

MARKETING PROFESSIONAL PUBLICATIONS
TO THE POST-SECONDARY EDUCATION MARKET :
A CASE STUDY OF THE PUBLICATIONS OF
THE CENTRE FOR ADDICTION AND MENTAL HEALTH

by

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ABSTRACT

The publishing division of the Centre for Addiction and Mental Health (CAMH) aims to increase the use of its professional books as course texts in colleges and universities by conducting marketing activities in this area. This report looks at CAMH's role as a publisher, including the relevance of its mandate and publications to this post-secondary market. It then reviews CAMH's past marketing approaches and strategies of other publishers who market to the post-secondary market. In order to gain a better understanding of its educational market, a survey was conducted among 29 instructors of post-secondary mental health and addiction courses to determine how they choose and use their course texts. Findings showed that course texts are an important part of the learning curriculum; that instructors value Canadian-based texts that are closely aligned to course topics; and that instructors are generally open to receiving information from publishers.

Key words: Addiction; Course adoption; Marketing; Mental health; Post-secondary; Publishing.

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CONTENTS

Approval.....	ii
Abstract.....	iii
Acknowledgements.....	iv
List of Tables.....	vii
List of Figures.....	vii
Introduction.....	1
Chapter 1: CAMH's Contribution to Mental Health and Addictions Practice.....	5
Situation of Mental Health and Addictions Services in Canada.....	5
How CAMH Translates Research to Practice.....	6
Role of CAMH's Publishing Program.....	7
Contribution of CAMH Professional Publications to Practice.....	8
Chapter 2: CAMH's Past Marketing Approaches.....	12
Overview of CAMH's Marketing Activities.....	12
Use of Direct Marketing in Publishing.....	13
CAMH's Direct Marketing Projects to Post-Secondary Instructors.....	13
Project 1 (2005)	14
Project 2 (2006)	17
Project 3 (2008)	19
Chapter 3: Reviewing CAMH's Marketing Approach.....	25
Review of Marketing Projects.....	25
Case Studies of Other Publishers Using Direct Marketing.....	27
Brick Books.....	27
Nightwood Editions.....	28
Talonbooks.....	29
Lessons from Literary Publishers.....	29
Chapter 4: Research Survey.....	32
Methodology.....	32
Findings.....	34
Discussion.....	44
Chapter 5: Conclusion.....	49
Appendices.....	53

Appendix A: Comparison of Publisher Policies for Ordering Examination Copies	53
Appendix B: Project 2, Phone Script for First-time Contact.....	55
Appendix C: Project 2, Phone Script for Previous Contact.....	56
Appendix D: Project 2, Email Template for Previous Contact.....	57
Appendix E: Project 2, Email Template for First-time Contact.....	58
Appendix F: Project 3, Email Template.....	59
Appendix G: Project 3, Sell-Sheet.....	60
Appendix H: Project 3, Cover Letter Accompanying Examination Copy.....	61
Appendix I: Survey on Course Materials used in Post-Secondary Mental Health and Addictions Courses.....	62
Appendix J: Delivery Modes Offered for Courses.....	66
Appendix K: Instructor Responses for Text Selection Criteria.....	67
Bibliography.....	68

LIST OF TABLES

Table 2.1	Overview of Projects.....	14
Table 2.2	Project 1: Activities & Results.....	16
Table 2.3	Project 2: Activities & Results.....	19
Table 2.4	Project 3: Activities & Results.....	21
Table 2.5	Course Adoption Sales for <i>Improving Our Response</i> , 2008–2010.....	24
Table 4.1	Types of Publishers Providing Course Texts.....	35
Table 4.2	Canadian-based Publications by Other Publishers.....	36
Table 4.3	Usage of Course Text by Activity.....	37
Table 4.4	Usage & Usefulness of Course Text.....	41
Table 4.5	Sources of information: People.....	41
Table 4.6	Sources of information: Activities.....	43
Table 4.7	Preferred Methods of Receiving Publisher Information.....	43
Table 4.8	Instructor Awareness of CAMH (By Province)	44

LIST OF FIGURES

Figure 4.1	Course Materials Instructors Ranked First by Instructors.....	38
Figure 4.2	Reasons Instructors Do Not Want Publisher Information.....	42
Figure 4.3	Type of Publisher Information Preferred.....	43

For most non-educational publishers, course adoptions can provide an additional avenue for book sales. The strategy of diversifying one's potential market is popular as "most publishers agree that the more channels through which you can sell your book the greater the overall sale of that book."¹ However, unlike trade or educational publishers, the publishing goals of the Centre for Addiction and Mental Health (CAMH) are to support its core activities of researching and treating mental health and addiction problems.

As a publisher that is not a self-contained entity but part of a larger organization, the publishing division of CAMH is similar to that of a university press, where directives and research activities of the larger organization propel and set the scope for the publishing program. The primary role of publishing in CAMH is to further its knowledge mandate. Sally Morris expresses this inextricable link between a non-profit organization and its publishing division: "One of the reasons for their [publishing divisions] central importance to their parent organization, whatever its type, is that they exist to disseminate information in support of the organization's own mission."² CAMH is a research centre and teaching hospital, and translating research into accessible knowledge is one of its overarching aims. As publisher Krystyna Ross commented when she first joined the division: "It's a different kind of publishing from what I was [doing in] trade, but it fills a niche that nobody else does. We're not-for-profit, we have a lot of researchers on staff, and the whole aim of this division is to basically transfer the knowledge to [people who will put it to] practical application."³

In order to disseminate relevant information to all sectors of the community, CAMH publishes the following resources for clients and their families, professionals, and the general public.

CLIENT RESOURCES Information guides and publications for clients and their families, as well as client handbooks to facilitate the counseling process.

¹ Thomas Woll, *Publishing for Profit: Successful Bottom-line Management for Book Publishers* (Chicago: Chicago Review Press, 2006), 228.

² Sally Morris, "What's So Special about Not-for-Profit Publishers?" *Learned Publishing* 14 (3): July 2001, 163.

³ Leigh Anne Williams, "Krystyna Ross new publisher at Centre for Addiction and Mental Health" in *Quill & Quire* (October 30, 2007).

PROFESSIONAL PUBLICATIONS Evidence-based resources such as assessment and screening tools, guides, and reference books for counsellors, frontline service providers, and specialists working in mental health and addictions.

PUBLIC MATERIALS Informational materials in the form of pamphlets and booklets, self-help books, illustrated children's books, and other items. Many are available free of charge. The general public can access these materials through health and social service agencies, schools, clinics, and specialty bookstores. Some are also downloadable from CAMH's website.

When I joined the publishing division of CAMH as a summer intern in 2008, the publisher, Krystyna Ross, was considering new ways to improve the distribution and marketing of its professional publications. Ross recognized that although CAMH was already reaching a core group of professionals working in treatment centres, social service agencies, hospitals, and law enforcement units, the post-secondary market remained an untapped secondary market. As future professionals in the field, post-secondary students were likely to benefit from these publications. Moreover, as many of them were adult professionals returning to school to upgrade their skills or moving into a new area of specialization, this was also a channel to reach even more professionals. Prior to my internship, two marketing projects had been conducted that did not result in any course adoptions despite CAMH sales reports indicating that there was a definite demand for its publications by post-secondary institutions. Its sales reports from 2007 to 2010 show that at least 32 post-secondary institutions ordered bulk quantities of 15 or more copies, which suggests the copies were purchased for class use. These orders accounted for total sales of 5,311 copies. CAMH's renewed interest in course adoptions and the timely release of a new publication during my internship led to a third marketing project, which resulted in two course adoptions and marked CAMH's first successful post-secondary marketing effort.

From a marketing perspective, the post-secondary market was worth considering for two main reasons. Firstly, its low barriers to entry meant that instructors played a critical role in course text selection. At the elementary and secondary level, buyers adhere to a provincial curriculum, which includes conditions and guidelines for textbooks used. A publisher seeking a course adoption must first submit the proposed text to the provincial

ministry of education for approval. Instructors in colleges and universities, however, have a lot more autonomy in their courses, and this extends to how course texts are chosen. While priorities and concerns of the provincial government still influence curriculum and learning outcomes, the decision-making for course texts lies primarily with the instructor. This explains why most post-secondary marketing for course texts, whether through sales reps or direct marketing, is directed mainly at instructors. Once a course text is selected, the instructor usually fills out a course adoption form and submits it to the college or university bookstore, which places an order with the publisher. Depending on student enrolment, this can result in substantial bulk sales for the publisher, especially if the book continues to be adopted over several terms.

Secondly, the post-secondary market is one in which smaller publishers like CAMH have the opportunity to compete against large educational publishers. Due to the specialized nature of mental health and addictions education, it was unlikely that this market would be oversaturated with materials from large multinational publishers. In her article on marketing to the post-secondary market, Mary Lepionka explains that “small publishers can operate in parts of the overall market that large publishers actually are more than willing to give up.”⁴ The opportunities Lepionka describes for smaller educational publishers are also available to non-educational publishers who publish books relevant to the post-secondary market: “Smaller educational publishers can innovate, specialize, serve small or niche markets, support new or experimental courses, take risks in emerging markets, provide local-, state- or region-specific course materials, treat unusual or rare subjects, offer point-of-view alternatives, and otherwise satisfy customers whose special needs the big publishers do not address.”⁵ Thus the market remains open to new players who can identify and tap into a niche. Ultimately, there are no formal barriers to entry as long as the instructor is convinced that the publication makes a suitable course text: “College stores stock only the textbooks that faculties order...whoever the publisher is and whatever size. So for both large and small publishers it all comes back to winning adoptions and listings on ‘required’ reading lists.”⁶

⁴ “Competing in the College Textbook Market,” Society of Academic Authors, article by Mary Ellen Lepionka, accessed June 20, 2010. <http://www.sa2.info/HOW-TO/lepionka6.html>

⁵ Ibid.

⁶ Ibid.

To date, CAMH has carried out three marketing projects in 2005, 2006, and 2008 to promote its professional titles to the post-secondary market. While CAMH has yet to arrive at a successful academic marketing approach, there are strong reasons for it to make course adoptions an integral part of its publishing program. This report looks at the relevance of CAMH publications to the post-secondary market, and how it can improve upon its marketing strategy to make the best use of limited resources. Once it is able to connect with its niche in the education market, there is a lot to be gained for both sides.

The introduction demonstrates how CAMH publications contribute to the field of mental health and addictions.

Chapter 2 discusses the approaches that CAMH has taken, and reviews direct marketing projects that were carried out in 2005, 2006, and 2008.

Chapter 3 compares CAMH's effort to the direct marketing approaches of other publishers, examining the strengths and weaknesses of CAMH's approach, and identifying ways in which CAMH can improve its strategy.

Chapter 4 takes a more detailed look at CAMH's market by presenting and discussing findings from a research survey of post-secondary instructors.

Chapter 5 concludes with recommendations and future directions for CAMH.

NOTE ON TERMINOLOGY "Course texts" or "texts" are used to refer to any book that students are required to purchase for a course, whether it has been published by an educational publisher or not. Books published by educational publishers are referred to specifically as "textbooks." A "course adoption" is the decision made, usually by an instructor, to "adopt" a publication as a course text, resulting in bulk sales for that title. This report also acknowledges that course content is usually not derived only from course texts but from a range of other materials that the instructor may choose to use. These are referred to as "course materials" and include instructor handouts, articles, and custom courseware in print or digital formats.

Situation of Mental Health and Addictions Services in Canada

The rising occurrence of mental health and addiction problems has led to an increasing need for helping professionals who are equipped to work with clients who have such problems.

From as early as 1997, the government acknowledged that more research on best practices was necessary for mental health and addictions services in Canada:

With respect to mental health services research, a literature review prepared for Health Canada in 1997 suggested that there is still much to be learned in Canada about best practices in providing care and support to individuals with mental illness and addiction, whether in inpatient care, outpatient care, crisis response, housing, employment or self-help. Even for interventions where there is the strongest evidence relating to their effectiveness, there remains a pressing need for more detailed information about what works for whom.⁷

In 2002, the federal government authorized a study on the state of the health care system that would examine issues concerning mental health. The study culminated in a 2006 report entitled *Out of the Shadows at Last: Transforming Mental Health, Mental Illness and Addiction Services in Canada*. It identified the importance of translating research into practical use and described the different phases involved in this process.

The translation of a new idea or discovery into an accepted practice has three distinct phases. The first is the basic discovery that identifies, for example, a new genetic association, a new method of delivering care, a new way of engaging patients in therapy or a new idea for using an established treatment. The second phase is proof-of-principle, the clinical trial phase, which involves translating that discovery into care and demonstrating that it works in a controlled setting. The third phase,

⁷ Standing Senate Committee on Social Affairs, Science and Technology, Parliament of Canada, *Out of the Shadows at Last: Transforming Mental Health, Mental Illness and Addiction Services in Canada* (May 2006). Accessed June 2010. <http://www.parl.gc.ca/Content/SEN/Committee/391/soci/rep/rep02may06-e.htm>

dissemination and application, involves incorporating the new practice into the pre-existing continuum of care and the community.⁸

How CAMH Translates Research to Practice

As an organization, CAMH's divisions work together to address each phase of the process through which treatment discoveries are put into practical use in day-to-day care and treatment of clients in the community.

