The Science of the Positive™: A Framework for Improving Health and Safety Cultures

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Presentation Goal

➢ **Examine one approach to transforming individual and collective cultures.**
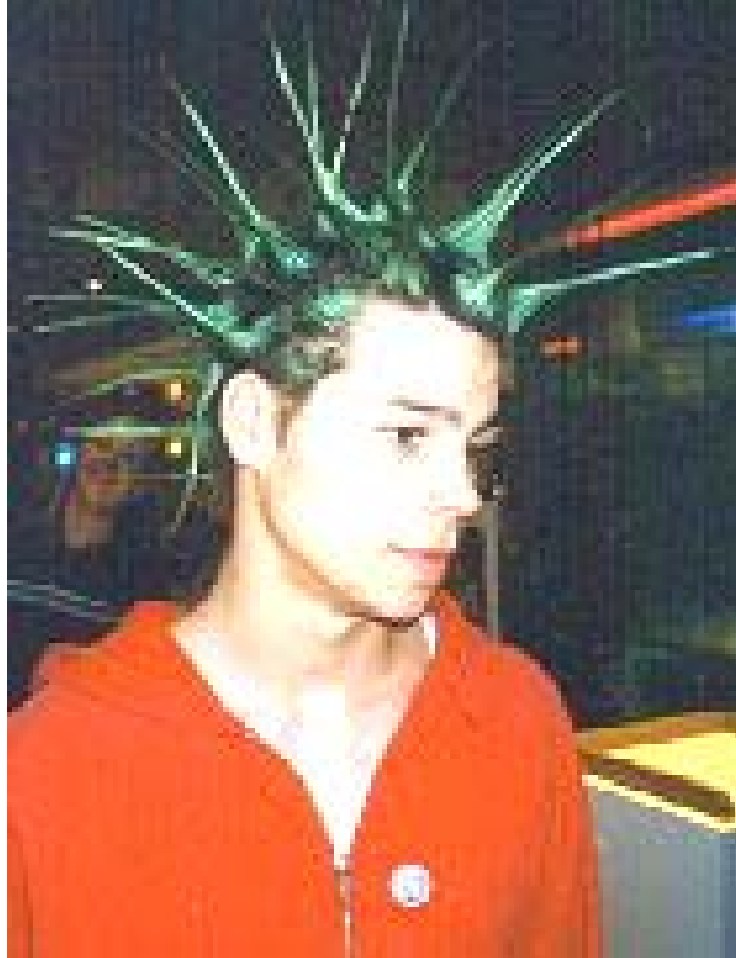
Why Safety Culture?

Are you getting the results that you want?

To change your results, you must change your paradigm.

Are we busy or are we effective?

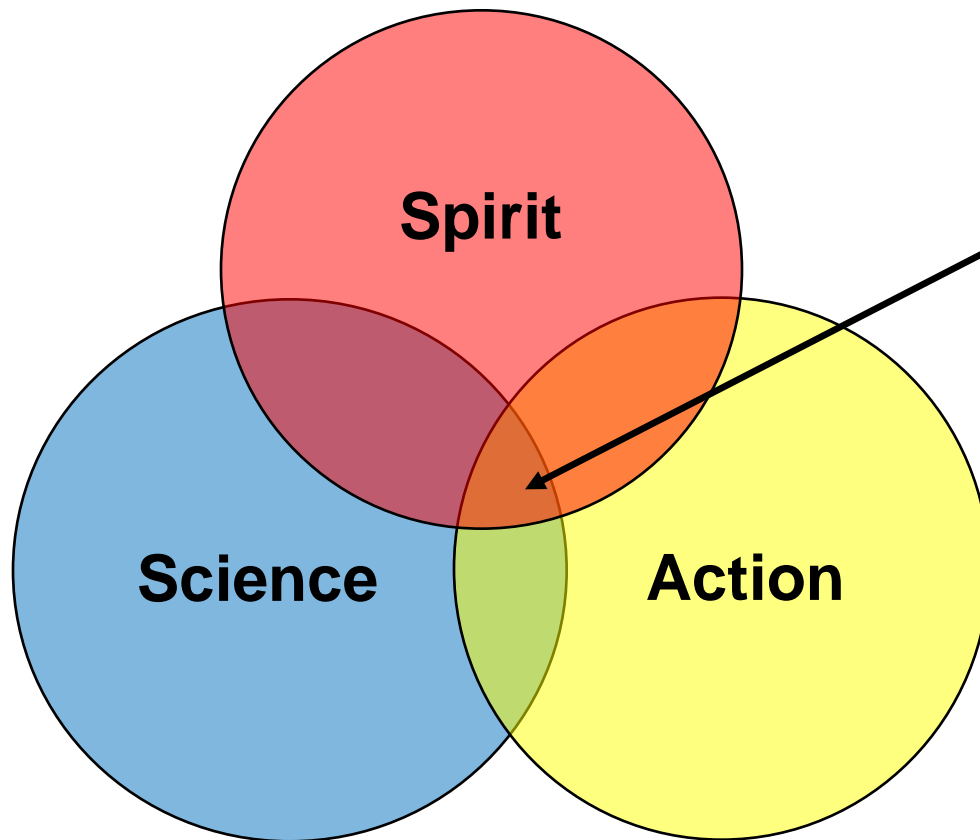# "That is not who we are…"

