Picturing a Community-Informed Bystander Intervention Approach to Addressing Sexual Violence in Public Spaces

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A dissertation submitted to McGill University in partial fulfillment of the requirements of the degree of Doctor of Philosophy

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Acknowledgments

I would like to express my deepest gratitude to my long-time advisor, Professor Claudia Mitchell, who has undoubtedly provided an incredible amount of insight, knowledge, expertise, patience, and strength, not only to this study, but to me as a person. For the better part of ten years, Claudia has been a tireless beacon of support, beginning from my Master's degree in Education, continuing onwards to this Doctoral dissertation in Social Work; her unmatched kindness, not only with me but with all of her students I have had the privilege studying with during my time at McGill, is a quality so many rightly say is like no other. Likewise, as my cohort colleagues at the School of Social Work will attest to, the unparalleled guidance and incredible brilliance that Professor Myriam Denov brought to this study, as well as to our entire PhD cohort during our monthly *Muffins* meetings for the past 7 years, is a privilege so few students are lucky to go through in their own journey to "the other side of the pond". I will never forget her wise words that came at just the perfect time that pushed me to "ride the wave". I also thank the incredibly human, real, and wise council of Dr Shanly Dixon and Ms Cassie Jones: I truly could not have gotten this far were it not for your incredibly selfless support and real-world advice. To the amazing friendships formed along the way, beginning with my dearest friend, Mr. John Murray and the Murray Family, and to Mr Ben Geboe, for being a limitless source of generosity at the best times and calmness and commissary during the worst. To my incredible partner, Katrina Journeau, to whom I wish there were words to express how much I thank you. To my brother, Walter, his wife, Jen, and my father, Walter: thank you for keeping me real and for putting up with me and all my years of schooling. Certainly not least, to our dear mother, for constantly reminding us about the importance of education to her kids as she was, how lucky we are to come to Canada, and where we came from. Thank you! And thank you to you all!

Abstract

As public transit passengers in Montreal saw rates of sexual violence continue to increase through 2014 to 2018, this study was examining research on bystander theory, campus-based bystander intervention workshops, and visual media campaigns presented in a variety of contexts as a community-based response to addressing sexual violence in public spaces. In bringing in voices of violence prevention experts (police, university bystander interventionists, and social workers) among a sample of 60 community members (with an average age of 31 years), I answer two broad questions: What could a safe and effective intervention response for bystanders to interrupt sexual violence look like? What could policy makers do to create safer spaces in and around public transport and outdoor concert venues in Montreal? To answer these questions, I used a mixed methods approach drawing on an online survey and poster elicitation interviewing. In the first of this two-phase study, qualitative content analyses of 60 online survey responses revealed a need for public education campaigns to raise awareness about sexual violence and messages specifically asking bystanders to act together as informal community guardians as a safe and effective intervention strategy. Recommendations from participants also included using technologies such as video surveillance and mobile phone apps. Most rejected the idea of segregating women into gender-specific metro cars or buses. In the second phase of this study one year later, I used sexual violence media campaign posters as the basis for conducting what I term *poster elicitation interviews* with violence prevention experts who provided insight on eight different sexual violence media campaign posters taken from various community contexts. Poster elicitation interviews showed that visual media campaigns should be both explicit in instruction and emotive in imagery, and should direct bystanders in all official languages on how to intervene safely. Designs should be contextually relevant for public transit or concert venues in the cities in which they are located, and messages should clearly instruct bystanders to seek assistance from others. A community response may include non-police security and transit staff, provided they receive on-going training to work with survivors of sexual violence. Participants provided rich narratives about their individual experiences of sexual violence in and on public transport as well as when en route to metro and bus stops, and explained why they did not feel that calling the police was a safe option. This study, in its use of arts-based methodologies, has a number of implications for social work, particularly in the context of preparation for social workers and social work practice, and policy work with police, transit officials, and survivors of sexual violence. Participants emphasized that visual media campaign designers would benefit from working directly with police and security, transit staff, and community social workers in developing visual messages to show what addressing sexual violence might look like in their community.

Résumé

Alors que les passagers du transport en commun montréalais ont vu les taux de violence sexuelle continuer d'augmenter de 2014 à 2018, cette étude examinait la recherche sur la théorie du passant, les ateliers d'intervention sur le campus et les campagnes médiatiques visuelles présentées dans divers contextes sous forme de projet communautaire. réponse à la lutte contre la violence sexuelle dans les espaces publics. En faisant venir des experts en prévention de la violence (policiers, intervenants universitaires et travailleurs sociaux) sur un échantillon de 60 membres de la communauté (âgés en moyenne de 31 ans), je réponds à deux grandes questions: que peut apporter une intervention sûre et efficace? pour les passants d'interrompre la violence sexuelle ressemble? Que pourraient faire les décideurs pour créer des espaces plus sûrs dans et autour des transports en commun et des salles de concert en plein air à Montréal? Pour répondre à ces questions, j'ai utilisé une approche de méthodes mixtes s'appuyant sur un sondage en ligne et sur des entretiens de sollicitation d'affiche. Dans la première de cette étude en deux phases, les analyses qualitatives du contenu de 60 réponses à des enquêtes en ligne ont révélé la nécessité de mener des campagnes de sensibilisation du public sur la violence sexuelle et des messages invitant spécifiquement les passants à agir ensemble en tant que tuteurs communautaires informels en tant que stratégie d'intervention sûre et efficace. Les recommandations des participants incluaient également l'utilisation de technologies telles que la vidéosurveillance et les applications de téléphonie mobile. La plupart ont rejeté l'idée de séparer les femmes dans des autobus ou des voitures de métro spécifiques. Un an plus tard, au cours de la deuxième phase de cette étude, j'ai utilisé des affiches de campagne médiatique sur la violence sexuelle pour mener ce que j'appelle des entretiens de sollicitation d'affiches avec des experts en prévention de la violence qui ont fourni des informations sur huit affiches différentes de campagnes médiatiques sur la violence sexuelle prises dans différents contextes communautaires. Les entrevues avec des affiches ont montré que les campagnes dans les médias visuels devaient comporter à la fois des instructions explicites et des images émotives, et devaient indiquer aux tiers, dans toutes les langues officielles, comment intervenir en toute sécurité. Les conceptions doivent être adaptées au contexte pour les transports en commun ou les salles de concert dans les villes où elles se trouvent, et les messages doivent indiquer clairement aux passants de demander de l'aide aux autres. Une réponse communautaire peut inclure du personnel de sécurité et de transit non policier, à condition qu'il reçoive une formation continue pour travailler avec les victimes de violences sexuelles. Les participants ont fourni de riches récits sur leurs expériences individuelles de violence sexuelle dans et dans les transports en commun, ainsi que lors de leurs déplacements vers les arrêts de métro et de bus, et ont expliqué pourquoi ils ne pensaient pas qu'appeler la police était une option sûre. Cette étude, en utilisant des méthodologies basées sur les arts, a un certain nombre d'implications pour le travail social, en particulier dans le contexte de la préparation des travailleurs sociaux et de la pratique du travail social, ainsi que du travail politique avec la police, les agents de transit et les victimes de violences sexuelles. Les participants ont souligné que les concepteurs de campagnes de médias visuels auraient intérêt à travailler directement avec la police et la sécurité, le personnel des transports en commun et des travailleurs sociaux communautaires pour élaborer des messages visuels montrant ce à quoi pourrait ressembler le problème de la violence sexuelle dans leur communauté.

CHAPTER ONE – DEFINING SEXUAL VIOLENCE IN COMMUNITY SPACES

The most recently available population-based General Social Survey (GSS) carried out in 2014 assembled self-reported complaints related to robbery and to physical assault and/or sexual assault, and whether or not these experiences had been reported to police (Conroy & Cotter, 2017). In this GSS, sexual assault was defined as "[f]orced sexual activity, attempted forced sexual activity, unwanted sexual touching, grabbing, kissing or fondling, or sexual relations without being able to give consent" (p. 4). Sexual assault accounted then for 10% of all violent victimizations across Canada and it was the only criminal act that did not see a decrease in the 10 years prior to these findings. Furthermore, as Perreault (2015) has reminded us, women across Canada who were young (15–24 years of age), Indigenous, and who identified as gay or bisexual, accounted typically for 87% of these sexual assault-specific cases that were reported to police (Statistics Canada, 2017), and, as Conroy and Cotter (2017) established, 12 times more were reported by women than by men. In all measures of frequency, at all levels of community across Canada, sexual violence still disproportionately affects women.

In the province of Quebec, the body responsible for collecting population health statistics, The Institut National de Santé of Quebec, acknowledged that there is no universal definition of sexual assault. However, in policy documents across the province,

> [s]exual assault is a sexual act, with or without physical contact, committed by an individual without the consent of the victim or, in some cases, and especially when children are involved, through emotional manipulation or blackmail. It is an act that subjects another person to the perpetrator's desires through an abuse of power, the use of force or coercion, or implicit or explicit threats. Sexual assault violates the victim's fundamental rights, including the

right to physical and psychological integrity and security of the person.

(Government of Quebec, 2001, p. 22)

In 2016, 40% of women studying at 6 universities across Quebec had experienced sexual assault, compared to 26% of men. However, while 38% of assaults occurred on university grounds, a greater proportion (47%) occurred in and around public spaces outside of the classroom (Bergeron et al., 2016). Furthermore, statistics on sexual violence across Quebec in 2016 showed that 31% of such incidents were perpetuated by someone well-known to the victim (such as, for example, parents, spouses, former spouses, close friends, or less close friends). In the greater metropolitan region of Montreal, a larger proportion (35%) of assaults, and the greatest of any administrative region in Quebec, were committed by someone the victim did *not* know well, (Ministère de la Sécurité Publique, 2016). Three months after the beginning of the #MeToo social media movement in 2017 that saw women and girls around the globe unite against and denounce acts of sexual violence everywhere, Quebec saw the largest increase (61%) in police-reported incidents, more than any other province in Canada. It is clear from these statistics that the disproportionate rate of sexual violence against women in Quebec and those living in large cities like Montreal, goes beyond intimate partner violence within the home; it extends to academia, and well into shared public spaces.

Contextualizing Sexual Violence as Stranger Danger in Public Spaces in Montreal

Between 2014 and 2015, passengers in Montreal who took advantage of public transport (here defined as above-ground buses and the underground metro) were twice as likely to experience sexual violence (Greig, 2016). According to Martin and Ouellet (2016), these rates became alarmingly higher than in other major metropolitan cities with similarly established transit systems like New York (19%) and Toronto (6%). Between 2015 and 2016, Montreal

would see another increase of 23% in the number of reports of sexual violence (Service de Police de la Ville de Montréal (SPVM), 2017). To address this rise in sexual violence cases across Montreal, in April of 2016, police departments across Montreal collaborated with those of Laval, Longueil, the Agence Métropolitaine de Transport (AMT) (regional trains), and the Société de Transport de Montreal (STM) police and launched their *React and Denounce* visual media campaign. With the "goal of reminding users that it is important to take action and to denounce sexual assaults that could occur in public transit", this one-month campaign in buses, metro cars, and on the website, "invited victims or witnesses to respond and report these incidents by dialing 9-11 or contacting a police officer."[12]

Figure 1: STM Je Denonce Media Campaign

However, despite the efforts of Montreal's Transit authority and collaborating police departments in raising awareness about the importance of denouncing acts of sexual violence (Figure 1),[3] Montreal continued experiencing another increase in the number of incidents of sexual violence (23%) reported by transit passengers between 2016 and 2017 (SPVM, 2017). Beyond this one-month visual media message that seemed to pay lip service to the cause of keeping passengers safe on public transit, the time had come for policy makers and

[1] My translation with no punctuation because this isn't a sentence.

[2] https://spvm.qc.ca/fr/Communiques/Details/13210

[3] Credit: STM, AMT, Montreal Police Service, Laval Police Service, and Longueuil police service. http://www.stm.info/fr/presse/nouvelles/2016/reagissez-et-denoncez---une-campagne-qui-rappelle-l-importance-d-agir-face-aux-agressions-ou-incivilites-de-nature-sexuelle

community members to tackle this alarming increase in violence against passengers on public transit spaces in Montreal and to insist on a formal police presence.

Acts of sexual violence do not take place only on buses and metro cars. For example, the latest community-based large-scale survey completed by the Conseil des Montrealaises (2017) showed that while they were attending outdoor concert events in Montreal, 56% of women had experienced harassment or assault, defined as

> insults, following, exhibitionism, robbery, physical brutality (slap, blow, etc.), threat, or attack with a weapon or dangerous object, having a drink spiked with an illicit substance without their knowledge, unwanted kissing or groping, unwanted sexual touching, attempted sexual assault, or sexual assault. (p. 15)

Most of these occurred at large outdoor events, such as the Montréal International Jazz Festival, Nuit blanche, Igloofest, and Osheaga. In the majority of these cases (97%), the women did not know the person or groups who assaulted them, and only 4% of the 964 incidents were reported to police. To learn how the city could address this public safety issue, strategies that arose from the community-based survey showed that community audiences recommended, among other strategies, training concert venue staff to recognize unsafe behaviours occurring during events, creating single-sex spaces for women to allow them to feel safe at these events, and setting up a procedure for patrons to voice their opinions about attending these events (Conseil des Montrealaises, 2017). While these recommendations are a step in the right direction, they do not include explicit instructions aimed at patrons already in these spaces telling them how they could interrupt sexual violence episodes at these events safely and effectively. Furthermore, segregating women into sex-specific spaces is a strategy that has already been shown in Tokyo, Japan, for example, to make little difference in reducing rates of sexual violence (Gekoski et al.,

2015; Horii & Burgess, 2012). An updated approach to tackle sexual violence at concerts, including one that is applicable in transit spaces, is needed.

Moving Beyond Outdated Strategies to Address Sexual Violence in Transit Spaces

Since sexual violence remains a public safety issue, the STM Plan 2020 of Montreal's transport authority, (see STM, 2012) provides for a 10-year outlook for ensuring public safety that means "providing a safe, user-friendly and pleasant atmosphere" (p. 30). However, there is no clear mention of sexual violence prevention as a strategy for achieving this. In a large rapid assessment on the topic, "What Works in Reducing Sexual Harassment and Sexual Offences on Public Transport Nationally and Internationally" conducted by Gekoski et al. (2015), among the 1889 reviewed abstracts published between 1994 and 2014, only 2 examined Montreal's Transport services specifically. The first report, by Grandmaison and Tremblay (1997), concluded that of the 13 metro stops that were then equipped with closed circuit television (CCTV) cameras out of a total of 65, none had any reliable effect on lessening violence over a three-year period. The second report, a Campbell Collaboration meta-analysis by Welsh and Farrington (2008), also showed the poor effectiveness of CCTV cameras used as a strategy for reducing violence in and around public transport spaces in Montreal. While these two large-scale studies did show that the presence of surveillance cameras may have influenced passengers' perceptions of safety thus allowing passengers to feel safe, 22 and 11 years ago, respectively, they had no specific effect on lessening the number of violent episodes that occurred (Gekoski et al., 2015), and they still have no effect today. These authors noted that new research was needed to study the potential impact of using the immediate response of nearby bystanders, who could rapidly notify transit officials and formal police officers, as a novel method to ensure public safely.

Coincidentally, there is indeed a burgeoning body of research that is beginning to explore the applicability of bystander intervention workshops delivered in classrooms being adapted into visual media campaigns presented in and around public spaces. For example, recent university-based studies have found that students who remembered seeing visual media campaigns addressing sexual violence in and around their community were more likely to say they were aware of sexual violence occurring on campus (Potter, Moynihan, Stapleton, & Banyard, 2009), would get involved in preventing future instances of violence, and would actually intervene in future instances than were individuals who did not see these campaigns. Others found that community members who identified with actors in these visual media campaigns not only exhibited increased awareness that sexual violence was occurring in their academic communities, but were also influenced to step in and intervene in future cases of assault (Potter, Moynihan, & Stapleton, 2011). Similarly positive results, replicated in a sample of military personnel in the United States, showed that visual media campaigns can have a positive influence on initiating future intervention behaviours (Potter & Moynihan, 2011; Potter & Stapleton, 2012).

As rates of sexual violence against women continued to increase in Quebec's largest metropolitan city between 2014 and 2018, other Canadian cities with well-established public transit systems had implemented similar visual media posters in and around their own public transit spaces.[4] Vancouver's visual posters led to rates of reported sexual violence dropping by 10% 6 months after this media campaign was launched, and halted the almost 30% increase in sexual violence that occurred in the three years prior to the launch. The time has come to learn how Montreal can move beyond *Je Denonce*[5] as a way of increasing the safety of girls and women in public transport spaces.

[4] edmontonpolice.ca~ SexualAssault/Campaigns/ Dontbethatguy.aspx
[5] I Denounce is the English translation.

The Central Research Question and its Two Sub-questions

My study has one main question: "**What does a community-based approach that addresses sexual violence look like in public transport spaces and outdoor concert venues in Montreal?"** To answer this question in this qualitative and visually-based study, I include the voices of violence prevention experts (police, university bystander interventionists, social workers), including 60 community members (academics, architects, and others), to respond to two sub-questions:

> **1: What could a safe and effective intervention response for bystanders to interrupt sexual violence look like?**
>
> **2: What could policy makers do to create safer spaces in and around public transport and outdoor concert venues in Montreal?**

Knowing what effective community-based strategies addressing sexual violence beyond the home and school could look like requires learning from key violence prevention experts about safe and effective intervention behaviours. Furthermore, knowing what strategies public policy makers should focus on and implement in and around these spaces is needed before we can effectively influence community members to report and intervene when this is needed.

Overview of Strategies Addressing Sexual Violence

Education Programs as a Strategy to Prevent School-Based Sexual Violence

To understand what addressing sexual violence looks like in a North American university campus context, Anderson and Whiston (2005) conducted one of the earliest and largest meta-analytic reviews of research published between 1978 and 2002 specifically on the long-term effectiveness of sexual assault education programs delivered to university-level students. Their review focused on the extent to which education programs had an effect on students' factual

knowledge of, and attitudinal and behavioral intentions towards, preventing sexual violence. This included their acceptance of rape myths, their empathy towards victims, and their attitudes towards sexual assault and future incidents of sexual assault. The results of Anderson and Whiston's review showed that education programs influenced students' positive attitudes towards women, and increased their knowledge about issues related to sexual assault. Unfortunately, these programs had no effect on victim empathy, nor on influencing future intervention behaviours. Overall, students who were exposed to education programs did improve their rape-related attitudes and increased their awareness about sexual violence, but few students were influenced to intervene in future instances of such violence.

Corroborating these findings, a more recent review of sexual violence education programs delivered to high school and university students in a North American sample was conducted by DeGue et al., (2014), who also expected to determine which education materials, if any, had significantly influenced sexual violence prevention behaviours beyond attitudinal change. Findings from 330 collected reports and 140 articles published between 1985 and 2012 showed that, despite a 250% growth in the number of articles published between 1990 and 2010, none of the programs (often 60-minute education sessions) reviewed were effective at altering behaviours related to sexual assault among a high school- or university-aged group. In drafting an evidence-based policy on these findings on behalf of a United States White House Task Force for sexual violence prevention, the Centers for Disease Control and Prevention (2014) concluded that

> [b]rief, one-session educational programs focused on increasing awareness or changing beliefs and attitudes are not effective at changing behavior in the long-term. These approaches may be useful as

> one component of a comprehensive strategy, but they are not likely to have any impact on rates of violence if implemented as a stand-alone strategy or as a primary prevention plan. (p. 2)

As Anderson and Whiston (2005) recommended 10 years earlier, such a strategy should be "embedded within our lives and environments" (p. 360), so should be, for example, one that is multi-faceted, theory driven, context-specific, and that brings educators, students, parents, community members, and interventionists together, which is the aim of my doctoral study. Recent federal (see Morneau, 2017) and provincial governments (see Secrétariat à la Condition Féminine, 2016) have allocated funding packages to address sexual violence in and around public spaces while they continue to address the problem that still exists in education institutions. For example, in 2017, the Quebec Higher Education Minister introduced a five-year, $23 million-dollar policy plan (Government of Quebec, 2017) to support police units working to prevent sexual exploitation, and $3.9 million was allotted to support awareness campaigns delivered in and around public spaces (*CBC News*, Oct. 28, 2016). This is certainly a fortuitous time to effect social change. We need to know what academics, social workers, police, and sexual violence interventionists as experts on bystander intervention strategies recommend as a community response outside the spaces of higher learning; this is an area of violence intervention research that has only recently begun to receive attention (Allen & Vanderschuren, 2016; Lea, D'Silva, & Asok, 2017; Potter & Moynihan, 2011; Potter & Stapleton, 2012; Rivadeneyra, Lopez Dodero, Mehndiratta, Bianchi Alves, & Deakin, 2015; Steyger, 2017).

Defining Bystander Interventions as a Community Response to Address Sexual Violence

Intervening in situations in which women are victims of violence in public spaces has been examined most famously through a number of early psychological experiments first conducted by Latané and Darley (1968, 1969). In its earliest form, after the widely publicized 1964 murder of Catherine (Kitty) Genovese in Queens, New York, researchers were curious about why countless on-looking neighbors (passive or non-acting eyewitnesses) living in her apartment complex failed to intervene to prevent her death (Griggs, 2015). As a result of work related to this event, this classic case of *bystander apathy* would be defined as an observable and replicable social phenomenon where individuals witnessing an emergency fail to act in a helping manner (Latané & Nida, 1981). Their research would help to understand why, even in public spaces, strangers who witness their neighbors being assaulted do not always intervene as expected. Furthermore, their continued research into the bystander phenomenon would also explain that when more people are present in a particular emergency, paradoxically, each individual reduces her or his own responsibility to intervene, and consequently fails to do so, thus leading to the term, *The Bystander Effect* (Darley & Latané, 1968; Latané & Darley, 1968, 1970; Latané & Rodin, 1969).

Looking at bystander intervention through a feminist lens, Carrie Rentschler argued that the portrait of sexual violence has permeated into the public space beyond the classroom. For example, looking critically at bystander intervention as a community response to gender-based violence, her earlier work as a doctoral student (both as an academic and as a self-defense instructor) focused on strategies to help girls and women protect themselves physically from street violence and teach them to evade dangerous situations safely (Rentschler, 1999). Positioning the community at the base of this work is important. Doing so helps to move the

discussion and later evaluation of bystander intervention beyond academic areas of investigation (Coker et al., 2011; McMahon, 2015).

Rentschler's (2011) work also helped to bring the focus of sexual violence intervention into the public sphere. For example, she looked at how news photographs of the Kitty Genovese murder distributed to the public took attention away from her as the victim and her murderer as the perpetrator, and focused blame on the inactions of the 38 neighbors who failed to intervene, rather than the institutional and gendered power relations that led to her death.

More recently, Rentschler (2017) looked at how this phenomenon also plays out beyond physical spaces. She examined how archived social media hashtags working as "storified narrations" of bystander interventions, can act as community-based social movements replacing more formal police and criminal justice processes to resolve street harassment. She highlights dichotomies between models of rape justice that see punishment, conviction, and imprisonment as core tenets of "rape justice", and those of transformative justice that include "a larger abolitionist movement against systems of incarceration and their living histories of criminalising and warehousing people of colour, and institutionalizing systems of sexual abuse and violence" (p. 567) around street harassment. In reading Rentschler's work, I became conscious of the ease with which work on bystander intervention can "romanticise local community as an answer to social violence" (p. 569). Therefore, in locating a solution to sexual violence perpetrated against girls and women in public spaces, I aim to offer results from this study along with others so as to include bystanders already in these spaces, policy makers supporting them, and other key public officials as well as members of the police as part of a safe response wherever possible.

In positioning this work in public spaces, I am mindful of "the presumption that there is an already agreed upon understanding of what should be done when one witnesses violence in

community, and who is understood to be responsible" (Rentschler, 2017, p. 569). However, in this study, my goal was to learn how community members, policy makers, and professional interventionists (police, social workers, and community leaders) could work together to create concrete solutions that ensure that women and girls are safe in and around public spaces. I want to convince the community as a whole that it has a role to play in ensuring this safety.

Bystander Effect – "The Bystander Effect refers to the phenomenon when an individual's likelihood of helping decreases when passive bystanders are present in a critical situation" (Fischer at al., 2011, p. 517). Thirty years after Kitty Genovese's death, however, there are two opposing labels that refer to individuals who intervene.

The Passive and Active Bystander – Given the expectation that any one individual will help another in need, it is less likely that any one passive individual will help when multiple bystanders are present (Darley & Latané, 1968; Latané & Darley, 1968; Latané & Nida, 1981). The Active Bystander refers to one who "help[s] to diffuse a situation, support a friend who is a victim and label the incidents as unacceptable or as crimes" (Potter, 2012, p. 287).

The Bystander Approach – Specifically, "[t]he bystander approach teaches community members how to intervene safely in situations that involve sexual and relationship violence" (p. 282). In discussing the effectiveness of a popular intervention workshop, the *Green Dot Intervention Program* (see Coker et al., 2011) similarly defines active bystander education as "training students to intervene to reduce violence in a way that is safe and effective. . . . these varied actions [are termed] active bystander behaviors" (p. 780). However, while the goal of active bystander intervention training "is to educate students to recognize situations that promote sexual violence and to intervene in a safe and effective manner" (Moynihan & Banyard, 2008, p. 779), specific appropriate helping behaviors are not evident. For example, "[t]he green dot

strategy doesn't say what to do; it just says to do something" (Green Dot Strategy, n.d. p. 3). While these more recent definitions highlight who a bystander is in relation to sexual violence intervention, earlier ones failed to do so (Darley & Latané, 1968; Latané & Darley, 1968; Latané & Nida, 1981). A unified definition of what safe and effective active bystander intervention looks like is needed; this was the motivation behind this exploratory study.

Bystander Intervention Workshops for Campus Settings

To address this lack of a unified definition of what a bystander does, more recent research has been conducted at the Prevention Innovations Research Center at the University of New Hampshire, where the *Bringing in the Bystander® In-Person Prevention Program* has been developed to help university students focus on ways of breaking through barriers to intervention, identify risky situations, and learn safe bystander behaviors that can interrupt sexual violence in academic spaces (Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2010). Based on the work of early researchers into sexual violence intervention (Berkowitz, 2002; Foubert, 2000; Katz, 1995), this program is unique in the way in which it teaches students how to recognize sexual violence in their own individual environment, rather than attempting to change psycho-social constructs or attitudinal attributes of individuals themselves (Kettrey & Tanner-Smith, 2017). This program also brings men and women together, either in single-sex or mixed-sex groups in college settings, to take part in workshops in which students can learn safe bystander behaviors, as well as address some of the deficiencies that brief one-session education programs have experienced in the past (DeGue et al., 2014).

In their review of the effectiveness of bystander intervention workshops, Katz and Moore (2013) reviewed 12 studies conducted between 2000 and 2010, that, put together, involved a total of 2,926 undergraduate student participants. In their review, the authors reported positive

outcomes of prevention workshops, such as students having higher bystander efficacy (perceived ability to interrupt sexual assault). Other positive outcomes included students having more positive rape supportive attitudes, showing greater intention to help in the future, and actually performing more helping behaviors since participating in the workshops. Of concern, however, is that students who participated were no less likely to be perpetrators of sexual violence themselves than were students who did not participate. Overall, like violence education programs described above, these intervention workshops were better suited to younger audiences whose self-efficacy to intervene and future intentions to intervene were more strongly influenced than were their future helping behaviors (Katz & Moore, 2013). More work is needed to address this discrepancy.

A more recent review of 9 different bystander intervention programs was conducted by Storer, Casey, and Herrenkohl (2016). In their review, the authors assessed more specifically the extent to which bystander programs increased college-age students' (1) *i*ntervention behaviours, (2) willingness and confidence to intervene, and (3) lessened rape myths. Overall, the authors found that while some workshop programs, such as those delivered by Banyard, Moynihan, & Plante (2007), did successfully influence participants' future intentions to intervene 2 to 3 months after attending the workshops, they were not able to sustain this effect beyond twelve months. It may be the case, then, that these programs, while they may not necessarily lessen the frequency with which young people sexually assault their peers, could nonetheless influence individuals to become bystander interveners themselves (DeGue et al., 2014; Kettrey & Tanner-Smith, 2017). Ideally, programs could be adapted to a wider audience, but it remains unclear if the effects of training would be sustained beyond twelve months.

Positionality

Positioning Myself in the Study

Knowing how to intervene safely is not only an academic exercise in fulfilling the requirements of a PhD dissertation; it is also a personal journey for me. On the first day of my university life as a student 18 years ago, and at the beginning of that first 30-minute bus ride, one I would take for the following 6 years of my undergraduate work, I noticed a young couple, a young man and a young woman, sitting to the left of me, talking, laughing, and perhaps feeling a similar anxiety as I did the first day of classes. As I began reading my course pack, I noticed the man take out a chocolate muffin, and, instead of sharing it with his companion, forced the entire muffin into her mouth. This violent behaviour that had also caught the attention of other passengers affected me so strongly that, without warning, I jumped up out of my seat, and reprimanded him for his behaviour. While the instant reaction from him was genuine surprise, for the rest of that bus ride, I, too, asked myself why I had jumped out of my seat so quickly, and why so many other passengers had not. My curiosity about bystander intervention would flourish for the next six years of my undergraduate work, and through to this doctoral study.

This passion to learn how to ensure the health and well-being of girls and young women continued into my postgraduate academic life. In completing a Master of Arts in Education at McGill University, I explored, first, how various arts-based visual methodologies could be used to learn about how HIV-infection and AIDS affected the lives of girls and women (Labacher, 2016; Labacher, De Lange, Mitchell, Moletsane, & Geldenhys, 2012; MacEntee, Labacher, & Murray, 2011). I also learned that young people in Canada and South Africa preferred to have their sexually transmitted infection (STI) results communicated to them via their mobile phones and other digital technologies (Labacher & Mitchell, 2013). Later on, I was part of a team on a

provincial level in Canada that drafted cyberviolence policies and best practices for local businesses in Montreal to use in their own workspaces (Dixon, Baldo, & Labacher, 2017). Nonetheless, I felt that I needed to go back to that first day of my university life 18 years earlier, and learn about safe and effective community responses from academics, social workers, police, and sexual violence interventionists who were experts on bystander intervention strategies. I needed to know how such strategies that ensure that girls and women can be safe in and around public transport spaces might look.

Locating the Study in Social Work

Conducted through a school of social work, this study seeks to inform violence prevention work in university education settings and training for community social work practitioners. It also seeks to inform social work education on visually mediated research methods in general and graduate social work research in particular. Recommendations from this study seek to inform social work practice with survivors of sexual violence, with community police, and community social worker practitioners working or studying to become interventionists. Finally, findings from this study seek to update policies improving the safety in, on, and around transit spaces and outdoor venues in metropolitan cities across Canada more generally, and to inform policy work in Quebec and Montreal more centrally.

Violence Prevention Work in University Education Settings - It is important to acknowledge that the foundational model of bystander education has been developed as a community-based practice for increasing the accountability of community members and their receptivity to messages for assistance. Following Banyard, Plante, & Moynihan (2004), I believe that such training and support of behaviours would work towards the prevention of sexual violence, ready intervention in cases of assault, and the support of survivors. As Hardcastle,

Powers, and Wenocur (2004) put it, “Community practice is the application of practice skills to alter the behavioural patterns of community groups, organizations, and institutions or people’s relationships and interactions with these entities” (p. 3). However, as Banyard et al., (2004) have noted, “[p]art of the challenge of sexual violence prevention in a community context also consists of finding ways to get the community to listen to the message” (p. 64). To date, most of the programs addressing sexual violence or attempting to influence bystander interventions have been designed by student leaders (Potter, 2012) living or studying on university campuses (Potter & Stapleton, 2012), making their applicability and effectiveness when transposed to transit and outdoor concert venues less known. Therefore, results of this study will be applicable to education spaces where such university-based programs have more recently been evaluated (see Labhardt, Holdsworth, Brown, & Howat, 2017), and will also help to inform sexual assault policies for North American university settings as suggested by Klein et al., (2018).

Training for Community Practitioners - There is also a growing body of social work literature about social work community practitioners working directly with community members as agents of change to make neighbourhoods outside of academic spaces safer (Ohmer & Owens, 2013; Ohmer, Warner, & Beck, 2010). Such programs have already begun to recognize men working with women and girls as more than perpetrators of violence (Jewkes, Flood, & Lang, 2015; McMahon & Dick, 2011), and including them in related strategies has already shown promise, particularly where male role models have influenced other male interveners (Fabiano, Perkins, Berkowitz, Linkenbach, & Stark, 2003). The findings of this doctoral study will help to inform future community social work practice students who wish to participate in conducting intervention studies within their own communities. They will help them to know what safe and effective bystander intervention behaviours could look like in their own communities, and how

they might work with community members there to learn what strategies policy makers should focus on to make their individual spaces safer.

Visually Mediated Research Methods Informing Social Work Education - As Mitchell, Linds, Denov, D'Amico, and Cleary (2019) recently argued, there is a paucity of social work scholarship on the use of visual arts-based research methods, including image-based photo voice, as education tools in social work education and training with children and families. These authors have noted that a strength of arts-based methods is that they allow social workers to "have an emotional response to the subject material as well as a cognitive understanding of the social reality that children and youth living within the context of global adversity experience and the resulting psychosocial adversity they face" (p. 63). Furthermore, they ask, "[C]an the findings from practice-based interventions become central to the work of preparing social workers who are at the beginning of their professional programs?" (pp. 64–65). While this study in not in and of itself an intervention, in working with the visual with key community experts in my community, my research also informs social work education. In particular, the ways in which the visual can influence an emotional reaction from participants while they look at a series of bystander intervention posters is extremely useful as is learning how a visually mediated research method can help to extend qualitative survey data. Furthermore, the authors mentioned above note that "arts-based methods" fit the "ethos" of social work practice and allow the participants to "facilitate empathy and challenge misconceptions by giving social workers and other professionals working with at risk groups in society insights into aspects of their lived experiences" (Foster, 2012, p. 533, cited in Mitchell at al., 2019, p. 63). To my knowledge, this study is one of the first to position poster elicitation interviewing as a visually mediated research tool in social work scholarship. I use it to elicit comment from key sexual violence prevention

experts including community social workers and community violence prevention interventionists on how to safely and effectively intervene. It also points to which policy makers can make public spaces safer.

Including the Visual in Graduate Social Work Research – The visual methods used in this study will inform future social work researchers and graduate students who wish to conduct visually mediated interviews with community police, community organizations, as well as in outdoor community contexts. By including my reflexive thoughts and analytic memos while working with the visual material in this dissertation, I seek to provide a starting point for future social work researchers to gain insight into how they, too, can merge data from qualitative online survey methods with visually mediated poster elicitation interviews to inform their social work research.

Social Work Practice with Survivors of Sexual Violence – Despite the presence of police badging at the bottom of current posters displayed in and around public transit in Montreal that signify a unified front against sexual violence, there remains an enormous gap between this implied cooperation between police and communities and knowing why few victims report incidents to police (Conseil des Montrealaises, 2017). Therefore, hearing from front line intervention professionals, among whom there may be survivors of sexual violence, I sought to find out what safely intervention means to them, and what policy makers can do to prevent future assaults in public spaces. Hearing from these key violence prevention experts would also help to uncover how they and other first responders can better deliver support, recommend social services for survivors (see Macy, Martin, Nwabuzor Ogbonnaya, & Rizo, 2018), and how community organizations can support social workers who may experience secondary trauma working with survivors, as pointed out by Choi (2011).

Social Work Practice with Community Police - I am also aware that not all communities wish to include police as trusted partners in their community organization projects, or to contact them when violence is imminent or has occurred. For example, female survivors of domestic assault who had police visit their homes to provide social intervention were more likely to obtain subsequent welcomed mental health crisis support and criminal justice services than survivors who did not see police as part of a community response (Stover, Berkman, Desai, & Marans, 2010). My findings in this study seek to inform social work community practice that sees social workers, violence prevention interventionists, along with members employed in non-specialized fields, working directly with police officers to find ways to get all community members to listen to messages about what safe and effective intervention means, which may or may not mean finding new ways for increasing police presence or response time. In doing so, I hoped to address why less than 5% of incidents of sexual violence in 2017 were reported to police across Canada (Rotenberg & Cotter, 2018) and only 4% of victims felt comfortable reporting them to police and security personnel at outdoor venues in Montreal (Conseil des Montrealaises, 2017). Understanding why so few feel comfortable working with police as community partners will help to inform policy makers whose mandate it is to make public spaces safer for everyone, which may or may not include contacting formal police who work in communities where receiving their support and intervention may not be safe.

Social Work Education for Future Interventionists –In this study, I sought to hear not only from professional interventionists, but also from individuals who had acted as interveners during the previous year, and learn what safely and effectively intervening meant to them. It is crucially important to make clear that I did not ask questions that related to individuals' experiences of being assaulted on public transport or their experiences attending outdoor concert

venues. I wanted to learn from their stories about how they intervened in the previous year to highlight the complexity and reality that sexual violence disproportionately affects girls and women, not only in schools across Quebec, but across Canada, and is not confined to education spaces.

Policy Making for Community Organizers - The findings of this research will contribute to the growing body of public policy and rapid assessment briefs for governments that have been conducted in and around Montreal since I began working on this dissertation in 2014. For example, in answering the question about what policy makers could do to create safer spaces in and around public transport and outdoor concert venues in Montreal, the findings address studies (see Bergeron et al., 2016) conducted with university students who experienced sexual violence outside of university campuses across Quebec. I was also motivated by the community-based study of Conseil des Montrealaises that explored strategies provided by survivors for tackling sexual violence at concert venues (2017). Finally, novel strategies for policy makers to make public transit spaces safer in Montreal were compared with those that were conducted 20 years ago in Montreal (Grandmaison & Tremblay, 1997; Welsh & Farrington, 2008), as well as large-scale assessments that explored how to address sexual violence on public transport in other large metropolitan spaces (Gekoski et al. 2015). Results also update recommendations located in social work policy studies aimed at improving transit spaces in large metropolitan Canadian cities similar to Montreal more broadly (Foth, Manaugh, & El-Geneidy, 2013).

Overview of the Study

As DeGue at al., (2014) have advised, "Sexual violence is a complex problem with social, structural, cultural, and individual roots. By designing prevention efforts that are equally complex, multifaceted, and embedded within our lives and environments we can enhance their

effectiveness" (p. 360). Therefore, in exploring the idea of collective community-based knowledge-building, in this dissertation I look at safe and effective sexual violence intervention strategies that are useful in public spaces for community members, policy makers, and transportation officials in Montreal, Quebec, where this doctoral study data was collected (though some participants lived in and traveled from cities across the provincial border). I conducted a Two-Phase qualitative study that began with an electronic survey I created on the Survey Monkey platform, distributed via Facebook, email, and word-of-mouth. Other participants of the study predominantly recruited from Montreal, but also from Ottawa and Toronto, helped to recruit their colleagues working in similar intervention fields.

This dissertation is meant to be used as a blueprint that municipality leaders and transit authority managers can use, given the strategies explored and uncovered here, and apply to public inquiry efforts among members of an even larger population. This will help them and others to learn what a (perhaps more representative) sample of the population feels are safe and effective strategies for interrupting sexual violence in and around public transport spaces and outdoor concert venues.

Phases of the Research

Phase-One - Online Survey

In completing one online survey, 50 participants answered three questions: 1) Improving on the traditional "*if you see something, say something"* public service message, what intervention behaviours would you recommend people could safely perform to interrupt sexual violence they witness occurring to others on trains, buses, metro/subway cars; in and around transport waiting areas; or outdoor concert venues, knowing police or security have been notified and are en route?

2) What could policy makers do to create safer public spaces in relation to preventing sexual violence in trains, buses, metro/subway cars, in and around transport waiting areas, or outdoor concert venues?

For me to learn how past interventions informed participants' strategies, they were also asked how many times in the previous year they had had an opportunity to intervene to prevent a sexual assault from occurring to another person, and how they did so. I analyzed the online survey using *Dedoose*'s qualitative methods software.

Phase-Two - Poster Elicitation Interviews

One year later, I conducted 9 poster elicitation interviews (audio recorded face-to-face discussions with each participant, with my showing each of them printed media campaign posters) to specifically uncover a deeper understanding about the impact that police and security, transit staff, digital technology, and social media hashtags, including the #MeToo movement, have as agents in influencing bystanders to intervene safely. Exploring community-driven strategies to keep public spaces safer and exploring how to influence both formal and informal community guardians standing in and around these spaces to intervene safely and effectively is necessary to help to stop a long-standing upward trend in the frequency of sexual violence experienced by women in Montreal.

Organization of the Dissertation

This first chapter *Defining Sexual Violence in Community Spaces*, serves as an introduction to the presentation of sexual violence that affects the lives of girls and women in Quebec in general, and Montreal in particular. In situating Montreal at the center of this research, I explored how recent provincial and federal government funding made this an opportune time to effect social change to help ensure the prevention of sexual violence, to extend what we already

know about education programs delivered to high school and university students, and to explore new strategies for reducing sexual violence in and around public transport and community spaces.

In *Chapter Two – Theoretical Review of Bystander Intervention Research*, I provide a review of bystander intervention theories, discuss the results of a number of meta-analytic reviews on prevention strategies, and argue for a new approach to sexual violence intervention that is theory-driven, context-specific, community-developed, and based firmly in bystander intervention research.

In *Chapter Three – Overview of Study and Phase-One Qualitative Online Survey*, I include an in-depth description of my need to conduct a community-based study in the field of bystander intervention research, guided by an understanding of non-violent social change and grounded in the research process. I introduce the phases of the study, beginning with the pre-phase, during which an overview of the literature informed the survey and the first ethics application. Next, I introduce Phase-One and describe how I designed and distributed an online survey, and how I qualitatively coded and quantitatively analyzed the responses. I also elaborate on follow-up interviews I conducted with 6 survey participants. Finally, I describe how these preliminary results helped me to articulate an understanding of the two main objectives of this doctoral study: to explore strategies for a community audience to make public spaces safer, and to know what safe and effective bystander intervention behaviours could look like among a community in and around Montreal's transit system and outdoor concert venues.

Chapter Four – Results of Phase-One Survey Data Analysis presents a summary of the Phase-One survey and follow-up interview data.

