Using a Sleep Promotion Campaign Case Study to Demonstrate an Effective Partnership Between Student, Faculty, and Health Promotion Practitioner

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Agenda

- Introductions; our individual perspectives
- Collaboration
  - Why collaboration is difficult
  - What’s in it for me?
- Case study: Sleep promotion project
- Tips & ideas for collaboration on your campus
People collaborate when the job they face is too big, is too urgent, or requires too much knowledge for one person or group to do alone. Marshalling what we know about learning and applying it to the education of our students is just such a job. This report makes the case that only when everyone on campus -- particularly academic affairs and student affairs staff -- shares the responsibility for student learning will we be able to make significant progress in improving it.

Powerful Partnerships, Preamble (American Association for Higher Education et al, 1998)
Why collaboration is difficult

- “Paradox of collaboration”
- Large, stable institutions ≠ nimble
- Division between student affairs & academics
What’s in it for me?
Faculty

- Improvisation guided by available material and personal interests and contacts.

-Paul Lazarsfeld, describing his research policy
Student

- Resume building
- Portfolio building
- Student learning requires a “compelling situation” (Joint Task Force on Student Learning)
Health Promotion Practitioner

- Resource sharing/saving
- Contributions to the field

- We are called on to collaborate from various guiding documents:
  - Standards of Practice for Health Promotion in Higher Education
  - Joint Task Force Report on Student Learning
Case Study: Sleep Promotion Campaign
Background

- College students are among the most sleep-deprived age groups
- Lack of sleep can lead to decreases in:
  - Physical & mental health
  - Social functioning
  - Productivity, memory
- Chronic sleep problems correlated with increased stimulant, drug, and alcohol use
- Clear link to academic performance
Number of days in the last week you felt rested when you woke

Source: National College Health Assessment, Institutional Report, UT-Austin, Fall 2012
# Sleepiness during daytime activities

<table>
<thead>
<tr>
<th>Problem Level</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>No problem at all</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>A little problem (avg=43.8%)</td>
<td>48%</td>
<td>41%</td>
</tr>
<tr>
<td>More than a little problem (avg=28.1%)</td>
<td>29%</td>
<td>28%</td>
</tr>
<tr>
<td>A big problem (avg=14.5%)</td>
<td>11%</td>
<td>17%</td>
</tr>
<tr>
<td>A very big problem (avg=6.2%)</td>
<td>5%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Source: National College Health Assessment, Institutional Report, UT-Austin, Fall 2012
### Average bedtime

- **Afternoon**: 4.12%
- **9-10pm**: 1.03%
- **10-11pm**: 1.55%
- **11pm-12am**: 10.31%
- **12am-1am**: 19.59%
- **1am-2am**: 25.77%
- **2am-3am**: 25.77%
- **3am-4am**: 24.23%
- **4am-5am**: 1.55%
- **5am-6am**: 2.06%

### Average wake time

- **4.5am**: 0.52%
- **5.5am**: 0.52%
- **6-7am**: 3.14%
- **7-8am**: 10.99%
- **8-9am**: 32.98%
- **9-10am**: 27.23%
- **10-11am**: 17.80%
- **11am-12pm**: 4.71%
- **afternoon**: 2.09%

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**University Health Services**

healthyhorns.utexas.edu
Barriers to Sleep

① Schoolwork
② Stress/Worry
③ Noise
Theory: Health Belief Model
Theory: Elaboration Likelihood Model

Implied Motion

- Still imagery has the ability to display dynamically posed subjects, conveying the motion that occurred before and after the image or implied motion.
- Implied motion imagery elicits stronger activation of the brain region (MT/MST) associated with this visual analysis.
- Mental representations of the imagery “unfreeze” the motion in the mind. This increased mental activity may correlate with higher elaboration.

Campaign Development

Boost PRODUCTIVITY

A NAP of just 20 little minutes has heroic benefits:
INCREASED ALERTNESS
HIGHER ENERGY LEVELS
DECREASED MOODINESS

Even with every minute of her day planned, this detailed donor makes a scene for a nap of epic importance.

To get more SLEEP TIPS and check out our NAP MAP, visit healthyhorns.utexas.edu

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University Health Services
Hypotheses

- H1: Health promotion messages that depict an in-motion spokes-character will engage more critical evaluation of the health information than those depicting static spokes-characters.

- H2: Health promotion messages that depict an in-motion spokes-character will result in stronger positive attitudes, beliefs, and intentions regarding sleep and napping than those depicting static spokes-characters.
Research Questions

- RQ1: Are superhero spokes-characters an appropriate storytelling and persuasive tool for college audiences?