The first phase, discovery, is demonstrated through its research program, which is one of the largest in the world for mental health and addictions research. It currently has about 100 full-time scientists and 450 research staff and students working to improve diagnosis, prevention, intervention, and treatment.

The second phase, clinical trials, are also carried out at CAMH's treatment facilities. One significant example would be CAMH's participation in 2010 as one of seven North American trial sites to assess the use of *DSM-5* criteria in clinical settings. *Diagnostic and Statistical Manual of Mental Disorders (DSM)* is a set of diagnostic criteria used around the world by health professionals for diagnosing mental disorders.

The third phase of dissemination and application is carried out through CAMH's roles as a teaching hospital and publisher. Its teaching hospital provides hands-on learning through internships and residencies for students from a wide range of disciplines including psychiatry, psychology, pharmacy, nursing, occupational therapy, and social work, as well as training courses and workshops for professionals upgrading their skills. The dissemination of knowledge is where CAMH's publishing division plays a key role. In its 2003 Annual Report, CAMH describes "[its] unique capacity not only to focus our research on pressing needs but also to translate new knowledge into action. Through our varied education and publishing initiatives...we work with community partners to disseminate and exchange information widely about new research and best practices."⁹ The following section provides greater detail on how the publishing division develops its professional resources.

⁸ Ibid.

⁹ Pamela C. Fralick and Paul Garfinkel, "Message from the Chair and President," in CAMH Annual Report 2003. (Toronto: CAMH, 2003)

Role of CAMH's Publishing Program

While CAMH's extensive staff of researchers and practitioners provides the expertise and knowledge that go into the writing of these publications, it is the dedication of the team of "developers" at CAMH's publishing division that ensures these publications are readable, useful, and practical. Similar to the developmental editor in education publishing, a developer creates the structural outline of the publication and then works with experts in the field to develop the manuscript.

Publication ideas generated within the department usually start with a "needs" assessment to identify information gaps in the addiction and mental health fields. Subject matter experts are then found to work on developing the resources. External proposals submitted to the publishing department are evaluated against a matrix that determines whether the proposal addresses a priority area for CAMH, and whether it fills a need or a gap in the system.¹⁰ Once a book is commissioned, a developer is in charge of managing all aspects of the book project. Responsibilities for taking a book from conception to completion include managing the project, recruiting subject experts, finding project reviewers, clearing permissions, assisting with book promotion, and even actual writing.¹¹ Due to the time and expertise required to develop such publications, it is not surprising that there are few other Canadian health organizations with a substantive backlist of professional publications.

As a health services and research organization in Canada, CAMH has a publishing program that is unique: more than half of its catalogue consists of professional resources. Such organizations usually publish research in scholarly journals and produce educational materials for the public, but very few have dedicated programs that publish for professionals. Possibly the closest mental health organization to CAMH in Canada is Quebec-based Douglas Mental Health University Institute. This institute has a publishing program that produces guides for both clients and professionals, but its list is considerably small compared to CAMH. At the same time, since it publishes predominantly in French, its publications probably cater primarily to Quebec, where there is a French-speaking majority.

¹⁰ Krystyna Ross (Publisher, CAMH), email to author, December 10, 2008.

¹¹ Ibid.

Contribution of CAMH Professional Publications to Practice

CAMH's professional publications are characterized by evidence-based best practices, their Canadian context, and a holistic focus on both mental health and addiction problems. The quality of CAMH research ensures that these valuable resources are relevant and reliable for both professionals in the field and students in training.

Practical evidence-based resources

CAMH is one of the largest producers of evidence-based resources with an emphasis on practical application. Its professional publications are just one part of an extensive catalogue of over 100 titles of books, papers, videos, pamphlets and magazines. According to Eldon Edmundson, two of the main challenges faced by addictions educators are keeping current with evidence-based practices and finding effective ways to teach these practices.¹² CAMH publications can thus play an important role in facilitating the learning of evidence-based practices.

Canadian-based resources

CAMH publishing has access to a wide network of contributors from researchers and practitioners working in a Canadian setting. This research feeds into practical treatment through the teaching hospital at its central facilities in Toronto as well as additional service centres spread out in 32 community locations in Ontario.¹³ By drawing from a large pool of expertise within the organization, CAMH is able to put out evidence-based best practices that work within a Canadian context.

Needs-based resources

Many CAMH publications are produced with the purpose of responding to knowledge gaps identified within the mental health and addiction treatment system. Therefore, these publications thus tend to deal with a specific issue or client population rather than general subjects on addictions and mental health. For instance, though substance use among women

¹² Eldon Edmundson, Steve Gallon and John Porter, "Education Resources Needed to Support the Teaching of Evidence-Based Practices." *Journal of Teaching in the Addictions* 6 (2): 2008.

¹³ "About CAMH." Centre for Addiction and Mental Health. Accessed January 2011.
http://www.camh.net/About_CAMH/index.html

was recognized as a prominent problem in Canada, CAMH found that “most books about alcohol and other drug use do not address the unique needs and circumstances of this population.”¹⁴ To meet this need, a book was developed to provide strategies for improving treatment and policies relating to women with substance use problems, resulting in *Highs and Lows: Canadian Perspectives on Women and Substance Use*.¹⁵ Even though CAMH publishes a few reference texts, titles on specialized topics such as *Highs and Lows* are more typical of CAMH professional publishing and make up the bulk of their titles.

Caters to frontline workers in community settings

Ever since the de-institutionalization of mental health patients, the need for mental health services offered at the community level has not stopped growing. In Vancouver, this is most evident in the closing of Riverview, the main mental health institution serving the city. In a description for its Mental Health program, Grant MacEwan College emphasizes the need for community-based workers in the field of mental health: “The emerging shift to community-based programming as a result of health care restructuring is dramatically affecting mental health care systems. There is a need to find solutions to mental health issues at the community level.”¹⁶

CAMH pays particular attention to publications that help frontline workers in community settings such as residential home managers, social service workers, and child and youth workers. Such professionals might not be required to make assessments or provide treatment for mental health and addiction problems, but they need to know how to work with or care for clients who may be dealing with such issues. Besides ensuring that all of their publications are written in plain language to ensure readability at a wide range of levels, some publications cater to specific roles in the continuum of care found in the mental health and addiction field. These publications are developed for staff working in environments where they may encounter mental health or addiction problems specific to a client population. Examples include *Improving Our Response to Older Adults with Substance Use*;

¹⁴ Centre for Addiction and Mental Health, catalogue, *Publications on Addictions and Mental Health* (Toronto: CAMH, 2009), 21.

¹⁵ Nancy Poole and Lorraine Greaves, *Highs and Lows: Canadian Perspectives on Women and Substance Use* (Toronto: CAMH, 2007)

¹⁶ Grant MacEwan College. “Mental Health” in *Calendar 2008-2009*, 109.

Mental Health and Gambling Problems: A Guide for Supervisors, Managers and Clinical Staff; and Acting Out: Understanding and Reducing Aggressive Behaviour in Children and Youth.

Emphasis on concurrent disorders

Concurrent disorders is an integrated approach to treatment that recognizes that mental health and addictions problems are often inter-related and are better treated concurrently than separately. The government report *Out of the Shadows* points out that “both the mental health and addiction ‘systems’ have been slow to acknowledge even the existence of concurrent disorders. Typically, people with [concurrent disorders] cycle back and forth as clinician-specialists try to decide which problem to treat first.”¹⁷

With the government placing a priority on concurrent disorders, there have been new developments in this area. One example is the establishment of the Burnaby Centre for Mental Health and Addiction in 2008. In a recruitment call for mental health and addiction workers, Vancouver Coastal Health describes the centre as a place that “offers an integrated care environment, where mental health and addiction issues are addressed in a holistic manner. [It] fills an identified gap in health care services by meeting the complex needs of people who are homeless or living in unstable housing, and who are affected by significant physical and mental health issues, and a substance use problem.”¹⁸

As an organization that recognizes the relationship between mental health and addiction problems, CAMH is instrumental in researching and providing holistic treatment for cases where both problems are present. It currently has four titles devoted to concurrent disorders. The primary title in this collection is its professional guide, *Treating Concurrent Disorders: A Guide for Counsellors*.¹⁹ Other titles include family and facilitator guides that educate and involve family members in the treatment of clients with concurrent disorders. CAMH also offers a certificate program in the treatment of concurrent disorders.

¹⁷ Standing Senate Committee on Social Affairs, Science and Technology, Parliament of Canada, “Chapter 9: Addiction” (Point 44a) in *Out of the Shadows at Last: Transforming Mental Health, Mental Illness and Addiction Services in Canada* (May 2006). Accessed June 2010.
<http://www.parl.gc.ca/Content/SEN/Committee/391/soci/rep/rep02may06-e.htm>

¹⁸ “New Burnaby Centre for Mental Health and Addiction – Opened on June 30, 2008.” Vancouver Coastal Health.
http://www.vch.ca/about_us/news/archive/2008_archive/opened_on_june_30%2C_2008

¹⁹ W.J. Wayne Skinner, ed., *Treating Concurrent Disorders: A Guide for Counsellors*. Toronto: CAMH, 2005.

Conclusion

As valuable resources for mental health and addiction practice, CAMH publications are instrumental in improving treatment for people with mental health and addiction problems in Canada. Marketing these publications to post-secondary course instructors is the next step in ensuring that these resources are made available to upcoming generations of practitioners.

This chapter provides an overview of marketing activities at CAMH and examines the direct marketing approach of three post-secondary projects carried out in 2005, 2006, and 2008.

Overview of CAMH's Marketing Activities

CAMH does not rely on an external distributor and handles its own distribution and sales; thus it is responsible for marketing its own publications. At present, there is no designated marketing division or personnel for conducting such activities. Ongoing marketing activities do take place but they are largely dependent on the developer overseeing the title. How this is carried out thus varies between developers, each of whom has different approaches, resources, and contact networks in marketing a publication. Commonly used approaches include book reviews in relevant journals, publications, and professional newsletters; and new release information circulated through list-serves and web bulletins. In cases where developers are aware of instructors who teach courses relevant to a new title, direct contact, usually through email, might be made to inform instructors of a potential course text. Conferences and events are also opportunities through which CAMH titles are promoted. At conferences, CAMH might set up a booth or share one with another publisher. At speaking events where staff or authors are participating, a book might be promoted depending on its relevance to the audience present.

Like many other publishers of books that have potential educational use, CAMH has a standard course adoption policy that allows instructors to request an examination copy of a title. Depending on the publisher's policy, an instructor who does not adopt the text is either required to return it to the publisher, asked to purchase it, or allowed to keep the complimentary copy. Such an approach to course adoption is initiated by the instructor and happens on a case-by-case basis. It is passive and therefore not labour-intensive, for little strategy or effort is required by the publisher. See Appendix A for an overview of examination copy policies by different publishers.

Use of Direct Marketing in Publishing

For publishers actively pursuing course adoptions, direct marketing to instructors is a common strategy. This is the main method used by CAMH so far. In *Publishing for Profit*, Thomas Woll devotes a chapter to discussing this topic, noting that “because of the difficulty of obtaining good trade distribution or in an effort to expand markets or target those markets more precisely, many small to midsize publishers turn to direct response marketing.”²⁰ Direct marketing is an effective way for publishers to target a market that cannot be reached through regular trade distribution. For CAMH, which does not generally distribute to a trade market, direct marketing is a way to expand their market beyond the primary target of mental health and addictions professionals. In the post-secondary market, the low barriers of entry discussed earlier make this a potentially effective method of reaching instructors. Case studies of other publishers using direct marketing to reach the post-secondary market are examined in chapter 3.

CAMH’s Direct Marketing Projects to Post-Secondary Instructors

In 2005, 2006, and 2008, three direct marketing projects were carried out to the post-secondary market. As mentioned earlier, CAMH has no full-time staff to manage marketing. These projects were managed by contract or intern staff who were hired for a short period of time. What is known of the first and second projects is derived from a report written by the manager of the second project, Bianca Filoteo. Her report “CAMH Post-Secondary Marketing Project, Summer 2006” describes the process and results of the second project. A review of the first project was appended to her report. The table below provides an overview of each project.

²⁰ Thomas Woll, *Publishing for Profit: Successful Bottom-line Management for Book Publishers* (Chicago: Chicago Review Press, 2006), 259.

