



# Center for Health & Safety Culture

Katie Dively, Research Scientist II



# Agenda

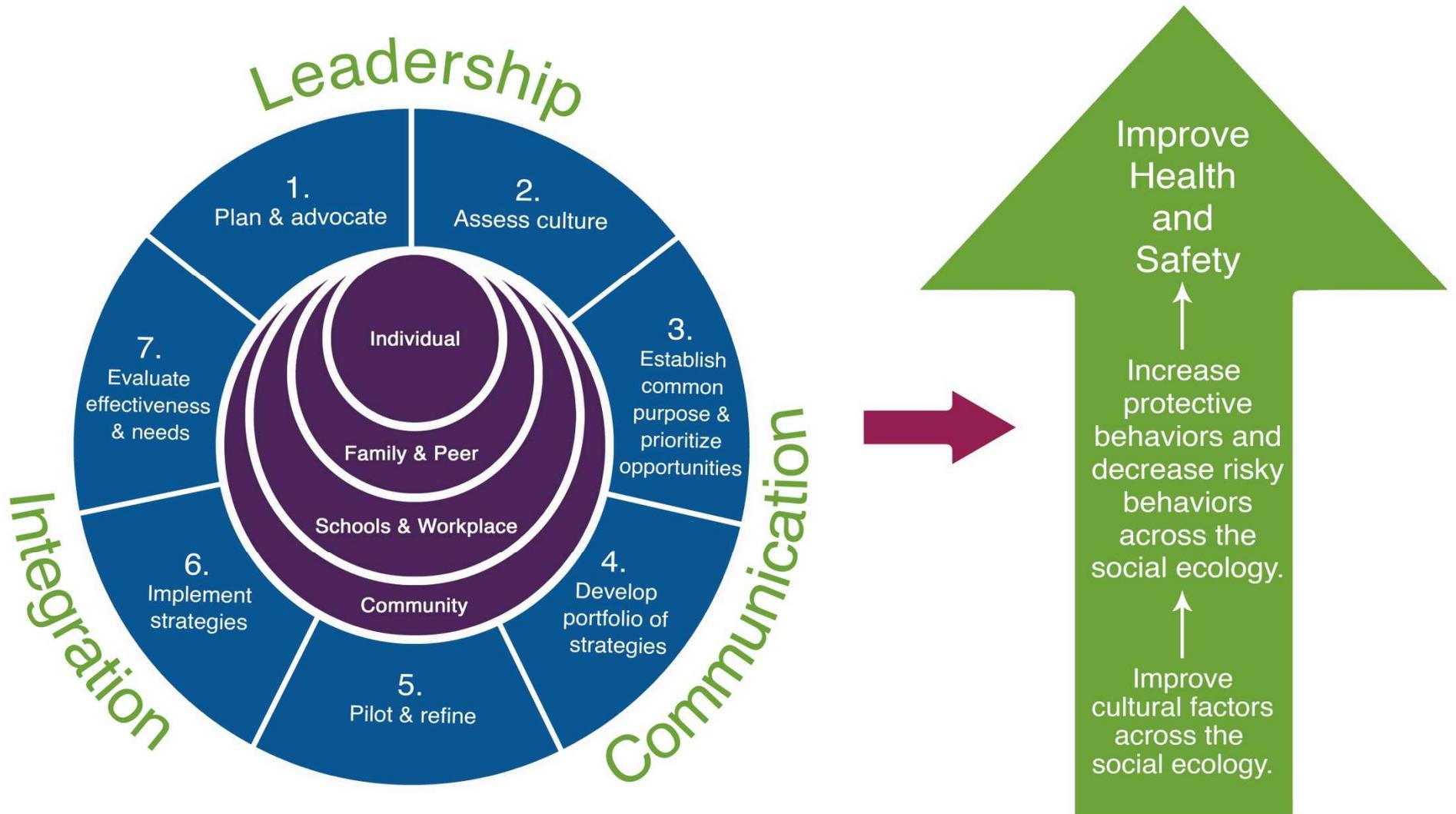
- Welcome!
- 7 Step Communication Process
- Your Role
- Next Steps



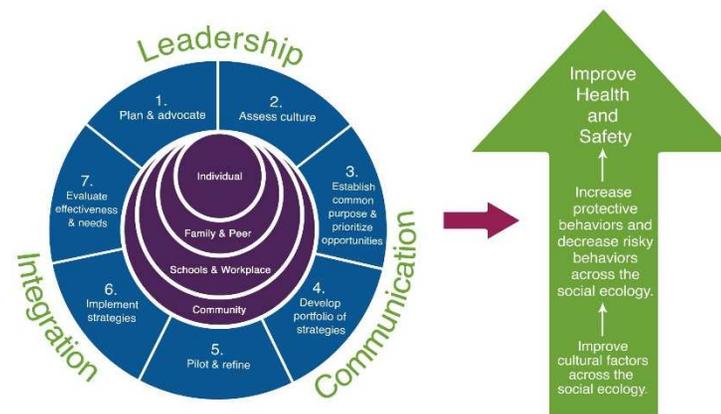
# Center's Purpose

We are an interdisciplinary center serving communities and organizations through research, training and guidance to cultivate healthy and safe cultures.

