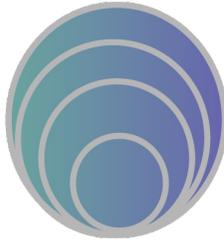


CAMPUS
Technical Assistance
and Resource Project



Toolkit For Preventing Interpersonal Violence Among Students Studying Abroad

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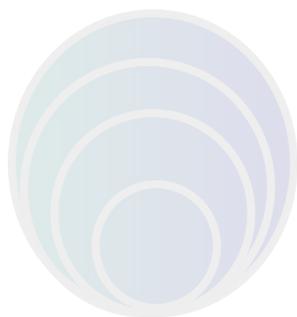
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INTRODUCTION

Studying abroad provides students with rich opportunities to see the world, improve language proficiency, and be immersed in new cultures. Yet for many, the experience is also marked by a heightened risk for interpersonal violence. Despite this risk, colleges often do not implement prevention strategies tailored specifically for study abroad programs. To address this gap, Alteristic, Inc. created the [Toolkit for Preventing Interpersonal Violence among Students Studying Abroad](#) for the US Department of Justice, Office on Violence Against Women's Campus Technical Assistance and Resource Project.

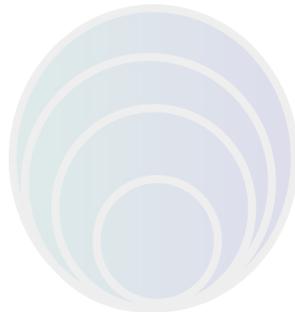
The tools included were created based on findings from an accompanying literature review, which includes results from key informant interviews, surveys, and focus groups; peer-reviewed literature; and best practices for preventing interpersonal violence within the study abroad context. Interpersonal violence, as it is discussed in this toolkit, includes dating/domestic violence, sexual assault, sexual harassment, and stalking. The tools are organized to correspond with four stages of the study abroad experience: 1) Institutional Planning, 2) Pre-Departure, 3) Post-Departure/Immersion, and 4) Return/Reintegration. Campuses and their study abroad program personnel can use these tools in order, or use tools as needed. These tools are designed to increase the capacity of colleges to prevent interpersonal violence among students who study abroad.



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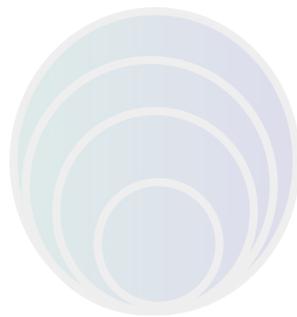
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SECTION ONE: INSTITUTIONAL PLANNING

PARADIGMS FOR INTERPERSONAL VIOLENCE: RESPONSE AND PREVENTION

Students are already experiencing and intervening to prevent incidents of interpersonal violence while studying abroad. The best practice for colleges is to create distinct, evidence-based, comprehensive plans for interpersonal violence prevention and response in the study abroad context. Efforts to address interpersonal violence in study abroad programs tend to be response-focused; that is, they are structured around the experiences of students who have already been hurt. Even when their stated intent is prevention, efforts often include things like awareness materials, advocacy resources, risk-reduction messages, and policy education that by their very nature are response-focused. Given the increased risk faced by students studying abroad, it is imperative that colleges pivot toward building comprehensive prevention strategies targeted at reducing the incidence of interpersonal violence. Below, you will find a guide outlining paradigms for response and prevention, with examples of how colleges can shift their study abroad programs to be more preventive.



PARADIGMS SHIFTS: FROM RESPONSE TO PREVENTION

Colleges' efforts to address interpersonal violence began with a focus on response. The goal was to raise awareness of the issue and create the systems, strategies, and programs that would support students who had been impacted. Because response was the original goal, all of the paradigms for engaging the campus community around the issue were framed through that lens, including those for study abroad. The primary focus was ensuring that students who experienced interpersonal violence had viable options for reporting and receiving supportive services. This singular focus on response paid off; interpersonal violence response programs, systems, and policies have achieved significant impact on college campuses across the U.S. and their imprint can be seen in many study abroad programs.

Like the rest of the violence prevention field, when colleges began to shift their focus to creating prevention programs, they used the paradigms they had already developed for response and overlaid them onto prevention. These paradigms extended into study abroad programs, where interpersonal violence prevention efforts focused on risk reduction while abroad, reporting options, and responsive services available both at home and abroad. Several of the students interviewed and surveyed to inform this toolkit expressed a desire for prevention programming that does not present interpersonal violence as an inevitable part of the study abroad experience and that gives them a more meaningful role in prevention.

While response and prevention should be complementary, they are not the same. They have different missions, focus on different target audiences, require different skillsets, and are informed by different bodies of research. When response paradigms are used as the blueprint for prevention work, impact is diminished. Thus, an important step in strengthening prevention work is beginning to disentangle response from prevention. It is important to note that this is not an either/or approach, but rather a both/and approach.

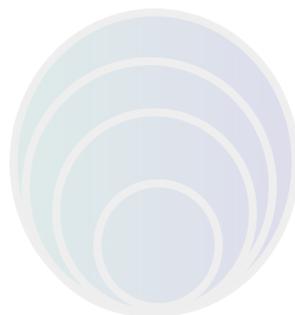
Interpersonal Violence Response Paradigm	Interpersonal Violence Prevention Paradigms
Increases awareness and knowledge of the problem	Increases solution-focused behaviors by building new skills
Focuses on the individual	Focuses on critical mass
Reactive	Proactive
Focuses on victims and perpetrators (i.e., problem-focus)	Focuses on allies, change agents, and bystanders (i.e., solution-focus)
Uses external mandates	Engages intrinsic motivation

PARADIGM SHIFT #1: Moving from Awareness to Action

The table below illustrates differences in programmatic content and reinforcement activities for interpersonal violence response versus prevention. You will notice that the response strategies focus on making study abroad participants and personnel aware of the problem and services for victims, while prevention strategies focus on engaging them in skill-building so that they can contribute to the solution.

Interpersonal violence response strives to increase awareness and knowledge of the problem.	Interpersonal violence prevention strives to increase solutions-focused behaviors by building new skills.
<p>Example Programmatic Content:</p> <ul style="list-style-type: none"> • Legal definitions of forms of interpersonal violence for the host country • Statistics that illustrate the scope of the problem among study abroad students • Focus on warning signs framed through victim lens • Focus on services available to assist victims and survivors while abroad 	<p>→ Example Programmatic Content:</p> <ul style="list-style-type: none"> • Focus on concerning behaviors and early warning signs that students and personnel can observe during the study abroad experience (framed through bystander lens) • Focus on interventions to prevent violence before it occurs (e.g. setting up a buddy system) • Focus on proactive norms-setting in venues accessible during study abroad (e.g. group dinners, online interactions, private social media groups)
<p>Example Reinforcement Activities:</p> <ul style="list-style-type: none"> • Handing out brochures and other literature about reporting and supportive services during study abroad orientation • Public Service Announcements to raise awareness about the likelihood of experiencing interpersonal violence while studying abroad 	<p>→ Example Reinforcement Activities:</p> <ul style="list-style-type: none"> • Skill-building activities during staff training and pre- and/or post-orientation sessions with students (e.g. recognizing warning signs, identifying barriers, practicing interventions) • Check-in conversations between program participants and personnel throughout the study abroad experience, where participants process how they have used the skills they have learned • Incorporating opportunities to reflect on interpersonal violence and preventive action during debriefing sessions once students have returned to their home campuses

Although it is important for students to be aware of their risk for experiencing interpersonal violence while abroad, resources should also be used to engage students and study abroad personnel as change agents for prevention. When we repeatedly expose study abroad students and personnel to statistics and information about their risk of experiencing interpersonal violence, they can grow resistant and fatigued by the issue. Keep in mind, awareness and knowledge were never the end goal for addressing interpersonal violence; they were just an important first step. Once awareness exists, the focus must shift to action. That begins by engaging study abroad students and personnel in building prevention skills. This toolkit contains a number of tools to build prevention skills among study abroad student participants and personnel; pages [32-64](#) and [85-98](#) include solution-focused content that can be integrated into existing training opportunities such as staff training, pre-departure orientation, and routine check-ins during the immersion experience. Pages [65-72](#) feature a tool that can be used to tailor training content to ensure its relevance for the target population and the unique context of their study abroad program.



PARADIGM SHIFT #2:

Moving from a Focus on Individuals to a Focus on Critical Mass

Helping an individual student put their life back together after experiencing an act of violence while studying abroad is and always will be worth our time. However, preventing interpersonal violence requires broad, program-level norms change. We can only achieve norms change if a lot of people get involved. Study abroad programs must engage a critical mass of their participants and personnel in preventive behaviors and must measure their success with evidence of program-level decreases in violence as well as program-level increases in positive norms that support prevention. The table below outlines different motivators and activities for response and prevention.

Interpersonal violence response focuses on affected individuals.	Interpersonal violence prevention focuses on the collective.
Example Motivator: <ul style="list-style-type: none">• “If I only help one person, it is a day well spent.”	→ Example Motivator: <ul style="list-style-type: none">• “Numbers matter.”
Example Activities: <ul style="list-style-type: none">• Providing one-on-one advocacy and support to students and their peers who experience interpersonal violence while studying abroad• Success is measured by numbers served in-country and/or numbers who attend educational programs prior to departure• Success is measured by individual anecdotes	→ Example Activities: <ul style="list-style-type: none">• Acknowledging barriers to action while abroad and providing options for intervention that anyone can use• Success is measured by genuine engagement of the study abroad students and personnel• Success is measured by empirical, program-level reductions in interpersonal violence and program-level increases in endorsement of norms that support prevention

In addition to the sample training content and tailoring tools provided on pages [32-72](#), this toolkit provides links to a number of validated scales (pages [100-104](#)) to measure the extent of the problem and prevention outcomes.

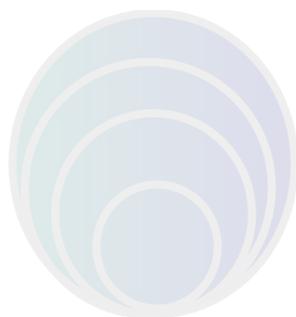
PARADIGM SHIFT #3: Moving from Reactive to Proactive

The table below highlights the difference in reactive and proactive activities that reinforce response versus prevention. Absent from this table are bystander intervention strategies, which by their very nature train individuals to react if they see something high-risk. Although this established best practice for violence prevention is reactive, it should be reinforced by creating opportunities for proactive norms-setting, so that study abroad student participants and personnel know that interpersonal violence will not be tolerated and that everyone is expected to do their part to keep each other safe.

Equipping students and personnel to proactively influence others and shape social norms is especially challenging in the study abroad context, where it is common for students to be discouraged from spending a lot of time together or from speaking to one another in English (if the program is located in a non-English speaking country). Additionally, given that a study abroad cohort represents a single, small group of students, likely on a larger international campus, their power to shape that campus' social norms can be fairly weak. Students should instead be encouraged to set norms within their specific cohort, in spaces that are more accessible to them while abroad, such as closed Facebook groups for their program, periodic cohort social events (e.g., dinners or holiday celebrations), or periodic check-ins with program personnel.

Interpersonal violence response focuses on reacting once there is a problem.	Interpersonal violence prevention focuses on proactively setting norms that are intolerant of interpersonal violence, making it less likely that new incidents occur.
Example Activities: <ul style="list-style-type: none">• Training people on what to say after a student discloses an experience of interpersonal violence while abroad• Training people to recognize imminent violence and intervene to get help	→ Example Activities: <ul style="list-style-type: none">• Program personnel doing regular check-ins with members of the cohort• Study abroad participants posting issue-supportive comments on social media• Study abroad participants and personnel learning positive, proactive prevention messages in the host country's primary language• Study abroad participants and personnel having informal conversations during group social events about the importance of preventing interpersonal violence

The training tools provided later in this Toolkit feature activities designed to help study abroad students and program personnel proactively set positive norms within their cohorts (see pages [44-47](#) and [61-62](#)).



PARADIGM SHIFT #4:

Moving from Engaging Students as Potential Victims and Perpetrators to Engaging Students as Allies, Change Agents, and Active Bystanders

When colleges originally developed interpersonal violence prevention programming for the study abroad context, participants were often framed as a part of the problem. In both early and ongoing efforts to prevent sexual assault, for example, young women traveling abroad were often framed as potential victims and told how to reduce their risk. Men on the other hand, often heard messages on their home campuses prior to study abroad participation which framed them as potential perpetrators. General messages almost universally addressed participants as though they might one day need intervention or response services.

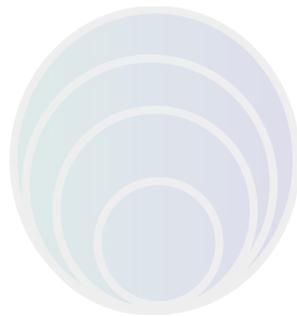
The problem with this approach is that the majority of students do not identify as potential victims or perpetrators. This leads them to ignore or avoid participating in interpersonal violence prevention efforts. Given that numbers matter, we cannot afford to lose any participants. Therefore, it is critical to offer a role that anyone can relate to and take on.

Research with students who have studied abroad reveals that these students widely endorse a willingness to support one another and to set group expectations about looking out for fellow participants. This suggests they would align well with the ally/change agent/bystander role. Interpersonal violence prevention efforts at pre- and post-departure should build from this strength and provide a positive, solutions-focused framework that study abroad students and personnel can easily step into.

Interpersonal violence response engages students as potential victims or perpetrators.	Interpersonal violence prevention engages students as allies, change agents, and bystanders.
Example Messages: <ul style="list-style-type: none">• Risk reduction• “If these things are happening to you, help is available.”• “If you do/don’t do these things, you will be held accountable.”	→ Example Messages: <ul style="list-style-type: none">• Bystander intervention• “If you think someone is in harm’s way, you have options to intervene.”• “No one has to do everything, but everyone has to do something.”

This toolkit contains a number of tools to engage study abroad student participants and program personnel as allies, change agents, and bystanders. Pages [32-64](#) and [85-98](#) include solutions-focused content and reinforcement tools that can be integrated into existing training opportunities such as pre-departure orientation and

routine check-ins during the immersion experience. Pages [65-72](#) feature a tool that can be used to tailor training content to ensure its relevance for the target population and the unique context of their study abroad program.



PARADIGM SHIFT #5:

Moving from External Mandates to Intrinsic Motivation

Mandating pre- and/or post-departure training has been a central component of the study abroad experience. Although it is critical for study abroad personnel and participants to understand standards of behavior in-country and consequences when these standards are violated, using external mandates alone is not sufficient to prevent violence from occurring. We cannot mandate study abroad participants to step into the ally, change-agent, and active bystander roles that are so crucial to prevention.

Indeed, for prevention to work, students enrolled in study abroad programs must be intrinsically motivated to be a part of the solution. This means that they must be driven to engage for internal reasons. For example, maybe this issue matters to them because they know someone who was affected by interpersonal violence abroad. Maybe it matters to them because they have a younger sibling who may be following in their footsteps and they want to keep them safe from harm. Maybe it matters because they want to have fun and want to make the study abroad experience as awesome as possible. All of these reasons are examples of intrinsic motivation.

Interpersonal violence response relies on external mandates.	Interpersonal violence prevention relies on intrinsic motivation.
Example Activities: <ul style="list-style-type: none">• Mandatory training• Training issued as punishment after violence has occurred• Reviewing policies and emphasizing consequences for breaking them	→ Example Activities: <ul style="list-style-type: none">• Voluntary training, encouraged through relationship-building and connection to the issue (e.g., facilitators take the time to personally invite and foster strong relationships with members of the cohort)• Facilitators incorporate hope and inspiration into training content• Participants are personally connected to the issue in ways that appeal to them, including statistics, stories, the arts, values, etc.

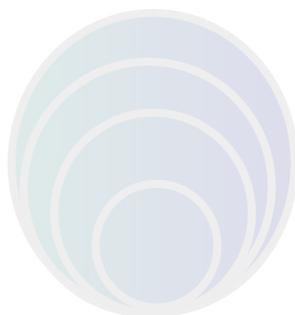
Example Program Content:

- Legal definitions of interpersonal violence in the host country
- Laws and policies related to interpersonal violence in the host country
- Consequences for committing interpersonal violence while abroad
- Reporting processes while abroad
- Formal resources available in the host country

→ Example Program Content:

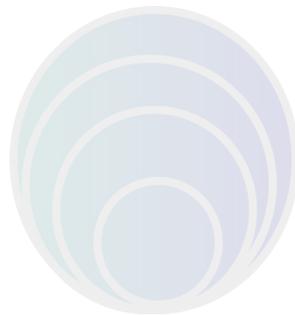
- Participants define the problem
- Participants reflect on barriers to action while abroad
- Participants identify realistic interventions given their barriers
- Participants identify realistic strategies for sharing positive norms during their study abroad experience

The bottom line is that caring about interpersonal violence cannot be forced. Engagement in interpersonal violence prevention cannot be forced. Mandating training does not guarantee engagement. Given this, prevention programs and strategies must seek to engage and build upon intrinsic motivation, even in situations, such as pre-departure orientation, that may be mandatory for study abroad participants. In instances where training is mandatory, study abroad program personnel should consider strategies for personalizing training invitations and infusing training content with hope and possibility. Pages [73-76](#) in this toolkit features a guide that will help facilitators deliver effective presentations that motivate participants to engage in prevention behaviors.



