

# **ARIZONA BAR BYSTANDER PROJECT REPORT**

Arizona Department of Health Services  
The Bureau of Women's and Children's Health

Carol Hensell  
Sexual Violence Prevention and Education Program Manager

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# 1. ARIZONA BAR BYSTANDER PROJECT OVERVIEW

*“... a victim of rape is not in any way culpable due to alcohol consumption. It is never an individual's fault if he/she gets raped; regardless of how much he/she has drunk.”*

*Bridget Prentice, Justice Minister, U.K.*

## INTRODUCTION

In research supported by National Institute on Alcohol Abuse and Alcoholism, Abbey (2002) discusses the role of alcohol in college students' sexual assault experiences. She cites multiple research articles:

Many college men perceive women who drink in bars as sexually promiscuous and, therefore, appropriate targets for sexual aggression (Kanin, 1985; Martin and Hummer, 1989).... In vignette studies, women who drink alcohol are frequently perceived as being more sexually available and sexually promiscuous than women who do not drink alcohol. For example, George et al. (1995) asked college students to read a vignette about a couple on a date. A woman who drank several beers was perceived as being more promiscuous, easier to seduce and more willing to have sex than a woman who drank cola. College students believe that dates are more likely to include sexual intercourse when both participants drink alcohol (Corcoran and Thomas, 1991).

## BACKGROUND

In 2008, comprehensive statewide sexual violence prevention needs assessment, using both regional focus groups and a Delphi process, was conducted under the direction of Carol Hensell, Program Manager, Arizona Department of Health Services (ADHS), Sexual Violence Prevention and Education Program (SVPEP). The extensive findings from the needs assessment were used to assist a 25-member Sexual Violence Prevention Planning Committee (SVPPC) in the development of Arizona's *Sexual Violence Primary Prevention Eight Year Program Plan (Eight Year Plan)*. In the section, "Description of Universal and Selected Populations to be Addressed by this Plan," it was stated that "young adults who patronize bars and other establishments that serve alcohol, and bartenders and bar personnel are selected populations to be addressed by this plan."

When members of the SVPPC Community Awareness and Education Workgroup brainstormed their goals for their universal and selected populations, they stated that at the Individual/ Selected Population Levels, "**decrease the bar patrons' social norms that promote tolerance of sexual aggression.**" At the Relationship/Special Population Levels, "increase bartender intervention of sexually aggressive behaviors of patrons through changing policies and practices of organizations that serve alcohol; or **increase invention behavior among bartenders and bar patrons in response to overt sexual aggression.**"

The need for sexual violence prevention education in the community was identified by participants in two of the four focus groups and by a third of the Delphi survey participants. In the Tucson focus group, one individual commented, "We must teach people how to intervene; it's okay to care and ask someone if they are okay." It was stated that the "community should be responsible for correcting the problem [of sexual violence]."

One Delphi respondent stated, “I think this [sexual violence prevention and education in the community] is the most difficult level of the ecological model to address. We have to be persistent and creative in getting this message out.”

In response to concerns expressed by both focus group and Delphi participants, planning committee members developed Goal Statement Two for Universal Populations. This goal of “increasing Arizonans’ engagement in sexual violence prevention” targeted the need to improve individual and collective behaviors, to educate people so that they know what is permitted by law and what is not permitted, and to train individuals on how to effectively prevent sexual violence. Strategy One of this goal is to implement proactive policies and practices in establishments that serve alcohol in order to decrease environmental factors that contribute to alcohol-related sexual violence/assault. This project focuses on exploring the development and augmentation of bystander intervention programs in alcohol-serving establishments. **Arizona appears to be the first state in the nation to include bar patrons as a population targeted to participate in bar bystander programs.**

## PURPOSE

In support of ADHS/SVPEP and its *Sexual Violence Primary Prevention Eight Year Program Plan*, the purpose of this report is to present findings from statutory/regulatory/licensure reviews, bystander training and media review, environmental scans, and focus groups and Delphi investigation data in order to determine the following:

- core instructional components requisite in effective bystander intervention training for bar owners and their staff members and for bar patrons;
- effective media strategies for alcohol-serving establishments and their patrons; and
- a comprehensive Bar Bystander Program model that can be implemented in Arizona.

## OVERVIEW AND ORDER OF THE REPORT

In order to fulfill the purposes of the project, Carol Hensell, Sexual Violence Prevention and Education Program Manager, purchased the services of Aha! Inc., a state contractor for facilitation, organizational development, and planning services. Cindy Turner and Suzy Seibert of Aha! Inc. worked closely with Ms. Hensell to plan the data-gathering activities, including the Delphi survey and the seven regional focus groups. The Aha team developed and coordinated the Delphi survey process, conducted the focus group facilitations, and compiled and analyzed the Delphi, focus group, and research data. Sarah Henry, MCH Epidemiology Specialist II, ADHS, BWCH Office of Assessment and Evaluation, provided specific rape risk, rape, and sexual assault data components of the environmental scan and presented information in the focus groups. This report is a final product of this project.

Chapter 2, *Legal, Curricular, and Media Research*, presents the results of research on state laws and requirements affecting alcohol-serving establishments, including other server liability research; bar bystander training curricula review; and existing bar bystander media projects and campaigns.

Chapter 3, *Regional Profiles and Environmental Scans*, provides regional profiles of the three counties selected to participate in this project and environmental scans of the specific cities/communities within each of these counties.

Chapter 4, *Focus Group and Delphi Survey Methodology*, presents background information on the two primary data collection methodologies employed in this project and describes SVPEP contractors that were involved in focus group planning.

Chapter 5, *Focus Group Findings*, presents the findings of the seven focus groups and the bar bystander training curricula survey.

Chapter 6, *Delphi Survey Findings*, provides the results from the Delphi I and Delphi II surveys.

Chapter 7, *Combined Data Results*, presents the data analysis process and a synthesis of the combined focus group and Delphi I data.

Chapter 8, *Arizona Bar Bystander Program Model*, offers a long-range objective to create an Arizona Bar Bystander Program Model and strategies that could be employed. It also includes a short-range objective to expand local bar bystander projects and a universal objective, to foster national application of Arizona's Bar Bystander Project.

At the end of the report are *References*, followed by *Appendixes*, which include data on non-fatal injuries among Arizona residents due to sexual assault that resulted in in-patient hospitalizations or emergency department visits from 2004-2010, by county and also for the five cities that are targeted in this report.

## 2. LEGAL, CURRICULAR, AND MEDIA RESEARCH

*“If someone violates sexual boundaries while drunk, that person has two problems that need to be addressed. Taking responsibility for alcohol consumption addresses only half of the problem. The perpetrator also needs to take responsibility for the sexual violence. On the most basic level, the perpetrator needs to learn that all sexual contact without permission is sexual violence.”*

*Scott Hampton, Psy.D.*

### ARIZONA STATUTES, CASE LAW, LIQUOR LICENSURE AND CERTIFICATION REQUIREMENTS, AND OTHER SERVER LIABILITY RESEARCH

#### **Arizona Revised Statutes**

Arizona Revised Statutes (A.R.S.) Title 4, Alcoholic Beverages, contains the following chapters and articles:

- Chapter 1: General Provisions; Article 1: Definitions; Article 2: Department of Liquor Licenses and Control;
- Chapter 2: Regulations and Prohibitions; Article 1: Licenses; Article 2: Regulatory Provisions; Article 3: Prohibitions; Article 4: Warning Signs; and
- Chapter 3: Civil Liability of Licensees and Other Persons; Article 1: Liability Limitation; Article 2: Illegal Sale of Spirituous Liquor.

State law addresses liability of bar owners with regard to the safety of bar patrons. Although the Arizona Revised Statutes do not include sexual crimes specifically under these liability laws, they do address personal injury. A.R.S. 4-311 states:

A. A licensee is liable for property damage and personal injuries or is liable to a person who may bring an action for wrongful death pursuant to section 12-612, or both, if a court or jury finds all of the following:

1. The licensee sold spirituous liquor either to a purchaser who was obviously intoxicated, or to a purchaser under the legal drinking age without requesting identification containing proof of age or with knowledge that the person was under the legal drinking age.
2. The purchaser consumed the spirituous liquor sold by the licensee.
3. The consumption of spirituous liquor was a proximate cause of the injury, death or property damage.

The statute (A.R.S. 4-311) defines “obviously intoxicated” to mean “inebriated to such an extent that a person’s physical faculties are substantially impaired and the impairment is shown by significantly uncoordinated physical action or significant physical dysfunction that would have been obvious to a reasonable person.”

The limitations on liability are that if these three elements are not apparent, then a jury should find a licensee not liable (A.R.S. 4-312). Plaintiffs in court must show that the seller or server knew, or should have known that a patron was intoxicated. However, common law negligence may provide for a plaintiff in a civil suit to not necessarily establish a defendant “obviously intoxicated” (see later the Young through Young v DFW Corp. case). With common law negligence, responsibility and what a “reasonable person” would do can become arguable.

Arizona law does not extend to liability of social hosts; the liability is limited to “a licensee or an employee of a licensee acting during the employee’s working hours or in connection with such employment” (A.R.S. 4-301). Again, however, common law negligence may provide grounds enough for a civil suit.

Regarding patron liability, a Google search of the phrase *bystander negligence* and a search in the Arizona Revised State statutes, using the word *bystander* and the phrase *bystander negligence*, did not yield any results regarding bystander culpability under Arizona law and, based on Arizona Revised Statutes concerning negligence and on examples from the FindLaw website, there does not appear to be any foundation for lawsuits against bar patrons for not intervening when another patron who appears “obviously intoxicated” later causes injury or damage.

Further ramifications for bar owners, however, fall under A.R.S. 4-210, which states that a licensee can have a license revoked, suspended, or not renewed for several reasons, including, but not limited to, if “there occurs on the licensed premises repeated acts of violence or disorderly conduct,” or if “the licensee fails to take reasonable steps to protect the safety of a customer of the licensee entering, leaving or remaining on the licensed premises when the licensee knew or reasonably should have known of the danger to such person, or the licensee fails to take reasonable steps to intervene by notifying law enforcement officials or otherwise to prevent or break up an act of violence or an altercation occurring on the licensed premises or immediately adjacent to the premises when the licensee knew or reasonably should have known of such acts of violence or altercations.”

### **Case Law**

Numerous cases involving lawsuits against bar owners have been brought into Arizona courts. Several will be listed here in chronological order. In 1980, a successful civil liability case was brought against a bar owner in *McFarlin v Hall*. John McFarlin was shot by another patron, Frank Dominquez, in the bar’s parking lot. The plaintiff established that the owners of the bar, the Halls, knew that Dominquez was a trouble-maker and that Dominquez was clearly intoxicated. The court ruled that “it is sufficient if the jury could have found on the evidence that a reasonable person would have foreseen that the condition or presence of Dominquez on the premises posed a threat of physical harm to the patrons or employees of the bar and would have taken action to prevent such harm. The foreseeability of extent of actual injury or the manner in which it was inflicted was immaterial.” (*Note from a sexual violence prevention perspective*: At the trial, one of the bar owners, Clarence Hall, testified of Dominquez’s persistent pestering of female customers to dance with him, even when these female customers refused or were accompanied by their boyfriends or husbands, and a witness who was a barmaid testified that Dominquez followed her around for some time trying to convince her to go on a date with him after the bar was closed. The barmaid admitted that she asked a member of the band to act as her “brother” if Dominquez began again to pressure her for a date. Although this testimony did not play a significant part in the case law, it illustrates the importance of alcohol-serving establishments taking proactive steps in preventing alcohol-related sexual violence.)

One of the more notable is *Ontiveros v Borak* (1983), a case that influenced present Arizona laws regarding bar owner liability. Plaintiffs sued bar owners for continuing to serve a patron who was obviously intoxicated. The patron consumed over 30 beers, left the tavern, got into his car, and hit a pedestrian who was severely and permanently injured. Trial court found in favor of the defendants. Upon appeal, however, the higher court held that the “common law doctrine of tavern owner nonliability is abolished” and that “tavern owners and other licensed sellers in Arizona will be under a duty of care and may be held liable when they sell liquor to an intoxicated patron or customer under circumstances where the licensee or his employees know or should know that such conduct creates an unreasonable risk of harm to others who may be injured either on or off the premises. If the duty of care is breached, the seller will be liable for the damage caused by his negligence.”

Janeen Young was severely injured when a vehicle driven by Jennifer Jacobi struck Young's car head-on. More than an hour after the accident, Jacobi's blood alcohol concentration was .20 percent. Earlier that evening, Jacobi consumed various alcoholic beverages in a four-hour period during an office party at Keegan's Grill and Taproom. Young, along with her parents (collectively "Young"), sued Keegan's through its corporate owner, DFW Corporation, alleging that the negligence of Keegan's in serving alcohol to Jacobi while she was intoxicated was a proximate cause of the accident.

In *Young through Young v DFW Corp.* (1995), the plaintiffs could not prove that Jennifer Jacobi had appeared "obviously intoxicated," therefore the defendants prevailed. In an appeal brought by the plaintiff, the higher court reversed the decision stating, "We cannot say that the evidence was insufficient for it to have determined that Keegan's should have known she was intoxicated." Part of that ruling addressed the patron's size and number of drinks consumed in the four-hour time period.

At the time of this writing, searches turned up no cases involving a plaintiff suing a liquor-serving establishment for over-serving or failing to determine the potential threat of a patron who later committed a sexual assault.

### **Liquor Licensure and Certification Requirements**

To operate a bar or restaurant serving alcoholic beverages requires a process that includes paperwork, fees, and background checks. Those applying for a license must be fingerprinted for the background check, provide residency or citizenship verification, provide any paperwork applicable to transfer of a business or establishment of a corporation or limited liability corporation, and demonstrate familiarity the current Title 4 of Arizona liquor laws. There are specific licenses for specific types of liquor serving or selling establishments and each has a specific set of extensive paperwork. Additionally, all "liquor license owners, agents, partners, stockholders, officers and managers actively involved in the day-to-day operations of the business must attend a state-approved MANAGEMENT Title 4 training course or provide proof of attendance of a course within the past five years" (Arizona Department of Liquor Licenses and Control: Training).

***Arizona liquor law does not require that all employees of a licensed establishment have BASIC Title 4 training;*** however, some licensed businesses may have such a requirement for employment. Therefore, it is at the discretion of each establishment to require or provide training. If training curriculum is consistent across Arizona, individuals (bartenders particularly) who attend school or training for serving of alcoholic beverages will likely receive some training in how to know if someone has had too much to drink, how to check IDs properly, and other aspects of responsible serving. The Arizona Department of Liquor Licenses and Control lists several ADLLC approved training providers on its website, <http://www.azliquor/training.html>.

Many BASIC Title 4 liquor training certification programs provide online courses. The ADLLC approved online course contents for Best Bartending School include:

- protect yourself and your establishment from liability;
- how alcohol affects your customers;
- how to recognize the effects of alcohol on your customers;
- how to prevent customers from becoming intoxicated;
- how to intervene when you need to refuse a sale to someone;
- how to prevent and deal with disturbances;
- how to accurately check IDs and recognize minors;
- how to prevent second-party sales; and
- how to refuse a sale.

The BASIC Title 4 training is four hours and successful completion provides an official ADLLC 5-year certification. It is recommended for bartenders, bar backs, servers, and managers. Managers, however, are already required to take the state-mandated MANAGEMENT Title 4 training.

### **Additional Server Liability Research**

In a National Highway Traffic Safety Administration-sponsored project entitled, *Alcoholic Beverage Server Liability and the Reduction of Alcohol-Related Problem: Evaluation of Dram Shop Laws*, Holder et al. (1990) found that in states that ranked higher in server liability, there was more publicity about such liability and there was greater awareness and concern among licensed establishment owners and managers compared to states with lowest liability exposure. The study found that “**server liability with incentives for preventative serving practices had more potential for reducing alcohol-involved traffic problems than strict liability alone.**”

Holder, et al. believe that “statutes which provide incentives to retailers to seek such activities as server training and modifications of serving policy and practices will have a greater potential to reduce the risk...that patrons will be served to intoxication, that intoxicated patrons will leave a licensed establishment, and that underage persons will be served.” The project also made note of the difficulty in locating and obtaining beverage trade journals, newsletters, and newspapers. They found it “notable that these valuable sources of data on the types and amount of news and editorial content which owners, managers, and servers are exposed to are not readily available” and that there is “no national source” and “even at the state level, industry newsletters are typically not retained and are not available to the scientific community.” One of the recommendations was that “beverage serving industry and/or schools for hotel and restaurant management training be encouraged to develop and maintain central depositories for publications designed for establishments licensed to serve alcohol.”

The Arizona Business Council for Alcohol Education website provides the following “Did you know”:

Your business or employees may be **held liable** in Civil Proceedings for accidents which occur as a result of alcohol being obtained illegally. The Arizona Court of Appeals has ruled that a person need not be “*obviously intoxicated*” in order for the business to be held liable.

Your business can be fined anywhere from \$200 to \$3,000 for each violation. Class 1 misdemeanors include violations dealing with minors and intoxicated persons. Class 2 misdemeanors are any other violation of Title 4.

## **BAR BYSTANDER TRAINING AND CURRICULA REVIEW**

Arizona currently has two programs that focus on sexual violence prevention in bars: Northland Family Help Center’s Bars Against Rape and Sexism project in Flagstaff and Southern Arizona Center Against Sexual Assault’s Nightlife Safety Project in Tucson.

Exploration of Internet links on the sexual violence prevention websites of the other 48 states connects to impressive programs, though few directly address bar/patron/bystander intervention. The states that have comprehensive programs may have implemented or attempted other programs not included in the website information or not accessed by this search. However, ten bystander programs/projects were identified, and five of the ten were specifically identified as bar bystander projects: two in Arizona; one in Boston, Massachusetts;

one in Asheville-Buncombe County, North Carolina; and one in San Luis Obispo County, California.

The five other states included in this report have bystander projects that offer training and public information. A brief summary of each of the bar bystander and bystander programs/projects in the United States is provided below. The programs are presented alphabetically by program name.

### **Bars Against Rape and Sexism (BARS)**

The Northland Family Help Center (NFHC), an SVPEP contractor located in Flagstaff, Arizona, conducts a community-based campaign focused on addressing the issues associated with alcohol consumption and the incidence of sexual violence in alcohol serving establishments. Through its BARS project, bar owners are asked to participate on several levels, from hanging posters within their establishments to participating in a "We care about our patron's safety" certification. The certification program includes multi-session staff member trainings, completion of a facility assessment for safety, and a commitment to recruit other bar owners/staff to the campaign.

The training program has five thematic modules: Working Definitions; RAPE 101; Bystander; Gender Stereotypes and Homophobia; Sexual Harassment, and Substance Abuse and Sexual Violence. These five sections are taught in three one-hour sessions. Each module is highly interactive and uses video clips via YouTube, written scenarios, and large and small group activities. Northland's website is <http://www.northlandfamily.org/>.

### **Bar Outreach Project**

In Asheville-Buncombe County, North Carolina, Our VOICE (Victims • Outreach • Intervention • Counseling • Education) initiated the Bar Outreach Project in 2009 in response to local concerns about the prevalence of drug-facilitated sexual assault. According to the Our VOICE website, "The goal of the Bar Outreach Project is to foster safer spaces at local bars and to increase personal and community accountability around this issue." The training prepares volunteers to go to bars, speak with bartenders and owners, and distribute fliers for bathrooms. Bi-annually, Our VOICE staff and volunteers conduct a "Bar Outreach Blitz" where they talk to bar staff members about taking measures to prevent drug-facilitated sexual assaults. Volunteers provide information on current drugs, tips on what to look for in someone who has been drugged, and instructions on what to do if drugging is suspected. During the Blitz, Our VOICE representatives help bar staff members speak about their plans for addressing dangerous situations or intervening when someone is overly intoxicated. Our VOICE staff and volunteers also seek permission to hang posters in each bar's bathroom stalls. Their website is <http://www.ourvoicenc.org/> and their email address is: <mailto:ohia@ourvoice.org>.

### **Bar-Stander Intervention Training**

The Sexual Assault Recovery and Prevention Center in San Luis Obispo (SLO) County, California, conducts Bar-Stander Intervention Training for SLO County bars and restaurants. Their one-hour training session teaches intervention techniques and provides law enforcement's perspectives and recent alcohol facilitated sexual assault cases in San Luis Obispo County. The program uses real-life scenarios and role-playing. Their website is <http://www.sarpcenter.org/> and their e-mail address is <mailto:contact@sarpcenter.org>.

### **Bringing in the Bystander**

In Durham, the University of New Hampshire's Bringing in the Bystander program uses a community of responsibility model to teach bystanders how to intervene safely and effectively in

cases where sexual assault may be occurring or where there may be risk. Its main message is that “Everyone in the community has a role to play in ending sexual violence.”

According to their website, <http://www.unh.edu/preventioninnovations/index.cfm?ID=BCD02554-0F88-5F7E-706E28CD98893C6D> the Bringing in the Bystander program is based on founding work on bystander-focused prevention by Jackson Katz (Mentors in Violence Prevention program), Alan Berkowitz, and John Foubert (One in Four programs). The curriculum approaches both women and men as potential bystanders or witnesses to risky behaviors related to sexual violence.

Training sessions are conducted in groups with a team of one male and one female peer facilitator who provide an active learning environment for participants to learn about the role of active bystanders in communities and receive information about sexual violence. In addition, the training sessions help participants learn and practice appropriate and safe prevention skills. The program has been evaluated with both a short one-session curriculum and a longer multi-session version on the campus of the University of New Hampshire. Evaluation is ongoing and results demonstrate the efficacy of this program for increasing participants’ knowledge, attitudes and behaviors about effective responses to sexual violence.

**Program learning objectives.** The program’s curricular objectives are:

- Develop skills for both direct and indirect intervention while keeping bystander’s own safety in mind;
- Increase knowledge and awareness of scope and causes of sexual violence;
- Increase sense of responsibility for creating change in one’s community related to sexual violence and commit to playing a role in decreasing sexual violence;
- Increase recognition of inappropriate behavior along the continuum of sexual and relationship violence; and
- Learn how to respond to inappropriate behavior safely and appropriately.

**Brief description of program components.** The program components are:

- Gradual introduction to the notion of bystander responsibility including examining issues relating to a sense of community membership and participants’ own experiences with bystander behavior.
- Use of local community examples as much as possible including local statistics about the prevalence of sexual violence.
- Active learning exercises to raise awareness of the continuum of sexual violence, its causes and impact on victims.
- Discussion and practice of a range of active, potentially helpful bystander behaviors as well as the costs and benefits of different behaviors.
- Discussion of importance of personal safety and presentation of community resources.
- Development of a Bystander pledge to increase commitment to intervene.
- Development of an Active Bystanders Care (ABC) card. The acronym stands for: Assess the situation; Be with others; Care for the victim. The card also includes reminders of the decision-making process for intervening, lists several examples of ways to intervene and provides contact information for relevant resources.

**One-session prevention program.** Participants in this group attend one 90-minute prevention program. A team of one male and one female peer leaders conduct the single-sex groups. Program content covers basic information about prevalence, causes, and consequences of sexual violence. Program content also includes discussions of how community members can play important prevention roles as bystanders observing risky

situations before and during acts of sexual violence (e.g., observing a very intoxicated person being lead into a bedroom at a party by a group of people) and afterward if approached by a friend who discloses that he/she has been a victim. Active learning exercises include role playing, used to help participants think about how to intervene safely and be a supportive ally to survivors. Particular emphasis is placed on participants' own safety and on using resources such as campus police and rape crisis center resources. Participants are asked to generate a "bystander plan" and to sign a pledge (both of which they are asked to keep) that they would be active, pro-social bystanders in the community.

**Three-session prevention program.** Participants in these groups attend three 90-minute sessions of the prevention program during one week using a similar format and expanded content from the 90-minute program. A pair of male and female peer leaders lead single-sex groups of participants.

### **Engaging Bystanders in Sexual Violence Prevention**

The National Sexual Violence Resource Center (NSVRC), located in Enola, PA and founded by the Pennsylvania Coalition Against Rape, opened in July 2000 as the nation's principal information and resource center regarding all aspects of sexual violence. The NSVRC provides national leadership in the anti-sexual violence movement by generating and facilitating the development and flow of information on sexual violence intervention and prevention strategies. The NSVRC's work is supported in large part with funds from the Centers for Disease Control and Prevention (CDC). *Engaging Bystanders in Sexual Violence Prevention* is a publication that is available online, written by Joan Tabachnick and copyrighted by NSVRC in 2008 and 2009. Ms. Tabachnick is nationally recognized for her expertise in child sexual abuse prevention and social marketing. Her award-winning educational materials and program development have been recognized through her participation with national expert panels, publication in peer-reviewed journals, and requests for expert content advice with media outlets.

This NSVRC publication discusses the importance of involving bystanders in sexual violence prevention and provides potential strategies for improving bystander involvement. Also included are trainer instructions and activities for educational use.

**Program elements.** Many bystander programs include the following five elements or "five steps toward taking action" and scenarios for group discussion. The five steps are from Darley and Latane's article, "Bystander Intervention in Emergencies: Diffusion of Responsibility," *Journal of Personality and Social Psychology* 8, pp. 377-383, 1968. Ms. Tabachnick uses the five steps as a framework for asking key questions along the action continuum.

- Notice the event along the continuum of actions;  
"What did you see or hear that concerns you?"
- Consider whether the situation demands your action;  
"How does the situation affect you?"  
"How does it affect someone else?"
- Decide if you have a responsibility to act;  
"What are the risks for taking action?"  
"Are there others in a better position to act?"
- Choose what form of assistance to use;  
"What can I do?"  
"What can you encourage in others?"
- Understand how to implement the choice safely.  
"Do you know how to implement your choice?"  
"Do you have the resources you need?"

The following is one of four training scenarios presented within the publication. The scenario below is most apropos to Arizona's Bars Bystander Program.

Scenario: Designated Dancer

You are dancing in a bar with a group of friends. A young man joins your circle of dancers and begins to monopolize one woman's attention. It is loud, so you can't hear what they are saying to each other. He has moved in the way of seeing her face, cutting her off from the rest of your group. (Adapted from Boston Area Rape Crisis Center (BARCC) discussion group).

Some perspectives that may arise or could be pointed out to the group include:  
Find out what the at-risk individual wants. The first step is to make eye contact with your friend to see if she wants help. If she does, find ways to pull her out of the situation (e.g., you can walk up to your friend with a concerned look and ask if she will come to the bathroom). If you are not sure what is needed, you can ask her directly or even text message her to ask how she's feeling.

Add an ounce of prevention. Before going out, groups of friends may talk about how to look out for each other in the bar. Some may talk about strategies to intervene safely without escalating the situation. Others may talk about how to do a "dance block," to dance away the friend in need. It may be possible to have a "designated dancer" who will interrupt a dance if someone wants to get out of a situation quietly.

The NSVRC's website is <http://www.nsvrc.org/>. Their contact e-mail is <mailto:resources@nsvrc.org>.

**Making Your Bars Sexual Assault-Free Establishments (SAFE): A Training for Staff and Managers**

This training program is offered by the Boston Area Rape Crisis Center (BARCC), located in Cambridge, Massachusetts. BARCC has developed resources specifically to train bar owners and staff and they are available for free download. Materials include a PowerPoint® presentation, scenarios with a facilitation guide, tips for bar owners and for staff, and a bibliography.

BARCC uses posters and staff reminders in "staff only" areas – in the break room, behind the bar, in the kitchen. It also uses messaging/posters in bathrooms, wallet cards, bar cards, table cards (on the back of drink specials), and drink coasters.

In addition, BARCC is working with students from the Massachusetts College of Art and Design to create new SAFE posters. By having college students work on the poster project, BARCC uses the target audience to produce the messages, so the messages should resound with fellow students. Several posters have been selected. Once final student releases are obtained, these posters will be available for Arizona to use.