Table 2.1 Overview of Projects

	<i>Project 1</i>	<i>Project 2</i>	<i>Project 3</i>
<i>Year</i>	2005	2006	2008
<i>Project Manager</i>	Gita Gulati	Bianca Filoteo	Author
<i>Aim</i>	Promote CAMH titles to post-secondary instructors for course adoption. Gauge interest level of instructors in CAMH titles.	Promote CAMH titles to new and previously contacted instructors for course adoption.	Promote a new title to relevant instructors for course adoption.
<i>Number of Titles Promoted</i>	Depending on contact method, this ranged from seven titles to any title in the catalogue.		One title
<i>Number & Type of Instructors Contacted</i>	305 instructors from post-secondary courses in Canada.	At most, 211 instructors from post-secondary courses in Canada.	22 instructors from courses relating to gerontology and mental health and addictions.
<i>Promotional Materials</i>	<ul style="list-style-type: none"> • Sell-sheets • Complimentary examination copies 	<ul style="list-style-type: none"> • Sell-sheets • Complimentary examination copies • Catalogue 	<ul style="list-style-type: none"> • Sell-sheets • Complimentary examination copies • Catalogue • CAMH magazine

Project 1 (2005)

Staff began Project 1 by setting up a database of instructor contacts for direct mailing. The report notes that “extensive research was conducted on post-secondary institutions and programs across Canada that dealt with mental health and addiction in their subject matter.” The database comprised the following fields: institution name, program name, course number, course name, instructor name, email, phone number. The report, however, does not elaborate on the criteria or key words used to decide which courses were selected. The first project populated the database with 144 institutions, 100 programs, 526 courses, and 305 instructor contacts.

Gulati’s use of the database was clearly geared towards managing and keeping track of customer relations. After speaking to instructors, she recorded her comments in the database. Depending on the level of their interest toward CAMH publications, instructors were classified as “high priority,” “medium priority,” “low priority,” or “not yet contacted.”

Of the 305 instructors contacted, a total of 56 instructors were listed as high priority, indicating “contacts who seem to be very interested in (CAMH) publications.” Gulati also recommended migrating the database to a customer relationship management software. This recommendation was not taken up by Filoteo in Project 2, and remained in Microsoft Access.

The report’s review of the Project 1 outlines the numerical data for instructors contacted in each medium category (phone, email, mail) and the sell-sheets sent to instructors by mail and email. Sell-sheets are used in sales and marketing to provide buyers with title information. However, as the methodology was not covered in detail, it was difficult to determine the order in which activities were carried out. For instance, her report does not specify whether sell-sheets were sent before or after speaking to instructors. This would have been useful in indicating whether the phone calls were made for introductory or follow-up purposes.

A significant achievement in the first project is the extent of phone contact that was made with instructors. Gulati reported that she personally spoke to 75 instructors. This compares substantially to Project 2, in which 51 instructors were phoned, and Project 3, where phone use was limited to following up on emails sent and to interview instructors who had reviewed examination copies. Gulati also made a point of recording any comments from her phone conversations with them in the database, and she categorized instructors into priority levels according to their interest in CAMH publications.

Even though it seems that complimentary copies of titles were sent out, there was no record of this in the report, so it is unknown how many and which titles were sent to instructors. What is evident from the review was that sell-sheets were the main promotional piece used in the direct marketing campaign. The report’s review of the first project included a distribution chart showing the types of sell-sheets used and the number sent out to instructors. There was a main sell-sheet consisting of a “general information package” as well as individual sell-sheets for the seven titles being promoted. The number of sell-sheets mailed for each title promoted is listed below. A total of 294 sell-sheets were mailed to instructors.

General information package	100
<i>Alcohol & Drugs</i> ²¹	101
<i>Drugs & Drug Abuse</i> ²²	88
<i>Concurrent Disorders</i> ²³	12
<i>Challenges & Choices</i> ²⁴	31
<i>Antisocial & Violent Youth</i> ²⁵	20
<i>First-stage Trauma</i> ²⁶	20
<i>Postpartum Depression</i> ²⁷	22

Outcome

The following table summarizes the activities and results of Project 1.

Table 2.2 Project 1: Activities & Results

<i>Activities</i>	<ul style="list-style-type: none"> • Database of instructor contacts set up • 305 instructors contacted by phone and/or email • 100 “general information packages” mailed out • 294 sell-sheets for various titles mailed out
<i>Results</i>	<ul style="list-style-type: none"> • Database containing 144 institutions, 100 programs, 526 courses, 305 instructor contacts. • CAMH publications introduced to a large number of instructors • First contact made between CAMH’s publishing division and instructors • Market awareness gained from speaking to 75 instructors • 56 of the instructors spoken to marked as “high priority”

The first project was instrumental in establishing a wide base of first-time instructor contacts. It is noteworthy that Gulati managed to reach 75 instructors by phone and speak to them personally. Gulati’s recorded comments based on her interactions with the instructors also provided CAMH with its earliest market feedback, and would have been

²¹ Susan Harrison and Virginia Carver, *Alcohol and Drug Problems: A Practical Guide for Counsellors* (2004, 3rd edition)

²² Bruna Brands, Beth Sproule and Joan Marshman, ed., *Drugs and Drug Abuse: A Reference Text* (1998, 3rd edition).

²³ Skinner, W.J. Wayne, (ed.) *Treating Concurrent Disorders: A Guide for Counsellors* (2005).

²⁴ CAMH. *Challenges & Choices: Finding Mental Health Services in Ontario* (2003).

²⁵ Jalal Shamsie, Joanne Lawrence and Carole Hood, ed., *Antisocial and Violent Youth, Volume II* (2003).

²⁶ Haskell, Lori, *First Stage Trauma Treatment: A Guide for Mental Health Professionals Working with Women* (2003).

²⁷ Lori E. Ross et al., *Postpartum Depression: A Guide for Front-line Health and Social Service Providers* (2005).

immensely useful for follow-up and further research. This close contact with the instructors also enabled Gulati to assess their level of interest in CAMH publications and classify them by level of priority. This organization of the contacted instructors lent efficiency to the next project as promotional efforts could be directed at the most responsive group first.

Project 2 (2006)

Filoteo's role in Project 2 was to clean up and organize the database first set up in Project 1. By the end of the first project there were three databases, as well as different tables and forms. The original data from Project 1 was archived; all relevant contacts and related data were exported into a new database. The database was also updated with new courses and programs. For her search criteria in identifying courses relating to mental health or addictions, Filoteo used SchoolFinder.com and Google to search for programs using these keywords: "mental health," "addictions," "psychology," "drug abuse," "substance abuse." Courses were grouped by content and organized into "Subject Codes" that matched those of CAMH publications. However, the document for this (Subject Codes.xls) was not available during Project 3. It also appears that courses were matched to the list of seven titles promoted in the first and second projects, and did not account for the rest of the professional publications in the catalogue. In her report, Filoteo suggested that besides the new courses already added, CAMH should look into a few continuing education programs that were not yet part of the database.

The second project continued from the first project by carrying out a promotional campaign to the instructors who had been contacted in the first project. The initial target group was instructors classified in the first project as "high priority." After this group was contacted, the other instructors in "medium," "low," and "not yet contacted" categories were followed-up on or contacted for the first time. Several methods were used to contact instructors:

Phone approach

Instructors were first contacted by phone to find out if they were interested in receiving examination copies of CAMH publications. Two phone scripts were developed – one for instructors contacted by Gulati in the first project, and one for first-time contacts. Their

replies fell into two groups: (i) those who already had chosen a textbook for their upcoming course, and (ii) those who were interested in review materials. Instructors in the second group were sent a CAMH's publications catalogue. If Filoteo had the chance to discuss the courses with the instructors, a relevant sell-sheet was included in the mailer. See Appendices B and C for phone scripts.

Email approach

If the contact could not be reached by phone, they were sent an email. As with the phone scripts, separate email templates were created for previous and first-time contacts. As most of the instructors were not contactable by phone, email was the main medium for getting in touch with instructors. See Appendices D and E for email templates.

Complimentary examination copies

The phone scripts seem to indicate that instructors could request any of the publications in the catalogue as an examination copy. In this regard, the email approach differed as the templates show that instructors could request examination copies from only seven titles – the same ones that were promoted in the first project.

Marketing language

In the second project, the marketing copy used in the phone and email scripts emphasized CAMH's role in fighting mental health and addiction problems and the benefits of CAMH titles, e.g. "carefully researched" (see Appendices D and E for details) In the second project, the language reflected a more deliberate marketing style: Filoteo highlighted the close connection between school and the profession with the email slogan "CAMH Publications: From School to Work!" and emphasized CAMH's role in fighting mental health and addiction problems.

Outcome

The following table summarizes the activities and results of Project 2.

Table 2.3 Project 2: Activities & Results

<i>Activities</i>	<ul style="list-style-type: none">• 160 instructors emailed; 51 instructors phoned• 11 instructors mailed examination copies• Re-organization of database: started grouping of courses in by content, according to “subject codes” consistent with CAMH publications
<i>Results</i>	<ul style="list-style-type: none">• Increased awareness of CAMH publications through promotions• Continued contact with instructors, which led to 11 instructors requesting examination copies• Re-organization of database• No record of course adoption orders at time of report

The first project focused on establishing relations between CAMH publishing and instructors, and the second project took promotional planning further by developing a systematic approach with pre-planned scripts for communicating with instructors. No course adoptions resulting from the second project were recorded at the time of the report, and because the report does not identify the instructors who received complimentary copies or the titles that were sent, it is difficult to trace these back to CAMH’s sales records in the years following the projects. However, awareness of CAMH publications resulting from the first and second projects might have contributed in some way to orders from post-secondary institutions from the 2007–2010 period.

Project 3 (2008)

Project 3 was similar to the previous projects in that it employed similar promotional methods and the direct mailing of complimentary copies to instructors. But in terms of the titles promoted and instructors contacted, it differed significantly as it promoted only one title and targeted a much smaller number of instructors. This marketing project was conceived as part of promotional efforts for a new title that was about to be released:

*Improving Our Response to Older Adults with Substance Use, Mental Health and Gambling Problems: A Guide for Supervisors, Managers and Clinical Staff.*²⁸

As this promotion focused on a single publication, CAMH undertook a web search for new contacts to identify courses that dealt with mental health and addictions issues in the specific field of gerontology. Due to the specialized topic and the two years that had passed since the last project, it was felt that the previous promotion database would not carry the most relevant and current courses. On hindsight, however, since the database carried so many courses, an initial key word search would have helped to sift out potentially relevant programs or courses before embarking on the web search. The search criteria for this list were designed to match the courses as closely as possible to the nature of work that the publication was developed for. The target audience was students who were being trained to work with elderly people with mental health or addiction problems in community health care settings, such as residential homes for the elderly, at a supervisory or managerial level. Common key terms in course descriptions appeared repeatedly for relevant courses, namely “psychogeriatric” and “geriatric psychiatry.” Being able to spot these key words was useful in determining the relevance of a course quickly. The web search process involved looking closely at the available information on the institution’s website, such as course descriptions and learning outcomes, to determine whether a course was the right fit for the publication. 22 courses were found that closely related to the title promoted.

Project 3 used email as the primary medium for contacting instructors. This was deemed the least intrusive way of initiating contact with an instructor. Also, as discovered in Project 2, it seemed to be the preferred method of communication for instructors. Once an email communication had been sent, follow-up by phone became easier as there was now a point of reference. Instructors who did not reply to emails were followed up by email and phone/voice mail. The combination of email and voice mail elicited responses from many instructors. Program coordinators were often instrumental in providing instructor contacts. Especially in cases where institutions did not allow instructor contacts to be given out,

²⁸ The CAMH Healthy Aging Project, *Improving Our Response to Older Adults with Substance Use, Mental Health and Gambling Problems: A Guide for Supervisors, Managers and Clinical Staff* (2008).

program coordinators became the middlemen who forwarded emails to instructors. Filoteo had also found this to be true while contacting instructors in Project 2.²⁹

The marketing email message in Project 3 focused on communicating the usefulness of the new publication to their course (See Appendix F for email template). As in Project 2 individual emails were personally addressed and sent to each instructor. In Project 3, the instructor's course or program was also identified. The email message then briefly explained the relevance of the publication to that course. No slogans were used, and the marketing tone was deliberately subtle. A PDF sell-sheet was attached to communicate the contents of the publication as efficiently and clearly as possible, emphasizing features such as case studies that would be useful to students (see Appendix G for the sell-sheet). Bullet points and side-panel lists were used to enable instructors to skim through the copy quickly to determine the relevance of the book to their course.

When an instructor requested a complimentary examination copy, a promotion package was mailed to him or her. This comprised a cover letter, the book, a sell-sheet with order form on the back, a CAMH catalogue, and a complimentary copy of *CrossCurrents: The Journal of Addictions and Mental Health* published by CAMH.³⁰ The purpose of the package was to make the most of the point-of-contact by creating a direct marketing promotion where each piece was purposeful and relevant. A cover letter was enclosed to thank the instructor personally for their interest and inform them that a follow-up phone call would be made after two weeks (See Appendix H for cover letter). The current issue of *CrossCurrents* was included as that issue's topic related to working with older adults and would add value to the package.

²⁹ Filoteo mentioned in her report that "it also helped to get in contact with the program coordinators because they are the primary contact between the professors and us. [She] found them to be very friendly and they enthusiastically forwarded the email or catalogue [she] sent to the instructors in their department."

³⁰ The CAMH website describes *CrossCurrents* as "a unique journal in Canada that explores issues in both addiction and mental health. It informs and educates...about the latest developments and issues in the addiction and mental health fields through professionally written and first-person stories, research summaries, news and feature articles." http://www.camh.net/Publications/CAMH_Publications/crosscurrents_catalogue_main.html

Outcome

The following table summarizes the activities and results of Project 3.