In *Chapter Five – Phase-Two – Poster Elicitation Interviews with Key Experts*, I explain

why I chose to conduct follow-up poster elicitation interviews one year after analyzing the survey data, and how this second phase became a reflexive process for validating the qualitative survey data and for graining trust from my participants and readers. I introduce the photo elicitation interview (PEI) method in visual methodology, and discuss writers who have used poster elicitation in their own work. I also discuss how I conducted a directed content analysis approach to analyze the poster elicitation interview data, and the interview questions that answered the two thesis questions, and what counted as data in this second phase.

Chapter Six – Results of Poster Elicitation Interviews offers a summary of the data from the poster elicitation interviews. This chapter is organized into four parts, the first two of which answer the first and second dissertation questions, and the third and fourth answer two new questions that emerged from the survey data. Each part includes rich narratives of participants' interviews that encapsulate a summary of each question, tell a story about bystander intervention, and about making public spaces safer beyond what was provided in the survey. This chapter also includes narratives from participants who have witnessed instances of sexual violence in between transport spaces and outdoor concert venues.

In *Chapter Seven – Discussion*, I talk about how the study contributes to an understanding of the role of community members being informal guardians against sexual violence in and around public transport spaces. I also discuss how workshops, visual media campaigns, and personal experience of having intervened in the previous year informed responses in this study, how these findings compare to previous research, and how findings corroborate evidence from recent initiatives in Montreal and Quebec that aimed to address sexual violence.

Finally, in *Chapter Eight – Conclusions, Implications and Lessons for the Future*, I

provide a brief summary of the findings, discuss the implications for social work policy, practice, and research in public spaces, as well as the implications of using poster elicitation with participants in bystander intervention research. I also discuss some limitations of this study, the lessons learned, and directions that might inform future researchers conducting investigations in their own regions.

CHAPTER TWO – THEORETICAL REVIEW OF BYSTANDER INTERVENTION RESEARCH

Introduction

In this chapter, I argue that before we can visualize what a community-based approach to sexual violence intervention in Montreal's public spaces could look like, it is important to understand what could or might impede a person's ability or motivation to intervene. In looking at the individual as part of a community collective, I begin by providing an overview of some of the theories and meta-analytic studies of bystander intervention as a framework to inform this objective. Second, to explore bystander intervention theories first introduced by Latané and Darley's (1969) work in relation to bystander apathy in emergencies, I also consider Burn's (2009) *A Situational Model of Sexual Assault Prevention through Bystander Intervention* and its applicability to research on sexual violence. Third, I situate bystander theory as a starting point for reviewing Bystander Intervention Programs conducted in North American university settings, and among these, meta-analytic reviews discussing their overall applicability in and around public spaces. Finally, I include a critique of visually-mediated bystander intervention campaigns and a discussion about the potential consequences of intervening that previous researchers have highlighted in their own studies. Overall, the purpose of this chapter is to establish the theoretical framework through which to understand some of the potential strategies policy makers and bystander interveners could employ to address sexual violence in public spaces.

Bystander Intervention Theory to Explain Failure to Help in Public Spaces

De Lamater, Myers, and Collett (2015) defined *altruism* as helping behaviours that improve another person's well-being, without an explicit expectation of a reward on the part of the helper. Examples of altruistic helping have most famously been examined through early

bystander intervention experiments conducted by Latané and Darley (1969). Stemming from the then widely publicized 1964 stabbing of 28-year old Kitty Genovese in Queens, New York, the researchers wanted to know why so many neighbours failed to intervene to prevent her death, especially since so many onlookers witnessed her horrific murder and could have intervened or contacted police on her behalf (Darley & Latané, 1968). Since this infamous example of a community failing to intervene in an emergency, this social phenomenon has been defined as a *diffusion of responsibility*—the responsibility of helping is diffused onto others who are (believed to be) better equipped to intervene (Latané & Darley, 1968). It is therefore assumed, theoretically, that individuals who stand by in a situation that warrants intervention fail to intervene because they believe "somebody else must be doing something" (Darley & Latané, 1968, p. 378) already, even when no one is doing so. Furthermore, since the definition of an emergency necessarily involves a threat to others, in occurrences that are rare, actions that require unique approaches to situations that are unforeseen, and actions that necessitate a quick response, it is in these situations, as Latané and Darley (1968) proposed, that bystanders most often go through this four-step assessment (notice the event, interpret it as an emergency, decide to take responsibility to act, and decide how to provide help) before deciding to intervene. The basis of this four-step process has influenced numerous sexual violence intervention workshops since then (Banyard et al., 2007; Cares, Moynihan, & Banyard, 2014; Senn & Forrest, 2016).

Specific qualities of an emergency are not the only elements that influence helping behaviours among a community audience of potential helpers. Responding and intervening in events necessitates that onlookers themselves notice the urgent event, interpret it as an emergency, take responsibility to help, decide how to help, and, finally, implement helpful behaviours. However, while it is not necessary to perform these steps in any particular order,

failing to perform one or all of them can lead someone to move from being potentially an active bystander (one who helps) into being a passive one who does not (Latané & Darley, 1969). Ultimately, it is important to make clear that, for whatever reason someone chooses to intervene, they must "possess the necessary skills and resources to act" (Latané & Nida, 1981, p. 308), and it is this last component of bystander intervention theory—knowing *how* an individual can intervene safely and effectively, that is the focus of this doctoral study. Linked to this, of course, is also knowing what policy makers can do to create safer public transport spaces and outdoor concert venues. While much research has already been conducted on bystander programming developed and delivered in and around university environments (McMahon, Postmus, & Koenick, 2011), progress is needed to explore how to implement successful intervention strategies in places where potential helpers, victims, and perpetrators do not share any social connections whatsoever, such as in and around public spaces where women are disproportionately assaulted (Banyard et al., 2007).

While early studies on bystander apathy have centered on understanding why individuals fail to report a fire (Ross & Braband, 1973), or a medical emergency (Harris & Robinson, 1973), do not intervene when a victim has had their money stolen (Latané & Elman, 1970), and do not report cyberviolence (Brody & Vangelisti, 2016), more recent studies on the bystander effect have focused on conceptually defining sexual violence intervention that occurs in education spaces (Coker et al., 2011; McMahon & Banyard, 2012; McMahon et al., 2011). Perhaps most related to the original bystander theory, Burn's (2009) work provides new insight into some of the barriers that can impede individuals from intervening in instances where sexual assault is imminent. For example, while Latané and Rodin (1969) saw social impediments to intervention as those that stood between people and their ability to respond in a dangerous emergency, Burn

outlined a number of *situational barriers* that needed to be overcome at any stage of intervention. Table 1 (recreated from Burn, p. 781) outlines the causes of failing to intervene in instances where individuals know each other.

Table 1: *Burn's Situational Model: Barriers to Intervene in Acquaintance Rape*

Step	Barrier	Influences
1. Notice event	Failure to notice	Sensory distractions, self-focus
2. Identify situation as intervention-appropriate	Failure to identify situation as high-risk	Ambiguity regarding consent or danger, pluralistic ignorance, ignorance of sexual assault risk markers
3. Take responsibility	Failure to take intervention responsibility	Diffusion of responsibility, relationship of bystander to victim or perpetrator
4. Decide how to help	Failure to intervene because of skills deficit	Action ignorance (I don't know what to say or do to intervene)
5. Act to intervene	Failure to intervene because of audience inhibition	Social norms counter to intervention, evaluation apprehension

Like that of Latané and Darley's (1968) steps to intervening, that bystanders go through a four-step assessment (notice the event, interpret it as an emergency, decide to take responsibility to act, and decide how to provide help) before deciding to intervene, Burn's five barrier model for sexual assault prevention stipulates that inhibitions at any one of these five steps can potentially prevent an individual from intervening. Since then, applications of Burns' situational model have been applied in education contexts teaching university students how to overcome action ignorance so as to know how to help. A number of education workshops that aim to teach safe and effective behaviours to prevent these barriers from impeding an individual from intervening are presented below. **Examining Campuses-Based Bystander Intervention Workshops**

Coaching Boys into Men - As reviewed by Miller et al. (2012), the *Coaching Boys into Men* program aimed to decrease the extent to which dating violence was perpetuated by male

athletes in secondary schools. The program was delivered by high school coaches who received a 1-hour training session, and who delivered the program to athletics students through 11 different 10- to15-minute lessons, during which students discussed dating violence and maladaptive attitudes they may or may not have held towards girls and women. Participants were also taught how they could act as bystanders in situations they recognized as warranting intervention. A review of the program delivered to 16 different secondary schools showed that male athletes exhibited greater scores on tests measuring future intentions to intervene, as well as on actual bystander behaviours. However, whether students did or did not participate in the workshop made no difference in future perpetration of dating violence (Miller et al., 2012). However, at a one-year follow up review of the program, Miller at al. (2013) found no significant effects related to willingness to "interven[e] when witnessing peers engaging in abusive behaviors toward girls/women" (p. 109), nor to having positive gender norm attitudes. Such results suggest that perhaps bystander intervention programs, while they may influence individuals to intervene in the short term, are not always effective past the one-year mark.

***Green Dot* Bystander Intervention Program** – As Coker et al. (2011) noted, "Bystander prevention programs share a common philosophy that all members of the community have a role in shifting social norms to prevent violence" (p. 779). The *Green Dot Strategy* teaches students from kindergarten to university as well as community members how to prevent and reduce violence using the Three Ds: Direct, Delegate, and Distract.[6] The first part builds community buy-in through a 5- to 60-minute persuasive speech given by program leaders to help audiences recognize the value in caring for their communities. The second part teaches intervention skills by teaching the "3 D's of bystander intervention: Direct (directly interact with

[6] alteristic.org/services/green-dot

the potential perpetrator or victim and address your concern), Distract (create a diversion to diffuse the potentially problematic situation), and Delegate (ask someone else to help in the situation)" (*Green Dot Strategy*, n.d., p. 3). Other skills-building modules cover obstacles that can impede intervening, such as "1) Bystander Dynamics (e.g., diffusion of responsibility, pluralistic ignorance, etc.), 2) Peer Influence, and 3) Personal obstacles (e.g., 'I'm shy,' 'It's not my concern', etc.) (p. 3). Part three of the Program aims to increase community awareness through social marketing strategies, where "socially influential individuals or groups increase the social desirability of the targeted bystander behaviors" (p. 4).

Reviews of the *Green Dot Strategy* program at the undergraduate level show it is indeed effective. University students (18–24 years of age) who took part in the training exhibited significantly more bystander intervention behaviours and less acceptance of rape myths. This effect was stronger for students who participated in the workshops than for students who were merely present at the speeches (Coker et al., 2011). Another review comparing students (18–24 years of age) at three different universities (one campus underwent training and two did not) found that not only had the program led to lower rates of sexual harassment, stalking, and perpetration of violence among students who participated, but the entire school at which the program was delivered had lower incidents of sexual violence as well. The program was able to successfully influence an entire community beyond those who received bystander training (Coker et al., 2015).[7] Nonetheless, as I argue throughout this dissertation and as said in this program, "The green dot strategy doesn't say what to do; it just says to do something" (*Green Dot Strategy*, n.d., p. 3). Knowing what safe and effective intervention looks like and how policy makers can make spaces safer will help to determine a community-based approach to addressing

[7] The program is currently available at alteristic.org/services/green-dot.

sexual violence in Montreal.

Caveats on Campus-Based Bystander Intervention Workshops

Bystander intervention programs have a tendency to target men living in high-risk locations on campuses such as fraternities and sporting organizations, as a way of preventing these same groups from becoming assailants themselves (Anderson & Whiston, 2005; Elias-Lambert & Black, 2015; Foubert & LaVoy, 2000; Foubert & McEwen, 1998). However, singling out men as the dominant population who commit sexual assaults, while delivering programs benefitting only those who should already be maintaining a safe space for all, does little to protect the most likely victims, 20- to 24-year-old women. Furthermore, as Jewkes et al. (2015) recommended, it is critically important to first alter the dominant narratives of power hierarchies that often lead to creating and maintaining maladaptive attitudes and stereotypical thinking about gender, and then follow up with proper training aimed at entire community audiences. Ideally, this would show how maladaptive normative beliefs can lead to the multiple forms of inequality that exist between men and women. Then showing how prosocial attitudes can be transformed into effective interventions performed in a public setting could follow.

After reviewing 65 intervention programs aimed at preventing sexual violence, Jewkes et al. (2015) found that most (90%) were conducted in education settings, 85% were given in high income countries, and 30% involved one-session workshops, suggesting that even if students had retained the necessary knowledge for future intervention behaviours, it is not entirely clear whether lessons learned in education contexts would be transferable to settings outside of formal learning environments. More investigation in public spaces outside of the classroom settings is needed. Furthermore, because men as well as women equally reported finding themselves with fewer helping opportunities after participating in similar intervention programs (Moynihan et al.,

2015), and as Jewkes and colleagues (2015) argued, future work in this area should bring boys and men and girls and women together, not only in the teaching process, but in developing and testing out intervention workshops that should go beyond aiming for attitude change alone.

Overall, the roots of bystander intervention workshops can be traced to the specific purpose of influencing community members to know how to step appropriately (physically and/or figuratively) into situations where sexual assault is imminent or already occurring (Banyard et al, 2003; Moynihan & Banyard, 2008). As noted above, however, most of these programs have been delivered and evaluated as in-class workshops at the university level for preventing intimate partner violence (McMahon & Dick, 2011; Senn & Forrest, 2016), specifically among sorority (Moynihan et al., 2011) or fraternity houses (Foubert & LaVoy, 2000). More recent programs, however, have been tested on military groups (Foubert & Masin, 2012; Vukotich, 2013; Potter & Moynihan, 2011; Potter & Stapleton, 2012).

Visual Media Campaigns in and around Public Spaces

Even though the bystander approach (intervening before, during, or after a sexual assault occurs) has largely been conceptualized (McMahon & Banyard, 2012; McMahon et al., 2011) and evaluated (Banyard et al., 2007; Coker et al., 2011; Gidycz, Orchowski, & Berkowitz, 2011) in and around university campuses, in the last few years a body of research that is exploring the development and assessment of visual media campaigns and their impact on influencing community audiences to interrupt sexual violence outside of the classroom (Potter & Stapleton, 2012, 2013) has begun to emerge. As I argue in this dissertation, however, more studies such as these are needed, particularly in shared public spaces such as in and around public transport hubs and outdoor concert venues, where sexual violence has remained a notable and ongoing issue in Montreal since I began this study in 2014.

Research on the persuasiveness of mass media campaigns predominantly focuses on three areas of media: consumer advertising to influence purchasing behavior; political advertising to influence voter turnout; and pro-social advertising to influence health-related behaviours (O'Keefe, 2002). Focusing on the last area, media campaigns as social interventions can take two forms, those that provide information on a given topic, and those that provide information as well as structure the message as a public health issue (Randolph & Viswanath, 2004).

As Noar, Palmgreen, Chabot, Dobransky, and Zimmerman (2009) noted in their 10-year study on public health messages delivered in a North American setting, beyond the cost and size of the campaign material, developers who design persuasive messages know the community to which their message is presented, conduct research with target audiences beforehand, are better able to understand the social issues important to their population, uncover unique demographic variables, provide a space for members to provide insight on relatable messages, and conduct evaluations on both the presence and persuasiveness of the message.

The following sections provide an overview and examples of some of the varying visual media campaigns that have either been reviewed in previous research or have been implemented in and around public transport spaces in cities across Canada beyond Montreal, such as Toronto, Vancouver, and Edmonton.

Know Your Power Campaign

Taking cues from in-class bystander intervention workshops, some researchers have successfully transformed the spirit and purpose of workshop material into visual media campaigns. As one of the first to develop and evaluate the persuasiveness of bystander intervention programs, Potter, Stapleton, & Moynihan (2008) put together a multidisciplinary group of colleagues and students who provided insight into the effectiveness of 15 media posters

Figure 2: Know Your Power Media Campaign

intended to increase awareness about sexual assault on university campuses in the United States. Posters (see, for example, Figure 2)[8] were viewed by first-year undergraduate students living in dormitories. The authors then evaluated whether the posters increased participants' knowledge of what a bystander could do in similar situations. Results showed that those who had remembered seeing them in and around campus did identify significantly more helping behaviours depicted in the posters than they did before seeing them, thus showing that visual posters can influence bystanders' knowledge of how to help. Work from this study (see Potter et al., 2009) and their *Bringing in the Bystander* workshop discussed above led to the creation of the *Know Your Power* visual media campaign (Potter et al., 2011; Potter et al., 2009), which included posters displayed at campus-relevant sites, such as inside student residences, recreation facilities, and dining halls, as well as off-campus at bars, coffee shops, and "bus wraps" (Storer et al., 2016, p. 260) over a four week period.

[8] Credit: A program of Soteria Solutions and Prevention Innovations, University of New Hampshire. https://cultureofrespect.org/program/know-your-power/. Images located at https://www.soteriasolutions.org/bitbhighschool

Make Your Move

Figure 3 Make Your Move Media Campaign

Since then, similar visual media campaigns (Figure 3)[9] have centered around a male protagonist, who may at first appear to be an aggressor, but after a closer reading of the textual message, we see him as a prosocial bystander asking audiences to intervene in instances where they too witness sexual violence occurring in public spaces. Such powerful apparently incongruent messages are based on previous studies that found that men underestimated the extent to which other men would intervene and over-estimated the extent to which women would, but were still nonetheless influenced by the belief that other men would intervene in a similar situation (Fabiano et al., 2003). Results such as these demonstrate that showing that other men will also intervene is the key to getting more men to do so in the future, and, based on this premise, the *Make your Move* campaign, launched in 2012, displayed posters in bathroom stalls across Misssoula, Montana, USA, in newspapers, and dispersed these through social media.[10]

[9]Credit: Make your Move! End Sexual Violence. http://www.makeyourmovemissoula.org/mission/. Images located at http://www.makeyourmovemissoula.org/bystander/

[10] Posters are available at makeyourmovemissoula.org/bystander/

Don't Be That Guy **- The Sexual Assault Voices of Edmonton (SAVE)**

Figure 4: Don't Be That Guy Media Campaign

Other community-based visual media campaigns, such as the *Don't be That Guy* (Figure 4)[11] campaign (designed by the Sexual Assault Voices of Edmonton, implemented by the Edmonton police in November of 2010, and reproduced and carried forward by the Sexual Assault Voices of Calgary), had posters mounted above urinals in bar bathrooms with a similar purpose of motivating men to become allies rather than perpetrators of sexual violence. In speaking specifically to men and asking them to "Make your Move" (and become a helpful intervener), an officer from the Edmonton Police noted, "This campaign was designed not to offend men, but rather to connect with the good men, the safe men, the men who are not offenders and ask them to get involved and become part of the solution."[12] The social marketing campaigns were designed to target young men and the specific problem of alcohol-related sexual assault.

Visual Media Campaigns Presented in and around Public Transit Spaces

Keep your Hands to Yourself

In July of 2013, Vancouver Transit launched the *Don't be that Guy* visual media campaign nfear bars and entertainment places around the city of Vancouver (Figure 4). However,

[11]Credit: Sexual Assault Voices of Edmonton. Don't Be That Guy. Images located at http://www.savcalgary.ca/
[12] cbc.ca/news/ Canada/ Edmonton/ sexual- assault-prevention-campaign-targets-young-men-1.898124.

Figure 5: Vancouver Transit: Keep your Hands to Yourself Media Campaign

in November 2014, the campaign was removed because the messages were triggering for some patrons.[13] Soon after, in November 2016, in collaboration with the Battered Women's Support Services & End Violence BC, the Vancouver Metro Transit Police launched the new *Keep your Hands to Yourself* (Figure 5)[14] campaign with posters placed in and around public transport spaces in Vancouver, British Columbia. The aim of the campaign was to change the conversation on sexual violence that encouraged women to report sexual assault and harassment to a novel approach that spoke to perpetrators directly through the slogan, "Keep your hands to yourself."[15]

Toronto Transit *This is Where* Campaign

Figure 6: Toronto Transit Commission: This is Where Media Campaign

Other visual media posters include the Toronto Transit Commission's September 2017 *This is Where* campaign (Figure 6)[16], that includes a social media and website component aimed at combating not only sexual violence on public transit, but also racism and homophobia. As with the previous two campaigns discussed above, the purpose of

[13] http://www.cbc.ca/news/canada/british-columbia/provocative-police-campaign-takes-aim-at-sex- assaults-1.1377744.
[14] Credit: Battered Women's Support Services & End Violence BC. https://www.bwss.org/about-bwss/media/
[15] news1130.com/2016/11/29/hands-off-transit-police-launch-new-initiative-end-sex- assault-harassment-skytrains/
[16] Credit: Toronto Transit Commission (http://www.thisiswhere.ca/) and image link to original Instragram post (instagram.com/p/BZCXODdggX5) from user (https://www.instagram.com/kellyjaiello/)

this one was aimed at influencing commuters to report incidents to police and transit security when they witnessed them. The campaign was also built into their smartphone application, *Safe TTC*, that facilitated reporting incidents, as well as quick access to phoning Toronto Police at the emergency 9-11 number.

Strengths and Benefits of the Visual

Effectiveness of Visual Media Campaigns Influencing Bystander Intervention

Evaluations of visual media campaign posters such as those developed by Potter et al., (2009) showed that students who reported seeing them at least once a day had a greater awareness of sexual violence occurring in their community, and exhibited a greater willingness to intervene in the future, making visual posters a promising tool to inform a community audience about the prevention of sexual violence. Similarly, Potter et al. (2011) found that audiences who self-identified with actors in visual messages with participants feeling that "these people look like people that I am likely to see" (p. 11), had shown an increased community awareness about sexual violence in university settings, and, most importantly, had influenced future intervention behaviours. One year later, Potter and Stapleton (2012) worked with a group of 155 military officers to assess the persuasive ability of a two-week 21-image *Know Your Power* bystander social marketing campaign displaying 11.5″ × 17″ posters inside barrack residence halls. Results of this community-based study were promising; military personnel who reported being exposed to visual media campaigns were more likely to have acted as bystanders where sexual assault was occurring, was about to occur, or had occurred, and had an overall increased sense of responsibility to prevent sexual violence in their community in the future.

Results of these pilot assessments of visual posters delivered in spaces outside of university dormitories underscores the promise of visual media campaigns presented to target

populations outside the classroom. However, some admit that media campaigns delivered to large communities are difficult to evaluate (see Cavill & Bauman, 2004; McKillip, Lockhart, Eckert, & Phillips, 1985), since exposing one part of a community to a message while barring another from being influenced by it (Potter et al., 2009) would make it difficult to properly deduce its effectiveness. Nonetheless, there is promise in the ability of visual media campaigns to change maladaptive attitudes about sexual violence, but we must be cautious in assuming that they can influence future intervention behaviours. We must also be cautious when implementing visual media campaigns in community spaces where actors or messages do not readily speak to the audiences that the messages are intended to inform or influence.

Benefits of Bystanders Intervening to Prevent Sexual Violence in Public Spaces

Aside from these limitations, benefits beyond influencing a representative sample of people to take responsibility to end sexual violence abound. For example, there is evidence that intervening improves the well-being of victims as well as bystanders. In evaluating the experiences of youth and adult attendees (11–70 years of age) at a rural festival in the United States, Hambey, Weber, Grych, & Banyard (2016) found that most intervention behaviours aimed at preventing sexual violence led to consequences that were perceived as helpful to the victim, and rarely led to harm to the bystanders themselves. But such benefits were present only when bystanders were physically unharmed during the intervention. Unfortunately, however, among the 10 types of victimization, which included physical, social, or relational aggression (like, for example, bullying among peers) categorized in this study, bystanders as well as police were least often present during sexual assaults (18% of incidents). The authors noted that public awareness campaigns teaching strangers how to intervene safely were needed to influence community members to do so safely (Hambey et al., 2016).

Other researchers also examined the consequences of university students witnessing others intervening and of those who themselves intervened in cases of sexual assault on campus. Based on Banyard's (2008) list of 19 behaviourally-oriented risky situations, for example, "I saw a man talking to a female and she looked very uncomfortable" (p. 154), the authors found that while 92% of students had noticed opportunities to intervene, only 52% actually had. Not surprisingly, though, having intervened, according to Witte, Casper, Hackman, and Mulla (2017) led to perceptions of "feeling good", "feeling proud or even empowered" (p. 155), while students who did not intervene most often reported feeling "neutral", "bad" or they expressed regret. Admittedly, post-intervention distress can be a serious consequence for interveners and non-interveners alike, but not intervening also poses negative psychological effects on those who witness incidents of sexual assault but who feel powerless or lack the skills to intervene safely and effectively. Therefore, knowing how to do so would be a great asset in these circumstances.

Other Theories to Explain Bystander Intervention

Beyond theories that explain why and how to overcome barriers to intervening, other theories help explain mechanisms through which messages could potentially influence strangers standing in and around transport spaces to recognize sexual violence and to know how to interrupt it safely and effectively. For example, Petty & Cacioppo's (1986) *Elaboration Likelihood Model* (ELM) takes into consideration the motivation of the bystander and the relevance of the message to them. Evaluations of helping behaviours based on the ELM model show that in education workshops with all-male groups, such as *The Men's Program*, participants' acceptance of the rape myth (belief that all women secretly desire to be raped) and empathy towards victims of sexual assault were positively influenced when messages were from men with whom they could identify, more so than when they were shown messages that depicted

men as potential rapists (Foubert & Newberry, 2006). Similarly, Eisenberg and Miller (1987) found that empathy-inducing pictures, drawings, or stories that aimed to instill a sense of empathy in child participants paradoxically *failed* to influence future empathic behaviours. Furthermore, individuals who were taught to empathize with sexual assault victims, in some cases, developed a *greater* likelihood of aggression towards women (Hanson & Morton-Bourgon, 2005; Schewe, 2002). Results such as these are similar to findings from fear-arousing anti-smoking Public Service Advertisement (PSA) campaigns that lead to a greater number of smokers rather than their intended result of influencing more to quit smoking (Shen, 2011).

What is meaningful in these results is that when male participants were asked to look at a female they thought was being sexually assaulted, those who had developed more counter-productive rape myths were more likely to sexually assault than they were before participation (Schewe, 2002). Results such as these highlight the delicate nature of visual media campaigns and the unintended influence they may have on audiences, as well as the importance of building appropriate messages. Clearly, influencing people standing in and around public spaces is a complicated task, and we must be careful of any unintended counter effects.

The difficult prerequisite of violence prevention messages is that they often require knowledge about the audience, which Bock (2012), a social worker who studies non-violent social change in a variety of peace-keeping contexts, has warned, is difficult to acquire, particularly if we require immediate and quick action by community audiences. Reassuringly, however, as Fabiano and colleagues (2003) found, expecting positive behaviours is not entirely based on attitudinal change alone (which may be why earlier programs failed to influence future behaviours (DeGue et al., 2014). In designing audience-appropriate messages, it may be efficacious to show images that demonstrate actors engaging in prosocial behaviours that are

familiar to the community in which the messages are presented (Moynihan et al., 2015). Most importantly, to learn what a safe and effective intervention response for bystanders to interrupt sexual violence could look like, it is imperative that we also ask key experts in violence prevention what policy makers could do to create safer spaces in and around public transport and outdoor concert venues in Montreal. Merging these two questions with insight from community members also knowledgeable about bystander intervention will help to lessen the extent to which audiences grow disillusioned by the visual campaigns that come from such recommendations.

Chapter Summary

This chapter began with an overview on *the bystander intervention in emergency model* first introduced by Latané and Darley in the late 1960s, and Burn's (2009) *A Situational Model for Sexual Violence Prevention through Bystander Intervention*, both serving as theoretical manuals for understanding how bystander intervention workshops are developed, and how they serve as the basis of visual bystander intervention media campaigns. As Latané & Nida (1981) highlighted, people who intend and desire to help others need to "possess the necessary skills and resources to act" (p. 308). Therefore, comparing fundamental differences between education-prevention programs discussed in the first chapter (DeGue et al., 2014), with bystander intervention workshops discussed here, I aimed to show that individuals standing in and around public spaces, as Hambey and colleagues (2016) and Moschella, Bennett, and Banyard (2016) have reminded us, can have positive effects on the lives of community members around them. However, as can be seen in the variety of visual media campaigns in public spaces across Canada, not all visual messages are created equally. To know what a community-based approach addressing sexual violence could look like, the following chapters look at which strategies policy makers could implement, and what safe and effective interventions look like.

CHAPTER THREE – OVERVIEW OF STUDY AND PHASE-ONE QUALITATIVE ONLINE SURVEY

Introduction

I begin this chapter by justifying the need for conducting an exploratory qualitative analysis study, one that is guided by an understanding of non-violent social change, and Creswell and Miller's (2000) approach to content analysis, so as to contribute to the field of bystander intervention research. I then describe the phases of the study, beginning with the pre-phase in which an overview of the literature informed how I developed and piloted a survey, and the first ethics application. In the second part of the chapter, I describe Phase-One, and detail how I distributed the survey, and how I qualitatively coded and quantitatively analyzed the responses. In the last part of the chapter, I describe the purpose behind conducting follow up interviews in Phase-Two with six survey participants invited to comment on a summary of the survey data, and how this first phase created an opportunity to implement a visual method to complement and complete it. I also describe the ethical process I went through during Phase-One and Phase-Two of the study.

Overview of An Exploratory Approach for Bystander Intervention Research

A frequently overlooked question in bystander research is one that specifically asks what does safely and effectively intervening to prevent sexual violence actually look like (Casey & Ohler, 2012; Dills, Fowler, & Payne, 2016; McMahon & Banyard, 2012; McMahon et al., 2011). Often, sexual violence prevention studies are either focused, first, on learning how the attitudes of individuals and groups can be influenced to allow them to become future bystander interveners (Banyard et al., 2007; Banyard et al., 2009; Berkowitz, 2002; Bommel, 2015; Cares et al., 2015), or, second, on the effectiveness of education workshops, intervention programs, and

visual media campaigns aimed at influencing future bystander intervention behaviours (Anderson & Whitson, 2005; Banyard, 2008; Banyard et al., 2014; Coker et al., 2011; DeGue, 2014; Elias-Lambert & Black, 2015; Katz & Moore, 2013). More recently, however, the focus has shifted to a third area since researchers are beginning to ask local governments what improvements can be made to strategies implemented in public spaces to make them safer for everyone (Birchall, Edstrom, & Shahrokh, 2016), particularly in spaces in which most women, 97% in Montreal, do not know who the perpetrators of violence are (Conseil des Montrealaises, 2017). This study aims to add to these recently emergent bodies of research and explain how a community audience can specifically address sexual violence occurring in and around public spaces, specifically in Montreal. Findings from this study will be applicable to other large metropolitan spaces with similarly elaborate transport systems, like Toronto and New York City, cities in which some of the participants lived or to which they traveled often.

To address this gap in the literature about how a community audience can intervene safely and how policy makers can make public spaces safer, this research also answers questions related to the applicability of digital technologies already accessible in these spaces, such as social media platforms, mobile phones (Bock, 2012, 2016; Hart, 2017; Hart & Mitchell, 2015; Fairbairn, Bivens, & Dawson, 2013; Mitchell, 2017), map-centric applications (Bogomolov et al., 2015), and online networking tools (Hart, Lamb, & Cader, 2017), along with visual media campaigns explored earlier (SPVM, April, 2016). Many of these non-violent methods for social change aimed at influencing entire communities to become bystander interveners to prevent sexual violence are referred to by Bock (2012) as technologies of nonviolence, and, indeed, as first asserted by him, “the question is not whether technology can be helpful, but what configuration is best in a given circumstance in view of limited financial and human resources

constrained by security considerations of both staff members and the affected population" (p. 203). Through a preliminary exploratory approach via an online survey distributed to violence prevention experts in Montreal (Table 3), I aimed to acquire a preliminary understanding about exactly what non-violent strategies for social change in a community could look like, and how bystanders as potential interveners could be invited to safely and effectively intervene in this process. Doing so allowed me to better understand how some of these strategies could be applicable in and around Montreal more specifically.

The aim of conducting a study during which I combined an online survey method with a visual, qualitative, follow-up arts-based visual poster elicitation interview, was, first, to explore what a community-based sample of people (social workers, police officers, bystander interventionists, academics studying sexual violence research) working in fields related to violence prevention saw to be the first step in designing a community-based strategy, beyond the current *React and Denounce* visual media messages. In the second phase, I began to understand how these strategies could look in and around Montreal's transport spaces and outdoor concert venues.

Motivations for a Two-Phase Exploratory Study

Creswell (2014) defined mixed methods research as "an approach to inquiry involving collecting both quantitative and qualitative data and integrating the two forms … [where] the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone" (p. 4). In this study, however, I see qualitative data first collected as a way of "exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 246). I see the quantitative data collected less for its strength in "test[ing] objective theories", and more for "examining relationships among

variables" (p. 59), such as gender, age, and workshop attendance. The decision to conduct a two-phase study was also informed specifically by my reading of Potter and Stapleton (2011) on visual media campaigns, research into which provided promising examples about how an initial exploratory online survey could be immensely valuable in informing bystander intervention strategies. The table presented below provides a visual timeline of the journey of this study, what counted as data, and when each phase occurred.

Phases of the Study

Table 2: *Phases of the Study*

Phase	Details of Data Collection Methods and Procedures	Timeline
Pre-Phase-One: Embarking on the doctoral study	Conducted literature review through comprehensive examination	December–May 2016
	Received ethical consent from McGill REB and committee to conduct Phase #1 study	January 2017
	Piloted survey with Social Work graduate students	February 2017
Phase-One: Collecting, analyzing, and writing up of exploratory data	Participants invited to access survey by via email and Facebook	February–March 2017
	Participants at Cyberviolence Symposium at Concordia University invited to complete survey	March 2017
	Content Analyses with Dedoose Software	April 2017
	Follow-up interviews with 6 violence prevention experts	May 2017
	Re-analyzed interview data and results write-up	May–December 2017
Pre-Phase-Two: Embarking on Poster Elicitation interviewing	Literature review of visual methodologies of photo/poster elicitation interviews and REB application submission	February 2018
	Received REB approval to conduct Phase-Two of study	May 2018
Phase-Two: Conducting Poster Elicitation interviews	Reestablished contact with participants and conducted pilot study of photo elicitation interview	May 2018
	Conducted poster elicitation interviews with 9 participants	May–August 2018

I chose to conduct a two-phase study that began with an exploratory online survey to contribute to previous meta-analytic reviews on bystander intervention research that I saw were primarily quantitative in nature (previous examples include Anderson & Whiston, 2005, Eagly & Crowley,1986; Fischer et al., 2011; Katz & Moore 2013; Storer et al., 2016). I also aimed to compare data from this fieldwork with survey-based studies that were recently conducted in Quebec (Bergeron et al., 2016) and Montreal (Conseil des Montrealaises, 2017), both of which were released around the time I was conducting this fieldwork. Furthermore, integrating the visual into this study not only validated the trustworthiness (which Creswell and Miller (2000) define as being credible, transferable, and confirmable) of the survey data but also added valuable community-informed results, which were later refined through poster elicitation interviews. Conducting quantitative as well as qualitative phases informed not only my own questions that I explored throughout the study, but would, I hoped, inform the development of future visual-based bystander intervention strategies that could be implemented in other community spaces beyond public transport hubs. This is a recommendation and strength of earlier researchers who designed bystander intervention media campaigns (Potter et al., 2008), that were also evaluated in public settings (Potter & Stapleton, 2012, 2013), and I hoped to contribute to this body of research.

Pre-Phase: Embarking on the Doctoral Study

In reviewing literature on intimate partner violence, Hamby (2014) described survey research questionnaires as "scientific technology, because it is through the use of questionnaires that we systematize knowledge about violence" (p. 150). In doing so, he praised the ability of surveys to capture data that was typically not being collected by police departments, noting the pioneering work on sexual behaviour by Kinsey, Pomeroy, Martin, and Sloan (1948) and on

intimate partner violence by Straus, Gelles, and Steinmetz (1980), who helped fill gaps in research by conducting studies in which participants' anonymity could be assured. Furthermore, Hamby concluded that

> [s]cience is never 'done' and we must build more systematically on past achievements if we are to continue to make progress. In the same way that we do not use telephones from the 1970s or computers from the 1970s we should not settle for the technological capacity we had for violence research in 1975. (p. 150)

Similarly, Hambey at al., (2016) noted that much work was needed in this area, especially since the prevalence of violence is often hidden from the view of strangers, and is under-reported to police, making this field especially difficult for sexual violence researchers who are given no direct insight from community audiences. The use of a survey in this study was therefore intended to provide a preliminary starting point so that new insights could be discovered that could ultimately provide new knowledge on this important issue from participants who work directly in violence prevention occupations and professions. This is why it was critically important to include the voices of police officers, social workers, bystander intervention practitioners, and academics, along with other community audiences (architects and writers), all of whom were passionate about this subject.

Process of Developing an Online Survey

Wright (2005) outlined other advantages of using online surveys to collect unique data. First, because participants can use their own computers to input their responses on any particular issue, the cost of data collection is often significantly reduced than if participants are presented with a paper-and-pencil survey package. Second, the Internet provides convenient access through

which data collection with community audiences can be easily coordinated. Third, the time commitment required to collect data that reaches a large-scale representative sample is often greater when participants are interviewed face-to-face than when polled through a survey method. However, Wright also cautioned that participants do not always provide accurate information on fill-in-the-blank online forms, and there may be fundamental differences between participants who have access to the Internet and who may more readily favor technologically-applicable solutions over others, and those who do not.

Nonetheless, in developing an online survey in this study, I followed recommendations from Massat, McKay, and Moses (2009), who suggested forming open-ended questions that do not allow dichotomous yes/no responses, posing these sensitively, and allowing participants sufficient writing space to include thought-provoking responses. A preliminary version of the survey conducted in this study constructed with these recommendations in mind can be found in Appendix 1. The preliminary version, when converted into an online mobile and computer-accessible survey, consisted of 16 questions organized into 7 pages, accessible through the Survey Monkey.com platform through the weblink surveymonkey.com/r/Phdstudy2017.

Immediately after receiving ethics approval from McGill's Research Ethics Board (REB) in the last week of January 2017, I sent out a recruitment announcement via email to 9 doctoral students (a convenience sample made up of doctoral students at the School of Social Work), with the subject line "Sexual Assault in Public Spaces PhD Survey Piloting." Since it was also my intention to ensure that the survey would be accessible and would achieve a high completion rate, I hired an educational technologist to review thoroughly all survey questions and versions. Since most participants in the pilot study failed to complete the most relevant questions for my purposes regarding this dissertation, I sent a more refined version to my 3 doctoral committee

members, as well as to my PhD Integrative Seminar instructor, to review and comment on changes to this draft version. The final survey version (Appendix 2) consisted of 8 questions, organized into 2 parts: in the first was included the two main questions explored in this dissertation. The second part asked participants to describe their experiences in bystander workshops, whether or not they had intervened as bystanders in public spaces themselves in the previous year, and, if so, how they did so. The final part of the survey asked participants to include their age, gender, and a description of their occupation. A debriefing form and thank you message appeared on the last page.

Phase-One: Collecting, Analyzing, and Writing up Survey Data

Sample of Violence Prevention Experts, Academics, and Community Members

Participants were invited through a number of online platforms (email and Facebook Messenger), as well as through an oral announcement made at a Cyberviolence Symposium[17] held at Concordia University in which community members working in fields specific to sexual violence were given a link to the survey to access via their phones or computers. To guard against unforeseen errors with the platform, I performed a segmented data collection procedure during which I sent invitations over the span of a month rather than to all invitees at once. Table 3, *E-Survey Participant Recruitment Schedule*, below presents the community organizations and key violence prevention experts whom I contacted during this period. The survey was opened to participants between February 16, 2017 and March 23.

[17] Concordia University's Sexual Assault Resource Centre in collaboration with The Atwater Library and Computer Centre's Preventing Cyberviolence Project Symposium, *Creating a Better Online Culture; Developing Strategies Together,* March 2nd, 2017

Table 3: *E-Survey Participant Recruitment Schedule*

Days (2017)	**Method of Contact**	**Institution**
February 16	Email	Sexologists from Montreal, working in Ottawa and Montreal (*Also participated in follow-up participatory interview & poster elicitation interview)*
February 16	SMS text	Police officers in Ontario. Confirmed that zero participated because of departmental regulations (Also participated in follow up poster elicitation interview)
February 22	Facebook	Social Workers across Canada Facebook Group
February 22	PhD Advisor	RCMP officers; Professors at Concordia; Professors at John Abbot College.
February 24	Email	Sexual Assault Animators at McGill University (Also participated in participatory interview)
February 25	Facebook Message	Contacts at Canada Space Agency
February 27	Facebook Message	Sexual Assault Action Coalition @SAACTO
March 2	Email	Montreal Sexual Assault Centre
March 2	In person at	Oral Announcement and paper-based invitation to panelists at Cyberviolence Symposium held at Concordia University
March 2	In person at Symposium	CALACS de l'Ouest-de-l'Île, Centre d'aide et de lute contre les agressions à caracté sexuelle (Also participated in post-survey Interview)
March 2	In person at	Social services organization personnel working in Dollard-Des Ormeaux, Québec, attending Cyberviolence Symposium at Concordia University
March 2	In person	Announcement at Cyberviolence Symposium to sexual assault interventionists from a variety of universities and social service agencies in Montreal (Two members participated in poster elicitation interviews)
March 3	Email	Sexual Assault Interventionists at Concordia University (Also participated in participatory interview and follow-up poster elicitation interviews)
March 6	Email and Twitter	YAHAnet Coordinator informed the following people and organizations about the study: 3 former YAHAnet interns A career coach in Toronto who has a big network Ontario contact who used to work on youth and HIV projects One of my professors at Concordia Action Canada Youth Coalition RPP/Policy Options
March 7	Facebook & Email	Transportation technologist at École Polytechnique.
March 7	Facebook Message	Former coordinator at Head and Hands
March 8	Facebook	Indirect contact of SPVM/Laval Police
March 9	Email	Montreal Policy Centre
March 13	Facebook	Facebook Colleagues (~250)
March 15	Facebook Message	Centre for Research and Education on Violence Against Women and Children
March 15	Facebook Message	Ontario Network of Sexual Assault/Domestic Violence Treatment Centers
March 15	Facebook Message	Violence Against Women Learning Network
March 15	Facebook Message	Ontario Universities Taking Action Against Sexual Violence Conference
March 15	Facebook Message	Sexual Assault Support Centre, Ottawa, Ontario (Also Participated in Follow up Interview)
March 17	Facebook	Silence is Violence - McGill Chapter
March 17	Facebook	Colleague attending U of Toronto Business School, living in Montreal
March 21	Email	PhD student colleague at McGill University

To date, most bystander intervention research has sought input from students at the high school (Katz, 1995; Katz et al., 2011), and undergraduate level. These responses have dominated the field of sexual violence research (DeGue, 2014), and this is where meta-analytic reviews have typically focused (Anderson & Whiston, 2005; DeGue at al., 2014) for more than 15 years. Thus, university-age participants have so far been instrumental in aiding researchers to successfully develop and evaluate sexual violence intervention workshops specifically delivered in and around university campuses (Potter et al., 2008). While community members outside of universities have only recently begun to be included in this important work (McMahon & Farmer, 2009; Potter & Moynihan, 2011; Potter & Stapleton, 2012), few studies to date have been conducted with all three groups of participants (academics, community members, and professionally trained interventionists) collectively in an all-encompassing study that would see all three groups co-informing intervention strategies applicable to spaces beyond classrooms, student dormitories, fraternities and sororities, spaces that have dominated this field so far. In planning this data collection procedure specifically, I did not aim to obtain a representative sample of the Montreal community; this is never possible through online surveys because, as Rhodes, Bowie, and Hergenrather (2003) have noted, it is impossible to deduce an accurate response rate of who did and did not choose to participate.

