

Prevention Messaging and Advocacy: Getting Your Message Out

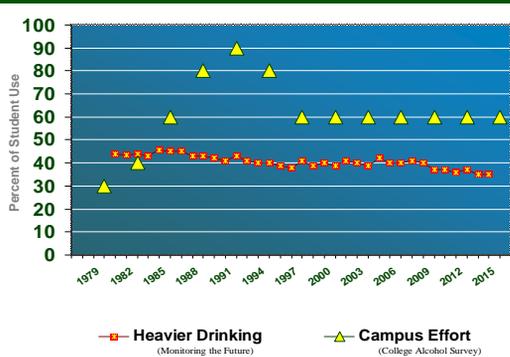
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Why Attention to Prevention Messaging and Advocacy?

- High Levels of Misinformation Among General Population on Drug/Alcohol Issues
- Denial and Resistance to Our Efforts
 - Lack of Positive Momentum
 - Lack of Professional Training
- Many Professionals Don't Feel Confidence or Skilled to Speak up

HEAVY DRINKING RATES and CAMPUS EFFORT



Webinar Aims

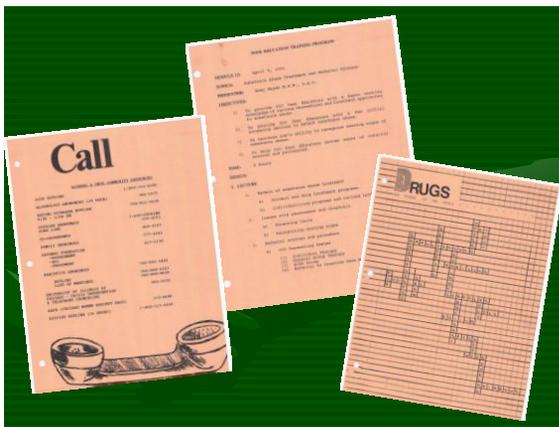
- * Learning more effective communication strategies for reaching students
- * Gain skills for persuasive communication
- * Enhance confidence with advocacy

The Importance of Our Work

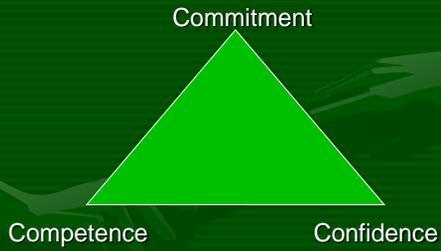
“Science allows us to communicate across the seas and fly about the clouds, to cure disease and understand the cosmos, but those same discoveries can be turned into ever more efficient killing machines.”

“The wars of the modern age teach us this truth. Hiroshima teaches this truth. Technological progress without an equivalent **progress in human institutions** can doom us. The scientific revolution that led to the splitting of an atom requires a **moral revolution** as well.”

President Barack Obama May 27, 2016
From The New York Times June 15, 2016
“Lessons of Hiroshima and Orlando”



Pyramid of Success



Communication Planning Steps



Step 1: Clarify Outcomes



Step 1: Clarify Outcomes

Be clear with what you want the audience to know, feel and do.

Be focused and specific.

Make sure your communication points to a next step.

GET INVOLVED FOR INDIVIDUALS & NEIGHBORHOODS



ENGAGE ACTIVITY PARTNERS

- Talk to local organizations about ADA
- Share ideas on your site for an address
- Help with marketing & public relations



ENGAGE LOCAL BUSINESSES

- Talk to retail businesses nearby about ADA
- Share ideas on sidewalk strips and curbs
- Help with marketing & public relations



VOLUNTEER DURING THE EVENT

- Help with setup and clean-up
- Informing & wear vests
- Capture the event on camera & video



HELP WITH SAFETY & PATROL

- Talk to police officers about ADA
- Print volunteer to help with safety patrol

GET INVOLVED FOR COMPANIES AND ORGANIZATIONS



ENGAGE YOUR EMPLOYEES

- Share ADA with your employees
- Invite them to get involved and volunteer
- Help with marketing and public relations



ENGAGE YOUR NETWORK

- Share ADA with your community
- Invite them to get involved and volunteer
- Help with marketing and public relations



HOST AN ACTIVITY DURING ADA

- Ask your employees for activity ideas
- Register your activity on the ADA website
- Publicize your activity on social media



OFFER IN-KIND GOODS & SERVICES

- Food & beverages for volunteers
- Materials such as printing and marketing
- Sporting equipment for our cleanup ADA

Step 2: Build a Plan



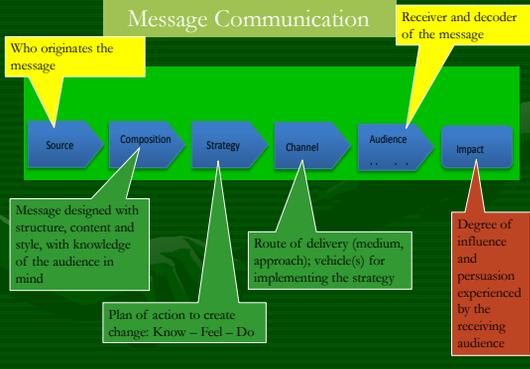
Step 2: Build a Plan

Be clear, be focused, be deliberate, be planful.