Table 2.4 Project 3: Activities & Results

<i>Activities</i>	<ul style="list-style-type: none">• 22 instructors emailed• 8 instructors mailed examination copies
<i>Results</i>	<ul style="list-style-type: none">• Two course adoptions (amounting to sales of 251 copies)• Instructor feedback on title promoted

Reasons Why Instructors Adopted this Title

Following are details of the courses adopting the title, reasons the instructors gave for adopting this new text, and ways they intended to use it in as a course text. The data was gathered from follow-up interviews carried out with instructors after the examination copies were sent out.

Course adoption from George Brown College

Faculty: Health Sciences

Program: Activation Co-ordinator / Gerontology

Course: Psychogeriatrics

Certification level: Diploma

Context of adoption: Prior to this course adoption, there was a four-year period when no texts were used as it was difficult to find a text that was Canadian and specifically dealt with the elderly. Instructors used case studies, research papers, outside societal resources, etc.

Previous texts:

(1) Sheikh, Javaid I. *Treating the Elderly*. Wiley, 1996. Discontinued as it was too clinical and not Canadian.

(2) Conn, David K. (ed.) *Psychiatric Consequences of Brain Disease in the Elderly: A Focus on Management*. Springer, 1989. Considered a very good text, but discontinued as author was not updating it.

How instructor intended to use book: Title was adopted as a required text because it made a good resource guide. However, lecture notes would remain the core resource. Title would also be useful for small group discussions and for completing assignments.

What they liked: The book connected students with the reality they will be experiencing in their field work placements at retirement homes, nursing homes, day cares, etc. It was very well laid out, covering the major mental health issues that older adults may deal with. The case studies provided a practical perspective.

Course adoption from Sheridan College

Faculty: School of Community & Liberal Studies

Program: Social Service Worker – Gerontology

Course: Health Matters in Aging: Holistic Management

Certification level: Diploma

Context of adoption: The current course was a new course that was created by merging two older courses. There had been no textbook for the previous courses. Curriculum was drawn from assigned student research, articles, journals. Instructors had difficulty finding a suitable text – the nursing books they previously looked at weren't suitable as the focus was too medical. At the time of the Project 3 promotion, the course was still being developed and no course text had been assigned yet. The title was a timely discovery as it contained specific topics relevant to the course curriculum.

How instructor intended to use book: This would be the only required course text, and would be used along with lecture notes and handouts. As the course was still being developed, the specific use of the text was not yet known.

What they liked: The book was useful for its practical orientation, and its focus on the social, physical, emotional aspects as opposed to a more medical focus.

Resulting Sales, 2008–2010

The first course adoption orders from George Brown College and Sheridan College came in a few months after the project ended. The colleges continued to place orders for the title in subsequent years, resulting in total sales of 251 copies from 2008 to 2010. The yearly sales figures for each college are shown in the table below.

Table 2.5 Course Adoption Sales for Improving Our Response, 2008–2010

<i>George Brown College</i>	
2008	50 copies
2009	42 copies
Total	92 copies
<i>Sheridan College</i>	
2008	61 copies
2009	35 copies
2010	63 copies
Total	159 copies

Source: CAMH Sales Report, 2008-2010

This chapter examines how CAMH can improve on its marketing approach. Firstly, CAMH's efforts are evaluated against Thomas Woll's framework for direct marketing in the publishing context. Solutions are then explored by looking at how other publishers have used the direct marketing strategy in marketing books to post-secondary instructors, and what CAMH can learn from their successes and failures.

Review of Marketing Projects

Need for supporting infrastructure

Woll writes that “the key tenets of direct marketing” are, first, that “results must be quantifiable” and, second, that “results must be constantly tested and refined against a control.”³¹ For the second tenet to take place, the organizational infrastructure, personnel, and resources that enable a consistent effort first needs to be in place. Without this, administrative and managerial issues are likely to hinder the progress of a marketing program.

There was continuity between the first two projects due to Filoteo's efforts to continue with Gulati's approach and follow-up on her work. It also helped that there was only a one-year gap between the two projects and that Gulati had left a report on her project which Filoteo could refer to. However, between the second and third projects, there was no follow-up activity. This could have been due to the lack of personnel available to take over this task.

The gap of two years between Project 2 and 3 led to some problems with accessing documents and files from the past projects. A copy of Filoteo's report on her marketing project, which also included a review of the first project, was available to this study, but Gulati's original report on the first project was no longer available. As an intern, I was unable to obtain access to CAMH's main server, where Gulati's Microsoft Access database had been stored. The priority levels that Gulati had categorized, as well as the subject codes that

³¹ Thomas Woll, *Publishing for Profit: Successful Bottom-line Management for Book Publishers* (Chicago: Chicago Review Press, 2006), 260.

Filoteo had been working on, were only found in this database. The Microsoft Excel version that was available to this study lacked that information; therefore, the work done in the previous projects could not be utilized in Project 3. Even though Project 3 was successful in gaining course adoptions, the problems arising from this lack of continuity show that CAMH's intention to engage the post-secondary market is hindered by a lack of consistent management.

Need for a targeted approach

The most important aspect of any direct marketing strategy, according to Woll, is “developing a list of targeted prospects.”³² As he elaborates, “access to a lot of names does not necessarily net the best results – and often nets the worst results.”³³ CAMH's direct marketing experience thus far seems to support Woll; the focused mailing list of Project 3 yielded two course adoptions, while the blanket approach of the first two projects resulted in none.

At present, the large database used in Projects 1 and 2 is far from being a targeted list. Gulati and Filoteo seemed to be aware of this as they had taken steps to refine and categorize the list. Gulati drew up a list of “high priority” instructors based their expressed interest in CAMH publications, and Filoteo categorized courses into subject codes that would be useful for matching courses to titles. Another problem the first two projects faced was a lack of focus in the promotion. The seven titles that were promoted had been chosen for their likely usefulness for course use, and not because they shared a common theme or topic. The promotion was thus a very general one, not focused on a particular title or subject. This was further demonstrated by the fact that instructors were allowed to choose any title in the catalogue, not one of the seven promoted titles, as their examination copy.

In order to develop targeted mailing lists to effectively market CAMH's backlist of titles, more market research and analysis would have to be undertaken. Woll elaborates that defining one's target market “demands rigorous research, analysis, and thought on your part or on the part of your marketing team.”³⁴ To achieve this, CAMH will need designated

³² Ibid.

³³ Ibid.

³⁴ Ibid.

personnel with the marketing expertise, not just to run these activities, but to oversee them. Without ensuring this continuity, the constant testing and refining recommended by Woll will be hard to achieve.

Case Studies of Other Publishers Using Direct Marketing

In considering ways of improving CAMH's marketing approach, it is worthwhile looking at other publishers who used direct marketing to reach the post-secondary market, to see what CAMH can learn from their successes and failures.

The following case studies are based on a Master of Publishing report on literary publishers in Canada that have marketed their books to colleges and universities. Clearly, literary works differ in nature from professional publications. Nevertheless, as non-educational publishers, literary publishers and CAMH face similar issues and challenges in marketing to the post-secondary market. The purpose of examining these case studies is to look at: (i) reasons why these publishers chose to pursue course adoptions, (ii) the approach they used to market to post-secondary institutions, and the challenges and issues they faced along the way, and (iii) the results their marketing efforts achieved. All information for the following case studies on Brick Books, Nightwood Editions, and Talonbooks have been drawn from Katherine Sinclair's report, *Academic Sales for Literary Publishers: A Study of Nightwood Editions and the College Market*.³⁵

Brick Books

As a publisher of Canadian poetry, Brick Book's strategy was mainly to give out complimentary copies of its books, and it had been doing this since 2001. Its reasons for pursuing course adoptions were to increase sales in the long term and to extend the readership for its books. In 2004, it ran its first email campaign to 600 post-secondary instructors teaching Canadian poetry. A consultant was hired to write the marketing copy for the email. Of this 600, 50 were returned as invalid addresses and seven instructors requested complimentary examination copies. In a second email campaign, the responses increased substantially to 44. The report does not explain what factors accounted for the

³⁵ Katherine Elizabeth Sinclair, *Academic Sales for Literary Publishers: A Study of Nightwood Editions and the College Market* (Burnaby B.C.: Simon Fraser University, 2006), 29–54.

increase, but after a total of three email campaigns, academic sales grew to 20 percent of all sales. Besides its email marketing efforts, it also had a website displaying top course adoption titles and exhibits at the Congress of Social Sciences and Humanities, an academic conference held annually in Canada.

Nightwood Editions

In the case of Nightwood Editions, its first entry into course adoptions took place in 2004 when its distributor Harbour Publishing hired an academic sales rep to look into this area. The resulting campaign involved the direct marketing of a promotional pamphlet from Nightwood and Harbour Publishing to 600 Canadian literature professors. The pamphlet listed 29 Canadian poetry titles from Nightwood and Harbour Publishing. This resulted in only six responses for examination copies, which was disappointing to both Nightwood and Harbour.

In a second campaign in 2005, a more focused approach was taken, leading to a campaign built around two poetry titles, which narrowed the market down to First Nations literature courses and multicultural literature courses. Through internet research, Nightwood developed a list of contacts and researched current themes of study to market titles effectively to scholars. This resulted in emails sent to 150 First Nations literature instructors and 120 instructors of Asian-Canadian, multicultural, and post-colonial literature. The campaign led to 10 percent of instructors requesting examination copies. Though there were no commitments to course adoptions, a few instructors mentioned in response to follow-up emails that they would consider the title for future terms. They also discovered that instructors were “happy to be contacted” with such information from the publisher. Nightwood also found out that some instructors declined adoption due to retail price, and that some had already ordered their upcoming text but would consider the promoted title for future courses. Since the publication of the report, Nightwood’s 2006–2007 sales reports indicate at least three course adoptions had taken place for its Asian-Canadian title.³⁶

³⁶ Silas White, email to author, July 26, 2011.

Talonbooks

Talonbooks is a success story in gaining educational adoptions with 50 percent of its sales coming from that source. Its success is also a bit of an anomaly, stemming largely from the close ties between the publisher and the literary community that dated back before any course adoption plans were made. Even though owner-operator Karl Siegler's extensive network gave Talonbooks a headstart in marketing to academics, it is worth noting Siegler's astuteness in capitalizing on his connections. When hiring a sales rep to promote titles to professors caused academic sales to drop rather than rise, Siegler eventually realized the importance of his original peer-to-peer approach in relating to instructors. Academics appreciated communicating with him personally rather than through a middleman. Siegler thus sought to re-establish and build upon the "natural community of discourse" that was fundamental to Talonbooks' strong relationship with the academic market.³⁷ This approach involved contacting members of his academic network directly; addressing instructors as "colleagues;" staying up to date with their academic work; and writing catalogue copy relevant to instructor-academics – for instance, including key academic words that they would recognize and providing tips for teaching.³⁸ Thus while his identity, personality, and personal network anchored the company and gave it a great headstart, the overall effect of the marketing efforts – the consistent tone and approach on all counts – reveals a strategy that is deliberate and well-thought out.

Lessons from Literary Publishers

Targeted approach

Like CAMH, Nightwood started out with an overly broad list of instructor contacts. Nightwood's marketing effort received a better response when the company narrowed down its market reach and tailored its approach to target First Nations and Asian-Canadian literature courses – newer fields in literary studies for which there were fewer titles were available. In the same way, CAMH should not attempt to reach all courses for mental health and addictions currently in its database. While this extensive list is useful as a directory of

³⁷ Sinclair, *Academic Sales for Literary Publishers*, 31.

³⁸ *Ibid.*

available courses, the mailing list for individual direct marketing campaigns should be targeted at a specific group of instructors.

Refining strategy

Even though Filoteo had incorporated certain changes into Project 2 – such as revising the marketing copy and using email to initiate contact with instructors – the fundamental problem remained: CAMH was promoting a general list of titles to a general list of instructors. In contrast, all three literary publishers made a point of adjusting approaches that did not work. This is in line with Woll's emphasis on testing and refining one's approach. Both Nightwood and Talonbooks discontinued their use of a sales rep when this approach did not improve results. Talonbooks reverted to their original strategy of communicating directly with instructors. As mentioned above, when Brick and Nightwood discovered that the initial blanket approach to the market was not successful, they made the effort to fine tune their contact lists for the next promotion. In CAMH's case, it might be useful to hire personnel that have the relevant marketing skills and background to identify and make strategic changes in CAMH's marketing program.

Market knowledge

Like CAMH, the literary publishers used web searches to develop their database of instructor contacts. Nightwood and Talonbooks also made efforts to get to know their market better: Nightwood used the internet to research themes of courses, while Talonbooks stayed up-to-date with the academic interests of its instructors. However, it does seem that none of them were able to conduct any in-depth investigation of their market, beyond what was convenient, suggesting the lack of time and resources most publishers face in conducting market research. However, as these publishers show, it is good to start with what is convenient and available.

