

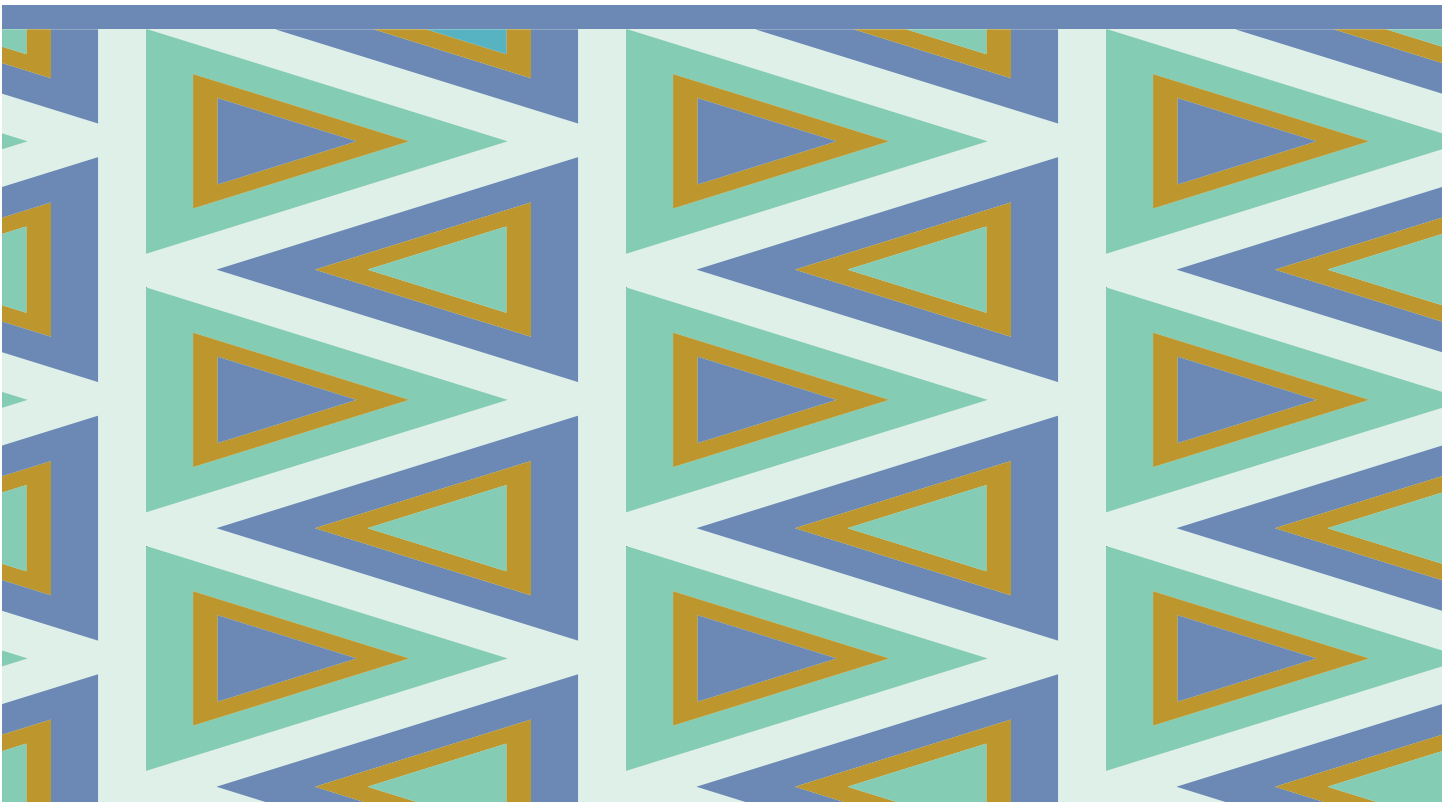
Communication Campaign

Resource Guide

**SUBSTANCE ABUSE PREVENTION
PROFESSIONAL DEVELOPMENT**

PREVENTION FIRST
Building community capacity to prevent substance abuse

Funding provided in whole or part by the Illinois Department of Human Services and the Substance Abuse and Mental Health Services Administration (SAMHSA)



Communication Campaign Professional Development Resource Guide

Welcome

We hope you can use this Communication Campaign Professional Development Resource Guide to meet the needs of your organization. While it is a requirement for many providers, and we strongly encourage that you attend our classroom-based *Developing and Implementing Successful Communication Campaigns* training offered by Prevention First, we realize you may need some guidance and assistance ahead of time. If you have been to Prevention First's *Developing and Implementing Successful Communication Campaigns* training, this resource guide will provide you with key points that can assist you in the planning and implementation of your communication campaign.

