



# Step **UP!**

A Prosocial Behavior/Bystander  
Intervention Program

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**FACILITATOR GUIDE**  
6th Edition



Presented by:  
The University of Arizona C.A.T.S. Life Skills Program  
in Partnership with the NCAA





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*“Courage is the first of human qualities because it is the quality which guarantees all others.”*

—Winston Churchill

# Section A

## INTRODUCTION

The University of Arizona C.A.T.S. Life Skills Program, along with national leading experts, has developed an initiative for students 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.*
- *Ensure the well-being of oneself and others.*

Most problematic behaviors on college campuses involve bystanders. **Step UP!** training provides a framework explaining the bystander effect, reviews relevant research and teaches skills for intervening successfully using the 5 Decision-Making Steps and the S.E.E.K. Model (Safe; Early; Effective; Kind). A survey at three universities (University of Arizona, University of California, Riverside and University of Virginia), revealed that students and athletes are encountering multiple situations where bystander intervention would be appropriate including, among other things, alcohol abuse, hazing, sexual assault/relationship abuse and discrimination. Almost 90% stated a problem could have been avoided with intervention and up to 85% indicated they would like to learn skills to intervene!

Although research exists with regard to bystander behavior in general, there had not been an interdisciplinary, comprehensive bystander intervention program for NCAA member institutions. We considered the implications for creating such a program and were excited by the possibilities. It is our sincere hope that this training will help students learn strategies and techniques to intervene both directly and indirectly in both emergency and non-emergency situations. Doing so can lead to fewer problems as well as improve campus climate and student life. This guide is not meant to cover all possible scenarios or variables, nor is it meant to train students or others as counselors.

It is imperative that the students feel free to have an open, honest, and non-judgmental discussion about the material presented and to consider their ability to make a significant difference. It is also vital for students AND facilitators to set aside any biases, history, or preconceived notions before beginning the training and to continue identifying any that may arise during the training.

# GENERAL SUGGESTIONS

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1. It is important that you be well acquainted with the material and the videos before you begin.
2. The group should feel comfortable and safe with one another. Consider doing an icebreaker before you begin the training if you are presenting the training for a group of students that do not know one another.
3. Challenge participants to think critically and openly about the material presented. Allow each **Step UP!** participant to be a critical evaluator and to express thoughts and feelings.
4. Although bystander intervention can occur in everyday, public situations, please note to the group that the focus of this training is primarily for students to help/intervene with other students.
5. Be prepared for emotional responses and reactions and refer to a professional if necessary. Include other resources or information as appropriate.
6. Feel free to discuss any current events that may apply or interject your own stories and experiences to emphasize a point. Stories make the material come to life and make it easier for the participants to remember. Avoid sharing individual identities and confidential information.
7. CAUTION: While we encourage you to share stories and experiences that may stimulate and add to the discussion, always be careful not to allow your role or input as a facilitator to overpower or detract from participant discussion and/or comfort levels.



# FACILITATION HINTS SPECIFIC TO STEP UP!

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**1. Facilitator behavior is foremost** – be entertaining, non-threatening, non-“expert” – so students don’t feel threatened or faced with resisting authority:

**a) Critical Task:** apply relevant theories to avoid arousing defensiveness and blocking change:

- **Stages of Change** (Procheska and DiClemente): Different change stages require different approaches.
- **Social Norms** (Perkins & Berkowitz): When we correct misperceptions, healthy behaviors increase.
- **Cognitive Dissonance** (Festinger): Disconfirming information leads to cognitive dissonance (e.g., values and behaviors are not aligned).
- **Motivational Interviewing** (Miller & Rollnick): Change is facilitated when people can explore and resolve ambivalence and move according to their readiness.
- **Pro-Social Behavior**
  - o (Rokeach): Media/educational presentations can create cognitive dissonance and internal confrontations, leading to behavior change.
  - o (Dovidio): Bystanders who are well trained are more likely to help safely and effectively.

**2. Advance organizer** – give students a framework to start thinking about the content of the presentation

**3. Snowball activity** – collects information anonymously to allow for open discussion. Trains students to actively participate and represents all perspectives.

**4. Use a cuing statement** (like “remember how you filled out the survey”) to create confrontation between students’ beliefs/behaviors and the data/theory we are presenting, in such a way that the confrontation takes place in the privacy of their own minds.

**5. Open-ended questions** give students the opportunity to say as much as they want without being put “on the spot” to compromise their privacy by revealing personal information.

**6. Use examples which:**

- draw on students’ everyday experiences.
- show how our biology, culture, and media all work together to create and sustain misperceptions that may keep us from intervening.
- give clear explanations for how everyone, without exception, is subject to misperceptions, so that when students are shown their own misperceptions, they can accept them without losing face or feeling stupid.

**7. Closing slide** “tells them what you’ve told them” without directly challenging them to admit publicly that the material made sense to them or might affect their choices.

*Adapted with permission from Jeanne Far, Small Group Norms-Challenging Program Facilitator Training*

# TRAINING CHECKLIST

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## Prior to training

- Select scenarios in consultation with organization leaders
- Ask about any group issues of which you should be aware
- Work with co-presenter to divide up presentation
- Confirm presentation date/time/location
- Administer pre test if using

## What to bring to the training

- Sign-in sheet
- Snowball surveys
- Pre/post tests (if using) and evaluation forms
- Pencils
- Laptop/projector/extension cord/any other technology needs
- Resource handouts
- Marketing Materials

## After the session

- Return snowball surveys, post test & evaluations
- Return any left-over items





# TRAINING OUTLINE

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*Times are approximate and contingent on the level of discussion in which your group engages. The training should last 90 minutes.*

## **I. Introduction/Overview (5 minutes)**

## **II. Conduct snowball or clicker survey and discussion (10 minutes)**

## **III. What are Barriers to action? What is the Bystander Effect? (15 minutes)**

- Bystander Experiment video
  - Why People Don't Help
    - o Diffusion of Responsibility
    - o Conformity/Pluralistic Ignorance
    - o Ambiguity
    - o Obedience to Authority/Perceived Authority
    - o Willful Neglect
    - o Social and Cultural Identifiers

## **IV. From Passive to Active: 5 Stages to Intervention (15 minutes)**

1. Notice the Event
2. Interpret the Event as a Problem
3. Assume Personal Responsibility
4. Know How To Help (5 Ds – Direct; Distract; Delegate; Delay; Document)
5. Implement the Help - Step UP!

## **V. Strategies for Effective Helping (15 minutes)**

- The S.E.E.K. Model - Safe, Early, Effective, Kind
- Perspective Taking
- Assessing the Situation
  - A. Emergencies
  - B. Non-emergencies
  - C. The 5 Point Model
  - D. On Teams/In Groups
  - E. When Emotions are High
- Values Based Decisions

# TRAINING OUTLINE CONT.

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## VI. Scenarios (20 minutes)

- Ground Rules - (e.g., being respectful and non-judgmental; confidentiality, etc.)
- Decide how you want to facilitate the scenarios – small group, big group, role-play, etc.)  
See website for ideas.
- Show slide with scenario
- Ask groups to write down answers for each question
- Ask groups to share their responses and facilitate discussion. Remind participants that warning signs, actions steps and resources for all topics are on the website.
- Show second scenario and repeat process

## VII. How can we create a culture of shared responsibility? (2 minutes)

- Say Something; Do Something; Step UP!
- Ripple effect of each action

## VIII. Post-Test (3 minutes)

- Distribute the post-test
- Distribute the Resource Packet (if using)
- Distribute incentive materials (buttons, tee-shirts, etc.)
- Collect snowball surveys, post-tests, and pencils

**NOTE:** Topics specific trainings are meant to be done with students who have completed the initial training. Briefly review the main points from the initial training before conducting the topic specific training.



# SNOWBALL SURVEY

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Please do **NOT** write your name on this paper.

You will not be asked to share your own responses.

1. I have witnessed a situation, at least once, where someone's mental/physical health and safety were in danger due to... **Check all that apply:**

- Drinking
- Hazing
- Sexual Assault/Domestic Violence/Harassment/Stalking
- Discrimination (racial, gender identity, sexual orientation, etc.)
- Depression or other mental health issues
- Disordered eating
- Anger/Physical confrontation
- None of the above

Check the box which best corresponds to your opinion:

|   | <b>Strongly Disagree</b> | Disagree | Neutral | Agree | <b>Strongly Agree</b> |
|---|--------------------------|----------|---------|-------|-----------------------|
| 2. If someone intervenes in a problem situation, usually a negative outcome can be avoided.                                       |                          |          |         |       |                       |
| 3. It is my responsibility to intervene when I notice a problem situation.  |                          |          |         |       |                       |
| 4. Most students on my campus (51% or more) believe it is their responsibility to intervene when they notice a problem situation. |                          |          |         |       |                       |
| 5. I have the skills to effectively intervene with my peers in problem situations.  |                          |          |         |       |                       |
| 6. I feel confident I could effectively intervene with my peers in problem situations.  |                          |          |         |       |                       |





# PowerPoint Presentation

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Section B

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**FACILITATOR TRAINING  
ORLANDO, FL  
2018**

01

**SUGGESTION:** If using snowball surveys, distribute BEFORE the program begins and ask participants to complete WITHOUT putting their names on the paper.

