



Active Bystander Strategies

Creating a Culture of Civility



Definitions

- **What is a bystander?**

Someone who witnesses or is made aware of behavior, language, or situations that are or could be inappropriate or harmful to the community.

- **What is an active bystander?**

Someone who intervenes to stop, assist or constructively address inappropriate or harmful behavior, language or situations.



Purpose

This workshop is designed to prepare you and your group to take constructive action in the face of comments or behavior that communicates harmful bias. OHSU complies with Title IX and 34CFR Part 106 by prohibiting sex and gender discrimination.

Your group's thinking and discussion will equip you to contribute to build a Culture of Civility and compliance at OHSU.



Objectives:

- To understand that respect is fundamental to the culture at OHSU.
- To learn skills for managing and coping with instances when the culture of respect is not honored.
- To learn of OHSU's resources and options for anyone who experiences, witnesses or hears of prohibited bias, discrimination, harassment, sexual assault or retaliation.



Guidelines for learning

- Participate actively, openly and avoid distractions
- Seek to understand other perspectives and possibilities
- Disagreement is okay. Focus on issues and ideas, not individuals
- Your safety is our number one priority, always consider your safety and the safety of those around you when choosing a strategy
- Consider how these skills translate in other environments

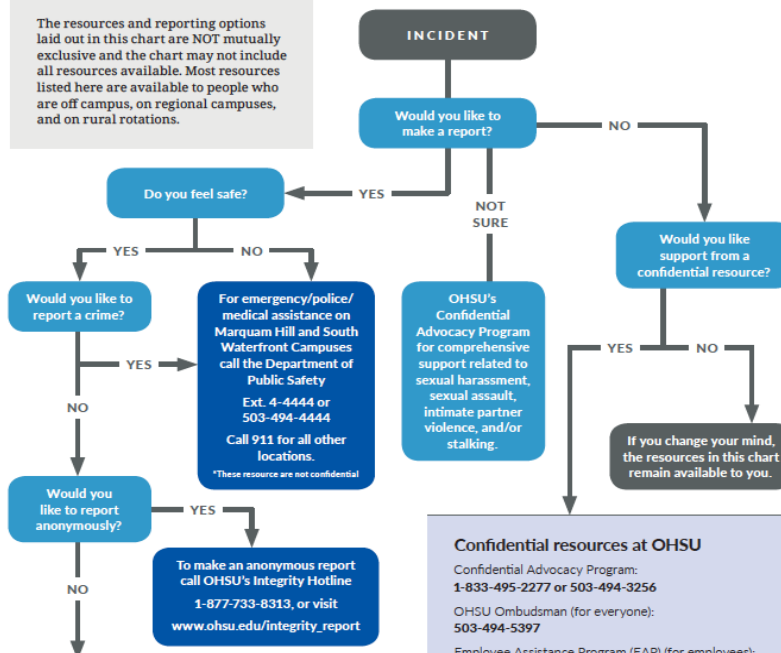
(Beyond this workshop: To report an incident, refer to the Respect for All

RESPECT FOR ALL.



Reporting options and resources for anyone who experiences, witnesses or hears of prohibited bias, discrimination, harassment, sexual assault or retaliation.

The resources and reporting options laid out in this chart are NOT mutually exclusive and the chart may not include all resources available. Most resources listed here are available to people who are off campus, on regional campuses, and on rural rotations.



Reporting resources

To make a non-confidential report, or learn more about the options set forth in this chart, contact OHSU's Affirmative Action and Equal Opportunity Department (AAEO) or Title IX Coordinator.

PHONE 503-494-5148, select option 5

EMAIL aaeo@ohsu.edu

titleix@ohsu.edu

To learn more about AAEO's processes and services visit www.ohsu.edu/aaeo

You can also report to your Human Resources Business Partner (503-494-8060), your supervisor, administrative leadership or school administration.

Schools may also have additional resources available to students.

Reminder to all faculty and staff, including supervisors, managers, and leads: If someone reports prohibited sex or gender discrimination or harassment, including sexual violence, to you, you must report the incident(s) to AAEO or the Title IX Coordinator. Please contact AAEO with any questions.

Confidential resources at OHSU

Confidential Advocacy Program:
1-833-495-2277 or 503-494-3256

OHSU Ombudsman (for everyone):
503-494-5397

Employee Assistance Program (EAP) (for employees):
Call 1-800-433-2320 or Text 503-890-1777

JBT Health and Wellness (for students and post-docs):
503-494-8665 or www.ohsu.edu/jbt-health

Resident and Faculty Wellness Program (for residents, fellows, and faculty): www.ohsu.edu/rfwp

Learn more at o2.ohsu.edu and www.ohsu.edu/title-ix

Confidential community resources

For confidential community resources, see below or visit www.ohsu.edu/resources

Crisis Text Line: text HOME to 741741 in the U.S.