Building relationships with the instructor community

Talonbooks' strength was the established relationship its publisher had with the literary scholarly network, and it used this channel well to connect its target market to new literary works and authors. In the same way, it is important for CAMH to build ties with the

instructor community of mental health and addictions. This is a mutually beneficial relationship as both CAMH and the instructor community share the goal of advancing best practices within the mental health and addictions field through education. Moreover, many instructors are also practitioners in the field. In the same way that Siegler communicates with instructors as colleagues, it is useful for CAMH to relate to instructors as partners with the same aim of raising the professional level of mental health and addiction practice. Just as Siegler was the main person who related to instructors, CAMH's developers are in the best position to take on this role. At present, developers regularly converse with instructors for feedback and input when they develop new editions. Even though they are not practitioners themselves, they have an extensive knowledge of mental health and addictions, and instructors will be more willing to talk to them than to a marketing person. Expanding dialogue with instructors would be particularly important if CAMH eventually intends to publish student editions of certain publications. For instance, while getting feedback on new editions, developers could also find out how the edition can be improved in ways that would make it more student-friendly.

Perseverance and consistent effort

As with CAMH, the experiences of Brick and Nightwood showed that existing academic sales indicated market demand. However, this did not immediately translate to further sales resulting from the publisher's marketing efforts. What is encouraging is that Brick's results improved with each successive marketing campaign. Its perseverance did pay off – after three promotional campaigns, course adoptions made up one-quarter of sales.

From December 2010 to March 2011, an email survey was conducted with instructors from post-secondary mental health and addictions courses to take deeper look at the use of course materials in CAMH's market sector. The following describes the methodology used, followed by a presentation and discussion of the findings. The survey form can be referred to in Appendix I.

Methodology

Sample

CAMH's post-secondary sales data were used to determine the courses that CAMH publications were most relevant to. Using a minimum order of 15 copies to indicate a course adoption, it was determined that 32 post-secondary institutions were using 20 CAMH titles as course texts from 2007 to 2010. An analysis of this market sector revealed that British Columbia and Ontario were the two main provinces in which CAMH books were used as course texts. Ontario superceded BC by a wide margin as the top province. There were also more orders from colleges than universities: a total of 23 colleges compared to 9 universities ordered CAMH books. Orders from institutions varied widely in quantity, from as many as 762 copies to as few as 21 copies. The median order quantity was calculated at 57 copies. As the name of the ordering institution was recorded for each title sale, college and university websites were searched for the appropriate courses using that title. Once this core group of courses was established, further web searches were conducted to look for similar courses to form a sizeable contact list of about 80 instructors. An email was sent to instructors inviting their participation in the survey. Program coordinators were emailed instead if instructors were not available. Of the 80 instructors emailed, 29 instructors returned completed surveys (a 36% response rate).

Questionnaire

CAMH's past marketing projects and instructor interviews conducted in the summer of 2008 provided a working framework for how instructor selected and used course materials. This initial market knowledge was used to formulate the questions and multiple-choice answers in the survey. For instance, concerns that had been raised by instructors – such as relevance of content, affordability, currency, and Canadian content – were included in a list of options for determining an instructor's criteria when selecting a text.

The questionnaire was split into two sections. In Section A, seven questions were asked on course material used, selection criteria for course texts, and preferred methods of receiving publisher information. In Section B, instructors were asked to identify one to three of their course texts and to answer six questions evaluating the usage and usefulness of each title. See Appendix I for the complete questionnaire.

Format of Questions

The questionnaire consisted mostly of multiple-choice questions, and a few open-ended questions requiring written comments. Each multiple-choice question offered a selection of pre-determined answers. Instructors could select more than one answer, and also had the option of providing their own answer. In some cases, instructors were also required to numerically rank the options they had chosen, as shown in the example below (see Appendix I for complete questionnaire):

2. Which of the following materials do you use in your course? *Please rank your selection numerically, starting with the one most central to students' learning.*

- Required text
 - Secondary texts
 - Custom courseware
 - Student's in-class lecture notes
 - Class handouts written by instructor
 - Photocopied readings, articles
 - Websites
 - Other course materials...please list below:
-

Limitations of the Survey

One of the major flaws of the survey was the type of ranking system used. In questions 1, 2, 3 and 5, instructors were allowed to select as few or as many options as they liked and were asked to rank their chosen options numerically. This individualized ranking method was not particularly useful for collating responses from different instructors and hindered the comparison of results. A better method would have been to ask instructors to rate each selected item or attribute on a scale (e.g. 1–10) to allow for a clear comparison between the options ranked. In spite of this flaw, certain observations were still discernable from these data, and as far as possible, specific charts have been provided for visual clarity.

Findings

Profile of Respondents

The 29 participating instructors came from five provinces: fifteen from Ontario (52%), seven from British Columbia (24%), and five from Alberta (17%), and one each from Nova Scotia (3%) and Saskatchewan (3%).³⁹ There were more instructors from colleges (69%) than universities (31%). The main delivery modes of the courses surveyed (either as the only option offered or one of multiple options) were full-time (90%) and part-time (52%). See Appendix J for the full range of delivery options.

Types of Publishers Providing Course Texts

Out of the 43 course texts evaluated by the instructors, 15 texts (35%) were published by CAMH. The remaining publications were from small and large publishers, custom courseware, and government publications. Table 4.1 shows the names and types of publishers for the 28 other course texts being used.

³⁹ Percentage figures do not total 100% as they are rounded off to whole numbers.

Table 4.1 Types of Publishers Providing Course Texts

<i>Type of Publisher</i>	<i>Name of Publisher</i>	<i>No. of Course Texts</i>
<i>Educational</i>	Cambridge University Press	1
	Guilford Press	2
	Lippincott Williams & Wilkins	1
	McGraw-Hill	2
	Mosby	1
	Oxford University Press	2
	Pearson	1
	Thomson-Brooks/Cole	5
	Wadsworth	2
	W.W. Norton and Company	1
<i>Scholarly</i>	UBC Press	2
<i>Specialty</i>	Hazelden	1
	Nugent Training and Consulting	2
	Professional Resource Press	1
<i>Non-commercial</i>	Custom courseware	2
	Government	2

EDUCATIONAL PUBLISHERS Educational publishers were the dominant type of source, accounting for 64 percent of the non-CAMH course texts. Twelve of these texts were US-based, five were Canadian-based (see Table 4.2), and one was UK-based. Canadian-based publications were clearly identified as such by their titles. For the US and UK-based publications, the origin was determined by looking at the author’s background in education and practice.

SCHOLARLY, SPECIALTY, AND NON-COMMERCIAL PUBLISHERS UBC Press was the only scholarly press from whom course texts were purchased. Course texts from specialty publishers catering to mental health and addictions accounted for 11 percent of non-CAMH texts. These were Hazelden, a US-based addiction treatment centre; Nugent Training and Consulting, a Toronto-based firm specializing in dual disorders; and Professional Resource Press, a US-based publisher specializing in materials for mental health professionals. Course texts from non-commercial sources included custom courseware provided by the institution, and government publications that could be downloaded for free from the internet.

PUBLISHERS PROVIDING CANADIAN CONTENT Besides CAMH texts, there were ten other Canadian-based publications. Their titles, publishers, and number of courses they were used in are shown in Table 4.2 below.

Table 4.2 Canadian-based Publications by Other Publishers

Publishers	Title	No. of Courses Using Text
<i>Canadian Publishers</i>		
UBC Press	<i>Community Mental Health in Canada</i>	2
Nugent Consulting	<i>Handbook on Dual Diagnosis</i>	2
<i>Educational Publishers</i>		
Lippincott Williams & Wilkins	<i>Psychiatric and Mental Health Nursing for Canadian practice</i>	1
Oxford University Press	<i>Mental Health and Social Work Practice in Canada</i>	2
Pearson	<i>Choices: Interviewing and Counselling Skills for Canadians</i>	1
<i>Government Publications</i>		
Mental Health Commission of Canada	<i>Toward Recovery & Well-Being: A Framework for a Mental Health Strategy for Canada</i>	1
Health Canada	<i>Best Practice Concurrent Mental Health and Substance Use Disorders</i>	1

Importance and Use of Required Texts

Of the various materials used by the 29 instructors surveyed, required texts were used by 93 percent and ranked first by 69 percent.

ROLE OF COURSE TEXT Instructors identified a total of 43 course texts, of which there were 32 distinct titles. Of the 43 course texts surveyed, 70 percent were core texts, and the rest were either supplementary or reference works.

USAGE OF TEXT BY ACTIVITY Results showed that 70 percent of course texts were used in more than just one type of activity. As Table 4.3 shows, the most common range of activities (“assigned readings,” “completing assignments,” and “general reference”) applied to 33

percent of course texts. An additional 14 percent of texts were used for the same range, with the addition of its use in practicum. The most common single activity was “assigned readings” (used by 86%).

Table 4.3 Usage of Course Text by Activity

<i>Activities Selected</i>	<i>No. of Texts (n = 43)</i>
Readings + Assignments + Reference	14 (33%)
Readings + Assignments + Reference + Practicum	6 (14%)
Readings only	7 (16%)
Readings + Assignments	6 (14%)
Reference only	4 (9%)
Readings + Reference	3 (7%)
Assignments + Reference	2 (5%)
Assignments only	1 (2%)

OTHER MATERIALS USED Most instructors used a range of materials; 83 percent selected at least four types of materials. The pie chart below (Figure 4.1) shows the different materials ranked first by 29 instructors out of a provided range of materials.

Besides required texts, the next two items ranked first by instructors were instructor handouts (“class handouts written by instructor”) and lecture notes (“student’s in-class lecture notes”). One instructor mentioned that “online modules written for [the] course” formed the core material even though the course also had required texts. In cases where instructors had no required texts, such instructor-generated content became particularly important to the curriculum. One program that could not find a suitable text relied primarily on instructor handouts and lectures. Personnel in another program chose to write their own reference manuals for their courses.

Custom courseware and secondary text were each ranked first by only 3 percent of instructors. Other lower-ranking materials also in use were photocopied readings and articles, and websites. Besides those listed in the survey, additional materials cited by instructors were “journal articles,” “assigned articles,” “videos,” and “simulated activities.”

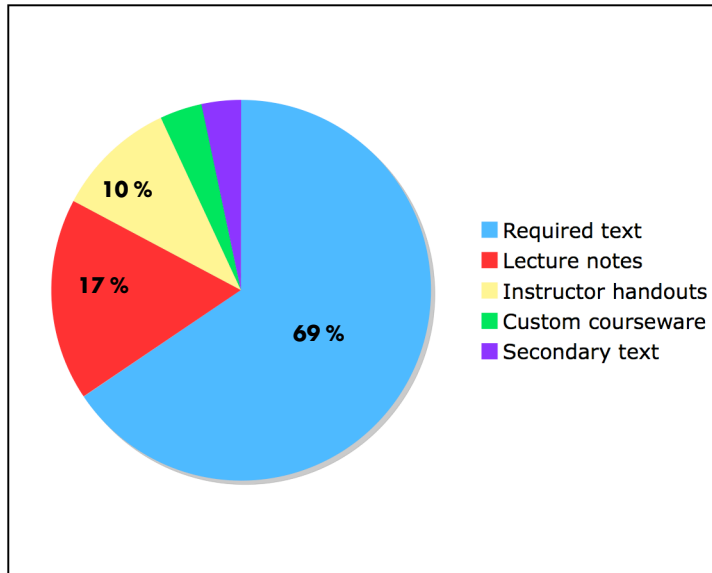


Figure 4.1 Course Materials Ranked First by Instructors (n=29)

FORMATS Out of the 29 instructors surveyed, 90 percent ranked print materials first in terms of usage. Other formats used were digital and web-based materials. One instructor indicated the use of digital materials in an LMS (Learning Management System). She ranked this second after print. Instructors also identified “videos,” “films,” and “pod casts” as formats they used in addition to those listed by the survey.

Criteria for Course Text

Instructors were asked to select from seven criteria and rank them according to what they considered important in selecting a course text. Significant findings are supplemented with qualitative data on the usefulness of their course texts.

COVERAGE OF COURSE TOPICS Of seven criteria given for text selection, “content covers most of the course topics” was ranked first by the highest number of instructors (48%). See Appendix K for the responses to the rest of the criteria.

Relevant points from instructor comments on course texts:

“useful for specific topics, [but] not useful for overall survey text”

“very relevant to course topics and objectives”

“all content applicable”

“the range of information corresponds closely to what I am teaching”

“specific sections complement the curriculum very well”

“very relevant to course objectives”

“does not cover other parts of course”

“lacks some critical material”

CANADIAN CONTENT “Canadian-based publication” was ranked first by the second-highest number of instructors (24%). See Appendix K for the full data on responses to criteria. At the same time, of the 21 instructors who provided comments on their course texts, 8 mentioned Canadian content as one of the useful aspects of their text. As one of the instructors explained, “The mental health service delivery system, ethical and legal issues [here in Canada] are different than in the US.”⁴⁰

Relevant points from instructor comments on course texts:

“complements the textbook with Canadian-specific information”

“it is accurate from a Canadian perspective”

“I am constantly having to incorporate American technical information on addictions and all addictive disorders into a Canadian context for intro students”

“American content [is] usually irrelevant”

AFFORDABILITY; CURRENCY; USEFULNESS BEYOND COURSE; READING LEVEL; CHAPTER ORGANIZATION These criteria were mainly ranked second or third by instructors indicating their position as secondary considerations when selecting a course text. See Appendix K for comparison of responses to criteria. Reading level and organization of content are, however, among the more important of these attributes: they were also mentioned by instructors in their comments, some of which are shown below. “Usefulness beyond course” stood out as the largest third-ranking criterion.

