

COMMUNICATION CAMPAIGN TRAINING

NOVEMBER 9-10, 2021

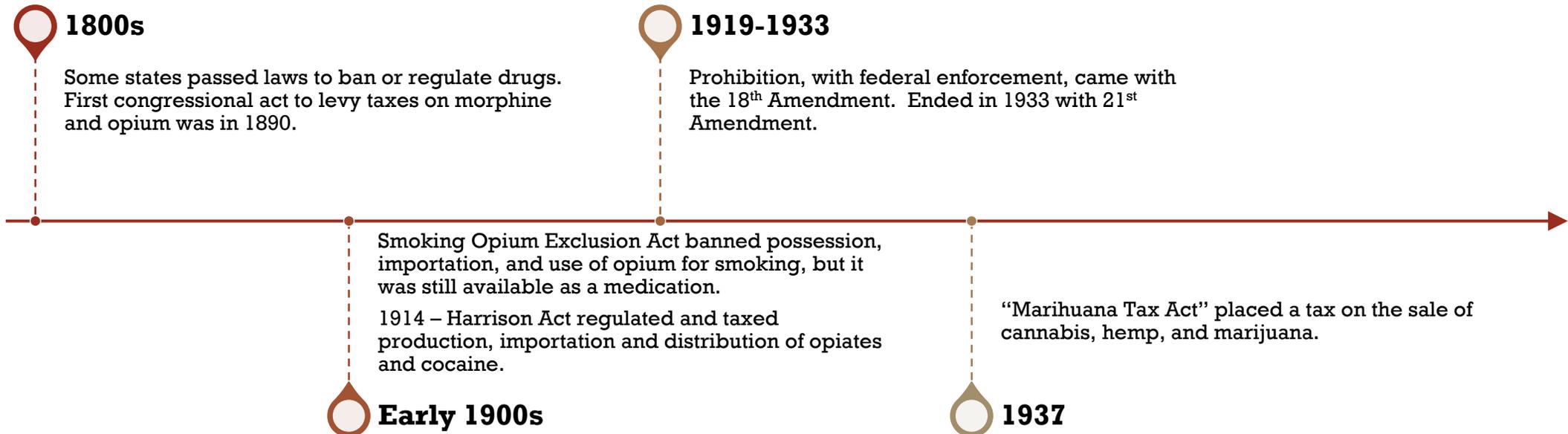


TRAINING OBJECTIVES

- Introduction to the history of prevention messaging. How has our work changed over the years?
- Goals and objectives of a communication campaign within the North Carolina system, as well as application of state standards to campaign work.
- Steps and best practices.
- Identify the target audience, and the most effective way to reach that audience.
- Timeline and marketing plan.
- Print ads, digital media, message design and pilot testing.
- Effectively evaluate campaigns throughout the entire lifespan of the campaign.



POLICY THROUGHOUT THE YEARS



Nixon signed the Controlled Substances Act into law. It outlined five “schedules” used to classify drugs based on their medical application and potential for misuse.

Drug Enforcement Agency (DEA) is formed with a budget of less than \$75 million. Today the DEA budget is approximately \$2 billion.