Deficit Models

I'm okay, you're at risk!

What is the Central Assumption of the Science of the Positive?

"The POSTIVE is REAL"

Science of the Positive™

A framework for improving community health

Spirit

Science

Action

Synergy

- Mission / Goals

- Logic Models

- Media Messages

- Programs

- Public Conversations

- Cultures

Core Concepts

Spirit

    - meaning, essence, values

Science

    - understanding, investigating

Action

    - behaviors, practices, habits

Safety Culture Leaders Focus on Change and Transformation

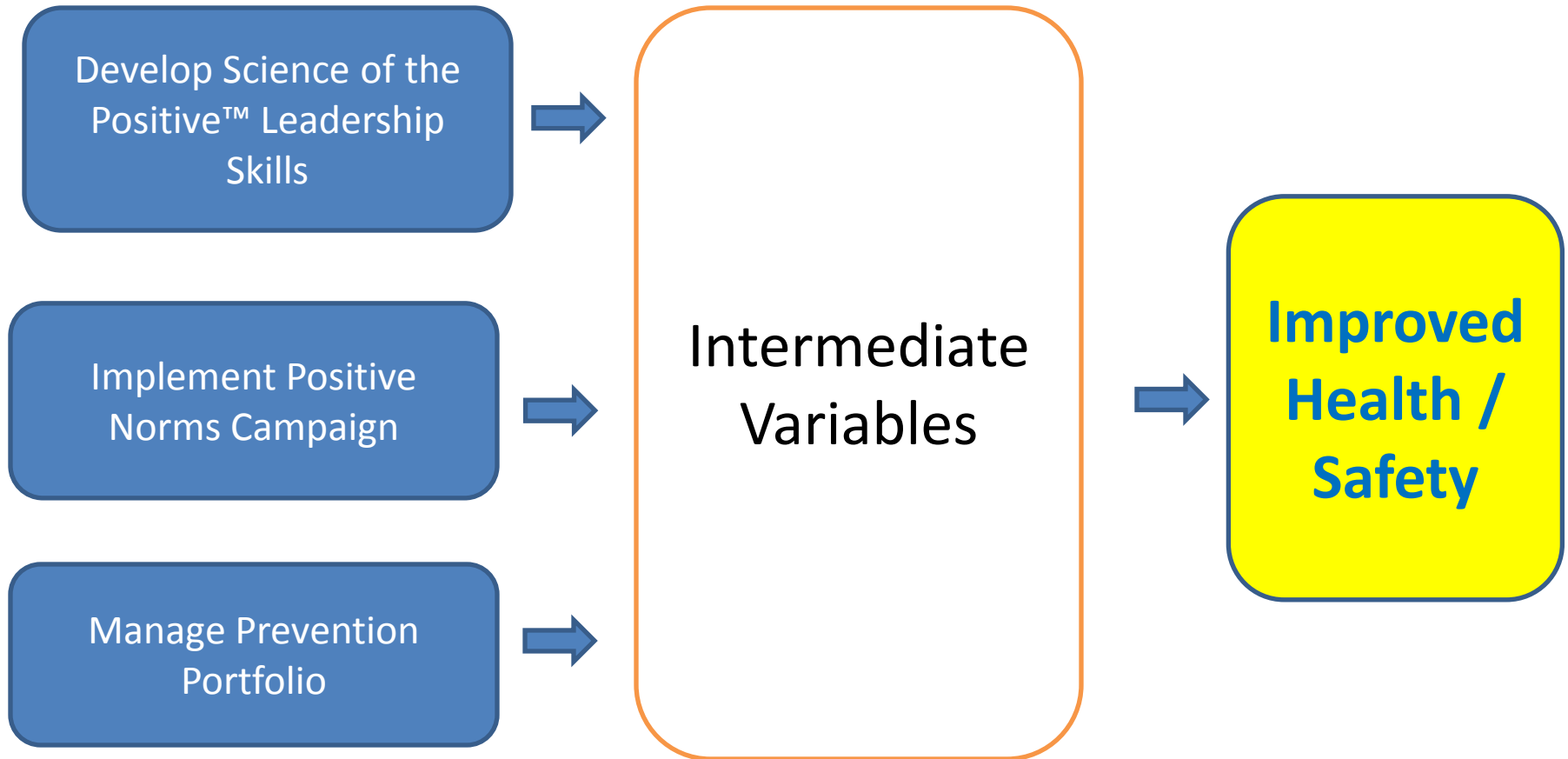| **Change**	**Transformation**
▪ Temporary	▪ Lasting
▪ Surface level	▪ Deep core
▪ Combines same elements-new formats	▪ New elements, synergistic reactions
▪ More common	▪ More rare
▪ Easier to measure	▪ Difficult to measure
▪ Linear & stages	▪ Quantum leaps
▪ Current paradigm	▪ Paradox & shifts

