

# *Challenges in Evaluating Sexual Harassment Interventions*

## *Lessons Learning from Bystander Intervention Evaluation*

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# Overview

Focus on ***challenges to evaluation*** of bystander programs to prevent / reduce gender-based interpersonal violence

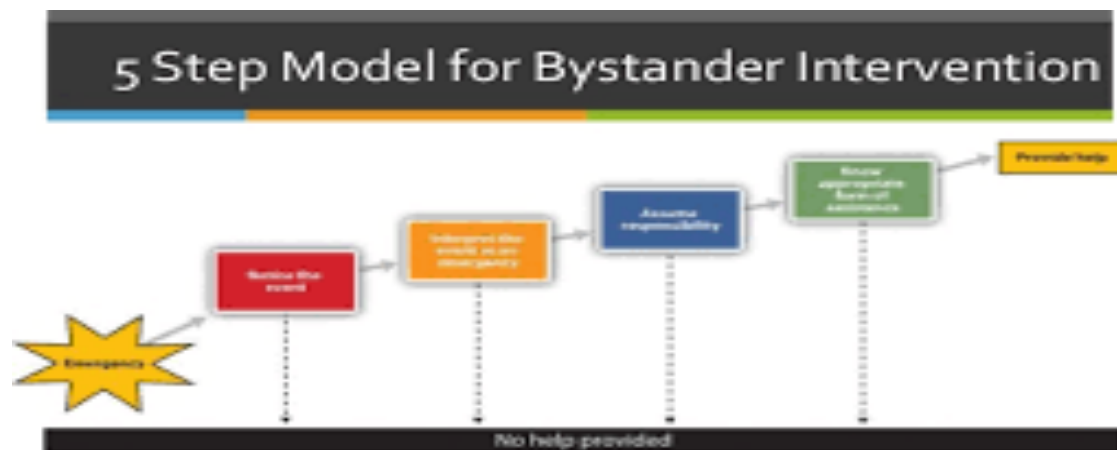
Based on “Measurement of Bystander Actions in Violence Intervention Evaluation: Opportunities and Challenges” in Current Epidemiology Reports. Bush HM, Bell SC & Coker AL. DOI: 10.1007/s40471-019-00196-3

