

SAMHSA's Center for the Application of Prevention Technologies (CAPT)  
Southeast Resource Team

**Harnessing the Power of Social Media Across  
SAMHSA's Strategic Prevention Framework**

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**Presenters:** Linda Barovier, CAPT Associate; Kim Dash, CAPT Scientific Advisor; Anne Rogers, CAPT Associate

**[Deirdre]:** Welcome, everybody. This is Deirdre Danahar. I am the facilitator for today's webinar, and as we get started, we'd like to ask everybody to let us know where your thoughts are about social media. You'll see that there is a poll up, and we would love to know, "What are the first words or phrases that come to mind for you when you think about social media and using it with substance abuse prevention, particularly related to behavioral health promotion?"

I see we've got people answering. Thank you so much. Being able to have a large reach is certainly a theme that is coming through—being able to target the audiences such as youth, but also other audiences, it sounds like. How do we access community members that we may not normally be able to access to expand our stakeholder group or enrich that group?

A nice variety of answers coming in here. We'll just leave this up for one more minute, and a gentle reminder, if you have not already put your phone on mute, please do so. We have a large group joining us today, and we are excited about that, and we want to ensure that everybody can hear the webinar clearly.

Secondly, if you have not had a chance to preregister for the webinar today, or if more than one of you is in a room, please ensure that we have your name and email address by typing those into the chat box on the left-hand side of the screen. You'll see that Tom Perry and Anna Shao—I hope I pronounced her last name somewhat correctly, forgive me if I did not—have provided very nice models for viewing, so thank you both.

The answers are still coming into our poll. Again, being able to target different audiences with different messages is a theme that comes through—reaching youth, connecting with other

community members or stakeholders—but there are also some concerns around how do we actually use this? What are the best practices with guidelines that are out there that may not be entirely clear or relatable for the work that we do? Part of what we hope to do today is to help cut through any fog that may exist for folks and provide some information on what we currently understand best practices are around using social media as a way to influence health-related behaviors—to promote the behaviors. Thank you. So many people have put into the chat box names and email addresses. We very much appreciate that. Thank you very much.

Throughout the webinar, we encourage you to use the chat box for questions that you might have, comments that you might have, ideas or resources that spring to mind that you would like to share with the group. We all learn from one another, so please know that that's a standing invitation through the entire webinar. I'd say that we get rolling.

Thank you, everyone who answered our chat. I appreciate that. We've got a nice variety of answers. So let's move into the official part of our webinar today. And the webinar, of course, is *Harnessing the Power of Social Media Across SAMHSA's Strategic Prevention Framework*, and this is really an introduction. This is a vast and deep topic—and like with many things related to technology and innovation today, the data is new and constantly rolling in, so this, again, is an introduction. We have some stellar presenters with us today. I will look forward to hearing each of them, and I sincerely hope you will as well. I'll be introducing you to those individuals in just a few moments.

So this is who I am: I am Deirdre Danahar. I am the facilitator today, and I work with the Southeast Team of the CAPT, and I provide training and technical assistance in my role with the CAPT. This webinar is sponsored through a contract with SAMHSA, and it is going to be recorded, so you'll be able to access the information over time. You'll also free yourself of having to take copious notes, if you are moved to do so. You'll also notice that directly below this slide there are a variety of materials available for download. These materials provide much more detailed information and a number of references that you might find very useful, and we strongly encourage all of you to download those materials for future reference.

Again, this webinar is being recorded, and we'll ensure that you receive a copy of the recording after the webinar. Please give us a little bit of time to make sure the technology is in line to be able to do that and get that out to you in a clean manner.

I have done a few, logistically—been through a few of these already. The chat box is available for you to type in questions as you might have throughout the webinar. We will take a couple of pauses for questions throughout the webinar, as well, but always feel free to use that chat box. The PowerPoint will be available to you all, as well, so know that that's coming to you, as well as all of these handouts that you see below available for download and the recording of this.

So, let's talk a little bit about what it is we are looking to do today. Social media fits into a larger context. First, we would like to explore a bit about what that larger context is, and then we are going to start drilling down more specifically into the various components of media—mass media, new media, social media—how does this all come together, and then, finally, we're going to start thinking about: What does this mean for the Strategic Prevention Framework, and how can we actually use social media within each step or element of that framework?

One final note about logistics, before we really move into the meat of our webinar today, is if you have to step away from the phone and you haven't already put it on mute, please put it on mute and do not put it on hold. Hold creates a lot of inadvertent background noise, so always go with your mute option. Thank you very much. I think we are about ready to get rolling.

All right, so let's start to get really into the meat of things today. We have a few objectives. One is that we want to be able to provide you with some working definitions of social media that will be useful for you to summarize how social media fits in to the larger context of health communications. Also, a bit about how social media actually works—which way does it function or not function—what might be the particular platforms or channels you'd want to be using for health promotion as it relates to substance abuse prevention, and provide also some examples of how this has actually been done. And, with that, let me introduce you to our presenters.

We have Linda Barovier, who is a CAPT associate. She comes to us with an extraordinary amount of experience in prevention, including currently serving as the Partnership for Success coordinator in Rhode Island. She was previously part of the CAPT system itself within the Northeast Resource Team, and she has extensive history and experience in designing, training,

and delivering trainings on health communications, media strategies, and social media.

Second, you will see that we have Kim Dash. She is the scientific advisor for SAMSA's CAPT, and she oversees the development of analytic and support products: tools, learning resources, and services so that we ensure high quality, accurate scientific content.

And then we also have Anne Rogers. She is also a CAPT associate. She serves as the research and data manager of the Maine Office of Substance Abuse and Mental Health Services. Anne comes to us with 20 years of experience in the prevention field. She works with a variety of media modalities at the University of Massachusetts to create change on campus, and part of what resulted from that was creating smoke-free residence halls. Speaking as an alumnus of the University of Massachusetts, I would have loved it in my day. Thank you, Linda, Kim, and Anne for joining us today. I am going to turn the webinar over to you all now, and we are going to start with Linda.

**[Linda]:** All right, thanks so much, Deirdre. I am really excited to be with everybody today. This is a topic area that I've been incredibly interested in professionally, and as a parent of a young adult and a teenager, it's also a little bit of lived experience on my part getting really acclimated to the use of social media and the positives and the negatives that it might present on the personal side.

So, let's talk a little bit first about how social media fits in to this larger health communications context. This graphic kind of gives us a sense that social media is nested within new media, mass media, and is broader health communications, broader context. One of the things that's really important to think about is that social media is a channel—a way for us to get that message out about our health promotion efforts, our substance abuse prevention activities.