What is prevention?

Prevention is proactively fostering and sustaining positive cultures.

Social Ecology

PCN Logic Model

Develop Science of the Positive™ Leadership Skills

→

Implement Positive Norms Campaign

→

Intermediate Variables

→

Improved Health / Safety

Manage Prevention Portfolio

→
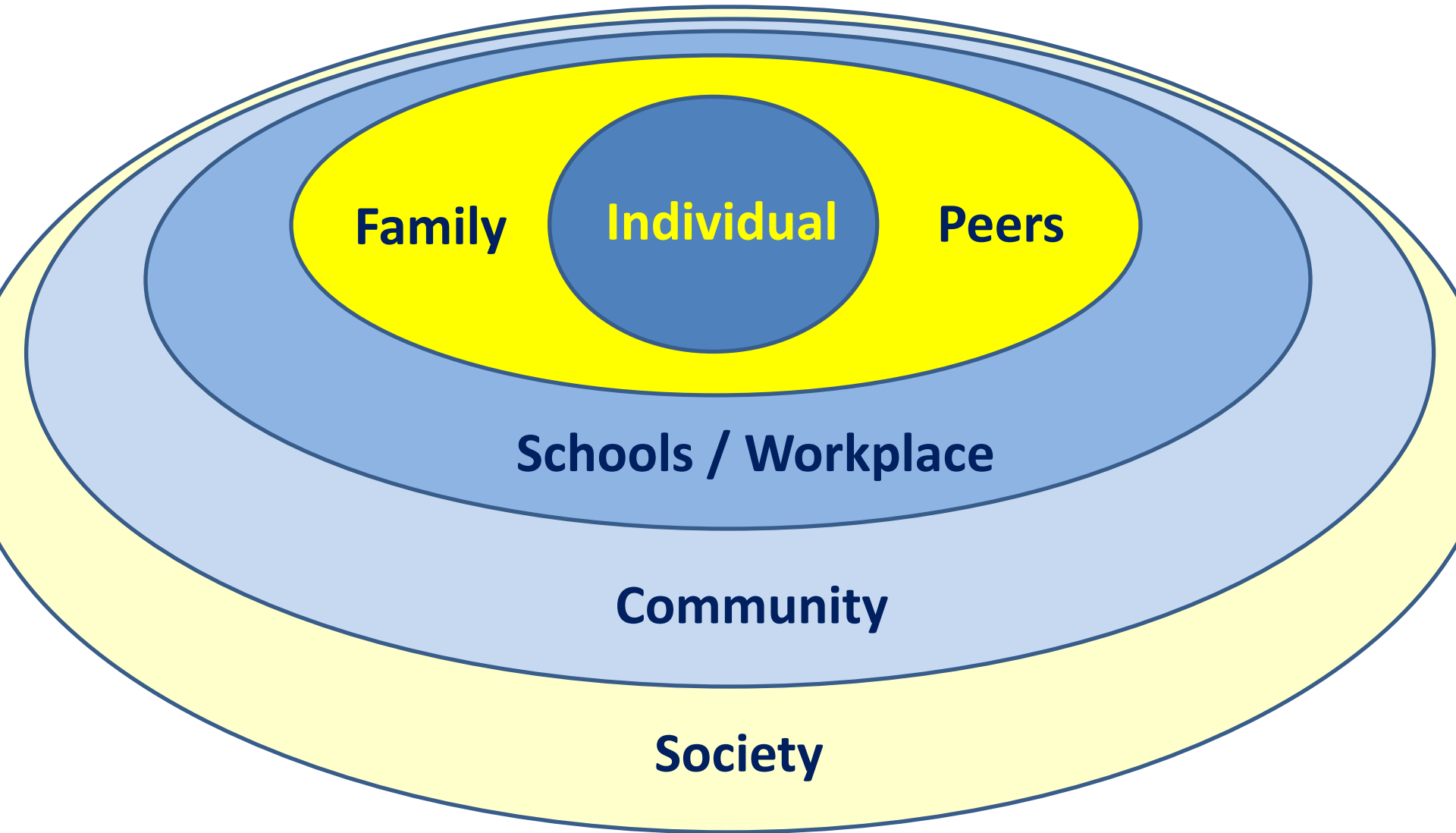
Implemented across the social ecology