# Summary of Methodologic challenges

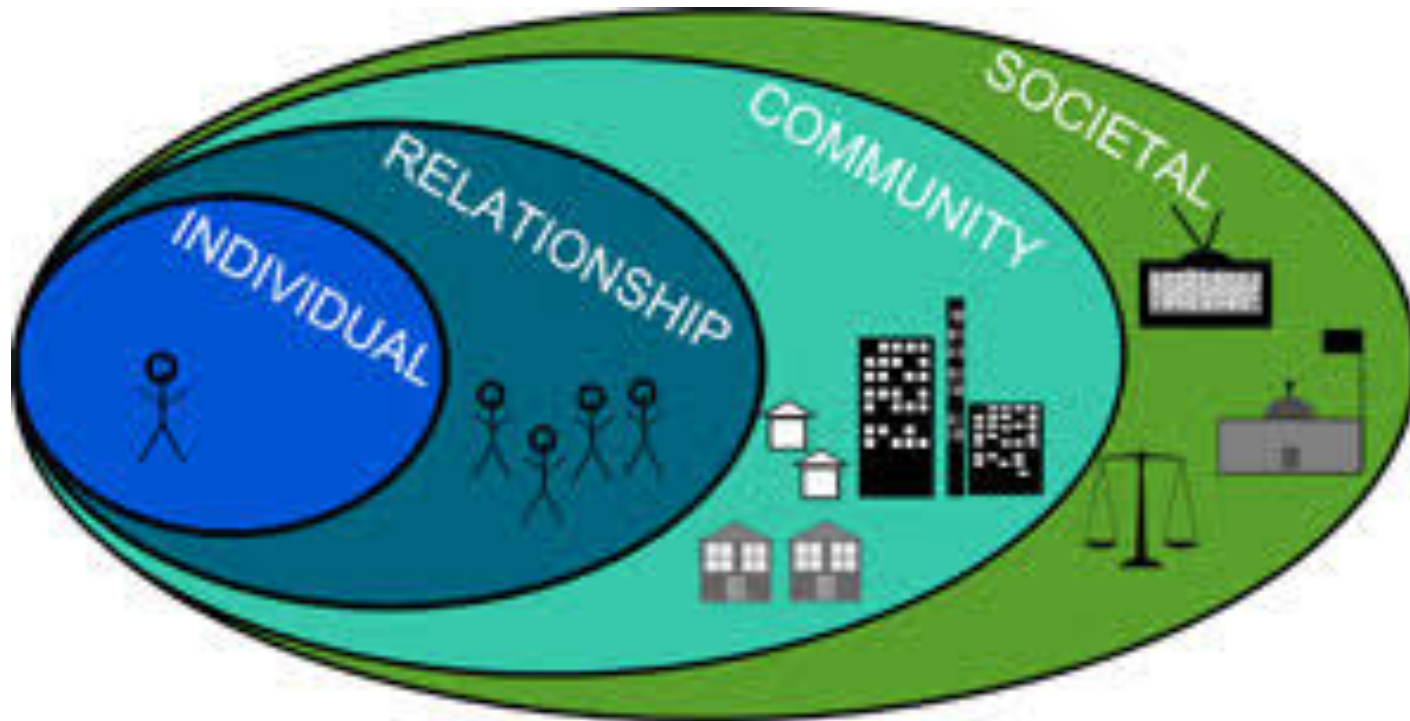
1. What are appropriate outcomes to measure training effectiveness and over what time? (interactions training and outcomes over time)?
2. What units or levels of analyses (impacts power / sample size, study duration)? THINK Socio-ecological models
3. Measuring mechanisms: Do intervention work as hypothesized through intermediate pathways or mechanisms? Structural equation or path models
4. How can bystander behaviors best be measured?

# Methodologic Challenge 1

- What are appropriate **outcomes** to indicate program effectiveness?
  - Bystander training hypothesized to change attitudes of those trained (see model).
  - Changes in attitudes hypothesized to increase bystander actions (e.g., ↑ bystander intentions, actions) .
  - Effective bystander actions hypothesized to result in reductions in violence in the social networks of those trained (e.g., ↓SV perpetration and victimization)

