Marketing Your Mission

Making Your Message Accessible to the Student Body

David Salafsky, MPH,
Lee Ann Hamilton, MA, CHES
November 21, 2008
College Knowledge for Counselors

Health Promotion and Preventive Services
UA Campus Health Service

Goals

• Share successful strategies from our experiences promoting healthy behaviors at UA
• Describe Social Norms Theory
• Spark ideas you can use at your school to promote behavior change and/or college attendance
The Social Norms Approach

- The theory emerged 20+ years ago
- Bi-product of research conducted by Wes Perkins and Alan Berkowitz
- Students misperceive the alcohol use of their peers and a permissive attitude on campus towards alcohol

Arming Students With Knowledge Is Ineffective

- Scare young people straight
- Values clarification
- Alternative social events
- Knowledge about substances
Proactive vs. Reactive

- Address problems before they start
- Or become highly problematic

Environmental vs. Individual

- Change the public conversation about alcohol use among students
- Correct misperceptions
- Target the whole student body, not just the heavy drinker
- Target carriers of the misperception
Reveal Accurate Information About the Environmental Context

- Reduce problem behavior
- Enhance protective behavior

Causes of Misperception

- Students attribute behavior they see to be typical unless they have other knowledge of the person
- Students notice and remember the flamboyant behavior of someone who is intoxicated
- Media attends to and glamorizes substance use
Misperception Affects Personal Use

- Students follow “imaginary peers”
- Create a “self-fulfilling prophecy”
- Perkins calls it a “reign of error”

Students Drink Up to the False Norm

- Heavier drinking
- Riskier drinking
- More frequent drinking
- Less willingness to speak out or intervene on behalf of another
- Students who abuse feel comfortable
Social Norms in Practice

1. Develop Questions
2. Identify Misperceptions, Actual Behaviors & Attitudes
3. Administer Survey
4. Develop Norms Messages
5. Decide Method, Venue & Frequency of Exposure
6. Expose To Norms
7. Re Survey to Determine Effect

Putting theory into practice

Examples from:
UofA Campus Health Service
Luz Academy
NHTSA Teen Seatbelt Grant
- Cienega High School
- Ironwood Ridge High School
67% of UA students have four or fewer or no drinks when they go out.

Health & Wellness Survey 2015
(2,019 respondents) administered to a random sample of undergraduate classes at the UA.

74% of UA students did not get sick, miss class or perform poorly on a test or important project due to drinking.*

*(past 30 days)
61% of UA students have three or less drinks per week.

On a date, 98% of UA students prefer to be with someone who drinks moderately or doesn’t drink at all.
94% of UA students believe one should not drink to an intoxicating level that interferes with academic work or other responsibilities.

86% of ASU, NAU + UA students do not drive after having any amount of alcohol.
78% of UA students had either one or no sexual partners during the past school year.
Print Media Development and Testing
Koreen Johannessen, MSW, LCSW and Andrew Maghielse, BFA
91% of Luz Academy students do at least one of the following if pressured to drink:

- don’t attend parties where people are drinking
- hang out with people who do not drink alcohol
- tell people “I don’t want to drink” if they ask

85% of Luz Academy students don’t smoke.
Ideas for college-going messages (you supply facts)

– Most successful college students applied to x number of schools
– Students who are most satisfied with their college choice did “x, y, z”
– X% of Rainbow Ridge graduates attend college
– X of 10 college freshman visited their campus in their junior year
– Most RR high school juniors take PSAT
Gathering Data

- Campus Wide or Target Group Survey
- Use to gather norms and misperception data
- Use to determine exposure to the message
- Use to determine change in behavior/perceptions

Choosing…

- What do key stakeholders think about the campaign?
- …are there gender specific difference in the appeal of images, activities
- …are the norms credible, if not instantly believable
Why Market Research?

- You need to
  - get to know your target audience
  - put information in the proper language
  - bridge the generation gap so you can be understood

Campaign Cycle

- Photo shoot
- Message and campaign development
  - Testing
- Placement
  - Testing
Focus Group

- Use to uncover and understand how target population is interpreting campaign
- Uncover language, protection, public conversation
- Discover deeper issues/meanings
- Small sample (6 – 12)
- Use skilled interviewer and one or two recorders

Key Informant Interview

- ½ hour structured interview with one subject at a time
- One questioner, one or two recorders
- Can be utilized for every aspect of campaign development
  - Message
  - Overall campaign design
  - Particular words/images
Field Testing Messages

- Compare materials
  - Prepare 4-5 options of message
- Ask questions (usually < 15)
- 25-50 participants
- Set up exhibits, invite students to participate on the spot

Student “Intercepts”

- Final photo selection
- Overall campaign design
- Test language
- Test reaction to sponsoring department or group
Using Social Norms on a shoes string at your school

- Simplified
- Smaller budget
- Target audience
- Consider school size and population differences

Photo Shoot Schedule

- Using own photos or stock
- Scouting locations
- Model selection and screening
- Organizing schedule
- Call ahead for approvals
- Props
- Maximizing time
- Video
Photo Shoot Tips

• Screen participants
• Be inclusive of all in the target population
• Settings should be easy to recognize and relate to your school/group
• Groups who know each other photograph the best

Photo Shoot Tips

• Use stock photos or graphics
• Take your own photos
• Tap into talented amateur photographers
• Work with media/film students
Shoe String Solutions

- Hire/use student workers/volunteers who are outgoing and “in the know”
- If you are not always able to set up formal market testing, make sure you get feedback from some students
Questions?

Sample UA forms and other campaign materials:

www.socialnorms.campushealth.net
Print Media Development and Testing
Koreen Johannessen, MSW, LCSW and Andrew Maghielse, BFA

David Salafsky, MPH, salafsky@health.arizona.edu

Lee Ann Hamilton, MA, CHES hamilton@u.arizona.edu

Health Promotion and Preventive Services UA Campus Health Service