PennState
Student Affairs

Timothy J. **PIAZZA CENTER**
for Fraternity and Sorority Research

HAZING PREVENTION STRATEGIES

A playbook for research informed and comprehensive practice

The **Stop Campus Hazing Act (2024)** emphasizes the need for research-informed programs to prevent hazing. The Hazing Prevention Strategies (HPS), developed by the Piazza Center, highlights effective intervention strategies that can be implemented on college campuses. Modelled after the **CollegeAIM NIAAA's Alcohol Intervention Matrix, College Drinking Prevention**, the HPS represents a multi-year collaboration involving 20 scholars and practitioners. This project is a comprehensive review of the scientific literature, incorporating insights from over 330 studies. The Piazza Center will continue to refine this guide in annual updates. Please share comments and ideas of additional strategies at **PiazzaCenter@psu.edu**.

To effectively combat hazing culture, college campuses must lead prevention efforts using a combination of strategies and multilayered approaches that address both individual and environmental factors. The HPS emphasizes practices designed to transform students' knowledge, attitudes, and behaviors toward pro-social actions that prevent hazing. Individual-level strategies include awareness programs, cognitive-behavioral skill-building approaches, motivational feedback, and behavioral interventions.

Like hazardous drinking and violence, hazing is often deeply embedded within organizational and institutional social dynamics and cultures. To address this, the HPS incorporates environmental level practices designed to reshape the campus, community, and organizational contexts that influence student behavior. At the environmental level, scholars have included interpersonal strategies targeting professionals, parents, volunteers, and external systems, acknowledging that these approaches can indirectly impact students.

The HPS categorizes initiatives into three groups:

- **Research-informed strategies:**
  Highlighted in blue
  Backed by seminal studies demonstrating efficacy
- **Emerging research:**
  Highlighted in green
  Intervention initiatives showing promise in literature
- **Ideas from practice:**
  Highlighted in beige
  Innovate initiatives showing promise

While more research is needed across all three categories to establish sound and efficacious practices, some widely adopted but under-researched strategies, such as organizational amnesty, may still demonstrate effectiveness as institutional policies.

To create a safer campus environment, colleges and universities should consider implementing a combination of both individual and environmental-level interventions that work synergistically to enhance positive outcomes. Before utilizing the HPS, it is pivotal that campuses gather diagnosis data and conduct a self-assessment of their existing hazing prevention initiatives. This can be done through the use of the **Hazing Prevention Self Assessment**. Collecting and analyzing this data is crucial to identify intersecting issues and to evaluate the implementation and effectiveness of current programs and policies before launching new efforts, as outlined in **Utilizing Data for Effective Hazing Prevention Programs**.

Individual Strategies

Individual-level strategies influence knowledge, skills, abilities, attitudes, and behaviors of individuals that may contribute to hazing situations. The objective of individual strategies is to equip students' not participate in hazing, reduce their tolerance of hazing, intervene to stop hazing, intervene on others behalf, and/or report hazing activities. Individual-level strategies include education, leadership, skill building, awareness programs, and feedback-related initiatives. The expected outcome is that students will understand the warning signs of hazing and be more likely to positively respond or intervene in hazing situations on behalf of a peer or prevent hazing from occurring.

Activity	Description	Summary of Literature
Bystander Intervention Skills Program **INDIVIDUAL**	Interventions focus on empowering individual actors to intervene in hazing events.	Bystander approaches and efforts to mobilize students as allies have been shown to be effective for changing the social context for violent and abusive behavior in sexual violence behaviors, but there has been minimal research with hazing specifically.

FOUNDATIONAL RESEARCH CITATIONS

- Alegría-Flores, K., Raker, K., Pleasants, R. K., Weaver, M. A., & Weinberger, M. (2017). Preventing interpersonal violence on college campuses: The effect of One Act training on bystander intervention. *Journal of Interpersonal Violence*, 32(7), 1103–1126. https://doi.org/10.1177/088626051558766
- Gibbons, R. (2013). The Evaluation of Campus-based Gender Violence Prevention Programming: What We Know about Program Effectiveness and Implications for Practitioners. Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence. https://vawnet.org/sites/default/files/materials/files/2016-09/AR_EvaluationCampusProgramming.pdf
- Park, S., Woo, H., & Kim, S. H. (2024). A systematic review and meta-analysis of bystander's barriers to intervene in gender-based violence and the role of failed prior attempts. *Trauma, Violence, & Abuse*, 25(3), 1998–2011. https://doi.org/10.1177/15248380231204887
- Riggs, R. E., & Yoshimura, K. (2023). The influence of group identification with student subgroups on perceptions of bystander intervention to prevent sexual assault. *Violence Against Women*, 29(6-7), 1144–1167. https://doi.org/10.1177/10778012221104842
- Robinson, S. R., Casiano, A., & Elias-Lambert, N. (2022). "Is it my responsibility?": A qualitative review of university students' perspectives on bystander behavior. *Trauma, Violence, & Abuse*, 23(1), 117–131. https://doi.org/10.1177/1524838020933829
- Santacrose, L. B., Laurita, A. C., & Marchell, T. C. (2020). Intervene: Modeling pro-social bystander behavior in college students through online video. *Health Communication*, 35(4), 397–409. https://doi.org/10.1080/10410236.2018.1564956

Activity	Description	Summary of Literature
Group Video Training (Education) and Reflection **INDIVIDUAL**	Multi-part program in which students use pre-and-post reflection after watching videos about hazing.	Video workshops hold promise for strengthening knowledge of the full range of harm associated with hazing, while amplifying perceptions that support hazing prevention and diminishing perceptions that contribute to normalizing hazing.