**Training program goals.** The following are the listed goals for BARCC's Making Your Bars Sexual Assault-Free Establishments (SAFE): A Training for Staff and Managers PowerPoint® presentation.

- Discuss the dynamics of sexual assault;
- Increase awareness of how sexual violence is perpetrated on bar/tavern/club settings; and
- Build staff skills for recognizing and intervening in situations.

Case examples are provided by bar staff members, and include examples of “trying to hook up” and “predatory.” The training is two hours and is provided on weekends and selected early evenings.

### **Nightlife Safety Project**

The Southern Arizona Center Against Sexual Assault (SACASA), located in Tucson, Arizona, and bars in the 4<sup>th</sup> Avenue and Congress Street area have developed an innovative partnership, the Nightlife Safety Project. As stated on the SACASA website:

“The Nightlife Safety Project is an innovative partnership between SACASA and bars in the 4th Ave.–Congress Street area in Tucson to reduce sexual violence associated with alcohol. Participating bars and clubs agree to adopt a zero-tolerance policy for unwanted sexual aggression. If patrons are being harassed, they can ask bar staff for assistance. Offenders will be asked to desist, and will be removed if the behavior continues. By adopting zero-tolerance for rude comments, groping, or other harassment, we are letting perpetrators know that they’re not welcome in the places we go to have a good time.”

The goals of the project are to reduce the amount of sexual aggression experienced by women in participating bars, to encourage bars to proactively address sexual aggression with written policies and staff member training, to educate patrons about the risks of sexual assault, to promote participating bars that adopt safety standards, and to encourage young women to patronize these bars over non-participating bars.

**Program learning objectives.** The Nightlife Safety Project’s curricular objectives are:

- Explain Arizona laws related to sexual harassment, abuse, and assault, and their establishment’s policy on sexual aggression;
- Identify situations in which young women might want staff intervention because of sexual aggression;
- Describe tactics to de-escalate aggressive situations and remove patrons if necessary;
- Discuss why alcohol facilitates sexual violence and why young women are especially susceptible; and
- List specific actions they can do that can reduce young women’s risk for sexual violence.

### **Step UP!**

Most problematic behaviors on college campuses involve bystanders. A survey at three Universities (The University of Arizona, University of California, Riverside and University of Virginia), revealed that students are encountering multiple situations where bystander intervention would be appropriate including alcohol abuse, hazing, eating disorders, sexual assault and discrimination. Almost 90% stated a problem could have been avoided with intervention and up to 85% of the student-athletes indicated they would like to learn skills to intervene. The bottom line is that many unfortunate results are *preventable*.

In Tucson, Arizona, the University of Arizona C.A.T.S. Life Skills Program, along with the National Collegiate Athletic Association (NCAA) and national leading experts, has developed a new program called Step UP! *Be a Leader, Make a Difference*. Step UP! training provides a framework explaining the bystander effect, reviews relevant research and teaches skills for intervening successfully using the 5 Decision Making Steps and the S.E.E. Model (Safe, Early, Effective).

**Step UP! training program goals.** The goals are to:

- Raise awareness of helping behaviors;
- Increase motivation to help;
- Develop skills and confidence when responding to problems or concerns; and
- Ensure the safety and well-being of self and others.

The website link is <http://www.stepupprogram.org/about/>.

### **Stop Abuse**

At Virginia Tech, in Blacksburg, Virginia, the Stop Abuse program provides background information on what a bystander is and the power one has as a bystander. The program uses a downloadable “playbook” entitled *Bystander Intervention Playbook* to teach bystander intervention strategies by using sports plays to introduce effective methods for intervention. The website is <http://www.stopabuse.vt.edu/>.

### **SAFER (Students Active For Ending Rape)**

Started by Columbia University students in 2000, Students Active for Ending Rape (SAFER) is an organization that fights sexual violence and rape culture by empowering student-led campaigns to reform college sexual assault policies. SAFER is an all-volunteer collective and facilitates student organizing through a comprehensive training manual, in-person workshops and trainings, free follow-up mentoring, a Campus Sexual Assault Policies Database, and an online resource library and network for student organizers.

Strong college sexual assault policies are a key element in the prevention of sexual assault. Despite the well-known prevalence of sexual violence among college students, current college sexual assault policies commonly lack primary prevention efforts and due process procedures, exclude student input, traumatize survivors, and ignore disparate treatment of survivors and assailants based on gender, class, race, sexual orientation, and disability. By maintaining inadequate policies and resisting student demands for change, colleges can create an atmosphere that condones violence, silences survivors, and reduces equal access to the benefits of a college education. Committed to social change through community mobilization, SAFER arms students with the tools needed to mobilize communities and make lasting change on campus.

The website <http://safercampus.org/> provides a free 121-page downloadable guide, *CHANGE HAPPENS. a guide to reforming your campus sexual assault policy*.

## **BAR BYSTANDER MEDIA-BASED PROJECTS/ CAMPAIGN REVIEW**

Several of current bar bystander and bystander programs/projects also have developed several media-based projects and campaigns. Three of the programs are summarized below.

### **Green Dot Campaign**

When Dr. Dorothy Edwards served as the founding Director of the University of Kentucky Violence Intervention and Prevention Center, she started the Green Dot Campaign. Green dots are positive actions that fight negative behaviors. Negative behaviors are represented by red dots. Red dot behavior includes sexual assault and interpersonal violence or any behavior that ignores, justifies, or perpetrates sexual violence. This prevention strategy is built on the premise that engaging the bystander can alter the outcome of power-based personal violence. It capitalizes on the power of peer and cultural influence. The power of Green Dot is the shared vision and common goal: a map of our world and a clear image of our role in it. The campaign does not specifically provide bar bystander curriculum or training. The website is <http://www.livethegreendot.com/>.



### **The RED FLAG Campaign**

The *Red Flag Campaign* is a public awareness campaign designed to address dating violence and promote the prevention of dating violence on college campuses. The campaign was created by using “bystander intervention” strategy, encouraging friends and other campus community members to “say something” when they see warning signs (“red flags”) for dating violence in a friend’s relationship. The campaign posters reflect racially and ethnically diverse models and illustrates both heterosexual and same-sex relationships. The campaign was created by college students, college personnel, and community victim advocates. It was funded by grants from Verizon Foundation, Verizon Wireless, Macy’s Foundation, and the Centers for Disease Control and Prevention. The Red Flag Campaign is a project of the Virginia Sexual and Domestic Violence Action Alliance.

After review of the website, this campaign focuses on abusive relationships. It provides an extensive list of “warning” signs. They are provided as guidelines and cues to pay attention to, not as judgments on the worth of another person. The campaign can be purchased online at <http://www.theredflagcampaign.org>.

### **Watch Your Drink – Watch Your Friends**

Watch Your Drink - Watch Your Friends is an educational program providing information about the dangers of predatory drugs to high school and college students. In 2001, The Crime Victims Assistance Network Foundation formed collaboration with the Women’s Resource Center at California State University, Sacramento to promote this campaign. A pilot program was launched in Sacramento, California and Yolo County, California focusing specifically on bars that young people frequented.



Bathroom stickers designed with information about predatory drugs were placed in every dormitory bathroom on the campus at the California State University at Sacramento. The stickers also provide information on where to turn for help if someone believes he or she, or a friend, may have been drugged and/or sexually assaulted. Students have been asking for more information ever since. Drink coasters printed with information about predatory drugs were distributed to about 20 bars throughout Yolo and Sacramento counties. Within a month’s period of time, the bars participating were calling with requests for more coasters. As hoped, the patrons were taking the coasters with them when they left the establishments.

This program increases the awareness of predatory drugs and provides important and essential prevention information about predatory drugs and sexual assault. Also addressed is information on what to do if someone has been assaulted and/or drugged. Program materials for this project include bathroom stickers, drink coasters, brochures about predatory drugs and sexual assault, posters and a PowerPoint® presentation with a facilitator’s guide.

The website with Watch Your Drink – Watch Your Friends information and materials is iCAN (Crime Victims Assistance Network Foundation):

<http://www.ican-foundation.org/resources/predatory-drugs>.

### 3. REGIONAL PROFILES AND ENVIRONMENTAL SCANS

*“Local statistics can ... accurately reflect the ‘local’ problem, including stats on the number of victims reporting they were intoxicated at the time (of sexual assault), ‘date rape’ statistics etc.”*

*Delphi respondent #18*

#### REGIONAL PROFILES OF THREE MAJOR ARIZONA COUNTIES

There are 15 counties in Arizona: Apache, Cochise, Coconino, Gila, Graham, Greenlee, La Paz, Maricopa, Mohave, Navajo, Pima, Pinal, Santa Cruz, Yavapai, and Yuma. Three of the major counties are Maricopa, Pima, and Coconino. These three each have a state college or university: Arizona State University is in Tempe, Maricopa County; University of Arizona is in Tucson, Pima County; and Northern Arizona University is in Flagstaff, Coconino County. Although Coconino County is much smaller in population than Maricopa or Pima, it is included as a major Arizona county.

The research for Arizona’s Bar Bystander Project targeted the major three counties and the communities within these counties. This section provides an overview of each of these counties.

#### **Maricopa County**

Maricopa County is the largest county in Arizona. Four of the five most highly populated Arizona cities, Phoenix, Mesa, Glendale, and Chandler are in Maricopa County.

General census data: <http://quickfacts.census.gov/qfd/states/04000.html>.

Population: 2010 Census data: 3,817,117 (growth 24.2% from 2000-2010)

White, Not Hispanic: 58.7%

American Indian: 2.1%

Black: 5%

Asian: 3.5%

Hispanic or Latino: 29.6%

Language other than English spoken at home, age 5+: 27.9%

Median annual household income, 2009: \$53,284

Persons below poverty line, 2009: 15.1%

Land area, square miles (2000): 9,203.14

Persons per square mile (2010): 414.8

Crime Statistics of 2010:

Number of offenses, regardless of number of offenders

Forcible Rape Arrests: 133

Sex Offence Arrests: 940

Aggravated Assault Arrests: 3441

#### **Pima County**

Pima County is the second-largest county in Arizona. Arizona’s second-largest city, Tucson, is in Pima County.

General census data: <http://quickfacts.census.gov/qfd/states/04/04019.html>

Population: 2010 census data: 980,263 (growth 16.2% from 2000-2010)

White, Not Hispanic: 55.3%

American Indian: 3.3%

Black: 3.5%  
Asian: 2.6 %  
Hispanic or Latino: 34.6%  
Language other than English spoken at home, age 5+: 28%  
Median annual household income, 2009: \$43,243  
Persons below poverty line, 2009: 18.9%  
Land area, square miles (2000): 9,186.27  
Persons per square mile (2010): 106.7

Crime Statistics of 2010:  
Number of offenses, regardless of number of offenders  
Forcible Rape Arrests: 17  
Sex Offence Arrests: 279  
Aggravated Assault Arrests: 841

### **Coconino County**

Coconino County's largest city is Flagstaff, which is home to Northern Arizona University.

General census data: <http://quickfacts.census.gov/qfd/states/04/04005.html>  
Population: 2010: 134,421 (growth 24.6% from 2000-2010)  
White, Not Hispanic: 55.2%  
American Indian: 27.3%  
Black: 1.2%  
Asian: 1.4%  
Hispanic: 13.5%  
Language other than English spoken at home, age 5+: 26.5%  
Median annual household income, 2009: \$49,777  
Persons below poverty line, 2009: 18.0%  
Land area, square miles (2000): 18,617.42  
Persons per square mile (2010): 7.2

Crime Statistics of 2010:  
Number of offenses, regardless of number of offenders  
Forcible Rape Arrests: 3  
Sex Offence Arrests: 178  
Aggravated Assault Arrests: 212

## **ENVIRONMENTAL SCANS**

One of several research tasks for this project was to conduct environmental scans of the specific cities/communities within each of the three major counties. These cities were selected because of their high population concentration, the number/density of alcohol serving establishments, and the location of universities and community colleges. Table 3.1 presents the demographics for each of the five cities, Arizona, and the United States.

Table 3.1

*Demographics for Five Arizona Cities, Statewide, and Nationwide*

<b>Demographics</b>	<b>Flagstaff</b>	<b>Phoenix</b>	<b>Scottsdale</b>	<b>Tempe</b>	<b>Tucson</b>	<b>Arizona</b>	<b>U.S.</b>
<b>Gender (%)</b>							
Male	50.1	51.5	48.2	52.2	49.3	50.1	49.3
Female	49.9	48.5	51.8	47.8	50.7	49.9	50.7
<b>Age (%)</b>							
<5 yrs	6.7	9.3	4.5	5.2	7.5	7.9	6.9
18+ yrs	76.6	70.9	81.7	81.2	76.2	73.6	75.6
21+ yrs	64.6	66.9	79.7	72.3	70.7	69.6	71.1
65+ yrs	6.1	7.7	19.2	7.4	11.7	12.9	12.7
<b>Median Age (years)</b>	25.1	31.2	44	29.2	32.9	34.8	36.7
<b>Race (%)</b>							
White	72.2	78.6	90.8	79.9	73.3	78.7	74.6
Black	2.2	5.5	1.7	4.3	4.7	3.7	12.4
American Indian & Alaskan Native	12.4	1.9	0.9	3.2	2.5	4.5	0.8
Asian	2.2	2.6	3.3	6	2.6	2.5	4.4
Native Hawaiian and Other Pacific Islander	0.1	0.2	0	0.2	0.1	0.2	0.2
Other	7.3	9.2	2	3.1	13.5	7.9	5.3
<b>Hispanic or Latino (%)</b>	17.5	42.7	9.6	22.6	40.6	30.3	15.4
<b>Median Household Income</b>	\$47,066	\$48,730	\$71,338	\$50,372	\$36,876	\$50,356	\$51,369
<b>Education (%)</b>							
High School graduate or higher	90.5	77.8	94.9	88.3	83.5	83.9	84.9
Bachelor's Degree or higher	40.4	23.7	51.4	38.7	24.2	25.6	27.8

Note. Median Household Income is in 2009 inflation-adjusted dollars.

Table 3.2 contains the rape rates of the cities visited for this project, the state of Arizona, the United States, and the three major universities of Arizona, which are located in three of the cities. Rates are calculated from the FBI Uniform Crime Report for years 2005 to 2009 and are per 100,000 people.

Table 3.2  
*Rape Rates 2005-2009 for Five Arizona Cities, Statewide, and Nationwide*

<b>Rape Rates (per 100,000 people) 2005-2009</b>					
<b>Location</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Flagstaff	81.4	77.2	86.5	71.2	70.4
Phoenix	36.4	36.2	33	30.3	33
Scottsdale	22.2	27.7	17.4	11.7	7.9
Tempe	43.3	42.4	36.8	19.3	37.2
Tucson	71.4	54.9	52.9	46.5	37.2
<b>State of Arizona</b>	<b>33.8</b>	<b>31.5</b>	<b>29.3</b>	<b>25.7</b>	<b>32</b>
<b>United States</b>	<b>31.7</b>	<b>30.9</b>	<b>30</b>	<b>29.3</b>	<b>28.7</b>
<b>University Rape Rates (per 100,000 people) 2005-2009</b>					
<b>University</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>ASU (Main Campus)</b>	18.3	11.6	15.6	0	1.4
<b>NAU</b>	26.1	26.6	29.2	32.8	13.3
<b>UofA</b>	10.8	5.4	N/A	8.1	13.1

In 2009, the rape rate for Arizona (32 per 100,000) was higher than the rape rate for the entire United States (28 per 100,000). Of the five cities that are part of this project, the rape rate in Flagstaff (70.4 per 100,000) was significantly higher than the other cities, and Scottsdale's rape rate (7.9 per 100,000) was little more than one-tenth of the Flagstaff rape rate. There is no distinct pattern of rape rates per city over the five-year period. In 2009, the rape rates for Northern Arizona University (NAU) and University of Arizona (UofA) were comparable (13.3 vs. 13.1 per 100,000) and Arizona State University's (ASU) reported rape rate was 1.4, much less than the other two universities. In many instances, rapes are unreported and therefore these numbers are probably lower than the actual number of rapes per 100,000.

In the Appendix are maps of the State of Arizona and the regions identified for the Bar Bystander Project. All of the maps show the rape risk of areas throughout Arizona. The data used for this is crime risk data from Applied Geographic Solutions, Inc. The dataset uses compiled data from the FBI Uniform Crime Report from 1998-2006 and the final estimates were weighted by population and aggregated to national totals. City maps show the number of alcohol-serving establishments in each block group area on the maps.

## 4. FOCUS GROUP AND DELPHI SURVEY METHODOLOGY

*“Information is the best tool, as it brings issues to awareness.  
The more we know, the more we see, the more we can change.”*

*Delphi respondent #20*

### FOCUS GROUP AND DELPHI SURVEYS

In addition to the secondary data examined in Chapters 2 and 3, the Aha team collected new primary data through a two-stage Delphi process and through seven focus groups. The Delphi process was selected because it offers an information collection method through which individuals can provide reflective written responses and freely express their own ideas, issues, and concerns. It is not an interactive group process. In a Delphi survey process, participants are assigned numbers that are used to record their responses. Feedback is aggregated. In contrast, population-specific focus groups employ a group process that addresses targeted issues through discussion.

A two-level Delphi survey and focus groups were selected as two optimal strategies for determining bar bystander training needs for alcohol-serving owners, managers, staff members, and patrons and for identifying effective media strategies and resources for both alcohol-serving establishments' personnel and patrons. The combination of the two techniques provided excellent balance.

Details of methodologies for both forms of data collection are provided in this chapter.

### SVPEP CONTRACTORS INVOLVED IN FOCUS GROUP PLANNING/PARTICIPATION

Northland Family Help Center in Flagstaff and Southern Arizona Center Against Sexual Assault in Tucson have implemented pilot bar bystander projects. Both contractors have developed collaborative relationships with alcohol-serving establishments in their areas and have created and delivered bystander training to staff members. Peer Solutions in Phoenix is in the planning stage of implementing its bar bystander program. Because of their commitment to and experience with bars bystander projects, these three contractors and their community members were perfect candidates for focus group participation.

#### **Northland Family Help Center (NFHC)**

Northland Family Help Center (NFHC) took its current form in 1991, when Northland Crisis Nursery and the Women's Resource Center merged into one organization. Now in its 31st year of operations, NFHC provides advocacy, prevention education, and shelter for victims of violence and abuse through five free programs: Women's Shelter, Children's Shelter, Legal Advocacy, Counseling, and Community Education. All programs are supported by a small administrative department. NFHC delivers Sexual Violence Prevention and Education Program services through the following the following three projects.

**Positive Youth Connections (PYC)**. PYC is a youth-focused program that seeks to educate the various members of the youth community: youth, teachers, school administrators, parents/guardians, youth staff, and any other community members who may be associated with youth. There are several components to PYC that work together to form a comprehensive educational plan. These components may include multi-session workshops, social marketing, parent/guardian training, the PEACE Project (Prevention Education And Creative Expression),

and the PEACE Club. The PEACE Project is an innovative traveling youth theater troupe that, through performances and follow-up dialogue, seeks to educate the community and their peers about youth issues in the high school. The PEACE Club is a group of dedicated middle school students who meet during their lunch breaks or after school to learn about youth empowerment and the prevention of gender and relationship violence, using art and communication as their primary tools of education.

**The MARS Project (Men Against Rape and Sexism).** The MARS Project is a student-driven organization that is focused on the decrease of sexual violence at Northern Arizona University. The MARS Project consists of four different branches. The first branch involves the peer education team: peer educators facilitate trainings, workshops, and presentations to other students. The second branch is for students who are interested in coordinating community events (e.g., the Clothesline Project, Take Back The Night). The third branch of MARS is for students who are interested in coalition-building with other organizations, both university and community. The final branch is for students who are interested in political participation. These students attend board meetings, advocate to other student and/or administrative organizations, and participate in student government.

**The BARS Project (Bars Against Rape and Sexism).** The BARS Project is a campaign focused on addressing the issues associated with alcohol consumption and the incidence of sexual violence in alcohol-serving establishments. Bar owners are asked to participate on several levels, from hanging posters to a "We care about our patrons' safety" certification, which includes multi-session trainings of staff members, completion of a facility assessment for safety, and a commitment to recruit other bar owners/staff to the campaign.

#### **Peer Solutions, Inc.**

PSI is an Arizona-based 501(c)(3) nonprofit organization founded in 1996 to cultivate positive social change while working to prevent the underlying causes of sexual violence before they begin. With assistance from the Arizona Department of Health Services, Peer Solutions piloted STAND & SERVE (S&S) in 1997 at Tempe High School with a mission to cultivate safety, equality, and respect as norms. Since then, the agency has worked to expand the peer-leadership primary prevention initiative throughout the community. With the support of over 20 community partners, S&S now reaches out to five high schools, seven middle/elementary schools, and post secondary students in Tempe and Phoenix. S&S hosts weekly lunch meetings at high schools, and weekly after-school meetings for high school students and middle school students held at a local community center. Peer Solutions provides SVPEP services through the following strategies.

**Weekly S&S Meetings.** In Phoenix, meetings are held at North High School and Machan K-8 School. In Tempe, meetings are conducted at Tempe High School, Marcos De Niza High School, and Westside Community Center. Middle school and high school students are invited to attend after-school workshops at Westside on Tuesdays and Wednesdays. During meetings, students learn how to become positive social change agents and are shown the importance of positive role modeling, safe bystander responsibility, and community involvement. Art projects, games, community service, group discussion, and peer mentorship are several of the ways in which students internalize these prosocial behaviors.

**Monthly S&S Community Coalition Initiative (SSCCI).** Peer Solutions founded SSCCI in September 2009 and has been working with school, family, and community partners to develop an initiative called, "The Guts To Be Good." The initiative promotes five domains that everyone can enact in their daily lives. These five domains are the guts to be RESPECTFUL,

the guts to be COURTEOUS, the guts to SPEAK UP, the guts to be HONEST, and the guts to LEND A HAND.

**Monthly S&S Outreach and Service Projects.** S&S members are actively involved in their community throughout the year. Past events have included participating in First Friday, hosting two Benefit Shows at Green Restaurant, attending the annual Unity Walk, and hosting the Bi-annual Day at the Capitol. S&S has regularly volunteered at Tempe Tardeada, UMOM, and Backpack Buddies. Twice a year, S&S hosts an end of year/semester “get together” where students, friends, and families celebrate another successful year/semester of activities.

### **Southern Arizona Center Against Sexual Assault**

Since 1973, the mission of the Southern Arizona Center Against Sexual Assault (SACASA) has been to reduce the trauma and incidence of sexual violence by providing treatment and promoting prevention of sexual abuse, incest, molestation, and rape through the provision of free bilingual/bicultural services including a 24-hour crisis hotline, hospital response, mental health services, community prevention education, outreach and advocacy. In July 2008, SACASA merged with Arizona’s Children Association, becoming a member of its family of agencies. SACASA provides SVPEP services through the following three projects.

**Sexual Violence Prevention Peer Educator Program.** SACASA has partnered for two years with three local high schools to develop a two-semester Sexual Violence Peer Educator training class offered for elective credit. Classes are taught by SACASA staff at the schools. The course curriculum is based on the most recent research in the field of sexual violence prevention, and presents information and discussion on forms of sexual violence, including sexual harassment, gender roles and expectations, correlates of victimization and perpetration, consent and coercion, Arizona State Laws on sexual assault, healthy and unhealthy relationships, rape myths, safe bystander intervention skill-building, options for survivors of sexual violence, and community resources available to people affected by sexual violence. As Peer Educators learn about sexual and relationship violence, they also learn to deliver a multi-session curriculum to their peers as part of a team. By the end of the year, each team teaches the curriculum to at least one classroom. Peer Educators also coordinate school-wide awareness events to complement and reinforce the curriculum they teach and have opportunities to extend their work by participating in community-wide events such as Take Back the Night.

**Sexual and Relationship Violence Training for Adults Working with Youth.** This program is a two-hour training that summarizes information about sexual and relationship violence; emphasizes the importance of consistent role modeling and enforcement of policies against harassment and abuse; discusses appropriate intervention strategies when witnessing or suspecting bullying, sexual harassment, sexual abuse or assault; and addresses mandatory reporting laws and procedures. The training is scheduled at the convenience of the personnel at the site, usually during regular staff development hours, and can be presented in two one-hour blocks. The training is also offered bi-monthly at the SACASA offices. Staff members are encouraged to discuss specific issues of concern at their site and problem-solve with each other and administrators.

**Nightlife Safety Program.** This pilot program partners with bars on University Avenue, 4<sup>th</sup> Avenue, and Congress Street that already have informal non-tolerance policies toward sexual aggression. SACASA staff trains bar staff in the association of alcohol and sexual violence, and asks them to identify risk and prevention factors to make the bar safer. These may include alterations such as improving parking lot lighting, serving policies requiring that staff

deliver drinks directly to consumers, using uniforms to facilitate identification of staff, and pre-screening taxi drivers when calling a cab for an intoxicated patron. Bars adopt zero-tolerance policies for unwanted sexual aggression. Bars also host SACASA public awareness events to share information on the association of alcohol consumption with sexual violence perpetration and victimization.

### **FOCUS GROUP METHODOLOGY**

In July 2011, Carol Hensell and Suzy Seibert and Cindy Turner of Aha Inc. began the focus group planning process by conducting an hour and a half conference call with staff from each of the three SVPEP contractors. The first part of the call focused on an overview of their current local programs, i.e., number of bars participating, what is working, lessons learned, challenges/issues/barriers. The bulk of the call discussed the focus group framework, e.g., who should participate, number and size of focus groups, length of each focus group, locations, dates and times, processes for securing participation (flyers, letters of invitations).

As a result of the three conference calls, a general planning process was developed. Each of the three locations, Flagstaff, Tucson, and Phoenix would have two focus groups, one for bar owners, managers, and staff, and one for patrons. Each focus group would be one hour and 15 minutes long and have a maximum of 12 participants. The three contractors would be responsible for organizing focus groups, securing locations, identifying participants in their respective communities, and following-up with participants to encourage their attendance.

In addition, as part of the Aha proposal, Scottsdale was identified as a potential community where focus groups could be conducted. This area has a high concentration of alcohol-serving establishments and is very popular with several different age groups. Therefore, Aha would be responsible for finding an alcohol-serving establishment owner or manager willing to participate and for organizing the subsequent focus groups.

Seven focus groups were organized and conducted between August 30 and October 6. One focus group was scheduled in Scottsdale because the management of the alcohol-serving establishment wanted only staff members to participate.

One set of focus group questions was created for bar owners, managers, and staff members and another set of questions was developed for patrons. Figures 4.1 and 4.2 present the questions asked consistently during the focus group process. In Scottsdale, staff members were asked to answer questions first from an employee perspective, then from a patron perspective. Focus group questions for bar owners and employees were used as the discussion framework.

### ***Focus Group Questions for Bar Owners and Employees***

- 1. What is your definition of sexual harassment?***
- 2. While working, have you ever seen a situation where a patron was being sexually harassed or in danger of sexual violence?***

***Did you intervene?***

***How?***

- 3. What kind of things do you think your bar could do to create a safe, comfortable place where customers want to come and enjoy themselves and be free from sexual harassment?***
- 4. Thinking about a bar bystander program for Arizona, what kind of information and skills would you want to learn to help you create a place where you and your customers feel safe from sexual harassment and aggression?***
- 5. Should training on sexual violence prevention be part of the state's liquor licensing process and/or part of the mandatory alcohol certification class for owners and staff members?***
- 6. If there was a bystander training session for customers, what kind of information do you think would be important for their safety?***
- 7. What kind of media support (e.g., posters, napkins, coasters, etc.) do you think would help your customers be more watchful of potentially dangerous situations and seek help?***
- 8. What kind of incentives/support would encourage bars/alcohol-serving establishments to want to participate in a bars bystander project?***

*Figure 4.1. Focus group questions for bar owners and employees.*

### **Focus Group Questions for Bar Patrons**

- 1. What is your definition of sexual harassment?**
- 2. How would you define a “bystander”?**
- 3. Have you ever watched a situation or been part of a situation in a bar where drinking led to sexual harassment or aggression?**
- 4. What happened after you saw or were part of the situation?**
- 5. What kind of things do you think a bar owner could do to create a safe, comfortable place where you and your friends would want to come and be free from sexual aggression?**
- 6. Thinking about a bystander training session for you as a patron, what kind of information and skills would you want to learn to help keep you, your friends, and others safe from sexual aggression while drinking at a bar?**
- 7. Thinking about a bystander training session for all bar staff, what kind of information and skills would you want them to learn to help keep you, your friends, and others safe from sexual aggression while drinking at their bar?**
- 8. What kind of media support (e.g., posters, napkins, coasters, etc.) do you think would help you and other patrons be more comfortable to intervene if you saw sexually aggressive behaviors while drinking at a bar?**
- 9. What kind of incentives would encourage customers to participate in a bystander training program?**

Figure 4.2. Focus group questions for bar patrons.

