INTERVENE: EVALUATION OF CORNELL’S NEW BYSTANDER INTERVENTION VIDEO AND WORKSHOP

Laura Santacrose, MPH
The Skorton Center for Health Initiatives at Cornell Health
Cornell University

Catherine Thrasher-Carroll, MA
OUTLINE

• Brief Introduction and background
• Development of *Intervene*
  • Video, workshop and evaluation
• View *Intervene* and discuss
• Implementation and evaluation results
• Discussion: How other campuses can use and have used *Intervene*
• Q&A
THANK YOU TO OUR FUNDERS WHO MADE *INTERVENE* POSSIBLE!

*Intervene* was funded with generous support from Cornell alumni and United Educators.
CORNELL UNIVERSITY

- Small city, rural upstate NY
- Private university, NYS Land Grant
- ~15,000 undergraduate students
- ~8,000 graduate and professional students

- Student and Campus Life Division
  - Cornell Health (Integrated health care services)
  - Skorton Center for Health Initiatives
THE SKORTON CENTER FOR HEALTH INITIATIVES

• Uses a public health approach to address alcohol and other drugs, mental health, sexual violence and hazing.

• Provides institutional leadership, education, research and public engagement on these topics.

• Implements evidenced based and theory informed strategies across the socio-ecological model (individual, group, institution, community, society)
INTERVENE IS:

• A stand-alone, online 20-minute video portraying student bystanders successfully intervening in a variety of situations

• An in-person, 60-minute workshop in which students view the video and engage in a facilitated conversation

• Based on real-life situations faced by college students (focus groups with students & survey data)

• Grounded in social behavior theories and public health research
UNIQUE FEATURES OF INTERVENE

• Uses an empowering and realistic approach to problem-solving
• Illustrates how bystander intervention skills can be applied to **multiple college health topics**
• Includes successful **individual and group** interventions
• Depicts a **range of severity** (non-urgent, urgent, and emergency scenarios)
• Explores the role of bystanders in situations as they develop over time
• Addresses how to intervene across **multiple kinds of relationships** (friends, strangers, roommates, acquaintances, classmates, co-workers)
• Is designed for **college students** (undergraduate, graduate, and professional students)
• Underwent **rigorous evaluation** (with a randomized control trial) and the data shows both the video and workshop are effective
AWARDS

• Won a Silver Telly Award in 2017 for the Non-Broadcast Productions General Social Responsibility category.

• Was accepted and screened at the American Public Health Association’s Global and Public Health Film Festival in November 2017.

• Won the 2018 NASPA Bronze Student Health, Wellness, Counseling, and related Excellence Award
Cornell’s Intervene addresses bystander interventions in these seven situations:

- emotional distress
- hazing
- intimate partner violence
- racial bias
- alcohol emergency
- sexual harassment
- sexual assault
INTERVENE
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Ind./Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stranger and friends intervened in a potential sexual assault</td>
<td>Ind. &amp; Group</td>
</tr>
<tr>
<td>Friends intervened in a racial bias situation</td>
<td>Group</td>
</tr>
<tr>
<td>Roommate intervened in a hazing situation</td>
<td>Ind.</td>
</tr>
<tr>
<td>Acquaintance intervened w/ person feeling overwhelmed by academics</td>
<td>Ind.</td>
</tr>
<tr>
<td>Classmates intervened in a sexual harassment/gender bias situation</td>
<td>Group</td>
</tr>
<tr>
<td>Friend intervened in an intimate partner violence (emotional abuse)</td>
<td>Ind.</td>
</tr>
<tr>
<td>Friends intervened in an alcohol emergency</td>
<td>Ind. &amp; Group</td>
</tr>
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INTERVENE EVALUATION

Overall Research question: Does the stand-alone video and/or the video within the workshop have an impact on knowledge, attitudes and behavior?
EVALUATION DESIGN

Randomized Controlled Trial (RCT) of Video

- **Control Group:**
  - Baseline survey (online)
  - NO INTERVENTION
  - 4-Week Follow-Up survey (online)