So, let's dig down a little deeper into some of the definitions that help us understand how this social media nestles into these broader topical areas. So health communications is a study and use of communication strategies to inform and influence individual and community decisions that enhance health. So, again, thinking a little bit about this as a channel—and really thinking about health communications more sort of as a continuum that's something that's sort of flat—so health communications really can support individual change or community change. It can also be used for things as simple as raising awareness, all the way really to trying to implement strategies that really do change behavior. So these are, you know, sort of a broad

set of communications that influence health decisions of individuals and also of communities.

Let's now dig down a little bit into the notion of mass media, and that's a means of reaching large audiences or percentages of large audiences, and it can include a different format for media, if you will, meaning that it can be print or broadcast, and it can be books, and it can be new media formats that use Internet and mobile technology. Again, it really is, you know, to reach to multiple people.

And let's dig down just a little bit more into this notion of new media. So, new media is this sort of constellation of digital technologies that really have exploded in the past couple of decades: the Internet, the computer games, digital television, mobile devices, things that really have often become really core pieces of our modern life. The other piece of new media that might be important to think about is the transformation of more traditional media forms into new media technologies. So, for instance, it feels like sort of our paper and newspapers are almost a dinosaur and a thing of the past. Many people now acquire that information online, so you may see transformations of things that were traditionally print that somebody would hold in their hands into something that's now digitized, so you can read on an iPad, a Kindle, phone, or things of that nature. So, this is sort of the closest underpinning that we find for the notion of social media. And so, at this point I am going to hand it back to Deirdre to take us through a little bit of a polling activity, and we'll talk a little bit more about this in a minute. Deirdre, to you.

**[Deirdre]:** Thank you, Linda. If we could bring up the poll, please?

So, we have three questions for you all, and we'd love—really we are interested in picking your brain a little bit here. So, we would like to invite you to make your response here. Who do you think uses the Internet in what way? What's the percentage of the U.S. adults using the Internet versus teenagers using the Internet versus adults with cell phones? We have our responses starting to roll in here. What is it that we are seeing? Well, we are seeing more than 80 percent of adults is being suggested as being the number of U.S. individuals who use the Internet. Coming pretty close to between 50 and 70 percent versus teenagers. We're thinking it's more than 90 percent of teenagers, and the number of adults with cell phones is pretty—it is pretty darn high.

So, I know you are awaiting with baited breath the actual responses—the actual correct

answers—and the percentage of U.S. adults who use the Internet is 81 percent. So, those of you who answered more than 80—spot on.

Last call for identifying the percentage of U.S. teenagers who use the Internet before we close that. Going once ... going twice ... sold.

The percentage of U.S. teenagers who use the Internet is 95 percent. Now, the percentage of U.S. adults with cell phones is 87 percent, so none of this comes as a surprise to you. While we live in a very connected world, and there is more and more desire to be able to use online platforms in ways that really align with best practices, and there are many, many nuances of: how do you craft messages; what platforms do you use; who are you trying to reach; how do you have a consistent core message across the platform so that it maintains integrity, but shape it so that it fits the audience you are trying to reach; as well as the particular dynamics, and structure, and function of a given platform. And that's what we're—we are going to start moving further into the rest of the webinar today. So, Linda, I think we are ready to turn it back over to you, and I know you have a lot of information to share, and experience and thoughts on this, so feel free to really dig in and share away.

**[Linda]:** Thanks. So, I wanted to take a quick and concrete example of the notion of the different channels that somebody might use for a health communication message that might utilize different forms of health communications, including new media and social media. So, I am a coordinator for a community prevention coalition. One of our targets is to reduce underage drinking. I've got awesome coalition members, one of whom loves to use Facebook and loves to communicate and connect with people through that particular social media networking site. And so, we have a Facebook page, and we've got some data that tells us that "yes," we do have a higher than average rate of underage drinking in our community, and we have a little data both quantitative and qualitative that tells us a little bit about the sources of alcohol for our underage population. It comes to our attention that we have a little bit of a retail access, but particularly around prom and graduation time social access is a big issue with parents hosting parties or actually providing alcohol. And so our coalition coordinator Pat and I are thinking of how can we leverage our awesome volunteer members.

And we decide that we are going to use our Facebook page as a way to get out the message about underage drinking in our community, and really ask and engage parents, and making a pledge that they are not going to allow alcohol to be used in their home. They won't serve it

themselves, and they won't tolerate youths bringing alcohol in. So, this is great and endorsed by our coalition. We put it on our Facebook page as a post, and we ask people to "like" our page if they are going to commit to not serving alcohol or allowing alcohol consumption during prom season and graduation.

And another member sort of says to us that, "You know, perhaps not all of those parents that we want to reach really are on Facebook, or maybe I'm an adult with children, but I don't really have a Facebook relationship with the parents of my children's friends."

So, the next step might become reaching out to the principal of the high school and asking, "Can we put something on the Listserv that connects people to our site?"

So, this is an example of sort of us using social media to get that word out, and we are essentially doing a small-scale social marketing campaign to get parents to change their behavior with respect to providing alcohol themselves or allowing consumption in their homes. We are using a social media channel, this Facebook page that belongs to our coalition, to get parents to sort of get onboard and "like" our pledge not to serve, and share it with their friends, and use that social network to get the message out. We also might use another set of new media, if you will, process which is used in the schools that goes with the Internet.

Now, clearly, we wouldn't get every single parent in that community, but this is a great example of how we are using different health communication channels: one being social media, the other one being a form of new media like a Listserv, the computer and the Internet to get that word out. So, these are just a couple of ways of thinking through the notion of social media being a channel—sort of that means to an end, maybe not the end itself. So, in this example, the end would be the implementation of the social marketing campaign to get parents not to host, to get parents not to knowingly allow alcohol consumption by teenagers during prom time.

So, I think at this point we have another segment that Deirdre is going to launch us into and talk a little bit more about other topics. Thanks, Deirdre.

**[Anne]:** This is Anne Rogers, and I am going to go ahead and talk to you a little bit about where social media fit into a comprehensive prevention strategy. So, as Linda pointed out, it's important to understand that social media is the means, not the end, to getting to where you

want to go. It's the channel—that venue for the communication. Before you launch any social media campaign, it is critical that you have done some of this social marketing research on your target population just like you would with any other type of campaign or intervention that you are trying to get to. You want to understand what it is they know and think about the issue. In other words, what stage of change are they at? For example, if you are targeting young adults using marijuana, you want to try to get them not to use or prevent them from trying to begin with.