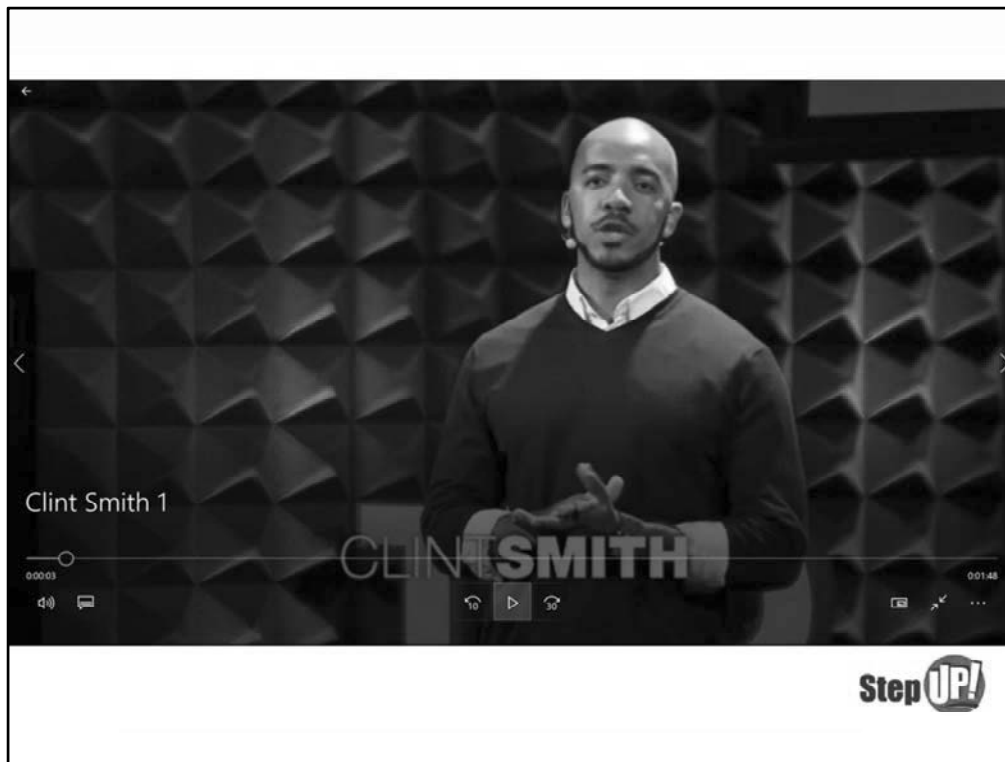
Talk briefly about what motivates you to serve as a Step UP! program facilitator. Why is bystander intervention training important to you?

**SAY: Think about a time where you were in a problematic situation where you could have intervened but didn't.**

- Could be a friend with an ongoing problem, a sudden incident you witnessed, or something else.
- Think about how you felt in that situation and how you feel now about your response.

**PAUSE for 30 seconds while the audience thinks about the question.**

- Most, if not all of us, can think of a time when we didn't Step UP!
- Thinking about it now may leave us feeling uncomfortable, a little guilty or even ashamed.
- The Step UP! program helps us use those uncomfortable feelings as motivation to learn how to respond in ways that are more in line with our values.



02

SET UP VIDEO (length = 1:51 minutes)

This is a 2 minute clip from Clint Smith's TED talk called, "The Danger of Silence." What are the possible dangers if we don't do anything, if we just stay silent? He talks about his experiences as a classroom teacher and finding the courage to speak up.



03

SET UP VIDEO (length = 2:20 minutes)

This staged scenario from the Today show shows a man trying to take a 7 year-old girl somewhere against her will. They are in a busy city area with lots of people and she yells loudly, “You’re not my dad!”

After video **ASK: What did you notice?**

- People walking alone didn’t help
- Many who were in groups didn’t help

**What did the helpers do?**

- Appeared to be friends
- Non-verbal agreement on the need to help
- Decisive action
- Acted together





04

### **Snowball Survey OR iClickers OR Poll Anywhere activity**

- If you did not ask students to complete the snowball survey prior to the start of the program, ask them to complete the survey now. Remind them to NOT put their names on the survey.
- As the audience is writing, say: “When you’ve written your answers, crumple your sheet of paper into a ball so that I’ll know when everyone is done.”
- When everyone is done writing or time is up, let the audience know they will throw a snowball a total of 3 times or until you call time. “When I say ‘go’, gently throw your snowball across the room, pick up a new one, throw it and repeat two times...and GO!”
- After you call time, make sure everyone has a snowball survey. Remind audience members to look under seats to find all the surveys (and if not everyone can find a snowball survey, ask students to share a survey... sometimes the snowballs melt!).
- After all the snowballs are picked up, say: “Open your paper. If you somehow got your own paper back, don’t say anything and no one will know!”

**I have witnessed a situation, at least once, where someone's health and safety were in danger due to:**

- Drinking
- Hazing
- Sexual Assault/Domestic Violence/Harassment/Stalking
- Discrimination (race, gender identity, sexual orientation, etc.)
- Depression or other mental health issues
- Disordered Eating
- Anger/Physical confrontation
- None of the above



05

The bullet points will appear on the screen one at a time when you click.

Ask for a show of hands for each item, based on what is checked on the "snowball survey" each student is holding.

Generally, few, if any, students check "none of the above" - comment that this shows how this training is relevant to the group.

Summarize results. (Eg. "Almost everyone has had the experience of seeing someone's health and safety in danger because of drinking too much and many of the people in the room have witnessed other situations as well.")

## Could a problem have been avoided if someone intervened?



Step UP!

06

The central question that can lead to someone taking action is, “Do we believe problems can be avoided if someone helps?”

### **ASK for responses to Question 2 on the sheet.**

- Raise your hand if the paper you are holding checked Agree or Strongly Agree.
- Raise your hand if your paper says Neutral.
- Raise your hand if your paper says Disagree or Strongly Disagree.

### **ASK: Why might people disagree?**

- “If someone wants to [insert self destructive behavior] they will do it.”

### **Be neutral?**

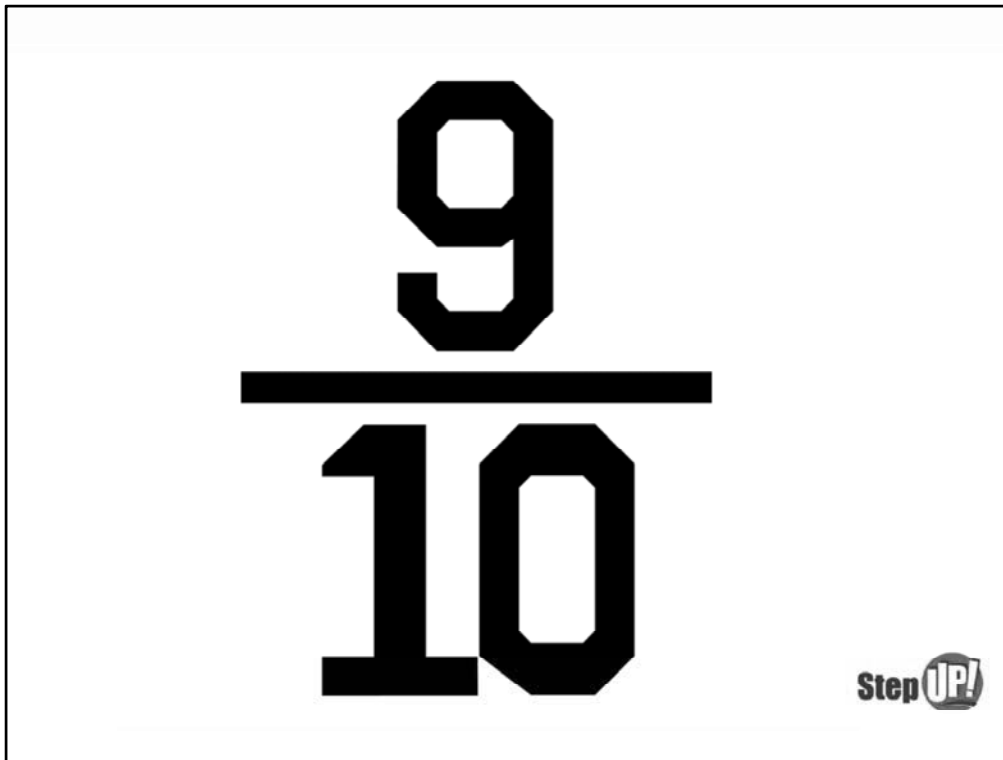
- “It depends on how well you know the person.”

### **Agree?**

- “Things can get worse and someone could have made a difference early on.”

Acknowledge that it may seem like there is nothing we can do in some situations.

However.... (transition to next slide)...



07

**Nearly 9 out of 10 students believe intervention helps prevent problems**

In a study conducted by The University of Arizona, that formed the foundation of the Step UP! program, 88% of student participants said they believed a problem could be avoided if someone intervened.

Every time we survey students through Step UP! training or in campus-wide surveys, we see similar results.

Transition to next slide: “So if most people agree that problems could be avoided, what else keeps us from helping?”

## Whose responsibility is it to intervene?



Step UP!

08

**ASK for responses to Question 3 on the sheet** (It is my responsibility to intervene when I notice a problem situation.)

- Raise your hand if the paper you are holding checked Agree or Strongly Agree.
- Raise your hand if your paper says Neutral.
- Raise your hand if your paper says Disagree or Strongly Disagree.

**ASK: Why might people disagree?**

- "It's none of my business."

**Be neutral?**

- "It depends on how well you know the person."

**Agree?**

- "I would want someone to help me if I needed it."

**ASK for responses to Question 4** (Most students on my campus believe it is their responsibility to intervene when they notice a problem situation)

- Raise your hand if the paper you are holding checked Agree or Strongly Agree.
- Raise your hand if your paper says Neutral.
- Raise your hand if your paper says Disagree or Strongly Disagree.

**ASK: Is there any discrepancy between the views of people in this room and your perception of others on campus?**

**Note:** Participants nearly always believe other students on campus feel less responsibility to others than they do.



09

This program is about individual leadership and shared responsibility. Most of us WANT to make positive, informed decisions to help others.

We are part of a larger community and need to look out for each other.

- NOTE: tie into any broader campus programs/efforts/campaigns.

How can YOU create the culture you want to be part of?

- One person, one decision at a time

To summarize the program in 2 words:

**CLICK → “Do Something” will appear and background image will disappear**

We want to help you stretch your comfort zone...just a little...and intervene more effectively when someone needs help.