NEEDS ASSESSMENT AND BEST PRACTICES

The goal of assessing needs and best practices is to identify the strengths of your campus' efforts to address interpersonal violence among students studying abroad and potential areas of improvement. You can then leverage your strengths to improve interpersonal violence prevention efforts. The needs assessments and best practices checklists that follow can guide your efforts to create new prevention and response plans or improve existing ones. Because prevention and response are complementary but distinct, needs assessments are separated for each component. It may not be possible to meet every need on the needs assessment or to check every box in the best practice checklist. The goal is progress, not perfection. As you use these tools, identify 1-3 areas of growth that feel actionable and feasible, given your unique campus context.



TOOL: NEEDS ASSESSMENT AND BEST PRACTICES CHECKLIST

To aid institutions in shaping the best possible programs around the complementary, but distinct approaches required for response and prevention, you will find a needs assessment and best practice checklist below for each area. The separated needs assessments and checklists are designed to help study abroad program personnel operationalize paradigm shifts while employing best practices in each area.

Prevention of Interpersonal Violence: Needs Assessment and Best Practices Checklist

Pre-Departure	Post-Departure/Immersion	Return/Reintegration
<p>Staffing</p> <p>Are study abroad program personnel included in your current prevention and response efforts and trainings?</p> <ul style="list-style-type: none"> • If not, how can you include them to ensure students receive appropriate and consistent programming? <p>Do host country staff have experience with interpersonal violence prevention?</p> <ul style="list-style-type: none"> • If not, what training do they need to reinforce prevention messages and skills? 	<p>Staffing</p> <p>Have study abroad program personnel identified local (i.e. available in the host country) helping resources? Such resources may include local agencies trained in interpersonal violence response as well as resources with whom students can share concerns, discuss options, or to whom they could delegate preventive action.</p> <ul style="list-style-type: none"> • If not, what would be needed to identify such resources? • Who could you talk to learn about helping resources? 	<p>Staffing</p> <p>Do study abroad program personnel feel equipped to debrief/process students' experiences with interpersonal violence and bystander intervention during their time abroad? Debriefing and processing may include discussing concerning situations with students, their barriers to intervention, intervention strategies and outcomes, as well as processing negative experiences and referring to supportive resources.</p> <ul style="list-style-type: none"> • If not, what training do they need?
<p>Training</p> <p>Does pre-departure orientation training include interpersonal violence prevention?</p>	<p>Training</p> <p>Do study abroad program personnel create opportunities to check in with students about violence prevention and reinforce skills?</p>	<p>Training</p> <p>Do debriefing opportunities provide time and space for students to share and process their experiences with interpersonal violence and</p>

- If not, how can you add this element to existing pre-departure activities?
- Note: Sample training activities and tailoring tools are provided on pages [32-72](#) to aid campuses in integrating prevention programming into existing trainings.

If pre-departure orientation training does include interpersonal violence prevention training, does the training align with the prevention paradigms?

- If not, how could portions of it be modified to align with prevention paradigms?
- Note: The training activities provided on pages [32-64](#) and [85-98](#) were designed to align with prevention paradigms.

Are the individuals who provide the training skilled in public speaking and engaging delivery? Do they demonstrate fidelity to the prevention program?

- If not, are there opportunities for practice, skill-building, and fidelity checks for content mastery?

- If not, how could this be built into the immersion experience?

Can study abroad program personnel be trained to deliver prevention booster sessions that reinforce content students learned pre-departure?

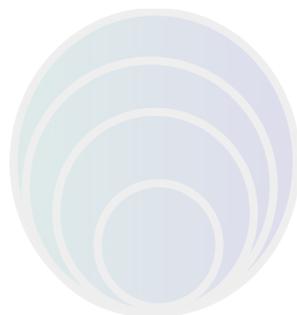
- Note: Sample activities to reinforce training content and skills are included on pages [85-98](#) of this toolkit and critical reflection questions are provided on pages [78-80](#), [82-84](#), and [105-107](#).

bystander intervention during their time abroad?

If not, how could this be built into the reintegration experience?

- If so, how can lessons learned from debriefing opportunities be used to develop, hone, and adapt prevention programming?
- Note: Sample activities to reinforce training content and skills are included on pages [85-98](#) of this toolkit and critical reflection questions are provided on pages [78-80](#), [82-84](#), and [105-107](#).

<ul style="list-style-type: none"> • Note: The tool provided on pages 73-76 was designed to improve delivery and increase intrinsic motivation among training participants. 		
<p>Outcomes</p> <p>Are systems in place to measure the outcomes of pre-departure interpersonal violence prevention programming?</p> <ul style="list-style-type: none"> • If not, how could evaluation efforts be implemented? • What faculty and staff (e.g., public health, sociology, statistics) could assist you with evaluation design, administration, and/or analysis? • Note: Validated scales for measuring interpersonal violence are presented on pages 100-104. 	<p>Outcomes</p> <p>Are systems in place to monitor students' use of violence prevention skills?</p> <ul style="list-style-type: none"> • If not, how could monitoring efforts be implemented? • What faculty and staff (e.g., public health, sociology, statistics) could assist you with evaluation design, administration, and/or analysis? • Note: Validated scales for measuring interpersonal violence are presented on pages 100-104. 	<p>Outcomes</p> <p>Are systems in place to measure interpersonal violence incidence during study abroad? Incidence of bystander intervention?</p> <ul style="list-style-type: none"> • If not, how could evaluation efforts be implemented? • What faculty and staff (e.g., public health, sociology, statistics) could assist you with evaluation design, administration, and/or analysis? • Note: Validated scales for measuring interpersonal violence are presented on pages 100-104.

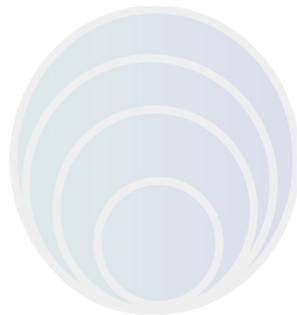


Interpersonal Violence Prevention Best Practices Checklist for Study Abroad

- The Study Abroad office has an interpersonal violence prevention plan in place.
- The interpersonal violence prevention plan aligns with evidence-based and research-informed best practices.
- Designated prevention staff exist on the home campus.
- Study abroad program staff are trained in interpersonal violence prevention.
- Staff training is reinforced on a regular basis.
- Students receive interpersonal violence prevention training before traveling abroad.
- Student training is reinforced on a regular basis during their immersion and when they return to the US.
- Study abroad students and staff are satisfied with prevention programming.
- When study abroad students or staff report dissatisfaction with interpersonal violence prevention training or reinforcement, efforts are made to improve programming.
- Data is collected to measure training outcomes before, during, and after students' study abroad experiences. Refer to the validated scales presented on pages [100-104](#). to design an assessment tool for your institution.
- Once collected, these data are used to improve primary prevention efforts.
- Over time, data illustrate reduced incidence of interpersonal violence during study abroad.

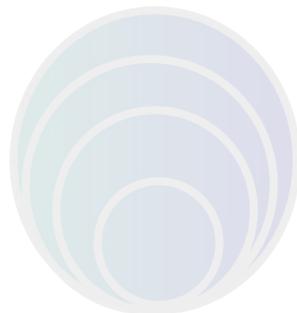
Response to Interpersonal Violence: Needs Assessment and Best Practices Checklist

Pre-Departure	Post-Departure/Immersion	Return/Reintegration
<p>Data Collection & Sharing</p> <p>Does your institution have a mechanism in place to measure the incidence of interpersonal violence among students studying abroad?</p> <ul style="list-style-type: none"> • If not, use the validated scales presented on pages 100-104 to create an assessment. • If so, how are these numbers shared with the campus community? • If they are not currently being shared with the campus community, why not? What would it take to change things? 	<p>Data Collection & Sharing</p> <p>Does your institution have a system in place to monitor implementation of its interpersonal violence response protocol for study abroad?</p> <ul style="list-style-type: none"> • If so, is it working? Do any improvements need to be made? • If not, what would it take to establish a monitoring system? What peer institutions could you consult for guidance? 	<p>Data Collection & Sharing</p> <p>Does your institution have a mechanism for assessing and debriefing about experiences with interpersonal violence that students experienced while studying abroad?</p> <ul style="list-style-type: none"> • If so, how can this information be used to enhance study abroad programs and their transparency? • If not, how could this be built into existing debriefing opportunities?



Response Resources	Response Resources	Response Resources
<p data-bbox="147 191 592 443">Has your institution identified interpersonal violence response resources that are accessible to students no matter their geographic location?</p> <ul data-bbox="170 489 584 930" style="list-style-type: none"> <li data-bbox="170 489 584 741">• If so, how are these resources communicated to study abroad students and program personnel? Is there any need for improvement? <li data-bbox="170 762 584 930">• If not, what would it take to establish reliable interpersonal violence response options? <p data-bbox="147 951 592 1119">Has your institution identified interpersonal violence response resources available in host countries?</p> <ul data-bbox="170 1165 584 1923" style="list-style-type: none"> <li data-bbox="170 1165 584 1333">• If not, can staff located in host countries identify and connect with local resources? <li data-bbox="170 1354 584 1606">• Should you create an MOU between your institution and response resources in the host country so that students can receive services? <li data-bbox="170 1627 584 1923">• If an agreement exists between your institution and the host school, does it include study abroad student access to interpersonal violence resources? 	<p data-bbox="618 191 1040 443">Are students using designated response resources after experiencing interpersonal violence while studying abroad?</p> <ul data-bbox="641 489 1039 888" style="list-style-type: none"> <li data-bbox="641 489 1039 615">• If so, how satisfied are they with the support provided? <li data-bbox="641 636 1039 888">• If they are not satisfied, how is this communicated to the institution? What changes can be made to improve satisfaction? 	<p data-bbox="1057 191 1453 443">Are students who experience interpersonal violence while studying abroad linked to on- and off-campus resources when they return?</p> <ul data-bbox="1079 489 1445 1077" style="list-style-type: none"> <li data-bbox="1079 489 1445 615">• If so, how satisfied are they with the support provided? <li data-bbox="1079 636 1445 888">• If they are not satisfied, how is this communicated? What changes can be made to improve satisfaction? <li data-bbox="1079 909 1445 1077">• If they are not linked to stateside resources, what would it take to change this?

Response Protocol	Response Protocol	Response Protocol
<p>Does your institution currently have an interpersonal violence response protocol in place?</p> <ul style="list-style-type: none"> • If so, how are study abroad program personnel trained to implement the protocol? • Do study abroad staff feel confident that they can implement the protocol if a student experiences interpersonal violence while abroad? • Is anything needed to enhance or reinforce their training? • If no protocol is in place, what would it take to establish one? What partners would you need to enlist to make this happen? 	<p>Are study abroad program personnel using the protocol?</p> <ul style="list-style-type: none"> • If so, how satisfied are they with the protocol? • If they are not satisfied, how is this communicated back to the institution? What changes can be made to improve the protocol? 	<p>Does your institution reinforce protocol training on a regular basis to ensure that study abroad program personnel know how to implement it?</p> <ul style="list-style-type: none"> • If not, what would it take to make training routine for study abroad program personnel?



Interpersonal Violence Response Best Practices Checklist for Study Abroad

- The Study Abroad office has an interpersonal violence response plan in place with clear policies and procedures.
 - ▶ If not, does a peer institution have an interpersonal violence response plan that you could use as a template? What peer institutions could you consult?
- Staff and students are aware of mandatory reporting requirements. Students have avenues to disclose experiences to individuals who are not mandatory reporters if they prefer.
- The interpersonal violence response plan aligns with best practices used at other colleges and those recommended by subject matter experts.
- Designated interpersonal violence response staff exist on home campus and within study abroad program.
- Study abroad staff are well trained to respond to incidents of interpersonal violence and provide support to students.
- Staff training is reinforced on a regular basis.
- Interpersonal violence resources have been identified and are accessible regardless of study abroad location.
- Local or host-campus resources have been identified and are accessible for students in-country where they exist.
- Study abroad students and staff are aware of resources.
- Study abroad students and staff are satisfied with the support provided by interpersonal violence resources.
- When study abroad students or staff report dissatisfaction with the interpersonal violence resources, efforts are made to improve them.
- Students and study abroad personnel know how to report an interpersonal violence incident.
- Data is collected to measure incidence of interpersonal violence during study abroad.
- Once collected, these data are communicated to students and their families so that they can make an informed decision about participating in study abroad opportunities.

INCLUSIVE EXCELLENCE SCORECARD

Underrepresented students face additional barriers and interpersonal violence risks when studying abroad. They appear to be targeted more frequently and aggressively, perceive helping institutions to be especially unreliable due to bias, and often face a lack of empathy from peers and program personnel. Effective primary prevention requires attention to vulnerable populations. For study abroad programs, vulnerable populations include students of color, LGBTQ students, and students with disabilities. In addition to ensuring programs are tailored to reflect the experiences of underrepresented students (see [Tailoring](#) section starting on pages [65-72](#) of this toolkit), institutions must seek to improve inclusivity and representation, which enhance perceived and actual experiences of safety as well as reduce barriers to study abroad participation.

There are a number of promising practices to reduce interpersonal violence among marginalized students studying abroad. These practices include prioritizing increased participation among underrepresented students, hiring program staff with diverse identities, partnering with other colleges who serve underrepresented students, and including critically reflexive content in study abroad orientation and study abroad personnel training. The expression, “There is safety in numbers” is a common adage for a reason; by increasing representation, study abroad program personnel may enhance both psychological and physical safety and build a richer, more supportive community among study abroad program participants.

The concept of inclusive excellence may help colleges to examine and improve the participation of students of color, LGBTQ students, and students with disabilities in study abroad programs. Inclusive excellence is an approach designed to shift diversity efforts away from simply increasing numbers of diverse students to comprehensively examining college systems and the way that they integrate the perspectives and contributions of the entire campus community. To aid colleges in assessing inclusive excellence, a group of researchers created a questionnaire/discussion guide called [The Inclusive Excellence Scorecard](#). A second group of researchers then adapted the tool for direct application to study abroad programs. Although intended to examine study abroad participation among students of color, the authors suggest that the tool can be adapted for use with other underrepresented groups. Given the additional risks faced by students with disabilities and LGBTQ students, [The Inclusive Excellence Scorecard for Study Abroad](#) below was adapted to include these groups.

TOOL: INCLUSIVE EXCELLENCE SCORECARD FOR STUDY ABROAD

How to Use this Scorecard

Select sample indicators that are most relevant for your student population and use these to gather data, including conducting focus groups and key informant interviews. Then, identify recurring themes, potential action steps, and evaluation plans for achieving inclusive excellence within study abroad programs. It is also important to note that some indicators in this scorecard may be difficult to gauge because the race, ethnicity, sexual identity, gender identity, and/or ability status of program participants may be indeterminable.

DOMAIN #1: Access and Equity in Study Abroad

Inclusive Excellence Domain: Access and Equity
<i>The number and success level of underrepresented students in study abroad.</i>
► Sample Indicators:
<ul style="list-style-type: none">• What is the compositional number of students of color on the home campus?• What is the compositional number of LGBTQ students on the home campus?• What is the compositional number of students with disabilities on the home campus?
<ul style="list-style-type: none">• Are certain majors more likely to study abroad?<ul style="list-style-type: none">– Are students of color equitably represented in these majors?– Are LGBTQ students equitably represented in these majors?– Are students with disabilities equitably represented in these majors?
<ul style="list-style-type: none">• How do students hear about study abroad opportunities?<ul style="list-style-type: none">– Are there different patterns according to race/ethnicity, sexual/gender identity, or ability?
<ul style="list-style-type: none">• Are students with financial need enrolling in study abroad programs?<ul style="list-style-type: none">– If not, why not?– Are students aware of available scholarships for study abroad and how to use financial aid?
<ul style="list-style-type: none">• What do program applicants identify as goals and potential challenges for their study abroad experiences?<ul style="list-style-type: none">– Do these differ by race/ethnicity, sexual/gender identity, or ability?

- What do students of color who opt not to study abroad say were the factors that led to this decision?
- What do LGBTQ students who opt not to study abroad say were the factors that led to this decision?
- What do students with disabilities who opt not to study abroad say were the factors that led to this decision?

- How does the race/ethnicity of students who enroll in study abroad but withdraw or return early compare to that of the overall study abroad student population?
 - What factors influence these decisions?
- How does the sexual or gender identity of students who enroll in study abroad but withdraw or return early compare to that of the overall study abroad student population?
 - What factors influence these decisions?
- How does the ability status of students who enroll in study abroad but withdraw or return early compare to that of the overall study abroad student population?
 - What factors influence these decisions?

- How does the race/ethnicity of students who study abroad multiple times, or opt to extend for a year, compare to that of the overall student study abroad population?
 - What factors influence these decisions?
- How does the sexuality of students who study abroad multiple times, or opt to extend for a year, compare to that of the overall student study abroad population?
 - What factors influence these decisions?
- How does the ability status of students who study abroad multiple times, or opt to extend for a year, compare to that of the overall student study abroad population?
 - What factors influence these decisions?

- Does the impact of study abroad on home campus GPA vary by race/ethnicity, sexual/gender identity, or ability?

- Does study abroad impact graduation rates?
 - If so, how do these vary by race/ethnicity, sexual/gender identity, or ability?

DOMAIN #2: Campus Climate in Study Abroad

Inclusive Excellence Domain: Campus Climate

The development of a psychological and behavioral climate supportive of all students, both on the home campus and in the study abroad program.

