

# HAZING PREVENTION EDUCATION TRAINING

## Facilitator Checklist

**Review all COVID-19 safety measure and ensure you are in compliance with current guidance when presenting in person**

Work with co-presenter (i.e. organization member leaders) to divide up presentation responsibilities

Confirm dates, location, time, etc. with all organization members (current, prospective members)

Decide on introduction activity and scenarios to use

Confirm technology needs for PowerPoint capabilities

Send reminder email to organization members (current, prospective) of training

Link to PowerPoint

Facilitator Guide

- Use Facilitator Guide to Guide Training

Sign In Sheet

Handouts for participants (optional)







The following is a non-exclusive list of examples of acts which, regardless of severity, constitute hazing:

- Physical brutality, such as whipping, beating, paddling, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
- Physical activities, such as sleep deprivation, exposure to the elements or extreme conditions, imprisonment, confinement, or calisthenics;
- Consumption of food, liquid, or any other substance, including but not limited to alcoholic beverages or drugs, that subjects the person to an unreasonable risk of harm or that may adversely affect the physical health or safety of the person;
  
- Placement of substances on the body of a person;
- Kidnapping or dropping a person off campus without return transportation;
- Activity that induces, causes, or requires an individual to perform a duty or task that involves the commission of a crime or an act of hazing.

An act by an individual or a group that, as an explicit or implicit condition for initiation to, admission into, affiliation with, or continued membership in a group or organization, regardless of consent, which tends to or which is intended to demean, disgrace, humiliate or degrade a Student, which includes but not limited to forced conduct that could

hazing law to apply to any organization in an education institution and specifies what defines hazing.

Any student found responsible for hazing will be expelled from LSU and Student Organizations found responsible for hazing will be removed from the campus.

Sleep deprivation

Excessive absence from class/Declining academic performance

Not allowed to shower/clean

Request to wear unusual or similar/identical clothing with members of the student group that's not a part of the legal requirements by the department or advisor

Pulling away emotionally and physically from friends and family

Defensive responses about student organization membership when explaining unusual events or activities

The term Bystander Intervention came from 1964 when Kitty Genovese, a New York bartender, was heading home for the night to her quad style apartment building (meaning the apartment was shaped like a hollow square with 4 buildings making up the sides and a courtyard in the middle). In the courtyard of her apartment she was attacked and stabbed. She cried out for help making the assailant flee but received none. The attacker came back, raped her and killed her. Reportedly, 37 people in the apartment building heard or saw the incident. No one called the police because they believed someone else would.

So what are some Reasons Bystanders Don't Intervene?

People would rather "not get involved" or "don't want the drama" "Do you boo, and I'll do me" We say things like: "I don't have time to wait on the police or to be a part of an investigation", "I don't want to be confronted", "I'm afraid of the consequences", "what if I get hurt and no one is here to help me"

- Diffusion of Responsibility- especially if there is a group of people around- this feeling that someone else will handle it
- Evaluation of Apprehension- Risk of embarrassment if the situation turns out to be an emergency
- Cause of Misfortune- If we believe the person deserves what has happened to them
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Developing the awareness, skills, and courage needed to intervene in a situation when another individual needs help.

We understand that this is not natural for most to intervene, so let's talk about how and when to take action.

First you have to make the decision that you are going to do SOMETHING when you see something or hear something that is a problem especially in instances of hazing in your organization. This is hard and the hardest part is making the decision that you will not be a bystander.

NOTICE the event – this is simply being made aware of a situation. This can be in person with you actually seeing it firsthand. Or it can be a conversation about an event in the future. Whichever way, you were made aware of this event.

INTERPRET the event as a problem. This is one of the hardest steps because it requires you to recall on what we have discussed today of what hazing behavior is and not what others may have interpreted to be. Hazing is not just careless fun. It is dangerous, It is a problem, It is life threatening and can impact physical and mental health. Your ability to intervene will be subject to your ability to accurately assess the problems you're seeing or hearing.

After you notice the problem, take personal responsibility to intervene. This is you stepping up to the plate. Take PERSONAL RESPONSIBILITY to intervene:

- What responsibility do we have to our friends?
- Who is responsible for creating and maintaining a safe environment for your group/organization?