FOUNDATIONAL RESEARCH CITATIONS

- Allan, E. J., Hakkola, L., & Kerschner, D. (2020). High school hazing prevention and gender: Implications for school counselors. *Journal of School Counseling*, 18(23), 1–40. https://files.eric.ed.gov/fulltext/EJ1267686.pdf
- Banyard, V. L., Moynihan, M. M., Cares, A. C., & Warner, R. (2013). How do we know if it works? Measuring outcomes in bystander-focused abuse prevention on campuses. Psychology of Violence, 4(1), 101–115. https://doi.org/10.1037/a0033470
- Berkowitz, A. D. (2002). Fostering men's responsibility for preventing sexual assault. In P. A. Schewe (Ed.), Preventing violence in relationships: Interventions across the lifespan (pp. 163-196). American Psychological Association.
- Doane, A. N. (2021). In-person video and peer-delivered approaches to cyberbullying prevention. In L. R. Salazar (Ed.) *Handbook of Research on Cyberbullying and Online Harassment in the Workplace* (pp. 513-537). IGI Global.
- Kerschner, D. J., & Allan, E. J. (2024). We don't haze: Testing the effectiveness of a video-based hazing prevention training for college students. *Journal of Interpersonal Violence*, 40(3–4), 928–954. https://doi.org/10.1177/08862605241254140
- Santacrose, L. B., Laurita, A. C., & Marchell, T. C. (2020). Intervene: Modeling pro-social bystander behavior in college students through online video. *Health Communication*, 35(4), 397–409. https://doi.org/10.1080/10410236.2018.1564956
- White, C. L. (2023). *Efficacy of hazing prevention curriculum in higher education* (Order No. 30572248) [Doctoral dissertation, Marymount University]. ProQuest Dissertations & Theses Global. https://www.proquest.com/dissertations-theses/efficacy-hazing-prevention-curriculum-higher/docview/2841281563/se-2

Activity	Description	Summary of Literature
Leadership Program **INDIVIDUAL**	Leadership development experiences to help students build protective factors to prevent hazing.	Leadership development programs focused on ethical decision-making, group responsibility, and socially responsible behaviors can strengthen protective factors against hazing, while encouraging positive leadership practices and reducing behaviors that contribute to hazing culture.

FOUNDATIONAL RESEARCH CITATIONS

- Eriksen, S. J. (2021). Gender violence prevention as leadership education: Feminist-inspired bystander training for college student leaders. *Journal of Leadership Education*, 20(4), 86–106. https://doi.org/10.12806/V20/I4/R7
- Johnson, M. R., Johnson, E., & Dugan, J. P. (2015). Developing socially responsible leadership and social perspective-taking in fraternities and sororities: Findings from a national study. *Journal of Sorority and Fraternity Life Research and Practice*, 10(2), 1–13. https://doi.org/10.25774/5fqx-3x04
- Malaret, S., Allan, E., Graham, G., Esquenazi, C., Bacon, D., & Whalen, P. (2021). Teaching student leadership, ethics, and group responsibility for hazing prevention: An exploratory study. *Journal of Campus Activities Practice and Scholarship*, 3(1), 17–33. https://doi.org/10.52499/2021012
- Martin, Y. (2024). *Strategies for encouraging positive behaviors: A qualitative study on risk management leadership in student organizations at a mid-size Texas university* (Doctoral dissertation, Lamar University-Beaumont). ProQuest Dissertations & Theses Global. https://www.proquest.com/dissertations-theses/strategies-encouraging-positive-behaviors/docview/3148066759/se-2