► Sample Indicators:

- What is the race/ethnicity of the staff, including student workers, in the study abroad office?
- What is the sexual/gender identity of the staff, including student workers, in the study abroad office?
- What is the ability status of the staff, including student workers, in the study abroad office?
- What is the race/ethnicity of faculty at the home institution who lead study abroad programs?
- What is the sexual/gender identity of faculty at the home institution who lead study abroad programs?
- What is the ability status of faculty at the home institution who lead study abroad programs?
- What is the race/ethnicity of staff, faculty, and students at host institutions abroad?
- What is the sexual/gender identity of staff, faculty, and students at host institutions abroad?
- What is the ability status of staff, faculty, and students at host institutions abroad?
- Are students of color represented in marketing materials (both print and web)?
- Are LGBTQ students represented in marketing materials (both print and web)?
- Are students with visible disabilities represented in marketing materials (both print and web)?
- Does the home institution's mission or vision statement mention diversity?
- Does the study abroad office's mission or vision statement mention diversity?
- What types of outreach efforts exist to encourage students of color to study abroad?
- What types of outreach efforts exist to encourage LGBTQ students to study abroad?
- What types of outreach efforts exist to encourage students with disabilities to study abroad?

- Are faculty/staff/administrators supportive of study abroad?

- Can they articulate its value to students?

Note: Pay particular attention to those who mentor students of color, LGBTQ students, and students with disabilities when asking this question.

- What are the findings of existing campus climate surveys on the home campus?

- How might these issues impact study abroad participation?

Note: Pay attention both to identity and to interpersonal violence indicators within existing campus climate surveys.

- What types of opportunities for professional development related to diversity issues exist for staff and faculty on the home campus?

- What types of opportunities for professional development related to interpersonal violence prevention exist for staff and faculty on the home campus?

- Do host country staff abroad have experience working with students of color?

- What professional development opportunities exist for them?

- Do host country staff abroad have experience working with LGBTQ students?

- What professional development opportunities exist for them?

- Do host country staff abroad have experience working with students with disabilities?

- What professional development opportunities exist for them?

- Do host families have experience hosting students of color?

- Do host families have experience hosting LGBTQ students?

- Do host families have experience hosting students with disabilities?

- Do programs select or reject host families based on their attitudes towards students with varying or marginalized identities?

- Where are students of color choosing to study abroad?

- Are there patterns in their program or country selection?

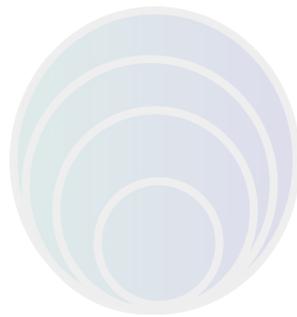
- Where are LGBTQ students choosing to study abroad?

- Are there patterns in their program or country selection?

- Where are students with disabilities choosing to study abroad?

- Are there patterns in their program or country selection?

- What do students report about how their identities (e.g., race/ethnicity, sexuality, ability status) impact their study abroad experience?
- Do students face discrimination abroad?
- Must additional provisions be made for study abroad locations where homosexuality is illegal?
- How do students of color, LGBTQ students, and students with disabilities perceive the climate on the host campus or in the host country?
- What do students of color, LGBTQ students, or students with disabilities report about their relationships with other international/study abroad students?
- What challenges do study abroad participants report?
 - Do these vary by student race/ethnicity, sexual/gender identity, or ability?
- What advice do students of color provide for future participants of color?
- What advice do LGBTQ students provide for future LGBTQ participants?
- What advice do students with disabilities provide for future participants with disabilities?



DOMAIN #3: Diversity in the Study Abroad Curriculum

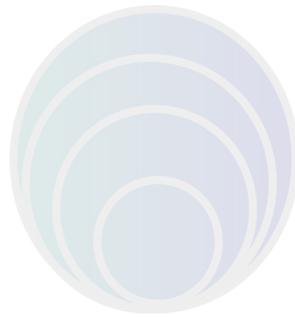
Inclusive Excellence Domain: Diversity in the Study Abroad Curriculum

Diversity content in study abroad programs, including advising materials, information sessions, orientations, classes, excursions, and social activities at home and abroad.

► Sample Indicators:

- Do advising materials/resources address race and ethnicity?
 - Do advising materials/resources address sexual and gender identity?
 - Do advising materials/resources address ability?
-
- Do pre-departure orientations include discussions about the impact of race/ethnicity, sexual/gender identity, or ability on the student's study abroad experience?
 - Do orientations and classes abroad include discussions about race/ethnicity, sexual/gender identity, or ability?
 - Is historical participation by communities of color in study abroad or other international opportunities highlighted?
 - Is historical participation by LGBTQ students in study abroad or other international opportunities highlighted?
 - Is historical participation by students with disabilities in study abroad or other international opportunities highlighted?
 - Are the study abroad programs offered of interest to students of color in terms of location, academic content, and length?
 - Why or why not?
 - Are the study abroad programs offered of interest to LGBTQ students?
 - Why or why not?
 - Are the study abroad programs offered of interest to students with disabilities?
 - Why or why not?
 - Are the contributions of people and communities of color discussed in classes abroad?
 - Are the contributions of LGBTQ people and communities discussed in classes abroad?

- Are the contributions of people with disabilities and the disability community discussed in classes abroad?
- Are the contributions of people and communities of color discussed in cultural excursions?
- Are the contributions of LGBTQ people and communities discussed in cultural excursions?
- Are the contributions of people with disabilities and the disability community discussed in cultural excursions?



DOMAIN #4: Learning and Development in Study Abroad

Inclusive Excellence Domain: Learning and Development

The acquisition of content knowledge about diverse groups and cultures; connections with academic learning on campus; and racial, ethnic, and national identity development.

► Sample Indicators:

- Are all students offered structured opportunities upon their return to campus to reflect on race/ethnicity, sexual/gender identity, and/or ability while abroad?
 - Are there differences in outcomes of assessment data by student race/ethnicity, sexual/gender identity, or ability?
 - What do your students report gaining from study abroad?
 - Are there differences by student race/ethnicity, sexual/gender identity, or ability?
 - Do students indicate an impact on identity development as a result of study abroad?
-
- Are there direct connections between academic majors and study abroad?
 - Do opportunities vary by major?
-
- Do existing study abroad programs adequately support students' motivations and goals for study abroad?

SOURCES:

1. Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). Making diversity work on campus: A research-based perspective. Washington D.C.: Association of American Colleges and Universities.
2. Sweeney, K. (2013). Inclusive excellence and underrepresentation of students of color in study abroad. *Interdisciplinary Journal of Study Abroad*, 23(Fall), 21.
3. Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). Toward a model of inclusive excellence and change in postsecondary institutions. Washington D.C.: Association of American Colleges and Universities.

SECTION TWO: PRE-DEPARTURE TOOLS

BYSTANDER TRAINING

Among primary prevention approaches to interpersonal violence, bystander intervention has proven especially promising because of its solutions-focus, inclusivity, and likelihood to produce behavioral changes with preventive efficacy. While bystander intervention is becoming standard (and often required) across universities, students and study abroad program personnel need specific training in bystander skills that they can apply to the study abroad context. There are four bystander skills that combine to reduce and prevent interpersonal violence: 1) Recognizing concerning behaviors and interpersonal violence warning signs; 2) Identifying barriers to action; 3) Choosing reactive bystander interventions; and 4) Engaging in proactive behaviors that set positive norms within their cohort. Below are two sets of training activities—one intended for use with students and the other for study abroad program personnel.

In addition to sample training content, you will find a discussion guide that study abroad program personnel can use to reinforce content after training is completed as well as a guide to help you tailor content so that it is relevant for each group of participants and the unique contexts in which they will be living and learning abroad. As you think about how you might implement these tools, keep the arc of your study abroad program in mind. What you are able to accomplish will vary greatly if your program is eight weeks versus twelve months. Think about the opportunities available to weave prevention-based content throughout your entire study abroad program (see the prevention needs assessment and best practices checklist on pages [14-17](#) for implementation ideas pre-, during, and post-departure). Also think about ways you might use electronic communication to reinforce content for students abroad who may not be getting prevention training in the host country. If you cannot reach students abroad, consider spending more time on prevention content pre- and post-departure.

TOOL: BYSTANDER TRAINING SAMPLE ACTIVITIES FOR STUDENTS ENTERING STUDY ABROAD PROGRAMS

SAMPLE ACTIVITY #1: Concerning Behavior Brainstorm (15 Minutes)

The first step to bystander intervention is recognizing that there is a problem which warrants action. This activity is designed to build on students' own understanding of concerning behaviors while increasing their knowledge of interpersonal violence warning signs.

- Divide participants into small groups of 3-4 and assign each group a form of violence (i.e., dating/domestic violence, sexual assault, stalking, harassment).
- Give them a few minutes to brainstorm as many concerning behaviors as they can.
 - ▶ Remind them to think through the bystander lens—how would they know if a friend, classmate, or member of the local community was experiencing this type of violence?
 - ▶ Remind them that they could be connected to either person—the person experiencing harm or the person causing harm.
 - ▶ Encourage them to identify three types of concerning behaviors and warning signs:
 - Early—things that they could notice long before violence occurs
 - Immediate—things that happen just before an act of violence
 - After—things that they could notice after violence has happened
- After the brainstorm, have each group share their ideas.
 - ▶ Ask for clarification when an idea is unclear.
 - ▶ If all of the behaviors are focused on one person (i.e. person experiencing violence or person engaging in violence), ask for additional warning signs that they could observe if they were connected to the other person.
 - ▶ Ask the larger group if they would add anything (see below, a list of warning signs to include in discussion).
- Ask students to reflect on how race, gender, sexual identity, or ability status might have an impact on their ability to recognize warning signs. Ask participants to think back on some of the scenarios you shared. Say, “Imagine that you are watching a high-risk scenario involving two people who are different from you—perhaps the people involved are younger or older than you, or of a different race, ethnicity, gender, or sexual identity than you. As you picture this, consider: how would you react differently if the people involved were different than you or different than presented in the scenarios? Would

it take you longer to recognize? Would your barriers be different? Would bias or other stereotypes impact whether you intervened?" Participants do not need to answer these questions aloud; they are meant merely to give them an opportunity to reflect.

- Close the activity by reminding them of the importance of recognizing potential violence from the earliest possible warning sign. Our ability to do this makes it more likely that we will prevent an act of violence from occurring.

WARNING SIGNS

The following are common warning signs for interpersonal violence. Use the tailoring guide on pages [65-72](#) to tailor these examples to your study abroad context as appropriate:

► Dating/Domestic Violence:

- A couple yelling at each other
- Someone raising a hand or fist to hit their partner
- Someone calling their partner humiliating or negative names
- Someone trying to manipulate or coerce their partner, perhaps through calls or text messages
- Someone who used to go out a lot suddenly having to ask their partner for permission to go out
- Someone's partner trying to control what they wear; they dress differently/ more conservatively than they used to when the host country's culture does not call for a change in dress
- Someone expressing jealousy about their partner's social media posts; the partner removes or hides posts when this happens
- Someone's ex sending or posting a photo or video that was never meant to be shared outside of the relationship

► Sexual Assault:

- Someone forcing or feeding drinks/drugs to another person in order to force sexual contact on them
- Someone taking a very intoxicated person out of a bar or dance club
- Someone touching or groping another person in a crowded space (e.g., dance club, public transportation, community festivals)
- Someone touching and kissing another person who does not want it

- Someone says that they are not interested in another person, but that person does not take no for an answer
- Someone forcing another person to have sex against their will
- Someone not letting their partner use birth control
- Someone engaging in sexual contact with a person who is asleep or passed out
- Someone forcing sexual contact as a part of hazing or setting group membership

► **Stalking:**

- Someone repeatedly calling and/or texting another person; the person on the receiving end is not into it
- Someone showing up everywhere another person is; the person they hope to see looks nervous, avoids certain places, or opts not to hang out because of it
- Someone using friends or other members of the cohort to gather information about another person
- Someone tracking another person on social media, quickly liking and commenting on everything they post
- Someone monitoring another person's emails, texts, phone calls, etc.
- Someone using technology to track another person without mutual agreement that this is okay

► **Harassment:**

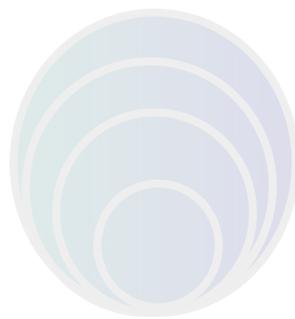
- Someone or a group of people catcalling on the street
- Someone giving another person excessive, unwanted attention in social spaces (e.g., bars, dance clubs, restaurants, public transportation)
- Someone making negative comments about identity (e.g., nationality, gender, race, ethnicity, sexuality, ability)
- Someone treating another person negatively because of their identity (e.g., nationality, gender, race, ethnicity, sexuality, ability)

SAMPLE ACTIVITY #2: Identifying Barriers to Action (10-15 Minutes)

Too often bystander programs move from a discussion of warning signs to practicing intervention options. However, before students are ready to consider how they might intervene, they must be able to identify the barriers that could trip them up along the way and keep them from intervening, even when they want to. This activity is designed to give students an opportunity to reflect on theirs and other's barriers as well as to normalize barriers to intervention.

- Share a scenario (pages [40-41](#))
- Activity Option A:
 - ▶ Place sheets of paper numbered 1-4 in each corner of a room (with #1 in the first corner of the room, #2 in the second, and so on).
 - ▶ Create a slide with four potential barriers (below) a bystander might experience in a selected scenario, numbering each barrier.
 - ▶ Ask participants to go to the corner with the number corresponding to the barrier they would most likely have for that scenario.
 - ▶ If they wouldn't have a barrier, ask them to imagine a barrier that someone else would have for the scenario and go to that corner.
 - ▶ Repeat a few times with a variety of scenarios.
 - ▶ Ask students to reflect on how race, gender, sexual identity, or ability status might have an impact on their barriers. Ask participants to think back on some of the scenarios you shared. Say, "Imagine that you are watching a high-risk scenario involving two people who are different from you—perhaps the people involved are younger or older than you, or of a different race, ethnicity, gender, or sexual identity than you. As you picture this, consider: how would you react differently if the people involved were different than you or different than presented in the scenarios? Would it take you longer to recognize? Would your barriers be different? Would bias or other stereotypes impact whether you intervened?" Participants do not need to answer these questions aloud; they are meant merely to give them an opportunity to reflect.
- Activity Option B:
 - ▶ Provide participants with small slips of paper.
 - ▶ Read a scenario (see below) and ask them to write down a barrier they would have if they were in the scenario you shared.
 - ▶ If they would not have a barrier, ask them to write down a barrier that someone else would have for the scenario.
 - ▶ Once everyone has written a barrier, ask them to fold or crumple them up and place them in a jar (or another container).

- ▶ Pass the jar (or other container) around and ask a few participants to draw one and read it aloud.
- ▶ Repeat a few times with a variety of scenarios.
- ▶ Ask students to reflect on how race, gender, sexual identity, or ability status might have an impact on their barriers. Ask participants to think back on some of the scenarios you shared. Say, “Imagine that you are watching a high-risk scenario involving two people who are different from you—perhaps the people involved are younger or older than you, or of a different race, ethnicity, gender, or sexual identity than you. As you picture this, consider: how would you react differently if the people involved were different than you or different than presented in the scenarios? Would it take you longer to recognize? Would your barriers be different? Would bias or other stereotypes impact whether you intervened?” Participants do not need to answer these questions aloud; they are meant merely to give them an opportunity to reflect.



BARRIERS

You can choose from this list of barriers for sample activity #2. For each scenario, try to choose a barrier from each category,

► Personal Barriers:

- Being shy or introverted
- Not wanting to call attention to yourself
- Not liking confrontation or conflict
- Worrying about personal safety or the violence turning on you
- Not wanting to embarrass yourself or cause a scene
- Not wanting to get in trouble

► Relationship/Social Barriers:

- Worrying about breaking an unspoken rule in your group/cohort/program
- Not wanting to upset or lose a friend
- Not wanting to be seen as the “party police” or a “tattletale”
- Feeling pressure to go along with the situation
- Not knowing the people involved very well
- Having a small social support network in the study abroad program
 - Example: I would know who to delegate to back on campus, but I don’t know who those people might be here.

► Cultural Barriers:

- Lack of language fluency or lack of confidence in language skills
- Not knowing what to say or how to say it
 - Example: I don’t know the local slang or how to express myself the right way.
- Being confused about cultural norms in your host country
 - Example: People drink a lot and hookup here; I feel pressure to be okay with that.
 - Example: People are very handsy here; maybe it’s not a big deal.
 - Example: People seem pretty aggressive here.

- ▶ Example: The concerning behavior is happening between two people who are gay. Same sex relationships are illegal here and I don't want anyone to get hurt or in trouble.
- Fearing that you will come across as disrespectful or too aggressive
- Fearing that you will not be taken seriously because of your age, outsider status, or identity (e.g., gender, race, ethnicity, sexuality, ability)
 - ▶ Example: I'm a woman; I am not sure they would listen to me.
 - ▶ Example: I look different than most people in my host country, so people are watching me. If I say or do something, what will their reaction be?
- Being concerned that intervening is not an accepted norm in your host country
- Worrying that you have interpreted the situation incorrectly
- Being uncertain if the behavior you are seeing is common within your host country
- Not wanting to call attention to yourself as an American outsider
- Not wanting to call attention to your identity (e.g., gender, race, ethnicity, sexuality, ability)
 - ▶ Example: I'm gay and I don't want to call attention to myself; same sex relationships are illegal in my host country.
- Having limited access to communication devices (e.g., phones, computers) while abroad
- Lack of local helping resources
- Unreliable helping resources
 - ▶ Example: I'm not sure I trust the police here.
 - ▶ Example: If I do call the police, will this be taken seriously?
 - ▶ Example: There might be more violence if I call the police.
- Wanting to honor your program's language pledge

SCENARIOS

Scenario #1: You're at a bar/pub and you see someone seems to be pressuring a person who is already drunk to keep drinking.