Social Norms Theory

The Norm

The actual behavior or attitude of the majority of a population; what **most people** do or believe.

"How often do you smoke?"

The GAP

The Perceived Norm

The perceived behavior or perceived attitude of most people; what we think **most people** do or believe.
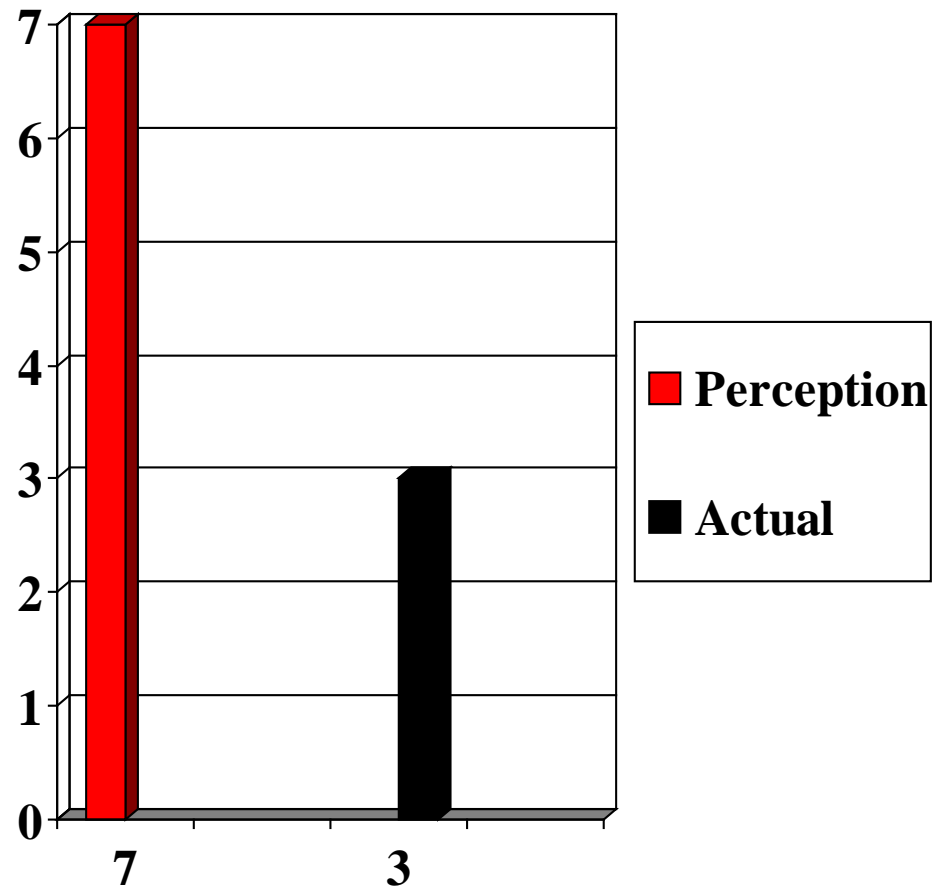
"How often do most students in your school smoke?"