## Variables

- Individual
- Situational
- Victim



Dovidio et.al



10

In any situation, there are factors that influence if someone will provide help:

- **Individual variables, (of the potential bystander)** such as knowledge/ skills, confidence, sense of social responsibility.
- **Situational variables**, such as severity of need, number of other bystanders present, cost of helping.
- **Victim variables**, such as appearance of victim, friendship with victim, perceived deservedness, whether they accept help, etc.

Situational variables are the most predictive of whether someone will help.

The number of people present is the strongest predictor among all situational factors.

Transition to next slide: “So if most people want to help and 9 out of 10 agree that problems could be avoided, what keeps us from helping?”

## THE BYSTANDER EFFECT

**People are less likely to help  
when they are in a group than  
when they are alone.**



11

The Bystander Effect is the tendency for people NOT to Step UP! in situations when others are present.

Though most people believe that stepping up is effective and necessary, when we're in a group, it's statistically less likely to happen.

Transition to next slide: "So why does this happen?"





12

Psychologists have researched why this occurs...

SET UP VIDEO (length = 3:30 minutes)

- This next video briefly reviews the psychology of the bystander effect and several examples

**ASK: What are your reactions?  
What did you notice?**

Direct link to video if needed: [https://youtu.be/krJ\\_JK-pv8A?t=33](https://youtu.be/krJ_JK-pv8A?t=33)



13

Diffusion of Responsibility: The greater the number of people present, the less likely help will be given due to a belief that others have better training, are in charge, and/or know the victim better.

Bystanders may be concerned, but they sincerely believe that someone else will help because that person is more qualified or better prepared to handle the situation.

But you may be better able to handle situations than you realize.

Each bystander's sense of responsibility to intervene decreases as the number of witnesses increases.

Image source: [https://upload.wikimedia.org/wikipedia/commons/c/cd/DJ\\_Paul\\_D\\_Crowd\\_%2888417422634%29.jpg](https://upload.wikimedia.org/wikipedia/commons/c/cd/DJ_Paul_D_Crowd_%2888417422634%29.jpg)



14

- Conformity is a group behavior. People's beliefs and behaviors are influenced by others – either subtly or by direct pressure.
- People can behave like sheep by just going along with what everyone else was doing and not realize others share their concerns.
- The level of conformity a person feels is determined by factors including group size, cohesion, status, prior commitment and public opinion.
- People generally \*underestimate\* the extent of others' concerns (psychological term: **Pluralistic Ignorance**).
- When bystanders assume that no one else is upset or concerned, they are much less likely to act.
- People want to preserve relationships. They may not express their concerns or speak up because they don't know how to BOTH:
  - a. interrupt/stop a situation AND
  - b. keep their relationships with their teammates, friends or family members.

## Ambiguity



15

Ambiguity: it's unclear if a problem is an emergency or even a problem at all.

Use only ONE of the following examples (depending on which video seemed to connect more with your audience).

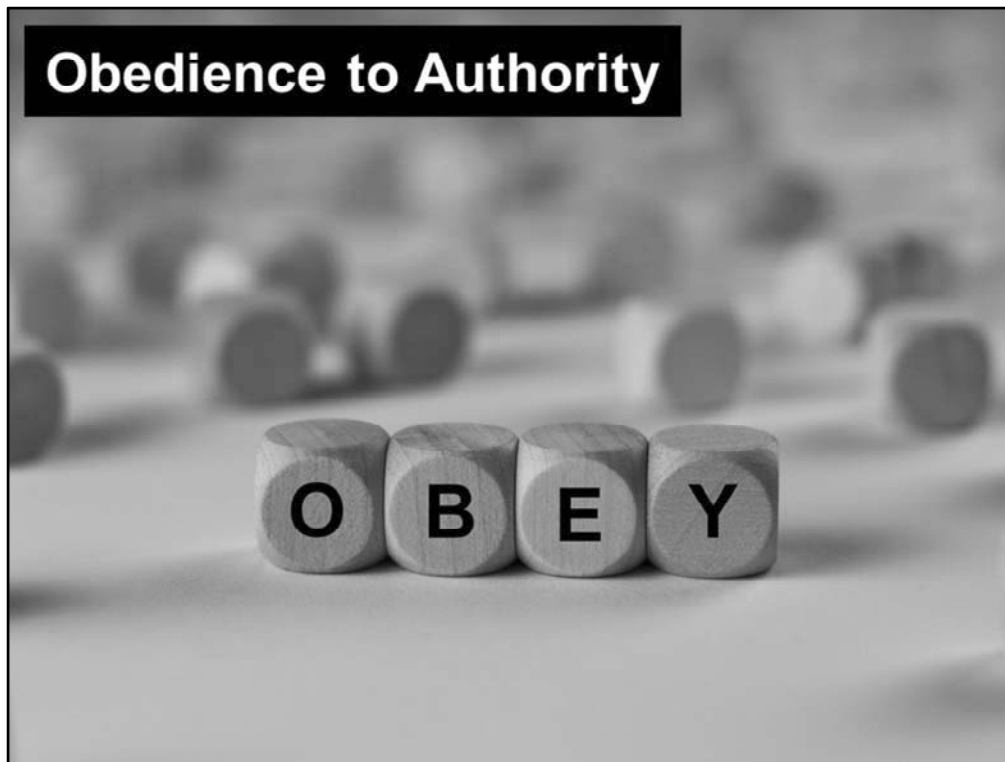
Remember the TODAY Show video shown earlier? The little girl is screaming, "You're not my dad." But maybe it's her step-dad; a neighbor; an uncle; maybe she is just acting out. The situation could be interpreted many different ways.

Remember the UK bystander video shown earlier? Is the man on the ground in trouble or trying to scam someone? The situation could be interpreted either way.

### **ASK: How do you resolve ambiguity?**

Potential responses:

- Ask others if they think the person needs help.
  - Look around to see if others are concerned.
  - Check in with the person directly. Are you OK?
- 
- Another example: Two friends talking about a mutual friend. One friend says she is concerned because of what happened at the party last night and the second friend doesn't think it's a big deal.
  - They may have both been at the same party but observed the friend at different times OR their previous experiences lead them to different conclusions.



16

Obedience to Authority: in a majority of cases people will take actions that are against their belief systems if they are told to do it by a person in authority.

**ASK: What are examples of real or perceived authority figures on campus?**

- Captain/coaches in team sports
- Juniors/ seniors over 1st years or new members of a group
- Resident assistant, head resident assistant

**ASK: What are examples of small ways that students may compromise their values because someone in authority told them to do it?**

- Hazing examples are usually brought up
- Embarrassing costumes, shaving hair, eating unusual foods, etc.

The point is that all problems start small. It's important to step up EARLY.



17

Willful neglect: There are times when people know that there is a problem but look the other way, cover it up and/or completely ignore it.

This is NOT the same phenomenon as when someone witnesses a problem but fails to act because they don't know what to do, are frozen in the moment or are unwilling to get involved due to a previous bad experience.

**ASK: Why do people sometimes look the other way or ignore it when they notice a problem?**

Slide image: iStock photo copyright secured





18

**ASK: What are some examples of social and cultural factors that may inhibit (or motivate) helping?**

Gather a few examples from the audience, then click to the next slide which provides a variety of identifiers.







**From Passive to Active**  
***5 Steps to Intervention***



21

We've talked about the reasons why, even with the best intentions, we may not always act.

Now we'll identify the 5 steps needed to effectively intervene.

## The Step UP! Model

Notice the Event

Interpret it as a problem

Assume personal responsibility

Know how to help

Implement the help – Step UP!

Latane and Darley



22

For each decision making step, we will discuss strategies.

Failure at any one of these steps will result in no help being offered.



23

First, you need to notice that something is happening.

If you don't notice, you can't act.

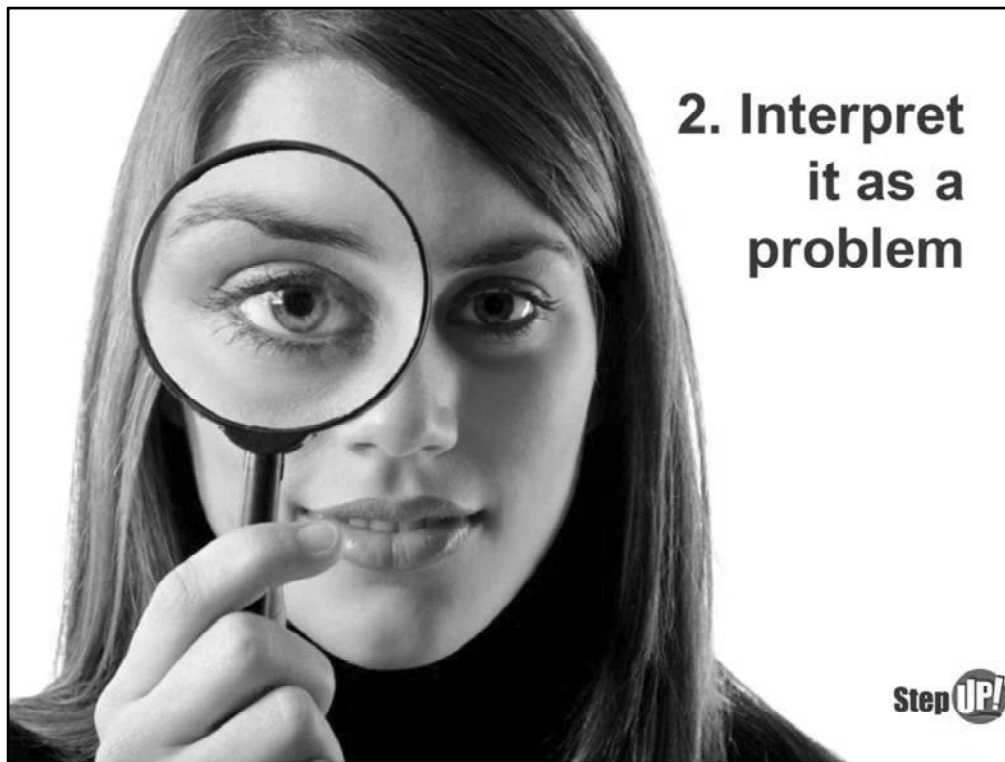
To become better at noticing...