Activity	Description	Summary of Literature
Speaker (Education) with Impactful Narrative INDIVIDUAL	Speaker with real life narrative and direct relationship with a hazing victim.	Narrative communication (stories) is more impactful than information delivery. Ideally presented in first-person by a person who shares characteristics with the audience.
	FOUNDATIONAL RESEARCH CITATIONS	
	• Brooks, S. P., Zimmermann, G. L., Lang, M., Scott, S. D., Thomson, D., Wilkes, G., & Hartling, L. (2022). A framework to guide storytelling as a knowledge translation intervention for health-promoting behaviour change. *Implementation Science Communications*, 3(1), 1–13. https://doi.org/10.1186/s43058-022-00282-6 • Frank, L. B., Murphy, S. T., Chatterjee, J. S., Moran, M. B., & Baezconde-Garbanati, L. (2015). Telling stories, saving lives: Creating narrative health messages. *Health Communication*, 30(2), 154–163. https://doi.org/10.1080/10410236.2014.974126 • Gustafson, A., Ballew, M. T., Goldberg, M. H., Cutler, M. J., Rosenthal, S. A., & Leiserowitz, A. (2020). Personal stories can shift climate change beliefs and risk perceptions: The mediating role of emotion. *Communication Reports*, 33(3), 121–135. https://doi.org/10.1080/08934215.2020.1799049 • Igartua, J. J., & Rodríguez-Contreras, L. (2020). Narrative voice matters! Improving smoking prevention with testimonial messages through identification and cognitive processes. *International Journal of Environmental Research and Public Health*, 17(19), 1–15. https://doi.org/10.3390/ijerph17197281 • Miller-Day, M., & Hecht, M. L. (2013). Narrative means to preventative ends: A narrative engagement framework for designing prevention interventions. *Health Communication*, 28(7), 657–670. https://doi.org/10.1080/10410236.2012.762861	
Group Harassment/ Intimidation/Bullying (HIB) Training INDIVIDUAL	Group training program that builds awareness of hazing.	Hazing training for organizations and teams is effective in increasing knowledge and awareness, but is not proven to change behavior.
	FOUNDATIONAL RESEARCH CITATIONS	
	• Capretto, A. D., & Keeler, L. A. (2012). Examination of a hazing workshop intervention for intercollegiate sport club athletes. *Recreational Sports Journal*, 36(2), 113–126. https://doi.org/10.1123/rsj.36.2.113 • Hakkola, L., Allan, E. J., & Kerschner, D. (2019). Applying utilization-focused evaluation to high school hazing prevention: A pilot intervention. *Evaluation and Program Planning*, 75, 61–68. https://doi.org/10.1016/j.evalprogplan.2019.05.005 • Marchell, T. C., Santacrose, L. B., Laurita, A. C., & Allan, E. J. (2024). A public health approach to preventing hazing on a university campus. *Journal of American College Health*, 72(1), 118–127. https://doi.org/10.1080/07448481.2021.2024210	
Peer Led Programs for Groups INDIVIDUAL	Peer Educators facilitate peer programs to educate fellow students about substance misuse or harassment, intimidation, and bullying (HIB) behaviors.	Peer leader educator programs effectively address substance misuse and HIB behaviors by leveraging peer influence when implemented with quality controls.
	FOUNDATIONAL RESEARCH CITATIONS	
	• Lavilla-Gracia, M., Pueyo-Garrigues, M., Calavia Gil, D., Esandi-Larramendi, N., Alfaro-Diaz, C., & Canga-Armayor, N. (2023). Peer-led BASICS intervention to reduce alcohol consumption and alcohol-related consequences among university students: A randomized controlled trial. *Frontiers in Public Health*, 11, 1–10. https://doi.org/10.3389/fpubh.2023.1280840 • McMahon, S., Postmus, J. L., Warrener, C., & Koenick, R. A. (2014). Utilizing peer education theater for the primary prevention of sexual violence on college campuses. *Journal of College Student Development*, 55(1), 78–85. https://doi.org/10.1353/csd.2014.0001 • Stice, E., Rohde, P., Gau, J. M., Bearman, S. K., & Shaw, H. (2023). An experimental test of increasing implementation support for college peer educators delivering an evidence-based prevention program. *Journal of Consulting and Clinical Psychology*, 91(4), 208–220. https://doi.org/10.1037/ccp0000806 • Tillapaugh, D. (2023). Individual and systemic impacts of hegemonic masculinity on college men sexual violence peer educators. *Journal of College Student Development*, 64(2), 123–139. https://doi.org/10.1353/csd.2023.0013 • Zacharda, C. (2024). Using team culture and peer leadership to understand and reduce hazing in college athletics. In J. Johnson & J. W. Chin (Eds.) *Cultures of sport hazing and anti-hazing initiatives for the 21st century: Stepping across the millennium* (pp. 185–205). Emerald Publishing Limited.	
Brief Motivational Interviewing INDIVIDUAL	Programs targeted towards reducing substance misuse associated with hazing.	Programs targeting substance misuse associated with hazing are effective protective approaches in reducing risky behaviors by using brief motivational interventions and stepped-care approaches to address alcohol consumption and its consequences among college students.
	FOUNDATIONAL RESEARCH CITATIONS	
	• Borsari, B., Magill, M., Mastroleo, N. R., Hustad, J. T. P., Tevyaw, T. O., Barnett, N. P., Kahler, C. W., Eaton, E., & Monti, P. M. (2016). Mandated college students' response to sequentially administered alcohol interventions in a randomized clinical trial using stepped care. *Journal of Consulting and Clinical Psychology*, 84(2), 103–112. https://doi.org/10.1037/a0039800 • Borsari, B., Merrill, J. E., Yurasek, A., Miller, M. B., & Carey, K. B. (2016). Does a brief motivational intervention reduce frequency of pregaming in mandated students? *Substance Use & Misuse*, 51(8), 1056–1066. https://doi.org/10.3109/10826084.2016.1152494 • Carey, K. B., Carey, M. P., Henson, J. M., Maisto, S. A., & DeMartini, K. S. (2011). Brief alcohol interventions for mandated college students: Comparison of face-to-face counseling and computer-delivered interventions. *Addiction*, 106(3), 528–537. https://doi.org/10.1111/j.1360-0443.2010.03193.x • Larimer, M. E., Turner, A. P., Anderson, B. K., Fader, J. S., Kilmer, J. R., Palmer, R. S., & Cronce, J. M. (2001). Evaluating a brief alcohol intervention with fraternities. *Journal of Studies on Alcohol*, 62(3), 370–380. https://doi.org/10.15288/jsa.2001.62.370 • Wood, M. D., Fairlie, A. M., Fernandez, A. C., Borsari, B., Capone, C., Laforge, R. G., & Carmona-Barros, R. (2010). Brief motivational and parent interventions for college students: A randomized factorial study. *Journal of Consulting and Clinical Psychology*, 78, 349–361. https://doi.org/10.1037/a0019166	