Decide what way is best for you to intervene. First and foremost, always keep yourself safe. You are not a superhero. Be honest, level, and think about what would be the best way to intervene and your limitations. There are 3D's you can remember when deciding the best way to intervene.

Directly Intervening, in the moment, to prevent a problem or situation from happening

Seeking help from another individual, often someone who is in authority (police officer, advisor, chapter officer, friend)

Interrupting the situation without directly confronting the offender

When you are directly intervening, using language focusing on you and not the individuals directly involved in the situations can help steer the conversation away from a negative confrontation. It is more difficult for someone to argue with how you feel, see something, etc. You may consider using these words, I care, I see, I feel, I want, I will...

\*Example: ask someone to help change the language of this statement. "You have been drinking a lot lately with your student group and it is worrying everyone."

Appropriate statement might be: "I see that when we go out you seem to drink more than usual with your friends. I care about you and just want to make sure you are okay."

This method is perfect when it may not be safe or it may be too hard for you to directly speak or act. This is an opportunity to get your advisor, mentor, professor, coach, captain, or a member of the leadership team for your group.

You can also delegate this to the university by visiting LSU Cares. This confidential reporting option will alert university administration of the concern and allow us to get more information about what's going on. It's never too late. Even if it's a conversation or behavior you observed last year, this information could possibly prevent actions in the future.

This method is always great when you want to disrupt the act but aren't able to do it directly. Direct, Delegate and Distract. Using one or a combination of the 3 are a great starting point to intervene and can be used for more situations besides hazing.

Decide that you are NOT going to conform and that it is your responsibility to intervene. ACT.

Promote action in an emergency

- call 911
- remain with student
- cooperate with officials during and after

Medical vs Non-Medical

- Report prior to the incident
- Cooperate with officials during and after

We understand that fear of getting in trouble is a deterrent for some students to step up and intervene. The LSU Amnesty Policy helps to promote action when an emergency is present. Although it is not intended to excuse any student or organization causing the unsafe situation, it is an opportunity for students and student groups to report incidents and be considered for amnesty. Amnesty is not Immunity.

In order to qualify for amnesty, a student and/or organization is encouraged to:

- Report any incident or medical emergency by contacting the appropriate University officials, including law enforcement, LSU Police or 9-1-1, when appropriate,
- Remain with any student needing attention or emergency treatment,
- Cooperate with University or emergency officials,
- Coordinate with University officials after the incident, and
- Cooperate with any University investigation.

Medical vs Non-Medical-the student and/or organization must notify the University of the specific concerns in advance of the incident.

A few weeks after joining your org, Andrew stops answering his phone after 9 pm and doesn't call you back until the next morning. You know that he's most likely with new friends from the org, but can't stop thinking about what he's doing and if he's ok. After a few nights of this you ask him to come over the next morning. When you see him, he looks pale, doesn't have an appetite and has visible bruises on his arms.

You may find yourself in a situation where you may have, or have not intervened, but know there should be follow up. There are several options for students for assistance and support, some are confidential and some are not.

In cases of immediate emergency ALWAYS call LSUPD first.

If you haven't already, download the LSU Shield App. This is a great app that will allow you to contact Emergency Services, send your location, file a report and request a ride.

If the situation does not revolve around immediate safety concerns, we encourage you to utilize the LSU Cares resource. You can find the link to anonymously report at [lsu.edu/lrucares](https://lsu.edu/lrucares).

The two options on campus for confidential reporting for interpersonal violence incidents include the Lighthouse Program and the Student Health Center.

The Lighthouse Program works with students who are victims of interpersonal violence (i.e. sexual assault, stalking, dating violence). There are also Lighthouse Advocates who are trained University staff members who can provide guidance in next steps. Information of who on campus is a Lighthouse Advocate can be found on the Student Health Center website.

We also encourage you to utilize you student org advisors, coaches if you are a part of an athletic team or other campus administrations/faculty members you feel comfortable confiding in.

Here at LSU we have a hazing prevention education website that provides information and resources for students, faculty, staff and parents. If you want to report an incident but want to remain anonymous, you can do so on this website. Simply click the Report Hazing link on the left panel of this [TeWãq0k f1Y6preë 3](#)