# Positive Culture Framework

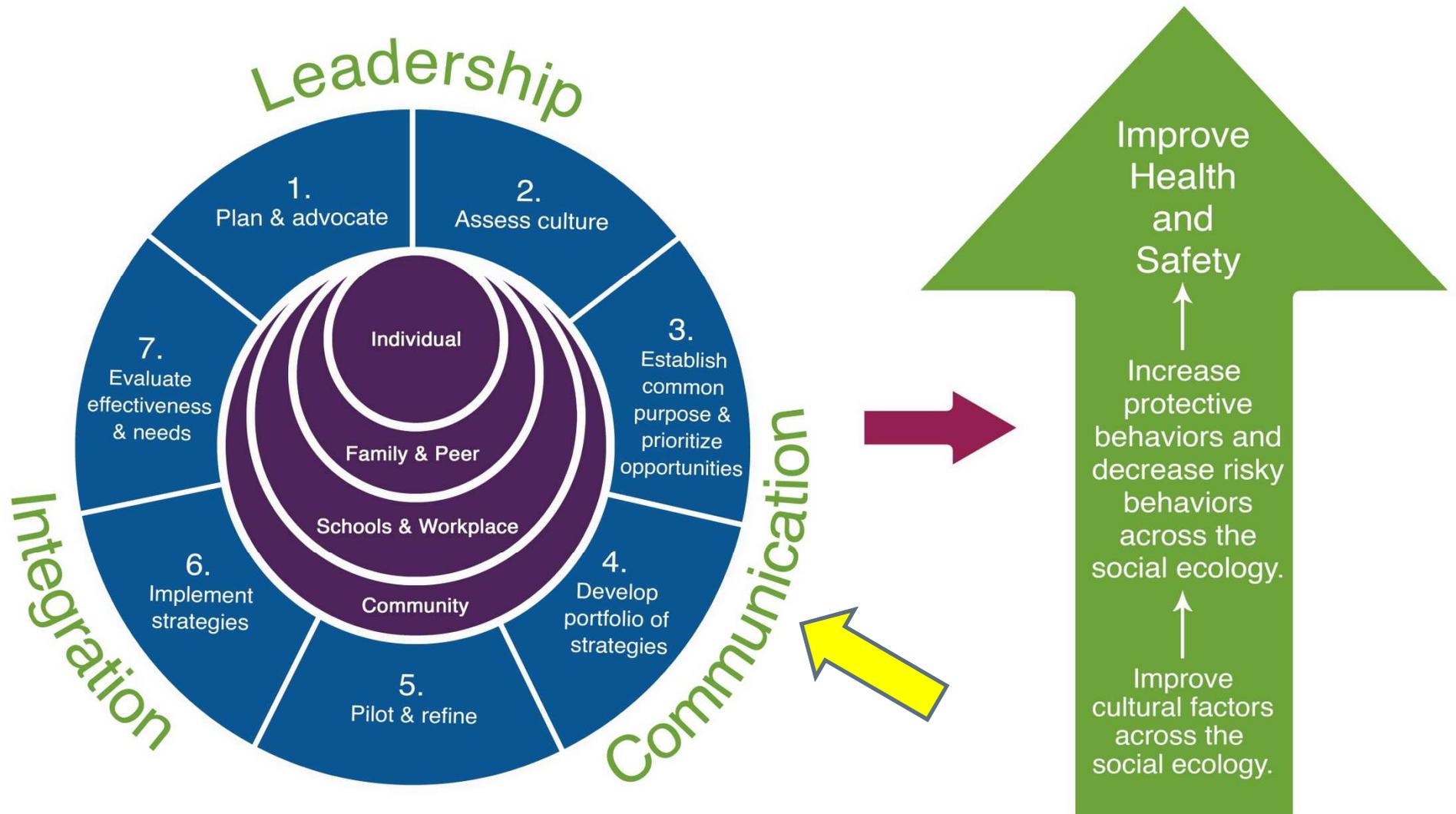


# For more Information



[www.chsculture.org](http://www.chsculture.org)

# Positive Culture Framework



# Purpose of Communication

- Close GAPS (knowledge, skills, norms, etc.)
- Motivate other prevention strategies
- Tell a new story in our communities



# Communication Process



# Ways to Apply These Steps

- Communication Campaign
- Presentation
- Letter/Email
- Conversation



## Campaigns Coupled with Other Strategies

“The mass media campaigns reviewed were generally carefully planned, well executed, **attained adequate audience exposure**, and were implemented in conjunction **with other ongoing prevention activities**, such as high visibility enforcement.”

