

Bystander Intevention

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Chris Martin,

CEE



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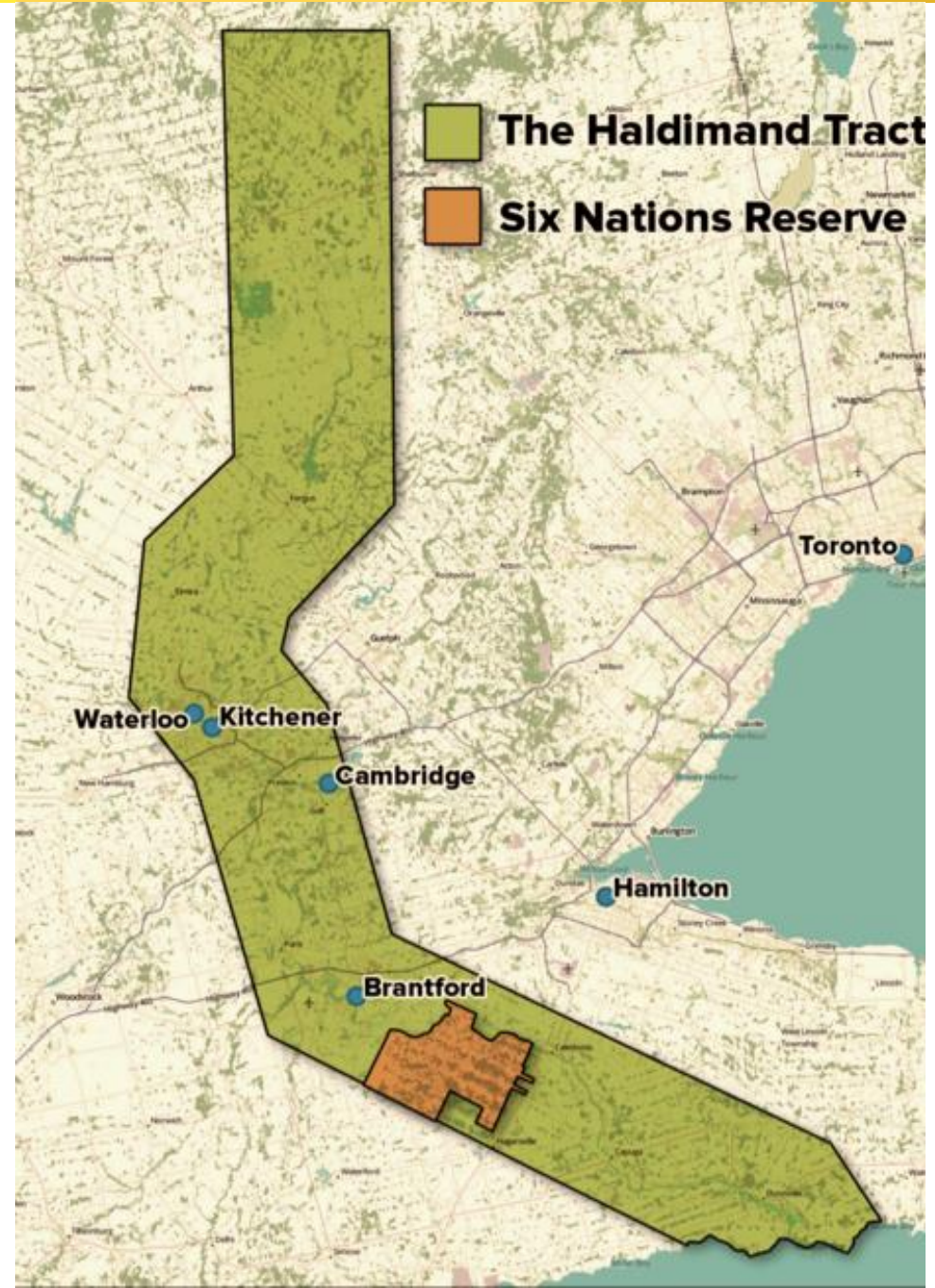
TERRITORIAL ACKNOWLEDGEMENT

The Waterloo, Kitchener, and Cambridge campuses of the University of Waterloo are situated on the Haldimand Tract, land that was promised to the Haudenosaunee of the Six Nations of the Grand River, and are within the territory of the Neutral, Anishinaabe, and Haudenosaunee peoples.

The Stratford campus is on the territory of the Anishinaabe, Haudenosaunee, and Ojibway/Chippewa peoples. This territory is covered by the Upper Canada Treaties.



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What are the issues with only teaching women/femme folks about sexual violence?

