



Faculty Green Dots to Encourage Students



Journal Writing Assignments

Consider assigning one of the prompts below so that students can learn and reflect on bystander intervention and power-based personal violence prevention. If you are teaching an online class, these prompts could also be used for message board assignments.

- Read the following article: Banyard, V., Moschella, E., Jouriles, E., & Grych, J. (2019) Exploring action coils for bystander intervention: Modeling bystander consequences. *Journal of American College Health, 30 September, 2019*. DOI: 10.1080/07448481.2019.1665052.
 - Write a journal entry that includes: the three most important things you learned from this article, whatever thoughts came to mind as you read, things you had difficulty understanding or would like to know more about, and a concluding statement that describes your honest reaction to the information presented.
- Read the following article: Bennett, S., Banyard V.L., & Garnhart, L. (2014). To act or not to act, that is the question?: Barriers and facilitators of bystander intervention. *Journal of Interpersonal Violence, 29*(3). 476-496. DOI: 10.1177/0886260513505210.
 - Write a journal entry that includes: the three most important things you learned from this article, whatever thoughts came to mind as you read, things you had difficulty understanding or would like to know more about, and a concluding statement that describes your honest reaction to the information presented.
- Read the following article: Brown, A.L., Banyard, V.L., & Moynihan, M.M (2014). College students as helpful bystanders against sexual violence: Gender race, and year in college moderate the impact of perceived peer norms. *Psychology of Women Quarterly, 38*(3). 350-362. DOI: 10.1177/0361684314526855.
 - Write a journal entry that includes: the three most important things you learned from this article, whatever thoughts came to mind as you read, things you had difficulty understanding or would like to know more about, and a concluding statement that describes your honest reaction to the information presented.
- Read the following article: Coker, A. L., Bush, H. M., Brancato, C. J., Clear, E. R., & Recktenwald, E. A. (2018). Bystander program effectiveness to reduce violence acceptance: RCT in high schools. *Journal of Family Violence. 02 April, 2018*, 1–12. DOI: 10.1007/s10896-018-9961-8.
 - Write a journal entry that includes: the three most important things you learned from this article, whatever thoughts came to mind as you read, things you had difficulty understanding or would like to know more about, and a concluding statement that describes your honest reaction to the information presented.
- Read the following article: DeGue, S., Valle, L. A., Holt, M. K., Massetti, G. M., Matjasko, J. L., & Tharp, A. T. (2014). A systematic review of primary prevention strategies for sexual violence perpetration. *Aggression and Violent Behavior, 19*(4), 346–362. DOI: 10.1016/j.avb.2014.05.004.
 - Write a journal entry that includes: the three most important things you learned from this article, whatever thoughts came to mind as you read, things you had difficulty understanding or would like to know more about, and a concluding statement that describes your honest reaction to the information presented.

- Read the following article: Heard, E., Mutch, A., Fitzgerald, L. (2020). Using applied theater in primary, secondary, and tertiary prevention of intimate partner violence: A systematic review. *Trauma, Violence, & Abuse, 21*(1), 138-156. DOI: 10.1177/1524838017750157.
 - Write a journal entry that includes: the three most important things you learned from this article, whatever thoughts came to mind as you read, things you had difficulty understanding or would like to know more about, and a concluding statement that describes your honest reaction to the information presented.
- Read the following article: Kim, E., Muralidharab, S. (2019). The role of empathy and efficacy in public service announcements. *Journal of Advertising Research, 28 November, 2019*, 1-15. DOI: 10.2501/JAR-2019-039.
 - Write a journal entry that includes: the three most important things you learned from this article, whatever thoughts came to mind as you read, things you had difficulty understanding or would like to know more about, and a concluding statement that describes your honest reaction to the information presented.
- Read the following article: McMahon, S., & Banyard, V. L. (2012). When can I help? A conceptual framework for the prevention of sexual violence through bystander intervention. *Trauma, Violence, & Abuse, 13*(1), 3–14. DOI: 10.1177/1524838011426015.
 - Write a journal entry that includes: the three most important things you learned from this article, whatever thoughts came to mind as you read, things you had difficulty understanding or would like to know more about, and a concluding statement that describes your honest reaction to the information presented
- Read the following article: Tomes, C. & Gale, M. (2016). Utilization of bystander intervention training for the prevention of lateral violence. *Journal of Perianesthesia Nursing, 31*(4). DOI: 10.1016/j.jopan.2016.04.102.
 - Write a journal entry that includes: the three most important things you learned from this article, whatever thoughts came to mind as you read, things you had difficulty understanding or would like to know more about, and a concluding statement that describes your honest reaction to the information presented .



Paper Topics

You can encourage students to get involved in power-based personal violence prevention by assigning papers on related topics. The following list is by no means exhaustive; you may prefer to develop your own topic assignments. In addition to papers, the prompts below can also be used for class discussions or as message board assignments for online classes.

