

Introduction to Social Marketing in Health
Department of Health Behavior and Education
Spring 2011 HSC 6637
Class: Tuesday 5:00 – 8:00 p.m. FLG 200

Instructor: Kelli McCormack Brown, Ph.D., CHES

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Office Hours: Students are strongly encouraged to meet with the professor at least once during the semester; especially any time there is a need for clarification or assistance with course material or requirements. Office hours are Tuesday 3:00 – 5:00 p.m. and appointments at other times or days can 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.
- Thaler, R.H., & Sunstein, C.R. (2009). *Nudge*. (Required) ISBN: 978-0-1431-1526-7.
- Heath, C. & Heath, D. (2007). *Made to Stick: Why Some Ideas Survive and Others Do Not*. (Recommended) SBN: 978-1-4129-5647-5.

Department Chair: Dr. Jay Bernhardt

FLG-5C, 392-0583 x 1304

Course Description: The Centers for Disease Control and Prevention (CDC) identify social marketing as a practice allied with Health Education and Health Promotion

(<http://www.cdc.gov/healthmarketing/>). 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 the priority population(s) (segmentation) into groups with common risk behaviors, motivations, and information channel preferences, etc. 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 priority population. Continuous evaluation and message revision allows for continual refinement on the basis of consumer feedback.

Social Marketing HP 2020: *Healthy People* provides a science-based, ten-year blueprint for strategic national objectives to promote health and prevent disease in the United States. First published in 1979, *Healthy People* has set and monitored national health objectives as well as the impact of prevention activity. In short, it is the foundation of public health efforts in the United States. However, not until the release of *Healthy People 2020* has there been recognition of the use of social marketing as a strategy for behavior change. In the most recent blueprint for health in the United

States, social marketing is included as one of 13 Health Communication and Health Information Technology objectives (HealthyPeople.gov, 2010):

HC/HIT-13: (Developmental) Increase social marketing in health promotion and disease prevention.

- ◆ HC/HIT–13.1 *Increase the proportion of State health departments that report using social marketing in health promotion and disease prevention programs.*
- ◆ HC/HIT–13.2 *Increase the proportion of schools of public health and accredited master of public health (MPH) programs that offer one or more courses in social marketing.*
- ◆ HC/HIT–13.3 *Increase the proportion of schools of public health and accredited MPH programs that offer workforce development activities in social marketing for public health practitioners.*

Having social marketing as an objective within *Healthy People 2020* sets the stage for schools and colleges of public health (and other disciplines such as business and public policy) to provide training in social marketing and to demonstrate further how it can be used effectively to translate theory into practice and scale-up evidence-based health intervention approaches.

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 and behavior management 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 public health interventions culturally sensitive and educational materials relevant for low-literacy, low-income, minority, and other special populations.
3. Identify appropriate methods for use in conducting social marketing research.
4. Design a social marketing plan to ameliorate a public health problem.
5. Analyze and critique current case studies in social marketing.
6. Analyze and critique social marketing peer-review literature.
8. Understand the 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 **ALL** class discussions.
5. Join and observe/participate on the Social Marketing listserv.

6. Complete supplementary reading activities assigned by the instructor.

Cell Phones: Please 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.

Laptop/Blackberry/IPad: Use of personal computers during class time should be ONLY for course purposes. Please do not check Blackberry's in class; you are supposed to be participating.

COURSE ACTIVITIES AND EVALUATION:¹

1. Book Assignment: Nudge

50 points

Due **April 5**

Five to 10 pages of your reflection of how principles noted within the book can be used to guide sustainable health behavior change.

2. Case Study Presentation

50 points

Present and Critique a Case Study (25 points). You will select and present a social marketing case study of your choice. Teams of 2.

“Case Studies.” Using the resources below you must select a case study of your choice. The case you select must (correctly or incorrectly) identify the program as a “social marketing program,” or it must present a bona fide social marketing program under a different name (e.g., community-based prevention marketing; health promotion). More cases can be found in:

- Social Marketing Quarterly (available as an e-journal through our library)
- Cases in Public Health Communication & Marketing:
<http://www.gwumc.edu/sphhs/departments/pch/phcm/casesjournal/>
- The Showcase section of the UK’s National Social Marketing Centre:
<http://www.nsmcentre.org.uk/showcase-case-studies.html>
- Success Stories section of the Social Marketing Institute: <http://www.social-marketing.org/success.html>
- PSI’s Publication’s Catalogue: <http://www.psi.org/resources/publications>

Case selection is on a first come, first serve basis (i.e., one student per case). As soon as you have identified the case you wish to present, let me know (in class or by email) and I will confirm its availability.