This Communication Campaign Professional Development Resource Guide will provide you with general information, guidance, and websites that can be used as resources as you plan and implement your communication campaign.

Prevention First is a statewide training and resource center that is dedicated to the prevention of substance abuse and related issues. Founded in 1980, we reach thousands of youth, parents, educators and others each year through our specialized services. We provide information, education and support to those working to keep our communities healthy and our children drug-free. Our mission is to build community capacity to prevent substance abuse by providing training and technical assistance and raising public awareness.

Visit www.prevention.org to view additional resources and information regarding current training opportunities. For more information about technical assistance or the services we offer, please contact providerservices@prevention.org or call 217-836-5346.

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OVERVIEW

Recognizing the power of marketing and advertising in influencing consumer decisions, non-profits and the public sector have embarked on using the same powerful concepts to impact issues related to public health, including prevention of teen substance use. Communication campaigns can help to counteract the negative impact of alcohol and tobacco advertising by promoting healthy behaviors and working to change community norms. For example, communication campaigns can be used to:

- Raise awareness
- Influence attitudes and norms
- Increase knowledge
- Reinforce knowledge, attitudes and/or behavior
- Suggest/prompt an action
- Refute myths and misconceptions

DEFINITION

Communication campaigns utilize a purposeful promotional strategy to change knowledge, attitudes, behavior or policy in a specific, intended audience via marketing and advertising techniques.

ILLINOIS SUBSTANCE ABUSE PREVENTION PROGRAM STANDARDS

The Illinois Department of Human Services Substance Abuse Prevention Program planning and implementation standards were developed based on an extensive review of research literature and lessons learned to help translate research into everyday practice. They are the minimum requirements providers must adhere to.

Planning Standards

1. Secure support and/or participation from those community sectors that are responsible for providing access to the target audience.
2. Collect baseline survey data from a representative sample* of the target audience.
 - Baseline data **cannot** be more than 2 years old during planning or implementation.**When conducting a parent campaign, data can be collected from the youth of the targeted parents.*
3. Develop a minimum of one objective using the baseline data collected from the target audience. Each objective should:
 - Specify direction of change (increase or decrease),
 - Specify focus of change (select from the menu of change),
 - Identify the specific target audience, and
 - Be measurable from the data sources collected during the planning phase.
4. Develop a written project timeline for the planning and strategy development phases which outlines:
 - Steps/tasks to be completed,
 - Projected deadline for each step, and
 - The person(s) responsible.

5. Identify message distribution sources that are popular and credible with the target population.
6. Develop a written marketing plan for the implementation phase which includes:
 - All message/material distribution sources (ads, posters, promotional items, presentations etc.), (*See implementation standards 11, 12, and 16*) and
 - Estimated distribution/delivery dates. (*See implementation standard 13*).
7. Develop campaign materials, consistent with your project objective(s), to be released at least once every 6 weeks. *See implementation standard 14*.
8. Ensure that campaign materials:
 - Do not include moral or fear appeals and
 - Do not focus on the long-term risks and harm associated with ATOD use.
9. Gather feedback on campaign messages and materials from a representative sample of the target audience during both the planning and implementation phases (e.g., focus groups, ballot voting, etc.).

Implementation Standards

The following standards are for Providers that have already demonstrated the planning standards and are implementing a Communication Campaign:

10. Implement campaign for a minimum of 9 consecutive months.
11. Disseminate campaign materials using a minimum of two message distribution sources.
12. Distribute messages through sources that are popular and credible with the target population.
13. Release new campaign materials, consistent with your project objective(s), at least once every 6 weeks. Recapture the target audience's attention by:
 - Changing the wording of the text.
 - Modifying the presentation through the use of new images and graphics, or utilizing a different message distribution source.
14. Collect survey data at least once every two years during the implementation phase of the campaign to aid in the refinement of campaign messages and measure progress toward the achievement of the campaign objective(s).
15. Distribute messages using supplemental methods such as contests, presentations, sponsored events and/or promotional items, at least once every 3 months to reinforce the campaign message and increase message saturation among members of the target audience. (More frequent distribution is recommended but not required.)