Scenario #2: You're walking to campus and notice a female student is being followed and hit on by a group of men that she clearly doesn't know.

Scenario #3: You're at a local café and see a couple fighting. It looks like it's about to get physical.

Scenario #4: Your friend's host mother treats her differently than other visiting students and often whispers negative comments about her race below her breath.

Scenario #5: You see a man at a local bar leading a woman from one of your classes out of the door. She looks very drunk and disoriented.

Scenario #6: Two friends from your cohort are dating. You're all at a club and have had a lot to drink. Late into the night, the couple starts to argue and fight loudly. You are concerned that someone will get hurt.

Scenario #7: You're at a club and a local man keeps buying your friend drinks and asking her to leave with him. She's clearly told him to back off, but he keeps pushing.

Scenario #8: Your friend starts dating a classmate at your host campus. Shortly after their relationship starts, he stops hanging out with the rest of your friend group because his partner doesn't want him to spend time with other men.

Scenario #9: Your friend's host father frequently looks at her in a sexual way. One day, you both walk into the house and see him watching pornography.

Scenario #10: You see a friend of yours treating her partner in a way that makes you feel uncomfortable.

Scenario #11: Every day, a member of your cohort returns home upset. One day you ask why and she tells you that she was groped while riding the city bus.

Scenario #12: After watching a game at a local bar, an older expat who is a regular there invites your roommate back to his place. He's got a creepy reputation, but your roommate has a crush on him.

Scenario #13: Every day on their way to work, a group of locals shouts insults to one of your housemates about him being American and throws things at him.

Scenario #14: A local woman keeps showing up outside of class, waiting for one of your classmates. He used to laugh it off, but he seems more and more bothered by it.

Scenario #15: You're at a club and the same group of guys keeps surrounding your friend and grinding into her. You can tell she is uncomfortable.

SAMPLE ACTIVITY #3: Identifying Interventions (15 Minutes)

Once students know how to recognize warning signs and identify their barriers, they are ready to learn and practice intervention skills. Students have many intervention options and should choose one that feels the most comfortable and realistic, given their barriers. This activity teaches the 3 Ds to help students think through their options: Direct (directly address the person doing or experiencing harm), Delegate (get someone else to help), and Distract (do anything that might divert attention and diffuse the situation).

- Divide participants into small groups of 3-4 and assign each group an intervention option:
 - ▶ Direct with the person being harmed
 - ▶ Direct with the person causing harm
 - ▶ Delegate
 - ▶ Distract
- Share a scenario (pages [40-41](#)).
- Give them a couple of minutes to come up with as many examples of that intervention option as they can (see below, a variety of intervention options to add to the discussion).
- Repeat three to four times, assigning groups a different intervention option each time.
- Ask students to reflect on how race, gender, sexual identity, or ability status might affect the interventions they choose in different circumstances. Ask participants to think back on some of the scenarios you shared. Say, "Imagine that you are watching a high-risk scenario involving two people who are different from you—perhaps the people involved are younger or older than you, or of a different race, ethnicity, gender, or sexual identity than you. As you picture this, consider: how would you react differently if the people involved were different than you or different than presented in the scenarios? Would it take you longer to recognize? Would your barriers be different? Would bias or other stereotypes impact whether you intervened?" Participants do not need to answer these questions aloud; they are meant merely to give them an opportunity to reflect.

INTERVENTION OPTIONS

You can add these interventions options to the discussion to help students generate ideas.

► **Direct:**

- Check in with a friend or classmate you are worried about (e.g., “Hey, are you okay?”).
- Help a classmate or friend get home safely.
- Tell someone to back off in a social situation (e.g., at a bar, party, or club).
- Ask someone to stop what they are doing.
- Ask if/how you can help.

► **Delegate*:**

- Ask a friend who is closer to the situation or the people involved to help.
- Share your concern with a trusted program advisor, faculty, or staff.
- Ask for help from someone who has greater language fluency than you.
- Let the bartender know there might be something high-risk going on.
- Ask a bouncer to keep an eye on a situation.
- Ask a small group of friends to intervene alongside you.
- Ask someone who looks more equipped or confident than you to help.
- Ask a friend who is a member of the host culture to help.
- Get security involved.
- Talk to a trusted member of your home-stay family.

* Keep in mind that a student’s social network shrinks when abroad, from an entire campus to just one program. This can make delegating a difficult intervention option to navigate. Have realistic conversations about this barrier with students to determine who would constitute good delegate options when abroad.

► **Distract:**

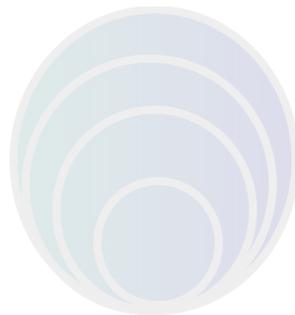
- Spill a drink.
- Ask for directions.
- Start an unrelated conversation to redirect attention away from the conflict.
- Ask to borrow someone's phone to send a quick text.
- Pretend that you need some kind of help.
- Turn on the lights or stop the music.

NOTE: As you identify barriers and select ways to intervene, always think about personal safety. This is especially true when the people involved are strangers to each other AND when the violence is imminent. In both of those cases, it's a good idea to stay at a safe distance and get others involved.

SAMPLE ACTIVITY #4: Reacting to Concerning Behaviors (10-15 Minutes)

This activity will help students apply all of the reactive bystander intervention skills they learned through the previous activities to resolve a scenario involving interpersonal violence.

- Create a worksheet using the template below with space for participants to brainstorm the following:
 - Concerning behaviors or scenarios
 - Barriers
 - Possible interventions
- Ask participants to work in small groups to complete the worksheet.
- Have them share aloud after they are done.
- Repeat for several behaviors/scenarios.



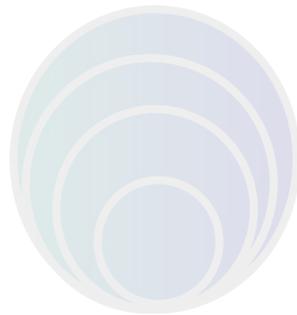
CONCERNING BEHAVIORS	BARRIERS	INTERVENTIONS
Insert high-risk or concerning behaviors or a scenario here.	Personal: Social/Relationship: Cultural:	Direct: Delegate: Distract:
Example: At a bar, someone keeps hitting on a friend despite the fact that she has said she is not interested.	Example: The person hitting on her is older than me.	Example: Direct: "She said she isn't interested. Leave her alone." Delegate: Ask the bouncer to intervene. Distract: Shout that her host parents heard she snuck out and are here to take her home.

SAMPLE ACTIVITY #5: Proactively Setting Positive Norms (10-15 Minutes)

To have a real impact in reducing incidence of interpersonal violence among students studying abroad, bystander intervention training cannot focus solely on reacting when violence occurs. It is just as vital that students understand and engage in proactive behaviors to set two important norms: (1) Interpersonal violence is not tolerated and (2) Everyone is expected to do their part to help. These norms make it less likely anyone gets hurt in the first place.

Because study abroad participants often lack the ability to set broad social norms on their international campuses, it is important to help them think realistically about their spheres of influence and how they can proactively contribute to safety within their study abroad cohort.

- Divide participants into small groups of 3-4 and assign each group a sphere of influence:
 - ▶ Technology & Social Media (group texts, cohort Facebook group, etc.)
 - ▶ Conversations
 - ▶ Social Settings (group dinners, night clubs, etc.)
 - ▶ Spaces (residence, backpack, etc.)
- Give them a few minutes to come up with as many ideas as possible for how they could communicate the following norms within their assigned sphere of influence:
 - ▶ Interpersonal violence is not okay and
 - ▶ Everyone is expected to do their part to help.
- Afterwards, have groups share their ideas, asking participants if they can think of additional ideas for each sphere of influence (see below, example proactive behaviors to add to the discussion).
- At the end, ask participants to make a commitment to do one of the things they came up with.



PROACTIVE BEHAVIORS

Help students generate proactive behavior ideas by adding these examples to the discussion.

► **Technology and Social Media:**

- Post a link in the cohort's Facebook group to a cool bystander story or video.
- Like, share, or comment on a similar post you see from someone else.
- While abroad, set cohort members as your close friends list on Instagram so that you can share proactive images and stories with the group.
- Direct message a selfie to cohort members with a message about violence prevention.
- Text or use social media to check in with friends when everyone is out to make sure they are safe.
- Send a group text reminding people to look out for each other.
- Post bystander tips.

► **Conversations:**

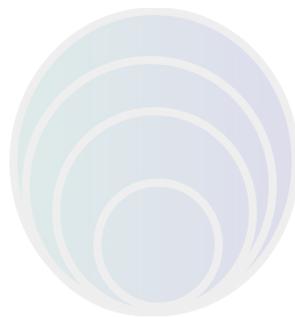
- Have a conversation about this issue with friends in your cohort.
- Safety plan before you go out (e.g., make sure everyone has a way to get back to residences safely, set a check-in time, or identify a pre-planned meeting spot).
- Check in with a friend or acquaintance in your cohort who you haven't heard from in a while.

► **Social Settings:**

- Invite members of your cohort to go out together, being inclusive and thoughtful about how to ensure everyone is safe throughout the evening.
- Schedule regular cohort dinners (weekly or monthly) to maintain connection and set strong group norms.
- Let others in your cohort know that you're someone they can talk to, no matter what.
- Participate in a local violence prevention event and invite a friend to join you.

► **Your Spaces:**

- Wear a button or patch with a message about interpersonal violence prevention.
- Hang a poster with a violence prevention message.
- Display a quote you like about looking out for each other.



TOOL: BYSTANDER TRAINING SAMPLE ACTIVITIES FOR STUDY ABROAD PERSONNEL

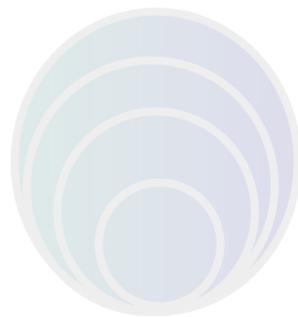
A note about framing training activities for study abroad personnel: Ideally, study abroad program personnel will receive training prior to students. Before implementing any of the training activities below, it may be helpful to frame the training for study abroad program personnel by telling them that the goal of the training is that they endorse, model, and support two norms: 1) Interpersonal violence is not okay and, 2) Everyone in the program will do their part to help.

SAMPLE ACTIVITY #1: Concerning Behavior Brainstorm (15 Minutes)

The first step to bystander intervention is recognizing that there is a problem which warrants action. This activity is designed to build on study abroad program personnel's own understanding of concerning behaviors while increasing their knowledge of interpersonal violence warning signs.

- Divide participants into small groups of 3-4 and assign each group a form of violence (i.e., dating/domestic violence, sexual assault, stalking, harassment).
- Give them a few minutes to brainstorm as many concerning behaviors as they can.
 - ▶ Remind them to think through the bystander lens—how would they know if a friend, colleague, student, or member of the local community was experiencing this type of violence?
 - ▶ Remind them that they could be connected to either person—the person potentially experiencing harm or the person potentially causing harm.
 - ▶ Encourage them to identify three types of concerning behaviors and warning signs:
 - Early—things that they could notice long before violence occurs
 - Immediate—things that happen just before an act of violence
 - After—things that they could notice after violence has happened
- After the brainstorm, have each group share their ideas.
 - ▶ Ask for clarification when an idea is unclear.
 - ▶ If all of the behaviors are focused on one person (i.e. person being harmed or person causing harm), ask for additional warning signs that they could observe if they were connected to the other person.
 - ▶ Ask the larger group if they would add anything (see below, a list of warning signs to include in discussion).

- Ask them to reflect on the concerning behaviors they might notice with their fellow staff or faculty members. Would they add any behaviors to those they listed in their brainstorm?
- Acknowledge that even though this activity is focused on preventing interpersonal violence before it occurs, they may be in a position to respond after it has happened and you want them to be prepared if this ever occurs. Prepare content on how they should respond when a student discloses an experience of interpersonal violence. This should include any response and/or reporting protocols and helpful resources.



WARNING SIGNS

The following are common warning signs of interpersonal violence. Use the tailoring guide on pages [65-72](#) to tailor these examples to your study abroad context as appropriate:

► **General:**

- A good student showing a sudden drop in academic performance or starting to miss classes
- A student who used to be very social seeming afraid to leave their residence and/or being reluctant to engage in social activities
- A student stops attending regular check-ins or cohort social gatherings
- Someone changing typical behavior (e.g., depression, increase in partying or risk-taking behavior, disengagement from activities they previously enjoyed)

► **Dating/Intimate Partner Violence:**

- A couple yelling at each other
- Someone raising a hand or fist to hit their partner
- Someone calling their partner humiliating or negative names
- Someone trying to manipulate or coerce their partner, perhaps through calls or text messages
- A student who used to go out a lot suddenly having to ask their partner for permission to go out
- A student's partner trying to control what they wear; they dress differently/ more conservatively than they used to when the host country's culture does not call for a change in dress
- Someone expressing jealousy about their partner's social media posts; the other removes or hides posts when this happens
- Someone's ex sending or posting a photo or video that was never meant to be shared outside of the relationship

► **Sexual Assault:**

- Someone forcing or feeding drinks/drugs to another person in order to force sexual contact on them
- Someone taking a very intoxicated person out of a bar or dance club
- Someone touching or groping another person in a crowded space (e.g., dance club, public transportation, community festivals)

- Someone touching and kissing another person when it is not wanted
- Someone saying that they are not interested in another person, but that person does not take no for an answer
- Someone forcing another person to have sex against their will
- Someone not letting their partner use birth control
- Someone forcing sexual contact on a person who is asleep or passed out
- Someone forcing sexual contact as a part of hazing or setting group membership

► **Stalking:**

- Someone repeatedly calling and/or texting another person; the person on the receiving end is not into it
- Someone showing up everywhere another person is; the person they hope to see looks nervous, avoids certain places, or opts not to hang out because of it
- Someone using friends or other members of the cohort to gather information about someone else
- Someone tracking another person on social media, quickly liking and commenting on everything they post
- Someone monitoring another person's emails, texts, phone calls, etc.
- Someone using technology to track another person without mutual agreement that this is okay

► **Harassment:**

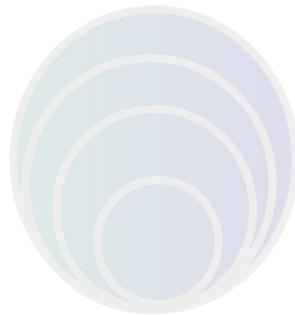
- Someone or a group of people catcalling on the street
- Someone giving another person excessive, unwanted attention in social spaces (e.g., bars, dance clubs, restaurants, public transportation)
- Someone making negative comments about identity (e.g., nationality, gender, race, ethnicity, sexuality, ability)
- Someone treating another person negatively because of their identity (e.g., nationality, gender, race, ethnicity, sexuality, ability)

SAMPLE ACTIVITY #2: Identifying Barriers to Action (10-15 Minutes)

Too often bystander programs move from a discussion of warning signs to practicing intervention options. However, before staff and students are ready to consider how they might intervene, they must be able to identify the barriers that could trip them up along the way and keep them from intervening, even when they want to. This activity is designed to give study abroad program personnel an opportunity to reflect on theirs and students' barriers as well as to normalize barriers to intervention.

- Share a scenario (pages [56-57](#))
- Activity Option A:
 - ▶ Place sheets of paper numbered 1-4 in each corner of a room (with #1 in the first corner of the room, #2 in the second, and so on).
 - ▶ Create a slide with four potential barriers (below) a bystander might experience in that scenario, numbering each barrier.
 - ▶ Ask participants to go to the corner with the number corresponding to the barrier they would most likely have for the scenario.
 - ▶ If they wouldn't have a barrier, ask them to imagine a barrier that someone else would have for the scenario and go to that corner.
 - ▶ Read a new scenario. Ask participants to think about which barrier a student would have in that scenario. Then, instruct them to move to the number corresponding to that barrier.
 - ▶ Repeat a few times, alternating between scenarios that require them to answer from their own perspective and those that require them to answer from a student perspective (labeled in the scenarios below).
 - ▶ Ask participants to think back on some of the scenarios you shared. Say, "Imagine that you are watching a high-risk scenario involving two people who are different from you—perhaps the people involved are younger or older than you, or of a different race, ethnicity, gender, or sexual identity than you. As you picture this, consider: how would you react differently if the people involved were different than you or different than presented in the scenarios? Would it take you longer to recognize? Would your barriers be different? Would bias or other stereotypes impact whether you intervened?" Participants do not need to answer these questions aloud; they are meant merely to give them an opportunity to reflect.
- Activity Option B:
 - ▶ Provide participants with small slips of paper.
 - ▶ Read a scenario and ask them to write down a barrier they would have if they were in the scenario you just shared.