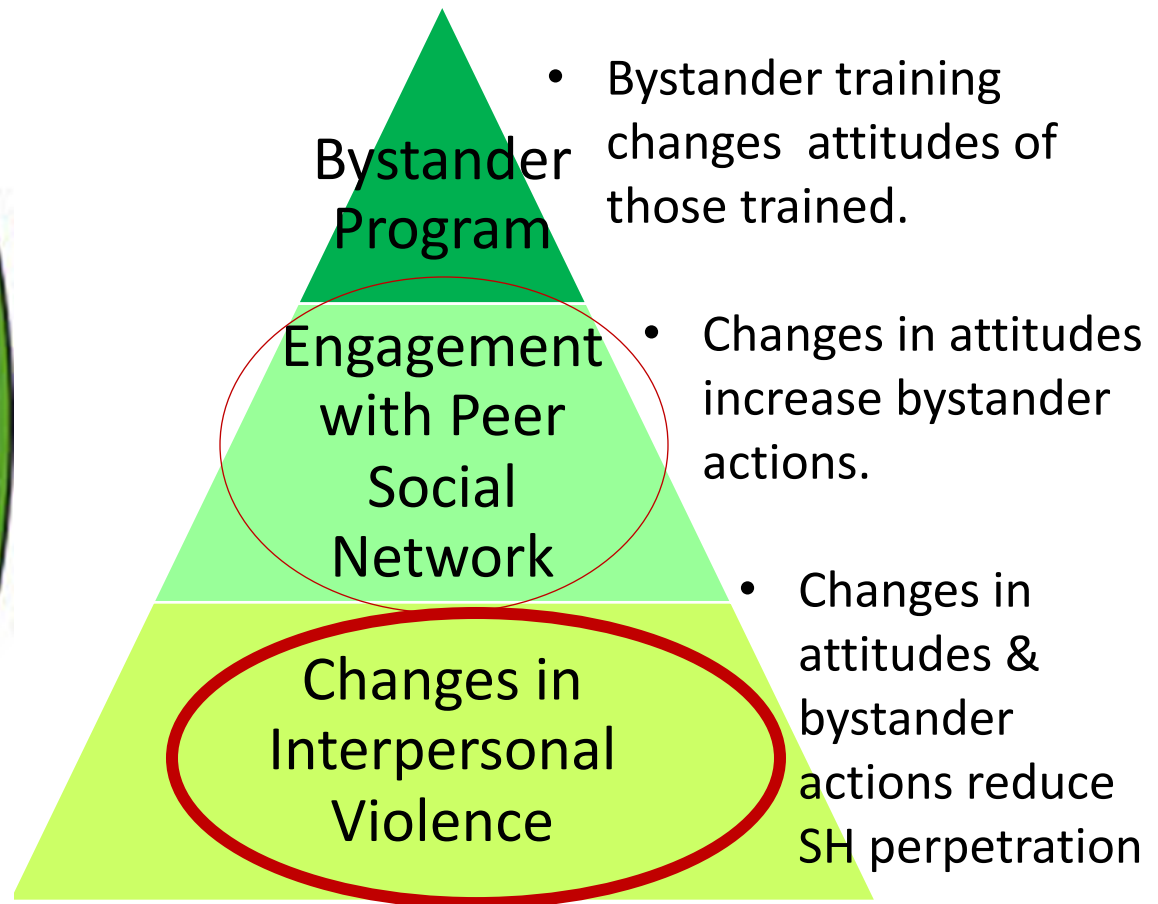
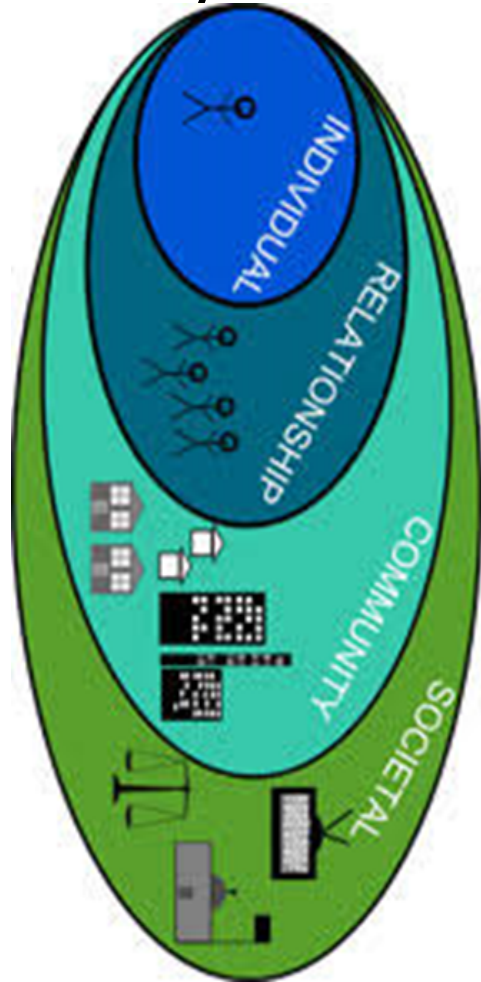