You need to understand several things. First, do they see marijuana use as a problem? If not, social media should be used first to create awareness about the problem and likely for describing the risk or harm associated with marijuana use by young adults. For example, one thing you could do is if companies use routine drug testing, you might—they might lose their jobs—so you want to give information out about that. If you are just targeting teens, you might want to draw the link between how grades are lower in persons who use marijuana. Conversely, if young adults do see that it's a potential problem, it might be more helpful to use social media to identify the resources to prevent use, provided they have information or even support recovery.

Health communications in social media play a very important role in prevention and health promotion. Let's face it, if you don't communicate about an issue or a topic, how are people going to know that it's there? How do they know about an intervention? If you say, "OK, I am going to launch this intervention," but you don't tell anybody about it, nobody is going to know and nobody is going to go there.

So, this next slide ... I am sure many of you can think about various examples of how to incorporate social media into an intervention. I am sure many of you are already using some of this, but here are a couple of things to get your synapses firing. So, there is an initiative called Text-a-Tip, which is an initiative to report on underage drinking to the local police through simple anonymous texts. You know, they put in information about this through—about underage drinking through various channels: through radio and newspaper.

"No, that's not social media," you say.

But those *are* two additional ways to disseminate information. Don't only depend on social media, just like you shouldn't only depend upon those. So, aside from those, they also put in

information now through Facebook and through Twitter to reach the audiences that they need to.

Another example is a project that is focused on stopping the abuse of medications. It's called End Medication—excuse me, End Medicine Abuse—and they use Twitter and YouTube and Healthline to target parents, to target medical providers, and more about resources to help prevent prescription drug abuse.

And then, the last slide here on social media ... it's about a term used to identify web-based platforms. I know Linda went over a lot of that with you. It's for multi-web communication—not just one way, and not even just two ways—but multiway because you get information, someone might respond, and they may forward—and so then there's three-way communication—and forward communication. So, it's a subgroup of new media and social media, social type—excuse me, social sites—that aim to create a community connection through this. People build these connections to what they create in their own personal profiles.

Like, many people here probably have a Facebook page, and you may be in organizations that have pages. So, you tailor those—that page—to things that you are interested in. Organizations tailor their pages to things that they are aiming towards—what their goals are—and it helps others to connect. People want to connect with things that they are interested in.

Platforms ... also, if you've ever gotten any recommendations: "Oh, I think you will like XYZ," or "You might want to connect with this person because [your key words] are linked up together."

And that's where they get these connections—or it's someone using a search engine like Google. They could then—when they are doing the search, not only are they searching Web pages, but it's searching the different social media platforms for people or pages with similar interests.

So, with that I just want to know does anybody have—I've got a couple of minutes for questions, if anybody has anything they want to ask to Linda, or Deirdre, or myself thus far.

So, we have a question that comes in here: “Who should manage the social media when prevention staff has limited time? Are there any best practices?”

Anne, do you have any thoughts on this? And, I’ll also open this question up to Linda and to Kim, as well.

**[Anne]:** That’s actually a really great question, because that’s sort of one of the things that we’ve thought about it. If you launch a social media page, and all you do is post something that you don’t have anybody looking over it to respond to posts, things are going to get old really quick. So, it’s best if you can assign one person to check it every day, or check it a couple of times a day—you know, whatever you can spare. Maybe it’s a volunteer that can do that to keep the pages active.

Linda, do you have anything to add to that?

**[Linda]:** I’ve got a couple of things. I think, depending on whether this is a community coalition or a community-based organization that’s maintaining social media, clarify if you have a coalition member who could be helpful in that that’s a particular skill set that they have, or a passion of theirs—that’s great—but, like Anne said, I think it’s really important to make sure that your content is fresh and make sure that somebody is able to respond.

And, I like Cierra’s comment about bathroom breaks being the best time to update social media status—that’s great, Cierra—but I am also somebody who works in a state system. It can also get kind of complicated at times in scarce resources or limited resources. So, if you’re not lucky enough to have someone on staff who can do that, other things that states could consider is whether they’ve got a contractor who does training and technical assistance who could maintain a social media site on their behalf. I know in my state, there are very strong firewalls and restrictions on use of social media. So, I feel and hear from people who may be limited in their ability to use social media to get out that message, but think about reliance on volunteers and other people with really great skill sets who can keep that fresh and keep that up-to-date.

**[Deirdre]:** Thanks. Great. The only thing I will add to this is I see that there are more questions that are coming in, and we will make note of those and try to respond to those as we can throughout the webinar.

So, thank you, Xavier. I think your question is about how many should a community coalition have? And I am going to guess that means around how many different platforms should one have, and how do we monitor content if it's negative? When user-targeted is another really good question.

So let's do some thinking about that and see if we can respond to those as the webinar moves forward. So, thank you very much. We appreciate the questions, and if we are not able to answer them today, we will do our best to answer them in another way.

And now, I would like to turn it over to Kim, who is going to talk a little bit about what the research says in terms of best practices. Thank you, Kim.

**[Kim]:** Thanks, Deirdre. So, as you may know, there's been a lot of research conducted in the past decade on social media and how it's used. And it's primarily because we've seen a proliferation of social media use in the past 10 years and what research—well, research provides us with some important information that could help us sort of better target our social media efforts, especially in terms of audience and other populations, as well as the kinds of topics we choose to feature through social media. Essentially—and I am going to be really brief here because Anne is going to talk a little bit more about some of these population groups in greater detail later—but briefly, we know that young adults between the ages of 18 and 29 are the biggest users of social media. We know that there is actually very little variation in social media use by racial and/or by race/ethnicity, and yet we know that rural populations are less likely to use social media than urban populations. So, that's something to keep in mind, especially since we often like to think that social media or Internet is one of the best ways to reach rural populations since face-to-face opportunities are limited. And, we also know that young people—young adults and adolescents in particular—have accessed the media to find information about a number of different health conditions, including high-risk sexual behaviors; alcohol, tobacco, and other drug use; information on cyberbullying and mental health issues; as well as certain health conditions like diabetes, cancer, and chronic childhood diseases.

And with regards to substance abuse, social media actually has become one place where certain norms are set around who uses different kinds of substances, and how and how often others use these substances. So, you know, we all know that young people will post

information about, you know, drinking alcohol or smoking cigarettes, or doing other kinds of drugs. But alcohol, in particular, has become—it is the—information shared about alcohol use seems to be pretty pervasive in social media, and so that sets certain kinds of norms that we are in many ways as prevention practitioners challenged to counter.

