the program, and Bringing in the Bystander facilitators.

One of the aspects students liked best about the program was that it inspired discussion. Another enjoyed aspect was brainstorming potential viable solutions for different bystander situations. Students mentioned that they would feel more comfortable during the discussions had they been with their own teammates, rather than mixed groups. Student feedback also suggested the utilization of a wider array of bystander examples that include situations at smaller universities, homosexual relationships, and female perpetrators of dating violence or sexual assault.

Facilitators of the Bringing in the Bystander program have stated that they often run out of time in the end to fully go over the scenarios included within the program. It is expected that peer advisors will facilitate the scenarios aspect of the program with their group of advisees, however, this process is inconsistent as well. This is one of the major critiques I have of the Bringing in the Bystander program. The scenarios are one of the most practical aspects of the program. By going through the scenarios and brainstorming potential solutions, participants become more comfortable with their prosocial bystander skills, and thus, more likely to put them to use.

Context and Background for Proposed Program Model Part II:

Case Studies

In this next section there will be individual case studies outlined of current prevention models taking place on other campuses around the country. These served as additional background research that have led to the proposed prevention programming for Clark. Each of the following programs briefly discussed in this section has provided valuable information in terms of the current proposed program design. The Bringing in the Bystander program has already been discussed, and since it is the primary source that the current program is modeled after, it is not outlined in this section.

1) SCREAM ATHLETES at Rutgers University

Program description: SCREAM stands for Students Challenging Realities and Educating Against Myths. At Rutgers SCREAM is a peer educational, improvisational theater program used to facilitate discussion about issues of interpersonal violence. Students create scenes that depict situations common to the audience and discuss the myths that people hold about violence. The skits use settings, language, and situations familiar to student-athletes. These scenes also

address the stresses of managing academics and athletics; the impact of injuries and poor athletic performance, and the pressure to perform. There is an opportunity for audience members to ask questions of the student-athlete peer educators as characters from the scene and as a student.

Program Results: SCREAM Athletes had a positive impact across the board on student-athlete attitudes related to sexual violence. Participants were less likely to accept rape myths, and more likely to intervene in a situation that supports sexual violence.

2) Student-Athlete Mentor Program (SAM) at the University of Western Milwaukee

Program description: The mission of the NCAA and the University of Wisconsin-Milwaukee is to maintain Intercollegiate Athletics as an integral part of the campus educational program and the student-athlete as an integral part of the student body. With this in mind, the UWM program, 'SUCCESS', was created in order to support student-athlete development and enhance the quality of the student-athlete experience within the university setting. Volunteers from the intercollegiate sports teams design and implement programs that encourage academic achievement, health promotion, social responsibility, and general life skills awareness among student-athletes; actively encourage involvement of student-athletes in campus and community outreach projects; to promote awareness of athletics throughout the campus, and greater community area; and to serve as mentors to incoming and returning student-athletes through deed and action. SAM with the help of UWM's NCAA CHAMPS / Life Skills Program sponsors professional speakers to talk about aspects of healthy living and responsible choice making.

3) PURPLE Mentors at Northwestern University

Program description: PURPLE (Peers Urging Responsible Practices through Leadership and Education) Mentors program had between one and six athletes from each team serve as peer

mentors to their teammates. The peer mentor functions as a resource on the team who is trained in various health and wellness topics and communication skills. The peer mentor is available for teammates seeking information, guidance, or support on health and wellness topics. PURPLE mentors will be available to offer an ear to listen, support and guidance to assist his or her teammate. Peer mentors are familiar with a variety of resources on campus, such as Counseling and Psychological Services, Sports Medicine, Women's Center, Judicial Affairs, and Health Education. They are able to answer questions about various campus resources as well as have the ability to refer other student-athletes to respective offices when necessary. Trained peer mentors can help prevent teammates from experiencing problems or other negative consequences. Peer mentors will learn about the warning signs of eating disorders, depression, and alcohol abuse in order to appropriately intervene then refer to professional staff. Furthermore, the peer mentor can prevent student-athletes from violating policies related to alcohol and other drug use through education and intervention.

4) Mentors in Violence Prevention (MVP) at Syracuse University

***The Bringing in the Bystander program currently implemented at Clark University was modeled after the Mentors in Violence Prevention Program (MVP) program. The Bystander program borrows scenario examples from the MVP program, thus, they share some program material.

Program Design: The MVP Program has a “kick-off” event intended to inspire the incoming group of Peer Educators and gain participant buy-in before the initial training session. Syracuse was able to bring in Don McPherson, a Syracuse student athlete alumnus who advocates for the prevention of men’s violence against women. MVP model employs a train the trainer model. This is where a co-educational group of staff trainers facilitate discussion sessions for student participants, who then go on to facilitate co-educational sessions for their peers. Peer educators are not expected to be experts on gender violence or violence prevention, their main

responsibility is to facilitate discussions with other students. This model of peer education creates a space where students are able to openly discuss important issues like how to respond to actual or potential violence or harassment, how to confront peers about their behaviors, and how to support violence survivors, and most importantly how to help foster a non-violent school environment (Katz). Peer-led sessions creates buy-in for other students. Students in the session are influenced by the student leaders facilitating the discussion.

For the program to run effectively the MVP evaluators found the following aspects most crucial: collaboration between the stakeholders in the form of a partnership, coalition, or taskforce; operational leadership that outline of responsibilities of the partnership members to help decrease ambiguity; a process of continual self-reflection by program staff, participants, and stakeholders to respond to any arising challenges; transparent participant recruitment where participants are aware of the commitment they are making; the use of positive word of mouth from previous program participants has helped the recruitment process for the MVP program at Syracuse.

A huge challenge that the MVP program faced was the recruiting enough participants, and enough student facilitators. Another challenge found to recruiting Peer Educators for the MVP program at Syracuse University was that students were not always certain what they had volunteered for. This accentuates the need for a clearly explained program model, and role within that program for each participant and Peer Educator. The need for clear program content is absolutely essential to Peer Educators understanding their role as facilitators. There must be a clearly known time commitment upfront. Students would be more interested if they knew what the workshops were about, thus it is important to clarify what the programs subject matter is in the recruitment materials.

5) Step UP! Program at University of Arizona

Program design: The University of Arizona C.A.T.S. Life Skills Program, along with the National Collegiate Athletic Association (NCAA) and national leading experts, has developed a new program called Step UP! *Be a Leader, Make a Difference*. Step UP! is a prosocial behavior and bystander intervention program that educates students to be proactive in helping others. Teaching people about the determinants of prosocial behavior makes them more aware of why they sometimes don't help. As a result they are more likely to help in the future. The goals of Step UP! are to: raise awareness of helping behaviors; increase motivation to help; develop skills and confidence when responding to problems or concerns; and to ensure the safety and well-being of self and others. The scenarios included within this program range from dating violence and sexual assault, to disordered eating, anger, depression, discrimination, alcohol, and various others. The program is used specifically with student athletes, and has been replicated at approximately 100 other colleges and universities.

Intervention Model Program Theory Part II:

The current program design has been created as a combination of the Step UP! program, the MVP program, and the Bringing in the Bystander program, however, elements of each of the case studies that were provided have been taken into account during the program design phase.

In the fall of 2011, Clark University athletics and CAVE invited internationally acclaimed speaker was brought in to facilitate a discussion and challenge male athletes to act as leaders in fighting against dating and sexual violence in society. This can be viewed as a kickoff event similar to those held at Syracuse University for the MVP program.

Another similar aspect to the MVP model at Syracuse that has been utilized at Clark University is the CAVE program, and the “The Syracuse Partnership for Violence Prevention: Planning the Intervention”. At Clark University the Violence Prevention Committee or Coordinated Campus Response Team has been created by CAVE, and on it there are members from different campus administration offices, which include the Dean of Students, Residential and Housing Life, Intercultural Affairs, Athletics, Law Enforcement, Health Care Services, the Counseling Center, and judicial boards.

The Clark Anti-Violence Education (CAVE) program is supported by grants from the U.S. Department of Education and the U.S. Department of Justice. It is directed by Professors Denise Hines and Kathleen Palm Reed from the Psychology Department who are experts in the field of violence prevention research. The CAVE program has facilitated the Bringing in the Bystander program for incoming students since 2009. The Bringing in the Bystander program is a two-hour presentation to same-sex groups of approximately 30 students to discuss what dating violence, sexual assault, and stalking are and how to safely and properly intervene before, during, or after an incident of dating violence or sexual assault that they might witness. Facilitators for the program include the CAVE Co-Directors, psychology graduate students, and undergraduate students. Each facilitator has been trained by the CAVE Co-directors in either through the summer training date, or through the Dating and Sexual Violence Seminar class offered to undergraduate students.

Setting for the Partnership

Approximately 312 of the undergraduate students are members of a varsity athletic team at Clark University. There are 17 varsity sports teams that represent Clark University Athletics. Teams range from having 10 to 28 student athletes. The majority of the current student-athletes

at Clark University have participated in the Bringing in the Bystander program either as a first year student, or as a part of the athletic initiative in the Spring of 2011.

Nation et al. (2003) outlined some of the best practices for prevention programs. Prevention programs must have a strong backbone based on theory and driven by empirical research. Best practices for prevention programming include the use of a variety of teaching methods. In the case of the current program it is important to teach bystander behavior through different methods to increase the likelihood that participants will utilize appropriate bystander behaviors because participants will be more comfortable and have a better understanding of what behaviors they can ultimately carry out. Another important aspect of the effectiveness of prevention programming is to ensure that there is sufficient dosage of the program. Moynihan et al., (2010) noted that booster sessions over time help to reinforce prevention messages. This program can act as a booster in order to strengthen the results the Bringing in the Bystander program hopes to achieve and to help maintain them over time.

