



Communication Campaigns

Information Guide Series



**Division of Mental Health, Developmental Disabilities,
and Substance Abuse Services**
1/1/2014

Communication Campaign Information Guide

The Communication Campaign Information Guide was developed as a means to provide resources for prevention practitioners in addition to training opportunities. The Centers for Prevention Resources offers classroom-based and online training throughout the year.

This Guide identifies toolkits, books, videos, websites and other resources for providers needing immediate professional development resources and information on Communication Campaigns.

Thank you for your dedication to ensuring effective Communication Campaigns that are grounded in prevention best practice. We believe your hard work in this area will improve the lives of children, youth and communities across the state. Your work is meaningful, important and necessary in the promotion of healthy, drug-free communities.

The Center for Prevention Resources will offer a “Developing and Implementing Successful Communication Campaigns” training which provides more information about how to plan for and implement this strategy.

Comments and Suggestions

This information guide is a draft version. Prevention practitioners are encouraged to provide comments and suggestions on the information and guidance provided in this document to:

Sarah Potter
Community Wellness, Prevention, and Health Integration Team Leader
N.C. Department of Health and Human Services
Division of MH/DD/SAS
Sarah.Potter@dhhs.nc.gov

Communication Campaigns Overview

This section will provide you with general information about communication campaigns and references to appropriate tools, guides, books and websites that will serve as a starting point for planning and implementing this approach.

WHAT IS THIS APPROACH?

Communication campaigns are **environmental prevention strategies** that attempt to **offset the impact of advertising that promotes tobacco and alcohol use by utilizing the same media channels and advertising techniques** to provide target populations with anti-tobacco and anti-alcohol messages that “level the playing field.” For example, research has shown that it takes only one tobacco “counter-advertisement” to counteract the impact of three tobacco advertisements on youth attitudes toward tobacco use.

Social norms marketing campaigns are a special subset of communication campaigns that utilize various media channels to broadcast true norms regarding the use of alcohol, tobacco, and other drugs (ATOD) in a target population. This approach is based upon the premise that the majority of adolescents overestimate the amount and frequency of ATOD use among their peers. Social norms marketing therefore attempts to correct these misperceptions by broadcasting the true norms and creating “positive peer pressure” to align their beliefs and behaviors more closely with the true norms.

WHAT DOES THIS APPROACH DO?

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

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/abuse. 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
- Show benefit of behavior change
- Demonstrate skills
- Suggest/prompt an action
- Refute myths and misconceptions

Communication campaigns have successfully been used to change youths' attitudes, beliefs, and behavior regarding tobacco, alcohol, and marijuana use:

- Increase in adult conversations with their children about tobacco, and decreased parental use of tobacco.
- Increase in anti-tobacco attitudes among youth and decrease in youth tobacco use.
- Decrease in past-30 day tobacco use among youth.
- Increase in more accurate perceptions of peer tobacco use.
- Reductions in youth marijuana use.

Evaluations of social norms marketing among college populations have demonstrated changes in perceived peer alcohol use as well as decreases in actual alcohol use:

- Decrease in perceptions of alcohol use, binge drinking, and past-30 day alcohol use.
- Reduction in normative perceptions of alcohol use.
- Increase in percentage of students who correctly identified campus drinking norms.
- Decrease in drinking frequency.
- Decrease in both perceived peer binge drinking and actual self-reported binge drinking.

HOW DO YOU IMPLEMENT THIS APPROACH?

Utilizing a step-by-step process model will help to insure that all key steps are taken and that the program keeps on track. It steers practitioners through a process of planning, implementation and evaluation phases, steps and tasks that are often necessary for program success. The Developing and Implementing Successful Communication Campaigns training, offered through the Centers for Prevention Resources details the following four phase model:

| | |
|--|---|
| <p>1. Planning Phase</p> <ul style="list-style-type: none"> • Conduct a resource assessment • Gather information • Pinpoint the issue • Develop a timeline | <p>3. Implementation Phase</p> <ul style="list-style-type: none"> • Launch campaign • Initiate marketing plan • Reinforce media campaign with interactive strategies |
| <p>2. Strategy Development Phase</p> <ul style="list-style-type: none"> • Explore message distribution • Develop a marketing plan • Identify your brand • Develop message(s) • Design materials • Pilot test concepts and materials | <p>4. Evaluation Phase</p> <ul style="list-style-type: none"> • Conduct process evaluation • Conduct outcome/impact evaluation • Make refinements, continue to the planning phase |

WHAT ARE STANDARDS OF EFFECTIVENESS FOR THIS APPROACH?