- **Video ONLY Group:**
  - Baseline survey immediately pre-viewing video (online)
  - INTERVENTION: watched video (online)
  - Immediately post-viewing video survey (online)
  - 4-Week Follow-Up survey (online)
  - 6-Month Follow-Up focus groups

Workshop Pilot

- **Workshop (video embedded within):**
  - Baseline survey immediately pre-workshop (paper)
  - INTERVENTION: participated in workshop and saw video
  - Immediately post-workshop survey (paper)
  - 4-Week Follow-Up survey (online)
  - 6-Month Follow-Up focus groups
SURVEY QUESTIONS

• Pro-social bystander model
  • Identify a situation as a problem
  • Feel responsibility to act
  • Likeliness to intervene
  • Social norms

• Demographics
  • Student status (undergrad vs. grad), gender, race/ethnicity, international status, class year, athlete & Greek
Control and Video RCT –
Invited random, stratified sample of undergraduate, graduate and professional students

Workshop Pilot -
Invited several undergraduate student organizations (e.g. athletic teams, fraternities, sororities, cultural affinity orgs., student employees, academic classes, etc. to participate in Intervene workshop during Fall 2016 semester

<table>
<thead>
<tr>
<th>Condition</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>N = 802</td>
<td>N/A</td>
<td>N = 509</td>
</tr>
<tr>
<td>Video ONLY online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td>N = 461</td>
<td>N = 440</td>
<td>N = 155</td>
</tr>
</tbody>
</table>
SPECIFIC RESEARCH QUESTIONS

1. Is the stand-alone video effective at increasing likelihood to intervene (between-subjects)?

2. Does the video have a differential impact for undergraduate and graduate students? What about for male and female students?

3. Is the workshop effective at increasing likelihood to intervene (within-subjects)?
1. IMPACT OF THE VIDEO – OVERALL RCT RESULTS

IMMEDIATELY POST-VIEWING & AT 4-WEEK FOLLOW-UP
VIDEO ONLY compared to CONTROL:
Likelihood to Intervene
Immediately Post Viewing

Statistically-significant differences are denoted in the following ways: ***p ≤ 0.001, **p ≤ 0.01, *p ≤ 0.05
VIDEO ONLY compared to CONTROL:
Likelihood to Intervene
4 Weeks Post Viewing

**p ≤ 0.001, **p ≤ 0.01, *p ≤ 0.05
2. IMPACT OF THE VIDEO – DEMOGRAPHIC-BASED DIFFERENCES

AT 4-WEEK FOLLOW-UP
DEMOGRAPHIC-BASED DIFFERENCES

- Video equally effective for undergraduate and graduate students

- Females reported a higher likelihood of intervening at four-week follow-up than males for five of the seven situations portrayed in the film:
  - racial bias, intimate partner violence, emotional distress, sexual assault, and sexual harassment
3. IMPACT OF THE WORKSHOP – OVERALL PILOT RESULTS

IMMEDIATELY POST-PARTICIPATION & AT 4-WEEK FOLLOW-UP
Impact of Workshop on Likelihood to Intervene Immediately Post Workshop

![Bar chart showing the impact of a workshop on likelihood to intervene in various situations. The x-axis represents different types of situations: Alcohol emergency, Bias, Emotional distress, Hazing, Intimate Partner Violence, Sexual Assault, Sexual Harassment. The y-axis represents the likelihood to intervene on a scale from 1 to 4.

- Alcohol emergency: Pre Workshop: 3.5, Post Workshop: 3.6
- Bias: Pre Workshop: 3, Post Workshop: 3
- Emotional distress: Pre Workshop: 3, Post Workshop: 3
- Hazing: Pre Workshop: 3, Post Workshop: 3
- Intimate Partner Violence: Pre Workshop: 3, Post Workshop: 3
- Sexual Assault: Pre Workshop: 3, Post Workshop: 3
- Sexual Harassment: Pre Workshop: 3, Post Workshop: 3

**Notes:**

- **p ≤ 0.001**
- **p ≤ 0.01**
- **p ≤ 0.05**
Impact of Workshop on Likelihood to Intervene Immediately Post Workshop and 4-Weeks Post Workshop

All stars indicate significant differences between baseline and the corresponding time point they are placed above.

