

HAZING
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How Do I Even Get Started?

Risk and Protective
Factor Analysis

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Presentation Outcomes

- Increase Knowledge of Prevention Framework and Socio-Ecological Model
- Identify elements of risk and protective factors that relate to hazing prevention
- Be able to conduct a risk and protective factor analysis as part of assessing needs in working to create a culture of hazing prevention



The Prevention Parable





What is Hazing?

“Hazing is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person’s willingness to participate.”

(HazingPrevention.org)

“Hazing is non-accidental, costly aspects of group induction activities that: a) do not appear to be group-relevant assessments/preparations, or b) appear excessive in their application. Group induction activities are those tasks formally or informally required to obtain membership or participatory legitimacy for new or prospective members.”

(Cimino, 2011)

Focus on Prevention

Prevention

Stop problems from occurring by reducing risk factors and promoting protective factors.

Key: Change the underlying conditions that lead to hazing

Early Intervention

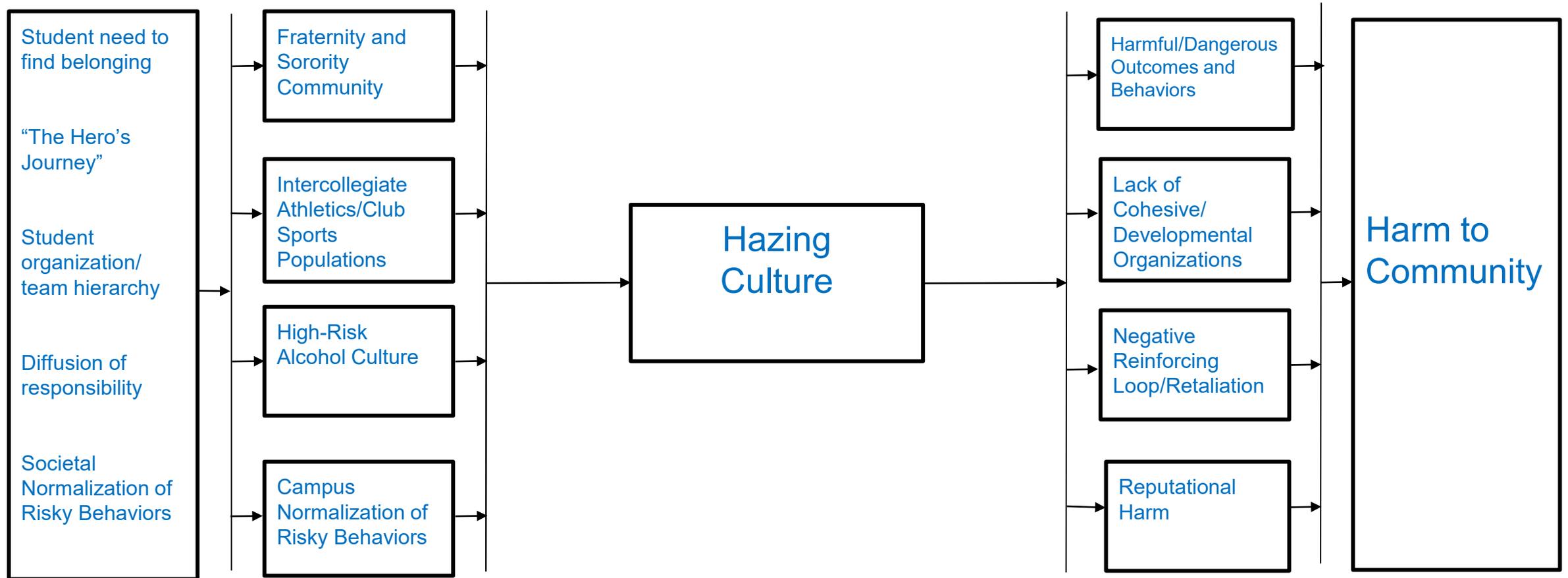
Intervene early in problem behavior.