The goal of the presentation is to educate the class on the goals, objectives, challenges, and methodology of the case study. Is this social marketing or something else (i.e., health

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.

communication, public relations)? Each team will provide a 1-2 page case study overview for the class. Teams will be assessed on comprehension of presentation, as well as clarity and presentation style. Each team will have 20 minutes for their presentation and 10 minutes for any questions and/or discussion. Team members will be graded collectively.

Teams:

Case Study #1: Austin & Audrey

Case Study #2: Jess and Jin

Case Study #3: Sue and Sera

Case Study #4: Krishna and Errol

3. Discussion Group Leader:

25 points

Each student will lead a discussion relating to the reading(s) for the week. Each student will be responsible for providing discussion questions relating to the applicability of the reading to material and concepts presented during the class lectures. Each student will be required to lead one discussion. Do not repeat what the article discusses – all class members will have read the read article.

4. Group Project: Instructor reserves the right to modify this assignment.

100 points

The purpose of this project is to give students an opportunity to apply social marketing concepts to current health issues. During the early part of the course we will form small project teams (4 members). The small teams will formulate and develop a marketing (initial) plan designed to address their chosen area of health promotion. Class time will also be provided so groups can select goals for their marketing plan (<http://www.cdc.gov/osi/goals/index.html>). The majority of the work related to this assignment will be completed outside of class time; although some class time will be devoted to this activity. By the middle of the semester you should have a draft of your marketing plan ready to discuss with the class and instructor. Near the end of the semester each group will have an opportunity 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. The final written plan and PPT is due **Monday April 25** via email to instructor.

Each team can be awarded up to 100 points for your social marketing planning project. Sixty of those points will be decided by the overall quality of the plan, 20 points on the team's presentation, and 20 points will be determined by team member assessments of one another.

Team Member Assessment: The checklist should be used to guide you in assigning your team member assessment points (under Syllabus in Sakai). Your assessment will be anonymous. The class evaluations will be used along with the instructor evaluation to determine the final group project and presentation grade. To assess participation midpoint, team members will provide an assessment of team members about half way through the project. The first

assessment is 10 points and is due on **February 29, 2011**. The final assessment is worth 10 points and is due on **April 25, 2011** when final marketing plan is due.

You are to use the Social Marketing Planning Workbook as a guide for this exercise (under Resources in Sakai). See Florida Prevention Research Center for examples of SM plans and SM strategy workbooks. <http://hsc.usf.edu/nocms/publichealth/prc/>

Time allotment for presentation is 45 minutes not including time for Q&A. The Social Marketing (initial) Plan should not exceed 25 double-spaced pages.

Teams:

Team A: Austin, Erroll, Jess & Jin

Team B: Audrey, Krishna, Sera & Sue

Paper & PPT due: **April 25 via email**

Presentations: **April 26**

5. Pretesting Project

75 points

Pretesting of concepts/messages is a critical component to a successful social marketing plan/program. This semester we will be testing 6 pre-designed messages to encourage UF students to use the Student Health Center. We will meet with Ms. Catherine Seeman (our client) on January 25. She will explain to us the essence of the messages and an overview of the UF's Student Health Center. In teams of 2 the messages will be pretested with the UF students. We will work on creating the pretesting protocol and questions in class. Students will test the messages, prepare a pretesting report, and present the results to Ms. Seeman on **March 29, 2011**.

Outline for report will be provided to class.

Teams:

Pretesting #1: Errol & Jin

Case Study #3: Audrey & Krishna

Case Study #2: Austin & Sue

Case Study #4: Jess & Sera

6. Participation

100 points

Graduate coursework depends heavily on the sharing of ideas and interpretations of the current literature. Read your assigned readings and the text chapters **prior** to class. We cannot have meaningful discussions if you have not prepared adequately ahead of time. Reading the chapters prior to class will improve your understanding of the lecture and any class discussion. Class participation will be noted by the instructor and considered in the determination of your final grade (participation is 25% of final grade). Student attitude, ability to work with a group, enthusiasm, and receptiveness to class environment will also be considered in your final grade. Remember - the quality of your class participation carries more weight than the quantity.

