

**The National Conference on the Social Norms Approach
July 20-22, 2008**

Sunday, July 20

4:00 - 7:00 PM Social Norms Conference Registration *Regency Ballroom Foyer*

Monday, July 21

7:30 - 8:30 AM Social Norms Conference Registration *Regency Ballroom Foyer*

7:30 - 8:30 AM Continental Breakfast *Regency Ballroom*

8:30 - 9:00 AM **Introduction and Welcome** *Regency Ballroom*

9:00 - 10:15 AM **General Session #1** *Regency Ballroom*

The Power of Misperceptions in Setting Social and Political Agendas

Dr. Jennifer Bauerle, Director, National Social Norms Institute, University of Virginia

Dr. James Turner, Executive Director, Department of Student Health and National Social Norms Institute, University of Virginia

Misperceptions about social norms are common in today's society. Some misperceptions can encourage unhealthy behaviors while others can lead to significant social and political goals which, if fully implemented, can ultimately have a dramatic influence on national and global events. This program will provide an overview of a few contemporary misperceptions which have led to a number of important social and political outcomes.

10:30 - 11:45 AM **Breakout Sessions Block 1** (Choice of 5 Breakouts)

**1. Peer Educators, Student Leaders, and Social Norms: *Grand Peninsula A*
 Making Campus Connections**

Moderator: Mr. Drew Hunter, President/CEO, The BACCHUS Network

Student Panelists:

*Mr. Paul Porter, Student Advisory Committee Area 11, The BACCHUS Network,
 University at Albany, State University of New York*

*Ms. Alyson Walter, President, Middle Earth Peer Educators, University at Albany,
 State University of New York*

*Mr. Mark Freeman, Student Advisory Committee Area 12, The BACCHUS Network,
 Frostburg State University*

*Ms. Katherine Eggerman, Student Advisory Committee Area 5, The BACCHUS Network,
 University of Missouri - Columbia*

*Courtney Cydylo, Advisory Committee Area 10, The BACCHUS Network,
 Central Connecticut State University*

*Leah Groppo, Advisory Committee Area 2, The BACCHUS Network,
 Cal Poly San Luis Obispo*

Peer Educators can and often do play an important role in campus-based social norms projects. This panel of student leaders and peer educators from campuses that have employed the social norms approach will provide a student perspective on these efforts and share ideas on how to better utilize students in the process. Ideas for defining student roles in campaigns, building support, and avoiding mistakes will be shared, with ample opportunity for discussion and questions.

Monday, July 21 (cont.)

2. Six Years Later:

Harbour B

A Retrospective on Florida State University's Experience in Implementing the Social Norms Approach at a Premier "Party School."

*Mr. Richard Howell, Deputy Director, Florida Center for Prevention Research,
Institute of Science and Public Affairs, Florida State University*

*Mr. Michael Smith, Program Director, Clinical Research Network,
Florida State University College of Medicine*

This presentation examines the impact of a social norms grant to reduce high-risk drinking at FSU, a large public institution with over 41,000 students, over a seven-year period. The session will describe the major program components of the grant, survey data results and social norms messaging across a variety of media. In addition the panel will discuss keys to sustaining a viable social norms program, interaction with other campus systems and community organizations. Results from the NCHA surveys taken at FSU show that since 2002, high-risk drinking at FSU has declined 22.7 % overall, with a 11.4 % reduction among male students and an 28.1 % reduction among female students. There has also been a 26.7 % increase in the number of students that reported abstaining from drinking. The data further show that the perception of undergraduates who thought their peers drank in moderation, defined as 0 – 4 drinks consumed the last time they partied/socialized, increased by 35.6 %; the perceived percentage consuming six or more drinks dropped from 72.8% to 62.0% (14.8% overall decline). There was also a drop in consumption of nine or more drinks from 17.4% to 9.6% (44.8% overall decline); the perceived percentage consuming nine or more drinks dropped from 17.9 % to 9.1 %, (49.1% overall decline).