And so, in terms of different kinds of social media platforms, you'll see here in this particular graph, that the types of platforms used vary by age. And so you'll see here that Facebook is fairly common among adults and teens, but visual social media sites, such as Vine and Instagram, are more commonly used by teens. And, of course, I'll acknowledge that we actually have no data on some of these platforms for different population groups—and that's probably because there was some expectation that these types of sites may not have been popular among these population groups—but again, this data comes from the Pew Research Center, which actually tracks a lot of the data on technology use among teens and adult populations. And again, this is an important thing to keep in mind when we are thinking about the kinds of platforms we want to use in order to share specific concepts—information about substance abuse prevention.

And so, Anne, I'll turn it back to you.

**[Anne]:** Great. Thank you, Kim. That was great. So, part of what Kim said and what I am going to go into—you can find a lot more information—a lot more data than what I am going to share because of time. And, you know, handout No. 2—so, you know, take a look at that a little bit later, but I want to start with this section.

We will take a deeper look at everything, and we will start by a little poll. If you could please type in the chat box if you've used Facebook, or LinkedIn, or Twitter, or all three in the past 30 days, that would be great, and then I'll keep talking while you are doing that.

Again, don't forget you are going to have more information on Handout 2, which is the one called *Commonly Used Social Networking and Video-Sharing Types and Applications*.

Facebook and Twitter are very common. Facebook, Facebook, Facebook, LinkedIn—we've got a few of those.

So, Facebook is a social networking website that allows members to create personal profiles.

We kind of talked about that. You can upload photos and videos, send messages to other members. You know, many of us have used Facebook.

So, people “friend” other people on Facebook, and then they can write comments or postings and friends can share those things; so you share, and you share, and share. You know you’ve seen in the past how things can start off with one hit, and the next thing you know there’s a million hitting them. So, Facebook is widely-used among adults and teens, as Kim said. In 2014, Facebook was used by 71 percent of adults who are on the Internet, which represents 58 percent of the entire population. With respect to gender, 56 percent are men, 77 percent women who use this in the adult groups. Of 18- to 29-year-olds, they tend to be the ones with the most users; 87 percent of them use it. And Hispanics are the highest population: 73 percent use Facebook. Contrary to what many have thought—the teens— that teens would stop using Facebook as more adults came on: “Oh, my God, we don’t want to be on something all these old people are on.”

Well, I just saw 71 percent of teens reported using Facebook as their No. 1 thing that they go to. Forty-one percent of the 13- to 17-year-olds says that they use that platform. Boys actually are more likely to use Facebook than girls—so 45 percent of boys versus 46 percent of girls—and older teens are more likely to use it. When you look at black teens, they are the highest users: 75 percent. And, you know, for teenagers, for adults: Hispanics. For teens, it tends to be black/African-American users.

With LinkedIn—it’s a social networking website designed for job seekers and the business community that allows members to create profiles and establish networks with others that they know professionally or want to know professionally. Users can invite others to join their networks or different professional organizations that have a certain topic of interest, and 20 percent of adults on the Internet are actually using it in 2014. There has been some word that that’s grown in 2015. No data is available for those under 18, and whether or not it’s because they didn’t ask the question—or, I mean, there’s got to be some, I would imagine. As far as gender, it’s fairly evenly split who uses LinkedIn. And as far as race and ethnicity it’s fairly evenly split, as well as geographic locations—whether suburban, or urban, or rural—that’s fairly evenly split.

With Twitter—it’s a microblogging website that allows members to broadcast, or what we call “tweet,” containing 140 characters, to other members. There is—there is some word that

Twitter is going to be expanding to allow many more characters than this, but currently it's still at 140 characters. Links can be embedded within the tweets so that you can help people to move into another location and view another website, or keep tracking, or doing a search through a Twitter site. In 2014, 23 percent of adults and 33 percent of teens on the Internet actually used Twitter, and that was an increase over 2013. When you compare, you know, is it more men or more women? Twenty-four percent of men use it, versus 21 percent of women, and then 30 percent of boys versus 37 percent of girls. So, it kind of does a flip-flop between the younger group and the older group. Those that use it the most are the 18- to 29-year-olds, so if you are trying to reach them, Twitter is a great resource. And of those, ethnicity wise: 27 percent of black adults, 45 percent of black teens, 25 percent of Hispanic adults, and 36 percent of Hispanic teens use Twitter. White adults and white teens use it less. So, and you know, depending upon the demographic that you are trying to reach, you know, Twitter may be or may not be the resource for you.

And just one thing to consider when you set up a Facebook account—an organization sets up a Facebook account—you can—or even Twitter—you can put in the background of it to make sure, you put it like a proof post so nobody can just post anything they want to on there. So, if there's a negative post it won't make it on, or you can allow anybody to post what they want to and remove them from your page.

We'll go into this next one. I'm curious to see how many have used these. This is not as common, so can you please type in the chat box if in the past 30 days you've used Pinterest, or Tumblr, or Instagram? Which ones you've used?

All three answers are rocking.

So, Pinterest—that's pretty common—and Instagram, Snapchat is. So, that's great. But Pinterest, that's a social bookmarking—you know, think of it like for us old people a cork bulletin board—right? We used to use one, and we put a little pin in it, and we posted information that we want other people to see or to learn about. Well, it's basically the same thing. You know, that's why you use that little "pin" on there, and you can put in group messages. Follow those online, or directly upload with other members. Twenty-two percent of the adult population uses Pinterest, and that was in 2014. So, obviously, this is from surveys from 2014. Twenty-eight percent of adults who are on the Internet use Pinterest. When 21 percent of adults online use Pinterest, three times more women than men use Pinterest.

Thirty-four percent of 18- to 29-year-olds and 32 percent of white adults use Pinterest. When you look at teens, the breakdown for that is a little bit more general. Thirty-three percent of users are girls. Eleven percent is boys, and then everything else is fairly standard across the board.

For Tumblr—and that's another microblogging website—it allows members to set up individual or connective accounts to share texts, photos, music clips with other members. Adults—we didn't have any data for that because I guess it wasn't asked in the survey. For teens, 14 percent of all teens use Tumblr. Five percent of boys reported using Tumblr, versus 23 percent of girls; and Tumblr is only slightly more popular among older teens—15- to 17-year-olds—with 16 percent, and 10 percent are 13 to 14 years old. So, you know, are you looking to target younger teens or older teens? This may be or may not be the case for you.