# Challenge 2. What level or unit of analysis?



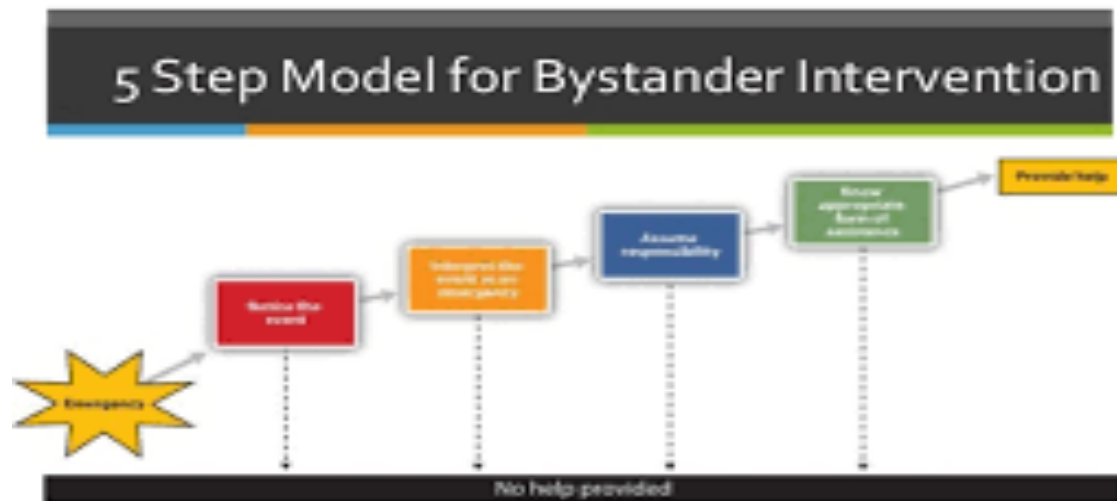
In whom are we measuring outcomes?

# Challenge 2. What level or unit of analysis?



# Challenge 3. Measuring mechanisms

Do intervention work as hypothesized through intermediate pathways or mechanisms? Structural equation or path models



Classic model by Latané and Darley (1970)