Elder, R. W., Shults, R. A., Sleet, D. A., Nichols, J. L., Thompson, R. S., & Rajab, W. (2004). Effectiveness of mass media campaigns for reducing drinking and driving and alcohol-involved crashes: A systematic review. *American Journal of Preventive Medicine*, 27(1), 57–65.

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# Successful Campaigns need to...

## ❖ Be Theory-Based

- Not based on what people like or think would be effective

## ❖ Assess exposure and other process measures

Randolph, W., & Viswanath, K. (2004). Lessons Learned from Public Health Mass Media Campaigns: Marketing Health in a Crowded Media World\*. *Annual Review of Public Health*, 25(1), 419–437. doi:10.1146/annurev.publhealth.25.101802.123046

# Step 1. Planning and Advocacy

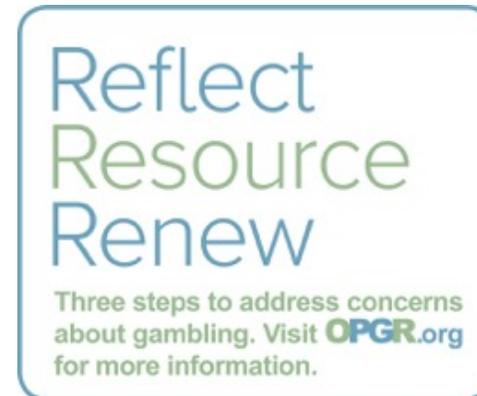
- Identify issue and focus audience
- Advocate to get access to focus audience for
  - Baseline data
  - Pilot testing
  - Evaluation
- Plan to make sure you have enough resources

# Step 1. Planning and Advocacy

- Recruit stakeholders
- Develop timeline
- Develop evaluation plan
- Build capacity of stakeholders
  - Training
  - Talking Points

# Application to Project

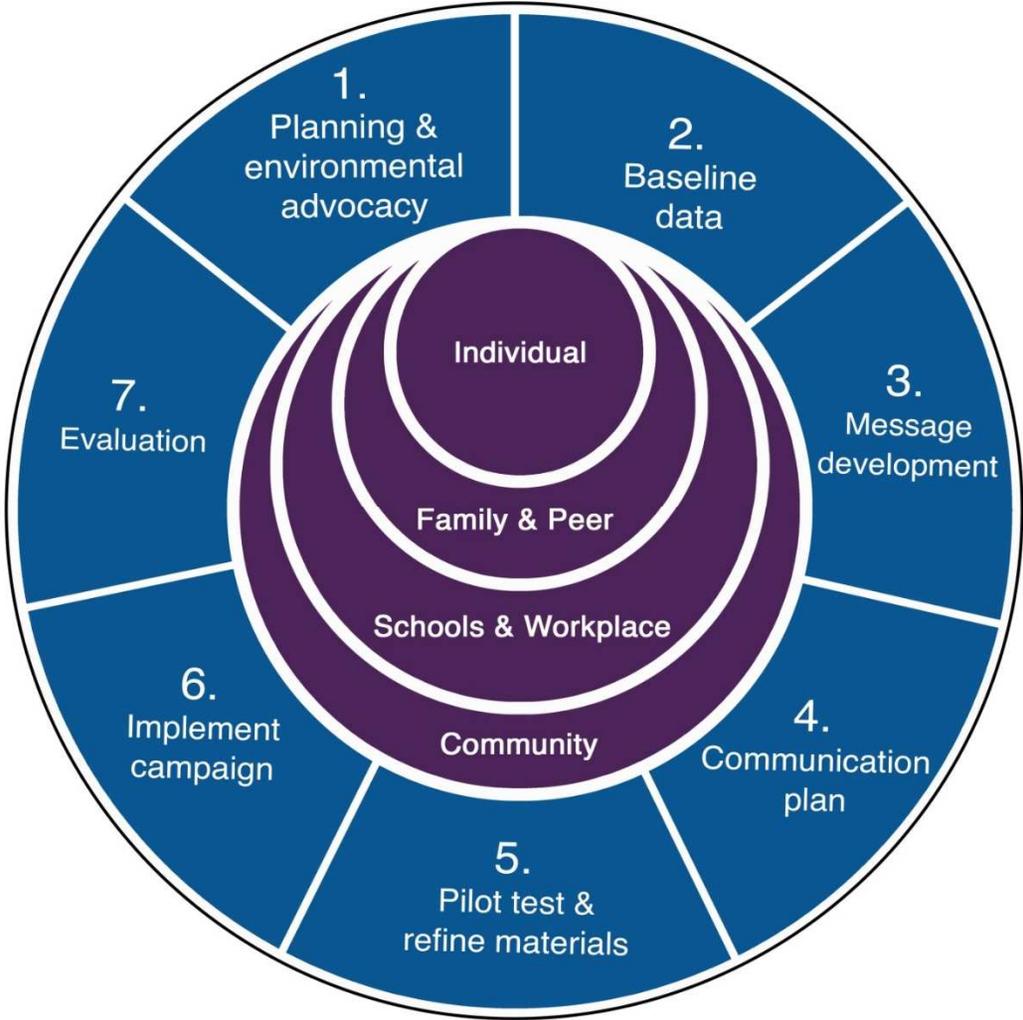
- Planning during Phase 1 project
- Identification of YOU!
- Identification of audience (OR youth and Adults)
- Logo/Branding



# Application to Project

- Grow capacity of key stakeholders
  - Quarterly webinars
  - Training in 2019
  - Monthly phone calls w/ OHA
- Timeline developed
- Evaluation tips provided

# Step 2: Baseline Data





**Foundation**

“All truth passes through three stages:  
First, it is ridiculed.