Response and Treatment

Assist victim. Sanction offender.
Repair Harm.
Restore Community.

Key: Continue to emphasize in order to support prevention efforts

Upstream Factors and Downstream Results



Strategic Prevention Framework



- Step 1: Assess Needs
- Step 2: Build Capacity
- Step 3: Plan
- Step 4: Implement
- Step 5: Evaluate
- Step 6: Cultural Competence
- Step 7: Sustainability

(SAMSHA.gov)



Risk and Protective Factors

Many factors influence a person's chance of participate in high risk behaviors. Applying the Strategic Prevention Framework helps identify factors having the greatest impact on their target population.

Risk factors are characteristics at the individual, interpersonal, organizational, community or policy levels that precede and are associated with a higher likelihood of negative outcomes.

Protective factors are characteristics associated with a lower likelihood of negative outcomes or that reduce the impact of a risk factor. Protective factors may be seen as positive countering events.

Some risk and protective factors are fixed: they don't change over time.

Other risk and protective factors are considered variable and can change over time.

(SAMSHA.gov)

Socio-Ecological Framework





Basic Questions to Ask

- **Who** is experiencing more of these challenges and related behaviors? For example, are they males, females, or members of certain organizational and/or cultural groups?
- **What** challenges and related behaviors (for example, unsanctioned organizations, high risk alcohol use, harmful norms and traditions) are occurring in your community?
- **Where** are challenges and related behaviors occurring?
- **How often** are these challenges and related behaviors occurring?
- **How do you know?** Is there campus data to bolster your efforts? Have national studies/research been conducted? Are there theories or frameworks that augment the data?

(SAMSHA.gov)



Areas of Risk

- High risk alcohol culture
- Sexual assault
- Hazing
- Mental and emotional wellbeing
- Transition and sense of belonging
- COVID-19



Example Analysis: Intrapersonal

Risk Factors

- Need to belong outweighing ability to confront
- Desire to be part of a highly coveted social experience as a first-year student in college
- Family/High School normalization of hazing
- “We don’t rat” upperclass messaging
- Invisible disabilities

Protective Factors

- Support for identity development
- Family/peer support
- Positive academic and/or mentoring support
- Positive bystander behavior
- Experiences prior to college set foundation for brotherhood/sisterhood/friendship, service/philanthropic opportunities, leadership opportunities



Example Analysis: Interpersonal

Risk Factors

- Rookie/captain misunderstanding of policies and expectations
- Peer influence/normalization of harmful aspects of hazing culture (“work hard/play hard,” “break them down to build them back up” “hazing is fun”)
- Parent refusal to provide information
- Roommate endorsement of a “culture of silence”
- Abuse of new member time commitments

Protective Factors

- Mentors and peer groups support
- Ability to discern between healthy and unhealthy “rituals” and “traditions”
- Positive understanding of hierarchy and interpersonal dynamics
- Strong skills for ethical leadership, bystander intervention and accountability
- Understanding and sharing of accurate hazing definitions and policies



Example Analysis: Organizational

Risk Factors

- Lack of bandwidth to reach the most high-risk parts of organizations
- Redundant and/or excessive use of legitimate acts or actions
- Social pressure based on organizational dominance of social scene
- Organizational shaming of students that come forward
- Disengaged, misinformed or maladaptive advisor support

Protective Factors

- Training opportunities (Step Up!, Green Dot, TIPS, Haven, PreventZone, Alcohol.edu) re: high risk behaviors
- Growth of support resources specific to hazing (campus websites, hazing prevention teams)
- Transparent anti-hazing policies and statistics
- Support for parent/coach and non-member education on hazing prevention
- Chapter/organization/team assessments, guidelines and leadership programs