Observe! Be aware of your surroundings.

- What's happening around you? Does anyone appear uncomfortable?

Look for red flags.

- Are your friends acting differently than normal?
- Concerns may pop up through comments on Facebook, Instagram, Snapchat, or in a text. It does not have to be face-to-face interaction.



24

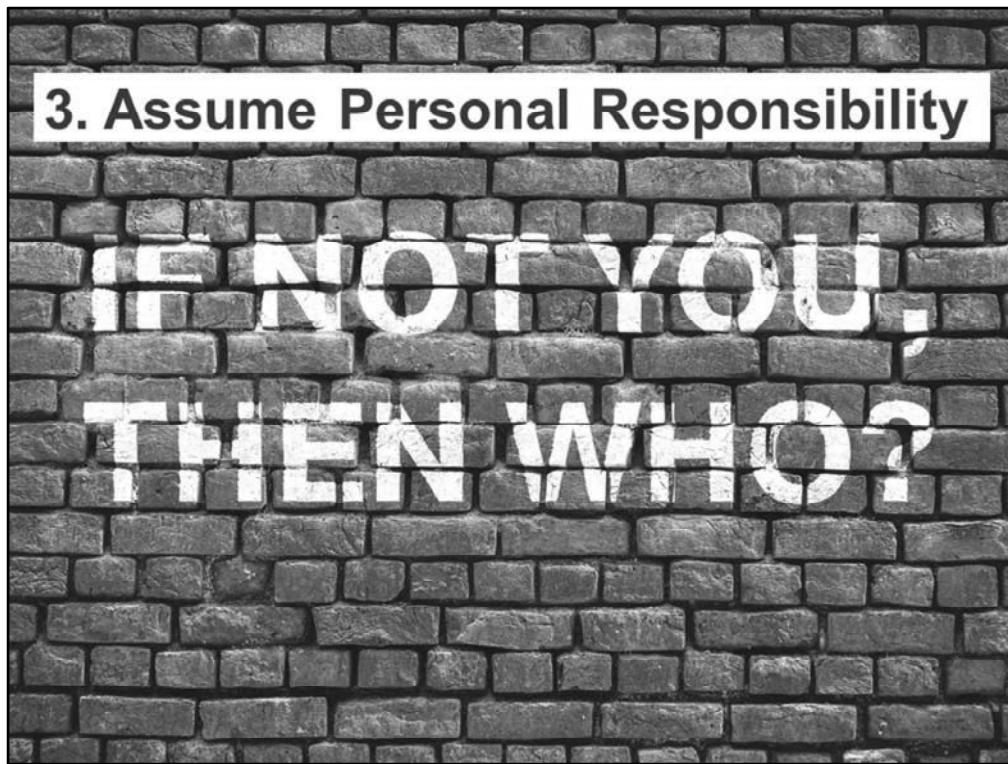
Is what you noticed a problem? If yes, is it an urgent issue you must address right away?

If you don't see an event as problematic, you'll mentally 'just keep going.'

If you aren't sure, assume it is a problem and investigate further.

If the situation is unclear, investigate to clear up ambiguity.

- Ask others if they think the person needs help.
- Look around to see if others are concerned.
- Check in with the person directly. Are you OK?



25

How can you assume personal responsibility?

Acknowledge that if you don't Step UP!, no one else might.

If you take the first step, others likely will follow. Don't underestimate the power of one person taking action and how that can motivate others to act as well. BE THE FIRST!

Speak up to say exactly what you plan to do. Saying, "I'm going to call 911" or "I'm going to follow them upstairs to check" makes follow through more likely.

Enlist others to Step UP! – "I'll go check in on her, you distract him."



26

SET UP VIDEO (length = 1:10 minutes)

This is a silent video of a crash. Clearly everyone notices the crash and interprets it as a problem.

Watch the man in the blue/green shirt in the top left corner of the screen.

**ASK: What did you notice?**

- When the man in the blue/green shirt motions what to do (lift the car), others flock from everywhere to help.
- One person taking responsibility can change an entire crowd.

If not mentioned, ASK: Why doesn't the man in the suit help? (You may want to show the video again.)

- Perhaps he was the driver and is in shock?
- Perhaps he called 911 and has been asked to stay on the line?

Emphasize that we don't want to judge others for not intervening. We don't know their reasons. Focus on how each of us can help. Others will follow!

*The direct link to the video is: <https://www.youtube.com/watch?v=yF1LqhbqNgQ>*



27

There are many ways to help, both directly and indirectly.

Being an active bystander often means getting the right people to help – you don't have to do it all yourself!

What kind of intervention “tools” are in your toolbox?

- Who are your campus resources?
- How can you get more in-depth training on different topics?
  - Safe Space, Survivor Support, Recovery Advocates, etc.
  - [www.stepupprogram.org](http://www.stepupprogram.org) has resource materials on MANY topics.
- Effective intervention takes practice, which we will do later in the program.



28

**How to Help: The 5 Ds:** Sometimes people fail to act because they don't know there are other ways to intervene other than **Direct** action, which may be seen as confrontation.

The 5 Ds expand possible actions to include:

**Distract:** Strike up a conversation about something random. It can be something as simple as complimenting the person's shoes.

**Delegate:** Ask a friend who knows the person better to check in or call 911 if the situation is serious.

**Delay:** If you can't take action in the moment, you can make a difference afterward by checking on the people afterwards by asking how you can help or offering resources.

**Document:** If someone is already helping the person, and you are safe, start recording while keeping a safe distance from the incident. Never livestream the video, post online or otherwise use it without the person's permission.

Slide image: iStock photo copyright secured





29

SET UP VIDEO (length = 1:48 minutes)

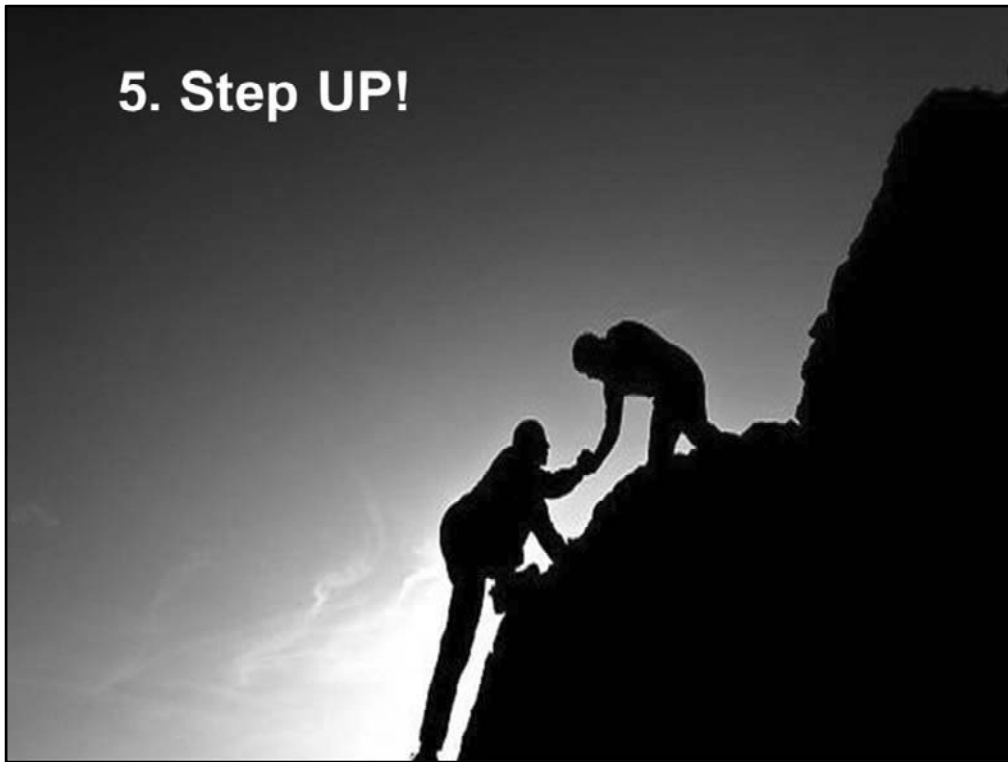
This next video briefly reviews what happened when 3 friends noticed a man put something in his date's drink while she was in the restroom.

How easy would it have been to ignore the situation?

**ASK: Which of the 5 Ds were used?**

- Direct – went to the bathroom to speak to the woman
- Delegate – went to the restaurant manager
- Document – the restaurant had cameras and reviewed the footage with police

## 5. Step UP!



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This program raises awareness of why people don't intervene so you can bring those barriers into your consciousness.

But you still need to:

- Make sure it is SAFE to intervene (for you and for the other person/people).
- Carefully assess the situation.
- Balance the pros and cons of helping.



31

**ASK: What could be the COSTS of intervening?**

- *Lose face within your group.*
- *What if you're wrong and the situation really isn't a problem?*
- *What if no one backs you up?*

Note that often, fear inhibits a person from helping: fear of retaliation, fear of going against a group; fear help won't be effective; fear of getting involved, fear of getting in trouble, etc.