THE CAMPAIGN DEVELOPMENT CYCLE

Utilizing a step-by-step process model will help to ensure that all key steps are taken and that the program keeps on track. It steers practitioners through a process of planning, strategy development, implementation and evaluation phases, steps and tasks that are often necessary for program success. Prevention First's *Developing and Implementing Successful Communication Campaigns* training details the following four phase campaign development model:

- 1. Planning Phase**
- 2. Strategy Development Phase**
- 3. Implementation Phase**
- 4. Evaluation Phase**

1. Planning Phase

The planning phase is important because it lays the foundation for the remaining phases and steps in the process. It is important to create a solid foundation during this phase; one that is based on commitment from key stakeholders, valid and sufficient data, and realistic objectives and timelines. Planning steps include:

- Assess resources available for developing a project team, collaborations and a budget.
- Gather information about the environment and target audience.
- Analyze data and determine project objectives.
- Develop a timeline.

2. Strategy Development Phase

The strategy development phase determines *how* you will achieve your project objectives. During this phase, the marketing plan is developed and the “face” of the campaign is planned – including the brand, messages and materials. The ideas, opinions and feedback of the target population(s) are a very important aspect of this phase. The steps to be completed in this phase of the process include:

- Explore all useful and credible ways to distribute the message with the target audience.
- Develop a marketing plan that details when and where messages/materials will be distributed.
- Identify a brand that symbolizes or readily identifies your campaign.
- Develop messages that will achieve desired results.
- Design materials that are appealing and credible to the target audience.
- Pilot test messages and materials with a representative sample of the target audience.

3. Implementation Phase

During this phase, the campaign is launched and the marketing plan is implemented. The marketing aspect of the campaign is usually reinforced and supported with interactive strategies to increase the impact. The steps to be completed in this phase of the process include:

- Launch the campaign with targeted media placement, a press release and/or a press conference.
- Initiate the marketing plan.
- Reinforce the media aspect of the campaign with interpersonal strategies.

4. Evaluation Phase

This phase involves conducting process and outcome evaluation (monitoring the process of the program and evaluating effectiveness). Process evaluation should begin at the start of the implementation phase and continue throughout the life of the program. Outcome evaluation helps to measure the impact of the campaign and does not occur until the campaign has been implemented with fidelity and over a sufficient amount of time. The evaluation informs the refinement and campaign continuation process. The steps to be completed in this phase of the process include:

- Conduct process evaluation.
- Conduct outcome evaluation.
- Make refinements.

SOCIAL NORMS MARKETING CAMPAIGN

Social Norms Marketing Campaigns are communication campaigns which utilize marketing techniques to *change misperceptions* regarding audience behavior, and ultimately change behavior by communicating accurate group norms of the specified audience. Basically, the social norms strategy is to gather credible data from a target population and then, using various marketing and communication strategies, provide accurate information about their behavioral norms.

The theory behind the approach states that much of people's behavior is influenced by their perceptions of how other members of their social group behave (i.e. young adults are more likely to drink alcohol if they think most young adults drink). When applied to teen substance abuse prevention, social norms marketing campaigns are based on the following principles:

- Most teens think most of their peers use ATOD, when in fact, most do not.
- Most teens make decisions and act based on how they believe the majority of the peers behave; therefore, the misperception that most teens use ATOD is leading to higher rates of use.
- When facts, such as, "Most teens choose not to use ATOD," are provided to youth, they are more likely to choose not to use those substances to conform to the actual norm.

When planning a social norms marketing campaign it is also important to consider the effect misperceptions have on the target population:

- Typifying substance using behavior as indicative of a person's common behavior (even if only observed once).
- Fostering the belief that the unusual or vivid substance using behavior is more common than it is.
- Sensationalizing and glamorizing the substance using behavior.

