

**FORMATO N° 10**  
**APROBACIÓN DE EXPEDIENTE DE CONTRATACIÓN**

<b>1</b>	<b>DATOS DE LA APROBACIÓN</b>	Número	<b>N° 05-2023-OASG-DIGA-UNFV</b>
		Fecha	<b>19 de julio de 2023</b>


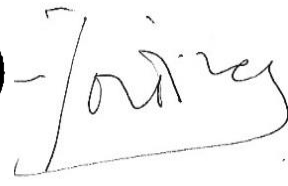
<b>2</b>	<b>BASE LEGAL</b>
	<p><u>Numeral 42.1 del Artículo 42° del Reglamento de la Ley de Contrataciones del Estado</u>: "El órgano encargado de las contrataciones lleva un expediente del proceso de contratación, en el que se ordena, archiva y preserva la información que respalda las actuaciones realizadas desde la formulación del requerimiento del área usuaria hasta el cumplimiento total de las obligaciones derivadas del contrato (...);</p> <p><u>Numeral 42.3 del Artículo 42 del Reglamento de la Ley de Contrataciones del Estado</u>: "(...) Para su aprobación, el expediente de contratación contiene: a) El requerimiento, indicando si este se encuentra definido en una ficha de homologación, en el listado de bienes y servicios comunes, o en el Catálogo Electrónico de Acuerdo Marco; b) La fórmula de reajuste, de ser el caso; c) La declaratoria de viabilidad en el caso contrataciones que forman parte de un proyecto de inversión o la aprobación de las inversiones de optimización, ampliación marginal, reposición y rehabilitación reguladas en la normativa aplicable; d) En el caso de obras contratadas bajo la modalidad llave en mano que cuenten con equipamiento, las especificaciones técnicas de los equipos requeridos; e) En el caso de ejecución de obras, el sustento de que procede efectuar la entrega parcial del terreno, de ser el caso; f) El informe técnico de evaluación de software, conforme a la normativa de la materia, cuando corresponda; g) El documento que aprueba el proceso de estandarización, cuando corresponda; h) La indagación de mercado realizada, y su actualización cuando corresponda; i) El valor referencial o valor estimado, según corresponda; j) La opción de realizar la contratación por paquete, lote y tramo, cuando corresponda; k) La certificación de crédito presupuestario y/o la previsión presupuestal, de acuerdo a la normativa vigente; l) La determinación del procedimiento de selección, el sistema de contratación y, cuando corresponda, la modalidad de contratación con el sustento correspondiente; m) El resumen ejecutivo, cuando corresponda; y, n) Otra documentación necesaria conforme a la normativa que regula el objeto de la contratación.</p>

<b>3</b>	<b>OBSERVACIONES</b>
	Ref. Oficio N° 2708-2023-UCSB-OASG-UNFV - Contratación Internacional N° 005-2023-UNFV-1.

<b>4</b>	<b>DECISIÓN QUE SE ADOPTA</b>
	Teniendo a la vista el expediente de contratación, por el presente documento el funcionario que suscribe aprueba dicho expediente, considerando que la información consignada en la solicitud se ajusta a las disposiciones de la Ley de Contrataciones del Estado, su T.U.O., su Reglamento y modificatorias.

<b>5</b>	 <p style="text-align: center;"><b>LIC. JULIO GREGORIO TALLA RAMOS</b> <b>Jefe</b> Oficina de Abastecimiento y Servicios Generales</p>
	<b>NOMBRE, FIRMA Y SELLO DEL FUNCIONARIO QUE APRUEBA EL EXPEDIENTE DE CONTRATACIÓN</b>

FORMATO Nº 9						
SOLICITUD DE APROBACIÓN DE EXPEDIENTE DE CONTRATACIÓN						
1	NÚMERO Y FECHA DEL DOCUMENTO	Número		Oficio Nº 2708-2023-UCSB-OASG-UNFV		
		Fecha		19 de julio de 2023		
2	DEPENDENCIA QUE APROBARÁ EL EXPEDIENTE					
	OFICINA DE ABASTECIMIENTO Y SERVICIOS GENERALES					
3	OBJETO DE LA SOLICITUD					
	Por medio de la presente, el órgano encargado de las contrataciones de la Entidad, solicita la aprobación del expediente contratación del procedimiento que se detalla en el presente documento.					
4	DATOS DEL REQUERIMIENTO					
	4.1	DEPENDENCIA USUARIA	INSTITUTO CENTRAL DE GESTIÓN DE LA INVESTIGACIÓN			
	4.2	REQUERIMIENTO	Número	Pedido de Servicio Nº 1746		
			Fecha	06/07/2023		
5	VINCULACIÓN DEL REQUERIMIENTO CON EL POI Y EL PAC					
	5.1	POI	Actividad del POI	C0420		
	5.2	PAC	Nº de referencia del PAC	NO APLICA		
7	DATOS DEL VALOR REFERENCIAL					
	7.1	INDAGACIÓN DEL MERCADO	Documento	IDM Nº 0035-2023-UCSB-OASG-UNFV		
			Fecha de emisión	12/07/2023		
			Monto del valor estimado	S/ 8,200.00		
	7.2	ANTIGÜEDAD DEL VALOR REFERENCIAL	UN MES			
8	DATOS DE LA CERTIFICACIÓN DE CRÉDITO PRESUPUESTARIO (CCP) Y/O PREVISIÓN PRESUPUESTAL					
	8.1	CERTIFICACIÓN DE CRÉDITO PRESUPUESTARIO (CCP) Y/O PREVISIÓN PRESUPUESTAL	Número de la CCP	0858-2023		
			Fecha de la CCP	14/07/2023		
			Fecha del documento	---		
			Fuente(s) de Financiamiento	RDR		
	8.2	DEVENGADO DE LAS OBLIGACIONES CONTRACTUALES:				
		Las obligaciones contractuales devengarán totalmente en el presente ejercicio fiscal			SI	
		Las obligaciones contractuales devengarán totalmente en posteriores ejercicios fiscales			NO	
	Las obligaciones contractuales devengarán parte en el presente ejercicio fiscal y parte en el(los) próximo(s) ejercicio(s) fiscal(es)			NO		
9	DATOS DEL PROCEDIMIENTO DE SELECCIÓN					
	9.1	DENOMINACIÓN DE LA CONVOCATORIA	SERVICIO DE PUBLICACIÓN DE ARTÍCULO CIENTÍFICO EN REVISTA INDIZADA INTERNACIONAL - TÍTULO: A SYSTEMATIC REVIEW OF EDUCATIONAL INTERVENTIONS TO INCREASE PROSOCIALITY AGAINST GENDER-BASED VIOLENCE IN UNIVERSITY BYSTANDERS			
	9.2	TIPO DE PROCEDIMIENTO DE SELECCIÓN:				
		Licitación Pública		Adjudicación Simplificada		Subasta Inversa Electrónica
		Concurso Público		Selección de Consultores Individuales		Comparación de Precios
		Contratación Internacional	X			
		EN CASO CORRESPONDA A UNA CONTRATACIÓN DIRECTA O CONTRATACIÓN INTERNACIONAL , DEBE INDICARSE EL SUPUESTO SEGÚN LO PREVISTO EN EL ARTÍCULO 27 DE LA LEY:				
		Contratación Directa		Supuesto		
	9.3	LA CONTRATACIÓN INCLUYE:				
		Item(s)	ÚNICO	Paquete(s)		

9.4	<b>SISTEMA DE CONTRATACIÓN:</b>			
	A Suma Alzada	X	A Precios Unitarios	
	Esquema Mixto de Suma Alzada y Precios Unitarios		Tarífas	
	En base a Porcentajes		En base a un Honorario Fijo y una Comisión de Éxito	
	<b>MODALIDAD DE EJECUCIÓN:</b>			
	9.5	Llave en mano	SI	
			NO	X
			SI	
			NO	X
			N° Res	
9.6	<b>FÓRMULA DE REAJUSTE</b>			
			X	
<b>BASE LEGAL</b>				
10	<p>Numeral 42.1 del Artículo 42° del Reglamento de la Ley de Contrataciones del Estado: "El órgano encargado de las contrataciones lleva un expediente del proceso de contratación, en el que se ordena, archiva y preserva la información que respalda las actuaciones realizadas desde la formulación del requerimiento del área usuaria hasta el cumplimiento total de las obligaciones derivadas del contrato (...).";</p>			
<b>OBSERVACIONES</b>				
11	<p>Dada la naturaleza de la prestación, se realizará una Contratación Internacional, considerandose la única cotización válida recibida que cumple con los Términos de Referencia, la misma que ha sido validada por el área usuaria de forma previa.</p>			
<b>SOLICITUD</b>				
12	<p>Por el presente, se solicita la aprobación del expediente de contratación de la Contratación Internacional N° 005-2023-UNFV-1, mencionado en el presente documento.</p>			
13	<div style="text-align: center;">   </div> <p>V° B° Manuel Ortiz Chavez Jefe Unidad de Contrataciones y Servicios Básicos</p>			
<b>NOMBRE, FIRMA Y SELLO DEL FUNCIONARIO COMPETENTE DEL ÓRGANO ENCARGADO DE LAS CONTRATACIONES</b>				

FORMATO N° 8								
RESUMEN EJECUTIVO DE LAS ACTUACIONES PREPARATORIAS (SERVICIOS)								
1. DATOS GENERALES								
1.1	FECHA DE EMISIÓN DEL FORMATO		19 de julio de 2023					
1.2	ÁREA USUARIA		INSTITUTO CENTRAL DE GESTIÓN DE LA INVESTIGACIÓN - VRIN					
1.3	DENOMINACIÓN DE LA CONTRATACIÓN		SERVICIO DE PUBLICACIÓN DE ARTÍCULO CIENTÍFICO EN REVISTA INDIZADA INTERNACIONAL - TÍTULO: A SYSTEMATIC REVIEW OF EDUCATIONAL INTERVENTIONS TO INCREASE PROSOCIALITY AGAINST GENDER-BASED VIOLENCE IN UNIVERSITY BYSTANDERS					
1.4	ACTIVIDAD DEL POI VINCULADA A LA CONTRATACIÓN		C0420 Aprobar y supervisar las publicaciones del VRIN					
1.5	N° DE REFERENCIA DEL PAC		NO APLICA					
1.6	PROYECTO DE INVERSIÓN PÚBLICA		Código			---		
			Documento que declaró la viabilidad			---		
2. INFORMACIÓN SOBRE EL REQUERIMIENTO								
2.1	DATOS DEL REQUERIMIENTO		Documento de requerimiento	Pedido de Servicio N° 1746		Fecha de recepción		11/07/2023
2.2	MODIFICACIONES EFECTUADAS AL REQUERIMIENTO POR PARTE DEL ÁREA USUARIA		Fecha de la segunda versión	---	De oficio	---	Con motivo de observaciones	---
			Fecha de la tercera versión	---	De oficio	---	Con motivo de observaciones	---
			Fecha de la cuarta versión	---	De oficio	---	Con motivo de observaciones	---
			Fecha de la quinta versión	---	De oficio	---	Con motivo de observaciones	---
2.3	SEÑALAR SI LA CONTRATACIÓN INCLUIRÁ PAQUETE(S)		SI			NO	X	
			De ser afirmativa la respuesta, detallar el sustento técnico del área usuaria o el órgano encargado de las contrataciones, según el caso.					
2.4	SEÑALAR SI LA CONTRATACIÓN SE EFECTUARÁ POR ITEMS		SI			NO	X	
2.5	SEÑALAR SI SE HA LLEVADO A CABO UN PROCESO DE ESTANDARIZACIÓN		SI			NO	X	
			Documento de aprobación de la estandarización			Fecha de aprobación		
2.6	SEÑALAR SI EL SERVICIO OBJETO DE LA CONTRATACIÓN HA SIDO HOMOLOGADO		SI			NO	X	
			N° de Resolución que aprobó la Ficha de Homologación			Fecha de inicio de vigencia		
2.7	REQUERIMIENTO		Lo indicado se visulaiza en el Capítulo III de la Sección Específica de las Bases.					
2.8	OBSERVACIONES AL REQUERIMIENTO							
	N° Item	Cantidad total de observaciones	Cantidad de observaciones formuladas por el OEC	Comunicación con la cual se remitió al área usuaria las observaciones al requerimiento	Fecha de remisión de la comunicación	Cantidad de observaciones formuladas por los proveedores	Comunicación con la cual se remitió al área usuaria las observaciones al requerimiento	Fecha de remisión de la comunicación
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2.9	RESPUESTA DEL ÁREA USUARIA							
	Nº Item	Cantidad total de respuestas a las observaciones	Cantidad de respuestas a las observaciones formuladas por el OEC	Comunicación de respuesta del área usuaria	Fecha de remisión de la comunicación	Cantidad de respuestas a las observaciones formuladas por los proveedores	Comunicación de respuesta del área usuaria	Fecha de remisión de la comunicación
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2.10	AJUSTES QUE SE REALIZARON AL REQUERIMIENTO							
	Ajustes realizados al requerimiento							
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3.	INFORMACIÓN RELEVANTE ADICIONAL COMO RESULTADO DE LAS INDAGACIONES DE MERCADO							
3.1	FECHA DE INICIO DE LAS INDAGACIONES EN EL MERCADO		30/06/2023		FECHA DE CULMINACIÓN DE LAS INDAGACIONES EN EL MERCADO		30/06/2023	
3.2	PLURALIDAD DE PROVEEDORES QUE CUMPLEN CON EL REQUERIMIENTO			SI		NO	X	
	La presente contratación de acuerdo a la documentación remitida por el área usuaria, se está realizando con un proveedor no domiciliado en el país, en concordancia con las consideraciones establecidas en el literal f) del numeral 5.1 del artículo 5 del T.U.O. de la Ley de Contrataciones del Estado, como supuesto excluido del ámbito de aplicación de la Ley, pero sujetos a supervisión por el Organismo Supervisor de las Contrataciones del Estado (OSCE), y deberá tramitarse de acuerdo a lo establecido en la Directiva "Lineamientos y procedimientos para el acceso al financiamiento del servicio de las publicaciones en revistas indizadas", aprobada mediante Resolución R. N° 236-2022-UNFV.							
3.3	POSIBILIDAD DE DISTRIBUIR LA BUENA PRO (EN CASO DE SERVICIOS EN GENERAL, DE CORRESPONDER)			SI		NO	X	
	De ser afirmativa la respuesta, sustentar la posibilidad de distribuir la buena pro.							
4.4	SOBRE LA INFORMACIÓN QUE PUEDA UTILIZARSE PARA LA DETERMINACIÓN DE LOS FACTORES DE EVALUACIÓN			SI		NO	X	
	De ser afirmativa la respuesta, detallar la información que pueda utilizarse para la determinación de los factores de evaluación.							
4.5	SOBRE OTROS ASPECTOS NECESARIOS QUE TENGAN INCIDENCIA EN LA EFICIENCIA DE LA CONTRATACIÓN			SI		NO	X	
	En caso de obtenerse información de otros aspectos que tengan incidencia en la eficiencia de la contratación, detallarla.							