Relevant points from instructor comments on course texts:

“it is well organized”

“it is easy for students to read”

⁴⁰ Instructor, email to author, January 19, 2011.

“very clear definitions”

“good descriptors”

“condenses complex topics into language and format that is accessible for fourth year Bachelor of Social Work students”

PRACTICAL APPLICATION Though the practical usefulness of the text was not one of the criteria provided for selection, this was clearly an important concern for instructors as seen from their comments.

Relevant points from instructor comments on course texts:

“real-life, practical reference”

“it has a nice balance of theory and practical application”

“provides practical examples for students to learn from”

“case examples provide interest”

“it does not provide much practical use (i.e. it is mostly theoretical). It can be challenging for students to transfer this knowledge in a practical way.”

Usage and Usefulness of Current Texts

ALL INSTRUCTORS Table 4.4 shows that most of the course texts surveyed were core texts, and more than half contained a substantial amount of content (60–90%) that could be used during the course. Most instructors were fairly to very satisfied with their current texts. Only one instructor (2%) preferred to switch to a different text.

COMPARISON BETWEEN CAMH TEXTS AND OTHER TEXTS Findings shows that non-CAMH texts had slightly better scores in terms of the role their texts played, the amount of text used, and instructor satisfaction, as shown in Table 4.4 below.

Table 4.4 Usage & Usefulness of Course Text

	<i>All texts</i> (<i>n</i> = 43)	<i>CAMH texts</i> (<i>n</i> = 15)	<i>Non-CAMH texts</i> (<i>n</i> = 28)
<i>Role of text</i>			
Core	70%	60%	75%
Supplementary	26%	27%	25%
Reference	2%	7%	0%
Other	2%	7%	0%
<i>Amount of text used</i>			
0–30%	9%	13%	7%
30–60%	33%	40%	32%
60–90%	58%	47%	61%
<i>Satisfaction with text*</i>			
Very satisfied	70%	60%	75%
Fairly satisfied	30%	40%	21%
Not satisfied	2%	0%	4%

* Level of satisfaction determined by responses selected for the question “Do you find this book useful for your teaching purposes?” – Very satisfied (“Yes, very!”) Fairly satisfied (“It’s ok.”) Not satisfied (“Not really, I would like to switch texts if I can.”)

Sources for Texts & Instructor Receptivity to Publisher Information

SOURCES Colleagues and research work were selected by the largest number of instructors as their sources for potential texts. The following tables show the various people and activities selected by instructors as their sources for potential texts.

Table 4.5 Sources of information: People

	<i>n</i> * = 64
Colleagues	36%
Publisher	23%
Sales rep	19%
Program Coordinator	13%
Others	9%

Table 4.6 Sources of information: Activities

	<i>n</i> * = 50
Research work	44%
Conference	32%
Store browsing	20%
Others	4%

* Based on total number of options selected as instructors could select more than one option.

RECEPTIVITY TO PUBLISHER INFORMATION Information overload was selected by most instructors as their reason for not wanting more information. The chart below (Figure 4.2) shows the different reasons selected. An unexpected response was that 10 of the 29 instructors did not select any of the options given. As none of these instructors provided their own reason under “other reasons,” it can be assumed that they were open to receiving publisher information.

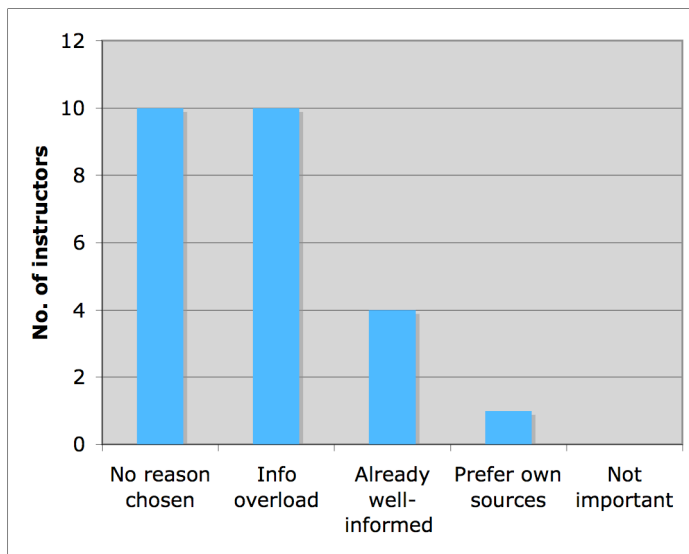


Figure 4.2 Reasons Instructors Do Not Want Publisher Information

TYPE OF INFORMATION PREFERRED Instructors preferred receiving a catalogue to other types of information provided. The chart below (Figure 4.3) shows the results for each item selected. There was a fairly equal preference for general and specific information based on the combined results for catalogue and new title and those for program and course-specific information.

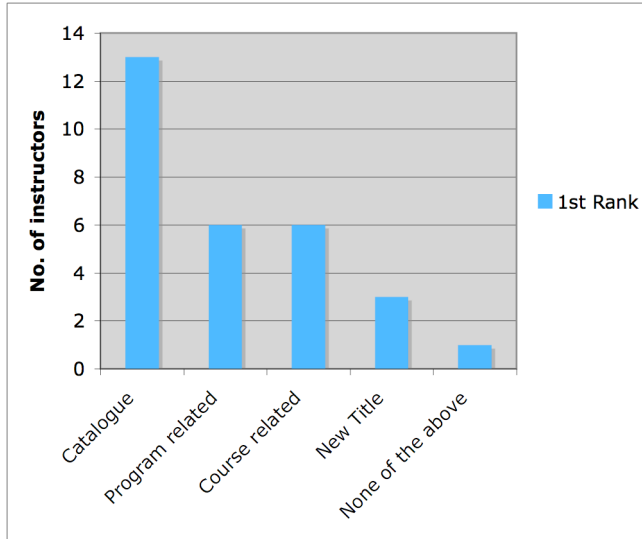


Figure 4.3 Type of Publisher Information Preferred

METHOD OF COMMUNICATION PREFERRED Email was the instructors’ preferred method of communication. Table 4.7 below shows the results for various methods of communication selected by instructors. Few chose the option of having communications go through their program coordinator.

Table 4.7 Preferred Methods of Receiving Publisher Information

	<i>n</i> = 29
Email	45%
Print	21%
Email, Print	21%
Program Coordinator (PC)	10%
Email, Print, PC	3%
Email, PC	3%
Phone	0%

PROVINCIAL AWARENESS OF CAMH Table 4.8 shows that most of the instructors from Ontario and BC were using CAMH books. In particular, all instructors from Ontario were aware that CAMH publishes books. In contrast, fewer instructors from the other provinces (Alberta, Nova Scotia, and Saskatchewan) knew about CAMH books, and fewer than half used CAMH books as a professional or instructor.

Table 4.8 Instructor Awareness of CAMH (By Province)

	<i>Ontario</i> (<i>n</i> = 15)	<i>BC</i> (<i>n</i> = 7)	<i>Other Provinces</i> (<i>n</i> = 7)	<i>All</i> (<i>n</i> = 29)
Knows about CAMH organization	100%	100%	100%	100%
Knows about CAMH books	100%	86%	71%	90%
Uses CAMH books as professional, instructor, or both	93%	86%	43%	79%

Discussion

Course Material Needs

ROLE & USAGE OF REQUIRED TEXT The survey findings suggest that required texts are not only widely used but also play a central role in the learning curriculum of post-secondary mental health and addictions courses. While required texts are important, they are only one component of the learning curriculum and are often used along with other resources. Instructor handouts and lecture notes ranked comparably higher among the remaining course materials selected. It was also evident that some instructors have a greater range of materials than others. In at least two courses, besides their required texts, students had access to a wealth of resources through digital learning platforms. For others, resources seemed to be lacking. In a few cases, instructors could not participate in the survey as they had no required text. For these instructors, course content came mainly from lectures and handouts. It is not clear if the differences were a result of the specialized nature of the course topic, or the instructors' access to or awareness of available resources. Further research would be required to determine the reasons for this disparity.

FORMATS Although the prevalent use of print indicates that CAMH's print publications are welcome in the market, this situation might eventually change as institutions move towards an increasingly digital learning environment. Since 2010, CAMH has been distributing e-book versions of some of its publications through Gibson Library. With this distribution channel already in place, it will be worthwhile for CAMH to explore how schools can also have access to its e-books, as well as focusing on marketing its print books.

CORE CONCERNS Findings relating to instructors' criteria for a course text suggest that a required text is selected primarily for the *relevance of the content to the course curriculum*. Even though this is only a logical consideration when choosing a required text, its importance shows that it is a fundamental requirement that takes precedence over other considerations not directly related to content, such as department requirements, affordability, and publisher name. In conversations with instructors prior to the survey, the need for *Canadian content* stood out as a unique concern of this field and was thus included in the criteria for text selection. The high ranking assigned to this criterion, supplemented by instructor comments on the need for Canadian content amidst a US-dominant course text market, confirm that this is an essential characteristic, yet one that is still lacking in many course texts.

SECONDARY CONSIDERATIONS *Practical application*, as opposed to a theoretical or technical emphasis, was also important for a course text. Even though this had not been included in the survey criteria, it was an apparent concern in instructors' overall comments. This is consistent with the reasons given by the two instructors who adopted a CAMH text in Project 3. A common interest for both of them was its usefulness in practical application – one mentioned that it “connected students with the reality they will be experiencing in their field work placements,” another liked its “practical orientation.” Most CAMH publications, especially those labelled “guides” and “handbooks,” are likely to meet this need as they have been developed precisely for practical application in the workplace. *Reading level* and *chapter organization* were also considerations for some instructors. CAMH publications catering to frontline workers are written in plain language so that concepts are easily understood and applied. However, not all CAMH publications are written at the same reading level, so this would be a factor to consider when targeting a title to specific courses. Chapter organization is an area where educational publishers have an advantage because chapters can be arranged to facilitate course curriculum. Findings also confirmed that instructors were interested in the *usefulness of the text beyond the course*, for instance, as a reference during practicum. However, as this was mainly ranked in third place, it was a secondary consideration, rather than an essential factor in deciding on a text.

Publishers in the Post-Secondary Market

PRESENCE OF EDUCATIONAL PUBLISHERS A significant portion of course texts used by instructors surveyed were produced not by specialty publishers like CAMH, but by larger educational publishers. The dominance of US-based publishing in this field is reflected in the number of instructors were using US-authored course texts. Considering the many instructors who preferred Canadian content, it seems likely that the prevalent use of US-based publications was due to the lack of suitable Canadian alternatives available in the market. This is supported by a few instructor comments stating that the US content in their texts was irrelevant. It was not clear if the need for Canadian content applied generally to all mental health and addiction courses or only to certain courses. One of the reasons provided by an instructor on the need for Canadian content was the difference in ethical and legal issues between the two countries.

PROVIDERS OF CANADIAN CONTENT Another significant finding was that most of the Canadian-based course texts were produced not by local publishers, such as UBC Press, but by international educational publishers. This in itself suggests that there is a market for mental health and addictions publications from a Canadian perspective since these larger publishers are also recognizing and catering to this specialized field. At the same time, their presence in Canada, such as Oxford University Press and Pearson, both of which have local offices, enables these educational publishers to better cater to the specific needs of the local market.

COMPARISON BETWEEN CAMH AND OTHER PUBLISHERS The comparison was based on results for the role of the text (core, supplementary, or reference), the amount of text used, and instructor satisfaction with the text. The results showed that CAMH texts generally performed less well than those by other publishers. While the differences were not substantial, they suggest that there is room for CAMH's professional publications to be improved upon for course use.

Marketing to Instructors

SOURCES The reliance on informal sources and the low incidence of sales reps suggest that there are no formal marketing channels introducing texts to instructors in this field. The minor role of the program coordinator as a source also suggests that instructors make their decisions without much support or interference from their department. A separate finding that confirms this is the low priority instructors placed on department requirements when selecting a course text.

RECEPTIVITY TO PUBLISHER INFORMATION The lack of formal marketing channels mentioned above might account for the general receptivity towards publisher information. At the same time, the lack of preference for familiar publishers and the presence of small specialty publishers, such as Hazelden and Nugent, reflects a level playing field that is still open to any publisher who can provide suitable resources. Non-educational publishers like CAMH thus have the opportunity to make an impact in this field.