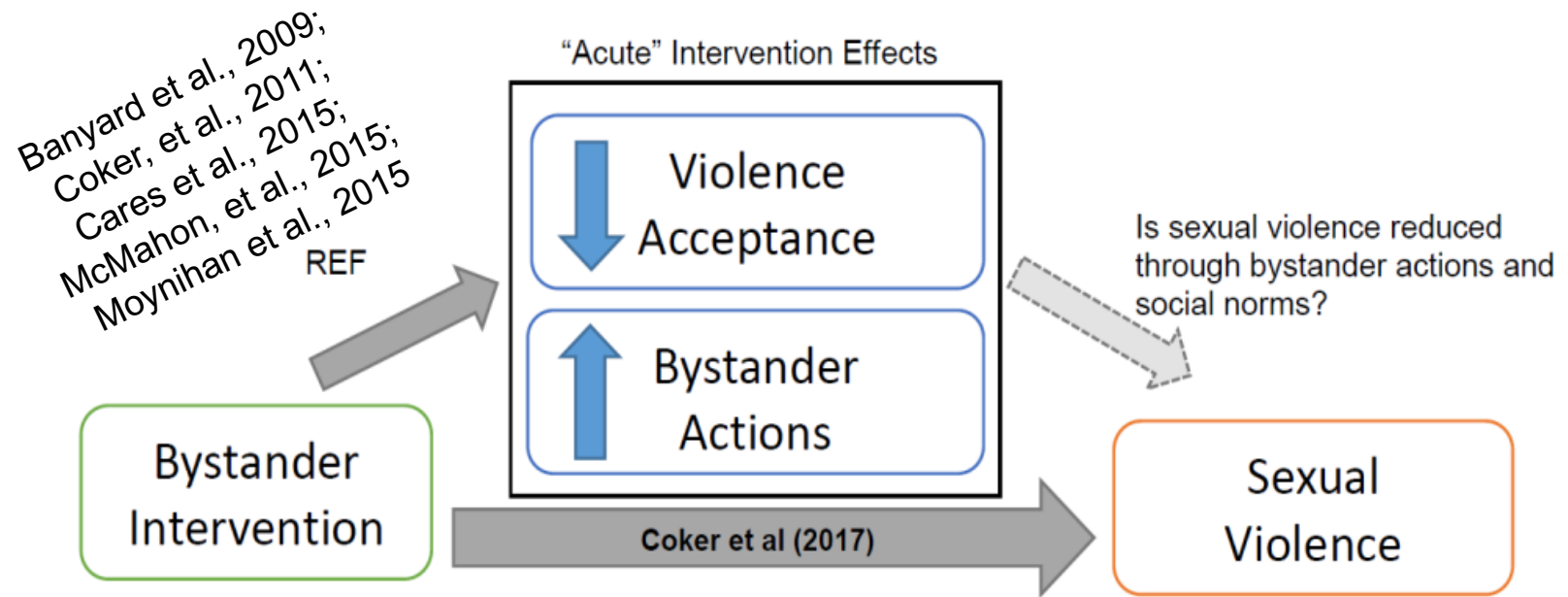


Figure 1. Relationship of bystander intervention programming, bystander actions, violence acceptance, and sexual violence.

Literature supports that bystander interventions have

- (a) short-term direct effects on violence acceptance and bystander actions and
- (b) longer-term total effects on sexual violence, but have only hypothesized that
- (c) the effect of the intervention occurs through changes in violence acceptance and bystander actions.



## Challenge 4. Measuring bystander behaviors?

- Measuring frequency actions, opportunities to act, and perceived effectiveness of actions as a function of training, by tactic...
- Bystander Training focuses on 3-Ds:
  - Including self reported and observed bystander actions may capture all actions
