Sexual Violence Prevention Using a Train-the-Trainer Model: Cost Savings, Creativity, and Community

Samantha Goober | Boston College
Outline

- Defining the Context
- Resource Management and Program Impact
- Brainstorm/Discussion
- Benefits of Using Train-the-Trainer
- Looking Ahead: Intersectionality and Inclusivity
- Brainstorm/Discussion
Defining the Context

Boston College and its Bystander Intervention Education Program
Boston College

Identity
○ Private
○ Jesuit Catholic
○ Became co-ed in 1970
○ Total enrollment: 14,513¹

Mission
○ Commitment to academic rigor
○ Pursuit of a just society

Student Profile
○ 9,377 undergraduate day students
○ 2,327 first-year
○ 32.6% AHANA
○ 7.7% International

Boston College

Student Life

- Predominantly traditional college age
- 93% of FY students live on campus
- BC students have higher levels of alcohol use & binge drinking
- National data: 23.1% of undergraduate women and 5.4% of undergraduate men experience sexual assault or rape in college
  - Almost 1 in 4 students who are transgender or GNC experience sexual assault or rape in college

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Bystander Intervention Education: Overview

Research-Based
○ Developed from Victoria Banyard’s Bringing in the Bystander\(^4\)
○ Help entire community be more sensitive to SV and learn how to intervene

Mission-Driven
○ “Men and women for others” + student social habits → pilot in 2009
○ Mandatory program roll out in 2015

Student-Led
○ Reliant on upperclass student leaders to deploy program
○ Two roles: Trainers and Advocates

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Bystander Intervention Education: The Presentation

**Logistics**
- 90-minute presentation given by 2 trainers
- Presented by Res Hall floor
- Collaboration with Res Life & Office of Student Conduct

**Content**
- Cultural context
- Bystander Effect
- Red flags for perpetration
- Intervention techniques
- Disclosures
- Call to Action

**Learning Outcomes**
- Define SV and examples
- Articulate prevention methods
- Develop and execute plans to intervene
- Understand role of pro-social bystander
Bystander Intervention Education: Program Structure

- Women's Center Director
- Bystander GA
- Trainers
- Advocates
- Student Employees
- Larger undergrad community
- 90-minute presentation for 2,300 FY students annually
Bystander Intervention Education: Training Curriculum

Summer Training
- Coursepack reading
- Team dinner
- All-day intensive training

Continuing Education Meetings
- Campus supports
- Different SV-related topics
- Community building

Advocacy Meetings
- Brainstorm and plan:
  - Events, swag orders, marketing campaigns, etc.
Resource Management and Program Outcomes

Financial sustainability and program success
Resource Management: Operating Expenses

- Training (materials, catering, retreats, etc.)
- Publicity and Awareness (events, swag, etc.)
- Misc. admin (hardware, supplies, etc.)
Resource Management: Personnel

1 Graduate Assistant | 20 hours/week

3 Student Employees | 2-4 hours/week

50 [unpaid] Student Trainers & Advocates | 1-3 hours/week
Program Outcomes

- Reduces beliefs in sexual violence myths and increases willingness to intervene in situations that may lead to sexual violence
- More effective second semester and in a residential hall setting
- Increases FY students’ understanding of sexual violence within the LGBTQ+ community
- Students’ preexisting knowledge of sexual violence increasing over time
Brainstorm & Discussion

What might be additional benefits of using a train-the-trainer model?
Discuss in small groups or pairs:

Aside from cost-savings, what are other benefits of using a train-the-trainer model?

Have you seen this model in other programs at your institution? What aspects have been effective?
Benefits of Using a Train-the-Trainer model

Positive outcomes of deploying student leaders
Benefits for Student Leaders

Knowledge & Training
- Becoming subject matter experts on SV prevention & response
- Learning how to respond to someone in crisis

Living the Mission
- Feeling empowered and equipped to live program mission in day-to-day lives
- Positively shaping BC party culture as campus leaders

Community
- Providing a space of solidarity and support
- Finding people who have similar passions
Benefits for the BC Community

Peer-Led Effectiveness
○ Content more effective from peers
○ Students can see themselves in their trainers

Bridging Generational Divides
○ Students know what students need
○ Keeping program content up-to-date

Social Justice Leaders
○ Keeping program content as inclusive and intersectional as possible
○ Collaboration with other social justice orgs on campus
Looking Ahead: Intersectionality and Inclusivity

Making the program inherently intersectional
Re-envisioning Bystander

- Making a program more inclusive over time vs. re-creating the program to be inherently intersectional
- Engaging student leaders in these conversations
- Adapting to FY students’ increased pre-existing awareness
Brainstorm & Discussion

After seeing this framework, how might you use a train-the-trainer model to help build or bolster SV or other prevention programs at your institutions?
Bystander Intervention Education: Program Structure

- Women's Center Director
- Bystander GA
- Trainers
- Advocates
- Student Employees
- Larger undergrad community
- 75-minute presentation for 2,300 FY students annually
QUESTIONS?

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