

Introduction to Social Marketing in Health
Department of Health Behavior and Education
Fall 2010
HSC 6637 Section

Instructor: Virginia J. Dodd, Ph.D., M.P.H.

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Office Hours: Students are strongly encouraged to meet with the professor at least once during the semester; especially for clarification or assistance with course material or requirements.

Monday

11:30 am – 1:30 pm

Wednesday

1:00 pm – 3:00 pm

Appointments at other times or on other days may be arranged by appointment. Communication by telephone and e-mail is always welcome.

Textbooks and Resources:

- Kotler, P., & Lee, N. (2008). *Social Marketing: Influencing Behaviors for Good* (3rd Edition). CA: Sage Publications. (Required) ISBN: 978-1-4129-5647-5
- Gladwell, M. (2002). *The Tipping Point*. New York: Little, Brown and Company. (Required) ISBN: 0-316-31696-2

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Course Description: The Centers for Disease Control and Prevention (CDC) identify social marketing as a practice allied with Health Education and Health Promotion (www.cdc.gov/communication/practice/socialmarketing.htm). The CDC encourages programs to apply the principles of social marketing to health behavior change efforts in order to increase the effectiveness of interventions. Social marketing uses audience research to determine target audience segmentation into groups with common risk behaviors, motivations, and information channel preferences. Key audience segments are then reached with the mix of intervention strategies formed by the “4 P’s” of social marketing, namely product, price, place, and promotion. The final product is designed based on the needs and desires of the consumer and persuasive messages promoting behavior change are promoted to the target audience. Continuous evaluation and message revision allows for continual refinement on the basis of consumer feedback.

This course is designed to familiarize students with current theory and knowledge in the field of social marketing and to analyze the components and applications of marketing used for promoting health behavior change strategies. Topics include: Determining Research Needs and Resources, Selecting Target Markets, Understanding the Target Audience and Competition, Determining the Product, Price, Place, and Promotion of the Market Offering, Implementing and Evaluating Social Marketing Efforts, and Ethics in Social Marketing. Class sessions will combine didactic presentations with group discussions and in-class exercises.

Course Objectives: Upon completion of this course, the student will be able to:

1. Identify appropriate uses of social marketing in community health education.
2. Discuss the use of social marketing to make health behavior interventions culturally sensitive and educational materials relevant for special populations.
3. Demonstrate appropriate methods for use in conducting social marketing research.
4. Analyze and critique current case studies in social marketing.
5. Develop guidelines for working with the creative/production team.
6. Develop guidelines for working with local media to implement a social marketing campaign.
7. Understand ethical principles that guide social marketing practice.

Course Expectations:

1. Attend all class sessions.
2. Read all assignments before each class session. Students are responsible for obtaining any additional assigned readings.
3. Complete course assignments by due date indicated.
4. Participate in class discussions.
5. Complete supplementary reading activities assigned by the instructor that includes retrieving articles from the Internet or campus libraries. Readings will be covered on the midterm and final exams.
6. Students are expected to do their own work throughout the semester.
Honesty Statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

Participation:

Graduate coursework depends heavily on the sharing of ideas and interpretations of current literature. Students should read assigned readings and text chapters prior to class. We cannot have meaningful discussions if you have not prepared adequately for class. Reading the coursework prior to class will improve your understanding of lecture topics and improve class discussion. Class participation will be noted by the instructor and considered in the determination of your final grade. Student attitude, ability to work with a group, enthusiasm, and receptiveness to class environment will also be considered in the final grade. Remember- the quality of your class participation carries more weight than the quantity.

→ *Don't Be Rude!!!* Turn off all cell phones during class or put them on silent/meeting/vibrate mode. If you absolutely must take a call, please step out of class prior to answering. Use of personal computers during class time should be ONLY for course purposes. While in class please do not check Blackberry's/cell phones/text/twitter or anything else that causes a distraction for you and/or your classmates; you are supposed to be participating.

Course Activities and Evaluation:¹

1. **Book Assignment: The Tipping Point** 50 points

You will receive questions for completion at the end of each chapter. The questions are designed to guide your grasp of the 'social epidemic' concept and how it can apply to social marketing efforts. For this assignment you should provide complete and detailed responses to the questions you will receive.²

2. **Group Project:** Instructor reserves the right to modify this assignment. 125 points

¹ The course syllabus is a general plan for the course. Deviation from the syllabus is possible and probable and will be announced by the instructor. If the deviation should cause a conflict with previously designated assignments or due dates, allowances will be made.