1. The role of the bystanders in violence prevention.
2. Bystander dynamics, i.e. what factors make it more and less likely that bystanders will act in high-risk situations?
3. The role of primary prevention in reducing the prevalence of dating/ domestic violence, sexual assault, and/or stalking.
4. The impact of high profile incidents of sexual assault on college campuses.
5. The health outcomes of power-based personal violence perpetration or victimization.
6. The history and application of the Violence Against Women Act (VAWA).
7. The economic impact of power-based personal violence.
8. Use of social media and other technology in stalking and dating/domestic violence.
9. Outcomes in landmark domestic violence, stalking, and/or sexual assault cases.
10. Objectives and impact of the federal Office on Violence Against Women (OVW).
11. The history of Title IX.
12. Major social justice or cultural movements and their application to reducing violence today.
13. Social norms that contribute to the sustainability of power-based personal violence.
14. Problems with sexual assault, stalking, and domestic violence legislation.
15. The impact of power-based personal violence from a global perspective.
16. Power-based personal violence in the LGBTQ community.
17. The impact of power-based personal violence on people of color.
18. Power-based personal violence among people with disabilities.
19. The intersections of power-based personal violence and poverty.
20. Use of the Social Ecological Model in comprehensive violence prevention.
21. Applying public health theories to violence prevention.
22. Violence prevention interventions across the life span.
23. Best practices for sexual assault prevention on college campuses.
24. Evidence-based bystander approaches to violence prevention.
25. How marketing and branding contribute to behavior and social norms change.
26. Diffusion of innovations theory and its application to behavior and social norms change.

27. Community mobilization and violence prevention.
28. Neighborhood collective efficacy as a protective factor against dating/domestic violence and/or sexual assault.
29. Developing effective messaging for violence prevention efforts on college campuses.
30. Environmental management associated with the prevention of sexual assault on college campuses.
31. How normative ethical theories apply to bystander intervention.
32. The business impact of power-based personal violence.
33. The history of domestic violence, sexual assault, and/or stalking prevention movements in the U.S.
34. How community policing theories apply to bystander intervention.
35. The history of power-based personal violence coverage in popular media.
36. The effectiveness of television and radio advertisements in preventing power-based personal violence.
37. The history and application of the Prison Rape Elimination Act (PREA).
38. Best practices for domestic violence screening in the health setting.
39. The history of efforts to address domestic violence, sexual assault, and or stalking in sports.
40. The relationship between power-based personal violence and homelessness.



Extra Credit Assignments

Offering extra credit to students can help motivate them to do green dots. Below are some activities or events that could be used as extra credit assignments.

- **Talk about it.** Have 10 conversations with friends or classmates about prevention or power-based personal violence in general and keep a log of the themes.
- **Post it on your Instagram story.** Research 5 bystander barriers (things that can keep people from acting in high-risk situations) and create Instagram stories to demonstrate each one. These articles will help:
 - Bennett, S., Banyard V.L., & Garnhart, L. (2014). To act or not to act, that is the question?: Barriers and facilitators of bystander intervention. *Journal of Interpersonal Violence*, 29(3), 476-496.
 - Darley, J.M. & Latane, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology*, 8(4, Pt. 1), 377-383.
 - Fischer, P., Greitemeyer, T., Pollozek, F., & Frey, D. (2006). "The unresponsive bystander: Are bystanders more responsive in dangerous emergencies?" *European Journal of Social Psychology*, 36(2), 267-278.
 - Garcia, S.M., Weaver, K., Darley, J.M., & Spence, B.T. (2009). "Dual effects of implicit bystanders: Inhibiting vs. facilitating helping behavior." *Journal of Consumer Psychology* 19(2), 215-224.
 - Hayashi, Y. & Tahmasbi, N. (2019). "Decision-making process underlying bystanders' helping cyberbullying victims: A behavioral analysis of role of social discounting." *Computers in Human Behavior*, 104, <https://doi.org/10.1016/j.chb.2019.106157>
 - Latane, B. & Darley, J.M. (1968). "Group inhibition of bystander intervention in emergencies." *Journal of Personality and Social Psychology*, 10(3), 215-221.
 - Latane, B. & Darley, J.M. (1970). *The unresponsive bystander: Why doesn't he help?* (pp. 276-290). Prentice Hall.
- **Attend it.** Participate in a community or campus event focused on Green Dot, violence prevention, or victim support.
- **Google it.** Look up bystander intervention and violence prevention. Find 10 sources (articles, YouTube videos, websites, etc.) that you can learn from and report back.
- **Broadcast it.** Create a video news story of prevention efforts at this college. Seek out perspectives from students, faculty, staff, and administrators.
- **Tweet it.** Create a hashtag for violence prevention efforts on campus and see how many retweets and favorites you can get. Report how effectively you were able to spread the message. You can do this with Facebook or other social media sites. Keep track of the likes, shares, comments, and follow backs.
- **Market it.** Design a mock social marketing campaign to mobilize the campus community around violence prevention. Write a plan, create a brand, and create a distribution system.
- **Discover it.** Interview a local or campus victim service provider, advocate, or counselor about their work and their opinions on violence prevention.
- **Organize it.** Start a project or organize an event or gathering to further Green Dot and other prevention efforts on campus. Mobilize your community.
- **Volunteer for it.** Volunteer with the campus violence prevention office, local rape crisis center, or domestic violence shelter.
- **Write about it.** Write an article or letter to the editor for the local or campus newspaper about the importance of violence prevention.