3. Correcting Misperceived Norms to Foster Bystander Interventions to Promote Health and Social Justice

Grand Peninsula B

Dr. Alan Berkowitz, Independent Consultant

For almost all health and social justice problems there are bystanders: individuals who are concerned but don't act. This may result in not responding to risk behaviors, prejudicial remarks, second-hand effects of alcohol abuse and other drugs, and other health problems. Bystanders want to intervene but don't. This session provides a theoretical framework to explain bystander behavior, reviews relevant research and the role of misperceptions, and presents skills for intervening successfully. Reasons for bystander behavior are explained along with the role of misperceptions in maintaining them. Suggestions are provided for how the social norms approach can be integrated into bystander intervention and bullying prevention programs, helping individuals act in ways that are more congruent with their values and ideals.

Monday, July 21 (cont.)

4. Clickers: The Secret Weapon of Small Group Social Norming *Grand Peninsula C*

Dr. Linda Hancock, Director, Office of Health Promotion, Virginia Commonwealth University

Ms. Amanda Wattenmaker, Health Educator, Office of Health Promotion,

Virginia Commonwealth University

Audience Response Technology (also called “clickers”) is rapidly becoming both user-friendly and affordable. This new clicker technology can provide social norms practitioners and researchers with a new tool for assessing and changing misperceptions. Our session will provide information at three levels. First, the basics about “clicker systems” will be briefly reviewed for those who are unfamiliar with the latest changes in this technology. Second, lessons learned from three years of small group social norming interventions on college campuses, high school and community groups will be shared. And finally, research findings from two pre-test/post test comparison group studies with college athletes and freshmen will be presented.

5. Integration of Protective Behaviors Into a Social Norms Campaign *Harbour A*

Ms. Sandi Smith, Professor, Department of Communication, Michigan State University

This program explores protective behaviors that students can use to avert harm due to their own and others’ alcohol consumption. The results of two studies will be presented, and each step of our research will be discussed. Participants will practice creating assessment tools for their own programs and social norms messages using these findings.

Noon - 1:30 PM Lunch and Keynote Address

Regency Ballroom

The End of an Error: New Frontiers for Social Norms

Dr. Clayton Neighbors, Associate Professor, Department of Psychiatry and Behavioral Sciences, University of Washington

This presentation will summarize the current state of the field with respect to social norms, contrasting where we are now from where we were a decade ago. Dr. Neighbors will suggest that the heated question of whether social norms marketing works has been definitely answered with recent comprehensive evaluations. Moreover, we have moved beyond debating whether or not social norms works and have entered a new era in which we are identifying the conditions under which social norms approaches are most likely to have a significant impact on the behaviors targeted. Dr. Neighbors will review current questions in the field of social norms and describe how the field is growing to reach both larger and smaller populations.

Monday, July 21 (cont.)

1:45 - 3:00 PM **Breakout Sessions Block 2** (Choice of 5 Breakouts)

1. There's Strength in Numbers: Training Students to Deliver Social Norms Interventions within an Evidence-Based Framework *Grand Peninsula A*

*Dr. M. Dolores Cimini, Assistant Director for Prevention & Program Evaluation,
University at Albany, State University of New York*

*Dr. Estela M. Rivero, Director, University Counseling Center, University at Albany,
State University of New York*

*Ms. Jennifer Roman, Executive Board Member, Middle Earth Peer Assistance Program,
University at Albany, State University of New York*

This workshop will examine the theory and practice of implementing successful interactive, social norms-focused interventions by trained and professionally supervised undergraduate students within their work as peer educators. More specifically, presenters will discuss the ways in which trained peer facilitators can conduct social norms interventions within three modalities: small group motivational interviewing-based interventions, peer theater interventions, and campus-wide public service media campaigns that highlight social norms data. Presenters will highlight successes, challenges, and lessons learned when training and supervising undergraduate students to deliver social norms interventions with their peers. Peer facilitator recruitment and retention, training, and specific strategies for training peers to address resistance to social norms data will be explored. The role of trained peer facilitators in serving as campus ambassadors and advocates for the social norms model with administrators, faculty, staff, and the media will be explored.