5.



*Manuel Ortiz Chavez*

Vº Bº Manuel Ortiz Chavez  
Jefe Unidad de Contrataciones y Servicios Básicos

NOMBRE, FIRMA Y SELLO DEL FUNCIONARIO COMPETENTE DEL ÓRGANO ENCARGADO DE LAS CONTRATACIONES



Unidad de Contrataciones y Servicios Básicos

"Año del Fortalecimiento de la Soberanía Nacional"


**FORMATO N° 07**

**INFORME DE INDAGACIÓN EN EL MERCADO N° 0035-2023-UCSB-OASG-UNFV**

1	ÁREA USUARIA		
	INSTITUTO CENTRAL DE GESTIÓN DE LA INVESTIGACIÓN		
2	DOCUMENTO CON EL QUE SE REMITE EL REQUERIMIENTO	FECHA DE RECEPCIÓN	N° PEDIDO SIGA
	Oficio N° 356-2023-OPI-ICGI-VRIN-UNFV	11/07/2023	1746
3	FUENTE DE FINANCIAMIENTO	MONTO PRESUPUESTADO (S/)	
	RDR	S/ 8,200.00	
4	RELACIÓN DE PROVEEDORES DEL RUBRO INVITADOS Y COTIZACIONES OBTENIDAS		
	NOMBRE O RAZON SOCIAL	OBTENCIÓN DE COTIZACIÓN (SI/NO)	FECHA DE OBTENCIÓN
	MDPI AG	SI	30/06/2023
5	DETERMINACIÓN DEL PROVEEDOR SELECCIONADO Y JUSTIFICACIÓN		
	Para el requerimiento se considera la única cotización validada por el área usuaria, adicionando el costo promedio del impuesto aplicable, porcentaje de retención y otros gastos que afectan al costo final de la contratación, en cumplimiento con los Términos de Referencia.		
	La presente contratación de acuerdo a la documentación remitida por el área usuaria, se está realizando con un proveedor no domiciliado en el país, en concordancia con las consideraciones establecidas en el literal f) del numeral 5.1 del artículo 5 del T.U.O. de la Ley de Contrataciones del Estado, como supuesto excluido del ámbito de aplicación de la Ley, pero sujetos a supervisión por el Organismo Supervisor de las Contrataciones del Estado (OSCE), y deberá tramitarse de acuerdo a lo establecido en la Directiva "Lineamientos y procedimientos para el acceso al financiamiento del servicio de las publicaciones en revistas indizadas", aprobada mediante Resolución R. N° 236-2022-UNFV.		
	Al haberse verificado que se realizará una Contratación Internacional, se deberán aplicar las normas tributarias y tratados internacionales correspondientes y vigentes a la fecha de la presentación del expediente de contratación.		
	Sin perjuicio de aplicación de los principios generales de derecho público, para la contratación de servicios del exterior, rigen los principios establecidos en la Ley de Contrataciones del Estado en lo que sea aplicable.		
6	VALOR DE LA CONTRATACIÓN (S/) (Incluye impuesto, retención y todo tipo de costos/comisiones)		
	S/ 8,200.00		
7	JUSTIFICACIÓN DE CANTIDAD MENOR DE COTIZACIONES (marcar solo si aplica)		
	Al haberse verificado que se realizará una Contratación Internacional, dada la naturaleza de la prestación, se considerará la única cotización válida recibida que cumple con los Términos de Referencia, la misma que ha sido validada por el área usuaria de forma previa.		



Unidad de Contrataciones y Servicios Básicos

FECHA DE ELABORACIÓN DEL INFORME	12 de julio de 2023
 ..... <b>NATALY E. CAIRAMPOMA ARTEAGA</b> Especialista en Contrataciones	



*Manuel Ortiz Chávez*

Vº Bº

Manuel Ortiz Chávez

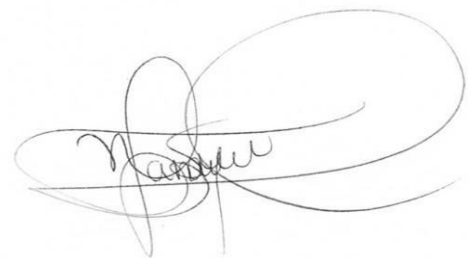
Jefe Unidad de Contrataciones y Servicios Básicos



CUADRO COMPARATIVO Nº 0035-2023-UCSB-OASG-UNFV

DENOMINACIÓN DE LA CONTRATACIÓN:				SERVICIO DE PUBLICACIÓN DE ARTÍCULO CIENTÍFICO EN REVISTA INDIZADA INTERNACIONAL									
ITEM Nº	DESCRIPCIÓN	UNIDAD DE MEDIDA	CANTIDAD	FUENTE: COTIZACIÓN ACTUALIZADA		FUENTE: PRECIOS DEL SEACE (HISTÓRICOS DE OTRA ENTIDAD)				VALOR ESTIMADO (V.E.)			
				MDPI AG		ENTIDAD CONVOCANTE:		INSTITUTO NACIONAL DE SALUD		PROCEDIMIENTO Y/O METODOLOGÍA UTILIZADO PARA DETERMINAR EL V.E.	VALOR UNITARIO	TIPO DE CAMBIO (05.07.2023) Fuente SBS	VALOR ESTIMADO DEL ITEM EN MONEDA NACIONAL INCLUYENDO EL 18% DE IGV, EL 30% DE RENTA Y LOS GASTOS OPERATIVOS Y COMISIONES Según el Formato N° 3
				RUC:	PROVEEDOR EXTRANJERO	TIPO Y Nº PROCESO DE SELECCIÓN:		INTER-PROC-5-2023-OPE/INS-1					
				CONTACTO:	MS. ARIANA LORETA GUGA	FECHA DE CONSENTIMIENTO DE LA BUENA PRO:		13/06/2023					
				TELÉFONO:	41 61 6637734	NOMBRE O RAZÓN SOCIAL DEL ADJUDICATARIO:		L0609015611 PUBLIC LIBRARY OF SCIENCE					
				E-MAIL:	billing@mdpi.com / guga@mdpi.com								
				PRECIO UNITARIO (Moneda Extranjera)	PRECIO TOTAL (Consignar moneda del valor estimado)	PRECIO UNITARIO (Consignar moneda del valor estimado)	FACTOR DE AJUSTE-IPC(*)	PRECIO UNITARIO ACTUALIZADO (Consignar moneda del valor estimado)	PRECIO TOTAL ACTUALIZADO (Consignar moneda del valor estimado)				
1	SERVICIO DE PUBLICACIÓN DE ARTÍCULO CIENTÍFICO EN REVISTA INDIZADA INTERNACIONAL - TÍTULO: A SYSTEMATIC REVIEW OF EDUCATIONAL INTERVENTIONS TO INCREASE PROSOCIALITY AGAINST GENDER-BASED VIOLENCE IN UNIVERSITY BYSTANDERS	SERVICIO	1.00	€ 1,289.59	€ 1,289.59	S/ 8,039.69	1.0000	S/ 8,039.69		Se considera la única cotización validada por el Funcionario responsable del área usuaria, adicionando el costo promedio del impuesto aplicable, porcentaje de retención y otros gastos que afectan al costo final de la contratación, en cumplimientos con los Términos de Referencia.	€ 1,289.59	S/ 4.179	S/ 8,200.00
		INFORMACIÓN ADICIONAL DE LA FUENTE	PLAZO DE EJECUCIÓN	DE ACUERDO A LOS TDR		NO APLICA							
			GARANTÍA	DE ACUERDO A LOS TDR		NO APLICA							
			FORMA DE PAGO	DE ACUERDO A LOS TDR		NO APLICA							
			MONEDA DE LA FUENTE	EURO		NO APLICA							
			PRECIO UNITARIO EN LA MONEDA CONSIGNADA EN LA FUENTE	1289.59		NO APLICA							
			TIPO DE CAMBIO QUE SE USA	4.179		NO APLICA							
		ACCIONES ADMINISTRATIVAS REALIZADAS	FECHA DE SOLICITUD	30/06/2023		NO APLICA							
			CANTIDAD DE VECES QUE SE REITERO LA SOLICITUD	0		NO APLICA							
			FECHA DE RECEPCIÓN	30/06/2023		NO APLICA							
			PROVEEDOR SE DEDICA AL OBJETO DE LA CONTRATACIÓN	SI		NO APLICA							
			LA DEPENDENCIA USUARIA PARTICIPÓ EN LA VERIFICACIÓN DEL CUMPLIMIENTO DE LOS TDR	SI, SEGÚN LA VALIDACIÓN REALIZADA POR LA OFICINA DE PROYECTOS DE INVESTIGACIÓN Y LA DIRECCIÓN DEL INSTITUTO CENTRAL DE GESTIÓN DE LA INVESTIGACIÓN Formato N° 2		NO APLICA							
			CUMPLE CON LOS RTM O LA CONTRATACIÓN ES IGUAL O SIMILAR AL REQUERIMIENTO	SI, SEGÚN LA VALIDACIÓN REALIZADA POR LA OFICINA DE PROYECTOS DE INVESTIGACIÓN Y LA DIRECCIÓN DEL INSTITUTO CENTRAL DE GESTIÓN DE LA INVESTIGACIÓN Formato N° 2		NO APLICA							
			SE TOMO EN CUENTA PARA LA DETERMINACIÓN DEL VALOR ESTIMADO	SI		NO							

(\*) IPC - Índice de Precios al Consumidor, según reporte adjunto.



NATALY E. CAIRAMPOMA ARTEAGA  
Especialista en Contrataciones

FECHA DE ELABORACION: 12 de Julio de 2023

Cuadro elaborado por: NATALY CAIRAMPOMA ARTEAGA.  
Unidad de Contrataciones y Servicios Básicos



Vº Bº Manuel Ortiz Chavez  
Jefe Unidad de Contrataciones y Servicios Básicos

**"Año de la unidad, la paz y el desarrollo"**

**PROVEIDO N° 6949-2023-DIGA-UNFV**

**RECURRENTE** DR. PEDRO MANUEL AMAYA PINGO  
VICE- RECTORADO DE INVESTIGACION - VRIN  
PROVEIDO N° 0772-2023-VRIN-UNFV

**NT** 045330 - 2023

**ASUNTO** SOLICITUD DE FINANCIAMIENTO PARA PUBLICACIÓN EN LA REVISTA SOCIAL SCIENCES - MDPI: A SYSTEMATIC REVIEW OF EDUCATIONAL INTERVENTIONS TO INCREASE PROSOCIALITY AGAINST GENDER-BASED VIOLENCE IN UNIVERSITY BYSTANDERS - DRA. LIZLEY JANNE TANTALEAN TERRONES DE C. - FAPS

**FECHA** 10 DE JULIO DEL 2023

**DESTINATARIO** LIC. JULIO GREGORIO TALLA RAMOS  
OFICINA DE ABASTECIMIENTO Y SERVICIOS GENERALES - OASG

**PARA** SU ATENCIÓN Y TRÁMITE, PREVIA VERIFICACIÓN Y DE ACUERDO A LAS NORMAS VIGENTES. CON CARÁCTER PRIORITARIO.

ATENTAMENTE



**ECON. JOSÉ GUALBERTO CONDORI QUÍSPE**  
JEFE

JGCQ / mlra

**FOLIOS:** 49



**VICERRECTORADO DE INVESTIGACIÓN**

“Año de la unidad, la paz y el desarrollo”

**PROVEIDO N° 0772-2023-VRIN-UNFV**

RECURRENTE : DR. PEDRO MANUEL AMAYA PINGO  
VICERRECTOR DE INVESTIGACIÓN

REFERENCIA : OFICIO N° 356-2023-OPI-ICGI-VRIN-UNFV

NT. : 045330

ASUNTO : SOLICITUD DE FINANCIAMIENTO PARA PUBLICACIÓN EN LA REVISTA  
SOCIAL SCIENCES - MDPI: A SYSTEMATIC REVIEW OF EDUCATIONAL  
INTERVENTIONS TO INCREASE PROSOCIALITY AGAINST GENDER-  
BASED VIOLENCE IN UNIVERSITY BYSTANDERS - DRA. LIZLEY JANNE  
TANTALEAN TERRONES DE C. – FAPS

FECHA : SAN MIGUEL, 07 DE JULIO DE 2023

PASE A : ECON. JOSÉ GUALBERTO CONDORI QUISPE  
DIRECCIÓN GENERAL DE INVESTIGACIÓN

PARA : SU TRÁMITE CORRESPONDIENTE.

ATENTAMENTE,



PMAP/bjlp  
C. C.: Archivo

PRIORIDAD: NORMAL  
FOLIO: 48



Lima Cercado, 06 de julio 2023

OFICIO N° 356-2023-OPI-ICGI-VRIN-UNFV

Señor Doctor

**PEDRO M. AMAYA PINGO**

Vicerrector de Investigación

Presente.

**Asunto:** Solicito financiamiento para publicación de artículo  
DRA. LIZLEY JANNE TANTALEAN TERRONES.

**Referencia:** PROVEIDO N° 685-2023-ICGI-VRIN-UNFV  
PROVEIDO N° 0758-2023-VRIN-UNFV

NT. 045330

Tengo el agrado de dirigirme a su Despacho para saludarlo cordialmente e informar respecto a la solicitud que presenta la Dra. LIZLEY JANNE TANTALEAN TERRONES, docente permanente de la Facultad de Psicología; para que a mérito a la Resolución R. N° 236-2022-UNFV que aprueba la Directiva Lineamientos y Procedimientos para el acceso al financiamiento del servicio de publicaciones en revistas indizadas, se autorice el financiamiento del artículo “A systematic review of educational interventions to increase prosociality against gender-based violence in university bystanders”, aceptado para su publicación; toda vez que cumple con los requisitos:

2.1.1 Filiación Universidad Nacional Federico Villarreal

2.1.2 a) Solicitud firmada por el autor o coautor de la UNFV

b) Es docente ordinario Auxiliar TC.

c) Es coautora del artículo “A systematic review of educational interventions to increase prosociality against gender-based violence in university bystanders”.

d) Adjunta copia del manuscrito a publicar

Asimismo, se adjunta los siguientes formatos:

- Validación de los términos de referencia
- Conversión de moneda y cálculo de obligaciones tributarias
- Autorización para realizar el pago previo a la publicación por derecho a la revista indexada
- Ficha técnica de la revista
- Formato SIGA 01746, por el monto de S/ 8,200.00 soles.