In addition to the questions asked during the focus groups, both bar/alcohol-serving staff members and patrons were asked to complete a brief *SVPE Bar Bystander Training Survey* at the end of each session. The survey completed by focus group participants is presented in Figure 4.3. Survey results will be presented in Chapter 5, *Focus Group Findings*.

## SVPE Bar Bystander Training Survey

The following topics have been included in various Bystander training programs in Arizona and the United States. Please select the topics that you believe should be in Arizona's Bars Bystander training program.

- |   |     |    |
|---|-----|----|
| 1. Increase knowledge of the scope, causes, and risks of sexual violence, including a working definition of sexual assault, rape, and battery.  | Yes | No |
| 2. Increase knowledge of what constitutes "consent."  | Yes | No |
| 3. Increase knowledge of what constitutes sexual harassment and learn how to recognize the difference between harassment and flirting.  | Yes | No |
| 4. Increase recognition of inappropriate behaviors (along the continuum of behaviors) that could lead to sexual violence.   | Yes | No |
| 5. Increase knowledge of alcohol and drug facilitated rape.   | Yes | No |
| 6. Learn safety tips for protecting oneself from sexual violence.   | Yes | No |
| 7. Learn about the "bystander effect."  | Yes | No |
| 8. Learn to identify situations in which patrons might seek assistance from bar staff members.  | Yes | No |
| 9. Demonstrate direct and indirect intervention skills by learning when and how to effectively and safely intervene.  | Yes | No |
| 10. Develop a bystander's plan that includes an Active Bystanders Care (ABC) card: Assess the situation; Be with others; Care for the survivor/victim. The card includes reminders of the decision-making process for intervening, lists several examples of ways to intervene and provides contact information for relevant resources. | Yes | No |
| 11. Other ideas?  |     |    |

Figure 4.3. SVPE bar bystander training survey.

**Flagstaff focus groups.** On August 30, 2011, twelve participants representing bar owners, managers, and staff members attended the first focus group held at noon. Of these twelve, three participants were bar owners. The remaining nine represented managers, bartenders, and one maintenance employee. This diverse group provided a range of perceptions about bars' roles and responsibilities in addressing sexual aggression within their establishments. Twelve patrons, the maximum number of focus group participants, attended the second focus group conducted at 3:30 p.m. College students, young professionals, and community members represented the bar patrons. Three of the University of Northern Arizona students were pursuing careers as filmmakers. One member was a healthcare professional. His insights captured a different, more mature perspective. The focus groups were held at Mia's Lounge in Flagstaff. The owner of Mia's Lounge donated the use of the Wine Tasting Room for the focus group activities.

**Tucson focus groups.** On September 29, 2011, nine individuals representing owners, managers, and staff members from alcohol-serving establishments attended the first Tucson focus group held at 3 p.m. In Tucson, one female owner, one female bartender, and several security staff members representing both large entertainment venues and small clubs and bars attended the focus group. Much of the feedback from this group centered on security issues. Fourteen patrons attended the second session that was held at 6 p.m. Of the fourteen, several attendees presented the LGBTQ community. One older attendee who frequents bars was also a former bar owner. Several single women and one Hispanic couple contributed unique perspectives and personal accounts of experiencing and witnessing sexual aggression in alcohol-serving establishments. SACASA hosted both focus groups.

**Phoenix focus groups.** On October 5, 2011, nine individuals (owners, managers, and staff members) from alcohol-serving establishments attended the first Phoenix focus group held at 1:30 p.m. Of the nine participants, two were bar owners. Other members were managers, bartenders, servers, and musicians. Several of the musicians have also served as bar staff members. Twelve patrons attended the second session at 6:15 p.m. The focus groups were held at the Duck & Decanter in downtown Phoenix. The owner of Duck & Decanter donated an area of the establishment for the two focus groups.

**Scottsdale focus group.** At 2 p.m. on October 6, 2011, Mastro's Ocean Club in Scottsdale hosted the last focus group comprised of ten of their employees. This focus group was an anomaly in that the hour and half was divided into two segments where participants shared their roles as both employees and patrons. Their feedback provided valuable insight. Unlike the other alcohol-serving establishments that participated in the focus group process, Mastro's is a corporate chain located in four states including Arizona. The willingness of its corporate management to participate in Arizona's bars bystander focus groups was significant in that their support of bar bystander intervention could influence other states where their bar/restaurants are located. The use of Mastro's Ocean Club was donated.

Table 4.1 provides business profiles of the alcohol-serving establishments that participated in the focus group discussions.

Table 4.1  
*Business Profiles of Focus Group Participants*

<b>Business Profiles of the Alcohol-Serving Establishments That Participated in the Sexual Violence Prevention Bar Bystander Focus Groups</b>					
<b>Name of Business</b>	<b>Location</b>	<b>Type of Establishment</b>	<b>Mean Number of Patrons per Day</b>	<b>Mean Age of Patrons</b>	<b>Average Number of Employees</b>
Maloney's Tavern	Flagstaff	Bar/Restaurant	400-500	21-35	2-15
Collin's Irish Pub and Eatery	Flagstaff	Pub/Restaurant	750	25	10
San Filipe's Cantina	Flagstaff	Bar/Restaurant	350	30	35-40
The Green Room	Flagstaff,	Bar/Restaurant	150	26	20
Flagstaff Brewing Company	Flagstaff	Bar/Restaurant	200	30	35
Mia's Lounge	Flagstaff	Bar/Corner Store	250-300	30	22
Duck & Decanter	Phoenix	Bar/Restaurant	325	35	23
Film Bar	Phoenix	Bar/Cinema Theatre	60	30	4
The Main Ingredient	Phoenix	Bar/Restaurant	150	29	12
Mastro's Steakhouse	Scottsdale	Bar/Restaurant			
Mastro's City Hall Steakhouse					
Mastro's Ocean Club					
Mastro's Steakhouse	Beverly Hills, CA	Bar/Restaurant			
Mastro's Steakhouse	Thousand Oaks, CA				
Mastro's Steakhouse	Costa Mesa, CA				
Mastro's Ocean Club	Newport, CA				
Mastro's Steakhouse	Chicago, IL	Bar/Restaurant			
Mastro's Ocean Club	Las Vegas, NV	Bar/Restaurant			

## DELPHI METHODOLOGY

The Delphi is an information collection method well-suited for evaluations that focus on: “What do we need?” Named after an oracle who predicted the future, Delphi is ideally suited for needs assessments or analyses of future directions. Delphi investigations are multi-level. Level One presents a broad perspective of questions for written response from participants. A large invitee pool of potential participants is selected. Invitees who respond in writing to the Delphi One survey questions become Delphi participants in the subsequent Delphi levels.

The Level One Delphi also performs an important function in the Delphi design process. Data from Level One becomes the information basis for creation of subsequent Delphi Investigation surveys. From Level One data, a Level Two survey is developed. Level Two data is used to develop Level Three. Each Delphi level narrows the scope of questions in order to solicit more detailed and specific information. However, because this process is demanding and time-consuming for participants and has the potential of losing participants at each level, fewer levels are more effective.

Carol Hensell from the Sexual Violence Prevention and Education Program and Arizona’s Department of Health Services, The Bureau of Women’s and Children’s Health and the Aha team selected a two-level Delphi process. Two parallel survey questions, as presented in Figure 4.4, were selected for Delphi invitees to answer.

**Level One Delphi Survey Questions**

1. What information and skills should be the core of a comprehensive sexual violence prevention bystander intervention training program for **owners and staff of bars and alcohol-serving establishments**? Please explain. Provide details (and examples, if appropriate).
2. What information and skills should be the core of a comprehensive sexual violence prevention bystander intervention training program for **patrons** of bars and alcohol-serving establishments? Please explain. Provide details (and examples, if appropriate).

Figure 4.4. Level One Delphi survey questions.

Ms. Hensell and several of her contractors (located in Flagstaff, Phoenix, and Tucson) selected sexual violence prevention key informants throughout the state to participate in the Delphi. Invitees included sexual violence prevention service providers, state and local community leaders, and sexual violence prevention professionals. An invitation, instructions, and the first survey instrument were mailed to 65 Delphi invitees in early August 2011. Delphi participants were encouraged to provide honest, authentic responses.

Thirty-two individuals responded to the Delphi One survey. Detailed comments from the Delphi participants were recorded and grouped into broad categories.

Once the information obtained from completed Delphi One surveys was compiled and sorted, the Delphi Two investigation instrument was developed. This instrument was sent to the 32 Delphi One respondents. Part A of the survey stated, “Please rank from 1 to 9 the following core training content in the order of their importance in a bar bystander training program for

bar/alcohol serving establishments **owners and staff members** in Arizona. Please use 1 as most important and 9 as least important.” After ranking the core training content, Delphi respondents were asked to provide a detailed rationale for their ranking.

Part B of the Delphi Two stated, “Please rank from 1 to 9 the following core training content in the order of their importance in a bar bystander training program for bar/alcohol serving establishment **patrons** in Arizona. Please use 1 as most important and 9 as least important.” As in Part A, after ranking the core training content, Delphi respondents were asked to provide a detailed rationale for their ranking.

The findings from the focus groups and Delphi surveys are in the next chapters.

## 5. FOCUS GROUP FINDINGS

*"No means no."  
"At a loss? Talk to the boss."  
"This bar does not tolerate sexual aggression."*

*Focus Group participants'  
ideas for posters in bars*

### OVERVIEW

The focus groups and the Delphi process overlapped, spanning from August through October 2011. As stated in the prior chapter, nine categories emerged from the responses to the Delphi One instrument. Although the focus group questions were different, the Aha team examined the focus group discussion to determine if the ideas were similar to those expressed on the Delphi One and if they could be grouped in the same nine categories. In fact, much of what was learned from the focus groups overlapped what was learned from the Delphi One results.

The 38 bar patrons and 39 bar staff members (owners, managers, bartenders, servers, security staff, and musicians) in the seven regional focus groups provided valuable data and personal perspectives about the kinds of strategies and information that should be part of Arizona's Bar Bystander Program. Their extensive comments were captured on flip charts.

From this extensive information, 12 categories emerged: alcohol and drug-facilitated rape, bar policies, bar's role, definition and scope, gender socialization and renorming, intervention skills for bar staff (including security), intervention skills for patrons, observation techniques for bar staff, observation techniques for patrons, resources/tools for patrons, education outside of bars/patrons scope, and state and local roles. Of these categories, only two were different than Delphi categories: education outside of bars/patrons scope, and state and local roles. In the Delphi, there was no category for education outside of bars/patrons scope. The state and local roles category was somewhat similar to the Delphi state and local laws category, but broader. The Delphi's category was limited to legal concerns, such as this comment by a Delphi respondent: "Reminder about the laws regarding over-serving patrons, and the legal liability a bartender/owner could bear if they over-serve and it results in a crime." Whereas the focus group category, state and local *roles*, included "Create bar cooperative/coalition for bars against sexual violence." Because this was not a state or local law, similar ideas were listed under the Delphi categories of bar's role or resources/tools for patrons.

An Excel spreadsheet was created to record focus group data within the 12 categories. Beneath each major category, sub-topics were added that reflect suggestions, ideas, and comments from participants. An "X" indicates that participants in different focus groups identified the same recommendations or ideas. The "All Groups" and "Combined Groups" columns provide a tally of the findings from all focus groups within each of the eleven categories. Tables have been created for each of the 11 categories.

Following the tables that present the sub-topics within the eleven categories, Table 5.12 was created to show the eleven sub-topics that received support from participants from all seven focus groups. The responses of the training survey that participants completed at the end of each focus group have been compiled and are presented in Table 5.13.

## ALCOHOL AND DRUG-FACILITATED RAPE

Participants in all three patrons focus groups and owners and staff members in two of the four bar staff focus groups identified the need for instruction on alcohol/drug-facilitated sexual assault, including information on destructive behaviors and attitudes. Members of the Phoenix bar staff group also identified the need to teach “how much is too much” liquor and effect of alcohol. Table 5.1 shows which focus groups voiced ideas about training on alcohol/drug-facilitated rape.

Table 5.1  
Focus Group Data: Alcohol and Drug-Facilitated Rape

Alcohol and Drug-Facilitated Rape													
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale	All Groups		Combined Groups			
	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Bar Staff	Patron Groups	Bar Staff Groups	Patron & Bar Staff			
Participants' Feedback								#	%	#	%	#	%
	Provide instruction on alcohol/drug facilitated sexual assault -- what can lead to rape or other destructive behaviors. It's not just a behavior, but there's an attitude about what sexual violence is. (Phoenix)	X	X	X		X	X		3	100%	2	50%	5
Teach "how much is too much" liquor to consume (physical effect of alcohol).						X		0	0%	1	25%	1	14%

## BAR POLICIES

Bar owners, managers, staff members, and patrons in all seven focus groups shared many ideas on bar policies that should exist or should be created. These ideas are presented in Table 5.2. All focus groups identified the need to “create zero tolerance of sexual aggression policies” and “have well-trained staff.”

Patrons in all three focus groups also identified two other priorities. They wanted bars/alcohol-serving establishments to set standards of behavior and have more women in positions of authority, both as managers and security personnel.

Bar staff participants in three focus groups had four additional bar policy suggestions. They want bars to set a standard of behavior, to revise policies and procedures, to create policies that owners/management will support staff members who observe sexual aggression of patrons by patrons, and to have security cover the entire establishment, not just the entrance.

Table 5.2  
Focus Group Data: Bar Policies

Bar Policies													
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale	All Groups				Combined Groups	
Participants' Feedback	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff		Patron Groups		Bar Staff Groups		Patron & Bar Staff	
							#	%	#	%	#	%	
Create zero tolerance of sexual aggression policies.	X	X	X	X	X	X	X	3	100%	4	100%	7	100%
Have well-trained staff. Train new staff on how to intervene. (Security staff is constantly changing.) Educate bouncer staff on sexual violence; what to look for. In Army, training was conducted every three months.	X	X	X	X	X	X	X	3	100%	4	100%	7	100%
Have bars/establishments set a standard of behavior. Adopt a policy of "respect" for both staff and patrons. "You can be here, just be respectful." Create an atmosphere of respect. Communicate the values of the establishment.	X	X	X	X	X	X		3	100%	3	75%	6	86%
Provide safe ride cabs (30 minutes to get intoxicated patrons out of establishment is part of AZ statute). Can/will the city pay for it? Make sure patrons get into cabs alone. Check if patrons have rides. (Flagstaff) Walk patrons to their cars as bar safety policy.( Can be/This is) an informal policy. (Scottsdale)	X	X	X	X		X	X	2	67%	4	100%	6	86%
Revise policy and procedure manuals. Have managers and staff participate in discussions on policy manuals (collaborative process). Include policies on sexual violence prevention. (Flagstaff) Have policy requiring background checks on employees. (Check for history of sexual harassment/assault.) Have policies that protect staff from sexual harassment by patrons. Have policy that establishment won't over-serve. (Phoenix) Over-serving is part of state alcohol serving class -- if over-serve, can be fired. (Scottsdale)		X			X	X	X	1	33%	3	75%	4	57%
Create policies that owners/management will support staff when staff observe sexual aggression of patrons by patrons. Create policies which direct staff (servers and bartenders) who observe incidents of sexual harassment/aggression of patrons by patrons to report incidents to management or owners so they can handle the situation.		X			X	X	X	1	33%	3	75%	4	57%
Position security staff in dark areas, entrance. (Flagstaff) Have roaming security. (Tucson) Like lifeguards, have staff members responsible for (watching) different areas of the bar/establishment. (Phoenix) Coverage: have staff walk around. Bring security in after 10:00PM. (Scottsdale)		X		X	X		X	1	33%	3	75%	4	57%
Have large (sufficient) number of door/security staff, when there are capacity crowds. Bad economy has impacted use of security. (Scottsdale)	X	X		X				1	33%	2	50%	3	43%

Table 5.2 (continued)  
 Focus Group Data: Bar Policies

Bar Policies (continued)													
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale	All Groups				Combined Groups	
	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Bar Staff	Patron Groups		Bar Staff Groups		Patron & Bar Staff	
Participants' Feedback								#	%	#	%	#	%
Have patrons you can trust as allies. (Tucson) Create "buddy system" where patrons can serve as "another pair of eyes" to assist the staff/owner. (Phoenix)	X		X		X			1	33%	2	50%	3	43%
Have female bouncers. Have female ally/advocate, not necessarily a bouncer. (Flagstaff) Have more women in positions of authority (managers?) in bars who can talk to women. (Phoenix) Have female bar staff "undercover" observer to observe tables and patrons. Have female staffer ask female patron, "How's she doing?" it is a lot less aggressive (can be more tension if male intervening -- more aggressive). (Could be requirement of cooperative participation/membership.)	X		X		X			3	100%	0	0%	3	43%
Notify surrounding bars if a patron has been removed.			X					0	0%	1	25%	1	14%
Have undercover observer for a block; maybe "community watch" type of thing. Have "Floaters" covering several bars.	X							1	33%	0	0%	1	14%

### BAR'S ROLE

Participants in all focus groups discussed the bar's role in sexual violence prevention. (See Table 5.3.) Participants stated that bar owners/management need to create a safe environment for patrons. A bar owner in the Phoenix bar staff focus group said that the owner sets the tone for tolerance or intolerance of sexual harassment. Bar staff from all four regions emphasized the importance of letting patrons know that they are in a safe environment where sexual aggression will not be tolerated. They also said it was important to let patrons know that they should go to bar staff if they need help.

Patrons in all three groups stated that bars should post signage throughout their establishments that convey messages that sexual aggression will not be tolerated and that inform patrons how to get assistance. Patrons also focused on bars' promotional practices. They wanted some kind of examination process of promotions such as 25-cent drink specials. One patron in Phoenix said, "No more crazy drink specials. These specials bring in crazy sexual harassment, rowdy crowds, and huge brawls." However, patrons did not identify a system for monitoring bars' promotional practices. Patrons stated that sometimes they do not think they receive needed assistance from bar staff or police officers. If a woman is "too drunk," sometimes she is thrown out and this can be a bad practice that can have serious consequences.

Bar owners and staff members in all four focus groups identified the need to create open communication among themselves.

Table 5.3  
Focus Group Data: Bar's Role

Bar's Role													
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale	All Groups				Combined Groups	
	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Bar Staff	Patron Groups		Bar Staff Groups		Patron & Bar Staff	
Participants' Feedback								#	%	#	%	#	%
Create a safe environment. Let patrons know that they have a safe environment and that "we want them to have a good time." Let patrons know you won't over-serve. (Tucson) The owner sets the tone of tolerance or intolerance of sexual harassment. (Phoenix)	X	X	X	X	X	X	X	3	100%	4	100%	7	100%
Let patrons know to go to bar staff if they need help. Encourage patrons to report problems to bar staff, not just feel relieved when the problem goes away and becomes someone else's problem. (Tucson)	X	X	X	X	X	X	X	3	100%	4	100%	7	100%
Post signage throughout establishment.	X	X	X	X	X	X		3	100%	2	50%	5	71%
Create open communication between owners/managers/staff.		X		X		X	X	0	0%	4	100%	4	57%
Keep open relationships with cab drivers, police. Would like closer linking with police. (Flagstaff patron's comment) "We don't call them unless we need them and when we need them, we need them NOW." (Tucson) There is a distrust of cops. Patrons don't want them. (Tucson and Scottsdale) For a while had off-duty police officers assisting. (Scottsdale)	X	X	X	X				2	67%	2	50%	4	57%
Examine bar promotions such as 25 cent drinks for an hour (promotes binge drinking). (Flagstaff) No more crazy drink specials. Brings in crazy sexual harassment, rowdy crowds, and huge brawls. (Phoenix)	X		X		X			3	100%	0	0%	3	43%
Install "real-time" cameras in dark, less visible areas. Creates a false sense of security, a waste of money. (Phoenix)	X	X			X			2	67%	1	25%	3	43%
Don't kick girl out if too drunk. Female patrons felt they received little or no assistance from bar staff and police.	X		X		X			3	100%	0	0%	3	43%
Have well-lit bars.	X							1	33%	0	0%	1	14%
If going to provide patron training, let staff know who/which patrons have been trained.						X		0	0%	1	25%	1	14%

## DEFINITIONS AND SCOPE

Patrons and bar owners and staff members shared diverse opinions about the kind of statutory/regulatory and statistical information they wanted included in a bar bystander training program. Patrons from two focus groups and bar staff participants from three focus groups wanted information on sexual violence, including formal statutory definitions of rape, sexual violence, sexual aggression, and sexual harassment. Table 5.4 lists the focus group ideas shared.

Table 5.4  
Focus Group Data: Definitions and Scope

Definitions and Scope														
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale		All Groups					
	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Patron Groups		Bar Staff Groups			
Participants' Feedback	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	#	%	#	%	#	%
Provide information on sexual violence/definitions: rape; sexual violence; sexual aggression; sexual harassment.	X	X	X			X	X		2	67%	3	75%	5	71%
Provide statistical background: national, state, local.	X	X							1	33%	1	25%	2	29%
Examine/show statistical relationship between sexual assault and temperatures.		X							0	0%	1	25%	1	14%
Discuss myths of sexual assault.			X						1	33%	0	0%	1	14%

## GENDER SOCIALIZATION AND RENORMING

In addition to sexual violence statistics, patrons in all three focus groups wanted bar bystander training to focus on male societal cultivation and hyper-masculinity. Participants in two bar staff groups wanted the training to teach how modern culture, through jokes, clothing, etc., can foster or prevent sexual harassment or rape. Patrons in the Tucson focus group shared concerns about the “messages” promotional practices of “ladies night out” conveys to women. One participant thought that this specific promotion attracted predatory behavior by male patrons.

Table 5.5  
Focus Group Data: Gender Socialization and Renorming

Gender Socialization and Renorming														
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale		All Groups		Combined Groups			
Participants' Feedback	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Patron Groups		Bar Staff Groups		Patron & Bar Staff	
									#	%	#	%	#	%
Do not provide only statistics, need to focus on male "macho" societal cultivation. Include excerpts of literature -- The Macho Paradox. Learn about hyper-masculinity.	X	X	X		X				3	100%	1	25%	4	57%
Teach awareness of how modern day culture (jokes, clothing, etc.) can aid or prevent sexual harassment/rape. Change in society occurs with a larger step than focusing on just one cause. Cultural awareness.		X		X					0	0%	2	50%	2	29%
Change the message of promotions -- female patrons are really uncomfortable with "ladies night out." Use some kind of different wording to empower women.			X						1	33%	0	0%	1	14%

### INTERVENTION SKILLS FOR BAR STAFF (INCLUDING SECURITY)

With the exception of the Tucson bar owner/staff focus group, all of the patron and bar owners/staff focus groups discussed intervention skills for bar staff. They recommended training bar staff on how to safely respond to sexual harassment situations. In Scottsdale, bar staff wanted to include confrontation skills.

Patrons in all three focus groups and bar staff in two focus groups wanted bar staff to periodically check tables. One participant in Flagstaff suggested staff check on “who’s not having fun and who’s having too much fun.”

Patrons in one focus group and bar staff in two focus groups recommended creating checklists or flashcards that could be placed behind the bar or register to help staff identify potentially sexually aggressive behaviors and to list different intervention strategies that could be used to appropriately respond to different situations. Patrons in Flagstaff and Tucson and bar staff in

Flagstaff wanted to start discussion groups that included patrons and bar owners and staff members. One Tucson participant said, "How can we help each other?"

Table 5.6

Focus Group Data: Intervention Skills for Bar Staff (Including Security)

Intervention Skills for Bar Staff (Including Security)													
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale	All Groups				Combined Groups	
	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Bar Staff	Patron Groups		Bar Staff Groups		Patron & Bar Staff	
Participants' Feedback								#	%	#	%	#	%
Train bar staff how to safely respond to sexual harrasment situations. Train staff to help patrons -- have different levels of intervention. (Tucson) Create a step-by-step (like reacting to a fire) flow chart of interventions. (Phoenix) Teach the skills needed to handle confrontation. (Scottsdale) Teach effective communication skills. Teach staff members how to approach and talk to the individual who is creating a problem. Teach key questions to ask and how and when to ask them: "Do you know this person? She knows you, and I know you now, too." (Turning off male customers.) Shows you're watching. "If something is not to your liking, come back and let someone know." "How's everything going?" "Hey, is everything OK?" (motive: just want to be sure of your safety). Ask, if you see couples making out, "Hey, are you OK?" "Are you comfortable?" "What is going on right now?" "If you're slightly uncomfortable, tell me. I'll take care of it." Train how to distract in order to break sexually harassing behavior. (Phoenix) If a situation is not OK, intervene.	X	X	X		X	X	X	3	100%	3	75%	6	86%
Check who's not having fun and who's having too much fun. (Flagstaff) Have bar staff ask different groups if they are doing OK. Check tables. (Tucson) Have owner check on patrons. If servers see something, don't have them handle the situation themselves, but have them take it "higher up" where it needs to be handled. "I'm the owner" is different from, "I'm the manager." The owner means the establishment. (Phoenix)	X	X	X		X	X		3	100%	2	50%	5	71%
Create a checklist to help staff identify what kinds of people to look for. Through training, have bar staff develop flash cards/checklists to place behind the bar/register that have key oral responses for different observed behaviors, such as three or four key questions to ask - (how to articulate). Red flag patrons who appear as potentially causing trouble, to correctly assess specific behaviors and how to respond to different situations (key information). (Phoenix)	X	X				X		1	33%	2	50%	3	43%
Start discussion groups that include both patrons and bar owners and staff. Create partnership between bars and patrons: "How can we help each other?" (Tucson)	X	X	X					2	67%	1	25%	3	43%
Teach skills to staff members on how to deter patron friends who are engaging in inappropriate (sexually-nuanced) behaviors.		X				X		0	0%	2	50%	2	29%
Teach security staff and service staff to regularly check "real time" cameras, especially cameras installed in dark areas.		X						0	0%	1	25%	1	14%

## INTERVENTION SKILLS FOR PATRONS

Participants in all of the focus groups recommended teaching patrons intervention strategies. They wanted patrons to learn the spectrum of behaviors from appropriate to inappropriate to extremely aggressive. In Phoenix, participants suggested creating a list of ways to handle different situations. In Scottsdale, bar staff members recommended including safety tips and maybe creating a video to augment training.

Bar staff in Phoenix and Scottsdale focus groups and patrons in Tucson wanted case studies used in training and perhaps the development of a video for both workplace harassment and patron harassment (patron to staff and patron to patron.) Patrons and bar staff in Tucson recommended teaching Gay, Lesbian, Bisexual, and Transsexual (GLBT) intervention strategies for gay bar environments.