Komives et al., (2006) discussed the idea of relational leadership which depends on trusting relationships among people working together towards shared goals, and is increasingly important in today's networked world (Allen & Cherrey, 2000; Komives, Lucas, & McMahon, 1998; Pearce & Conger, 2003; Rost, 19933; as cited by Komives, Longerbeam, Owen, & Mainella 2006). Relationships should be viewed as the connective tissue of an organization.

Intervention Model Part II Program Design

Based on the case studies presented earlier, the proposed program for Clark University is the creation of the Peer Athletes Advocating for Wellness (PAAW) team, and programming they will facilitate. The PAAW team is a group of student athletes responsible for facilitating discussion based interactive workshops promoting the proactive approach to wellness for each

athletic team. There should be one representative from each intercollegiate sports team on the PAAW team. The workshops the PAAW facilitators lead will be with one athletic team at a time. One of the facilitators should be a member of the athletic team they are facilitating for, while the other facilitator should be a staff member of the athletic department. The workshops will be no longer than one and a half hours long, and snacks will be provided. The focus of the workshop will be the discussion of scenarios in which student athletes can help a peer who might be in need by acting as a prosocial bystander. The topics of these scenarios include the following:

- Depression
- Anger
- Eating disorders
- Alcohol abuse
- Discrimination
- Sexual assault
- Dating violence
- Stalking

In each session the facilitators will begin with a discussion of ground rules for the group to create a safe space, which should take about five minutes. Following this there will be a brief ice-breaker activity to get the group more comfortable to open up and to fully discuss the topics at hand, which should take about three minutes. Next, the group will be asked to identify which scenarios from the list of scenarios they would like to discuss, give about two minutes for individuals to look through the scenarios, and facilitators will take suggestions for about two minutes. The group will choose five scenarios in total, one will be from the sexual assault list and one from the dating violence list, the other three can be from any of the other topics. At this point the facilitators will lead a discussion by having a volunteer read the first scenario. Facilitators will allow individuals within the group to brainstorm and write down bullet point

ideas on their planning sheet, for about 1 minute. Then facilitators should have individuals pair off and discuss for 1-2 minutes, then bring the whole group back to discuss for 5-6 minutes with the facilitators leading a brainstorming session of ways that a person could help the person who is in a potentially dangerous situation. Then allow individuals to go back and make any final notes on their sheet. This will be the same format for all five scenarios, have individuals pair with a different partner every other scenario.

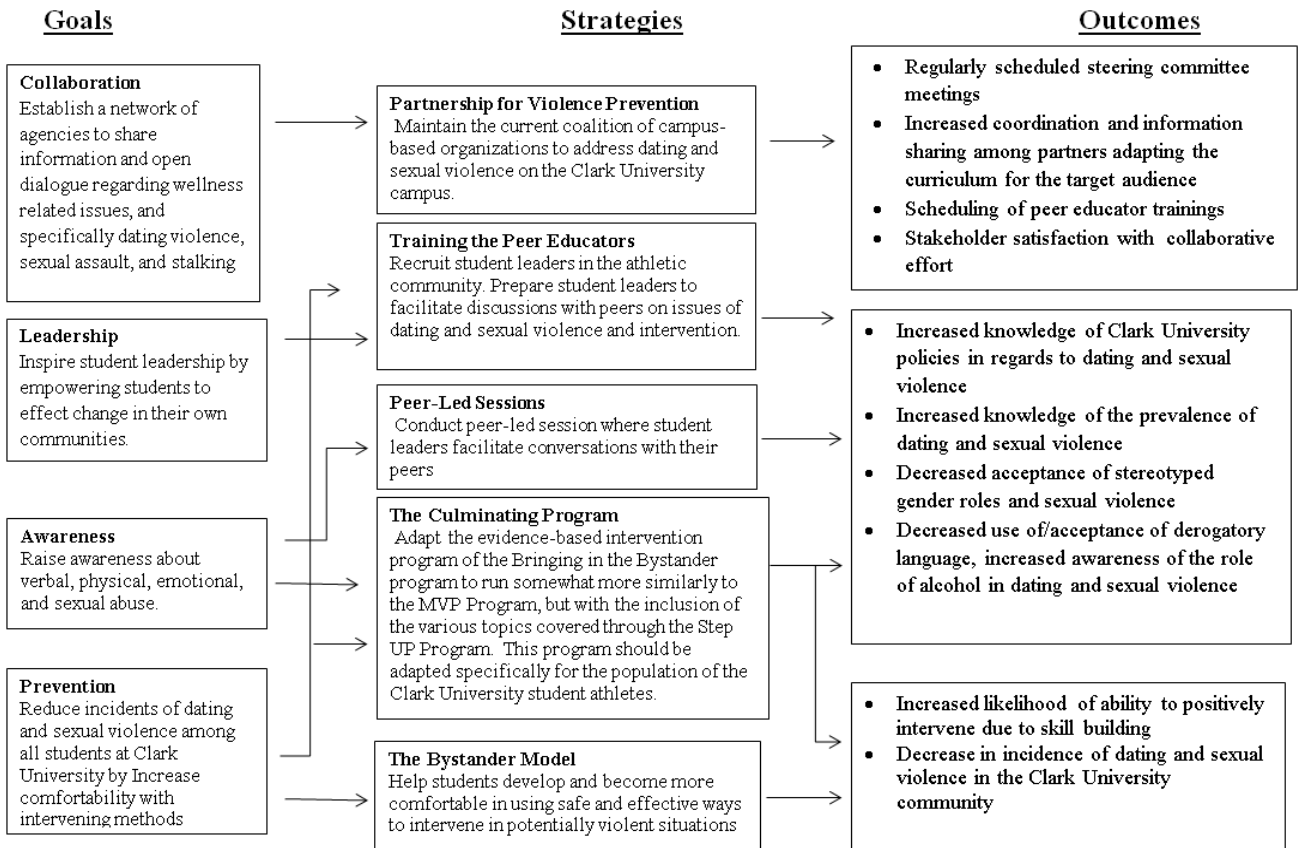
Many of these topics can be triggering for students who may have experienced a traumatic event related to the discussion, therefore it is necessary to have a licensed counselor with experience in counseling young adults who have experienced these traumatic events present outside of the room the discussion is taking place, in case a student athlete needs to leave the room to process these emotions, a trained professional is there to help.¹

This program is a combination of the Bringing in the Bystander program, the MVP program, and the Step UP! Program, and is influenced by the pieces of the other programs reviewed in the case studies that led to those programs success. The PAAW program is meant to build on the previous knowledge learned from the Bringing in the Bystander session that athletes have already participated in. The content is made up mostly of discussion of how individuals could positively intervene in potentially harmful scenarios, providing more opportunities for interacting with and mentally preparing for a possible future intervention. The discussion and mental preparation aspect of PAAW makes it so that individuals are much more likely to act in the event of witnessing a similar event. This idea was taken from the qualitative data from the previous study in which student athletes at Clark reported that they enjoyed the discussion

¹ The trained professional would need to be hired and paid by the university, and there must be funds allocated for this resource. This person can be someone who is already a counselor for the university that will devote the appropriate number of hours to this program, or it could be someone within CAVE. It is crucial that the university allocates resources to make sure the time of this trained professional is compensated appropriately.

aspect, and would have liked more time and more of a variety of scenarios. This program design also helps to provide more “dosage” of bystander material, and may even prove to act as a type of booster session for the Bringing in the Bystander program, which has been noted as being beneficial for participants in previous studies, (Moynihan et al., 2010.) The theory behind this program is that student athletes will gain more exposure of wellness related topics. Through discussing possible solutions in depth with their teammates, that individual students are more aware of how to positively influence friends in these difficult situations, as well as actually becoming more likely to intervene appropriately. Through this process, student athletes also become aware of a teammate, and other adults on campus who are able and willing to help them if they or someone they know is facing a difficult situation and they are unsure of the best way to handle it. If individual students are doing this, then the collective campus culture shifts towards more wellness conscious and a safer community, and more students are able to be successful academically and socially.

Figure 1: The Clark University Partnership for Wellness Logic Model



Implementation Steps Part II:

The Clark University athletic department has already begun to shift to include of more wellness related aspects. The implementation of this intervention model requires an increase in student athletic leadership. It also requires more effort on the part of the athletic department as a whole. Changing from the current status quo to a more effective, more productive, and healthier group will require a great deal of dedication and work. With the correct course of action, and guidance from change management literature, the positive changes can be made.

Kotter (1995) and Hiyatt (2006) have outlined how to successfully change an organizations culture. This information should help to inform the future practices of Clark University Athletics Department in terms of their cultural shift to include more wellness related

programming. The first aspect that this research highlights is the need to establish sense of urgency. Along with this, finding a way to frame the message in a way that ties to the audiences core values is important (Sussman, 1999). The audience needs to know why the change is needed. Creating a coalition of both formal and informal leaders that are a united front in the change effort is essential. The program and its implementation must be socioculturally relevant. The program must be tailored to the community and cultural norms of the participants to make efforts to include the target group in program and planning implementation. A plan for communication of the change efforts is important in terms of getting everyone in support of the change because the transparency will ultimately reduce the stress of the people less directly involved in the beginning. This is closely tied to the idea of creating and sharing the vision of the transformational process. Ultimately Kotter (1995) stresses the importance of institutionalizing new approaches, and articulating the connection between new behavior and organizational success.