Then Instagram—it's a smartphone app that allows members to edit, upload, and share photos with other members. Instagram is used more by teens than adults, with 52 percent of the teens using it. Sixty-one percent of girls—so if you are trying to target girls, this may be the way to go. Twenty-nine percent of women actually use this. Its use among adults is growing quite rapidly, and think of it kind of like your electronic photo album. So, instead of having a photo album sitting on the table where people are going from page to page, it's in the computer, and you are going from page to page, or it's on your phone, going from page to page. Nowadays, it's like, "Oh, do you have a picture of your dog?"

Well, not in my wallet anymore, but it's on my phone.

So, what I would like to do is move over to Deirdre, and she is going to do a little poll.

**[Deirdre]:** All right, thank you, Anne.

So it's clear that all of us use—at least, it seems like—at least one social media strategy. So we know what we would go on, but if you think about your professional role and trying to decide which of these platforms might you use, you've got hopefully now a little more sense about that. And so, we would like to see what your thoughts are around that.

You'll see we have two polls. When you are ready, please just start answering them. The first is: If you were a member of a community substance abuse coalition and charged with

choosing a social network site or sites to publicize upcoming events, where might you go to do that? And the second one is: If you were charged to include high school-aged girls for focus groups, where might you go to recruit those girls?

So, we see for our first poll that Facebook is showing very strongly in the lead here—a gateway to reach a broad variety of individuals—and we see some interest with LinkedIn and Twitter, as well.

For that first group, we are trying to reach a broad segment of the population, versus what we are seeing if we are trying to reach a more specific population, which is high school-aged girls.

We see a little more diversity there in terms of what peoples' responses are. So let's just give this another five seconds or so and give people an opportunity to vote, if you haven't already.

All right, so there are multiple ways that we can reach out to—and we did have a question that came in earlier about how many platforms should an organization or coalition use. And what's clear is how many you should have as a part directed by who it is that you are trying to reach, and the realities of time and the kind of resources it might take in order to craft messages, monitor the interactions because part of the whole point of social media is creating a relationship—and relationships take nourishing and back-and-forth—versus feeling like you've got to choose all of them.

So, hopefully what we are getting into now helps to provide a little more information for folks to use in thinking about that for themselves. So, I think at this point I am going to end these polls, and we can see that our No. 1 choice here for the first poll is, in fact, Facebook, and with high school-aged girls it looks like most people would go with Instagram, if you are really trying to drill down into that population. All right, thank you very much, folks.

And at this point, I'd like to just pause to see if there are any last lingering questions before we move on again. If there are any questions that people have, you can feel free to use the chat box or you can take yourself off mute and ask your question. I'll give it another 15 seconds or so.

OK, so I think we are OK for the moment. So, take it away again, Anne.

**[Anne]:** So, all right, we did these last two slides, so we've got three more. And I would like to see how many of you have used either YouTube, and/or Vimeo, and/or Vine in the past 30 days? I'm thinking not as many, but let's see.

OK, we've got a YouTube. What else do we get coming on?

All three, my goodness gracious. The chat box is quite busy. YouTube. YouTube. YouTube. YouTube and Vine. A lot of people here use YouTube.

Vimeo. Vimeo. Vine. We've got some artists in the group, I guess.

So, we'll talk about YouTube for just a minute here. It's a video-sharing platform, right? We all know that now, and in May of 20—it was launched in May of 2005—and it allows people to discover, to watch, to share, and learn new skills. YouTube provides a forum for people to connect, to inform, and inspire others. It can be a policy platform. It can be a way to promote a new product. It can be a way to advocate. It's a platform for visual content creation for the advertisers, large and small, and YouTube is actually a Google company. I don't know if you knew that.

Vimeo is a video-sharing platform launched in 2004, which is funny—you would think, OK, that's even older, so more people would be using it, but it's not. It's actually launched by filmmakers, and since then the platform has been used by artists in film and animation, music, and other works of art to share and promote their work. It differs largely from YouTube because its reputation of creativity and artistry.

And then last is Vine. It's a smartphone app—a smartphone app that allows members to film a series of six-second video clips that, again, are linked together into one six-second video or what we call a "Vine" and shared with other members. Members can follow a "Viner" and the number of followers of a Viner will appear on their page—they can see what the use is. Twenty-four percent of all teens use Vine, and in 2014, 20 percent of boys reported using Vine compared to 27 percent of girls. It's slightly more popular among older teens—the 15- to 17-year-olds—25 percent of them uses it. And then regarding race and ethnicity: 22 percent are white, 31 percent black, and 24 percent of Hispanics use it. As far as where they live, it tends to be higher in urban use. Urban teens: 27 percent of urban teens use it. So, it's got great use across the board.

And I just want to take one more quick peek here.

I'll use YouTube to watch movies on the TV. I would like to know how Jennifer used Vimeo. Maybe she can type that in there, or Brittany and Samantha also use Vimeo. That would be great to type that in the chat box, but we'll pause for a couple more minutes—possibly a question, if anybody has any, before we move on a little bit further.

Any questions or? We'll move this over to Deirdre.

**[Deirdre]:** I don't think that we've got any questions coming in folks.

I am curious if you have experimented with using any of these platforms for your health prevention/health promotion work, and if so, if you folks would offer a little bit about what you've done.

I see some people are typing.

I've personally not used any of the social media platforms for prevention-related work, but I can see a lot of applications, so I can imagine a project with use creating a video that could go on a variety of platforms as a way to sort of harness their (inaudible-skip), get their voice in.

Use a language and have sort of a text medium that they are interested in.

And so, I see that there are some folks who have some experiences—excuse me. Yes, Anna, you are right. You can use YouTube to upload an educational video.

Victoria has used YouTube to create a video in Fayette County, Kentucky, and released it as a way to create information about a meeting and a toolkit for community use.

I see Michele has used Facebook, but only with the coalition. If you would like to offer some details of how you've done that, Michele, that would be fantastic.

And I see Linda is sharing that she's seen YouTube used for media advocacy. They can present policy position on a New York City ordinance.

Hannah shares that she has used YouTube in her role—or the organization has to stream prevention videos in the front lobby.

Melissa is saying that they use PSAs on YouTube, and a variety of other people are reporting it.

So, there are ways that we are using this, and we are experimenting with it. With so many things that are new, it does take a certain amount of experimentation. I applaud all of you for doing that.

And I—at this point—I am going to move this back over to our—excuse me—our fine presenters, and, Xavier, you posted a really great question: So which of these platforms have the greatest outcome when moving a coalition forward?