Therefore, in this purposive sampling technique process, I specifically aimed to seek expert knowledge from violence prevention experts, which included bystander intervention facilitators, social workers, sexual health counsellors, and police officers. I also aimed to gain fresh research knowledge from university academics, which included graduate students, professors, as well as students who attended a cyberviolence conference at a nearby university. Lastly, I aimed to include participants who did not represent these first two groups, as I term

them here, *Functionaries*, who nonetheless were motivated and passionate to provide insight to the questions posed in this study; these included architects, teachers, among others. My intention was to conduct a preliminary exploratory Phase-One study with an equal number of participants from all three participant groups. For a detailed break-down of how each participant was categorized by occupation, see Table 4 below.

A total of 65 participants, with an average age of 31 years, completed the survey, with 5 omitted from the analysis, leaving a total of 60 for final analysis. Two-thirds of participants (65% or 39/60) identified as women, 28% (17) as men, 3% (2) as non-binary or transgender, while 3% (2) did not indicate their gender. While I acknowledge that including non-experts in this pool may skew results of what experts believe are safe and effective intervention behaviours, it is also important to learn from other community members who also participate in outdoor concert activities, and who may travel via public transit, but may not necessarily have the same type of training as the interventionist group. Including other community members (as I refer to them here as *Functionaries*) was done to ensure that strategies go beyond those sought from students on campuses as has so far been done (Potter & Stapleton, 2011). To learn if participants provide unique strategies as a result of their training, I grouped these into the following:

Table 4: *Grouping Breakdown of Participants by Occupation*

Functionary (21)	**Academics (17)**	**Interventionists (22)**
Engineer (3) Undisclosed (3) Admin assistant/coordinator (3) Architect (2) Store Clerk/manager (2) Writer/Editor/Translator (2) Lawyer (1) Home Maker (1) Retired (1) Policy & Initiatives Coordinator (1) Public Educator (1) Vice President (1)	Student (5) Graduate Student (4) Professor (2) PhD Student (2) Social Work student (2) Recent Graduate (1) MBA student (1)	Police Officers (2) Social Worker (6) Social Work Interventionist (5) Mental Health Worker (2) Community Worker (2) Social Work Counsellor (1) Sexologist interventionist (1) Sexual Harassment Training Officer (1) Sexual Assault Coordinator (1) Youth & Parent Psychosocial Interventionist (1)

Timing a Methodological Coherence with Previous Community-Based Studies in Montreal

As Morse, Barrett, Mayan, Olson, and Spiers (2002) noted, "In qualitative research, verification refers to the mechanisms used during the process of research to incrementally contribute to the reliability and validity and, thus, the rigor of a study" (p. 18). In following the dictates of methodological coherence, I aimed to follow a similar timeline to which other community studies conducted in Montreal adhered when researchers were collecting survey data from the community. For example, the first major study that influenced this dissertation that sought the opinion of university students studying at six universities in Quebec, was conducted between January and May 2016, during which 13 researchers distributed an online survey to over 9000 students (Bergeron et al., 2016). The second major study that influenced mine was being conducted by the Conseil des Montrealaises (2017), who also distributed an online survey to a community sample, over a one-month period between February 9 and March 8, 2017.

As both of these community-based studies advised, and has been suggested by others (Rhodes et al., 2003), data captured through online surveys cannot be used to generalize the behaviour of an entire population, but the unique nature of the questions posed does lend itself to specific insights that help to better understand where and how often girls and young women experienced sexual violence. In applying a similar online data collection timeline over a one-month period, I also aimed to learn how experiences related to sexual violence affected not only university students, but also other community members, as well as professional violence prevention specialists working in fields aimed at keeping public spaces safe.

Directed Content Analysis Coding Procedures

Intention and Purpose

In analyzing the survey data, I was not drawn to any one conceptual theory that I chose to follow in order to locate and fill a conceptual lacuna that I saw was evident in the literature. Specifically, in the process of locating coding patterns, I searched for "repetitive, regular, or consistent occurrences of action/data" (Saldaña, 2016, p. 5) in the survey data, as well as the follow-up interviews. In doing so, I aimed to extend an understanding about how girls and women (but also boys and men) could be safe in and around public transit spaces and concert venues. I also aimed to learn which specific bystander intervention strategies, as explained by bystander theory (Latané & Darley, 1969), a community audience made up of academics, violence prevention experts, and others uniquely motivated by this topic, would suggest strangers standing in these spaces could perform to intervene safely and effectively. Therefore, after collecting 60 responses, I followed a Directed Content Analysis process as described by Hsieh and Shannon (2005) during which I aimed to locate "the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (p. 1278) in the survey data. I also relied on Saldaña's (2016) *The Coding Manual for Qualitative Researchers*, which was specifically chosen for its focus on using *Dedoose* as a computer-aided coding method platform.

Step 1: Initial Codes Based on A Deep Reading of Bystander Intervention Literature

In this first step of coding, I performed a deep reading of texts that, following Bock (2012), pertained to community-based non-violent interventions, as well as those that focused on strategies for violence prevention in and around public transit spaces (Gekoski et al., 2015). During the deep reading, I looked for specific tools (mobile phones, social media, computers),

resource persons (police, security, venue staff), and strategies discussed in the text that the author or others used for non-violent intervention in public spaces. Reviewing these first two texts led me to create 9 preliminary codes that were specifically chosen based on their recommendations as violence prevention strategies previously deployed at various public transit spaces and other shared community spaces. In this first step of Initial Coding, for Saldaña, a code is "a word or short phrase that symbolically assigns a summative, salient essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (p. 4). Below I discuss the specific authors and texts that provided insight into the preliminary codes I created before I did the data analysis.

1. As Hart (2017) discussed in her article *From Risk to Resistance Girls and Technologies of Nonviolence*, Bock's (2012) work on *The Technology of Nonviolence: Social Media and Violence Prevention* "serves to frame a growing movement in which digital technologies might be examined in relation to what could be termed networks of resistance, particularly regarding gender-based violence, the impetus toward nonviolence, and the development of new forms of imagined publics" (p. 1). Elsewhere, Hart and Mitchell (2015) have argued that "much of the work to date on mobile and social media in relation to such violence has been on its threats and harmful effects, particularly in the context of cyberbullying and other forms of online harassment. But what are the possibilities for turning these technologies into technologies of nonviolence?" (p. 1). Initial codes from reading Bock's (2012) text, included the codes *mobile phone*, *SMS (simple text) messages*, *social media (Facebook)*, *digital geolocation mapping apps*, and *cell phones*.

2. A first deep reading of Gekoski and colleagues' (2015) *'What works' in reducing sexual harassment and sexual offences on public transport nationally and internationally: A*

rapid evidence assessment led me to explore strategies that were specifically applicable to Montreal's metro system. This reading led me to create the code *unique strategies* from Birdsall, Ibrahim, & Gupta's (2004) review of strategies recommended by bus drivers who allowed passengers to disembark between bus stops during the night. Locating Grandmaison and Tremblay (1997)'s work in this rapid assessment, I noted that the authors studied the use of CCTV cameras in Montreal's metro system and determined that there were no significant effects as far as preventing future offences was concerned. Welsh and Farrington (2008) also reviewed the effectiveness of cameras in and around Montreal's transport system but their findings were mixed. These readings resulted in my preliminary code *CCTV cameras*.

3. A second close reading of Gekoski and colleagues' (2015) rapid assessment review also led to the creation of other codes, such as *lights, safe zones,* and *emergency buttons* that were originally derived from strategies located in texts that proved useful. For example, these included recommendations for installing lighting around transport spaces as used in Chicago (see, too, Yavuz & Welch, 2010). Studies that discussed the development of gender-specific spaces on public transport in international contexts in Japan (Horii & Burgess, 2012) and in developing countries (Peters, 2001) led to the creation of *safe zones*. The preliminary code *emergency buttons* was derived from studies on women's safety on public transport in India (Kumar-Dash, 2013), in Washington, DC. (Loukaitou-Sideris & Fink, 2009), and in Michigan (Reed, Wallace, & Rodriguez, 2007). Other codes derived from this second reading of Gekoski and colleagues' (2015) rapid assessment review on what works and does not work included the codes *police and security*' or *call police*. A review of the appendix discussing unique technologies that could be used by a wide audience to support passengers reporting incidents to police led to the initial code *phone*.

Step 2: Process Coding of the Collected Data

In the second phase of coding the survey data, I coded strategies that described safe and effective bystander interventions in public spaces, as well as how policy makers could make public spaces safer. Phrases that read as "strategic, routine, random, novel, automatic, and/or thoughtful" (Saldaña, 2016, p. 111) were selected, as were those that appeared with a frequency described as "repetitive, regular, or consistent occurrences of action/data" (Saldaña, 2016, p. 5). As did Saldaña, Harding (2013) recommended coding passages referred by at least one quarter of the participant pool, which, in this study, would have amounted to 15 participants). However, Saldaña cautioned that references to codes that appear only once may also provide unique insight into the questions posed. I applied both rules during this second phase of analysis.

What Actionable Strategies Looked Like

The data was exported from Survey Monkey and imported into *Dedoose*'s qualitative analysis online software. Once there, I read all the responses again to gain a global understanding of the data, and did so a second time so as to attach a code to each excerpt, referencing *actionable strategies* in relation to influencing bystander intervention, and making public spaces safer.[18] All codes and their excerpts can be found in Appendix 4: *Recommendations for Bystanders in and Around Public Spaces*, and Appendix 5: *Recommendations for Policy Makers to Create Safer Public Spaces*.

Step 3: Magnitude Analysis and Frequency Table

As Hsieh and Shannon (2005) wrote, "Because the study design and analysis are unlikely to result in coded data that can be compared meaningfully using statistical tests of difference, the

[18] I performed a third pass of process coding after conducting follow up interviews with a small subset of six female participants, four of whom worked at college-based sexual assault centers in universities in Montreal, and two worked as sexual violence prevention counsellors. These participants helped to uncover a new code *consequences*', that I had not coded during the first and second phase of coding.

use of rank order comparisons of frequency of codes can be used (p. 1282-1283). Indeed, performing a statistical analysis on the data in this phase showed that comparisons were non-significant. (A summary is provided in the summary of quantitative associations in the next chapter.) However, Saldaña suggested that "Magnitude Coding could serve as one way of transforming or 'quantitizing' qualitative data" (2016, p. 86). Therefore, I performed a Magnitude Coding exercise, which helped to locate frequently referenced themes. *Dedoose*'s qualitative analysis software was instrumental in transforming summaries of excerpts into a colour-coded matrix of Magnitude codes. In creating a matrix table, I performed a visual review of the similarities and differences between participants' responses as a function of gender, occupation, whether participants had bystander workshop training, and whether they had remembered seeing visual media campaigns. Summaries of these comparisons transformed into tables are discussed in the following chapter.

Acknowledging Limitations and Strengths in Using an Online Survey

Despite the convenience and use of online survey tools in community-based research, there are reservations and criticisms attached to this. For example, accounting for sampling rate is difficult, since researchers cannot know how many participants received the survey versus how many completed it (Rhodes et al., 2003). Further, because the survey was distributed at a cyberviolence symposium over an entire day and extended by invitation via email, Facebook, and word-of-mouth, the sample in this study was not random, nor was it representative of the entire Montreal community. Another potential problem in using online surveys is that of repeat submissions, and while the platform did allow IP addresses to limit repeat submissions, I did not use this feature, and nor did I see any similarities in responses. However, because the online survey in this study was able to receive responses from a diverse and highly specialized pool of

key violence prevention experts as well as community members working in diverse fields, the benefits of using it here outweighed these constraints (see Rhodes et al., 2003).

After these three steps of the qualitative coding process were completed, I performed a series of quantitative descriptive and chi square analyses of associations to see if any significant associations between gender or occupation category emerged from the survey data. Given the low participant number, no significant associations were located in the outputs. In transforming these outputs to an understandable format, I also created a Summary of Results Sheet (Appendix 3), which I provided to participants in the follow-up interviews shortly after the survey data was analyzed. Follow-up interviews included asking participants if the overall demographic frequencies made sense, and what their top three strategies were. Others appear in Appendix 3.

Establishing Contextuality, Credibility, and Trust through Follow-up Interviews

According to Creswell and Miller (2000), there are three lenses through which researchers are able to establish credibility within their own study: the lens of the researcher, the lens of the participant, and the lens of people external to the study. First, the researcher decides how long the data collection period should be, which specific codes and themes are derived from the analyses, and she or he presents a global narrative of the overall data. As discussed throughout this chapter, it was important that this research follow a timeline of data collection followed by previous sexual violence researchers (see Bergeron et al., 2016). Second, the researcher seeks to know "how accurately participants' realities have been represented in the final account" (p. 125), which is seen as "the most crucial technique for establishing credibility" (Creswell & Miller, p. 127). Therefore, to verify that the results of my analysis coincided with an overall view of the participants in the study, I conducted follow-up interview sessions with 6 participants who were working in sexual violence prevention occupations (see Table 5 below).

Table 5: *Participants in Follow-up Verification of Survey Data*

Agency/School and (Number of Participants from Each)
McGill University Sexual Assault Centre (2)
Concordia University Sexual Assault Centre (2)
Social worker at CALACS de l'Ouest-de-l'Île, Centre d'aide et de lute contre les agressions à caracté sexuelle (1)
Sexual Assault Support Centre, Ottawa, Ontario (1)

Combining preliminary survey data with follow-interviews in a study on sexual violence is not exclusive to studies conducted in large metropolitan cities in a North American city like Montreal. Working on institutional transformation and program development to combat violence in vocational and technical colleges in Ethiopia, Starr and Mitchell (2018) distributed a survey to students in 4 agricultural colleges in Ethiopia to learn the extent to which students experienced sexual violence within and outside of their vocational colleges. These researchers then stepped away from the overall data to engage with key community informants through participatory analysis sessions to learn how the data could lead to effective intervention strategies in their specific communities. Their study drew on methods originating in photovoice research (Wang & Burris, 1997) that allowed them to ask, "What do you see in the data; Are there any surprises; and What can we do about it?" (Starr & Mitchell, 2018, p. 7). As these researchers did, I too asked survey participants, "Do these results make sense", and "Do they make sense in your community" (see Appendix 3).

After analyzing both survey and follow-up interview data together, I presented the data to my committee as a way of looking at the data through the third lens. From this exercise, it was evident that a visual component beyond the textual was needed to arrive at a deeper and richer understanding of what a community audience could do to prevent sexual violence and what policy makers can do to make spaces safer. I discuss this Phase-Two study in Chapter Five in the section headed *Poster Elicitation Interviews with Key Experts*.

Ethical Concerns, and Potential Risks and Benefits of Participating in this Study

Each phase (One: survey + follow up interviews and Two: poster elicitation interviews) required a separate REB application, along with a unique consent and debriefing form. In both, no approvals beyond McGill's REB requirements were needed. Also, no deception methods were used at any point during this doctoral study. Participants were not asked to include their names anywhere on the online survey, nor disclose them in the follow-up interviews. Therefore, no system was needed to keep a numerical coding table of participants' Phase-One responses. Before analysis occurred, all survey data was exported from the online *Survey Monkey* platform and imported into the online *Dedoose* system. Once data was analyzed, results were downloaded onto the lab's computer and removed from both online systems. In the Phase-Two poster elicitation interviews, participants did not have to state their names if they did not wish to have them known in the study. Overall, no ethical difficulties occurred during either phase. While participants who completed the survey did not receive compensation, those in the follow-up interviews and Phase-Two poster elicitation interviews were provided with a meal or coffee during the interview sessions.

To minimize psychological discomfort, none of the questions required participants to discuss their own experiences as victims of sexual violence. However, questions did pertain to strategies they would apply in circumstances related to making public spaces safe, strategies for intervening safely and effectively if they witnessed sexual violence, and how often they had themselves intervened during the previous year. Considering the minimal potential risk of harm to participants, these safeguards were acceptable to McGill's REB and the participants in this study. Given the tremendous value for advancing the field of sexual violence intervention beyond studies conducted in university settings, and being one of the first to inform strategies on

safe and effective bystander intervention applicable to public transport spaces and outdoor concert venues in Montreal, I feel the benefits outweighed the unintended costs of this study.

Chapter Summary

In this first methods chapter, I began with a summary and justification for conducting an exploratory study, which led to designing a Two-Phase study, beginning with developing and piloting an electronic survey. Next, I described how I followed Creswell's (2014) manual for conducting Directed Content Analyses on the survey data, beginning with a strategic participant recruitment strategy of experts working in violence prevention professions, followed by interviews with 6 participants who provided insight on the overall data. In the third step of the analysis, I described how *Dedoose* was instrumental in providing a visually-mediated means of locating new codes within the data, while acknowledging the limitations as well as the strengths of using computer-mediated coding. Finally, I made evident that, despite my best intentions of conducting a far-reaching online survey in a similar manner as Bergeron and colleagues (2016) and the Conseil des Montrealaises (2017) did, what this preliminary Phase-One study proved is that there is immense opportunity to work through and with the visual when seeking to answer my question regarding what a community-based approach addressing sexual violence could look like in public transport spaces and outdoor concert venues in Montreal, which will be elaborated on in the second methods chapter five – Phase-Two – Poster Elicitation Interviews with Key Experts.

CHAPTER FOUR – RESULTS OF PHASE-ONE SURVEY DATA ANALYSIS

Introduction

In the first part of this chapter I present a summary of the quantitative counts explored in and between the categories of gender and occupation, and meaningful qualitative analyses from the written responses in the survey. Overall, because of the small sample size, significant associations were not found in the quantitative analyses. In the second part of the chapter, I provide examples of qualitative narratives that support the coded data. Finally, I connect constructed codes with important excerpts from the follow-up interviews, and I discuss how the two converge.

A total of 156 written excerpts were coded using *Dedoose*'s online qualitative analysis system. A summary of codes corresponding to excerpts can be found in Appendix 4, *Recommendations for Bystanders in and Around Public Spaces*, and Appendix 5, *Recommendations for Policy Makers to Create Safer Public Spaces*. Table 6 below provides a summary of response rates for each question. Overall, most of the participants responded to all the questions in the survey. Occupation groups were evenly split between those who worked as *Functionaries* or *Academics*, and as key *Interventionists*. Less than one third of participants had participated in bystander intervention training workshops, and one quarter had intervened at least once in the previous year. Overall, no significant associations were found with respect to gender or occupation in the quantitative data.

Summary of Quantitative Analyses of Associations

Gender and Occupation - There was no significant association between gender and occupation group (Community Functionaries (23), University Academic (17), and Professional Interventionists (20)), whether gender was binary male/female, $x^2 = (4, N = 57) = 1{,}940$, p = *ns*,

the other gender(s) was/were collapsed into the male category, x^2 = (2, N = 57) = .197, p = *ns,* or collapsed into the female category, x^2 = (2, N = 57) = .323., p = *ns*.

Gender or Occupation and Noticed Bystander Posters at Work - There was no significant association between gender and having remembered seeing posters at work (11.7% or 7), x^2 = (2, N = 58) = 1.629, p = *ns*., whether the other gender(s) was/were collapsed onto the male category, x^2 = (1, N = 58) = 1.212, p = *ns*., or the female category, x^2 = (1, N = 58) = .852, p = *ns*. There was also no significant association between occupation group and having remembered seeing posters at work, x^2 = (2, N = 58) = .179, p = *ns*.

Gender or Occupation and Bystander Workshop Experience - There was no significant association between gender and having participated in intervention workshops, whether gender was binary, x^2 = (2, N = 58), = 4.343, p = ns., the other gender(s) was/were collapsed onto the male category, x^2 = (1, N = 58) = 3.406, p = ns., or the female category, x^2 = (1, N = 58) = 2.450, p = ns. There were also no significant association between occupation group and having participated in intervention workshops, x^2 = (6, N = 58) = 3.664, p = ns.

Gender or Occupation and Intervened in the Previous Year - While there was a small but significant association between non-binary gender (male, female, and non-binary trans) and having intervened in the previous year, 10 cells (83.3%) had expected counts less than five, rendering results non-significant. When the other gender was collapsed into the male category, no significant associations were found, x^2 = (3, N = 57) = 3.475, p = *ns*, nor when collapsed into the female category, x^2 (3, N = 57) = 7.183, p = *ns*. There was also no significant association between occupation group and having intervened in the previous year, x^2 = (6, N = 57) = 12.1559, p = *ns*.

Table 6: *Summary of Response Rates*

Questions Posed	Response Rate			
What could a safe and effective intervention response for bystanders to interrupt sexual violence look like?	58/60 (96.6%)			
What could policy makers do to create safer spaces in and around public transport and outdoor concert venues in Montreal?	59/60 (98.3%)			
	Yes/Total (%)	**Once**	**Twice**	**3 or more Times**
Noticed Bystander Intervention Posters Displayed in and Around Work Spaces	7/60 (11.7%)			
Bystander Workshop Experience	16/59 (27.1%)			
Frequency of intervening in the previous year	15/60 (25%)	7 (12%)	4 (6.8%)	4 (6.8%)

Organization of the Results

A summary of the results is organized into the following questions.

1. What could a safe and effective intervention response for bystanders to interrupt sexual violence look like?
2. What could policy makers do to create safer spaces in and around public transport and outdoor concert venues in Montreal?
3. What role does technology play in making public transport spaces and outdoor venues safe?
4. What roles do police and security play in public transport spaces and outdoor venues?
5. How does occupation inform participants' responses?
6. How does gender inform participants' responses?
7. How does having been participants in bystander intervention workshops inform responses?
8. How does having intervened in the previous year inform responses?
9. How does seeing bystander intervention posters in work spaces inform responses?

1.What could a safe and effective intervention response for bystanders to interrupt sexual violence look like?

The following excerpts are examples of participants' top 5 recommendations for safely and effectively intervening to interrupt sexual violence. See Appendix 4 for a full list of the 13 R*ecommendations for Bystanders in and Around Public Spaces*

Stay Close
• Stay physically close to the victim for protection, without compromising one's security. • Keep a close eye to ensure they remain in a public space. • Wait with them until authorities arrive.
Seek Group Help
• Get others involved to help to gather a group force. • Inform other bystanders to make the previous two strategies safer (film, stay with victim). • Recruit the help of passers-by or bus driver or security guards to investigate the situation together.
Talk to the Victim
• Pretend to know the targeted person and start talking, or ask the targeted person how you can help, stand next to the targeted person. • Responding to the victim and not the assailant is key. Instead of combating the violent behaviour of the perp, focus on ensuring the victim is safe. • If you can, ask the person directly, "Are you okay?" If verbally asking the person is not possible out of fear that the perpetrator will be angry, you may have to simply assess the situation, listen in, and read their body language.
Seek Clarification
• If it is not clear that the act is unwelcome, then attempt to interrupt verbally and determine if the act is consensual. • Check in with the situation and ask the people involved if everything is okay, ask if they want help. • Second, ask the victim what they need from you.
Draw Attention to the Situation
• Point out the perpetrator and speak loudly saying "This person is assaulting this person, police are on the way, I saw him assault this person. • Attract attention to the situation and encourage others to help. • At the very least, I would draw as much attention to it as I could. I would create immediate awareness to everyone around of what was going on.

Almost all (58/60) participants provided a recommendation to safely and effectively interrupt sexual violence they witness occurring to others on public transit and in concert venues. Consistent with bystander theory (Latané & Darley, 1968; 1969), participants most often

recommended relying on the assistance of others rather than on themselves, which included *Staying Close* to monitor the situation and *Seeking Group Help* from other bystanders. However, a follow-up interview with a professionally trained interventionist suggested that *Staying Close* was "not the best idea", and preferred instead to *Seek Group Help* by "going up to a bar server, staff security, even friends, and asking for their help to intervene when I see someone being assaulted at a bar. I wouldn't go up myself."

Another female interventionist said that *Talking to the Victim* "by asking 'Are you okay' is not always a good strategy. For example, do not talk to victim about her victimization directly." While she did not specifically recommend *Seeking Group Help*, she did recommend asking other bystanders to *Use Camera Phones* to film, and at the same time, *Staying with the Victim* in some capacity "was so important." However, a third interviewed interventionist suggested that *Talking to the Victim* could be a beneficial strategy for intervening, but "Informing other bystanders to film should be discouraged", as should using Camera Phones to "film in a visible way/Live Stream." Overall, she indicated that as a victim "I [would] want people around me to care and show they care! Using a phone doesn't work; filming doesn't help—it only makes you feel alone."

2. What could policy makers do to create safer spaces in and around public transport and outdoor concert venues in Montreal?

Almost all (59/60) participants provided recommendations to policy makers to make public transit and concert venue spaces safer. Most recommended that policy makers develop posters and publicities that educate the public. The following are excerpts of the top five recommendations. See Appendix 5 for a full list of the 10 specific strategies.

Posters and Publicities
• Accessible signs and video ads everywhere at all times that declare that there is zero tolerance for sexual violence. • Post posters that use a call out approach, describing real situations demonstrating the various forms sexual violence can take, and clearly stating that the venue/service in question has a ZERO TOLERANCE policy. • Policies in either venue should take an approach to focus on perpetrators behaviors instead of asking potential "victims" to protect themselves. This can include having PSAs that target potential perpetrators.
Educating the Public
• Consciousness-raising and prevention-based media is always important to make people aware that assault IS a problem and that we all have a responsibility in trying to prevent and/or stop it. • Education, advertisement on proper behavior to uphold in public spaces. • Consent education in meaningful, complex, intersectional ways. "No means no" is not consent education, neither is "the absence of no must mean yes."
Consequences
• Make clear that harsh consequences will occur so as deter offenders, is zero tolerance. • Create signage about pressing emergency button be *less* punitive and *more* preventative for assaults. Have large, accessible, signs, video ads, everywhere, at all times. • Policy that punish sex offenders. Ads can make predators uncomfortable, something that is already being seen in indoor concert venues.
Lights
• Better, brighter, proper, more lighting, especially at night. • Meilleur éclairage des lieux; endroits soient bien éclairer.[19] • Help illuminate posters.
Police & Security
• More, visible, security personnel, patrollers, on public transport, in uniform. • Put up a number you can text to call on-site security. • But… not necessarily security, but people trained in intervention, active listening, de-

[19] Better lighting of the premises; places are well lit

escalation - often security/police can aggravate situations and are not necessarily socially conscious and sensitive).

One female interventionist (social worker) suggested, “I think that publicities that present a real event, which can happen, is one of the best ways to reach and raise awareness about the issue.” A female functionary (communication coordinator) suggested, “Policy makers can put more effort into changing the pervasive belief among men that they are entitled to touch a woman's body. Policy makers can actually make policies that punish sex offenders. The best way to prevent sexual assault is to teach men not to sexually assault.”

A follow-up interview with an interventionist elaborated on the content of Posters and Publicities, saying that messages should

> “have men in the solution as well. Having a process poster would be good too, and could be in men’s bathrooms too, as well as having proper male/female role models is also important. We really don't have a proper role model in the media anymore.”

They were also adamant that messages “showing videos about consequences for men won't do anything to deter violence, just like ‘don't drink and drive’ ads don't deter people from drinking and driving.” A better message could be “Ensure informal consequences for guys, even in informal settings, such as being kicked out of hockey team [and this] would make for a better message to Educate the Public.” A second interventionist proposed that posters could *Educate the Public* by “creating signage that makes pushing the emergency button *less* punitive.” However, they did not recommend having more *Police and Security* present but suggested that having trained staff is desirable.

A follow-up interview with a female interventionist provided another description of what *Posters and Publicities for Educating the Public* could indicate: She said, “Hav[e] men as prominent figures in the messages, as well as women, as role models for social change.”

Installing more *lights* was not preferred by either survey or interview participants since many found installing lights preferentially benefitted more affluent areas of the city. The option of creasing *Safe Zones* was found to be socially unacceptable at best and unsafe at worst.

3. What Role Does Technology Play in Making Public Transport Spaces and Outdoor Venues Safe?

Asked what role technological tools could play in supporting potential interveners as well as victims standing in public spaces, survey participants most often mentioned *Camera Phones* (10 times). For example, one academic (professor) who did not include their gender wrote, "Some things I would consider doing if it seemed safe would be filming on my phone in a visible way, staying present with the victim, informing other bystanders to make the previous two strategies safer." A female functionary (writer and editor) suggested, "Asking others to help and document the situation with their phones while it's happening," while another (male) functionary (vice president of an undisclosed company), said, "Film it or live stream it." Overall, survey participants said *Camera phones* could be a secondary solution to interrupt sexual violence. For example, one female interventionist (social worker) said, "If as a bystander, you already see that someone is enacting the role of 'say[ing] something' then perhaps your role can be filming the encounter as it unfolds."

To keep public spaces safe, the use of *CCTV Cameras* was mentioned 13 times. One male survey participant interventionist (police officer) suggested that [authorities] could "Install cameras in plain sight."[20] A female functionary (engineer) advised, "Create 'safe spaces' for those traveling alone to gather that are well lit and monitored on camera with an emergency telephone within reach." There was disagreement among interviewed interventionists and survey

[20] Translated from French to English

participants about *CCTV, Camera Phones,* and *Lights* (which were mentioned 15 times in the survey) as useful technological tools to make public spaces safer. For example, the presence of *CCTV Cameras* could be "a good idea. Can also use as evidence later", but other technologies, like *Emergency Buttons* (mentioned 10 times by survey participants) "don't work at all, just as rape whistles don't work. Technology might work, i.e. Cellphones, but who is really picking up at the other end?"

4. What Roles do Police & Security Play in Public Transport Spaces and Concert Venues?

As *Safe Bystander Interventions*, *Police* were mentioned 8 times by survey participants. For example, one suggested "notify[ing] [the perpetrator or victim] that security/police are on their way." Having available cellular coverage in and around public transport spaces or outdoor concert venues would also, as a female academic (professor) noted, "Make it easier to officially report it/call for security in a more local way than the police as happens at, say, at hockey games, where they put up a number you can text to call on-site security, who can get there much faster." A female interventionist (social worker) wrote, "I think I would be too afraid to do something and would wait for the police." (this comment was coded as "*Police*" and as "*Don't Approach*"). A male interventionist (police officer) wrote "If the witness is likely to be attacked to be hurt or assaulted, call 9-11; keep distance but describe what is happening."[21]

While *Police* were mentioned in relation to more self-directed intervention behaviours, *Talking to the Victim* included, "Let them know that it would be safe to talk with me and that police/security are on their way." Conversely, another survey participant recommended that bystanders should protect victims *from* police, as one functionary (public educator) who did not disclose their gender wrote, "If the victim does not want to interact with the police, help them get

[21] Translated from French to English

away safely." One male academic (student) eloquently articulated that "calling the authorities has long been a solution ingrained into our psyches from a young age in most Western Cultures… because adults and teachers do not trust the faculties of children to handle the situation appropriately. … To say something while witnessing a sexual assault is to act counter to our upbringing, and counter to our culture. To escalate further, takes immense courage. Even if police or security are en route."

As policy recommendations to make public spaces safer, *Police and Security* was coded 14 times. One female interventionist (social worker) included police as part of a systematic solution.

> The resources to ensure there are more security/police personnel physically present. If an individual of authority is visually present, and more likely to witness or respond quickly to the requests of a concert goer/train rider it is less likely to happen. Or, if it does happen, the perpetrator is less likely to get away with it as the response time is quicker. However, this suggestion is two-fold of course, because the security personnel/police/persons of authority able to act, must be trained in this particular expertise as to deal effectively with the situation, and ensure that the victim/survivor is not revictimized. In this way these individuals of authority there to intervene, and act as prevention must be well-versed in the systemic dynamics at play in these instances (racism, colonialism, patriarchy, misogyny, and the ways these various factors interact to create exploitative situations and violence against certain individuals). Consent education in meaningful, complex, intersectional ways. 'No mean no' is not consent education, neither is 'the absence of no must mean yes.' Improved justice system. Regardless of how well we do at intervening in these situations, perpetrators are affirmed over and over

again that the consequences of their actions are not serious enough to deter them from enacting the crime in the first place, or even a second or third time having been caught doing so. For sexual violence to stop we must take it seriously as a society, the legal and social consequences must be serious enough that even the most slam-dunk cases are being excused away by rape culture, and 'alcohol abuse.' It's time our justice system took the law seriously, instead of being as infiltrated by systems of privilege and oppression as it is.

Even in interviewed discussions, *Police and Security* were not always seen as part of the solution. For example, one interventionist suggested, "Let's make sure they (police) have the proper training to dig deeper, so that when victims testify, there is ample evidence to prosecute victims." However, a second interviewed interventionist did not recommend having more uniformed police, but did agree that "having more visibly staffed and trained interveners was a good idea, provided they don't receive the same powers as police officers, as this identifiability comes with a host of problems for various groups who would not feel comfortable seeking police intervention."

5. How Does their Occupation Inform Participants' Responses?

As a function of occupation grouping, survey participants did not differ in recommending safe and effective bystander behaviors. The top three suggestions from each group were:

Functionaries: *Stay Close* (7)*, Camera Phone* (6)*, Seek Group Help* (5)

Interventionists: *Seek Group Help* (10), *Stay Close* (8), *Start Talking to Victim* (8)

Academics: *Start Talking to Victim* (6)*, Seek Group Help* (5)*, Stay Close* (4)*.*

All groups suggested behaviours that primarily began with monitoring the situation from afar, such as staying close to the situation and seeking the help of others, while also recommending

that bystanders intervene themselves by talking to the victim only when absolutely necessary.

Survey participants provided similar recommendations to policy makers to create safer public spaces,

Functionaries: *Educating Public* (7), *Posters & Publicities* (6), CCTV (6), and *Lights (6)*

Interventionists: *Posters and Publicities* (11), *Educating the Public* (10), and *Consequences* (9)

Academics: *Emergency Button* (5), *Posters and Publicities* (4), *Educating the Public* (4)

Overall, occupational groupings did not differ in their suggestions for safe bystander behaviours or recommendations for public policy. An all-encompassing summary provided by one female functionary (writer), recommended,

> Checking in with the victim/person that is experiencing the sexual violence by making eye contact with them, approaching them (perhaps sitting or standing next to them), and making conversation with them without engaging the perpetrator…. Once the person experiencing violence has support and is not alone, other behaviours could include asking others to help and document the situation with their phones while it's happening, to confront the perpetrator and ask them to leave, or to notify authorities to remove the perpetrator from the situation and acquire more resources for the victim.

Overall recommendations to policy makers to make public spaces safer can be summarized by a female interventionist (social worker) who said, “Put in cameras, brighter lighting, panic/emergency buttons with faster response times. [Have]clear policies against sexual violence of all kinds, posters reminding people that sexual violence is unacceptable, maybe posters reminding people what constitutes sexual violence i.e. that it includes sexual harassment.”

6. How does their Gender Inform Participants’ Responses?

In recommending safe and effective bystander behaviours to potential bystanders, female

participants (who made up two-thirds or 65% of the sample) most often suggested verbal strategies, such as *Seeking Group Help* (15 comments), (4 men and 1 gender-non-binary person also suggested this). Examples included "Shout 'No', creating a wall of people." Other female participants suggested *Start Talking to Victim* (13), such as "…asking for the time", and *Staying Close* (14) but "…without compromising one's safety." Three men and 1 gender non-binary person suggested this strategy. Male participants more often suggested more physically-mediated behaviours coded as *Block with Body* (6 versus 4 for women). Examples included,

> Take self-defense classes to be able to minimize any damage a person can do to you after you shout at them and try to scare them off" and "depending on the severity of the situation and the risk to my safety I would attempt to intervene first verbally, then physically if necessary.

Recommendations from female participants to policy makers were similar to overall suggestions from all participants (15 females versus 6 males), asking for *Posters and Publicities* and making *Consequences* more prominent in messages (14 females versus 3 males). Female participants also more often suggested *Educating the Public* (13 females versus 6 male and 1 participant identified as gender-non-binary). As one female functionary (policy and initiatives coordinator) suggested, governments should be "investing in public education programs, including units in regard to teaching consent in schools, including training in every workplace in regard to sexual violence and how to prevent it through understand[ing] what consent is, and how to intervene."

A follow-up interview with a female interventionist elaborated on strategies that could benefit all genders equally, suggesting, "I think it should be equal, in the sense that both men and women should be 'coached' on what to do if victimized or be aware of the consequences when

you sexually assault another person." A second interviewed female interventionist suggested that "people would not recognize opportunities to intervene as much if the victim were male or someone who doesn't present as a woman", suggesting that public awareness messages should be explicit about what sexual violence looks like for people of any or no gender.

7. How Does Participating in Bystander Intervention Workshops Inform Responses?

Over a quarter (27%, 16/59) of survey participants had participated in a bystander intervention workshop. Of these, 15 provided examples of what they learned in these workshops that had stayed with them since participating in the training. One example from a female functionary (cashier at a bookstore) suggested, "Pretend you know the person being targeted rather than confronting the person at fault so that you don't put yourself at risk." A female interventionist (social worker) said, "First, direct your attention to the potential victim of sexual violence by either using a ploy to get them away from the offender safely or asking them directly if they are ok and in need of some help. Second, ask the victim what they need from you. Third, stay with the victim until the police or emergency services arrive."

Another female interventionist (social worker) suggested, "The 4 D's (distract, delegate, direct, delay)" made prominent in *The Green Dot* bystander intervention program. A third participant (female administrative assistant) remembered that "the non-obvious way you can intervene [is by] distraction." A fourth female (policy and initiatives coordinator) said, "I do not need to yell, swear, or get physical. Intervention can be as simple as dancing in between the person and the perpetrator at a party to create space between them." A female interventionist (social worker) suggested, "Focus on the wants and needs of the survivor. You ask what they need rather than assuming it by calling the police without their permission." Finally, to document the situation, one functionary (public educator) remembered learning that "[i]t's easy to intervene

and filming is always a good thing."

Nonetheless, strategies for safe and effective bystander behaviours proposed by participants who attended bystander workshops, such as *Stay Close* (7) and *Start Talking to Victim* (7), were similar to those proposed by participants who had *not* had bystander training, and who also suggested *Seeking Group Help* (14), *Stay Close* (12), and *Start Talking to Victim* (11). For example, one female functionary (writer) who *had* participated in bystander workshops recommended

> checking in with the victim/person that is experiencing the sexual violence by making eye contact with them, approaching them (perhaps sitting or standing next to them), and making conversation with them without engaging the perpetrator, perhaps asking how they're feeling or if they would like to move somewhere else together.

This strategy was similar to one proposed by a female academic (graduate student) who did *not* have intervention training, who proposed, "I would approach the victim and speak to them and try to let them know that it would be safe to talk with me and that police/security are on their way." This finding is not surprising, given that one of the recollections from one female interventionist (social worker) who *had had* bystander intervention training, wrote, "I work primarily with victims of sexual violence, so almost everything!" As is recommended in the *Green Dot Program*, in the absence *or* presence of training, any efforts could be successful, as long as they are applied.

Similar to these findings, participants who had workshop experience gave similar recommendations for creating safer public spaces as did those who had *not* participated in workshops. Coded recommendations included the following:

Had Training: *Educating Public* (9), *Posters & Publicities* (9), *Consequences* (6)

Had No Training*: Educating Public* (12), *Posters & Publicities* (12), *Police & Security* (12) For example, one female functionary (assistant manager) who had *not* participated in bystander workshops suggested making "visible posters and ads that make predators uncomfortable; many indoor concert venues have this already." A male functionary (analyst) also recommended "greater awareness on the consequences of being convicted of sexual offenses. Men should not feel that they will face no consequences if convicted."

Suggestions specific to transport in Montreal were provided by one female academic (graduate student) who also did not have training. She said, "Many STM buses now have posters indicating that violence against the bus driver will not be tolerated so, posters similar to that would be helpful regarding sexual violence against anyone."

8. How Does Intervening in the Previous Year Inform Responses?

Frequency Table 7 shows that few participants had intervened in the previous year. Furthermore, the number of participants who had participated in bystander intervention workshops but did not intervene (10) was the same as the number of participants who intervened but had not participated in workshops.

Table 7: *Participants who Participated in Workshops and Intervened in Previous Year*

	Not Yet Intervened	**Intervened Once**	**Intervened Twice**	**Intervened 3+ times**	**Category Total**
Participated in Intervention Workshops	*10	2	0	3	5
Did Not Participate in Intervention Workshops	33	5	4	1	*10

Table 8 below shows the types of bystander approaches participants suggested as a function of how often they had intervened in the previous year. Most recommended *Staying Close* to the situation and *Seeking Group Help* from others. Participants who intervened twice in the previous year provided variety to their strategies, such as *drawing attention* to the situation,

blocking with body, and going up and *talking to the victim*.

