



Alcohol and Drug Abuse Division

**Testing the Social Norms Model to Reduce  
High Risk College Drinking  
1999 – 2002  
Final Report**

**Fidelity Instrument**

Prepared by the Alcohol and Drug Abuse Division,  
Colorado Department of Human Services, BACCHUS & GAMMA  
Peer Education Network, and The University of Denver  
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# **Social Norm Fidelity Instrument**

This exercise is designed to collectively assess the extent to which the core elements of the 7-Step Montana Model were adhered to throughout the implementation of the social norms project at the University of Denver. You have received a copy of the 7-Step Montana Model for you to examine before we begin. We will take a few minutes to review the model and then proceed. The purpose of this exercise is to produce a collective assessment statement of program fidelity, identify strengths and weakness in the implementation of the entire model, and make suggestions for change. In most cases, you are asked to estimate the extent to which the core elements of the 7-Step Montana Model of social norming were followed. Estimated percentages will be used to assess compliance with the model.

## **STEP 1 - Planning and Environmental Advocacy**

1. To what extent were the issues such as the current political climate, economic conditions, current social norms and existing media campaigns assessed in the early stages of the project? (Estimate percent)

1%                      30%                      50%                      70%                      100%

**70%**

Additional Comments:

General feeling is that approximately 2/3 of this issue was accomplished. Current social norms and existing campaigns were assessed. However, the political climate was difficult to asses and determine. There was some hope that more people could have been involved in the initial stages so that there was a better understanding of the political climate. Also there was a wish that there was more initial “buy-in” from high-level stakeholders.

2. To what extent were the goals adequately established and refined through the input of key stakeholders? (Estimate percent)

1%                      30%                      50%                      70%                      100%

**80%**

Additional Comments:

Once project got going stakeholders group helped a great deal in refining project. However, they did not really exist in the establishment of goals phase as they had

not yet been brought together. In particular, stakeholders were involved in implementation phase through Department of Wellness.

3. To what extent were the training needs of stakeholders adequately provided for?

1%                      30%                      50%                      70%                      100%

**100%**

Additional Comments:

Strong belief that excellent training was provided. Stakeholders felt that they could confidently back up the messages of the campaign and respond to questions and challenges from campus community.

4. In your opinion, was there a sufficient number of key staff stakeholders included in the social norms project?

         Yes

  x   No

Additional Comments:

Feeling that there needed to be more “high-level” stakeholders, individuals with administrative and university clout who could fight for, and promote, the campaign.

5. In your opinion, was there a sufficient number of key student stakeholders included in the social norms project?

         Yes

  x   No

Would have liked more diversity (ethnicity, campus interest, student leaders, etc.) From an amount perspective, there seemed to be enough student stakeholders to do the work. Always a good effort made to get more and more students, but this was hindered by political environment and some of the reaction to the campaign.

6. If not all the key stakeholders were included, who else should have been “at the table?” (Identify titles not individuals.)

Vice Provost of Undergraduate Studies  
Director of Health Services  
Student Programs staff / students  
Provost  
Chancellor

Risk Management  
Other Vice Provosts  
Art Professors  
Director of Residence

Marketing / Business Professors

7. What three successes in advocacy for the social norms project occurred during the three years?
  - a. Campus life offices involvement, SOAR orientation for new students
  - b. Sponsored Programs – support for grant
  - c. PR / Communication office
  
8. What three suggestions can you offer in advocacy for the social norms program that occurred during the last three years?
  - a. Educate UDCC mentors on social norming
  - b. Advocate for upper-level administrators to be stakeholders and supporters.
  - c. Get increased advocacy from respected student leaders and ethnically diverse student populations and groups.
  - d. Advocacy from athletics / recreation
  - e. Help coordinate cooperation among university offices to hold off on confounding alcohol education programming and expenses and funnel energy into campaign.

**STEP 2 - Baseline Data**

9. To what extent was quantitative data adequately used to provide a baseline for health behaviors and perceived health norms at the University of Denver?