Second, it is violently opposed.

Third, it is accepted as  
being self-evident.”

- *Schopenhaur*

# Step 2. Baseline Data

Collect baseline data **BEFORE** messaging

- measure actual and perceived norms
- measure injunctive and descriptive norms
- measure communication awareness

# Application to Project

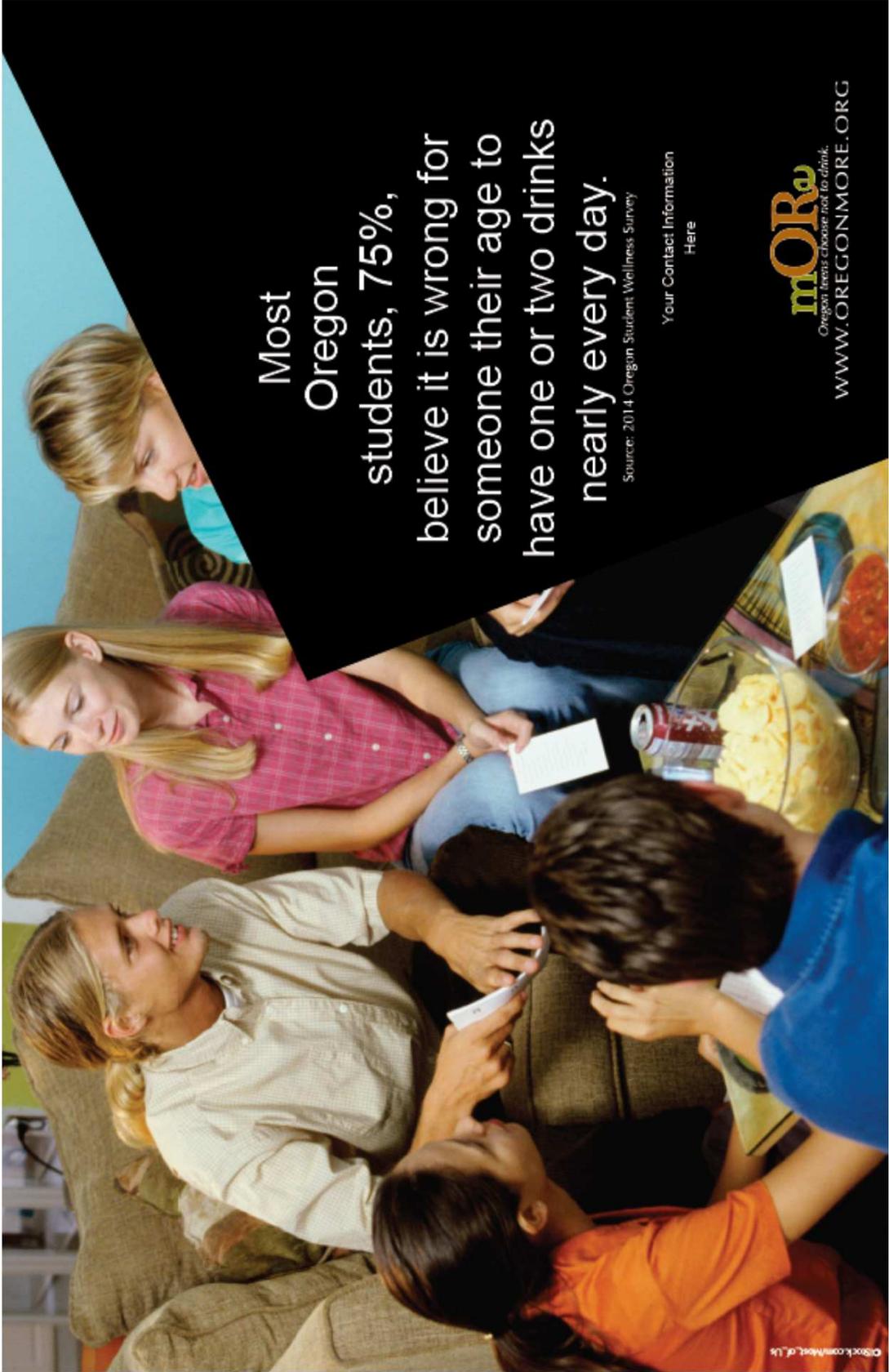
- Assessment of OR adults' attitudes, beliefs and behaviors related to problem gambling and intervening with a problem gambler, as well as, statewide resources available (online survey)
- Survey analysis and report development

# Application to Project

- Qualitative assessment of key stakeholders and prevention coordinators
- Assessment of communication tools

# Step 3: Message Development





Most Oregon students, 75%, believe it is wrong for someone their age to have one or two drinks nearly every day.