  - Need short term measures, risk and low risk time frame (Microsurveys?)
- Taking action versus avoiding risk situations:
  - Training seeks to increase effective actions but the trained one must be present in at risky settings to act.
  - Avoiding risky situations is a good strategy to reduce ones own risk of violence...
  - Suggests selective recruitment and training of higher risk or more effective participants.

# Two examples

- RCT Design: in multiple high schools of one intervention vs control (delayed intervention)
- Relative Efficacy Design: in Multiple colleges, multiple interventions compared.

# CDC U01CE001675: 2009-2014

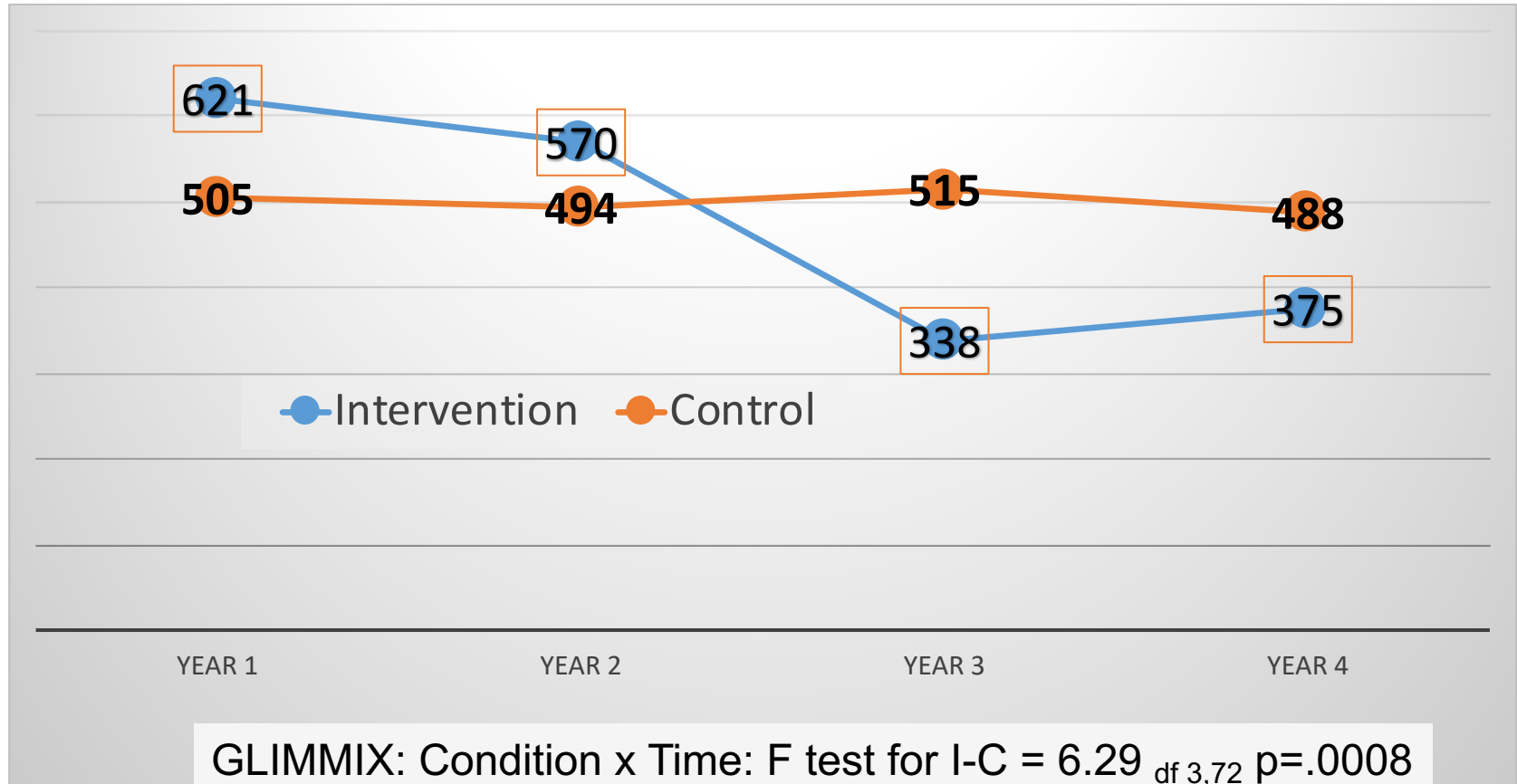
## 5-year cluster-randomized clinical trial