Table 8: *Top 3 Recommendations to Bystanders by those who Intervened in Previous Year*

	Frequency of Intervening in the Previous 1 Year			
Group	**Not Yet**	**Once**	**Twice**	**Three or More Times**
1st Place	Stay Close (13)	Seek Group Help (4)	Stay Close (2)	Seek Group Help (2) Stay Close (2) Talk to Victim (2) Unique Strategy (2)
2nd Place	Seek Group Help (12) Talk to Victim (12)	Talk to Victim (3)	Seek Group Help (1) Draw Attention (1) Clarify with Victim (1) Talk to Victim (1) Call Police (1) Block with Body (1) Unique Strategy (1)	Camera Phone (1) Distract (1) Clarify with Victim (1)
3rd Place	Draw Attention (9) Clarify with Victim (9	Clarify with Victim (2) Distract (2) Stay Close (2) Block with body (2)		

Table 9 below shows similarities between participants who had not intervened, had intervened once, and those who had intervened twice, all of whom suggested *Posters and Publicities* and *Educating the Public*. Participants who intervened twice and three or more times suggested a need for *Consequences* to be prominent in messages on *Posters and Publicities.*

Table 9: *Top 3 Recommendations to Policy Makers by those who Intervened in Previous Year*

Group	**Not Yet**	**Once**	**Twice**	**Three or More**
1st Place	Posters and Publicities (15)	Posters and Publicities (3)	Educate the Public (3)	Consequences (3)
2nd Place	Educate Public (13) Lights (13)	Consequences (3)	Cameras (1) Consequences (1) Police and Security (1) Phones (1)	Posters and Publications (2) Educate the Public (2) Educate Staff (2)
3rd Place	Police & Security (11) Cameras (11)	Educate Staff (2) Educate Public (2) Safe zones (2)		Emergency Buttons (1) Lights (1) Cameras (1) Police and Security (1) Phones (1)

Overall, participants who intervened once used more distancing behaviours, such as making eye contact, or they approached the situation without needing to intervene directly. Those who intervened twice used themselves as physical barriers by placing their body between the aggressor and the victim. Participants who intervened three or more times used less frequently mentioned but more elaborate methods as *Start Talking with the Perpetrator*, which

was mentioned 8 times by survey respondents). Excerpts from 15 participants who intervened in the previous year are highlighted below.

A female functionary (writer and editor) who intervened once said she "made eye contact [with] the girl who seemed to be in distress and was surrounded by a bunch of boys, approached her and addressed her, and asked if she was okay." A female academic (student) "asked the person if everything was okay and invited them to join [her] so they could leave the situation." Another academic (male student) said that he had to "shout and then was attacked", highlighting the danger present when doing so. However, a female (social worker) recounted how she had simply "just walked with the girl and the guys went away."

Some participants provided examples of how other potential victims approached them directly asking for help. For example, one female functionary (engineer) who intervened twice in the previous year said, "In one situation, the person approached me and asked me to talk to them so that they would be left alone." A similar example of the power of merely being present was expressed by a female functionary (communications coordinator) who recounted, "I physically placed my body between them and asked the woman if she was ok. In both instances the men claimed not to speak English so my behaviour was more geared towards the woman and letting her know I had her back."

Finally, a number of social workers described how they had each intervened three or more times in the previous year. The first (a community worker) said, "I went up to the people in question and asked if there was a problem [and] if someone needed assistance." The second (a female social worker) described all three occurrences as "directly speaking to the perpetrator, helping someone get into a cab and away from a situation, asking someone if she was ok and helping her find her friends." A third interventionist (a female social worker) who also

intervened three or more times said, “I directed my attention towards the potential victim, and used a ploy to get them away from the offender. I then asked if they were ok and if they needed my assistance. I then followed through on whatever they needed.”

9. How Does Seeing Bystander Intervention Posters in Work Spaces Inform Responses?

The association between how often participants intervened and whether they had noticed any posters or publicities displayed in and around [their] work that informs how to interrupt sexual violence was not statistically significant, $x^2 = (3, N = 58) = 6.914$, p = *ns*., though results were surprising. For example, among participants who intervened once in the previous year (7), none had recalled posters displayed in and around their work. This result was also consistent among both (2) participants who intervened twice, who also did not recall seeing any posters. Conversely, 5 participants who had seen posters had not intervened. Admittedly, of the 2 participants who intervened 3 or more times 1 had and 1 had not noticed posters. (See Table 10 below for frequencies.)

Table 10: *Participants who Intervened and Noticed Posters Displayed at work*

Recalled Posters	**Frequency of Intervention in Previous Year**				
	Not Yet Intervened	Intervened Once	Intervened Twice	Intervened 3+ times	Total
Yes	5	0	0	2	7
No	38	7	4	2	51

Table 11 shows the types of *bystander behaviours to perform* by participants *who remembered posters around work places*.

Table 11: *Strategies Participants Remembered From Posters*

Recalled Posters	**Strategies Remembered**
Yes	*Talk to Victim* (5), *Unique Strategy* (4), *Stay Close* (3)
No	*Seek Group Help* (18), *Stay Close* (17), *Talk to Victim* (13)

Overall, participants who had not remembered seeing posters in and around their workspace provided passive suggestions like *Seek Group Help* and *Stay Close,* as well as more

risky interventions like *Blocking with Body*. However, such suggestions may not indicate a lack of expertise since one male participant who was a former police officer and who changed professions to become a social worker suggested,

> I'll try to put the victim away to secure her. Then, I'll try to restrain the offender by myself using a proportional force, search for any help if I'm not strong enough, inform him that the cops are en route, talk to him to explain to him that what he did is unacceptable, that he needs help (psychosocial services care).

Participants who remembered seeing posters recommended more direct behaviours such as *Talk to Victim*, as well as more *Unique* (and verbal) *Strategies* for doing so. As a female functionary (bookstore clerk) wrote, "Pretend to either know the victim and spark up a casual conservation to distract the perpetrator. Potentially ask for directions, or whatever you need to say to intervene in the situation politely but not make the perpetrator feel threatened."

Summary of All Survey and Follow-up Interview Results

Two thirds of the 60 survey respondents, with an average age of 31 years, identified as female. Occupation groups were evenly divided between functionaries, academics, and professional interventionists. Sixteen participants had bystander intervention workshop experience, and most (43) had not intervened in a situation involving sexual violence in the previous year, while 7 had once, 4 had twice, and 4 had 3 or more times in the previous year. Seven participants had recalled seeing visual media campaign posters around their work spaces.

Overall, participants recommended *Staying Close* to the situation, *Seeking Group Help* from others standing by, and approaching and *Talking to Victims* as safe and effective bystander interventions to perform in and around public transport spaces and outdoor concert venues. Recommendations for policy makers to create safe public spaces involved the creation of *Posters*

and Publicities, Educating the Public, and making *Consequences* more prominent in visual messages. *Safe Zones* that segregated people based on gender were found to be unacceptable and unsafe. *CCTV Cameras* and public *Phones* were thought to help make public spaces safer by combining them with *Poster and Publicities* that "witnesses follow to quickly report incidents to venue staff." However, installing *lights* in and around transport spaces was not often recommended. As mentioned above, such solutions were seen by one interviewed interventionist as disproportionately helping a socially affluent few and would work only if all community members benefitted.

Police and Security were seen as secondary intervention solutions to more favored *Visual Media Campaigns*. Instead, participants preferred the idea of seeing bystanders as informal community guardians who could use their own *Camera Phones* to document evidence. However, increasing *Police* presence and *Phone* infrastructures were equally preferred as a policy recommendation to make public spaces safer. Overall, most participants saw formal police and security as a positive solution to keep public spaces safe, but some (interviewed interventionists) felt that more training was needed when working with victims to ensure that victims are able to choose when police and security are notified and that perpetrators are prosecuted in court.

Occupations of surveyed participants did not lead to differences in bystander interventions or recommendations to policy makers, while the gender of participants did. Female participants suggested more verbal responses, such as *Seeking Group Help* by "Shout(ing) no", or *Start Talking to Victim*, and *Unique Strategies* such as "asking for the time." Male participants suggested physically-mediated interventions. Recommendations to policy makers by both female and male participants matched those of the entire survey group (*Educating the Public* through *Posters and Publicities)*. However, male participants recommended more technologically

oriented solutions as installing more *CCTV cameras, Lights*, or providing a greater *Police and Security Presence*.

More than a quarter of participants had taken part in bystander training workshops. Their memories of strategies included methods informed by "The 4 D's (distract, delegate, direct, delay)" made prominent in *The Green Dot* bystander intervention program. Those who had participated in workshops gave equally insightful intervention strategies as those who had not had training. Commonalities between these two groups were also found in recommendations to policy makers. Further, the number of participants who had training but did not intervene (10) matched the number of participants who intervened but did not have training. Those who intervened two or more times in the previous year provided a variety of suggestions about how they intervened, but recommended distancing strategies and *Seeking Group Help*. Both groups preferred *Posters and Publicities* and *Educating the Public*. Participants who intervened twice or three or more times also gave self-directed behaviours such as placing themselves between the aggressor and victim, or *Start Talking with the Perpetrator,* respectively. Those who intervened three or more times emphasized *Consequences* in *Posters*.

Chapter Summary

Overall, in separating my report on this first phase into two chapters, I intended to cover and describe the overall results of the survey, and open the door to the next chapter in which I go into more depth in visualizing strategies for safer public spaces, and see what safe and effective bystander intervention behaviours could look like among the members of a community audience in and around Montreal's transit system and outdoor concert venues.

CHAPTER FIVE – PHASE-TWO – POSTER ELICITATION INTERVIEWS WITH KEY EXPERTS

Introduction

I begin this chapter with an explanation of why I chose to conduct follow-up poster elicitation interviews a year after analyzing the survey data, and how this second phase of the dissertation study became a reflexive process for validating the qualitative survey data, and, following Creswell and Miller (2000), for gaining trust from my participants and readers. Next, I discuss the work of Clark-Ibanez (2004), Collier and Collier (1986), Harper (1986, 2002), and Rose (2016), who defined the photo elicitation interview (PEI) method as a visual methodology. Reviewing the work of these researchers was central to my gaining greater depth into what my participants felt. Next, I explore the work of Frith (1997), Johnny and Mitchell (2006), Harper (2002), Mitchell (2008), and Mitchell, Theron, Smith, and Stuart (2011) all of whom worked with images in their own research as part of their visual media analysis methodology to help them understand the views of their participants. I explore briefly the theoretical works of Creswell and Miller (2000) and discuss how the photo elicitation method provided a reflexive exercise for me as well. I go on to describe the eight visual media campaign posters that I presented in this Phase-Two study. Following this review, I discuss the Directed Content Analysis approach I used again in this dissertation; this time I analyze the Phase-Two poster elicitation interview data, and I introduce the interview questions that answered the two questions on which my dissertation is based: "What could a safe and effective intervention response for bystanders to interrupt sexual violence look like?", and "What could policy makers do to create safer spaces in and around public transport and outdoor concert venues in Montreal?" The interview guide includes two new questions that came from the survey analyses,

namely, “What roles do police and security play in public transport spaces and outdoor venues?” and “What role does technology play in making public spaces safer?”

Stepping Back from the Survey Data and Moving Forward with Poster Elicitation

As Creswell and Miller (2000) wrote, “Being in the field over time solidifies evidence because researchers can check out the data and their hunches and compare interview data with observational data” (p. 128). Therefore, after bringing the survey and participatory interview analyses back to my dissertation committee a year after analyzing and reviewing the survey data, I realized that a second phase of data collection was necessary to elaborate on what posters and publicities that educate the public look like in Montreal. The use of visual media campaigns became instrumental to my undertaking of this Phase-Two study. However, before I could fully understand how I might extend my initial findings beyond a categorical evaluation of what safe and effective bystander intervention could look like, and what policy makers could do to make public spaces safer, I sought the advice of my advisors (professors Mitchell and Denov), both of whom have extensive experience working with the visual to effect social change, and had them advise me on how I could strengthen the credibility of the data gathered in Phase-One of the study. As recommended by them, I embarked on a close reading of visual methodology texts as listed above and I dug even deeper into the PEI method used by Mitchell (2008) and Van Auken, Frisvoll, and Stewart (2010). These readings were instrumental in taking this study further, and, most importantly, created an opportunity for me to reestablish trust with my participants before conducting the Phase-Two study.

Reading Rose’s (2016) *Visual methodologies: An introduction to researching with visual materials* reassured me that arts-based visual methodologies could be applied in the middle of the research process. I realized that, rather than having to start the research process all over again

from the beginning, I could apply it to any theoretical construct that was part of my initial research design process. For example, in writing about visual methods, Rose noted that "[m]any of the researchers using these methods openly admit that they are somewhat experimental; but each also explains very carefully why the particular method they decided to use was appropriate for generating evidence to answer their research question" (p. 319). Planning to work with the visual in this second phase would therefore allow me to ask participants to comment more precisely on what safe and effective interventions could look like beyond the ones I had already presented to them.

Alongside this work I was also reading about photo elicitation. Beginning in 1957, documentary photographer and anthropologist David Collier embarked on a study of the properties of photography and the methods through which photography could be used to study links between mental health and the environment in the Maritime provinces of Canada. There, Collier used photographs as an interviewing tool for comparing the experiences of French-speaking Acadians with those of English-speaking Robertsville and industrialized working communities from Bristol. In this work, his team created uncaptioned pictures of panoramic vistas of the nearby landscapes and close-ups of mill factories in which his participants worked. Then he had participants use these images to tell an hour-long story about how the factories affected their lives and their communities. By comparing these interviews that he conducted using photos with those conducted by a colleague who asked the same questions but without presenting pictures, Collier found that the specific use of the visual here allowed him to obtain a greater and more objective understanding of the emotive, spontaneous, succinct, and insightful words of his interviewees. He also found that the use of images during the interview process provided a richer understanding of the lived experiences of other community members who lived

nearby. The interviews conducted without photographs merely produced vague autobiographical summaries. These were colored by the emotions of the participants and reflected the circumstances of the interviewing sessions, rather than offering an accurate representation of the participants' lived experiences outside of the data-gathering session. Since the interviews would later be conducted with entire families, the visually-mediated sessions also resulted in greater participation, while, at the same time, they provided a buffer against the lack of interest consequent upon repeated interviewing sessions. This made me realize that including photos as a distinct and inseparable part of interviewing was an efficient, effective, and reliable social scientific research method useful for researchers, like me, who intended to return to meet with their participants on subsequent occasions. It would also be this revisiting process that I, too, would rely on in this visually-mediated attempt to gain a deeper understanding into what professional interventionists working in violence prevention settings saw as safe and effective bystander interventions, and as realistic solutions for helping to address sexual violence in Montreal.

After reading about Collier and Collier's (1986) experiences with the use of photographs as part of the interview method, I reviewed the work of Harper (2002), who wrote that "when two or more people discuss the meaning of photographs they try to figure out something together. This is, I believe, an ideal model for research" (p. 23). According to Harper, "photo elicitation is based on the simple idea of inserting a photograph into a research interview. The difference between interviews using images and text, and interviews using words alone lies in the ways we respond to these two forms of symbolic representation" (p. 13). Harper explained that looking at images during the interview process conjures up a more innate and deeper understanding of the topic being discussed than does thinking about and discussing ideas in

words only. While Collier and Collier (1986) and Harper referred primarily to photographs as the visual medium in PEI, Harper clarifies that "there is no reason studies cannot be done with paintings, cartoons, public displays such as graffiti or advertising billboards or virtually any visual image" (p. 13). Through the use of printed out visual media campaign pictures, I, too, would be able to gain greater insight into the thoughts and feelings of my participants on the various topics illustrated in the campaigns.

Recent Work on Visual Elicitation

Since Collier's (1957) and Harper's (1986, 2002) foundational studies, there has been increased focus on the use of photo elicitation for education research (Clark-Ibanez, 2004; Torre & Murphy, (2015), clinical health (Riley & Manias, 2004), and community policy work (Van Auken & et al., 2010). For example, Clark-Ibanez (2004) used photo elicitation alongside ethnography to study the effects of the home lives of elementary school students on their academic progress. There, his research team supplemented students' weekly journal entries with pictures they, the researchers, took with a 35mm film camera and developed, in order to learn about "the people and things that are the most important for [the students]" (p. 1510). Afterwards, Clark-Ibanez conducted 30-minute to 2-hour interviews with the students, their siblings, and parents at their kitchen tables, or in their living rooms or front yards to discuss the photos they captured. Echoing what Harper (2002) saw as the strengths of the PEI method, the photographs presented to the students during the interviews worked as visual mnemonic devices to help them remember people, objects, and events that took place in the past, and also recall intimate connections between themselves (as seen through self-portraits)and family members as well as with members of society. Other strengths of visual image interviews brought to the research process described above included strengthening relationships between the researchers

and participants, providing structure to the interview, and reducing awkwardness by allowing participants to focus on photographs of subjects and places familiar to them. However, the greatest strength of the visually-mediated interview was the meaningfulness brought to the conversation participants shared with researchers while they were looking at the pictures: this was deeper and richer than their discussions about these subjects and places in and of themselves (Clark-Ibanez, 2004); clearly evident is the power of the visual in education research.

Torre and Murphy's (2015) more recent systematic review of PEI in journals devoted to sociology, health, and anthropology found other benefits of the method that pertained specifically to the research participants themselves. These included participant-empowerment and trust-strengthening that led to improvement in the validity of earlier data. The authors noted, "The key component of PEI is that photographs are used during an interview" (p. 8), but they also noted that other researchers like Gubrium (2006), for example, have used archival material, participant-developed maps like Richardson & Neru-Jeter (2011) and participant-created drawings like Crivello, Camfield, & Woodhead (2009) as visual material presented and used during the interviews. Nonetheless, Torre and Murphy (2015) concluded that despite having noted the use of PEI in 53 studies published between 1956 (Collier) and 2002 (Harper), PEI-related articles since then have been few. Given the wide applicability of photography to "documentation and surveillance; therapeutic intervention; teaching learning and evaluating performance; research methods; and descriptive and instructional literature" (Torre & Murphy, 2015, p. 398), this is surprising.

Corroborating these findings, Riley and Manias's (2004) review of the uses of photography in clinical nursing as therapeutic practice, noted "The most common applications of photography in nursing and related journals include photo elicitation to promote understanding in

research, videorecording as a method of teaching and learning, and as a method of observation, with more creative approaches tending to be employed in health professions other than nursing." (p. 397). Despite the wide applicability of PEI in sociological, anthropological, and clinical research, and given that "in social work we are most concerned with a sociological view of how the person, self or identity exists or develops in relation to society and social structures, and social groups within it" (Fook, 2002, p. 70), it is surprising that the common origin of both PEI and social work scholarship has yet to locate PEI squarely as a social work method. Indeed, as Mitchell et al., (2019) more recently noted, there is extensive opportunity for social work scholars to use this and other visual methods, such as participatory video, drawing, and map-making as visual research methods more broadly.

The paucity of the photo elicitation method has been noted by other researchers as well. For example, twenty years ago, in Prosser's *Image-based Research: A Sourcebook for Qualitative Researchers* (1998), Douglas Harper realized a unique aspect of PEI means that researchers get to ask culturally meaningful questions of their participants, something that Collier and Collier (1967) also highlighted. As Harper eloquently summarized then, "A shocking thing happens in this interview format: the photographer, who knows his or her photograph as its maker (often having slaved over its creation in the darkroom) suddenly confronts the realization that she or he knows little or nothing about the cultural information contained in the image" (1998, p. 35). Nonetheless, as Harper predicted, "This method has yet to catch on as a recognized sociological method, yet its potential is nearly endless" (p. 35). I agree.

Despite Harper's view about the vast potential of the PEI method in social scientific research then, in their review of the literature on PEI more generally 12 years later, Van Auken and colleagues (2010) were (like Torre and Murphy in 2015), also surprised about the lack of

PEI studies informing social scientific research more broadly. As a case study exploring power relations between local stakeholders, businesses, and communities in the United States (and by way of comparison, Norway), the authors aimed to clear up a misunderstanding about how visual researchers could differentiate the benefits of PEI as they relate to who selects the visual images used in discussions with participants. Specifically, they distinguished between what they termed "participant-driven" images selected by the participants themselves and "externally driven" images pre-selected by the researchers. Torre and Murphy also distinguished between these two forms of PEI and talked about "auto-driven" interviews during which participants choose the images that researchers find most useful for inductive and theory-creation research, versus "traditional PEI" during which images are selected by the researchers themselves as being most appropriate for deductive research. Kolb (2008) similarly referred to the photo interview process that uses participant-created pictures as participatory, during which "the photo interview method encourages community residents and scientists to share insights and perspectives and to partner in developing a common understanding of local structures, processes, and possible solutions" (p. 1). As Van Auken and colleagues have noted, while participant-driven photo interviews have become instrumental in reducing power imbalances between participant and researcher and increasing participation in the research process itself, "externally driven" pictures as I used in my study, have most often been used by researchers to evaluate preferences for digitally-mediated designs (see Nelessen, 1994 and Crisman, 2006). Van Auken and colleagues (2010) urged future researchers who planned to use PEI as a visual tool to be mindful of the process during which participants select or create pictures themselves because this process is not immune to social desirability bias. They should also be mindful that researcher bias and inherent power relations between data collectors and participants must always be guarded against.

Despite the apparent paucity of work on specially named PEI in social scientific research, Mitchell and Sommer (2016) observed that among the visual methods available to researchers, such as digital storytelling, photovoice, participatory video as well as cellphilming, "photovoice and the use of photographs in photo-elicitation, photo documentation, and photo-based projection were the tools most frequently referenced" (p. 524–525). What is perhaps most important about this finding is, as Mitchell and Sommer highlighted, "the significance of triangulation in so many of the articles by research teams who reported on the use of several methods in one study (e.g. photovoice and drawing; photovoice and poster production; photo-elicitation and mapping) (p. 525). As I merge the data from my Phase-One interviews with media poster elicitation as a visual methodology tool along with quantitative online survey data in this doctoral study, what is important to remember, as Mitchell and Sommer make clear, is that the use of the visual can incorporate "more traditional qualitative or quantitative methods" (p. 525).

Merging multiple methods in this mixed-method study was an inherent strength of its design, even though I selected the visual media campaigns myself. Furthermore, it is here that I make evident my choice to use the term *poster elicitation interviews* to differentiate the visual material I used in my study from the photographic materials used by other researchers discussed above. In my review of the literature on PEI, only one set of researchers, Jordaan and Jordaan (2013) used the term "poster elicitation" although not in reference to interviewing. For this reason, it is important that I distinguish the term "poster elicitation" as used by these authors in a process during which "[d]ata collection was done by requesting participants to analyse the two posters and then write short narratives on the posters indicating what they saw in the posters and what message they thought the posters were trying to convey" (p. 77) from the 1-2 hour poster elicitation interviews I conducted in my study.

Defining and Doing Poster Elicitation Interviews

The Phase-One quantitative survey and the online SurveyMonkey platform allowed participants to provide concise examples about strategies for safe and effective intervention. The survey data indicated overall knowledge that seeking group help is one of the safest ways to intervene, and that, by way of educating the public on how to do so, policy makers could develop better and more visually appealing posters. However, the survey data did not provide enough depth and richness about why current visual media campaigns that appear in and around Montreal were not seen as communicating how to safely interrupt sexual violence, nor did it inform me about how current visual campaigns could be improved upon.

I approached the poster elicitation interview as a face-to-face discussion with one participant at a time, seated at a round table, with posters printed out and displayed on it. Figure 7 provides an approximate visualization. Interviews were conducted at participants' offices, at a café, or in an outdoor park near where participants lived, and audio recorded. One interview was conducted in a participant's home. In my email arranging each participant's interview, I asked them to choose their preferred interview space, and I also included two other locations—the Participatory Cultures Lab at McGill University where I worked and a café near the university. Before each interview started, participants read over the information and consent form, and were invited

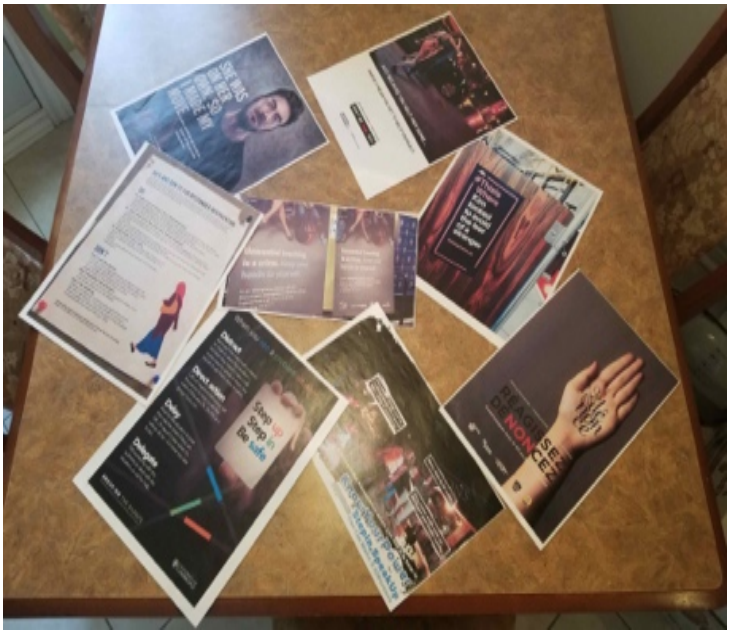


Figure 7: Recreation of interview space

to ask questions before the audio recorder was turned on. As I asked each question, I placed a printed media campaign poster in the middle of the table and encouraged the participant to pick it up and invited them to take time to look closely at the design before giving their responses. The order of questions followed the Interview guide (Appendix 6 and 7), which I had also printed out and placed on the table. For some of the questions I posed, I spread out all 9 media campaign posters on the table, and asked participants to choose which one they their preferred. See Figure 7 for an example of a recreated interview session.

All interviewed participants provided responses to the online survey completed in the previous year. Among the six follow up interviews conducted in Phase-One, two professional interventionists also participated in the poster elicitation interviews. In total, 9 participants, including 3 violence prevention/intervention specialists, including the two mentioned above, 3 cyberviolence symposium attendees, and 3 community members made up the group. The interviews were conducted over a four-month period between May 17 and August 2018. Table 7 provides a schedule of the participants and when they were interviewed, their occupation, age, gender, and the duration of their interview. In total, there were five female and four male participants who ranged in age from 30 to 53 years.

Table 12: About the Poster Elicitation Participants

#	Gender/Age	Occupation	Date	Duration
*Pilot	Female/ 45	University-based study-skills specialist	May 17, 2018	1 hr 15 mins
1	Female/ 23	Coordinator and volunteer of university-based symposium on Cyberviolence (2016) and Sexual violence art-for healing event (March 2018) at McGill	June 21, 2018	1 hr 13 mins
2	Male/53	Community social worker and project administrator	June 21, 2018	57 mins.
3	Male/30	Writer and community piano teacher	July 13 2018	1 hr 2 mins
4	Female/39	Architect	July 19 2018	30 mins
5	Female/31	Neuroscientist post doc, audio visual processing researcher	July 22 2018	42 mins.
6	Male/36	PhD student, Cyberviolence symposium attendee	July 25 2018	1 hr 12 mins
**7	Female/N/A	Department of National Defence, sexual violence intake counsellor	July 26 2018	1 hr
8	Male/38	Police officer/former hostage negotiator	August 3 2018	34 mins
**9	Female/38	Sexual violence bystander intervention trainer for six years, Centre for Gender Advocacy	August 20 2018	52 mins.
Totals	6 females 4 males	4 community members, 3 academic students, 3 security/intervention specialists.	May 17-Aug 20 2018	9 hours 23 mins.

*Pilot interview helped to clarify the order of the images and questions; results of the interview were not included in the final analyses of the interview transcripts.

** Two of the three interviewed interventionists here also participated in the Phase-One follow-up interviews.

It was not my intention in this second phase to learn about the specific instances in which participants were involved as victims of violence themselves, but, rather, to hear personal narratives related to specific instances in the past where they or others had acted usefully as interveners. Approaching this second phase using poster elicitation as a process of stepping back from the Phase-One survey data while also delving deeper into the responses of participants to visual media campaigns already present in public spaces led to an array of rich and encapsulating summaries that helped to ground the findings of the Phase-One survey data, and also provided more detailed answers to the questions that informed my dissertation as a whole.

My Journey to Re-Establishing Trust, Validity, and Locating Existing Posters

I wanted the first round of survey data to ground the questions I would pose in this second phase during which I spoke again with participants as part of these poster elicitation

sessions so as to get a better and more finely contextualized understanding of what the data meant as a whole. Indeed, as Hsieh and Shannon (2005) cautioned, "One challenge of [qualitative content] analysis is failing to develop a complete understanding of the context, thus failing to identify key categories. This can result in findings that do not accurately represent the data" (p. 1280). Returning to participants in this second directed content analysis phase would also allow me to establish credibility in the exploratory data and engage in debriefing and member checking through the prolonged engagement with participants during the one-hour interviews.

Therefore, after meeting with my doctoral committee to review the survey data, I began to re-establish contact with my networks to see if participants were still interested in providing additional feedback to me on this topic a year later. During this process, I knew it was critically important to re-establish friendships that were formed during Phase-One of the study, and some from even earlier. This rebuilding process involved making non-research-related plans with participants weeks and even months before the Phase-Two data collection occurred. Fortunately, because of the support and genuine interest that participants showed in this round of recruitment, it was evident to me that they had felt valued, and that our continued relationship throughout the dissertation process was strengthened rather than weakened in spite of my fear before I embarked on this second phase of the study that this might happen.

After choosing poster elicitation as an interview method, I aimed to define what "safe and effective intervention" could look like in Montreal more specifically by looking at various definitions of intervention that could be located in visual images, one of which included Montreal's *Je Denonce* poster. Most helpful was a reading from Johnny and Mitchell (2006), who developed an evaluative framework for using photo elicitation in their work validating

2002–2003 World AIDS Day visual media campaigns. There, they incorporated points from Frith's (1997) "Undressing the Ad: Reading Culture in Advertising" to deconstruct messages in campaign posters that "both aim to persuade behaviours and attitudes of their viewers" (p. 759). Their work helped to focus my own attention on seven different categories[22] of meaning that came together through a combined reading of Frith (1997), Wileman (1993), and Emmerson and Smith (2000). Overall, for Johnny and Mitchell, "Wileman believes that in order for a message to be effective, it must incorporate clarity to ensure that a message is easily interpreted and unity to make certain that the composition of a poster reinforces its intended message" (cited in Johnny and Mitchell, 2006, p. 759). It is these two specific components, clarity and unity, that are essential to using visual images as tools for informing bystanders about how to intervene, and for policy makers to make public spaces safer for everyone.

In the first week of May 2018, I embarked on an Internet keyword search using the string "bystander intervention posters." I specifically focused my attention on campaigns already presented in and around public transit spaces in Montreal (Figure 1), as well as those located in other large metropolitan Canadian cities with well-established public transport systems like Toronto (Figure 6) and Vancouver (Figure 5). Out of a total of eight visual media campaigns, three were displayed in and around public transit spaces, three were presented in and around other public community spaces, such as in and around bars and cinema venues (Figures, 2, 3, and

[22] 1. A *Surface* meaning asks audiences to provide overall impressions made within 3.2 seconds of viewing the image, and list objects and people in it.
2. *A narrative* meaning within the poster tells a story through multiple images or one image that requires the viewer to imagine what occurred to the actors.
3. An Intended meaning is an explicit message the author tells the viewer to take from the message.
4. An *Ideological* meaning asks the audience to decode the underlying assumptions of the message.
5. An *Oppositional* meaning asks the audience to uncover alternative interpretations of the intended message.
6. *Clarity* asks the audience to seek a message that is easily interpreted by the visual text.
7. *Unity* asks the audience to link the picture to the words in the campaign message.

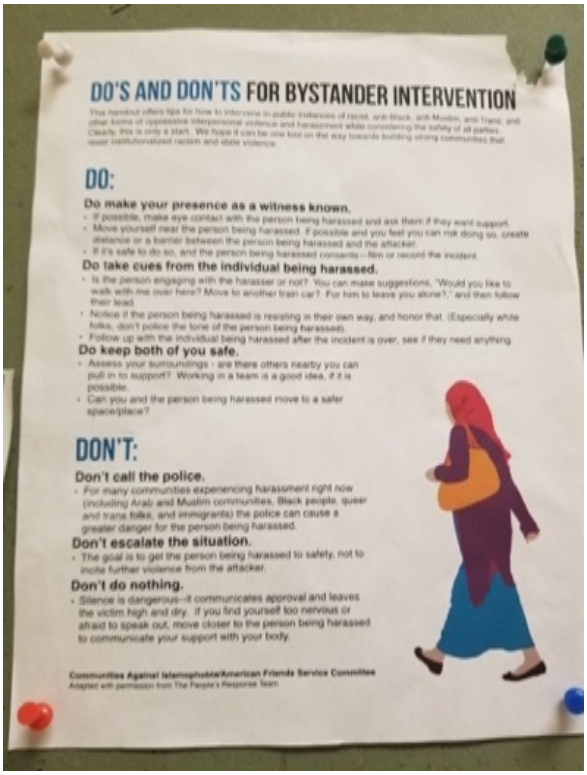


Figure 8: Do's and Don'ts of Bystander Intervention

Figure 9: The 4 Ds of Bystander Intervention

4), and two were specifically located inside university campuses (Figures 8[23] and 9[24]). In locating these campaigns at various internet sites, I saw a pattern of messages in these campaigns that either implicitly or explicitly asked audiences to contact police in situations where they or others were in imminent danger, but I also noticed an ambiguity about what the visual messages were asking the audiences/viewers to do. All the campaigns presented below played a role in answering the initial questions and those that emerged throughout the poster elicitation interview sessions.

1. What could a safe and effective intervention response for bystanders to interrupt sexual violence look like?

[23] Credit: Photograph taken by L. Labacher. Poster campaign credit to Communities against Islamophobia/American Friends Service Committee and adapted with Permission from The People's Response Team. http://oca-gla.org/programs/dos-and-donts-for-bystander-intervention/

[24] Credit: Active Bystander posted located at https://www.breakingthesilence.cam.ac.uk/prevention-support/be-active-bystander and http://www.cam.ac.uk/system/files/bts-poster_printready.pdf

2. What could policy makers do to create safer spaces in and around public transport and outdoor concert venues in Montreal?

3. What is the role of police and security in keeping public spaces safe?

4. What role does technology play in making public spaces safer?

Locating Visual Media Campaigns to Inform the Interview Question Guide

In writing about the validity of the qualitative process, Creswell and Miller refer to validity-as-reflexive-accounting, "where researchers, the topic, and the sense-making process interact" (p. 125). Therefore, as I provide my reflexive thoughts about the images that I selected for the interviews described below, I offer my underlying thoughts on how I understood the visual media campaigns discussed below and what I hoped presenting them to my participants would achieve. Eight visual media campaigns informed the initial question guide that I used during the interviews (see Appendix 6 and Appendix 7). As already mentioned, the first three media campaigns were located in and around public transit spaces (see Figures 1, 6, and 5), three were in and around other public community spaces (see Figures, 2, 3, and 4), and two were inside university campuses (see Figures 7 and 8).

Posters Located on Public Transit

Figure 1: STM Je Denonce Media Campaign

It was unclear to me what the hand in the image in the STM's Spring 2016 *Je Denonce* Sexual Violence awareness poster (Figure 1)[25], used in the first campaign in Montreal, represented. Was it a symbol asking the public to act to denounce violence, or was it was a metaphor for asking the audience about how to denounce sexual

[25] Credit: STM, AMT, Montreal Police Service, Laval Police Service, and Longueuil police service. http://www.stm.info/fr/presse/nouvelles/2016/reagissez-et-denoncez---une-campagne-qui-rappelle-l-importance-d-agir-face-aux-agressions-ou-incivilites-de-nature-sexuelle

violence more specifically in public transit spaces in Montreal? In looking at this poster, I wondered what participants would think was being communicated in it.

In a Google Image Search for sexual violence prevention campaigns located in and around transit spaces outside of Montreal and Quebec, I found this second image (Figure 6)[26] from an Instagram posting taken by a passenger riding on a Toronto transit bus. The link to the original post[27] shows the image and the hashtag #TTC#thisiswhere. Seeing this image, I recognized the familiar hash tag social media link to the Toronto Transit Commission (TTC) website.[28] I read the hashtag informing riders where to locate other campaign posters and their SafeTTTC mobile phone application, which were both developed to help passengers recognize and use on-board/on transit reporting intercom systems and yellow emergency buttons. To me, the campaign's clean font and visible message and website provided direction about *where* to report instances of abuse and sexual harassment but left little information about *how* to intervene safely. I wondered if participants in this second phase would feel the same way.

Figure 6: Toronto Transit Commission: This is Where Media Campaign

[26] Credit: Toronto Transit Commission (http://www.thisiswhere.ca/) and image link to original Instagram post (instagram.com/p/BZCXODdggX5) from user (https://www.instagram.com/kellyjaiello/) captured Sept 14, 2017

[27] (instagram.com/p/BZCXODdggX5)

[28] thisiswhere.ca

Figure 5: Vancouver Transit: Keep your Hands to Yourself Media Campaign

Rather than seeking bystander interveners to act in instances of sexual violence on public transport in Vancouver, British Columbia's Transit Sexual Assault Campaign (Figure 5)[29] launched in November 2016, spoke to perpetrators directly through their "Keep your Hands to Yourself" slogan. While this particular media campaign also instructed transit users to contact police and security in an emergency at 9-11 and to communicate non-emergency issues to transit police, it was not clear to me what differentiated an emergency from a non-emergency. I was also curious if participants would have similar questions as I did about what the message was communicating in showing a woman touching a man.

Posters Located in Community Spaces

Figure 2: Know Your Power Media Campaign

As part of the set of eight media campaign posters, I also included two community-based ones with images of violence occurring outside of transit spaces. The first poster, "Know Your Power Bystander Social Marketing Campaign (Figure 2)[30] was developed by researchers at the University of New Hampshire, where the posters

[29] Credit: Battered Women's Support Services & End Violence BC. https://www.bwss.org/about-bwss/media/
[30] Credit: A program of Soteria Solutions and Prevention Innovations, University of New Hampshire. https://cultureofrespect.org/program/know-your-power/. Images located at https://www.soteriasolutions.org/bitbhighschool

could be used on their own in being placed on bulletin boards around communities, or in conjunction with *the Bringing in the Bystander® In- Person Prevention Program* in universities and colleges. In previous evaluation studies, the media campaign was found to successfully influence students' willingness to intervene in future cases of assault (Potter et al., 2009). However, just as a similar campaign (Figure 3) included many textual messages in the poster, I wondered how multiple visual and textual elements would direct a participant's attention about what "Know your Power" or "Make your Move" could mean, and what the underlying message in the two posters might communicate to participants.

The *Make your Move*[31] (2012) (Figure 3) campaign was presented in bathroom stalls, placed in newspaper advertisements in Montana, USA, as well as transformed into 30-second advertisements at movie cinema theaters.[32] Critics of the campaign, including the *Date Safe Project* organization that conducted awareness training on sexual violence prevention, asked the *Make your Move* designers to change the format and design of the posters, fearing the smaller text "could be lost on audiences who sped quickly past where the posters were presented."[33] I also wondered what the effect of font size and color would have on participants who viewed the messages.

Figure 3 Make Your Move Media Campaign

[31] Credit: Make your Move! End Sexual Violence. http://www.makeyourmovemissoula.org/mission/. Images located at http://www.makeyourmovemissoula.org/bystander/

[32] (makeyourmovemissoula.org/bystander/)

[33] datesafeproject.org/ unintended-missoula-in-posters/

Figure 4: Don't Be That Guy Media Campaign

To explore the notion of speaking to audiences as possible interveners and refusing to see all men as perpetrators of violence, I included a third community-based poster from the *Don't Be That Guy* campaign (Figure 4)[34] designed by the Sexual Assault Voices of Edmonton, Alberta. In justifying the intention of the message, the organization indicated that "[t]his campaign was designed not to offend men, but rather to connect with the good men, the safe men, the men who are not offenders and ask them to get involved and become part of the solution."[35] I was interested to see which audience my participants saw this poster as addressing.

Posters Located on University Campuses

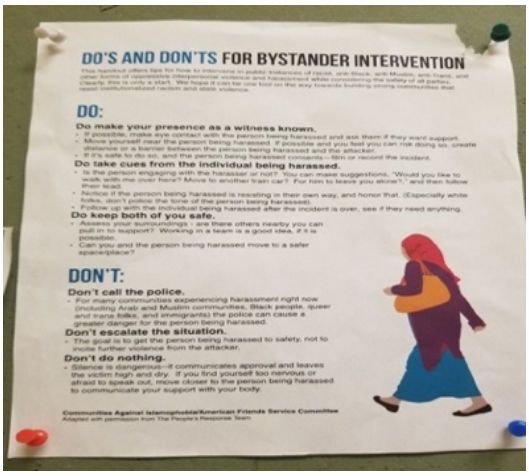


Figure 8: Do's and Don'ts of Bystander Intervention

I also wondered whether audiences read messages in their entirety. I therefore included two campaigns that included many intervention directives in their overall message. The first poster (Figure 8[36]) "*Do's and Don'ts of Bystander Intervention*", located on a bulletin board of the School of Social Work at McGill University, was created by The People's Response

[34]Credit: Sexual Assault Voices of Edmonton. Don't Be That Guy. Images located at http://www.savcalgary.ca/

[35]savcalgary.ca/

[36] Credit: Photograph taken by L. Labacher. Poster campaign credit to Communities against Islamophobia/American Friends Service Committee and adapted with Permission from The People's Response Team. http://oca-gla.org/programs/dos-and-donts-for-bystander-intervention/

Figure 9: The 4 Ds of Bystander Intervention

Team, and adapted by the Communities against Islamophobia/ American Friends Service Committee. The poster suggests that audiences not call police, but it does not provide an emergency telephone number or email address to which students can report cases of assault. I was interested to see what participants would regard as viable intervention strategies beyond contacting police.

Similarly, a second poster (Figure 9)[37] created by the University of Cambridge (UK), describes the four D's approach to bystander intervention. This one also fails to give guidelines about who one should contact in an emergency, even though their website explicitly indicates that one should call police at 999. I wondered how participants in my study would read these two posters with their implications (explicit or implicit) that police intervention should not be sought as part of a safe and effective bystander approach.

Performing A Second Directed Content Analysis: What Counts as Data?