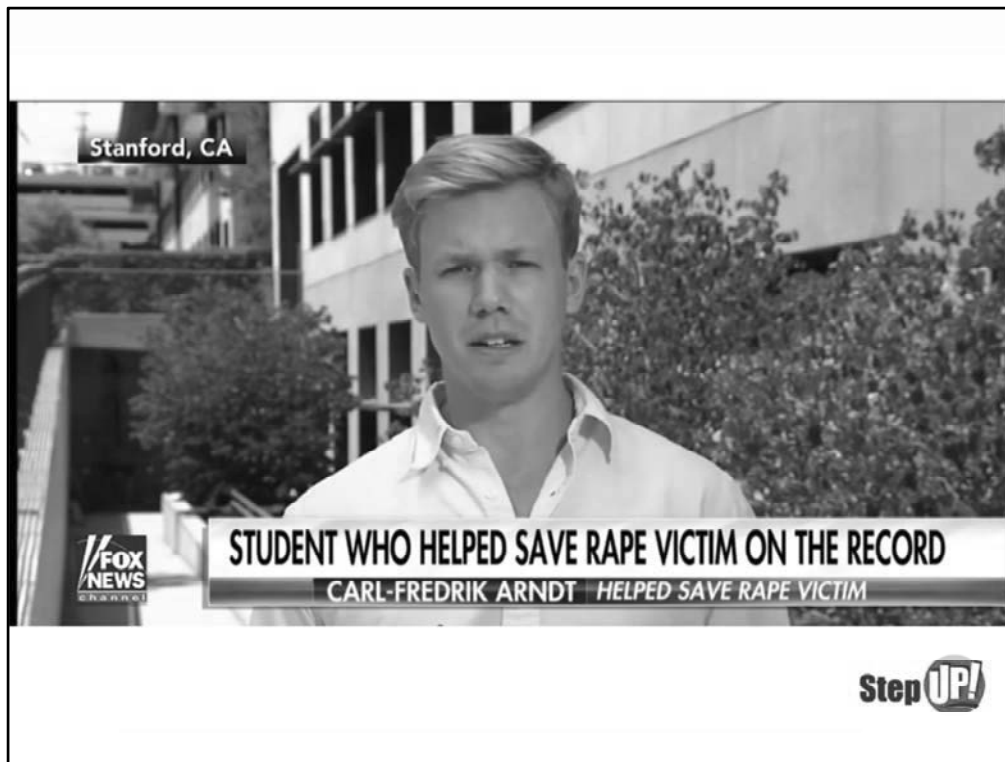
**ASK: What might be the costs of NOT helping?**

- *Nothing*
- *Physical injury*
- *Problem keeps getting worse and then it's harder to help a friend*
- *Death from alcohol overdose*
- *Sexual assault*

**ASK: How do you tip the scales toward intervention?**

- *Focus on what you would want others to do for you.*
- *Imagine the worst case scenario. Could you live with the outcome?*
- *Find even a small way to Step UP! Your actions can give permission to others to join you.*

Image: [https://c2.staticflickr.com/6/5187/5751301741\\_aa8463e472\\_b.jpg](https://c2.staticflickr.com/6/5187/5751301741_aa8463e472_b.jpg) - copyright to reuse



32

SET UP VIDEO (length = 0:50 minutes)

This video reviews what happened when two friends noticed a couple on the ground outside a party. See if you can pick out all 5 intervention steps to action.

**ASK: Which of the 5 action steps did you hear in his story?**

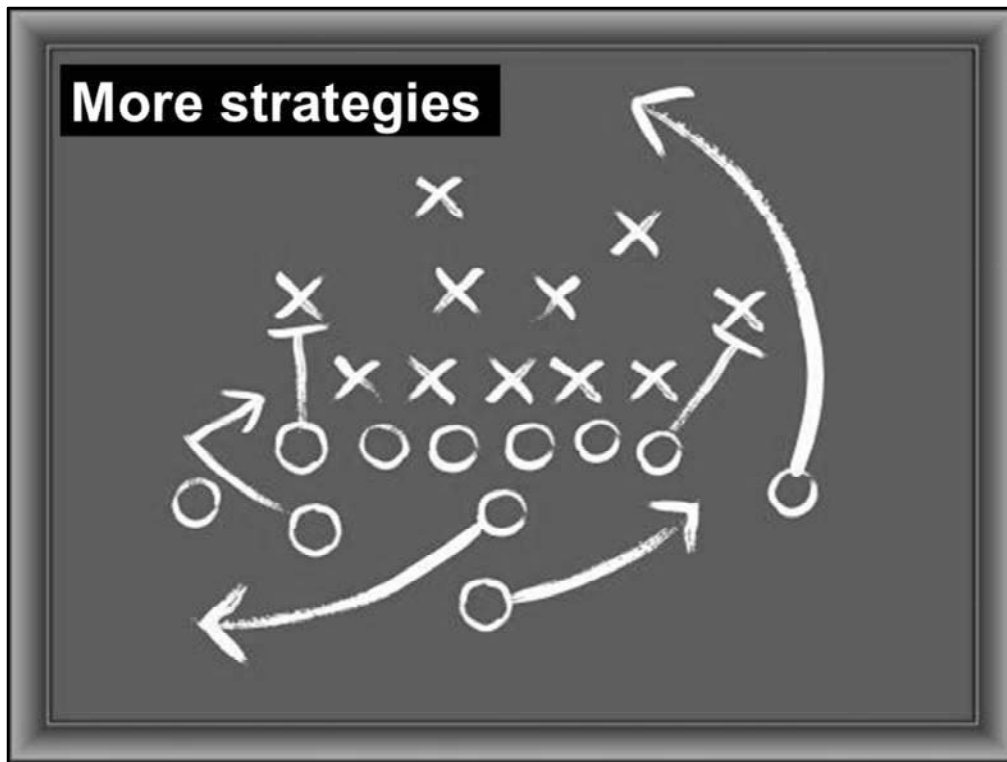
Notice the event: “Something seemed weird.”

Interpret it as a problem: “When we looked closer, we saw the girl wasn’t moving”

Assume personal responsibility: “We discussed it.”

Know how to help: “We approached the guy and called him out.”

Implement the help: “When he ran, my friend ran after him and I helped the girl.”



33

Now that we've covered the 5 Steps needed to intervene, we'll discuss more specific strategies.

## The S.E.E.K. Model

**Safe**  
**Early**  
**Effective**  
**Kind**



**Step UP!**

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### SAFE Responding

- Choose a course of action that best ensures the safety of those involved, including yourself.
- Be a lifeguard, not a superhero.
  - Lifeguards throw a floatation device to a person in distress instead of jumping in (which may result in getting pulled under by the person needing help).
- You likely don't have training to intervene in more complex situations – leave that to professionals and focus on getting a lifeline to your friends.

### EARLY Intervention

- Intervene before a situation becomes a problem, crisis or disaster.

### EFFECTIVE Helping

- For on-going problems, check with experts on the best ways to talk with your friend.

### KIND Helping

- What would the person in distress want? When in doubt, ask them!
- Think about perspective taking to see the situation from their point of view.
- *“Everyone you meet is fighting a battle you know nothing about. Be Kind. Always.” ~Author Unknown*



35

Perspective taking is a key aspect of pro-social (helping) behavior. There are two components.

1. When a situation is ambiguous, considering the other person's point of view can help you decide you need to take action.

Perhaps when you really pay attention, you notice the person looks uncomfortable or upset.

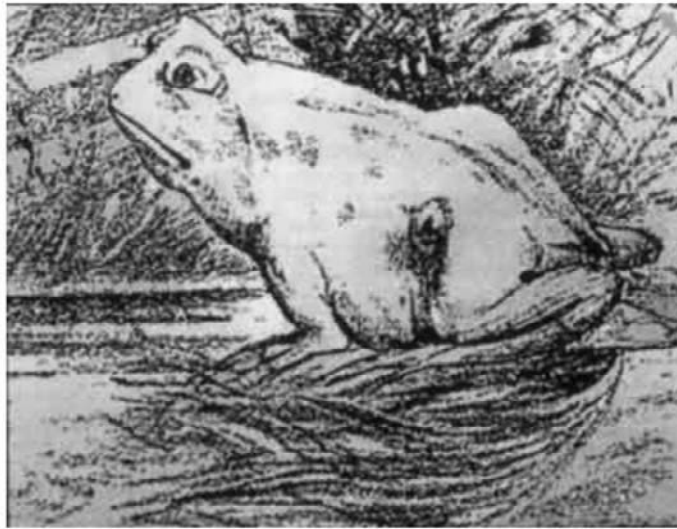
OR you may check in with a friend to see if they see the situation as a problem.

2. You may only notice a few small concerns with a friend, but when you take the time to step back and see the full picture, you realize the problems you've noticed are just the "tip of the iceberg" of a serious problem.

Another way of putting this is: What would you want someone to do for you?

Image source: <https://www.flickr.com/photos/pere/523019984>  
Attribution-NonCommercial-ShareAlike 2.0 Generic (CC BY-NC-SA 2.0)

## What do you see?



Step UP!

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**ASK: What do you see?**

Give people a few seconds and then ask for a show of hands:

**SAY: Raise your hand if you see the frog.**

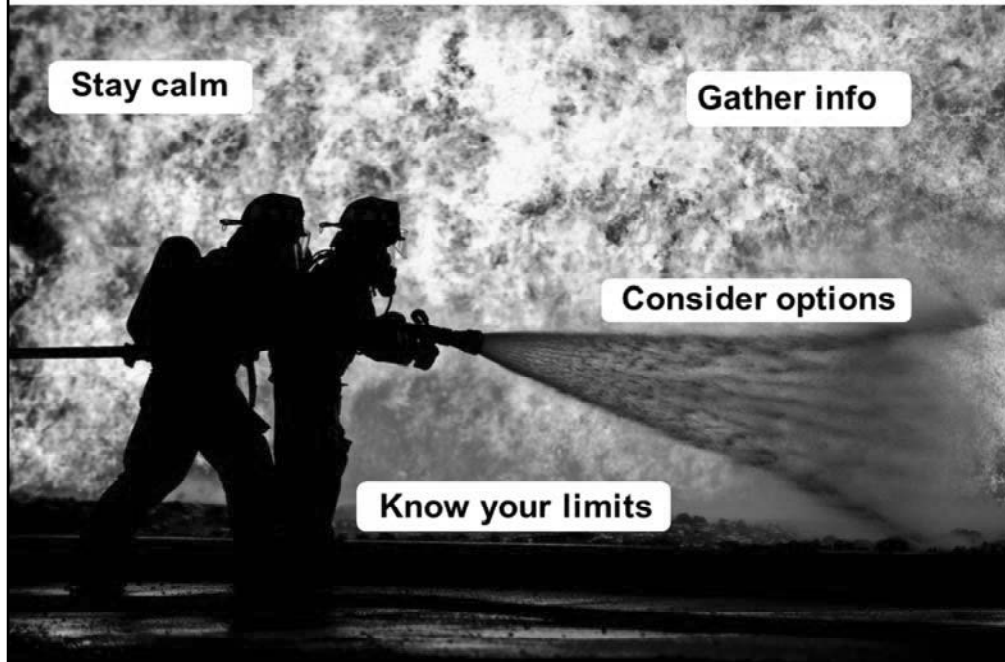
**SAY: Raise your hand if you see the horse's head.**

If you see participants showing others how to see the horse or the frog, comment on this common phenomenon.