That's a wonderful question. And I am not sure that we have an absolute answer for you, but thank you for posing questions that challenge us all to think about how do we deploy our resources really well.

So again, Anne, if you have any thoughts in particular related to Xavier's question, please feel free to reference those throughout the rest of the webinar in the chat box or in—Linda, if there is something that comes up for you when you go through this next section, please feel free to share it.

You all will have to forgive me; my voice has decided to not cooperate at the moment. So at this point, it seems very timely for me to turn this back over to Kim, who is going to talk a little bit about what does the research actually say about how you use social media within the Strategic Prevention Framework itself. Thank you.

**[Kim]:** Great, thanks, Deirdre, and I had to—I was focusing on the chat, and I just realized, “Oh, I'm up.”

So, what we see here on this slide are the results of a systematic literature review that looks at the ways in which social media has been used. And what's—I think—what's important to take away here is that we might consider using some of these or implementing some of these

activities when thinking about ways to integrate social media into our strategic planning process. And so, very quickly, I'll just run through some of what the systematic literature review found.

So as you can see here, social media is used to observe adolescent and use behavior. And, actually, the information I presented earlier in the webinar is an example of that, because we, you know, when we look at Facebook or Twitter, we monitor it, and we see who's on it, who's using it, what kinds of messaging they are sending through it. Of course, this raises certain ethical issues that we might as prevention practitioners—that you might want to address, because adolescents have actually indicated that they feel it's a little creepy when people are observing their behavior, especially their online behavior—so, just something to keep in mind.

Social media has also been used to recruit participants for research studies. Information has been placed on Facebook inviting people to participate in studies. Facebook, in particular, has also been used to locate research participants who were lost—who were initially lost to follow-up—but Facebook was—Facebook sites were helpful in locating those particular research participants.

As many of you have already mentioned, social media provides an opportunity for young people to exchange ideas. We can create online communities using some of these social media platforms, and through these online communities, we can actually share information and, you know, in particular, perhaps, modify some existing norms that exist about substance use.

And then, finally, social media is used to provide health information, and essentially it's used to raise awareness about certain public health issues. And I think of greatest interest to us, social media is used to raise awareness about problems related to increased substance use. The perhaps more ambitious social media efforts have focused on modifying behavior, and the results are—well, for substance abuse, there actually is no evidence that those kinds of strategies have actually been effective in modifying behavior, substance-using behaviors. However, I will add that that's primarily because many of the social media strategies have not been rigorously evaluated. It's actually very difficult to evaluate social media strategies.

And, you know, the evidence of the effectiveness of social media in promoting behavior change related to other health conditions is a bit mixed, and what we know there is that the

programs that are—or the social media programs that are most likely to work—are the ones that are formed by theory. So, this might include, like, social learning theory, theories about a transtheoretical theory of change, which looks at readiness to change and understands that there are different modifications for changing our behavior. So, again, those programs that are based on theory tend to produce more behavior change.

OK, another thing that we've learned from research is that there are different ways to engage those who are using these sites. So, in particular, I think we are talking about adolescents and young adults. And a study of social networking sites was conducted recently and centered activity on 60 Facebook and 40 Twitter profiles to determine the characteristics of successful engagement and interaction, and the top 10-range profiles had the attributes that you see here. They provided opportunities for individualized interaction with users. They encouraged interaction and conversation by posing questions, so two-way communications. They incorporated multimedia material and they also engaged celebrities or featured celebrities who are admired by their audience segments.

The other thing that I wanted to point out is that the top 10 profiles appeared to be part of long-term ventures, so they were part of organizations' overall communication strategies. They typically weren't one-time campaigns. So, this kind of comes back to some of the questions that were raised earlier about the capacity required to implement certain social media strategies to enhance our prevention efforts and the kind of capacity that is required to do that. And, actually, the research to date is suggesting that these often do require a lot of capacity, but what we should be thinking about, perhaps, is ways in which to sort of integrate social media activities in to our day-to-day operations, rather than developing for one-off campaigns.

So, that's it for me in terms of what the research says, and, Linda, I'll turn things over to you.

**[Linda]:** Thank you so much, Kim. So we are going to engage in a little bit more polling of—some watching with great fascination the great conversation in the chat box about different platforms to use and different methods of engagement. And it's really been fantastic discussion in the chat box. So, I really am excited about how folks are adding their voices to the things that they've tried, and giving, Xavier, some great ideas of things that they can do to outreach to groups and individuals that they want to include in their prevention and health promotion activities.

At this junction, we are going to sort of move into that application to the Strategic Prevention Framework and talk a little about how social media might support specific key tasks or activities within the five steps of the SPF.

So, we are starting out with, you know, obviously, Step 1, Assessment, and the key tasks that sort of go along with that include assessing population needs and resources. There is a great handout that's referenced on this across social media, and gives some examples of how various forms of social media and new media might be used within the Strategic Prevention Framework steps. It gives great resources, background, and ideas. But, I'd like to see a little bit more about your thoughts in terms of a poll—which will be brought up in just a second—things that you think might be good ways to use social media for key tasks related to assessment, such as looking at some behavioral patterns and gathering qualitative and quantitative data.

So, at this juncture let's go ahead and start doing some voting here in the polling pod, and also if you have specific ideas based on this great chat box discussion that I saw everywhere about particular social networking sites or video-sharing apps and whatnot. If you see anything that you think might be really great, why don't you pop out a chat box. I saw that great conversation happening earlier. So, let's give folks a minute or two, and then we will talk about what people thought in terms of the polling.

Let's talk a little bit about the chat box question in addition to the polling. It really was—social media sites that you think might be best to assess the needs of adults, young adults or teens, based on some of the presentation that we had today.

Fantastic. We'll give folks just another minute or so to go ahead and enter their votes in terms of how they might use social media, and then if folks want to answer in the chat box any particular social networking sites or video-sharing sites that they think are particularly powerful assessing the needs of adults, or young adults, and teens. I'm seeing in the poll about how folks might use social media in assessment.

It looks like folks are saying that they might use social media to track behavioral patterns by target audiences, gather information on recurring topics and themes expressed by the target audience, and some of the more qualitative collection, and even, you know, in some cases

find out where parties are being held. So, it looks like folks see lots of different uses for social media and assessment.

So, we should see a little bit more about what folks are saying in terms of any particular social networking sites that they think will be best suited. So, it looks like we are seeing Facebook and Twitter. Facebook, and Facebook again, so certainly Facebook seems to be a popular social networking site in terms of thinking about getting to young adults, and adults, and teens. Twitter is also coming up strong in that chat box mini poll, and it looks to people—just another couple of seconds. Oh, great.