Know your theoretical underpinnings.

Distinguish between what you want to **PREVENT** and what you want to **PROMOTE**.

Message Communication



Stages of Change Model

Stage	Definition	Potential Change Strategies
Precontemplation	Has no intention of taking action within the next six months	Increase awareness of need for change; personalize information about risks and benefits
Contemplation	Intends to take action in the next six months	Motivate; encourage making specific plans
Preparation	Intends to take action within the next thirty days and has taken some behavioral steps in this direction	Assist with developing and implementing concrete action plans; help set gradual goals.
Action	Has changed behavior for less than six months	Assist with feedback, problem solving, social support, and reinforcement
Maintenance	Has changed behavior for more than six months	Assist with coping, reminders, finding alternatives, avoiding slips/relapses (as applicable)

Theory at a Glance

Health Belief Model

Concept	Definition	Potential Change Strategies
Perceived susceptibility	Beliefs about the chances of getting a condition	<ul style="list-style-type: none"> *Define what population(s) are at risk and their levels of risk *Tailor risk information based on an individual's characteristics or behaviors *Help the individual develop an accurate perception of his or her own risk
Perceived severity	Beliefs about the seriousness of a condition and its consequences	<ul style="list-style-type: none"> *Specify the consequences of a condition and recommended action
Perceived benefits	Beliefs about the effectiveness of taking action to reduce risk of seriousness	<ul style="list-style-type: none"> *Explain how, where and when to take action and what the potential positive results will be
Perceived barriers	Beliefs about the material and psychological costs of taking action	<ul style="list-style-type: none"> *Offer reassurance, incentives, and assistance; correct misinformation
Cues to action	Factors that activate "readiness to change"	<ul style="list-style-type: none"> *Provide "how to" information, promote awareness, and employ reminder systems
Self-efficacy	Confidence in one's ability to take action	<ul style="list-style-type: none"> *Provide training and guidance in performing action *Use progressive goal setting *Give verbal reinforcement *Demonstrate desired behaviors

Theory at a Glance

Aristotle's Forms of Proof

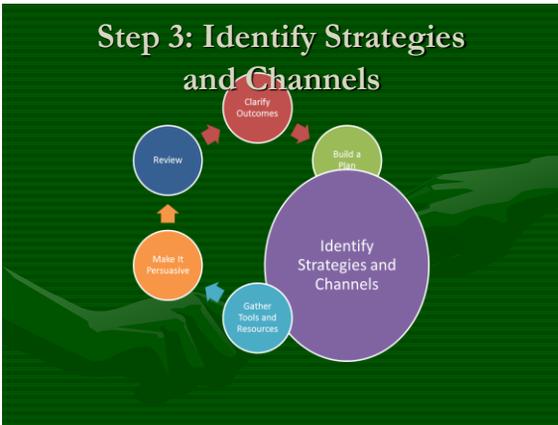
Concept	Explanation
Logos	Emphasizing a rational and logical approach, building upon scientific foundations. Often used to highlight assumptions upon which decisions are made, including challenging faulty assumptions.
Pathos	Addressing the emotions, aims, feelings, and social desires of individuals. Can tie into insecurities. Often linked to tragic events without attention to rational arguments.
Ethos	Promoting a quality character among the audience, through engaging in trustworthy sources. It is helpful to evoke good sense, good moral character, knowledge, and authority to gain the confidence of the audience.