- Some of you are saying, "I don't get it. Where's the horse?" and others of you are helping your friends "see" it by pointing it out.
- People can look at the exact same thing and see it two different ways.
- Those with better perspective taking abilities will be better at helping. Just like this exercise, it takes communication, patience, and understanding.
- This is also how you can resolve ambiguity. Ask if others see what you see and point out what's troubling to you.



## Assess the Situation: Emergencies



37

**NOTE:** each text box will appear automatically, 3 seconds after the last one. After the last text box appears, 3 of the boxes will fade out and one will “grow” in emphasis to indicate the most important consideration for this situation.

**Do not read the text on the screen aloud.**

The best way to prepare for emergency situations is to honestly consider how you’ve responded in the past.

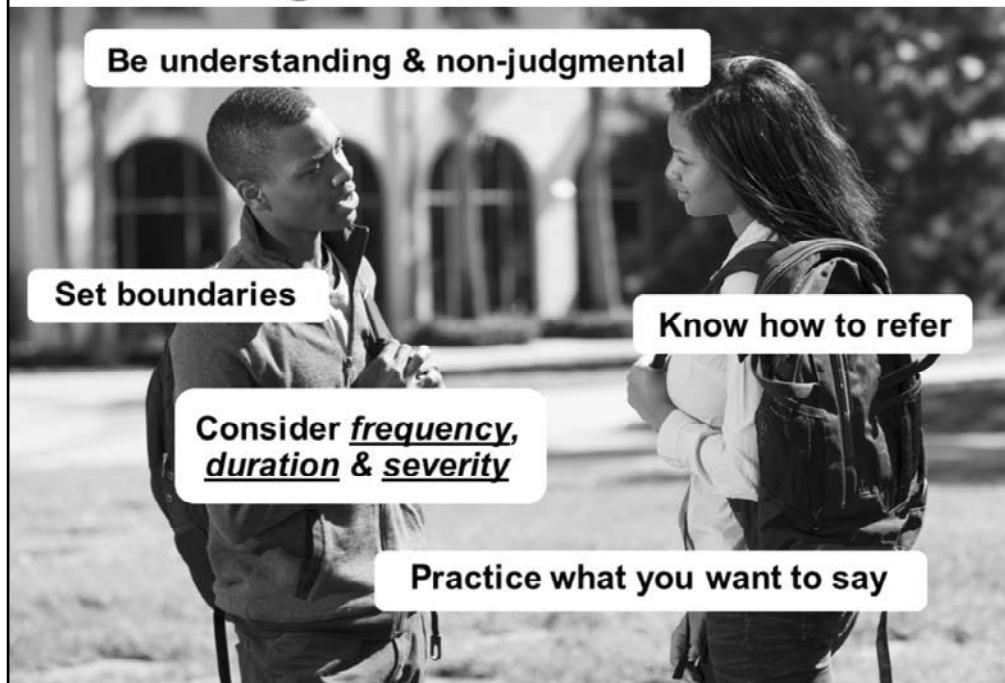
If it is difficult for you to remain calm, make your first action to find someone who can.

Calling 911 is always an option – let the operator be your source of calm to help you decide what to do.

Image source: <https://media.defense.gov/2015/Jul/30/2001265637/-1/-1/0/150722-F-GK926-507.JPG>

Members of the 122nd Fighter Wing fire department battle a simulated aircraft fire July 22, 2015, at the Combat Readiness Training Center in Alpena, Mich. The 122nd FW is based at Fort Wayne, Ind. (U.S. Air National Guard photo/Staff Sgt. William Hopper) Attribution-NonCommercial 2.0 Generic (CC BY-NC 2.0)

## Non-Emergencies



38

**NOTE:** each text box will appear automatically, 3 seconds after the last one. After the last text box appears, 4 of the boxes will fade out and one will “grow” in emphasis to indicate the most important consideration for this situation.

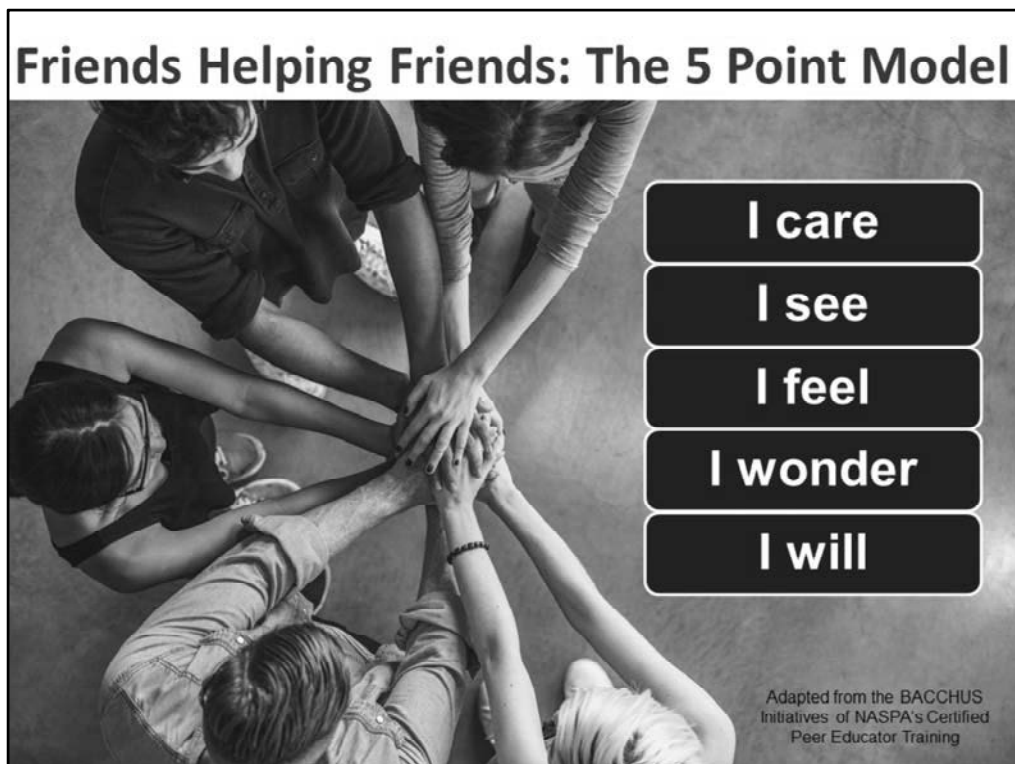
**Do not read the text on the screen aloud.**

Sometimes you notice a problem developing over time.

Learn who your campus experts are. They can help you decide on a course of action.

Trying to help someone can also take a toll on you. Don’t forget to get support for your mental health needs too.

Slide image: iStock photo copyright secured



39

It can be difficult to have a conversation with a friend about a concern.

This 5 point model provides a strategy for non-emergency intervention conversation.

I Care: Start and end the discussion with an emphasis that you are doing this out of genuine concern, caring, and respect for the person.

I See: Describe your friend's behaviors as you observed them. Be specific and avoid hearsay.

I Feel: Strive to be non-judgmental, honest, and supportive. E.g., "It really scares me to see you so drunk."

I Wonder: Ask your friend "I wonder...what do you think about your drinking/mood/etc.?"

I Will: "I will support you in...(whatever step they identify)".

**SEE STRATEGIES FOR EFFECTIVE HELPING FOR A FULL DESCRIPTION and a handout.**

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## On Teams & In Groups



40

**NOTE: each text box will appear automatically**, 3 seconds after the last one. After the last text box appears, 3 of the boxes will fade out and one will “grow” in emphasis to indicate the most important consideration for this situation.

**Do not read the text on the screen aloud.**

Groups can help prevent problems by discussing in advance when and how members should intervene in different situations.

For example, some groups have a practice of bringing a cup of water to a member as a subtle indicator that they’ve had too much to drink.



41

**NOTE:** each text box will appear automatically, 3 seconds after the last one. After the last text box appears, 3 of the boxes will fade out and one will “grow” in emphasis to indicate the most important consideration for this situation.

Make sure your actions keep safety as your top priority.

The \*reasons\* people are upset don't matter as much as helping people feel that they are being \*heard.\*

Trying to sort out who said what or who did what is NOT productive. Instead focus on how people are feeling (hurt, angry, depressed, etc.).

Find ways to help people save face.

- Enlist others to help separate those involved.
- Consider using humor to diffuse the situation, but be careful not to belittle or patronize the person.



42

SET UP VIDEO (length = 55 seconds)

We're going to watch a one minute video of two people physically fighting on a NYC subway train. Note what happens and which of the 5 Ds were used.

**ASK: What did you notice? Which of the 5 Ds were used?**

- Direct: The one woman tells the man to leave and not follow them.
- Distract: Snack man does not escalate situation – just stands in between the people fighting without saying a word.
- Document: Someone starts videotaping after the fight starts, “We got you on camera”.