Por lo manifestado, se solicita su aprobación correspondiente a fin de continuar el trámite hasta su atención.

Sin otro particular, hacemos propicia la ocasión para reiterarle nuestra especial consideración.

Atentamente,



**Dra. Miriam Corina Castro Rojas**  
Jefa Oficina de Proyectos de Investigación



**Dr. PEDRO MANUEL AMAYA PINGO**  
Vicerrector de Investigación



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PEDIDO DE SERVICIO Nº

001746

UNIDAD EJECUTORA : 001 UNIVERSIDAD NACIONAL FEDERICO VILLARREAL  
NRO. IDENTIFICACIÓN : 000102

Tipo Uso : Consumo

Dirección Solicitante : VICE RECTORADO DE INVESTIGACIÓN.  
Entregar a Sr(a) : AMAYA PINGO PEDRO MANUEL  
Fecha : 06/07/2023  
Actividad Operativa : C0420 APROBAR Y SUPERVISAR LAS PUBLICACIONES DEL VRIN  
Motivo :  
· Publicación del artículo: " A systematic review of educational interventions to increase prosociality against gender-based violence in university bystanders ", en la Revista Social Sciences - MDPI. DRA. LIZLEY JANNE TANTALEAN TERRONES

FF/Rb	META / MNEMONICO	Función	División Func.	Grupo Func	Programa	Prod/Pry	Act/AI/Obr
2-09	0019	22	006	0007	9001	3999999	5000002

Código	Descripción / Términos de Referencia	Valor S/.	Unidad Medida
150100020007	PUBLICACIONES DE ARTÍCULOS CIENTÍFICOS EN REVISTA INTERNACIONAL	8,200.00	SERVICIO



OFICINA DE PROYECTOS  
DE INVESTIGACIÓN  
INSTITUTO CENTRAL DE GESTIÓN DE LA INVESTIGACIÓN

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UNIVERSIDAD NACIONAL FEDERICO VILLARREAL  
INSTITUTO CENTRAL DE GESTIÓN DE LA INVESTIGACIÓN  
LIMA - PERÚ



Firma Autorizada



## FORMATO N° 01

### TÉRMINOS DE REFERENCIA PARA SERVICIOS

#### 1. ÁREA USUARIA

Instituto Central de Gestión de la Investigación

#### 2. DENOMINACIÓN DE LA CONTRATACIÓN

Servicio de publicación de artículo científico en revista indizada internacional

#### 3. FINALIDAD PÚBLICA

El Instituto Central de Gestión de la Investigación tiene como parte de sus funciones, promover la investigación, producción científica, innovación y emprendimiento de los docentes y estudiantes de la Universidad Nacional Federico Villarreal, estableciendo estrategias que coadyuven a cumplir con las metas propuestas.

Debiendo contar para ello con la evidencia necesaria de las múltiples investigaciones que realizan los docentes y estudiantes de la comunidad villarrealina, a través de la publicación de los artículos en revistas indexadas de alto impacto a nivel internacional.

#### 4. ANTECEDENTES

En el marco de las estrategias establecidas nuestra casa de estudios ha a través de sus recursos directamente recaudados otorgado financiamiento por servicio de publicación de artículos científicos en revistas especializadas e indexadas a nivel internacional. R. R. N° 236-2022-UNFV San Miguel, 28 abril de 2022. Directiva LINEAMIENTOS Y PROCEDIMIENTOS PARA EL ACCESO AL FINANCIAMIENTO DEL SERVICIO DE LAS PUBLICACIONES EN REVISTAS INDIZADAS.

#### 5. OBJETIVO DE LA CONTRATACIÓN

Financiar el servicio de publicación de artículos científicos en una revista indexada a nivel Internacional.

#### 6. REQUERIMIENTO, CARACTERÍSTICAS Y CONDICIONES

##### 6.1. REQUERIMIENTO

N° Ítem	Código Siga	Descripción del servicio	Unidad de Medida	Cantidad
01	001746	Publicación de Artículos en revista indizada	Servicio	01

##### 6.2. CARACTERÍSTICAS DE LA REVISTA

Deberá ser una revista científica de investigación a nivel internacional. Deberá tener publicaciones mensuales y acceso libre e inmediato a su contenido a través de las páginas web. La revista deberá figurar en las bases de datos especializadas en revistas científicas indexadas, como: Scopus, Web of Science, Scielo.



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### 6.3. RESPONSABILIDAD DEL CONTRATISTA

#### 6.3.1. Plazo de reposición

En caso de detectarse errores ortográficos y/o gramaticales, luego de la publicación del artículo en la revista indizada, el área usuaria dentro de los dos (02) días hábiles siguientes de realizada la publicación, solicitará a través de la Oficina de Abastecimiento y Servicios Generales, se notifique al proveedor el sentido de las observaciones y el plazo para su reposición (nueva publicación).

#### 6.3.2. Garantía comercial

El proveedor otorgará una garantía comercial para avalar que el servicio prestado cumple con todas las características y condiciones establecidas en los términos de referencia, el cual no podrá ser menor a un (01) año, computados a partir de la entrega de la Constancia del artículo publicado.

Para lo cual una vez identificado el servicio que presenta defectos, se notificará al proveedor para su reposición inmediata en un plazo máximo de tres (03) días calendarios computados luego de la notificación de la carta por parte de la Oficina de Abastecimiento.

#### 6.3.3. Responsabilidad por vicios ocultos

El plazo máximo de responsabilidad del contratista es de un (01) año, contado a partir de la conformidad otorgada por la Entidad.

### 6.4. LUGAR DONDE SE EJECUTARÁ LA PRESTACIÓN

No aplica

### 6.5. CONDICIONES DE LA PRESTACIÓN

La publicación se realizará a través de una plataforma especializada de forma virtual, de acuerdo con las condiciones establecidas por el proveedor.

### 6.6. PLAZO DE EJECUCIÓN DE LA PRESTACIÓN

Entregable	Plazo
Constancia del artículo publicado.	Hasta cien (100 días calendario siguientes, computados a partir del día siguiente de recibido el pago correspondiente.

### 6.7. FORMA DE PAGO

La Entidad debe pagar las contraprestaciones pactadas a favor del contratista de forma previa en pago único, a la publicación de artículo por derecho a la revista indexada, siempre que se verifiquen las condiciones establecidas en los términos de referencia y previa presentación del Formato N° 04 - Autorización para realizar el pago previo a la publicación por derecho a la revista indexada, por parte del área usuaria.

### 6.8. CONFORMIDAD

La conformidad de la prestación será dada expresamente por el Director del Instituto Central de Gestión de la Investigación - ICGI de la UNFV, dentro de los dos (02) días hábiles siguientes de la verificación y cumplimiento de la prestación de acuerdo al requerimiento y la orden de servicio.

### 6.9. PENALIDADES

No aplica.



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#### 6.10. CONFIDENCIALIDAD

El proveedor deberá guardar absoluta confidencialidad en el manejo de la información y documentación a la que tenga acceso durante la prestación del servicio, no podrá revelar detalles sobre el alcance del servicio a terceros, excepto cuando resulte estrictamente necesario para el cumplimiento de la prestación. En ambos casos el proveedor deberá dar cumplimiento y será responsable de la aplicación a todas las políticas definidas por UNFV en materia de seguridad de la información.

#### 6.11. VICIOS OCULTOS

El plazo máximo de responsabilidad del contratista es de un (01) año, contado a partir de la conformidad otorgada por la Entidad.

#### 6.12. NORMATIVA ESPECÍFICA

No aplica

#### 6.13. ANEXOS U OTROS DOCUMENTOS EN RELACIÓN CON LA CONTRATACIÓN

- Carta de aceptación remitida por el proveedor.
- Invoice remitida por el proveedor.
- Formato de Validación de los Términos de Referencia.
- Formato de Conversión de moneda y Cálculo de obligaciones tributarias.
- Formato de Autorización para realizar el pago previo a la publicación por derecho a la revista indexada, de ser caso.
- Ficha técnica de la revista.
- El artículo a publicar en formato digital.



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**FORMATO N° 2**

**VALIDACIÓN DE LOS TÉRMINOS DE REFERENCIA**

**Revisión y/o verificación del cumplimiento de los Términos de Referencia**



<b>1</b>	<b>DENOMINACIÓN DE LA CONTRATACIÓN</b>	"Publicación de artículo en revista científica"
----------	----------------------------------------	-------------------------------------------------

<b>2</b>	<b>DEPENDENCIA USUARIA</b>	VICERRECTORADO DE INVESTIGACION
----------	----------------------------	---------------------------------

<b>ÍTEM N°</b>	<b>DESCRIPCIÓN DEL ÍTEM</b>			<b>PROVEEDOR</b>	
	Descripción clara y precisa del objeto de la contratación	Cantidad	Cumple	Razón Social	MDPI AG
	Deberá ser una revista científica de investigación a nivel internacional	1	SI	RUC	PROVEEDOR DEL EXTRANJERO
	Deberá tener publicaciones mensuales y acceso libre e inmediato a su contenido a través de las páginas web.	1	SI	Número de Cotización / Invoice / Factura / Orden	INVOICE N° 2373081
	La revista debe figurar en las bases de datos especializadas en revistas científicas indexadas como: Scopus, Web of Sciences, Scielo.	1	SI	Fecha del documento remitido	30/06/2023
				Otros (País proveedor)	SUIZA

<b>3</b>	<b>NOTAS / OBSERVACIONES</b>	<b>SE REQUIERE EL PAGO PREVIO</b>
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<b>4</b>	<b>FECHA DE ELABORACIÓN DEL DOCUMENTO:</b>	<b>06 de julio de 2023</b>
----------	--------------------------------------------	----------------------------

<b>5</b>	<b>EMITIDO Y APROBADO POR:</b>  V°B° Dr. Jose H. Livia Segovia Director - ICGI	 DRA.MIRIAM CORINA CASTRO ROJAS
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FORMATO N° 3

CONVERSIÓN DE MONEDA Y CÁLCULO DE OBLIGACIONES TRIBUTARIAS

1	DENOMINACIÓN DE LA CONTRATACIÓN	"Publicación de artículo en revista científica"
2	DEPENDENCIA USUARIA	VICERRECTORADO DE INVESTIGACION

3	DATOS DEL PROVEEDOR				
	Razón Social	MDPI AG			
	RUC	PROVEEDOR DEL EXTRANJERO			
	Número de Cotización / Invoice / Factura / Orden	INVOICE N° 2373081			
	Fecha del documento remitido	30/06/2023			
	Moneda y monto del importe	Moneda del importe:	EUROS	Monto del importe:	1,289.59

3	CALCULO DE PAGO	
	Moneda y monto del importe	€ 1,289.59
	Tipo de cambio SBS al día 05.07.2023	S/ 4.179
	Moneda y monto del importe según conversión	S/ 5,389.20
	Cálculo de pago IGV no domiciliado (18%)	S/ 970.06
	Periodo en que se realiza el cálculo de pago IGV no domiciliado	JUL-2023
	Retenciones (30%) según sea el caso	S/ 1,616.80
	Gastos operativos / Comisiones	S/ 223.94
	IMPORTE TOTAL PARA CERTIFICAR	S/ 8,200.00




4	FECHA DE ELABORACIÓN DEL DOCUMENTO:	06 de julio de 2023
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5	EMITIDO Y APROBADO POR:	<div></div> <div>V°B° Dr. Jose H. Livia Segovia Director – ICGI</div> <div>DRA.MIRIAM CORINA CASTRO ROJAS</div>
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FORMATO N° 4

AUTORIZACIÓN PARA REALIZAR EL PAGO PREVIO A LA PUBLICACIÓN POR DERECHO A LA REVISTA INDEXADA

1	FECHA DE EMISIÓN DEL DOCUMENTO	06 de julio de 2023	
2	DEPENDENCIA USUARIA	VICERRECTORADO DE INVESTIGACION	
3	DATOS DEL PROVEEDOR	Razón Social	MDPI AG
		RUC / Código	PROVEEDOR DEL EXTRANJERO
		Dirección	St. Alban-Anlage 66- 4052 Basel Switzerland
		Nombre de contacto	Ms. Ariana Loreta Guga / Ms Mag Wang
		Número telefónico	Tel: +41 61 683 77 34
		E-mail	<a href="mailto:billing@mdpi.com">billing@mdpi.com</a> / <a href="mailto:mag.wang@mdpi.com">mag.wang@mdpi.com</a> / <a href="mailto:guga@mdpi.com">guga@mdpi.com</a>
4	DATOS DE LA CONTRATACIÓN	Ítem	1
		Descripción del objeto de la contratación	"SERVICIO DE PUBLICACIÓN DE ARTÍCULO ENREVISTA INDIZADA INTERNACIONAL"
		Monto de la contratación	S/ 8,200.00
		Forma de pago	PAGO PREVIO
		Plazo de la prestación	HASTA CIEN DIAS CALENDARIOS SIGUIENTES CONTADOS A PARTIR DEL DIA SIGUIENTE DE RECIBIDO EL PAGO CORRESPONDIENTE
		Validación de TdR	Según formato adjunto
6	OBSERVACIONES	PROVEEDOR CON SEDE SUIZA	
7	AUTORIZACIÓN EN CASO DE REALIZAR EL PAGO PREVIO A LA PUBLICACIÓN		
	El funcionario que suscribe el presente documento, dada la naturaleza de la contratación autoriza la realización del pago previo a la publicación, a fin de alcanzar la finalidad de la contratación.		
	CONDICIONES PARA EL PAGO PREVIO	Monto para pagar	S/ 8,200.00
		Plazo para realizar el pago	25 DIAS CALENDARIO
		Nombre y dirección del banco destino	Credit Suisse, St. Alban-Graben 1-3, Postfach 2560, CH-4002 Basel, Schweiz
		Nombre de cuenta	Nombre del beneficiario: MDPI AG
		Número de cuenta	0060-1604356-52
		CCI / Código Swift	CRESCHZZ80A
		Código ABA / IBAN	CH14 0483 5160 4356 5200 0
		Otras consideraciones	Tenga en cuenta que la tarifa por usar PayPal es del 5% del monto facturado.
8	<div><div> V°B° Dr. Jose H. Livia Segovia Director – ICGI</div><div> DRA.MIRIAM CORINA CASTRO ROJAS</div><div> Firmado digitalmente por: CASTRO ROJAS Miriam Corina FAU 20170934289 soft Motivo: Soy el autor del documento Fecha: 06/07/2023 20:01:09-0500</div></div> <p>NOMBRE, FIRMA Y SELLO DEL FUNCIONARIO RESPONSABLE DEL ÁREA USUARIA</p>		



