Social Norms

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Questions?
Social Norms Approach
Knowledge-based, interventions when used in isolation*

Despite this evidence, these strategies are the most common techniques on college campuses.**

*(Larimer and Cronce, 2002; Maddock, 1999).)

**(DeJong and Langford, 2002; Larimer and Cronce, 2002).
Hardest & Most Important

As a Campus:

Stop doing the things that don’t work

Start collaborating with experts in content, research and evaluation
Social Norms

A Campus Prevention Philosophy

Not Just

a Media Campaign
Paradigm Change Keys to Success

Students: Masters at resisting prevention influences.
Paradigm Change Keys to Success
Environmental Management

Students: Masters at adapting to their environments.
Social Norms

1. Students seek confirmation
2. Do not reinforce the misperception
3. Crafting positive messages is hard
A Practical Guide to Alcohol Abuse Prevention:

A Campus Case Study in Implementing Social Norms and Environmental Management Approaches
Social Norms and Social Marketing
Outline

• Social Marketing
• What are social norms?
• Norm misperceptions
• Norm misperceptions at URI
What are Social Norms?

• “The customs, traditions, standards, rules, values, fashions, and all other criteria of conduct which are standardized as a consequence of the contact of individuals” - Sherif (1936)

• **Norm**: an unspoken social rule or code about how people are supposed to behave or what they are supposed to believe.
Injunctive vs. Descriptive Norms

Injunctive norms:
- Tell us how we “ought” to behave
- Often met with social sanctions if we break them.

Descriptive norms:
- Describe how others behave
Examples?
Norm Misperceptions

• People have to infer what norms are. Norms are not explicitly taught or explained.

• As a result, people misperceive what the norms are.

• Misperceived norms are as powerful as actual norms in influencing behavior.
Norm Misperceptions, Continued

• A misperceived norm will be perpetuated if most people believe most other people think it is true.

• Even if you don’t personally agree with the misperceived norm, if you think everyone else does that’s enough to perpetuate the misperception.

• When most people think unhealthy behavior is the norm, that allows the unhealthy behavior to go unchallenged.
Are College students perceptions of other student’s alcohol use accurate?

• National data indicates no
  – Why, you ask? Lots of reasons:
    • Media influences
    • Those engaging in heavy drinking making more of a scene…
When surveying during orientation a typical campus:
When asked how many times a student had 5 or more drinks in the past two weeks:

The most common response was none.
When asked about the past year, more use was reported, but most common answer was still none.

Figure 6

5 or More in past Year

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>627</td>
</tr>
<tr>
<td>1-3</td>
<td>394</td>
</tr>
<tr>
<td>4-8</td>
<td>206</td>
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<tr>
<td>9-12</td>
<td>119</td>
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<tr>
<td>12-24</td>
<td>154</td>
</tr>
<tr>
<td>25+</td>
<td>193</td>
</tr>
</tbody>
</table>
On the same survey, students were also asked about their perceptions.
How much do you drink & think others drink?

31% reported they do not drink
71% reported four or fewer
63% thought five or more or more
Number of Sexual Partners in Past Year?

35% reported zero
75% reported zero to one
85% thought two or more
How often do you smoke & think other students smoke marijuana?

49% reported not at all
66% reported once a month or less
94% thought twice a month or more
OK, but that’s the Freshmen....
Random Class in Spring
How often do you drink?

70% Reported once a week or less
81% Thought twice a week or more
Random Class in Spring
How much do you drink?

63% Reported four or fewer
88% Thought five or more
Random Class Spring 01
Number of Sexual Partners?

70% Reported Zero to One
93% Thought more than two
Random Class

How often do you smoke pot?

85% Reported once a month or less
83% Thought twice a month or more
So, Students are really...

- Making healthy decisions regarding alcohol and drugs use.
- Not drinking, or drinking responsibly.
Questions so far?
Interventions

• Social marketing: Correcting misperceived norms in order to influence behavior…
Social Norms Interventions should...

• Be Positive
  – Promoting achievable behaviors rather than those to be avoided

• Be Inclusive
  – Including all the elements of the target population

• Be Empowering
  – Affirming and encouraging rather than scaring and blaming.
Positive
One
Second
Test
32% of UT students report they do not drink.
Most students 80% have 4 or fewer drinks when they party.
If you’re going to drink, do so responsibly. Have a designated driver. Don’t let intoxicated friends leave alone or with strangers. Know your limits. Live to party another day.
University of Tennessee
Students are Healthy & Smart

36% Report not drinking or drinking less than 6 times a year

Healthy

A large percentage of students (19%) report not drinking or drinking less than 6 times a year (36%).

UT Students report healthier drinking behaviors than perceptions. 75% report consuming once a week or less compared to 70% thinking that students drink 3 or more times a week.