2. Evidence of Success Using a Logic Model Approach *Grand Peninsula B*

*Dr. Adrienne Keller, Director of Research, National Social Norms Institute,
University of Virginia*

As social norms campaigns “mature”, that is, are implemented in successive years, it can become difficult to identify associated benefits. Simply looking for decreases in perceptions and behaviors for the entire population may not be relevant or useful. Over the years, much attention has been paid to improving the process of the interventions, including design of the message and media, saturation and reach, and innovative techniques, such as small group presentations and individualized feedback. Less attention has been paid to improving analysis of the data to identify relevant correlations, associations and changes. In this session, we will work together to think about appropriate approaches to survey data, particularly for established social norms interventions.

Monday, July 21 (cont.)

3. Assessing Bullying in New Jersey Secondary Schools: *Grand Peninsula C*
Applying the Social Norms Model to Adolescent Violence

Dr. David W. Craig, Professor of Biochemistry, Hobart and William Smith Colleges

Dr. H. Wesley Perkins, Professor of Sociology, Hobart and William Smith Colleges

An online survey has been developed for use in assessing bullying in secondary schools and for conducting social norms interventions. The survey reveals attitudes about bullying, incidence levels of bullying behavior as reported by perpetrators and victims and also assesses perceived norms among peers regarding these attitudes, bullying behavior, and experiences as victims. Results from more than 10,000 students from 20 schools show that while bullying is substantial, it is not the norm. The most common (and erroneous) perception, however, is that the majority engage in and support such behavior. Multisite analysis reveals that perceptions of bullying behaviors are highly predictive of personal bullying behavior—more so than actual school norms. Examples of media created to reduce harmful misperceptions about bullying and preliminary results from pre/post tests of schools conducting interventions will be reported.

4. ACTUALITY High School Campaign: *Harbour A*
Building Capacity to Produce Results

Mr. Scoot Crandall, Executive Director, Team Fort Collins

Building capacity and foundational support are essential prior to launching any social norms project. This session will look at those areas of challenge and readiness; moving to solutions that lead to success. Examples of successful campaigns will be highlighted.

5. The Challenge of Targeting Campus *Harbour B*
"Celebratory Events" with Social Norms Marketing

*Dr. Dennis Martell, Coordinator of Health Education Services, Olin Health Center,
Michigan State University*

The MSU Social Norms project has been targeting celebratory events on campus using protective and injunctive norms culturally connected to the specific celebratory events. Celebratory events are those occasions when consumption and associated harm tends to increase among students from normative levels. This breakout session will provide an overview of the formative research utilized to initially develop and design the campaigns, as well as the ongoing data collection strategies that have been critical to refining the messages and evaluating the campaigns impact. The primary goal of the campaign is to use protective and injunctive norms to reduce harm. This session will be ideal for participants who are interested in expanding their global campaign to target celebratory events using protective and injunctive norms.

Monday, July 21 (cont.)

3:15 - 4:30 PM **Breakout Sessions Block 3** (Choice of 5 Breakouts)

1. Using Qualitative Data Collection

Grand Peninsula B

Methods to Enhance Social Norms Programs

Dr. Jennifer Bauerle, Director, National Social Norms Institute, University of Virginia

Creating normative messages to change behavior is a main focus for health professionals using the social norms approach. Collecting data for these messages can be done myriad ways. This presentation is a guide to using rigorous qualitative methods to supplement statistics for normative messages. This program will teach participants how to use Connectors and cameras to obtain valuable qualitative information. The idea of Connectors is discussed in a book by Malcolm Gladwell, "The Tipping Point." Dr. Fred Newton's instrument and method to identify connectors will be shared. Information gleaned from connectors can help improve normative approaches to behavioral change. Cameras are another qualitative tool that can be used to enhance a program. They serve as an alternate medium to focus group type explorations and can illuminate an intended population's perceptions. Participants will have an interactive experience while learning various ways to apply qualitative data to social norms programs.