WEB-BASED RESOURCES

Gateway to Health Communication & Social Marketing Practice provides toolkits and templates to develop and evaluate health communication and social marketing campaigns and programs.
<https://www.cdc.gov/healthcommunication/index.html>

Social Media Tools, Guidelines & Best Practices have been developed to provide critical information on lessons learned, best practices, clearance information and security requirements for a variety of social media tools. The Health Communicator's Social Media Toolkit can be found here.
<http://www.cdc.gov/SocialMedia/Tools/guidelines/index.html>

Health Communication Message Review Criteria explains the minimum criteria for developing a persuasive message. McGuire's Hierarchy of Effects is discussed as the overarching basis for the tool.
http://www.publichealthontario.ca/en/eRepository/Health_communication_message_review_criteria_2012.pdf

Simply Put: A guide for creating easy-to-understand materials helps practitioners transform complicated scientific and technical information into communication materials audiences can relate to and understand.
http://www.cdc.gov/healthliteracy/pdf/Simply_Put.pdf

Why Bad Ads Happen to Good Causes, and How to Ensure They Won't Happen to Yours is based on an unprecedented 10-year study of public interest advertising and interviews with leading practitioners in the field to help practitioners understand what readers are looking for.
http://www.agoodmanonline.com/bad_ads_good_causes

The Main Frame: Strategies for Generating Social Norms News
Linkenbach, Jeff (Lead Author). 2002. This guide is a practical, easy-to-use resource for social norms practitioners who want to generate coverage of their projects and the social norms approach in general.
<http://chsculture.org/wp-content/uploads/2014/09/TheMainFrame.pdf>

The Alcohol Education Project

The Alcohol Education Project of Hobart and William Smith Colleges uses research, education and social norms about alcohol and other drugs to promote health and well being nationwide.
<http://alcohol.hws.edu/>

Center for Health and Safety Culture

The Center for Health and Safety Culture (formerly MOST of Us®) is an interdisciplinary center serving communities and organizations through research, training, and support services to cultivate healthy and safe cultures.
<http://chsculture.org/>

National Social Norms Center

Located at Michigan State University, the National Social Norms Center is committed to offering resources, research and education programs to advance the social norms approach to effective health promotion.
<http://socialnorms.org/>

The Basics of Social Marketing: How to Use Marketing to Change Behavior

Turning Point Social Marketing National Excellence Collaborative. This is a stand-alone tool to help practitioners apply effective social marketing to public health programs and practices. The publication can be downloaded:

[http://sis.ashesi.edu.gh/courseware/cms2_9/pluginfile.php/9955/mod_resource/content/1/Turning%20Point%20-%20Social Marketing Basics.pdf](http://sis.ashesi.edu.gh/courseware/cms2_9/pluginfile.php/9955/mod_resource/content/1/Turning%20Point%20-%20Social%20Marketing%20Basics.pdf)

A Field Guide to Designing a Health Communication Strategy

O'Sullivan, G.A., Yonkler, J.A., Morgan, W., and Merritt, A.P. Baltimore, MD: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, March 2003.

The purpose of this guide is to provide practical guidance to those who can design, implement, or support a strategic health communication effort.

<http://ccp.jhu.edu/documents/A%20Field%20Guide%20to%20Designing%20Health%20Comm%20Strategy.pdf>

Making Health Communication Programs Work (Pink Book)

National Cancer Institute. National Institute of Health Publication No. 02-5145, 2002.

NCI illustrates a four-stage planning and development process of a health communication program.

<https://www.cancer.gov/publications/health-communication/pink-book.pdf>

Overview of Health Communication Campaigns

The Health Communication Unit at the Centre for Health Promotion, University of Toronto, 2007.

This guide provides a hands-on 12-step process to developing health communication campaigns.

http://www.publichealthontario.ca/en/eRepository/Twelve_steps_developing_health_communication_campaign_2012.pdf

Guide to Marketing Social Norms for Health Promotion in Schools and Communities

Haines, Michael P. et al. National Social Norms Resource Center, 2005. Provides a theoretical overview as well as step by step tasks for implementing a social norms marketing intervention in high school and community settings.

<http://www.alcoholeducationproject.org/guidebook.html>

Gateway to Health Communication and Social Marketing Practice

Through this online toolkit, you can access many resources to help build your health communication or social marketing campaigns and programs. It includes resources for analyzing and segmenting an audience, choosing appropriate channels and evaluating message and campaign success.