## Formato 12

### FICHA TECNICA DE LA REVISTA

<b>Nombre</b>	SOCIAL SCIENCES
<b>URL</b>	<a href="https://www.mdpi.com/journal/socsci">https://www.mdpi.com/journal/socsci</a>
<b>ISSN</b>	<b>ISSN 2076-0760</b>
<b>Indexaciones</b>	Scopus, Web of Science, PubMed, EBSCO, Otros
<b>Año de publicación</b>	2023
<b>Periodicidad</b>	Mensual
<b>Editor</b>	Ariana Loreta Guga
<b>Factor de impacto</b>	SJR = 1.7
<b>Cuartil de la revista</b>	Q2
<b>Entidad patrocinadora</b>	
<b>País</b>	Suiza



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La Universidad Nacional Federico Villarreal  
Dirección General de Administración  
Jr. Carlos Gonzales 285. Urb. Maranga San Miguel  
Lima  
Peru

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E-Mail: [billing@mdpi.com](mailto:billing@mdpi.com)  
Website: [www.mdpi.com](http://www.mdpi.com)  
VAT nr. CHE-115.694.943

Date of Invoice:	30 June 2023
Manuscript ID:	socsci-2373081
Invoice Number:	2373081
Your Order:	by e-mail ( <a href="mailto:diga@unfv.edu.pe">diga@unfv.edu.pe</a> ) on 14 April 2023
Article Title:	"A systematic review of educational interventions to increase prosociality against gender-based violence in university bystanders"
Name of co-authors:	Maria Villalonga-Aragón, Manuel Martí Vilar, César Merino-Soto and Lizley Tantalean-Terrones <a href="#">Additional Author Information</a>
Institutional Open Access Program (IOAP):	University of Valencia
Terms of payment:	5 days
Due Date:	5 July 2023
License:	CC BY

Description	Currency	Amount
Article Processing Charges	EUR	1 432.88
IOAP discount (10%)	EUR	(143.29)
Subtotal without VAT	EUR	1 289.59
VAT (0%)	EUR	0.00
<b>Total with VAT</b>	<b>EUR</b>	<b>1 289.59</b>

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### 3. Wire Transfer in Euros (EUR)

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IBAN: CH14 0483 5160 4356 5200 0

Beneficiary's Name: MDPI AG

Beneficiary's Address: St. Alban-Anlage 66, CH-4052 Basel, Switzerland

Bank Account Number (EUR, Euros Account for MDPI): 0060-1604356-52

Bank Name: Credit Suisse

Bank Address: Credit Suisse, St. Alban-Graben 1-3, Postfach 2560, CH-4002 Basel, Schweiz

SWIFT code (Wire Transfer Address): CRESCHZZ80A

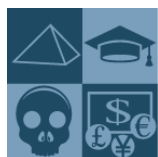
Clearing number: 4835

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# CERTIFICATE OF ACCEPTANCE



Certificate of acceptance for the manuscript (socsci-2373081) titled:

A systematic review of educational interventions to increase prosociality against gender-based violence in university bystanders

Authored by:

Maria Villalonga-Aragón; Manuel Martí Vilar; César Merino-Soto; Lizley Tantalean-Terrones

has been accepted in *Soc. Sci.* (ISSN 2076-0760) on 30 June 2023



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Basel, June 2023



## INSTITUTO CENTRAL DE GESTIÓN DE LA INVESTIGACIÓN

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PROVEIDO Nº 685-2023-ICGI-VRIN-UNFV

RECURRENTE: Dr. PEDRO MANUEL AMAYA PINGO  
VICERRECTOR DE INVESTIGACIÓN

ASUNTO: SOLICITUD DE FINANCIAMIENTO PARA PUBLICACIÓN EN LA  
REVISTA SOCIAL SCIENCES - MDPI: A SYSTEMATIC REVIEW  
OF EDUCATIONAL INTERVENTIONS TO INCREASE  
PROSOCIALITY AGAINST GENDERBASED VIOLENCE IN  
UNIVERSITY BYSTANDERS - DRA. LIZLEY JANNE TANTALEAN  
TERRONES DE C. – FAPS.

REFERENCIA: PROVEIDO Nº 758-2023-VRIN-UNFV.

NT: 045330-2023

FECHA : Lima, 05 de julio del 2023

---

PASE A : **Econ. CARLOS DOMINGUEZ HERRERA**  
Personal Administrativo

PARA : Su informe y fines correspondiente

**Dr. JOSÉ H. LIVIA SEGOVIA**  
Director  
Instituto Central de Gestión de la Investigación





**VICERRECTORADO DE INVESTIGACIÓN**

"Año de la unidad, la paz y el desarrollo"

**PROVEIDO N° 0758-2023-VRIN-UNFV**

RECURRENTE : DRA. LIZLEY JANNE TANTALEÁN TERRONES  
FACULTAD DE PSICOLOGÍA

REFERENCIA : FORMULARIO ÚNICO DE TRÁMITE

NT. : 045330

ASUNTO : SOLICITUD DE FINANCIAMIENTO PARA PUBLICACIÓN EN LA REVISTA  
SOCIAL SCIENCES - MDPI: A SYSTEMATIC REVIEW OF EDUCATIONAL  
INTERVENTIONS TO INCREASE PROSOCIALITY AGAINST GENDER-  
BASED VIOLENCE IN UNIVERSITY BYSTANDERS - DRA. LIZLEY JANNE  
TANTALEAN TERRONES DE C. – FAPS

FECHA : SAN MIGUEL, 04 DE JULIO DE 2023

---

PASE A : DR. JOSÉ HÉCTOR LIVIA SEGOVIA  
INSTITUTO CENTRAL DE GESTIÓN DE LA INVESTIGACIÓN

PARA : SU INFORME CORRESPONDIENTE.

ATENTAMENTE,

  
**DR. PEDRO MANUEL AMAYA PINGO**  
VICERRECTOR DE INVESTIGACIÓN  
LIMA-PERU

PMAP/bjlp  
C. C.: Archivo

PRIORIDAD: NORMAL  
FOLIO: 40



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OFICINA DE TRÁMITE DOCUMENTARIO

**FORMULARIO ÚNICO DE TRÁMITE**  
( Gratuito )

VICERRECTORADO DE INVESTIGACIÓN

**Dependencia a quien se dirige:**

Nº  
34

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ARTÍCULO DE INVESTIGACIÓN

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TANTALEAN TERRONES DE CALLOHUANCA, LIZLEY JANNE

**Facultad:**

PSICOLOGÍA

**Escuela Profesional:**

PSICOLOGÍA

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**DIRECCIÓN DOMICILIARIA:**

Av. Jr. Calle - Pasaje - Mz. Lt. Urbanización

**Nº y/o  
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Av. República de Israel Mz. X1 Lt. 20 - El Álamo

**Distrito:**

COMAS

**Teléfono fijo:**

6596366

**Celular:**

935136279

**Correo Electrónico:**

ltantalean@unfv.edu.pe

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- 1 - Anexo 1 - Solicitud de financiamiento para publicación (docentes)
- 2 - Anexo 2 - Validación de los términos de referencia
- 3 - Anexo 3 - Conversión de moneda y cálculo de obligaciones tributarias
- 4 - Anexo 4 - Autorización para realizar el pago previo a la publicación por derecho a la revista indexada
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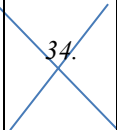
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Nº	TRAMITES
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1.	Revalidación de grado o título otorgado en el extranjero
2.	Año Sabático
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4.	Recurso de apelación (2da. instancia) anexar formulario .....
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6.	Fraccionamiento de deuda
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9.	Exoneración de tasa académica para optar grado de maestro o doctor
10.	Documentos de sobre membretado
11.	Acumulación de cuatro años de formación profesional
12.	Acumulación de tiempo de servicios en otra entidad estatal
13.	Reconocimiento del primer quinquenio
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15.	Reconocimiento de tiempo de servicios
16.	Subsidio familiar
17.	Subsidio por luto
18.	Subsidio por sepelio
19.	Pensión por viudez
20.	Pensión por orfandad
21.	Retención de haberes por mandato judicial
22.	Cese, compensación y/o pensión
23.	Exoneración de tasa para adoptar grado o título
24.	Declaración jurada del empleador para la AFP
25.	Certificado de retención de quinta categoría
26.	Certificado de retención del cuarta categoría
27.	Devolución de dinero
28.	Giro de nuevo cheque
29.	Constancia de recibo de pago
30.	Rectificación o adición de nombre y/o apellido
31.	Constancia de grado o título
32.	Auspicio académico
33.	Anulación de primer ingreso
 34.	Otros SOLICITUDDEFINANCIAMIENTODEARTÍCULOINVESTIGACIÓN



## ANEXO 1

### SOLICITUD DE FINANCIAMIENTO PARA PUBLICACIÓN (DOCENTES)

Lima 30 de junio de 2023

Señor Vicerrector (a) de la Universidad Nacional Federico Villarreal  
Dr. Pedro Amaya Pingo

Yo, LIZLEY JANNE TANTALEAN TERRONES DE CALLOHUANCA, docente nombrado de tiempo completo en la categoría Auxiliar adscrita a la Facultad de Psicología. Con domicilio en Av. República de Israel Mz. X1 Lt. 20, Urbanización el Álamo, distrito de Comas, Identificada con código UNFV N° 2019020, DNI N° 40361757, e-mail [ltantalean@unfv.edu.pe](mailto:ltantalean@unfv.edu.pe), me dirijo a su despacho en calidad de coautor del artículo.

**"A systematic review of educational interventions to increase prosociality against gender-based violence in university bystanders".**

Solicito financiamiento para su publicación en la revista Social Sciences-MDPI  
Teniendo como autores y coautores:

María Villalonga-Aragón (autor)  
Manuel Martí-Vilar (coautor)  
César Merino-Soto (coautor)  
Lizley Tantalean-Terrones (coautor)

Para lo cual adjunto los formatos correspondientes, el artículo y recibo de pago referido por la revista para su publicación.

Atentamente

Dra. Lizley Janne Tantalean Terrones de C  
Docente responsable



## Review

# A systematic review of educational interventions to increase prosociality against gender-based violence in university bystanders

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**María Villalonga-Aragón**<sup>1</sup>, **Manuel Martí-Vilar**<sup>2\*</sup>, **César Merino-Soto**<sup>3\*</sup> and **Lizley J. Tantalean-Terrones**<sup>4</sup>

Department of Basic Psychology, Faculty of Psychology and Speech Therapy, Universitat de València (Spain). E-mail: mariavillalonga4@gmail.com. ORCID: <https://orcid.org/0000-0002-2739-0219> (M.V.-A.)

<sup>2</sup> Department of Basic Psychology, Faculty of Psychology and Speech Therapy, Universitat de València (Spain). E-mail: Manuel.Martí-Vilar@uv.es. Tel.: +34696040439. ORCID ID: <https://orcid.org/0000-0002-3305-2996> (M.M.-V).

<sup>3</sup> Institute for Research in Psychology, University of San Martín de Porres, Lima 34 (Peru). E-mail: sikayax@yahoo.com.ar. Tel.: +527774259409. <http://orcid.org/0000-0002-1407-8306> (C.M.-S.)

<sup>4</sup> Research Community in Psychological Evaluation (EVPSIC), Faculty of Psychology, Federico Villarreal National University, 15088 Lima (Perú). Email: ltantalean@unfv.edu.pe. ORCID ID: <https://orcid.org/0000-0001-7439-5699> (L.J. T.-T.)

\* Correspondence: Manuel.Martí-Vilar@uv.es, +34696040439; sikayax@yahoo.com.ar, +527774259409.

## Abstract:

Gender-based violence represents a problem of public interest with a high prevalence on university campuses, which has intensified the preventive strategy for potential victims; however, the prosocial action of the viewer configures a promising alternative to mitigate its incidence. This study analyzes preventive interventions based on gender-based violence towards university viewers as a basis for future proven and sensitive implementation processes of intercultural adaptation. The systematic review process was implemented, based on the Arksey and O'Malley methodology (aligned with the Cochrane manual), with subsequent reporting of results according to the PRISMA guide, identifying 15 articles that met the selection criteria in the databases: WOS, Scopus, ERIC, PsycINFO, Embase, and PubMed, with specific descriptors. Despite the heterogeneity in the types of intervention and the study variables, the intervention, and the results are described, and it is highlighted that they were effective for most of the proposed objectives, such as the decrease in the perpetration of sexual violence, the increase in the prosocial behavior, recognition of forms of violence. The great value of these preventive interventions is concluded, and the diversity of these strategies implemented in parallel and continuously would have a lasting impact in higher education contexts.

**Keywords:** prevention; intervention; gender-based violence; intimate partner violence; programs; university students; bystanders; systematic review.

## 1. Introduction

### 1.1. Bystander behavior in social psychology

During the 20th century, research in social psychology has been mainly motivated by the predictability of behavior based on mediating processes. Therefore, much of the scientific production of the last century has tried to identify, isolate, describe, and explain concepts related to thought and action [1].

Starting in the 1960s, social psychology denoted curiosity and concern about events that denounce the lack of responsibility in human groups, such as the express inaction in

cases such as that of CSG, a 28-year-old girl who was the victim of a knife attack during one morning in 1964 while she was traveling to her home in Queens-New York. The aggressor perpetrated the act in three moments for 35 minutes until she was evicted. The 38 neighbors (known as bystanders) turned on the house lights; however, only one person called the police when the assailant left the scene [2]. Although the eventuality does not show the number of witnesses, or their degree of exposure to the event, various authors focus on a new conceptualization of group behavior [3]. Under this premise, the viewer is defined as a person involved (by his or her mere presence), in a particular scenario, who has the power to change or maintain such a state by assuming or evading the responsibility to act in this regard.

As a prelude to the 1970s, the first experimental studies were carried out on bystanders (their inhibition and diffusion of responsibility), with social psychologists being pioneers Bibb Latané and John Darley, who recorded people's behavior when faced with stimuli that suggested emergent facts [4].

In this sense, the predictability of the intention of the behavior is assumed if the attitude towards it is considered in a series of perceived standards of "pass" and "subjective control" as the basis of effective behavior, where the subjectivity of the norms is held in the belief scheme towards the "value-expectation" dyad, and the adjustment of one or both conditions make the difference [5].