Table 5.7  
Focus Group Data: Intervention Skills for Patrons

Intervention Skills for Patrons													
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale	All Groups				Combined Groups	
	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Bar Staff	Patron Groups		Bar Staff Groups		Patron & Bar Staff	
Participants' Feedback								#	%	#	%	#	%
Teach patrons intervention strategies, how to respond to different situations (benign intervention, e.g., how to take harassed patron to the bar where bar staff can help). Teach patrons the spectrum of behaviors -- from the simplest to the most extreme/aggressive behaviors. Teach patrons gender-specific intervention strategies (women to women, men to women, women to men). Teach patrons to be more proactive in their safety. (Tucson) Teach coping skills/how to handle situations. Create a list of ways to handle situations (training in writing). (Phoenix) Teach safety tips. Maybe (develop/use) a video. (Scottsdale)	X	X	X	X	X	X	X	3	100%	4	100%	7	100%
Use case studies for training, e.g., examples of sexual harassment. Develop/use videos of harassment, both workplace harassment and patron harassment.			X			X	X	1	33%	2	50%	3	43%
Address specific bar-related sexual violence needs of GLBT community at the UofA, high schools, community colleges, and community centers. Teach GLBT strategies for gay bar environments.			X	X				1	33%	1	25%	2	29%
Teach patrons not to intervene. Don't think patron training is necessary. It is the bar's job to keep patrons safe. Explain the program (if part of SAFE ZONE Project ?) and how any sexual harassment will be handled (steps patrons can take to make harassment stop).						X		0	0%	1	25%	1	14%
Teach college students (members of fraternities and sororities) bar etiquette.			X					0	0%	1	25%	1	14%

## OBSERVATION TECHNIQUES FOR BAR STAFF

Patrons and bar staff in the seven focus groups shared various ideas about observation techniques that should be taught to bar staff. Patrons in two patrons focus groups and owners and bar staff in all of the bar staff focus groups wanted bar staff to learn how to interpret behaviors and how and when to intervene.

Patrons in two groups and bar staff from three groups wanted staff to learn better observation/awareness skills and to understand what they are observing in relation to sexual harassment/violence. Participants shared that by interpreting behaviors more accurately, staff members could learn to diffuse situations sooner.

Table 5.8  
Focus Group Data: Observation Techniques for Bar Staff

Observation Techniques for Bar Staff													
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale	All Groups				Combined Groups	
	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Bar Staff	Patron Groups		Bar Staff Groups		Patron & Bar Staff	
Participants' Feedback								#	%	#	%	#	%
Teach how to interpret behaviors/when to intervene (or not intervene).	X	X	X	X		X	X	2	67%	4	100%	6	86%
Train bar staff members to have better observation/awareness skills and to understand what is being observed in relation to sexual violence. (Assess the situation.) Teach how to gauge why people are there, how to figure out patron intentions. (Phoenix) Teach how to diffuse situations sooner.	X	X	X			X	X	2	67%	3	75%	5	71%
Teach how to recognize what jokes don't make a safe environment and teach how to effectively stop that kind of behavior.	X	X						1	33%	1	25%	2	29%
Teach how to pay attention to how well people in a group know each other.	X							1	33%	0	0%	1	14%

## OBSERVATION TECHNIQUES FOR PATRONS

Patrons in two focus groups and bar owners and staff in Flagstaff shared the importance of teaching patrons how to correctly assess potentially sexually aggressive behaviors and how and when to appropriately intervene. Patrons also identified the importance of teaching patrons how to be more attentive in observing how well people in a group know each other. Participants in Tucson wanted patrons to learn to be more aware of their surroundings and to “keep an eye on each other.” They thought that a buddy system where patrons looked out for and helped each other would be effective.

Table 5.9  
Focus Group Data: Observation Techniques for Patrons

Observation Techniques for Patrons													
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale	All Groups					
	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Bar Staff	Patron Groups		Bar Staff Groups			
Participants' Feedback								#	%	#	%	#	%
	Teach how to identify what kinds of people to look for to correctly assess specific behaviors. Teach patrons how to interpret behaviors/when to intervene.	X	X	X					2	67%	1	25%	3
Teach patrons to pay attention to how well people in a group know each other. It is hard to know when to intervene if patron is not part of a group. (Flagstaff) Teach more awareness. "How do we get patrons to keep an eye on others, even though they don't know them?" Teach patrons to keep aware of surroundings -- a buddy system among patrons. (Tucson) Teach how to be more aware of the bar environment, e.g., keeping control of where your drink is. (Flagstaff)	X	X	X					2	67%	1	25%	3	43%

## RESOURCES/TOOLS FOR PATRONS

Participants in all of the focus groups spoke a lot about useful resources and tools for bar patrons. All of the focus groups identified the following six activities as resources/tools vital to patrons:

- 1 - provide free patron sexual violence prevention education
- 2 - design and display an array of posters and placards
- 3 - place posters in restrooms. (Note: The Tucson bar staff group thought that posters should be only in ladies' restrooms. All other groups supported posters in both male and female bathrooms.)
- 4 - use multiple strategies and products such as flyers, discussion groups, classes, flyers, promotional tools, stickers, and videos
- 5 - Create a SAFE ZONE sticker/sign/logo for participating bars to display who have had staff members take the sexual violence prevention classes

6 - use the media to get the public's attention on the issue of sexual assault. The media could also be used to provide information on sexual violence prevention.

Patrons in all three focus groups and participants in the Tucson bar staff group recommended that bar staff periodically check or, if capable, scan IDs. Tucson bar staff suggested creating a "predator alert" system. In Phoenix, a participant shared how a scanning system in London was used.

Participants from the Phoenix patrons focus group and owners and bar staff from two groups shared several innovative ideas using the Internet platform, such as, "Have website where patrons can go to get more information and bars can post the website along with their 'SAFE ZONE' (participation) logo/symbol." Another idea from bar staff in Scottsdale was, "Create an APP to show bars and restaurants that are participating 'zero tolerance of sexual harassment/assault' establishments. Have ASU computer science students develop the APP as part of their course assignment. Creating a 'SAFE ZONE' is a major incentive for bars."

Table 5.10  
Focus Group Data: Resources/Tools for Patrons

Resources/Tools for Patrons														
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale		All Groups		Combined Groups			
	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Patron Groups	Bar Staff Groups	Patron & Bar Staff	Bar Staff		
Participants' Feedback									#	%	#	%	#	%
Provide patron education. Bars offer SVPE training to patrons. Promote free training. (Phoenix) First get women age 65 and older (because they are more self-aware and care more about safety) informed/aware of sexual violence prevention strategies and they will spread the information to younger women. (Scottsdale)	X	X	X	X	X	X	X	X	3	100%	4	100%	7	100%
Design and display posters that explain the accepted (bar) environment. Create posters that define sexual assault and sexual harassment. Reframe language so that people think about "what may not be right" (behavior). (Tucson) Maybe a warning sign, "No means no." Place at larger bars and clubs. (Phoenix) Don't place in concert halls. (Tucson) Display posters/placards in highly visible locations that address sexual harassment. Examples from the focus groups: "Safety starts with patrons." "Have a good time. Be safe." "Be secure. Be with friends." "Most rapes take place with someone you know." "Take care of yourself. Watch your drink." "Know with whom you are going home." "We're watching you!" (with pair of eye glasses). "If you're coming to molest anyone, go home to your mother!" "If you're drinking, it's a relationship." "Sexual predators, go home now!" (Flagstaff) "If you feel unsafe in any way or are being harassed, talk to our bar staff." Make a list, "we do this, this, and this." "This bar does not tolerate sexual aggression." "Are you in trouble? Do you need help?" (Tucson) Create a funny little slogan: "At a loss, talk to the boss." "If you see this symbol, all you gotta do is grab Darrio (staff person on duty) to run interference." "You will be kicked out if you are sexually aggressive." Use old-fashioned consequences, "If you do that (not defined), don't ever come back." (Phoenix)	X	X	X	X	X	X	X	X	3	100%	4	100%	7	100%

Table 5.10 (continued)  
 Focus Group Data: Resources/Tools for Patrons

Resources/Tools for Patrons													
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale	All Groups				Combined Groups	
	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Bar Staff	Patron Groups		Bar Staff Groups		Patron & Bar Staff	
Participants' Feedback								#	%	#	%	#	%
Place posters in the men's and women's restrooms to remind them to "keep your drink secure and with you at all times." Have the "Safe Zone/sexual harassment free" symbol and the rules displayed in both bathrooms. (Phoenix)	X	X	X	female	X	X	X	3	100%	4	100%	7	100%
Other tools besides a card: classes, promo tools, meetings, flyers, information, discussion groups with patrons and bar staff, etc. (Flagstaff) Stickers on the floor (Tucson) Videos (Phoenix and Scottsdale)	X	X	X	X	X	X	X	3	100%	4	100%	7	100%
Create a SAFE ZONE sticker/sign/logo for participating bars to display that have had staff members take the sexual violence prevention classes. Flash on TV the participating establishments. Display clear decal in windows, a symbol recognition of participating "zero tolerance" establishments. (Tucson) Branding is so huge. Tells patrons that the staff has been trained and knows what to do. (Phoenix and Scottsdale)	X	X	X	X	X	X	X	3	100%	4	100%	7	100%
Use media to focus attention on sexual assault and prevention. Get the public's attention.	X	X	X	X	X	X	X	3	100%	4	100%	7	100%
Periodically ask for IDs. Take pictures. Create a "Predator Alert" - show pictures of offenders (Tucson.) Scan IDs. In London, they scan IDs in order to get into larger venue bars/clubs. If your picture "pops-up" you have to be OKed to get in. (Create a system, "no bars list," where sexual offenders are displayed, including individuals who have been removed from bars because of sexual harassment?) If "your face comes up, you can't come in." (Phoenix)	X	X	X		X			3	100%	1	25%	4	57%
Use/publicize a website (perhaps YELP) where patrons can find out about incidents of sexual harassment for particular bars. Expose common/sneaky tactics (how to keep safe at a bar). Post it! (Flagstaff) Have coping skills on the Internet. (Phoenix)	X		X	X		X		2	67%	2	50%	4	57%

Table 5.10 (continued)  
 Focus Group Data: Resources/Tools for Patrons

Resources/Tools for Patrons													
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale	All Groups				Combined Groups	
	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Bar Staff	Patron Groups		Bar Staff Groups		Patron & Bar Staff	
Participants' Feedback								#	%	#	%	#	%
Conduct widespread media campaign for patrons to recognize establishments that have received sexual assault training and know that it's a safe place. Huge campaign! PSAs/commercials: "These bars have received sexual violence prevention training." Have website where patrons can go to get more information - bars can post the website along with their "SAFE ZONE" (participation) logo/symbol. (Phoenix) Put free ads in newspapers, e.g., <i>New Times</i> , listing SAFE ZONE establishments. Use YELP, Citysearch, azcentral, OpenTable (sites which provide reviews and directions, and could also include info about "SAFE ZONE" participation/requirements) to advertise. Create an APP to show bars and restaurants that are participating "zero tolerance of sexual harassment/assault" establishments. Have ASU computer science students develop APP as part of course assignment. Creating a "SAFE ZONE" is a major incentive for bars. (Scottsdale)					X	X	X	1	33%	2	50%	3	43%
Develop coasters (perhaps with a hole for a straw). "Anytime you can put a message in front of your face, it's good." Matchbooks (Coasters and napkins are not great for Scottsdale.)	X	X			X			2	67%	1	25%	3	43%
Possibly use napkins with safety messages. Use napkins in Europe - quiet message - "You have been warned." (Tucson)	X	X	X					2	67%	1	25%	3	43%
Create wristbands or hand stamps that say, "No means no!" "If you need help, call (number)." Use SillyBands - have bars hand them out. (Scottsdale)					X		X	1	33%	1	25%	2	29%
Use neon lights ideas -- e.g., neon green to show "this bar is a safe place with zero tolerance for sexual aggression." Maybe use green light/blue light strategy (used at college campuses) in bars. (Scottsdale)	X						X	1	33%	1	25%	2	29%
Support "safe ride" bus system (drops people off on campus). (Flagstaff) Provide trolley (\$3.00 per person) that transports patrons to participating bars and provides safe rides back. (Phoenix)	X					X		1	33%	1	25%	2	29%
Develop some kind of text media system to anonymously notify source either within the bar (designated staff/security) or outside agency (police/silent witness program). Can give description of offender/details/photo from camera phone. (Patrons more liable to text than find someone to report inappropriate behaviors.) Place text number for help/report on bathroom posters (local police #, not necessarily 911). Text system can be internal to establishment, e.g., security or manager for reporting or asking assistance. (Scottsdale)					X		X	1	33%	1	25%	2	29%

Table 5.10 continued  
 Focus Group Data: Resources/Tools for Patrons

Resources/Tools for Patrons													
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale	All Groups				Combined Groups	
	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Bar Staff	Patron Groups		Bar Staff Groups		Patron & Bar Staff	
Participants' Feedback								#	%	#	%	#	%
Create a birthday card to give to patrons on their 21st birthday (business card size). Put in the card bar tips, such as how to tip, bar rules and etiquette (bar behavior standards), when to go to the bartender/staff for help, and AZ liquor laws. On the flip side, have safety tips. Have patrons read the card and require that they sign, acknowledging that they have read the contents of the card. Provide an incentive, such as a free game of pool or a 2-for-1 drink coupon. (Tucson)				X				0	0%	1	25%	1	14%
Create "Yellow Cab" cards which list warning signs of sexual harassment/aggression and encourage people to speak up.			X					1	33%	0	0%	1	14%
Create a SAFE "pub crawl" APP for participating "SAFE ZONE" establishments including directions how to get to the different places.							X	0	0%	1	25%	1	14%
Design tee shirts for staff with simple messages about safety.	X							1	33%	0	0%	1	14%
Bars sponsor a "rape awareness" night.					X			1	33%	0	0%	1	14%

## EDUCATION OUTSIDE OF BARS/PATRONS SCOPE

Patrons from two groups and bar staff from three focus groups recommended having sexual violence awareness seminars at health centers and providing and outreach to colleges, high schools, churches, gyms, and college sororities. Participants in Phoenix wanted the educational efforts to incorporate parental programs that would educate parents about sexual violence.

Participants in two of the patrons focus groups and bar staff from two groups identified the need to have mandatory sexual violence prevention education in the orientation classes for colleges and universities for all new students.

Table 5.11  
Focus Group Data: Education Outside of Bars/Patrons Scope

Education Outside of Bars/Patrons Scope													
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale	All Groups		Combined Groups			
	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Bar Staff	Patron Groups	Bar Staff Groups	Patron & Bar Staff			
Participants' Feedback								#	%	#	%	#	%
	Have sexual violence awareness seminars, e.g., health centers. (Flagstaff) Outreach to colleges, high schools, churches, gyms, college sororities, and health clubs. (Tucson) Incorporate parental programs that educate parents about sexual violence. (Phoenix) Educate! Knowledge is power. (Scottsdale)	X			X	X	X	X	2	67%	3	75%	5
Have mandatory sexual violence prevention education in the orientation classes for state colleges and universities for all new students (SVPE contractors are providing mini classes). Renew training each year. Maybe create a one credit course for all freshman that include information about "SAFE ZONE" bars. (Scottsdale)	X	X	X				X	2	67%	2	50%	4	57%
Provide early education of patrons about the issue of sexual violence, e.g., middle and high schools/early intervention. Should be taught in elementary schools. (Phoenix)		X			X			1	33%	1	25%	2	29%

## STATE AND LOCAL ROLES

Participants from all seven focus groups identified the need to establish bar cooperatives or coalitions against sexual violence. Patrons in the three groups and bar staff in half of their focus groups recommended creating a state-mandated, formal certification for establishments that received formal state (mandated) sexual violence prevention training. Participants from these same five focus groups further recommended that ALL employees (managers, bartenders, wait staff, and security) of alcohol-serving establishments receive sexual violence (prevention) training and that the training for owners should be part of the requirement for state liquor licensure. To help support training efforts, a bar owner in Phoenix recommended that a

handbook be developed so the that owners who had received training could use the handbook to train their own staff.

Bar staff from two of the focus groups recommended creating informal, voluntary “certification” programs for participating bars to tell patrons that they are zero tolerance for sexual violence establishments. These same two groups also wanted sexual violence prevention training to be voluntary and left to the decision of individual owners of alcohol-serving establishments.

Table 5.12  
Focus Group Data: State and Local Roles

State and Local Roles													
Location	Flagstaff		Tucson		Central Phoenix		Scottsdale	All Groups				Combine d Groups	
	Patrons	Bar Staff	Patrons	Bar Staff	Patrons	Bar Staff	Bar Staff	Patron Groups		Bar Staff Groups		Patron & Bar Staff	
								#	%	#	%		#
Create bar cooperative/coalition for bars against sexual violence.	X	X	X	X	X	X	X	3	100%	4	100%	7	100%
Create state-mandated, formal certification for establishments that have received formal state sexual violence prevention training. Have mandatory sexual violence training for all staff. Require formal, state-mandated sexual violence prevention (sexual harassment) training for owners as part of the requirement for food and liquor licensure. The training should be one full-day. Participating establishments should receive a special certification if the owner and staff complete the formal training. Mandatory, formal training for recognizing, handling, and creating an atmosphere of prevention in the bars should be required. Train to detect early. (Phoenix) Should be part of current state-mandated liquor licensing training for ALL employees/management/front line. State certification could legally protect bars/staff from being sued if intervene. Create framed official certification certificate to display in the front window. (Scottsdale) Develop guidebook/handbook that owners can take back to staff and train staff (could be like OHSA). (Phoenix)	X		X		X	X	X	3	100%	2	50%	5	71%
Create informal, local/community "certification" programs for participating bars that tell patrons they have zero tolerance for sexual violence in their establishments. (Flagstaff) All bars/clubs that follow these policies are listed. (Tucson)		X		X				0	0%	2	50%	2	29%
Have sexual violence training for all staff. Bars can implement through policy. Ask bar owners to make training mandatory for all staff. Bring class to establishments/staff, not send staff to class. Develop SVP training packet for all new hires including helpful tools, little quizzes. Have only QUALIFIED instructors teaching SVP classes.		X		X				0	0%	2	50%	2	29%
Fully prosecute sex offenders.							X	0	0%	1	25%	1	14%

## SUB-TOPICS SUPPORTED BY ALL FOCUS GROUPS

Focus group participants provided insightful and innovative recommendations and ideas to consider when enhancing and expanding Arizona’s Bar Bystander Program. As presented in the previous tables, 12 sub-topics emerged that received support from participants in all seven focus groups. These sub-topics were within five of the broader categories. The Resources/Tools for Patrons category had the most recommendations. Participants’ creative endeavors generated several signage slogans that can be incorporated into posters. The number of ideas/topics that received support in all focus groups indicate the enthusiasm and commitment of participants to reduce sexual violence in alcohol-serving establishments.

Table 5.13  
Focus Group Data: Twelve Topics Supported by All Focus Groups

<b>Twelve Topics Supported by All Focus Groups</b>	
<b>Bar Policies</b>	
1	Create zero tolerance of sexual aggression policies.
2	Have well-trained staff. Train new staff on how to intervene (security staff constantly changing). Educate bouncer staff on sexual violence; what to look for. In Army, training was conducted every three months.
<b>Bar's Role</b>	
3	Create a safe environment. Let patrons know that they have a safe environment and that "we want them to have a good time." Let patrons know you won't over serve. (Tucson) The owner sets the tone of tolerance or intolerance of sexual harassment. (Phoenix)
4	Let patrons know to go to bar staff if they need help. Encourage patrons to report problems to bar staff, not just feel relieved when the problem goes away and becomes someone else's problem. (Tucson)
<b>Intervention Skills for Patrons</b>	
5	Teach patrons intervention strategies. (If you see something, say something -- assertive confrontation.) Teach patrons gender-specific intervention strategies (women to women, men to women, women to men). Teach patrons to be more proactive in their safety. (Tucson) Create a list of ways to handle situations (training in writing). (Phoenix) Teach safety tips. (Scottsdale)
<b>Resources/Tools for Patrons</b>	
6	Provide patron education. Bars offer SVPE training to patrons. Promote free training. (Phoenix) First get women age 65 and older (because they are more self-aware and care more about safety) informed/aware of sexual violence prevention strategies and they will spread the information to younger women. (Scottsdale)
7	Design and display posters that explain the accepted (bar) environment. Create poster that defines sexual assault and sexual harassment. Reframe language so that people think about "what may not be right" (behavior). (Tucson) Maybe a warning sign, "No means no." Place at larger bars and clubs. (Phoenix) Don't place in concert halls. (Tucson) Display posters/placards in highly visible locations that address sexual harassment. Examples from the focus groups: "Safety starts with patrons." "Have a good time. Be safe." "Be secure. Be with friends." "Most rapes take place with someone you know." "Take care of yourself. Watch your drink." "Know with whom you are going home." "We're watching you!" (with pair of eye glasses). "If you're coming to molest anyone, go home to your mother!" "If you're drinking, it's a relationship." "Sexual predators, go home now!" (Flagstaff) "If you feel unsafe in any way or are being harassed, talk to our bar staff." Make a list, "we do this, this, and this." "This bar does not tolerate sexual aggression." "Are you in trouble? Do you need help?" (Tucson) Create a funny little slogan: "At a loss, talk to the boss." "If you see this symbol, all you gotta do is grab Darrio (staff person on duty) to run interference." "You will be kicked out if you are sexually aggressive." Use old-fashioned consequences, "If you do that (not defined), don't ever come back." (Phoenix)
8	Place posters in the men's and women's restrooms to remind them to "keep your drink secure and with you at all times." Have the "Safe Zone/sexual harassment free" symbol and the rules displayed in both bathrooms. (Phoenix)
9	Other tools besides a card: classes, promo tools, meetings, flyers, information, discussion groups with patrons and bar staff, etc. (Flagstaff) Stickers on the floor, clear decal in windows, symbol recognition of participating "zero tolerance" establishments (Tucson) Videos (Phoenix and Scottsdale)
10	Create a SAFE ZONE sticker/sign/logo for participating bars to display that have had staff members take the sexual violence prevention classes. Flash on TV the participating establishments. Display clear decal in windows, a symbol recognition of participating "zero tolerance" establishments. (Tucson) Branding is so huge. Tells patrons that the staff has been trained and knows what to do. (Phoenix and Scottsdale)
11	Use media to focus attention on sexual assault and prevention. Get the public's attention.
<b>State and Local Roles</b>	
12	Create bar cooperative/coalition for bars against sexual violence.

## BARS BYSTANDER FOCUS GROUPS' TRAINING SURVEY

At the end of each focus group, participants were asked to complete a one page survey that included 10 topics that could be selected as part of Arizona's bars bystander training program for bar staff and patrons. A copy of the survey was presented in Chapter 4 of this report.

Of the 75 participants who completed the survey, one topic received 100% support from all respondents. The topic was to, **“Increase recognition of inappropriate behaviors (along the continuum of behaviors) that could lead to sexual violence.”**

All patron participants selected an additional topic: learn about the “bystander effect.”

All bar staff participants identified five topics. The five topics were:

- Increase knowledge of scope, causes, and risks of sexual violence, including a working definition of sexual assault, rape, and battery;
- Increase knowledge of what constitutes sexual harassment and learn how to recognize the difference between harassment and flirting;
- Increase knowledge of alcohol and drug-facilitated rape;
- Learn safety tips for protecting oneself from sexual violence; and
- Learn to identify situations in which patrons might seek assistance from bar staff members.

The survey did not ask respondents to rank the 10 training content areas by order of importance. However, the focus group and Delphi data provide more refined information that has prioritization capacity. Chapter 7, Combined Data Results, presents the final rankings and provides details from both focus group and Delphi participants.

Table 5.14  
Focus Groups' Training Survey Data

Focus Groups' Training Survey Data																			
	Location	Flagstaff				Tucson				Central Phoenix				Scottsdale		All Groups		All Groups	
		Patrons		Bar Staff		Patrons		Bar Staff		Patrons		Bar Staff		Bar Staff		Patrons		Bar Staff	
		yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	%	yes	%
1	Increase knowledge of scope, causes, and risks of sexual violence, including a working definition of sexual assault, rape, and battery.	11	0	11	0	14	0	9	0	11	1	8	0	10	0	36	97%	38	100%
2	Increase knowledge of what constitutes "consent."	10	1	10	1	13	1	9	0	11	1	8	0	10	0	34	92%	37	97%
3	Increase knowledge of what constitutes sexual harassment and learn how to recognize the difference between harassment and flirting.	9	2	11	0	14	0	9	0	10	1	8	0	10	0	33	89%	38	100%
4	Increase recognition of inappropriate behaviors (along the continuum of behaviors) that could lead to sexual violence.	11	0	11	0	14	0	9	0	12	0	8	0	10	0	37	100%	38	100%
5	Increase knowledge of alcohol and drug facilitated rape.	11	0	11	0	13	1	9	0	12	0	8	0	10	0	36	97%	38	100%
6	Learn safety tips for protecting oneself from sexual violence.	11	0	11	0	14	0	9	0	11	0	8	0	10	0	36	97%	38	100%
7	Learn about the "bystander effect."	11	0	11	0	14	0	9	0	12	0	7	1	10	0	37	100%	37	97%
8	Learn to identify situations in which patrons might seek assistance from bar staff members.	10	0	11	0	13	1	9	0	12	0	8	0	10	0	35	95%	38	100%
9	Demonstrate direct and indirect intervention skills by learning when and how to effectively and safely intervene.	11	0	11	0	14	0	8	1	10	2	8	0	10	0	35	95%	37	97%
10	Develop a bystander's plan that includes an Active Bystanders Care (ABC) card: Assess the situation; Be with others; Care for the survivor/victim. This card includes reminders of the decision-making process for intervening, lists several examples of ways to intervene and provides contact information for relevant resources. (One patron wrote, "especially for bars.")	11	0	11	0	12	2	9	0	11	1	6	2	10	0	34	92%	36	95%

## 6. DELPHI SURVEY FINDINGS

*“(For) alcohol-serving establishments, it seems logical to focus on sexual violence that involves alcohol use.... (For patrons,) the goal is to have trained patrons enact intervention strategies in every circumstance, whether it’s a participating bar (i.e., one in which the staff has undergone training), a non-participating bar, or a house party.”*

*Delphi respondent # 29*

### DELPHI ONE OVERVIEW

Sixty-eight individuals in the state who have an interest in sexual violence prevention were invited to participate in the Delphi process. There were 32 responses to the Delphi One survey, a 47.1% response rate.

As stated earlier, Delphi respondents were asked to identify the information and skills that should be the core of a comprehensive sexual violence prevention bystander intervention training program for owners and staff of bars and alcohol-serving establishments. Then, they were asked the same question related to patron training. Respondents were also to explain their responses and provide details, if appropriate.

The responses to these two open-ended questions were used to create nine broad categories: alcohol/drug facilitated rape, bar policies, bar’s role, definitions and scope, gender socialization and renorming, intervention skills, observation techniques, resources/tools for patrons, and state laws. The Delphi One responses were grouped under these nine broad training areas that emerged.

Twenty of the 32 Delphi respondents (62.5%) identified both alcohol/date-facilitated rape and the bar’s role as areas that should be the core of the training for **bar owners and staff**. Intervention skills, bar policies, and observation techniques complete the top five training areas identified for bar staff training,

In response to the question about core training components for **bar patrons**, the same nine areas were identified. Eighteen of the 32 Delphi respondents (56.3%) identified resources and tools for patrons as an area that should be the core of the bar patron training. Alcohol/drug facilitated rape, definitions and scope, intervention skills, and observation skills complete the top five suggested training areas for bar patrons.

The list of the nine training areas are shown in alphabetical order in Table 6.1. The next two columns show the number and percentage of Delphi respondents who identified the specific core area for bar staff. The final two columns show the number and percentage of Delphi respondents who identified the specific core area for bar patrons. Generally, in all nine areas, more Delphi respondents identified specific information and skills that bar owners/staff needed to have than they did for bar patrons.