2. How a Social Norms Marketing Council Can Improve Prevention Efforts In Your Community

Harbour B

Ms. Laura Larson, Coordinator, Positive Youth Development Program, Kenneth Young Center

Mr. Michael Haines, Director, Social Norms Consultation, Michael Haines & Associates

Light is the task where many share the toil. ~Homer

A group of committed people that come together with a common goal and a willingness to share their experience can create results and opportunities that are not available when individuals work in isolation. This presentation will provide participants with the tools necessary to create a committee in which Social Norms Marketing professionals work together to improve their individual SNM projects. Participants will learn about the purpose and benefits of the SNM Council, as well as the steps needed to create, sustain, and facilitate an effective SNM Council. Group dynamics, including keeping people motivated and interested will be discussed. Also, the group will experience a mock Social Norms Marketing Council to give them confidence in implementing their own council meeting in their communities.

3. Student-Conducted Research on Alcohol as Service Learning: Curricular Strategy to Expand Available Data for Social Norms Programming

Grand Peninsula C

Dr. David W. Craig, Professor of Biochemistry, Hobart and William Smith Colleges

Engaging students in research about college student alcohol use has been used to expand data collection efforts in support of campus social norms programs. Strategies to expand these activities in the curriculum will be presented including a first year seminar class that conducted late night breath tests and residence hall interactive "clicker" surveys and independent study research students that designed a web-based survey on student alcohol use delivered by electronic mail to a cross section of the student body. Results of the student conducted research have been presented in a variety of academic and co-curricular settings to further contribute to reductions of harmful misperceptions about student alcohol use. Examples of student results and the impact of this work on student perceptions will be reported.

Monday, July 21 (cont.)

4. Survey Methods and Planning: Critical Issues

Grand Peninsula A

Dr. Gregory Barker, Director, Testing Services, Northern Illinois University

The management of an effective social norms project presents numerous challenges, one of which is the selection and proper administration of your survey. This session will focus on many of the critical, how-to details involved in the survey process, such as: clearly establishing the goals of your project, creating survey items, determining an appropriate number of respondents, selecting an acceptable methodology for administering the survey, and understanding the reliability and validity of your findings. Common mistakes in the survey process (with real world examples) will also be discussed. Although designed primarily for those who may be relatively new to survey research, this session will also be beneficial for those who have had some experience in this area. Ample time will be allowed for questions and discussion.

5. Social Norms Research on School Violence in England:

Harbour A

Another Look at Misperceived Peer Norms as the Biggest Bully of All

Dr. H. Wesley Perkins, Professor of Sociology, Hobart and William Smith Colleges

An online survey has been developed for use in assessing bullying in UK secondary schools and for conducting social norms interventions. The survey reveals attitudes about bullying, incidence levels of bullying, and perceived norms regarding peers. Results from 2,745 students attending 17 schools in the Greater London area in 2006 show that while bullying is substantial, it is not the norm. The most common (and erroneous) perception is that the majority engage in and support such behavior. This pattern of massive misperceptions is found across school settings with varying sizes, age distributions, and ethnic composition. These misperceptions are confirmed as the strongest predictor of personal bullying behavior and more influential than actual school-wide norms in the local school setting.

4:30 - 6:00 PM

Conference Reception for all participants

Poolside Pavilion

This is your opportunity to meet and informally socialize with other attendees and presenters.

A popular feature of the conference, the reception is an excellent place to network, to talk with colleagues, and to meet some of the leading researchers and practitioners in the field.

Tuesday, July 22

8:00 - 9:00 AM Continental Breakfast

Regency Ballroom

9:00 - 10:15 AM **Breakout Sessions Block 4** (Choice of 5 Breakouts)

1. How to Use Personal Normative Feedback in a Social Norms Program

Grand Peninsula B

Dr. Clayton Neighbors, Associate Professor, Department of Psychiatry and Behavioral Sciences, University of Washington

This session will provide an overview of personalized normative feedback as an adjunct or alternative approach to social norms marketing. A brief review of evidence for the efficacy of personalized feedback will be provided followed by a comparison of the personalized normative feedback approach with the social norms marketing approach. Pros and cons related to costs, fidelity, flexibility, and ability to target specific individuals will be considered. Implementation suggestions for creating and distributing personalized normative feedback via the internet and individuals in-person contacts will be also discussed. Examples will be provided for alcohol consumption in the general population, gambling in college students, marijuana use in college students, and domestic violence in perpetrators of intimate partner violence.