² **Note:** When (and if) appropriate, students should use APA (5th edition) style format for all papers. Grammar and composition will be taken into consideration when papers are evaluated.

During the early part of the course we will form small project groups (max. 4 members). You will be provided with creative briefs describing health promotion campaigns that are appropriate for social marketing efforts. The creative briefs will be explained in detail and time allotted for questions and discussion provided. Each group will formulate and develop a marketing plan designed to address their chosen area of health promotion. This project will be a working document throughout the semester. Much of the work associated with this assignment will require out of class time. By the middle of the semester you should have a draft of your marketing plan ready to discuss with the course instructor. Each group is responsible for scheduling a meeting with the course instructor to review the plan and progress-to-date. Near the end of the semester each group will be required to make a formal presentation of their work to the class. This should include a Power Point presentation and any other supporting information you choose. The final plan and presentation will be graded on completeness, effort, insight, creativity, appropriateness of marketing techniques and applied course content. Grammar and spelling will be graded as well. The final plan is due near the end of the semester. The written plan is worth a total of 100 points and the class presentation 25 points.

Presentation: Each group member should participate in the class presentation. Students are expected to attend ALL group presentations. Students not attending class presentations will have 5 points for each presentation missed deducted from their final grade.

Each individual group member will evaluate the efforts of other team members. In addition, during the final presentation each class member will have an evaluation sheet used to provide feedback on the participation of each individual group member. The class evaluations will be used along with the instructor evaluation to determine the final group presentation grade. Individual evaluations will be considered when assigning individual grades for group participation. Class presentations will be 30 minutes in length; presentation of marketing plan will be approximately 20 minutes and 10 minutes for questions/discussions should be allotted. The time provided for your presentation will be enforced. Groups who exceed their allotted time will be stopped and points deducted accordingly. It is hard to predict a maximum page limit for the social marketing plans. At minimum 15 pages is expected.

3. Exams

300 points

Exams will include short answer questions, multiple choice, True/False items, fill in the blank, and matching answer questions. You are responsible for all reading regardless of whether it is discussed in class or not. You will also be responsible for information discussed in class and/or presented by guest speakers and/or supplemental handouts. Some materials may require you to apply concepts learned in class to particular issues. Students are expected to work independently on their exams. During the course of the semester there will be three exams, each worth a total of 100 points. Exams contribute 300 points to your overall grade.










4. Manuscript Presentation:










25 points

Supplemental reading assignments are used to enhance information presented in the text. You are expected to complete all reading assignments and come to class prepared to apply the information learned. Each student will be responsible for providing a brief overview of their assigned reading(s); as well as appropriate discussion questions which will be presented to the class. Information contained in the readings WILL be covered on the exams. Each student will provide the instructor an outline of their presentation, discussion questions (2-3), and 3 test questions with responses. Manuscripts and presentation dates will be assigned during the second week of class. Presentations should be ~10 minutes in length with ~10 minutes of discussion.

Grading Scale:

	B+ = 449-434	C+ = 399-384		
A = 500-485	B = 433-415	C = 385-367	D = 349-300	E = Below 300
A- = 484-450	B- = 414-400	C- = 366-350		


	Date	Content	Notes
Monday	August 23	Course overview/logistics	 Readings 1 and 2
Wednesday	August 25	Course overview/logistics Readings 1 and 2 presented	
Monday	August 30	Chapters 1 and 2 Readings 3 and 4 presented	 Readings 3 and 4
Wednesday	September 1	Creative Brief 1 Groups selected	
Monday	September 6	NO CLASS Labor Day	 Readings 5 and 6
Wednesday	September 8	Groupthink Creative Brief 2	
Monday	September 13	Group project time Readings 5,6,7, and 8 presented	 Readings 7 and 8
Wednesday	September 15	Chapter 3	
Monday	September 20	Chapters 4 and 5	 Readings 9 and 10
Wednesday	September 22	Groupthink Readings 9 and 10 presented	
Monday	September 27	EXAM 1 Chapters 1-5 Readings 1-10	
Wednesday	September 29		
Monday	October 4	Chapters 6 and 7 Readings 11 and 12 presented	 Readings 11 and 12
Wednesday	October 6	Exam returned	
Monday	October 11	Chapters 8 and 9 Readings 13 and 14 presented	 Readings 13 and 14
Wednesday	October 13	Readings 15 and 16 presented	
Monday	October 18	Group project time	 Readings 15 and 16
Wednesday	October 20	Group project time	