Activity	Description	Summary of Literature
Post-Intervention Reflection Activities **INDIVIDUAL**	Supplementing educational efforts with reflection activities to reinforce learning.	Supplementing educational efforts with reflection activities can enhance learning and the application of skills by reinforcing key concepts, engagement, and personal growth, particularly in leadership and behavioral skills.
	FOUNDATIONAL RESEARCH CITATIONS • Bennett-Levy, J., & Padesky, C. A. (2014). Use it or lose it: Post-workshop reflection enhances learning and utilization of CBT skills. *Cognitive and Behavioral Practice*, 21(1), 12–19. https://doi.org/10.1016/j.cbpra.2013.05.001 • Guthrie, K. L., & Jones, T. B. (2012). Teaching and learning: Using experiential learning and reflection for leadership education. *New Directions for Student Services*, 2012, 53–63. https://doi.org/10.1002/ss.20031 • Pretorius, L., & Ford, A. (2016). Reflection for learning: Teaching reflective practice at the beginning of university study. *International Journal of Teaching and Learning in Higher Education*, 28(2), 241–253. https://files.eric.ed.gov/fulltext/EJ1111149.pdf	
Relational Aggression Education **INDIVIDUAL**	Relational aggression encompasses emotional and relational motivated behaviors that lead to isolation, exclusion, and/or humiliation.	Relational aggression framework emphasizes psychological and emotional hazing between students. Studies suggest this is more common in women's hazing. Educating students about relational aggression may help them identify these behaviors and prevent them from escalating.
	FOUNDATIONAL RESEARCH CITATIONS • Kristensen, A. K., Kristensen, M. L., & Mikkelsen, E. G. (2024). Hazing for lunch: A study of unethical socialisation practices. International Journal of Ethics and Systems. https://doi.org/10.1108/IJOES-02-2024-0038 • Frankenberger, W. R. (2024). Relational conflicts experienced through digital platforms among Generation Z sorority women [Doctoral Dissertations, Kansas State University]. K-State Electronic Theses, Dissertations, and Reports. https://krex.k-state.edu/items/e7fdc964-cc3f-4ad3-a8aa-7e95e0dda794 • Young, E. L., Boye, A. E., & Nelson, D. A. (2006). Relational aggression: Understanding, identifying, and responding in schools. Psychology in the Schools, 43(3), 297–312. https://doi.org/10.1002/pits.20148	
Prior Experiences Focus Prevention Programs **INDIVIDUAL**	Target prevention based on prior hazing experiences, binge drinking, or violence data.	Understanding students' prior experiences with hazing and associated behaviors, such as binge drinking, can inform targeted prevention efforts that support at-risk students and promote safer campus environments.
	FOUNDATIONAL RESEARCH CITATIONS • Biddix, J. P. (2016). Moving beyond alcohol: A review of other issues associated with fraternity membership with implications for practice and research. *Journal of College Student Development*, 57(7), 793–809. https://doi.org/10.1353/csd.2016.0079 • Borsari, B., Murphy, J. G., & Barnett, N. P. (2007). Predictors of alcohol use during the first year of college: Implications for prevention. *Addictive behaviors*, 32(10), 2062–2086. https://doi.org/10.1016/j.addbeh.2007.01.017 • Canepa, H. (2011). Need for belonging and attachment style in relation to college students' participation in negative group initiation practices [Doctoral dissertation, Pace University]. ETD Collection for Pace University. https://digitalcommons.pace.edu/dissertations/AAI3452330 • Hakkola, L., Allan, E. J., & Kerschner, D. (2019). Applying utilization-focused evaluation to high school hazing prevention: A pilot intervention. *Evaluation and program planning*, 75, 61–68. https://doi.org/10.1016/j.evalprogplan.2019.05.005 • Reid, G. M., Holt, M. K., Felix, E. D., & Greif Green, J. (2018). Perceived consequences of hazing exposure during the first year of college: Associations with childhood victimization. *Journal of American College Health*, 67(5), 402–409. https://doi.org/10.1080/07448481.2018.1484363 • Turrisi, R., Mallett, K. A., Mastroleo, N. R., & Larimer, M. E. (2006). Heavy drinking in college students: Who is at risk and what is being done about it?. *The Journal of General Psychology*, 133 (4), 401–420. https://doi.org/10.3200/GENP.133.4.401-420	
Individual Educational Sanction with Alternative Resolution **INDIVIDUAL**	Interventions focus on alternative resolution such as educational assignments to promote intentionally structured reflection.	Reflection that promotes intentional alternative resolutions may enhance students' understanding of conduct processes, improve personal growth, and better align educational sanctions with outcomes.
	FOUNDATIONAL RESEARCH CITATIONS • Ashley, E. L., & Miller, T. (2022). Choose your own pathway: How letting students choose their sanctions revolutionized the student conduct process. *College Student Affairs Journal*, 40(2), 62–73. https://files.eric.ed.gov/fulltext/EJ1342565.pdf • Davis, J. A. D. (2014). *Student conduct programs' utilization of learning outcomes to measure educational sanctions: A phenomenological analysis* [Doctoral dissertation, Colorado State University]. Mountain Scholar Digital Collections of Colorado. https://api.mountainscholar.org/server/api/core/bitstreams/d4524f98-48b8-43eb-ae50-d96bf551730f/content • Donato, R. M. (2023). *Balancing due process and students' needs: Alternative conflict resolution to better support University of Delaware students*. [Doctoral dissertation, University of Delaware]. University of Delaware Doctoral Dissertations. https://udspace.udel.edu/items/fea4b5d6-303e-4560-83cf-3053f41601e1 • Gallagher Dahl, M., Meagher, P., & Vander Velde, S. (2014). Motivation and outcomes for university students in a restorative justice program. *Journal of Student Affairs Research and Practice*, 51(4), 364–379. https://doi.org/10.1515/jsarp-2014-0038	

Activity	Description	Summary of Literature
Onboarding Program **INDIVIDUAL**	Organizational onboarding programs that incorporate leadership and social responsibility.	Onboarding programs that incorporate positionality and responsibility may influence leadership identity and social responsibility.

FOUNDATIONAL RESEARCH CITATIONS

- Dugan, J. P. (2006). Involvement and leadership: A descriptive analysis of socially responsible leadership. *Journal of College Student Development*, 47(3), 335–343. https://doi.org/10.1353/csd.2006.0028
- Grimsley, W. (2017). *Greek-letter organization membership and socially responsible leadership: A qualitative study of the impact of the Sigma Alpha Epsilon member-development program*. [Doctoral dissertation, Creighton University]. Creighton Theses and Dissertations. https://cdr.creighton.edu/items/5718c60d-4258-4f45-bbf5-bcd6ce3869c2
- Lopez, K. (2021). *Leadership identity: An interpretive phenomenological analysis of how undergraduate fraternity new member educators understand and experience leadership*. [Doctoral dissertation, Colorado State University]. ProQuest Dissertations & Theses Global. https://www.proquest.com/dissertations-theses/leadership-identity-interpretive-phenomenological/docview/2545495219
- Martinez, N., Sowcik, M. J., & Bunch, J. C. (2020). The impact of leadership education and co-curricular involvement on the development of socially responsible leadership outcomes in undergraduate students: An exploratory study. *Journal of Leadership Education*, 19(3), 32–43. https://doi.org/10.12806/V19/I3/R3

Activity	Description	Summary of Literature
Gender-Based Prevention and Education **INDIVIDUAL**	Positive prosocial gender-based educational workshops.	Healthy gender-based educational workshops may challenge harmful stereotypes and foster more positive, inclusive behaviors by addressing hypermasculinity and gendered experiences in hazing.