- ▶ If they wouldn't have a barrier, ask them to write down a barrier that someone else would have for the scenario.
- ▶ Once everyone has written a barrier, ask them to fold or crumple them up and place them in a jar (or another container).
- ▶ Pass the jar (or other container) around and ask a few participants to draw one and read it aloud.
- ▶ After a few barriers are read aloud, read a new scenario. This time, ask participants to identify a barrier a student might have in that situation. Then, have them again place barriers in the jar and pass it around for a few to be read aloud.
- ▶ Repeat this a few times, alternating between scenarios that require them to answer from their own perspective and those that require them to answer from a student perspective (labeled in the scenarios below).
- ▶ Ask participants to think back on some of the scenarios you shared. Say, "Imagine that you are watching a high-risk scenario involving two people who are different from you—perhaps the people involved are younger or older than you, or of a different race, ethnicity, gender, or sexual identity than you. As you picture this, consider: how would you react differently if the people involved were different than you or different than presented in the scenarios? Would it take you longer to recognize? Would your barriers be different? Would bias or other stereotypes impact whether you intervened?" Participants do not need to answer these questions aloud; they are meant merely to give them an opportunity to reflect.



BARRIERS

You can choose from this list of barriers for sample activity #2. For each scenario, try to choose a barrier from each category,

► Personal Barriers:

- Being shy or introverted
- Not wanting to call attention to yourself
- Not liking confrontation or conflict
- Worrying about personal safety or the violence turning on you
- Not wanting to embarrass yourself or cause a scene
- Not wanting to get in trouble

► Relationship or Social Barriers:

- Worrying about breaking an unspoken rule among your colleagues
- Not wanting to upset or lose a friend
- Being off the clock and wanting to relax
- Feeling pressure to go along with the situation
- Not knowing the people involved very well

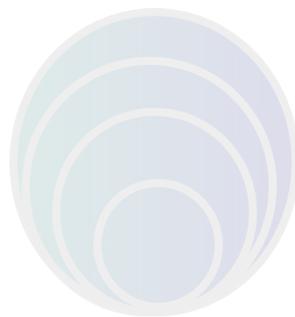
► Cultural Barriers:

- Lack of language fluency or lack of confidence in your language skills
- Not knowing what to say or how to say it
 - Example: I don't know the local slang or how to express myself the right way.
- Being confused about cultural norms in the host country
 - Example: People are very handsy here; maybe it's not a big deal.
 - Example: People seem pretty aggressive here.
 - Example: The concerning behavior is happening between two people who are gay. Same sex relationships are illegal here and I don't want anyone to get hurt or in trouble.
- Fearing that you will come across as disrespectful or too aggressive
- Fearing that you will not be taken seriously because of your outsider status or identity (e.g., gender, race, ethnicity, sexuality, ability)
 - Example: I'm a woman; I am not sure they would listen to me.

- Being concerned that intervening is not an accepted norm in the host country
- Worrying that you have interpreted the situation incorrectly
- Being uncertain if the behavior you are seeing is common within the host country
- Not wanting to call attention to yourself or your identity (e.g., gender, race, ethnicity, sexuality, ability)
- Having limited access to communication devices (e.g., phones, computers) while abroad
- Lack of local helping resources
- Unreliable helping resources
 - ▶ Example: I'm not sure I trust the police here.
 - ▶ Example: If I do call the police, will this be taken seriously?
 - ▶ Example: There might be more violence if I call the police.

▶ **Organizational Barriers:**

- Facing limited support in your department, office, or location abroad
- Fearing consequences when the person causing harm is in a position of power (e.g., supervisor, dean, advisor, department chair)
- Feeling pressure to “stay in your own lane”
- Being uncertain about policies or response requirements



SCENARIOS

Scenario #1: You notice a colleague seems to be getting unwanted phone calls and texts from an ex. The ex has shown up at the office, which seemed upsetting to your colleague. [ANSWER FROM YOUR PERSPECTIVE]

Scenario #2: You're at a bar/pub and you see someone that seems to be pressuring someone who is already drunk to keep drinking. [ANSWER FROM A STUDENT PERSPECTIVE]

Scenario #3: You're at a local café and see a couple fighting. It looks like it's about to get physical. [ANSWER FROM YOUR PERSPECTIVE]

Scenario #4: You're walking to campus and notice a female student is being followed and hit on by a group of men that she clearly doesn't know. [ANSWER FROM A STUDENT PERSPECTIVE]

Scenario #5: You see a man at a local bar leading a woman out of the door. She looks very drunk and disoriented. [ANSWER FROM YOUR PERSPECTIVE]

Scenario #6: Your friend's host mother treats her differently than other visiting students and often whispers negative comments about her race below her breath. [ANSWER FROM A STUDENT PERSPECTIVE]

Scenario #7: A student that you have regularly interacted with falls out of touch and stops attending periodic cohort social gatherings. [ANSWER FROM YOUR PERSPECTIVE]

Scenario #8: You're at a club and a local man keeps buying your friend drinks and asking her to leave with him. She's clearly told him to back off, but he keeps pushing. [ANSWER FROM A STUDENT PERSPECTIVE]

Scenario #9: You see a friend of yours treating her partner in a way that makes you feel uncomfortable. [ANSWER FROM YOUR PERSPECTIVE]

Scenario #10: A local woman keeps showing up outside of class, waiting for one of your classmates. He used to laugh it off, but he seems more and more bothered by it. [ANSWER FROM A STUDENT PERSPECTIVE]

Scenario #11: A student comes to a cohort social gathering and is upset. You ask why and she tells you that she was groped while riding the city bus. [ANSWER FROM YOUR PERSPECTIVE]

Scenario #12: After watching a game at a local bar, an older expat who is a regular there invites your roommate back to his place. He's got a creepy reputation, but your roommate has a crush on him. [ANSWER FROM A STUDENT PERSPECTIVE]

Scenario #13: Every day on their way to work, a group of locals shouts insults about a student being American and throws things at him. [ANSWER FROM YOUR PERSPECTIVE]

Scenario #14: You're at a club and the same group of guys keeps surrounding your friend and grinding into her. You can tell she is uncomfortable. [ANSWER FROM A STUDENT PERSPECTIVE]

SAMPLE ACTIVITY #3: Identifying Interventions (15 Minutes)

Once we know how to recognize warning signs and identify our barriers, we are ready to learn and practice intervention skills. This activity allows participants to explore many intervention options and choose one that feels the most realistic, given their and their students' barriers. The activity teaches the 3 Ds to help participants think through their options: Direct (directly address the person doing or experiencing harm), Delegate (get someone else to help), and Distract (do anything that might divert attention and diffuse the situation).

- Divide participants into small groups of 3-4 and assign each group an intervention option:
 - ▶ Direct with the person being harmed
 - ▶ Direct with the person causing harm
 - ▶ Delegate
 - ▶ Distract
- Share a scenario (pages [56-57](#)).
- Give them a couple of minutes to come up with as many examples of that intervention option as they can (see below, a variety of intervention options to add to the discussion).
- Repeat 3-4 times, assigning groups a different intervention option each time.
- Ask participants to think back on some of the scenarios you shared. Say, "Imagine that you are watching a high-risk scenario involving two people who are different from you—perhaps the people involved are younger or older than you, or of a different race, ethnicity, gender, or sexual identity than you. As you picture this, consider: how would you react differently if the people involved were different than you or different than presented in the scenarios? Would it take you longer to recognize? Would your barriers be different? Would bias or other stereotypes impact whether you intervened?" Participants

do not need to answer these questions aloud; they are meant merely to give them an opportunity to reflect.

INTERVENTION OPTIONS

You can add these interventions options to the discussion to help participants generate ideas.

► Direct:

- Check in with a friend or student you are worried about.
 - Example: Hey, are you okay?
- Let a friend or student know that you have observed a change in their behavior and you are concerned.
- Help a friend, colleague, or student to get home safely.
- Tell someone to back off in a social situation (e.g., at a bar, party, or club).
- Ask someone to stop what they are doing.
- Ask if/how you can help.
- Let a friend, colleague, or student who discloses an experience of interpersonal violence know that they are not alone (i.e., that others have had similar experiences) and that you are there for them.

► Delegate*:

- Ask a supervisor or student advisor to help intervene.
- Get security involved.
- Ask a friend who is closer to the situation or the people involved to help.
- Let the bartender know there might be something high-risk going on.
- Ask a small group of friends to intervene alongside you.
- Ask someone who looks more equipped or confident than you to help.
- If a student is the one affected:
 - Follow the college's reporting policies.
 - Refer them to resources (local and/or on their home campus).

* Keep in mind that social networks shrink when abroad, from an entire campus to just one program. This can make delegating a difficult intervention option to navigate. Have realistic conversations about this barrier to determine who would constitute good delegate options when abroad. If you are a mandatory reporter, disclose this to students so that they can make an informed decision about what to share with you.

► **Distract:**

- Spill your water.
- Talk about an upcoming cohort event.
- Ask for directions.
- Start an unrelated conversation to redirect attention away from the conflict.
- Pretend that you need some kind of help.

NOTE: As you and your students identify barriers and select ways to intervene, always think about personal safety. This is especially true when the people involved are strangers to each other AND when the violence is imminent. In both of those cases, it's a good idea to stay at a safe distance and get others involved.

SAMPLE ACTIVITY #4: Reacting to Concerning Behaviors (10-15 Minutes)

This activity will help you apply all of the reactive bystander intervention skills you learned through the previous activities to resolve a scenario involving interpersonal violence.

- Create a worksheet using the template below with space for participants to brainstorm the following:
 - Concerning behaviors or scenarios
 - Barriers
 - Possible interventions
- Ask participants to work in small groups to complete the worksheet.
- Have them share aloud after they are done.
- Repeat for several behaviors/scenarios.

CONCERNING BEHAVIORS	BARRIERS	INTERVENTIONS
<p>Insert high-risk or concerning behaviors or a scenario here.</p>	<p>Personal:</p> <p>Social/Relationship:</p> <p>Cultural:</p> <p>Organizational:</p>	<p>Direct:</p> <p>Delegate:</p> <p>Distract:</p>
<p>Example: A student has stopped showing up to cohort meetings and social gatherings.</p>	<p>Example: Uncertainty; maybe they have found a group of local friends and are just immersing themselves in their experience.</p>	<p>Example: Direct: "I haven't seen you in a while. Is everything okay?"</p> <p>Delegate: Ask their roommate if they have noticed any changes in their behavior.</p> <p>Distract: Call a mandatory meeting.</p>

SAMPLE ACTIVITY #5: Proactively Setting Positive Norms (10-15 Minutes)

To have a real impact in reducing incidence of interpersonal violence among students studying abroad, bystander intervention training cannot focus solely on reacting when violence occurs. It is just as vital that study abroad personnel understand and engage in proactive behaviors to set two important norms: (1) Interpersonal violence is not tolerated and (2) Everyone is expected to do their part to help. These norms make it less likely anyone gets hurt in the first place.

Because study abroad participants often lack the ability to set broad social norms on their international campuses, it is important to help them think realistically about their spheres of influence and how they can proactively contribute to safety within their study abroad cohort.

- Divide participants into small groups of 3-4 and assign each group a sphere of influence:
 - ▶ Technology & Social Media (group texts, cohort Facebook group, etc.)
 - ▶ Conversations
 - ▶ Social Settings (group dinners, cafés, etc.)
 - ▶ Spaces (offices, meeting rooms, etc.)
- Give them a few minutes to come up with as many ideas as possible for how they could communicate the following norms within their assigned sphere of influence:
 - ▶ Interpersonal violence is not okay and
 - ▶ Everyone is expected to do their part to help.
- Afterwards, have groups share their ideas, asking participants if they can think of additional ideas for each sphere of influence (see example proactive behaviors to add to the discussion below).
- At the end, ask participants to make a commitment to do one of the things they came up with.

PROACTIVE BEHAVIORS

Help participants generate proactive behavior ideas by adding these examples to the discussion.

► Your Spaces:

- Wear a button or patch with a message about violence prevention.
- Hang a poster in your office with a violence prevention message.
- Write a quote you like about looking out for each other on a white board.

► Technology and Social Media:

- Post a link in the cohort's Facebook group to a good bystander story or video.
- Like, share, or comment on a similar post you see from someone else.
- Create a closed social media group where you can share cohort updates and proactive images and stories.
- Reply to group texts with bystander tips.

► Conversations:

- Regularly check in with students about incidents of interpersonal violence that they have observed/experienced and how incidents were handled.
- Regularly remind students that they can come to you to talk about any issues or successes they have while abroad.
- Encourage students to safety plan before they go out (e.g., make sure everyone has a way to get back to residences safely, set a check-in time, or identify a pre-planned meeting spot).
- Check in with students in your cohort who you haven't heard from in a while.

► Social and Recreational Life:

- Plan periodic cohort social gatherings where you can share updates and check in with students.
- Participate in a local violence prevention event and invite your students to join you.

TOOL: DISCUSSION GUIDE FOR REINFORCING TRAINING CONTENT AND SKILLS

Training outcomes are dramatically strengthened when there are opportunities for positive reinforcement, repeat exposure to the same message, additional skill-building opportunities, and peer support. Therefore, having ongoing check-ins or conversations with students about this topic can have a big impact on bystander behavior. Use the prompts below to help facilitate these conversations. When possible, study abroad personnel should schedule weekly or monthly check-ins with individual students or groups of students. You may have other topics to cover, but be intentional about processing and reinforcing their bystander behavior and overall contribution to violence prevention.

Start a Conversation with a General Check-in

Examples:

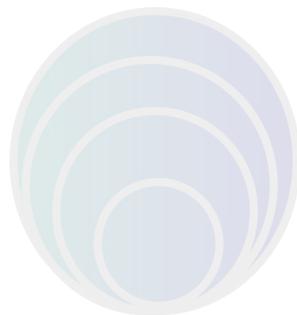
- How has your experience in this program been so far?
- How are your studies going?
- Have you had any challenges relating to language or adjusting to the culture here?

Ease into Talking about Interpersonal Violence Prevention

Examples:

- I want to follow up on the violence prevention training you received during pre-departure orientation.
- What do you remember from the training? (If needed, remind them of concerning behaviors, barriers, interventions, and proactive norm-setting.)
- Have you seen any concerning behaviors or interpersonal violence warning signs lately? Anything that concerned you that could lead to dating violence, sexual assault, stalking, or harassment?
 - ▶ If they say yes:
 - Ask if they were able to intervene in some way.
 - If they were able to intervene, ask what they did and how it went, being careful to praise them for intervening.
 - Ask if they would respond differently next time.
 - Ask if there is anything you can do to support them.
 - ▶ If they were not able to intervene:
 - Ask what barriers came up for them.

- Help them brainstorm possible solutions if a similar situation happens again.
 - Ask if there is anything you can do to support them.
 - Do not shame them if they did not act. Instead, normalize and validate barriers. If you can think of one, share a story about a time you did not intervene when you thought you should to reduce the stigma. Doing our part to stop interpersonal violence is not about being perfect, it's just about making progress and trying to do a little better.
- Did you do anything proactive to communicate that violence isn't okay with you or to support the idea that everyone in our program looks out for each other?
 - ▶ If they say yes:
 - Ask what they did and how it went.
 - Ask what they plan on doing in the coming week, helping them to come up with a manageable commitment.
 - Ask if there is anything you can do to support them.
 - ▶ If they say no:
 - Ask what challenges they face in doing proactive behaviors.
 - Ask what they could do in the coming week, helping them to come up with something manageable.
 - Ask if there is anything you can do to support them.



TOOL: TRAINING CONTENT TAILORING GUIDE

An important first step in preparing to facilitate a training is to tailor your presentation content and supporting materials for each group of participants you train. This is especially pertinent for students participating in study abroad opportunities in many locations around the globe. There is no doubt that tailoring your content will greatly increase the effectiveness of your interpersonal violence prevention program, maximizing the number of individuals who will align with your message and change their behavior. Neglecting this step or spending inadequate time on tailoring can be costly to a program. Your goal is to teach the basic concepts of the training curriculum consistently, while at the same time adjusting images, language, examples, delivery techniques, etc. in order to wrap the general concepts in the cultural norms of the participants to whom you are presenting. This helps to ensure that participants relate to the material you are presenting and makes it more likely that they will recognize potential violence and do something to prevent it. You can tailor content whether you are presenting to students in pre-departure orientation or during bystander intervention trainings you conduct while they are abroad.

Tailoring should include four sources of input:

- Your own expertise and experience;
- Relevant research;
- Input from members of the target audience, via focus groups, key informant interviews, or informal conversations; and
- Information gleaned from participants during training.

You will find brief guidance for each of these four sources below.

TAILORING SOURCE #1: Your Own Expertise and Experience

You likely know a tremendous amount about the norms of your students within study abroad programs. As a starting point for tailoring training content, tap into this expertise. As soon as you have scheduled an interpersonal violence prevention pre-orientation training, take a look at the list of participants that plan to attend and consider how you can tailor your presentation content so that there is something to which everyone in the training can relate. Also consider the locations where they will be studying abroad to ensure that the scenarios, barriers, and reactive intervention options reflect what students might realistically experience. Lastly, consider the social networks that your students are likely to form while studying abroad to ensure that you are encouraging them to set positive norms within their spheres of influence. Below, we have included a list of questions to consider as well as brainstorming space to help you tailor your presentation to your audience.

General Audience Considerations:

- Who is coming to your next presentation/training?
 - ▶ Think about demographics and personal characteristics such as age, gender, ethnicity, and introversion/extroversion.
 - ▶ Think about the locations where they will be studying.
 - ▶ Think about social networks they are likely to form there.

