

Implementing and Evaluating Communication Campaigns

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**SAMHSA 2008 Campus Suicide Prevention Grantee
Technical Assistance Meeting**

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Agenda

- Overview of implementing and evaluating communication campaigns
 - Discussion/Brainstorming
- Iain Twaddle, University of Guam
- Jessica Haas and Amanda Lehner, National Suicide Prevention Lifeline

Session objectives

- Understand important elements of implementing a communication campaign
- Discuss tips for message development
- Incorporate evaluation into campaign planning
- Discussion of effective measures

Elements of campaign planning

- Planning and Strategy Development
- Develop and Pretest Concepts, Messages, Materials
- Implement the campaign
- Evaluate the campaign

Programming & Evaluating

- When should you start thinking about evaluation?
- How have you integrated planning and evaluating on your campus?
- What are the challenges of trying to integrate them?
- What are the successes?

Types of Evaluation

- Formative
 - Process of creating well-designed campaigns
- Process
 - Measures whether the program is being implemented as intended
- Outcome
 - Measures how well the program is working

Planning and Developing the Campaign

Program Staff	Evaluators
<ul style="list-style-type: none">•Setting an overall goal for the campaign •What do you know about suicide and risk factors on your campus? •What do you want people to do? •What behavior do you want to change?	<ul style="list-style-type: none">•Goals are also outcomes<ul style="list-style-type: none">–Increase help-seeking by 20% among 3rd year students •Formative research<ul style="list-style-type: none">–Needs assessment •Tools •Metrics

Target Audience

- To achieve your goal you must:
 - Understand the target audience
 - What are their attitudes and beliefs?
 - What are the barriers to behavior change?
- How can evaluation help to understand the target audience?
 - Baseline data
 - Identify barriers, risk and protective factors
 - Focus groups
 - Explain baseline data

Set measurable communication objectives

- What behavior change can the target audience make?
 - By Jan. 2009, increase requests for GKT among business and technology faculty by 5%
 - By Jan. 2009, increase screening among female graduate students by 5%
 - By Jan. 2009, decrease belief that depression will go away by itself among 4th year male students by 5%
- Fit with the overall goal of the project?
- How can you measure progress?

Message development

- Address specific behavioral objective
 - *What are you trying to change?*
 - *What do you want people to do?*
- Clear and consistent
- Succinct
- Appealing
- Culturally appropriate
- Credible source of information
- Environmental scan

Pretesting Concepts and Messages

- Always pretest
- Never assume
- Focus groups
 - Target audience
 - Group representatives or leaders

Implementation: Message Delivery

- Where does the target audience get their information?
- What are 3 ways of reaching the target audiences?
- Evaluation
 - How can you measure reach?

Suggestions for measuring reach

- **Intake form for the counseling center can ask: how did you hear about our service? Or: who referred you? Who recommended that you come?**
- **Web metrics of a website that can measure increase in traffic, referring sites, etc.**
- **Survey at an information table at the beginning of the school year**
- **Health/wellness survey that may be conducted by the health center or other entity**

Suggestions for measuring reach

- **Phone metrics that measure increase in calls, particularly during the communications campaign period**
- **Focus group of target audience members to find out whether a message was received, recalled, understood**
- **How else might you measure your efforts, especially by using some other ongoing or pre-existing activity?**
 - **Throughout the year**

Implementation

- Make an implementation plan
 - **Integration**
 - **Timeline**
 - **Assign responsibilities**
- Integrate your message in with health events and screenings on campus
- Tap resources
 - Staff
 - Students
 - Volunteers
 - Other departments and organizations on campus

Implementation: Process evaluation

Program Staff	Evaluators
<ul style="list-style-type: none">• Are messages are being delivered appropriately, effectively, and efficiently?• Are materials are being distributed appropriately?• Are the intended program activities happening?	<ul style="list-style-type: none">• What systems are in place for measuring these short-term outcomes?

Outcome Evaluation

- Return to the first steps of the process
 - *What are the measurable objectives?*
 - *Refine goals and objectives*
- How can you measure change?
- What methods could best capture the scope of change?

As a result of the campaign	Measuring
Are they more informed?	Knowledge
What do they think or feel?	Attitude
Did they take action?	Behavior

Sustainability

- Who would be interested in the evaluation data?
 - Senior administrators?
 - Student leaders?
 - Faculty?
 - Parents and families?
 - Alumni?
 - Community agencies?
 - Who else should be thinking about evaluation?
- Use data to gain commitment from key constituencies on campus

Effective Communication

- What does this mean to the field of suicide prevention?
- How can grantees contribute to the field?

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Contributed by Bobby Milstein, Scott Wetterhall, and the CDC Evaluation Working Group
Edited by Jenette Nagy and Stephen B. Fawcett *This section is adapted from the article "Recommended Framework for Program Evaluation in Public Health Practice," by Bobby Milstein, Scott Wetterhall, and the CDC Evaluation Working Group.*

References

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Communication Sessions

Session 1: Using Data To Create Targeted Communication Plans	Session 2: Implementing and Evaluating Communication Campaigns	Session 3: Making Data Count: Marketing to Key Stakeholders
<ul style="list-style-type: none"> •Developing a strategy •Researching target audiences •Setting goals and measurable objectives •Message development •Shelly Rutz, University of WI-Oshkosh 	<ul style="list-style-type: none"> •Collaboration btw. programming and evaluation •Incorporating evaluation into planning •Effective communication •Iain Twaddle, Univ. of Guam •National Suicide Prevention Lifeline 	<ul style="list-style-type: none"> •Using data to tell your story •Engaging key stakeholders •Grantee panel discussion: <ul style="list-style-type: none"> –Delores Walcott, Western Michigan University –John Hoeppe, Northeastern Illinois University –Kevin Readdean, Rensselaer Polytechnic Institute –Richard Shadick, Pace University

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