Pre-Phase: Drawing on the Survey Data to Form the Pilot Interview Questions

While I had experience working in a lab in which my colleagues studied and used arts-based qualitative research approaches, and although I conducted photovoice and digital story-telling workshops in South Africa, it was the first time that I had embarked on such a visually-mediated qualitative analysis approach. The time spent away from the data and then coming back

[37] Credit: Active Bystander posted located at https://www.breakingthesilence.cam.ac.uk/prevention-support/be-active-bystander and http://www.cam.ac.uk/system/files/bts-poster_printready.pdf

to it a year later allowed me to reflect on what I still needed to do in order to answer adequately the main question: "What does a community-based approach addressing sexual violence look like in public transport spaces and outdoor concert venues in Montreal."

1. What could bystanders do to safely and effectively interrupt sexual violence in and around public transport spaces and outdoor concert venues?
1. Stay close to the situation (20 references) 2. Seek group help from others (20 references) 3. Talk to the victim of the altercation (18 references) 4. Use Camera phone to record interaction (8 references), Call Police (8 references)
2. What Could Policy Makers do to Create Safer Public Spaces?
1. Posters and Publicities. (22 references) 2. Educating the Public (22 references) 3. Make Consequnces & effects of sexual violence prominent on signage (17 references)
3: What Roles do Police & Security Play in Public Transport Spaces and Outdoor Venues?
1. Contract Police or Security (14 references) 2. Call Police (8 references)
4: What Role Does Technology Play in Making Public Spaces safer?
1. Lights (15 references) installed in and around public spaces 2. CCTV Cameras (13 references) 3. Mobile Phones and Cellular coverage to contact police (9 references) 4. Emergency buttons/telephones/Safe posts (10 references)

After locating the media posters, I returned to the survey data to review the results and then I arranged the posters in the interview guide purposefully to facilitate participants' digging deeper to answer the two questions I had yet to resolve fully. In planning this second directed content analysis, I also aimed to gain a deeper understanding of what lay behind conflicting points made by interventionists. The overall survey data showed that the presence of police and security staff was not in itself an adequate strategy for making public spaces safe. It is important to note, however, that this guide was a living document, as it were, throughout all elicitation interviews in that I often returned to it to rephrase questions and to formulate subsequent questions that arose during each interview. These replies from my participants enriched my Phase-One data.

After reviewing the survey data, I prepared a pilot version of the Poster Elicitation Interview Guide (see Appendix 6), which I presented to, and piloted with, a doctoral student working in the field of sexual violence. Appendix 7 shows the final set of sub-questions posed during the interviews. All interviews in relation to the visual media campaigns touched on each of the questions posed. Table 13 below provides an overview of when the interviews were conducted and when the audio recorded transcripts were analyzed.

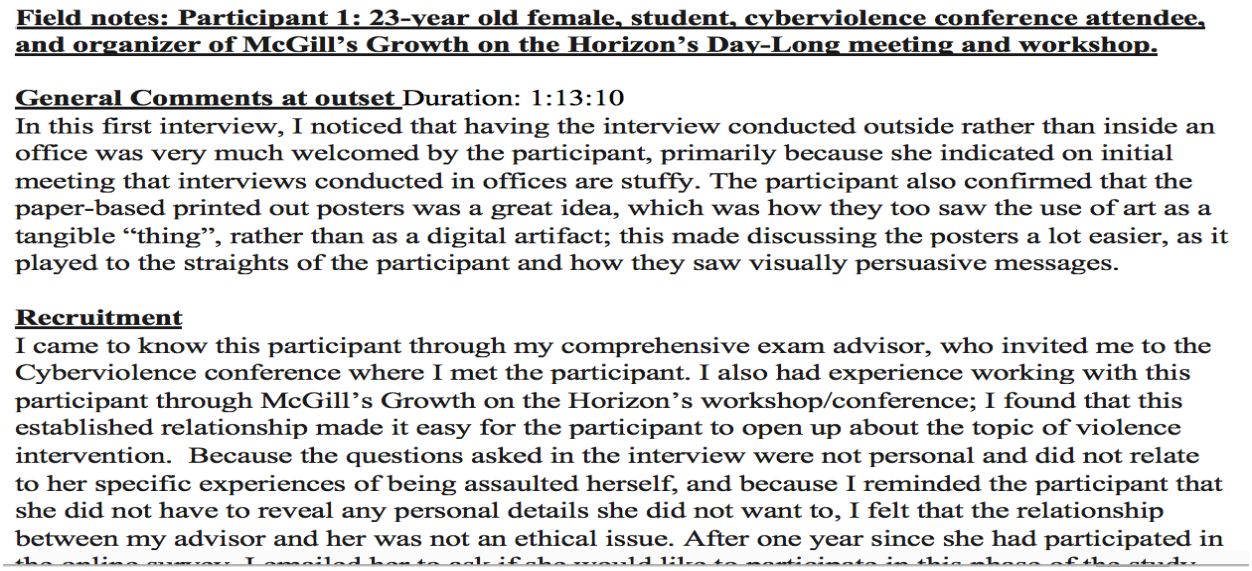
Table 13: *Phase-Two Schedule of Data Collection*

Coding Steps	Timeline
Pre-Phase: Drawing on the Survey Data to Form the Pilot Interview Questions	May 2018
Step 1: Initial Coding of Transcriptions	May–August 2018
Step 2: Focused Coding and Note Forming Thematic Questions	May–August 2018
Step 3: Summary Reports of Thematic Answers Step 4: Narration as Speaking Beyond Codes	September–October 2018

Fieldnotes and Memos as Analytic Note to Evolve the Interview Guide

After piloting the interview guide, I returned to Saldaña's coding manual (2016) to search for ways in which I could attain a deeper understanding of the research questions posed in the Phase-One study that did not yield the deep answers I had hoped for. Saldaña discusses writing analytic memos about narrative and visual data. Analytic memos are defined as "a place to 'dump your brain' about the participants, phenomenon, or process under investigation by thinking and thus writing and thus thinking even more about them" (p. 44). I used this technique to keep detailed notes about each interview and the transcribed data so as to go beyond just the frequency counts of the data I recorded during the first phase. These also helped me to keep asking myself if the questions I now posed gave me useful answers.

Therefore, after each interview, I wrote down how I felt each interview had been conducted, how conducive to open discussion the interview space was, and how extraneous elements (traffic noise, ordering and drinking coffee and so on) and any technological difficulties (like microphone gain) influenced the interview space and pace. I also wrote recommendations to myself for the next interviews, which included suggestions like "bring coffee or food" or "allow the participant to pick the space." Going over these field notes (Figure 10) before each interview allowed me to remind myself that the interview was as much about the participant speaking about making public spaces safer as it was about my collecting the data, and I wanted to honor that process and their knowledge.



Field notes: Participant 1: 23-year old female, student, cyberviolence conference attendee, and organizer of McGill's Growth on the Horizon's Day-Long meeting and workshop.

General Comments at outset Duration: 1:13:10
In this first interview, I noticed that having the interview conducted outside rather than inside an office was very much welcomed by the participant, primarily because she indicated on initial meeting that interviews conducted in offices are stuffy. The participant also confirmed that the paper-based printed out posters was a great idea, which was how they too saw the use of art as a tangible "thing", rather than as a digital artifact; this made discussing the posters a lot easier, as it played to the straights of the participant and how they saw visually persuasive messages.

Recruitment
I came to know this participant through my comprehensive exam advisor, who invited me to the Cyberviolence conference where I met the participant. I also had experience working with this participant through McGill's Growth on the Horizon's workshop/conference; I found that this established relationship made it easy for the participant to open up about the topic of violence intervention. Because the questions asked in the interview were not personal and did not relate to her specific experiences of being assaulted herself, and because I reminded the participant that she did not have to reveal any personal details she did not want to, I felt that the relationship between my advisor and her was not an ethical issue. After one year since she had participated in

Figure 10: Field Notes

Step 1: Initial Coding of Transcriptions

After I wrote my personal fieldnotes, I listened to the recorded interviews and typed them out. I also included my preliminary codes to the transcribed data. Audio from 9 + Pilot Poster Elicitation Interviews consisted of 9 hours and 23 minutes. To record the interviews, I used a Zoom H6 Handy Recorder with the bi-directional microphone attachment. After each interview,

as mentioned above, I hand-wrote the transcriptions. I make this point here because, in the pilot interview, I tested two different transcription methods: in the first, I listened to the audio through headphones connected to the audio recorder and spoke the interview into my computer's on-board microphone. I used Google Documents with the "Transcribe to audio function" turned on to have my computer transcribe the audio. This web-based platform strategy for transcribing performed the transcriptions less than efficiently in that there were many errors in the output that required me to go back through my transcriptions to correct the system's incorrect translations. After the first half of the pilot interview was transcribed, I stopped using this platform and typed out all subsequent interviews directly, which proved more efficient than the Google Docs option.

Once I was finished transcribing each interview, I conducted a first reading, then did a segment highlight, (Figure 11) and added a unique comment relevant to each question. While engaged in initial coding, I looked for ideas in each answer that helped to clarify questions for forthcoming interviews, particularly where participants said, "Can you rephrase the question?" During the Initial coding, I also conducted a close reading of the text with the goal of discovering new questions that came from the data itself.

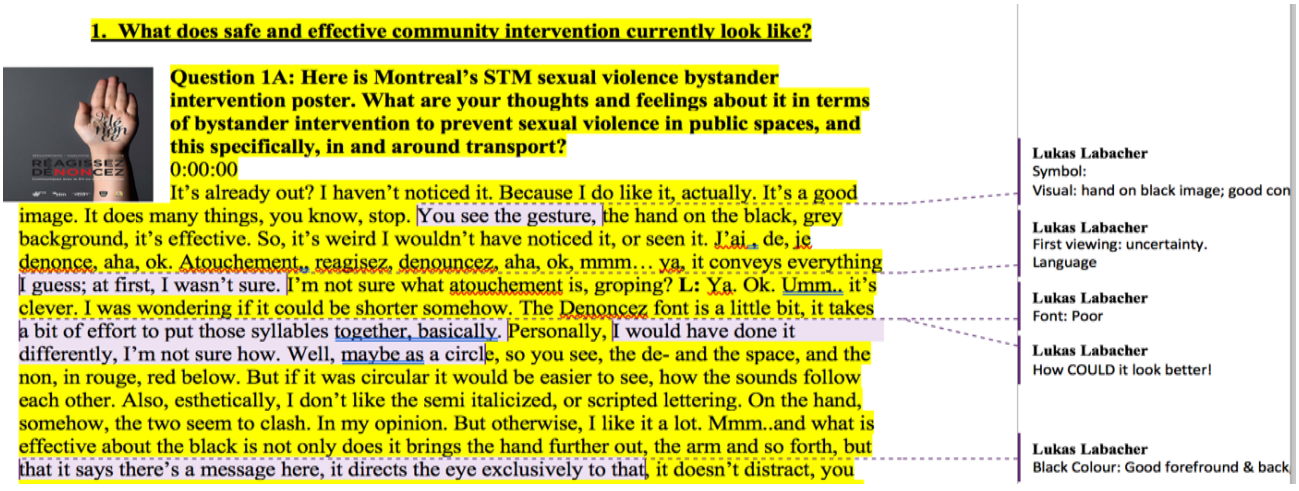


Figure 11: Initial Phase Coding

Step 2: Focused Coding and Forming Thematic Questions

And chances are, if he was white, they would let him out, and he would be even more in rage, and go. So, that's what I mean about not supporting bystanders-they (police)	PRIVILIDGE = white
Memo 1: Remember to link this answer to the thematic question: How are police viewed as potential allies in sexual violence intervention?	
P2	
Ya, so this is very directive: distract, delay, delegate. It kind of clears up ambiguity of "what can I do", so you can do these four things; and it's more solution oriented	AMBIGUITY is cleared
Memo 2: Clear directives, but really needs an indication of who to call. This is something that Montreal's STM poster excels at.	
P3	
Reworded: **Or rather, would this be effective in and around public transport space?**	
Yes, I would say. Ya, I like it. It's. First off, as an image and message, it's nicely done, I think. I like the different colours, and these silly lines, but it all comes together, it's coherent. And maybe it breaks up the readings, you don't feel like it's all one thing, it makes it like "ya, I can read that, and process to that if I wanted to". And the "up and	COLOURS: Important in message.

Figure 12: Memoing during Focused Coding

At this focused phase of coding, I looked for significant and frequent concept codes, which I merged with images of the posters that I introduced to the participant during the interview (Figure 12). I organized these into individual thematic documents, which helped me answer each particular question. I also included memos about the data itself to ensure that the questions I was posing to participants evoked the depth and richness from them that I aimed to attain. In this focused coding process, eight thematic documents emerged (Figure 13).

2. What could safe and effective intervention messages look like?

Among all the posters we looked at today, which one or ones, best inform people standing in and around public transport spaces how to safely and effectively interrupt sexual violence?	
P1	
  Poster 7 Poster 4 I think this one (poster 7), deals with transport as well. Transport is used to get to and from somewhere and home, **it shows a person in transit, and their vulnerability** potentially, in transit.	7 = Vulnerability 4 = Idealized situation

Figure 13: Focused Codes Organized

Step 3: Summary Reports of Thematic Answers

As Hsieh and Shannon (2005) noted, "[Q]ualitative content analysis is defined as a research method for the subjective interpretation of the content of text through the systematic classification process of coding and identifying themes or patterns" (p. 1278). In going over these Focused Coding Thematic Question documents, I still saw some of the problems I encountered in the Phase-One analysis occurring once again: I was seeing significance in the data where only frequently counted codes emerged. Therefore, within each thematically organized document, I summarized analytic memos and corresponding images of posters into Eight Summary Reports (Figure 14).

Question 1A: Here is Montreal's STM bystander intervention poster. What are your thoughts and feelings about it?

SUMMARY OF CODED CONCEPTS

P1
FONT: not clear. LANGUAGE: should **be bilingual.**
RACE: white = privilege.
POWER: male = power, but why is the hand a woman's hand?
NEEDED? **CONSEQUENCES**! Police Intervention for voyeurism needed

P2
VOYEURISM: surprising it's on the poster.
DEFINE: Like**, define it,** and find ways to talk about it, but have a central concept, that you're not diluting people into thinking intervention is a nice thing to do.

P3
GESTURE: Recognized symbol
SCRIPT: Once again, poor script is unclear.
COLOUR & MESSAGE: Clash is positive. Good contrast
APPROVAL = HAND

Figure 14: Summary Reports on Themes

Step 4: Narration as Speaking Beyond Codes

Finally, after I summarized the codes thematically, I felt it was important to bring the voices of the participants back into the analyzed data itself. Therefore, in this fourth step, I went back to each interview, located unique *Narratives to Policy Makers* that each participant

provided during the interview, along with the corresponding posters that elicited their narratives. Summary Narratives make up this final component of analysis. I intertwine these quotes from participants into the analysis section of chapter six, include excerpts in a section I call “Hold on! I need to tell a story”, and summarize their implications in the section headed Speaking to Policy Makers in chapter eight, to help readers visualize the combined results that came from this entire study.

Chapter Summary

The chapter begins with a review of the methods inherent in PEI and a discussion of how this second phase provided an opportunity for me to step back from the survey data and then move forward with poster elicitation after building trust with my participants a year later. I provided an overview of the steps I took in this second directed analysis phase, what counts as data, and why I supplemented these with analytic memos of the interview and the transcripts. Finally, I provided early insight about the unique narratives elicited from participants that will contextualize the data and show how doing so in the forthcoming chapters will help readers as well as policy makers visualize the combine results that come from the study as a whole.

CHAPTER SIX – RESULTS OF POSTER ELICITATION INTERVIEWS

Introduction

In this chapter, I review the results of the Phase-Two poster elicitation interviews. The chapter is divided into four parts to answer each thesis question and two new questions that emerged from the survey and poster elicitation interviews. Part one answers the first thesis question: "What could a safe and effective intervention response for bystanders to interrupt sexual violence look like?". This is answered in two parts: 1. Among all the posters we looked at today, which one or ones best inform people standing in and around public transport spaces how to safely and effectively interrupt sexual violence? 2. Which one or ones best inform people standing in and around outdoor concert venue spaces? Part two answers the second thesis question: What could policy makers do to create safer spaces in and around public transport and outdoor concert venues in Montreal? This is also answered through two sub-questions: 2a. What does safe and effective community intervention currently look like? and 2b. If we were to improve on the *React and denounce* message, what would that message say or what would it look like? Part three answers a new question that emerged from the survey data: 3: What roles do police and security play in public transport spaces and outdoor concert venues? This question is answered through two sub-questions that emerged from the poster elicitation interviews: 3a. What is the role of police and security in keeping public spaces safe?, and 3b. What roles do non-police staff play in keeping public spaces safe? Finally, part four answers a question that emerged from the survey analysis and was expanded upon in the elicitation interviews: 4. What role does technology play in making public spaces safe? This was answered through two sub questions: 4a. What role does technology play in making public space safe, and 4b. What role does social media play in making public space safe? Each section includes a discussion brief

about each question.

Part 1: What Could a Safe and Effective Bystanders Intervention Look Like?

This question is explored via responses to 2 sub-questions that emerged during the poster elicitation interviews.

1. Among all the posters we looked at today, which one or ones, best inform people standing <u>in and around public transport spaces</u> how to safely and effectively interrupt sexual violence?

2. Among all the posters we looked at today, which one or ones best inform people standing in and around <u>outdoor concert venues spaces</u> how to safely and effectively interrupt sexual violence?

1. Among all the posters we looked at today, which one or ones, best inform people standing <u>in and around public transport spaces</u> how to safely and effectively interrupt sexual violence?

Figure 3: STM Je Denonce Media Campaign

Figure 4: Don't Be That Guy Media Campaign

Figure 2: Know Your Power Media Campaign

Figure 5: Vancouver Transit: Keep your Hands to Yourself Media Campaign

Contextuality – Not one participant preferred Montreal's STM poster (Figure 1) as an example of informing the public how to interrupt sexual violence safely and effectively in and around public transport spaces. Posters that were preferred included those that were action-oriented, direct, and had a brief message, such as "Harassment is bad, "You should step in and

intervene", and "Step up, step in."[38] While most participants felt that messages should inform the public that sexual harassment is a crime, a statement by a male police officer indicated that such messages are already evident: "everybody knows that already!" Overall, posters that were context-specific, such as the Vancouver Metro's, (Figure 5) were most often preferred over those that were not context-specific. Other examples of participants' insistence on the importance of contextuality include a comment by a female cyberviolence symposium coordinator who, said, "These posters [Figure 4 and Figure 2] best exemplified a person in transit, and their vulnerability potentially, in transit.

Actionable - For example, when looking at posters in Figure 3 , Figure 8, and Figure 9, a male community social worker said, "Posters like these fail to be action-oriented", and as a male writer said, posters [not referring to those presented] should have multiple messages, such as 1) "Harassment is bad, "You should step in and intervene", [or] "Step up, step in". "It's not just [to] make someone else safe; you should be safe as well! So you don't both fall together." A female architect said, "Messages should read: 1) 'Keep [your] hands to yourself' and 2) [offer] information [on] how to seek help."

Figure 3 Make Your Move Media Campaign

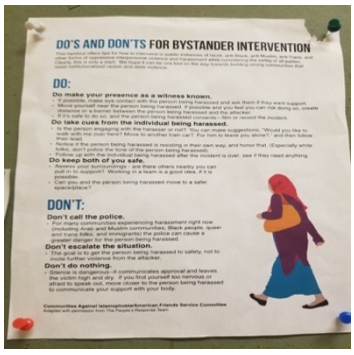


Figure 8: Do's and Don'ts of Bystander Intervention

Figure 9: The 4 Ds of Bystander Intervention

[38] These transcripts have been lightly edited to ensure fluency.

Non-Judgmental, Gender-Neutral - A male PhD student said that posters in and around transit spaces should be contextualized. "It's hard to choose between these two posters [Figure 5 and Figure 6], because they are both good! It's hard to choose, because it gives the context of the picture, public transportation. [Figure 5], [is] more familiar." He did not choose one over the other. Furthermore, a female intake counsellor said, "For public transport, the Vancouver one (Figure 5), unwanted touching is a crime, with the legs, [is] a typical public transport environment, so this one is good for public transport." A female violence intake councillor said, "I also like this one: [she picks up another poster, Figure 3] this one's not 'Men are perpetrators'. 'She was in trouble; we came and helped her.' Not, 'Jeff is a bad guy'. 'Steve, He's a pervert. Watch out as Peter is walking her out'!" A good summary of what is needed was provided by a female symposium coordinator who said that campaign posters displayed in and around transit spaces need to "Show touching is a crime [and what to do to not break the law. [They should] not discriminate based on gender, and [should] not assume [that] one gender is more likely to assault."

Figure 6: Toronto Transit Commission: This is Where Media Campaign

Figure 5: Vancouver Transit: Keep your Hands to Yourself Media Campaign

Guidance - A female bystander intervention trainer said, "None of these posters would

Figure 9: The 4 Ds of Bystander Intervention

work well in and around public transport spaces, but some could be improved. I don't think [they] should be focused just on sexual violence. I think I like poster #6 (Figure 9), because it gives people actual tools. Again, [there is] a bunch of words, [but] if you are considering diversity, … this is only in English. Audible announcements may be better [than posters]."

In answering the question: *"If you're on a bus and you see your girlfriend or boyfriend getting assaulted, or see another stranger getting assaulted, not you as a police officer, but [you] as a transit rider, what should [you] do to intervene safely and effectively?"* the male police officer said: "There's no answer for that! You need individually to evaluate 'am I physically capable of overpowering this person? Is it me versus four of them? Is it me and three buddies we can take this one person? I'm 140 and it's a 160-pound assailant? I can handle them!' So, you can't ask, 'What should you do'! It's case specific. What are you capable of doing? If you aren't, just phone police and say 'An assault is going on!' But if you think this is wrong and you can definitely help here, then get involved! Most people … large men will get involved! Most little women may not. No one is going to walk into a losing battle."

Figure 6: STM Je Denonce Media Campaign

Figure 5: Vancouver Transit: Keep your Hands to Yourself Media Campaign

Discussion Brief No participant judged Montreal's *Je Denonce* poster (Figure 1) to be a reliable message telling the public how to intervene safely and

Figure 2: Know Your Power Media Campaign

Figure 4: Don't Be That Guy Media Campaign

Figure 3 Make Your Move Media Campaign

effectively in and around public transit spaces. Instead, participants preferred Vancouver Metro's poster (Figure 5), which was found to be context-specific for transit spaces. Other slogans that were context-specific were also preferred, such as those of the *Know your Power* (see Figures 2) and *Don't be That Guy* (Figure 4) campaigns, as were those that were action-oriented, such as the *Make your Move* (Figure 3) campaign. Improving on messages that tell bystanders how to intervene safely and effectively should include short and brief slogans that tell passengers to "Step up, step in" or perpetrators to "Keep your Hands to Yourself."

2. Among all the posters we looked at today, which one or ones best inform people standing in and around concert venues how to interrupt sexual violence safely and effectively?

Unlike its use in and around public transport spaces, Montreal's STM poster (Figure 1) was found to be more appropriate for concert venues, particularly in its message to call police. Participants suggested that posters should not only be placed at concert venues, however, but also where patrons walk to and from venues and public transport hubs. Poster campaigns were classified along two lines—those with messages in words that have explicit instructions such as the *Do and Don'ts for intervention*, and those with messages that show actors

Figure 9: STM Je Denonce Media Campaign

intervening. Including explicit messages and images, and specific situations and steps on how to intervene that together constitute a visual message that imprints itself on viewers' minds, was recommended. Participants suggested that specific concert venue messages should remind intoxicated men that "getting drunk doesn't lead to entitlement" and that "no means no", thus reminding adults about "the #MeToo movement" and also suggested that "educating kids" was a good plan. Suggestions for messages that could be particularly effective in and around concert venues included using the Four D strategy of Distract, Direct, Delegate, and Delay (See Figure 9), as well as emotionally relevant ones, such as that on the *Know your Power* poster campaign (Figure 2).

Figure 2: Know Your Power Media Campaign

Figure 9: The 4 Ds of Bystander Intervention

Two female participants indicated how prevalent sexual violence is at concerts in Montreal. A female symposium coordinator said, "[If] I was walking to that concert, or [if] I was walking to that bus, it's expected I will be sexually harassed" and a female post-doctoroal student said,"At a concert, at Casa De Popollo, of course many people are going to touch me [in] unwanted way[s], because [of] promiscuity. You see what I mean, right?"

Explicit Approaches - Recommending particular posters to help make concert spaces safer, a female symposium coordinator said, "I think there are two things going on [in messages]. Often, the ones that have explicit approaches] [like Figures 8 and 9], … have steps, do's and don'ts. The rest of them are situations, but there's no real steps about how to go about it… I would like to see a poster that does both: it gives [the] situation a context...and then steps about what someone could do."

A male community social worker said "I would say [Figure 9] [and Figure 1] don't really [speak to me]. This one on the right, [the poster in Figure 5] spoke to me."

A male writer said about the poster in Figure 4, "… definitely most connected to the concert. I can see how you want to address, remind guys that getting drunk doesn't lead to entitlement. It doesn't mean that you can start doing what you want."

Public Education – Referring to poster in Figure 6, a female architect recommended, "Educating kids! Not to say that we can't do anything [about] the men, right now, but one thing we can do is educate kids! It's so important! What they need to learn that when someone tell you no, it's no, and there are things you are not allowed to do to someone else, without them saying yes aloud, and that is something that has to go through education. For the ones that are higher up, hopefully the #MeToo Movement will help with women saying what is going on."

Figure 6: Toronto Transit Commission: This is Where Media Campaign

Memorable Steps - Pointing to the same poster [Figure 9], a female intake counsellor said, "Maybe this last one… because I associate it with the festival. If we had seen this poster, I'm just talking about the volunteers, not the festival goers, but for the volunteers who had heard [about] the four possible ways to intervene, and to see it on the site, would be a double [positive aspect]. It would be easier to remember those steps. And one thing I wanted to add [is that] the words 'Distract, Direct, Delegate' [in Figure 9] gives steps or concrete actions to make. I think it gives tools to future bystanders, whereas other posters [pointing to the poster in Figure 2] are more emotionally catchy."

Memorable Slogans - This female intake counsellor continued, "But on the street, the '*Know your power'* [slogan] (Figure 2) would actually be good in a festival, even if it's not on a

festival site. You know, at the end of a night, people go back to their homes and, I think [this could] be a situation that would happen: two friends are 'ok, I'm going there' [one indicates to the right], and the other friend is going to the left, and it leaves one girl alone, and the two guys could be [coming] back from the festival. So I think this one [Figure 2] would be good."

Figure 3 Make Your Move Media Campaign

Figure 4: Don't Be That Guy Media Campaign

Figure 6: Toronto Transit Commission: This is Where Media Campaign

A female bystander intervention trainer suggested "Poster #8 [Figure 3] [on the left is good], but it would have to be much bigger. The font would have to be changed … [with] the message specific to a show. …definitely posters 8 [Figure 3] and 7 [Figure 4]. I like the hashtags one [Figure 6]. But I really don't like the message [This is Where], it's kind of like great, and then what? Women get harassed, we know that! But great, it leads to a website, sure, but it doesn't actually have any valuable information on it, and it's a little bit sensationalizing."

Contextualized Solutions - However, a male police officer and former hostage negotiator said, emphatically, "NONE of these posters would work! No one is going to read those in a concert venue. …. Call the staff if you are inside a concert! By the time you call the police, they generate a call, dispatch an officer, get to the concert, get out of the car, it may take 40 minutes! And then how are we supposed to find you in a concert? It's also a good idea to go with a group!"

The Public's Trust in Police is Not Universal - When I was discussing with a female bystander intervention trainer what best informs people in and around concert venues about how to intervene safely and effectively, with reference to the STM's poster (Figure 1), she said, "It's a multitude of different ways, but I do think that if people [who] are operating transit or operating a concert, are actually trained to give a shit, then you can really shift the culture, because the way they advertise things or the way they, or who they book, if you are talking about concerts, that will be reflected in that. It won't be like they are just putting up a poster as … paid lip service to the fact that they don't want people to get raped at their concert. They are actually promoting it through the way they are facilitating discussion and their space, so I think it's really about finding ways for people who are running these to be more engaged and interested and have a better understanding of why it's actually important. It's not just about publicity, because I think people think of it as something that you *have* to do, and that's where you end up with posters like this—posters that are not thought out [points to poster #1 (Figure 1)]. Hire a fucking consultant who does sexual violence prevention, and they will say 'yeah, maybe don't put 'calling the police' as the only option in there."

Figure 12: STM Je Denonce Media Campaign

Discussion Brief Participants saw Montreal's *Je Denonce* campaign as being better suited to outdoor concert venues, as well as spaces through which people travel between transit and such venues. Campaigns with explicit approaches to intervention, as well as those showing actors intervening safely, were thought to be best. Examples included merging *The four D's* [of intervention] (Figure 8) with the *Know Your Power* poster (Figure 2). Looking at the *Je Denonce*

poster (Figure 1) led the police officer to recommend contacting venue staff, and the intervention trainer to recommend training venue staff on an on-going basis.

Part 2: What Could Policy Makers do to Create Safer Spaces in and Around Public Transport and Outdoor Concert Venues in Montreal?

This question is answered through two sub-questions, the latter of which was formulated during the poster elicitation interviews.

3. What does safe and effective community intervention in visual media campaigns currently look like?
4. If we were to improve on the *React and denounce* message, what would that message say or how would it look?

3. What Does Safe and Effective Community Intervention in Visual Media Campaigns Currently Look Like?

Bilingual Language - Many participants suggested that the STM poster (Figure 1) required translation into English, one of Canada's two official languages. Race, gender, and white privilege were themes that were brought up often as being problematic in this poster. The type of font was not well-received, while the font color — red on black—was appreciated for its clear contrast. Participants asked for better unity between the text and the image and suggested an alternative symbol to the hand. A message that defined what sexual violence is, in a way that does not dilute the message, and how to stop it, was suggested. There were mixed reviews about instructing bystanders to report violence to police.

Colour and Choice of Font - A female cyberviolence symposium coordinator suggested that the message in the STM poster (Figure 1) should be bilingual, and people of different races should be shown, particularly as the white hand symbolized privilege. She said, "It's a white person's hand, which speaks volumes, because if white people speak out, there's less retaliation,

it's easier to be a bystander especially if you're a white male; it adds a… layer." The participant also asked, "But why is the hand a woman's hand?" Also, looking at the font, she said, "I wouldn't have chosen the script that they chose for the hand, because it's not really clear, especially where it says '*Je Denonce*' the 'Je' looks like 'Le.' The 'I' is more powerful than the 'denounce', and yet, it's [not]clear[ly] 'Je.'"

Bilingual - Regarding language, one participant said, "I know it's [a] Quebec/Montreal poster, but it's not if it's not bilingual. I'm sure people who sexually harass and sexually assault, can be English-speaking people as well as French-speaking." A female PhD Student also said, "Bilingualism is important, especially for immigrants or foreign people because I can't read this, because it's in French. I think [that] if I can't understand the message with the text at least I should be able to understand the message with the image, because the image is more [important]. Even if [we] cannot understand the message, no matter the language, the image is also not clear."

Gender and Race - Focusing on the hand in the image of the STM's *Je Denonce* poster (Figure 1), a male police officer said, "It's a hand to me! I wouldn't think twice about this; it doesn't get my attention at all! What is this 'Stop violence against women'? It's on every single street." Similarly, a female bystander workshop trainer responded, "Aha! I hate it! (laughs). So, there's a few things I find … wrong with it. A problem with it is I feel there is an underpinning of essentially still saying that … the person who is going to experience it has to speak up against it." In asking this participant what would work, she suggested, "The best PSAs I've seen on sexual violence are men talking to other men about sexual violence, because 96% of perpetrators of SV are men, at least [according to] police reporting. The hand, it's complicated. With that being said, … communities of colour, historically, are targeted more for police brutality and violence, so, having the only recommendation … to call the cops I think is problematic from the

get-go. Also, police are not an option for most people reporting sexual violence, especially when you think of who survivors are, especially from an intersectional framework, they are racialized women, three times more likely to experience some form of sexual violence because of how racism and sexism intersect."

Coordinate Image with Message - A discussion about the how the font and image work together [in Figure 1] was provided by a male PhD student, who said, "I think the poster can be better than this, because even knowing the text, the picture does not fit with the text. What [the hand] brings to my mind [is] someone is asking permission. The message wants to promote [that] you don't have to ask permission when you want to interfere [in an assault], you see there [are] dangerous things happening, so for me, the picture is wrong. …If I see it, and I'm not thinking about sexual violence, if it's not part of my concern, I might think about child labor."

Define the Message - In discussing the specific message in Figure 1, overall, a male community social worker said, "The script talks about the actual intervention that you should take, but it doesn't seem to be a coherent message for some reason." Overall, he suggested a good approach for a message is "to define [what it is about], and find ways to talk about it, but have a central concept [like] … thinking intervention is a nice thing to do." The message in the poster was also unclear for the female architect, who said, "The one that says denounce and talk is actually not even showing a guy or woman talking, so the image is not telling you what the words are saying, and you have to read the whole thing to understand what it is about."

Contextualize the Message - In discussing the context of the poster [Figure 1], the female intake counselor indicated that it was a "good [thing] that it is showing a raised-up hand asking for permission, [but for me, it [is] not clear [why] it [is] on public transport. I think the hand, [in showing something] affirmative, … is good, not a protest, but kind of, to make yourself

visible, and to raise your hand and stand out. Nothing else is around the hand, so the focus is on [it]. I think it's good, with the 'non' It's not judgmental. It's not shaming that people don't report things enough, it's that [when] somebody … does, it's a positive message."

Intervention for the Bystander - Finally, the female intake worker responded to the question: "For the bystander specifically, what does safe and effective community intervention currently look like?" She said, "Not to stay alone with this information and this burden, because sometimes [one] can feel preoccupied…"

Figure 15: STM Je Denonce Media Campaign

Discussion Brief Safe and effective intervention messages should be in both of Canada's official languages, English and French. There should also be better cohesion between the textual message and the visual image [in Figure 1] and it should show and tell how to intervene safely. Poster developers should be mindful about the context of race when campaigns are being planned and note the importance of not including features (in this case a hand) of only white people in the image. Participants also suggested that it is important to include images of men as potential bystanders. Often, visual campaigns show men perpetrating violence against women and this serves only to shame male bystanders. Telling people how to intervene safely and effectively also includes telling bystanders who have intervened where they can access support services after they have intervened on behalf of others, so that they do not hold onto the trauma of the experience of the intervention. Media campaigns could include both emergency and non-emergency numbers, but it is important to be clear and specific and link the number clearly to either police or support services.

4. If we were to Improve on the *React and denounce* Message, What Would that Message say and How Would it Look?

Begin and End with a Context Specific Message - Many participants suggested beginning with a contextualized message that is direct and frank, such as, "Don't break the law", to improve on the *react and denounce* message often seen in and around public spaces. It would also help to include in such messages actors who represent the demographic of the space in which the message is located. A female architect suggested that messages should be explicit. She said, "Subtlety? We've tried to be subtle for centuries, and it hasn't worked, obviously, because 'please stop touching me', and 'you shouldn't be doing this' doesn't work. So, let's just put their face in the shit and react … right away."

Figure 18: STM Je Denonce Media Campaign

Being direct would mean including messages that say, as a male police officer suggested, "'Hey dude, piss off' and 'Stay with Friends!', and those that also tell boys and men not to harass women in a way that conveys empathy for all genders." One such strategy would be to have multiple messages and posters that tell a story, as the Toronto Transit campaign (Figure 6) does, or the #MeToo movement. Visual messages often appear to be geared toward educating children at a young age, rather than expecting older adults to intervene, but, as the same male police officer indicated, "intervening may not always be the safest strategy for everyone on board public transit." A female symposium coordinator said, "Begin and end with a context specific message. Messages that ask people to

Figure 6: Toronto Transit Commission: This is Where Media Campaign

listen first, act second." A male community social worker suggested that messages say "Don't break the law!" A male writer recommended that "the posters [should use] actors who are similar to the audience."

Merge Multiple Strategies - Improving on the *React and denounce* message also included: " Educate children about what consent means!", " [Advertise the] #MeToo movement [to help] victims express themselves " and "[Use] posters and publicities that 'say aloud what is going on'", as the female architect advised. Similarly, a female post-doctoral student said, "What is most important is to educate boys and men to not become harassers; [that way, there's] no need for interveners." The female intake counsellor suggested improving on the message would include "A phone line for bystanders who intervened or who learned or witnessed someone being assaulted." The female workshop trainer suggested that that it is important that posters convey empathy for victims and survivors of sexual violence.

Discussion Brief Improving on *Je Denonce* includes contextualizing messages, using actors similar to the demographic where the images are placed, and conveying empathy towards victims. Textual messages should be direct and frank, rather than subtle and ambiguous. Messages should include a phone number for emergencies and a non-emergency number.

Part 3: What Roles do Police & Security Play in Public Transport Spaces and Outdoor Venues?

This question is explored through responses to 2 sub-questions that emerged from the interview data (#5) as well as the poster elicitation interviews (#6).

5. What is the role of police and security in keeping public spaces safe?
6. What roles do non-police staff play in keeping public spaces safe?

5. What is the Role of Police and Security in Keeping Public Spaces Safe?

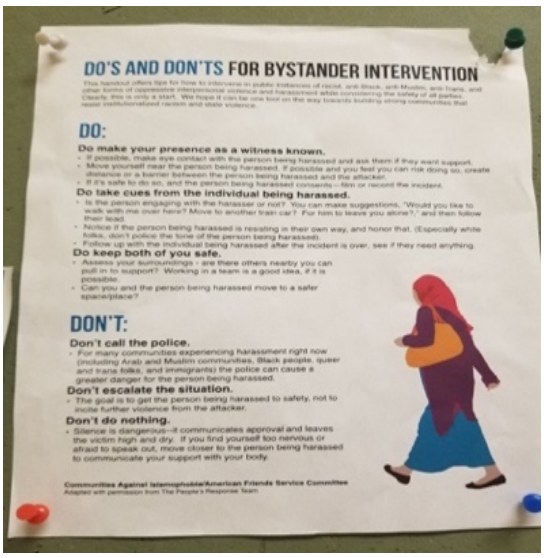


Figure 8: Do's and Don'ts of Bystander Intervention

On-Going Police Training - Discussing the role of police and security depicted on posters displayed in public spaces overall, participants did not have confidence in either. Texting police was preferred to calling, but, overall, participants lacked confidence in the efficiency of police and were not sure that they would ever arrive in response to a text or a call, and had more faith in potential bystanders as informal community guardians. A lot of confusion stemmed from the problem of what differentiates an emergency from a non-emergency, suggesting that asking the public to deduce criminal activity that necessitates police response is burdensome. Depicting on posters what constitutes sexual violence as a crime warranting police attention may help provide clarity and this should be indicated explicitly on posters in visual media campaigns. However, posters that recommend that audiences *do not* call the police (Figure 8) were also not seen to be a viable solution, particularly those that failed to include specific suggestions for intervening safely. Participants suggested that police officers take workshops on what consent means and what it involves but lacked confidence that they would. An overall cultural shift is needed, and as an experienced bystander workshop trainer summarized, "Solving the distrust of police's capacity to be sufficiently informed to do something effective? Yes … solve that problem [and] you probably solve all the rest (laughs)."

Figure 5: Vancouver Transit: Keep your Hands to Yourself Media Campaign

Responses to this question referred to two posters, see Figures 5 and 8, in their offering participants' thoughts about the instructions that say "in an emergency, call 9-11 or text police" (Figure 5), and the recommendation in the poster in Figure 8 not to communicate with police.

A male writer said, "Sadly, in a situation like that, getting the police involved would be tricky, because whatever transgression is occurring there could be over in a matter of seconds, and, then, I frankly doubt the police's interest necessarily in intervening, just as, in domestic abuse and violence, at least in the past, …, police passively used to say 'you know this is just a couple spat.' My question remains: 'Just what would the police be doing?'"

Non-Emergency Contact/Text Number - In referring to the contact number to text or call police [in Figure 5] the male writer added, "Basically, so texting maybe is best. It's a complex thing to do, because not everyone has the transit police on their phone. It's not a three-digit number you dial immediately, and you have to be looking up at the [poster] (laughs). Ideally, other people would be involved." Similarly, the female post-doctoral student said, "Calling police is not an efficient solution but knowing you can call police is appropriate. But what is the efficiency of calling police? They will arrive half an hour later and for sure, the person would have left, so, emergency? Yeah, is it efficient to call when someone touched you in the metro? But maybe it's good to know you *can* call emergency, and they will act!"

Defining and Distinguishing Emergencies from Non-Emergencies - In differentiating an emergency from a non-emergency, referring to poster in Figure 5, the female post-doctoral

student added, “And, what is non-emergency? Would you call this number and say ‘Ah, someone touched me in the metro today?’ Maybe it prevents people touching other people? Maybe this is made for the aggressors and not the victims! Is it efficient, is it helping? I don’t know! Maybe there are police everywhere, and in two minutes they can be where you are? I don’t think this is the case!” The male PhD student asked, “What distinguishes an emergency from a non-emergency? I see this; [in] the lower part, it says ‘In an emergency, always call 9-11. Report non-emergencies by calling transit police at that number’. Immediately what comes to mind is what is an emergency and what is not an emergency? So, [if] I’m seeing something happening, for me it’s a little bit confusing which number should I call? [Also] the transit number is very long! … I understand in non-emergency crime you have more time to type more figures. It’s 9-11 in an emergency, I understand this. This is a long number [for non-emergencies]!”

Clarify the Crime - As the female intake counselor remarked, “The definition of ‘in an emergency’ can vary from one person to another. And what’s ‘non-emergency’ crime? It’s not a crime for me. There’s a lack of clarity and definition. Because someone who is really in a crisis situation might not have the reflex of thinking, ‘well, this is an emergency, I might call this number.’ But the positive part, (such as) ‘unwanted touching is a crime’, is good to state that out loud.”

Even the male police officer felt that the message lacked clarity and was difficult to understand. As he pointed to the poster (Figure 5), he remarked, “Again, this poster, I don’t understand the purpose of this! You’re telling people ‘unwanted touching is a crime’. Everybody knows that! You can say ‘Don’t touch the guy beside you’ on a poster’, [but] people already know! Who are we targeting here?”