TAILORING NOTES:

Considerations for Tailoring Scenarios & Interpersonal Violence Warning Signs

- Utilize the bystander lens—what would a student see, hear, or observe that may lead to a potential incident of dating violence, sexual assault, stalking, or harassment.
- Keep in mind that they may be connected to either person involved—the person experiencing harm or the person causing harm—and include examples that reflect this.
- Focus on behaviors, not who does them. The reality is that interpersonal violence can be caused by and happen to any combination of people; that is why it is crucial that you focus on concerning behaviors regardless of who is doing them.
- Given your audience’s characteristics, are there potential warning signs of dating violence, sexual assault, stalking, or harassment that they may be more likely to observe as a bystander in their study abroad location?
 - ▶ Think about the spaces that they will inhabit during their daily lives abroad, such as housing, campuses, public transportation, recreational spaces, churches, or online spaces. Keep in mind that the majority of

students who have studied abroad most often noticed warning signs in bars and clubs that involved locals, alcohol, pushing drinks, and testing sexual or physical boundaries.

- ▶ Think about the people that they are likely to spend time with when they are abroad such as their cohort, classmates, or host families.

Using the space provided, come up with your own examples.

DATING VIOLENCE:

SEXUAL ASSAULT:

STALKING:

HARASSMENT:

Considerations for Tailoring Barriers

- Given students' characteristics, the contexts in which they are studying abroad, and the warning signs that you came up with (above), are there barriers that they may uniquely face?

PERSONAL BARRIERS:

SOCIAL/RELATIONSHIP BARRIERS:

CULTURAL BARRIERS:

Considerations for Tailoring Interventions

- Given the warning signs and barriers you came up with (above), are there interventions using the 3 Ds (i.e., Direct, Delegate, Distract) that they could easily do?
 - ▶ What direct interventions would they be most comfortable using?
 - ▶ To whom could they delegate given their social networks or spaces where they spend time?
 - ▶ Given the spaces where they spend time, are there distractions that make most sense?

DIRECT:

DELEGATE:

DISTRACT:

Considerations for Tailoring Proactive Behaviors

- Given their personal characteristics, the settings where they are likely to spend time during their study abroad experience, and the social networks they are likely to form while studying abroad, what are realistic ways that they could proactively communicate that dating violence, sexual assault, stalking, and harassment are not okay and that everyone in the program is expected to do their part to help?
 - ▶ Think about the spaces and settings in which they will spend time during their study abroad experience.
 - ▶ Think about the things they carry with them (e.g., backpack, water bottle, bike helmet).
 - ▶ Think about the technology they use and online spaces they inhabit while abroad and the types of information they typically communicate there.
 - ▶ Think about the people with whom they may regularly have conversations during their study abroad experience.

- ▶ Think about how they will spend their time outside of school and what they will do for fun during their study abroad experience.

SPACES:

TECHNOLOGY & SOCIAL MEDIA:

CONVERSATIONS:

SOCIAL LIFE, HOBBIES, & RECREATION:

TAILORING SOURCE #2: Relevant Research

Many researchers have focused on the study abroad experience. A small number have even focused their research on understanding the magnitude and impact of sexual assault, dating violence, and harassment among students during their study abroad experiences. Therefore, there is a lot of information that you can use to tailor your presentation content for participants. Consult the literature review that accompanies this toolkit for help. As you read it, consider how you can use the information to

inform interpersonal violence prevention efforts targeted at study abroad program participants. You may also want to consult research specific to the culture or countries in which students are studying.

TAILORING SOURCE #3: Input from Members of the Target Audience

Although research can tell you many things about student experiences abroad, it is limited. Sometimes marginalized groups and groups that represent only a small proportion of the population are excluded from scientific research. Moreover, there are gaps in available research about interpersonal violence during study abroad. For this reason, getting input from students and study abroad program personnel can be really helpful.

Identify small groups of individuals from each target audience to whom you could talk (e.g., demographic subgroup, particular study abroad program or location, etc.). Tell them that you are doing a presentation about interpersonal violence prevention during study abroad and that you need their insight to be successful sharing the message. Be careful to reach out and speak to a handful of people from each target population that you hope to reach, so as not to tokenize or make one person speak on behalf of an entire group of people. Be humble as you get input; it may be helpful to acknowledge previous missteps in prevention. During the conversation, ask about the following:

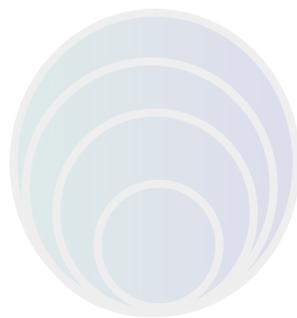
- What warning signs of sexual assault, dating violence, or stalking did they or were they most likely to see during their experience abroad?
- What barriers did they face in intervening to prevent potential violence when they saw these warning signs?
- Given the warning signs and barriers they disclose, are there interventions that they would be likely to do? How would they feel most comfortable being direct? To whom would they delegate? What methods of distracting would they feel comfortable using?
- Are there ways that they communicated their values about violence prevention and group safety while they were abroad? Are there new ways that they would feel comfortable using to communicate their values about these issues if they went abroad a second time?
- How do they feel about past efforts to prevent interpersonal violence among students studying abroad? Did they feel included in these efforts? If so, why? If not, why not?
- What do they think you could do to better prevent these forms of violence from occurring?

After the conversation is over, thank them for their time and insight. As you use their feedback, report back to them. Tell them how you used it. Encourage them to come to

a future presentation or training. Ask them how it went and what you could do better. Keeping the dialogue open will let them know how much you value their input and will create momentum for future collaboration.

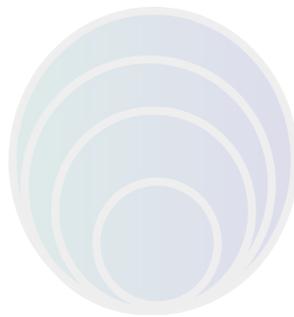
TAILORING SOURCE #4: Information from Participants During Training and Reinforcement Activities

In most interpersonal violence prevention presentations or trainings, you will facilitate activities in which participants give you examples of warning signs, barriers, interventions, and proactive communication. Ask a co-trainer to pay close attention to these examples and make notes during the presentation or training. If you do not have a co-trainer, consider making a note of these things as you debrief each training. Then, use these examples in future trainings.



Delivering Effective Training And Fostering Intrinsic Motivation Among Participants

Caring about interpersonal violence prevention is not something that can be mandated or forced. Although training like pre-departure orientation may be mandatory, we cannot force students to genuinely engage with training content. Therefore, when using the training tools in this toolkit, your primary task should be to engage your participants long enough for them to feel connected to their role in addressing interpersonal violence and to feel that the behaviors they are learning will be realistic within their daily lives abroad. The impact of any training depends on the effectiveness of its delivery. Mastering content, facilitation skills, and proficiency in public speaking are vital. In addition, infusing the training with hope will aid participants in feeling inspired that their small actions have meaning and that they can play an important role in changing things. A key ingredient of inspiring hope in students is establishing an effective relationship between the instructor and participants. The tools provided in this section will aid you in building relationships with training participants, inspiring hope, and engaging intrinsic motivation through effective facilitation and content delivery.



TOOL: KEY ELEMENTS TO AN EFFECTIVE PRESENTATION

Getting and Keeping Your Audience:

When delivering training, your primary task is to engage your participants long enough for them to feel connected to their role in addressing interpersonal violence and ultimately choosing to engage in new behavior.

Persuasive Speaking 101:

As is often said, “It doesn’t matter what you’re saying if no-one is listening.” Often when a training fails, we look for complicated explanations within the content or search for clues within mounds of research. We tend to overlook the most obvious reason for a failed presentation – it was simply boring or poorly presented. Great content can be lost in a bad presentation. Therefore, it is vital, that before any training, you build a solid foundation of basic persuasive speaking and facilitation skills.

Key Elements of an Effective Training or Presentation:

Authenticity. We will be maximally effective in engaging others – students, study abroad personnel, faculty, and administrators – when we are able to establish a genuine connection based on authentic interaction. While there are appropriate boundaries within particular settings of which to be mindful, we can often use these as an excuse to make arbitrary distinctions where none exist – and create chasms of “us and them” that preclude joining together around a common cause for the good. For your consideration: What is the impact when a presenter seems human? Open? Connected? Vulnerable? Hopeful?

Be engaging from the start. The first 60 seconds sets the tone. Since many of your students and study abroad personnel have heard talks about interpersonal violence prevention before, they may think they already know what you are going to say – or they may have a stereotypical image in their head about people like you. How can you surprise them in your opening? How can you move them from “I can’t believe I have to sit here for an hour” to “Hmmm...this might be interesting” in the first minute of your presentation? For your consideration: What kind of introduction would peak your interest as an audience member? Humor? Emotion? A personal story?

Be well practiced. Have you ever watched a presentation where the presenter read from their notes or PowerPoint the whole time? Enough said. Once you know your core content, you’ll want to become adept at adapting that content to match your audience. Make references to concepts, experiences, and examples that will resonate given their identities and the locations in which they will be studying or working. Use language that will be familiar and accessible. Understand strengths and challenges of your audience and speak directly to them.

Build a relationship. It has been said that relationships are like bank accounts – you cannot make withdrawals until you make some deposits. This holds true for personal relationships, as well as for relationships that are established in professional or presentation settings. It is important to spend a few minutes at the start of a presentation building credibility and trust with the audience. Answer for them the question, “Why should I listen to you?” Maybe you can answer that question by sharing a personal anecdote about yourself that lets the listener know you have things in common. Maybe you answer that question by sharing a piece of your connection to the issue of violence. Or maybe you use humor or reference common points of interest to build that bridge between you and them. For your consideration: If a stranger approached you on the street and began to give you unsolicited advice on how to live your life better – how would you respond? How is this different than when a friend or trusted colleague offers advice?

Connect them to the issue. Engagement in the issue of interpersonal violence prevention cannot be mandated. The only way students and study abroad program personnel will get personally involved is if they are intrinsically motivated. They will be motivated if you successfully connect them to the impact and consequences of interpersonal violence. They will be motivated if you successfully connect them to the impact and consequences of collective inaction and silence.

Care if they are listening. It is not the audience’s responsibility to listen; it is your responsibility to keep them listening. Elements such as authenticity, relationship-building, practice, and connection are all effective ways to retain the ear of your audience. But, no matter how good you are as a presenter – there are always times when participants may wander off daydreaming about the chicken nuggets they will have at lunch or their upcoming weekend plans. To re-engage wandering listeners, there are several techniques that create moments of contrast to re-engage their ears:

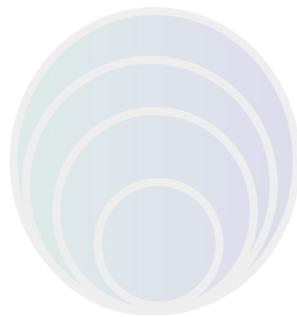
- Voice: volume, pace, pitch
- Movement: proximity, body language
- Mood: variations in emotional expression
- Presentation style: interactive, lecture, multi-media

Know what your baseline is (e.g., fast-talker, slow talker, tonal variations, monotone) and find moments to intentionally change it up to keep participants engaged in your presentation.

End with an ask. People are dramatically more likely to do what you want them to do if you ask them to do it. Start your presentation knowing what you want your audience to realistically do to advance interpersonal violence prevention while studying abroad and close by asking them to do it.

INSTRUCTOR PREPARATION BOX

- Are there personal elements that will allow participants to relate to you, whether that be humor, a story, or some display of genuine emotion?
 - ▶ If not, identify a couple of places where you can infuse your personality or connection to the issue in your presentation.
- Do you have the content you plan to present or facilitate memorized to the point that brief reference to your slides is all you need to stay on track and deliver the training with fidelity?
 - ▶ If not, can you dedicate time to practicing the content and improving your delivery? Do you have a colleague or friend who would be willing to watch you and provide constructive feedback?
- Have you added context-specific language, examples, and/or stories that will connect with your audience?
 - ▶ If not, use the tailoring tools provided on pages [65-72](#) to tailor your content and examples.



TOOL: WRITING A PERSONAL INTRODUCTION

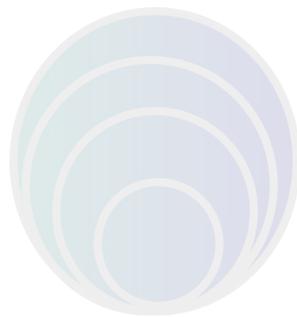
Write a 2 - 4 minute personal introduction that will hook your audience from the start. Note the following considerations:

- Is there an anecdote from your life that would give participants a glimpse into who you are as a person? It could be humorous, touching, or both. It could focus on a hobby or your own study abroad experience or another travel experience you have had.
- What could you share that would convey your hope and excitement to participants? How could you let them know you are glad to be doing the training and really believe that their efforts to prevent interpersonal violence abroad can have an impact?
- Think about how you would feel if you were a participant coming into a training about interpersonal violence during study abroad. Would you be excited or dreading it? Think about how you could start the training in a way that would get *your* attention if you were a participant.

PRE-DEPARTURE CRITICAL REFLECTION

Underrepresented students face additional barriers and interpersonal violence risks when studying abroad. Students of color have called for increased attention to aspects of identity across the study abroad experience. There are a number of promising practices to reduce experiences of interpersonal violence among marginalized students studying abroad. These practices include prioritizing increased participation among underrepresented students, hiring program staff with diverse identities, partnering with other colleges who serve underrepresented students, and including critically reflexive content in study abroad orientation and personnel training.

Using the adapted Inclusive Excellence Scorecard earlier in this toolkit is a first step to meeting the needs of underrepresented students studying abroad. An important extension of this work is to address students' identities with openness, creating a space for students, faculty, and staff to understand the unique experiences of underrepresented students while studying abroad. You can do this by building opportunities for critical reflection into the study abroad process, offering students, faculty, and staff an opportunity to understand the relationship between identity and study abroad and, in so doing, broaden the narrative about study abroad experiences. The questions below may be folded into pre-departure advising, orientation, or other activities.



TOOL: PRE-DEPARTURE CRITICAL REFLECTION QUESTIONS

Note: *The introduction and questions below are intended to be used as a guide and in accordance with your institution's ethical research practices. Before engaging study abroad students in a critically reflexive dialogue, discuss how you plan to use the data collected. Consult with your campus's Institutional Review Board (IRB) to determine whether obtaining consent and other ethical practices are required.*

Introduction

I am interested in understanding underrepresented students' perceptions about and lived experiences of study abroad. For this reason, I would like to create a space for critical reflection about how identity influences decisions to study abroad. I'd like to ask you a series of questions and make some notes about your answers. I will not link my notes with your name. My goal is to collect insights from a number of students, identify themes, and use the data to make study abroad offerings at our institution safer and more inclusive. You can answer as many or as few questions as you like; answering them is 100% optional. Do you have any questions? Is it okay if I begin to ask the questions I have prepared?

Questions

- How did you hear about study abroad opportunities?
- Have you seen any marketing materials promoting study abroad?
 - ▶ If so, do you feel that your identity was reflected in marketing materials?
 - ▶ Based on these materials, did you feel encouraged to study abroad? Why or why not?

If they are planning to study abroad:

- What goals do you have for your upcoming study abroad experience?
- What challenges do you anticipate facing during your study abroad experience?
- What made you decide to study abroad?
 - ▶ Was there a reason you picked the host country?
 - ▶ Was there a reason you picked the length of the program?
- How do you anticipate that your identity (e.g., gender, race/ethnicity, sexual identity, nationality, ability etc.) will impact your study abroad experience?
- Did your identity influence your decision about where to study abroad?
- Do you anticipate experiencing interpersonal violence or discrimination related to your identity while you are abroad?

- ▶ If so, how can the college best support you?
- ▶ How can other program participants best support you?
- ▶ How can program staff best support you?
- What advice have you received from individuals with similar identities to your own about studying abroad?
 - ▶ Have you received any advice about how to handle interpersonal violence or discrimination while you are abroad?

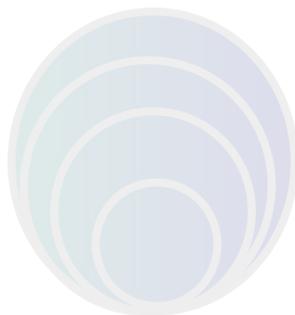
If they are not planning to study abroad, ask:

- What were the factors that led to your decision not to study abroad?
- What could the college do in the future to convince a student like you to consider studying abroad?

How to Use the Data

As you ask these questions, take notes. Once you have engaged a number of students in dialogue, review and compare your notes to identify patterns and themes in the data. As you review the data, be especially mindful of the ways in which students' responses differ by race, ethnicity, sexual identity, gender identity, and/or ability.

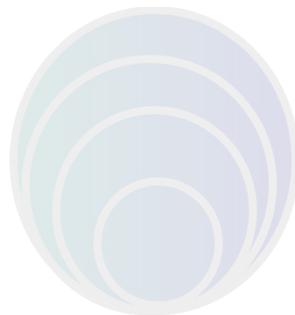
We recommend that you use these data to promote inclusion, increase representation among underrepresented students, and increase safety and support throughout the study abroad experience. This might involve changing marketing materials, modifying pre- or post-departure orientation, or hiring study abroad program personnel. Let the data guide your decision-making.