- It ignores the fact men can be and are victims/survivors of violence/sexual violence
- It gives men/masc folks an ‘opt-out’ of the conversation, as if they aren’t impacted by these things at all
- It makes it harder for all survivors to come forward. When they see the way survivors are treated, they retreat instead of coming forward
- It ignores the fact the majority (>88%) of perpetrators know the victim/survivor
- It blames the victim (they were drinking, they were out late, they were flirting, they were dressed provocatively – all myths)
- It puts the ownness on the victim/survivor to stop these actions, leaving accountability from the perpetrator out of the equation

BYSTANDER INTERVENTION HAVE YOU HEARD OF IT?

Intervening when you see a harmful situation

Providing support

**MANY WAYS TO INTERVENE AND SUPPORT
YOUR CAMPUS COMMUNITY**



IT ALL COMES DOWN TO ONE THING...

*The very human desire to take care of
one another*

We got us

AN IDEA AS OLD AS TIME



As an Active Bystander you can:

1. Notice the situation or behaviour
2. Identify the situation as harmful, or potentially harmful, and appropriate for intervention
 - Listen to your gut/instincts and decide if what you witnessed was amiss or problematic
 - Instead of viewing it as *just the way things are*
3. Feel motivated and responsible to intervene to prevent or stop the harmful situation
 - Must feel like you can create change and have the power to act
 - You must care in order to intervene 🧡
4. Have the skills to know how to intervene effectively and safely
 - Determine the potential risks of taking action. Are you safe?
 - How can I get more information? (e.g. ask the person being harmed if they would like help)
5. Choose to intervene (consensually if you can ask for consent)
 - What tactics can I use (5 D's)



Think of a time when someone stood up for you...

- What did you feel like before they stepped in?
- What did you feel while it was happening?
- What did they do that helped or worsened the situation?
- Did you have a conversation with that person afterwards?



An Active Bystander

is someone who:

- Works to build a community that does not allow sexual violence (consent culture)
- Looks out for others, supports those impacted by harmful comments, jokes and behaviours
- Intervenes in appropriate ways
- Considers their own safety and the safety of others
- Does not ignore problematic situations by looking the other way, denying they are happening, or calling them something else



What else makes it hard to intervene?

- Safety concerns - especially if you belong to a community that already experiences discrimination
 - Historically some communities have experienced harmful consequences to intervening
- Power dynamics – the person causing harm may be in a position of privilege or authority
- Fear about doing it wrong or making it worse
- Not knowing what to say or do
- Not knowing whether it's “your place” or trying to “mind your own business”
- Worry that other negative consequences might happen (if drug use is happening, what will happen if police come?)
- Social consequences (being seen as too sensitive or “no fun”)



1. Direct

- Directly responding to the harm by naming it and/or confronting the person causing harm
- Can be risky – may escalate the situation, harm may become directed at you
- Useful in a 1-1 situation when discussing your review or performance
- Often easier for people with privilege, power, and authority who feel safe in the situation – other Ds work just as well or sometimes better



2. Distract

- Indirect approach – often safer than direct
- Derails and de-escalates the situation by interrupting it, breaking the flow
- Intervening without calling the person or situation out
- Could be subtle or creative
- Useful when new to a position or your position is not one of power ie co-op/intern