1%            30%            50%            70%            100%

**100%**

Additional comments:

Large, representative sample. Data collected professionally and accurately. Valid instruments.

10. To what extent was qualitative data adequately used to identify health behaviors, perceived health norms, and overall reactions to the social norming project?

1%            30%            50%            70%            100%

**20%**

Additional comments:

Could have utilized quotes from students, focus groups.

11. Identify three key successes associated with the baseline data collection phase of the social norms project.
  - a. Faculty were cooperative first couple of years.
  - b. Good cluster data, representative sample, randomly collected.
  - c. Saved time and money due to help from assessment office.
  - d. Found DU students are engaging in healthy behaviors.
  
12. What three suggestions for change regarding the collection of the baseline data can you offer?
  - a. Create a better timeline for data collection that matches DU schedule.
  - b. Increased triangulation of data (e.g. information from campus safety, counseling center, etc.)
  - c. Use CORE institute to analyze data to save time and money.
  - d. Move up data collection to an earlier date in school year.
  - e. Shorten survey. Only used approximately half of CORE survey.
  - f. Web-based survey to gather data.

### STEP 3 - Message Development

13. To what extent were initial campaign messages derived from the baseline data collected for this project?

1%            30%            50%            70%            100%  
**100%**

14. To what extent were the normative messages developed to support the healthy behavior of the majority of students attending the University of Denver?

1%            30%            50%            70%            100%  
**100%**

Additional comments:

A suggestion is to keep an eye on the degree to which certain student populations have a voice in the message development. For example, abstainers had a strong voice in highlighting that it was 0-5 drinks as opposed to 5 or fewer.

15. To what extent were numerous drafts of normative messages developed, responded to by project stakeholders, and subsequently refined?

1%            30%            50%            70%            100%  
**75%**

Additional comments:

Initial years there was more input on message and wording of message. Subsequent years there was more input on artwork, and the “look” of the campaign.

16. What three successes are you able to point to regarding message development for the social norm project at the University of Denver?
- Able to come up with healthy behaviors from data.
  - The URDU was a great, grass roots contribution to the campaign.
  - Much student input on message development.
17. What three suggestions can you offer for improving message development throughout the life of the project?
- “Damaged Property” message was not successful.
  - Broader and more planned focus groups.
  - Additional focus groups especially on 5 or fewer message.
  - Create a better marketing “catch phrase” for the campaign that is not necessarily statistical.
  - More “hipness” to message, posters, etc. in order to appeal to college students.
  - Do not have multiple messages at the same time.
  - Give more careful consideration as to whether campaigning to debunk myths is a good tactic.

#### **STEP 4 - Market Plan**

18. To what extent was a specific plan developed for the social norms project at the University of Denver?

1%                      30%                      50%                      70%                      100%

**100%**

Additional comments:

19. To what extent were traditional and non-traditional media approaches utilized for reaching students at the University of Denver. (Traditional media includes newspapers, college radio, posters, and class presentations. Non-traditional includes specialty items.)

1%                      30%                      50%                      70%                      100%

**100%**

Additional comments:

Very creative marketing ideas. Second and third year was focused on nontraditional materials. Could have been more of a focus on class presentations, but overall this was highly successful.

20. To what extent were university-specific strategies used to sell the normative messages developed during the social norm campaign?

1%            30%            50%            70%            100%  
**90%**

Additional comments:

21. To what extent was the location of message dissemination throughout the campus planned out during the marketing plan?

1%            30%            50%            70%            100%  
**100%**

Additional comments:

22. What three successes are you able to point to regarding the marketing plan for the social norm project at the University of Denver?

- a. Good saturation of messages.
- b. All faculty was kept informed at all times and had access to materials.
- c. Student stakeholder input.

23. What three suggestions can you offer for improving the marketing plan throughout the life of the social norm project?