SECTION THREE: POST-DEPARTURE/IMMERSION TOOLS

POST-DEPARTURE/IMMERSION CRITICAL REFLECTION

Similar to the pre-departure critical reflection questions, you should build opportunities for critical reflection into the study abroad process after students have departed and are immersed in the program. This offers students, faculty, and staff an opportunity to understand the relationship between identity and experiences studying abroad. The questions below may be folded into routine check-ins with program staff, ongoing advising, cohort meetings, or other activities.



TOOL: POST-DEPARTURE/IMMERSION CRITICAL REFLECTION QUESTIONS

Note: *The introduction and questions below are intended to be used as a guide and in accordance with your institution's ethical research practices. Before engaging study abroad students in a critically reflexive dialogue, discuss how you plan to use the data collected. Consult with your campus's Institutional Review Board (IRB) to determine whether obtaining consent and other ethical practices are required.*

Introduction

I am interested in understanding underrepresented students' perceptions of the study abroad program. For this reason, I would like to create a space for critical reflection about how identity has shaped your study abroad experience. I'd like to ask you a series of questions and make some notes about your answers. I will not link my notes with your name. My goal is to collect insights from a number of students, identify themes, and use the data to make our study abroad program safer and more inclusive. You can answer as many or as few questions as you like; answering them is 100% optional. Do you have any questions? Is it okay if I begin to ask the questions I have prepared?

Questions

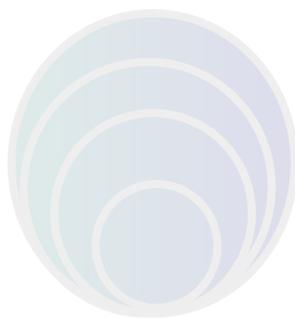
- How is your identity (e.g., gender, race/ethnicity, sexual identity, nationality, ability etc.) impacting your study abroad experience?
- In what new ways are you aware of or reflecting on your identity since traveling abroad?
- Do the classes you are taking while abroad include discussions about identity?
- Have you experienced interpersonal violence or discrimination related to your identity since traveling abroad?
 - ▶ If so, how can the college best support you?
 - ▶ How can other program participants best support you?
 - ▶ How can program staff best support you?

How to Use the Data

As you ask these questions, take notes. Once you have engaged a number of students in dialogue, review and compare your notes to identify patterns and themes in the data. As you review the data, be especially mindful of the ways in which students' responses differ by race, ethnicity, sexual identity, gender identity, and/or ability.

We recommend that you use these data to promote inclusion, increase representation among underrepresented students, and increase safety and support throughout the

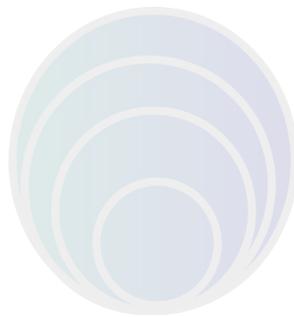
study abroad experience. This might involve changing programming, finding more avenues for support, or hiring study abroad program personnel. Let the data guide your decision-making.



POST-DEPARTURE/IMMERSION PREVENTION REINFORCEMENT ACTIVITIES

The research is clear that a single session of prevention programming is insufficient to actually shift the social norms that support interpersonal violence. It is necessary that after students receive prevention education prior to departing, that content is deliberately strengthened and reinforced while they are in the immersion phase of their study abroad experience.

Opportunities to facilitate reinforcement content abroad vary greatly between programs. The following two tools, mini boosters and conversation starters, are designed to be accessible and easily implemented with little preparation across a variety of contexts. You may use these tools during formal gatherings of study abroad students like cohort meetings or advisory check-ins. You may also use these tools more informally, like during a meal being shared by several participants or even via text or email. Choose the examples and delivery mechanisms most appropriate for your students.



TOOL: MINI BOOSTERS

3 Ds Practice

Instructions

Have participants find a partner. Read a scenario and give them 30 seconds to talk to their partner about what they could do. After each scenario, have participants share their answers. Do as many as you have time for.

Introduction

We are going to brainstorm about interventions we can do when we see concerning behaviors that make us uncomfortable. Remember the 3 Ds as you think of ideas: Direct, Delegate, and Distract.

Scenarios

- You're at a bar/pub and you see someone that seems to be pressuring someone who is already drunk to keep drinking.
- Your friend's host mother treats her differently than other visiting students and often whispers negative comments about her race below her breath.
- You're at a club and a local man keeps buying your friend drinks and asking her to leave with him. She's clearly told him to back off, but he keeps pushing.
- Your friend starts dating a classmate at your host campus. Shortly after their relationship starts, he stops hanging out with the rest of your friend group because his partner doesn't want him to spend time with other men.

Closing Comments

Thanks for brainstorming ideas. Maybe you heard one or two that you might use in the future.

Proactive Behaviors Practice

Instructions

Have participants find a partner. Read a scenario and ask them to talk to their partner for 30 seconds about what proactive behaviors they could do. After each question, have participants share their answers. Do as many as you have time for.

Introduction

We can do small proactive things each day while abroad that let people know interpersonal violence prevention is important to us in this cohort.

Questions

- A new student joins the cohort in the spring semester. What could you do or say to let them know we look out for each other and that preventing violence is a value in this program?
- What is a conversation starter you could use to talk about interpersonal violence prevention efforts with peers?
- What could you do or say to let people know you are a person they could talk to if they were being hurt?
- Who is someone you could thank for doing their part to keep the cohort safe and respectful?
- What is one way this week you could let a friend or classmate know that you have their back?

Closing Comments

The only thing better than interrupting a bad situation is stopping the situation from ever happening in the first place. Sharing your values is one way to do that.

Proactive and Reactive Ideas

Instructions

Have participants find a partner. Read a scenario and give them 10 seconds to think about how they would respond. Then, they will tell their partner. After they have shared with their partners, have some participants share their idea with the whole group. Do as many scenarios as you have time for.

Introduction

Let's practice proactive and reactive things we can do to make our program safe and more respectful for everyone.

Questions

- Tell your partner two things a staff member could do to let students know interpersonal violence is not okay and won't be tolerated.
- You're walking to campus and notice a female student is being followed and hit on by a group of men that she clearly doesn't know. What could you do?
- You're at a local café and see a couple fighting. It looks like it's about to get physical. What could you do?
- Someone brings up that they were invited to a bystander intervention training and they think it's a waste of time. How could you respond?

- A peer brings up a news story about an American student studying in another country who was sexually assaulted. What could you say to show that you believe we should all look out for each other so things like that don't happen?

Closing Comments

Thanks for sharing your ideas. It's important that we all find ways to prevent interpersonal violence in our study abroad program.

Which Barrier?

Instructions

Read a scenario and ask participants to think about what kind of barrier might make it hard to intervene. If they think personal barriers would be the hardest, instruct them to stand to your left. If they think social/relationship barriers would be hardest, have them stand in front of you. If they think cultural barriers would be hardest, have them stand to your right. If there is not room or not enough participants to have them stand in different places, you can just have them raise their hands. During this activity, it is important that you respect all answers. There are no "right" or "wrong" barriers to have.

After each scenario, have participants turn to the students around them and discuss an intervention option that would be realistic to get around their barrier. Ask for ideas from a few people.

Introduction

When we talk about bystander intervention, we have to keep in mind the barriers that can make it hard to intervene. There are personal, peer-related, and cultural barriers. We're going to think about common barriers, then brainstorm realistic options to get around them.

Scenarios

- Your friend used to go out a lot with you on the weekends. She started dating a girl who is a student on your host campus and you're seeing less and less of your friend. She has to ask her girlfriend for permission anytime she wants to go out and the answer is often "no."
- You are at a dance club and notice that a peer from the cohort who you don't know very well seems a little drunk. A guy keeps dancing up on her and she turns away from him every time. He does not get the hint and just will not leave her alone.
- A classmate is talking over lunch about how much they like one of the guys in your cohort. They talk about everything the guy has posted on Instagram in the last few days and what his plans are for the weekend. They seem to know

way too much about this guy's life. They start grilling other people at the table to get information about the guy.

Closing Comments

Keep in mind, there is not a "right answer" when it comes to getting involved. The best option is the option you can realistically do despite your barrier.

Personal Values

Instructions

Give students a half piece of paper or have them open a note-taking app on their phone. If there is no paper and people don't have phones, you can make this a mental activity. Just have people think about the questions you are asking rather than writing.

Introduction

Most of us agree that people should be safe in this program. We're going to spend a few minutes thinking about how our personal values help us contribute to prevention.

I am going to ask you to think about your personal values. Think about questions like: How do you live your value of respect? How do you want others to describe you in this cohort? I'm going to give you a few moments to think, then ask you to write a sentence that says the kind of person you most want to be. Use your own words, a favorite quote or scripture, a song lyric, etc. You can search online on your phone for ideas if you want.

Examples

- I treat others as I'd want to be treated.
- He is supportive and respectful of all those in our cohort.
- She was a positive mentor for a lot of people.
- He studies hard and treats people fairly.
- Everyone wanted to be around her.

Discussion

We're going to have a short discussion. How do you express your values? What can you do to support prevention of interpersonal violence in a way that demonstrates your values? What commitments would you be willing to make?

Closing Comments

Thanks for reflecting and making a commitment.

Rapid Fire Interventions

Instructions

Have participants quickly share examples of interpersonal violence, barriers that make it hard to intervene, and realistic intervention options using the 3 Ds.

Introduction

We're going to do a quick brainstorm about warning signs, barriers, and realistic ways to step in using the 3 Ds.

Prompts

Part One: What are some examples of dating violence, sexual assault, stalking, or harassment you have seen or heard about? *Have participants share 2-3 examples.*

Part Two: Talk to a partner about a barrier that might make it hard for someone to intervene with one of those warning signs that was mentioned. *Give them 30 seconds to think of an answer. Then ask each pair to share the barrier they identified.*

Part Three: Work with your partner to think of intervention options someone could use even though they have the barrier you picked. Remember the 3 Ds: Direct, Delegate, and Distract. *Give them about 1 minute to think of examples. Have them share what they come up with.*

Closing Comments

Thanks for participating. It's good to keep our skills sharp.

The Importance of Bystanders

Instructions

Have participants reflect on a series of questions about bystander intervention and share experiences that are relevant for them.

Introduction

As we work to create a safe program, let's think about the role we can all play as active bystanders. Sometimes, by remembering how we've been impacted by a bystander, we can make choices we feel proud of when we are in that role.

I am going to ask you to think about experiences you may have had in your life related to bystanders. As you listen to the following questions, think about your experiences at home or here abroad. If you can't think of college-related examples, you can think about other parts of your life.

Questions

- Have you ever seen a situation where you thought you should probably do something, but did not?
- Have you ever seen a situation where you thought you should probably do something, and you did?
- Have you ever been in a situation when you needed a bystander to help, but they did not?
- Have you ever been in a situation when you needed a bystander to help, and they did?

Please think about one experience that comes to mind related to one of these four questions and find a partner to share with.

Have participants share examples after they have had a chance to talk to their partner. They don't have to share if they prefer not to as these can be sensitive stories.

Discussion

As you thought about your bystander story, how did it make you feel about the kind of bystander you want to be in this cohort?

Closing Comments

Thank you for sharing.

Proactive Behaviors in 24 Hours

Instructions

Have participants find a partner. Ask them to come up with at least one idea for two different categories of proactive options.

To help them think of ideas, you can share some examples with them before they start talking with their partner. After you share some examples, you can give them 1-2 minutes to think of their own ideas.

Introduction

We are going to brainstorm proactive behaviors we could do over the next 24 hours.

Options

Your Residence: Think of ideas you could do over the next 24 hours to let those in your residence know you support prevention efforts in the program.

- ▶ Example: Wear a button or patch with a message about violence prevention.
- ▶ Example: Hang a poster with a violence prevention message.
- ▶ Example: Display a quote you like about looking out for each other.

Social and Recreational Life: What could you do in the next 24 hours to let friends you go out with know that prevention matters to you?

- ▶ Example: Invite members of your cohort to go out together, being inclusive and thoughtful about how to ensure everyone is safe throughout the evening.
- ▶ Example: Schedule regular cohort dinners (weekly or monthly) to maintain connection and set strong group norms.
- ▶ Example: Let others in your cohort know that you're someone they can talk to, no matter what.
- ▶ Example: Participate in a local violence prevention event and invite a friend to join you.

Have participants share their ideas with each other.

Closing Comments

I'm hoping many of you will consider actually doing one of the proactive behaviors that were mentioned over the next 24 hours. If you do, I'd love to hear what you did and how it went.

Mental Practice

Instructions

Read a scenario and instruct participants to really try and picture it in their minds. After reading the scenario, give participants a few seconds to picture it. Then, read the Mental Practice Paragraph.

Introduction

We're going to refresh our skills for recognizing and responding to potential concerning behaviors related to interpersonal violence.

Scenarios

- You see a classmate climbing the stairs ahead of you. A guy walks quickly past her on the stairs and touches her butt as he passes.
- Two friends from your cohort are dating. You're all at a club/pub and have had

a lot to drink. Late into the night, the couple starts to argue and fight loudly. You are concerned that someone will get hurt.

- Your friend's host father frequently looks at her in a sexual way. One day, you both walk into the house and see him watching pornography.

Mental Practice Paragraph

Imagine you are a bystander in the situation you just heard. (PAUSE) Think for a moment about what barriers might come up for you if you were there seeing this happen. (PAUSE) Now, think about what you could do that feels the most realistic for you. Would you be direct? If you were direct, who would you be direct with? Both people? The person being targeted? The person engaging in the concerning behavior? (PAUSE) Would you delegate? Who would you delegate to? (PAUSE) Would you create a distraction? How would you distract? (PAUSE) Consider your choices for a few seconds and then imagine yourself actually doing what you chose in this scenario. (PAUSE) See yourself saying or doing what you came up with. Hear the words coming out of your mouth. (PAUSE) Replay what you would do in your mind, pay attention to as much detail as possible. (PAUSE)

After you have finished the mental practice, if you have time, have a few participants share out what they thought of. Do as many scenarios as you have time for.

Closing Comments

Keep in mind, there is not a "right answer" when it comes to getting involved. The best option is the option you can realistically do despite your barrier.

Idea Swap

Instructions

Read a question. Have participants get 2-3 ideas from other people about what they could do. They can write these ideas down in a note-taking app, or just think through them. Repeat for as many questions as you have time for.

Introduction

We know proactive behaviors help set expectations in our cohort that make it less likely that dating violence, sexual assault, stalking, or harassment ever happen.

Questions

- Today at lunch, a classmate asks how things are going. What could you say about this topic that is positive and supportive of prevention efforts?
- You overhear someone saying that violence prevention is a waste of time.

You decide to share an example of a time someone stepped in and made a difference or a time someone should have stepped in. Is there an example you can think of?

- Some friends are talking about whether to participate in the bystander intervention Facebook group for your cohort. What could you say to encourage them?
- You make a commitment that by the end of the day, you are going to talk to at least one person about why stopping interpersonal violence matters to you and/or your study abroad experience. Who would you talk to and how would you start that conversation?

Closing Comments

Thanks for sharing your ideas. I know striking up conversations about these issues can be hard. I hope you got one or two ideas that would be realistic for you.

TOOL: CONVERSATION STARTERS

These conversation starters are designed to support students studying abroad in their efforts to create environments of safety and support. They can be used to reinforce key content and skills learned in students' pre-departure interpersonal violence prevention education.

Conversation starters delivered in formal and informal exchanges are a time and resource-efficient way to strengthen the impact of educational content. They can be used to start meetings, shared in passing conversations and mentoring relationships, and used with classmates, friends, and host families over a meal or in a social setting.

There is nothing magical about these conversation starters. They are just starting points to consider. Please adapt, create your own, and encourage other study abroad personnel to find their own ways of supporting these key skills/concepts within their daily spheres of influence.

The conversation starters below are organized around four key prevention themes: hope, bystander intervention, barriers to intervening/realistic options, and proactive behaviors.

Hope

One of the biggest challenges facing prevention efforts is that there are a lot of people who believe nothing is going to change. One of the most important things we can do is to give people hope. People need to believe things can change and they need to believe that their individual choices matter. After all, if they don't believe change is possible, why would they try at all?

Conversation Starters:

- As a leader in this cohort, what role can you play in inspiring hope in fellow students?
- What did you think about the bystander intervention/prevention training? I was really excited when I attended. I left feeling like I could make an impact.
- I feel really hopeful about the part I can play in prevention. I am committed to talking to people in our program about the importance of my role and the importance of theirs.
- I believe if we all do our part, we can leave a legacy of less sexual assault for students who come after us in this program.
- If my little brother or sister decided to do study abroad, I want them to be in an environment where interpersonal violence is rare. I truly believe that if we each do our own small part, we can achieve that goal.

- One of the things I love about our cohort is that it feels like a family. We already look out for each other. Preventing violence is just one more way of caring for each other and preserving the study abroad family we're all a part of.
- What do you think would be different about prevention efforts if we all believed our choices mattered?
- I see how my small actions contribute to setting values in this program and I'm inspired to contribute.
- I am committed to daily action around interpersonal violence prevention.

Bystander Intervention

It is important to communicate that the most powerful role each individual can play is the role of a bystander who gets involved. When we let people know they are a necessary part of the solution (rather than just a potential part of the problem), they are more likely to engage in prevention efforts.