***p ≤ 0.001, **p ≤ 0.01, *p ≤ 0.05
HOW CAN YOU USE INTERVENE?
Resources available for free at: health.cornell.edu/intervene

- Video with captions
- Video Platforms include Vimeo, Youtube, and CornellCast (individual scene links)
- Intervene Overview PDF
- Updated Workshop Facilitator Discussion Guide & PowerPoint slides

Intervene (video and workshop) were developed by the Skorton Center for Health Initiatives at Cornell University @ 2016. The information contained in the materials is based on the developers’ best efforts to interpret a body of research and literature, and to translate this into practical considerations. The materials are informational and educational in nature, and are intended to be used as developed and prepared by the Skorton Center for Health Initiatives. The video content is not to be modified, altered or revised in any way. The workshop content is not to be modified, altered, or revised in any way, except for tailoring to your own institutional practices, policies and resources. The Skorton Center makes no representation or warranty express or implied regarding any particular outcome from the use of the materials. Use in part or whole is permitted with attribution to developers.
Intro: 2 mins

- Hello/Welcome...my name is .... Thank you for being here today/tonight for this new bystander intervention workshop entitled “Intervene”.
- As students, there are times when you may see something that doesn’t seem quite right. It might be obvious or it might be subtle. Sometimes intervening is simple. Sometimes it’s not. You may feel a little awkward, but it doesn’t mean it’s not working. Your actions still have an impact, whether in the moment or down the road.
- During our time together, we are going to explore what it might mean to intervene when someone is in a difficult situation or may even be in danger.
- To begin, we are going to watch a set of 7 distinct scenarios in one film. As you watch, please pay attention to how the characters interact with each other as well as how the scenarios are similar to and different from one other.
Thank You For Using *Intervene*! 

[Logos of various universities]
PRINCETON UNIVERSITY

- Facilitated *Intervene* Workshop with peer leaders (social justice fellows, peer health advisers, SHARE peers, residential student staff, LGBTQIA peer educators, peer career advisers, outdoor orientation leaders, and athletic team wellness leaders)
- Integrated existing bystander language (i.e. 3 Ds) in workshop
- *Intervene* fits nicely with Princeton’s UMatter Campaign (a bystander intervention and healthy decision making initiative)
- In 2017, Princeton introduced a hazing report form.
The Office of Title IX Programs and Compliance used *Intervene* during their six week extended orientation program for first-year and transfer students.

- Approximately 600 students completed the *Intervene* workshop in small groups of 15 students each, with a student and a faculty/staff co-facilitating the program.
- Conducted in-person training with students who became co-facilitators.

Also facilitated *Intervene* with current and all new IFC members as part of onboarding.

Conducted evaluation of *Intervene* on their campus:

- 88% of students agreed or strongly agreed that the video and discussion were an overall valuable experience.
- Students said the part of the training they liked most was “the parts of the video that showed how bystanders could intervene even if they didn’t know the person” and “the confidence it gave me to intervene in future situations.”
• In Fall 2017 semester, Lehigh conducted 17 *Intervene* sessions with 8 staff facilitators reaching over 400 Greek sophomores.
  
  • Additionally, one sorority requested *Intervene* for their upper-class chapter members.

• Anecdotally, students gave positive feedback about the program and staff facilitators really enjoyed it.