1971

1980s

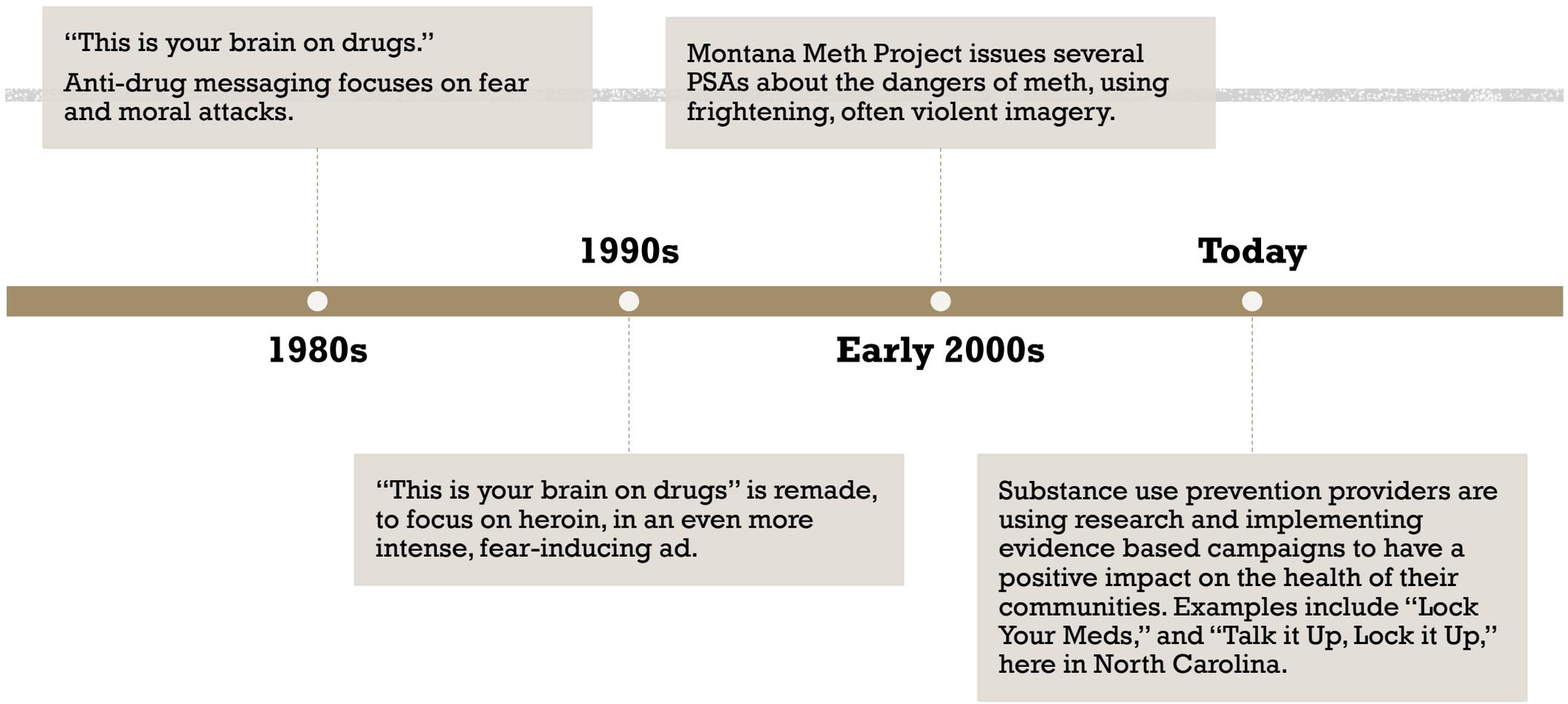
1970s

1973

Nixon officially declares a “War on Drugs,” calling drugs “public enemy number one.” Nixon also announced the creation of the Special Action Office for Drug Abuse Prevention (SAODAP), headed by Dr. Jerome Jaffe.

Reagan reinforced and expanded many of the War on Drug Policies. Nancy Reagan established “Just Say No” campaign to highlight the dangers of drug use.