Actual Norms and Perceptions
Montana Young Adults

Number of drinks consumed on average per occasion, 18 – 24 year old males.

(Linkenbach & Perkins - 1999)

Using PCN to Frame Data

Traditional Frame	MN
Senior males who sometimes or never wore a seat belt when riding in a car driven by someone else	25%

Positive Community Norms Frame	MN
Senior males who often or always wore a seat belt when riding in a car driven by someone else	75%

Source: MN Student Survey, 2007.

9 out of 10 Career Prep students DISAPPROVE of friends driving after drinking alcohol.

Nizhoni

Career Prep High School Survey, March 2008, San Juan County Partnership, n=122.

Photo by R.W. John

MOST of us®

OHKA Video

Positive Community Norms Health and Safety Culture Research

Center for the Study of Health and Safety Cultures

"Safety Culture" builds on two traditional definitions of culture—

"b: the customary beliefs, social norms, and material traits of a racial, religious, or social group; also *"c: the set of shared attitudes, values, goals and practices that characterize an institution or organizati*on" (Merriam-Webster On-line Dictionary)

> **"Safety Culture"** is defined *empirically* — "The set of **contributing cultural factors** that, in a selected community, organization, institution, or social system, **mediate** (are correlated statistically with) representative indicators of health and safety behavior and status"

National Summit for Rural Traffic Safety Culture 2010

PCN Empirical Example

Teen Seat Belt Usage

National Summit for Rural Traffic Safety Culture 2010
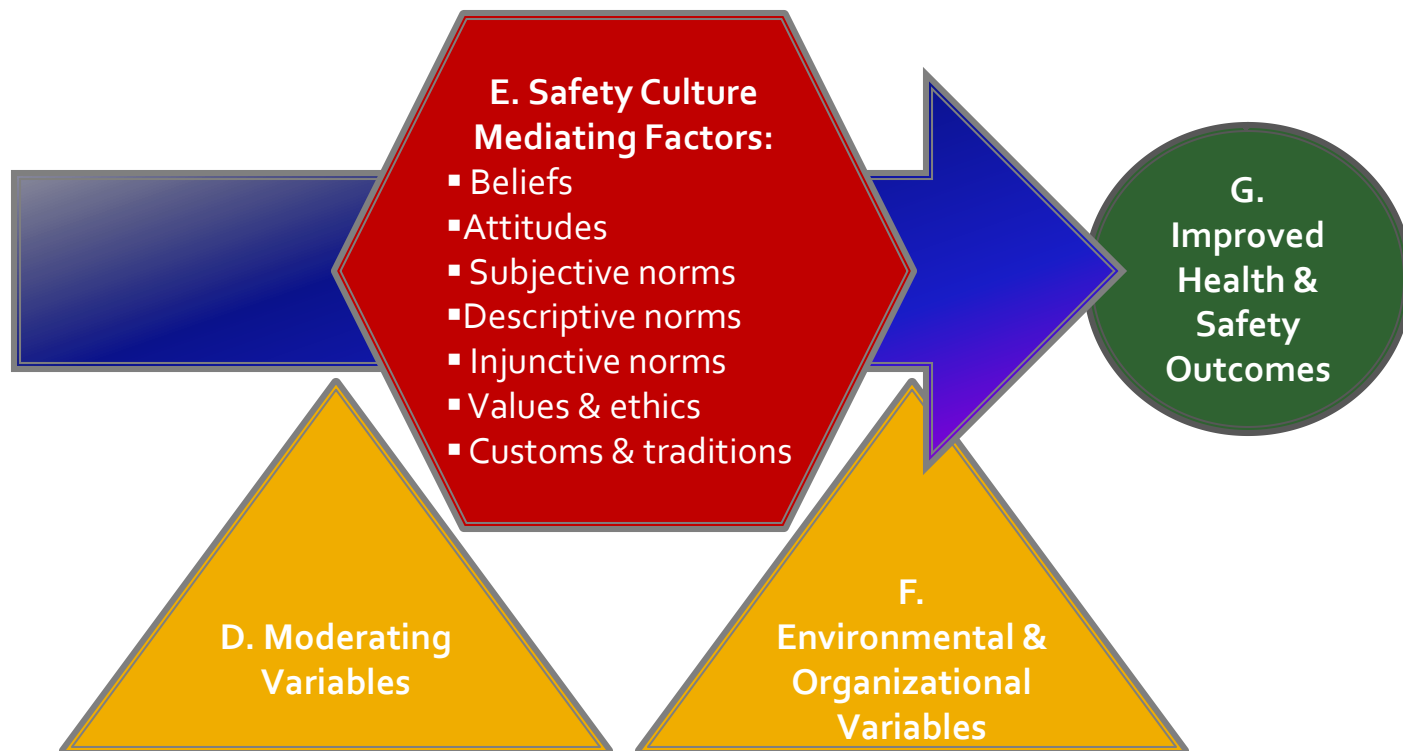
PCN Empirical Example