- a. Market better to upper administration – keep them involved.
- b. How to market more effectively to athletics and Greeks.
- c. Connect with other student leaders
- d. Continue traditional media approaches throughout the campaign.
- e. Get buy-in and involvement from multicultural groups on campus.
- f. Tie campaign to a marketing / business class.

### **STEP 5 - Pilot Test and Refine Materials**

24. To what extent were normative messages developed during the project pilot tested with students at the University of Denver to determine individual preferences?

1%            30%            50%            70%            100%  
**30%**

Additional comments:

Believed in campaign so skipped this step. Weak all around in this area. Not a lot of time spent on this. Specifically weak first year.

25. To what extent did the project staff receive feedback from students and stakeholders about their reactions to the normative messages?

1%                      30%                      50%                      70%                      100%  
**90%**

Additional comments:

26. To what extent was this feedback used to further refine the marketing materials?

1%                      30%                      50%                      70%                      100%  
**90%**

Additional comments:

Did a good job listening to all feedback. May have been too quick to jump on an idea presented by a vocal person / small vocal group.

27. What three successes are you able to point to regarding the piloting and refinement of the social norm project at the University of Denver?

- a. It was an advantage to have staff well-versed and trained in social norms model.
- b. Student input was very valuable and taken in many forms.
- c. Cari and Kristen created an open atmosphere at beginning of campaign.
- d. Deciding what to refine and what to keep the same.
- e. Developed a consistent message that came through.
- f. Web-based pilot testing to get people's input.

28. What three suggestions can you offer for improving the piloting and refinement of the social norm campaign?

- a. A more systematic approach to piloting (e.g. to decrease possibility that vocal individuals can shift message).
- b. Broader student involvement.
- c. Pilot test the first year.

## **STEP 6 - Implement Campaign**

29. To what extent were the normative messages distributed according to the marketing plan?

1%                      30%                      50%                      70%                      100%  
**85%**

Additional comments:

30. To what extent are you satisfied with the level of campus saturation of the normative messages?

1%	30%	50%	70%	100%
<b>85%</b>				

Additional comments:

Do to staff turnover, there was some decrease in consistency and efficiency in year three.

31. To what extent were “next generation” messages pilot tested?

1%	30%	50%	70%	100%
<b>50%</b>				

Additional comments:

Did not pilot myth statements. Two messages were marketed the second year.

32. To what extent were the challenges associated with message reception identified and adequately responded to?

1%	30%	50%	70%	100%
<b>90%</b>				

Additional comments:

Difficult to respond to because the nature of the message offered limited flexibility. Tried to at least respond to and educate.

33. What three successes are you able to point to regarding the implementation of the social norm project at the University of Denver?

- a. People knew the message.
- b. Good campus saturation of messages.
- c. Strong plan, carried out well.
- d. Used input from students and staff.
- e. Creative responses to campaign challenges.

34. What three suggestions can you offer for improving the implementation of the social norm campaign?
- Work harder on increasing credibility.
  - Attempt to get higher-level administrative buy-in.
  - Grant planning – write in stipends for student stakeholders from beginning.
  - Trying to do what can be done in order to minimize staff turnover.
  - Increased access to, and response from, certain student organizations such as Greek Life.

## STEP 7 - Evaluation

35. To what extent was on-going data analysis fed back into the social norms project at the University of Denver?

1%                  30%                  50%                  70%                  100%  
**100%**

Additional comments:

36. To what extent was message dosage adequately measured to determine the level of message saturation?

1%                  30%                  50%                  70%                  100%  
**100%**

Additional comments:

37. To what extent have unobtrusive indicators helped in the assessment the success of the social norms project?

1%                  30%                  50%                  70%                  100%  
**90%**

Additional comments:

38. What three successes are you able to point to regarding the evaluation of the social norm project at the University of Denver?

- Team cooperation
- Presented information outside of DU to promote theory of social norming.
- Evaluation was exceptional – professionally implemented. Advantage that Bob is member of faculty.
- Cooperation with faculty regarding cluster sampling.
- Information was made accessible and understandable to layperson.