So I am hearing Facebook, Twitter, Instagram—and Brittany is including that she hears Facebook has polls, but usually uses the SurveyMonkey® poll everywhere. Great point, Brittany. I think any time we are using a social networking site, we can use a poll that they might provide, but also anything with links to SurveyMonkey® or other types.

Guys, thanks so much for this great insight and conversation about how you might use social media in assessing the needs of your populations. Great.

So, let's talk about a couple of other examples that you might find in handout No. 3. There are a number of different social networking sites—or that are used by SAMHSA. For example, #NotBefore21, which uses Twitter chat, that looks at gathering more qualitative commentary and is hosted by a Latino social media group. There are other Facebook apps on SAMHSA that ask people to pledge to prevent substance abuse and promote mental health, so we really have a number of different ways in which we could use social media to assess needs. And, again, just getting back to what people are saying in that chat box: that when links can be embedded, it certainly can be helpful to getting maybe a little bit more about the qualitative piece, but also thinking about how to use, you know, trends and things of that nature—trending topics and Twitter to sort of get a sense of folks' thoughts about input into behavioral health-related issues.

So, these are all things that you can certainly think about being sort of on top of in terms of assessment and combining both that qualitative data in your assessment process, as well as the quantitative data. So, thanks for that great conversation.

Let's talk a little bit about Step 2, which is Capacity Building. We'll have another poll here, as

well, and we'll ask you to weigh in on a couple of things here. So, we are asking a pretty similar format of the question: How might you use social media for capacity building or engagement?

You have a number of different options: raising awareness or to increase readiness, recruiting for content expertise, building support for community initiatives, all of the above. And then, again, similarly, if folks have thoughts about any particular social networking or video-sharing sites that, for example, might be best suited to business leaders or young adults, please feel free to pop that into the chat box based on things that you might know from your experience or the presentation today.

And we will give folks just a few more minutes to pop things into the poll and into the chat box.

Great. So far, it looks like folks are saying that "all of the above" in terms of different ways you might use social media for capacity or engagement. So folks are saying, "Yeah, definitely use it for raising awareness."

We can use it to recruit for content expertise. We can build support for community initiatives. Great.

So, some of the very specific things that folks are putting in to the chat box include using Facebook, Instagram, and YouTube for young adults; and also YouTube, LinkedIn, and Facebook; but it sounds like the LinkedIn may be for some of the business leaders. Again, hearing some more Facebook and Instagram. Great.

And again, also you can send out invites over Facebook to find an expert in the area. Great. Great.

So, folks are really talking about Instagram for young adults and Facebook for adults, and LinkedIn. That's fantastic. I think you guys have some great ideas about ways that we can use social media to build capacity, raise awareness, and recruit additional experts into our work. That's fantastic.

I'll let folks just add a couple of more things, and then we will post the poll.

So, just to talk about a couple of other pieces of the capacity building—so really, the key tasks are, you know, sort of creating a plan to build human/financial/technical resources to increase community readiness, engagement of key stakeholders.

Just a couple of other examples that I think Clare is going to put in to the chat box, just to give other behavioral health examples of the way that social media and new media has been used to build capacity.

So, there's a corporate anti-stigma campaign that's being done by the Bipolar Foundation—the National Bipolar Foundation—and it's really kind of interesting, is a corporate anti-stigma campaign. And, essentially, what it's asking is for folks to join their organization and pledge to be good, clean community partners and to work on reducing stigma associated with bipolar disorder and other kinds of mental illness. And how powerful is that?

So, these are different ways that social media and new media have been used to build partnerships even with the business in the community outside of just substance abuse prevention. And folks talked a lot about the use of Facebook, and LinkedIn, and Instagram, to get maybe young adults and professionals. I noticed that a lot of folks had experience with Vimeo, which is known as a video-sharing site that is particularly renowned for its artistry and its creative capital there. So, it's another place that you might consider if you want to get sort of higher-end videos developed. You might want to recruit those young filmmakers and creativity from Vimeo, so there are lots of things that we could use social media to do to help in the capacity-building part of the work.

And again—and you guys are really being fantastic about identifying it—you really do want to go to the social networking site that's preferred by the audience that you're working with, particularly that you want to recruit more of, but really knowing those preferences of the audience.

Another component of this is just also building community. So, there's a particular site called wernative.org, which is a Twitter, and texting, and blogging site that connects folks with similar heritage. So, here's also another opportunity to use this to connect.

All right, so let's just move on to Step 3 in Planning. We don't have a specific poll intended for

this audience, but we can certainly talk a little bit about different ideas about media sites that you might use for public input into community prevention plans.

So, essentially, I talked a little bit earlier about the ability to use links. So, thinking about planning, any social networking site or application that allows you to embed a link can be used to help build input into planning.

Anne has shared that Maine seeks input into their substance abuse prevention and treatment block grant on their own website. So, they use a website which isn't social media, but new media kinds of technologies in order to solicit that kind of input.

Anybody else have other thoughts or suggestions about ways that you might use social media to engage communities in planning?

Folks, take a moment to type some things in.

Great, so Anne Rogers talks about LinkedIn.

There is some other typing going on. And there are other sorts of websites that use their network to do more individualized plans. So the Bipolar Wellness.com has resources to do individual wellness plans, so I am seeing a couple of things populate in our chat box. We see LinkedIn. We see in terms of Facebook and a local site called Upper Cumberland insider. So, you guys are looking at different ways of using some of your more local media to get that input. That's fantastic.

A few more folks are typing, so we'll grab a couple of more of these ideas from the chat box, and then we will move on to Step 4 to keep us on time today. LinkedIn and Twitter, great. OK, fantastic.

Let's move on to Step 4, in the interest of keeping on time. Let's talk a little bit about implementation. The key task here, again, can include an implementation or action plan. You can identify tasks and timelines for capacity building. There are a couple of examples that are included in the handout that might be relevant to the kinds of things we do in health promotion and substance abuse prevention. So one of them is talkaboutrx.org, or the National Council on Patient Information and Education, a patient safety coalition. They've got a wide

variety of different types of processes and strategies that are contained on their website. Again, its not really social media, but they do have a YouTube video and a Twitter page as well, so they are using multiple channels and platforms to cover this kind of information. It really is looking at different strategies to promote safer storage and safer use of prescription drugs.