2. Incorporating Estimated Blood Alcohol Concentration Information into Campus-wide and Clinical Interventions

Grand Peninsula A

Dr. James Turner, Executive Director, Department of Student Health and National Social Norms Institute, University of Virginia

Estimated blood alcohol concentration (eBAC) is a useful quantitative measure that has been shown to be statistically associated with the occurrence of several important negative consequences. There is also data to suggest that a small change in eBAC can result a rather dramatic increase in risk-such that the consumption of one additional drink can double the probability of certain negative consequences. This critical threshold or "tipping point" phenomenon will be discussed. In addition, the program will include a description of how eBAC information has been incorporated into educational and clinical interventions on a college campus.

3. Evaluating a Social Norming Project: Questions and Answers

Harbour B

Dr. Larry Hembroff, Survey Director and Senior Methodologist,

Michigan State University's Institute for Public Policy and Social Research

Dr. Adrienne Keller, Director of Research, National Social Norms Institute, University of Virginia

Evaluation can (should) play a key role in both increasing the likelihood of success and providing the evidence of that success. We describe the typical life course of intervention programs and the usefulness of evaluation at the various stages. We demonstrate this as evaluation has been used in MSU's social norming project to reduce the consequences of high-risk drinking. We identify the key questions that must be answered to provide the evidence needed to claim the project has succeeded. We describe the methods used to implement the intervention and the methods used to collect evaluation data. We also examine the results to date.

Tuesday, July 22 (cont.)

**4. Assessing Weight Norms, Misperceptions and Body Mass Index: *Grand Peninsula C*
Comparing the Importance of School Context and Composition versus Individual Perceptions**

*Ms. Jessica Perkins, Department of Population and International Health,
Harvard School of Public Health*

Dr. H. Wesley Perkins, Professor of Sociology, Hobart and William Smith Colleges

Dr. David W. Craig, Professor of Biochemistry, Hobart and William Smith Colleges

Over 40,000 secondary students from more than 50 schools in nine regionally diverse states have been surveyed using an online instrument measuring actual and perceived norms between 2004-2008. Measures of perceived weight of both genders in one's own grade, self-assessed weight, and body mass risk are examined. There is a wide discrepancy between actual school norms and students' perceptions of weight norms among males and females in all school contexts. Students who are at risk for overweight conditions and obesity (as well as underweight and very underweight conditions) have the largest misperceptions of the actual norm. Examining variation in weight perceptions by school composition and context is also addressed.

5. Maintaining the Momentum: The Future of Social Norms in Australia *Harbour A*

Dr. Clarissa Hughes, Research Fellow/Project Director, University of Tasmania, Australia

The 'Social Norms Analysis Project' (SNAP) the first major Australian trial of social norms. It is a collaborative endeavor involving the University of Tasmania and a range of government and non-government partners. This session combines a conventional presentation with the discussion of issues relevant to the international community of Social Norms practitioners. The first part of the session will comprise an overview of SNAP - the intervention and its outputs and outcomes, as well as reflection on the 'key learnings' from the project. The second part of the session will be dedicated to the discussion of 'big picture' issues including sustainability and funding, community development, organizational capacity, and contributions to scholarship, policy and practice. The session will be of most interest to experienced Social Norms practitioners who are keen to share their knowledge and ideas about how to maximize the potential of the approach in various cultural and policy contexts.