DIRECT MARKETING Findings show that instructors were generally open to receiving a mix of direct marketing pieces, though catalogues stood out as the preferred item. With the variety of options possible, care needs to be taken to use different pieces appropriately depending on the purpose and nature of the promotion. For instance, catalogues are useful for introducing CAMH's range of publications, and information on new titles serve to update instructors on additions to the catalogue. Course or program specific information is best used in a targeted campaign for a single or select range of titles. Project 3 showed that sending information that specifically targeted an instructor's course can be an effective method for gaining course adoptions.

METHOD OF COMMUNICATION Email was the preferred mode of communication by instructors. This is a convenient format, although messages are easily deleted or ignored. This is especially so in the context of instructors naming "information overload" as the main reason for not wanting to receive publisher information. Even though phone was clearly the least preferred method, the experience of the past projects as well as this survey have shown

that phone follow-up is essential in getting instructors to take action – whether this is responding to an email or filling out a survey. Interestingly, few instructors chose the option of having communications go through their program coordinator – which had been included as a possible way of screening unwanted information.

As Canada grapples with the growing social issue of mental health and addictions problems, there is an increasing need for resources that equip the wide range of professionals working in the mental health and addictions field. CAMH's position as the largest mental health and addiction centre within Canada gives its professional publishing program an advantage in providing well-researched resources written to meet knowledge gaps in current practice. Distributing and marketing its publications appropriately to post-secondary education is a crucial step in ensuring that their publications reach the relevant audience.

This report first looked at the strengths of CAMH's professional publications and showed how they contribute to the mental health and addictions practice. It then reviewed CAMH's past marketing projects, discussing some of the problems hindering CAMH's progress, including a lack of supporting infrastructure, insufficient knowledge of market behaviour and preferences, and difficulty in developing a targeted approach to instructors.

A survey conducted with 29 post-secondary instructors of mental health and addiction courses sought to find out more about how CAMH's publications and marketing methods could be more relevant to this market. The findings confirmed that some of the attributes valued by instructors – Canadian content, readability, and practical application – were consistent with strengths of CAMH publications. The dominance of US-based educational publishers in the course texts currently used also points to a need for more Canadian-based publications in this market. In order to cater to this market more effectively, CAMH needs to look to its educational counterparts both in terms of enhancing its publications to make them more suitable for course use and in adopting useful techniques in marketing to post-secondary institutions. The following are a few recommendations that CAMH can consider in further developing its marketing strategy.

Improving Usability of CAMH Publications as Course Texts

A review of the educational titles used by instructors shows that CAMH publications already share many of the practice-oriented features and handouts highlighted by educational publishers in their promotional descriptions. These include the provision of assessment

forms, client handouts, sample client care plans, and case studies. The main area where educational publishers had a strong advantage was in their provision of student-oriented features and supplementary materials to facilitate the learning experience. These included:

- Student discussion questions
- Accompanying questions for case studies
- Chapter quizzes and tests (testing memory and understanding)
- Text boxes highlighting issues for classroom discussion
- Review worksheets (fill-in-the-blank, multiple-choice questions, crossword puzzles)
- Instructor resource manual (chapter outlines, discussion questions, statistical profiles, supplementary lecture material)
- Companion websites for instructors and students providing resources and downloads
- PowerPoint slides

Not all of the features listed can be applied by CAMH, but many are extensions of the practical features present in CAMH publications. Case study questions, discussion points and questions, perhaps even role-play scenarios, all fall within the context of practical application and are possibilities that CAMH can build on. Creating a more student-friendly layout with sidebars, subheads and other features is also a way in which CAMH can restructure existing content to suit students' learning needs. It would be worthwhile for CAMH to examine some of these publications closely as well as to read online student reviews of these publications in considering ways to improve existing publications.

At present, CAMH also has the available infrastructure and experience for developing supplementary online resources. Its current website has online tutorials for the public to test their knowledge about mental disorders. The same technology can be used to develop quizzes and tests for students. The abundance of CAMH resources online and in print can also be re-purposed to create student and instructor resources. Simple companion websites for students and instructors can also be built around publication chapter outlines to provide hyperlinks to the multiple resources available on the CAMH website. In particular, students can be directed to relevant content from its Knowledge Exchange website, an online repository of information, tools and resources from within and outside CAMH.

Communicating the Relevance of CAMH publications to Instructors

As “information overload” was a concern of the instructors surveyed, it is important that any promotional materials sent are not just relevant, but concise and easy to browse through and comprehend quickly. All marketing pieces – whether catalogues or sell-sheets – should be designed to be read and understood at a glance. As CAMH’s strengths lie in providing resources that are practical and Canadian, any such features, such as case studies, should be emphasized in a promotion.

Considering that receiving a catalogue was the main type of publisher information preferred by instructors, it would be worthwhile for CAMH to create a custom-designed catalogue for the educational market. This would also allow CAMH to highlight the strengths in each publication for educational use, particularly in the areas of Canadian-specific issues and approaches, reading level, and practical relevance. Since instructors are open to considering lesser-known publishers, CAMH should realize benefits simply by expanding awareness of CAMH publications. It would be unfortunate if a relevant CAMH title were not adopted due to a lack of awareness of the title.

Besides the recommendations made in chapter 3 of this report, CAMH will benefit from further research into the marketing techniques successfully used by educational publishers and university presses. One example from Oxford University Press’s website is the use of instructors’ quotes to provide a sense of collegial support for the publication’s pedagogical usefulness.

Appropriately positioning the publication through its title is another way to indicate its relevance to instructors, especially for those who are not familiar with CAMH publications. Of the Canadian-based texts surveyed, most clearly indicated a Canadian perspective in the title, in phrasing such as “for Canadian practice,” “in Canada,” and “for Canadians.” At present, none of CAMH’s titles actually emphasize this. Most of CAMH titles are also currently on the lengthy side, which might make them harder to market in an educational context.

Marketing Relevant Publications to Courses

As the survey findings showed, the most important criterion is for a course text to be relevant to the course curriculum. Project 3 also showed how a targeted approach yielded

results. To apply this to the backlist, CAMH would first need to assess its existing publications on three counts: reading level of students they are best suited for; relevance of content to all Canadian provinces, not just Ontario; and currency of titles. The next task would be to research courses CAMH is intending to market each text to – specifically, topics covered and the students' likely reading level. Course outlines and learning outcomes are usually available online and will provide a basis for determining the relevance of a title to course topics. Reading level can be gauged by referring to student admission requirements and the year or level of the course in the program.

To make the best of this opportunity, it is worthwhile for CAMH to invest in the marketing personnel required to oversee a consistent marketing program. It is difficult to sustain and build a comprehensive program through intermittent projects; providing the necessary expertise and management will help to ensure continuity between activities, prevent mistakes from being repeated, and lead to solid results in the long run.

Appendix A: Comparison of Publisher Policies for Ordering Examination Copies

Publisher	Conditions	Method of Ordering
Cengage Learning	No information provided.	Phone, fax, or email contacts listed under “Instructor and Review Copies” on “Contacts” webpage.
D&M Publishers	Complimentary only for minimum course adoption of 20 copies	Use online form from “Academic” webpage or send written request by email.
Oxford University Press, UK	No course adoption required for complimentary copies. Maximum three titles. Tax and postage fee applies. Online comments card to complete.	Click on “Order an Inspection Copy” button on any title page in online catalogue and follow step-by-step procedures.
Oxford University Press, Canada	No information provided	Contact “Customer Care Specialist” by email or phone. Contact info available from “Contacts and Resources in the School Division” webpage.
Simon and Schuster	Complimentary only for minimum course adoption of 20 copies	Use online form from “Desk Copy Request” webpage.
United Nations University Press	Complimentary only for minimum course adoption of 10 copies	Written request by email, fax, or post using contact info from “Course Adoptions / Desk Copies” webpage.
University of British Columbia Press	No course adoption required for complimentary copies. Shipping and handling fee applies. Online evaluation form to complete.	Use online form or send printed PDF form by post or fax. Both from “Review & Examination Copies” webpage.
University of Toronto Press	Complimentary electronic copies of requested titles. The encrypted PDF grants 30 days of viewing, and is renewable for 14 days more.	Click on “Request an Exam Copy” button on any title page in online catalogue and follow step-by-step procedures.
Yale University Press	Complimentary only for paperbacks \$30 or lower.	Use online form or printed PDF form by post available on “Examination & Desk Copies” webpage.

Websites:

Cengage Learning
“Contacts” <http://www.cengage.com/contact/>

D&M Publishing
“Academic” <http://www.dmpibooks.com/academic>

Oxford University Press, UK
“Inspection Copies” <http://www.oup.co.uk/academic/inspection/>

Oxford University Press, Canada
“Contacts and Resources in the School Division”
http://www.oupcanada.com/school/contacts_and_resources_in_education.html

Simon and Schuster
“Desk Copy Request” <http://www.simonandschuster.net/desk-copy-confirm>

University of British Columbia Press
“Review & Examination Copies” <http://www.ubcpres.ubc.ca/books/review.html>

University of Toronto Press
“Examination Copies”
http://www.utppublishing.com/ec_instructions.php?sectionID=7&subsectionID=2&pageID=1

United Nations University Press
“Course Adoptions / Desk Copies” <http://unu.edu/publications/unu-press/course-adoption>

Yale University Press
“Examination & Desk Copies” <http://yalepress.yale.edu/yupbooks/professors.asp>

Appendix B: Project 2, Phone Script for First-time Contact

“Hi, my name is Bianca and I’m phoning from the Centre of Addiction and Mental Health which is Canada’s largest addiction and mental health organization. I’m calling to see if you would be interested in a complimentary copy of any of our textbooks that we have available here at CAMH. If you’d like, I can send you a copy of our Publications Catalogue, which lists our entire collection of textbooks.

The Centre for Addiction and Mental Health is Canada’s largest addiction and mental health organization that uses clinical practice, health promotion, education and research to invest in changing the lives of people with mental health and addiction and their loved ones. One way to fight mental health and addiction is through these publication, which are carefully researched; using information gathered by people currently working in the addictions and mental health field, a well as people actually living with these illnesses.”

If instructor is not interested: “May I ask what textbooks you have chosen to use for your classroom?”

Appendix C: Project 2, Phone Script for Previous Contact

“Hi, my name is Bianca and I’m phoning from the Centre of Addiction and Mental Health to follow up with a conversation you may have had with our marketing associate, Gita, in the fall.

Have you received: (a) our mail-out package listing all available texts? (b) any complimentary copies of our textbooks?”

If instructor says “yes”: “Are you interested in ordering a textbook? Which textbook would you like to order?”

If instructor says “no”: “What textbooks have you decided to use or are currently using?”

Appendix D: Project 2, Email Template for Previous Contact

To <instructor's name>:

Hi, my name is Bianca and I'm from the Centre of Addiction and Mental Health (CAMH). We are Canada's largest addiction and mental health organization that uses clinical practice, health promotion, education and research to invest in changing the lives of people with mental health and addiction and their loved ones.

I am following up with an email conversation you had with our marketing associate, Gita, a couple of months ago regarding the textbooks we publish here at the centre.

One way to fight mental health and addiction is through these publications, which are carefully composed using information gathered by people currently working in the addictions and mental health field.

We have a record of you showing interest in receiving our materials. Please fill out the attached form, if you are interested in receiving complimentary copies of the following textbooks: *Alcohol and Drug Problems*, *Drug and Drug Abuse*, *Concurrent Disorders*, *Challenges and Choices*, *Antisocial and Violent Youth*, *First Stage Trauma Treatment*, and *Postpartum Depression*.

If you'd like to order more than one copy of these materials you can reach the centre via e-mail, mail, fax or phone. If you'd like to receive a mail-out package that includes a copy of our Publications Catalogue, which lists all available textbooks, feel free to give me a call or send an email.

**Attachment:
"Complimentary Copy Request Form"**

Mail:

Centre of Addiction and Mental Health
Marketing and Sales Services
33 Russell Street
Toronto, ON
CANADA
M5S 2S1

Fax:

416 593 4694

Toll Free by Telephone

1 800 661 1111

Toronto area:

416 595 6059

Email:

marketing@camh.net

Appendix E: Project 2, Email Template for First-time Contact

CAMH Publications: From School to Work!

CAMH has a number of textbooks, which are excellent resources for your students while they are in school as well as when they leave for work.

Dear <instructor's name>:

Hi, my name is Bianca and I'm from the Centre of Addiction and Mental Health (CAMH). We are Canada's largest addiction and mental health organization that uses clinical practice, health promotion, education and research to invest in changing the lives of people with mental health and addiction and their loved ones.

One way to fight mental health and addiction is through these publications, which are carefully composed using information gathered by people currently working in the addictions and mental health field.

Please fill out the attached form if you are interested in receiving complimentary copies of the following textbooks:

- Alcohol and Drug Problems
- Drug and Drug Abuse
- Concurrent Disorders
- Challenges and Choices
- Antisocial and Violent Youth
- First Stage Trauma Treatment
- Postpartum Depression

If you'd like to order more than one copy of these materials you can reach the centre via e-mail, mail, fax or phone. If you'd like to receive a mail-out package that includes a copy of our Publications Catalogue, which lists all available textbooks, feel free to give me a call or send an email.