Monday	October 25	Chapters 10 and 11	 Readings 17 and 18
Wednesday	October 26	Readings 17 and 18 presented	
	Date	Content	Notes
Monday	November 1	EXAM 2 Chapters 6 – 11 Readings 11-18	
Wednesday	November 3	Groupthink	
Monday	November 8	Chapters 12, 13 and 14	 Readings 19 and 20
Wednesday	November 10	Groupthink Readings 19 and 20 presented	 Reading 21
Monday	November 15	Chapters 15, 16 and 17 Reading 21 presented	 Reading 22
Wednesday	November 17	Groupthink Tipping Point Assignment Due Class Discussion of concepts and questions	
Monday	November 22	Groups 1, 2 and 3 present	 Readings 23 and 24
Wednesday	November 24	Group project time Readings 22, 23 and 24 presented	
Monday	November 29	Groups 3, 4 and 5 present	 Readings 25 and 26
Wednesday	December 1	Readings 25, 26 and 27 presented	
Monday	December 6	EXAM 3 Chapters 12 – 17 Readings 19 – 26 Tipping Point	
Wednesday	December 8	Course wrap –up	
Monday	Make-up Exam	Cumulative Make up Exam **This is for anyone who missed a regularly scheduled exam during the semester.	

Supplemental Reading List: Below you will find the supplemental reading assignments. These assignments are to expand upon information presented in your text and in class. You are expected to complete the reading assignments each week and come to class prepared to apply the information learned. Each student will be responsible for leading a class discussion (described above). The information contained in these readings WILL be covered on the exams.

Reading Number		Presenter	Title of Paper
1. 8/25/10	1.		Marshall, R.J., Bryant, C., Keller, H. & Fridinger, F. (2006). Marketing social marketing: Getting inside those "Big Dogs' Heads" and other challenges. <u>Health Promotion Practice</u> , 7 (2), 206-212.
2. 8/25/10	1.		Neiger, B., Thackeray, R., Barnes, M., & McKenzie, J. (2003). Positioning social marketing as a planning process for health education. <u>American Journal of Health Studies</u> , 18, 75-81.
3. 8/30/10	2.		Andreason, A. (2002). Marketing social marketing in the social change marketplace. <u>Journal of Public Policy and Marketing</u> , 21, 3-13.
4. 8/30/10	3.		Slater, M.D., Kelly, K.J., & Thackeray, R. (2006). Segmentation on a shoestring: Health audience segmentation in limited-budget and local social marketing interventions. <u>Health Promotion Practice</u> , 7 (2), 170-173.
5. 9/13/10	3.		Noland, V., Brown, .K., Troxler, C., Morrison, S., & Ladd, S. (2004). The Florida Five County Physical Activity and Healthful Nutrition Project: Formative research. <u>The Health Education Monograph Series</u> , 21, 46-51.
6. 9/13/10	4.		Dodd, V.J., Watson, J.M., Choi, Y., et al. (2008). Oral cancer in African Americans: Addressing health disparities. <u>American Journal of Health Behavior</u> , 32(6):684-692.
7. 9/13/10	5.		Choi, Y., Dodd, V., Watson, J., Tomar, S.L., Logan, H.L., Edwards, H. (2008). Perspectives of African Americans and dentists on oral cancer and dentist-patient communication. <u>Patient Education and Counseling</u> , 71: 41-51.
8. 9/13/10	6.		Glassman, T., Braun, R.E., Dodd, V., Miller, J.M., Miller, E.M. (2010). Using the theory of planned behavior to explain the drinking motivations of social, high-risk, and extreme drinkers on game day. <u>Journal of Community Health</u> , 35,172-81.
9. 9/22/10	7.		Vastine, A., Gittelsohn, J., Ethelbah, B., Anliker, J., & Caballero, B. (2005). Formative research and stakeholder participation in intervention development. <u>American Journal of Health Behavior</u> , 29, 57-69.