10:30 - 11:45 AM **Breakout Sessions Block 5** (Choice of 5 Breakouts)

**1. A Nationwide Social Norms Intervention in the UK: *Grand Peninsula B*
Alcohol, Smoking, Sexual Health and Exercise at Ninety Colleges**

*Dr. John McAlaney, Lecturer, School of Social Sciences, University of the West of Scotland,
Paisley Campus, United Kingdom*

The study reports an ongoing project to conduct a social norms intervention at ninety colleges in the UK, due for completion in May 2008. The baseline data which has already been collected included information from approximately 14,000 students and identified normative misperceptions of alcohol, smoking, sexual health and to a lesser degree exercise. The intervention will consist of a combination of print and electronic media which will be implemented to varying degree at each college, creating a natural experiment in which the success of the campaign can be compared to the intensity of it. Coinciding with this project has been a swell of interest in the social norms approach in Europe amongst researchers and policy makers, as will be discussed.

Tuesday, July 22 (cont.)

2. Bumps and Bruises in Evaluating a Social Norming Project *Harbour B*

*Dr. Larry Hembroff, Survey Director and Senior Methodologist,
Michigan State University's Institute for Public Policy and Social Research
Dr. Dennis Martell, Coordinator of Health Education Services, Olin Health Center,
Michigan State University*

When the results of the evaluation of a project appear to be too good to be true, maybe they are. Or maybe there is more going on than you thought. We report investigations into evaluation results of a social norming project to reduce the consequences of high-risk drinking that were suspiciously good. The experiments ruled out some possible explanations but helped to discover important processes we had been ignoring previously and several side issues that have now enriched our understanding of the problem our social norming project is trying to address. Data from the investigations is presented.

3. Taking the Cyber- Leap: *Grand Peninsula C*
Successes and Lessons Learned after Administering the Online NCHA

*Dr. Linda Hancock, Director, Office of Health Promotion, Virginia Commonwealth University
Ms. Amanda Wattenmaker, Health Educator, Office of Health Promotion,
Virginia Commonwealth University*

The online National College Health Assessment (NCHA) is a valuable tool for conducting needs assessment and evaluating the effectiveness of a social norms campaign. This session is for beginner social norms practitioners who are new to NCHA administration or who are ready to transition to the online NCHA from the pencil-paper version. Tips will be shared on how to work with collaborators to ensure success, master the NCHA administration timeline, acquire incentives that are key to the process, and lessons learned about the planning and implementation process.

4. Digging Deeper: *Grand Peninsula A*
Examining Your Data Using Above/Below Median Evaluation

*Dr. Adrienne Keller, Director of Research, National Social Norms Institute,
University of Virginia*

The main goal of conducting surveys for social norms campaigns is to discern the normative patterns within a population: what most people do/believe/perceive. The main goal of using surveys to evaluate effectiveness is to discern the change patterns within a population: have the desired shifts occurred in what people do/believe/perceive? By definition, most people will not need to change, because they already have appropriate behaviors (or those behaviors would not be the “norm”). It is therefore crucial in evaluating effectiveness to identify appropriate subgroups within the overall sample. A practical approach will be illustrated using survey data from six schools with ongoing social norms interventions.

Tuesday, July 22 (cont.)

5. Collecting Data, Developing Media Messages, and Evaluating High School Social Norm Projects

Harbour A

*Mr. Michael Haines, Director, Social Norms Consultation, Michael Haines & Associates
Dr. Gregory Barker, Director, Testing Services, Northern Illinois University*

Collecting data is essential to conducting effective social norm interventions. High school projects have specific nuances and requirements not found in all settings. This session will address many of the “nuts & bolts” issues related to high school data collection including;

1) four methods of collection; 2) Determining a norm; 3) Developing data-based norm messages; 4) field-testing media; 5) Determining impact; and 6) Dealing with the press. The Teens Norm Survey (TeeNS) will be used to provide examples for each discussion point using data from actual high school projects. A copy of the TeeNS survey and a sample Evaluation Summary of high school data will be provided. There will be ample time for questions and discussion.