E. Safety Culture Mediating Factors:
- Beliefs
- Attitudes
- Subjective norms
- Descriptive norms
- Injunctive norms
- Values & ethics
- Customs & traditions

G. Improved Health & Safety Outcomes

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G. Improved Health & Safety Outcomes

D. Moderating Variables

F. Environmental & Organizational Variables

PCN Empirical Example

A. Leadership in Organizations, Systems, & Communities

B. Interventions with Positive Norms

C. Strategic Portfolio Management

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Arizona High School Safety Culture Study

➢ **Study Purpose:** Explore population-level methods to modify youth-specific factors in the safety culture contributing to seatbelt use, Funded by NHSTA

➢ **Research Design:** Two Most of Us® "intervention" high schools and 2 "comparison" schools, 15-month (2006-2008), school-based comprehensive social norms media campaign, baseline and follow-up surveys administered, pre-post intervention seat belt use observed

➢ **Student Subjects:** Tucson, Arizona. 3,344, 9th – 12th-grade students, 893 licensed drivers

PCN Empirical Example: Variables Mediating Seat Belt Use
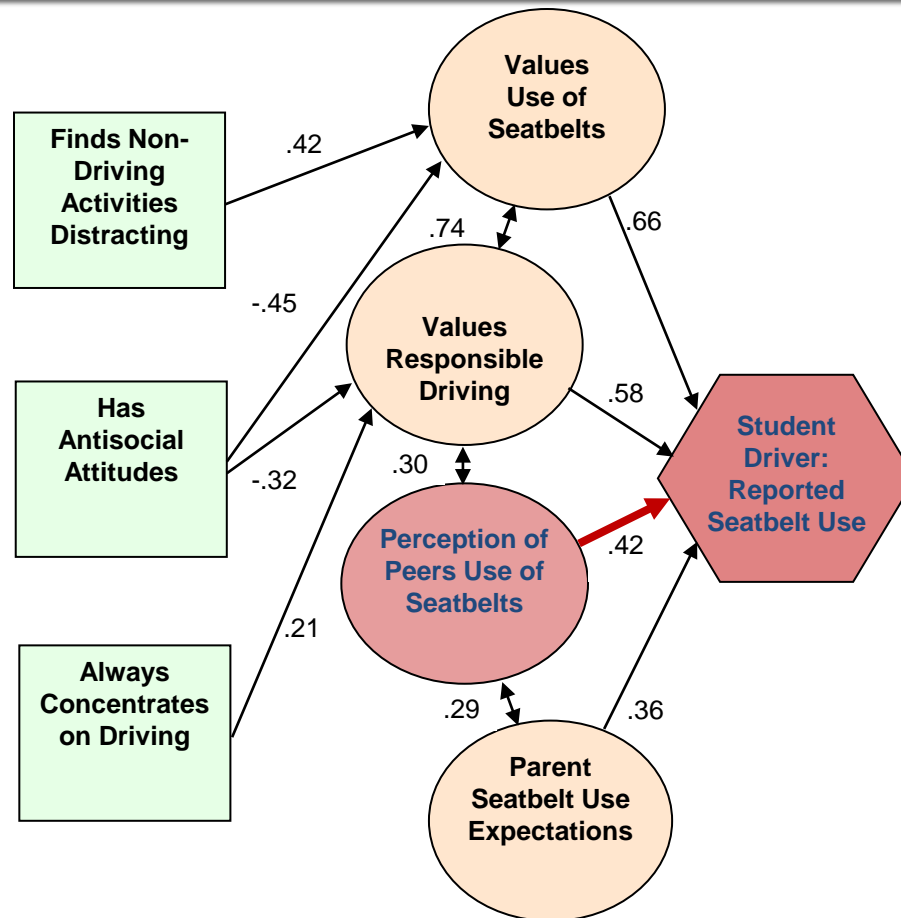
Ironwood Ridge Survey Shows:

