

# StandUp to Hazing™: Foundations Course: Research-Informed Foundation

Grounded in Research. Focused on Prevention.

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## What is SUP?

StandUp to Hazing™: Foundations (SUP) is a breakthrough online course revolutionizing how institutions approach hazing prevention. Created by StopHazing, the national leader in [hazing prevention research](#), this innovative program delivers expert insights in an engaging, accessible, and self-guided format.

## What Does it Mean to be Research-Informed?

The SUP course is grounded in research-informed prevention - an approach that blends peer-reviewed scholarship with campus-based expertise to create meaningful, effective prevention programs. Research-informed prevention and education programs are required under the Stop Campus Hazing Act (SCHA).

Research-Informed Prevention means SUP:

- Draws from peer-reviewed scholarship across disciplines (e.g., education, public health, prevention science).
- Applies findings to meet the needs of specific populations (e.g., takes best practices and translates lessons to meet college students where they are at).
- Incorporates practical knowledge and expertise from campus professionals gathered during the pilot testing to inform course development.
- Is evaluated and adapted regularly (e.g., assessments are embedded into the course to determine efficacy, and the course is refined as new needs are identified)

(Peavey & Vander Wyst, 2017).

Want to learn more? Check out our blog post, "[Evidence-Based, Research-Based, Research-Informed, or Data-Driven? A Campus Pro's Guide to Prevention Lingo](#)".

## Why is This Important?

This ensures that SUP is:

- Relevant to campus environments and communities
- Responsive to student realities
- Rooted in evidence



# How We Apply Research in the Course

We integrate research throughout the course to ensure the prevention education is relevant, effective, and meaningful for learners. In the following sections, we highlight areas of the course where scholarly work informed our content. References are shared for further reading.

## 1. Definition, Statistics, and Key Concepts

In the course, we utilize the common definition of hazing that's also used in research about hazing to frame the issue. We draw on the three components of hazing, as well as research on the Spectrum of Hazing, and key statistics from the most comprehensive study of student hazing, as well as other peer-reviewed publications.

## 2. Where Hazing Occurs:

Hazing occurs across a range of group types and settings, including postsecondary and K-12 education settings, clubs, teams, organizations, the military, as well as the workplace. We draw on the research to inform this information in SUP.

## 3. Group Dynamics

Understanding group dynamics is a common strategy for leadership development, and these lessons translate as a strategy to stop hazing. In the course, we utilize the 10 Signs of Healthy and Unhealthy Groups Framework to help participants recognize the difference between healthy and unhealthy group dynamics and strengthen their ability to promote belonging, accountability, and respect.

## 4. Bystander Intervention

Bystander intervention (BI) is a common strategy for building intervention skills in the field of public health, and these lessons translate well as a strategy to stop hazing. We translate BI strategies for hazing prevention in the course and utilize scenarios to practice applying BI.

## 5. Ethical Decision-Making & Leadership Development

Ethical decision-making is a common strategy for developing leadership skills, and these lessons can also be applied as a strategy to prevent hazing. As ethical leaders, it's your responsibility to promote healthy groups, create safe environments, and safely intervene in hazing situations. We utilize scenarios in the course to practice applying ethical reasoning and values-based decision-making.

# Reference List:

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## References connected to where hazing occurs course content:

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## References connected to group dynamic course content:

- Lafferty, M. E., Wakefield, C., & Brown, H. (2016). “We do it for the team” – Student-athletes’ initiation practices and their impact on group cohesion. *International Journal of Sport and Exercise Psychology*, 15(4), 438–446. <https://doi.org/10.1080/1612197x.2015.1121507>
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## References connected to ethical decision-making & leadership development course content cont.:

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- Kitchener, K. S. (1984). Intuition, Critical Evaluation, and Ethical Principles: The Foundation for Ethical Decisions in Counseling Psychology. *The Counseling Psychologist*, 12(3), 43–55. <https://doi.org/10.1177/0011000084123005>
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