Noon - 1:30 PM Lunch and Keynote

Regency Ballroom

Integrating Media into Your Social Norms Campaign

Ms. Sherri Michelstein, Executive Vice President, Cooney Waters Group, New York, New York

Media traditionally delivers bad news because that's what sells. That makes it particularly difficult to get responsible coverage of the good news (or, at the very least, accurate) messages that most social norms programs are trying to deliver. Certainly, it puts the onus on program organizers to proactively reach out to local media and "teach" them how to cover the issues. This keynote presentation will focus on how media can play a role in your program's success. Case studies will be presented; topics covered will include working with print and broadcast reporters and alternative media to generate balanced coverage in the short term, and to drive the messages that will actually support your social norms programming, in the mod- to long- term.

1:45 - 3:00 PM **Breakout Sessions Block 6** (Choice of 4 Breakouts)

1. Ten-Years of Risk Behavior Results from an Online Survey

Grand Peninsula C

Assessing Secondary School Norms and Misperceptions:

The Pervasive “Reign of Error” Among U.S. 6-12th Graders

Dr. H. Wesley Perkins, Professor of Sociology, Hobart and William Smith Colleges

Dr. David W. Craig, Professor of Biochemistry, Hobart and William Smith Colleges

Over 50,000 secondary students from more than 70 secondary schools in eleven regionally diverse states have been surveyed using an online instrument measuring actual and perceived norms between 1999-2008. Measures of tobacco, alcohol, marijuana, and other illicit drug use, ATOD access in schools, parental alcohol policies, riding with a drinking driver, willingness to report weapons seen at school, and seat belt use all demonstrate a wide discrepancy between actual school norms and students' perceptions of the norms in all instances. This pattern of massive misperceptions is found across time, regions, and school settings (rural, urban, suburban) and schools of varying size/demographic composition. These misperceptions are confirmed as the strongest predictor of personal risk and protective behavior and more influential than actual norms in the local school setting.

Tuesday, July 22 (cont.)

2. How to Work with the Media to Increase Your Campaign Exposure *Harbour B*

Ms. Sherri Michelstein, Executive Vice President, Cooney Waters Group, New York, New York
Ms. Kara Golub, Managing Supervisor, Cooney Waters Group, New York, New York

Local media can be a critical tool in advancing the messages of most social norms programs. This highly interactive workshop will work with participants to effectively shape their social norms story for local media coverage. In addition to providing an overview of the different types of media, topics will include developing the initial "pitch", including/ highlighting local human interest angle, targeted media lists and appropriate press materials, building media relationships and handling sensitive issues.

3. Using the Social Norms Approach as a Violence Prevention Strategy *Grand Peninsula A*

Dr. Alan Berkowitz, Independent Consultant

An emerging application of the social norms approach is as a violence prevention strategy. This session reviews media and small-group norms activities that can be used to reduce dating violence, to foster men's (and women's) responsibility for sexual assault prevention and promote healthy protective behaviors, censor men who engage in risky behavior, and undermine rape culture. An overview of relevant theory and preliminary evidence is provided in support of utilizing the social norms approach as a violence prevention strategy, case studies are presented of programs at the college/university and high school levels.

4. Integrating Social Norms Information within Individual, Group and Web-Delivered Brief Interventions for College Student High-Risk Drinkers *Grand Peninsula B*

Dr. M. Dolores Cimini, Assistant Director for Prevention & Program Evaluation,
University at Albany, State University of New York

Dr. Estela M. Rivero, Director, University Counseling Center, University at Albany,
State University of New York

Ms. Jennifer Roman, Executive Board Member, Middle Earth Peer Assistance Program,
University at Albany, State University of New York

This workshop will examine the theory and practice of implementing successful social norms-focused individual, group, and Web-delivered clinical interventions. More specifically, presenters will discuss the ways in which prevention professionals can integrate social norms data into brief interventions, such as the Brief Alcohol Screening and Intervention for College Students (BASICS), Alcohol Skills Training Program (ASTP), and via the use of a groundbreaking new Web-delivered personalized feedback model addressing alcohol use and related risk behaviors. Presenters will highlight successes, challenges, and lessons learned when integrating social norms data into brief interventions. Specific strategies for addressing client resistance to social norms data will be explored. The role of interventionists in serving as campus ambassadors for the Social Norms Model at a universal, campus-wide level to support and enhance the impact of social norms-focused clinical interventions will be explored.