In order for this program to be successful at Clark University the administration must entirely approve of the mission of this program. It is in the best interest of the University administration to support this program. Healthy students achieve academically. If students achieve academically, they tend to continue attending the University. This is good for the University for several reasons; if students continue to attend the university, they continue to pay tuition, making less work on the administrators to fill spaces of students who drop out or transfer. When high school students, or students looking to transfer during their first year are doing their research on the University they want to attend, many of them and their families look at the student retention rate. Student retention rate lowers due to low grades and failing out of the university, but also due to students who transfer because they are not satisfied with their

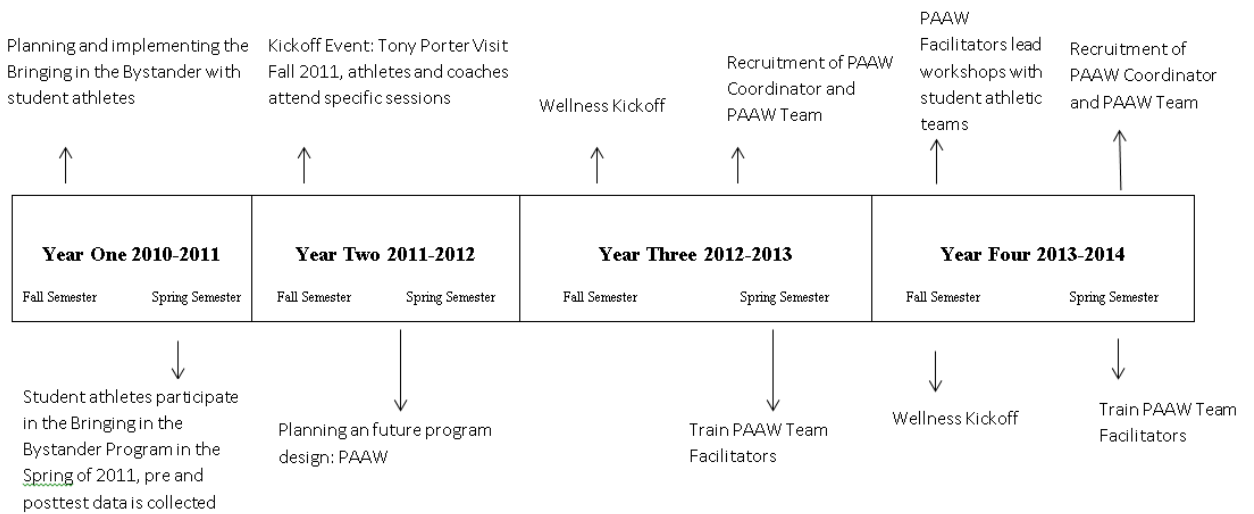
experience. Students transfer when they are not healthy, or happy, something is wrong. It is best for colleges and universities administrator to work to prevent students dropping out or transferring through promoting wellness based activities.

In the past, Clark University has had a few wellness based activities, mostly for incoming first year students. For example the use of Alcohol Edu to train students about the dangers of excessive drinking. Or the Peer Advisors who help incoming first year students to transition to college. Some of these programs have been successful in helping students to transition to college, but others were put in place more for reasons of compliance rather than using methods that are more effective in helping young adults maintain healthy lifestyles. Having a more devoted mission to wellness, and prevention of unhealthy habits will help the University to keep the students they have admitted enrolled. In order for this to happen the University must be willing to allocate the resources to hire the adult coordinator, and determine where this role would be within the administration of the university. The University must also be willing to provide resources to help make sure student facilitators are properly trained in the facilitation, as well as the resources for trained mental health professionals who must be present during all PAAW facilitated discussions.

Outline of Implementation Activities:

In order to promote the success of the PAAW program for wellness promotion, and violence prevention, the planning of the implementation is crucial to allow for the growth and sustainability of the program. These are recommendations made based on the reviews of the wellness and prevention programs in the case study section. See below for the overall timeline of the program implementation.

Figure 2: The Clark University Athletic Partnership for Violence Prevention Timeline²



Wellness Kickoff Event

The Mentors in Violence Prevention (MVP) model used at Syracuse University promoted the use of a kickoff event to get word of mouth around the campus about the program. A similar recommendation is being made here to promote wellness overall for student athletes specifically. This event would include a brief presentation of all things that are considered to be a part of wellness, as well as information specific to student athletes. The program will be no longer than one hour, and it is recommended that the majority of the presentation is given by students if possible.

One aspect of this presentation is a quick explanation of the different wellness related events that happen at Clark University, and generally when they occur throughout the year. These events might include the “Green Run”, and Relay for Life. The presentation includes information about the different community engagement activities students may choose to get involved in, like Big Brothers Big Sisters.

² This timeline must shift, as it was created in 2012 with the understanding that this program would begin at that time, it did not, and therefore should be adjusted to when the program is actually implemented.

This presentation includes a brief overview of the different resources the campus has to offer to help students succeed and live healthy lifestyles. These resources must include information on health and counseling services, campus safety, the writing center, and CAVE. Information will be provided about sports medicine at Clark University, as well as proper health and nutrition tips specific to athletes. This presentation also includes the effects of alcohol on the body's natural healing and resting processes. This information helps to provide student athletes with information and resources to keep their bodies healthy before, during, and after their athletic season.

In order to highlight student athlete achievement in the classroom, as well as in the community, the presentation will include a brief recap of the awards and recognition night from the previous spring. This information can be found online at <http://clarkathletics.com/News/2011-12/AnnualAwards>. This can help to serve as a motivating factor for student athletes to feel the pressure to live up to these high academic and personal standards. It may also encourage student athletes to become interested in getting involved in the PAAW initiative.

Coinciding with this kickoff event there will be press release which includes information about the past involvement athletics has had with the Bringing in the Bystander, as well as the visit from the acclaimed speaker Tony Porter. This press release has been created, and it is included within this document that can be submitted to the Scarlet by a SAAC member. Word of mouth is crucial in terms of gaining excitement about participation in a new responsibility.

SAAC Development

It is absolutely imperative that SAAC executive board members are not PAAW facilitators as well. The main reason behind this is the high likelihood of SAAC Executive board

members becoming burnt out in terms of their SAAC related responsibilities. For this reason, it is recommended that SAAC changes its current shape somewhat. There must be a new position on the SAAC Executive board that is solely devoted to the PAAW initiative. This person will be entitled the PAAW Student Athlete Coordinator. SAAC must assist in the spreading of positive encouragement for the participation in the PAAW initiative. SAAC Executive board members are able to recommended athletes they know as candidates to become a part of the PAAW team prior to August 2013.

Department Institutionalization³

In terms of change management, it is absolutely essential to institutionalize the new goals and objectives that Clark University athletics wants to reach. This being said, it is recommended that the athletic department and university as a whole considers including their wellness goals within their mission statement. It might also be beneficial to come to some type of agreement within the department that some specified amount of paid staff time is to be devoted to wellness related programming, or specifically to the PAAW initiative.

It is imperative to note that there must be an adult leader who coordinates the PAAW program, and that this person will need to be hired as a full time staff member of the university. It is up to the discretion of the university of which department this program leader will be in, but it is recommended that this person is either in the Title IX, student affairs, or within the athletic department. The adult coordinator of the program should be expected to be paid a full time salary for the first two years of coordinating this program, and it is the responsibility Clark University as an institution to allocate the resources for this salaried position. This person

³ As the researcher and program developer it is not the priority of this work to explain exactly who is in charge of the PAAW initiative. It is the responsibility of the University Administration to determine which department the program coordinator would be in, and to allocate the appropriate funds to pay the salary of the coordinator.

handles the logistical items, and training of student athlete PAAW facilitators. This person must coordinate with CAVE, and frequently communicate with the athletic department and coaches. The adult coordinator must also organize the logistics of all trainings, and all counselors affiliated with the program. In following years, it may be possible to transition this role to a part-time role, or have this person take on additional responsibilities within the department in which they sit. This is dependent on the level of success within the first two years.

Recruitment of PAAW Team

First there must be a new position on the SAAC Executive board that is solely devoted to the PAAW initiative. This person will be entitled the PAAW Coordinator. This person should be identified as early as possible during the 2012-2013 school year. The PAAW Coordinator must be a sophomore or junior student athlete during the 2012-2013 school year, as the current outlined plan states that the program will begin for the school year of 2013-2014. The goal is to recruit and train one member from each athletic team to become a part of the PAAW facilitator team. It is essential that all communication efforts towards student athletes presents this program as an opportunity for leadership on campus and not as a punitive response to past behavior of any of the student athletes. In order for this program to become successful student athletes must have input, and feel positively about their time devoted to the wellness activities. It is important that student athletes are engaged in being a part of this initiative and want to see it succeed.

Help from the Coaches

In order to reach this goal, there must be a heavy recruitment of volunteers. This recruitment must always be a positive form of communication expressing enthusiasm, and encouraging leadership potential. The first step in this recruitment process will be to meet with coaches. The PAAW coordinator will acknowledge the hard work each coach has done to recruit the players

they have, and let them know that this program is meant to help them keep their top recruits in the game for all four years of their eligibility. In these meetings the PAAW adult coordinator will speak with coaches and explain how this program works, and how it will help to retain their student athletes from season to season, and hopefully help student athletes to maintain strong health and grades. The PAAW coordinator will leverage the expertise of the coaches help to identify two to three individuals on their team who might be interested in becoming a PAAW facilitator. A strong candidate for becoming a PAAW facilitator would be students who demonstrate:

- Strong work ethic
- Passion for giving back to their community
- Leadership skills
- Dedication to the enhancement of Clark University athletics
- Competitive drive for success

Students who might be more inclined to become a PAAW facilitator might have academic interests that align with wellness related topics. Coaches should consider student athletes on their team who are interested in, taking classes in, or majoring in the following subjects:

- Psychology
- Sociology
- International Development and Social Change, Community Development and Planning, Urban Development and Social Change
- Pre-med
- Communication and Culture

- Education
- Management
- Race and ethnic relations
- Peace studies

Coaches should be cautioned to recommend students as candidates only if they think the student can take on an additional responsibility. Some student athletes are already heavily involved in SAAC or the SAAC Executive board. It is preferable that the students coaches recommend are not planning to be a part of SAAC. However, there are two exceptions to this recommendation: 1) If a coach believes that the PAAW facilitation role would be a perfect opportunity for one of their student athletes who is already a part of SAAC because they are already passionate about wellness and safety, this student should still be recommended for candidacy; 2) the PAAW Coordinator would be a new position on the SAAC Executive board, and thus should be a part of both groups. Again, the hope is that this PAAW Coordinator will have a high level of passion and enthusiasm for this program, which is why they will be recommended for the coordinator position.