FOUNDATIONAL RESEARCH CITATIONS

- Chin, J. W. (2024). Hazing in girls' and women's sport post-title IX: Social change, athletes' experiences and community responses in the United States. In J. Johnson & J. W. Chin (Eds.) *Cultures of sport hazing and anti-hazing initiatives for the 21st Century: Stepping across the millennium* (pp.145-163). Emerald Publishing Limited.
- McCready, A. M. (2019). Fraternity chapter masculine norm climates as predictors of social dominance hazing motivations. Journal of Student Affairs Research and Practice, 57(5), 532–545. https://doi.org/10.1080/19496591.2019.1669455
- Muir, K. B., & Seitz, T. (2004). Machismo, misogyny, and homophobia in a male athletic subculture: A participant-observation study of deviant rituals in collegiate rugby. *Deviant Behaviour, 25*, 303-327. https://doi.org/10.1080/01639620490267294
- Perlow, E. (2018). Playing inside the fratriarchal frame: American college fraternity men's gender identity and hazing. (Unpublished doctoral dissertation). University of Massachusetts-Amherst, Amherst, MA. https://doi.org/10.7275/11926569.0
- Schiffer, A. A., Romo-Figueroa, J., Lawless, T. J., Jones, T. L., Martens, A. L., & Saucier, D. A. (2022). Group bonding or hazing?: The effects of masculine honor beliefs on perceptions of undergraduate hazing. *Personality and Individual Differences*, 186, 1–10. https://doi.org/10.1016/j.paid.2021.111331
- Véliz-Calderón, D., & Allan, E. J. (2017). Defining hazing: Gender differences. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 12(2), 12–25. https://doi.org/10.25774/jkyw-fh16

Environmental Strategies (Interpersonal)

Environmental-level strategies address factors that influence hazing culture within community and group environments. Interpersonal-level strategies address factors related to students' relationships and the influence they have on hazing. This includes students' relationships within student organizations, athletic teams, or involvement experiences (band, ROTC, etc.). It also addresses groups of people surrounding students who may influence the extent to which hazing persists, including friends, parents and family, advisors, alumni, other student organizations, etc. Interventions may include social norms clarification or training and communication for people in influential roles. The expected outcome is that the interpersonal influences around the student discourage and limit the potential for hazing to occur.

Activity	Description	Summary of Literature
Advisor of Coach Engagement **INTERPERSONAL**	Educating advisors or coaches' role in setting expectations, defining hazing, and reporting hazing within student organizations or teams.	Students perceive when coaches and advisors set expectations for preventing and reporting hazing, and it can strengthen efforts to reduce hazing behaviors and improve organizational dynamics.

FOUNDATIONAL RESEARCH CITATIONS

- Fowler, K. D. (2024). *Not Four Years but For Life? A sequential explanatory study of fraternal chapter advisors' perceptions of hazing.* [Doctoral dissertation, University of Dayton]. OhioLINK. http://rave.ohiolink.edu/etdc/view?acc_num=dayton1720712629312034
- Johnson, J. (2009). *From the sidelines: The role of the coach in affecting team unity and cohesion in place of hazing traditions.* Journal of Coaching Education, 2(1), 45–72. https://doi.org/10.1123/jce.2.1.45
- Kowalski, C., & Waldron, J. (2010). Looking the other way: Athletes' perceptions of coaches' responses to hazing. *International Journal of Sports Science & Coaching,* 5(1), 87–100. https://doi.org/10.1260/1747-9541.5.1.87
- Rios, J. N. (2014). *A case study in promising practices in anti-hazing education training for fraternity advisors* [Doctoral dissertation, University of Southern California]. ProQuest Dissertations & Theses Global. https://www.proquest.com/docview/1560684450
- Vanderbilt, J. O. (2022). *Examination of contributions of Greek life training workshops as an educational tool and control method to improve policies on hazing in universities.* [Doctoral dissertation, Southern University and Agricultural and Mechanical College]. ProQuest Disserations & Theses Global. https://www.proquest.com/docview/2716915314
- Zacharda, C. (2024). Using team culture and peer leadership to understand and reduce hazing in college athletics. In J. Johnson & J. W. Chin (Eds.) Cultures of sport hazing and anti-hazing initiatives for the 21st century: Stepping across the millennium (pp. 185-205). Emerald Publishing Limited.

Parental Conversations **INTERPERSONAL**	Communication between parents and college students about issues that are commingled with hazing behaviors.	Parent communication with students reduces substance use and misuse.

FOUNDATIONAL RESEARCH CITATIONS

- Carver, H., Elliott, L., Kennedy, K., & Hanley, J. (2017). Parent–child connectedness and communication in relation to alcohol, tobacco and drug use in adolescence: An integrative review of the literature. *Drugs: Education, Prevention and Policy,* 24(2), 119–133. https://doi.org/10.1080/09687637.2016.1221060
- Cleveland, M. J., Gibbons, F. X., Gerrard, M., Pomery, E. A., & Brody, G. H. (2005). The impact of parenting on risk cognitions and risk behaviour: A study of mediation and moderation in a panel of African American adolescents. *Child Development,* 76, 900–916. http://doi.org/10.1111/j.1467-8624.2005.00885.x
- Hurley, E., Dietrich, T., & Rundle-Thiele, S. (2019). A systematic review of parent based programs to prevent or reduce alcohol consumption in adolescents. *BMC Public Health,* 19, 1–14. https://doi.org/10.1186/s12889-019-7733-x
- Mallett, K. A., Turrisi, R., Reavy, R., Russell, M., Cleveland, M., Hultgren, B., Larimer, M. E., Geisner, I. M., & Hospital, M. (2019). An examination of parental permissiveness of alcohol use and monitoring, and their association with emerging adult drinking outcomes across college. *Alcoholism: Clinical and Experimental Research,* 43(4), 758–766. https://doi.org/10.1111/acer.13978
- Varvil-Weld, L., Crowley, D. M., Turrisi, R., Greenberg, M. T., & Mallett, K. A. (2014). Hurting, helping, or neutral? The effects of parental permissiveness toward adolescent drinking on college student alcohol use and problems. *Prevention Science,* 15(5), 716–724. https://doi.org/10.1007/s11121-013-0430-6

Community-wide Online Awareness Curriculum **INDIVIDUAL**	Online hazing education requirement to be completed prior to a student joining a student organization.	Implementing online prevention education may increase awareness and understanding of hazing among students. These programs leverage digital platforms to provide accessible education and set expectations.