Example Analysis: Community

Risk Factors

- Inconsistent practice when it comes to policy setting and education
- Mixed messages and lack of sequencing in programming/training efforts
- Incongruent use of student leaders in helping deliver the message/educate students
- Large Greek/student organization/athletics population
- Lack of faculty/staff discussion on belonging as antecedent for high risk behaviors

Protective Factors

- Educational and restorative conduct systems
- Robust support for parents and alumni/ae
- Growth in counselor and behavioral intervention team supports
- Depth, breadth and sequencing of programming/educational opportunities
- Myriad of reporting outlets for high risk behaviors



Example Analysis: Public Policy/Society

Risk Factors

- Antiquated state laws covering hazing
- Pop culture/athletic team glorification of hazing
- Political culture
- Inadequate hazing prevention messaging in K-12 schools
- Lack of resources available to assist with community design of hazing prevention alternatives

Protective Factors

- Key shifts in state hazing laws
- Congressional action regarding hazing prevention
- Normalization of healthy practices by professional sports teams
- Founding of Parents University To Stop Hazing (P.U.S.H.)
- Increased Media Coverage

Analysis in Practice: Lehigh University



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(SAMSHA.org)



Assess Needs

Hazing Assessment Results

- Alcohol, forced attendance at social events, mandatory study halls
- Hazing occurred in private
- Alumni, parents and friends knew
- Students didn't recognize acts as hazing/Positive association with hazing
- Greeks, Club Sports, Intercollegiate Athletics

24%

of students surveyed at Lehigh responded that they have been a victim of hazing at some point

>38%

of students claimed to have witnessed hazing

>75%

of students believe that hazing-related activities occur at Lehigh



Capacity Building: Hazing Coalition

- *Faculty*
- *Student Leaders*
- *Law Enforcement*
- *Athletics*
- *Parents*
- Alumni
- Inter/National Offices
- *Organization Advisors*
- Prevention Specialists
- *Conduct Officers*
- *Fraternity and Sorority Affairs*
- Campus Relations
- *Housing Staff*
- *Residence Life*
- *Institutional Research*
- Counseling/Behavioral Intervention

Lehigh: Individual Factors

- Many students know hazing is wrong, but don't know what else to do
- Levels of cognitive or moral development may challenge some students with understanding contextual and coercive power dynamics of hazing
- Perception that hazing is an effective means to develop group unity
- Strong desire to get involved and feel a sense of belonging
- Disconnect between what was considered hazing
- Belief that institution supported hazing

Lehigh: Group/Institutional Factors

- Students perceive hazing is tolerated to a certain extent
- Students are confused about enforcement
- Alumni of certain organizations support hazing traditions
- Students come to campus expecting to be hazed based on high school experiences
- Groups have a history of hazing; strong hierarchies, and strong value on bonding and tradition

Lehigh: Protective Factors

- Culture of Training
- Transparency
- Peer Leadership Opportunities (Residence Life, First Year Experience, Greek Leadership)
- Support from Cabinet Level Administration
- Broad Alumni Leadership Support
- Culture of Assessment



Focus the Evaluation/Gather Evidence

- Quantitative/Qualitative Options
- HERI Assessments (First-Assessment & Senior Survey)
- Conduct Trends
- Residence Hall Reports
- Educational Program Evaluations
- Anonymous Reporting Trends
- Comparison to National Studies
- Examination of Relevant Theories

Interventions

- Website development
- Grew culture of training and relationship building
- Cultural audit
- Reviewed hazing investigation protocol
- Campus-wide hazing statement

Results

Increases in:

- Students who have witnessed acts of hazing
- Greeks and athlete who feel confident in intervening
- Students more likely to talk about hazing concerns

Decreases in:

- Students who would do nothing
- Students not knowing what to do
- Students lacking confidence in intervening



Lessons Learned

- Use your coalition
- Scalability is important
- Expect ebbs and flows
- Use assessment as intervention and connection
- Be transparent and deliberate
- Be prepared to pivot

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(SAMSHA.org)

Thank You!

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