Social experiments provide a valuable reference for consolidating behavioral theories. In this sense, Darley and Latané [6] represent the intervention of a bystander who, regardless of his personality type, can react to an event in an apathetic, alienated way or an anomic attitude, as an effect mimicked by the attitude of his companions, the action or inaction of the people in the environment and even for the effects of their behavior on the rest of the bystanders.

These authors raised fictitious emergency cases in experimental conditions, in which the presence of occasional bystanders substantially reduced the intervention of support or help in the experimental subjects [7]. What allows to generalize the prosocial intervention of the bystander in 5 moments: (a) realize the situation, (b) perceive the risk for the potential victims, (c) assume the responsibility to intervene, (d) decide to act and (e) act [8, 9]. Burn [10] later applied this model to sexual violence and offered a more nuanced bystander perspective on gender-based violence; identifying the inhibitory barriers to prosocial action at each step: (a) unawareness of the incident; (b) not identifying the need for intervention; (c) evade responsibility to intervene; (d) failing to intervene in the face of insufficient skills; and (e) not intervene for fear of the perception of the audience; resulting in negative emotions of embarrassment or shame.

In addition to the approach to diffusion of responsibility, where bystanders do not intervene in the presence of others who could intervene [6]; it is theorized that bystanders assess the value of a potential or actual victim based on various characteristics, such as how they dress and their alcohol consumption [10]. Factors influencing bystander behavior are multiple, making it difficult to understand students' decision-making process to address dating violence in their peer group [11].

### *1.2. Gender-based violence on university campuses and bystander intervention*

Gender-based violence (also referred to as intimate partner violence and violence against women in the literature) constitutes an abuse of human rights and one of the public health problems of epidemic proportions, according to the WHO [12], which requires the adoption of urgent measures. It is an extreme manifestation of gender inequality that affects women, as indicated by the World Report on Violence and Health of the Pan American Health Organization [13].

In 2015, it was estimated that one in five female students and one in twenty male students in US universities suffered sexual assault during their formative period [14]. Comparing data from the 21 colleges surveyed over the subsequent four years, partici-

pants were found to have more information regarding sexual assault and sexual misconduct, the process for making a report, and the resources available to victims; despite this, the prevalence of cases of sexual assault in its different forms remained, and although 65% of the students recognize that they could have the support of the university and the officials involved, there are fewer who report an experience with non-consensual sexual contact [15].

Despite decades of awareness and implementation of campus sexual assault prevention programs, the rate of sexual assault has persisted for more than 50 years [16]. These are persistent and worrying findings, so psychoeducation efforts on sexual consent based on relevant sociocultural factors are still necessary to improve their understanding of university students [17].

Campus rape prevention programs for college students have been limited to teaching about the limits of sexual consent and providing education to reduce sexual assault [18, 19, 20]. In reaction to these limitations, the field of sexual assault prevention has made several advances to proactively and positively engage the opposite-sex audience, with promising reductions in this regard [21, 22]. Through recent publications [23, 24], it can be seen how bystander intervention has supplanted victim-centered sexual assault prevention, underlining that both the victim and the perpetrator are not the only actors in most cases of violent acts. In addition, in recent years, there has been an increased awareness of the importance of social norms [25, 26, 27, 28] and cultural context in promoting environments that overtly or covertly tolerate sexual assault and violence.

In this field, a bystander intervention model is a promising approach for physical and sexual violence prevention, taking into account interpersonal violence as a community issue, in which normative social changes are required to support the use of violence [29]. The prosocial model of the bystander [30, 31, 6, 32] teaches skills and engages bystanders, empowering them in situations of risk of sexual violence. In college students, these interventions aim to teach them to recognize warning signs of possible sexual assault and encourage them to intervene when they see a peer in trouble [33].

Some evaluations found positive changes in viewers' prosocial behaviors [31, 34], but others did not [35]. Regardless of the results, the weaknesses observed in these programs are that they mainly involve face-to-face workshops, small group formats, and short periods, which limits their scope and overall impact [36].

In this context, "prosocial behavior" takes on greater strength, which associates the development of normative judgments, social skills, and self-regulation capacity [37]; action independent of the original stimulus and different from altruism [38]; taking into account that the prosocial is more linked to the sense of community, as a general rule of attention and care of the group; which implies a sense of belonging and identification with their requirements, even more so if these are emerging. Although it is addressed that the majority of perpetrators are men and that women are disproportionately victims of sexual violence on campus, this approach is designed to create a sense of community, with people willing and able to take action (from their individuality) to interrupt an assault or potential assault situation, speak out against social norms that support sexual violence, and be an effective and supportive ally to survivors [39].

It should be noted that most of the research in primary prevention in this field has been carried out in the North American context. An international review of violence prevention and intervention programs [40] that include all forms of violence against women and girls (child and forced marriage, child sexual abuse, female genital mutilation, femicide, intimate partner violence, sexual assault by third parties and trafficking), found that more than 80% of rigorous evaluations were conducted in six high-income countries, whose populations account for 6% of the world's total.

In this topic, systematic reviews and meta-analyses of programs that address sexual violence in university students were identified; in this regard, [41] analyzed the effect of

programs aimed at reducing the risk of intimate partner violence in 13 randomized controlled trials; in turn, [42] included 28 studies in their review, considering interventions in intimate partner violence based on the promotion of alternative behaviors to aggression and the creation of protective environments; also, [43] analyzed 11 intervention studies on university bystanders, diverse in terms of duration, instrumentation and educational strategy; likewise, [44] with the application of the Haddon Matrix, evaluated intervention programs against sexual aggression on university campuses, with the selection of 31 articles published between 2001 and 2017, including experimental and quasi-experimental design programs. Finally, [45] with the analysis of 24 articles on bystander attitudes, beliefs and behaviors, their effects and sustainability.

It should be noted that, although the mentioned studies are systematic reviews on educational programs against gender violence, they present certain limitations and parameters; considering, three articles that include publications on primary preventive intervention in intimate partners and tertiary preventive intervention (towards the perpetrator-victim dyad), not being exclusive on bystanders [41, 42, 44]; also the presentation of the assessment and analysis of their effects [42, 43]; the selection of experimental design programs, in randomized controlled groups [41, 44]; finally, the analysis of descriptive studies and processes of promotional and preventive intervention in bystanders [45]. The main contribution of the present review study is that each selected article is based on educational interventions in prosocial behavior, applied in spectators (as the main target population), regardless of their scope, methodology, intervention strategy and evaluation of their sustainability over time.

Review articles contribute to scientific dissemination, synthesizing the state of research in various disciplines and themes, constituting a starting point for research thanks to the integration and updating of results [46]. The relevance of a systematic review based on violence prevention programs allows a realistic analysis of the most used strategies and the revalidation of effective methodologies, which is very useful for formulating public policies and implementing social programs [47].

Therefore, the main objective of the research was to systematize the studies based on university bystander education programs for the prevention and intervention in gender-based violence, and to carry out a descriptive study. For this purpose, it was proposed to contrast the studies based on the interventions implemented and executed, their research design, the type and size of the sample, the sociodemographic characteristics of the participants, the measurement instruments, and the results of the effect or effectiveness of the interventions.

## 2. Materials and Method

### 2.1. Protocol

The present study evidences the systematic review of the scientific literature published in preventive - prosocial intervention programs in gender-based violence in a university context. Its elaboration is based on the methodology of Arksey and O'Malley [48] and includes the question, the inclusion-exclusion criteria, the review and selection of studies, the extraction of data with their respective analysis and the report of results; in confluence, the Cochrane review regarding the effects of health or social interventions (including randomized and non-randomized studies) [49]; finally, these findings are reported in terms of the PRISMA statement [50] for the publication of systematic reviews (see Figure 1).



## 2.2. Search

This bibliographic search took place between August and September 2021. It was carried out in all the different social and cultural contexts, registering studies from all countries to enhance the generalization capacity of the results. The search took place in three phases; first of all, a search was carried out to obtain an overview of the subject in question; secondly, the application of the inclusion and exclusion criteria was carried out to delimit and centralize the topic of work and, finally, a manual search was carried out to include those articles that had not been found after the first itinerancy.

The search strategies allowed us to identify the maximum number of studies on bystander education programs for university students in the face of gender-based violence. The review was conducted in English and Spanish, under the combination of two terms joined with the connector [AND], with no limit to the year of publication. Likewise, the manual search was carried out in the list of references of the articles significantly relevant to the study to access potentially additional studies.

## 2.3. Eligibility

A protocol was registered in PROSPERO and the search was performed according to the following criteria. The identification code is CRD42022337692.

### 2.3.1. Inclusion criteria

The included studies conform to the following formats: a) Articles referring to bystander intervention processes in gender-based violence, b) Studies of an experimental nature (whether pre-experimental, quasi-experimental, or controlled experimental), c) Studies involving modeling effects in viewer behavior, d) Research that includes a university population, regardless of gender, ethnicity, geographic location, educational level or age range, and d) Studies published in the English language.

### 2.3.2. Exclusion criteria

Studies were discriminated in the following formats: a) Articles associated with social experiments (studies of a psychological and sociological nature, with exposure of the participants to specific stimuli and consequent immediate measurement), since they do not correspond to structured processes of preventive intervention; b) non-experimental descriptive-comparative, cross-sectional studies that collect information on the subject but do not record the manipulation of stimuli for learning alternative behaviors to cope with gender violence; c) Articles on content validation of gender-based violence prevention-programs; d) Books, manuals or dissertations, e) Thesis of all kinds (degree or professional-qualification), as they are not exposed to the scrutiny of a scientific journal; f) Editorials, and g) Clinical case studies.

In the process of identifying the studies, the following terms were considered *Gender-based violence AND prosocial\* AND intervention*, and *Intimate partner<sup>1</sup> violence AND prosocial\* AND intervention*; as combinations indicated for the databases: Web of Science (WOS), Scopus, of proven quality in their records [51], Education Resource Information Center (ERIC), PsycInfo and PubMed, in the latter the combination *Intimate adheres partner violence AND prevention AND undergraduate students*; finally, in the case of Embase, it is considered: *Gender-based violence AND prosocial\* AND intervention*, *gender-based violence AND bystander AND intervention* and *partner violence AND prosocial\* AND intervention*. It should be noted that the last four databases are considered according to the objective of the review associated with the field of higher education, mental health and accession of topics of psychosocial interest.

## 2.5. Data collection

Once the articles were obtained, they were exported to Covidence, a screening and data extraction tool for conducting reviews of standard interventions. This resource allows duplicates to be eliminated and each reviewer to examine the titles and abstracts of the articles and decide to include or exclude each by applying the previously established criteria. In case of discrepancy, the arguments were discussed together. Next, the selected documents were recorded in the Mendeley bibliographic manager and an Excel spreadsheet. To systematically analyze the information contained in the articles, the following categories were completed: a) authors, year of publication and country, b) type of intervention, c) methodology used and the presence or absence of a control group, d) characteristics sociodemographic characteristics of the sample, e) the study variables, f) the evaluation instruments used, g) the results obtained.

### 2.6. Selection

The resulting search targeted 217 articles: 3 in ERIC, 58 in WoS, 62 in Scopus, 18 in Embase, 49 in PsycInfo, and 27 in PubMed. The works were downloaded in a text file and subsequently analyzed based on the title, abstract, keywords, type of intervention, and results. As a result of this first evaluation, 78 articles were eliminated because they were duplicates and in an initial screening after reading the title, 92 studies were discarded. Three books and two dissertations were removed. After this, 42 articles were preselected and read in full text. Of these 39 articles and after applying the inclusion and exclusion criteria, 27 articles were eliminated from the review, giving rise to a final selection of 15 articles included in this systematic review, whose paramount requirement was to consider the modification of viewer behavior through stimuli or psychoeducational processes, which imply results of effect or effectiveness, see Figure 1.

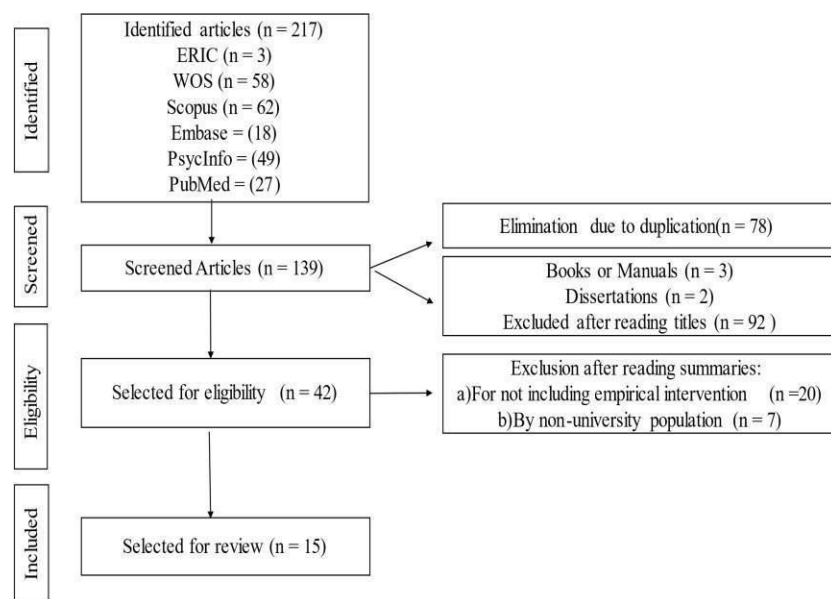


Figure 1. PRISMA diagram, study selection process. Preferred Reporting Items for Systematic Reviews and Flowchart of Meta-Analyses (PRISMA).

### 2.7. Synthesis of results

The synthesis of the results was formulated based on six pre-established criteria, which integrate common aspects in the studies reviewed: a) Type of intervention; b) Design of the educational intervention; c) type of sample and its distribution; d) Sample size; e) demographic characteristics of the sample; f) Measuring instruments, and g) The main results of the studies. These criteria are observed in the results section (See Table 1) and are the subject of analysis in the discussion.

### **3. Results**

A total of 15 documents were found that met the criteria to be part of the review. Table 1 shows a synthesis of all of them. A brief description follows.