• Conducted evaluation of *Intervene* on their campus and shared their results on this infographic.
DISCUSSION:
CAMPUS READINESS FOR INTERVENE

• How might you use Intervene on your campus?
• How does Intervene fit with your existing bystander intervention initiatives and other health topic specific programs?
• What stakeholders (students, staff & faculty) would you want to share Intervene with?
• How do you articulate the importance, the value and the benefits of the program to your campus leadership?
• What policies and resources exist on your campus to support Intervene?
• What more would you need to be able to use Intervene?
<table>
<thead>
<tr>
<th>Questions</th>
<th>Our Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why are you including racial bias? (e.g. white savor complex, doesn’t happen here and will hurt film’s credibility, concerns about Cornell’s reputation, white students will tune out, etc.)</td>
<td>The negative health impacts of bias is a relatively new consideration in the field of college health. We view it as a public health problem. In the video, we seek to demonstrate allyship.</td>
</tr>
<tr>
<td>It’s not working! Campus hazing reports/mental health transports/sexual violence reports/bias incidents/AOD transports are up!</td>
<td>The program is designed to increase bystander intervention behaviors AKA making reports, calling 911, seeking support. Be careful interpreting your data.</td>
</tr>
<tr>
<td>We can only give you 20 minutes for a bystander training.</td>
<td>Show the video! Or explain that 60 minutes will engage students in reflection and discussion.</td>
</tr>
<tr>
<td>Why wasn’t the mental health scenario in the film a higher level of distress?</td>
<td>Feeling overwhelmed is much more common experience and students want to know how to help. We have another bystander intervention program dedicated to suicide prevention (Friend 2 Friend).</td>
</tr>
<tr>
<td>Will bystander intervention solve our campus problems?</td>
<td><em>Intervene</em> is one component of a comprehensive public health approach. Complex problems require strategies addressing multiple levels (socio-ecological model).</td>
</tr>
</tbody>
</table>
THANK YOU

- Stay tuned!
- New video and workshop: Intervene: Bias
- Sign up for Intervene updates
- Visit our website: www.health.cornell.edu/intervene
- Be in touch if you’re using Intervene
- Take a handout!

Intervene
A pro-social bystander intervention program from Cornell Health’s Skorton Center for Health Initiatives

WHAT IS INTERVENE?
Intervene is a 60-minute in-person or online video that introduces participants to the concept of social influence and teaches them strategies for intervening successfully when they see others in need. It is designed to help individuals gain confidence in their ability to intervene and to provide them with the tools they need to be effective in real-world situations.

TOPICS EXPLORED
Intervene covers a wide range of topics, including:
- Intervening in situations involving bias and discrimination
- Intervening in situations involving intimate partner violence
- Intervening in situations involving alcohol and drug use
- Intervening in situations involving emotional distress
- Intervening in situations involving sexual assault
- Intervening in situations involving sexual harassment

CONSIDERATIONS WHEN BRINGING INTERVENE TO YOUR CAMPUS
When bringing Intervene to your campus, consider the following:
- Ensure that all materials are culturally sensitive and inclusive.
- Provide training for facilitators to help them understand the impact of social influence and the importance of intervention.
- Encourage participants to reflect on their own experiences with social influence and how they can apply the strategies they learn to real-world situations.

HOW CAN I USE INTERVENE?
Intervene can be used in a variety of ways, including:
- As a stand-alone workshop
- As part of a larger training program
- As a tool for assessing the effectiveness of social influence strategies

ACCOLADES
Intervene has received numerous awards and recognitions, including:
- The Best Film Award at the National Association of Medical Communicators Film Festival, 2017
- The Best Film Award at the National Association of Medical Communicators Film Festival, 2018
- The Best Film Award at the National Association of Medical Communicators Film Festival, 2019

CONTACT
- Laura Santorinou, MPH
  Assistant Director
  Skorton Center for Health Initiatives
  E-mail: ls63@cornell.edu
  Phone: 607-255-4792
  health.cornell.edu/intervene

Cornell University
United Health Center
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QUESTIONS?

Catherine Thrasher-Carroll, MA
ctc265@cornell.edu

Laura Santacrose, MPH
lbs65@cornell.edu

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