Table 6.1  
*Bar Staff and Patrons Suggested Training Areas*

<b>DELPHI ONE - CORE TRAINING</b>				
<b>AREA</b>	<b># Bar</b>	<b>% Bar</b>	<b># Patron</b>	<b>% Patron</b>
Alcohol/drug-facilitated rape	20	62.5%	14	43.8%
Bar policies	16	50.0%	3	9.4%
Bar's role	20	62.5%	7	21.9%
Definitions and scope	14	43.8%	12	37.5%
Gender socialization and renorming	7	21.9%	6	18.8%
Intervention skills	19	59.4%	12	37.5%
Observation techniques	16	50.0%	8	25.0%
Resources/tools for patrons	11	34.4%	18	56.3%
State and local laws	12	37.5%	5	15.6%

There is some overlap in the desired core content training for both the bar owners/staff and bar patrons, primarily in teaching alcohol/drug facilitated rape information, intervention skills, definitions and scope, and resources/tools for patrons. In these four areas, over a third of the Delphi One respondents believed the component should be included in bar staff training and over a third of the Delphi One respondents believed that the same component should be included in patron training. Some Delphi participants responded that both bar staff and bar patron groups should receive training in these areas.

The response from each of the 32 Delphi panelists was examined and placed into subcategories under each of the nine broad categories. The nine broad categories are presented in alphabetical order; their subcategories are listed by frequency of their mention by Delphi One respondents.

This information is presented in the next series of tables. In the first column of the tables is the specific information or training recommended under the broader topic; the second column provides the number of Delphi respondents who had made the recommendation for bar owner/staff training; the third column has the number of Delphi respondents who made the recommendation for bar patron training. The ideas are listed in descending order based on the total number of Delphi respondents who stated the idea for bar staff and the total number of Delphi respondents who stated the idea for patron training. For example, in Table 6.2, "Understand the relationship/role/co-occurrence between sexual assault and alcohol...." (with 20 Delphi responses) is listed before "There should be a component on drugs used to facilitate date rape...." (with 17 Delphi responses)

### **ALCOHOL AND DRUG-FACILITATED RAPE**

Table 6.2 provides detailed ideas for teaching bar owners/staff and bar patrons about alcohol and drug-facilitated rape. Of the nine areas, this content area was identified by the most Delphi respondents – 20 identified it as a core training area for bar staff (tied for highest frequency), and 14 identified it as core training for bar patrons (second highest frequency), as shown in Table 6.1.

Table 6.2  
*Alcohol and Drug-Facilitated Rape Training Component Details*

<b>Delphi One: Alcohol and Drug-Facilitated Rape</b>		
<b>Specific information or training recommended by Delphi One respondents</b>	<b># for bar staff training</b>	<b># for patron training</b>
Understand the relationship/role/co-occurrence between sexual assault and alcohol. Make it clear that alcohol is the number one substance used in sexual assault. Have awareness of the problem. The more we know, the more we see, the more we can change. Understand the risks associated with alcohol consumption and going to bars.	12	10
There should be a component on drugs used to facilitate date rape, to educate bar owners and staff on how they are used (how drinks can be spiked with date rape drugs), behaviors of offenders (recognize inappropriate behavior from perpetrators, warning signs for potential sexual assault) -- (how sexual predators can use alcohol/drugs to target victims), effect on victims (signs/symptoms of drugged or too intoxicated patrons), etc. Include information on what substances can be used to alter a patron's level of consciousness/behavior (how to identify them). Bar staff/owners will need to be able to spot red flag behaviors in a crowded place. Some of these behaviors they may have thought of as just being "drunk" behavior in the past and may now be able to identify as more dangerous in a sexual violence context. Doormen, bouncers, staff, and owners should also be trained to recognize the difference between a person who is drunk from alcohol or incoherent from a drug that may have been slipped into their drinks.	12	5
There needs to be a section on safe drinking -- knowledge on what safe drinking is and looks like. Emphasis should be placed on over-consuming, as so many sexual assaults are reported by victims who have consumed to the point that they cannot recollect what transpired. Information should be included on what to do when you spot a problem or even suspect there is a problem with abuse of alcohol (when the person drinking has had too much) e.g., how to tell when a person is intoxicated and unable to provide consent.	7	4
Substance Abuse And Sexual Violence Prevention -- there needs to be a clear understanding that this approach is also substance abuse prevention.	1	1

### **BAR POLICIES**

Table 6.3 provides details of Delphi respondents' comments that were grouped under the heading "Bar Policies." Although none of the subcategories were addressed by more than four different Delphi members, half of the Delphi respondents identified bar policies as a core training area for bar owners and staff members. In contrast, the least number of Delphi respondents, less than 10%, identified bar policies as a core training area for bar patrons.

Table 6.3

*Bar Policies Training Component Details*

<b>Delphi One: Bar Policies</b>		
<b>Specific information or training recommended by Delphi One respondents</b>	<b># for bar staff training</b>	<b># for patron training</b>
Establish a "respect" policy for employees and owners. Rework their policy to include the three concepts of safety, equality, and respect. Perhaps have a policy that inappropriate public touching will not be allowed. If it was a policy, staff could question anyone touching inappropriately. Staff should be able to understand the policies.	4	1
Hire knowledgeable staff. Provide training for staff and owner. Map out the different expectations and actions for each level of staffing. Reinforce the concept that bystander intervention is part of good customer service. Empower bar staff and owners to get involved - make it a safe environment to cut people off, or ask people to leave if they are offending others or are intoxicated (staff must have management's support and back-up to intervene!) Employees should always take seriously any requests for assistance from customers, and should always contact the police department when this occurs.	5	0
Establish a policy that prohibits sexual harassment. Have a firm understanding of their particular establishment's policy regarding harassment and the guidelines therein for handling patrons who are harassing other patrons or staff. If an establishment does not have a policy regarding sexual harassment specifically, then training should include an overview of a new policy (developed with bar owners and managers) and how to best enforce it in a clear, step-by-step outline.	3	0
The bar owner can have a clear policy regarding NO TOLERANCE for patrons who are considered a safety threat. Staff can then enforce the policy: "Sorry, that is the rule." Establish policies in regard to intervening in bar activity -- policies for bar staff on how to report instances when they see suspicious activity. "As a business we want everyone to have a good time, and feel safe."	3	0
Provide alternative transport. Ensure staff has resources to assist patrons who may be at risk, such as vouchers for taxi, a safe taxi company. Establish a safe walk/ride program to help patrons get to a safe place.	3	1
Include prevention strategies/messages in existing policies/communications for patrons (i.e., dress codes and comparable messages: "Don't drink and drive", "We provide free transportation home," "Free soft drinks for designated drivers.") Owners and staff should develop policies, clearly stated, that can be translated graphically as posted material, based on the principles of the trainings.	2	1
Have a policy regarding patrons buying other patrons a drink. (Bartenders should be leery about allowing patrons who buy a drink for an individual who is not at the bar with them.)	2	0
Bar owners should remain vigilant of occupancy requirements so that their establishments don't become so over-crowded that criminal acts occur unnoticed.	1	0
Bar staff should be an appropriate mix of male and female in order to facilitate the checking of bathrooms or assisting customers of the same gender when warranted.	1	0

## BAR'S ROLE

Twenty Delphi respondents identified the bar's role as a core training area for bar staff (tied for highest frequency), while seven identified it as core training for bar patrons. Several of the specifics captured in Table 6.4 overlap other categories, such as using posters to educate/inform patrons (also in Resources/Tools for Patrons) and intervening if a person is being harassed (teaching staff how to intervene in Intervention Skills). Note: the table continues onto the next page.

Table 6.4  
*Bar's Role Training Component Details*

<b>Delphi One: Bar's Role</b>		
<b>Specific information or training recommended by Delphi One respondents</b>	<b># for bar staff training</b>	<b># for patron training</b>
Establish the role of the bar owner and staff. They own a business in the community – therefore, they are part of the community and have a responsibility to provide a safe environment within the community. Define the role and responsibility staff has for the safety of their patrons. Business needs to be committed to a safe and enjoyable experience for its patrons. They need to take steps to create a safer environment. Put people's safety above profits from selling liquor. Create an environment where safety, equality, and respect are norms, and an understanding that this is the opposite of sexual violence. Understand that they will financially benefit from this cultural change. Focus on the positives of becoming an establishment with a reputation of zero tolerance for sex crimes - better clientele, good reputation in the community and with local police, etc. Bar owners need to understand the importance (consequences?) of over-serving in their establishments.	11	4
Alcohol training is often focused on strategies to keep a server and business in legal compliance. Equal effort should be spent on providing the patron with a safe and enjoyable experience (which includes drinking in moderation and treating fellow patrons with respect.) (Fellow servers may be knowingly facilitating over-indulgence and have ulterior motives). Owners/staff need education on acceptable behaviors when folks are drinking.	3	1
What are the roles of bar owners and staff in SV primary prevention? Make it clear that alcohol is the number one substance used in sexual assault and that they are responsible for the safety of a patron who has perhaps had too much to drink. Make staff aware that they may be the first and only line of defense for a victim who is being coerced. Have awareness of the outcomes of not intervening to prevent harassment: unsafe bar environment (for patrons and staff), negative community perception of bar, potential for legal repercussions, loss of patrons – These factors could be examined with the aid of a localized cost-benefit analysis of these factors.	3	1
Have a clear understanding of primary prevention.	2	2
Display/distribute/provide posters and other materials that reinforce safe drinking, safe environments, respect for all identities, and bystander responsibility. Maybe use values statements in public and staff areas (might include messages similar to "Guts to Be Good").	2	2

Table 6.4 (Continued)  
*Bar's Role Training Component Details*

<b>Delphi One: Bar's Role (Continued)</b>		
Specific information or training recommended by Delphi One respondents	# for bar staff training	# for patron training
Employees should give drinks directly to customers purchasing them, should watch the floor for suspicious activity (anyone putting something into a drink left un-attended), should dispose of unattended drinks appropriately. Advise patrons against leaving drinks unattended, strategies for intoxicated patrons' safety, evaluating intoxication levels, etc. If drinks are left unattended, have bar staff pickup drinks and dump them or if someone turns their back to their drink for any period of time they should not drink it. (What about drink containers that have a lid of some sort so the drinks are more protected?)	3	0
Create a SAFE SPACE - a kind of certification for the bar community that wants to be part of this project. Let's get the public aware that no violence is tolerated at their facilities. They (participating bars) are aware of what is going on around them and they will stop the problem before it happens!	2	1
Intervene if a person is being harassed, coerced, ogled, touched (and the receiver is clearly not into it), or otherwise "conquered." Owners and staff should have the skills to be able to recognize sexual harassment or sexual violence. The overt grabbing or sexual touching of an individual would be an obvious event to intervene, but owners and staff should also be able to recognize if an individual is feeling uncomfortable with a situation and then be able to intervene.	2	0
Increase safety of establishment - lighting, shelves, coat check.	1	1
Review the role of law enforcement and how bystander intervention can help avoid an assault before it occurs. It is important to create relationships with law enforcement and bars, so bars will feel comfortable evoking law enforcement if needed.	2	0
Owners should ask their employees to participate in "policing" their own establishments - especially "unowned" places like bathrooms and alleyways or dark corners in their places of business.	1	0
Bars should also consider placing surveillance cameras in and around their establishments if they have not already done this, and should establish a policy where tapes are kept for a minimum of 30 days and made accessible to law enforcement when requested.	1	0
Bar owners should be encouraged to participate with local sexual assault advocacy groups and allow the posting of brochures and or posters warning patrons of predatory behavior or offering information on how to prevent from becoming a victim.	1	0
Install shelves in restrooms so women can take their drinks with them easily.	1	0

## DEFINITIONS AND SCOPE

Table 6.5 details the comments made by Delphi respondents that were grouped under "Definitions and Scope." Fourteen Delphi respondents identified it as a core training area for bar staff and 12 identified it as core training for bar patrons.

Table 6.5  
*Definitions and Scope Training Component Details*

<b>Delphi One: Definitions and Scope</b>		
<b>Specific information or training recommended by Delphi One respondents</b>	<b># for bar staff training</b>	<b># for patron training</b>
What is sexual violence? Give a thorough definition of sexual assault, rape, and battery. Have a clear understanding of what sexual violence is and looks like. Provide general information about sexual violence, what it is, myths and facts, dynamics, statistics of sexual assault (recognition of the pervasiveness of sexual violence), and statistics of sexual assault and alcohol. Give examples. It is important to ensure that all the staff and owners understand what rape is. Clarify laws on alcohol & consent -- how to understand consent. Provide a specific definition of consent and list the five groups of people in AZ who can never give consent.	10	7
Provide statistics of sexual assault and alcohol. Local statistics can be offered to accurately reflect the "local" problem -- including stats on the number of victims reporting they were intoxicated at the time, "date rape" statistics, etc. Promote awareness of the problem; then train staff and owners and provide data. Discuss acquaintance rape, acquaintance rape statistics, stages of acquaintance rape, and dynamics.	6	5
State the myths (and truths) about sexual assault.	3	2
Educate (bar staff) about sexual violence prevalence particularly among bar patrons. Patrons should be educated on the primary prevention of sexual violence when they enter a bar establishment.	1	1
Teach sexual harassment dynamics (for protection of employees). Provide a basic understanding of sexual harassment and sexual abuse and assault as well as the dynamics of non-physical sexual harassment.	2	0

## GENDER SOCIALIZATION AND RENORMING

Table 6.6 details the comments made by Delphi respondents that were grouped under “Gender Socialization and Renorming.” This core training area was identified the least frequently of all nine areas. Only seven Delphi respondents identified Gender Socialization and Renorming as a core training area for bar staff and six Delphi members identified it as core training for bar patrons. Although not shown in Table 6.6, three Delphi members identified this training area for both bar staff and bar patrons.

Table 6.6  
*Gender Socialization and Renorming Training Component Details*

<b>Delphi One: Gender Socialization and Renorming</b>		
<b>Specific information or training recommended by Delphi One respondents</b>	<b># for bar staff training</b>	<b># for patron training</b>
Define and cultivate safety, equality, and respect as norms. Some men seem to have the mentality that they have the right to touch, ogle, and harass. Men have been conditioned for centuries to be the conqueror. Women are not respected as having the ability to actually say what they mean and, therefore, men do not have to respect what they say. Teach a clear understanding of the underlying conditions of sexual violence - oppression, silence/denial, and violence perceived as normal. By preventing oppression, silence/denial and sexual violence perceived as normal you are much closer to preventing sexual violence before it begins. Promote social norms: “Violence is not tolerated.”	4	3
Dispel stereotypes about sexual assault (i.e., if she dressed like a slut, she's asking to get raped, men can't be sexually assaulted, people should protect their drinks because most rapes involve roofies). Understand that no matter how a person acts or dresses, the person is NEVER asking for anyone to sexually assault them. Include gender awareness/empathy in training. Discourage victim blaming.	2	3
Recommend assertiveness training and esteem-building skills for bar owners and staff.	1	0
Owners and staff should also be educated on the environment they create when hosting events of a sexual nature (bikini/wet t-shirt contests).	1	0
Focus on men's role in preventing sexual assault of their friends, loved ones, sisters, mothers, daughters, etc.	0	1

## INTERVENTION SKILLS

Table 6.7 details the comments made by Delphi respondents that were grouped under "Intervention Skills." Nineteen of the 32 Delphi respondents wrote that intervention skills were important in training for bar owners and staff members, making it the third most-frequently identified core training area after alcohol/drug-facilitated rape and bar policies, which were discussed by 20 of the respondents. Twelve identified these skills as a core training component for bar patrons. Table 6.7 details the responses provided by Delphi One respondents. Note: the table is continued on the next page.

Table 6.7  
Intervention Skills Training Component Details

<b>Delphi One: Intervention Skills</b>		
<b>Specific information or training recommended by Delphi One respondents</b>	<b># for bar staff training</b>	<b># for patron training</b>
<p>Teach staff how to intervene in a safe but assertive manner: safe skills and nonviolent intervention techniques; how to assess when he/she should intervene; and when and how to intervene (a clear path outlined of the steps to take if an intervention is warranted.) Teach ways to intervene both confidently and appropriately. Teach how to identify situations which may require intervention and how to intervene when a staff member observes an individual attempting to solicit another individual who is under the influence (what owners and staff should do if they notice certain behaviors and situations). Detail empowering ways to offer assistance to patrons of any gender. Teach patrons how to intervene safely in a variety of situations, and when to take action. Teach preventative strategies patrons can take to ensure their friends are safe when going out (not to blame anyone). Understand how to be a safe and responsible bystander. Have a clear understanding of safe bystander responsibility, what to look for, how to act and intervene. Identify and describe 3-5 ways to intervene safely and appropriately in a situation; identify at least 3 ways to provide follow-up support to patron being harassed (e.g., offering cab ride, asking if patron would like staff to keep offending patron out of bar). Discuss what to do if you are witnessing an act or the beginnings of (grooming) a sexually violent act -- Step 1, 2, 3, etc. It would help if bar owners and staff were familiar with "steps to intervention" as a template for action (levels of intervention if prevention fails). Detail empowering ways to offer assistance to patrons of any gender. Identify the importance of intervening when an issue is still a "small" problem.</p>	17	11
<p>Teach ways in which bar staff can help address sexual violence when alcohol is involved. When patrons are leaving, doormen should observe individuals and be skilled in identifying persons who appear reluctant to leave with the other member(s) they are with, possibly engaging them in conversation (ask if they enjoyed their evening rather than saying good evening), giving the victim a chance to interact with someone who can assist her if s/he is/has been victimized. Doormen, bouncers, staff, and owners should have the skills to know how to intervene if they recognize that a person who is drunk or drugged is going to leave the establishment with someone else who may seem suspicious. Understand how your actions/lack of actions may impact someone else's life.</p>	2	1

Table 6.7 (continued)  
*Intervention Skills Training Component Details*

<b>Delphi One: Intervention Skills (continued)</b>		
Specific information or training recommended by Delphi One respondents	# for bar staff training	# for patron training
Teach how to assess who (bouncer, bartender, hostess, manager) should intervene in certain situations. Wait staff should be trained to recognize sexually offensive behavior. Wait staff should be trained in the verbiage to use when approaching a situation they feel warrants intervention. They should know who to approach (abuser or victim), how to approach (call away from the area, take them outside, etc.); what to say/suggest/warn; and a clear outline of what to do if the situation persists (i.e., 1. be cautious; 2. intensely monitor; 3. time to intervene) in order to not escalate the situation further while maintaining the safety of the victim and other patrons.	2	0
As for training for owners and staff, are they not already trained to intervene/ stop people drinking when they have had too much, also are they not mandated to intervene when people are drunk and try to drive? Could similar training on intervening in what appears to be aggressive or inappropriate behavior, such as approaching a couple if they observe coercion and ask if the victim is safe? Keep the message positive, "Is everything ok here?" rather than, "What seems to be the problem?"	2	0
Teach non-violent communication skills - ways to handle matters with respect and dignity, not just a bouncer throwing people out. Early and frequent communication is less intrusive than confrontation. Make sure to address the behavior of the patron and not judge the patron as a person.	2	0
Practice skills on intervening during various levels of urgency (i.e., telling a patron that encouraging someone to drink heavily to make it easier to take him/her home is not right; intervening when intoxicated person/s is/are looking to leave bar to hook up.)	1	1

### OBSERVATION TECHNIQUES

Table 6.8 details the comments made by Delphi respondents that were grouped under "Observation Techniques." Half of the Delphi respondents identified teaching observation techniques to bar owner and staff as part of the information and skills that should be included in the core curriculum for bar bystander training. "If they are taught some of the warning signs then they can stop the act before it happens." A fourth of the respondents identified observation techniques as skills that should be included in bar patron training.

Table 6.8

Observation Techniques Training Components Details

<b>Delphi One: Observation Techniques</b>		
Specific information or training recommended by Delphi One respondents	# for bar staff training	# for patron training
<p>Train staff on observation techniques relevant to sexual violence prevention similar to alcohol service training. Teach skills to owners and staff so they can recognize sexual harassment or sexual violence. What should owners and staff look for/be observant of? Identify early indicators of possible sexual violence and the relevant scenarios that have occurred, or might occur in one's business. (Use real-life examples.) Owners and staff should learn to read social cues, to read dynamics where sexual assault might arise. Bar staff/owners will need to be able to spot red flag behaviors in a crowded place so having these as a reference is important to give them a sense of the types of things they are looking for. Some of these behaviors they may have thought of as just being "drunk" behavior in the past and may now be able to identify as more dangerous in a sexual violence context. Teach what to look for in patron behavior, both in a potential victim and in a potential perpetrator (proactive/preventative efforts that can and should be taken, e.g., training staff to observe patron interactions that may indicate duress, escalating situations.) Recognize inappropriate behavior from perpetrators, warning signs for potential sexual assault, signs/symptoms of drugged or too intoxicated patrons. Awareness- they need to know what they are looking for, warning signs that the person being harassed is giving, e.g., body language, noticing small things, for example, when a man comes to an unattended drink. If they are taught some of the warning signs then they can stop the act before it happens. Awareness of self, others (your customers), and surrounding is a key tool for prevention. You are the eyes and ears of the establishment. Bar employees should be trained on the importance to watch alcohol service in the bar. Employees need to be aware of resources or how to respond if they see something suspicious. For example, a spiked drink or two guys dragging a very drunk woman away from her friends for a ride. Teach patrons to watch their drinks and those around them. Teach how to be on HIGH alert for any suspicious activity in bars.</p>	13	4
<p>Teach bar staff/owners to identify predatory behaviors and sexual harassment by incorporating the continuum of violence, cycle of violence, and power and control wheel as elements of the curriculum. Show spectrum of sexual violence, including how many "big" problems often start with "small" issues. Be able to list behaviors that constitute sexual harassment or aggression and how to identify them in a bar environment. Bar staff could be educated on becoming a good witness - and how they can partner and assist local law enforcement in the effective prosecution of criminal acts that occur on their premise.</p>	4	1
<p>Teach (patrons) how to recognize the signs that may predict violence. What should patrons look for/be observant of? Present case scenarios.</p>	0	2
<p>Understand the difference between harassment and flirting.</p>	1	1

## RESOURCES/TOOLS FOR PATRONS

Table 6.9 details the comments made by Delphi respondents that were grouped under “Resources/Tools for Patrons.” Not surprisingly, more than half of the Delphi respondents identified resources/tools for patrons as important for bar patrons. *This was the most-discussed area for patron training: 18 of the 32 respondents provided comments in this area.* As shown in the next table, poster campaigns in bars, including gender-specific messages in bathrooms, were described by several respondents. Possible media campaigns were also mentioned. Because of the numerous resources/tools identified by Delphi respondents, Table 6.9 is presented in multiple parts, spanning several pages.

Table 6.9  
Resources/Tools for Patrons Training Component Details

<b>Delphi One: Resources/Tools for Patrons</b>		
<b>Specific information or training recommended by Delphi One respondents</b>	<b># for bar staff training</b>	<b># for patron training</b>
<p>Develop a poster campaign with information on the backs of bathroom stalls with messages pertaining to bystander intervention. Simple messages that say, "This establishment is a no sexual violence/harassment zone. Let staff know if you are being harassed." Then have different situations of what is considered harassment. Use POSTERS/MATERIALS to reinforce messages year round (information that can be conveyed through posters or small signs placed in bathrooms and in other places in the bar that ask people to be mindful of potential for coercive behavior that could lead to sexual violation). Posters/signage <b>MUST BE POSITIVE AND WITH ART!</b> Put signs in bathrooms that alert people to the potential of sexual violence and ask them to be responsible for themselves and for their friends. Put posters in the women’s restrooms with prevention tips. Signs could be posted in the bathroom that read, "We're looking out for your safety tonight." "Help us out. Let us know if you or someone else would like some assistance." Develop gender-specific messages in bathrooms. If combining alcohol and use of “date rape” drugs is common, post signs that clearly state it is illegal and they (the establishment) will take action. (Mesa PD has partnered with some bars to put posters in the women’s restrooms with prevention tips.)</p>	6	5
<p>Have list of resources for referrals, information, strategies/tips, etc. (knowledge of the available resources in the community). <b>RESOURCES:</b> EFFECTIVE local resources to support prevention of alcohol abuse, sexual violence, and other related issues. Resources are provided (in a wide variety of formats) from hotlines to web sites, to agencies that offer free counseling. Provide rape crisis lines and other resources for victims. Provide rape crisis lines and other behavioral health hotlines. In a bar environment, the main thing that can be provided is literature about what is rape and possible resources.</p>	5	5

Table 6.9 (continued)  
*Resources/Tools for Patrons Training Component Details*

<b>Delphi One: Resources/Tools for Patrons (continued)</b>		
Specific information or training recommended by Delphi One respondents	# for bar staff training	# for patron training
<p>Providing information (brochures, classes, posters, etc.) containing tips on how to avoid becoming a victim is important. Provide tools for owners to educate their patrons: posters, prevention tips. Post signs to provide safety tips to patrons such as, "Look out for your friends." "Come together and leave together." "Don't let your friend leave with someone if they seem to be too intoxicated." Maybe even have safe drinking tips and what to do if you think there might be a problem. Include posters/flyers in the restrooms and table/bar tops that include, similar to a domestic violence flyer, what sexual violence is, how to recognize it, how to intervene, how to notify staff, and possibly other community agencies that can help after a victimization has occurred. Display/distribute/provide posters and other materials that reinforce safe drinking, safe environments, respect for all identities, and bystander responsibility. Maybe have a simple saying on coasters in an effort to make it clear that sexual violence will not be condoned in this establishment or to warn individuals to be mindful of the potential.</p>	5	4
<p>Develop EARLY WARNING SIGNS WITH TIPS FOR HOW TO HANDLE. For example: if you see someone talk aggressively to someone else; if you think a person is drinking too much; if you see an intoxicated person who is about to drive; if you see someone preying on an intoxicated person or anyone for that matter. Along with this (poster) campaign, there should simply be ways to intervene if a patron notices friends or other patrons who may be getting themselves into a situation that they are not completely aware of.</p>	1	2
<p>Teach how to be safe for self and with friends - practical tools and techniques -- specific strategies for getting home safe - buddy system? Teach safety strategies for visiting bars - designated driver system, get a phone number and consider calling the next day, instead of leaving with someone you just met. Victims should consider a "buddy system" where they go to establishments with a trusted friend or colleague, especially if they plan on drinking heavily. The "designated driver" philosophy should extend to a designated friend, who is responsible not only for driving but for ensuring that their partner is returned home safely, that they don't leave with someone they don't know, that their drink is protected, etc. The goal is not to judge drinking behavior but increase likelihood of people getting home safely.</p>	0	3
<p>Communicate prevention strategies to patrons.</p>	1	1

Table 6.9 (continued)  
*Resources/Tools for Patrons Training Component Details*

<b>Delphi One: Resources/Tools for Patrons (continued)</b>		
<b>Specific information or training recommended by Delphi One respondents</b>	<b># for bar staff training</b>	<b># for patron training</b>
Who is your "wing man" and what does that entail? "Protection behavior," i.e., a designated friend. If someone drinks s/he has a designated friend. A "designated friend" would be someone who would not drink and would be aware of the friend's limitations (due to drinking) for becoming involved with another in an intimate fashion; someone who could watch out for changes in behavior and assist the person in getting home safely.	0	2
Education should occur through visual aids, such as catchy posters that are circulated around the establishment; napkins; video clips on the television screen allowing patrons to check out a video; multi-training sessions for patrons. Although alcohol is being served, the message should convey sexual prevention and respect to others. The owners and staff should be trained on how to educate and give support to bystanders who come into their establishment.	1	1
Develop broad awareness-raising campaigns that include several forms of media. Educate through social media and conventional advertising campaigns that are produced in serialized fashion so that they (the multiple media platforms) keep the audiences' attention and continue to educate. One example would be PSAs/commercials (radio and film, including YouTube) that revolve around bar staff telling patrons that their bar has a (zero sexual violence tolerance) policy, and letting patrons know that "they have your back." Another approach would be to use a campaign like Scotland's "Not Ever" campaign. Short multi-media clips such as these in combination with online social networking sites is a great and cost-effective way to spread the message and go viral within a community. This could be in combination with physical identifiers in the bar, such as window-clings, posted bar policy identifying it as an "anti-harassment establishment," buttons that bar staff wear, community fund & awareness-raising events during which participating bars are decorated/highlighted in a certain way (all bar staff wear certain shirts/portion of proceeds go towards project/live music performances/etc.), with a lot of related media attention.	0	2
Maybe develop a video depicting a typical "night out" where bystanders are responsible and engaged, and another where people close their eyes to potential criminal activity (to highlight the need for active bystanders to do the right thing). Develop something that hits people on an emotional level and illustrates how differently one situation can turn out when people take different actions.	0	1

Table 6.9 (continued)  
*Resources/Tools for Patrons Training Component Details*

<b>Delphi One: Resources/Tools for Patrons (continued)</b>		
<b>Specific information or training recommended by Delphi One respondents</b>	<b># for bar staff training</b>	<b># for patron training</b>
Post signs in the establishment stating that they were part of the NightLife Safety Project with some information explaining what that means. Have literature available that would explain the problem (sexual violence/harassment) and how the establishment plans to handle offenses.	0	1
Have teal ribbons posted someplace in the bar with an anti-rape slogan maybe. This can be educational and/or let the patrons know that they take the issue seriously.	1	0
Collaborating with a local program, bars could host an informational happy hour or fund-raiser about the issue (sexual harassment).	0	1
Poster campaigns that outline the symptoms of a person who was spiked with a drug would help identify the difference between a person who is drunk and someone who is drugged.	0	1
EVERYONE needs some mega bystander intervention training to kiss complicity goodbye forever. Partner with existing Sexual Violence Prevention Bystander Intervention programs to train more adults in the community to intervene. With sufficiently trained community members, this could look like having rotating schedules in bars around high-traffic areas during which teams of trained "Bystanders" will be present in certain bars during certain hours and work in tandem with bar staff. This brings up logistical concerns such as liability, and this approach primarily impacts young adults in the 21-26 year old age range, although bystander intervention training partnerships through universities could also help reach 17-20 year old consumers of alcohol.	0	2
Northland's partnering bars inform customers that these establishments are safe environments and that they (bar owners and staff) are safe, responsible bystanders. Let's get the public aware that no violence is tolerated at their facilities. They are aware of what is going on around them and they will stop the problem before it happens!	0	1

## STATE AND LOCAL LAWS (AND CASE LAW)

Twelve Delphi respondents identified State and Local Laws as a core training area for bar staff, while and five identified it as core training for bar patrons. See Table 6.10.