Higher GPAs are associated with healthy substance use choices. The average GPA of student who reported not drinking was 3.24. As student drinking increased, GPAs decreased.

Smart

GPA increases with lower alcohol consumption

Clear message: Students are healthy despite misperceptions about high risk behavior.
"The more I drink the better I feel."

In a BAC of 0.03 most people feel relaxed, light- headed and happy. The more and faster you drink, the less you will feel the pleasant stimulating effects and will more rapidly experience the depressant effects.

Campirical Health
UT Students are healthy & smart

3.34 average GPA

21% report not drinking alcohol within the past year

78% report having 4 or fewer drinks when they go out

See Center
Safety, Environment, & Education Center

T:Late Nite
T:Link

If you are alone and need a ride, call the T:Link at 974-4080 or call from any Blue Light Phone. (Must have UT ID)

If you are with friends, go to any T Stop for the T:Late Nite.

www.ridethet.com

UT Police (865) 974-3111

Taking Precautions
The University of Tennessee
The majority of U of A students (63%) have 4 or fewer drinks when they party.
BEING HEALTHY AND SMART JUST ADDS UP.

The average GPA of students who report not drinking is 3.24.

But as alcohol intake increases, GPA decreases.

At UT, 32% of students report not drinking alcohol within the past year, and 80% report having four or fewer drinks when they go out. You do the math.

SEE CENTER
SAFETY, ENVIRONMENT, & EDUCATION CENTER

TAKING PRECAUTIONS
THE UNIVERSITY OF TENNESSEE
KNOXVILLE

Information based on survey data collected by the Safety, Environment, & Education Committee (2008) from 840 randomly selected UT student e-mail responses.
UT Students are Healthy and Smart

The average GPA of students who report not drinking is **3.3**.

But as alcohol intake increases, GPA decreases.

**25%** of students report **not drinking alcohol** within the past year, and **79%** report having **four or fewer drinks** when they go out.

*Source: 2009 Fall Prevalence Survey, N=951. Of those surveyed, 20% reported never drinking, 8% reported not drinking in the last year, 5% reported drinking 1-4 drinks when they party, 20%-25% report having four or fewer drinks when they go out.*
Steps

• Identify target behavior for change
• Collect data
• Develop message that features positive majority norms
• Produce ads (or pieces)
• Use student input
• Place ads in well read sources
• Evaluate
Additional “Do’s” and “Don’ts”

• Ask, Ask, (research)
  – Where do students receive their information? What will they identify with?

• Tell the truth!

• Don’t use negative images

• Keep it simple
Step 1: Identify target behavior for change

Social Marketing:

- "To advertise the norms around alcohol use on the university's campus and thus change existing misperceptions."
Step 2: Collect Baseline Data

Baseline data reveals that students overestimated the amount of alcohol their peers were consuming, and that the actual drinking norm was much lower than what students perceived.
Steps 3

• Produce Pilot Ads
Steps 4

- Conduct Market Test
Steps 5

• Implement the campaign
Most UofA students have 4 or fewer drinks when they party.

1 drink = 12 oz. beer = 4-5 oz. wine = 1 oz. liquor

Based on survey data collected by Campus Health Service (1999) from 1766 UofA students in randomly selected classes.
Most UofA students drink moderately when they party. Women typically have 3 or less drinks.

It takes about 1 hour per drink to clear alcohol from the body.

1 drink = 12 oz. beer = 4-5 oz. wine = 1 oz. liquor

Based on survey data collected by Campus Health Service (1999) from 1766 students in randomly selected classes.
Most UofA students drink safely when they party. They:
- eat before and during drinking (80%)
- have a designated driver (78%)

It takes about 1 hour per drink to clear alcohol from the body.
1 drink = 12 oz. beer = 4-5 oz. wine = 1 oz. liquor

Based on survey data collected by Campus Health Service (1999) from 1766 students in randomly selected classes.
Most UofA students drink moderately when they party.

Men have 5 or less drinks.

It takes about 1 hour per drink to clear alcohol from the body.

1 drink = 12 oz. beer = 4-5 oz. wine = 1 oz. liquor

Based on survey data collected by Campus Health Service (1999) from 1766 students in randomly selected classes.
Step 6: Place pieces in good locations

- Identify best outlets
- Use as many modes and outlets as possible
Step 7: Evaluation

- Surveys:

- Also used qualitative evaluation:
  - interviews with stakeholders
  - focus groups with students
  - analysis of secondary data sources
PIE Exercise
PIE Exercise
Social Norms Interventions should…

• Be Positive
  – Promoting achievable behaviors rather than those to be avoided

• Be Inclusive
  – Including all the elements of the target population

• Be Empowering
  – Affirming and encouraging rather than scaring and blaming.
Gain Frame vs. Loss Frame

