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Wellness and Health Promotion at Seattle University (SU) houses a volunteer team of 10-20 undergraduate students called the Health and Wellness Crew (HAWC) to program and educate the campus about health topics. One of these areas is healthy relationships, focusing on sexual health and sexual assault education, risk reduction, and prevention. By using the sustainable model already in place from HAWC, peer educators identifying as men can utilize their experiences and their identity to reach out to other men in the SU community about sexual assault prevention.

Literature Review

Due to the high-risk nature of college campuses, the American College Health Association (ACHA) published a recommendation for institutions to develop programs to develop bystander intervention techniques (2007). These techniques include awareness of situations, bystander efficacy, and skills to act. Further research indicates targeting high-risk populations by using social identities (e.g. men educating men) helps create lasting behavior change when it comes to bystander efficacy (see Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2010; Exner & Cummings, 2011; Heys & Wawrzynski, 2013; Jashnani, 2013).

At-risk Populations

At-risk populations for sexual violence include any organization or structure where the entire population identifies as men, mostly occurring in Greek life and athletic teams. Due to the homogenous dynamic of hyper-masculinity, rape myths, lack of survivor empathy, and culture norms of sexual violence are often unchallenged and perpetuated (Moynihan, & Banyard, 2008; Moynihan et al., 2010; Bannon, Brosi, &

Foubert, 2013). Many programs have been created to address bystander responsibility and bystander efficacy in student leaders on college campus (e.g. Exner & Cummings, 2011; Banyard, Moynihan, & Crossman, 2009) but few have looked at the effect on identity-based workshops to elicit behavior change.

Cupples, Zukoski, & Dierwechter (2010) looked at recruiting, training, and deploying men as peer educators to mentor and educate younger men in different areas of sexual health. Although the program did not cover sexual violence specifically, the workshops ran were assessed as effective and showed behavior change at a later follow up. Similarly, Casey & Ohler (2011) researched positive male allies as bystanders against sexual violence. The study found it critical to question masculinity-related norms in order to develop effective bystanders; however, participants felt more comfortable to challenge norms among other men. Moreover, participants shared they felt hesitant to intervene due to stigma from their peers also confirmed by a study on situational intervention (Burn, 2008).

Athletes in general show a willingness to intervene with their teammates due to a strong bond and relationship already formed (McMahon & Farmer, 2009). Results indicate by using relationships already formed can increase bystander efficacy, although efficacy diminishes when the situation involves strangers. In the McMahon & Farmer (2009) study, they use a strengths-based approach to encourage intervention. They identified familial capital (Yosso, 2005) among teammates and reframed intervention as a responsibility for their community.

Another unique example although inconclusive of behavior change, a bystander approach program was even adapted to address sexual violence in the United States Military, an extreme hyper-masculine environment (Potter & Stapleton, 2011).

Bystander Approach

The bystander approach was originally research by Latane and Darley (1970) to find out the psychology of a person responding in an emergency situation. An individual goes through a process from awareness of a situation to action, all within a couple of seconds. There are many pitfalls in this process where the individual could decide not to intervene such as thinking another person would intervene, rationalizing the situation as normal, not feeling safe about intervening, or simply, not recognizing the situation as high-risk. Banyard, Moynihan, & Crossman, (2009) took the bystander framework and applied it to sexual violence prevention.

The idea stems from the idea that sexual violence is a men's issue and to end it, men will have to step up to be pro-social bystanders (Banyard, Moynihan, & Crossman, 2009). This bypasses the traditional approach of treating men as potential perpetrators rather than solutions to the issue. By using the bystander approach, men can feel empowered not only to break gender norms, but to effectively act as allies across the gender spectrum (Exner & Cummings, 2011).

Best Practices

Although not fully evidence-based in nature, many programs exist across a variety of campuses to promote bystander intervention at any stage of a sexual assault. The trend in the literature is to create brief interventions for at-risk populations (e.g. athletic teams or Greek life communities). One main best practice to focus on is Wingmen on Cornell

University's campus. The program was first started out of the Student Health Center on campus addressing the issues of sexual violence in the Greek life community (Cummings, personal communication, 2013).

The program had two components. The first component consists of a passive poster campaign. Their campaign featured a well-known rubber chicken mascot with catchy slogans such as, "Don't let your friend get in hot water" paired with a graphic of the chicken in a boiling soup pot. The poster slogans used humor to inform students about bystander invention and increase intervention efficacy, challenging the cultural norm of the definition of a 'wingman'. The program was piloted with students, faculty, and staff for feedback on visual appeal, language, and overall message (Cummings, personal communication, 2013).

The second component uses male peer educators to run one hour pro-social bystander intervention workshops for at-risk populations (Exner & Cummings, 2011). The size of the team ranges from 2 through 8 students identifying as men and includes members from the at-risk community to create buy-in. The workshop is run by two facilitators and starts by asking participants their definition of a wingman. Usually, facilitators are met with cultural norms and rape myths in the definitions presented by participants. Then, facilitators move participants into a guided case study about a situation where the participants are witnessing signs leading up to a sexual assault. At each decision point (e.g. would you intervene or not), the small group discusses individual decisions (Cummings, personal communication, 2013).

In this activity, the group faces a lot of dissonance because various individuals disagree at decision points as the situation progresses. Facilitators mediate the process

using motivational interviewing and social norming techniques to dig deeper into different participants reasoning and challenge cultural norms. The session ends coming full circle back to the initial definition of a wingman. Participants redefine what it means to be a wingman in terms of being an engaged bystander (Cummings, personal communication, 2013).