We do not advocate getting into the middle of a fight.

Direct link if needed:  
<http://www.youtube.com/watch?v=Erlw-ODVZxU>



20

When our values and our actions aren't aligned, it makes us feel uncomfortable.

At the start of the program today we asked you to "Think of a time where you were in a problematic situation where you could have intervened but didn't."

Sometimes, it is easy to get caught up in the moment – where something feels right, or justified or 'fun'.

But if, as a bystander, you see something headed in the wrong direction, remind yourself of how it felt in the past when you could intervene, but you didn't. It may help motivate you to check in with others and prevent a problem.

Stop and think about what is at stake.



## Scenario

You are returning home to your room and next door you can hear a couple loudly arguing. The language grows increasingly abusive. What do you do?

- **What issues are ambiguous in this scenario?**
- **Using the 5 Ds, what are some ways you could help?**



43

SEE WEBSITE FOR ADDITIONAL SCENARIOS AND SUGGESTIONS FOR FACILITATION

Provide a summary of the scenario. Break audience into pairs or smaller groups to discuss.

Ambiguous components:

- Is this a romantic couple?
- Is this a pattern?
- Is this a one-time event?
- Will intervention make the problem worse?

**Direct:** Knock on the door to check in.

**Distract:** When the door opens, ask if you can borrow a vacuum cleaner and pretend you didn't hear the loud argument.

**Delegate:** Text a friend who knows the neighbor and ask them to check in.

**Delay:** Check in on the neighbor afterwards by asking how you can help or offering resources.

**Document:** If someone is already helping the person, and you are safe, start recording while keeping a safe distance from the incident. Never livestream the video, post online or otherwise use it without the person's permission.



## Scenario

A student organization is hosting a party. Some freshmen have confided in you that they want to get more involved with the group, but don't drink & aren't huge "partiers." They decide to go to the party anyway.

You're at the party with the freshmen when a group leader suggests a drinking game and others start to set it up. The freshmen decline but others start pressuring them. You can see they're uncomfortable. They look at you.

**Using the 5 Ds, what are some ways you could help?**



44

SEE WEBSITE FOR ADDITIONAL SCENARIOS AND SUGGESTIONS FOR FACILITATION

Provide a summary of the scenario. Break audience into pairs or smaller groups to discuss. If you have a group that is very vocal, you may choose to facilitate discussion as a large group.

Discussion/possible responses

What could you do before the party that might help prevent this from happening?

### **5Ds**

**Direct:** Approach those that are applying pressure to the freshmen and ask them to back off.

**Distract:** Ask who wants to go out and get food. Tell them you need to talk to them outside about something. Be creative!

**Delegate:** Ask another member of the group to quietly ask people to back off on pressuring the freshmen to drink.

**Delay:** Check in on the freshmen afterwards and ask what they would have liked for you to do.

**Document:** Make note of the events and your concerns.



45

The research on bystander training indicates that once you know the barriers to intervention and the 5 steps, you're more likely to help the next time someone is in trouble!

Each of us has responsibility for creating a caring community where we have a shared responsibility for helping each other.

This training is just a starting point.

It can take courage, but each time you Step UP! you become more confident and better prepared for the next time someone needs help.

You are all in positions of influence with your friends and CAN make a difference.

The Step UP! website has LOTS of great information and resources. Please see: [www.stepupprogram.org](http://www.stepupprogram.org)

## Why students DO intervene



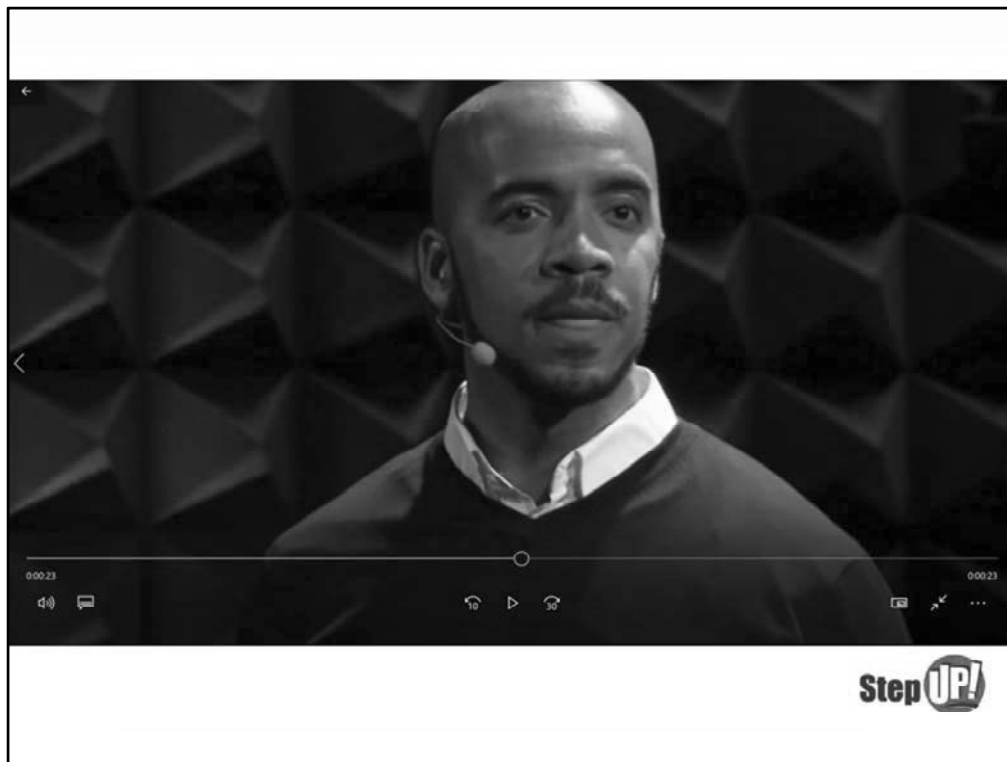
46

In The University of Arizona survey we mentioned earlier, we asked students who DID intervene to tell us the reasons why.

- It's the right thing to do - #1 reason (click)
- We should look out for each other
- I would want help
- Someone needed help
- To prevent escalation
- Helping makes me feel good
- To preserve my group's reputation
- To keep a friend out of trouble

These reasons reinforce the points we've discussed throughout the training.

Step UP! is about following your **moral compass**.



47

SET UP VIDEO (length = 0:46 minutes)

This is a 1 minute clip from the end of Clint Smith's TED talk with our final call to action.



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In the end, the question is: **Will you Step UP!? Are your actions matching your values?**

Leadership must come from within the student community.

You are a catalyst for change and can set a positive example.

Your small actions can cause a ripple effect that can positively impact your group and your campus.

Everyone can Step UP!, even if it's just in a small way.

**ASK (rhetorically): Are you a person who helps?**

*"Start where you are,  
Use what you have,  
Do what you can." ~Arthur Ashe*

# STEP UP! MANDATORY COMPONENTS

## A. Introduction

- Introduce concepts and applicability to various topics by way of:
  - Snowball exercise or other technique (Clickers, Poll Everywhere, etc.)
  - Create respectful cognitive dissonance to increase motivation to change. Ex: “Think of a time when you could have acted but didn’t” and reflect on feelings of regret as a motivation to learn and act.

## B. Bystander effect – Reasons people don’t intervene

- Diffusion of Responsibility
- Conformity
  - Pluralistic ignorance
- Ambiguity
- Obedience to authority
- Willful neglect
- Social and Cultural Identifiers

## C. Five steps to overcome the bystander effect

- Notice the event
- Interpret it as a problem
- Assume personal responsibility
- Know how to help (Include the 5 Ds)
- Step UP! - Implement the help

## D. More strategies

- Focus on S.E.E.K. Model– Safe, Early, Effective, Kind
- Perspective Taking
- Assessing the Situation:
  - Emergencies
  - Non-emergencies
  - Friends Helping Friends (include 5 Point Model)
  - On teams or in groups
  - When emotions are high
- Values Based Decisions

## E. Application

- Scenarios

# NOTES











## Strategies for Effective Helping

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### Section C

# STRATEGIES FOR EFFECTIVE HELPING

FOCUS ON **S.E.E.K.** – Safe, Early, Effective, Kind

REMEMBER THE **5Ds** – Direct, Distract, Delegate, Delay, Document

## Helping in an Emergency Situation – General Strategies

*Emergency situations unfold quickly and often require immediate helping responses.*

*(Also see specific Action Steps in Scenarios.)*

**Carefully assess the entire situation/circumstances before making any decisions or taking any action.**

**Consider both DIRECT and INDIRECT ways to intervene.**

**Direct:** You take responsibility as the primary helper.

**Indirect:** You request that someone else take responsibility as the primary helper (e.g., the police, Emergency Medical Technician (EMT) personnel, etc.).

**Whatever response you choose, remember the following in an emergency/crisis:**

- Calm the person.
- Gather information.
- Look at options.
- Provide support.
- Know appropriate referrals.
- Do not become enmeshed.
- Look for the best exit strategies (getting out of the situation) for those involved.
- Be clear and direct with all of your requests.
- Make **safe** choices; consider the level of risk in choosing an action for intervening.
- Understand boundaries and limits - don't be a hero. Remember verbal fights can quickly turn into physical fights. **It is often better to WALK AWAY.**
- Intervene **early** – before a problem becomes a crisis or disaster.
- Choose the most **effective** ways of helping for that particular situation. Be sure not to make the situation escalate.
- Publicly state your commitment to helping. “I will do X.”
- Engage other bystanders – You do “Y.”
- Discuss consequences that the person cares about – Encourage value-based decisions.
- Assess personal exposure/liability when actions you know about are criminal.
- **Call 9-1-1 if it is not safe or prudent for you to help directly.**

## Helping in Non–Emergency – General Strategies

**\*\*Non-emergency situations unfold more slowly and allow more careful planning of a helping response.**  
(Also see specific Action Steps in Scenarios.)