The following standards must be applied when implementing a communication or social norms approach:

- Participate in a Division sponsored or approved Communication Campaign training.
- Implement the campaign for a minimum of nine consecutive months.
- Secure support and/or participation from those community sectors that are responsible for providing access to the target audience.
- Collect baseline survey data from a representative sample of the target audience.
- Collect survey data at least once every two years to aid in the refinement of campaign messages and measure progress toward the achievement of the campaign objective(s).
- 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, identify the specific target audience, and be measurable from the data sources.
- Develop and release campaign materials, consistent with your project objective(s), to be released at least once every 6 weeks.
- 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.
- Disseminate campaign materials using a minimum of two message distribution sources.
- Distribute messages through sources that are popular and credible with the target population.
- Distribute messages using supplemental methods such as contests, presentations, sponsored events and/or promotional items, at least once every 3 months.
- Gather feedback on campaign messages and materials from a representative sample of the target audience.

WHAT REFERENCE MATERIALS ARE AVAILABLE?

BOOKS

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 from:

http://socialmarketingcollaborative.org/smc/pdf/Social_Marketing_Basics.pdf

Early and Often: How Social Marketing of Prevention Can Help Your Community

Jaker, J. This resource guide is rich with information and specific examples of effective social marketing messages for substance abuse prevention.

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 are in a position to design, implement, or support a strategic health communication effort. *The publication can be downloaded from:*

<https://www.jhuccp.org/sites/default/files/A%20Field%20Guide%20to%20Designing%20Health%20Communication%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. *The publication can be downloaded from:* <http://www.cancer.gov/pinkbook>

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

This publication can be downloaded from: http://www.thcu.ca/resource_db/pubs/713413616.pdf

Public Communication Campaigns

Rice, Ronald and Atkin, Dr. Charles A. Sage Publications, Inc., 2013

This edition includes overviews of recent, innovative campaigns, including examples of AIDS and antidrug campaigns, community-oriented campaigns, entertainment-education campaigns, and Internet/Webbased campaigns. Ordering information can be found online at:

<http://www.sagepub.com/textbooks/Book234975>

Social Marketing: Influencing Behaviors for Good

Kotler, Phillip and Lee, Nancy R. Sage Publications, Inc., 2012.

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. Ordering information can be found online at:

<http://www.sagepub.com/textbooks/Book234550>

TOOLKITS

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/>

OVERVIEW

The Social Norms Marketing section of this resource guide will provide you with general information about this approach and references to appropriate tools, guides, books and websites that will serve as a starting point for planning and implementing this approach in your community.

DEFINITION

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. They are **environmental prevention strategies**. The social norms strategy is to gather credible data from a target population and then, using various communication strategies, provide accurate information about their behavioral norms and protective/avoidance strategies.

THEORY

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 leads 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 in order to conform to the actual norm.

MISPERCEPTIONS

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 unusual or vivid substance using behaviors are more common than it is,
- Sensationalizing and glamorizing the substance using behavior.

WHAT REFERENCE MATERIALS ARE AVAILABLE?

BOOKS

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. *The complete guide can be found online at <http://www.socialnormsresources.org/pdf/Guidebook2.pdf>*

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. *Available for purchase at www.mostofus.org*

TOOLKITS

Tool Box

MOST of Us. 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://www.mostofus.org/resources/practitioners-tools/>*

ARTICLES

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. *The complete article can be found online at: <http://alcohol.hws.edu/perkinstheorychapter.pdf>*

VIDEOS

“The Truth about Teen Alcohol Use 101” – A Social Norms Video for High Schools.

Discover Films, 2002. This 25-minute video presents students at a high-school reacting to a social norms media campaign and sharing how it is empowering for responsible non-users. *The video can be purchased at <http://www.discover-films.com/store/catalog/Alcohol-p-1-c-3.html> or by calling 1.888.649.6453.*

WEBSITES

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/>

MOST of Us

MOST of Us is a part of the Center for Health and Safety Culture at Montana State University and is dedicated to applying science to grow solutions to complex social problems.

<http://www.mostofus.org>

National Social Norms Resource Center

Located at University of Virginia, the National Social Norms Resource Center is committed to research, evaluation, and dissemination of information on the social norms approach to the field.