PREVENT

PROMOTE

Violence	Accurate knowledge
Injury	Parental skills and awareness
Death	Development of personal norms
Ignorance about AOD Effects	Healthy choices
Stigmas of AOD "fun"	Resistance and refusal skills
Adverse effects	Treatment services readily available
Family issues, neglect	Intervention skills
Car crashes	Awareness of effects of substances
Adolescent drug use	Further research
Distribution of unregulated drugs	Consistent enforcement
Diseases associated with AOD use	Variety of positive activities
Use of tobacco	Mental health
Unintended consequences	Sober drivers





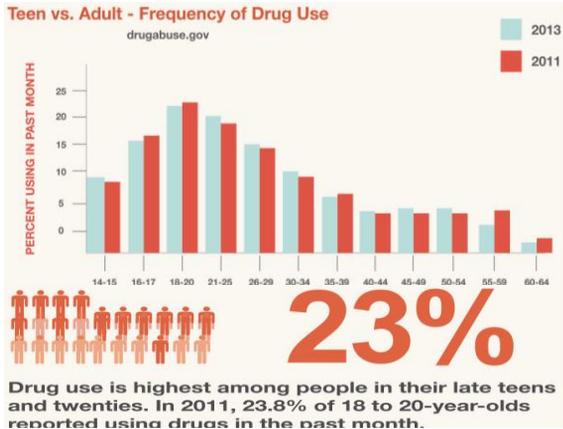
Step 3: Identify Strategies and Channels			
Brochure	Poster / poster series	Sticker	Banner
Radio announcement	Television spot	Cable banner	Screen saver
Facebook	Twitter	Fact sheet	Electronic signage
Speech	Workshop	Flash lecture	Presentation
T-Shirt	Post card	Resource guide	Bracelets
Checklist	Newsletter content	Letter to editor	Self-test





Step 4: Gather Tools and Resources

Logos, Pathos and Ethos	Data, Numbers, Facts
Examples or Testimonials	Expert Opinions
“What If” Scenarios	Creative Epidemiology
Social Marketing	Social Norms Marketing
Positioning	Linking and Pairing
Miscellaneous : humor, acronym, easy phone number, memorable website	



THE CONSEQUENCES OF COLLEGE DRINKING (annual)

- Death**
1,825 college students die from alcohol-related unintentional injuries.
- Assault**
More than 696,000 college students are assaulted by another student who has been drinking.
- Unsafe Sex**
More than 100,000 students report having been too intoxicated to know if they had consented to having sex.
- Sexual Abuse**
More than 97,000 students are victims of alcohol-related sexual assault or date rape.
- Injury**
Nearly 600,000 students receive unintentional injuries while under the influence of alcohol.
- Academic Problems**
One-quarter of college students report academic consequences due to their drinking.

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Step 5: Make It Persuasive

Credible [sources; sponsoring agencies]	Current
Attention-getting [inviting; appealing; colorful]	Points to the next step
Clear & understandable [not too simple or complex]	Actionable
Personally relevant	Connect to audience [applicable]
Blend facts & emotion	Uniform [message, words, images, style]
Free of errors [proper grammar; spelling]	Appropriate formatting [hyphens]
Visually engaging [color contrast; date with day of week]	Consistent [fonts; bulleted items have parallel style (e.g., verbs/sentences)]

TO THOSE WHO COURAGEOUSLY GAVE THEIR LIVES...

AND THOSE WHO BRAVELY FIGHT TODAY...

THANK YOU

MARRIAGE EQUALITY TODAY

"If my mind can conceive it, and my heart can believe it— then I can achieve it."
—George Washington

ALABAMA ALASKA ARIZONA ARKANSAS CALIFORNIA COLORADO CONNECTICUT DELAWARE FLORIDA GEORGIA HAWAII ILLINOIS INDIANA IOWA KANSAS KENTUCKY LOUISIANA MAINE MARYLAND MASSACHUSETTS MICHIGAN MINNESOTA MISSISSIPPI MISSOURI MONTANA NEBRASKA NEVADA NEW HAMPSHIRE NEW JERSEY NEW MEXICO NEW YORK NORTH CAROLINA NORTH DAKOTA OHIO OKLAHOMA OREGON PENNSYLVANIA RHODE ISLAND SOUTH CAROLINA SOUTH DAKOTA TENNESSEE TEXAS UTAH VERMONT VIRGINIA

10 TIPS TO STRESS LESS

- LOOK FOR OPPORTUNITIES
- GO FOR A WALK
- FOCUS MORE ON THE POSITIVE
- ASK FOR HELP
- GIVE SOMEONE A COMPLIMENT
- GET INVOLVED WITH A CAUSE YOU BELIEVE IN
- GO TO BED EARLIER
- DANCE

VISIT WWW.MENTALHEALTH.ASN.AU

SAY THANK YOU TO THE FAMILIES WHO HELPED POWER THE WAY

BE KIND. SAVOR THE LITTLE MOMENTS. RELAX. DO THINGS YOU ENJOY. BE TRUE TO YOURSELF. SMILE! TALK LESS. LISTEN MORE. PRAY FOR PEACE. LOVE THE CARE OF YOU. DREAM. CHERISH THE MOMENTS. LIVE WITH NO REGRETS. LAUGH. SAY NICE THINGS TO OTHERS. TAKE BE GRATEFUL. THANK THE PEOPLE WHO MADE A DIFFERENCE.