Source: 2014 Oregon Student Wellness Survey

Your Contact Information Here

**mOR**  
Oregon teens choose not to drink.  
[WWW.OREGONMORE.ORG](http://WWW.OREGONMORE.ORG)

# Speaking Points

## TOGETHER FOR LIFE

Amicus 05-2017

### Speaking Points



These speaking points are a tool to engage in meaningful conversations within the community. They are designed to set a positive tone for the Together for Life Project and to connect county residents based on their common values toward caring, health, and safety. Having community conversations will draw attention to the concern about seat belt use, and raise hope to increase seat belt use in rural communities.

#### Revealing Concern about Seat Belt Use

- A motor vehicle crash occurs approximately every 9 minutes in Utah.<sup>1</sup>
- A person is injured in a crash every 23 minutes in Utah.<sup>1</sup>
- Over the past 10 years, 35% of crash deaths in Utah involved unrestrained occupants.<sup>1</sup>
- Unrestrained crash occupants were over 30 times more likely to be killed than restrained crash occupants.<sup>1</sup>
- Approximately \$1.54 billion dollars was estimated statewide to be the economic loss due to motor vehicle crashes in Utah.<sup>1</sup>
- Hospital and emergency department charges for the treatment of Utah residents in motor vehicle crashes were \$163 million.<sup>1</sup>

#### Why Together for Life?

Most Utah adults believe it is important to always wear a seat belt.<sup>2</sup> Most Utah adults want people they care about to always wear a seat belt, and most Utah adults support enforcement of Utah seat belt laws.<sup>2</sup> However, despite these protective beliefs, not wearing a seat belt remains a leading risk factor for death and serious injury in Utah.<sup>1</sup> Unfortunately, seat belts are used less frequently in rural areas of Utah than in urban areas.<sup>1</sup> Rates of not using a seat belt are three times higher in some rural areas compared to urban areas of the state.<sup>1</sup> The Together for Life Project is a multi-year pilot project to increase seat belt use by offering multiple toolkits that build on the strengths and resources that already

# Press Release

## TOGETHER FOR LIFE

Revised 5-2017

### Press Release



The Together for Life Project aims to increase seat belt use in rural Utah communities.

Contact:

Date:

The Utah Department of Public Safety has partnered with rural Utah counties to increase seat belt use. Not wearing a seat belt remains a leading risk factor for death and serious injury in Utah.<sup>1</sup> Unfortunately, seat belts are used less frequently in rural areas of Utah, than the statewide average in urban areas.<sup>2</sup> The Together for Life Project is designed to confront the seriousness of not wearing a seat belt and build hope that communities can work together to reduce risk and create positive change.

The Together for Life Project promotes and builds on positive themes, and aims to correct negative misperceptions. According to surveys conducted by the Center for Health and Safety Culture, many people believe it is important to always wear a seat belt, and many people want people they care about to always wear a seat belt.<sup>3</sup> The Utah Department of Public Safety wants to promote this common, healthy behavior (known as a "positive norm"), in order to produce a cultural shift in which people are more likely to wear their seat belts. This positive oriented approach will engage a variety of stakeholders including adults, law enforcement, workplaces, key leaders, and school/ students.

To learn about the Together for Life Project, visit: [togetherforlifeutah.org](http://togetherforlifeutah.org)

-end-

#### References

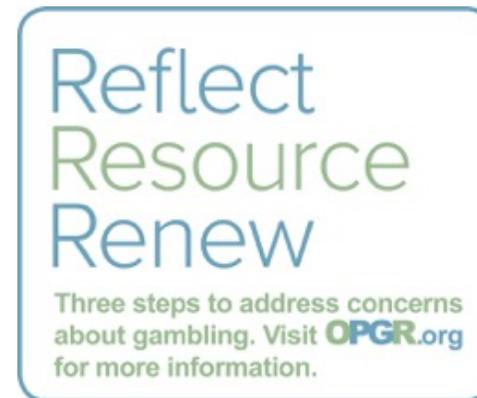
1. Utah Department of Public Safety, Highway Safety Office. (2015). Utah Crash Summaries. Salt Lake City, UT. Utah Department of Public Safety. Retrieved from: <http://highwaysafety.utah.gov/crash-data/utah-crash-summaries/>
2. Perkins MPH, Ron. (2016). Utah observational surveys of seat belt use
3. Center for Health and Safety Culture. (2013, 2016). Utah community survey of adults on seat belt use in Box Elder, San Juan And Sargeete Counties. Montana State University, Bozeman, Montana. (N=1338, N=1831).