FOUNDATIONAL RESEARCH CITATIONS

- Aller, T. B., Kelley, H. K., Fauth, E. B., & Barrett, T. S. (2022). A non-randomized, quasi-experimental comparison of effects between an in-person and online delivery of a college mental health literacy curriculum. *Prevention Science,* 23, 1208–1215. https://doi.org/10.1007/s11121-022-01350-y
- Croom, K., Lewis, D., Marchell, T., Lesser, M. L., Reyna, V. F., Kubicki-Bedford, L., Feffer, M., & Staiano-Coico, L. (2009). Impact of an online alcohol education course on behavior and harm for incoming first-year college students: Short-term evaluation of a randomized trial. *Journal of American College Health,* 57(4), 445–454. https://doi.org/10.3200/JACH.57.4.445-454
- Hair, E. C., Tulsiani, S., Aseltine, M., Do, E. K., Lien, R., Zapp, D., Green, M., & Vallone, D. (2024). Vaping—Know the Truth: Evaluation of an online vaping prevention curriculum. *Health Promotion Practice,* 25(3), 468–474. https://doi-org/10.1177/15248399231191099
- Voogt, C. V., Poelen, E. A. P., Kleinjan, M., Lemmers, L. A. C. J., & Engels, R. C. M. E. (2013). The effectiveness of the 'What do you drink' web-based brief alcohol intervention in reducing heavy drinking among students: A two-arm parallel-group randomized controlled trial. *Alcohol and Alcoholism,* 48(3), 312–321. https://doi.org/10.1093/alcalc/ags133
- Wall, A. (2006). On-line alcohol education curriculum evaluation: Harm reduction findings among fraternity and sorority members. *Journal of Sorority and Fraternity Life Research and Practice,* 2(1). 29–44. https://doi.org/10.25774/ba55-fp72

Activity	Description	Summary of Literature
Organizational Development with Student Leaders INTERPERSONAL	Training or advising on alternatives to hazing that furthers organizational mission and member connection.	Officer training or advising on alternatives to hazing that align with an organization's mission may foster healthier and more inclusive environments.

FOUNDATIONAL RESEARCH CITATIONS

- Chin, J. W., & Johnson, J. (2024). Alternatives to sport hazing: Recommendations and Actionable Steps for Building Inclusive Team Ethics and Practices. In J. Johnson & J. W. Chin (Eds.) *Cultures of sport hazing and anti-hazing initiatives for the 21st century: Stepping across the millennium (pp. 223–246)*. Emerald Publishing Limited.
- Johnson, J., & Chin, J. W. (2016). Hazing rites/rights: Using outdoor-and adventure education-based orientation to effect positive change for first-year athletes. *Journal of Adventure Education and Outdoor Learning*, 16(1), 16–30. https://doi.org/10.1080/14729679.2015.1050681
- Johnson, J., & Chin, J. W. (2016). Seeking new glory (d) haze: A qualitative examination of adventure-based, team orientation rituals as an alternative to traditional sport hazing for athletes and coaches. *International Journal of Sports Science & Coaching*, 11(3), 327–341. https://doi.org/10.1177/1747954116643648

Environmental Strategies (Institutional)

Environmental-level strategies address factors that influence hazing culture within community and group environments. Institutional strategies address campus characteristics; institutional policies, procedures, and systems; and practices of staff The objective is to ensure the institution operates in ways that reduce and prevent the extent to which hazing occurs. This can include interventions such as policy change, campus-wide communications, operational practices, and staff training.

Activity	Description	Summary of Literature
Social Norming Campaign **INSTITUTIONAL**	Visual and/or written messaging with targeted frequency intervals with norm referenced data to challenge cognitive assumptions and misperceptions.	Campaigns are effective in changing assumptions and misperceptions about behaviors like binge drinking or hazing.

FOUNDATIONAL RESEARCH CITATIONS

- DiGuiseppi, G. T., Davis, J. P., Meisel, M. K., Clark, M. A., Roberson, M. L., Ott, M. Q., & Barnett, N. P. (2020). The influence of peer and parental norms on first-generation college students' binge drinking trajectories. *Addictive Behaviors*, 103, 1–7. https://doi.org/10.1016/j.addbeh.2019.106227
- Graupensperger, S., Jaffe, A. E., Hultgren, B. A., Rhew, I. C., Lee, C. M., & Larimer, M. E. (2021). The dynamic nature of injunctive drinking norms and within-person associations with college student alcohol use. *Psychology of Addictive Behaviors*, 35(8), 867–876. https://doi.org/10.1037/adb0000647
- Glider, P., Midyett, S. J., Mills-Novoa, B., Johannessen, K., & Collins, C. (2001). Challenging the collegiate rite of passage: A campus-wide social marketing media campaign to reduce binge drinking. Journal of Drug Education, 31(2), 207–220. https://psycnet.apa.org/doi/10.2190/U466-EPFG-Q76D-YHTQ
- Graupensperger, S., Lee, C. M., & Larimer, M. E. (2021). Leveraging dynamic norms to reduce alcohol use among college students: A proof-of-concept experimental study. *Alcoholism, Clinical and Experimental Research*, 45(11), 2370–2382. https://doi.org/10.1111/acer.14718
- Hembroff, L. A., Martell, D., Allen, R., Poole, A., Clark, K., & Smith, S. W. (2021). The long-term effectiveness of a social norming campaign to reduce high-risk drinking: The Michigan State University experience, 2000-2014." *Journal of American College Health*, 69(3), 315–325. https://doi.org/10.1080/07448481.2019.1674856
- Marchell, T. C., Santacrose, L. B., Laurita, A. C., & Allan, E. J. A public health approach to preventing hazing on a university campus. *Journal of American College Health*, 72(1), 118–127. https://doi.org/10.1080/07448481.2021.2024210
- Reynolds-Tylus, T., Martinez Gonzalez, A., & Skurka, C. (2023). leveraging dynamic norms to reduce college student alcohol use: A test of four mediators. *Health Communication*, 39(7), 1371–1382. https://doi.org/10.1080/10410236.2023.2212447
- Waldron, J. J. (2012). A social norms approach to hazing prevention workshops. Journal of Sport Psychology in Action, 3(1), 12–20. https://doi.org/10.1080/21520704.2011.639854

Activity	Description	Summary of Literature
Individual Amnesty Policy **INSTITUTIONAL**	Policy allowing amnesty for individuals who report hazing.	Amnesty policies are effective in increasing hazing reports.