National Suicide Prevention Lifeline: 800-273-8255

National Sexual Assault Hotline: 800-656-HOPE

National Domestic Violence 24-hour hotline:
800-799-7233 (for domestic violence survivors)

The last two hotlines listed above can connect callers to local resources and providers.

Need help with a different workplace problem?
o2.ohsu.edu/people-problems-at-work.cfm





Four Intervention Strategies

1. Be direct
2. Get help
3. Distract and defuse
4. Delay and follow-up

Questions

1. What have you **experienced** or **observed** that involved (or could have used) an active bystander intervention?
2. What barriers did you encounter, if any?



When we witness the behavior, how do we **prepare to act in the moment?**

1. **Notice and acknowledge** that something significant is happening (even if others do not). Assess for barriers and **safety concerns**. If any?
2. Assume some **responsibility**
3. Choose an intervention **strategy**
4. Ground your approach in the goal of **de-escalation**
5. Take **action**



Four Intervention Strategies

1. Be direct
2. Get help
3. Distract and defuse
4. Delay and follow-up



1. Be direct

Verbally address one or more of the people in the situation.

Examples

- Ask someone who seems uncomfortable or unsure if they are ok
- Invite the person to another area to talk with you
- Tell someone that you think their comment, joke or behavior is offensive or hurtful
- Be direct with the offender, if this involves yourself (video on slide 15)



2. Ask for help

Get someone else to intervene, who might be more equipped to handle the situation.

Examples:

- Alert a manager, faculty leader or other administrator
- Report to Human Resources or AAEO
- Call Public Safety when it appears a verbal argument might turn physical.



3. Distract and defuse

Neutralize tension by distracting or interrupting before things escalate.

Examples:

- Go stand next to the person who is targeted or invite the person to exit the situation with you
- Drop a personal item or pretend you've lost an item and ask for assistance
- Pretend you recognize the person targeted and begin a conversation to figure out where you may have met

4. Delay and follow-up

When things happen so quickly that you can't or don't intervene, you can wait, make a plan, and address the situation as soon as possible.

Examples:

- Contact anyone who was involved or present offer support, or to offer feedback on their behavior
- Report the matter to a leader you trust, Human Resources, AAEO or our Confidential Advocate (refer to Respect for All flowchart for options)
- Suggest an action or propose a change that would address or prevent damage from future similar incidents

TIPS: Addressing the “Offender”

Align your action and tone with the goal of de-escalating tension (when using “Direct”)

When addressing the person offending another, make it “**BIFF**”:

- **Brief** – Keep it simple, not giving fodder for conflict
- **Informative** – Say the minimum necessary to inform on the impact of the behavior or to correct inaccurate statements. Avoid unnecessary corrections/information.
- **Friendly** – Be non-threatening (not necessarily “warm and fuzzy”). Avoid accusations and negative characterizations.
- **Firm** – Be clear and aim to bring closure to the interaction. No need to respond to further engagement unless it is positive and constructive.

TIPS: Addressing the “Offender”

Align your action and tone with the goal of de-escalating tension (when using “Direct”)

Video – Inappropriate Patient Demo

<https://accessmedicine.mhmedical.com/MultimediaPlayer.aspx?MultimediaID=16944133>

Source: Behavioral Medicine: A Guide for Clinical Practice 2 minutes and 37 seconds.

Scenario Discussion Next Steps

1. Group discussion of 3-4 individuals to discuss selected scenario(s).
2. Practice learned intervention strategies.
3. Discuss in small group.
4. Report out in large group.

Scenario Discussion Questions

1. What **strategy** would you apply as bystander?
2. What **specific actions** could the bystander take? (Brainstorm ideas from any of the 4 Strategies)
3. What **concerns** would you have about approaching the party/ies involved?
4. Assuming the wrongdoer recognized they have offended someone, what could they do to **address and/or repair** the situation?

TIPS: Supporting/being an ally

**Focus on their experience and needs
(not assessing or investigating for “truth”)**

- Recognize their pain and **validate** their experience.
- **Listen** without interrupting or expressing doubt.
- Use **self-awareness** to keep facial expression and body language supportive.
- **Ask** how they would like you to help or support them.
- Offer **options** or information but let them make their own decisions.
- It's okay to say, “**I don't know** but I will find out.”
- Remember **self-care** so that you can continue to support others.

TIPS: When someone accuses you of harmful or inappropriate behavior

- Remain calm, listen carefully and demonstrate you understand by repeating back their description of the concern
- Apologizing for your impact on someone is okay, even when your intent was not to be hurtful
- If you are confused or disagree with the concern: get input/support from someone you trust, or from a confidential resource* (See the flow chart)
- Take time to think carefully about your actions, their impact on others and modify the behavior
- If you reflect and conclude that your behavior was reasonable, consider inviting the offended person to discuss the disagreement, and engage a 3rd party to assist you both in that conversation



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Thank you for doing your part!