STEP UP UALBANY!: Developing, Implementing, and Evaluating a Bystander Intervention Training Model to Encourage Help-Seeking and Referral to Mental Health Services among College Students

M. Dolores Cimini, Ph.D.
Heidi R. Wright, Psy.D.
Estela M. Rivero, Ph.D.
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Our Program Development Team
- Estela M. Rivero, Ph.D.
- Joseph E. Bernier, Ph.D.
- M. Dolores Cimini, Ph.D.
- Judith A. Stanley, Ph.D.
- Heidi R. Wright, Psy.D.

Our University at Albany Colleagues and Students
- University Counseling Center Staff
- Middle Earth Peer Assistance Program
- Division of Student Success

Our Evaluator
- Drew A. Anderson, Ph.D., Department of Psychology
Learning Objectives

- Identify and understand the ways that key elements of the STEP UP UALBANY! Program have been developed and implemented based on theory and best practices in the field.

- Identify the ways in which students have been recruited, engaged and involved in the development, implementation, and evaluation of the STEP UP UALBANY! Program.

- Identify the ways in which the effectiveness of the STEP UP UALBANY! Program is being evaluated, both in regard to short-term goals and objectives and long-term indices, such as changes in patterns of help-seeking, utilization of campus mental health services, and changes in campus culture toward a norm of help-seeking.

- Explore the ways in which implementation and evaluation methods within the STEP UP UALBANY! Program may be applied on other campuses.

Background

Bystander Intervention Theory and Applications
Why Consider a Bystander Intervention Model?

- Shifts responsibility to the community
- Focuses on pro-social behaviors
- Changes social norms
- Reduces stigma

Goals

- Increase help-seeking behavior
- Increase awareness
- Create attitude change
Stages of Bystander Intervention

- Step 1: Notice the Event
- Step 2: Interpret the event as a problem
- Step 3: Feel responsible for dealing with it
- Step 4: Possess the necessary skills to act

Areas of Application

- Mental Health Concerns
- Alcohol, Substance Abuse, & other Addictive Behaviors
- Discrimination or Oppression
- Hate Speech
- Relationship Violence
- Sexual Assault
Program Development and Implementation
Transforming Theory to Practice

University at Albany Profile

- University Center, 64-campus System
- Urban Setting
- Research University
- NCAA Division I
- Students:
  - Undergraduates: 12,457
  - Graduate Students: 4,977
- Faculty: 967
- Employees: 4,197
- Degree Programs:
  - Undergraduate: 61
  - Masters: 89
  - Doctorate: 39
What is STEP UP UALBANY?

A Bystander Intervention Training That...

- Examines what bystanders can do to help in problematic situations
- Interactive & Interdisciplinary
- Empowers the campus community

STEP UP

YOU can Make the Difference!

Presented by The University Counseling Center
This program was developed with information and materials from the following sources:

A Prosocial Behavior/Bystander Intervention Program for Student-Athletes
Developed By:
The University of Arizona
C.A.T.S. Life Skills Program
& The Arizona Board of Regents
In Partnership with the NCAA

- Dr. Alan Berkowitz, a psychologist and leading expert in Bystander Behavior & Intervention Techniques

Rationale

Increase the motivation, skills, & confidence, in order to:
respond to behaviors that threaten a person’s health, safety, and well-being through...

Awareness/Education
Dialogue
Skill-building
Goals of STEP UP! UALBANY

- Individual Initiative
- Shared Responsibility

The 5 Decision Making STEPS

- Step 1: Notice the Event
- Step 2: Interpret the Event as a Problem or an Emergency
- Step 3: Assume Personal Responsibility
- Step 4: Know How to Help
- Step 5: STEP UP
Program Initiatives

- STEP UP! UALBANY Training Curriculum
- Public Service Announcements
- Poster Campaign
- Brochures
- Web Page
- Giveaways

Student Involvement: Training Key Stakeholders

- Residential Life Staff
  - Both professional and student staff
- Student Leaders
- Peer Assistance Programs
- All Incoming Students
Student Involvement: Focus Groups

- Agenda
- Product development & modification
- Feedback

a) Public service announcements (PSA)
b) Mental health brochures for diverse student populations

Student Involvement: PSA Development and Production

Script Development

- What is the message?
- Intended audience
- Issues of diversity
- Language
Evaluation
Impact of Knowledge and Behavioral Intent to Act

Methodology

- **Participants:** All new University at Albany first year students attending the mandatory presentation “Relationships and the Social Scene” during Summer Orientation 2009.

- **Data Collection Point:** Immediately after program.

- **Compensation:** None

- **Assignment:** Single gender v. mixed gender program presentations randomly assigned across 10 summer orientation dates.
Assessment Instrument

- **Knowledge**
  Myths about sexual assault and related violence
  On-campus and off-campus resources available for student assistance

- **Behavioral Intent**
  How comfortable would you be using what you learned …

  “Someone at a party being pressured to go home with a person they know but are clearly not interested in.”
  “Someone trying to have sex with another person who is drunk or high.”
  “Someone touching and grabbing another person and being asked to stop, but they continue.”
  “Someone who is being hit and verbally attacked by their friend/girlfriend.”

Findings: Knowledge

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<td>96%</td>
<td>98%</td>
<td>99%</td>
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<tr>
<td>Drunk</td>
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Findings: Willingness to Intervene

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Findings: Willingness to Intervene by Gender

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p = .18
Findings: Barriers to Intervening

- Fear
- Social-embarrassment or uncomfortable
- Unsure
- None of my business
- Would do nothing
- Would STEP UP, if a friend

Lessons Learned
Achievements, Challenges, and Tips for Success
Lessons Learned

- University Policy Issues
- Liability Issues
- Staff Buy-In & Training Issues
- Recruitment/Referral Issues
- Communication Issues
- Student Privacy vs. “Need to Know”

Keys To Successful Implementation

- Ensure student involvement in all aspects of the program
- Ensure that the diversity of the campus is represented
- Obtain buy-in at all university levels
- Train key stakeholders in the program model
- Provide c statements of goals, elements, training curricula, and procedures
- Ensure consistent implementation of program elements with process and outcome evaluation
Discussion & Questions

Thank You!

Contact Information

M. Dolores Cimini, Ph.D.
Assistant Director for Prevention and Program Evaluation
dcimini@uamail.albany.edu

Heidi R. Wright, Psy.D.
Project Coordinator
hwright@uamail.albany.edu

Estela M. Rivero, Ph.D.
Director, University Counseling Center
erivero@uamail.albany.edu

University Counseling Center
University at Albany, SUNY
400 Patroon Creek Boulevard, Suite 104
Albany, NY 12206
Phone: 518-442-5800
Website: www.albany.edu/counseling_center/