# Principles of Effective Media

- Positive
- Normative
- Reflective
- Inclusive
- Neutral
- Clear
- Data-based and Source-specific

# Application to Project

- Tool development to reduce problem gambling and increase bystander engagement
  - Video
  - Radio
  - Print
  - PowerPoint
  - Speaking Points
  - Press Release



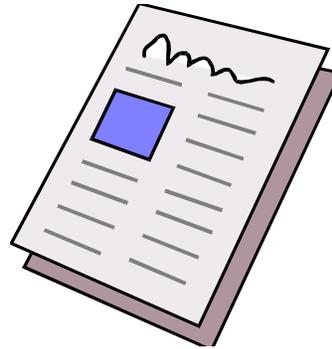
# Step 4: Communication Plan



# Many Ways to Communicate



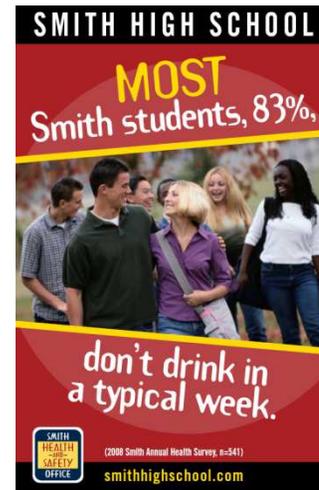
Radio



Newsletter



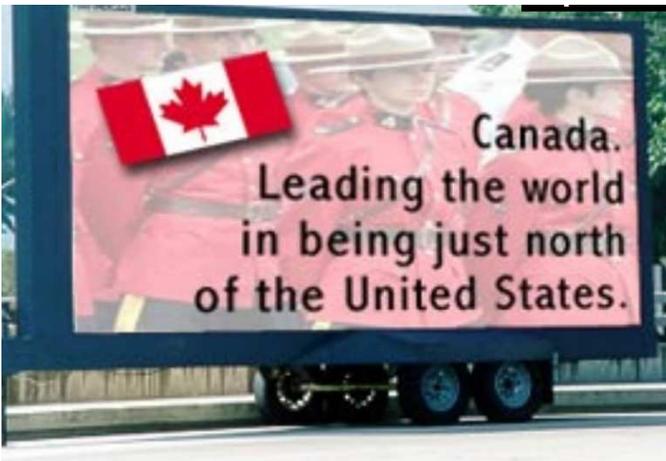
website

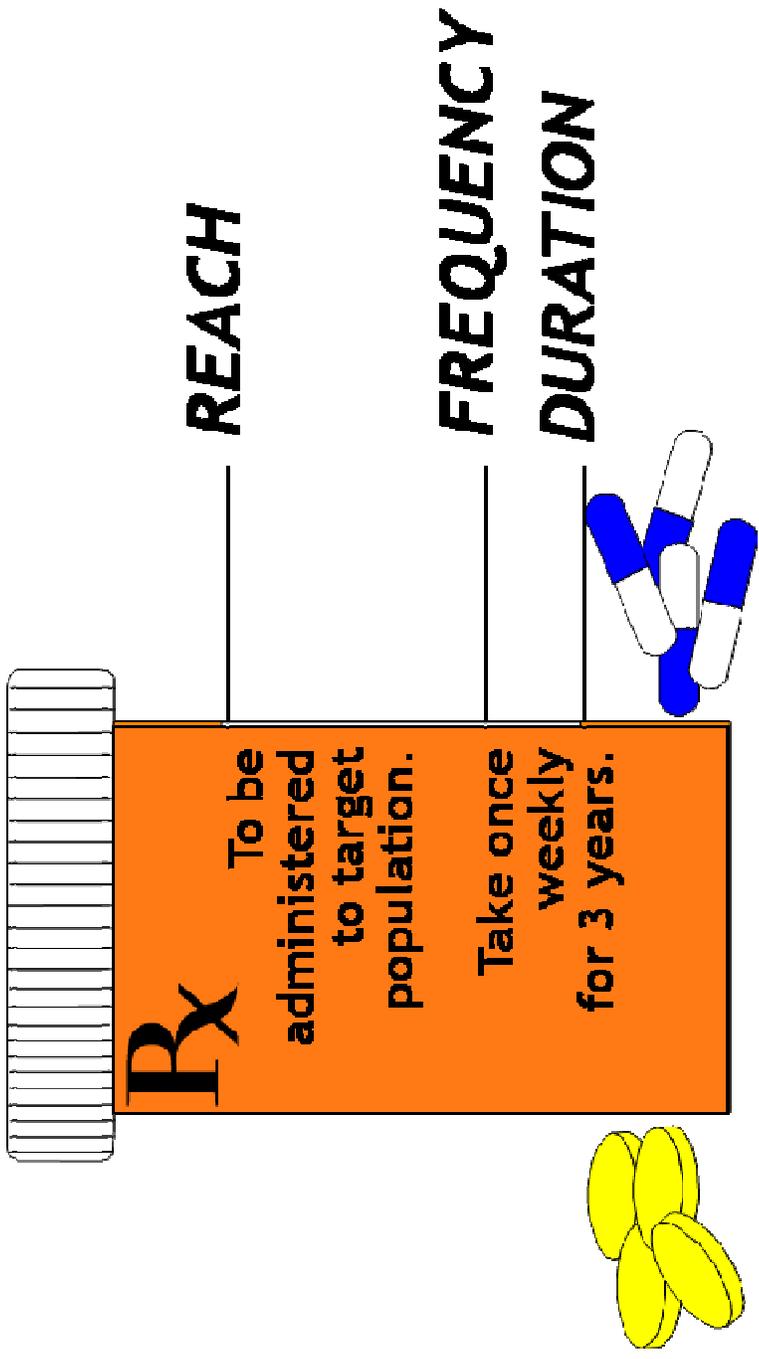


posters



email





# DOSAGE

Are we a mile wide and  
an inch deep?



# Communication Plan

Audience

| Month | Events | Posters | Ads | Direct Mail | Verbal Communication | Education |
|-------|--------|---------|-----|-------------|----------------------|-----------|
|       |        |         |     |             |                      |           |
|       |        |         |     |             |                      |           |
|       |        |         |     |             |                      |           |
|       |        |         |     |             |                      |           |
|       |        |         |     |             |                      |           |
|       |        |         |     |             |                      |           |
|       |        |         |     |             |                      |           |
|       |        |         |     |             |                      |           |
|       |        |         |     |             |                      |           |

# Application to Project

## Sample Communications Plan Oregon Problem Gambling

Audience: Oregon Adults

| Month | Posters | Billboard | Video Ads              | Radio Ads  | Web Ads | Verbal Communication |
|-------|---------|-----------|------------------------|------------|---------|----------------------|
| Jan   |         |           | TV                     | Radio Ad 1 | Round 1 | Worksite Mtg         |
| Feb   | Round 1 | Round 1   | Community Mtgs         |            | Round 1 | Advisory Council     |
| Mar   |         |           | Electronic Newsletters | Radio Ad 2 | Round 1 | Email Listserv       |
| Apr   | Round 2 | Round 2   | Social Media/TV        |            | Round 2 | Rotary Club          |