Conversation Starters:

- What role do you have in engaging fellow students as allies in prevention?
- The only path to reducing interpersonal violence is for each of us to use our voice and our choices to look out for each other and make our values clear.
- We all agree, the next assault is not okay. My challenge to you is to ask yourself, "What am I going to do about it?"
- I know too many people who have been affected by sexual assault, dating violence, and stalking. When I think about their experiences, I realize that very often, there were people around that could have done something to intervene and stop it. I like the bystander approach because it teaches us how we can recognize early warning signs and do something to make it less likely that people get hurt.
- If people were to witness you during a high-risk situation, what are three personality traits you'd like them to ascribe to you and to your response (e.g., level-headed, brave, compassionate, reasonable, clever, subtle, assertive)?
- What type of interpersonal violence do you see here most often (e.g., dating violence, sexual assault, harassment, stalking, etc.)? What are the warning signs for this type of violence? How do you see yourself as part of the solution?
- Our focus is on what we *can* do instead of what we *shouldn't* do!
- What commitment will you make to be a part of the solution to end interpersonal violence in this program?

Barriers to Intervening and Realistic Options

Commonly, people believe that intervening in a high-risk situation requires a direct confrontation. “Hey, stop what you’re doing, that’s not okay.” “Back off.” “I’m going to take you to your residence, this looks unsafe.” However, people often do not intervene directly in a high-risk situation, even when they want to, because they have barriers. Barriers can include being shy, afraid of retaliation, concerned for safety, or concerned about peer pressure. Everyone has barriers to intervening directly in certain contexts. It is important that people understand that they are not bad people because they have barriers. It’s also important that they understand they have realistic options to intervene no matter what their barriers are.

Conversation Starters

- Being a staff member does not mean I don’t have barriers. It means I will find something I can do despite my barriers.
- As a staff member, how can you make it okay for more students to talk about their barriers? It’s only when they talk openly about their barriers that they can identify realistic options to intervene.
- Even though I was trained to intervene before coming here, sometimes I find it hard to get involved in situations between friends. And because of that, I haven’t always intervened. Knowing that barriers are just a part of being human and that there are things I can do to get around them makes me feel better about the past and will make me do better in the future.
- What were barriers that you had when you were on our home campus? What barriers do you have now?
- What type of situation do you find it most difficult to intervene in (e.g., sexual assault, dating violence, stalking)? What makes these types of situations more difficult than others?
- I used to think that getting directly involved was my only option when confronted with concerning behavior. Now I see that I have many other options.
- Do you feel equipped with tools to help you act in any situation – even considering your barriers?
- Have the 3 Ds helped you realize that you have a lot of options when you’re confronted with a concerning situation?
- It’s okay to have barriers that make it hard to intervene in some situations. We all do.

Proactive Behaviors

Bystander intervention focuses on reacting when something high-risk is already happening. However, it is also important that people engage in proactive behaviors. Instead of only reacting to bad things, we want students equipped to set norms among their friends and classmates that make it less likely high-risk situations ever arise. It is important that we emphasize the need to set two key norms: (1) Interpersonal violence is not okay and (2) Everyone is expected to do their part to help. These conversation starters should encourage people to find ways to express these norms with people in their daily spheres of influence.

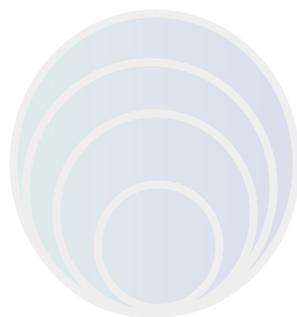
Conversation Starters

- I have seen my fellow students in this cohort looking out for each other. In fact, just the other day, I saw...
- After the training, I went home and told my host parents about the prevention work we are doing in this program. They loved the idea of intervening and told me they're going to do something for a neighbor couple they've been worried about.
- When I attended the pre-departure bystander training, I left feeling excited about the changes that we could make.
- Students consistently look to staff to establish values and priorities. How can you use your role as a staff member to communicate the importance of proactive behaviors in daily life?
- What is your role as a faculty member in establishing acceptable norms, formally and informally?
- How do those you interact with each day know what is important to you? How can you let them know that being a part of creating a climate of safety is important to you?
- How have you shown your support for prevention efforts? What could you do this week?
- How have you seen things change in our cohort since people started engaging in proactive behaviors?
- You don't have to just wait around for a high-risk situation to be a part of ending interpersonal violence. You can make a choice today to make a difference (then offer suggestions).
- How do you think proactive behaviors can be better fostered?

SECTION FOUR: RETURN/REINTEGRATION TOOLS

MEASURING INTERPERSONAL VIOLENCE AMONG STUDENTS STUDYING ABROAD

Colleges should collect interpersonal violence incidence data among students studying abroad, both to assess increased risk as well as to tailor prevention and response efforts. For example, if survey data reveal a trend in substance-facilitated sexual assault, a college could incorporate scenarios involving substance-facilitated sexual assault into pre-orientation training and skills practice. Below, you will find a summary of indicators and scales (where known) that three researchers used to examine interpersonal violence incidence among students studying abroad. Study abroad program personnel should consider which indicators and scales will best meet their needs and identify opportunities for routinely assessing interpersonal violence incidence when students return from their study abroad experiences. As you consider which measures will work best for your institution, consult faculty and/or staff with experience conducting assessment and evaluation. Faculty and/or staff from departments such as public health, sociology, social work, and psychology often have this skillset. Such individuals may be helpful in creating an assessment, obtaining Institutional Review Board (IRB) approval, administering the assessment, and analyzing the resulting data.



TOOL: STUDIES AND MEASUREMENT SCALES

Peer-Reviewed Study #1

Flack, W. F., Kimble, M., Campbell, Brooke, Hopper, A., Peterca, O., & Heller, E. (2015). Sexual assault victimization among female undergraduates during study abroad: A single campus survey study. *Journal of Interpersonal Violence, 30*(20), 3453–3466.

Demographic Indicators Assessed:

- Gender
- Age
- Year in College
- Race/Ethnicity
- Sexuality

Study Abroad Indicators Assessed:

- Geographic location(s) of study abroad experience
- Length of stay

Scientific Scales Used:

- Revised Sexual Experiences Survey (RSES)
 - ▶ This survey is the most frequently used self-reported measure of sexual victimization.
 - ▶ They used the short-form version of this survey.
 - ▶ For a copy of the scale, see: Koss, M. P., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., Ullman, S., West, C., & White, J. (2007). Revising the SES: A collaborative process to improve assessment of sexual aggression and victimization. *Psychology of Women Quarterly, 31*(4), 357-370.
 - ▶ Visit [this site](#) for information about the original short-form scale.
- Posttraumatic Stress Disorder Checklist (PCL-C)
 - ▶ They used the civilian version, which is a 17-item self-reported screening instrument.
 - ▶ For more information, see: Weathers, F. W., Litz, B. T., Huska, J. A., & Keane, T. M. (1994). PTSD Checklist–Civilian version. Boston, MA: National Center for PTSD, Behavioral Science Division.

- ▶ For more information, see: Ruggiero, K. J., Del Ben, K., Scotti, J. R., & Rabalais, A. E. (2003). Psychometric properties of the PTSD checklist–civilian version. *Journal of Traumatic Stress, 16*, 495-502.
- ▶ For a copy of the scale, visit [this site](#).
- Alcohol Use and Disorders Identification Test (AUDIT)
 - ▶ This is a 10-item self-reported measure of alcohol consumption.
 - ▶ For more information, see: Babor, T. F., Higgins-Biddle, J. C., Saunders, J. B., & Monteiro, M. G. (2001). AUDIT: The alcohol use disorders identification test: Guidelines for use in primary care (2nd ed.). Geneva, Switzerland: World Health Organization.
 - ▶ For a copy of the scale, visit [this site](#).

Peer-Reviewed Study #2

Hummer, J. F., Pedersen, E. R., Mirza, T., & LaBrie, J. W. (2010). Factors associated with general and sexual alcohol-related consequences: An examination of college students while studying abroad. *Journal of Student Affairs Research and Practice, 47*(4), 427–444.

Demographic Indicators Assessed:

- Gender
- Age
- Year in College
- Race/Ethnicity
- Sexuality

Study Abroad Indicators Assessed:

- Geographic location(s) of study abroad experience
- Length of stay
- Language fluency
- Expectations of the study abroad trip
- Sexual consequences
- Perceptions of cultural differences

Scientific Scales Used:

- Daily Drinking Questionnaire (DDQ)

- ▶ Assesses alcohol use, including drinking days and number of drinks per occasion.
- ▶ For more information, see: Collins, R.L., Parks, G.A., & Marlatt, G.A. (2015). Social determinants of alcohol consumption: The effects of social interaction and model status on the self-administration of alcohol. *Journal of Consulting and Clinical Psychology, 53*(2), 189–200.
- ▶ For more information, see: Kivlahan, D.R., Marlatt, G.A., Fromme, K., Coppel, D.B., & Williams, E. (1990). Secondary prevention with college drinkers: Evaluation of an alcohol skills training program. *Journal of Consulting and Clinical Psychology, 58*(6), 805–810.
- Brief Young Adult Alcohol Consequences Questionnaire (BYAACQ)
 - ▶ Assesses negative alcohol-related consequences
 - ▶ For more information, see: Kahler, C.W., Strong, D.R., & Read, J.P. (2005). Toward efficient and comprehensive measurement of the alcohol problems continuum in college students: The brief young adult alcohol consequences questionnaire. *Alcoholism: Clinical and Experimental Research, 29*(7), 1180–1189.

Peer-Reviewed Study #3

Kimble, M., Flack, W. F., & Burbridge, E. (2013). Study abroad increases risk for sexual assault in female undergraduates: A preliminary report. *Psychological Trauma: Theory, Research, Practice, and Policy, 5*(5), 426–430.

Demographic Indicators Assessed:

- Gender
- Age
- Year in College
- Race/Ethnicity
- Sexuality

Study Abroad Indicators Assessed:

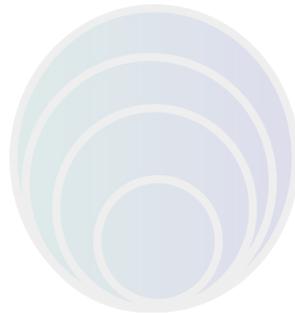
- Geographic location(s) of study abroad experience
- Length of stay
- Language fluency

Interpersonal Violence Indicators Assessed:

- Non-consensual sexual contact
- Attempted sexual assault
- Completed sexual assault
- Perpetration of unwanted sexual experiences abroad

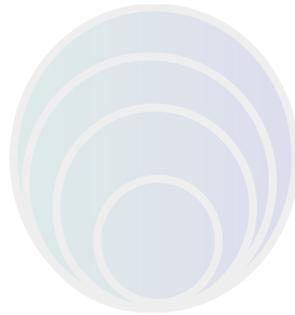
Scientific Scales Used:

- No specific scientific scales were reported.



RETURN/REINTEGRATION CRITICAL REFLECTION

Similar to the pre- and post-departure critical reflection questions, you should create an opportunity for critical reflection after students have returned from studying abroad. This offers students, faculty, and staff an opportunity to understand the relationship between identity and experiences studying abroad and how the program can be improved. The questions below may be folded into reintegration debriefing sessions, classes, or check-ins with students who have returned from studying abroad.



RETURN/REINTEGRATION CRITICAL REFLECTION QUESTION

Note: *The introduction and questions below are intended to be used as a guide and in accordance with your institution's ethical research practices. Before engaging study abroad students in a critically reflexive dialogue, discuss how you plan to use the data collected. Consult with your campus's Institutional Review Board (IRB) to determine whether obtaining consent and other ethical practices are required.*

Introduction

I am interested in understanding underrepresented students' perceptions about and lived experiences studying abroad. For this reason, I would like to create a space for critical reflection about how identity shaped your experience in the study abroad program. I'd like to ask you a series of questions and make some notes about your answers. I will not link my notes with your name. My goal is to collect insights from a number of students, identify themes, and use the data to make study abroad offerings at our institution safer and more inclusive. You can answer as many or as few questions as you like; answering them is 100% optional. Do you have any questions? Is it okay if I begin to ask the questions I have prepared?

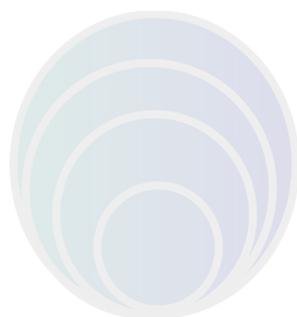
Questions

- How did your identity (e.g., gender, race/ethnicity, sexual identity, nationality, ability etc.) impact your study abroad experience?
- Did your experience abroad impact your identity development in any way? If so, how?
- Did the classes you took while abroad include discussions about identity?
- Did you experience interpersonal violence or discrimination related to your identity while you were abroad?
- If so, how can the college best support you?
- How can other program participants best support you?
- How can program staff best support you?
- What advice would you give to individuals with similar identities to your own about studying abroad?

How to Use the Data

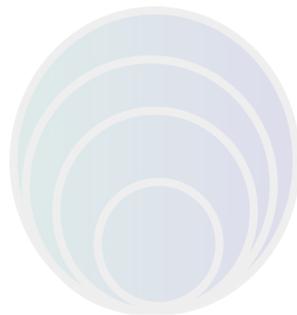
As you ask these questions, take notes. Once you have engaged a number of students in dialogue, review and compare your notes to identify patterns and themes in the data. As you review the data, be especially mindful of the ways in which students' responses differ by race, ethnicity, sexual identity, gender identity, and/or ability.

We recommend that you use these data to promote inclusion, increase representation among underrepresented students, and increase safety and support throughout the study abroad experience. This might involve changing immersion programming, modifying pre- or post-departure orientation, or hiring study abroad program personnel. Let the data guide your decision-making.



COUNTER-STORYTELLING

Another tool for expanding the narrative about study abroad experiences and allowing students to debrief in a critically reflexive way is Counter Storytelling, a qualitative method of telling the stories of people whose experiences are not often told. When stories and experiences are only relayed from the perspective of the majority, they have the potential to distort and silence the experiences of marginalized groups. For many colleges and universities, most of the existing narratives about study abroad represent only the experiences of white, straight, middle class students because they represent the majority of study abroad program participants. As such, there is room for counter-stories about student study abroad experiences to expand our understanding of study abroad, including its challenges and assets. Below you will find counter-storytelling steps and resources. Once uncovered, counter-stories should be used to inform marketing, advising, pre-departure orientation, support during immersion, and reintegration home after study abroad experiences.



TOOL: COLLECTING COUNTER-STORIES

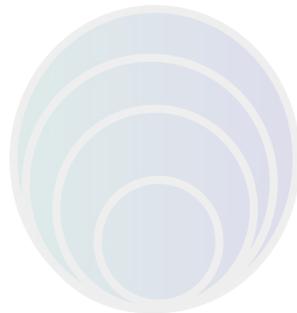
1. Determine who you should collect counter-stories from by identifying groups who are underrepresented or who have had adverse experiences related to identity in your study abroad programs. You can use the assessment tools in this toolkit to make this determination.
2. During return/reintegration, ask students if they would be willing to share their stories and counter-stories. Story-telling opportunities can include filmed narratives, panel discussions, or written narratives. Students who found their identities underrepresented in study abroad programs may be motivated to share counter-stories in order to normalize their experiences for others.
3. Reach out to your disability services office, LGBTQ center, and/or multicultural affairs/diversity office about your efforts to collect counter-stories about study abroad. If you can share lists of students who participated in study abroad, do so. Students who are involved in the above offices who also studied abroad may be successfully reached by staff of these offices.
4. Meet with the interested students and outline the parameters of counter-storytelling. Ensure students have a genuine interest and that their participation is voluntary. They may have expressed interest out of social pressure; having an honest conversation can clear this up and ensure that they *want* to be involved. They will be sharing personal stories, so it is imperative that they feel comfortable and willing. Clearly explain to students how their counter-stories will be used and obtain their permission.
5. Work with students to develop their counter-stories. After each student has had sufficient time to give serious thought to how they would like to share their counter-story, meet to discuss it. Encourage them to focus on how they navigated barriers related to race, ability, sexual identity, and gender identity during their study abroad. Stories about relationships formed in their host countries can be particularly powerful in encouraging other students who might not otherwise have pursued study abroad to do so.
6. Make selections about which stories to share and how to share them. You may choose to include everyone or you may only select stories which have the strongest impact. Determine the best venues for various stories. Venue examples include alumni newsletters, the study abroad office website, study abroad recruitment fairs, study abroad orientation, social media, and student panels.
7. Share your students' counter-stories. If using video, ensure quality is acceptable and compatible with multiple formats. Proofread and edit the written stories for print/online posting, and have students speaking publicly practice and receive coaching on delivery. Optimize hashtags and keywords to share counter-stories; it would be a shame if a student contributed a moving and impactful story that no one saw or read because they could not find it

on your website or it got buried in their inbox. Remember when posting, especially when your aim is to recruit students of different abilities, to ensure that counter-stories are accessible with screen readers, that captioning and transcripts are accurate, and that print material is available in alternate formats.

8. Integrate lessons learned from counter-stories into your study abroad program experience. What do students' reflections and stories tell you about the inclusivity, safety, and merits of your study abroad program? You may wish to return to the Inclusive Excellence Scorecard or Critical Reflection Questions in this toolkit to determine if counter-stories affect your answers to some of these questions.

Additional Counter Storytelling Resources

- [5 Steps for Counter-Storytelling Using Storify](#)
- [Who Can Speak for Whom? Using Counter-Storytelling to Challenge Racial Hegemony](#)



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