<http://www.socialnorms.org>

OVERVIEW

This section of this guide will provide you with general information about the planning and strategy development phases of developing and implementing communication campaigns, as well as references to appropriate information, tools, guides, books and websites that will serve as a starting point for planning/developing a communication campaign in your community.

DEFINITION

The first two phases are essential to an effective communication campaign.

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.

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.

PLANNING PHASE STANDARDS

The following planning standards for Communication Campaigns were developed based on an extensive review of research literature and lessons learned to help translate research into everyday practice:

1. Each prevention staff member, assigned to the program activity, completes a Division approved Communication Campaign training.
2. Secure support and/or participation from those community sectors that are responsible for providing access to the target audience.
3. 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.*

4. 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
 - Identify the specific target audience
 - Be measurable from the data sources collected during the planning phase
5. Develop a written project timeline for the planning and strategy development phases which outlines:
 - Steps/tasks to be completed
 - Projected deadline for each step
 - The person(s) responsible
6. Identify message distribution sources that are popular and credible with the target population.
7. 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.*
 - Estimated distribution/delivery dates. *See implementation standard 13.*
8. Develop campaign materials, consistent with your project objective(s), to be released at least once every 6 weeks. *See implementation standard 14.*
9. Ensure that campaign materials:
 - Do not include moral or fear appeals
 - Do not focus on the long-term risks and harm associated with ATOD use
10. 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.).

WHAT REFERENCE MATERIALS ARE AVAILABLE?

WEB-BASED RESOURCES

Audience Insights analyze different public health target audiences, including teens, so that you can more effectively communicate with them to influence their behavior.

<http://www.cdc.gov/healthcommunication/Audience/index.html>

CDC 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 such as e-cards, Facebook and YouTube.

<http://www.cdc.gov/SocialMedia/Tools/guidelines/index.html>

Developing and Pretesting Concepts, Messages and Materials is the second stage in Making Health Communication Programs Work that outlines the steps in developing and pretesting messages and materials.

<http://www.cancer.gov/cancertopics/cancerlibrary/pinkbook/page6>

e-Health Data Briefs compile research and user demographic information about a variety of electronic media channels including blogs, podcasts, social networking and text messaging.

<http://www.cdc.gov/healthcommunication/Research/index.html>

Handbook for Excellence in Focus Group Research includes an overview of qualitative research and guidelines for setting up and implementing focus group research.

<http://www.globalhealthcommunication.org/tools/60>

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.thcu.ca/resource_db/pubs/579818192.pdf

The Health Communicator's Social Media Toolkit is a guide to using social media to improve reach of health messages, increase access to content and further participation with audiences.

http://www.cdc.gov/socialmedia/Tools/guidelines/pdf/SocialMediaToolkit_BM.pdf

A Roadmap for Developing Effective Tobacco Education Materials is an overview of 10 steps to help guide you through the development and production of tobacco education materials.

<http://teamlab.usc.edu/learn/>

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

WEBSITES

Above the Influence is a National Youth Anti-Drug Media Campaign to help teens stand up to negative pressures or influences. <http://www.abovetheinfluence.com/>

The Ad Council produces, distributes and promotes public service campaigns on behalf of non-profit organizations and government agencies in issue areas such as improving the quality of life for children, preventive health, education, community well being and strengthening families. <http://www.adcouncil.org>

IMPLEMENTATION AND EVALUATION PHASE

OVERVIEW

This section of this resource guide will provide you with general information about the implementation phase of communication campaigns and with references to appropriate information, tools, guides, books and websites that will serve as a starting point for implementing/evaluating a communication campaign in your community.

DEFINITION

The last two phases outlined in Prevention First's Developing and Implementing Successful Communication Campaigns training help practitioners plan their campaign.

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 in order 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

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 on 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 and continue with the planning phase

IMPLEMENTATION AND EVALUATION PHASE STANDARDS

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

11. Implement the campaign for a minimum of 9 consecutive months.

12. Disseminate campaign materials using a minimum of two message distribution sources.
13. Distribute messages through sources that are popular and credible with the target population.
14. 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
15. 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).
16. 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.)

WHAT REFERENCE MATERIALS ARE AVAILABLE?

WEB-BASED RESOURCES

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://www.mostofus.org/resources/practitioners-tools/>

What We Know About Evaluation Planning: What is it and how do you do it?

This website is a summary of research regarding planning evaluation.

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