| May   |         |           | Worksite Lunch/Learn   | Radio Ad 3 | Round 2 | United Way           |
| Jun   | Round 3 | Round 3   | Movie Theater          |            | Round 3 | Coalition Mtg        |
| Jul   |         |           | TV                     | Radio Ad 1 | Round 3 | Worksite Mtg         |
| Aug   | Round 4 | Round 4   | Community Mtgs         |            | Round 4 | Advisory Council     |
| Sep   |         |           | Electronic Newsletters | Radio Ad 2 | Round 4 | Email Listserv       |
| Oct   | Round 5 | Round 5   | Social Media/TV        |            | Round 5 | Rotary Club          |
| Nov   |         |           | Worksite Lunch/Learn   | Radio Ad 3 | Round 5 | United Way           |
| Dec   | Round 1 | Round 1   | Movie Theater          |            | Round 1 | Coalition Mtg        |

# Step 5: Pilot Testing



# Why Pilot Test?

Does the contextualization of the message connect with the focus audience?

Is the message understood?

Is the intent of the message understood?

**I like  
cooking my family  
and my pets.**

**Use commas.**



Example of  
an image  
that did NOT  
work



**MOST\*** Miles Community College Students have Four drinks, Less or None per week.

\*68%—Average Number of Drinks Consumed; Data from the 1998 Fall Term Miles Community College Campus Core Alcohol and Drug Survey (N=238)

Get the facts @ [www.mostofus.org](http://www.mostofus.org)

  Miles Community College  Montana Social Norms Project

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Culture

# Understanding

- In your own words, what did this say?
- What does “7 out of 10” mean to you? Is it the same, smaller, or larger than 70%? than 14 out of 20?

Example of  
confusing  
text

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Center for  
Health & Safety  
Culture



**MOST** of  
US

[WWW.MOSTOFUS.ORG](http://WWW.MOSTOFUS.ORG)

**THINK big** ...

**83%** of Montana's  
young adults have  
zero drinks or are not  
impaired (below .08 BAC\*) at a  
typical social occasion.

\*1998 Statewide Young Adult Survey of 18- to 24-year-olds.

**PREVENT DRINKING  
& DRIVING.**

MOST of

Photo by Bob Allen

# Intent

What does this message really mean to you?  
Say this message in your own words.



Are we  
sending  
mixed  
messages?