<http://www.cdc.gov/healthcommunication/>

Working with the Media

A non-profit toolkit which provides useful tips, samples and how-to's to help non-profit volunteers and professionals work with the media to obtain coverage for your work.

https://www.coloradononprofits.org/sites/default/files/attachments/Social_Media_Strategy_Toolkit.pdf

The Toolbox

Contains specific protocol for conducting social norms marketing utilizing the 7-Step Montana Model on Social Norms Marketing. The complete guide can be found online at:

<http://chsculture.org/wp-content/uploads/2014/09/The-Toolbox.pdf>

BOOKS

The Focus Group Kit

Morgan DL, Krueger RA. 1998. Thousand Oaks, CA: Sage Publications. The kit includes The Focus Group Guidebook; Planning Focus Groups; Developing Questions for Focus Groups; Moderating Focus Groups; Involving Community Members in Focus Groups; Analyzing & Reporting Focus Group Results.

<https://us.sagepub.com/en-us/nam/the-focus-group-kit/book6796>

Focus Groups: Practical Guide for Applied Research, 5th Edition

Krueger, R.A. and Casey, MA. 2015. Thousand Oaks, CA: Sage Publications. This book gives hands-on advice to those who are seeking to conduct a focus group.

<https://us.sagepub.com/en-us/nam/focus-groups/book243860>

Marketing Social Change: Changing Behavior to Promote Health, Social Development and the Environment

Andreasen, Alan R. Jossey-Bass, 1995. This book offers an approach to solving a range of social problems--drug use, smoking, unsafe sex, and overpopulation--by applying marketing techniques and concepts to change behavior. The publication can be purchased at:

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787901377.html>

Social Marketing: Influencing Behaviors for Good

Kotler, Phillip and Lee, Nancy R. Sage Publications, Inc., 2015 (Fifth Edition).

This book follows the classical approach to devising and launching effective social marketing campaigns and includes many practical resources, including examples, checklists, and warnings that provide practitioners the kind of hands-on guidance they need to do social marketing well. The publication can be purchased at:

<https://www.amazon.com/Social-Marketing-Changing-Behaviors-Good/dp/1452292140>

How to Use Social Norms Marketing to Prevent Driving After Drinking

Linkenbach, J.W. Montana State University – Bozeman, 2006. This toolkit provides step-by-step guidance and concrete tools for implementing a social norms marketing campaign to prevent driving after drinking based on lessons learned. The publication can be purchased at:

<http://chsculture.org/general-news/2006/most-of-us-toolkit/>

The Social Norms Approach to Preventing School and College Age Substance Abuse: A Handbook for Educators, Counselors, and Clinicians

Perkins, H. Wesley (Editor). Jossey-Bass, 2003. A resource book of evidence supporting the social norms strategy and a user-friendly exposition of how model interventions have been conducted.

The publication can be purchased at:

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-078796459X.html>

ARTICLES

Alan Berkowitz. (2002). "Applications of Social Norms Theory to Other Health and Social Justice Issues." Trumansburg, NY: Chapter 16 in *The Social Norms Approach to Preventing School and College Age Substance Abuse: A Handbook for Educators, Counselors, Clinicians.*

http://www.alanberkowitz.com/articles/norms_applications.pdf

Haines, Michael P. (1996). "A Social Norms Approach to Preventing Binge Drinking at Colleges and Universities." Newton, MA: The Higher Education Center for Alcohol and Other Drug Prevention, Education Development Center, Inc.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.321.7334&rep=rep1&type=pdf>

Perkins, H. Wesley. (1997) "College Student Misperceptions of Alcohol and Other Drug Norms Among Peers: Exploring Causes, Consequences, and Implications for Prevention Programs."

Designing Alcohol and Other Drug Prevention Programs in Higher Education: Bringing Theory into Practice. Newton, MA: The Higher Education Center for Alcohol and Other Drug Prevention.

<http://alcohol.hws.edu/perkinstheorychapter.pdf>

Perkins, H. Wesley and Alan Berkowitz. (1986). "Perceiving the community norms of alcohol use among students: Some research implications for campus alcohol education programming." *International Journal of the Addictions*, 21, 961-976.

https://www.researchgate.net/publication/19369252_Perceiving_the_Community_Norms_of_Alcohol_Use_Among_Students_Some_Research_Implications_for_Campus_Alcohol_Education_Programming



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