Meet with student athlete candidates

The next step in the recruiting process would be to invite all of the identified candidates for a dinner meeting to discuss this leadership opportunity that they are being offered. During this meeting the staff will explain to student athlete candidates what they have been recommended for. The program will be described in sufficient detail, this information can be found in the intervention model and program design section above. Student athletes will be told why the program is important, and why their involvement as leaders is important. The responsibilities and time commitment of the facilitators will be explained. Most importantly, student athlete

candidates will come to understand how this leadership opportunity will provide learning experiences for them, as well as other academic and life-long benefits.

During this meeting the staff will help to explain why the topic of wellness is important, and why it is important that there is student leadership advocating for wellness specifically within the athletic department. As Division III student athletes, academic work is always their first priority. At Clark University the athletic department and student athletes have been working tirelessly to become more competitive within their sport and athletic conference. Athletics is shifting their focus to aim for student athletes to be as successful as possible, both in the classroom and on the athletic field. In order for this to happen, and to ultimately become more competitive as an athletic program, student athletes must do everything in their power to keep themselves, and their teammates healthy and happy so that they can compete at their highest level as a team.

It is crucial that there is strong student leadership within this cultural shift to focus on individual and team wellness in order to make this change become a reality and to have a more competitive edge. The success of the program and cultural shift is dependent upon student athlete involvement and dedication.

With any leadership role there must be some type of time commitment. The current calendar outline for this program in terms of the academic school year, is student friendly. The time that PAAW facilitators will be dedicating to the program is minimal, and it is spread out over time. The specific times of the year that PAAW facilitators must dedicate their time is as student friendly as possible.

The personal benefits to becoming a PAAW facilitator fall within the academic and professional realm, as well as contributing to a sense of personal fulfillment. Overall, being a PAAW team member is a leadership experience that would look stunning on any resume. Being

a PAAW facilitator provides students with the opportunity to build skills that are transferable to their academic and professional responsibilities and success. PAAW facilitators will gain more experience leading and facilitating discussion, which might be of interest to students interested in education, communication and culture, and sociology. They will be provided with free trainings in leading a specific wellness related program, which might be of interest to pre-med students, psychology students, as well as those who are interested in public health and prevention. These facilitation skills can be included within the skills area of a resume. There is also an opportunity to be paid for the work that they do.

Overall, one of the greatest benefits that involvement in this initiative can offer is the feeling that as a student athlete you are helping play a positive role in your community, to make significant changes to the athletic department and that you are helping other people become more confident that they can help peers who might be in dangerous or negative situations. Having confidence that you can help, and practicing how you can help, will make it more likely that the person will actually be able to step in and help.

For example, there was a student athlete a few years ago who was suffering from depression. She was sleeping through the majority of her classes, and she was drinking too much. Many of her teammates knew that she was not acting like herself. However, no one stepped in to help. This was mainly because they were unsure of what to say, or how to help her, and they did not want to make her feel uncomfortable. This student athlete failed the majority of her classes that semester. She was unable to return back to campus the following semester, and almost missed her following season due to academic ineligibility. She was lucky enough to have a coach who fought tirelessly so that she could participate in the next athletic season. When this student

athlete did return to campus, she was able to rise above her past challenges and succeed both in the classroom and in the athletic arena.

Knowing that this situation has happened before, and that it had detrimental effects on one athletic team, it becomes much more imperative that student athletes are able to look out for not only one another, but also their classmates who are not athletes. Wellness is crucial to success in life, and it is critical for success as student athletes. Whether the situation has to do with depression, anger, discrimination, sexual assault, dating violence, or stalking, each one can severely damage a person. Each of these issues can affect a person's well-being, and ability to succeed and compete. Each of these negative situations has the potential to be turned around if someone is able to recognize what is happening, and try to offer some help or other resources to help the person in need.

Responsibilities and Time Commitment

The main responsibilities of the PAAW team are to become trained to facilitate the material of the workshop. The time commitment comes from the training hours, as well as the facilitation hours. The outline for the training schedule is laid out in such a way that is conducive to a student athlete's schedule. The PAAW team members expected to attend every aspect of the trainings and facilitation. The time commitment will be approximately 20 hours spread out over the course of the year. There are no months where there will be more than four hours required of the PAAW facilitator. During most months PAAW facilitators will devote between zero and two hours to the PAAW team. This is certainly manageable for a college student. Many of these hours are during times when school is not yet in session, or it is just before or after a break from classes, which also helps to make the students time more flexible.

In order for PAAW facilitators to be trained thoroughly enough to facilitate workshops for their teammates, they must have attended approximately ten hours of training. This includes (3) two hour sessions either the January or August training provided by CAVE⁴, and the building of facilitation skills with other PAAW facilitators, (2) one hour sessions to build the background knowledge of how to help someone who is dealing with a specific issue, and what the best resources are to help for a given problem a person is facing, and (2) one hour session to build facilitation skills. This being said, it is recommended that PAAW facilitators attend all trainings provided which include the two hour training in January, the one hour training in February, the two hour training in March, the two hour refresher training in August, and facilitating the Bringing in the Bystander for first year students.

Training

In January, the day before classes for the spring semester begin, all PAAW facilitators will participate in their initial training. This training will be led by CAVE Co-directors, or a graduate psychology student who works closely with CAVE. This training will be approximately two hours long. The exact time frame of the training will be set once the winter sports practice and competition schedule has been set. The time must also work for the CAVE facilitator's schedule. The information provided within this training will be derived from the Bringing in the Bystander training. It will focus on increasing the awareness of dating violence and sexual assault. The main focus of this training will be on the scenarios aspect of the Bringing in the Bystander program.

The next aspect of the training for PAAW facilitators will take place during the first week of February. This will act as practice sessions for facilitators. Each pair of facilitators will find a

⁴ CAVE members should be compensated for their time and expertise by the University, which should be taken into account during the budgeting and planning done by administrators.

time to meet with staff for approximately an hour to run through the manual and practice what they will say and how they will facilitate discussion. Just before or just after spring break, around the first week of March, PAAW facilitators will complete one more practice session. This is a session in which all facilitators will attend, as well as the staff member(s). Each facilitator pair will get the chance to facilitate the discussion of a scenario of their choosing to the remaining facilitators. This process will allow facilitators to get a chance to build their skills by actually leading a discussion with their peers. This training will also allow facilitators learn additional facilitation skills from their peers, and guide the reflection process. This session will take approximately two hours.

In April there will be a brief celebration held. This time is meant for a relaxation time, as well as a time to reflect on the aspects that went well and the struggles that facilitators faced during the training year. This will encourage students to remain in contact over the summer months. All that this would require of facilitators would be to read and respond to e-mail approximately once a week. The main information facilitators would be receiving was the date of the Bringing in the Bystander refresher training in August.

The opportunity to facilitate the Bringing in the Bystander program in August for incoming first years will help to further refresh the facilitation skills of the PAAW team. In the past, student facilitators for the Bringing in the Bystander program for first years have received a monetary stipend for each session they facilitate. PAAW facilitators would need to arrange their summer plans so that they could be back to facilitate these sessions. The PAAW facilitators would also need to arrange some type of housing for that time frame if they live on campus. Fall athletes should not have a problem with this because they will already be on campus. Generally campus housing is flexible in terms of move in dates if students are assisting with week one

programming, as long as they are given enough notice. However, it is recognized that fall athletes, and athletes who live far away during the summer might have difficulties with their involvement in this area. If this is the case, and certain student athletes are unable to attend the Bringing in the Bystander refresher, and/or unable to help with the facilitation of the Bringing in the Bystander sessions for first years, that student athlete should make sure that they get together with their other PAAW facilitator, or a staff member to practice their facilitations skills. The Bringing in the Bystander Refresher as well as facilitating the Bringing in the Bystander for first years also helps to provide training for any student athlete PAAWs who became interested in this leadership role after the January training. This allows for more flexibility in the recruiting process.

The most important time commitment is the facilitation hours for the workshops the PAAW team leads for student athletes. The workshops will take place in the last week of August, and the first two weeks of September. Each PAAW facilitator will be expected to lead at least one workshop. The number of workshops a facilitator will lead will depend on how many PAAW facilitators are recruited during the previous year. Each workshop led will be less than one and a half hours long. It will take the facilitator approximately 30 minutes to prepare for the workshop by finding a time that works for the entire team as well as the two facilitators, and a location to hold the discussion. For each workshop the facilitator leads it will take approximate two hours of their time. Each facilitator should expect to co-facilitate two workshops per year.

As shown within the timeline, this course runs on repeat. Therefore following the PAAW workshops in August and September will be the Kick Off event. See the chart below for a detailed description of the timeline and helpful documents and instructions located within the appendix of the paper.