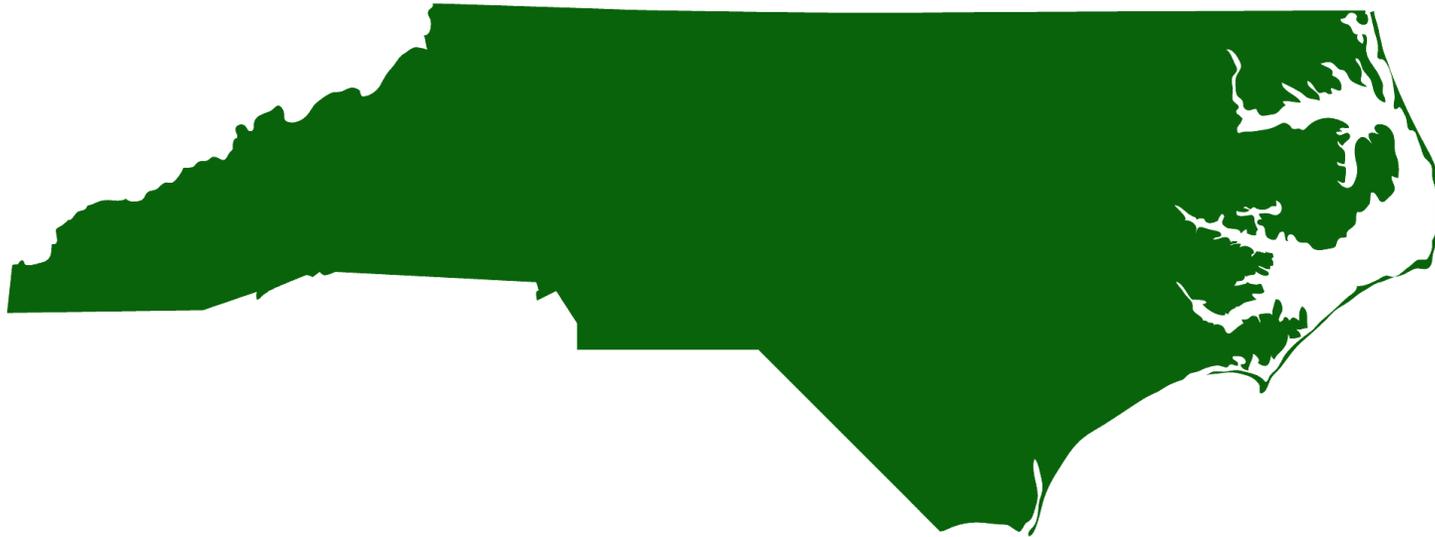




BREAKOUT ROOM!

- In your groups, you will work as teams to solve all of the alphabet logo questions.
- We will reconvene as a big group in 10 minutes to go over the answers!





▪ North Carolina Substance Abuse Prevention Block Grant states that communication campaigns may be used to:

- Change social norms.
- Support for Prevention campaigns (including, but not limited to, campaigns supporting policy change and/or other areas.)



SOCIAL NORMS: IT'S ALL ABOUT PERCEPTION

- One of the approaches approved by the NC Dept. of Health and Human Services
 - Change misperceptions.
 - Behavior is influenced by the belief that substance use is the norm.
- Social norms marketing campaigns are based on these principles:
 - Most teens believe that their peers misuse ATOD, when in fact, the majority do not.
 - Most teens make decisions based on how they believe the majority of their peers behave.
 - When facts are given about actual usage rates among their peers, teens are more likely to choose not to use those substances, thereby conforming to the actual norm.
- Same phases will be followed as listed in the guidance.
- The prevalence (percentage) of the behavior is measured to determine baseline data and how norms change.



CAMPAIGN PHASES

**Planning/Strategy
Development**

Implementation

Evaluation



PLANNING AND STRATEGY DEVELOPMENT

- Complete an approved Communication Campaign training
- Broadly determine the purpose of the campaign, including the target audience.
- Secure the support of community members who will provide access to the target audience.
- Collect reliable baseline survey data from the target audience (at least once every three years). You may also examine existing data if it's fewer than three years old.
- Create at least one objective using baseline data.
 - Objective specifies direction of change, focus of change, target audience, measurable from data sources.



PLANNING AND STRATEGY DEVELOPMENT

- (Continued)
 - Identify message distribution sources/channels that are popular and credible with your target population.
 - Develop a written marketing plan for the implementation phase. The marketing plan will include all message/material distribution sources, estimated dates of distribution.
 - Develop campaign materials, consistent with your objective(s).
 - Gather feedback on campaign messages and materials from a representative sample of the target audience during both the planning and implementation phases.



TAKE A BREAK!

Stand up, stretch, get a
refill!

Come back in 10
minutes!





Secure Support

- Who are your key stakeholders?
- What skills/resources do they have that can make them feel like a valued part of the team?
- How will you get access to your target population? Schools? Community centers? Parent groups? (Special consideration given to parent-focused campaigns and permissions).
- Provide training and education to any members of your team that may be new to campaign work. You'll be responsible for ensuring that they understand how the campaign works and what changes you're looking to bring about.