Great. So, just a quick question, if anybody else has had experience with any kinds of use of social media around implementation of an action plan, implementation of actual evidence based practices, policies, or programs in any of the social media that they might have encountered or used themselves. If that's the case, feel free to please pop that into the chat box and we'll share it with your colleagues. Great.

And again, Clare will also put in the chat box the [talkaboutrx.org](http://talkaboutrx.org) link as well. Great.

So, let's just go ahead and move on to Step 5, Evaluation and Monitoring, and talk a little bit about some of the ways that social media might support—my apologies—talk a little bit about the ways that evaluation and monitoring might be supported by the use of social media strategies. So, you know a number of different things are included in this particular step. It's a collection, analysis, and reporting of process and outcome evaluation data. There are a number of different ways of looking at social media as a way to obtain that. You can certainly look at things such as Google analytics and other analytics associated with Facebook. You can look at “likes” and “shares,” or followers on different social media—social networking sites—so you can you know how many people are following a particular site on Twitter, “likes” and “shares” in Facebook. There is number of different analytics that are built into how we might track who's seeing the message, who's sharing the message, so those are things that we could do in terms of sort of process evaluation.

I want to share a little bit of a quick Rhode Island experience here. We had a number of community coalitions that were funded to implement evidence-based practices for marijuana use, and so our state evaluation team wanted to really test the utility of social media and track, you know, the extent to which folks were seeing those social norming/social marketing campaigns. We did a little study that looked at a variety of different social networking sites and the use of QR codes. So they looked at Facebook and Twitter. They looked at these two particular social networking sites and applications across both rural and urban communities. Of course, these are somewhat geographically linked: What might be rural for Rhode Island

might not be rural for other people, and what might be urban for Rhode Island might not be very urban for other people, but they really did look at how these high school students were accessing the information. They looked at information related to, you know, how well people respond to Facebook and Twitter, and these QR codes, and then even some combinations of the two.

So, this was one experience in terms of how that kind of evaluation might be facilitated by the use of social media. And, essentially, what they did is they printed up brightly colored cards with a QR code. And they had in one of the rural communities really high rates of response for the QR code. So, as an incentive, they used an iPad Air. As the people responded to these particular social media sites and the QR codes, people would be entered to win one. So, here's an example of ways evaluation and monitoring might be conducted in terms of use of social media.

So, just pause for a second, and see if there's any experience that you guys have had in terms of how you might have used social media for evaluation and monitoring, and then we will move us into the closing pieces and additional questions.

All right, there is one more poll that we would like to include here. So we wanted to ask a little bit about what kind of social media you might use to support evaluation and monitoring. So, feel free to pop into that chat box and check message testing; process data collection; distributing a survey; A and C only, meaning messaging testing and distributing a survey; or all of the above. So, feel free to answer those questions in the chat box and—I'm sorry, the poll.

And then as a chat box question, which asks a little bit more about the kinds of social media or video-sharing sites you think would be best if you were trying to collect data on the social norms campaign and implement it in the local high school. So which social media or video-sharing sites would be best to reach a population of high school students and to measure their social—their reach of social norms campaign?

OK, we will be wrapping up in just a minute.

Fantastic. So far, it's looking like folks like "A and C." That's in terms of messaging testing and distributing a survey. And some people said "all of the above," and I can see where there can be applications for "all of the above" where you can do messaging testing; process data

collection; distributing a survey; “A and C,” meaning the messaging and distributing. Great.

We definitely want to get to the chat—the chat box. So, folks are saying that Instagram, and Vine, and Pinterest might be great ways to get to the reach of the social norms campaign. Instagram and Twitter. Instagram is definitely the big winner here. Instagram, Twitter, and Vine. That’s fantastic. These are all things that we know from the research—particularly Instagram and Vine are for sure those preferred media for high school and adolescents, and particularly girls. They are a good way to get the girls, and boys certainly with Vine, in particular.

So, thank you, guys, for participating in the polls and in the chat box. It’s been a really rich discussion. I am going to pass it back to Deirdre at this point to kind of finalize some of our webinar today. Deirdre, to you.

**[Deirdre]:** All right—and before we actually wrap up there are just a few points about some of the crosscutting principles with—I’d like to underscore that social media, it can be a sustainable tool to use, but like anything, it needs to be in context, right? That the whole point of social media is that there is an ongoing dialogue of relationships, so in order for it to work and to be able to maintain the level of efficacy that we are hoping to achieve with it, we do have to have some dedicated human resources put to it. So, finding creative ways to do that is important. It’s also important to be able to evolve over time as the various platforms evolve over time and audience uses also change over time.

Secondly, there are points to draw related to cultural competency: that using social media can be an avenue to access populations you might not otherwise normally be able to access, such as English-speaking Latinos or African-Americans. These are things to bear in mind as we continue to move forward. As you said, today was an introduction, and there’s a growing body of research, as well as a growing body of best practices about how to use social media. In many ways, if we think about social media as one branch of a larger comprehensive approach, then that’s the best way to use it: and that’s to be very mindful around what is the evidence suggesting, and what does that mean for the reality that I am in, whether it relates to specific steps of the Strategic Prevention Framework, the realistic amount of resources I have available, or my organization has available to put towards this, or which audience I need to be reaching. So, while I am saying “or,” these are specific points that we need to be considering as we make good decisions about using social media.

I want to thank everybody for your time—your participating today—and we would like to just offer another minute or so here if there are any other questions that come up to try to answer those.

I did see one from Anne, “Will this webinar be available offline? I would like to share this with other members of my coalition.”

Well, this will be available as a recording so that you will be able to share some of the content. I would also recommend sharing the resources available for download today: the resource tip sheet, the PowerPoint slides are there. The primer that goes over the nuts and bolts/basics of social media, as well as the crosswalk that has been developed that points out how you can specifically use social media with each of these steps.

We hope that those will be useful resources, and Lourdes has also noted that you will receive a link to the recording in just a few days.

We’re again—we are really thrilled that you were able to be with us today, because this is a new and emerging area. We hope that today’s webinar is the first of a variety of other webinars or other resources that we are able here at the CAPT to share with you all in the various states and territories, jurisdictions, and tribes that we serve.

So, thank you so much for inspiring us to tackle this topic. Thank you very much for being present and offering your input today. And the last request that we have of you today is to please feel free to contact us and to fill out our evaluation. We do use this information to refine what we are offering and how we offer it. All you need to do is click this link, which is a live link. It will bring you directly to a short SurveyMonkey® survey—and by short, I mean this should take you three minutes at the most or so.

Again, thank you very much for your time. We will be in touch, and good luck with your experimentation with social media.

+++ END OF WEBINAR +++