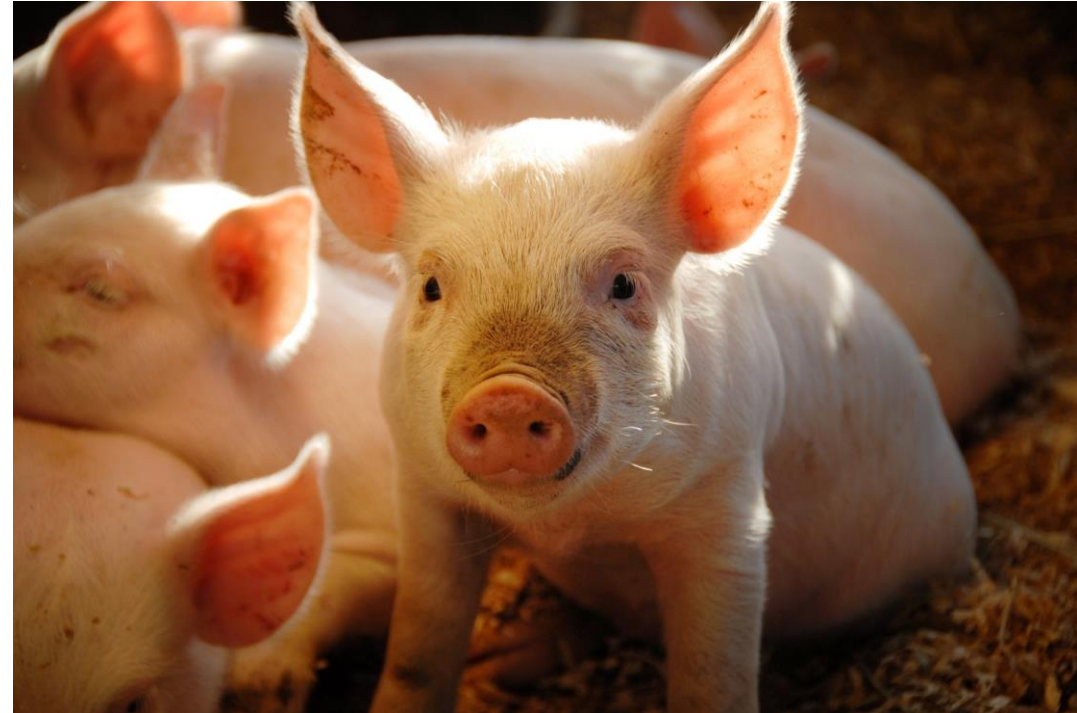
3. Delegate

- Ask for/go get assistance
- Find someone in a position of authority to intervene (e.g. bus driver, bouncer, campus security)
- Work together – safety, strength, comfort in numbers
- ask someone else to intervene (they may be in a better position to intervene)
- Check in with the person being harmed (if possible) and ask if they would like you to call 911**
- **Online** you can report the post/comment to the social media platform, ask others to join you in doing this, hopefully get it removed



4. Document

- Assess the situation, if others are helping you can document
- Taking a video, taking a pic, paying close attention, taking notes
- If you take a video or pic give this to the person being harmed – **do not post** - this may cause more harm
- **Online**, take a screen shot (harmful material may be removed and lost)



5. Delay

- Checking in after the fact – the D for everyone**
- You can still make a difference afterward
- Share resources or information that may be helpful
- **Even a glance, a nod, staying near, shows the person they are not alone, and not to blame**
- ****Address with the harm doer after the fact****
- **Online**, check in with the person being harmed through a DM, text, email – let them know they are not alone, it is not their fault



What is and is not problematic behaviour?

- An employer asking you to do a task related to your job description, but their tone of voice is firm/terse/short
- A co-worker asking you to go for dinner after you've already told them 'no'
- You see a colleague being spoken to in a very demeaning way in front of others by your boss
- Microaggressions!





Microaggressions

- Microaggressions are more than just insults, insensitive comments, or generalized jerky behavior.
- They're something very specific: the kinds of remarks, questions, or actions that are painful because they have to do with a person's membership in a group that's discriminated against or subject to stereotypes. And a key part of what makes them so disconcerting is that they happen casually, frequently, and often without any harm intended, in everyday life.

Where are you from? Where are you really from? No, where are you really really from?

What are you?

You speak English so well.

You're not like other Muslim people.

What do your people think about that?

You don't act

You're really pretty, for someone so dark



Microaggressions cont'd

Research shows that the cumulative effect of microaggressions can 1) contribute to a hostile and invalidating campus and work climate; 2) devalue social group identities; 3) lower work productivity; 4) create physical health problems (i.e., depression, anxiety, insomnia); and 5) mental health issues due to stress, low self-esteem, and emotional turmoil.