DEFINE THE TARGET AUDIENCE

- Identify the group with whom you want to communicate your message.
- Consider identifying subgroups to whom your message could be even further tailored.
- Learn as much as possible about the intended audience; add information about beliefs, current actions, and social and physical environment to demographic information.



QUALITATIVE DATA COLLECTION

- Interviews – One on one. Helps to gain an in-depth understanding of perceptions or opinions on a topic.
 - Ask open-ended questions in interviews/virtual meetings/phone calls.
- Survey – To understand the opinions or general characteristics of a group of people.
 - Distribute a list of questions to a random sample of your target population online, in person, or over the phone
- Focus Group – The same as an interview but in a group setting.
 - Ask open-ended questions in a group setting. Interviewer must stay neutral, not giving opinions of their own, and being careful to avoid showing opinion through facial expressions, head nods, or gestures. A note taker and an interviewer are utilized in this practice.

- Utilized in order to access data from populations that you can't access firsthand. This may include arrest records, ER visits, school disciplinary data, etc.
- Find existing data sets that have already been collected, from sources such as government agencies or research organizations.

SECONDARY DATA COLLECTION



BREAKOUT

- Put it into practice – 15 minutes
- Come up with five different interview/survey/focus group questions that you could use. This is five total, not five per data collection type.
- Each group will select a spokesperson to share **ONE** question with the group.





Designed to *manipulate* people into behaving a certain way (e.g., quit smoking, stop texting and driving, don't drive under the influence).

Frequently use violent or shocking imagery to gain attention/sympathy.

Mock crashes, imagery of substance use related disease/behavior/injury, moral appeals.

Can include survivor stories, recovery stories.

SOME THOUGHTS ABOUT PERSONAL STORIES:

- There is a time and place for personal stories of recovery, trauma, etc.
- Personal stories of recovery can be extremely powerful in influencing policy change, legislation.
- In more adult-focused practices, personal stories can be effective.
- In prevention geared toward youth, personal stories can have a negative impact.
 - "That won't happen to me."
 - "They ended up okay."
 - "Some of those stories sounded like fun."

- This is the “heart” of your campaign.
- At least one objective.
 - Uses baseline data collected from the target audience
 - Direction of change (increase or decrease)
 - Focus of change
 - Identify the target audience
 - Must be measurable from available data sources
- Example: “Increase the percentage of XYZ High School students who believe that there is ‘moderate to great risk’ in drinking 1 to 2 alcoholic drinks per day from 20% to 35%.”

CREATING OBJECTIVES



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BREAKOUT

- Put it into practice – 15 minutes
- Come up with at least two different objectives for your group's campaign.
- These will not be shared out with the whole group today. Rather, they will be used tomorrow in your workgroup, so make sure that you write them down!



DESIGNING MATERIALS



CREATING EFFECTIVE MESSAGES

- Brainstorm messages that fit with the campaign goal and the target audience.
 - Consider print vs. digital messaging. Will they look different? Will the frequencies change?
- Identify distribution channels and sources that are considered credible and popular by the intended audience.
- Consider the best times to reach the audience and prepare messages accordingly.
- Pretest your messages for efficacy, credibility, impact.



MORNING OF DAY 2:

- Put it into practice
 - Work with your group to decide upon your target audience/substance and develop your objective(s).
 - Using these objectives and what you've learned regarding designing materials, work together to design one to two primary messages as well as two supplemental messages.
 - In the afternoon you will learn how to fill out a timeline and marketing plan using these materials.
 - Each group will select a spokesperson to share highlights from your campaign with the whole group.





WELCOME
BACK 😊

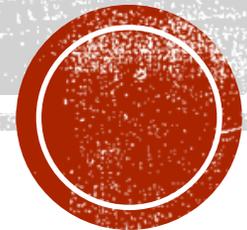
DAY TWO!

- On the agenda today
 - Group presentations of the campaigns you developed
 - Timeline and marketing plan development (wrapping up the Planning Phase)
 - Implementation steps and best practice
 - Evaluation of your campaigns





GROUP PRESENTATIONS AND DISCUSSION



MATERIALS DESIGN DISCUSSION

- What was challenging?
- What did you enjoy?
- What do you need in order to be successful with materials design?
- What mode of distribution do you believe you will work toward?
- What types of expertise would be on your “dream team?”