Figure 3: PAAW Road Map for Sustainability 2012-2013

Activity or Initiative	Suggested Implementation Time	Helpful Documents / Instructions and Location
Wellness Kickoff	September 2012	Page 29
SAAC and Department Development	September 2012	Appendix 1
Recruitment of PAAW Coordinator	September-November 2012	Appendix 4
Recruitment of PAAW Team Members	October-December 2012	Appendix 4
Meet with Coaches to Identify PAAW Candidates	October 2012	
Meet with PAAW Candidates	November-December 2012	
Train Facilitators	January 2013 (MLK Day)	Appendix 6
Build Facilitation Skills	February-March 2013	Appendix 6
Practice Session with Trained Facilitators	February 2013	
Practice Sessions with all PAAWs	March 2013	
Celebration	April 2013	Appendix 5
Recognize, Reflect, and Evaluate		
Involvement with Bringing in the Bystander Program (BIB) for incoming first year students		
E-mail Communication about BIB Training	May-August 2013	
BIB Refresher Training	Mid-August 2013	
Facilitate BIB Sessions for First Years	Last week of August 2013	
PAAW Workshops with Student Athletes	August-September 2013	Appendix 6, 7
Wellness Kickoff II	September 2013	
Recruit New Facilitators to Replace any who will be graduating	September-December 2013	Appendix 4
Training of New Facilitators	January 2013	Appendix 6
Practice Sessions	March 2013	Appendix 6
Celebration	April 2013	Appendix 5
E-mail Communication about August trainings	May-August 2013	Appendix 6
Bringing in the Bystander Refresher Training	Mid-August 2013	Appendix 6
Bringing in the Bystander Sessions for First Years	Last week of August 2013	Appendix 6
PAAW Workshops with Student Athletes	August-September 2013 ⁵	Appendix 6, 7

⁵ The original implementation of this program was to begin in 2012, the timelines would need to be adjusted for the year in which the program implementation will begin.

Conclusion

Maintaining physical and mental health throughout the college experience has been proven difficult through all of the pressures a student faces as a young adult away from their family for the first time. It can be even more difficult for student athletes as there is an additional pressure and time commitment of the athletic performance. Clark University and the CAVE program have worked to improve the student experience by providing the Bringing in the Bystander program for all incoming students, to help increase awareness of sexual violence and how to help intervene in a potentially unsafe situation, with the hopes of reducing sexual violence on campus. The Clark University athletic departments partnership with the CAVE program to engage all student athletes in similar programming helped to further create a more aware student culture where students are better able to become engaged in helping or supporting an individual at risk for sexual violence. Other campuses around the country have successful sexual violence prevention, and general wellness promotion based programs that have been quite successful. The proposed PAAW program for Clark University builds on these successful programs at other campuses, as well as the programming that has already taken place at Clark to help all student athletes to engage their potential leadership and become even more comfortable and confident in helping others when a potentially dangerous or harmful event could take place. The goal of the PAAW program is to positively influence student culture, and to help student athletes maintain a strong mental and physical health throughout their college years, in order to help these students become even more successful in their post-college years. Healthy and happy student athletes are more likely to remain on the team for all four years of their eligibility, and happy and healthy students are more likely to stay in their school program and graduate. It is in the best interest of collegiate institutions and athletic departments to implement effective wellness based and violence prevention based programs to help maintain positive mental and

physical health as well as helping young adults form safe healthy habits moving into adulthood allowing and enhancing social, academic, and athletic success. In future years all college and university campuses must work towards building wellness programming and sexual assault awareness and prevention programming for their incoming students as well as student athlete populations.

References:

- Anderson, P. B., & Savage, J. S. (2005). Social, legal and institutional context of heterosexual aggression by college women. *Trauma and Abuse, 6*(2), 130-140.
- Benson, B.J., Gohn, C. L., & Gross, A.M. (2007). College women and sexual assault: The Role of sex-related alcohol expectancies. *The Journal of Family Violence, 22*, 341-351.
- Cissner, A. B. (2009). Mentors in Violence Prevention Program: Preventing gender violence on a college campus. U.S. Department of Education.
http://www.courtinnovation.org/sites/default/files/MVP_evaluation.pdf
- Corbin, W. R., Bernat, J. A., Calhoun, K. S., McNair, L. D., & Seals, K. L. (2001). The role of alcohol expectancies and alcohol consumptions among sexually victimized and non-victimized college women. *The Journal of Interpersonal Violence, 16*(4), 297-311.
- Hines, D., & Palm Reed, K. M. (2011). CAVE presents: Stalking, dating violence, and sexual assault at Clark University results from our 2008-2010 evaluations. *Executive Summary*.
- Humphrey, J. A., & White, J. W. (2000). Women's vulnerability to sexual assault from adolescence to young adulthood. *Journal of Adolescent Health, 27*(6), 419-424.
- Karjane H. M., Fisher, B.S., & Cullen, F.T. (2005). *Sexual Assault on Campus: What Colleges and Universities Are Doing About It*. Washington, DC: National Institute of Justice; 2005. Report No.NCJ 205521:1-21.
- Kotter, J. P. (1995). Leading Change: Why transformation efforts fail. *Harvard Business Review*
- Komives, S. R., Longerbeam, S. D., Owen, J. E., and Mainella, F. C. (2006). A leadership identity development model: Applications from a grounded theory. *Journal of College Student Development, 47*(4), 401-418.

Leichliter, J. S., Meilman, P. W., Presley, C. A., Cashin, J. R. (1998). Alcohol use and related consequences among students with varying levels of involvement in college athletics.

Journal of American College Health, 46(6), 257-262.

Lehigh PRIDE. Lehigh Athletics Leadership Academy.

<http://www.lehighsports.com/assets/1/AssetManager/Leadership11-12.pdf>

McMahon, S. (2004). SCREAM ATHLETES: Assessing the impact of a peer education program on sexual violence for student-athletes. Department of Sexual Assault Services and Crime Victim Assistance, Rutgers, The State University of New Jersey.

Monda, S. J. (2008). Smooth Transitions: The role of athletic identity and life stress in the freshman student-athlete and non-athlete adjustment process. Morgantown, WV, ProQuest LLC, Ann Arbor, MI,

Moynihan, M. M., Banyard, V. L., Arnold, J. S., Eckstein, R. P., & Stapleton, J. G. (2010).

Engaging intercollegiate athletes in preventing and intervening in sexual assault and intimate partner violence. *Journal of American College Health*, 59(3), 197-204.

Murnen, S. K., Kohlman, M. H., (2007). Athletic participation, fraternity membership, and sexual aggression among college men: A meta-analytic review. *Sex Roles*, 57, 145-157.

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). Principles in effective prevention programs. *American Psychologist*, 58(6-7), 449-456.

New Paltz, State University of New York, Student-Athlete Leadership Academy. Creed and SAM Programs. http://www.nphawks.com/sports/2011/3/15/GEN_0315114819.aspx

- Palmer, R. S., McMahon, T. J., Rounsaville, B. J., & Ball, S. A. (2010). Coercive sexual experiences, protective behavioral strategies, alcohol expectancies and consumption among male and female college students. *The Journal of Interpersonal Violence, 25*(9), 1563-1578.
- Pumphrey-Gordon, J. E., and Gross, A. M. (2007). Alcohol consumption and females' recognition in response to date rape risk: The role of sex-related alcohol expectancies. *Journal of Family Violence, 22*(6), 475-485.
- Ullman, S. E., Karabatsos, G., & Koss, M. P. (1999). Alcohol and sexual assault in a national sample of college women. *The Journal of Interpersonal Violence, 16*, 603-625.
- UWM, Milwaukee Panthers, Student-Athlete Mentor Program (SAM)
<http://www.uwmpanthers.com/student-ath-ctr/wiml-sac-sam.html>
- Watson, J. C., and Kissinger, D. B. (2007). Athletic participation and wellness: Implications for counseling college student-athletes. *Journal of College Counseling, 10*(2), 153-162.
- Way, C. (2010). Sustainability Change Management. Strategic Sustainability Consulting.
- Whitt, E. J., Nesheim, B. E., Guentzel, M. L., Kellog, A. H., McDonald, W. M., Wells, C. A. (2008). Principles of good practice for academic and student affairs partnership programs. *Journal of College Student Development, 49*(3), 235-249.
- Wilson, A. E., Calhoun, K.S., & McNair, L. D. (2002). Alcohol consumption and expectancies among sexually coercive college men. *The Journal of Interpersonal Violence, 17*(11), 1145-1159.

Appendices

Appendix 1 – New SAAC Executive Board Position

Peer Athlete Advocating for Wellness (PAAW) Coordinator

- Becomes trained in the Bringing in the Bystander Program in August by CAVE (During the first or second week of August, at Clark University)
 - Has the option to facilitate the Bringing in the Bystander Program for incoming first years during orientation week (Facilitators receive a stipend from CAVE, in the past it was \$50 per 2 hour session, depends on their grant funding, should continue for this year)
- Coordinates the times for discussion sessions for each teams based on their class and practice schedule
- Co-facilitates discussion session for their own team (and others) (Paid by athletic department)
- Attends SAAC E-board meetings
- Maintains communication with CAVE Co-directors, SAAC and Trish, throughout the year

Appendix 2 – PAAW Team Description

Peer Athlete Advocating for Wellness (PAAW) Team

- Each athletic team should have one representative on the wellness team
- Becomes trained throughout the year and during the Bringing in the Bystander Program in August by CAVE
 - Has the option to facilitate the Bringing in the Bystander Program for incoming first years during orientation week (Paid \$50 per 2-hour session)
- Co-facilitates discussion session for their own team (Paid by athletic department)

Appendix 3 – Recruiting Script to Coaches

As many of you know, during this year we have been working with student athletes, SAAC, and Trish to create a plan to continue some type of Bystander training for the years to come. Earlier in the year we were able to have Tony Porter come and do a presentation specific for student athletes as part of this effort to show our leadership as student athletes and the athletic department. The general plan for the next few years is to have a continuation of the program by

focusing on the “scenarios” aspect of the Bringing in the Bystander Program where students are able to discuss scenarios and potential ways to intervene and help someone in trouble. Not only will these sessions help individual student athletes to feel more confident to intervene, but it will help bring teammates closer together, and make it more likely that the athletes you recruit will stay for all four years of their eligibility, and will be healthier during their time on your team. Our goals are happy and healthy students who are prepared to make strong habits for themselves, but also are able to help out someone they might see in need.