MICROAGGRESSIONS FACED BY THE LGBTQ+ COMMUNITY



**You don't belong
in this bathroom.
It's for women.**



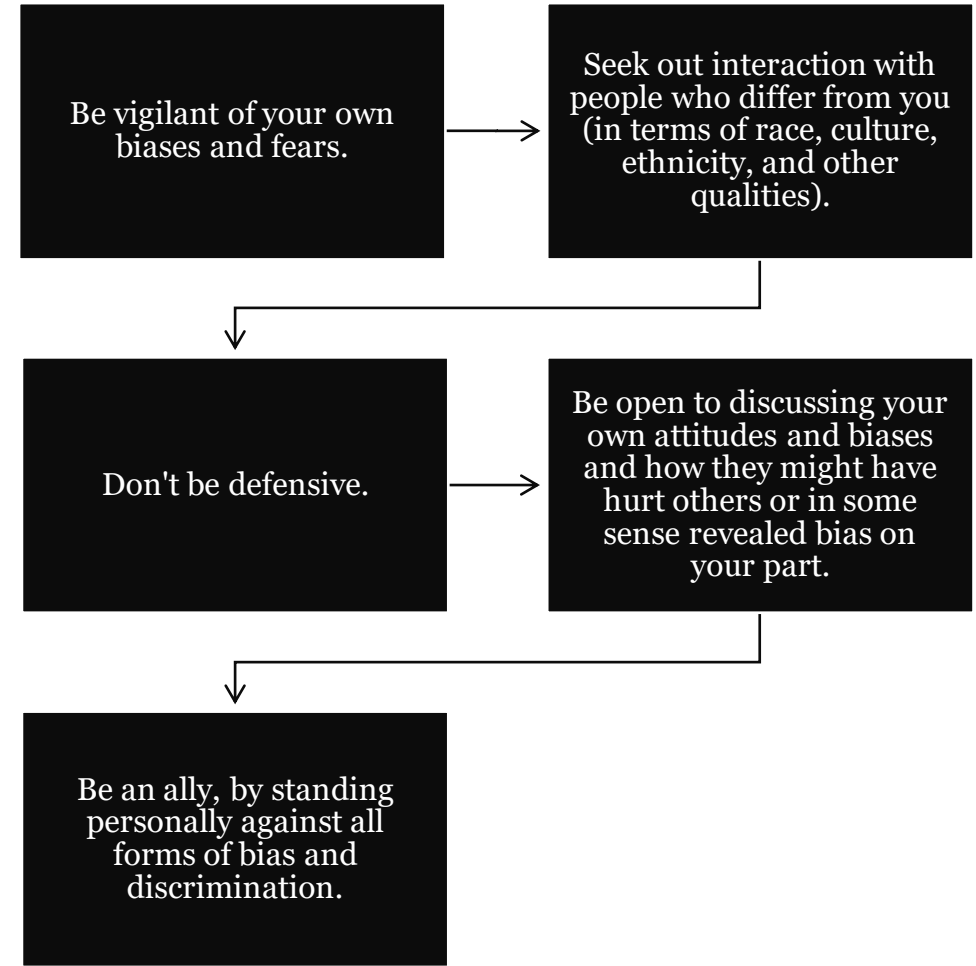
**You look
good as a
woman.**

How to respond

- Bystander Intervention (Choose one of the 5 D's)
 - Privately 1-1 helps build trust, lets you 'call-in'
 - Directly and in the moment is also perfectly acceptable, known as 'calling out'
 - This work often falls on the shoulders of the marginalized/targeted members of a group, allies are needed
 - Focus on the event and not the person. The goal is not to win a point or to make your colleague feel bad. It is about helping them understand how their comments or actions are hurtful.
- Pause and take a deep breath. Do not act with anger as it will not help the situation.
 - Decide when and if you want to respond. Perhaps you would not engage in a conversation about the comment if it came from a public patron, who is not a regular user of the library. If it is coming from a colleague, perhaps you would want to address it.
 - Assume there is no malicious intent. Approach the situation with a positive attitude, and give the individual the benefit of the doubt.

How to avoid unintentionally causing harm

- Bonus tip: Peruse the many examples of microaggressions that have been chronicled in articles, in academic research, and using social media. Be aware of the source!!!
- Once you hear about how they affect people, chances are, you will be more aware of what they look like, and suddenly much less likely to repeat them.



Sexual Violence Prevention, Response Office

What to expect:

- Person-first, survivor focused with trauma-informed training
- Counseling, options for reporting, but no pressure to report (standard Duty-to-Report practices apply)
- Can support systems navigation, including warm referrals to other areas of the university
- Can make a referral on your behalf to Accessibility Services



Sexual Violence Prevention & Response Office (SVPRO)

SVPRO supports all members of the UW campus community who have experienced, or been impacted by, sexual violence.