Attachment: "Complimentary Copy Request Form"

Mail:

Centre of Addiction and Mental Health
Marketing and Sales Services
33 Russell Street
Toronto, ON
CANADA
M5S 2S1

Fax: 416 593 4694

Toll Free by Telephone: 1 800 661 1111

Toronto area: 416 595 6059

Email: marketing@camh.net

Appendix F: Project 3, Email Template

Subject: Course resource on working with older adults
Attachments: Improving Our Response infosheet (PDF)

Dear <instructor name>,

I am writing to find out if the following book might be useful to you and your students as a resource for <course code & name>.

The Centre for Addiction and Mental Health (CAMH) has a new publication entitled:
Improving Our Response to Older Adults with Substance Use, Mental Health and Gambling Problems: A Guide for Supervisors, Managers and Clinical Staff

This book will be particularly useful for students who are headed for professions in elder care. It provides comprehensive information, strategies and useful case study examples to help professionals understand special issues they may come across while relating to older adults, but might not be informed or equipped to handle.

The pdf I'm attaching will provide some preliminary info on the book.

Please contact me for more information on the book, or to request an examination copy of the book if you strongly feel it would be a relevant course resource for your students.

In both cases, I would appreciate it if you could provide some brief info on the relevant courses.


Much thanks
Pearly

Pearly Ma
Publication Services, Program Development
Centre for Addiction and Mental Health
Tel: 1-416-535-8501 ext.6040

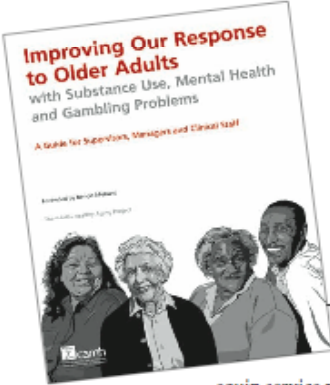
<http://www.camh.net/Publications/>

Appendix G: Project 3, Sell-Sheet

CAMH PUBLICATIONS



Centre for Addiction and Mental Health
Centre de recherche et de santé mentale



NEW!

Improving Our Response

to Older Adults with Substance Use, Mental Health and Gambling Problems

A Guide for Supervisors, Managers and Clinical Staff

The CAMH Healthy Aging Project • Foreword by Benoit Mulsant

188 pages • paperback • published 2008 • ISBN 978-0-88868-677-0 • product code PM080 • \$29.95

Improving Our Response was published under the CAMH Healthy Aging Project to equip service providers working with older adults with the information, tools and guidance they need to understand and help clients with substance use, mental health or gambling problems. This new resource is suitable as a required or recommended text for post-secondary courses training nurses, social workers and other human service professionals who are preparing for a career in working with older adults.

Knowing how to help or how to best direct other staff to help older people with such problems is often difficult. As the population ages, the number of older adults with substance use, mental health and gambling problems will increase. Students being trained to provide health and social services to older adults can prepare for these challenges. They will be in a strategic position to intervene and have a positive impact on their future clients.

Written by over 14 researchers and clinicians from various disciplines, this comprehensive guide draws on up-to-date research findings, clinical experience and case studies. This comprehensive resource includes:

- an overview of mental health, substance use, and gambling problems as they appear in older adults
- screening tools that can be used to help identify problems
- information on referring to specialized addiction and mental health treatment services
- realistic case studies and practical strategies for complex situations
- practical guidance on building a relationship, adopting a holistic approach and advocacy for older adults
- an introduction to the recovery, harm reduction and stages of change models as guiding principles of care
- ways to guide staff, families and others who care for older adults with these problems
- information sheets for older adults and their families on common problems.

This guide is recommended for professionals working with older adults, including nurses, social workers, occupational therapists, physiotherapists, educators and management staff in community support services, retirement and long-term care homes.

Topics Covered

- ◆ HOW TO IDENTIFY PROBLEMS IN OLDER ADULTS
 - Alcohol use
 - Anxiety disorders
 - Bipolar disorder
 - Delirium
 - Dementia
 - Depression
 - Gambling
 - Illegal drugs
 - Medications
 - Personality disorders
 - Schizophrenia
 - Tobacco use
- ◆ CASE STUDIES & STRATEGIES
 - Abuse
 - Hoarding
 - Housing insecurity
 - Intoxication
 - Isolation
 - Aggression
 - Self-neglect
 - Suicide
- ◆ CLIENT HANDOUTS
 - Alcohol
 - Anxiety
 - Dementia
 - Depression
 - Gambling
 - Medications

THE CAMH HEALTHY AGING PROJECT WAS FORMED IN 2002 TO ADDRESS THE NEED FOR MORE TOOLS AND RESOURCES FOR DEALING WITH OLDER ADULTS FACING MENTAL HEALTH AND ADDICTIONS PROBLEMS.

PM080 (09-2008)

Appendix H: Project 3, Cover Letter Accompanying Examination Copy

Dear <instructor name>,

Thank you for your interest in this publication. We are delighted that you are considering this book as a potential course resource and hope it will be useful for you and your students.

Our mission at CAMH is to improve the lives of those affected by addiction and mental health problems. Our publication program supports this goal by providing professionals in the field with practical, research-based resources grounded in client-centred principles such as harm reduction and health promotion.

If you need more information on this book, please feel free to contact me, and I will be glad to assist you.

As we would like to hear your feedback on the book as well as how it might be suitable for your course, I will be contacting you in about two weeks as a follow up. I look forward to speaking to you then!

Sincerely,

Pearly Ma

Publishing Intern
Program Development, Publication Services
Email: pearly_ma@camh.net
Tel: 416 535-8501 ext. 6040

Appendix I: Survey on Course Materials used in Post-Secondary Mental Health and Addictions Courses

Section A: General information on Course Materials – 8 questions

Choosing a Course Text

1. Which attributes are important to you when choosing a course text? *Please rank your selection numerically in order of importance.*

- Affordability (Please provide a Price Range: \$ ____)
 - Canadian-based publication
 - Content covers most of the course topics
 - Organization of chapters facilitates teaching/learning
 - Usefulness of the text beyond the course
 - Reading level is suitable for students
 - Familiar publisher
 - Currency of publication (within last 5 years)
 - Meets my department's requirements for a course text
 - Other attributes...please list below:
-

Range of Course Materials

2. Which of the following materials do you use in your course? *Please rank your selection numerically, starting with the one most central to students' learning.*

- Required text
 - Secondary texts
 - Custom courseware
 - Student's in-class lecture notes
 - Class handouts written by instructor
 - Photocopied readings, articles
 - Websites
 - Other course materials...please list below:
-

3. Which of the following formats do you use in your course? *Please rank your selection numerically, starting with the most frequently used format.*

- Print (books, courseware, handouts, etc)
 - PDF or electronic formats (books, articles, notes, etc)
 - Online / web (articles, journals, reference)
 - Other formats...please list below:
-

Selection Process for a Course Text

4. How do you find out about potential titles for course texts?

(a) By word-of-mouth: *Please tick the relevant ones.*

- Colleagues Program coordinator Publishers Sales reps
 Other people....please list below:
-

(b) Through my activities: *Please tick the relevant ones.*

- I come across potential course texts in the course of my research work.
 I find out about potential course texts when attending conferences.
 I come across potential course texts when browsing bookstores.
 Other activities....please list below:
-

5. Which of the following categories of information would you appreciate receiving from a publisher of mental health and addictions books? *Please rank your choices numerically in order of preference.*

- Catalogue
 Title recommendations specific to your program
 Title recommendations specific to your course
 Title recommendations specific to your research interests/topics
 New titles from a publisher that might be relevant to your course/research area
 None of the above

6. If a publisher wishes to send you information, how should they do it? *Please tick your preference.*

- Send print material by post Email Phone Contact program coordinator

7. What are some reasons you might NOT be interested in receiving more info from a publisher? *Please tick the relevant options.*

- I'm already overloaded with information. This will only add to it.
 Getting more information on course materials is not that important to me.
 I'm generally quite well-informed about available course materials.
 I prefer to find out about such things through my existing sources / networks
 Other, please specify: _____

Books by Centre for Addiction and Mental Health (CAMH)

8. Are you familiar with publications by the Centre of Addiction and Mental Health (CAMH) in Toronto? *Please tick the relevant options.*

- Yes, I have used their books as a professional.
 Yes, I use their books in courses I teach.
 Yes, I know they have books, but never read them.
 No, I never knew they publish books.
 I don't know about the Centre for Addiction and Mental Health.

End of Section A

If you are using any course texts or courseware as part of your course materials, please proceed to Section B.

Section B: Course Texts – 6 questions per title

Please enter the name of the mental health / addictions course you are teaching and answer the following questions.

If you have **more than 1** course text (*including courseware*) for this course, please provide info for those titles in the following sections Title #2 and #3 as required.

Please provide the full course name (and number if applicable) below:

Nature of study: Full-time Part-time/Continuing Distance Other: _____

Type of course: Compulsory Elective/optional Other: _____

Level of course: Introductory Intermediate Advanced Other: _____

Title #1:

Publisher:

This title is used in one course more than one course.

This course text is required not required.

1. I am using this title in my course/program as a
 core text supplementary text reference text
 Others... please list below:

2. Students use the book for
 assigned readings completing assignments general reference practicum
 Others... please list below:

3. How much of the book's content is being used in the course?

Less than 30% 30–60% 60–90%

4. Do you find this book useful for your teaching purposes?

Yes, very! It's ok. Not really, I would like to switch texts if I can.

5. In what ways is it useful / not useful?

6. Were you previously using a different text?
 Yes No

If yes, please give the title & publisher:

Title:

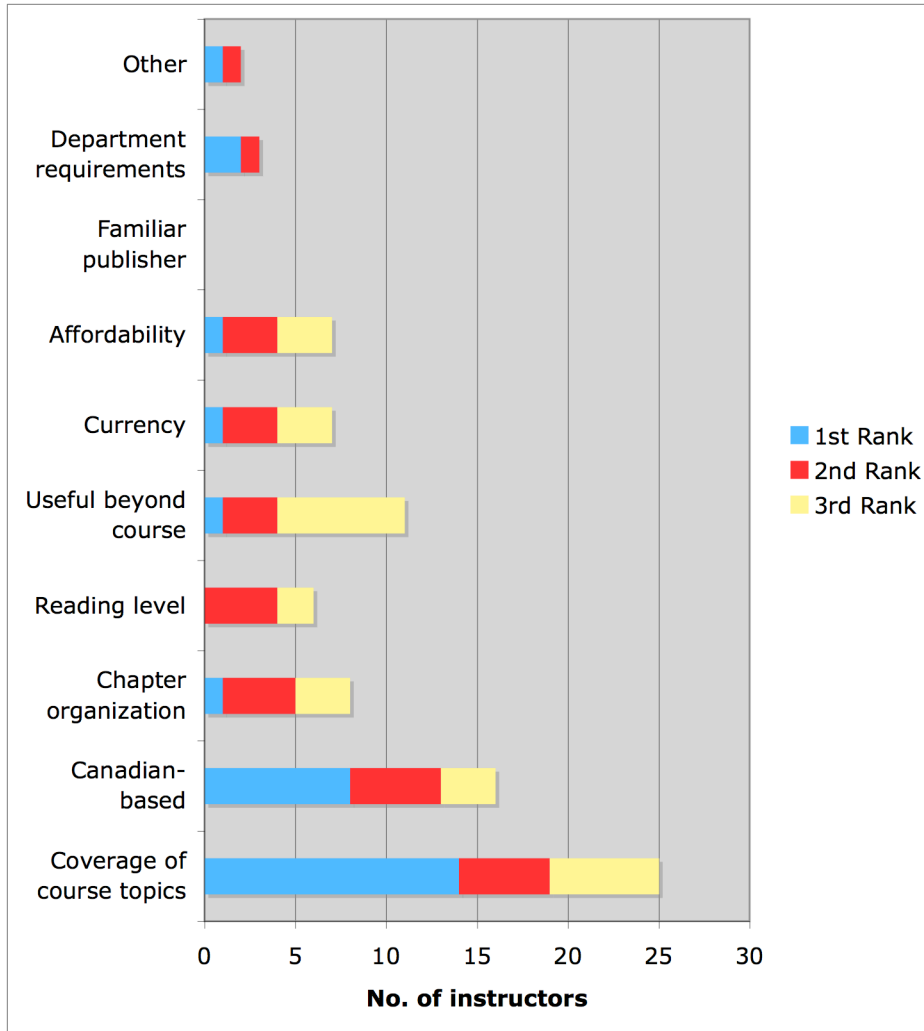
Publisher:

Appendix J: Delivery Modes Offered for Courses

Delivery Mode	Number of Courses (<i>n</i>=29)
Full-time	17
Part-time	5
Full-time, Part-time, Distance	3
Full-time, Part-time	2
Full-time, Distance	2

Appendix K: Instructor Responses for Text Selection Criteria

In the survey (Section A, Question 1), instructors were asked to select and rank attributes from a list of seven criteria. As they could select any number of attributes, responses varied widely from two to seven attributes. Because of this variation, only the attributes ranked first to third by instructors are shown below for the sake of clarity.



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