39. What three suggestions can you offer for improving the evaluation of the social norm campaign?
- a. Shorter, more specific survey.
  - b. More staff support.
  - c. More money.
  - d. Web-based surveys.
  - e. Get CORE institute to analyze data.
40. Final comments on any aspect of the social norm project at the University of Denver.
1. The grant set-up was at times confusing. It would be helpful to have one person in charge at DU for consistency.
  2. Campaign needs to be kept in front of the university community at all times, preferably with the help of upper administrative support.
  3. Assessing, understanding, and figuring out how to avoid obstacles in this community.

# 7-Step Montana Model of Social Norms

## **STEP 1 - Planning and Environmental Advocacy**

Research and planning establish the overall scope and direction for the social norms campaign to promote and encourage a particular health behavior in a targeted population. Issues such as the current political climate, economic conditions, current social norms and existing media campaigns are assessed and placed within context of the new campaign. Project goals are established and refined through input from key community leaders and stakeholders. The assets, liabilities, and training assistance needs of key stakeholders are identified.

## **STEP 2 - Baseline Data**

Current and available data is analyzed to determine where additional data is needed to establish a baseline for health behaviors and perceived health norms. Quantitative data measures such as existing phone, mail and school surveys are used to triangulate data sources. Qualitative data gathering methods are established such as through the use of focus groups. Community personnel are trained to document the shifts in public perception.

## **STEP 3 - Message Development**

Campaign messages are derived from the baseline data. Message development is a rigorous process, involving numerous drafts based upon feedback from structured focus groups. The scope of the message is determined by the target population's readiness for change, their current behavioral practices and normative perceptions. Messages are crafted to support the fact that the majority of the target population is either already practicing the desired behavior or is supportive of specific protective factors, which reduce harm.

## **STEP 4 - Market Plan**

Marketing plans begin by seeing things through the eyes of the target population. Traditional and non-traditional media approaches are assessed for potential for reaching the target population. The marketing environment of competitive and complimentary messages is monitored. A project-specific plan is developed and modified as needed. These five "P's" (Siegel & Donner, 1998) of marketing health can assist with refining the plan:

- 1.Product - The specific health behavior to be marketed/measured.
- 2.Price - The cost of performing the behavior, i.e., such as peer non-acceptance.
- 3.Promotion - The strategies used to sell the normative message.
- 4.Place - Where you will place messages to reach the target population.
- 5.Partners - Those who will assist with campaign implementation.

### **STEP 5 - Pilot Test and Refine Materials**

Developed messages are pilot tested with the target population for accuracy and to determine individual preferences. Specific products and messages may be developed to target secondary reinforcers, such as parents or teachers for a campaign targeting youth. Sub-population testing of materials is conducted to achieve a saturation of feedback. Local coalitions and stakeholders assist with the refinement through conducting mall intercepts, surveys, structured interviews and focus groups.

### **STEP 6 - Implement Campaign**

The implementation and distribution of materials are conducted according to the marketing plan. Pilot testing of materials for "next generation" messages is conducted. Training of key stakeholders and secondary reinforcers commences to expand the campaign's reach and to gain valuable support of the campaign. All challenges are documented and viewed as opportunities for increased collaboration and message exposure in future campaigns.

### **STEP 7 - Evaluation**

Evaluation and data ultimately drive the social norms marketing process, with the end goal being that of changed behavior in the target population. Qualitative and quantitative data are gathered, analyzed, and fed back into the model process loop. Internal and external teams direct the project evaluation, often utilizing multiple questionnaires. The model is a process of "praxis" (Brookfield, 1986) involving action, reflection on action, re-development, new action, then, further reflection. Stakeholders are trained in campaign-related media monitoring techniques using newspaper clipping services to gather relevant articles, and affidavits provided by broadcast stations for assessing the message dosage levels among the target audience.