Most College Students  
Drink Responsibly



# Pilot Test With Whom?

- Stakeholders
  - Coalition
  - Funders
  - Local Leaders
- Focus Audience

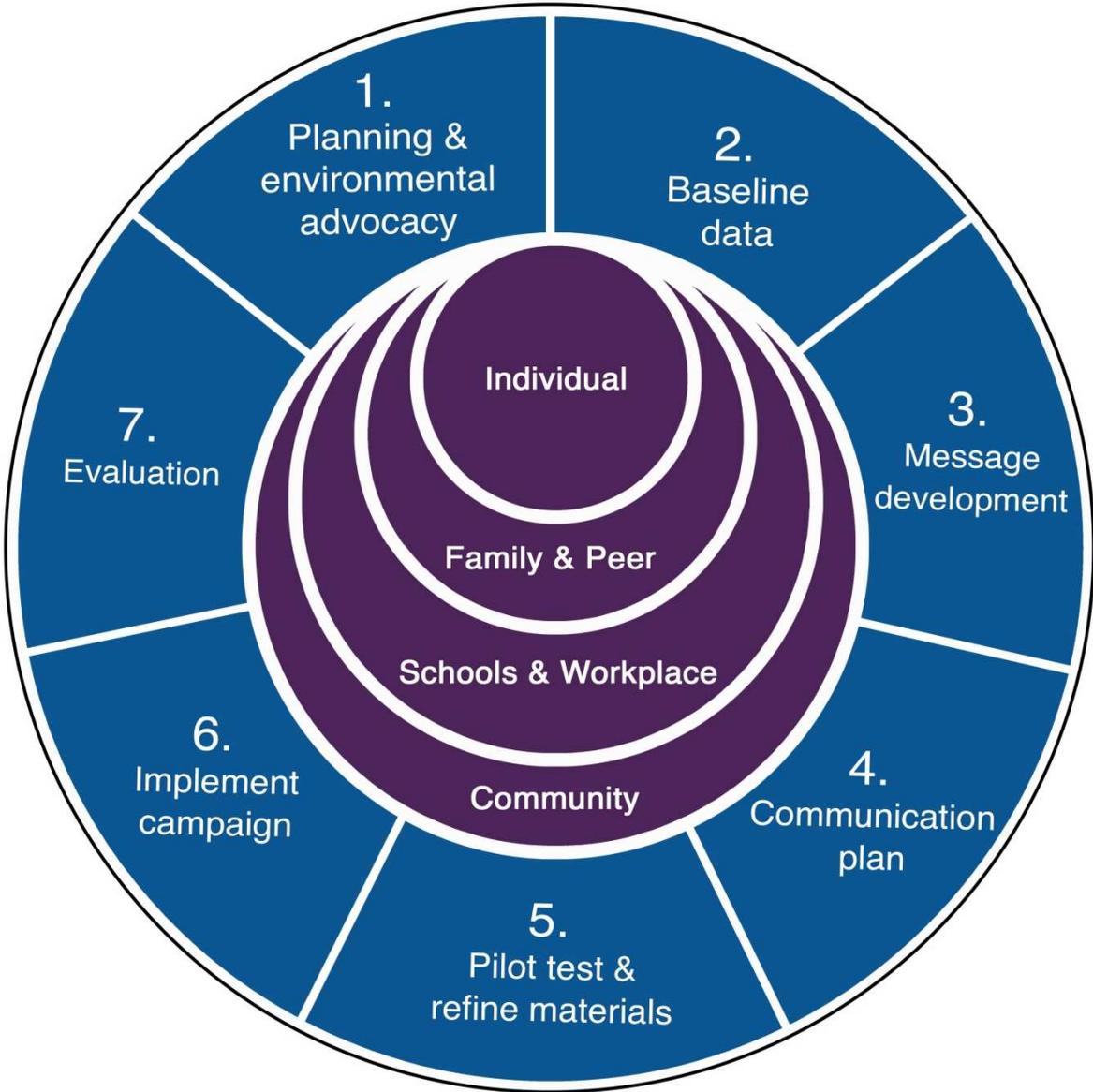
Are you listening?



# Application to Project

- Pilot testing of the survey
- Pilot testing of the brand/logo (stakeholders, public and coordinators)
- Pilot testing media (stakeholders and coordinators)

# Step 6: Implementation



- Preparing for response
- Listening for next generation messages
- Hearing and steering conversations



# Application to Project

Toolkit Delivered in May, 2019 training

- Video
- Radio
- Print
- PowerPoint
- Speaking Points
- Press Release



# Step 7: Evaluation



# Step 7 – Evaluation

- Process Measures
  - Communication plan
- Intermediate Variables
  - Communication awareness
  - Beliefs
- Outcomes
  - Behavior, skills

# Step 7 – Reflection

- What are our most important lessons learned?
- How will we do this better next time?
- How has the conversation changed?

# Application to Project

- Tips on evaluating communications
- 2<sup>nd</sup> qualitative assessment of stakeholders and coordinators

# Ways to Apply These Steps

- Communication Campaign
- Presentation
- Letter/Email
- Conversation



# Your Role!

- Assessment interviews with CHSC team
- Pilot testing of media
- Understanding of the tools
- Distribution of tools throughout your community!



# Next Webinar!

March 1<sup>st</sup>, 2018

9 am

Topic: Data Collection Process



Questions or  
comments?





Thank you  
for participating today!