Table 6.10

*State and Local Laws (and Case Law) Training Component Details*

<b>Delphi One: State and Local Laws (and Case Law)</b>		
<b>Specific information or training recommended by Delphi One respondents</b>	<b># for bar staff training</b>	<b># for patron training</b>
Teach about laws prohibiting sex with a person who is unable to provide consent -- laws pertaining to inability of victim to consent due to intoxication, intoxication not a defense for suspect, etc. Clarify laws on alcohol & consent.	3	3
Make a link between sexual violence and licensing for the bar owners. Any program implemented should be a required component to the liquor licensing process and alcohol certification class that owners/staff have to complete to serve. STATEWIDE: (Training should be) something that can be adapted statewide.	3	1
Remind about the laws regarding over-serving patrons, and the legal liability a bartender/owner could bear if they over-serve and it results in a crime. (Review) social host laws in the area or other laws applicable to the responsibility of a server for patrons who are intoxicated getting injured. Owners and staff should also be educated on the environment they create when hosting events of a sexual nature and the possible legal ramifications that could result from past incidents (case reviews, law suits, etc.). Discuss liability concerns for the bars.	4	0
Information on the laws of Arizona and potential criminal charges if the bar staff assist in any way with the administration of a substance. Know their (bars/alcohol-serving establishments) legal liability and consequences if it is determined that their bartender was aware or facilitated the date rape drug being administered.	2	0
Understand the laws regarding harassment (including sexual harassment laws for protection of employees) and the establishment's obligation to intervene. For example, if a patron asks for assistance and the bar staff does not provide it/does not provide it appropriately, what are the legal implications for that bar staff/the bar? Training should include information on what behaviors/types of harassment constitute criminal behavior and when and how to best involve law enforcement.	2	0
Emphasize AZ penalties for various sexual crimes, mandatory sentencing, etc.	0	1
Folks could be educated on what it takes to effectively prosecute a sexual assault case. Input may be offered by the County Attorney's office or police department. This may allow friends and acquaintances as well as victims to be best witnesses when a crime has occurred.	0	1

Although not included in the nine core areas, one Delphi respondent wrote: “Another effective way to address the alcohol industry’s role in sexual violence is to ensure that all funded agencies that work with a population that may consume alcohol or go to a bar, present education on alcohol-related sexual violence as part of their comprehensive curriculum. Any program implemented should be a required component to the liquor licensing process and alcohol certification class that owners/staff have to complete to serve. Obviously these changes are on a state governmental level, but they are an important aspect of bar culture and should be given attention in order to receive the privilege and responsibility to provide drinks to the public.”

### **USES FOR THE DETAILED INFORMATION COLLECTED IN DELPHI ONE**

The Delphi One data was compiled and sorted into the nine broad categories and subcomponents were listed under each broad category. In most cases, the Delphi respondents’ exact words were used in the tables.

The first use of the Delphi One compiled data was to use it as the basis for the Delphi Two questions.

The second use of this data was to compare specific ideas mentioned in the Delphi One with ideas discussed in the focus groups. This will be presented Chapter 7.

The third use of the Delphi One data is to assist in guiding the development of a statewide model curriculum. See Chapter 8.

### **DELPHI TWO**

The Delphi Two instrument was sent to the 32 Delphi One respondents. Part A of the survey stated, “Please rank from 1 to 9 the following core training content in the order of their importance in a bar bystander training program for bar/alcohol serving establishments **owners and staff members** in Arizona. Please use 1 as most important and 9 as least important.” After ranking the core training content, Delphi respondents were asked to provide a detailed rationale for their ranking.

Part B of the Delphi Two stated, “Please rank from 1 to 9 the following core training content in the order of their importance in a bar bystander training program for bar/alcohol serving establishment **patrons** in Arizona. Please use 1 as most important and 9 as least important.” As in Part A, after ranking the core training content, Delphi respondents were asked to provide a detailed rationale for their ranking.

Twenty-six of the 32 (81.3%) Delphi One respondents completed ranking the core training areas as requested in Delphi Two. After the 26 sets of rankings were compiled, their rankings were totaled. The lowest total number became the first ranking; the highest total number became the ninth ranking. Of significance is that Alcohol/Drug-Facilitated Rape was the highest-ranked core training content component to be included in both bar staff and bar patron bystander training programs. The Bar’s Role was equally important in bar staff training but was ranked eighth of nine possible training areas for patron training. The second most important area in patron training was information about Resources/Tools for Patrons. This area received a much lower ranking, eighth of nine, in bar staff bystander training.

Areas in which both types of training converge are Alcohol/Drug-Facilitated Rape, Definitions and Scope, and Intervention Skills. These three categories received overall rankings of five or better, indicating that they should be included in training for both bar staff and bar patrons.

Table 6.11  
*Delphi Ranking of the Nine Core Areas for Bar Staff and Bar Patrons Bystander Training*

<b>CORE TRAINING AREA</b>	<b>BAR RANKING</b>	<b>PATRONS RANKING</b>
Alcohol/drug-facilitated rape	1	1
Bar policies	3	8
Bar's role	1	8
Definitions and scope	4	5
Gender socialization and renorming	9	6
Intervention skills	5	4
Observation techniques	6	3
Resources/tools for patrons	8	2
State and local laws	7	6

In the next chapter, results from the focus groups and the Delphi surveys are combined to provide further insight on what should be included in a model Arizona bar bystander training program for bar owners and staff and for bar patrons.

## 7. COMBINED DATA RESULTS

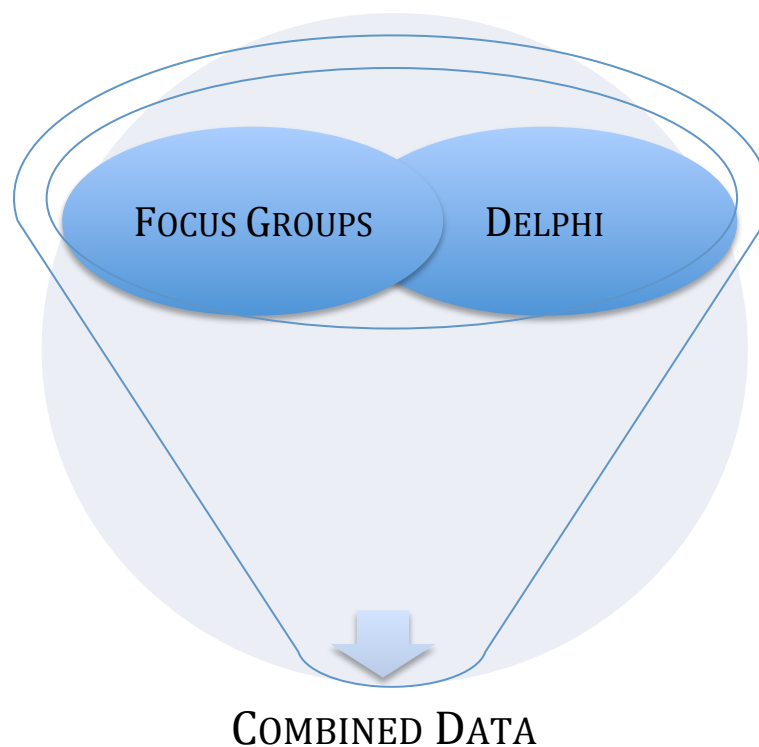
*“If patrons and bar staff create an atmosphere that is safe and respectful for everyone, we won’t even have to worry about the intervention piece. But in the case that something does happen, I think that training on intervention skills and observation techniques is very important.”*

*Delphi respondent #28*

### PURPOSE OF COMBINING DATA FROM DELPHI AND FOCUS GROUPS

The Delphi survey and focus group methodologies tapped into the knowledge and experience of three different sets of participants: individuals with interest and expertise in sexual violence prevention, bar owners and employees, and bar patrons. As presented in *Chapter 5, Focus Group Findings*, and *Chapter 6, Delphi Survey Findings*, participants identified specific content critical to bar bystander training for bar owners and employees and bar bystander training for patrons. In addition, both Delphi One respondents and focus group participants expanded their feedback beyond training to broader bar bystander program concepts, such as bars policies and roles, resources/tools for patrons etc. The feedback from these two separate data sets is essential to designing/augmenting Arizona’s Bar Bystander Program and stand on their own merit.

The purpose of combining the two data sets was to overlay specific correlative categories and sub-topics to identify commonalities between focus group participants and Delphi respondents as demonstrated in Figure 7.1 below.



*Figure 7.1.* Venn diagram of primary data sources. The focus group data and the Delphi data were analyzed separately and then combined as shown in this diagram. Certain information was contained in both sources.

This chapter presents this overlay of combined data. Of the 12 broad focus group categories, one, *Education Outside of Bars/Patrons Scope* was omitted because of its lack of Delphi correlation. Eleven categories remained. In order to be included in the combined Delphi One and focus group data analysis, sub-topics had to receive support from at least one focus group and one Delphi member. Particular attention was placed on sub-topics that received support from of at least 50% of the focus groups and Delphi participants combined. However, It should be noted that these sub-topics identified are not necessarily **more** important or possibly even **as** important as the specific areas that received large support in Delphi or focus groups.

## DATA ANALYSIS PROCESS

A protocol was established so that the two different data sources could be combined and analyzed. Using the focus group responses as the primary data source, the Aha team placed correlative Delphi One responses within the focus group data format. Focus group information is represented as **black text** and Delphi One information as **red text**. If there was no corresponding data from Delphi One participants, the focus group sub-topic was eliminated.

For purposes of this chapter, only correlative data was examined. Using this protocol, 11 broad categories contained information from both groups. These categories were, alcohol/drug facilitated rape, bar policies, bar's role, definitions and scope, gender socialization and renorming, intervention skills for bar staff (including security), intervention skills for patrons, observation techniques for bar staff, observation skills for patrons, resources/tools for patrons, and state and local laws and roles. The last category was modified. Because Delphi Two used the specific category "state laws" for ranking purposes, this grouping could not be changed. Focus group participants did not provide feedback on state law. Their responses dealt with the roles of state and local government. Thus a different focus group category, "state and local roles", was created to reflect their responses. Since there was overlapping information from the two groups, the Aha team decided to modify this category.

In order to create the combined data tables, information from the two previous chapters, *Chapter 5, Focus Group Findings* and *Chapter 6, Delphi Survey Findings* were imported. The percentages from the focus group patrons and bar staff and Delphi One respondents, as presented earlier, show the percentage of times specific ideas were supported. Focus group percentages represent the **entire group** and do not indicate how many individuals in the focus group supported the concepts.

Delphi One percentages represent **individual responses** generated from the open-ended questions. The maximum number of Delphi One participants who could have responded is 32 (the denominator). If Delphi One respondents believed that Bar Owners/Staff should be trained in a specific area, such as alcohol/drug-facilitated rape, their comments were recorded and coupled with matching comments that arose in the focus groups. The individual number of Delphi One responses was counted. This number was divided by 32, which is the percentage of Delphi One respondents who commented/supported a sub-topic. If Delphi One respondents believed that bar patrons should be trained in a specific area, such as alcohol/drug-facilitated rape, their comments were recorded and combined with corresponding comments that arose in the focus groups. The individual number of Delphi One responses was counted. This number was divided by 32, which is the percentage of Delphi One respondents who commented on a sub-topic. In some instances, a Delphi One respondent believed that a specific training area and sub-topic should be taught to both bar owners/staff and to bar patrons. In other instances, a Delphi One respondent only discussed a specific training area or sub-topic related to bar

owners/staff or to bar patrons. Therefore, the column “Delphi Responses for Bar Staff and/or Patron Training” provides an **unduplicated** count of Delphi One respondents who have stated that either bar owners/staff or bar patrons or both groups should have training in a specific content area.

The Aha team gave **equal weight** to the focus group responses and the Delphi One responses. Therefore, the final column, “Combined Percentage from Focus Groups and Delphi One” is calculated using the “Combined Patron and Bar Staff Focus Groups” percentage column and the “Delphi for Either or Both Groups” percentage column. These two percentages are added together and divided by two. In each table, the highest percentage ideas are listed first, and the rest are listed in descending order.

### ALCOHOL AND DRUG-FACILITATED RAPE

All of the patron groups and half of the bar focus groups stated that training should include information on alcohol/drug facilitated rape. Twelve Delphi respondents thought bar staff should be given training in this area, and 10 Delphi respondents thought patrons should have training on alcohol/drug facilitated rape. Fourteen Delphi participants (44%) thought that this core area should be covered in bystander training either for bar staff or for bar patrons or for both groups. By equally weighting the combined focus group results (71%) with the Delphi responses (44%), a composite percentage of 58% was obtained. This indicates high interest by all groups to include the relationship of alcohol to sexual assault in training for bar staff and patrons. See Table 7.1.

Table 7.1  
*Combined Data Results: Alcohol and Drug-Facilitated Rape*

Alcohol and Drug-Facilitated Rape													
Type: Focus Group and/or Delphi	Focus Groups by Type			Combined Patron and Bar Staff Focus Groups	Delphi One Responses- Training Program Components for:				Delphi for Either or Both Groups	Combined % from Focus Groups & Delphi One			
	Patron Groups		Bar Staff Groups		Bar Staff		Patrons						
Focus Group Participants' Feedback (in black) and Delphi Respondents' Feedback (in red)	#	%	#	%	#	%	#	%	#	%	#	%	%
Provide instruction on alcohol/drug facilitated sexual assault -- what can lead to rape or other destructive behaviors. It is not just a behavior, but an attitude about what sexual violence is. <i>Understand the relationship/role/co-occurrence between sexual assault and alcohol. Understand the risks associated with alcohol consumption.</i>	3	100%	2	50%	5	71%	12	38%	10	31%	14	44%	<b>58%</b>
Teach "how much is too much" liquor to consume (physical effect of alcohol.) <i>There needs to be a section on safe drinking -- knowledge on what safe drinking is and looks like. Emphasis should be placed on over consuming, as so many sexual assaults are reported by victims who have consumed to the point that they cannot recollect what transpired.</i>	0	0%	1	25%	1	14%	7	22%	4	13%	8	25%	<b>20%</b>

## BAR POLICIES

In the core category of Bar Policies, two sub-topics had wide interest: creating policies for zero tolerance of sexual harassment and having well-trained staff. Each of these sub-topics had a combined 55% coverage; and of that coverage, all focus groups addressed the two sub-topics, but only three Delphi respondents specifically identified these bar policies. Having bars/alcohol-serving establishments set standards of behavior and adopt policies of “respect” received wide support of 49%, derived from six of the seven focus group participants and also from four Delphi respondents. Additional sub-topics that received combined support are presented in Table 7.2.

Table 7.2  
Combined Data Results: Bar Policies

Bar Policies															
Type: Focus Group and/or Delphi	Focus Groups by Type						Delphi One Responses- Training Program Components for:				Delphi for Either or Both Groups		Combined % from Focus Groups & Delphi One		
	Patron Groups		Bar Staff Groups		Patron & Bar Staff		Bar Staff		Patrons						
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>Focus Group Participants' Feedback (in black) and Delphi Respondents' Feedback (in red)</b>															
Create zero tolerance of sexual aggression policies. Establish a policy that prohibits sexual harassment. Have a firm understanding of their particular establishment's policy regarding harassment, and the guidelines therein for handling patrons who are harassing other patrons or staff. If an establishment does not have a policy regarding sexual harassment specifically, then training should include overview of a new policy (developed with bar owners and managers) and how to best enforce it in a clear, step-by-step outline.	3	100%	4	100%	7	100%	3	9%	0	0%	3	9%	3	9%	<b>55%</b>
Have well-trained staff. Train new staff on how to intervene (security staff constantly changing.) Educate bouncer staff on sexual violence; what to look for. In Army, training was conducted every three months. Hire knowledgeable staff. Provide training for staff and owner. Map out the different expectations and actions for each level of staffing.	3	100%	4	100%	7	100%	3	9%	0	0%	3	9%	3	9%	<b>55%</b>
Have bars/establishments set a standard of behavior. Adopt a policy of "respect" for both staff and patrons. "You can be here, just be respectful." Create an atmosphere of respect. Communicate the values of the establishment. Establish a "respect" policy for employees and owners. Rework their policy to include the three concepts of safety, equality, and respect. Perhaps have a policy that inappropriate public touching will not be allowed. If it was a policy, staff could question anyone touching inappropriately. Staff should be able to understand the policies.	3	100%	3	75%	6	86%	4	13%	1	3%	4	13%	4	13%	<b>49%</b>
Provide safe ride cabs. Make sure patrons get into cabs alone. Check if patrons have rides. Walk patrons to their cars as bar safety policy. Informal policy. Provide alternative transport. Ensure staff has resources to assist patrons who may be at risk, such as vouchers for taxi, a safe taxi company. Establish a safe walk/ride program to help patrons get to a safe place. Provide alternative transport.	2	67%	4	100%	6	86%	3	9%	1	3%	3	9%	3	9%	<b>48%</b>
Create policies that owners/management will support staff when staff observe sexual aggression of patrons by patrons. Create policies which direct staff (servers and bartenders) who observe incidents of sexual harassment/aggression of patrons by patrons to report incidents to management or owners so they can handle the situation. The bar owner can have a clear policy regarding NO TOLERANCE for patrons who are considered a safety threat. Staff can then enforce the policy: "Sorry, that is the rule." Establish policies in regard to intervening in bar activity -- policies for bar staff on how to report instances when they see suspicious activity. "As a business, we want everyone to have a good time and feel safe."	1	33%	3	75%	4	57%	3	9%	0	0%	3	9%	3	9%	<b>33%</b>
Have female bouncers. Have female ally/advocate, not necessarily a bouncer. Have more women in positions of authority (managers?) in bars who can talk to women. Have female bar staff "undercover" observer to observe tables and patrons. (Could be requirement of cooperative participation/membership.) Bar staff should be an appropriate mix of male and female in order to facilitate the checking of bathrooms or assisting customers of the same gender when warranted.	3	100%	0	0%	3	43%	1	3%	0	0%	1	3%	1	3%	<b>23%</b>

## BAR'S ROLE

Participants from all of the focus groups emphasized, as a primary responsibility, the need for owners and managers of bars/alcohol-serving establishments to create safe environments for their patrons. Eleven Delphi respondents identified this same need as core content to be included in bar bystander training for bar owners and staff members and four Delphi participants recommended this same subject be included in the training for patrons. By equally weighting the combined focus group results (100%) with the Delphi responses (34%), a composite percentage of 67% indicates high interest by all groups to include the idea of creating safe bar environments in training for bar staff and patrons. Four additional sub-topics identified by both focus group and Delphi One participants as important responsibilities of alcohol-serving establishment are presented in Table 7.3.

Table 7.3  
Combined Data Results: Bar's Role

Type: Focus Group and/or Delphi	Bar's Role													
	Focus Groups by Type						Delphi One Responses- Training Program Components for:				Delphi for Either or Both Groups		Combined % from Focus Groups & Delphi One	
	Patron Groups		Bar Staff Groups		Patron & Bar Staff		Bar Staff		Patrons					
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<p>Create a safe environment. Let patrons know that they have a safe environment and that "we want them to have a good time." Let patrons know you won't over-serve. The owner sets the tone of tolerance or intolerance of sexual harassment. <b>Bar owner and staff have a responsibility to provide a safe environment within the community. Define the role and responsibility staff has for the safety of their patrons. Business needs to be committed to a safe and enjoyable experience for its patrons -- to take steps to create a safer environment. Create an environment where safety, equality, and respect are norms, and an understanding that this is the opposite of sexual violence. Focus on the positives of becoming an establishment with a reputation of zero tolerance for sex crimes - better clientele, good reputation in the community and with local police, etc. Bar owners need to understand the importance (consequences?) of over-serving in their establishments.</b></p>	3	100%	4	100%	7	100%	11	34%	4	13%	11	34%		<b>67%</b>
<p>Post signage throughout establishment. <b>Display/distribute/provide posters and other materials that reinforce safe drinking, safe environments, respect for all identities, and bystander responsibility. Maybe use values statements in public and staff areas (might include messages similar to "Guts to Be Good").</b></p>	3	100%	2	50%	5	71%	2	6%	2	6%	2	6%		<b>39%</b>
<p>Keep open relationships with cab drivers, police. Would like closer linking with police. "We don't call them unless we need them and when we need them, we need them NOW." <b>It is important to create relationships with law enforcement and bars, so bars will feel comfortable evoking law enforcement if needed.</b></p>	2	67%	2	50%	4	57%	2	6%	0	0%	2	6%		<b>32%</b>
<p>Install "real-time" cameras in dark, less visible areas. <b>Bars should also consider placing surveillance cameras in and around their establishments if they have not already done this, and bars should establish a policy where tapes are kept for a minimum of 30 days and made accessible to law enforcement when requested.</b></p>	2	67%	1	25%	3	43%	1	3%	0	0%	1	3%		<b>23%</b>
<p>Have well lit bars. <b>Increase safety of establishment - lighting, shelves, coat check.</b></p>	1	33%	0	0%	1	14%	1	3%	1	3%	1	3%		<b>9%</b>

## DEFINITION AND SCOPE

In the category Definition and Scope, one sub-topic received strong support from both focus group and Delphi participants. Patrons in two of three groups and bar owners and staff in three of four groups identified information on sexual violence and definitions of rape, sexual violence, sexual aggression, and sexual harassment as core training needs. Ten of 32 Delphi respondents identified the need to have a clear understanding of sexual violence as a core training component for bar owners and staff. Seven Delphi participants recommended information and definitions as important content for patron training. The focus group results (71%) and the Delphi responses (34%), when combined, yielded a composite percentage of 53%. This high percentage indicates high interest by all groups. See Table 7.4.

Table 7.4  
*Combined Data Results: Definition and Scope*

Definition and Scope													
Type: Focus Group and/or Delphi	Focus Groups by Type				Combined Patron and Bar Staff Focus Groups		Delphi One Responses- Training Program Components for:				Delphi for Either or Both Groups		Combined % from Focus Groups & Delphi One
	Patron Groups		Bar Staff Groups		Patron & Bar Staff		Bar Staff		Patrons				
Focus Group Participants' Feedback (in black) and Delphi Respondents' Feedback (in red)	#	%	#	%	#	%	#	%	#	%	#	%	%
Provide information on sexual violence/definitions: rape; sexual violence; sexual aggression, sexual harassment. <i>What is sexual violence? Give a thorough definition of sexual assault, rape, and battery. Have a clear understanding of what sexual violence is and looks like. General information about sexual violence, what it is. It is important to ensure that all the staff and owners understand what rape is. Clarify laws on alcohol &amp; consent -- how to understand consent. Provide a specific definition of consent and list the five groups of people in AZ who can never give consent.</i>	2	67%	3	75%	5	71%	10	31%	7	22%	11	34%	<b>53%</b>
Provide statistical background: national, state, local. <i>Provide statistics of sexual assault and alcohol. Local statistics can be offered to accurately reflect the "local" problem-including stats on the number of victims reporting they were intoxicated at the time, "date rape" statistics, etc. Train (bar) staff and owners and provide data. Discuss acquaintance rape statistics, stages of acquaintance rape, and dynamics.</i>	1	33%	1	25%	2	29%	6	19%	5	16%	7	22%	<b>25%</b>
Discuss myths of sexual assault. <i>State the myths (and truths) about sexual assault.</i>	1	33%	0	0%	1	14%	3	9%	2	6%	3	9%	<b>12%</b>

## GENDER SOCIALIZATION AND RENORMING

Three sub-topics received mixed support from both focus group participants and Delphi respondents in the Gender Socialization and Renorming category. The strongest support was from participants of all three patron focus groups who identified the need to focus on male societal cultivation in training. Three Delphi respondents recommended information on “hyper-masculinity” in training for bar owners and staff and two Delphi participants thought this content should be included for patrons. The combined results from both groups was 33%.

Table 7.5  
 Combined Data Results: Gender Socialization and Renorming

Gender Socialization and Renorming													
Type: Focus Group and/or Delphi	Focus Groups by Type						Delphi One Responses- Training Program Components for:				Delphi for Either or Both Groups		Combined % from Focus Groups & Delphi One
	Patron Groups		Bar Staff Groups		Combine d Patron and Bar Staff Focus Groups		Bar Staff		Patrons				
	#	%	#	%	#	%	#	%	#	%	#	%	%
<b>Focus Group Participants' Feedback (in black) and Delphi Respondents' Feedback (in red)</b>													
Need to focus on male "macho" societal cultivation. Include excerpts of literature -- The Macho Paradox. Learn about hyper-masculinity. <b>Men have been conditioned for centuries to be the conqueror. Women are not respected as having the ability to actually say what they mean and, therefore, men do not have to respect what they say. Teach a clear understanding of the underlying conditions of sexual violence. By preventing oppression, silence/denial and sexual violence perceived as normal, you are much closer to preventing sexual violence before it begins.</b>	3	100%	1	25%	4	57%	3	9%	2	6%	3	9%	<b>33%</b>
Teach awareness of how modern day culture (jokes, clothing, etc.) can aid or prevent sexual harassment/rape. Change in society occurs with a larger step than focusing on just one cause. Cultural awareness. <b>Dispel stereotypes about sexual assault (i.e., if she dressed like a slut, she's asking to get raped, men can't be sexually assaulted, people should protect their drinks because most rapes involve roofies). Understand that no matter how a person acts or dresses, the person is NEVER asking for anyone to sexually assault them. Include gender awareness/empathy in training. Discourage victim blaming.</b>	0	0%	2	50%	2	29%	2	6%	3	9%	4	13%	<b>21%</b>
Change the message of promotions -- female patrons are really uncomfortable with "ladies night out." <b>Owners and staff should also be educated on the environment they create when hosting events of a sexual nature (bikini/wet t-shirt contests).</b>	1	33%	0	0%	1	14%	1	3%	0	0%	1	3%	<b>9%</b>

### INTERVENTION SKILLS FOR BAR STAFF (INCLUDING SECURITY)

Patrons in all three focus groups, bar owners and staff members from three of four groups, and 17 Delphi One participants expressed the need to train bar staff to safely and assertively respond to sexual harassment situations. By equally weighting the combined focus group results (86%) with the Delphi responses (53%), a composite percentage of 69% indicates very high interest by all groups to have bar staff trained on effective sexual assault intervention strategies. In addition, participants shared several ideas, such as creating “steps to intervention” which could serve as a template for action. Another idea was to teach effective communication skills as part of the training. See Table 7.6.