FOUNDATIONAL RESEARCH CITATIONS

- Carroll, J. J., Mullins, C., Burnham-Lemaire, G., Korycinski, H., Pierce, H., Martinez, M., & El-Sabawi, T. (2020). Student perceptions of a university medical amnesty policy are impacted by race and racism: a qualitative study. *Substance Use & Misuse*, 56(2), 185-191. Haas, A. L., Wickham, R. E.,
- Haas, A. L., Wickham, R. E., McKenna, K., Morimoto, E., & Brown, L. M. (2018). Evaluating the effectiveness of a medical amnesty policy change on college students' alcohol consumption, physiological consequences, and helping behaviors. *Journal of Studies on Alcohol and Drugs*, 79(4), 523–531. https://doi.org/10.15288/jsad.2018.79.523
- Lewis, D. K., & Marchell, T. C. (2006). Safety first: A medical amnesty approach to alcohol poisoning at a US university. *International Journal of Drug Policy*, 17(4), 329–338. https://doi.org/10.1016/j.drugpo.2006.02.007
- McKenna, K., Morimoto, E., & Brown, L. M. (2018). Evaluating the effectiveness of a medical amnesty policy change on college students' alcohol consumption, physiological consequences, and helping behaviors. *Journal of studies on alcohol and drugs*, 79(4), 523-531.
- Monahan, B. V., Nable, J. V., & WrinklerPrins, V. (2019). Implementation of an alcohol medical amnesty policy at an urban university with a collegiate-based emergency medical services agency. *Journal of Adolescent Health*, 64, 134–136. https://doi.org/10.1016/j.jadohealth.2018.06.030
- Weaver, G. M., Kroshus, E., Milroy, J., & Wyrick, D. (2022). Student awareness of campus medical amnesty policies. *Journal of American College Health*, 70(3), 810-817

Activity	Description	Summary of Literature
Awareness Campaign **INSTITUTIONAL**	Policy or education awareness program or campaign focusing on preventing hazing.	Campaigns increase awareness about disruption of violence and drug use. Note that fear based messaging may not produce desired effects.

FOUNDATIONAL RESEARCH CITATIONS

- Allan, E. J., & Madden, M. (2012). The nature and extent of college student hazing. *International Journal of Adolescent Medical Health*, 24(1), 83–90. https://doi.org/10.1515/IJAMH.2012.012
- Anderson, E. A., Eastman-Mueller, H. P., Henderson, S., & Even, S. (2016). Man Up Monday: An integrated public health approach to increase sexually transmitted infection awareness and testing among male students at a midwest university. *Journal of American College Health*, 64(2), 147–151. https://doi.org/10.1080/07448481.2015.1062768
- Boettcher, M. L., Perez, C. J., Salinas Jr., C. (2018). Preventing hazing: Promising practices for college and university administrators and professionals. In C. Salinas & M.L Boettcher (Eds.), *Critical perspectives on hazing in colleges and universities : A guide to disrupting hazing culture* (pp.137–151). Routledge.
- Esrick, J., Kagan, R. G., Carnevale, J. T., Valenti, M., Rots, G., & Dash, K. (2018). Can scare tactics and fear-based messages help deter substance misuse: A systematic review of recent (2005–2017) research. *Drugs: Education, Prevention and Policy*, 26(3), 209–218. https://doi.org/10.1080/09687637.2018.1424115
- LaBelle, S., Ball, H., Weber, K., White, A., & Hendry, A. (2020). The Rethink campaign to reduce the normalization of prescription stimulant misuse on college campuses. *Communication Quarterly*, 68(1), 1–28. https://doi.org/10.1080/01463373.2019.1668446
- Thomas, K. A., Sorenson, S. B., & Joshi, M. (2016). "Consent is good, joyous, sexy": A banner campaign to market consent to college students. *Journal of American College Health*, 64(8), 639–650. https://doi.org/10.1080/07448481.2016.1217869

Activity	Description	Summary of Literature
Reporting Intentions **INSTITUTIONAL**	Programs to influence professionals and peers increase intentionality of reporting hazing.	Social referents such as friends, group members, or advisors may influence the intent to report hazing. Further, clear and accessible reporting channels influence reporting intentions.

FOUNDATIONAL RESEARCH CITATIONS

- Berry-Cabán, C. S., Petrillo, C., Allan, E. J., Kerschner, D., Beltran, T. A., Holland, A., & Orchowski, L. M. (2024). Service members' attitudes toward reporting hazing incidents. *Military Medicine*, 189, 800-805. https://doi.org/10.1093/milmed/usae281
- Meriwether, J. L. (2016). *The impact of hazing rituals on the intent to report: Examining the perceptions and beliefs of undergraduate students in greek letter organizations*. [Doctoral dissertation, Indiana State University]. ProQuest Dissertations & Theses Global. https://www.proquest.com/pqdtglobal/docview/1835809179/
- Richardson, B. K., Wang, Z., & Hall, C. A. (2012). Blowing the whistle against Greek hazing: The theory of reasoned action as a framework for reporting intentions. *Communication Studies*, 63(2), 172-193. https://doi.org/10.1080/10510974.2011.624396
- Simeon, A. S. (2024). The kaleidoscope effect: A solution focused approach to hazing prevention a mixed methods study [Doctoral dissertation, West Virginia University]. The Research Repository @ WVU. https://researchrepository.wvu.edu/etd/12669

Activity	Description	Summary of Literature
Organizational Policy Violation and Rehabilitation **INSTITUTIONAL**	Organizational policy for participatory rehabilitation through a conduct process.	Conduct-based organizational rehabilitation may address hazing-related harm, fostering cultural change and accountability within student organizations. These practices utilize interventions to redefine norms and support healthier group dynamics.