TESTING MESSAGES AND MATERIALS

- Select methods of pretesting from the list of data collection methods that fit the campaign timeline and budget. This could include focus groups, intercept surveys, email surveys, etc.
- Ensure that you are testing your messages and materials with members of the target audience. For example, a campaign targeting students at a local high school should not be pretested with the parents of those students.
- Revise messages and materials based on the findings of these pretesting methods.



DEVELOP A TIMELINE

- Meet with your team to identify the tasks and assign them to the appropriate person(s).
- Develop a draft of your timeline. Really take into consideration the things that could “derail” your plans, and then review it and approve it with your team.
 - What are some items that could interfere with your plan?
 - What could be a contingency for a few of those?

DEVELOP A MARKETING PLAN AND BUDGET



Develop your marketing plan



Send plan to your team to review and approve.



Research costs for identified distribution sources (both primary AND supplemental)

This is what will inform your budget.



BREAKOUT ROOMS



- Work in your groups to take your materials that you designed and plug them into your timeline and marketing plans.
- Discuss what would feel like a reasonable budget.
- We will reconvene with a brief discussion on this process and answer any questions that your group may have.





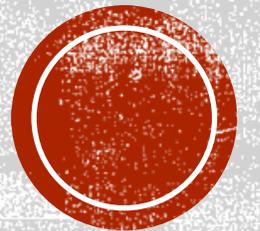
Take a breather and be back to your screen in 10 minutes!



IMPLEMENTATION PHASE (NC STANDARDS)

- Implement campaign for a minimum of ***nine consecutive months***
- Disseminate campaign materials using at least ***two message distribution sources*** that are popular and credible with the target audience
- Release campaign materials through ***supplemental methods*** at least once every three months to reinforce the message and increase message saturation.
 - Contests, presentations, sponsored events/promotional items, institutional policy
- Release new campaign materials ***at least once every six weeks.***
 - Change the wording of the text, modify the presentation through use of new images/graphics or new distribution sources, identify additional institutions to support the campaign messages
- Begin process evaluation of the campaign

QUESTIONS?



PROCESS EVALUATION

- **Measuring Campaign Process Effectiveness**
 - Can be assessed a variety of ways.
 - Functionality of the campaign (did it go as planned?)
 - Was your budget manageable? Did you stick to the schedule?
 - Were your partners and/or coalition members involved with the campaign?
 - What is the estimated “traffic” of your campaign, via views online or print materials?
 - How many organizations participated in this program?
 - How many members of the target audience attended any events or presentations?
 - How did the media respond?
- **Measuring Audience Satisfaction**
 - Surveys or qualitative methods (interviews, focus groups) can be used to assess:
 - Is the target audience seeing the campaign?
 - What are the reactions to the campaign?
 - Has the audience taken any actions with the campaign materials or information?



OUTCOME EVALUATION

- This occurs once the campaign has completed, in order to help measure the impact of the campaign.
 - Assess the objective(s) that you developed in your planning phase.
 - Identify any progress made during the campaign by using the baseline data you gathered.
 - Collect quantitative/numerical survey data for outcome evaluation.
 - Example:
 - 75% of respondents state that they have seen, read or heard an ad encouraging them to lock up alcohol in the home to prevent underage access.
 - 36% of those respondents specifically remembered to lock up their alcohol.
 - Prior to the campaign, only 4% reported that they were locking the alcohol in their home to prevent underage access.
 - Decide which stakeholders will receive a report of your outcome evaluation and disseminate accordingly.



FYI — APPROVAL PROCESS

- DHHS is in the process of determining an approval process for campaigns, which will align with existing best practice guidance for CC objectives based on identified data, identification of target population, message testing and campaign placement.
- While this process is being developed, you may direct campaign related questions to:
 - Felicia Roberson for COVID-19 grantees
 - Angela Maxwell for SAPBG providers.

THANK YOU!