- 26 public high schools across Kentucky recruited by (Rape Crisis Center) Educators.
- Two school in each Kentucky Area Development District
- Half randomized to Intervention; half to delayed intervention (controls)
- Data collection Spring 2010 thru Spring 2014
- Focusing on analyses at school-level and as randomized.
- Primary question - **Does this program work to prevent violence?**

**HOW:** All students in schools were invited to complete an anonymous survey each Spring (n= 89,707; Response rate=83.9%) to assess the frequency and impact of violent victimization and perpetration behavior at baseline and over a four-year follow-up.

# Sexual Harassment Perpetration

(School-Level) Y axis Mean # of Events, past academic year



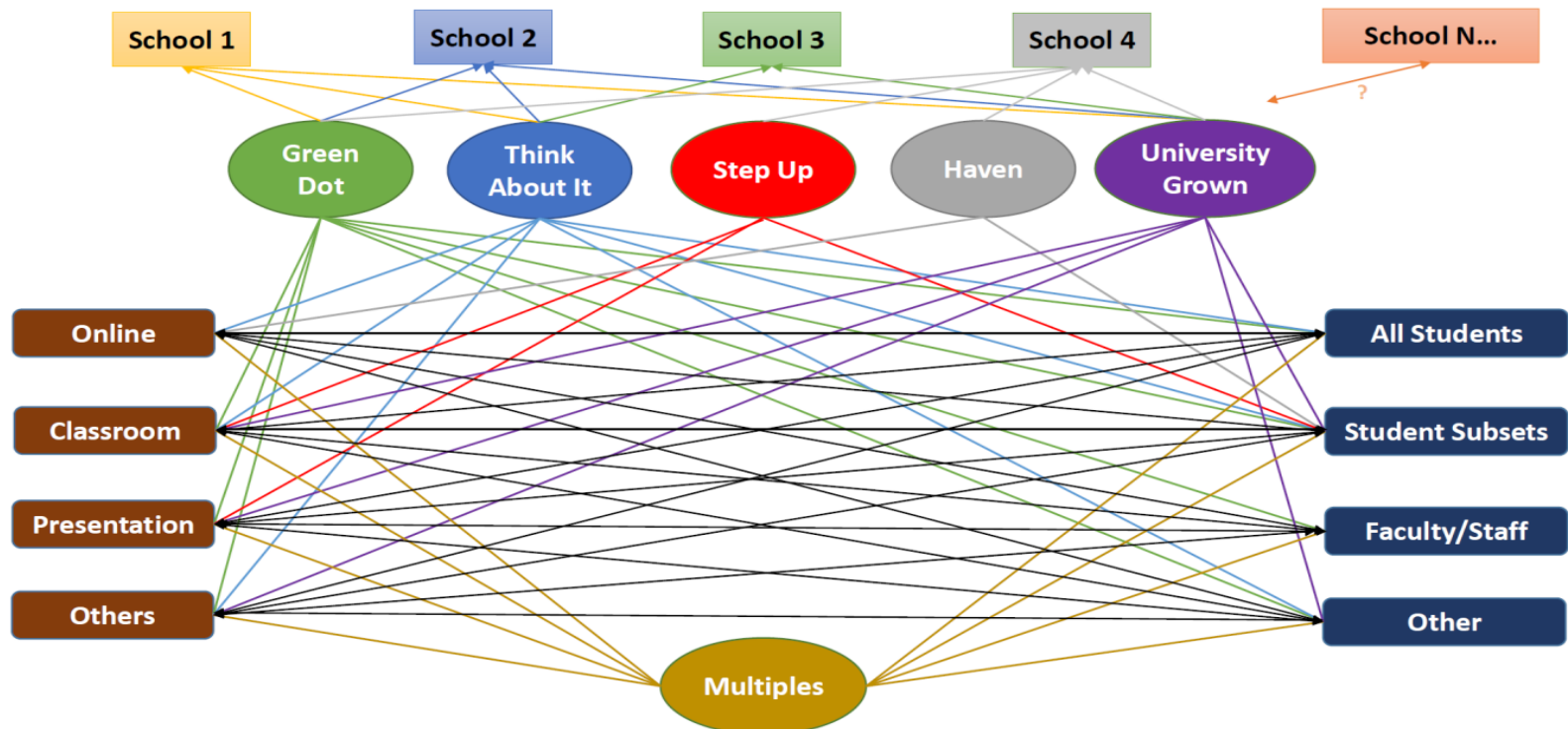
# Summary of Findings

- Evidence INTERVENTION works, as implemented **by** trained Rape Crisis Center Educators, to reduce interpersonal violence victimization and perpetration
  - Sexual violence
  - Sexual harassment
  - Reproductive coercion
  - Psychological dating violence
  - Stalking
- **ONLY OBSERVED IN LAST TWO YEARS** when intervention was fully implemented.
- **CHALLENGE!** – Evaluations typically have short followup

# Comparing bystander programs, modality, across campuses CDC U01CE2668



**Aim 1.** Compare the relative efficacy of bystander interventions to reduce violence victimization & perpetration in 24 colleges x 4 yrs



# Related Lessons learning

- Rigorous designs have significant impacts on sample size, require longer follow up and more funding.
- Careful evaluation of temporal sequencing of training, changes in attitudes, bystander behaviors, and ultimate violence perpetration and victimization outcomes is difficult but essential.

Questions?

Discussion?

Solutions?



# Sexual Harassment: Past academic year

In the past 12 months,

How many times did YOU (Perpetration)

How many times did another student (Victimization)

Perpetration

1. Tell sexual stories or jokes that made another student uncomfortable?
2. Make gestures, rude remarks or use sexual body language to embarrass or upset another student?
3. Keep asking another student out on a date or ask to hookup even though they said 'no'?

Victimization

1. Tell you sexual stories or jokes that made you uncomfortable?
2. Make gestures, rude remarks or use sexual body language to embarrass or upset you?
3. Keep asking you out on a date or asking you to hookup even though you said 'no'?

**Response** : 0 times

1-2 times

3-5 times

6 or more times