



Canadian Centre
on Substance Use
and Addiction

Centre canadien sur
les dépendances et
l'usage de substances

PEP – MA
Partenariat en
éducation postsecondaire
Méfaits de l'alcool



PEP – AH
Postsecondary
Education Partnership
Alcohol Harms

CPADS Toolkit for PEP-AH Members—Worksheets

CPADS Data Planning Worksheet

Purpose of This Worksheet

This worksheet aims to help your team plan participation in the Canadian Postsecondary Education Alcohol and Drug use Survey (CPADS) and decide how you will use and share the data. We suggest writing out your answers together as a team and saving them for later reference.

SMART Goals for CPADS Data

SMART goals stand for Specific, Measurable, Attainable, Realistic and Time-bound goals. Setting SMART goals with your team is one way to ensure that the survey process goes smoothly, and that your team is prepared to share and use survey results once they are available for your campus. SMART goals to consider are related to:

- Getting approval and making connections on campus to participate in CPADS;
- Engaging with important stakeholders on campus to discuss CPADS and how data can be shared to reinforce planned campus education initiatives;
- Using CPADS data to plan specific initiatives, policies and practices on campus; and
- Evaluating initiatives on campus using CPADS data.

Space has been provided below to write out four CPADS data goals with your team. Review all materials provided by Health Canada about CPADS, including the survey and sample reports to better understand potential goals for CPADS data. We suggest revisiting the goals throughout the planning process to ensure that next actions are captured and that you can adjust plans to achieve your team goals.

Example SMART goal: Use CPADS data as part of campaign to increase awareness of [Canada's Low-Risk Alcohol Drinking Guidelines](#) among undergraduate students by Sept. 2021.



CPADS Data: Goal 1

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CPADS Data: Goal 2

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CPADS Data: Goal 3

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CPADS Data: Goal 4

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SWOT Analysis

SWOT stands for Strengths, Weaknesses (internal, may be controlled), Opportunities and Threats (external, may be outside of your control). A SWOT analysis is a useful exercise for your team to identify the facilitators and barriers to achieving the goals for CPADS data described above. For each area, we pose a few questions for your group to consider about your institution, team and the CPADS.

Strengths

- What strengths does your team possess to achieve your goals for CPADS data on your campus?
- What other groups on campus can help your team to achieve your goals for the CPADS?
- What does your institution already do well that can be leveraged to achieve your goals?

Example strength: A PEP-AH student leader has been designated for the campus.

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Weaknesses

- What limits your team's ability to achieve your planned CPADS data goals?
- What are the weaknesses between groups (communication, coordination) on campus that might detract from achieving your goals?
- What weaknesses at your institution might interfere with achieving your goals?

Example weakness: Lack of funding to develop printed educational material.

Opportunities

- Based on the above strengths, what opportunities exist on your campus that can help to achieve your planned CPADS data goals?
- What other work or priorities on campus create opportunities to achieve your planned goals?

Example opportunity: PEP-AH student leader can collaborate with faculty and student leaders to incorporate [Canada's Low-Risk Alcohol Drinking Guidelines](#) educational material in orientation week activities.

Threats

- Based on the identified weaknesses, how can you anticipate obstacles related to buy-in, planning and using the results of the CPADS?
- How might other work or priorities on campus interfere with achieving your goals?

Example threats: Survey fatigue, turnover of student leaders and staff, can be addressed by planning the CPADS far in advance to ensure it is prioritized and resources are allocated from various departments as needed.

To address lack of funding for educational material, cost-effective options to disseminate key messages on social media platforms can be developed.

Given your campus SWOT profile, consider how you can plan your next steps to ensure that your team achieves the goals you have set for obtaining and using CPADS data on your campus.



CPADS Data, Knowledge Products and Events Planning

CPADS data can be used by key audiences such as students, student leaders, health promotion staff, campus services staff and administrators to help them make decisions about their own behaviours, campus initiatives or campus-wide approaches to reducing harms. On the basis of your team's SMART goals for CPADS data, consider which audiences are interested, knowledgeable, open to CPADS data, connected to important stakeholder groups, credible, willing to learn from and use CPADS data, and available to interact with your team throughout the planning and follow-up stages for CPADS on your campus.¹

Key Audiences

Consider the following questions about who your key audiences are for CPADS data:

- Who is affected by student alcohol and substance use on your campus and in your community?
- Who is involved in alcohol and substance use initiatives off campus?
- Who can use CPADS data to educate students and other stakeholders?

List potential audiences for CPADS data in table 1 below:

Products and Events

Different audiences can require different knowledge products or knowledge sharing events to meet their needs. Consider the following example products and events for different key audiences:

- **Students:** social media, posters, post cards, infographics, fact sheets, debates, discussions and forums
- **Administrators:** brief reports, fact sheets, presentation slides, in-person meetings and symposiums
- **Campus services and health promotion staff:** brief reports, fact sheets, meetings and presentations

Use Table 1 to consider potential products and events that meet the needs of different key audiences as well as follow up actions that your team can take now to engage your audiences while planning participation in CPADS and using CPADS data.

¹ Patton, M.Q. (2013). *Utilization-focused evaluation checklist*. Retrieved from <https://wmich.edu/sites/default/files/attachments/u350/2018/ufe-patton.pdf>

**Table 1: CPADS data dissemination: planned data products and events by target audience**

Audience	CPADS Data Product or Event	Next Action	Responsible	Next Action Timeline
<i>Example audience: students</i>	<i>-social media</i>	<i>-develop tweets based on CPADS key messages</i>	<i>-communications advisor, PEP-AH student leaders</i>	<i>Sept. 2021</i>



CPADS Data Use Planning

Given the time between data collection and receiving your institutional report (six months after data collection), it is important to track next steps for using CPADS data on campus. Plan next steps that help you share and especially address how you will use CPADS data on your campus. For example, consider approvals from administrators, connections or partnerships your team can make to achieve its goals. Below, track next actions and timelines to ensure that there are next steps for each of the CPADS data goals you listed above.

Table 2: CPADS data use planning

CPADS Data Goal	Next Actions	Responsible	Next Action Timeline
<i>Example goal: Use CPADS data as part of campaign to correct misperceptions about average alcohol use on campus during orientation week by Sept. 2021.</i>	<i>-develop social media messages including CPADS data to use during orientation -obtain approval from school administration to use key messages above -coordinate timing and method of key message launch with communications department</i>	<i>-CPADS school representative, school administration, health promoter, communications department</i>	<i>June July July–Sept</i>