**Table 1.** Articles that reflect the intervention in the prevention of gender-based violence in bystanders

Year, authors, country, and citations	Kind of intervention	Objectives	Design/ Sample	Sample distribution	Instruments	Results
Kuffel & Katz 2002 USA <i>PsycInfo</i> 54 Citations [52]	Educational video followed by a discussion led by a male/female presenter or co-presenters. The Control group viewed an episode of the series “Friends.”	To assess the effectiveness of a brief program to prevent physical, psychological, and sexual aggression in intimate relationships.	<b>Design:</b> Intervention Group with Control Group. <b>Sampling:</b> Random	N = 123 EU (Initial), n = 76 EU (Final) IG: 36.8% (n = 28) - CG: 63.2% (n = 48) Women 63.4%, Men 36.6%	1. Relationship Expectations Scale (RES; Washington & Fiore, 1997), 2. Scenarios to discriminate physical, psychological, and sexual abuse; aggressive and abusive dating behavior (Hannon et al., 1996), 3. Conflict Tactics Scale-Revised (CTS-2; Straus et al., 1996); attitude towards the program.	The program is effective for the IG with: <ul style="list-style-type: none"> <li>• improvements in identifying the three types of abuse.</li> <li>• In the case of physical aggression, it increased to the follow-up measure.</li> <li>• Aggressive attitudes on dates decrement, but not sustainable.</li> </ul>
Coker et al., (2015) The United Kingdom <i>Scopus</i> 150 Citations [53]	Green Dot – Bystander training program that engages the US in actions to reduce SV	To compare the rates of the types of violence in the US before and after the intervention in the IG and CG.	<b>Design:</b> Experimental Comparative Observational <b>Sampling:</b> Stratified Random	N = 7026 EU (From three campuses) IG: 39.4% (n=2768) CG: 60.6% (n=4258) IG: Men (49.6%), women (50.4%), CG: Men (47.5%), women (52.5%) GI: Caucasian (79.4%), Afro-descendant and others (20.6%); CG: Caucasian (77.5%), Afro-descendant and others (22.5%)	1. Victimization and violent perpetration - Adaptation of a) Forced or unwanted sex (NSSIPV by Black et al., 2011), b) Sexual Harassment (QES, by Fitzgerald, 1999), c) Stalking (NSVAW, by Tjaden and Thoennes, 1998, and d) Physical and Psychological Violence in courtship (RCTS, Straus et al., 2003). 2. Sociodemographic attributes	The program is effective with: <ul style="list-style-type: none"> <li>• Significant differences between the IG and the CG, <math>p &lt; 0.01</math>.</li> <li>• Lower SV victimization and perpetration rates in students from the IG.</li> </ul>
Potter et al., 2008 USA <i>PubMed</i> 29 Citations [54]	Media campaign around four posters with a modeling effect on alternative behaviors in a VAW risk situation	Analyze the role of campaigns in addressing a public health problem. Describe the implementation and evaluation of the strategy in the reduction of incidences of VAW	<b>Design:</b> Quasi-Experimental with CG (exploratory). <b>Sampling:</b> Intentional	N = 145 EU IG: 55.9% (n = 81) - CG: 44.1% (n = 64) Women 51%, Men 49%	1. Knowledge of means of intervention in case of VAW. 2. Perception of learning and assessment of the program post-intervention) 3. Development of focus groups to improve the content of visual stimuli.	The campaign significantly affected in: <ul style="list-style-type: none"> <li>• Exhibition of prosocial behaviors.</li> <li>• Conformity with the intervention.</li> </ul> Also, the participants suggested adherence to the posters to increase the modeling effect.

Potter et al., 2011 USA <i>PubMed</i> 54 Citations [55]	“Know your Power”: Poster campaign for the prevention of sexual violence, under the concept of social self-identification	Evaluate the effectiveness of the posters and their internalization for the intervention as a prosocial bystander.	<b>Design:</b> Quasi-experimental 01 measure  <b>Sampling:</b> Voluntary (External motivation [EM])	They viewed the posters: (n = 291) EU; They did not view the posters; (n = 81) Completed survey: (n = 372) USA Women 61%, Men 39% Caucasian (87%), other (13%)	1. Willingness to participate in preventing sexual assault, by phase: Pre-contemplation - Contemplation - Action (Grimley et al., 1994) 2. Social self-identification of having participated as witnesses in VAW cases.	The program: • Was effective in the phases of contemplation and action (Descriptive). • Had more significant effects in the pre-contemplation stage, with higher incidence in action of women
Salazar et al., 2014 USA <i>WOS</i> 112 Citations [56]	RealConsent : Web-based general health promotion program or comparison (control) program.	Check the effectiveness of the Program to prevent the perpetration of SV, increase prosocial behavior and learn about the relationships of theoretical mediators in the US	<b>Design:</b> Experimental with CG  <b>Sampling:</b> Random	n=743 EU (Baseline) n= 451 EU (Post Intervention) n=215 (Follow-up) IG: 51% (n = 376) CG: 49% (n = 367). Heterosexual or bisexual men Caucasian (44%), African American (22%), Asian (20%), Latinos (11%) and others (3%)	1. Primary Measures: a) Reactions to Offensive Language and Behavior (ROLB) (Kilmartin et al., 1999) b) Conflict Tactics-II (CTS2; Strauss et al., 1996), 07 items. 2. Various measures are used to evaluate theoretical mediators of implied consent.	The program • Is effective in the IG. • It is not associated with the viewer's intervention efficacy. • The possibility of VD perpetration in the IG is 73% lower than in the CG. • The follow-up shows an increase in PI and low perpetration of violence. • promoted significant differences in the 12 mediators evaluated (p<0.001)
Cares et al., 2015 USA <i>WOS</i> 80 Citations [39]	1. Bringing in the _ Bystander: 2-session program (only with the IG) 2. Know your Power”: Social marketing campaign with modeling and reinforcement effect for GI and GC (Posters with scenarios that address VS incidents).	Evaluate the effectiveness of the program and the campaign in two university fields: a) Pre and post Intervention, b) Follow-up I (5 months later), c) Follow-up II, and (12 months later), parallel to the sociodemographic contrast	<b>Design:</b> Experimental with GC  <b>Sampling:</b> Voluntary EM	n=948 EU (Baseline) n= 607 EU (Post Intervention) n=346 EU (Follow-up) IG: 49% n= (466) CG: 51% (n= 482) Pre-Intervention: Men (51.5%), women (47.8%), and 03 transgender participants. Caucasian (73.2%), Afro-descendant (26.8)	1. Social desirability (Stöber, 2001) 2. Adapted Illinois Rape Myth Acceptance (Payne et al., 1999) 3. Malamuth's Attraction to Sexual Violence (1989) 4. Bystander Efficacy, Knowledge (Banyard, 2008 and 2007) 5. Willingness to Help Scale, Intention to Help a Friend Scale, and Intention to Help a Stranger Scale (Banyard et al., 2014) 6. Knowledge Items (2nd edition) (Banyard et al., 2007).	The Program is effective: • With emphasizing female students of campuses with a larger male population. • In students who were sensitized to the stimuli were more likely to act prosocially when faced with a situation of vs.

Senn & Forest, 2016 USA <i>PsycInfo</i> 31 Citations [57]	Bringing in the Bystander: Workshops on bystander intervention against the social norms that validate AS and coercion. Promotes strategies of recognition and safe interruption of potential SA events.	To evaluate the efficacy of education for preventing Sexual Assault in bystanders (developed by undergraduate students trained for this purpose).	<b>Design:</b> Quasi-Experimental Single group.  <b>Sampling:</b> Voluntary EM	n = 827 EU (Initial) n = 444 (Final) 1) Initial Sampling - IG: 62.6% (n = 518) - CG: 37.4% (n = 309), 2) Final Sampling - IG: 56% (n = 248) - CG: 44% (n = 196) Women 78.3%, Men 20.7%, other genders 1% Caucasian 96.1%, Other African American - Caribbean, Asian or Middle Eastern 3.9%	1. Bystander efficacy (Banyard et al., 2014) 2. Preparation change/Help (Banyard et al., 2014), 3. Brief viewer intent (Banyard et al., 2014), 4. Barriers to intervention for sexual assault (Burn, 2009). 5. Viewer behavior (adapted from Banyard et al., 2007, in Banyard et al., 2014). 6. Social Desirability Scale - SDS-17 (Stöber, 2001). 7. Careless Response (Meade & Craig, 2012)	The intervention was effective for the IG in: • The increase of willingness to intervene. • The decrease of pre-contemplative beliefs, and the growth of proactive actions. • The independent action to the criticism of third parties. • The effects lasted four months.
Mennicke et al., 2018 USA <i>PsycInfo</i> 15 Citations [25]	Social norms marketing campaign to engage men in AS prevention (Implemented for five years)	Evaluate the campaign's impact on positive and prosocial attitudes, beliefs, and behaviors towards SA and bystander intervention with the change of norms on campus.	<b>Design:</b> Quasi-Experimental of a single group.  <b>Sampling:</b> Random	3000 EU for each annual period N = 15,000 EU based on initial sampling and n = 4,158 participants over 5 years Heterosexual men 90.9%, bisexuals 2.5%, Gays 5.4% Caucasian 68.5%, Hispanic 16.5%, Asian 3.6%, African American 28% and 6.4%, Other 4%.	1. Multidimensional survey based on attitudes; a) Beliefs in rape myths (Illinois Scale – 11-item Adaptation (Payne, Lonsway, & Fitzgerald, 1999)), b) Sexually aggressive behaviors, and c) Bystander intervention behavior (six items), with self-assessment and co-assessment processes.	The social norms marketing campaign: • Positively affected the perceptions, attitudes, beliefs, and self-reported prosocial behaviors related to acts of sexual assault. • had significant differences with $p < 0.1$ according to year.
Ortiz & Shaffer, 2018 USA <i>Scopus</i> 9 Citations [17]	“Define Your Line”: Campaign to “unmask the lines” of sexual consent through peer-to-peer and mediated messaging.	To test the effectiveness of the education campaign on sexual consent promoted by university students.	<b>Design:</b> Single group quasi-experimental (exploratory).  <b>Sampling:</b> Voluntary EM	N = 992 US. Pretest (n=324), Posttest 1 (n=328), Posttest 2 (n=340) Women 60.3%, Men 39.7%, Others 1.4% Caucasian (63.2%), Mixed Race (7.4%), Latin American (24%), African American (4.8%), Asian (4.3%)	1.8-item adaptation of the Humphreys and Brousseau (2010) Revised Sexual Consent Scale 2. Behavioral control scale (8 elaborated items) 3. Adaptation of 5 items of the Sexual Consent Request Behaviors Scale (Hust et al., 2013) 4.5-item scale to determine whether or not it is a sexual assault (previous presentation of 12 analysis situations)	The campaign is effective in: • The understanding of sexual consent. • Function of exposure time • More men who belong to university fraternities

Salazar et al., 2019 USA <b>WOS</b> 7 Citations <b>[36]</b>	RealConsent: Web-based sexual violence prevention program or Control Condition	Check the effectiveness of the Program to prevent the perpetration of SV, and increase the prosocial behavior of the viewer and the validity of theoretical models	<b>Design:</b> Quasi-Experimental with GC  <b>Sampling:</b> Random	N = 743 EU IG: 51% (n=376) CG: 49% (n=367) Heterosexual or bisexual men. Caucasian (44%), African American (22%), Asian (20%), Latino (11%), and Other (3%)	1. Reactions to Offensive Language and Behavior (ROLB) (Kilmartin et al., 1999) 2. Conflict Tactics-II (CTS2; Strauss et al., 1996), 07 items -	The program is effective with: • A 28% decrease in perpetration in SV • A 12% increase in prosocial behavior • It is not associated with the efficacy of the intervention (action the spectator) • validates theoretical models correlational.
Cusano et al., 2020 USA <b>WOS</b> 2 Citations <b>[11]</b>	Focus groups (GF), 60 to 75 minutes on dating violence (DV) perspectives.	To analyze the understanding and knowledge of DV and its impact on the decision to intervene as a prosocial bystander.	<b>Design:</b> Qualitative Grounded theory  <b>Sampling:</b> Voluntary knowledge and interest	N = 43 EU 03 G of Men, 04 G of women, and 02 G. mixed Men (n = 40%), women (n = 51%), and OG (n = 9%) Caucasian (42%), Asian (23%), African American (28%), and Latino (26%)	1. DV structured protocol (thoughts, definition, perception of victim support, knowledge of policies, campus resources, experiences with those involved in abusive relationships, and prosocial intervention predisposition.	The Focus Groups reflect three common barriers to SV prevention: • Recognition of unhealthy and abusive behaviors • Ability to determine risks. • Discrimination in emergency situations
Yount et al., 2020 Vietnam <b>WOS</b> 6 Citations <b>[58]</b>	GlobalConsent – Program adapted from RealConsent for use in Vietnam or Web-based Control Educational Program.	To test the impact of the adapted program ( GlobalConsent ) in preventing sexual violence and prosocial behavior of university viewers.	<b>Design:</b> Experimental with CG.  <b>Sampling:</b> Random	N = 793 EU (n = 345 UPV and n = 448 PU) IG: 50% (n = 397) CG: 50% (n = 396). Heterosexual or bisexual men does not indicate ethnicity.	1. Questionnaire on family history, exposure to violence in childhood, and exposure to the Internet and other forms of sexual content. 2. RealConsent evaluation forms and scales (adapted) and other field items aligned to GlobalConsent modules.	• The program is effective in Vietnamese population and for adapting to other Low and Middle-Income countries.
Santacrose, L.B.; Laura, A.C.; Marchell, T.C. 2020 USA <b>PsycInfo</b> 5 Citations <b>[59]</b>	Intervene a 20-minute video, with the effect of modeling the viewer's prosocial behavior, with strategies to intervene in 7 situations.	To assess the effectiveness of the video in increasing the self-reported probability of intervention (pre and post-video viewing) with a 4-week follow-up.	<b>Design:</b> Experimental with CG.  <b>Sampling:</b> Random	n=1243 EU (Initial), n=853 (Final) 1) Initial Sampling - IG: 35.7% (n = 444) - CG: 64.3% (n=799), 2) Final Sampling - IG: 40.3% (n = 344) - CG: 59.7% (n = 509)	1. Survey around the bystander model (5 steps), three questions around the prosocial model, and two about social norms in twelve different situations, seven of which focused on intervention.	• The video increased the self-reported likelihood of intervention in IG participants. • In women, a greater probability of intervention was observed than in men, with a differential of 2.16 in cases of intimate partner violence,