Not Calling Police is Not A Solution – Tackling Institutional Racism Is - In asking "What do you think about the recommendation in this poster to 'not communicate with police?', I wanted to know what alternative strategies participants thought bystanders could perform instead of contacting police but most focused on the problem of not understanding why posters would recommend this. Referring to poster in Figure 8, the female symposium coordinator said, "I can understand where this is coming from, because I do think police, in an ideal world, should be a first line of contact, should someone want to, but a lot of the cases by police, because of, again, misogyny, lack of awareness, I feel their training … towards sensitivity is superficial." In asking her what would be needed for the public to have more trust in police responding to instances of sexual violence, she was not confident that workshops for police would be the solution. "Take a consent workshop, for one hour, and we're going to explain consent, [and] rid, men, women, non-binary, of their internalized misogyny? Oh, good luck with that!" Following this, she said, "I think, anything, to have cultural shift, has to be ongoing, and sustainable, and most projects aren't on-going and sustainable."

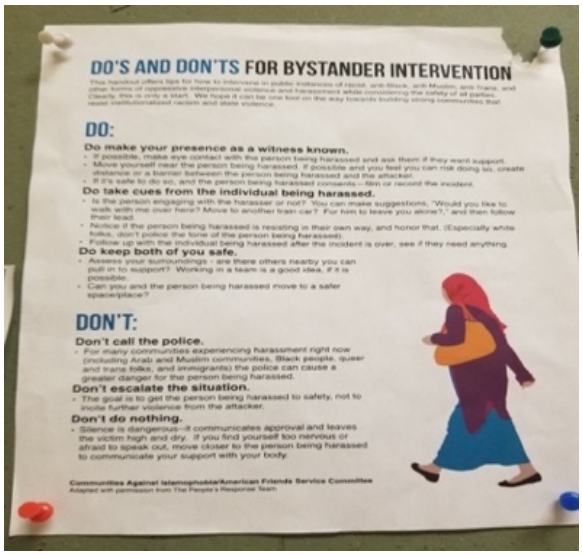


Figure 8: Do's and Don'ts of Bystander Intervention

Overall, as the male community social worker responded, "It's very problematic, because it is true that people of colour in Canada are under greater surveillance by police." The male writer/teacher, when asked if such posters were effective, said "No! As a poster, it's maybe less effective [but] as a flyer, people are more likely to read [it] through, rather than stand here." The female post-doctoral student summarized the overall feeling of participants thus: "Not calling the

police is not the solution. The solution is to tackle institutional racism within police departments."

Clear and Concise Directives - In discussing the overall format of these posters, and referring to poster in Figure 8, the male PhD student commented that the "inevitable failures of over wordy messages is that they can lead to bystander inaction. Giving a choice is not always a good solution for influencing bystanders to intervene." The female intake counsellor felt, similarly, that "too much text is inappropriate for a message that asks bystanders to 'not phone police.' It's dangerous to have a lot of text with a headline that reads 'Don't call police.' What would be a better solution would be to suggest other ways, because it can be true [that] sometimes you could maybe address a situation in a softer way before calling the police, but this [points to poster in Figure 8] should be clarified."

Multiple Posters for Multiple Solutions - When I spoke with the male police officer about this poster (Figure 8), he clearly advised, "This message is wrong! People should be phoning police, because they will show up. This poster doesn't give audiences any recourse other than 'don't do nothing.' 'Don't call…This is clearly written by somebody who has a misconception of the police. ". Conversely, speaking with the female bystander workshop counsellor about this poster and the message advising one not to call police, she said that "'Don't call the Police' is a good message! [One should] take cues from the individual being harassed." However, she also suggested an alternative: "I saw a much better version of this that was in graphic novel form, that was just 6 panels [and] was about a woman wearing a hijab who was harassed on the bus, and it just had six or more points about how to approach that situation."

Discussion Brief Police and security play an important role in keeping girls and women safe in and around public transport spaces, but not as much around outdoor concert venues.

However, most participants did not have confidence in police in dealing with situations involving sexual violence. This shows the importance of relying on and informing community members as bystanders to intervene safely. Furthermore, asking audiences to deduce whether sexual assault constitutes an emergency is irrelevant; it does. Participants suggested providing an SMS contact number for passengers to text police or emergency services and said that this would eliminate the confusion about choosing when it is appropriate to contact emergency services, and would invite more people to report ambiguous incidents when they are unsure. Visual campaigns that instruct bystanders or victims not to contact police should provide alternative options. Participants recommended on-going training for police officers, as well as an overall cultural shift that would result in the public being able to trust that police are adequately trained. These two recommendations were often cited as the basic requirement of what policy makers could do to make public spaces safer.

6. What Roles do Non-Police Staff Play in Keeping Public Spaces Safe?

On-Going Training for Transit Drivers - Looking at the option of training non-police staff to keep public transport spaces safe, participants felt that having trained transit staff available would be more efficient than calling police. Similar suggestions were encouraged in and around concert venues where patrons could notify security staff more efficiently instead of contacting police. One participant did express concern that relying on trained staff could exacerbate the situation and related the example of that Munirka, South Delhi, bus driver in 2012 who allowed his friends to rape a female passenger, Jyoti Singh Pandey, and did so himself, so severely that she died. Including training for bus drivers and transit operators in constructing participant-led solutions in Montreal was recommended.

On-Going Training for Formal Police in Transit Spaces - As an alternative to having police

in and around transit spaces, the female symposium coordinator suggested, “More training is needed. Often, they don’t do anything even though they see it. Having sustainable and ongoing training, not just [over] a day. I feel … they are not well equipped, [and] often people feel like they’re not well equipped to intervene even with these trainings, and it is additional stress, pressure [in] their job that they didn’t sign up for.” Asking the male community social worker if he felt transit staff in New York were well trained to deal with bystander intervention, he replied, “Oh, I’m sure they’re not. I think the big thing is, they have an announcement they make when the train slows down and stops in the station, saying ‘We’re very sorry, this is due to a sick passenger.’ Well, a girlfriend of mine was actually sick with morning sickness because she is pregnant, and they stopped the train, and she got dizzy and they escorted her to the ambulance that came, and she said ‘Why wasn’t there an announcement made that there was a sick passenger’? and they said ‘Well, we only use that when there’s a weapon involved; it’s like the code word [to avoid]… panic, but there’s something going down, and you know.’ But I think also with the increased surveillance that there’s [many] more cameras and people are expecting there [to be] a record, so it doesn’t feel dangerous. Even if something really bad happens you can figure out … the evidence from the video recording….”

Invite Passengers to Safely and Discreetly Contact Drivers - The male PhD student elaborated on positive aspects of implementing a training program for transit staff to be ready to intervene in cases of assault, stating “If they *are* authorized to do something, then I think this is one of the best ideas, because you might be able to find these people faster than calling police. But as I said, this is when you know they can’t do anything, and they need to call police. In these situations, the faster way is the better way.” Overall, as the female intake counsellor advised, “It’s easier to access the bus driver than to call the police. [When calling police] you don’t know who you’re going to talk to. It might be a barrier for people to call, whereas if people go see the bus driver, it’s right there. Potential slogans

might say ‘Help the bus driver help you.’”

Discussion Brief Participants were confident that non-police staff could replace formal police in and around transit spaces and concert venues, provided they receive ongoing training developed through a community-informed process. On-site staff could provide quicker intervention than police. Community-developed visual campaign messages could state, “Help the bus driver help you”, with images showing passengers approaching staff to report incidents of sexual violence. The importance of gender and race needs to be part of training for transit staff in messages that tell them and passengers how to intervene safely.

Part 4: What Role Does Technology Play in Making Public Spaces safer?

This question is answered through two sub-questions, both developed through the poster elicitation interviews.

7. What role does technology play in making public spaces safe?
8. What role does social media play in making public spaces safe?

7. What Role Does Technology Play in Making Public Spaces Safe?

Cameras in Public Spaces or Security in Numbers- Bringing back the survey question showed that participants preferred some forms of technology for making public spaces safe such as CCTV cameras and mobile phone recording, so I posed this question again in this Phase-Two interview. In these sessions, participants elaborated on these strategies, suggesting texting a friend or a support line as a safe and effective strategy. CCTV surveillance cameras were also recommended as efficient approaches for collecting proof of assaults to convict assailants. Mobile phone apps were suggested as a way of giving power to passengers or victims, as well as the innovative idea of having security staff and transit users riding in the same bus or car. In the absence of technology, however, the male police officer recommended that "having friends in the physical world, with you in the physical world, is safer than having friends in the virtual world."

The Burden of Proof - The male community social worker elaborated on camera surveillance, adding that "crimes of intimacy or sexual assault can be reviewed and have different criteria for dealing with allegations. But, if you have surveillance, you have more proof." Similarly, the male writer agreed that "it's excellent there are all these cameras [and] I think the idea of a surveilled society is absurd, but, in necessary situations, there's some justification for it! Of course, that gets abused! Everything after 9/11 just escalated …." The

female post-doctoral student also said that CCTV cameras are a "more efficient [way] of monitoring in a realistic manner, but … maybe a mobile phone app that puts the power back into the hands of the victim [would work]. It [could] be a very simple one where you could touch your phone in some way to call the police or notify the public transport staff. So maybe a mobile app [on which] is very easy to tap a button to notify STM that you are in a problematic situation would be good."

SMS Text Messaging - In discussing the role of texting as a way of creating safer public spaces, the female symposium coordinator said, "My friends and I don't use any [other] technologies, but we do check in by text message, a lot, but I just worry about data and breaching … It's hard to make apps really secure." The male PhD student suggested an innovative solution for texting to a wide audience: "Mass message similar to border crossings where carriers deliver a service message. Amber alert messages are also only recently being sent to customers' cell phones in Canada. Sometimes, one week in a year, when we have some occasions [like] women's day, sexual violence free week? I don't know if we have [one] this week, but maybe we can create [a] 'Free sexual violence metro station week' that happens once a year." In responding to the option of texting friends or family, the female intake counselor said that "a texting support line in place of texting friends could look like 'I'm just texting my friend.' She, you invent something, i.e., she's not doing so good, but you would actually text the prevention line and get some support, if for example, somebody is not sure what he or she could do, so that would maybe be something to put more forward."

Mobile Phone Applications of the Future - The female bystander workshop trainer provided an interesting solution: "[What about] a way to pair people that were in a transit system. So say that someone was being harassed … there could be like an interface where you

could log on and go to a messaging system and you write 'hey, there's this guy who is creepily coming up closer to me', and people could be like, 'I'm in the blue shirt in the 3rd car.' I'm sure that could be misused in a lot of ways, but it could almost create a community response that could be then be like 'I see you, I'm coming'."

Visual Media Campaigns as Technologies to make Public Spaces Safer - The usefulness of visual media campaigns should not be under-estimated. For example, when asked how they felt about using various technologies in and around public spaces for violence prevention, one participant picked up Montreal's STM poster (Figure 1) and reiterated, "Just to clarify, I DO think visual posters are a really good intervention. …. Even though I was very critical of the posters out there, and I do think there is a lot of research that it de-normalizes the behaviours, [but] it does change, can change behaviour. You see 3000 ads every year, and they are just a part of your everyday background and landscape, so you don't necessarily notice [them], but [they] inform your desires, your wants."

Figure 21: STM Je Denonce Media Campaign

Discussion Brief Participants saw digital technologies (CCTV cameras, texting, mobile phone apps) as supplementing on-the-ground in-person intervention, including police, bystanders, or friends. CCTV cameras, along with mobile phone cameras were seen as an efficient way of capturing evidence of harassment occurring inside transit stations and on trains. However, professional interventionists questioned the safety of passengers sticking out their phones to visibly record incidents. Mobile apps were perceived to provide perceptions of safety, and as unique and futuristic ways of contacting police, making contact with nearby bystanders,

and seeing assistance from transit staff by way of sending a text message or clicking an in-app feature. Participants also saw visual media campaigns as digital technological tools to inform bystanders about how to intervene safely and effectively as well as how to influence potential bystanders' behaviours.

8. What Role Does Social Media Play in Making Public Spaces Safe?

Nearing Performative Activism - Social Media depicted on posters was often discussed by participants as a powerful tool to continue the conversation about raising awareness on, and denouncing sexual violence against, women in public spaces. However, participants cautioned that hashtags should be constructed in a way that does not marginalize women, does not simplify the complexity of the issue, and does not "fall short of taking any substantial action, or having any great message."

Memifying Complex Issues - In referring to social media as a technological tool for making public spaces safer, the female symposium corodinator said, "It's unfortunate [that] women have to turn away from a situation where they feel uncomfortable [because] someone [is] leering, and how does this poster (Figure 6) empower her, and potentially protect her in this situation? It falls short of taking any substantial action or having any great message." She also found that the hashtags in these messages could be seen as "powerful, but [in] simplify[ing] and meemify[ing] very complex issues, they lose their nuance, when they translate to [a] catchy simplified hashtag, which happened with the #MeToo movement. Hashtags can marginalize women." However, the male commuinty social worker approved of hashtags. "I like

Figure 6: Toronto Transit Commission: This is Where Media Campaign

that, that it gives you really *what* they are talking about." The male writer/teacher also found hashtags a strength of these messages, finding them simply "effective! Yeah. That's good.' Cause at first, it doesn't look interesting. Others (like the female intake counselor) had yet to see hashtag messages on public transport, despite travelling often. The male police officer was also confused by the *thisiswhere* hashtag, stating, "It's not clear what the message is."

Mixing Mixed Feelings - Participants indicated having competing positive and negative sentiments about social media hashtags. For example, the recognizable #MeToo hashtag was found to convey a vivid sense of sexual violence perpetrated against women that many participants felt men did not fully appreciate before the movement began. As one female intake counsellor suggested, "I have this image that something was sealed inside for so long, and now [with] this hashtag … there's a crack, and everything exploded, and became all over the place. … I think that's ok that things go this far. It had to explode, and it's just normal… any change will pass from a zero to the extreme, and people will take the time to learn how to use this new code, society code."

On the negative side, a female symposium coordinator said that hashtag campaigns can "lose their nuance when they translate to [a] catchy simplified hashtag, which happened with the #MeToo movement. [It] is great that it brought visibility about [the] women's movement, and tons of collectivity, ….but [the] problem [is that] a lot of people missed what it was meaning."

Broaden a Narrow Perspective - A female architect said, "I think [the #MeToo movement] been liberating women a lot in how they can talk about [sexual violence], and when, [and] I'm hoping it's going to change some of the perceptions of men … , because I don't think they have even the smallest sense of what is even going on. Hopefully the #MeToo movement will help with women saying what is going on, and these two posters (Figure 1 and 6), [could] remind people in public transport that they can say aloud what is going on!"

Figure 24: STM Je Denonce Media Campaign

Figure 6: Toronto Transit Commission: This is Where Media Campaign

Develop a Safe Platform to Stand On - The male police officer felt that "there are a lot of cases coming out now in the #MeToo movement… but it does make it difficult … to talk about certain topics. In certain cases, it has led to some discussions being completely shut down." A good summary of the dual nature of social media hashtags was provided by a female bystander workshop trainer who said, "But I think it's really good to think about who is taking that platform and who is still silenced through that. … It's mostly white women, us, who are able to share our stories, because of the [social] climate that we live in."

Discussion Brief Overall, participants had mixed opinions about the effectiveness of social media as a technological solution. Some saw social media campaigns as engaging, while others saw them as simplifying a complex issue. Interventionists cautioned against using hashtags that lead to violent backlashes on social media. As part of a digital technology solution, participants saw social media campaigns as a way of extending the conversation of sexual violence into the online world. However, visual media designers should be careful that tag lines

do not "fall short of taking any substantial action or having any great message" and that they go beyond "performative activism without any clear goals for prevention."

Hold on! I Need to Tell a Story Here!

One of the rewarding aspects of the poster elicitation interview method was hearing the stories that reflected their own unique experiences of witnessing instances of violence that participants told in relation to their discussing how poster campaigns could make public spaces safer. These stories were often brought up by participants in response to the prepared questions, and they would ask if they could recount a compelling experience about witnessing or enduring sexual violence themselves. These stories here serve to highlight the very real experiences of people using public transport in many cities across Canada (and also in the United States), and serve to add a face to the statistics on sexual violence highlighted in the first chapter of this dissertation.

For example, in speaking about the Vancouver metro poster (Figure 5), and answering the question "*Among all the posters we looked at today, which one or ones, best inform people standing in and around public transport spaces how to safely and effectively interrupt sexual violence*", the male community social worker told a story about one woman he worked with who said, that the MTA (which stands for the Metropolitan Transportation Authority) stood for 'Motherfucker Touched me Again. "Yeah, so that's what this Indigenous woman called the MTA. We worked together at the native centre in NY city."

Figure 5: Vancouver Transit: Keep your Hands to Yourself Media Campaign

In providing a response to "*Improving on Montreal's React and denounce Message, What Would that Message say or How Would it Look Like?*" the male teacher and writer paused and asked to recount a story he wanted to share through the survey process, but given the limited space in the online form, he was unable to do so. "This was years ago, [at] St Laurent and Pine [Streets]. What happened was this black fellow, he was riding his bike, and I think as he turned the corner, he maybe brushed against a black couple. And the father just sort of lost it, and they started fighting. And the father had a little knife. And they're at that corner, wrestling. We were all powerless bystanders, and thinking 'How did we get here?' ... And there were maybe 10 of us paralyzed, not knowing what to do! Now, suddenly, this 6'4", black man … he just comes out of nowhere, and he walks calmly, with no rush at all, no problem, and he bends down, and he separates them eventually, and things are fine, and he wanders off. And something else happens, a word exchange, and the two men are at it [again]. And then again, the fellow comes back, separates them, and the cyclist goes off. One of the many lessons from this, is that, when there's this huge crisis, we think of in- the-box solutions, and what I realized is that, if I had talked about a crisis [and said] like 'you know, what we really need is a tall black man with dreads to come and separate [them]', everyone would say to me 'You're crazy, like, what do you mean?' (laughs), but the reality is, I couldn't go outside the box enough to get to what actually worked!"

Another participant, a female bystander intervention workshop trainer, speaking in relation to the Vancouver Metro poster (Figure 5), related a story about her experiences with Vancouver police. "I had a friend on transit who was threatened with rape on our way home, I was there when it happened. It was almost midnight and we were walking from a show, we got off and told the transit police, and their response was 'Oh well, it's late. That kind of stuff happens.' No! These people who are first responders, at times they are not trained how to

appropriately and respectfully and empathetically respond, so I think there really have to be other options. Either if that's having a sexual assault centre hotline in addition to the transit police, but what are they going to do if it's happening in the moment? So, it doesn't matter if it's a crime, because [the offenders are] going to get away with it anyway in most of the cases."

The female symposium coordinator also showed how the spaces in between public transit spaces and concerts are as important the spaces inside. For example, in discussing the role of technology in making public spaces safer, she said, "I would like to see more of them (media posters). I don't think I've really seen any posters in public transit that address these issues. That would be a nice change to see. I also think it would be cool to have them at bus shelters, good for people walking, [and] for people waiting, not only for people on public transit. Because a lot of times when I was sexually harassed, it was while walking [get] the bus, or the metro. It's the in-between spaces, so I think that would be really good at making the streets safer."

Had I not incorporated this Phase-Two poster elicitation study into this doctoral study, I would not have captured these rich stories that not only answered how bystanders can intervene safely, but also why policy makers should consider the "in between" spaces when working to make public spaces safer.

Chapter Summary

For my participants, poster campaigns fell into two categories—those with explicit instructions like the *Do and Don'ts for intervention*, and those with messages showing actors intervening. Providing both was recommended. None preferred Montreal's poster (Figure 1) for informing an audience on how to interrupt sexual violence around public transport spaces safely and effectively, but did prefer it for concert venues, particularly in its message to call police. Posters that were context-specific, such as Vancouver Metro's (Figure 5) were desirable.

Messages that were emotionally relevant, such as the *Know your Power* poster campaign (Figure 2), which showed what intervening looked like, were thought best. Participants felt that policy-makers should prioritize developing campaigns that are context-specific, bilingual, with actors representative of the community in which they appear. One contact number to text security, though not necessarily police, should be included. Providing ongoing training for transit and concert staff was often discussed as a solution. CCTV cameras were seen to be an efficient means for collecting evidence of assaults. Mobile phone apps could provide a second means to contact transit police, security staff, and passengers as a technology-based bystander intervention solution. Including social media hashtags continues the conversation about sexual violence in public spaces, provided that they move beyond mere activism with no focus on prevention. Participants' stories about witnessing violence informed how campaigns could make public spaces safer.

CHAPTER SEVEN – DISCUSSION

Introduction

In the first part of this chapter, I return to the beginning of this dissertation where I introduced the problem of sexual violence in and around transport spaces in Montreal six years ago, and review what public inquiries (outside of academic suggestions) have recommended since then to ensure the safety of girls and women and how results of my study compare with these recommendations. Next, I reintroduce the main thesis question asked at the beginning of this study, the two sub-questions that I introduced then, and two new theoretical questions that came out of the Phase-One survey and follow-up interviews. I summarize the replies to each question and discuss some of the implications of these in comparison with bystander research to add context to the overall findings.

The Research Problem and Thesis Question

Two years after I began working on this dissertation, Montreal's Transit Authority and collaborating police departments were raising awareness about the importance of denouncing sexual violence through their *Je Denonce* public transport campaign (STM, 2016) (see Figure 1). The rate of sexual violence in and around Montreal's public transport spaces doubled between 2014 and 2015 (Global News, April, 2016), and, two years later, the province of Quebec saw a 61% increase in police-reported incidents of sexual violence, more than in any other province in Canada. One year later and three years into this doctoral study, the city of Montreal saw a 23% increase in reports of sexual violence in 2017, only three months into the year (SPVM, 2017). The latest community-based

Figure 27: STM Je Denonce Media Campaign

survey completed in Montreal in 2017 found that over 56% of women had experienced assault or harassment while attending community concerts the previous year, of which 96% were perpetrated by individuals or groups not known to the victim. Only 4% of cases of assault (35 out of 964) were reported to police, security, or hospital staff (Conseil des Montrealaises, 2017). In conducting this two-phase study over a six-year period, I was acknowledging that sexual violence disproportionately affects women in Quebec and Montreal. The latest university-based reports showed that a greater proportion of sexual violence (47%) occurred outside of the classroom than inside it (38%) (Bergeron et al., 2016), just as it did across Canada then (Conroy & Cotter, 2017). At the end of this study, six years later, I am compelled to acknowledge that sexual violence continues to occur in and around public transport spaces and concert venues in Montreal as well as on university and college campuses.

The most recent studies examining how to address sexual violence properly and effectively on public transport in Montreal (Gekoski et al., 2015) showed that more than 10 years ago equipping Montreal's public transit systems with CCTV cameras, while they helped passengers feel safe had no actual effect on lessening violence (see Grandmaison & Tremblay, 1997; Welsh & Farrington, 2008). However, a recent call by researchers devoted to learning how to make public spaces safer has urged scholars to study not only how policy-makers can play a role in implementing new technological tools to help make this happen (Gekoski, Gray, Adler, & Horvath, 2017), but also how nearby bystanders, as informal community guardians, could play an important role in intervening in instances of sexual violence where no formal police are present (Bock, 2012). In asking what roles bystanders could play, with or without the help of technology, in making public spaces safer, I took on this very challenge.

Indeed, for the past 10 years, a significant body of research into sexual violence has

centered on intervention approaches developed in and directed towards academic milieus, but these have not yet been found to be effective in the long term once students leave the classroom (Storer, Casey, & Herrenkohl, 2016). Workshops teaching intervention approaches have also most often been delivered in and around university spaces as has already been mentioned. Few such intervention programs have been tested with participants outside of the classroom (Potter & Moynihan, 2011; Potter & Stapleton, 2012). Education programs that aimed to reduce sexual violence by influencing students' attitudes about peers have focused, with little long-term effectiveness (DeGue, 2014), on influencing relationships between and among students (Anderson & Whiston, 2005), rather than on people likely to be bystanders in and around public spaces. We know that there is an opportunity to teach community members how they, too, can play a role in intervening safely and effectively (Banyard et al., 2004). Therefore, by building on these promising programs (Coker et al, 2011) that do not necessarily "say what to do [but]… just … do something" (Green Dot Program, n.d. p. 3), I wanted to learn what safely and effectively intervening in situations involving sexual violence in Quebec and Montreal looks like to community members.

Therefore, in answering "What does a community-based approach addressing sexual violence look like in public transport spaces and outdoor concert venues in Montreal", this two-part qualitative and visually-based study asked violence prevention experts (police, university bystander interventionists, and social workers), including 60 community members (academics, architects, and others) two questions: 1: What could a safe and effective intervention response for bystanders to interrupt sexual violence look like?, and 2: What could policy makers do to create safer spaces in and around public transport and outdoor concert venues in Montreal? Along with answering these two main questions, two new questions that came out of the Phase-

One survey data helped to answer what a community-based approach addressing sexual violence could look like: 3: What roles do police and security play in making public spaces safe? and 4: What role does technology play in making public spaces safer? In Phase-Two of this study, I conducted poster elicitation interviews with 9 of these community members, many of whom worked in violence prevention professions (2 sexual violence interventionists, 1 social worker, 1 police officer, 2 students studying fields related to sexual violence or violence prevention). Discussions on these questions help to answer what safe and effective bystander intervention might look like, what going beyond *Je Denonce* might mean, how we could address the lack of community trust in formal police, and what supportive roles digital technologies and social media could play.

What does Safe and Effective Bystander Intervention Look Like

Bystander, Don't Stand By but Seek Group Help and Stay Close By

Consistent with bystander theory (Darley and Latané, 1968), participants most often focused on *Seeking Help* from other bystanders and *Staying Close* to monitor the situation as safe and effective bystander behaviours to perform, whether in public transport spaces or outdoor concert venues. Female participants most often suggested distancing forms of intervention, which matched the entire groups' advice of *Seeking Group Help* but *Staying Close* to the situation, while male participants suggested intervening physically by *Drawing Attention to the Situation* or putting one's body between the perpetrator and the victim. These results match those of Cook and Reynold's (2016) review of bystander literature that found that women were more likely to intervene indirectly by calling police and men more likely to report greater confidence in intervening physically. Results are also consistent with other findings that showed that the relationship between intervener, victim, and perpetrator complicates intentions in hypothetical

situations involving sexual violence. For example, Katz, Pazienza, Olin, & Rich (2015) found that men and women were equally likely to intend to help their friends involved in a sexually violent situation at a party and would feel more empathy towards victims who were friends than towards victims who were strangers. However, Bennett, Banyard, and Edwards (2017) found that participants of both genders reported equally that they would contact police and intervene if the victim was female, but women were more likely to help overall than were men, especially if they knew the victim. The hypothetical intervention behaviours of participants of all genders in this study indicated that *Staying Close* and *Seeking the Help of Others* should be viewed as interventions that bring as little harm to the intervener as possible, regardless of who this is.

Only 16 (out of 60) participants in this study had bystander intervention training. Some of those who participated in workshops recalled The 4 D's of intervention, Distract, Delegate, Direct, and Delay, which was consistent with recommendations in the *Green Dot Intervention Program* (Green Dot Program, n.d.). However, the same number of participants who had bystander training in this study but who had no experience of intervening (10) was the same as those who had not had training but had intervened anyway, and participants who had had training gave similar strategies as those who did not, both favoring *Seek Group Help*, *Stay Close* to the situation, and *Start Talking to the Victim*. Both groups also provided similar policy recommendations to *Educate the Public* through *Posters and Publicities*, and make *Consequences* clear to the public. Such results were not surprising. Previous studies evaluating the effectiveness of bystander intervention workshops have shown them to have enormous potential for influencing prosocial attitudes about girls and women, but meta-evaluations conducted since 2005 (Anderson & Whiston, 2005) continue to show that education programs that aim to influence attitude change alone have low ability to influence actual future

intervention behaviours in the long-term (Elias-Lambert & Black, 2015; Katz & Moore, 2013; Storer et al., 2016). Similarly, students in other studies who participated in bystander training were no less likely to be perpetrators of sexual violence after the workshop than were students who did not participate. It should be noted, however, that these programs were also found to be better suited to younger audiences than to those who participated in this study, and had a greater influence on intentions to intervene than on actual future helping behaviours (Katz & Moore, 2013). Perhaps most troubling is the knowledge that men *and* women equally reported finding themselves in fewer helping situations one year after the workshops (Moynihan et al., 2015). As I conclude, such results may suggest that at least at the high school or university level, participating in bystander education programs may leave some students with a very real fear of sexual violence in public spaces, which would further limit their long-term interventions beyond the classroom.

Bystander training workshops may also not lead to a participant becoming a confident bystander, as Casey and Ohler (2012) found in their interviews with men who admitted feeling unsure about whether they possessed the necessary skills to intervene safely, even men who had had many hours of bystander intervention training. These men reported primarily using verbal commands directed towards perpetrators as bystander behaviours just as female participants in my study did. This is not to stay that workshops do not adequately teach prosocial attitudes regarding sexual violence that would have the greater public denounce such violence, but actually intervening in situations is more complicated than merely believing that one has learned the necessary skills to do so in future. To summarize these implications, as DeGue et al (2014) noted, “Sexual violence is a complex problem with social, structural, cultural, and individual roots. By designing prevention efforts that are equally complex, multifaceted, and embedded

within our lives and environments we can enhance their effectiveness" (p. 360). Since *Seeking Help* from others and *Staying Close* was most often recommended by key violence prevention experts here, the greater public could feel safe putting these into action, regardless of whether they have bystander training or not.

Going Beyond *Je Denonce* Means Posters Being Bilingual, Clear, and Contextually Specific

Consistent with these findings, whether or not participants had bystander training, those who remembered seeing bystander awareness campaigns at work recommended self-directed and unique interventions, such as "pretending to know the victim" or "asking for directions" as intervening behaviours. However, participants who had remembered seeing posters *and* had participated in bystander intervention workshops provided more elaborate suggestions thus leading me to think that training may have influenced them to be more aware of messages about sexual violence. Also, such workshops may have influenced their memories for media content and elaborate messages that, in turn, may have influenced these participants to take on future bystander training. However, those who had not remembered seeing awareness campaigns in this study still intervened once or twice but offered passive and unsafe strategies. Some who recalled seeing vague messages in poster campaigns had not intervened at all, suggesting that designing community-driven messages could overcome apathy and influence better interventions aimed at safety in public spaces, but messages in Montreal deemed vague and unclear (SPVM, April, 2016) may not be as persuasive as was once hoped.

Clearly, there is much promise in developing elaborate and research-informed visual media campaigns, especially when such campaigns are viewed by community members at least, as could happen when they are taking public transport. The creators of such messages would even do well to include actors with features matching their target audience (Potter et al., 2011).

Nonetheless, since equal numbers of participants in this study who did and did not remember seeing awareness campaigns still intervened at least three times, there are great opportunities to design unique messages that go beyond *Je Denonce*, with slogans that could be better aimed at future bystanders who could act as informal community guardians to intervene safely in cases of sexual violence in transit or at concerts.

To better understand how participants felt about most recent visual media campaigns developed for Montreal's transit spaces, I conducted poster elicitation interviews that showed that not one participant felt Montreal's STM poster reliably showed anyone how to interrupt sexual violence safely and effectively in and around public transport spaces. Other visual media campaigns found in and around public transport spaces, such as Vancouver Metro's *Keep Your Hands to Yourself* (Figure 5), however, was preferred. The strengths of this poster in particular included its relevance to the message it conveyed in a space that contextually matched that in which the poster was presented. As a female violence intake councillor elaborated on some of its promising features, "The message in that poster did not show men as perpetrators of violence but as potential interveners." Overall, as one community member (the teacher and writer) advised, "Posters should include short, clear, and contextually relevant messages, and may include messages that say 'Harassment is bad' or 'You should step in and intervene', or 'Step up, step in.' It's not just [to] make someone else safe; you should be safe as well!"

The poster elicitation interviews also uncovered discrepancies between what the entire group recommended and what trained interventionists suggested. For example, as an interventionist with experience training students at the college and secondary level noted, "None of these posters would work well in and around public transport spaces. Audible announcements may be better." The importance of having visual media campaigns be context specific in and

around public transport spaces cannot be stated enough, as was summarized by the male police officer, who advised, “You can’t answer ‘What should you do’! It’s case specific. What are you capable of doing? If you aren’t, just phone police and say ‘An assault is going on!’ But if you think ‘this is wrong’ and you can definitely help here, then get involved!” One strategy for including a wide variety of contexts could include developing a series of visual media campaigns instead of just one, as the interventionist recommended.

Unlike its use on public transport, Montreal’s *Je Denonce* poster campaign was, however, found to be appropriate in and around concert venues, specifically because of its message to call police in emergencies, even if it was unclear to many participants what constituted an emergency. Participants recommended that campaigns at concerts should also include messages that speak about the in-between spaces where people travel to and from these events. Recommendations for all posters, however, fell into two categories—those that show the “Dos and Don’ts of Sexual Violence”, and those that tell a story to the audience and provide specific solutions. Specific messages that could be displayed at venues could include the Four D’s of intervention. While a number of other posters were selected for outdoor venues beyond Montreal’s STM poster, the male police officer offered his terse stance that “NONE of these posters would work!" and, instead, recommended that patrons call venue staff. Once again, however, the trained interventionist disagreed with the recommendation to notify police, most notably because they lack training to work with survivors of sexual violence.

Community Intervention Means Fostering Community Education

The top three recommendations by participants to policy makers to make public spaces safer included the creation of public service announcements in the form of posters that educate the public, and making consequences apparent for perpetrators. A female communications

coordinator summarized this by saying, “Policy makers can actually make policies that punish sex offenders. The best way to prevent sexual assault is to teach men not to sexually assault.” Similarly, a female social worker advised that “publicities that present a real event, which can happen, is one of the best ways to reach and raise awareness about the issue.” Participants also recommended that visual media posters should “have men in the solution as well.” However, university-based interventionists countered the notion that consequences should be made clear. They suggested that “showing videos about consequences for men won't do anything to deter violence, just like ‘don't drink and drive’ ads don't deter people from drinking and driving.” Instead, they recommended having media campaigns present scenarios showing informal consequences, such as male hockey players being barred from playing or coaching. Other preferred strategies for making public spaces safe included installing *lights* and *emergency buttons*, but once again, these were not preferred by interventionists in particular, since such strategies were found to preferentially benefit affluent communities rather than those less affluent residents who need them the most.

Furthermore, while this study’s findings may more directly relate to improving the lives of girls and women specifically, they also corroborate recent bystander intervention studies whose participants felt that singling out “females as a group … for any special programs” should not happen and who suggested that “transit agencies should place more effort and emphasis on educating the ridership as a whole on safety and security materials …” (Loukaitou-Sideris & Fink, 2009, p. 571). Both men and women in this study insisted that creating gender-segregated spaces on public transport should be avoided. This same finding was highlighted in a study with 20-year-old women riding on public transport in Japan; participants said they avoided gender-segregated trains because of the physical distance needed to walk to them, and because they

made little difference in the extent to which men would harass them on the way to these trains, often located at the end of the track (Horii & Burgess, 2012). The refusal of gender-segregating strategies conflicts with the findings of a recent public survey conducted by Montreal Women's Council, whose recommendations for the safety of girls and women while attending concerts included the creation of safety zones (Conseil des Montrealaises, 2017). Since there appears to be no evidence suggesting that segregation reduces or prevents incidences of sexual violence, other strategies should be favored, and more research on their effectiveness and safety should continue to be carried out.

Being Aware of Language, Culture, and Blame When Designing Visual Media Campaigns

Commenting on Montreal's *Je Denonce* message and elaborating on what safe and effective community intervention looks like, participants suggested that rather than its representation of a white hand against a black background, what would work would be a bilingual message, unity between the text and the image, showing different races and faces along with a clear message about what sexual violence is. As a bystander workshop interventionist and trainer elaborated, "The best PSAs I've seen on sexual violence are men talking to other men about sexual violence." Overall, improving Montreal's visual media campaign means including a clear textual message that goes beyond *Je Denonce*, combined with messages telling people not to touch each other without mutual consent or to go away. Together, such textual messages combined with visual media should include messages that 1) educate children about consent, 2) include recognizable #MeToo (or other) hashtags; 3) remind bystanders to "say aloud what is going on", and 4) provide a contact number for interveners who witness someone being assaulted or those who are themselves being assaulted.

Since most of the recommendations in this study have centered on working towards

creating safer public transport spaces for victims by asking potential bystanders who are already in these spaces to intervene, some recommendations were specifically related to speaking directly to perpetrators. What effect could awareness messages targeting perpetrators rather than bystanders have on raising awareness or preventing sexual violence in public spaces? As Hanson and Morton-Bourgon (2005) found, victim empathy training had no significant effect on influencing attitudes, knowledge, or persuading behaviour change outcomes, nor on reducing future behaviours related to sexual assault towards women. It is clear, however, that *Posters and Publicities* that *Educate the Public* about sexual violence are a step in the right direction towards raising awareness about sexual violence in and around public transport spaces and outdoor concert venues. Strategies that impose shame, blame, and fear by highlighting consequences of sexual violence or those that show men only as perpetrators of violence, however, were not found to be part of a preferred visual message strategy.

Including Police and Security as a Community Response Requires On-Going Training

Overall, most survey participants recommended that policy makers should ensure that formal police and security staff receive sexual violence sensitivity training. University-based interventionists also insist on this and added that increasing the presence of police in public spaces would not necessarily increase safety, especially for individuals and groups who are already distrustful of police, and recommended calling police only as a last resort. Discussions during the poster elicitation interviews revealed much confusion about posters that did not make clear what differentiated an emergency from a non-emergency in visual media messages. This confusion was also recognized by the male police officer, who felt that posters like that of the Vancouver metro campaign (Figure 5), which had two different contact numbers, lacked clarity.

A benefit of the poster elicitation interviews was apparent in their revelation of the

profound distrust of police. This was particularly evidenced by the bystander workshop interventionist who, with many years of experience, strongly disagreed with phoning police. Participants' narratives that were unrelated to the questions asked add credibility and rich context to differing viewpoints about whether formal police and security should be part of a community response to addressing sexual violence in public spaces. Nonetheless, even as some poster campaigns urged audiences *not* to contact police, such as the one posted on the main floor of a school of Social Work (Figure 7), most participants (police and social workers in particular), and even some community members felt that if police and security received adequate and ongoing training that went beyond one-time workshops, they would feel comfortable with campaigns suggesting that the police be contacted.

Discussions about the role of police and security in public spaces have been the topic of the recent Government of Quebec Viens Public Inquiry Commission. Since late 2016, public services, including its police forces, have been responding to Indigenous peoples in Quebec for the past 15 years. The commission aimed to implement strategies to stop "discriminatory practices and differential treatment in the delivery of the following public services to Québec's indigenous people: police, correctional, legal, health and social services, as well as youth protection services".[39] Discussions so far have shown that sexual violence is the biggest issue that plagues Indigenous women in Quebec, but because of police unresponsiveness, many incidents go unreported (*CBC News*, February, 2018). Such public forums corroborate perceptions of participants in this study, and their recommendations that now, more than ever, police need to receive appropriate and ongoing training when working with victims of sexual violence to ensure that perpetrators are held accountable and women can feel safe.

[39] cerp.gouv.qc.ca/index.php?id=3&L=1

Results of this study also corroborate recommendations made in 2017 by the Quebec Bar, which held a think tank forum examining how it conducted judicial matters involving sexual violence cases and identifying best practices for police treatment of victims. Recommendations from this process included implementing the Philadelphia Model in all police forces in Quebec, instituting mandatory one-hour training for police officers tasked with handling cases of sexual violence, and developing a multi-sectoral group to ensure the overall protection of victims of sexual violence (Secrétariat de l'Ordre et Affaires Juridiques du Barreau du Québec, 2017). This Philadelphia investigation model was first developed in Philadelphia, USA, where a disproportionate number of cases of sexual violence in a 5-year period through to 1999 were misreported as baseless and without evidence by intake officers. Following this revelation by the police chief and concurrently the *Philadelphia Inquirer*, the department partnered with women's advocacy groups in the community and empowered them to conduct yearly audits of future cases that would be classified as "unfounded." This partnership led to reopening many more cases of sexual violence, the strengthening of relationships with community organizations, and increased the frequency of reporting to police (Conroy & Scassa, 2016). One year after I began this study, police departments in Ontario were implementing this same model in response to a call by an investigation conducted by *Globe and Mail* reporters who found departments all across Canada had mislabeled and mishandled 1 in 5 cases of sexual assaults reported between 2010 and 2014 (Doolittle, February, 2017). Although these recommendations are a step in the right direction, opinions of violence prevention experts in this study clearly show that improving the training of formal police would do well to go beyond one-session workshops.

On-Going Training for Venue Operators and Transit Staff

In asking what roles non-police security and transit staff could play in keeping public

spaces safe, interventionists felt that having a greater presence of trained interveners at outdoor concert venues instead of a formal police presence would be ideal. This strategy was also echoed by the male police officer, who suggested that venue staff would be better suited to respond to nearby incidents, as did a female intake worker who actually received training as a concert venue intervener. Participants also felt that transit staff might be more efficient than formal police, provided they receive adequate training. However, few participants overall felt that current transit operators were adequately trained to properly handle reports of sexual violence on public transit.

Training non-police interventionists is an initiative that is available in other major metropolitan cities in Canada, such as Ottawa. There, the Sexual Assault Network and the Ottawa Coalition to End Violence Against Women created *Project SoundCheck*, a community organization that informs security, staff, and personnel how to safely intervene in cases of sexual violence at music festivals. This organization also offers awareness and information material for patrons, and trains organizers at festival venues in other parts of Canada.[40] Such a community-based strategy that involves community members as informal police interventionists has been endorsed by a trained social worker (and PhD colleague of mine) who experienced sexual violence at an outdoor concert in Montreal, and who urged public officials of the importance of implementing similar practices at concert venues throughout Montreal (*CBC News*, Aug, 2016).

Digital Technologies are Supportive, Intriguing, and Complex Solutions

Appealing to an individual with poor attitudes towards women that violence against women is not acceptable is often not successful (Bock, 2012; Haslam, Reicher, & Levine, 2012). This may very well be why single-session prevention programs that aim to prevent sexual

[40] projectsoundcheck.ca

violence through attitudinal change have shown little success in school-based programs (DeGue, 2014). After conducting this study with 60 community members that included social workers, police officers, academics, and bystander intervention workshop trainers, I maintain that we need community-based intervention that addresses sexual violence in and around public spaces beyond ones that focus only on attitudinal change.