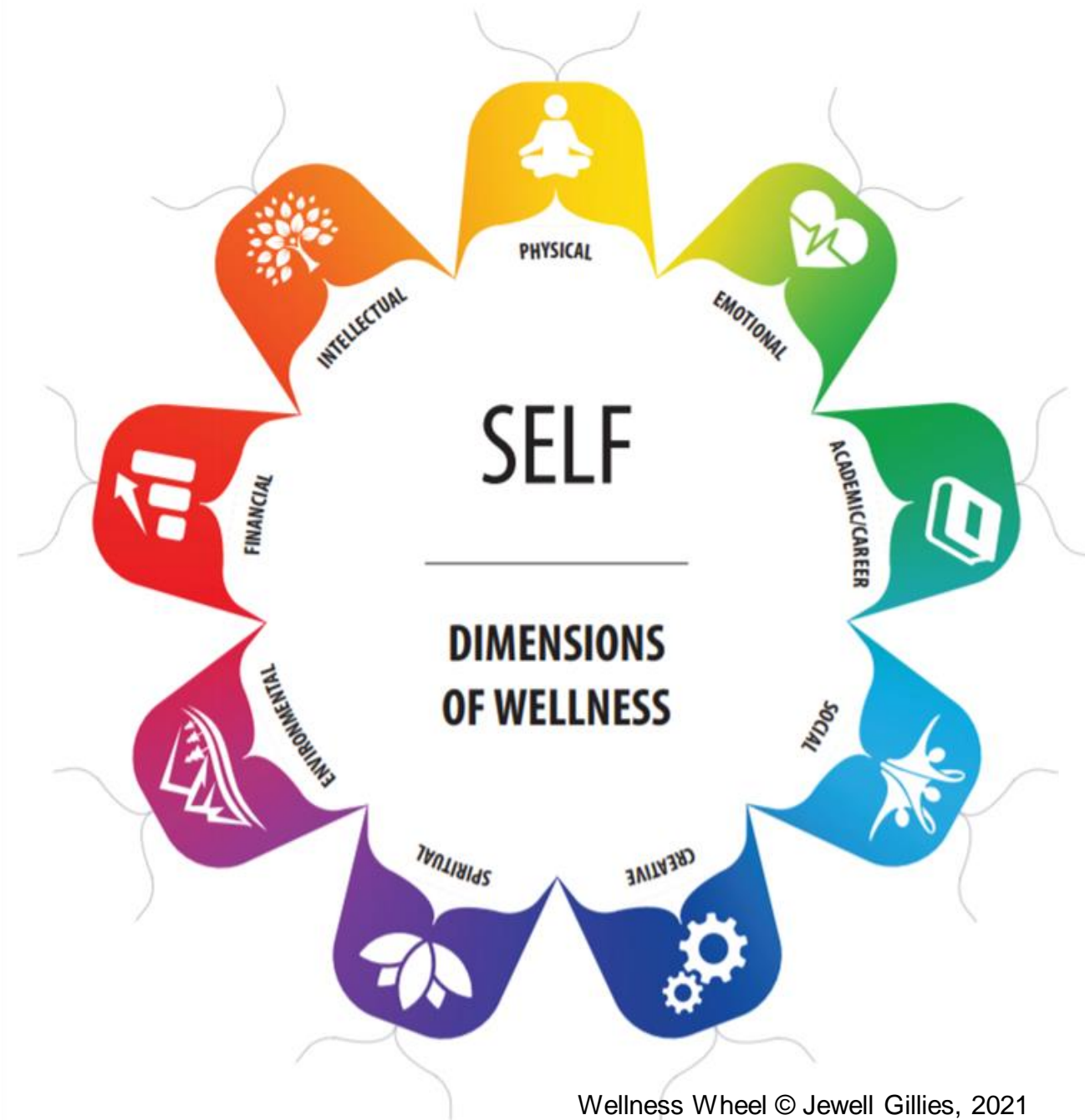
With consent from those we are supporting, our office will:

- Provide a safe(r) space for people to disclose - in as little or as much detail as they wish - about their experience
- Discuss resources, both on- and off-campus, that could provide further support or assistance, and provide referrals as directed by those with whom we are working
- Discuss short term coping strategies
- Collaborate with departments and units on campus to facilitate requests for academic and workplace accommodations, residence adjustments, safety planning, and other identified needs

Coming to SVPRO does not automatically initiate an investigation or police involvement; however, if you wish to pursue a formal complaint, SVPRO can support you through the process.

Self-Care Assessment

- List 3 things that can help you feel grounded or calm when reading or learning about a difficult topic
- Is there a support person (friend, family member, counsellor, campus support, spiritual leader, elder, etc.) that you can turn to after this session if you are feeling overwhelmed or uncomfortable?
- What is one relaxation or mindful activity you can do after the session to take care of yourself (physical movement, rest, getting creative, going outdoors, connecting with people or animals, etc.)



KEY REFERRALS FOR STUDENTS AND EMPLOYEES

STUDENT OR COLLEAGUE REFERRAL INFORMATION

On Campus:

- Counselling Services | 519-888-4567 ext 32655
- Health Students – student or colleague Medical Clinic | 519-888-4096
- UW Police | 519-888-4567 ext. 22222
- Peer Support and student or colleague Groups
- SVPRO
- Waterloo student or colleague Indigenous Centre

Final Questions?

- There will be a survey, please be open and honest. Your feedback helps shape future discussions.
- It's likely participating in a workshop like this can bring up some big emotions, follow the tips we've just discussed if you're in your feelings



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Our greatest impact happens together.