- RQ2: Does promotion of naps through a superhero health campaign increase perceived benefits, decrease perceived barriers, or increase behavioral intentions for improving sleep habits?
Methods

- Participants were recruited from the Department of Advertising and Public Relations participant pool and given access to an online questionnaire.

- Ages ranged from 17 to 28 years (Mean = 19), with a majority of female participants (72%).

- Participants were exposed to statically posed messages, messages with implied motion, or no messages for a control group.
Measures

- Sleep Quality
- Message Sensitivity
- Advertisement Validity
- Nostalgia
- Spokes-Character/Product Relevancy
- Expertise, Trustworthiness, and Attractiveness
- Perceived Benefits and Barriers
- Behavioral Intentions
Results: H1 and H2

- H1: Viewers had significantly higher elaboration for the static versus the implied motion superhero spokes-character health messages.

- H2: Respondents had significantly stronger attitudes for the static versus the implied motion superhero spokes-character health messages. No significant difference was found for beliefs or intentions.
Results: RQ1 and RQ2

- RQ1: Elaboration and advertisement validity were higher when viewing female versus male spokes-characters.
  - Trustworthiness was the highest rated character attribute for both female and male spokes-characters.

- RQ2: Exposure to a message increased the perceived barrier of being seen while napping in public.
  - General sleep intentions were higher than nap specific intentions for all participants.
Discussion

- Implied motion definitely did not have the predicted impact on elaboration
- Static characters were a better fit for the sleep health promotion messages.
- Targeting general sleep habits instead of napping may be a beneficial message strategy.
Discussion

- A health promotion message/image that is more congruent with implied motion may give different results, as sleep is a behavior that is not associated with action.

- Further investigation is needed to determine if illustrations activate the brain as photographs do.

- The student sample used, while applicable as the target audience, should be expanded to include a more representative sample.
Discussion

- Data gathered in our study corroborates campus-wide survey
- Descriptive statistics gives us a better picture of the problem, especially barriers
- Data provides future messaging insights
- More than just a communication challenge
- Healthyhorns Nap Map (cue to action)
A nap of just 20 little minutes has heroic benefits:

- Increased alertness
- Higher energy levels
- Decreased moodiness

Get more sleep tips and check out the NAP MAP at healthyhorns.utexas.edu
TAKE A NAP ANYWHERE

Stealthy Sleeper sneaks in 20-minute NAPS to STAY FOCUSED and ENERGIZED. You can do it anywhere! Check out the Healthyhorns Nap Map!

Get more SLEEP TIPS at healthyhorns.utexas.edu

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Healthyhorns Nap Map

The best spots on campus as voted by UT students! Experts recommend getting 7 to 9 hours of sleep every night but sometimes your schedule may not allow you to get a full night's sleep. Napping can help make up for lost sleep and improve your cognitive function, mood, and memory.

Use this map to locate your optimal napping spot. Click on each location for photos and more details. Click on "more" to see the street view of the building. Remember to use caution when picking a nap spot and always keep your belongings with you.

Student Services Building (SSB)
Comfy couches and chairs on the first, second, and third floors. Stop by the Forty Acres Pharmacy after your snooze for some hydration and a protein-packed snack.

The Turtle Pond
Positive Outcomes

Expanding Capacity / Intangibles

- Melds the interests and needs of faculty, graduate students, and health promotion practitioners
- Success lies in the collaboration → expanded capacities and perspectives
- Establish networks

Tangible Products

- Wealth of data, materials for immediate utilization
- Articles, presentations
- Increased opportunities for funding
Negative/Neutral Outcomes… *Realities*

**Negative**
- Partnerships don’t always turn out so well
- We move at different speeds → frustration?

**Neutral**
- Using information from rejected hypotheses
- “Third sphere” requirement for faculty
Ideas for Collaboration
Ideas for Engaging Faculty

- Subject matter experts vs. functional experts
- Opportunities to conduct research where students are a valid and relevant sample
- Great partners for class projects that students can engage with
- Academic speed dating
  - Targeting junior faculty
Academic Partnership Opportunities

- 1-day “crash exercise”
- Semester-long projects on a current topic
- Long-term research with graduate students
- Focus group/feedback sessions
“Crash Exercise”

- Extremely short exercise (2-3 hours to 1-day) where students are given an assignment and present proposed solutions

- Campus health promotion projects are an ideal fit – ample opportunities for primary research and students are the eventual target audience of proposed interventions
“Take the Stairs” Initiative

- Kinesiology faculty
- HR Faculty/Staff wellness coordinator
- Advertising graduate students
- Health promotion staff

- Testing messages, images in a variety of campus buildings
ID Swipers

- Health Education faculty
- Student Judicial Services staff
- Health Promotion staff

- Working with community bar owners to use ID swipers as a high-risk drinking prevention measure; research component
Questions?

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