One of the technological approaches I reviewed before conducting this study was Bock's (2012) use of a group of innovative technologies of nonviolence that encouraged emotional engagement and consensus building, and negotiation that created webs of supportive relationships between community members who merely share a space for a limited amount of time. However, participants in this study saw the use of digital technologies in keeping public spaces safe as peripheral to the role of bystander intervention by formal police or informal community guardians already in these spaces. Overall, my survey advocated the use of *Camera Phones* as a safe bystander strategy for collecting evidence through filming incidents from afar.

Others felt increasing cellular coverage inside underground spaces or concert venues would help to notify security staff, along with a dedicated telephone number of emergency personnel, something the STM transport network had already been doing since 2016 (STM, July, 2017; STM Nouvelles, January, 2016). Installing lights, emergency buttons and telephones, and, as recommended ten years ago by Grandmaison and Tremblay, (1997), CCTV cameras, was suggested. Although these scholars could not determine any significant effect on preventing offences then, this strategy was preferred in this study. However, interventionists did not agree that CCTV cameras, mobile phones lights, or emergency buttons were useful intervention tools because they could not be installed everywhere and would therefore not benefit all community members equally, especially those living in less affluent areas of the city. Such mixed results

match Gekoski and colleagues' earlier findings (2015) that showed that while CCTV cameras have the potential to reassure people travelling on public transport, there is little evidence of their effectiveness for reducing violent attacks on people using public transport.

The role of mobile phone apps was also elaborated on by participants in the poster elicitation interviews. Participants saw mobile phone apps as innovative tools in that they could support riders who wished to communicate with and contact transit staff directly. However, as the male police officer suggested, rather than focusing on ways of communicating with individuals through phone applications, "having friends with you in the physical world, is safer than having friends in the virtual world." Security and privacy were often discussed as reasons why participants did not prefer apps over more conventional ways like SMS text messaging for communicating with friends in an emergency. Novel uses of mobile phone apps that have yet to exist, however, were also discussed, such as ones that could link transit riders riding together on the underground metro to a unified app that other passengers could communicate with if harassed. Overall, however, even though *Posters* and *Publicities* were not categorized as digital technologies as such, they are a preferred means of supporting safe and effective bystander interventions, and as one participant summarized, making public spaces safe.

The safety and security that mobile phone apps could provide should not be glossed over too quickly. Cumiskey and Brester's (2012) work on mobile phone applications to fight sexual violence points to the earlier trend they saw among women who "imagine their mobile phones to be weapons of self-defense, like pepper spray" (p. 596), particularly in situations where taking out their phones was seen as a safe solution to signal non-violently to aggressive men that they are not interested in their advances (Cumiskey & Ling, 2015). However, as one participant commented in this study, "I'm not sure you get the time … to switch on your phone, start the

app, or walk with your app, and punch your app 4 times. It's good to have a phone, but not necessarily with apps." In future studies, it will be interesting to compare participants' self-reported perceptions of safety with actual corroborating evidence from geographically pinned locations, transposed onto map-based platforms, where violence has occurred, as could be made available with *Harassmap* (Grove, 2015; Young, 2014). Such a strategy would show where women felt unsafe because of actual crimes, and where they would like to see a greater presence of police and security in future. In theory, mobile phone apps may seem beneficial and innovative solutions to tackle sexual violence in public spaces, but in practice, as suggested by participants in this study, their usefulness is not yet convincingly established. Future research could also focus on transferring conventional visual campaigns denouncing sexual violence in and around transport spaces and concert venues into more digitally mediated formats on transit screens or passengers' phones.

Social Media Campaigns Cautiously Continue the Conversation on Sexual Violence

Beyond physical technological tools that transit riders and concert patrons could have on their person, social media campaigns were discussed as powerful platforms on which to continue the conversation about sexual violence against women in public spaces. In looking at the Toronto Transit's *This is Where* campaign poster (Figure 6), a participant cautioned that social media links can be "powerful, but [to] simplify and meemify really complex issues, [means that they] lose their nuance when they translate to catchy simplified hashtag[s], which happened with the #MeToo movement." As the female intake counsellor summarized, "It's not [always] clear what the message is. I personally think hashtags are overdone. People are tired of #hashtag everything."

Instead of emergency buttons, CCTV cameras, and mobile phone applications that transit

passengers can use, a critical step in making public spaces safe beyond university classrooms, as participants and others (Jewkes et al., 2015) have argued here, is to challenge dominant discourses of male power over women. The sexual violence that we see in academia (Bergeron et al., 2016) has also permeated into the workplace (Anderson, 2017; Employment and Social Development Canada, 2017). Through the #MeToo social media hashtag, this discussion has travelled well into the online sphere, where the voices of helping men and women can also come together in this women-led #MeToo/#EtMaintenent movement (*CBC News*, January, 2018). However, only when we are able to address fully the economic disparities between men and women, and between Indigenous and non-indigenous peoples in Canada, will we be able to rely on persuasive visual messages, delivered for a longer period of time, translated to online worlds, to influence bystander interveners in and around spaces in which women travel. Until then, future studies such as this one that show how using digital technologies in a coordinated manner, supported by education initiatives, that continue in online spaces, can support other violence prevention efforts already shown to be successful when presented outside of university corridors (Potter & Moynihan, 2011; Potter & Stapleton, 2012). Undoubtedly, the argument made by participants here is that we do not need one tool that supports safe and effective bystander interventions supported by public policy makers; we need many.

Summary

Early studies addressing violence on public transport in Montreal showed CCTV cameras helped passengers feel safe (Welsh & Farrington, 2008), but had little effect on lessening frequency of occurrences (Grandmaison & Tremblay, 1997). Twenty years later, 60 participants in this study, many of whom have worked in violence prevention fields, advised what informal community guardians could do to safely and effectively intervene, and what policy makers could

do to make transit spaces and outdoor concert venues safer. The consensus is that bystanders should *Seek Help* from others nearby and *Stay Close* to the situation. Visual media campaigns that raise awareness about sexual violence and show bystanders intervening safely are a viable and on-going solution in transit and concert spaces, as they have been on university campuses (Potter et al., 2009). Building visual campaigns in and around transport spaces or outdoor concert venues means creating contextually relevant messages that are bilingual, short, clear, and placed where people walk between public transit hubs and venues. Messages should be actionable and tell a story that speaks to audiences' emotions and reason. Separating men from women in messages or on transit continues to be discouraged. If contacting police is not advisable, it is important to indicate alternative solutions. If police are included as part of a community solution, policy makers must restore the public's faith in police as key community partners as the first point of assistance for survivors of sexual violence. Recent work in Quebec (Secrétariat de l'Ordre et Affaires Juridiques du Barreau du Québec, 2017) and Ontario (Doolittle, 2017; *Globe and Mail*, 2017; Legislative Assembly of Ontario, 2016) continues on this front. Maintaining CCTV cameras and training transit operators and venue staff continues to be recommended. Mobile apps could allow riders to contact authorities and collect evidence of assaults, though untested approaches may provide a false sense of safety to passengers, as others have found (Cumiskey & Brewster, 2012). Key experts could not agree more that misogynistic discourse needs to be more broadly challenged. Participants were mixed about social media movements helping or hindering this objective, despite recent evidence showing that hashtags encouraged survivors to report incidents to police in Quebec (Rotenberg & Cotter, 2018).

CHAPTER EIGHT – CONCLUSIONS, IMPLICATIONS AND LESSONS LEARNED

Introduction

In the first part of this final chapter, I provide a brief summary of the findings, and examine the contributions of this doctoral study to social work education, research, policy, and practice. I also discuss the methodological implications of using poster elicitation interviews in work on bystander intervention research. Next, I discuss some of the limitations and lessons I learned conducting this study with key community experts and suggest directions for future work. In the last part of the chapter, I provide a list of recommendations from this study, as well as some closing reflections.

Summary of the Study

When I first began this study, few such studies were informed specifically by a social work research perspective. as Driscoll (2012) found, outside of those that looked at school bullying (Liu et al., 2017), or ones that gave specific guidance for safe and effective interventions beyond just doing something. As I argued at the outset of this study, redefining the role of the community bystander should include reference to behaviours that are actionable and applicable to audiences in community spaces outside of the classroom. We need to understand why "an individual's likelihood of helping decreases when passive bystanders are present in a critical situation" (Fischer et al., 2011, p. 517).

In conducting this study with key violence prevention experts, which included police officers, social workers, and community violence intervention facilitators, I learned about their perspectives on what safe and effective community intervention means. As my findings show, asking for help from strangers to prevent or stop violence or waiting for police to arrive in public transit spaces or outdoor concert venues to arrive *are* safe intervention behaviours. It is important

to remember, however, that formal police presence may not always be available or desired by victims or communities, such as when police have been shown not to have the proper training to intervene with compassion on the victim's behalf.

Contributions to New Knowledge

Implications and Contributions to the Field of Social Work

Informing Bystander Theory for Community Social Work Practice - In conducting this doctoral study with violence prevention specialists, many of whom worked as front line social workers and violence interventionists, as well as bystander workshop trainers, my goal was to fill a gap in the bystander intervention model that is rooted in community practice, but which has so far focused predominantly on reducing sexual violence in and around education spaces. Looking at the role that social work-informed research can have in addressing bystander apathy in spaces outside of academia, these expert participants suggested a community-informed approach looks like *stepping in*, *asking help from others nearby*, and working with communities to build contextually relevant messages for safe and effective interventions that inform non-professionals about how to become interventionists themselves. Findings from this study confirm recent empirical reviews by Labhardt et al., (2017), for example, on violence prevention programs conducted in and around university spaces that showed that nurturing individuals acting as bystander interventionists remains key to building better sexual-violence policies on campuses.

This study links bystander theory with social work community practice more directly. For example, overcoming bystander apathy theoretically means that individuals must 1) notice and be aware of the event, 2) interpret it as an emergency, 3) take responsibility to address the problem, 4) decide how to help, and 5) implement helping behaviours as Latané and Darley

(1969) pointed out five decades ago. However, before individuals decide to intervene, they must "possess the necessary skills and resources to act" (Latané & Nida, 1981, p. 308). Similarly, recommendations for implementing successful community-based interventions necessitate that community social work interventionists acknowledge that a problem exists, recognize that current strategies remain ineffective, take responsibility to build coalitions with community organizations and stakeholders to address the problem, decide which interventions should be applied for a specific cultural context, and implement training and support for community stakeholders to apply agreed-upon strategies (Stith et al., 2006). As the findings of this doctoral study show, the practical skills and intervention strategies for addressing sexual violence in and around transit spaces and/or outdoor concert venues must also come from within and be developed by the community in which the strategies are to be applied, just as having successful campus-based programs developed with undergraduate student input (McMahon, Hoge, Johnson, & McMahon, 2018). Furthermore, strategies applicable to transit spaces and/or outdoor concert venues must continue to be informed by community social work practitioners who are working in the field. They must also include input from non-professional community members who, as in this study, can add important contextually relevant understandings about their unique environment that informs what resources policy makers should focus on and could contribute to best address sexual violence in particular areas.

A Community-Based Strategy Informing Social Work Education – In situating this study as a unique example of investigating a community-informed sexual violence intervention strategy applicable outside of academic spaces, the narratives of the participants added rich and valuable insights that social work educators could share with their students about what building contextually relevant messages for visual media campaigns could look like in other cities outside

of Quebec with similarly well-established transit spaces. However, there are other examples. Previously, social work researchers Beck, Ohmer, and Warner (2012) focused on discovering "strategies that the community practice focus of social work [could] use to build collective efficacy in low-income neighborhoods" (p. 226). There, social workers taught community members intervention strategies for preventing crime in and around their communities, and how to increase community capacity for implementing non-violent interventions that did not include calling police. Their impetus for delivering such community-led strategies for improving the safety of the community was a result of their earlier findings that increasing police presence did not lead to a reduction of violence.

A similar perception that police lack foundational training for working with survivors of sexual violence was held by social workers, intervention trainers, and community members in this study. The participants who were violence intervention experts did not recommend calling on formal police as a principal approach to secure intervention in cases of sexual violence. This means that social work educators should be mindful when discussing with their students the role of formal police as an adjunct to social work community intervention since not all communities see police as a valued community solution. What they may want to suggest is that on-going collaboration between social work educators and police departments may be one strategy for building safer violence intervention strategies And, as Roberts (1978) reminded us, training police as social workers may be another.

Arts-Based Methods by and for Social Work Education and Practice – As this study shows, discussions in social work education classrooms of the value of visual tools developed for and by community contexts to show what safe and effective intervention behaviours could look like would be of great value to the students. Social work researchers successfully diffusing a

fight between two people simply by showing them a flyer inviting the community to a pre-arranged pizza party as recounted by Ohmer, Warner, and Beck (2010) serves as a useful example that could be used in the classroom. Discussing visual message design in social work classrooms, particularly when community social work practice is being discussed, could prove most useful to students given that the use of the visual has enormous promise as a community-led strategy in various kinds of intervention. Designs could be compared with those already implemented in university spaces as discussed earlier in this dissertation.

Of significance here is that in the last 10 years, as Clark and Morriss (2017) found, the use of visual methods in social work research in particular has been limited as searches in social work journals that included the key words "'social work' AND vis* OR photo OR art* OR draw* OR collage" (p. 31) have shown. Part of the problem may be that "social work research does not have a distinctive theoretical or methodological base" (p. 32), and, as the authors argue,

> including 'social work' as one of the keywords for the search means that we have included papers written by social work researchers, as well as papers included in social work journals which may have been written by non-social workers. (p. 32)

Similarly, as Walton (2012) noted,

> The application of different types of arts, including visual methods, has burgeoned in fields related to social work in recent years. In professional fields, such as the health professions, community work, and education, they are used as techniques for practitioner development and as a means of promoting healing, personal growth, social inclusion and community action. (p. 725)

This study could, therefore, help to establish poster elicitation as a visual method in social work method that could be developed and used by students, practitioners, and educators. As Mitchell

et al. (2019) noted, there is enormous opportunity for social work academics to take on the use of visual arts to inform social work methods education. This could include using other image-based methods beyond photo elicitation, such as photovoice, participatory video, drawing, and map making, for example, for social work education and training. Liebenberg (2019) argued that "this … is tied to the ways in which elicitation methods facilitate deeper reflection on lived experience, augment participant articulation and sharing of that experience, and ultimately further the validity of the data we use to build our findings on" (p. 1).

To the best of my knowledge, this study is one of the first to explore the use of poster election interviewing as a visually mediated research tool to hear from sexual violence prevention experts, academic students, and professors in a combined group about what safely and effectively intervening in cases of violence being perpetrated against another person looks like and, following on from this, what policy makers can do to make public transit spaces safer. Future researchers who wish to experiment with incorporating a visually mediated component in their own studies can be assured that poster elicitation interviewing as a tool in particular has enormous potential in community social work work for gaining deeper insight into what participants feel and think about an issue. It can also be used to fill gaps in their own research questions based on earlier survey data that perhaps falls short. Social work students can also feel confident about returning to their interviewees to seek greater understanding of earlier replies even when some time has passed since the interviews.

Intervener-Led Strategies that could Inform Social Policy in Montreal, Quebec, and Canada – At the planning stage of this dissertation, I aimed to elucidate why recent community-informed reports produced in Montreal showed that few women survivors of sexual violence at outdoor concert venues felt comfortable reporting incidents to security or police as reported by

Conseil des Montrealaises (2017). At the time, this community-informed report corroborated evidence from scholars like Bergeron et al., (2016) that the majority of female students studying at universities across Quebec experienced sexual assault when travelling outside of academic campuses. Twenty years ago, CCTV cameras were found to be a novel technological tool used to address violence on public transit in Montreal, but there was no reduction in the incidents of violence as Grandmaison and Tremblay (1997) and Welsh and Farrington (2008) established. Today, these same surveillance tools still serve as safety strategies for women and girls riding on public transport to get to and from their studies or to social gatherings outside of class time, at least through to 2020 (STM, 2012). I also found that these technology-based strategies could also serve as secondary and supporting ones to more human-centered ones as part of safe and effective intervention that were proposed by social workers, violence interventionists, and police and security staff working in these fields. These strategies included cameras installed inside metro cars and stations as well as in buses and areas surrounding bus stops, and camera phones carried by passengers.

Training of police and security staff members was also suggested, and I urge policy makers for Montreal's transit system and outdoor concert venue organizers to institute mandatory on-going training for personnel working to prevent violence as well as those working with survivors of sexual violence in these spaces. Another strategy involved improving some of the visual media campaigns aimed at preventing violence that were designed to be used in public spaces in other large metropolitan cities in Quebec in particular and Canada in general. I suggest that local authorities take heed of these suggestions because arts-based policy-making can inform future violence prevention strategies applicable across Canada.

Recommendations to policy makers in this study also add to other recent survivor-based

arts-based projects conducted in Canada. Quinlan, Clarke, and Miller's (2016) advocacy work for sexual assault survivors on Canadian campuses, and the work done by The Quebec Coalition of Sexual Assault Centers (RQCALACS) that received support from Status of Women Canada in 2017 to increase adolescent girls' access to social services as a sexual assault prevention strategy across Quebec secondary schools,[41] serve as examples. During the end stage of completing this dissertation, I was invited by the Parliamentary Secretary for Status of Women to a round table discussion held to inform Status of Women Canada's (SWC) federal ministry mandate to developing better social policies for advancing gender equality across Canada through their 2018 Budget. Soon after, I was invited by the Minister of Status of Women to provide guidance on improving access to their Gender-based Violence Knowledge Centre, a Canada-wide online platform which will soon be available to increase access to social services for all Canadians. As these experiences highlight, there remains enormous potential for the arts to contribute to such nation-wide policy change, and nowhere was this more evident to me than during the end phase of this study.

Limitations, Implications, Lessons Learned, and Directions for the Future

Limitations

Given that I used both quantitative and qualitative research methods in this doctoral study, several limitations must be addressed. To begin with, in the same way that "[c]hoosing someone at random to answer a qualitative question would be analogous to randomly asking a passer-by how to repair a broken-down car, rather than asking a garage mechanic [since] the latter is likely to be more productive" (Marshall, 1996, p. 523), in this study, I did both: I sought the opinion of key experts who included police, social workers, bystander workshop trainers, as

[41] cfc-swc.gc.ca~dgc-dsc/2016-2017/gc-sc-1137-eng.html

well as intake workers involved in the field of sexual violence prevention. I also included university professors and graduate students, architects, writers, and bookstore workers. Both groups (experts and non-experts on sexual violence) contributed equally and uniquely to these findings.

When one is conducting quantitative studies, it is important to obtain, through an appropriate sampling procedure, a sample size large enough to lead to significant findings that answer a hypothesized question, while at the same time, limit the extent to which random error can plague the data. In qualitative studies, however, it is not necessary to guard against these drawbacks since sampling is often repeated or participants are re-interviewed at subsequent phases until new themes no longer continue to emerge as Marshall (1996) has noted. Instead of collecting a representative sample, I performed a convenience, purposive, snowball sampling procedure via word-of-mouth announcements to friends and colleagues, through Facebook postings to networks of graduate Social Work schools, 'cold-call' Facebook messages to sexual health organizations in Montreal, Ottawa, and Toronto, and to bystander intervention workshop animators working at two Anglophone universities in Montreal. Nonetheless, following Marshall (1996), the degree to which participants were not randomly selected was less important than were their specialized and contextualized opinions and suggestions that provided a richness to both datasets synergistically contributing more to the overall findings than did either data set alone.

Furthermore, it was also important to ensure reliability of the quantitative data, so that future researchers living in similarly large metropolitan cities like Montreal could look at this study as a template to conduct their own evaluations on strategies to make public transit spaces safe from sexual violence and to learn how community members in their own communities could

safely and effectively intervene. I was purposely descriptive in presenting the qualitative survey data, follow-up interviews, and poster elicitation discussions, which I related as participant narratives, so that policy makers could read them and be moved by these stories should they wish to implement safe interventions without conducting their own study. Policy makers should focus on responses that came from Phase-Two of this study, including the personal narratives participants shared about their experiences in the in-between spaces around transport and concert venues. These are summarized below.

While I have tried to be self-reflexive throughout this thesis, for example, by explaining some of the data collection choices I ended up making, especially in regard to adding a sub-study through poster elicitation to enrich the survey data, I acknowledge that there are a number of limitations. Perhaps the most critical relates to the exclusion of data collection related to some of the most vulnerable populations in urban Montreal, such as Indigenous girls and women. Indigenous women and girls who identify as 2SLGBTQQIA (Two-Spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual) are doubly marginalized more than any other group of Canadians. Deliberately seeking out organizations and others working with these and other vulnerable populations would have provided valuable insights about how campaigns and other strategies could make urban spaces safer for those most affected.

As I have also noted elsewhere in this study, I am mindful of the importance of including the voices of individuals and groups who experience barriers to access services due to language, and I acknowledge that this limitation extends to barriers due to social location, race, and access to resources due to a variety of reasons. Findings from this study show that communicating messages in as many languages as is necessary could be the next step in designing more focused solutions that meet their needs, but the implications of not including input from some of the most

vulnerable individuals, including people who find themselves victims in and around transit spaces, severely limits the extent that media campaigns can be designed in a way that targets groups who most frequently experience sexual violence in Quebec. Future research would do well to include the voices of not only Indigenous girls and women, as I argued here, but individuals and groups from a wide variety of marginalized cultures, classes, and social locations. This also includes including the voices of individuals who cannot afford access, due to financial, physical, or intellectual limitations, to outdoor concert venues or public transit.

Speaking to Policy Makers

In this section, I bring together and summarize implications for policy. These lessons may not be new ones learned from the study itself, but may serve as starting points to help policy makers make their own communities safer, keeping in mind the importance of contextuality in doing so. Many of these recommendations have implications for police and for transit authorities, and also for non-police staff who serve their constituents. There is an overarching common recommendation in all of these that seeks to show the need for all stakeholders to work together, with community members (that include violence prevention specialists, along with social workers, and academics) when fitting these recommendations to their unique spaces.

Design Contextually Relevant Visual Campaigns That Show and Tell What to Do

It is important to note that Montreal's *Je Denonce* visual media campaign was an excellent starting point through which to engage transit riders on the question of incidents of sexual violence occurring in and around transit spaces. Moving one step forward in designing better visual media campaigns means including images that contextually relate to the spaces in which they are presented. This could include designing images of passengers sitting or standing next to other passengers, which was seen to be a strength of Vancouver Metro's media

campaign. Images should be accompanied by textual slogans that are short, direct, and that ask passengers to actually step in and/or speak up, rather than those that are subtle, ambiguous, or that only metaphorically denounce sexual violence. Messages could also be directed towards perpetrators by telling them, for example, to keep their hands to themselves. In and around outdoor concert venues, posters should include short and direct messages that ask patrons to contact venue security rather than formal police at 9-11. In both contexts, instructions should include actual steps that state (and show, if possible) how to intervene safely, (including asking others nearby for help), which include the four D's (direct, distract, delegate, and delay) of intervention.

For campaigns located in and around Montreal, safe and effective intervention messages should be designed in both English and French. The intention of the textual message and the visual image should be cohesive, with actors representing members of the communities where posters are presented. Simply showing a white hand, for example, is not enough: other races, cultures, and genders need to be included in the messages. While not many participants spoke about the sexual orientation of potential actors in the messages, this is an important aspect that should be observed where appropriate in all community spaces. It is important to note that shaming men is not a viable solution and it does not invite men to intervene as bystanders. Designers should include contact numbers that invite passengers to contact support services after they have intervened on behalf of those being threatened or assaulted. Being clear about what differentiates an emergency from a non-emergency is one solution, but another is to be clear and specific about which contact number or SMS line is for interveners, and which ones are for other emergencies.

Provide On-Going Training to Police and Security to Restore Public Confidence

Enough cannot be said about the importance of having police and security play an integral part in a community-based solution to end sexual violence on public transit, just as previous poster campaigns in Montreal, Toronto, and Vancouver have advocated. However, not all key experts in this study agreed that they should be, given the distrust in which police and security staff are held by many citizens. In cases where communities feel that contacting police would not be a safe option, alternative solutions should be clearly stated and shown on posters. To increase the public's confidence that police can play a safe role in a community-based solution to address sexual violence, police departments should provide on-going training to their officers on how to work with survivors of sexual violence. As one interventionist noted, you resolve the public's loss of confidence in police intervention and you solve the problem of sexual violence in public.

Transit operators, non-police staff, as well as venue security staff members could supplement formal police intervention, provided they also receive on-going intervention training. Visual messages should guide transit passengers or venue patrons on how to contact these personnel. However, visual cues need to be designed in a way that do not stigmatize survivors, male bystanders, and that both show and tell audiences how to approach and contact such personnel safely and discretely. Creating a communication link between staff and patrons using mobile applications was also suggested.

CCTV Cameras, Mobile Phone Applications, and Hashtags could Play Complementary Roles

Closed circuit camera monitoring is a good way to collect images and video as evidence of assaults that are reported to transit officials, just as they were ten years ago. However, it is important that transit authorities use these technologies appropriately, and that they do not pose

the threat of encroaching on the privacy of the public. Furthermore, more novel technological solutions, such as apps that allow passengers to connect with drivers or other passengers riding in the same vehicle or metro car, can certainly be implemented as supplemental methods for more person-based interventions. Nonetheless, passengers and patrons should also be warned through poster messages that individuals who use their phones to record incidents intended as evidence for police should do so discreetly since doing so can pose a threat to them from violent perpetrators.

Going beyond the physical world, key experts were undecided about including offline social media campaigns as viable solutions in and around physical spaces. However, Government of Canada statistics have that proved social media hashtags have greatly influenced the frequency of reporting incidents to police. Indeed, owing to the power of the #MeToo movement, people across Canada reported more incidents to police in 2017 than they did in any year since 1998. Quebec recorded the greatest increase of reported sexual assaults (61%) between 2016 and 2017 over any other province (Rotenberg & Cotter, 2018). Visual media campaigns that include recognizable hashtag messages can be an integral part of extending this conversation from offline spaces to the online world. However, messages need to be clear, specific, and recognizable, or they lose their meaning, and paradoxically reduce their importance.

Lessons Learned

Timing is Important

A number of important lessons I learned while conducting this study may guide future doctoral students and sexual violence researchers in planning their own studies that explore bystander interventions in public spaces. One of the first lessons I learned occurred during the first phase of participant recruitment. In preparing the ethics application needed for this study, I

hoped to send the electronic survey to, and conduct follow up interviews with, police departments across Canada to learn what personnel with formal police training recommended to civilians standing in and around public transport spaces as legal, safe, and effective bystander intervention behaviours. However, seven days after receiving ethical approval to begin this study, a reporter from the *Globe and Mail* published an article detailing a 20-month investigation of 870 police departments across Canada that found police mislabeled 1 in 5 cases of sexual assault between 2010 and 2014 as baseless and without merit (Doolittle, 2017). The national rate of these so-called unfounded cases not only skewed national statistics that then showed that fewer women were sexually assaulted than actually were, but also made it less likely that perpetrators would be prosecuted (only 3 out of 1000 were) (Government of Ontario, 2015). As I would also discover during the Phase-One data collection, these timely and needed revelations made it difficult to distribute the online survey to police departments in Quebec or Ontario, or hold interviews with individual officers to learn what safely intervening could look like. While I still hoped to obtain perspectives from experts in other policing fields, the snowball sampling procedure led to only two of the 60 participants describing their profession as *police or security*. Nonetheless, six social workers, five Social Work interventionists, two mental health workers, two community workers, and five community counsellors working in sexual health contexts still provided an exclusive perspective about what potential bystanders could do to intervene in and around public spaces. While my initial data collection did not proceed as planned initially, obtaining unique knowledge and insights still allowed me to learn from other community members who were in a better position to participate in research.

Step Back to Move Forward

The second lesson I learned conducting this doctoral study can be called *stepping back to*

move forward with a mixed method approach. The benefits of the Phase-One survey method, in being conducted through the online SurveyMonkey platform, allowed participants to provide concise exploratory examples about particular strategies they most preferred. This initial exploration brought forth the preliminary understanding that seeking group help is one of the safest ways to intervene, and policy makers should develop better visual posters that educate the public on how to do so. It also uncovered a mixed apprehension from bystander intervention experts about police intervention, but not always why this apprehension existed. Beyond knowing that professional interventionists provided mixed critical responses about formal police presence in and around public transport spaces, it was not clear to me whether current visual media campaigns shown in and around Montreal were sufficient at communicating how to interrupt sexual violence safely, or what to do in cases where communities were apprehensive about contacting police. The benefit of stepping back, seeing that I needed to gain a richer understanding and perspective from participants, allowed me to locate a visual methodological approach, poster elicitation interviewing, which added to this mixed-method study. Conducting poster elicitation interviews with participants on a second round of data collection allowed me to use actual examples of visual media campaigns distributed in Montreal and other cities with established transport systems, Toronto and Vancouver, to ask what safely intervening currently looked like, and how policy makers could design more effective messages. These were strategies not identified in Phase-One. In my combining survey data (that showed that visual media campaigns are beneficial) and poster elicitation interview methods (to learn how they can be improved) this mixed method approach was instrumental in actually picturing a community-informed bystander intervention approach that addressed sexual violence in public spaces in Montreal.

Let Your Participants Speak Through the Visual

A third lesson I call *Returning to let your participants speak* related to the strengths of poster elicitation interview methodology used in this study in my returning to my participants, showing them printed out material, and letting them speak and also share stories not always related to the interview questions. First, while I had prepared a list of questions that I hoped would lend richness and depth to the dissertation questions, having copies of the visual media campaigns printed out on the table in front of them led participants to pick up the posters and share some narratives about their experiences of seeing passengers being harassed by police on public transport. Second, not only did these narratives add context to their earlier responses, but they also reiterated the need to inform policy makers about how to make public spaces safer by including more police training on how to deal with survivors of sexual violence. An example of this came out when one male teacher related a story about being a passenger on the Toronto Transit being powerless to intervene when seeing an Indigenous man being wrongly accused and arrested by transit police officers. The narratives that came out of the poster elicitation interviews helped to explain why the survey and Phase-One interview data showed professional interventionists had so much distrust of formal police and security.

Finally, the poster elicitation interviews also showed the importance of having visual media printed out during the interviews so that the participants could examine them and talk about them. An example of the value of revisiting participants was particularly apparent when one participant related how he had wanted to share a story with me that specifically related to my research question, but sharing it in the survey format was impossible. Future researchers should consider incorporating a visual component similar to my poster elicitation interviews in their studies that allows them to return to speak with their participants later in the process since this

will encourage them to speak openly.

Directions for Future Work

As noted in the introduction to this dissertation in Chapter One, intervention workshops for preventing dating violence have been found to have an influencing effect for up to a year (Storer et al., 2016), and poster campaigns viewed over a two-week period have also been found to increase participants' knowledge of intervention behaviours (Potter et al., 2008). Future research could contribute to this important work by combining bystander intervention training with poster development workshops that help communities translate what they learn into visual messages displayed in their communities.

There is strong evidence to suggest that the ways in which a visual message is constructed is of critical importance to its effectiveness, whether it be for knowledge mobilization of political campaign slogans (Kahn & Kenney, 2014), for public health in general (Niederdeppe, Bu, Borah, Kindig, & Robert, 2008), sexual health in particular (Noar, Palmgreen, Chabot, Dobransky, & Zimmerman, 2009), or for online spaces of social media marketing (Hemsley & Dann, 2014). For me, one of the most important results of this doctoral study is my recognition of the importance of contextuality in the persuasiveness and relevance of the media campaigns. To build more effective messages, community social workers could bring together community members and stakeholders (police departments, policy makers, governments, etc.) to design their own media campaigns that show what a community-informed bystander intervention approach to address sexual violence could look like.

Another important piece of this work on violence intervention research is working with participants themselves who have intervened as bystanders and asking them how they would design bystander intervention media campaigns to influence other bystanders in similar

communities. In this study, most participants recommended staying close by, seeking other bystanders' help, and unanimously suggested that policy makers create more opportunities for creating and displaying posters and publicities that educate the public about bystander intervention into sexual violence. Following my initial review of participatory visual methods discussed in Rose (2016), future researchers could also be guided by MacEntee's (2015) work in using mobile phones as a participatory visual method to address gender-based violence, and MacEntee, Burkholder, and Schwab-Cartas's (2016) work on using cellphilms as a digitally-mediated participatory method. At the planning stage, participants could design story boards about what safely intervening means to them (Labacher et al., 2012), and then use digital cameras or their own cellphones to take photos of the spaces they feel most unsafe or where they have previously intervened. They could also create videos through participatory and collaborative practices that could help address gender-based violence more generally (Mitchell, 2011; Mitchell & De Lange, 2011). Similar studies with experienced interveners, professional interventionists, and survivors of sexual violence could also provide greater insight and detail into the impact that sexual violence has on entire communities, and the findings could then be disseminated to broader communities (Mitchell, 2015).

This study also makes a significant contribution to linking visual sociology with social work scholarship in particular. In conducting this study through a School of Social Work, I distinguish between sociological studies that used photographs as the visual medium in earlier photo elicitation interviewing as first defined by Collier and Collier (1956), Harper (1986, 2002), and Clark-Ibanez (2004), and move to a more recent research design in which I incorporated visual media campaign posters presented during the elicitation interviews.

List of Recommendations

1. Future research is needed on what safe and effective intervention looks like in cities with similar population densities as Montreal and Quebec
2. Designing visual media campaigns should include actors that represent communities where the posters are to be located, include visual as well as textual messages that match, and are written in languages that can be read by the community where the posters will be located.
3. Text may include a short and quick message that asks bystanders to "Stay close and seek group help when you see someone being assaulted." Messages should be actionable and tell a story that speaks to audiences' emotions and reason.
4. Separating men from women as a response to addressing sexual violence is discouraged; we should be focusing on addressing the root causes of sexual violence, not segregating girls and women at gender-specific locations on public transit or at concert venues.
5. Addressing sexual violence in and around transit spaces and concert venues begins with educating the public that sexual violence disproportionately affects girls and women, and Indigenous girls and women especially.
6. Including police and security representation in visual media campaigns is necessary to invite passengers to participate in the process securing an accurate record of the frequency of assaults. Showing police and security are trusted agents in this process requires on-going training from police departments to restore the public faith.
7. In and around outdoor concert venues, venue security staff should also receive adequate training to deliver quick intervention responses for patrons.

8. Policy makers should include technology, such as CCTV cameras and advanced mobile phone applications, as part of a strategy to support effective reporting and responding to assaults.
9. Social media campaigns can be used to continue the conversation about sexual violence in public spaces, provided messages move away from performative activism.
10. We do not need one tool that supports a safe and effective bystander intervention strategy; we need many.

Closing Reflections

I want to stress here the fact that using poster elicitation interviews gave me the opportunity to reconnect with my participants and foster the close relationships I had with them in Phase-One of this study. I am very grateful that I had this opportunity. Even though this study was primarily concerned with influencing informal community interveners to stand up against the violence they see occurring to others, it is vital that transport staff, formal police, and venue security personnel work to ensure the safety of our communities, by undergoing proper training on how to work sensitively in these contexts. Such recommendations are in line with current discussions with Indigenous community groups in Montreal, Secrétariat de l'Ordre et Affaires Juridiques du Barreau du Québec, and police departments across Ontario. Future scholars are invited to follow the framework of combining the study of bystander intervention, technologies of non-violence, and arts-based research that tackles gender-based violence (Hart, Lamb, & Cader, 2017), and pairing these with an already extensive body of participatory visual methodologies already discussed in this study. Doing so is of enormous use and has much potential to stop at least some of the violence against women and girls in particular.

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Appendix 1: Pilot Study Survey

What Does Safely Interrupting Sexual Violence Look Like? Developing a Community-Based Bystander Intervention Approach

Information Sheet and Participant Consent Form for Online Survey

Hello! I am a researcher at McGill University conducing a PhD Study to learn how strangers standing in shared public spaces (trains, buses, metros, outdoor concert venues) can be motivated to safely intervene to interrupt sexual violence before formal police presence can arrive. This study is funded by The Fonds de recherche du Québec – Société et culture (FRQSC) fellowship grant.

The purpose of this study is to learn how to design effective messages to influence bystanders to intervene safely in cases where others appear to be in imminent danger of being assaulted. Results of this study will be used to inform transportation officials and policymakers in Quebec and Ontario how to improve safety and security for community members taking public transport and participating in outdoor community events. Findings of this study will be presented at conferences, research journals, policy reports, and this doctoral thesis.

We would like you to participate in a 20-minute online survey, accessible using your mobile phone or computer, at your own location, that asks for your suggestions about how you would improve on messages that guide bystanders to safely intervene to prevent sexual violence in shared public spaces. A second component of this study invites respondents to participate in a 1-2-hour Focus Group session in three months' time to discuss the global findings of this study. Submitting your responses electronically indicates that you consent to participate in this online survey only.

All responses will be collected via Survey Monkey, and coded using DeDoose online analysis platforms. No names or work locations are asked, nor will they be included in any raw data or globally coded results. Only I, Dr. Mitchell, and Dr. Denov will have access to the encrypted data. Because you are not asked to indicate your name anywhere, neither of us will be able to link you to your online survey. All data presented at conferences, theses, and journals will be transformed into an aggregate set of responses. Once analyzed, they will be removed from the online platforms, downloaded, and stored on our password-protected computer for no more than 7 years, per McGill University's guidelines.

There are no anticipated risks to you by participating in this study. Participants must be 18 years of age or older to participate. You may refuse to participate in parts of the study, decline to answer any question, and withdraw from the study at any time, for any reason. If you decide to withdraw, your data will be destroyed unless you give permission otherwise. As participation is anonymous, withdrawal is not possible after the study session is concluded.

You will not be paid for your participation for the online survey. Participating might not benefit you directly, but your responses could be very important to affecting policies for creating safer spaces for people riding on public transport and attending public venues. If you have any concerns, you can also contact one of the supervisors below. If you have any ethical concerns, please contact the McGill Ethics Manager at 514-398-6831 or lynda.mcneil@mcgill.ca.

1

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What Does Safely Interrupting Sexual Violence Look Like? Developing a Community-Based Bystander Intervention Approach

Demographic Indices

1. Please describe your current occupations or job titles

Primary

Secondary

2. Highest education level completed or in progress

3. Your gender

- [ ] Female
- [ ] Male
- [ ] Other (please specify)

What Does Safely Interrupting Sexual Violence Look Like? Developing a Community-Based Bystander Intervention Approach

Part 2: Your Bystander Intervention Training History

4. Have you ever participated in bystander Intervention workshops or sexual assault prevention training?

- ◯ No
- ◯ Yes
- ◯ If YES, what did you learn that stayed with you since participating in the training?

5. In the previous 1 year, how many times have you intervened to prevent a sexual assault from occurring?

Please elaborate on this experience

6. If you saw someone coming to another person's aid in a situation that was clearly not safe, how likely would you also step in to provide assistance to both of them?

- ◯ Extremely likely
- ◯ Very likely
- ◯ Somewhat likely
- ◯ Not so likely
- ◯ Not at all likely

Other (please specify)

7. If you were in a situation where no one was providing assistance to another person because it was clearly not safe, how likely would you step in to come to the person's aid?

- ◯ Extremely likely
- ◯ Very likely
- ◯ Somewhat likely
- ◯ Not so likely
- ◯ Not at all likely

Other (please specify)

What Does Safely Interrupting Sexual Violence Look Like? Developing a Community-Based Bystander Intervention Approach

Part 3: Exploring Behaviours to Prevent Imminent Sexual Assault in Public Spaces

The following questions aim to discover what you feel are safe and effective behavioural approaches that people standing in shared public spaces can perform to interrupt sexual assault, so that universities, public transport agencies, and venue operators can create safer messages to influence community citizens to step in and intervene to prevent sexual assault, as well as provide support to the victim in need of assistance, until formal police or security arrives.

8. Using any form of communication available to you, how would you most prefer to notify/inform security/staff/police that a situation exists where you feel they should intervene?

- ◯ Mobile phone call
- ◯ Text message
- ◯ Emergency push button/telephone inside bus/metro car or on platform
- ◯ Twitter message
- ◯ Facebook post or Private message
- ◯ In-App messaging/notification
- ◯ Email
- ◯ Seek platform/ venue security personnel face-to-face

Others (please specify as many as you can)

9. What behaviours would you recommend others standing in shared public spaces could perform as an intervention to prevent a sexual assault from occurring in and around buses, metro cars, platforms, outside stops, at outdoor concert venues, until formal police arrives?

1
2
3

10. What behaviours would you yourself feel most comfortable performing to intervene and prevent a sexual assault from occurring?

1.
2.
3.

What Does Safely Interrupting Sexual Violence Look Like? Developing a Community-Based Bystander Intervention Approach

Part 4: Building Influential Bystander Intervention Messages

11. How would "Safely Interrupting Sexual Violence" look like as a visual message displayed in public settings to inform passengers on public transit, or audiences at outdoor concert venues, how to safely and effectively intervene to prevent sexual assault that they witness?

12. Please describe any visual posters you may have seen displayed in and around your community or workspace that informs the public how to respond safely and effectively to prevent sexual violence.

13. How would you improve on such visual display messages?

1.
2.
3.

What Does Safely Interrupting Sexual Violence Look Like? Developing a Community-Based Bystander Intervention Approach

Part 5: Informing Policing Makers to Create Safer Shared Public Spaces

14. What advice would you recommend to policy leaders or researchers aiming to create safer shared public spaces?

1.
2.
3.

15. What advice would you recommend to policy leaders or researchers aiming to better support people who have experienced sexual assault in a shared public setting?

1.
2.
3.

16. Please feel free to provide any other thoughts, feelings, or opinions you may have in relation to what you shared in this survey.

What Does Safely Interrupting Sexual Violence Look Like? Developing a Community-Based Bystander Intervention Approach

Thank you and Invitation to Participate in a Focus Group in 2-3 Months

Thank you for participating in this study. Your responses will be enormously useful in influencing the design of persuasive messages aimed to inform communities how to safely and effectively interrupt sexual violence in and around shared public spaces.

I want to assure you that there were no risks to you by participating in this study. We understand that discussing issues of sexual violence in an online survey or focus group may be upsetting for some people. In such cases, we invite you to contact any one of the services indicated below, or those in your community. If there are counsellors in your work space who are available to you, I

invite you to utilize their services should you wish to discuss anything that was asked in this study.

While you were not paid for your participation, your responses are important to improving policies and procedures for creating safer spaces for people riding on public transport and attending public venues. If you have any concerns regarding any nature of this study, I invite you to contact me or one of the supervisors below.