Table 7.6  
 Combined Data Results: Intervention Skills for Bar Staff (Including Security)

Intervention Skills for Bar Staff (Including Security)									
Type: Focus Group and/or Delphi	Focus Groups by Type				Combined Patron and Bar Staff Focus Groups		Delphi One Responses:		Combined % from Focus Groups & Delphi One
Focus Group Participants' Feedback (in black) and Delphi Respondents' Feedback (in red)	Patron Groups		Bar Staff Groups		Patron & Bar Staff		Training for Bar Staff		
	#	%	#	%	#	%	#	%	
Train bar staff how to safely respond to sexual harassment situations. Train staff to help patrons; have different levels of intervention. Create a "step-by-step", like reacting to a fire, a flow chart of interventions. Teach the skills needed to handle confrontation. Teach effective communication skills. Teach staff members how to approach and talk to the individual who is creating a problem. Teach key questions to ask and how and when to ask them. Train how to distract in order to break sexually harassing behavior. If a situation is not OK, intervene. <b>Teach staff how to intervene in a safe but assertive manner: safe skills and nonviolent intervention techniques; how to assess when he/she should intervene; and when and how to intervene (a clear path outlined of the steps to take if an intervention is warranted).</b> Teach ways to intervene both confidently and appropriately. Teach how to identify situations which may require intervention and how to intervene (what owners and staff should do if they notice certain behaviors and situations). Detail empowering ways to offer assistance to patrons of any gender. Teach non-violent communication skills - ways to handle matters with respect and dignity, not just a bouncer throwing people out. Early and frequent communication is less intrusive than confrontation. Practice skills on intervening during various levels of urgency. Identify and describe 3-5 ways to intervene safely and appropriately in a situation; identify at least 3 ways to provide follow-up support to patron being harassed (e.g., offering cab ride, asking if patron would like staff to keep offending patron out of bar). Discuss what to do if you are witnessing an act or the beginnings of (grooming) a sexually violent act -- Step 1, 2, 3, etc. It would help if bar owners and staff were familiar with "steps to intervention" as a template for action (levels of intervention if prevention fails). Identify the importance of intervening when an issue is still a "small" problem.	3	100%	3	75%	6	86%	17	53%	69%
Check who's not having fun and who's having too much fun. Have bar staff ask different groups if they are doing OK. Check tables. Have owner check on patrons. If servers see something, don't have them handle the situation themselves, but have them take it "higher up" where it needs to be handled. <b>As for training for owners and staff, ... (could they have) training on intervening in what appears to be aggressive or inappropriate behavior, such as approaching a couple if they observe coercion and ask if the victim is safe? Keep the message positive, "Is everything ok here?" rather than, "What seems to be the problem?"</b>	3	100%	2	50%	5	71%	2	6%	39%

## INTERVENTION SKILLS FOR PATRONS

Teaching patrons intervention skills and the spectrum of behaviors that lead to sexual aggression was strongly supported by patrons and bar owners and staff in all focus groups. Eleven Delphi participants identified the same core content for inclusion in bar bystander training for patrons. This sub-category received the combined percentage of support (67%) from focus group and Delphi participants and indicates a high priority of both groups.

Table 7.7  
 Combined Data Results: Intervention Skills for Patrons

Intervention Skills for Patrons									
Type: Focus Group and/or Delphi	Focus Groups by Type				Combined Patron and Bar Staff Focus Groups		Delphi One Responses:		Combined % from Focus Groups & Delphi One
Focus Group Participants' Feedback (in black) and Delphi Respondents' Feedback (in red)	Patron Groups		Bar Staff Groups		Patron & Bar Staff		Training for Patrons		%
	#	%	#	%	#	%	#	%	
Teach patrons intervention strategies, how to respond to different situations (benign intervention, e.g., how to take harassed patron to the bar where bar staff can help). Teach patrons the spectrum of behaviors -- from the simplest to the most extreme/aggressive behaviors. Teach patrons to be more proactive in their safety. Teach coping skills/how to handle situations. Create a list of ways to handle situations. Teach safety tips. Maybe (develop/use) a video. <span style="color: red;">Teach patrons how to intervene safely in a variety of situations, and when to take action. Teach preventative strategies patrons can take to ensure their friends are safe when going out. Understand how to be a safe and responsible bystander. Have a clear understanding of safe bystander responsibility, what to look for, how to act and intervene. Identify and describe 3-5 ways to intervene safely and appropriately in a situation; identify at least 3 ways to provide follow-up support to patron being harassed (e.g., offering cab ride, asking if patron would like staff to keep offending patron out of bar). Discuss what to do if you are witnessing an act or the beginnings of (grooming) a sexually violent act -- Step 1, 2, 3, etc. Detail empowering ways to offer assistance to patrons of any gender. Identify the importance of intervening when an issue is still a small problem.</span>	3	100%	4	100%	7	100%	11	34%	67%

## OBSERVATION TECHNIQUES FOR BAR STAFF

In the core category of Observation Techniques for Bar Staff, two sub-topics had wide interest: training bar staff to have better observation/awareness skills and teaching bar staff how to interpret observed behaviors in relation to sexual aggression. The first sub-topic had a combined support of 56% from both focus group and Delphi participants with patrons in two focus groups, bar owners and staff from three focus groups, and 13 Delphi participants specifically identifying the need to teach better observation skills to bar staff. The second sub-topic coverage of teaching how to interpret behaviors received the combined, support of 48% from focus group and Delphi participants. Table 7.8 presents more detailed feedback from both groups.

Table 7.8  
 Combined Data Results: Observation Techniques for Bar Staff

Observation Techniques for Bar Staff									
Type: Focus Group and/or Delphi	Focus Groups by Type				Combined Patron and Bar Staff Focus Groups		Delphi One Responses:		Combined % from Focus Groups & Delphi One
	Patron Groups		Bar Staff Groups		Patron & Bar Staff		Training for Patrons		
Focus Group Participants' Feedback (in black) and Delphi Respondents' Feedback (in red)	#	%	#	%	#	%	#	%	%
<p>Train bar staff members to have better observation/awareness skills and to understand what is being observed in relation to sexual violence. (Assess the situation.) Teach how to gauge why people are there, how to figure out patron intentions. Teach how to diffuse situations sooner. Train staff on observation techniques relevant to sexual violence prevention similar to alcohol service training. Teach skills to owners and staff so they can recognize sexual harassment or sexual violence. What should owners and staff look for/be observant of? Identify early indicators of possible sexual violence and the relevant scenarios that have occurred, or might occur in one's business. (Use real-life examples.) Owners and staff should learn to read social cues, to read dynamics where sexual assault might arise. Bar staff/owners will need to be able to spot red flag behaviors in a crowded place so having these as a reference is important to give them a sense of the types of things they are looking for. Some of these behaviors they may have thought of as just being "drunk" behavior in the past and may now be able to identify as more dangerous in a sexual violence context. Teach what to look for in patron behavior, both in a potential victim and in a potential perpetrator (proactive/preventative efforts that can and should be taken, e.g., training staff to observe patron interactions that may indicate duress, escalating situations.) Recognize inappropriate behavior from perpetrators, warning signs for potential sexual assault, signs/symptoms of drugged or too intoxicated patrons. Awareness- they need to know what they are looking for. Warning signs that the person being harassed is giving, e.g., body language, noticing small things, for example, when a man comes to an unattended drink. If they are taught some of the warning signs then they can stop the act before it happens. Awareness of self, others (your customers), and surrounding is a key tool for prevention. Bar employees should be trained on the importance to watch alcohol service in the bar. Employees need to be aware of resources or how to respond if they see something suspicious. For example, a spiked drink or two guys dragging a very drunk woman away from her friends for a ride.</p>	2	67%	3	75%	5	71%	13	41%	56%
<p>Teach how to interpret behaviors/when to intervene (or not intervene). Teach bar staff/owners to identify predatory behaviors and sexual harassment by incorporating the continuum of violence, cycle of violence, and power and control wheel as elements of the curriculum. Show spectrum of sexual violence, including how many "big" problems often start with "small" issues. Be able to list behaviors that constitute sexual harassment or aggression and how to identify them in a bar environment.</p>	2	67%	4	100%	6	86%	3	9%	48%

## OBSERVATION SKILLS FOR PATRONS

Teaching patrons how to correctly assess specific, sexually aggressive behaviors and when to intervene received support from bar patrons in two of three focus groups. Bar owners and staff members from one of four groups and only two Delphi participants shared interest in this topic. The responses from focus group participants and Delphi One respondents indicates divergent opinions about the value of including the ability for patrons to assess sexually aggressive behaviors and when they should intervene as part of the core training content for patrons. It is possible that the broad category, Intervention Skills for Patrons, more accurately represents the recommendations of both groups.

Table 7.9  
 Combined Data Results: Observation Skills for Patrons

Observation Techniques for Patrons									
Type: Focus Group and/or Delphi	Focus Groups by Type				Combined Patron and Bar Staff Focus Groups		Delphi One Responses:		Combined % from Focus Groups & Delphi One
Focus Group Participants' Feedback (in black) and Delphi Respondents' Feedback (in red)	Patron Groups		Bar Staff Groups		Patron & Bar Staff		Training for Patrons		%
	#	%	#	%	#	%	#	%	
Teach how to identify what kinds of people to look for to correctly assess specific behaviors. Teach patrons how to interpret behaviors/when to intervene. <span style="color: red;">Teach (patrons) how to recognize the signs that may predict violence. What should patrons look for/be observant of?</span>	2	67%	1	25%	3	43%	2	6%	<b>25%</b>
Teach patrons to pay attention to how well people in a group know each other. It is hard to know when to intervene if patron is not part of a group. Teach more awareness. "How do we get patrons to keep an eye on others, even though they don't know them?" Teach patrons to keep aware of surroundings -- a buddy system among patrons. Teach how to be more aware of the bar environment, e.g., keeping control of where your drink is. <span style="color: red;">Awareness of self, others (fellow patrons), and surrounding is a key tool for prevention. Teach what to look for in patron behavior, both in a potential victim and in a potential perpetrator. Specific strategies for getting home safe – buddy system? Awareness of the problem – (training patrons). Teach patrons to watch their drinks and those around them. Teach how to be on HIGH alert for any suspicious activity in bars.</span>	2	67%	0	0%	2	29%	4	13%	<b>21%</b>

## RESOURCES/TOOLS FOR PATRONS

The Resources/Tools for Patrons core category received the most feedback from both focus group and Delphi participants. Ten sub-topics were identified by focus group and Delphi participants. This is significant since Delphi One participants were asked only to identify information and skills that should be part a of a core comprehensive bar bystander training program for bar employees and patrons. They were not asked to provide feedback on patron resources per se.

The need to provide patron sexual violence prevention education received the strongest support with all focus groups and 21 Delphi respondents strongly listing patron education as a priority in a bar bystander training program. By equally weighting the combined focus group results (100%) with the Delphi responses (66%), a composite percentage of 83% indicates the highest interest by both groups.

Participants in all seven focus groups recommended creating a “Safe Zone” sticker/logo/sign for alcohol-serving establishments to display that would signify that staff members of these businesses have received sexual violence prevention classes and know what to do if patrons are sexually harassed or assaulted. The idea of promoting “zero tolerance” by displaying a specific sign was also supported by 10 Delphi respondents. The combined feedback on Resources/Tools for Patrons is presented in Tables 7.10, 7.11, 7.12, and 7.13.

Table 7.10  
 Combined Data Results: Resources/Tools for Patrons

Resources/Tools for Patrons									
Type: Focus Group and/or Delphi	Focus Groups by Type				Combined Patron and Bar Staff Focus Groups		Delphi One Responses:		Combined % from Focus Groups & Delphi One
	Patron Groups		Bar Staff Groups		Patron & Bar Staff		Training for Patrons		
Focus Group Participants' Feedback (in black) and Delphi Respondents' Feedback (in red)	#	%	#	%	#	%	#	%	%
Provide patron education. Bars offer SVPE training to patrons. Promote free training. First get women age 65 and older (because they are more self-aware and care more about safety) informed/aware of sexual violence prevention strategies and they will spread the information to younger women. <span style="color: red;">EVERYONE needs some mega bystander intervention training to kiss complicity goodbye forever. Partner with existing Sexual Violence Prevention Bystander Intervention programs to train more adults in the community to intervene. Patrons should be given an almost reverse educational piece based on the graphic and posted policies. They should understand that the bar has established a zero tolerance for all levels of sexual assaultive behaviors. Yet, the emphasis should be on the social norm of the bar. The bar establishment could educate through posters, training sessions and multiple workshops. Patrons should be educated on the primary prevention of sexual violence when they enter a bar establishment.</span>	3	100%	4	100%	7	100%	21	66%	83%

Table 7.10 (continued)  
 Combined Data Results: Resources/Tools for Patrons

Resources/Tools for Patrons									
Type: Focus Group and/or Delphi	Focus Groups by Type				Combined Patron and Bar Staff Focus Groups		Delphi One Responses:		Combined % from Focus Groups & Delphi One
	Patron Groups		Bar Staff Groups		Patron & Bar Staff		Training for Patrons		
	#	%	#	%	#	%	#	%	%
<p><b>Focus Group Participants' Feedback (in black) and Delphi Respondents' Feedback (in red)</b></p>									
<p>Design and display posters that explain the accepted (bar) environment. Create posters that define sexual assault and sexual harassment. Reframe language so that people think about "what may not be right" (behavior.) Maybe a warning sign, "No means no." Place at larger bars and clubs. Don't place in concert halls. Display posters/placards in highly visible locations that address sexual harassment. Provide tools for owners to educate their patrons; posters, prevention tips. Display, distribute, provide posters and other materials that reinforce safe drinking, safe environments, respect for all identities, and bystander responsibility. The (bar) owners and staff should develop policies, clearly stated and that can be translated graphically as posted material, based on the principles of the trainings. Communicate prevention strategies to patrons, values statements in public and staff areas. Use POSTERS/MATERIALS to reinforce messages year round. Similar to "what happens when you smoke (black lungs, etc.)" posters, patrons should be exposed to "what happens when you sexually offend (handcuffs, back seat of police car, etc.)" posters. Post signs to provide safety tips to patrons. Maybe even safe drinking tips and what to do if you think there might be a problem. Poster campaigns that outline the symptoms of a person who was spiked with a drug would help identify the difference between a person who is drunk and someone who is drugged.</p>	3	100%	4	100%	7	100%	8	25%	63%
<p>Place posters in the men's and women's restrooms to remind them to "keep your drink secure and with you at all times." Have the "Safe Zone/sexual harassment free" symbol and the rules displayed in both bathrooms. POSTERS/MATERIALS to reinforce messages year round, like in the bathroom. A poster campaign with information on the backs of bathroom stalls with messages pertaining to bystander intervention would be helpful. Communicate prevention strategies to patrons - gender specific messages in bathrooms. Simple messages that say, "this is establishment is a no sexual violence/harassment zone - let staff know if you are being harassed" then having different situations of what is considered harassment. Any posters or information that can be placed/displayed in the bathrooms. Posters or stickers (about rape) in the bathrooms. Information can be conveyed through poster or small signs placed in bathrooms and in other places in the bar that would ask people to be mindful of potential for coercive behavior that could lead to sexual violation and to intervene somehow. Include posters/flyers in the restrooms and table/bar tops that include, similar to a domestic violence flyer, what sexual violence is, how to recognize it, how to intervene, how to notify staff, and possibly other community agencies that can help after a victimization has occurred. Possibly display a "written agreement/warning" in the restrooms that demonstrates the establishment has support from law enforcement in combating sexual violence/activity in the establishment. Mesa PD has partnered with some bars to put posters in the women's restrooms with prevention tips for women.</p>	3	100%	4	100%	7	100%	7	22%	61%

Table 7.10 (continued)  
 Combined Data Results: Resources/Tools for Patrons

Resources/Tools for Patrons									
Type: Focus Group and/or Delphi	Focus Groups by Type				Combined Patron and Bar Staff Focus Groups		Delphi One Responses:		Combined % from Focus Groups & Delphi One
Focus Group Participants' Feedback (in black) and Delphi Respondents' Feedback (in red)	Patron Groups		Bar Staff Groups		Patron & Bar Staff		Training for Patrons		%
	#	%	#	%	#	%	#	%	
Other tools besides a card: classes, promo tools, meetings, flyers, information, discussion groups with patrons and bar staff, etc. Stickers on the floor. Videos. <i>Maybe develop a video depicting a typical "night out" where bystanders are responsible and engaged, and another where people close their eyes to potential criminal activity (to highlight the need for active bystanders to do the right thing). Develop something that hits people on an emotional level and illustrates how differently one situation can turn out when people take different actions. Have literature available that would explain the problem (sexual violence/harassment) and how the establishment plans to handle offenses. List of resources for referrals, information, strategies/tips, etc. information (brochures, classes, posters, etc) containing tips on how to avoid becoming a victim are important. Literature about what is rape and possible resources. Communicate prevention strategies to patrons - include prevention strategies/messages in existing policies/communications for patrons (i.e. dress codes and comparable messages to, "Don't drink and drive".</i>	3	100%	4	100%	7	100%	7	22%	61%
Create a SAFE ZONE sticker/sign/logo for participating bars to display that have had staff members take the sexual violence prevention classes. Flash on TV the participating establishments. Display clear decal in windows, a symbol recognition of participating "zero tolerance" establishments. Branding is so huge. Tells patrons that the staff has been trained and knows what to do. <i>Conduct a campaign like Scotland's "Not Ever" campaign that also educates patrons/potential patrons about what bars participate in the program.... Include physical identifiers in the bar, such as window-clings, posted bar policy identifying it as an "anti-harassment establishment," buttons that bar staff wear, community-funds &amp; awareness-raising events during which participating bars are decorated/highlighted in a certain way (all bar staff wear certain shirts/portion of proceeds go towards project/live music performances/etc.), with a lot of related media attention. I would post signs in the establishment stating that they were part of the NightLife Safety Project with some information explaining what that means. I would have literature available that would explain the problem and how the establishment plans to handle offenses.</i>	3	100%	4	100%	7	100%	10	31%	66%
Use media to focus attention on sexual assault and prevention. Get the public's attention. <i>Short multi-media clips, such as Scotland's "Not Ever" campaign, in combination with online social networking sites is a great and cost-effective way to spread the message and go viral within a community. Maybe patrons should be addressed and educated through social media and conventional advertising campaigns that are produced in serialized fashion so that they keep the audiences' attention and continues to educate them. This would make an impact on social norms particularly in bar culture.</i>	3	100%	4	100%	7	100%	2	6%	53%

Table 7.10 (continued)  
 Combined Data Results: Resources/Tools for Patrons

Resources/Tools for Patrons									
Type: Focus Group and/or Delphi	Focus Groups by Type				Combined Patron and Bar Staff Focus Groups		Delphi One Responses:		Combined % from Focus Groups & Delphi One
Focus Group Participants' Feedback (in black) and Delphi Respondents' Feedback (in red)	Patron Groups		Bar Staff Groups		Patron & Bar Staff		Training for Patrons		%
	#	%	#	%	#	%	#	%	
Conduct widespread media campaign for patrons to recognize establishments that have received sexual assault training and know that it's a safe place. Huge campaign! PSAs/commercials: "These bars have received sexual violence prevention training. "Have website where patrons can go to get more information - bars can post the website along with their "SAFE ZONE (participation) logo/symbol. Put free ads in newspapers, e.g., <i>New Times</i> , listing SAFE ZONE establishments. Use YELP, Citysearch, azcentral, OpenTable (sites which provide reviews and directions, and could also include info about "SAFE ZONE" participation/requirements) to advertise. Create an APP to show bars and restaurants that are participating "zero tolerance of sexual harassment/assault" establishments. Have ASU computer science students develop APP as part of course assignment. <b>Design/use awareness-raising campaigns that saturate the community with information. Use PSAs/commercials (radio and film, including YouTube) that revolve around bar staff telling patrons about the program, that their bar has a policy, and letting patrons know that "they have your back" or are otherwise there to support patrons in their establishment.</b>	1	33%	2	50%	3	43%	1	3%	23%
Develop coasters (perhaps with a hole for a straw). "Anytime you can put a message in front of your face, it's good." Matchbooks. <b>Maybe use a simple saying on coasters in an effort to make it clear that sexual violence will not be condoned in this establishment or to warn individuals to be mindful of the potential.</b>	2	67%	1	25%	3	43%	1	3%	23%
Possibly use napkins with safety messages. Napkins are used in Europe with a quiet message, "You have been warned." <b>Education should occur through visual aids such as catchy posters that are circulated around the establishment, napkins, video clips on the television screen as well allowing them to check out a video, multi-training sessions that are offered to the patrons.</b>	2	67%	1	25%	3	43%	1	3%	23%
Support "safe ride" bus system (drops people off on campus.) Provide trolley (\$3.00 per person,) transports patrons to participating bars, and provides safe rides back. <b>Ensure staff has resources to assist patrons who may be at risk such as vouchers for taxi, a safe taxi company. Include prevention strategies/messages in existing policies/communications for patrons, i.e., dress codes and comparable messages to "Don't drink and drive," "We provide free transportation home," "Free soft drinks for designated drivers."</b>	1	33%	1	25%	2	29%	2	6%	17%
Bars sponsor a "rape awareness" night. <b>Collaborating with a local program, bars could host an informational happy hour or fund raiser about the issue (sexual harassment). Have community-funds &amp; awareness-raising events during which participating bars are decorated/highlighted in a certain way (all bar staff wear certain shirts/portion of proceeds go towards project/live music performances/etc.), with a lot of related media attention.</b>	1	33%	0	0%	1	14%	2	6%	10%

## STATE AND LOCAL LAWS AND ROLES

In the Delphi, one of the areas identified to be included in training for bar staff and patrons was State and Local Laws. This concept was expanded in the focus group to include state and local laws and roles. As a result, several of the Delphi items that are included in the combined data results are **not** found in the Delphi Table 6.10, *Frequency of Specific Sub-Categories of State and Local Laws (and Case Law)*, but are found in Delphi Table 6.4, *Frequency of Specific Sub-Categories of Training on Bar's Role* and Delphi Table 6.9, *Frequency of Specific Sub-Categories of Resources/Tools for Patrons*.

All of the patron groups and bar focus groups recommended creating cooperatives or coalitions for bars to actively prevent sexual aggression in their establishments. One Delphi respondent recommended including the concept of creating bar cooperatives in the training for bar owners and staff. Two Delphi participants recommended including the development of bars against sexual violence coalitions be part of the training for patrons. The combined percentage from focus group and Delphi One participants was 53% with focus group attendees giving the highest support. Again, Delphi One respondents were asked about core content for bar bystander training for both bar employees and patrons and not about specific sexual violence prevention strategies beyond training. Table 7.14 presents detailed responses.

Table 7.11  
 Combined Data Results: State and Local Laws and Roles

State and Local Laws and Roles													
Type: Focus Group and/or Delphi	Focus Groups by Type				Combined Patron and Bar Staff Focus Groups	Delphi One Responses- Training Program Components for:				Delphi for Either or Both Groups		Combined % from Focus Groups & Delphi One	
	Patron Groups		Bar Staff Groups			Patron & Bar Staff	Bar Staff		Patrons		#		%
Focus Group Participants' Feedback (in black) and Delphi Respondents' Feedback (in red)	#	%	#	%	#		%	#	%	#		%	
Create bar cooperative/coalition for bars against sexual violence. Northland's partnering bars inform customers that these establishments are safe environments and that they (bar owners and staff) are safe, responsible bystanders. Let's get the public aware that no violence is tolerated at their facilities. They are aware of what is going on around them and they will stop the problem before it happens! I would post signs in the establishment stating that they were part of the NightLife Safety Project with some information explaining what that means. I would have literature available that would explain the problem and how the establishment plans to handle offenses.	3	100%	4	100%	7	100%	1	3%	2	6%	2	6%	53%
Create state-mandated, formal certification for establishments that have received formal state sexual violence prevention training. Have mandatory sexual violence training for all staff. Require formal, state-mandated sexual violence prevention (sexual harassment) training for owners as part of the requirement for food and liquor licensure. The training should be one full-day. Participating establishments should receive a special certification if the owner and staff complete the formal training. Mandatory, formal training for recognizing, handling, and creating an atmosphere of prevention in the bars should be required. Train to detect early. Should be part of current state-mandated liquor licensing training for ALL employees/management/front line. State certification could legally protect bars/staff from being sued if they intervene. Create framed official certification certificate to display in the front window. Develop guidebook/handbook that owners can take back to staff and train staff (could be like OHSA.) Make a link between sexual violence and licensing for the bar owners. Any program implemented should be a required component to the liquor licensing process and alcohol certification class that owners/staff have to complete to serve. STATEWIDE: develop/use something that can be adapted statewide.	3	100%	2	50%	5	71%	3	9%	0	0%	3	9%	40%
Create informal, local/community "certification" programs for participating bars that tell patrons they have zero tolerance for sexual violence in their establishments. All bars/clubs that follow these policies are listed. SAFE SPACE is a kind of certification for the bar community that wants to be part of this project. Not sure what that would look like.	0	0%	2	50%	2	29%	1	3%	0	0%	1	3%	16%
Fully prosecute sex offenders. Folks could be educated on what it takes to effectively prosecute a sexual assault case. Input may be offered by the County Attorney's office or police department. This may allow friends and acquaintances as well as victims to be best witnesses when a crime has occurred.	0	0%	1	25%	1	14%	1	3%	0	0%	1	3%	9%

**NEXT STEPS**

From the wealth of data collected, analyzed, and synthesized from this project, several ideas have emerged. The next chapter presents bar bystander program recommendations that can be used to enhance current programs and design a generic model that can be replicated for implementation in other Arizona communities as funding permits.

## 8. ARIZONA BAR BYSTANDER PROGRAM MODEL

*Sexual violence awareness is important for our students and those in the community interacting with our students to understand, both from a personal safety and bystander perspective. If people are more aware of what constitutes sexual violence, they can better identify situations and safely speak up or intervene.” Elizabeth Douglas, Manager, Boston University Wellness and Prevention Services*

The Delphi survey identified key elements of bar bystander training content for both bar staff members and bar patrons. Delphi participants provided ideas for core training content and included additional feedback beyond the narrower training scope of the survey. Focus group questions were structured to elicit responses on training content for bar employees and bar patrons, feedback on bar roles and policies in reducing sexual aggression in alcohol-serving establishments, and ideas on effective media strategies and resources for patrons. The information gathered from both of these approaches not only provided comprehensive training ideas, but also extended into recommendations for broader programmatic applications.

The mammoth amount of information collected during this project has been presented in the previous three chapters. The information has now been condensed into an Arizona Bar Bystander Program Model. The state program model recognizes the current efforts in Flagstaff and Tucson, builds on existing local program strengths, and presents a broader state role in bar bystander programs. Arizona’s current bar bystander programs include only owners and staff from alcohol-serving establishments. Therefore, the biggest change resulting from this project is the inclusion of patrons in the state’s bar bystander program. Patron involvement was a primary research goal and was strongly and enthusiastically supported by focus group attendees.

