

Professional Development: Communication Campaigns Resource Guide




PREVENTION FIRST
Leadership for drug-free communities

Funding provided in whole or in part by the Illinois Department of Human Services

Communication Campaign Professional Development Resource Guide

Welcome

...to the Professional Development Resource Guide Series developed by Prevention First's Professional Development department.

[Prevention First](#) is a nonprofit resource center committed to building and supporting healthy, drug-free communities through public education, professional training and effective tools for those working to prevent drug use and related issues such as violence, teen pregnancy and academic failure.

The [Professional Development](#) department at Prevention First has had a long history of providing training, consultation and information services in the prevention of public health problems, specializing in those associated with alcohol, tobacco and other drug abuse, since 1980. Its mission is to provide leadership and develop leaders in the prevention of substance abuse and related issues.

The Professional Development Guide Series was developed as a means to provide training resources for prevention practitioners in addition to, and in lieu of, immediate training opportunities. Prevention First offers classroom-based training throughout the year on many of the topics covered in the guides.

This Communication Campaign Resource 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 the Communication Campaign process. We believe your hard work in this area will improve the lives of children, youth and communities across the state of Illinois. Your work is meaningful, important and necessary in the promotion of healthy, drug-free communities.

Prevention First offers a "Developing and Implementing Successful Communication Campaigns" training which provides more information about how to plan for and implement this strategy. Go to www.prevention.org to view additional resources and information regarding current training opportunities. If you need further support regarding this topic, please contact the Prevention First Professional Development department by phone at 800.252.8951 ext. 122 or email training@prevention.org.

**Communication Campaign
Professional Development Resource Guide:
TABLE OF CONTENTS**

Communication Campaigns..... 4
Social Norms Marketing 7
Planning 10
Implementation..... 14
Contact Information 16

Communication Campaigns Professional Development Resource Guide: OVERVIEW

OVERVIEW

This section of the resource guide will provide you with general 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

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

PROCESS

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. Prevention First's Developing and Implementing Successful Communication Campaigns training details the following four phase model:

1. Planning Phase
 - Conduct a resource assessment
 - Gather information
 - Pinpoint the issue
 - Develop a timeline
2. Strategy Development Phase
 - Explore message distribution
 - Develop a marketing plan
 - Identify your brand
 - Develop message(s)
 - Design materials
 - Pilot test concepts and materials
3. Implementation Phase
 - Launch campaign
 - Initiate marketing plan
 - Reinforce media campaign with interactive strategies
4. Evaluation Phase
 - Conduct process evaluation
 - Conduct outcome/impact evaluation
 - Make refinements, continue to the planning phase

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://www.turningpointprogram.org/Pages/pdfs/social_market/smc_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. *This publication can be purchased online for \$1 at:*

<http://www.miph.org/store/early-often-how-social-marketing-prevention-can-help-your-community>

A Field Guide to Designing a Health Communication Strategy

O'Sullivan, G.A., Yonkier, 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:*

http://www.jhuccp.org/resource_center/publications/field_guides_tools/field-guide-designing-health-communication-strategy-

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>

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.josseybass.com/WileyCDA/WileyTitle/productCd-0787901377.html>

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., 2000

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

<http://www.sagepub.com/books/Book11267>

Social Marketing: Influencing Behaviors for Good

Kotler, Phillip and Lee, Nancy R. Sage Publications, Inc., 2008.

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.socialmarketingservice.com/books.cfm>

* *This publication is available for loan from the [Prevention First Library](#).*

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/>

Communication Campaigns Professional Development Resource Guide: SOCIAL NORMS MARKETING

OVERVIEW

The Social Norms Marketing section of this resource guide will provide you with 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. Basically, 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 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 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 the unusual or vivid substance using behavior is more common than it is,
- Sensationalizing and glamorizing the substance using behavior

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.alcoholeducationproject.org/guidebook.html>

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

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.josseybass.com/WileyCDA/WileyTitle/productCd-078796459X.html>

* *This publication is available for loan from the* [Prevention First Library](#).

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

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. *The complete article can be found online at:*

<http://www.higheredcenter.org/services/publications/social-norms-approach-preventing-binge-drinking-colleges-and-universities>

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>

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.

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> or by calling 1.888.649.6453.

Everyone's NOT Doing It! An Alcohol Prevention Video

Hazelden, 2002. During this video, teens learn about the risks that alcohol poses for their bodies, minds and lives and challenges teens to think in new ways about what they hear and to make their own decisions. *The video can be purchased at: <http://www.hazelden.org> or by calling 1.800.328.9000.*

Copies of the above videos are available for loan from the [Prevention First Library](#).

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/>

The Higher Education Center for Alcohol and Other Drug Prevention

In supporting healthy and safe campus environments and reducing substance abuse among college students, the HEC promotes a comprehensive approach termed environmental management, including creating normative environments.

<http://www.higheredcenter.org/environmental-management/change/normative>

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>

Communication Campaigns Professional Development Resource Guide: PLANNING

OVERVIEW

This section of this resource guide will provide you with 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 outlined in Prevention First's Developing and Implementing Successful Communication Campaigns training help practitioners plan their 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.

BCPP SAPP 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. Demonstrate that each CGP staff member, assigned to the program activity, completes a SAPP 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 (select from the menu 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.).

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>

Guidelines for Conducting a Focus Group provides checklists and sample forms for use in conducting focus groups.
http://www.dsamh.utah.gov/spf/pdf/how_to_conduct_a_focus_group.pdf

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

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.

This publication is available for loan from the [Prevention First Library](#).

Focus Groups: Practical Guide for Applied Research, 4th Edition

Krueger, R.A. and Casey, MA. 2009. Thousand Oaks, CA: Sage Publications. This book gives hand-on advice to those who are seeking to actually conduct a focus group.

This publication is available for loan from the [Prevention First Library](#).

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>

Communication Campaigns Professional Development Resource Guide: IMPLEMENTATION

OVERVIEW

This section of this resource guide will provide you 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

BCPP SAPP IMPLEMENTATION PHASE STANDARDS

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

11. Implement 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.)

WEB-BASED RESOURCES

Evaluation Primer on Health Risk Communication Campaigns presents key principles and techniques to assist federal decision-makers and health risk communicators to improve their overall effectiveness in evaluating health risk messages and materials.

<http://www.atsdr.cdc.gov/risk/evalprimer>

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/>

Program Evaluation Resources is a list of links to potentially useful resources.

<http://www.cdc.gov/healthyyouth/evaluation/resources.htm>

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/Research/EvaluationPlanning.pdf>

Working with the Media is 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.

<http://www.coloradononprofits.org/media%20toolkit.pdf>

**Communication Campaigns
Professional Development Resource Guide:
CONTACT INFORMATION**

We are interested in your feedback! Please e-mail us at training@prevention.org.

[Follow Us](#)



[Like Us](#)



Headquarters

2800 Montvale Dr.
Springfield, IL 62704
217.793.7353

Branch Office

33 West Grand Ave., Suite 300
Chicago, IL 60654
312.988.4646