If you have any ethical concerns or complaints about your participation in this study, and want to speak with someone not on the research team, please contact the McGill Ethics Manager at 514-398-6831 or lynda.mcneil@mcgill.ca.

If you would like to be invited to participate in a 1-2-hour Focus Group Session with 5-10 other participants in 2-3 month's time, to receive insight and provide guidance on the global findings of this research (that will be free of any names, locations, or work identifiers), we invite you to email the primary investigator at Lukas.labacher@mail.mcgill.ca or please text him at 514-941-3727.

Focus groups conducted in Montreal will be held at the Participatory Cultures Lab at McGill University; those conducted in other cities will be held at a mutually convenient café/restaurant. Since others will be present at the Focus Group, we cannot guarantee complete confidentially at this meeting. However, anything discussed will only be hand written/drawn, free from any names or work identifiers, and all data will be kept in a safe place in a locked office, with no identifying information linking any global responses to any one individual.

Once again, thank you so much for your time and participation!

Lukas Labacher, PhD Candidate

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Crisis Hotline Support Services in Ontario and Quebec

Ontario Mental Health Hotline
1-866-531-2600

Montreal Sexual Assault Telephone Line
1-888-933-9007

Appendix 2: Final Survey

Information Sheet and Participant Consent Form for 10-Minute Online Survey

Hello! I am a researcher at McGill University conducing a PhD Study to learn how strangers standing in shared public spaces (trains, buses, metros, outdoor concert venues) can be motivated to safely intervene to interrupt sexual violence before formal police presence can arrive. This study is funded by The Fonds de recherche du Québec – Société et culture (FRQSC) fellowship grant. We would like you to participate in this 10-minute online survey, accessible using your mobile phone or computer, and at your own location. No names or work locations are asked, nor will they be included in any raw data or globally coded results.

The purpose of this study is to learn how to design effective messages to influence bystanders to intervene safely in cases where others appear to be in imminent danger of being sexually assaulted. Results of this study will be used to inform transportation officials and policymakers in Quebec and Ontario how to improve safety and security for community members taking public transport and participating in outdoor community events. Findings of this study will be presented at conferences, research journals, policy reports, and this doctoral thesis.

All responses will be collected via Survey Monkey, and coded using DeDoose online analysis platforms. Only I, Dr. Mitchell, and Dr. Denov will have access to the encrypted data. Because you are not asked to indicate your name anywhere, neither of us will be able to link you to your online survey. All data presented at conferences, theses, and journals will be transformed into an aggregate set of responses. Once analyzed, they will be removed from the online platforms, downloaded, and stored on our password-protected computer for no more than 7 years, per McGill University's guidelines.

There are no anticipated risks to you by participating in this study. Participants must be 18 years of age or older to participate. You may refuse to participate in parts of the study, decline to answer any question, and withdraw from the study at any time, for any reason. If you decide to withdraw, your data will be destroyed unless you give permission otherwise. As participation is anonymous, withdrawal is not possible after the study session is concluded. In 1-2 months, we will send out a second invitation to participate in a 1-hour Focus Group session to discuss the global findings of this study. Submitting your responses electronically here indicates that you consent to participate in this online survey only.

You will not be paid for your participation for the online survey. Participating might not benefit you directly, but your responses could be very important to affecting policies for creating safer spaces for people riding on public transport and attending public venues. If you have any concerns, you can also contact one of the supervisors below. If you have any ethical concerns, please contact the McGill Ethics Manager at 514-398-6831 or lynda.mcneil@mcgill.ca.

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Part 1/2: Exploring Behaviours to Interrupt Sexual Violence in Shared Public Spaces

Please feel free to respond in English or French

1. Improving on the traditional *"if you see something, say something"* public service message, what intervention behaviours would you recommend people could safely perform to interrupt sexual violence they witness occurring to others on trains, buses, metro/subway cars; in and around transportation waiting areas; or outdoor concert venues, KNOWING POLICE OR SECURITY HAVE BEEN NOTIFIED AND ARE EN ROUTE?

2. What could policy makers do to create safer public spaces in relation to preventing sexual violence in trains, buses, metro/subway cars; in and around transportation waiting areas; or outdoor concert venues?

3. Have you noticed any posters displayed in and around your work that informs how to interrupt sexual violence?

- ◯ No
- ◯ Yes

If YES, which elements of the message were most informative to you?

Part 2/2: Bystander Intervention Training & Demographics

Please feel free to respond in English or French

4. Have you ever participated in a bystander intervention workshop or sexual assault prevention training?

- ◯ No
- ◯ Yes

If YES, what did you learn that stayed with you since participating in the training?

5. In the LAST YEAR, how many times have you had an opportunity to intervene to prevent a sexual assault from occurring to another person?

How did you intervene?

6. Describe your occupation or job title.

7. What is your age?

8. With which gender orientation(s) do you identify?

- ☐ Female
- ☐ Male
- ☐ Other (please specify)

Thank You!!!

Thank you for participating in this study. Your responses will be enormously useful in influencing the design of persuasive messages aimed to inform communities how to safely and effectively interrupt sexual violence in and around shared public spaces.

I want to assure you that there were no risks to you by participating in this study. We understand that discussing issues of sexual violence in an online survey may be upsetting for some people. In such cases, we invite you to contact any one of the services indicated below, or those in your community. If there are counsellors in your work space who are available to you, I invite you to utilize their services should you wish to discuss anything that was asked in this study.

While you were not paid for your participation, your responses are important to improving policies and procedures for creating safer spaces for people riding on public transport and attending public venues. If you have any concerns regarding any nature of this study, I invite you to contact me or one of the supervisors below.

If you have any ethical concerns or complaints about your participation in this study, and want to speak with someone not on the research team, please contact the McGill Ethics Manager at 514-398-6831 or lynda.mcneil@mcgill.ca.

In 1-2 months, we will send out a second invitation to participate in a 1-hour Focus Group session to discuss the global findings of this study. Focus groups conducted in Montreal will be held at the Participatory Cultures Lab at McGill University; those conducted in other cities will be held at a mutually convenient café/restaurant. Since others will be present at the Focus Group, we cannot guarantee complete confidentially at this meeting. However, anything discussed will only be hand written/drawn, free from any names or work identifiers, and all data will be kept in a safe place in a locked office, with no identifying information linking any global responses to any one individual.

Once again, thank you so much for your time and participation!

Lukas Labacher, PhD Candidate

If this survey provoked any feelings that you would like to discuss in a supportive environment, please contact these Montreal and Ontario area services:
Ontario Mental Health Hotline
1-866-531-2600
Montreal Sexual Assault Telephone Line
1-888-933-9007

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Appendix 3: Summary of Results for Phase-One Follow Up Interviews

McGill

Information Sheet and Participant Consent Form (Yours to Keep)

Project Title: What Does Safely Interrupting Sexual Violence Look Like? Developing a Community-Based Bystander Intervention Approach

The purpose of this study was to learn from interventionists, academics, researchers, and police and security officers, how to design effective messages that influence bystanders to intervene safely and provide support to others in need of assistance in cases where it appears others are or may be in imminent danger, before formal police presence can arrive. The results of this study will be used to inform transportation security officials and policymakers in Quebec and Ontario how to improve safety and security for girls and women specifically in public spaces, and for all community members taking public transport and participating in outdoor events. The findings of this study will be presented at conferences, in research journals, policy reports, and this doctoral thesis.

All online survey responses were collected via Survey Monkey, and subsequently coded using DeDoose online analysis platform. No names or work locations were included in any raw data or globally coded results, beyond simple categories described as "Researcher, Academic, Student, Police/Security, etc. Only Dr. Mitchell, Dr. Denov, and I have access to the encrypted data. However, because you were not asked to indicate your name on the online survey, neither of us will be able to link your consent form to the online survey, and all data presented at conferences, theses, journals, will be transformed into an aggregate set of responses. Once all data has been analyzed, they will be removed from the online platforms, and downloaded and stored on our lab password-protected computer for a period of no more than 7 years, as per McGill University's guidelines.

There were no anticipated risks to you by participating in this study. During this focus group session, you may refuse to participate in parts of the study, decline to answer any question, and withdraw from the study at any time, for any reason. If you decide to withdraw, your data will be destroyed unless you give permission otherwise. However, as participation is anonymous, withdrawal is not possible after the focus group session is concluded. We understand that discussing issues of sexual violence in an online survey or focus group may be upsetting for some people; we invite you to contact any one of the services in your community. Examples are provided below.

You will not be paid for your participation for the focus group, and participating might not benefit you directly. However, your responses could be very important to affecting safer policies and procedures for creating safer spaces for people riding on public transport and attending public venues. If you have any concerns, you can also contact one of the supervisors below. If you have any ethical concerns or complaints about your participation in this study and want to speak with someone not on the research team, please contact the McGill Ethics Manager at 514-398-6831 or lynda.mcneil@mcgill.ca.

With Sincere Thanks,

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Crisis Hotline Support Services in Ontario and Quebec

Ontario Mental Health Hotline	**Montreal Sexual Assault Telephone Line**
1-866-531-2600	1-888-933-9007

Location:_____Occupation/Category: _____Participant #:_____

The following is a summary of the aggregate, anonymized, responses.
Please feel free to comment directly in the boxes provided beside questions.

Summary of Quantitative Results of the Study

Demographics	**Results**
Date of Data Collection	Between February 16th and March 23rd, 2017
Number of Participants	**60** (65 total, 5 removed)
Age of Participants	Average Age = **31.78** Range = **20 to 65**
Survey Questions	**Frequencies**
Q3: Had Noticed Posters in and Around Work?	**7**/60
Q4: Had Participated in Bystander Workshops?	**16**/59
Q5: Had Opportunities to Intervene in Previous Year>	None yet: **43** Once: **7** Twice: **4** Three +: **4**

Do these Results Make Sense to you?

Participant Demographics

Gender	Women **39** Men **17** Non-Binary **2** None Given **2**	
Grouping	**Community**: Police, Architects, Engineers, Clerks, Editors	**23**
	Interventionists: Sexologists, Social Workers, Interventionists	**20**
	Academics: Professors, PhD, MA, MBA, Students	**17**

Grouping Comparisons

No significant differences were found between participants as a function of their **gender** or their **occupation groupings.**

Do these Results Make Sense to you?

Location:_____Occupation/Category: _____Participant #:_____

How Did Participants as a Group Respond?

Q3: If you Noticed Sexual Violence Prevention Posters, What Elements were Informative?

- Clear suggestions as to Seek Clarification, Speak Up, Distract Perpetrator.
- Posters in bar bathrooms reminding patrons to speak with bar servers when needed.
- Showed what happens when you *don't* intervene!

Do these Results Make Sense to you?

Q4: If you Participated in Bystander Workshops, What Stayed with You?

- Think about intervening before you need to.
- The 4 D's (distract, delegate, direct, delay).
- Filming or taking photos is always a good idea.

Do these Results Make Sense to you?

Q5: If you Intervened in the Last Year, how did you Intervene?

- Directly spoke with perpetrator; asked the victim if they needed assistance.
- Simply walked up to the victim was enough.
- I shouted at the situation; this got me hurt.

Do these Results Make Sense to you?

Location:_____Occupation/Category: _____Participant #:_____

Q2: What Could Policy Makers do to Create Safer Public Spaces?

← **Number Your Top 3 Strategies. Delete which you don't agree. Comment on next page.**

☐ **Posters and Publicities (22 mentions)**
- Reminding people what sexual violence looks like.
- Ads that make passengers feels feel safe; make predators feel uncomfortable.
- Posting methods of interrupting sexual violence; encourage others to intervene.

☐ **Educating the Public (22 mentions)**
- Consciousness-raising; teach men not to assault; show consequences of violators.
- Give free self-defense classes for men and women.
- Publiciser que des petits gestes (mots, attitudes) peuvent etre violents.

☐ **Consequnces (17 mentions)**
- Make clear that harsh consequences will occur so as deter offenders, is zero tolerance.
- Create signage about pressing emergency button be *less* punitive and *more* preventative for assaults. Have large, accessible, signs, video. ads, everywhere, at all times.
- Policy that punish sex offenders Ads can make predators uncomfortable, something that is already being seen in indoor concert venues.

☐ **Lights (15 mentions)**
- Better, brighter, proper, more lighting, especially at night.
- Meilleur éclairage des lieux; endroits soient bien éclairer.
- Help illuminate posters.

☐ **Police & Security (14 mentions)**
- More, visible, in uniform, security, patrollers, on public transport.
- Avoir bonne communication avec policiers pour permettre interventions rapides, efficace.
- Former les corps policiers et de sécurité à l'intervention en cas de violence sexuelle.

☐ **Cameras (13 mentions)**
- Install, more, obvious, surveillance, cameras.
- Well-lit and monitored cameras with emergency telephone within reach.
- Installer des caméras bien en vue.

☐ **Emergency Buttons (10 mentions)**
- Have Panic/emergency buttons with faster response times. Lower $ consequences.
- Having posts, stations, buttons to call someone if you feel threatened.
- Have sounding vs. silent alarms.

☐ **Phones (9 mentions)**
- Telephone systems in transport areas.
- Make it easier to report it/call for local security, other than police, (i.e. at hockey games).
- Phones located in safe spaces people can walk along.

☐ **Educating Staff (9 mentions)**
- Educating bus drivers, janitors, how to react.
- All workplaces, staff, managers included, should have bystander intervention training.
- Greater training for police and justice system professionals.

☐ **Safe Zones (8 mentions)**
- Create female-only seating zones.
- Create safe routes that are lit and more populated.
- Having signs and posters indicating that "this is a safe space".

*Location:*_____*Occupation/Category:* _____*Participant #:*_____

Do these Results Make Sense to you? Feel free to write or draw.

Location:_____Occupation/Category: _____Participant #:_____

Q1: What Behaviours Would You Recommend People Safely Perform?

← **Number Your Top 3 Strategies. Delete which you don't agree. Comment on next page.**

☐ **Stay Close (20 mentions) vs Do Not Approach (2 mentions)**
- Stay physically close to the victim for protection, without compromising one's security.
- Suivre le suspect à distance en maintenant une communication avec le 9-11
- Garder ses distances mais décrire ce qui se passe de loin. Listen and read body language.

☐ **Seek Group Help (20 mentions)**
- Get others involved to help to gather a group force. Ne pas intervenir seul-e.
- Have someone more 'threatening' step-in, like an authority figure or male.
- Inform other bystanders to film, stay with victim.

☐ **Start Talking to Victim (18 mentions) vs. Start talking to the Perpetrator (8 Mentions)**
- Engage the victim, Ask the victim: "are you okay?" Say "Hey, what are you up to?
- Try to make conversation with the assailant and the victim.
- Say to the offender to stop; tell him or her (him, in a major time) to leave his victim.

☐ **Seek Clarification from Victim (14 mentions)**
- Check in.
- Ask the victim what they need from you.
- Demander à la personne victime de violence sexuelle si ça va, si elle se sent à l'aise.

☐ **Draw Attention (12 mentions) vs. Distract (6 mentions)**
- Point out the perpetrator; speak loudly "this person is assaulting; police are on their way".
- Distract by asking for the time.
- Scream, make noise! J'essaierais de crier au et fort l'acte qui est en train de perpréter.

☐ **Block with Body (11 mentions)**
- Creating a physical barrier between yourself and the perpetrator.
- Depending on severity of situation, attempt to intervene first verbally, then physically.
- You likely have a justified legal position to eventually defer to force.

☐ **Unique Strategy (10 mentions)**
- Pretend you know the person being targeted; Potentially ask for directions.
- You can also stand awkwardly close.
- Invite the person to move or trade places.

☐ **Use Camera Phone (10 mentions)**
- Filming in a visible way. Live-stream it.
- Asking others to help and document the situation.
- Make it clear that the aggressor's image has been recorded by surveillance cameras.

☐ **Call Police (8 mentions)**
- If too afraid to do something, wait for the police to arrive.
- If the victim does not want to interact with the police, help them get away safely.
- Notify authorities to remove the perpetrator from the situation.

Location:_____Occupation/Category: _____Participant #:_____

Do these Results Make Sense to you? Feel free to write or draw.

Location:_____Occupation/Category: _____Participant #:_____

Additinoal Focus Group Questions

What does sexual violence in public spaces look like to you?

Which policy strategies would you prefer to see implemented in your community?

Your City/Community: _____

Which intervention strategies would be most effective in your community?

Would these policies & strategies be equally useful for all genders?

Other suggestions, feedback, and thoughts you would like to share?

Location:_____Occupation/Category: _____Participant #:_____

Appendix 4: Recommendations for Bystanders in and Around Public Spaces

Recommendations (Frequency)	Excerpts
Stay Close (20)	• Stay physically close to the victim for protection, without compromising one's security. • Asking what is going on, and notifying them that security/police are on their way. • Keep a close eye to ensure they remain in a public space. • Be mindful that sexual violence happens in so many spaces, not just by strangers and in public places. • Moving closer to the victim and talking to the aggressor. • Et suivre le suspect à distance en maintenant une communication avec le 9-11 pour que le suspect soit localisé. • Wait with them until authorities arrive. • S'assurer d'être bien en vu, pour pouvoir interpeller d'autres personnes si besoin d'aide. • Etablir un contact visuel avec la victime et lui demander comment elle va?,
Seek Group Help (20)	• Get others involved to help to gather a group force. • Ne pas intervenir seul-e. • Point out the perpetrator and speak loudly saying "this person is assaulting his person, police is on the way, I saw him assault this person" etc so that a bigger crowd forms and it's safer for the intervener that way. • Informing other bystanders to make the previous two strategies safer (film, stay with victim). • I might have someone more 'threatening' step-in, like an authority figure or male. • Isolate the victim if possible, group as many people around him/her as possible. • Recruit the help of passers-by or bus driver or security guards to investigate the situation together.
Start Talking to Victim (18)	• Pretend to know the targeted person and start talking, or ask the targeted person how you can help, stand next to the targeted person. • S'adresser aux personnes calmement. Demander à la personne victime de violence sexuelle si ça va, si elle se sent à l'aise. Nommer qu'on a remarqué tel ou tel geste de violence sexuelle, et que ça nous a inquiété. • Engage the victim, do not engage the attacker. • I would attempt to intervene first verbally, then physically if necessary. • Responding to the victim and not the assailant is key. Instead of combating the violent behaviour of the perp, focus on ensuring the victim is safe. • Asking them if they would like to go for a walk, if there is anyone you would like them to call. • Stay with the survivor, talk to them and see if they're OK. Continue the conversation outside the space and talk about rape culture. • If you can, ask the person directly, "are you okay?" If verbally asking the person is not possible out of fear that the perpetrator will be angry, you may have to simply assess the situation, listen in, and read their body language. • Hey, I haven't seen you in a while! What are you up to these days? Is this your boyfriend? Hi I'm so and so!" • Demandez fortement à la personne si elle a besoin d'assistance; me diriger calmement vers la personne et aviser l'agresseur que la police est en route.
Seek Clarification from Victim (14)	• Demander à la personne victime de violence sexuelle si ça va, si elle se sent à l'aise. • Speaking in a calm but affirmative (confident) tone would be important in order to command the perpetrator's attention. • If it is not clear that the act is unwelcome then attempt to interrupt verbally and

	determine if the act is consensual. • Check in with the situation and ask the people involved if everything is okay, ask if they want help. • Second, ask the victim what they need from you.
Draw Attention (12)	• Point out the perpetrator and speak loudly saying "this person is assaulting his person, police is on the way, I saw him assault this person. • Say firmly to stop and that the police is coming right now. • Take self defense classes to be able to minimize any damage a person can do to you after you shout at them and try to scare them off. • Attract attention to the situation and encourage others to help. • At the very least, I would draw as much attention to it as I could. I would create immediate awareness to everyone around of what was going on. • Scream, make noise! • Parler, faire en sorte que l'agresseur se retrouve au centre de l'attention. • J'essaierais de crier au et fort l'acte qui est en train de de perpréter en espérant faire peur à l'agresseur ou l'agresseuse.
Block with Body (11)	• If it is determined to be or is clearly unwelcome place yourself between the aggressor and the victim. • Depending on the severity of the situation and the risk to my safety I would attempt to intervene first verbally, then physically if necessary. • Notify authorities to remove the perpetrator from the situation. • I'll try to restrain the offender by myself use a proportional force, search for any help if i'm not strong enough. • À tout le moins j'essaierais de m'interposser entre l'agresseur et la victime en évaluant le danger de la décision de venir en aide à la personne. • Even if police or security are on route, if you have the courage to escalate, you likely have a justified legal position to eventually defer to force.
Unique Strategy (10)	• Pretend you know the person being targeted rather than confronting the person at fault so that you don't put yourself at risk. • Walk up to them and ask how their day is? would they like to grab a coffee? anything to move them out of an unsafe space into a safe one. • Pretend to either know the victim and spark up a casual conservation to distract the perpetrator. Potentially ask for directions, or whatever you need to say to intervene in the situation politely but not make the perpetrator feel threatened • Focusing on the individual: Asking them if they would like to go for a walk. • Pretending to know the person, moving closer to them, engaging with that person in a conversation may break the dynamic between the perpetrator and that individual, with the perpetrator stopping their behaviour. • Engage the threatened party in conversation as if you already know them. "Hey, I haven't seen you in a while! What are you up to these days? Is this your boyfriend? Hi I'm so and so!" You can also stand awkwardly close. If it's ongoing touching I try to invite the person to move or trade places.
Camera Phone (10)	• Some things I would consider doing if it seemed safe would be filming on my phone in a visible way. • Film the perpetrator so a clear image of them is available. • Asking others to help and document the situation with their phones while it's happening. • Ensuite les gens vont filmer et prendre des photos. • Make notes of the predator - clothing, eye color, heights - take pictures of the predator for police. • Make it clear that the aggressor's image has been recorded, ideally by STM cameras. • Film it or live stream it. • If as a bystander you already see that someone is enacting the role of "say

	something" than perhaps your role can be filming the encounter as it unfolds.
Call Police (8)	• I think I would be too afraid to do something et would wait for the police. • If the victim does not want to interact with the police, help them get away safely. • Notify authorities to remove the perpetrator from the situation and acquire more resources for the victim. • Suivre le suspect à distance en maintenant une communication avec le 9-11 pour que le suspect soit localisé. • j'essaierais de me rappeler de plus de détails possibles pour les rapporter à la police après.
Start Talking to Perpetrator (8)	• I might make a comment to the perpetrator, if I felt safe enough doing so, to let them know their behaviour was unwelcome, non-consentual and not okay. • So, I'll promptly say to the offender to stop what he or she (he, in a major time) was doing and tell him or her (him, in a major time) to leave his victim (could be child or adult) alone. • Crier au et fort l'acte qui est en train de de perpréter en espérant faire peur à l'agresseur ou l'agresseuse. • Calling out the perpetrator. • Try to make conversation with the assailant and the victim.
Situational (8)	• Intervening in such situations requires a high level of sensitivity to what is happening and the risks involved in intervening (i.e. an attempted intervention may put the person being assaulted in a more dangerous situation). Any strategy needs to be contextual (is there a weapon involved or not? • As a woman, I would first assess my own safety in this situation before proceeding. • Bonne question, mais ça dépend de beaucoup de facteurs, si le témoin a des chances de se faire attaquer être blessé ou être agressé, appeler le 9-11, garder ses distances mais décrire ce qui se passe de loin.
Distract (6)	• Interrupt by distracting the perpetrator (ie. asking for the time, more appropriate if this is a situation of sexual harassment), or pretend to know the targeted person and start talking, or ask the targeted person how you can help. • Ask the people involved if everything is okay. • Scream, make noise!
Don’t Approach (2)	• I think I would be too afraid to do something et would wait for the police. • Si le témoin a des chances de se faire attaquer être blessé ou être agressé, appeler le 9-11, garder ses distances mais décrire ce qui se passe de loin.

Appendix 5: Recommendations for Policy Makers to Create Safer Public Spaces

Recommendations (Frequency)	Notable Excerpts
Posters and Publicities (22)	• Reminding people that sexual violence is unacceptable, • Reminding people what constitutes sexual violence (including sexual harassment) • Ads that make predators uncomfortable • Signs and Indicating that this is a safe space. • Messages de sensibilisation dans les toilettes publiques, les inviter à parler aux serveurs ou employés de l'endroit si les personnes se sentent harcelées ou victimes de violence sexuelle. • Publicités qui mettent en scène un évènement réel, pouvant arriver, est une de meilleures façon pour toucher et sensibiliser les gens sur la problématique. • Posting methods of interrupting sexual violence, or violence in general. • Encourage others to become active bystanders. I have seen posters like these in London, England and found them pretty cool. • Make the signage about pressing the emergency button less punitive (fines of $500 if the metro stops without a valid reason) and more preventative ('If someone is being harassed etc., please use the intercom - your safety is our concern!'). • Have a process that witnesses follow - which also signals would-be aggressors that they cannot get away with it. i.e. an emergency number, and the aggressor knows that someone will be called in. • Accessible signs and video ads everywhere at all times that declare that there is zero tolerance for sexual violence. • Post posters that use a call out approach, describing real situations demonstrating the various forms sexual violence can take, and clearly stating that the venue/service in question has a ZERO TOLERANCE policy. • Policies in either venue should take an approach to focus on perpetrators behaviors instead of asking potential "victims" to protect themselves. This can include having PSA's that target potential perpetrators.
Educating the Public (22)	• Sensibiliser à l'importance de dénoncer et aux dynamiques présentes dans les cas de violence sexuelle. • Work on education. This is a public education and framing. • Consciousness-raising and prevention-based media is always important to make people aware that assault IS a problem and that we all have a responsibility in trying to prevent and/or stop it. • Highlighting types of behavior will not be accepted space. • Give free self-defense classes for men and women. • With bill 132 there are clear regulations establishments need to have and training all staff need to ensure they have as well. This is a HUGE preventative and education resource that MUST be implemented and monitored by the government. • Talk more openly about rape culture. • Believe victims as their starting point. • The best way to prevent sexual assault, is to teach men not to sexually assault. • Education, advertisement on proper behavior to uphold in public spaces. • Il faudrait publiciser le fait que des petits gestes peuvent etrr tres violents comme des mots ou des attitudes..pas juste les poings dans la figure. • Greater awareness on the consequences of being convicted of sexual offenses. men should not feel that they will face no consequences if convicted. • Consent education -- in meaningful, complex, intersectional ways. "no mean no" is not consent education, neither is "the abence of no must mean yes."

Consequences (17)	• Make clear that harsh consequences will occur so as deter offenders, is zero tolerance. • Create signage about pressing emergency button be *less* punitive and *more* preventative for assaults. Have large, accessible, signs, video. ads, everywhere, at all times. • Policy that punish sex offenders Ads can make predators uncomfortable, something that is already being seen in indoor concert venues.
Lights (15)	• Better, brighter, proper, more lighting, especially at night. • Meilleur éclairage des lieux; endroits soient bien éclairer. • Help illuminate posters.
Police & Security (14)	• Former les corps policiers et de sécurité à l'intervention en cas de violence sexuelle. • More, visible, security personnel, patrollers, on public transport, in uniform. • Put up a number you can text to call on-site security. • But… not necessarily security, but people trained in intervention, active listening, deescalation - often security/police can aggravate situations and are not necessarily socially conscious and sensitive). • Avoir une bonne communication avec les services policiers pour permettre des interventions rapides et efficaces. • Présence de patrouilles dans les lieux moins fréquentés. • People are more cautious when they see the metro inspectors, but won't exactly stop what they are doing if they see a janitor. • And we can't put a security guard everywhere either.
Cameras (13)	• Install, more, obvious, surveillance, cameras. • Well lit and monitored on camera with emergency telephone within reach. • Cameras would make some people think twice. • Installer des caméras bien en vue.
Emergency Buttons (10)	• Panic/emergency buttons with faster response times. • Make the signage showing button less punitive (fines of $500 if the metro stops without a valid reason) and more preventative ('If someone is being harassed etc., please use the intercom - your safety is our concern!'). • Have accessible help button/resources. • Having posts or stations or buttons to call someone if you feel threatened. • Mettre à disposition des lignes d'urgence (téléphone rouge ou autre) ou bouton panique. • Munir les transports en communs d'alarmes silencieuse, ou des alarmes atteignables par les passagers et mettre des caméras dans les transports en commun.
Educating Staff (9)	• Maybe educating bus drivers and other people in those types of scenarios to tell the last girl on the bus please sit next to me. • That janitor should also know how to react. • Including training in every workplace in regards to sexual violence and how to prevent it through understand what consent is, and how to intervene. • Give frequent mandatory consent training and workshops on what sexual violence looks like to all employees and employers that work in transportation and security (for schools, concert venues, etc.). • Have all employees, including management, trained in gender based violence and sexual violence, and intervention models. • Most valuable things to prevent sexual violence is to have staff members and security trained in harm reductive and survivor centered approaches. Meaning that they understand the nuances of rape culture and victim blaming and do not bring that into their practice of protecting individuals. Especially that they avoid the idea that "risky behaviors" like drinking, causes people who experience sexual assault to consent in circumstances they wouldn't normally,

	instead of focusing on the perpetrators actions and believing the survivor / victim. • The security personnel/police/persons of authority able to act, must be trained in this particular expertise as to deal effectively with the situation, and ensure that the victim/survivor is not revictimized. In this way these individuals of authority there to intervene, and act as prevention must be well-versed in the systemic dynamics at play in these instances (racism, colonialism, patriarchy, misogyny, and the ways these various factors interact to create exploitative situations and violence against certain individuals).
Phones (9)	• To focus on the wants and needs of the survivor. You ask what they need rather than assuming it by calling the police without their permission, for example. • Mettre en place une ligne téléphonique (accessible par téléphone et texto) spécifique pour les cas de violence sexuelle, en lien avec le service de police pour qu'ils puissent intervenir rapidement. • Donner des amendes / contraventions et un nombre d'avertissements x avant un possible emprisonnement. • Make it easier to officially report it/call for security in a more local way than the police (as happens at, say, hockey games, where they put up a number you can text to call on-site security, who can get there much faster). • Have a process that witnesses follow - which also signals would-be aggressors that they cannot get away with it. i.e. an emergency number, and the aggressor knows that someone will be called in. Have people photo and video the scene. • Create "safe spaces" for those traveling alone to gather that are well lit and monitored on camera with an emergency telephone within reach. • Make emergency call numbers more visible and accessible - put public emergency call telephones or pagers in trains or buses or other places.
Safe Zones (8)	• Create female only seating zones. • make safe routes that are lit and more populated. • creating spaces with no corners or poles. • Create more systematic opportunities for people to gather along the way (less isolation). • Make sure no spaces are dark corners or spot where very few persons are. • Areas designed so that there are fewer less visible areas. • Having signs and posters just indicating that this is a safe space. • Keeping ground free from potholes and obstacles. • Make safe routes that are lit and more populated.

Appendix 6: Pilot Poster Elicitation Interview Questions

Step 1: Going back to the Survey Data to find gaps in understanding:

1. What Could a Safe and Effective Intervention Response for Bystanders to Interrupt Sexual Violence Look Like?

Most popular survey responses included:

1. Staying close to the situation (20 references)
2. Seeking group help from others (20 references)
3. Talking to the victim of the altercation (18 references)
4. Use Camera phone to record interaction (8 references)
5. Call Police (8 references)

2. What Could Policy Makers do to Create Safer Spaces in and Around Public Transport and Outdoor Concert Venues in Montreal?

Most popular survey responses coded included:

1. Posters and Publicities. (22 references)
2. Educating the Public (22 references)
3. Make Consequnces of assault & effects of sexual violence more prominent on signage (17 references)
4. Police and security (15 references), Lights (15 references) and CCTV Cameras (13 references) installed in and around public spaces

References to "call police" and "the use of technology" were two dominant themes which came out in the comprehensive exam, as well as in the analysis of the survey data

3. What Roles do Police & Security Play in Public Transport Spaces and Outdoor Venues?

Why had so few references been made regarding phoning police? Examples of participant's references include:

> "To focus on the wants and needs of the survivor. You ask what they need rather than assuming it by calling the police without their permission, for example."
>
> "often security/police can aggravate situations and are not necessarily socially conscious and sensitive)"
>
> "If the victim does not want to interact with the police, help them get away safely"
>
> Vs.
> "Notify authorities to remove the perpetrator from the situation and acquire more resources for the victim."
> "I think I would be too afraid to do something et would wait for the police."

4. What Role Does Technology Play in Making Public Spaces safer?

Most popular survey responses coded include.

1. *CCTV Cameras* (13 references)
2. *Mobile Phones and Cellular coverage to contact police* (9 references)

3. *Emergency buttons/telephones/Safe posts* (10 references)

Poster Elicitation Interviews will help answer two thesis questions and two follow up questions

Initial Questions to explore

1. What could a safe and effective intervention response for bystanders to interrupt sexual violence look like?
2. What could policy makers do to create safer spaces in and around public transport and outdoor concert venues in Montreal?

Follow up Questions to explore

3. What Roles do Police & Security Play in Public Transport Spaces and Outdoor Venues?
4. What Role Does Technology Play in Making Public Spaces safer

Initial Questions

1: What Could a Safe and Effective Intervention Response for Bystanders to Interrupt Sexual Violence Look Like?

(1a) So. among all the posters we looked at today, which one or ones, best inform people standing in and around public transport spaces how to safely and effectively interrupt sexual violence?

(1b) Among all the posters we looked at, which ones or one's best inform bystanders how to safely interrupt and effectively SV in outdoor concert venues?

2: What Could Policy Makers do to Create Safer Spaces in and Around Public Transport and Outdoor Concert Venues in Montreal?

(2a) What does safe and effective community intervention currently look like?

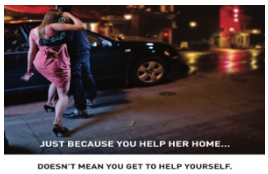
Looking at Montreal's metro bystander poster, what are your thoughts and feelings about it?

As a bystander intervention poster, what do you think is not being communicated?

Is it clear to you who the poster is speaking to, and what elements show this?

What is to you what is the underlying message in the poster?

There is so much being communicated in the previous poster, but in this poster, what is not being communicated?



What is the main message/slogan in this poster? Who is it speaking to?

How does the message at the bottom convey the intention of the message, "Make your move?"?

How important is the smaller font or the smallest font?

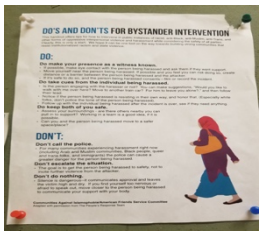
How would you change the font or switch the messages?

2b. If we were to improve on the "React and denounce" message, what would that message say or how would it look like?

(End of Interview): Going back to the one here in Montreal, how would you visually improve on that poster, if students would make a future campaign? And you can use elements from other posters.

Follow up Questions

3. What Roles do Police & Security Play in Public Transport Spaces and Outdoor Venues?



What are your thoughts about this poster?

What are your thoughts on the first line of the don't spot, that says to not communicate with police?

4. What Role Does Technology Play in Making Public Spaces safer?

Looking at Toronto Transit's poster, do you feel social media hashtags are necessary, and if you do or if you don't, why?

Moving beyond visual campaigns, what are some other strategies, some people use mobile phone apps, social media campaigns, to use their phone, what would work to help, you mentioned this "do whatever we can", using technological means, a bystander to intervene safely and effectively?

Would that be a viable next solution, or in addition to, or, because it's easy to put the hashtags on, coming back to the TTC poster (#2), what are your thoughts on the social media? Is that your question you may have lost?

Overall Ending question

Do you have any other thoughts you want to share about the posters or anything?

Appendix 7: Final Poster Elicitation Interview Questions

1: What Could a Safe and Effective Intervention Response for Bystanders to Interrupt Sexual Violence Look Like?

1(a) Among all the posters we looked at today, which one or ones, best inform people standing in and around public transport spaces how to safely and effectively interrupt sexual violence?

1(b) Among all the posters we looked at today, which one or ones, best inform people standing in and around Concert venues how to safely and effectively interrupt sexual violence?

2: What Could Policy Makers do to Create Safer Spaces in and Around Public Transport and Outdoor Concert Venues in Montreal?

2(a) What does safe and effective community intervention currently look like?

Here is Montreal's STM sexual violence bystander intervention poster. What are your thoughts and feelings about it in terms of bystander intervention to prevent sexual violence in and around public transport?

Can I ask you about that, because before I started this research, I was in a bystander intervention workshop, and that aspect of heroism was dissuaded, that the culture of thinking that they can become heroes was dissuaded (P: of course! (laughs)) and I'm wondering what your thoughts are on that.

Do you have any last thoughts about sexual violence prevention, or anything else you'd like to share, or anything related to what we talked about today?

This is a bystander poster that has been hung around in campus universities in the US, geared more towards an academic setting. What do you think is the underlying message of the poster?

What do you think the "Know your Power" means?

If the intention of the bystander poste, is to educate, to raise awareness, or to influence people to intervene, what are your thoughts on the "don't be that guy" message?

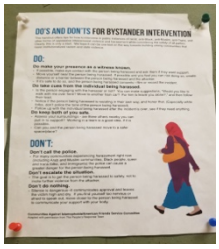
At first glance, what do you think is the main message in this poster?

2(b) If we were to improve on the "React and denounce" message, what would that message say or how would it look like?

<u>3(a): What Roles do Police & Security Play in Public Transport Spaces and Outdoor Venues?</u>

What are your thoughts on the instructions "in an emergency, call 9-11 or text to notify transit police? What are your thoughts about that, in these situations, or at least in the situation presented in the image?

Who is the perpetrator in here?



What do you think about the recommendation in this poster to "not communicate with police"?

This was found at the school of social work, on the main floor at McGill. What are your first thoughts and feelings about this poster?

<u>New Questions 3(b): What roles do non-police staff play in keeping public spaces safe?</u>

Would you feel comfortable with bus drivers being trained, and inform the public, bus drivers are trained to intervene, and someone you can go to who might be quicker to respond?

How would properly trained look like?

Looking at poster number six, is that what you have in mind?

4(a): What Role Does Technology Play in Making Public Spaces safer?

Moving beyond visual campaigns, what are some technological means for using or supplementing these?

New Question: 4(b): What Role Does Social Media/#MeToo Movement Play in Making Public Spaces safer?

This is a bystander intervention poster on the Toronto Transit, which incorporates a hashtag into the visual message. What are your thoughts about putting this message on social media, such as Facebook or Twitter?

What are your thoughts on that (Me too# movement)?

What are your thoughts about having role models as actors, what are your thoughts on that?

Or the idea of having social influencers on Twitter? Instead of selling hand bags, they have sexual violence prevention information?

Appendix 8: REB Ethics Certificates

McGill

Research Ethics Board Office
James Administration Bldg.
845 Sherbrooke Street West. Rm 325
Montreal, QC H3A 0G4

Tel: (514) 398-6831

Website: www.mcgill.ca/research/researchers/compliance/human/

Research Ethics Board II
Certificate of Ethical Acceptability of Research Involving Humans

REB File #: 318-0117

Project Title: What Does Safely Interrupting Sexual Violence Look Like? Developing a Community-Based Bystander Intervention Approach.

Principal Investigator: Lukas Labacher

Status: Ph.D. Student

Department: School of Social Work

Supervisor: Prof. Myriam Denov and Prof. Claudia Mitchell

Funding: Fonds de recherche du Québec - Société et culture (FRQ-SC) "Technologies of non-violence as a platform for preventing sexual violence: Addressing the missing and murdered Indigenous girls and young women in Quebec."

Approval Period: January 27, 2017 to January 26, 2018

The REB-II reviewed and approved this project by delegated review in accordance with the requirements of the McGill University Policy on the Ethical Conduct of Research Involving Human Participants and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.

Deanna Collin
Ethics Review Administrator, REB I & II

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* Approval is granted only for the research and purposes described.
* Modifications to the approved research must be reviewed and approved by the REB before they can be implemented.
* A Request for Renewal form must be submitted before the above expiry date. Research cannot be conducted without a current ethics approval. Submit 2-3 weeks ahead of the expiry date.
* When a project has been completed or terminated, a Study Closure form must be submitted.
* Unanticipated issues that may increase the risk level to participants or that may have other ethical implications must be promptly reported to the REB. Serious adverse events experienced by a participant in conjunction with the research must be reported to the REB without delay.
* The REB must be promptly notified of any new information that may affect the welfare or consent of participants.
* The REB must be notified of any suspension or cancellation imposed by a funding agency or regulatory body that is related to this study.
* The REB must be notified of any findings that may have ethical implications or may affect the decision of the REB.

McGill University

ETHICS REVIEW
AMENDMENT REQUEST FORM

This form can be used to submit any changes/updates to be made to a currently approved research project. Changes must be reviewed and approved by the REB before they can be implemented.

Significant or numerous changes to study methods, participant populations, location of research or the research question or where the amendment will change the overall purpose or objective of the originally approved study will require the submission of a complete new application.

REB File #: 318-0117
Project Title: What Does Safely Interrupting Sexual Violence Look Like? Developing a Community-Based Bystander Intervention Approach
Principal Investigator: Lukas Labacher, PhD Candidate
Email: Lukas.labacher@mail.mcgill.ca
Faculty Supervisor (for student PI): Prof Myriam Denov (School of Social Work) and Prof. Claudia Mitchell (Faculty of Education)

1) Explain what these changes are, why they are needed, and if the risks or benefits to participants will change.

Changes are to Appendix A-2, Information Sheet and Participant Consent Form for Focus Group Session, where the description states sessions will be audio recorded, transcribed, and anonymized texts will be entered into an online mixed-methods analysis platform, and audio recordings and transcriptions will be kept in a safe place in a locked office.

These changes are added for an added phase 3 of the study, where participants from the survey (phase 1) and initial focus group sessions (phase 2) will be re-invited to discuss their thoughts and opinions on current bystander intervention posters they see in and around their community. These discussions will be audio recorded and analyzed to add greater depth to the first two phase of the study they participated in earlier.

Risks or benefits to participants have not changed, and since participants have already participated in the first two phases, a trusting research relationship has already been established. All participants are adults, and do not require additional consent.

2) Attach relevant additional or revised documents such as questionnaires, consent forms, recruitment ads.

Please see attached consent form below.

Principal Investigator Signature: _____ Date: April 12th, 2018

Faculty Supervisor Signature: _____ Date: April 13 2018
(for student PI)