Step 6: Review

Have an evaluation plan

- Have this at the beginning
- Engage others to provide assistance

Assess the messaging

- Was the message heard or seen?
- What was its reach?
- Did it reach the desired audience?
- What message was heard?
- Did it promote/encourage someone to act?

Do focus groups

- What messages are students hearing?
- What messages would resonate with them?
- Have discussions with RAs (e.g.,) to assess what messages they intend to send (and compare with what was heard).

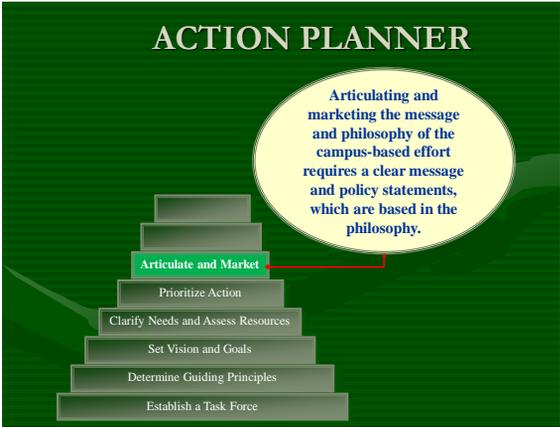


The slide features a green background with a white border. On the left is the cover of the 'IMPACT Evaluation Resource' for NCAA CHOICES Grantees, prepared by the George Mason University Center for the Advancement of Public Health. On the right is a thumbnail for the 'IMPACT Quick-Start Guide' with a red and white color scheme. Below the cover is a blue box with the text 'Background Information, Milestone Charts, Instrumentation' and a URL: <https://caph.gmu.edu/resources/college/review>.

A green slide with a white rectangular box in the center containing the word 'ADVOACY' in all caps.

The slide has a green background with a white box titled 'Webinar Aims'. It lists three bullet points: '* Learning more effective communication strategies for reaching students', '* Gain skills for persuasive communication', and '* Enhance confidence with advocacy'. The third bullet point is circled in red.





- ## Advocacy Tips
- Be prepared
 - Speak up
 - Offer progress reports or status updates
 - Frame the issue within the institutional context (mission statement, strategic priorities)
 - Don't set self up for failure with large, unachievable goals
 - Build a strategic plan with measures and milestones
 - Equip the decision-makers with tools, speaking points
 - Acknowledge how much others don't know about this issue (prevention, dependence, recovery)
 - Remember that this is an uphill battle
 - Be educated, learn, study, ask, write
 - Use resources and data (e.g., Action Steps for College Leaders, Wellness Issues for Higher Education)
 - Have the courage to speak up

Action Steps for College Leaders: What Leaders Should Say

- ☐ Talk about the issue
- ☐ Listen to the professionals who are dealing with drug and alcohol issues and learn from their clinical experience.
- ☐ Insist that a variety of people be involved with this issue.
- ☐ Applaud good work.

from "New Directions for Substance Abuse Prevention"
Change November/December 2011

Action Steps for College Leaders: What Leaders Should Do

- ☐ Ensure that the campus dedicates attention to this issue through the use of a designated coordinator, task force, or commission and that it assesses the effectiveness of its efforts on a regular basis.
- ☐ Make sure that the aims of the campus-based efforts are reasonable, appropriate and achievable.
- ☐ Invest in a range of long-range substance abuse services.
- ☐ Encourage the development of innovative strategies, and then assess them.
- ☐ Ensure that sufficient resources are available.
- ☐ Demonstrate bold leadership by being engaged and caring.

from "New Directions for Substance Abuse Prevention"
Change November/December 2011



CollegeAIM, with its matrix-based tool, guide, website, and related resources, is meant to be used in conjunction with your school's own processes for anticipating and responding to the needs of your student body, campus environment, and surrounding community. You probably already apply a variation of these steps for college prevention programs:

- **Assess** the problems on your campus and set priorities,
- **Select strategies** by exploring evidence-based interventions,
- **Plan** how you'll carry out the chosen strategies and how you'll measure results, and
- **Take action**—implement the chosen strategies, evaluate them, and refine your program.

CollegeAIM supports the second step, **select strategies**. For help with the other phases, please see the [Supporting Resources](#) section.

collegedrinkingprevention.gov



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