These sessions will be about an hour of informal discussion on scenarios that will be chosen by the group. The scenarios will include situations of dating violence, and sexual assault, but also academic issues, alcohol abuse, discrimination, depression, and anger. Our hope is to have the group discussions be led by a member of the team, ie there would be one trained facilitator on each athletic team that would co-facilitate along with Trish.

This is where I need your help! I would love to have the chance to present this awesome leadership opportunity to your entire team, and ask for a volunteer to become the student facilitator for their team. I was hoping that it might be alright that I come to one of your practices in the next week or so and talk about the position for 5 minutes before or after the practice.

Below I have provided the information that I will be presenting to each team if you would like to look it over. You know your athletes much better than I do, so if you have an idea of someone who might be interested in this opportunity (or a few people) it might be helpful if you encourage them to volunteer. Again, this type of experience as an undergraduate will look

amazing on a resume, and people who are interested in psychology, wellness, sociology, and many other subject areas might be interested in this opportunity.

Please let me know if you have any questions at all, I am happy to discuss any and all concerns you might have!

(Information provided during my presentation to student athletes)

This year student athletes are being given a huge leadership opportunity. We are adding a new position to the SAAC E-board, as well as a team of athletes committed to making a difference on our campus. These new positions give students the opportunity to gain more experience leading and facilitating discussion. They will provide free training in leading a specific program, which can be put directly in the skills area of a resume. There is also an opportunity to be paid for the work that they do. We are broadening our leadership from just dating and sexual violence prevention to further include prevention of other dangerous situations stemming from depression, anger, eating disorders, alcohol abuse, and discrimination. This program will be somewhat more centered on wellness generally and thus might be of interest for students studying in Psychology, Sociology, International Development and Social Change, Urban Development and Social Change, premed...etc.

In order to reach this goal, there must be a heavy recruitment of volunteers. The first step in this recruitment process will be to meet with coaches. Coaches will be asked to help identify two to three individuals on their team who might be interested in becoming a PAAW facilitator. A strong candidate for becoming a PAAW facilitator would be students who demonstrate:

- Strong work ethic
- Passion for giving back to their community

- Leadership skills
- Dedication to the enhancement of Clark University athletics
- Competitive drive for success

Students who might be more inclined to become a PAAW facilitator might have academic interests that align with wellness related topics. Coaches should consider student athletes on their team who are interested in, taking classes in, or majoring in the following subjects:

- Psychology
- Sociology
- International Development and Social Change, Community Development and Planning, Urban Development and Social Change
- Pre-med
- Communication and Culture
- Education
- Management
- Race and ethnic relations
- Peace studies

Coaches should be cautioned to recommend students as candidates only if they think the student can take on an additional responsibility. Some student athletes are already heavily involved in SAAC or the SAAC Executive board board. It is preferable that the students coaches recommend are not planning to be a part of SAAC. However, there are two exceptions to this recommendation: 1) If a coach believes that the PAAW facilitation role would be a perfect opportunity for one of their student athletes who is already a part of SAAC because they are

already passionate about wellness and safety, this student should still be recommended for candidacy; 2) the PAAW Coordinator would be a new position on the SAAC Executive board board, and thus should be a part of both groups. Again, the hope is that this PAAW Coordinator will have a high level of passion and enthusiasm for this program, which is why they will be recommended for the coordinator position.

Appendix 4 – Recruiting Script to PAAW Candidates

The personal benefits to becoming a PAAW facilitator fall within the academic and professional realm, as well as contributing to a sense of personal fulfillment. Overall, being a PAAW team member is a leadership experience that would look stunning on any resume. Being a PAAW facilitator provides students with the opportunity to build skills that are transferable to their academic and professional responsibilities and success. PAAW facilitators will gain more experience leading and facilitating discussion, which might be of interest to students interested in education, communication and culture, and sociology. They will provide with free trainings in leading a specific wellness related program, which might be of interest to pre-med students, psychology students, as well as those who are interested in public health and prevention. These facilitation skills can be included within the skills area of a resume. There is also an opportunity to be paid for the work that they do.

Overall, one of the greatest benefits that involvement in this initiative can offer is the feeling that as a student athlete you are helping to make significant changes to the athletic department, and that you are helping other people become more confident that they can help peers who might be in dangerous or negative situations. Having confidence that you can help, will make it more likely that the person will actually be able to step in and help.

For example, there was a student athlete a few years ago who was suffering from depression. She was sleeping through the majority of her classes, and she was drinking too much. Many of her teammates knew that she was not acting like herself. However, no one stepped in to help. This was mainly because they were unsure of what to say, or how to help her, and they did not want to make her feel uncomfortable. This student athlete failed the majority of her classes that semester. She was unable to return back to campus the following semester, and almost missed her following season due to academic ineligibility. She was lucky enough to have a coach who fought tirelessly so that she could participate in the next athletic season. When this student athlete did return to campus, she was able to rise above her past challenges and succeed both in the classroom and in the athletic arena.

Knowing that this situation has happened before, and that it had detrimental effects on one athletic team, it becomes much more imperative that student athletes are able to look out for not only one another, but also their classmates who are not athletes. Wellness is crucial to success in life, and it is critical for success as student athletes. Whether the situation has to do with depression, anger, discrimination, sexual assault, dating violence, stalking, each one can severely damage a person. Each of these issues can effect a person's well-being, and ability to succeed and compete. Each of these negative situations has the potential to be turned around if someone is able to recognize what is happening, and try to offer some help or other resources to help the person in need.

Appendix 5 – Press Release

Clark University Student Athletes Becoming a Catalyst for Change

Currently the Clark Anti-violence Education (CAVE) facilitates the Bringing in the Bystander program for incoming first years which focuses on how to safely intervene when they

see signs of dating violence, sexual assault or stalking. As impactful leaders on our campus, RA's and PA's must be trained in the Bringing in the Bystander program as a part of their leadership qualifications. Last spring, student athletes took the initiative to ask CAVE to train them in the Bringing in the Bystander program as a group of student leaders. When first year student athletes come to Clark, they learn the ropes of how the University works often from their captains, or other upperclassmen leaders on their team. Most varsity athletes within a university setting view their team as their family. In this way, upperclassmen athletes are already student leaders within one of the largest student groups on campus. Being involved in the initiative to become prosocial bystanders in order to help keep not only our teammates but also our friends and peers in the Clark community safe provides student athletes with insurmountable opportunity to become catalysts for campus-wide cultural change.

Last year was also a time where the Student Athletic Advisory Committee took the initiative to attempt to change the stereotypes of athletes, so that other students gained a better view of who we are as teammates, friends, and classmates. We felt that it would be in our best interest to take a proactive approach and continue our role as leaders in the community by involving student-athletes in the Bringing in the Bystander program. In brief, the program helps people to recognize situations where a person might be at risk for being sexually or physically assaulted, and to think of ways that they can help the person. This program helps to empower students by providing us with tools to help prevent or intervene in these situations that may otherwise have negative impacts on the individuals involved. This is something that is relevant to our everyday lives, and the program discusses scenarios that we've surely all witnessed or at least heard about. Although most of us who live in the University community will not be survivors or

perpetrators of sexual or dating violence, each of us may be a bystander or witness inappropriate behavior at some time.

All first year students participated in the program in August of 2011, and 163 athletes participated in the bystander program in the spring semester student athlete initiative. In total, 290 athletes participated in the Bringing in the Bystander program during the 2010-2011 school year, and approximately another 120 participated in August of 2012 as incoming first years. Coaches attended their own separate training sessions. The facilitators of the sessions noted that the student athletes participated heavily in the discussion during the program.

In the fall of 2011, student athletes continued to show their support for violence prevention efforts by spearheading the organization of bringing an Tony Porter, an internationally acclaimed speaker to campus to speak about further involving men in violence prevention by promoting healthy manhood. Tony Porter led a session specifically for student athletes, a keynote speech open to all Clarkies, as well as a training for CAVE members. Tony Porter is a co-founder behind A CALL TO MEN: The National Association of Men and Women Committed to Ending Violence Against Women. He is a lecturer for the U.S. State Department working in the Democratic Republic of the Congo, he has served as a consultant to The White House Commission on Violence Against Women and Girls, and is currently working with the NFL and the NBA, colleges and universities, and the United States Military and Naval Academy. One student athlete mentioned that

Currently, student athletes are working on a plan to continue their leadership role in violence prevention on campus. The potential plan will run on a four year loop, that way there can be a different focus each year that positively reinforces what we are doing over time. Every

other year athletics will work to bring in a speaker specific to violence prevention, or participate in a different wellness related program.

During the other two years, the potential plan is for each team will hold discussions about prepared hypothetical scenarios in which they have the opportunity to positively intervene in. The discussions will be facilitated by student athletes on the Peer Athletes Advocating for Wellness (PAAW) team, as well as our athletic trainer and Senior Women's Administrator, Trish Cronin. The content prepared for these discussions is a combination from the Brining in the Bystander program, focused on sexual violence prevention, and another program called "Step Up", which has a broader bystander message revolving around healthy lifestyles, and is used on over 100 campuses nationwide with athletes specifically. The scenarios will include situations of dating violence, sexual assault, and stalking, depression, severe anger problems, drug and alcohol abuse, academics, discrimination, eating disorders, and hazing. By better recognizing how different people might be dealing with certain issues, it makes us all better prepared to step in and help the person in need. We hope that by continuing to participate in programming we can raise awareness of helping behaviors, increase motivation to help others, develop skills and confidence when responding to problems or concerns, and ensure the safety and well-being of self and other. We also hope that we can help to serve as leaders and role models on the Clark University Campus.