### Consider both **DIRECT** and **INDIRECT** ways to intervene.

Interrupt or provide a distraction to a situation you think might be problematic before it becomes an emergency.

**Direct:** You speak with the person directly.

**Indirect:** Talk to another person who you feel could be helpful or give guidance and direction – friend, counselor, administrator, etc..

**Note:** If you do not act immediately, don't ignore the situation. Just because you don't act right then and there doesn't mean you can't do it later!

### Whatever response you choose, remember the following:

- Consider *frequency, duration and intensity/severity* when evaluating a situation.
- Determine the barrier for the person if possible – motivation, ability or environment.
- Know your limits as a helper – engage others as necessary.
- Be sensitive, understanding and non-judgmental.
- Challenge misperceptions - Express your true feelings/beliefs.
- Identify the red flags.
- Anticipate problems.
- Determine the priority goal; Formulate a plan; Prepare/practice what you want to say.
- Set boundaries – do not make excuses for the person or otherwise enable them.
- Conduct conversations in a safe environment. Maintain **mutual respect** and **mutual purpose**.
- Remember the **Law of Delivery** – Who (person/s), What (content), When (timing), Where (location/privacy), Why (reasons) and How (tone).



## The 5 Point Model for Helping a Friend

- Be curious/ask questions to understand from the friend’s point of view. (Perspective taking)
- Your friend will be more resistant if you come up with solutions instead of asking them how their problem might be solved.
- Avoid “absolutes” (always, never, etc.)
- Avoid gossiping and rumor spreading.

|                 |          |  |
|-----------------|----------|--|
| <b>I Care</b>   | <b>1</b> | <ul style="list-style-type: none"> <li>• Let the person know that you care about him/her and because this is a significant relationship, you need to discuss something.</li> <li>• Start and end the discussion with an emphasis that you are doing this out of genuine concern, caring, and respect for the person. This “sandwiches” the difficult conversation between strong positives.</li> </ul> |
| <b>I See</b>    | <b>2</b> | <ul style="list-style-type: none"> <li>• Describe your friend’s behaviors as you observed them. Be specific and avoid hearsay.</li> <li>• Remember you are criticizing the behavior, rather than the person.</li> <li>• “Friday night you got drunk, trashed your room and did not remember it the next day.”</li> </ul>   |
| <b>I Feel</b>   | <b>3</b> | <ul style="list-style-type: none"> <li>• Use “I statements” to state your feelings (saying “You have a problem” can be refuted and denied).</li> <li>• Strive to be non-judgmental, honest, and supportive.</li> <li>• “It really scares me to see you so drunk” or “I’m concerned that you throw up most nights after drinking” or “you seem really sad and I’m worried about you.”</li> </ul>        |
| <b>I Wonder</b> | <b>4</b> | <ul style="list-style-type: none"> <li>• Ask your friend “I wonder...what do you think about your drinking/mood/etc?”</li> <li>• Follow up with “What do you like about drinking/behavior? What are your concerns?”</li> <li>• What steps could you take at this time to change this pattern?</li> </ul>   |
| <b>I Will</b>   | <b>5</b> | <ul style="list-style-type: none"> <li>• “I will support you in...(whatever step they identify)”</li> <li>• “I am here and willing to help you when you’re ready to make a change.</li> <li>• “If there are issues with your drinking that affect your immediate safety, I may need to let others know about what’s going on.”</li> </ul>  |

## Be prepared for a negative reaction

It's pretty common for someone to feel attacked when confronted by a friend. Defensiveness and denial can be difficult to deal with especially if you aren't expecting such a response. You may be the first person to talk with them about this. Also they may feel that they do not have the ability to deal with this problem. It is important to remember all the reasons people have not to change and for you not to argue with them about those reasons. Here are some examples of responses and how to answer them.

### **What are you talking about? You drink too.**

You're right, I do. I'm just offering information and my observations. You have the right to decide what to do.

### **It's okay. I've been under a lot of stress lately. I won't drink/eat/behave like this when I graduate.**

It sounds like you may think your drinking/other behavior is causing problems. What are some of the barriers to making a change? What would help you make a change?

### **It's none of your business! It's my life.**

You're right. It is your life. You don't have to agree with me, I'm just asking you to consider my perspective. I do care about you and if you want to talk about it later, I'm always here for you.

### **All of my friends drink. I would be sitting alone in my room every weekend if I didn't drink.**

So you're concerned about the risks of changing. What might be some of the benefits of changing? What are some options other than not drinking at all?

## Taking care of yourself

Thinking about your friend's behavior, planning what to say, and actually bringing the subject up will undoubtedly be very stressful. Although you can't make someone get better, you can take care of yourself by setting limits and getting support for your own emotions.

If your friend does not respond positively to your intervention, be able to let go of some of the pain you are feeling. Accept that the person doesn't want to deal with this right now, but let your friend know you may need to follow up later. Reassure your friend that you still like him or her; it's the behavior that happens when drinking that is causing a problem.

## DO

- Remind your friend that change is their decision. They have control, but if problems get worse, you may need to take additional action.
- Ask your friend about how confident they feel about changing. Support and encourage them in any changes they are willing to take.

## DON'T

- Set ultimatum or tell them you won't take care of them if they are too drunk. You can always have a follow up conversation later.
- Make excuses for the person, cover up their problems or give them your class notes if they were too hung over/depressed/etc. to go to class. Enabling keeps them from feeling the effects of their behavior.

Adapted from "How to talk to a problem drinker," University of Massachusetts, Amherst Health Services, "Helping Others," Virginia Alcohol Safety Action Program, the BACCHUS Network Certified Peer Educator Training and Miller, W. R. & Rollnick, S. (2013) *Motivational Interviewing: Helping People Change* (Third Edition). New York: The Guilford Press.

## On Teams or In Groups

- Create shared and agreed upon acceptable standards of behavior. (We can do X, we cannot do Y). (See strategies for Step 5.)
  - Emphasize strength in numbers.
  - Create plans together to avoid high-risk situations.
  - Explain the expectation to intervene.
  - Make it relevant to the group and to achieving group goals.
  - Empower group members to **Step UP!**
  - Acknowledge and reinforce caring behaviors.
  - Allow group members to air thoughts/feelings.
  - Practice skills and strategies to **Step UP!**
- 

## When Emotions are High

### 3 Things TO do:

1. Ensure your safety.
2. Try to dissipate the emotion.
3. Consider the other person's perspective.

### 3 Things to NOT do:

1. Don't get caught up in the moment.
2. Don't one-up the person.
3. Don't patronize.

**Don't deal with content until you deal with emotion.**



## Making Values-Based Decisions

As a bystander, one way to Step UP! is to get those involved in a situation to think about how current actions lead to future consequences.

Remind them that what feels beneficial at the time may have greater long-term costs. In other words, are the “rewards” of the moment more valuable than the potential costs of the future (e.g., loss of scholarship; suspension/expulsion; criminal record, etc.)?

Also, consider how long the “rewards” last vs. how long the “costs” last. How long will your choice impact your life a day/week/month or year later? Considering possible costs and rewards over time can be eye opening.

Help others by getting them to stop and think about what they are doing – or about to do. Is their decision aligned with their stated values? Will it jeopardize their future? Their goals? Their reputation? What they’ve worked so hard for? What you’ve ALL worked so hard for?

Losing a group member, even for a short period of time, may cost them (and you) in more ways than one.

While it is important to support your friends, it isn’t always easy to know how to best do this. Blindly following actions and/or not intervening in a situation you know in your gut to be wrong, is NOT supporting a friend but rather enabling in their future troubles.



# Becoming a Proactive Bystander: Tips for Individuals and Groups

## Within Yourself – Questions to consider

- In the past have you generally been a bystander or intervener?
  - In what kinds of situations are more or less likely to intervene?
  - Which interventions are more difficult and why?
- What makes you “give in” to activities or behaviors in which you really don’t want to engage?
  - What prevents you from saying or doing what you believe is right?
  - Have you ever not said/done something for fear of losing or jeopardizing a friendship?
- What makes you stand your ground?
- What message do you think it sends when people are “silent” about an issue?
- What kinds of things are appropriate/inappropriate to include on Facebook or other social networking sites?
- What skill or strategy is most difficult for you to put into practice? Why? How can you work to improve in this area?

## Within Your Organization

- Discuss how various cultures view these issues and what are the similarities and differences in how they deal with them.
- Create shared and agreed upon acceptable standards of behavior. Focus on positive values the group stands for.
- Emphasize strength in numbers.
- Create plans together to avoid high-risk group situations.
- Discuss the expectation to intervene.
- Make intervention relevant to achieving group goals.
- Empower members to Step UP!
- Acknowledge and reinforce caring behaviors.
- Encouraging members to air thoughts/feelings in all situations will increase intervention behaviors in the future.
- Practice skills and strategies to Step UP!



# NOTES



# ACKNOWLEDGMENTS

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## STEP UP! EXECUTIVE BOARD

**Becky Bell, M.A.** - Associate Athletics Director, C.A.T.S. Life Skills Program, University of Arizona Athletics Department, Creator and Founder of Step UP!

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## Step UP! Guide 6th Edition

For more information about **Step UP!** please contact:

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Have you ever been concerned about a situation and wanted to help... but didn't?

**You're not alone.**

This situation is more common than you might think, and is known as the bystander effect. **Step UP!** is a prosocial behavior/bystander intervention program that will teach you:

- The Bystander Effect – Reasons why people don't intervene
- The 5 Decision Making Steps
- Strategies for Effective Helping – Including the 5Ds
- The S.E.E.K. Model: Safe; Early; Effective, Kind
- Application to different topics, such as: mental health, discrimination, interpersonal violence and more!

**Step UP!** is used by athletics, Greek life, student affairs, campus health, violence prevention centers, residence life and many others.



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