MOST of Us value responsible driving and wear seatbelts.

2/3 of us think cell phones are distracting while driving.

Safety Culture Study Results

➢**Accurate, Positive Social Norms:** Students in the intervention schools increased the accuracy of their perception of the true norm in the population (peer seat belt use) 21% to 36% ($p < .001$)

➢ **Seat Belt Use:** Students in the intervention schools did not report that they used seat belts more following the campaign than did students in the comparison schools. Independent observation showed a change slightly favoring the intervention schools ($p < .16$)
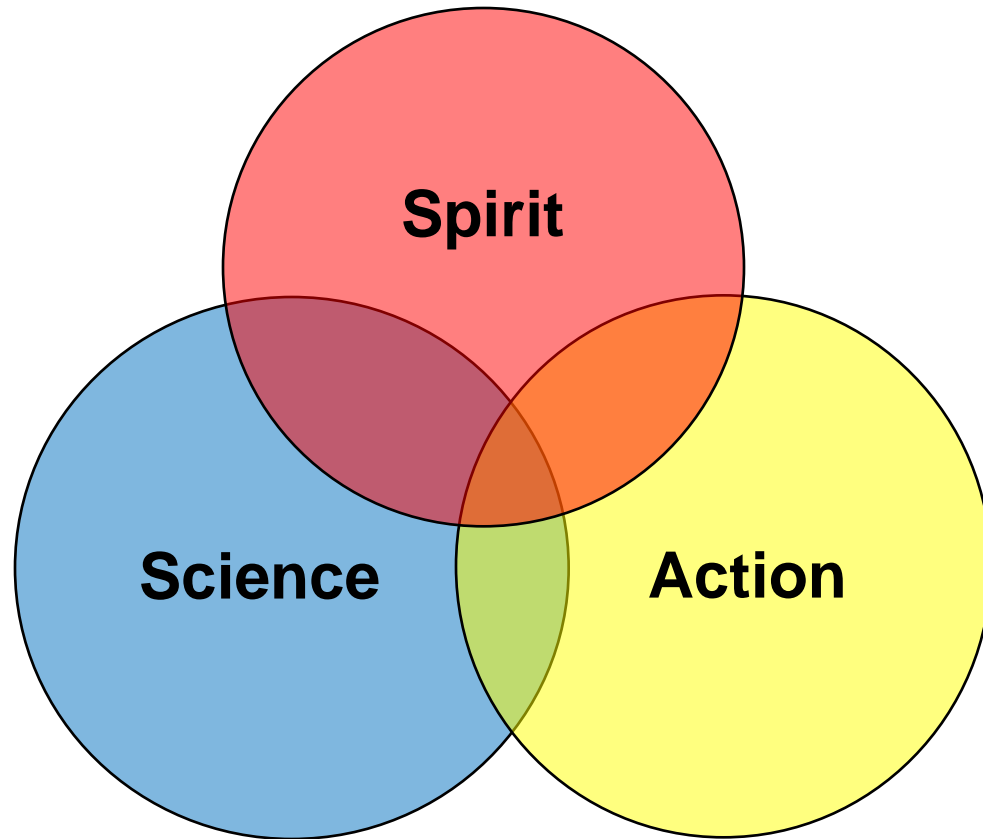
Science of the Positive™

A framework for improving community health

The solutions are in the community.

"*If you are here to help me, then you are wasting your time; but if you have come because your liberation is tied up in mine, then let us begin.*"

Lila Watson, Australian Aborigine

Questions and Discussion