

# Upstanding: Stepping Up to Prevent Violence in Utah

[upstander.usu.edu](http://upstander.usu.edu)

Created by:  
Utah Department of Health  
*Violence and Injury Prevention Program*

Adapted for Utah State University



# Presentation Values

## Group Values:

- Wonder
- Grace
- Contribution
- Respect
- Self-care and agency

## USU Principles of Community:

- Diversity
- Human Dignity
- Social Responsibility



# Why Does This Conversation Matter?

- Everyone should have a safe living, working, and learning environment
- Many people experience violence, including sexual violence
  - Racial, sexual, and gender minority individuals are more likely to experience violence, including sexual violence
- Trauma, including sexual trauma, is preventable
- Bystanders can play an important role in preventing violence, including sexual violence



AGGIES™  
DON'T JUST  
STAND BY WE  
STAND  
up

Learn more at [upstander.usu.edu](http://upstander.usu.edu)



# Upstander

“A person who sees wrong and acts to prevent harm to another”



# Types of Prevention

- **Before:** Prevent violence from happening in the first place
  - Examples: attend a training, have a conversation with friends before going out, find a designated driver, think about your implicit biases
- **During:** Prevent or decrease the harm happening in a situation
  - Examples: say something, create a distraction, remove someone from a situation
- **After:** Prevent harm from happening again in the future
  - Examples: report the problematic situation, follow up with a friend, have a conversation with someone who said something offensive

# How to be an Upstander

- Start by unlearning socialized attitudes
  - Rape culture
  - Stigma
  - Biases
  - Judgmental attitudes
- Pay attention to your surroundings
- Trust your “gut instincts”
- Act when you see a problematic situation

# Reasons for Not Helping

- Assume others will help
- Social norms and expectations
- The other person refuses help
- Personal identity characteristics
- Personal safety
- Fear of punishment
- Personal alcohol and/or drug use

**never** let fear get  
in the way.

USU offers **amnesty for drug and alcohol student code violations** for reports of sexual misconduct and when seeking emergency medical attention.\*

\* If you seek medical attention for another or report an incident of sexual misconduct in good faith, you will not be subject to disciplinary action for a separate university policy violation, such as underage drinking. **Student Code of Conduct, section 9-4**

Report sexual assault online  
at [usu.edu/sexual-assault](https://usu.edu/sexual-assault)

UtahStateUniversity.



# Upstander Strategies

- **Direct:** Address the situation in the moment
  - Talk to the individual
  - Silent stare
- **Delegate:** Ask other people to help
  - Ask others for input about the situation
  - Ask others to help distract or remove someone from the situation
  - In emergency situations, ask someone to call 911
- **Distract:** Interrupt the situation by causing a distraction
  - Tell a joke or use humor in another way
  - Change the subject or focus of the conversation
  - Pretend you have a problem and need their help



# Effective Upstanders Notice and Respect Differences

- Acknowledge that a person's identity characteristics impact their bystander behaviors
- Try not to make assumptions about other cultures
- Ask clarifying questions
  - How can I help?
  - Are they okay?



# Talking to Students/Others about Violence Prevention

- Basic Upstander skills are applicable in all problematic situations
- Addressing problematic situations takes courage, but isn't impossible
- Use "I" statements as much as possible
- Know campus and community support resources



# Scenarios



# Scenario 1

You notice one of your colleagues, Taylor, has been withdrawn and less engaged during staff meetings lately. Taylor has been spending a lot of time alone at their desk and doesn't seem to be taking lunch breaks anymore. The other day, you were walking past their desk and heard Taylor having a somewhat heated phone call, where they repeatedly mentioned being really frustrated and stressed. Other colleagues have told you in passing that they've noticed changes in Taylor's behavior.

- What are the signs this could be a problem?
- What are the potential costs and benefits of intervening?
- What do you do?



# Five Signs of Emotional Distress

- Personality Change
- Agitated
- Withdrawal
- Poor Self-Care
- Hopelessness



# Scenario 2

You're talking with a colleague about some students that you both work with and your colleague mentions that they are especially frustrated with one of the students, who is an international student. You haven't had any issues with this student, so you ask your colleague why they're frustrated. They respond, "Well, I just feel like they're not working as hard as their peers. Their English still isn't all that great and I don't know how much longer I'm supposed to be okay with that as a reason for their poor work ethic."

- What might be influencing your colleague's frustration with the international student?
- What are the costs and benefits to addressing your colleague's comments?
- What do you do?