Appendix 6 – PAAW Facilitators Manual and Resources

Resources for Facilitators

- Helping Behaviors grid (page 59)
- Bystander Behaviors list (page 63-64)

Session Handouts

- Resources for Bystanders
- Bystander Pledge (page 58)
- Scenarios * Adapted from Katz (1994, 2000), *MVP Playbook*.
- Participants Planning Sheet for Scenarios (page 66-67)

Overview of Session

- Introductions/ice-breaker activity (3 min)
- Establish ground rules for the group to create a safe space (5 minutes)
- Bystander decision making process activity (5-10 min)
- Participants use handout (PAAW Participants Manual, separate document) to review list of scenarios they would like to discuss (2 min)
- Facilitators will take suggestions for scenarios to discuss (2 min)
 - *The group will choose five scenarios in total, one will be from the sexual assault list and one from the dating violence list, the other three can be from any of the other topics.*
- Discussion of each scenario should take approximately 8-10 min, and discuss 5 total scenarios (50 min)

Process for each scenario

- Have a volunteer read the first scenario.
- Participants individually brainstorm and write down bullet point ideas on their planning sheet (1 min)
- Individuals pair off and discuss (1-2 min)
- Whole group discuss for (4-5 min)
- Individuals go back and make any final notes on their planning sheet (1 min)

***This will be the same format for all five scenarios, have individuals pair with a different partner every other scenario.*

PROCEDURE

BOTH PRESENTERS - Introduce yourselves and outline what you will cover in the session: developing skills as a bystander. (5 minutes)

Introduction and Establishing Ground Rules:

PRESENTER A: “Welcome everyone, I am (Presenter A introduces self; then Presenter B introduces self). We are here on behalf of the Peer Athletes Advocating for Wellness Program to build on our previous knowledge from the Bystander Program to you that has become part of the Clark Community. We’ll be talking about topics centered on wellness, and they include: academics, alcohol, alcohol poisoning, anger, depression, discrimination, disordered eating, gambling, hazing, dating violence, and sexual assault. We’ll mostly focus on preventing negative or dangerous situations revolving around these topics from occurring in our community and empowering you to be proactive bystanders. We’ll talk about the bystander model for prevention, and help you develop skills and confidence to be a positive bystander. The groups have been split by team with the hopes of making everyone feel more comfortable about talking about these types of issues openly and honestly.

Before we begin, I’d like to establish some ground rules. Some of these topics are very sensitive and the chances are good that a number of people in this room have been either personally affected by some of these topics, or know someone who has. We can all respect these topics, and specifically the topics of dating violence and sexual assault by using respectful and considerate language. What we will be talking about should remain confidential and not leave this room, and if you use examples, try to not identify the people involved – you never know who might know whom. Some of these topics might be really difficult and we want to have a productive session here, but we also want you to take care of yourselves. You do not need to talk if you don’t want to. If you are feeling uncomfortable and would like to leave at any time, please feel free to do so, and also, if you need to use the restroom they are located _____. We will be available for a few minutes at the end of the session for extra questions, information, etc. Does anyone have any questions before we get started? OK. Now, first thing’s first, please turn off your cell phones!”

PRESENTER B: Let's begin with developing a list of ground rules for this workshop on which we can all agree. Do you have any suggestions? (Facilitator B writes the ground rules on a sheet of poster paper which remains visible for the entirety of the workshop)

(PRESENTER A: double checks the list so it includes):

No cell phones

Be respectful of others

Only one person is able to speak at a time

Listen when others are speaking

Come back from breaks on time

Use "I" statements rather than deflecting statements about what "some people" or "others" think/feel

PRESENTER A: Leads the Ice Breaker Activity (3-5 minutes):

This is called the A/D/U Exercise. I want you all to group yourselves based on whether you agree, disagree, or are unsure of your response to the statement provided. I will ask you to explain your responses. You are able to change your opinion and to join a different group at any time, but I might ask you what made you change your mind.

PRESENTER A: picks a few of the following statements, this activity should not take longer than 5 minutes. **PRESENTER B:** helps to keep the time

- 1) *Rachel and Alex are going out on their first date. When they finish dinner, Alex tries to pay the bill. When Rachel attempts to pay her share, Alex explains that the man should always pay. Alex is correct in his statement: men should always pay.*
- 2) *While at a party, a guy pushes his girlfriend and says, "Leave me alone bitch." His peers are upset but don't do anything. He's not a close friend, but he's another student athlete.*
- 3) *If a person initiating sex without consent is intoxicated, he/she cannot be held responsible for the sexual assault.*
- 4) *You're hanging out on campus with three of your teammates. A female friend of yours passes by, wearing a short, tight, skirt. As she walks by, several male students sitting near you begin making crude gestures and remarks referring to her body and clothes. The woman is obviously getting upset, but no one in your group says anything.*
- 5) *It is okay to call a guy a "fag" or a girl a "dyke" if you don't really mean it.*
- 6) *It is more acceptable for women to be gay than for men to be gay.*

(Taken from the MVP Program at Syracuse)

DEVELOPING SKILLS AS A BYSTANDER

LEARNING OUTCOMES

- Participants will be able to describe the range of potential bystander behaviors and situations where action might be appropriate.
- Participants will gain experience in working through the decision process with regard to bystander behaviors including the costs and benefits of intervention.
- Participants will gain knowledge of resources that are available to support bystanders and victim/survivors.
- Participants will express motivation and commitment to be an active bystander.

The decision making process for bystanders. (5-10 minutes)

- **PRESENTER B: Empowered bystander exercise: Ask participants to think back to a time when someone intervened or stood up for them.**

- **Ask participants why it is difficult to intervene. Highlight that many people do want to intervene, but do not know what to do.**

- **Facilitate discussion on what participants believe influences decision to act. Past research has shown that the following aspects make it more likely that someone will make the decision to proactively intervene:**
 - **Recognizing the situation, You must be aware of the problem and recognize the negative impact on the victim (Batson, 1998).**
 - **Being asked, those who are asked and agree to help, are far more likely to intervene than those who are not asked (Moriarity, 1975). This is why you have been asked!**
 - **Having Bystander Role Models, by witnessing others provide help in other situations it can facilitate intervention in other situations (e.g., Batson, 1998).**
 - **Group size is also important, the number of bystanders a person thinks are present; research has shown that the more bystanders who are present, the slower to act (Latane & Darley, 1978). However, we aim to challenge this because there is safety in numbers, and because once a single person steps in, it makes it more likely that others will also step in.**

PRESENTER A:

QUESTIONS TO ASK BEFORE I TAKE ACTION:

- Am I aware there is a problem or risky situation?
- Do I recognize someone needs help?
- Do I see others and myself as part of the solution?

QUESTIONS TO ASK DURING THE SITUATION:

- How can I keep myself safe?
- What are my available options?
- Are there others I may call upon for help?
- What are the benefits/costs for taking action?

DECISION TO TAKE ACTION:

- When to act?
- Resources: people, phone, etc., available?
- ACT

1. BOTH PRESENTERS: Discussion of strategies for interventions for bystanders. (40 minutes, refer to scenario manual in Appendix 7)

- Facilitators go over scenario one in front of the group; prepare them to go over other scenarios. Answer questions for participants.

BOTH PRESENTERS: Participants are asked to intervene. (5 minutes)

We want to take this time to remind you of the pledge you made when you participated in the Bringing in the Bystander program. And if you have never had the chance to make this pledge, we want to offer you the chance to make the pledge now. Facilitators read the pledge (on the next page) out loud and have participants follow. Answer questions and ask participants to sign it with understanding it is for them only.

Other Helpful resources for facilitators:

BYSTANDER PLEDGE

I pledge to:

- Express my outrage about rape and all forms of sexual violence.
- Express my outrage about all forms of dating violence.
- Talk to other community members about sexual and dating violence.
- Interrupt sexist jokes that objectify women and girls, men and boys.
- Seek information about why sexual and dating violence is so prevalent in our society and how I can help prevent it.
- Change anything I may be doing that contributes to sexual and dating violence.
- Support and encourage men and women to take responsibility for ending sexual and dating violence.
- Listen to my friends' and partners' fears and concerns for safety.
- Pay attention to cries for help and take action.
- Challenge images of violence against women and men in advertising and entertainment.
- Support women and men working together to end sexual and dating violence.
- Nurture myself and be aware of my personal safety.
- Believe and support women, children, and men who have experienced any form of sexual and dating violence.

Name and Date

HELPING BEHAVIORS

	Friend	Acquaintance	Stranger
<p>Before: risky behaviors that could escalate to something more serious</p>	<ol style="list-style-type: none"> 1. Call 911 and tell hospital if I suspect that my friend has been drugged. 2. Walk a friend home from a party who has had too much to drink. 3. Stop and ask my friend what his intentions are if he was taking an intoxicated woman upstairs to his bedroom. 4. Confront friends who make excuses for abusive behaviors. 5. Watch my friend's drink at parties. 6. Make sure I leave a party with the same people I came with. 7. Ask for verbal consent with my partner. 8. Stop when my partner says stop. 9. Educate myself about sexual and dating 	<ol style="list-style-type: none"> 1. Speak up in a class if a professor jokes that women/men really like to be raped. 2. Speak up if I hear someone I know say, "s/he deserves to be raped." 3. Tell someone I know from class that I don't like to overhear about how they "banged a woman the night before." 4. Tell someone I know slightly from class that I don't appreciate their sexist/racist jokes. 	<ol style="list-style-type: none"> 1. Try to get help if I suspect a stranger at a party has been drugged. 2. Approach the friends of someone who is intoxicated at a party and make sure they don't leave him/her alone. 3. Approach a stranger at a party who has had too much to drink if s/he would like me to walk her home so s/he can go to sleep. 4. Try to get help to intervene if I saw several strangers dragging a woman up stairs to their room. 5. Warn a stranger if I saw someone spike her/his drink. 6. Grab a drink that I saw someone spike and pour it out.