Information viewed from perspective of:

Perceived Benefits                      Perceived Costs
Frames

Gain Frames for Prevention

Loss Frames for Disease Detection

Gain Frame Messages Win in the College Environment
Processing Level
Processing Level

Easy Messages

Difficult Messages

Easy Messages Win in the College Environment
CDC Framing Guide for Communicating about Injury
Help people reach full potential

Coordinate Message Concept Frame

Disrupt Dominant Frame

Change Cultural Values

Use Social Math

If all injury programs convey the same value message of “full potential” over time and across multiple outreach activities, the public will come to understand and value the fact that preventing and responding to injuries can help people achieve their full potential.
Dosage
Cognitive Environment

Reduce Negative Exposure

Increase Positive Exposure
Liquid Knoxville
18 and up

College Night Wednesday

PENNY 20oz DRAFTS

- $3 Whiskey & Coke
- Shot Specials All Night
- Best Karaoke on The Strip

$50 PRIZE

Karaoke Wednesday

1820 Cumberland Avenue / Knoxville TN / 865-329-0411
Positive Exposure - Social Norms

• It is common for college students to hold misperceptions regarding other students risky behavior.

• Without contrary information, students typically think most students partake in more risk than they actually do.
Comprehensive Social Norms Media Campaign

1. Orientation – Healthy & Safety Session
2. Posters in Residence Hall Rooms upon move-in
3. Online individualized feedback in First Year Studies Course
4. “Bulletin Board in a Box” for RAs
5. Weekly ads in Campus Paper.
Impact Through Population Level Approach
Seek to proactively influence large percentages of the population rather than identifying selected individuals.
Population Level Prevention

- The group, rather than the individual as the unit of influence.
- Interact with a large percentage of the population.
- The Prevention Paradox,
  - Students at moderate risk experience the majority of consequences
  - The importance of prevention efforts for the entire population.
- Environmental Management, one form of PLP.
  - Individual-level prevention attempts to “persuade” students to alter behavior.
  - College students are adept at resisting this type of persuasion.
  - College students are also adept at adaptimg to their environments.
- Make safer student environments, through PLP, producing safer student behavior.
Spectrum of Intervention

None

Primary Prevention

Brief Intervention

Specialized Treatment

Moderate

Severe

Spectrum of Intervention
Prevention Paradox Exercise: Assume this is your data:

- Approximately 80% of your students drink.
- 80% of the time, they do so in a manner resulting in no negative consequences.
  - (i.e. to them, “bad things” are the exception)
- 80% of the negative consequences are experienced by students not meeting the “severe drinker” category.

Devise an Intervention
Impact is equal to:

Efficacy X Participation
Participation (Dosage) is equal to:

% who see

X

# of times see

&

Different ways seen

80
Dosage

1. Saturation
2. Dosing
3. Media Matrix
How much time do you have per student?

• Your Population?
  – Hypothetical Campus = 10,000 Students

• Minutes you have per year?
  = 124800 minutes

• Minutes per student?
  – 12 minutes, 48 seconds per student
Participation (Dosage) is equal to:

% who see X

# of times see &

Different ways seen
Brain Storm

How many different modes can you think of?

- Small Group
- Door Knocks
- Etc.
# Media Matrix

Content Area: i.e. Violence or Alcohol

<table>
<thead>
<tr>
<th></th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beacon</td>
<td>1 ad</td>
<td>2 ads</td>
<td>1 ad</td>
</tr>
<tr>
<td>Bulletin Board</td>
<td>Halls A</td>
<td>Halls B</td>
<td>Halls C</td>
</tr>
<tr>
<td>TRECs Monitors</td>
<td>Message set 1</td>
<td>Message set 2</td>
<td>Message set 3</td>
</tr>
<tr>
<td>Facebook</td>
<td>Message set 1</td>
<td>Message set 2</td>
<td>Message set 3</td>
</tr>
</tbody>
</table>
Media Matrix Exercise & Handouts
Topics for Discussion
PIP Member Advantages

- PIP Provides Data
  - But we need help
- We have Eric
  - But he needs help
Goal:

Initial Reactance
When does SN not work?

- Negative Frame
- Not enough dosage
- Minimum Environmental Management Threshold not met
  - Easy access
  - Low enforcement
  - Existing drinking rate too high
PIP is Ready for Descriptive Norms
Knocks on Doors

1. T-Shirts
2. Eyes
3. 20 seconds
4. Cards
MCHBS Extra Questions

- Match your Social Norms goals
- Have you seen our messages?
Discussion of Questions
Resources

- http://www.socialnorms.org
- http://www.alcoholeducationproject.org
- www.socialnorms.org/pdf/arizonaguidetoalcoholprevention.pdf