Within the broader state model framework, recommendations will be presented in terms of long-range and short-range objectives, and a universal objective. The long-range objective focuses on the development of a state bar bystander program. The short-range objective addresses the enhancement of current local bar bystander projects. The universal objective deals with promoting the sharing of Arizona’s Bar Bystander Program Model with other states.

### **PATRONS’ AND BAR OWNERS’ AND EMPLOYEES’ PERSPECTIVES ON BAR BYSTANDER PROGRAMS AND TRAINING**

Focus groups were organized around two populations: bar owners and employees and bar patrons. A natural crossover occurred since bar employees were often bar patrons and vice versa. During the focus group process, participants were asked to give their perspectives from their role within the population-specific group, e.g., bar owners’ and employees’ perspectives in the bar owner/staff focus groups. By segregating feedback, two distinct points-of-view occurred.

In general, patrons placed the bulk of responsibility on bar owners and staff for reducing sexual aggression within their establishments. They expressed frustration that there was very little or no patron support from bar owners and staff when sexually aggressive situations occurred in their establishments. Recommendations such as, “have female bouncers/advocates/allies,” “have more women in positions of authority,” “have female staff members watch tables and patrons,” “have roaming security,” “have staff members responsible for watching different areas,” and “have staff walk around,” suggest the perceived need for alcohol-serving establishments to more proactively observe the interactions and behaviors of their patrons.

Bar owners and staff placed behavioral responsibility when drinking on patrons and shared frustration in their role to have to “police” their patrons. They recommended bar etiquette and bar bystander training for patrons. However, bar owners also acknowledged their responsibility in providing safe environments for their patrons. Bar employees shared divergent perspectives on the level of support from owners and managers in addressing sexual harassment within their establishments. In general, staff members believed they were unprepared to provide assistance and, in some cases, did not think management would support any intervention by them.

Patrons and bar owners and staff overwhelmingly supported bar bystander training for themselves. Both populations recognized the value in learning how to recognize sexual aggression and how to safely intervene. However, the two groups still perceived the training in an isolative “self-focused” context rather than in a community context where they could work together to reduce and eliminate sexual aggression in bars.

In the initial phase of the focus group discussions, patrons assigned blame to bar owners and staff and bar owners and staff assigned blame to patrons. However, toward the middle of these discussions, focus group participants began to explore ways the two populations could work together to address sexual aggression in alcohol-serving establishments. Through this progression from isolation to collaboration, the concept of a broader state model emerged in which patrons and bar owners and staff become partners through shared responsibility and participation.

#### **LONG-RANGE OBJECTIVE: CREATE ARIZONA BAR BYSTANDER PROGRAM MODEL**

Creating local grassroots bar bystander programs is an effective method for building a broader program plan. Local programs have the flexibility to experiment with different approaches and can more easily adapt. Focus group and Delphi participants recognized the wisdom in smaller, volunteer programs. However, many of them envisioned a future, standardized state program framework that could be adopted and adapted by local communities. They saw a state level bar bystander program as the most effective strategy for reducing sexual aggression in alcohol-serving establishments throughout Arizona. Although the creation of a state bar bystander program is a lofty effort, the development of a model would provide a roadmap toward reaching this goal.

The following proposed components for the state’s bar bystander program received strong support from focus group attendees. Even though Delphi participants were not asked to give feedback beyond core training content, respondents also supported components included in this model. It is important to note that participants in this research project were providing information from a broad, creative “brain-storming” standpoint and were not required to address the complexities of implementation.

#### **Strategy One: Formation of Local Bar Bystander Coalitions/Cooperatives**

The coalition is the central component of the bar bystander program because it provides organizational structure to the effort. Any local, community-based bar bystander project would need to create a coalition of bar owners, employees, and patrons. The coalition would be responsible for making decisions about the local program including expansion of membership to include additional interested community members. By broadening membership, this coalition could be used to consolidate other sexual violence prevention/awareness efforts into one entity. The development and administrative support would need to come through the local SVPEP

contractor initially with hopes that as the coalition matured, other organizational resources could assist and augment the local SVPEP contractor.

Focus group participants recommended sexual violence prevention seminars and outreach to local colleges, high schools, churches, gyms, etc. They wanted SVP education for elementary, middle, high school students, and parents. Individuals suggested having mandatory sexual violence prevention education in orientation classes for state colleges and universities. All of these ideas can be more effectively promoted through a strong bar bystander coalition. The development of patron resources and media campaigns can also be facilitated through the coalition as well as discussions about bar staff and patron roles in the prevention of sexual aggression in alcohol-serving establishments.

### **Strategy Two: Mandated State-Certified Bar Bystander Training for All Bar Staff: Owners and Employees**

All “liquor license owners, agents, partners, stockholders, officers and managers actively involved in the day-to-day operations of the business must attend a state-approved MANAGEMENT Title 4 training course or provide proof of attendance of a course within the past five years.” (Arizona Department of Liquor Licenses and Control: Training)

Current Arizona liquor law does not require that all employees of a licensed establishment have BASIC Title 4 training; however, some licensed businesses may have such a requirement for employment. Therefore, it is currently at the discretion of each establishment to require or provide training. BASIC 4 training curriculum is consistent across Arizona.

The BASIC Title 4 training is four hours and successful completion provides an official ADLLC 5-year certification. It is recommended for bartenders, bar backs, servers, and managers. Managers are required to take the state-mandated MANAGEMENT Title 4 training.

Individuals (bartenders particularly) who attend school or training for serving of alcoholic beverages receive some training in how to recognize someone has had too much to drink, how to check IDs properly, and other aspects of responsible serving. An informal check with focus group participants who were bartenders and servers found that several of the staff members had never received any kind of formal training such as the BASIC 4. The lack of any formal training validates Delphi and focus group participants’ recommendation for bar bystander training for all staff.

Although there was mixed response by bar owners, half of the owners (three of six) recommended mandatory state sexual violence prevention/bar bystander training for their staff. Bar employees and patrons strongly supported mandatory training for bar employees. This training would include owners, managers, bartenders, servers, and security.

The ADLLC approved BASIC 4 online course objectives from the Arizona Safety Institute of America includes the following learning objectives:

- Lesson 1 - Introduction to Alcohol Service
- Lesson 2 - How Alcohol Affects the Body
- Lesson 3 - Preventing Intoxication/Intervention Techniques
- Lesson 4 - Cutting Someone off/Intervention Techniques
- Lesson 5 - Preventing Disturbances
- Lesson 6 - Protecting Yourself/Establishment from Liability
- Lesson 7 - Arizona Regulations
- Learn2Serve - Real World Practice

Using the approved BASIC 4 course objectives as a framework, bar bystander training content could be inserted into BASIC 4 state-approved training required for liquor licensure and certification. The current BASIC 4 training provides some instruction on **how alcohol affects the body; preventing intoxication/intervention techniques; cutting someone off/intervention techniques; preventing disturbances**. These topics could be expanded to include bar bystander training objectives and content.

**Strategy Three: State Bar Bystander Training Curriculum**

Standardized content. Delphi and focus group participants identified the same content. However, the level of importance of the content differed between the two groups.

Delphi One survey respondents were asked to identify core content for bar bystander training for bar staff and for bar patrons. Delphi Two participants were asked to prioritize the content topics identified in Delphi One and to rank from one to nine in order of importance.

Focus group participants were asked to identify important information and skills that bar owners and staff should know and what kind of information and skills bar patrons should know. At the end of each focus group, participants completed a brief bar bystander training content survey. Although focus group participants were not asked to prioritize the content that they recommended, focus group findings in Chapter 5 combined with the survey results indicate prioritization by the level of support received.

The following chart lists the Delphi Two ranking of the core bar bystander training components created through Delphi One data. Arizona’s Sexual Violence Prevention and Education Program (SVPEP) personnel will need to make the final determination of the different core training areas (training components) to be included and the weight each component should have in the bar bystander training model to be developed. SVPEP will also be responsible for developing the state’s bar bystander training.

Table 8.1  
*Delphi Two Ranking of Core Training Areas for Bar Staff*

<b>CORE TRAINING AREA</b>	<b>BAR RANKING</b>
Alcohol/drug-facilitated rape	1
Bar policies	3
Bar's role	1
Definitions and scope	4
Gender socialization and renorming	9
Intervention skills	5
Observation techniques	6
Resources/tools for patrons	8
State and local laws	7

In addition to the nine broad content areas identified, detailed instructional content is embedded in both the focus group and Delphi One findings. This information should be used in the curriculum development process.

Standardized number and length of training sessions. Research participants were not asked to determine the optimal length or number of training sessions. BASIC 4 training is four hours. Boston Areas Rape Crisis Center's "Making Your Bars Sexual Assault-Free Establishments" training for bar staff is two hours and appears to be taught in one session. Northland's BARS training is three hours and is split into three one-hour sessions. If the strategy is used to combine bar bystander training with the BASIC 4 training, SVPEP staff will need to determine the appropriate length of time for the new content and the monetary implications for extending the BASIC 4 training session. It does appear that there is instructional delivery flexibility with state approved BASIC 4 training contractors. The number of hours required appears to be state mandated.

Standardized Instructional materials, activities, and delivery methodologies. Current programs nationally provide several training materials that Arizona could either adopt or adapt. For example, BARCC's SAFE training program in the Boston area has developed resources for bar owners and staff training. Materials include a PowerPoint® presentation, scenarios with a facilitation guide, tips for bar owners and for staff, and a bibliography. These materials are free and can be downloaded.

The National Sexual Violence Resource Center's publication *Engaging Bystanders in Sexual Violence Prevention* written by Joan Tabachnick and copyrighted by NSVRC in 2008 and 2009 is online. Included in this publication are trainer instructions and activities for educational use. In Arizona, Northland Family Help Center and Southern Arizona Center Against Sexual Assault have developed bar bystander training for their local programs. Detailed information gained from this research effort including focus group and Delphi feedback provides additional detailed information for developing bar staff training. Between the national, state, local resources, the state can design an effective standardized bar bystander training for bar owners and staff.

#### **Strategy Four: State Bar Bystander Program Certification**

Certification of the state's Bar Bystander Program would show the state's commitment and authority in reducing sexual violence in alcohol-serving establishments. Establishments that earned this certification would be recognized for their commitment in creating environments where sexual aggression is not tolerated and where their owners, managers, and staff are trained to proactively deal with any incidents of sexual harassment. As an incentive to acquire certification, bar owners suggested that perhaps the state bar bystander certification could provide liability protection.

While this Arizona Bar Bystander Program Model includes mandatory training for all bar owners and employees, completion of the training would not solely fulfill the certification requirements. Certification requirements would also include adoption of specific "zero tolerance" for sexual aggression policies and procedures. These policies could range from establishing standards of behavior for owners, employees, and patrons, to management support of staff who observe sexually aggressive behaviors by either fellow staff members or patrons. The Northland BARS program also has a facility assessment as part of their local certification program. SVPEP staff should explore additional certification requirements, the length of time the certification lasts, and renewal criteria.

#### **Strategy Five: State Bar Bystander Program Identification**

Once the state certification criteria are established, a state certification logo/symbol/window cling needs to be developed. Once a state program logo is created and displayed, bar patrons will be able to easily identify "zero tolerance" alcohol-serving establishments. The use of the

logo has tremendous media application potential and can serve as a strong incentive for alcohol-serving establishments to become certified.

The Phoenix metropolitan area has one state university and several colleges. Working with any of these higher education institutions, SVPEP staff members could use the artistic talents of local graphic art students to design the Arizona Bar Bystander Program logo. Once the logo is designed, SVPEP personnel and/or planning committee and/or media subcommittee can explore the already-obtained Delphi and focus group participants' detailed media application ideas for the logo.

### **Strategy Six: Standardized Bar Bystander Training for Bar Patrons.**

Arizona is the first state to explore specific bar bystander training for bar patrons. Both the Sexual Assault Recovery and Prevention Center in San Luis Obispo County, California and the BARCC SAFE program provide bar bystander training. The San Luis Obispo County training is for county bars and restaurants. The BARCC SAFE program provides training for bar owners and staff. Arizona currently has two bar bystander training programs for bar owners and staff only. None of the other bystander programs examined in this report specifically addressed bar bystander training for bar patrons. Bar patrons and bar owners and staff from all seven focus groups overwhelmingly recommended bar bystander training for patrons.

A few of the national bystander programs offer excellent training ideas for Arizona to consider in its training design. The University of New Hampshire's Bringing in the Bystander program uses a community of responsibility model to teach bystanders how to intervene safely and effectively in cases where sexual assault may be occurring or where there may be risk. This program is based on work on bystander-focused prevention by Jackson Katz (Mentors in Violence Prevention program), Alan Berkowitz, and John Foubert. The curriculum approaches both women and men as potential bystanders or witnesses to risky behaviors related to sexual violence. Training sessions are conducted in groups with a team of one male and one female peer facilitator who provide an active learning environment for participants to learn about the role of active bystanders in communities and receive information about sexual violence. The program has been evaluated with both a short one-session curriculum and a longer multi-session version on the campus of the University of New Hampshire and evaluation is ongoing. Results demonstrate the efficacy of this program for increasing participants' knowledge, attitudes, and behaviors about effective responses to sexual violence.

This program could be used as a basic framework for developing Arizona's bar bystander training for patrons. It would need to be augmented and adapted to reflect the training content identified by Delphi and focus group participants as well as Arizona's SVPEP recommendations. Table 8.2 lists the core training for bar patrons. The prioritization reflects Delphi Two respondents' selections. Focus group participants placed more emphasis on other core training components. Weight of importance will need to be decided by Arizona's Sexual Violence Prevention and Education Program personnel.

Table 8.2  
*Delphi Two Ranking of Core Training Areas for Bar Patrons*

<b>CORE TRAINING AREA</b>	<b>PATRONS RANKING</b>
Alcohol/drug-facilitated rape	1
Bar policies	8
Bar's role	8
Definitions and scope	5
Gender socialization and renorming	6
Intervention skills	4
Observation techniques	3
Resources/tools for patrons	2
State and local laws	6

In order to create a state-level bar bystander training for patrons, Arizona’s SVPEP would need the strong endorsement from the federal Centers for Disease Control and Prevention. With support from CDC, a modest portion of federal SVPEP funds could be allocated for the development/adaptation/purchase of instructional materials. These program materials could then be shared with other states interested in implementing a bar bystander program for patrons.

**Strategy Seven: State Bar Bystander Program Resources**

The purpose of creating a state bar bystander program is to have a standardized model that local bar bystander programs can adopt and adapt without the extensive development costs now required by SVPEP contractors. State generated resources for bars and patrons is another efficient function in which the state can cost-effectively assist local programs.

Funding for both state and local collateral materials development is essential to the bar bystander program. Focus group and Delphi One participants shared extensive creative ideas for the development of posters, signage, napkins, coasters, wristbands (SillyBands), hand stamps, T-shirts, birthday safety cards for patrons, an Arizona Bar Bystander APP, a text message media system. All of these products strengthen the effectiveness of the program by continually reinforcing the message of “zero tolerance.” Coalitions, training, and bar policies are effective strategies within the program design and need the visual support of these various resources to convey bar bystander messages to patrons and to the community.

State’s role in providing collateral program materials. Federal SVPEP funding needs to be authorized for resource development. With federal approval, the state’s SVPEP could develop/acquire state collateral materials, such as posters. Standardized state-sponsored posters would not be tied only to local bar bystander program support, but also used as media support of the state’s bar bystander program statewide.

BARCC is working with students from the Massachusetts College of Art and Design to create new SAFE posters. By having college students work on the poster project, BARCC uses the target audience to produce the messages, so the messages should resound with fellow students. Several posters have been selected. Once final student releases are obtained, these posters will be available for Arizona to use.

If Arizona chooses to create its own posters, this strategy would be very effective since Arizona has three state universities and multiple colleges. Like the BARCC, using college art students expands the bar bystander program influence and produces authentic and potent graphics and messages relevant to the largest population who patronize alcohol-serving establishments.

Two additional intriguing ideas that would be more appropriately produced at the state level are the creation of an Arizona bar bystander application and a bar bystander text messaging system. Focus group members envisioned the APP in a more localized context, focusing on providing locations for “bar bystander certified (SAFE ZONE) establishments. This naturally could be expanded to include all “certified” establishments statewide. Users could narrow the search to their local community.

The text messaging idea is also innovative. Focus group participants shared that some text-messaging format would be an excellent intervention strategy for patrons. Discussions centered on an internal system where a patron could text and the bar owner or manager would receive the text and provide assistance. Other feedback suggested the text go the local police department. Again, state-level development seems more feasible. For local application, perhaps alcohol-serving businesses could attain use of the text system as part of their bar bystander certification.

Local bar bystander program roles in providing program materials. Along with the State generated/authorized program materials, local bar bystander programs should be encouraged and financially supported to create their own community-specific resources. Specific slogans, signage, coasters, napkins, etc. could effectively reflect the local community’s diversity and provide collaborative community participation that the local bar bystander coalition could facilitate.

#### **SHORT-RANGE OBJECTIVE: EXPAND LOCAL BAR BYSTANDER PROJECTS**

Both SVPEP contractors, Northland Family Help Center and Southern Arizona Center Against Sexual Assault, have bar bystander programs through their SVPEP funding. These two programs are in the admirable position of continuing to expand their programs. From this bar bystander research endeavor, detailed information from their local communities should be used to assist these two programs in their planning for the next few years. In Phoenix, focus group feedback from the two groups provides foundational ideas for Peer Solutions, Inc. to begin implementing its bar bystander program. Scottsdale focus group members shared enthusiastic support of a bar bystander program. Within Scottsdale are the highest concentrations of alcohol-serving establishments. This is currently an untapped community.

#### **Strategy One: Expand Northland’s BARS Coalition to Include Bar Patrons**

Patrons and bar staff in all three regions, Flagstaff, Tucson, and Phoenix, shared interest in collaboratively working with bar owners and staff to reduce sexual harassment when frequenting their establishments. They recommended fostering collaborative partnerships where patrons could serve as “allies” or “buddies” to assist owners and staff if they observe sexually aggressive behaviors.

Focus group participants in Flagstaff recommended expanding their BARS coalition to include bar patrons. These patrons thought that their participation in the coalition could strengthen bar owner/bar patron relationships, serve as a platform to address issues and concerns, and create greater community awareness.

The size and community dynamics, including the presence of a state university, make Flagstaff an ideal location for expansion of Northland's current SVPEP-sponsored BARS project. Patrons in Flagstaff expressed interest and commitment in joining the current coalition and Northland's leadership and strong collaborative relationship with its current BARS participating establishments makes this expansion a natural enhancement to their current project.

### **Strategy Two: Provide Bar Bystander Training for Bar Patrons**

Focus group participants in all seven groups and 21 of 32 Delphi One respondents supported patrons' education. Once the patron bar bystander training is developed, it will need to be tested. During the Flagstaff patron focus group, all 12 participants wanted to receive training. Again, the community dynamics in Flagstaff and Northland's leadership make this location an ideal place to begin bar patron training. In addition, the expertise of Northland's staff and of the participating patrons will be invaluable in identifying gaps and/or improvements to the curriculum and instructional materials. With the assistance of Northland, the state's Bar Bystander Training for Bar Patrons can be finalized.

### **Strategy Three: Use Northland's BARS Project as a Test Site in the Development of Arizona's Bar Bystander Program**

Northland in Flagstaff is a willing participant in testing various aspects of the Arizona Bar Bystander Program. The BARS project under Northland Family Help Center's direction will serve as a testing site and will perform evaluative functions during the development of Arizona's model. Evaluation methodologies have not been addressed in this bar bystander research project because the focus of this research was primarily on bar bystander training for bar staff and bar patrons and bar bystander program expansion. However, NFHC is piloting evaluation strategies in its BARS project. These strategies may be applicable to the Arizona Bar Bystander Model.

### **Strategy Four: Expand Bar Participation in SACASA's Nightlife Safety Project**

SACASA's Nightlife Safety Project has a good foundation for expanding its partnership with alcohol-serving establishments. Under the leadership of SACASA staff, bar owners who participate in their local bar bystander coalition might want to explore the development of patron resources such as local signage, napkins, or a promotional "zero tolerance" night. The camaraderie of local bar owners lends itself to collaborative community projects that could help keep their patrons safe and raise awareness of sexual aggression in alcohol-serving establishments.

### **Strategy Five: Create Bar Bystander Coalition in the Phoenix Metropolitan Area**

As mentioned earlier, bar owners, staff members, and patrons in the Phoenix focus groups expressed interest in participating in a local bar bystander program. The owner of Duck and Decanter has been in dialogue with Peer Solutions staff and is very supportive of sexual violence prevention efforts. His leadership would be invaluable in the planning and establishment of a Phoenix-based bar bystander program. "Lessons learned" from the two other bar bystander projects in Arizona also could assist in the implementation.

### **Strategy Six: Explore Developing a Bar Bystander Coalition/Cooperative in Scottsdale**

Focus group bar staff members in Scottsdale expressed interest in receiving staff training and supported the concept of "SAFE ZONE" bars where they, as patrons, could go and be free from sexually aggressive behaviors of fellow patrons. Perhaps exploratory efforts could be started to determine interest by bar owners and patrons and to provide training for interested focus group staff members.

### **Strategy Seven: Examine Bar Bystander Research Project Data**

Not all of the information gleaned through this research is included in the recommendations of this chapter. Many of the ideas were not necessarily priorities nor applicable to a larger bar bystander program augmentation or design. Some of the feedback identified local issues and concerns that are best addressed through the local SVPEP contractors and their participating bars. Therefore, the Aha team recommends that the detailed data be shared with the three SVPEP contractors to assist them in the enhancement and expansion of their current bar bystander programs.

### **UNIVERSAL OBJECTIVE: FOSTER NATIONAL APPLICATION OF ARIZONA'S BAR BYSTANDER PROGRAM**

Current national and local bar bystander projects focus on alcohol-serving establishments and their employees. The organizational structure of these establishments, which include liquor licensing and staff training, lends itself to potential partnerships with SVPE programs and other organizations such as police, prosecutors office, etc. The concept of including bar patrons is more complicated and has not been explored until now. The biggest issue with accessing patrons is that there is no one organizational system that can capture the diversity of bar patrons. Also, it is generally perceived that bar patrons are not interested in sexual violence prevention in bars nor would want any kind of bar patron training.

Focus group findings from bar patrons counter this perception. Patrons shared multiple instances when they wanted to be able to go to places where sexual harassment would not be tolerated. Patrons shared their frustrations of not feeling there was any support from bar staff members in incidences where sexual behaviors were present. When asked about training, patrons strongly supported bar patron training.

The involvement of patrons in a bar bystander program is new territory. Arizona is the frontrunner in pursuing this new partnership. As Arizona proceeds with the inclusion of bar patrons into its bar bystander program, results will be shared nationally. Arizona's desired outcome is the development of a bar bystander program model that can be adopted and adapted by other states and communities throughout the United States.

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## APPENDIX: MAPS OF RAPE RISK AREAS THROUGHOUT ARIZONA

The following maps provide a visual presentation of five regions: Flagstaff, Tucson, Phoenix, Tempe, and Scottsdale.

All of the maps show the rape risk of areas throughout Arizona. The data used for this is crime risk data from Applied Geographic Solutions, Inc. The dataset uses compiled data from the FBI Uniform Crime Report from 1998-2006 and the final estimates were weighted by population and aggregated to national totals.

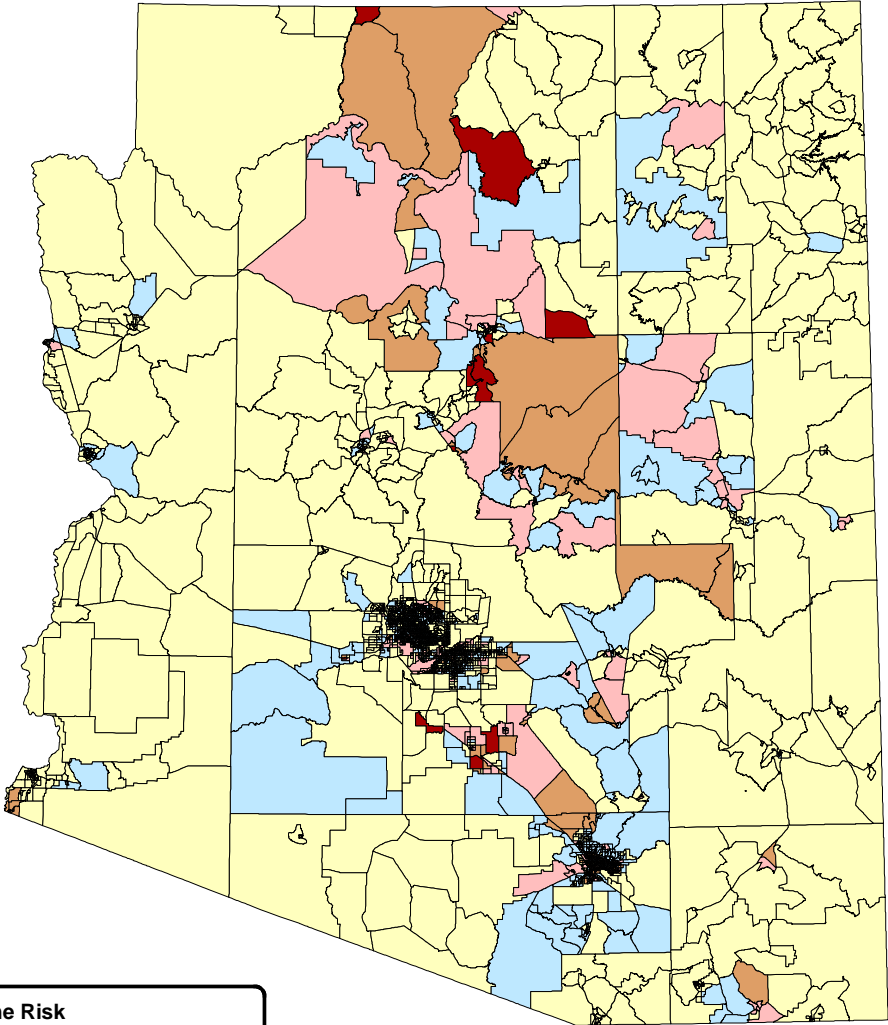
The rape risk data is presented at the block group level and all of the areas include a population of 600-3,000 people, with the ideal number being 1,500. Because the areas are created with population in mind, the larger areas reside in the more rural regions of the state, while the areas within the metro locations throughout the state are much smaller.

The rape risk scale is the same for all maps. The easiest way to understand the numbers given on the scale is to compare them to the national average of 100. Areas with numbers smaller than 100 mean there is less risk for rape compared to the national average, likewise areas with numbers greater than 100 means those areas have an increased risk of rape. For example, the orange shaded regions have a range of 246 to 463, this means those areas have 2.46 to 4.63 times the risk of rape compared to the national average.

For the city maps titled "Alcohol Serving Establishments," the green dots represent each alcohol-serving establishment with an active liquor license as of July 2011. Alcohol-serving establishments types included are: bars, beer/wine bars, clubs, government facilities, hotels, microbreweries, restaurants, and wineries. By showing the location of each establishment, it is easier to see the density of alcohol-serving establishments in each block group area. It also helps visualize where certain roads or neighborhoods, such as downtown, might be on the maps. The boxes with flags represent universities and community colleges, with some circled as references.

For the city maps titled "Alcohol Serving Establishment Counts," the numbers represent the number of alcohol serving establishments in each block group area. By showing the numbers, it is easier to see the number of establishments in each area since many of the dots on the other maps overlapped. Universities and community colleges were signified by boxes with flags; the same schools were circled as in the previous maps to provide reference.

# Arizona Rape Risk



**Crime Risk**  
**CrimeRisk\_BlockGroup**  
**RAPE**

0.000000 - 69.000000
69.000001 - 143.000000
143.000001 - 246.000000
246.000001 - 463.000000
463.000001 - 888.000000