FOUNDATIONAL RESEARCH CITATIONS

- Capretto, A. D., & Keeler, L. A. (2012). Examination of a hazing workshop intervention for intercollegiate sport club athletes. *Recreational Sports Journal*, 36(2), 113–126. https://doi.org/10.1123/rsj.36.2.113
- DeWitt, D. M., & DeWitt, L. J. (2012). A case of high school hazing: Applying restorative justice to promote organizational learning. *NASSP Bulletin*, 96(3), 228–242. https://doi.org/10.1177/0192636512452338
- Feuer, E. (2020). Hazing definitions of students and administrators at two institutions using a four frame approach. *Journal of Sorority and Fraternity Life Research and Practice*, 14(2), 38–49. https://doi.org/10.25774/8t4g-9t46
- Myers, J. L., & Sasso, P. A. (2022). Differences in informal alcohol protective behavior strategies between fraternity & sorority members. *Journal of Sorority and Fraternity Life Research and Practice*, 16(2), 17–36. https://doi.org/10.25774/cwvq-3m57

Activity	Description	Summary of Literature
Type of Housing **INSTITUTIONAL**	Type of housing affects possessing or using alcohol in shared living arrangement or domicile.	Housing types and policies leverage environmental and social influences may discourage heavy drinking, promote healthier behaviors, and support substance use prevention efforts.

FOUNDATIONAL RESEARCH CITATIONS

- Cross, J. E., Zimmerman, D., & O'Grady, M. A. (2009). Residence hall room type and alcohol use among college students living on campus. *Environment and Behavior*, 41(4), 583–603. https://doi.org/10.1177/0013916508328169
- Gibson, S., Matto, H., & Keul, A. (2017). Should they stay or should they go: Greek housing on campus as substance use prevention? *Journal of Social Work Practice in the Addictions*, 17(3), 307–325. https://doi.org/10.1080/1533256X.2016.1249574
- Menning, C. L. (2009). Unsafe at any house? attendees' perceptions of micro level environmental traits and personal safety at fraternity and non-fraternity parties. Journal of Interpersonal Violence, 24(10), 1714-1734. 421
- Ward, B. W., & Gryczynski, J. (2009). Social learning theory and the effects of living arrangement on heavy alcohol use: Results from a national study of college students. *Journal of Studies on Alcohol and Drugs*, 70(3), 364–372. https://doi.org/10.15288/jsad.2009.70.364

Activity	Description	Summary of Literature
New Member Program Focus **INSTITUTIONAL**	Prosocial joining, orientation, or onboarding program.	The onboarding experience may enhance academic engagement and newcomer experiences. These adjustments address motivation, chapter dynamics, and initiation risks to foster healthy integration and support.
	FOUNDATIONAL RESEARCH CITATIONS • Hartley, M. J., & Eberly, C. G. (2016). Perceptions of new member academic engagement: A mixed methods case study. *Journal of Sorority and Fraternity Life Research and Practice*, 11(2), 48–61. https://doi.org/10.25774/gjk5-8676 • McCreary, G. R, & Schutts, J. (2019). Why hazing? Measuring the motivational mechanisms of newcomer induction in college fraternities. *Journal of Cognition and Culture*, 19(3–4), 343–365. https://doi.org/10.1163/15685373-12340063 • Jabs, J. L. (2018). *The perceived effects of sorority chapter size on the member experience: A qualitative study*. [Doctoral dissertation, Concordia University (Oregon)]. DigitalCommons@CSP. https://digitalcommons.csp.edu/cgi/viewcontent.cgi?article=1202&context=cup_commons_grad_edd	
Parental Notification **INSTITUTIONAL**	Policies focus on parental notifications for student conduct violations.	Informed parents may help address substance use, violence, and other concerning behaviors.
	FOUNDATIONAL RESEARCH CITATIONS • Vaughan, E. L., Limas, E. F., McKean Blackwell, N., Klann, E. M., & Robbins, M. J. (2021). Parental concerns about students' transition into college: Substance use and sexual assault. *Journal of Interpersonal Violence*, 36(1–2), NP96-NP114. https://doi.org/10.1177/0886260517731787 • O'Brien, K. M. (2022). *Examining Parental Knowledge and Involvement as Predictors of Adolescent Impulsivity and Alcohol Use Intentions and Frequency* [Doctoral dissertation, University of Oregon]. ProQuest Dissertations & Theses Global. https://scholarsbank.uoregon.edu/items/3aa2f28f-2884-4adf-a259-5dea5d7c31fb	
Organizational Amnesty Policy **INSTITUTIONAL**	Institutional policy granting amnesty at the organization- level for groups who cooperate in addressing hazing.	Institutional policies granting amnesty at the organizational-level may promote transparency and encourage students to report unsafe behavior without fear of punitive consequences.
	FOUNDATIONAL RESEARCH CITATIONS • Weaver, G. M., Ruppert, S., Tabassum, Q. M., Milroy, J., Kroshus, E., Crawford, A., & Wyrick, D. (2024). Content comparison of campus medical amnesty policies. *Journal of American College Health*, 1-7. https://doi.org/10.1080/07448481.2024.2351410 • Haas, A. L., Wickham, R. E., McKenna, K., Morimoto, E., & Brown, L. M. (2018). Evaluating the effectiveness of a medical amnesty policy change on college students' alcohol consumption, physiological consequences, and helping behaviors. *Journal of Studies on Alcohol and Drugs*, 79(4), 523–531. https://doi.org/10.15288/jsad.2018.79.523	
Activity Moratorium for Individual Subcommunities (Councils) **INSTITUTIONAL**	Temporary pause or cessation of activities for specific subpopulations versus broad action.	Implementing a temporary pause or cessation of activities for specific subpopulations, rather than across all groups, may target high-risk behaviors more precisely, potentially reduce behavioral incidents.
	FOUNDATIONAL RESEARCH CITATIONS • Esquenazi, C. (2021). *An exploration of campus-wide pauses of fraternity and sorority communities: Utilizing a four frame approach*. [Doctoral dissertation, University of Central Florida]. Electronic Theses and Dissertations, 2020-2023. https://stars.library.ucf.edu/etd2020/676/ • Topper, M. (2023). The effect of fraternity moratoriums on alcohol offenses and sexual assaults. *Journal of Human Resources*. https://doi.org/10.3368/jhr.0722-12422R1	

Acknowledgements

PennState
Student Affairs

Timothy J. **PIAZZA CENTER**
for Fraternity and Sorority Research