The program has shown promise and the evaluations and assessment shows participants have greater bystander efficacy after attending (awareness and knowledge). However, participants shared that they feel less likely to intervene because they lack the skills to intervene safely and effectively. The data indicates that a second workshop is needed to focus on the skills to intervene and creating an engaged bystander action plan (Exner & Cummings, 2011).

Recommendations

The next section will outline recommendations in order to implement a comprehensive peer education intervention with men-identifying students. This will include assessment, budget, and timeline.

Wingmen: An Adaptation

Consistent with the literature, Seattle University needs a comprehensive plan to address sexual assault on campus with at-risk groups. After reviewing the literature, an adaptation of the Wingmen program with other aspects from the research would benefit the campus. Wingmen would be run out of the Office for Wellness and Health Promotion as an axillary part of the Health and Wellness Crew (HAWC).

The initial team will consist of two or three members to run the pilot and as the program evolves and expands, the team could grow as large as ten. Similar to the

program at Cornell, we would recruit team members from athletics to establish buy in with the athletic community. The team would be responsible for running workshops with groups on campus, targeting at-risk populations.

The workshop series differs from the Cornell best practice and blends a few key findings from the research. First, the workshop content should be developed as multiple sessions focusing on bystander awareness and moving toward bystander efficacy in a safe effective method. Second, the workshop should facilitate the creation of a bystander intervention plan and assess whether or not participants successfully identified and used their plan in a social situation. Lastly, we should reach out the other student leaders on campus (Banyard, Moynihan, & Crossman, 2009) and possibly adapt a workshop for faculty and staff (Moynihan, & Banyard, 2008).

For the curriculum and content of the workshop, the team will hope to use Step Up, a research-based program, as a framework and foundation. Within the guideline, the team can adapt the presentation, cutting out and tweaking content where it is needed. For example, instead of giving national data, using the NCHA data that is Seattle University specific would elicit deeper and more meaningful learning. Furthermore, the Step Up curriculum focuses on bystander intervention in any situation (e.g. gambling, alcohol use, etc.) and the team would need to only use the case studies and content relation to sexual assault and domestic violence.

After forming the initial team and going through training on running the brief intervention, the team will run pilot programs with student leader groups (RA's, team captains, other prominent student teams on campus) during the spring quarter of 2014. By

fall quarter 2014, Wingmen will be in a position to work with athletic teams and different student leader organizations.

Poster Campaign

To supplement Wingmen, a passive poster campaign is recommended focused on social norms of rape myths, survivor empathy, and bystander efficacy. The poster campaign slogans will be formed from the learning objectives in consultation with professionals, the Wingmen team, and students. Although the visuals and style can change year to year, the messages should stay consistent.

The office will need to use a graphic designer, in-house or freelance, to create professional posters. These will be displayed on every flyer board, in the residence halls, on the digital display, in front of the Wellness and Health Promotion Office, and on social media (Facebook, Twitter, etc.).

Assessment Plan

Learning objectives will be written for the brief interventions as well as the poster campaign. In addition to the intervention, the poster campaign assessment will be sent to all students through student announcements and social media. Based on the learning outcomes a pre- and post-test will be created for participants. This assessment will evaluate the intervention for knowledge retention, bystander efficacy, the poster campaign, and ask for any improvements to the program.

A further assessment will be created to collect longitudinal data at the three month, six month, and one year mark. This assessment will ask the same questions as the pre- and post-test. Also it will ask if any participants utilized their bystander intervention

action plan. We will collect narratives and then invite participants to a follow up focus group to dive in on a deeper level to how they decided to intervene.

Budget and Timeline

Wingmen	Budget
Materials for Intervention <ul style="list-style-type: none"> • Print outs for participants • Pre- post-test print outs 	300
Materials for Poster Campaign <ul style="list-style-type: none"> • 8 1/2 x 11 Flyers • 24 x 36 Posters • Lamination and color • Freelance designer 	500
Training <ul style="list-style-type: none"> • Materials (binders, print outs, etc.) • Speakers / presenters • Lunches 	500
Professional Development <ul style="list-style-type: none"> • In-service/retreat • Outside org training • Strengths Quest / Other teambuilding program • Journals / Other publications 	500
Team Appreciation <ul style="list-style-type: none"> • Snacks / Coffee / Tea • Thank You's • End of the Year gift 	100
Other <ul style="list-style-type: none"> • Other office supplies • Budget buffer 	100
Total	2,000

- Fall 2013: Submit proposal for a Wingmen program to be housed in the Office for Wellness and Health Promotion.
- Winter 2014: Create content for Wingmen and the poster campaign. Create training modules for students on the team. Recruit male peer educators (at least one from athletics) and train them on the content.

- Spring 2014: Pilot test both the workshop and poster campaign with student leaders on campus. Use their feedback to improve our practice.
- Fall 2014: Roll our first official Wingmen workshops with student leaders and athletic teams. Assess participant's experiences in the workshops.
- 2015 and beyond: Use follow-up assessments to collect longitudinal data about bystander intervention efficacy and action over the course of a year.

Conclusion

A comprehensive plan to address sexual assault on Seattle University's campus is paramount in our efforts to create a safe and healthy community. One key aspect of a plan would be empowering community members as engaged bystanders (McMahon, Postmus, & Koenik, 2011). This approach addresses primary prevention efforts on campus and aims to eradicate the issue of sexual violence in a community (Borges, Banyard, & Moynihan, 2008; McMahon & Farmer, 2009; McMahon, Postmus, & Koenik, 2011). An adaptation of the Wingmen program from Cornell University and the Step Up curriculum with a focus on athletic teams and culture would be effective and a key piece of the sexual assault primary prevention plan.

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