					Women 44.1%	55.9%, Men		1.68 in sexual assault, and 1.68 in sexual harassment.
Martini, M.; De Piccoli, N. 2021 Italy <i>EMBASE</i> 0 Citations [60]	USVreact: a 4-month training program for university staff to counter sexual violence	Evaluate the program's effectiveness regarding the gender system, the identification and evaluation of SV risks, and the predisposition to intervention.	<b>Design:</b> Quasi-experimental single group  <b>Sampling:</b> Voluntary EM	N = 66 (02 university communities) 87.5% staff, 9.4% teachers, 1.6% university leaders and 1.6% directors) Men (7.5%), women (92.5%) Does not indicate ethnicity	1. Justification of the gender system (Jost & Kay, 2005) 2. ESV, an adaptation of the Fitzgerald Scale (Konik and Cortina, 2008) 3. Subtle rape myth from McMahon and Farmer (2011) in its Italian adaptation (SRMA-IT) by Martini et al. (2021). 4. Bystander intention to intervene (Banyard et al., 2002, 2005)		The program is effective in: <ul style="list-style-type: none"><li>• The ability of the participants to recognize subtle forms of violence and reduce the acceptance of the rape myth.</li><li>• The development of active and reactive attitudes in situations of SV.</li></ul> Depending on the supportive reaction culture.	
Park, S.; Kim, S.H. 2021 South Korea <i>EMBASE</i> 0 Citations [61]	With You Education: Bystander Program	Evaluate the acceptance and impact of the program (designed to improve the skills of friends who support DV Victims	<b>Design:</b> Quasi-Experimental Single Group  <b>Sampling:</b> Voluntary EM	N = 46 EU Men (24%), women (76%) Does not indicate ethnicity	1.Competencies of sympathizers to help friends-victims with the Physician Readiness to Manage intimate partners Violence (PREMIS. They selected eight scales and modified them to measure friend supporters' competencies to support their friends and victims of DV. 2. Satisfaction questionnaire through five items used in another study (E. Park et al., 2017, p. 200). 3. Focus group to identify the perceived results of the participants.		The program in effective in: <ul style="list-style-type: none"><li>• The willingness to help.</li><li>• The understanding of victims, and their awareness of DV as a public health problem.</li></ul>	

Sexual Experience Questionnaire (QES), National Survey of Sexual and Intimate Partner Violence (NSSIPV), University Students (EU), Intervention Group (IG), Control Group (GC), Prosocial Intervention (PI), Domestic Violence (DV), Experience of Sexual Violence (ESV), National Survey on Violence against Women (NSVAW), Violence against Women (VAW), "Revised" Conflict Tactics Scale (RCTS),





First, all the articles analyzed were published in the last 19 years; 86.7% ( $n = 13$ ) in the previous ten years and 69.2% ( $n = 9$ ) in the last five years (considering that at the time of this review, the year 2021 has not yet ended and the number may increase of articles during the said year). On the other hand, 73.3% ( $n = 11$ ) of the investigations have been carried out in the USA [52, 54, 55, 56, 39, 57, 25, 17, 36, 11, 59]. The remaining percentage has been performed in the United Kingdom [53], Vietnam [58], Italy [60] and South Korea [61] ( $n = 1$  for each country). The first published study [52] has 39 citations in ResearchGate and 17 in Springer link. As can be seen, the number of publications has been increasing. Likewise, it is observed that the studies [53, 56] stand out for their number of citations (with 150 and 112 mentions, respectively), in contrast to the studies [60, 61], which at the date of the review do not report citations; a condition that can be explained from the time of publication, the novelty of the type of preventive intervention and the accessibility of the means of publication.

### 3.1 Types of intervention

In this regard, a study is identified that evaluates students' experiences, behaviors, and attitudes related to dating violence based on focus groups of 60 to 75 minutes [11]. Three of the articles used web-based intervention programs [56, 36, 58]; two of them [36, 56] implemented RealConsent (the only sexual violence prevention program for college students), which is considered effective [56], according to the Centers for Disease Control and Prevention [62]. The third article implements and executes the adaptation of the RealConsent program in the Vietnamese population, determining said version as "GlobalConsent," based on the preventive approach to sexual violence and promotion of prosocial behavior [58].

Likewise, it is considered that intervention programs were implemented on campus [39, 53, 57, 61], and social marketing campaigns [17, 25, 39, 54, 55]. As well as the combination of both strategies: with the implementation of an intervention program (Bringing in the Bystander), followed by a social marketing campaign called "Know Your Power" [39]; This campaign was also executed under the concept of social self-identification [55], with scenarios adapted to the experiences of the target audience, through discussion groups and surveys; It should be noted that, from another angle, the "USVReact" [60] program involved administrative personnel who work on university campuses, because their permanence transcends the passing of the different generations of students and their contribution to the construction of an organizational and educational environment can be stable and sustainable over time. Also, the "Bringing in the Bystander" program [57] is considered highly effective for assessing the pronouncement against social norms that support sexual aggression or coercion and for identifying and safely interrupting those situations that can lead to sexual violence. These facts become an effective and supportively with rape survivors [31]. Also, the media campaign from the multidisciplinary approach requires mention; in which professors, university staff, and selected students participated [54]; Along the same lines, the "Define Your Line" [17] campaign was carried out

from a community approach, thanks to the encouragement of university students and other faculty members.

These experiences include the exposure of the participants to 20-minute educational videos, as is the case of the shorts: "Intervene" [59] and "Choices" [52], in the latter four segments, are represented that represented physical aggressions, psychological and sexual, followed by a guided discussion.

These processes are supported by different theories, among which stand out: Bandura's social cognitive theory [63] ([36, 59]); Latane and Darley's situational model of viewer behavior [9, 64] ([11, 61]); the social norms theory of Fabiano et al. [65] and Perkins and Berkowitz [66] ([25, 36, 59]) and the transtheoretical model of Prochaska and Diclemente [67] ([39, 55, 57]).

### 3.2. Design

The selected studies favor the implementation of experimental designs, with one exception [11], which focused on the development of focus groups on the understanding of dating violence and its impact on viewer behavior. The study provides the participants with a space for expression and reflection, from the subjective conception, towards the achievement of joint conclusions; therefore, it is considered "intervention" (before the learning that it implies); It also includes the delivery of preventive material at the end of each conversation.

Experimental studies [52, 56, 58, 59]; they are the ones that denote greater control in the selection process of the matched sample and favor the creation of supervised conditions in the treatment of intervention groups and control groups; in these four studies, two particular conditions are observed: a) The implementation of educational sessions [56, 58], in the American and Vietnamese context, respectively, based on the decrease in the perpetration of SV and the increase in prosocial behaviors; and b) The presentation of educational videos with a modeling effect [52, 59], in the first case towards the increase of the probability of intervention and the second case towards the preventive attitude of physical, psychological and sexual violence.

Quasi-experimental studies are identified as those with the experimental model but do not achieve total surveillance of the intervening variables, including the sample selection process. In this context, three studies are identified, considering a control group [36, 39, 54]. This condition allows a comparative contrast that validates the effectiveness of the intervention process (as a similar effect). Five studies are observed that consider only the intervention group [17, 25, 53, 57, 60, 61], given the number of participants and the conditions of massive and indistinct intervention, which is understandable when it comes to

long-term campaigns or programs, in this context the study [53] stands out for its comparative effect since it includes the differences in effect on different university campuses. A single measurement study [55], based on how participants internalize mediating stimuli towards a prosocial attitude in cases of SV.

### 3.3. Type of sample

The consideration of the sample reflects the researcher's access to the population and its selection methods, the previous dissemination of the study, and its objectives (as part of informed knowledge). A non-probabilistic-voluntary sample [11] was justified with the exposition of the research purposes and the agreement of undergraduate students interested in being part of the study.

In the case of studies with voluntary samples [17, 39, 55, 60, 61], a specific sample selection was considered, in which the intervention was promoted, and the use of incentives mobilized interest towards participation. Of all stages of the investigation (limiting the probability of experimental death), In some cases, the motivations were to participate in raffles or receive a symbolic economic payment, especially when integrating the follow-up evaluation in various stages.

Random probability samples equate intervention and control groups [25, 36, 52, 56, 58, 59]. All members of the population were equally likely to be selected.

In the case of a stratified random sample [52], the section by strata allows its representativeness based on the population (through quotas, according to its sociodemographic conditions).

Finally, a study with purposeful sampling [54] is identified based on a specific population sector. In this case, students residing in departments and university housing were considered.

### 3.4. Sample size

Regarding the size of the samples, small samples (less than 200 participants) are observed [52, 11, 60, 61]; medium samples (between 200 and 1,000 participants): [54, 55, 56, 39, 57, 17, 36, 58] and large samples (between 1,000 and 15,000): [53, 25, 59].

### *Demographic characteristics of the sample:*

Four articles included only heterosexual or bisexual male samples [36, 56, 58] and homosexuals [25], the rest also included female samples. Some include other genders [11, 57] and transgender participants [17, 39]. Regarding age and considering that all the studies include university students, the age range reported in the majority fluctuates between 18 and 25 years, except for two studies; [60] that include contracted university staff, so the range is wider (T1.  $M = 44.46$  years ( $SD = 9.81$ ), T2.  $M = 45.67$  years ( $SD = 7.87$ ) and [36]

which includes a sample from 16 to 57 years old, with a mean age of 21 ( $M = 21.24$ ;  $SD = 4.68$ ).

Many studies collect information regarding ethnicity, which is remarkable in a country as diverse as the US [11, 17, 25, 36, 39, 55, 56, 57, 59]. Of the studies from other countries, only one from the United Kingdom [53] collects information on this characteristic.

### 3.5. Measuring instruments

For the qualitative study from the focus group [11], ATLAS.ti version 7 qualitative analysis software was used to analyze the data using a thematic analysis approach described by [68]. This analysis is well suited for exploratory studies because it offers a flexible research approach that provides a rich and detailed description of the data. In it, data is analyzed to identify and analyze patterns that can highlight thematic findings through multiple coding procedures. The use of focus groups was also used in other studies; in one of them to improve the visual content of one of the media campaigns that have been included in the present study [54] and another to qualitatively identify the perceived results of the participants of the program “With your Education” [61].

As expected, the three studies that implement the web-based program “RealConsent” [56, 36, 58] share the use of specific instruments and, in turn, others depending on the purposes of the study. For example, one of them [56] employs various measures of theoretical mediators of implied consent to assess the mechanisms through which RealConsent produced significant effects for its targets. Likewise, in the Vietnamese adaptation, measures of self-efficacy and prosocial viewer behavior are used, of sociodemographic data and other control variables and on cognitive, attitudinal, and affective mediators and control aligned to the GobaConsent modules.

Social desirability is measured by two studies [39, 57] through the Social Desirability Scale (SDS-17) [69]. As for scales that measure variables directly related to the prosocial bystander model, we found various scales, such as willingness to help scale [30], bystander efficacy [70] ([39, 57]), the intention of helping a friend [30], of choice to help a stranger [30] ([39]), the bystander's intention to intervene [71] ([60]), change/help preparation, [30], intention bystander brief [30], barriers to intervention for sexual assault [10], bystander behavior (adapted [31] revised score in [30]) [57]. Another study [59] chose to develop its survey that grouped the measures of interest in the prosocial bystander model and the perception of the social norm of intervening in a particular situation.

Regarding myths or justifications, the Illinois rape myth acceptance scale [72] is included in the abbreviated form [39] and the original [25]; a gender system justification scale [73], and the updated measure to assess the subtle rape myth [74] in its Italian adaptation SRMA-IT [75] ([60]).

### 3.6. Study results

Before commenting more extensively on the results described in Table 1, it should be noted that the heterogeneity of the programs found leads to various objectives that make it difficult to discuss the results. However, all the interventions showed positive effects in line with most of the proposed goals.

Participation in various programs was related to decreased perpetration of gender-based violence (e.g., [52, 53, 56, 36]), as well as increases in intentions and prosocial behaviors of viewers (For example, [39, 25, 36, 59, 61]. Although not all studies include men and women, in the latter [59], women were more likely to intervene in potential situations of domestic violence, intimate partner, sexual assault, and harassment during the 4-week follow-up.

In turn, fundamental theoretical mediators are obtained for the development and content of the program [56]. This latest study also shows that violence and bystander education for college men may benefit from including an explicit focus on decreasing harmful norms related to women.

Also included is a good adaptation of the RealConsent program included in this review [56, 36], which has been successfully implemented in the United States. The Vietnamese Adaptation (GlobalConsent) [58] is the first project to adapt the program following a systematic framework and process for evidence-based program adaptation.

Continuing with the positive results, improvements are obtained in identifying or recognizing the types of abuse [52]. The subtle forms of violence [60], in the knowledge of prosocial behaviors [54], the reduction of the adaptation of the myth of rape coupled with less gender system justification [60], increased awareness and sensitization of gender-based violence as a public health issue [61], and understanding of the victim's perspective [61] and sexual consent [17], with the particularity, in this latest study, that college men and members of college-affiliated social sororities or fraternities resulted in more significant improvement than their respective counterparts.

Several studies did not find positive results for efficacy or perceived self-efficacy for the intervention [56, 36]. However, perceived readiness, perceived knowledge, and self-efficacy were significantly different before and after training with another of the programs [61], whose improvements were maintained one year later. However, the same was not true for actual knowledge, following the protocol, and access to resources, which only showed significant improvement after education, and significantly decreased a year later.

Finally, a qualitative study has been considered based on the application of a data collection protocol regarding dating violence [11] and, although it does not in itself involve pre- and post-intervention evaluation (focus group), the mere exposure of the participants to an open conversation implies the contrast of subjective presuppositions that

will not maintain their original state again. Although the study does not present evidence in this regard, it opens the possibility of considering subsequent measurements to verify its effect.

#### 4. Discussion

The present review intends to analyze the bystander education programs aimed at university students, on their respective campuses, from the preventive mediation in gender-based violence. Said analysis implies the assessment of the interventions, their techniques, and even successes and limitations.

As pointed out in the existing literature [11], most violence studies have focused on survivors' experiences, and very few on those disclosed or with prior knowledge. This fact widens the gap between the prevalence of gender-based violence on campus and the role of peers or people who witness gender-based violence behaviors [76, 77]; a role that has barely been contemplated by formal university policies, which has led to a lack of guidance on what students who observe acts of gender-based violence in their peer group should do and that sets up a barrier on their decision to provide help [78]. Investigating in this regard includes value based on understanding students' obstacles as disclosure recipients and as support managers for those who experience gender-based violence.

On the other hand, in this area of intervention, the community approach stands out, which is a program that values and highlights the role of each member in the fight against gender-based violence. Its exercise is highlighted as recommended by the Centers for Disease Control and Prevention [79] in terms of public health for the prevention of violence against women; since it contributes to raising awareness about the problem, provides behaviors with a modeling effect, and transmits messages and prosocial skills.

