Theory of change: The Intervention Initiative bystander intervention model for universities
Helen L. Mott and Rachel Anne Fenton, 2014

Internal (immediate) outcomes: programme teaching aims

Understanding how social norms can be misperceived, leading to conducive context for violence

Emphasising participants' social identity as members of their student community (shared with victims) & future leaders

Understanding the cultural production of gender roles

Understanding the law on offences & consent

Understanding the negative consequences for perpetrators

Understanding the aetiology of rape myths & victim blaming

Understanding the extent of violence in student populations

Learning to identify violence – warning signs, risk factors, trajectories & continuum

Learning and practising safe effective intervention skills & methods

Activities & Processes

Reflecting on own behaviour as non-normative

Desire to change own behaviour

Negative social norms about gender, sexuality & violence challenged

Understanding importance of challenging social norms to correct misperceptions of others

Positive social norms about gender, sexuality & violence established

Avoidance of unhealthy relationships or situations

Intermediate outcomes

Increased community-level social identity

Decreased rape & violence myth acceptance

Decreased denial

Increased victim empathy

Increased responsibility

Decreased likelihood to perpetrate

Decrease in perpetration (participants)

Decrease in victimisation (participants)

Increased confidence to intervene

Increased intention to intervene

Increase in interventions made

Increase in quality of interventions made

Improved access to care & support for victims

Distal outcome

Decrease in community incidence of violence