10. 9/22/10	8.	Maibach, E.W., Van Duyn, M.A., Bloodgood, B. (2006). A marketing perspective on disseminating evidence-based approaches to disease prevention and health promotion. <u>Preventing Chronic Disease, 3</u> (3). Available from www.cdc.gov/pcd/issues/2006/jul/05_0154.htm
11. 10/4/10	9.	Icard, Bourjolly, J., & Siddiqui, N. (2003). Designing social marketing strategies to increase African Americans' access to health promotion programs. <u>Health & Social Work, 28</u> , 214-223.
12. 10/4/10	10.	McDermott, R. (2004). Essentials of evaluating social marketing campaigns for health behavior change. <u>The Health Education Monograph Series, 21</u> , 13-20.
13. 10/11/10	11.	Lefebvre, C. (2009). Integrating cell phones and mobile technologies into public health practice: A social marketing perspective. <u>Health Promotion Practice, 10</u> (4), 490-494.
14. 10/11/10	11.	Neiger, B. & Thackeray, R. (2004). Safeguarding consumer preferences: Use of the social marketing data-to-intervention checklist. <u>The Health Education Monograph Series, 21</u> , 34-40.
15. 10/13/10	12.	McCormack Brown, K.R. (2006). Defining the product in a social marketing effort. <u>Health Promotion Practice, 7</u> (4), 384-387.
16. 10/13/10	12.	Thackeray, R. & Neiger, B. (2003). Use of social marketing to develop culturally innovative diabetes interventions. <u>Diabetes Spectrum, 16</u> , 15-21.
17. 10/26/10	13.	Brenkert, G. (2002). Ethical challenges of social marketing. <u>Journal of Public Policy & Marketing, 21</u> , 14-25.
18. 10/26/10	14.	Bhattacharya, C.B., & Elsbach, K.D. (2002). Us versus them: The roles of organizational identification and disidentification in social marketing initiatives. <u>Journal of Public Policy & Marketing, 21</u> (1), 26-35.
19. 11/10/10	15.	Kulukulualani, M., Braun, K.L., & Tsark, J.U. (2008). Using a participatory four-step protocol to develop culturally targeted cancer education brochures. <u>Health Promotion Practice, 9</u> (4), 344-355.
20. 11/10/10	16.	Rothschild, ML. (2000). Ethical considerations in support of the marketing of public health issues. <u>American Journal of Health Behavior, 24</u> (1), 26-35.

21. 11/15/10	17.		McCormack Brown, K.R., Lindenberger, J.H., & Bryant, C.A. (2008). Using pretesting to ensure your messages and materials are on strategy. <u>Health Promotion Practice</u> , 9(2), 116-122.
22. 11/24/10	17.		Thackeray, R., Neiger, B.L., Hanson, C.L. (2007). Developing a promotional strategy: Important questions for social marketing. <u>Health Promotion Practice</u> , 8(4), 332-336.
23. 11/24/10	18.		Thackeray, R., & Neiger, B.L. (2009). A multidirectional communication model: Implications for social marketing practice. <u>Health Promotion Practice</u> , 10(2), 171-175.
24. 11/24/10	18.		Gordon, R., McDermott, L., Stead, M., & Angus, K. (2006). The effectiveness of social marketing interventions for health improvement: What's the evidence? <u>Public Health</u> , 120, 1133-1139.
25. 12/1/10	19.		Plant, A., Montoya, J.A., Rotblatt, H., Kerndt, P.R., Mall, K.L., Pappas, L.G., Kent, C.K., & Klausner, J.D. (2010). Stop the sores: The making and evaluation of a successful social marketing campaign. <u>Health Promotion Practice</u> , 11(1), 23-33.
26. 12/1/10	20.		Dodd, V.J., Daley, E.M., Logan, H.N. (2010). Discussing HPV and Oral Cancer: Where do we go from here? <u>FDA Today</u> , (in press).
27. 12/1/10	20.		Loope, T, Logan, H.N., Where dentists get their information. <u>FDA Today</u> , (in press)
28.		On Your Own	Smith, W. (2002). Social Marketing and its potential contribution to a modern synthesis of social change. <u>Social Marketing Quarterly</u> , 24, 6-47.