Massive interventions, known as campaigns, provided valuable information from recipients at each stage of development and were more effective [e.g., 54], especially when counting on students to design the visual stimuli. These results highlight the need to engage key community informants and the target audience in all facets of campaign design, implementation, and execution; knowing the bystander's role encourages prosocial action in cases of gender-based violence but does not show its long-term sustainability. Simple short-term pretest/post-test design poster campaigns appear to produce an increase in willingness to intervene [80] and are an essential strategy for the wide dissemination of preventive messages in the community [81]; the controversy in this regard occurs between the message received (discursive model), and the expected or actual reaction of the user, considering their motivation and previous behavior pattern; added to the public interest in addressing problems through communication strategies versus a humanistic model focused on the meaning of "well-being" [82].

Sensitivity to the recognition of gender-based violence and the understanding of its categories and patterns can be promoted by overcoming the perception of a "private matter" to be of public interest and, from a community health approach, provide sustainability and transcendence to skills or actual knowledge of the participants [61], with the reduction of guilt in the victim and a defensive (protective) attitude, on the part of the community [29]. However, helping based on high efficacy and supportive intent without basic coping knowledge and skills often leads to unhelpful behaviors and adverse outcomes [83]; confirming that the knowledge and skills acquired to increase the intention and effectiveness when providing help; therefore, these variables require the repeated building to ensure their potential effectiveness.

The tendency to "prevent conflicts" refers to the need to act before they manifest themselves in a stark way expected. However, it implies limited and negative connotations for coping and resolution, such as not managing or lack of analysis and understanding of its root causes [84]. Considering that conflict is inherent in human relations, Burton [85] proposed the term "prevention" as the process of anticipatory intervention to a crisis, which implies an explanation and understanding of the facts, knowledge of the structural changes that allow eliminating its causes and the promotion of collaborative attitudes that reduce the risk of future outbreaks and acts of violence.

Psychoeducational processes try to favor and provide a series of skills and strategies for better coping with conflicts in their early stages, before the crisis phase. Its effectiveness depends on planned and systematic training [84]. From the bystander model regarding gender-based violence, it is considered that most interventions have this structured model. Furthermore, the reflection and awareness regarding gender-based violence intended to be achieved through these interventions could also be framed within this concept.

The integration of results allows us to affirm that there are multiple techniques of proven effectiveness to mitigate gender-based violence in the university environment; interventions with positive effects, but not all with significant effectiveness, which does not necessarily blame the program (type of intervention), and could be a consequence of the heterogeneity of study variables and the diversity of instruments, among other non-focused intervening variables, which agrees with what was expressed by [86], regarding the identification of gaps for the generalization of results, considering the lack of unification of criteria, the use of instruments that lack sensitivity and specificity with the construct or training variable, and the poor replicability of the training processes intervention, among others such as the inaccurate description of some data in the studies.

This review suggests, in the case of gender-based violence, the methodological differences between some works and others regarding the characteristics of the sample to be trained or sensitized. This is based on the obligation to approach original research, the

characterization of the sample based on the differentiated objectives, and the continuity of the participants, even more so when measuring medium and long-term results. The term "research bias" is based on the delimitation of variables, the specification of their media- tion, the conditions of the participants, their association with the study design, and the researcher's management in this regard [87].

The fact that 73.3% of articles are based on interventions implemented in the United States is an essential indicator since it ratifies this country as a leader in primary research, which in the academic field allocates more funding to study strategies to curb gender-based violence. Scientific productivity depends on the national objectives and the projection of each country from the development approach and assessing the main problems of public interest. Given the relevance of gender-based violence and its significant structural consequences, propose the need to offer sustainable solutions based on research.

Adapting preventive interventions to different populations or cultural contexts is of great importance, aligning their purposes to current policies, community resources, and lines of action to the conditions of the target population. For this purpose, each country receiving the strategy requires definition and operation in the official norms and regulations on gender-based violence (regarding the care and protection of potential victims). This condition will allow the modeling of preventive programs in various local and regional contexts. And the possibility that viewers have specific action procedures and institutional support networks. In this line, [88] makes a series of considerations to implement the bystander approach to violence prevention in Europe.

Finally, the COVID-19 health emergency and the corresponding confinement experienced in 2020 have made it difficult to detect and intervene in bystanders because the violence occurred only in the private sphere. Women only went to hospitals when the violence caused injuries. Severe that cannot be treated independently [89]. Experiences like this warning of the need to continue fighting this scourge from other sources, such as psychoeducational and awareness-raising interventions on gender-based violence that involve society and reinforce support resources for women victims, as well as access to care and protection against a possible condition of violence.

### Limitations and future directions

This study is not without limitations, which may be overcome in future research, as follows: a) consider only six specialized databases, b) the use of terms that could be insufficient for the identification of a more significant number of articles, c) the lack of analysis of the characteristics of each program in its methodology, activities, and the role of the intervention in the assimilation of prosocial behaviors in people who perpetrate gender-



based violence. In addition, some of the studies analyzed do not report the sampling strategies used and the type of design they have followed.

The use of terms symbolized primary difficulty in searching for articles in the databases because, although the objective was to find interventions towards the modification of beliefs, attitudes, intentions, or behaviors of the viewers, there was some controversy with the term "intervention," since most of the articles were based on the theory of the bystander model and their actions in potential situations of gender-based violence. In this way, numerous descriptive and non-exploratory articles on the cross-sectional and diagnostic measurement of the perceptive barriers of the participants were identified, which is why the selection of studies was reduced. In turn, in English literature, we find numerous concepts that refer to violence against women, specifically in couple relationships; "violence against women," "gender-based violence," "intimate partner violence," "dating violence," "domestic violence"; besides, specific terminology of the type of violence is added, such as "sexual violence," which leads or directs the meaning of the interventions, added to the fact that the databases have not incorporated all the related terms; a situation that contributed to a bias in the inclusion of all existing studies in the field. Despite this, it is essential to note that other articles in high-impact journals have used this combination of terms, considering the possibility that some psychological indicators are omitted.

Finally, the vast heterogeneity of variables involved and instruments used in the different studies should be considered since it hindered a joint analysis of the interventions and, therefore, the development of generalizations.

## 5. Conclusions

The bystander programs included in this review are diverse, complex, and multifaceted interventions based on informing and sensitizing participants through the different stages required for an individual to move from inaction to action in a potential situation of gender-based at university. Future research is needed to break down the other components of educational programs more systematically and examine which ones most effectively overcome the barriers viewers encounter to acting prosocially and proactively.

The 15 studies reviewed are experimental in nature; one of qualitative measurement based on focus groups [11], and 14 studies of quantitative measurement including four experimental studies with strict control in the treatment of the sample [52, 56, 58, 59], three quasi-experimental studies, with relative vigilance in the control of intervening variables and the sample selection process [36, 39, 54], six pre-experimental studies with a single intervention group [17, 25, 53, 57, 60, 61], and a single-measurement study analyzing internalization in the face of stimuli mediating prosocial behavior [55].

According to type of sample, one case of voluntary sample with knowledge and interest in the purpose of the research [11], six cases of voluntary sample promoted by an external incentive [17, 39, 55, 57, 60, 61], six cases of random probability sample [25, 36, 52, 56, 58, 59], one stratified random sample [52] and 01 purposive sample [54] were identified. Regarding sample size, studies with less than 200 to 15,000 participants are identified.

In the sociodemographic characteristics, the sample included a diversity of genders and sexual options; the age range most frequently considered is 18 to 25 years, and in cases where university personnel are included, the age range exceeds 50 years; there is also important information on ethnic origin in 60% of the studies.

The measurement instruments involve: a semi-structured interview, various scales and questionnaires, based on consent, self-efficacy, prosocial behavior, social desirability; intention, willingness to help either acquaintances or strangers; also, cognitive, attitudinal and affective mediators associated with bystander behavior; finally, justification and myths regarding sexual abuse or gender stigmas.

All the studies obtained a sufficient number of positive results, although not all the expected variables. However, the effectiveness of each intervention is not feasible due to the methodological differences between them, mainly derived from the sample, size and characteristics, variables and measurement instruments, and the number of intervention sessions. It is suggested to analyze the characteristics of each intervention program in its methodology and objectives to identify the role of pro-sociality in its users and its impact on other aspects of their lives.

Finally, the development of proposals for the preventive intervention of gender-based violence in bystanders is suggested, which include cross-cutting campaigns to raise awareness of intercultural and gender equity, which is so essential on university campuses, given their heterogeneous population as intolerance has the power to deepen the gap of prosocial action in favor of women and minority groups, even more, in social groups that reinforce discriminatory practices in their various forms—being the university environment a good space for the promotion of sociocultural development.

**Author Contributions:** Conceptualization: M.V.-A. and M.M.-V.; methodology, C.M.-S. and M.M.-V.; validation, M.V.-A., and L.J.T.-T.; formal analysis, C.M.-S.; investigation, M.V.-A. and L.J.T.-T.; resources, M.M.-V. and M.V.-A.; data curation, C.M.-S. and L.J.T.-T.; writing—original draft preparation, M.V.-A., and L.J.T.-T.; writing—review and editing, M.M.-V.; visualization, M.V.-A. and M.M.-V.; supervision, C.M.-S. and L.J.T.-T.; project administration, M.M.-V. All authors have read and agreed to the published version of the manuscript.

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## Appendix A

**Table A1.** PRISMA 2020 checklist.

Section and Topic	Item #	Checklist Item	Location Where Item Is Reported
TITLE			
Title	1	Identify the report as a systematic review.	Page 1
ABSTRACT			
Abstract	2	See the PRISMA 2020 for Abstracts checklist.	Page 1
INTRODUCTION			
Rationale	3	Describe the rationale for the review in the context of existing knowledge.	Pages 2 - 4
Objectives	4	Provide an explicit statement of the objective(s) or question(s) the review addresses.	Page 4
METHODS			
Eligibility criteria	5	Specify the inclusion and exclusion criteria for the review and how studies were grouped for the syntheses.	Page 5
Information sources	6	Specify all databases, registers, websites, organizations, reference lists, and other sources searched or consulted to identify studies. Specify the date when each source was last searched or consulted.	Page 4
Search strategy	7	Present the complete search strategies for all databases, registers, and websites, including any filters and limits used.	Page 5
Selection process	8	Specify the methods used to decide whether a study met the review's inclusion criteria, including how many reviewers screened each record and each report retrieved, whether they worked independently, and, if applicable, details of automation tools used in the process.	Page 4
Data collection process	9	Specify the methods used to collect data from reports, including how many reviewers collected data from each report, whether they worked independently, any processes	Page 5

		for obtaining or confirming data from study investigators, and, if applicable, details of automation tools used in the process.	
Data items	10a	List and define all outcomes for which data were sought. Specify whether all results that were compatible with each outcome domain in each study were sought (e.g., for all measures, time points, analyses), and if not, the methods used to decide which results to collect.	Page 7 -12
	10b	List and define all other variables for which data were sought (e.g., participant and intervention characteristics, funding sources). Describe any assumptions made about any missing or unclear information.	Page 7 - 12
Study risk of bias assessment	11	Specify the methods used to assess the risk of bias in the included studies, including details of the tool(s) used, how many reviewers assessed each analysis and whether they worked independently, and, if applicable, details of automation tools used in the process.	Page 5
Effect measures	12	Specify for each outcome the effect measure(s) (e.g., risk ratio, mean difference) used in the synthesis or presentation of results.	NA
Synthesis methods	13a	Describe the processes used to decide which studies were eligible for each synthesis (e.g., tabulating the study intervention characteristics and comparing against the planned groups for each synthesis (item #5)).	Page 5
	13b	Describe any methods required to prepare the data for presentation or synthesis, such as handling missing summary statistics or data conversions.	-
	13c	Describe any methods used to tabulate or visually display the results of individual studies and syntheses.	Page 6
	13d	Describe any methods used to synthesize results and provide a rationale for the choice(s). If meta-analysis was performed, describe the model(s), method(s) to identify the presence and extent of statistical heterogeneity, and software package(s) used.	NA
	13e	Describe any methods used to explore possible causes of heterogeneity among study results (e.g., subgroup analysis, meta-regression).	NA
	13f	Describe any sensitivity analyses conducted to assess the robustness of the synthesized results. b	NA
Reporting bias assessment	14	Describe any methods used to assess the risk of bias due to missing results in a synthesis (arising from reporting biases).	-
Certainty assessment	15	Describe any methods used to assess certainty (or confidence) in the body of evidence for an outcome.	-
RESULTS			

Study selection	16a	Describe the search and selection process results, from the number of records identified in the search to the number of studies included in the review, ideally using a flow diagram.	Page 6
	16b	Cite studies that might appear to meet the inclusion criteria but were excluded, and explain why they were banned.	NA
Study characteristics	17	Cite each included study and present its characteristics.	Pages 7 -12
Risk of bias in studies	18	Present assessments of risk of bias for each included study.	NA
Results of individual studies	19	For all outcomes, present, for each study: (a) summary statistics for each group (where appropriate) and (b) an effect estimate and its precision (e.g., confidence/credible interval), ideally using structured tables or plots.	Pages 7 - 12
Results of syntheses	20a	For each synthesis, briefly summarise the characteristics and risk of bias among contributing studies.	Pages 13 - 16
	20b	Present results of all statistical syntheses conducted. If meta-analysis was done, present the summary estimate and its precision (e.g., confidence/credible interval) and measures of statistical heterogeneity. If comparing groups, describe the direction of the effect.	NA
	20c	Present results of all investigations of possible causes of heterogeneity among study results.	NA
	20d	Present results of all sensitivity analyses conducted to assess the robustness of the synthesized derivatives.	NA
Reporting biases	21	Present assessments of risk of bias due to missing results (arising from reporting biases) for each synthesis assessed.	NA
Certainty of evidence	22	Present certainty (or confidence) assessments in the evidence body for each outcome.	-
DISCUSSION			
Discussion	23a	Provide a general interpretation of the results in the context of other evidence.	Pages 16 -18
	23b	Discuss any limitations of the evidence included in the review.	Page 18
	23c	Discuss any limitations of the review processes used.	Page 18
	23d	Discuss implications of the results for practice, policy, and future research.	Page 18
OTHER INFORMATION			
Registration and protocol	24a	Provide registration information for the review, including register name and registration number, or state that the study was not registered.	Page 5
	24b	Indicate where the review protocol can be accessed or state that a protocol was not prepared.	Page 5

	24c	Describe and explain amendments to the information provided at registration or in the protocol.	NA
Support	25	Describe sources of financial or non-financial support for the review and the role of the funders or sponsors in the study.	Page 19
Competing interests	26	Declare any competing interests of review authors.	Page 19
Availability of data, code, and other materials	27	The report which of the following are publicly available and where they can be found: template data collection forms; data extracted from included studies; data used for all analyses; analytic code; any other materials used in the review.	Page 19

\*NA = Not applicable.

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