	<p>violence and what I can do about it.</p>		<p>7. Speak out against homophobic jokes.</p>
<p>During: an incident involving some kind of violence.</p>	<ol style="list-style-type: none"> 1. I would confront a friend if I saw him/her grabbing, pushing, and insulting his/her partner. 2. I would get help from others: friends or professionals, to intervene if I saw a friend grab, push, insult his/her partner. 	<ol style="list-style-type: none"> 1. If I hear what sounds like yelling and fighting through my dorm walls, I knock on the door to see if everything is OK. 2. If I hear what sounds like yelling and fighting through my dorm walls, I go get an RA or someone else for help. 3. If I see a man and his girl/boyfriend whom I kind of know, in a heated argument, his hands clenched in a fist, I ask the girl/boyfriend if everything is OK. 4. If I see a woman and her boy/girlfriend whom I kind of know, in a heated argument, her hands clenched in a fist, I ask the boy/girlfriend if everything is OK. 	<ol style="list-style-type: none"> 1. Call 911 if I hear someone yelling and fighting. 2. Call 911 if I hear someone calling for help. 3. Go investigate if I hear someone calling for help. 4. If a woman is being shoved or yelled at by a man or woman, I ask her if she needs help. 5. If a man is being shoved or yelled at by a man or woman, I ask him if he needs help. 6. I see a man and what I assume is his girl/boyfriend. I do not know either of them. His hands are clenched and I see the girl/boyfriend is upset. I ask if everything is OK. 7. I see a woman and what I assume is her boy/girlfriend. I do not know either of them. Her hands are clenched

			and I see the boy/girlfriend is upset. I ask if everything is OK.
After/ally	<ol style="list-style-type: none"> 1. Call 911 if my friend needs help. 2. Call an RA or a rape counselor if a friend told me s/he was sexually assaulted. 3. Ask a friend who seems upset if they are OK or need help. 4. Ask a friend if I thought they were in an abusive relationship and let them know I am here to help. 5. Let a friend know that I am available for support and help if I suspected they were raped. 6. Share information about sexual assault and dating violence with my friend. 	<ol style="list-style-type: none"> 1. If I hear an acquaintance talking about forcing someone to have sex, I speak up against it and express concern for the person who was forced. 2. Call rape crisis center if an acquaintance was sexually assaulted. 3. Ask an acquaintance if they are OK. 4. I would encourage an acquaintance to speak up if they thought they had been physically or sexually assaulted. 	<ol style="list-style-type: none"> 1. If a stranger looks upset, I ask them if they are OK. 2. Call a rape center if a stranger tells me they have been raped. 3. Call 911 if a stranger needs help.

BYSTANDER BEHAVIORS

1. If I suspect that my friend has been drugged, I seek professional help.
2. If I saw someone who was intoxicated left behind by her friends, I tell them to take her with them.
3. If I suspect that my friend is in an abusive relationship, I ask her/him and provide information about resources available.
4. If I suspect a friend has been sexually assaulted, I let her/him know I am here if they want to talk.
5. If I hear someone yelling and fighting, I call 911.
6. If I see someone spike another person's drink, I stop them and call police.
7. If I see a friend grab, push or insult someone, I say something or go get help.
8. If I see a stranger grab, push or insult someone, I say something or go get help.
9. If I see a friend take an intoxicated woman up the stairs, I stop him and ask what he is doing.
10. I attend open forums and special events pertaining to sexual and dating violence.
11. I would call the local rape crisis center if my friend told me s/he was raped.
12. If someone appears upset, I ask if they are okay.
13. If I notice someone has a large bruise, I ask how they were hurt.
14. If I hear an individual use the words "bitch, cunt, pussy," pull them aside and explain why using that term is inappropriate.

15. If I see a person sexually assaulting another person, I intervene.
16. If my professor explains that women “say ‘no’ when they really mean ‘yes,’” I interrupt and make an attempt to educate the professor.
17. I talk to my friends about consent... and how he or she should wait until their partner verbalizes his/her feelings.
18. If I choose to leave a party early, I account for the people I came with.
19. If I see two men dragging a woman into a room, I call for help and intervene.
20. If I hear someone say, “She deserved to be raped,” I interrupt and explain that no one ever deserves or asks to be raped.
21. If I hear a sexist, racist, homophobic, etc. joke, I speak up and say this isn’t okay.
22. If I see commercials or ads exploiting women or men, I do not support that company.
23. If I see commercials or ads exploiting women or men, I explain to my children, nieces, nephews, others that this is not okay.
24. I will offer to watch my friends’ drinks when they leave the table.
25. If I know or suspect that a friend is in an abusive relationship (physically, sexually, or emotionally), I tell them they can confide in me.
26. I share statistics with my friends about sexual and dating violence.
27. If someone needs my help and I don’t have the answer, I tap my resources and find someone who does.

The final resource for *facilitators* is the **Manual for PAAW Facilitators**. *Facilitators may keep their own copy which they are able to write in.* This is in a separate document, along with the **Manual for PAAW Participants**.

Appendix 7- Session Handouts for Participants

The following pages are handouts for participants.

Facilitator should:

Make copies of the following document so that individuals will be able to bullet point some ideas to formulate potential plans during their smaller group discussions.

Groups will choose which scenarios to talk about as a group, but individuals within the large group can pair off and discuss their initial ideas, and write them down on the handout sheets, before discussing their ideas whole group.

Participants Planning Sheet

Your name: _____

Scenario number: _____

- Which if any of the suggested ideas in the manual that you would use? Why?

- Are there any suggested ideas you would alter? How would you alter them?

- Your own idea: _____

- How do you stay safe? _____

Scenario number: _____

- Which if any of the suggested ideas in the manual that you would use? Why?

- Are there any suggested ideas you would alter? How would you alter them?

- Your own idea: _____

- How do you stay safe? _____

Scenario number: _____

- Which if any of the suggested ideas in the manual that you would use? Why?

- Are there any suggested ideas you would alter? How would you alter them?

- Your own idea: _____

- How do you stay safe? _____

Scenario number: _____

- Which if any of the suggested ideas in the manual that you would use? Why?

- Are there any suggested ideas you would alter? How would you alter them?

- Your own idea: _____

- How do you stay safe? _____

BYSTANDER PLEDGE

I pledge to:

- Express my outrage about rape and all forms of sexual violence.
- Express my outrage about all forms of dating violence.
- Talk to other community members about sexual and dating violence.
- Interrupt sexist jokes that objectify women and girls, men and boys.
- Seek information about why sexual and dating violence is so prevalent in our society and how I can help prevent it.
- Change anything I may be doing that contributes to sexual and dating violence.
- Support and encourage men and women to take responsibility for ending sexual and dating violence.
- Listen to my friends' and partners' fears and concerns for safety.
- Pay attention to cries for help and take action.
- Challenge images of violence against women and men in advertising and entertainment.
- Support women and men working together to end sexual and dating violence.
- Nurture myself and be aware of my personal safety.
- Believe and support women, children, and men who have experienced any form of sexual and dating violence.

Name and Date

BYSTANDER BEHAVIORS

28. If I suspect that my friend has been drugged, I seek professional help.
29. If I saw someone who was intoxicated left behind by her friends, I tell them to take her with them.
30. If I suspect that my friend is in an abusive relationship, I ask her/him and provide information about resources available.
31. If I suspect a friend has been sexually assaulted, I let her/him know I am here if they want to talk.
32. If I hear someone yelling and fighting, I call 911.
33. If I see someone spike another person's drink, I stop them and call police.
34. If I see a friend grab, push or insult someone, I say something or go get help.
35. If I see a stranger grab, push or insult someone, I say something or go get help.
36. If I see a friend take an intoxicated woman up the stairs, I stop him and ask what he is doing.
37. I attend open forums and special events pertaining to sexual and dating violence.
38. I would call the local rape crisis center if my friend told me s/he was raped.
39. If someone appears upset, I ask if they are okay.
40. If I notice someone has a large bruise, I ask how they were hurt.

41. If I hear an individual use the words “bitch, cunt, pussy,” pull them aside and explain why using that term is inappropriate.
42. If I see a person sexually assaulting another person, I intervene.
43. If my professor explains that women “say ‘no’ when they really mean ‘yes,’” I interrupt and make an attempt to educate the professor.
44. I talk to my friends about consent... and how he or she should wait until their partner verbalizes his/her feelings.
45. If I choose to leave a party early, I account for the people I came with.
46. If I see two men dragging a woman into a room, I call for help and intervene.
47. If I hear someone say, “She deserved to be raped,” I interrupt and explain that no one ever deserves or asks to be raped.
48. If I hear a sexist, racist, homophobic, etc. joke, I speak up and say this isn’t okay.
49. If I see commercials or ads exploiting women or men, I do not support that company.
50. If I see commercials or ads exploiting women or men, I explain to my children, nieces, nephews, others that this is not okay.
51. I will offer to watch my friends’ drinks when they leave the table.
52. If I know or suspect that a friend is in an abusive relationship (physically, sexually, or emotionally), I tell them they can confide in me.
53. I share statistics with my friends about sexual and dating violence.
54. If someone needs my help and I don’t have the answer, I tap my resources and find someone who does.

The final resource for participants is the **Manual for PAAW Participants**, which is meant to be reused by participants. This is in a separate document, along with the **Manual for PAAW Facilitators**.