# Implicit Bias

- **What is implicit bias?**
  - Having attitudes towards people or associating stereotypes with them without our conscious knowledge
- **How are implicit biases formed?**
  - Personal experience
  - Background
  - Cultural environment
  - Media



# Responding to Bias and Discrimination

- **Question It:** Ask what is meant by what was said
  - Example: “I don’t understand what you’re trying to say. What do you mean by [\_\_\_]?”
- **Name It:** Acknowledge that what was said was harmful
  - Examples: “That term is not okay,” “Using words like that is hurtful and offensive”
- **Claim It:** Make it clear that you are not okay with what was said
  - Example: “People I care about are [\_\_\_], and I don’t like to hear those words”
- **Stop It:** Make a request for the behavior to stop
  - Example: “Please don’t use those words,” “Stop saying that, please”



# Scenario 3

A new staff member, Sam, started working in your office/department a couple months ago. Sam uses “they/them” pronouns and let everyone in your office/department know that when they started. Some of your colleagues are having a harder time than others using “they/them” pronouns when referring to Sam. One day, you overhear a conversation between some of your colleagues about Sam. They’re discussing how odd it is to them that Sam uses “they/them” pronouns and that they sometimes wear feminine clothes and other days, they wear masculine clothes.

- What are the signs this could be a problem?
- What are the costs and benefits of intervening?
- What do you do?



# Gender Norms

- **What is sex?**
  - A label given at birth based on factors like a person's hormones, chromosomes, and genitalia
  - Examples: male, female, intersex
- **What is gender?**
  - A person's inner sense of themselves and what they call themselves
  - Examples: woman, man, non-binary, genderqueer, fluid
- **What is gender socialization?**
  - The process of learning the social expectations and cultural behaviors associated with a person's sex (gender norms)
  - Often categorizes behaviors or objects as male/masculine or female/feminine

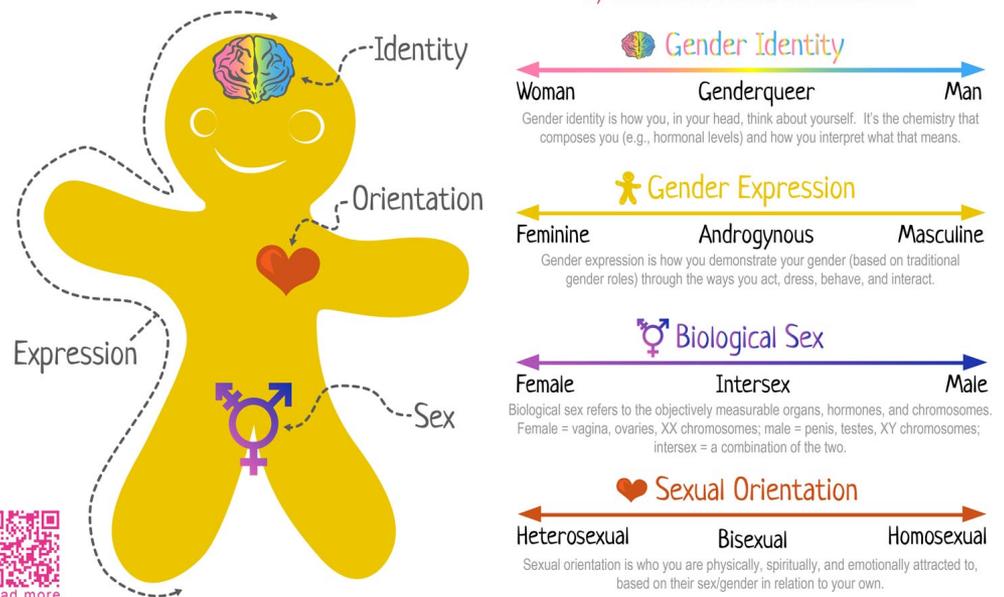
# Gender Norms

- **How do gender norms impact individuals who don't identify as female or male?**

- Creates pressure to “choose” being either a male or female
- Results in these individuals being viewed as “abnormal”
- Increases their likelihood of experiencing harassment, discrimination, and violence (including sexual violence)

## The Genderbread Person

by [www.ItsPronouncedMetrosexual.com](http://www.ItsPronouncedMetrosexual.com)



# Talking to Students/Others about Implicit Bias

- Implicit biases are unconscious stereotypes and can be changed
- Implicit biases contribute to acts of violence and our ability to recognize when violence is happening
- Gender norms are a form of implicit bias and reinforce stereotypes about how someone is supposed to behave based on their gender
- Recognizing our implicit biases and those of others can help us prevent acts of violence



# Logan Campus Resources

Housing &  
Residence Life

Counseling and  
Psychological  
Services (CAPS)

Logan Police  
Department

Inclusion  
Center

[sexualassault.usu.edu](http://sexualassault.usu.edu)

Call 911 in  
emergencies!

Office of Student  
Conduct

USU Police  
Department

Student Health  
& Wellness  
Center

Office of Global  
Engagement

Student  
Involvement &  
Leadership

Affirmative  
Action/Equal  
Opportunity Office

Sexual Assault and  
Anti-Violence  
Information Office  
(SAAVI)



# Upstander Role Summary

- **Upstanders offer:**
  - Escape
  - Support
  - Resources
- **Upstanders don't offer:**
  - Therapy
  - Advocacy
  - Investigation
  - Justice