All students are expected to demonstrate a high level of engagement with the course readings and activities. I will lecture at times but not all class sessions. Rather, we will engage in thoughtful discussion about the topics of the day and the ideas expressed in the readings and discussions on SM Listserv. During *every* class session you should express your point of view, pose questions, and answer questions posed by others. You may embrace, reject, or modify ideas in the readings, but your comments should specifically reference and respond to those ideas (e.g., "I think that the Brown et al. (2008) article is mistaken in the following ways...") so that we can all understand and carefully consider the point you are making.

Ungrounded and unreferenced pontification (aka B.S.ing) is easy because it takes no preparation. The kind of thoughtful, disciplined dialogue expected of you, however, will not happen unless you prepare yourself weekly for class. Before class, find what you consider to be the important strengths and weaknesses in every article or chapter. There is always something that is not clear. In response to readings for the week and/or assignments, prepare a list (3-4) of thoughtful comments and questions that you wish to raise in class that week.

Join Social Marketing Listserv: To join the Social Marketing Institute ListServe, subscribe to listproc@listproc.georgetown.edu through email and type subscribe soc-mktg <your name> in the message body (i.e., subscribe soc-mktg John Smith).

To unsubscribe, send an e-mail to listproc@listproc.georgetown.edu and, in the message body, put: unsubscribe soc-mktg.

We will start of class discussion with comments from previous weeks listserv conversations.

Grading Scale:

A	372-400	93%
B+	352-371	88%
B	332-351	83%
C+	312-331	78%
C	292-311	73%
D+	272-291	68%
D	252-271	63%
E	Below 252	

Nudge:	50 points
Case Study:	50 points
Discussion Leader:	25 points
Group Project:	100 points
Pretesting:	75 points
Participation:	100 points

Course Schedule

Date	Book Reading Assignments	Article Reading	Class	Assignment
1/11/11			<ul style="list-style-type: none"> ✓ Review syllabus ✓ Class & Course Introduction ✓ Select Case Study Teams ✓ Select Readings ✓ Select Pretesting Teams ✓ Select SM Plan Team 	
1/18/11	Chapter 1: Defining SM	Lefebvre, C. (2009). Integrating cell phones and mobile technologies into public health practice: A social marketing perspective. <u>Health Promotion Practice</u> , 10(4), 490-494.	Guest Speaker: Dr. Craig Lefevre, University of South Florida Prevention Research Center	
1/25/11	Chapter 2: Steps in Strategic Marketing Process	<p>Grier, S., & Bryant, C. (2005). Social marketing in public health. <u>Annual Review of Public Health</u>, 26, 319-339.</p> <p>Kotler, P., & Zaltman, G. (1971). Social marketing: An approach to planned social change. <u>Journal of Marketing</u>, 35, 3-12.</p> <p>Smith, W.A. (2006). Social marketing: An overview of approach and effects. <u>Injury Prevention</u>, 12 (Suppl 1), 138-143.</p>	Guest Speaker: Ms. Catherin Seeman, UF Student Health Center	Discussion – Austin: Smith, W.A. (2006). Social marketing: An overview of approach and effects. <u>Injury Prevention</u> , 12 (Suppl 1), 138-143.

Date	Book Reading Assignments	Article Reading	Class	Assignment
2/1/11	<p>Chapter 3: Keys to Success</p> <p>Chapter 4: Research Needs</p>	<p>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.</p> <p>Pink Book Resource: pages 53-87 (Pretesting)</p> <p>Review all Pretesting resources on Sakai</p>	<p>Pretesting: work as a class in determining - population groups; create protocol; demographic/behavior data collection</p> <p>SM Project: discuss progress – literature review, reports, etc.</p>	<p>Case Study Team #1: Audrey & Austin → <i>Click it or Ticket</i>, SMI Success Stories</p>
2/8/11	<p>Chapter 5 & 6: SWOT & Target Audience</p>	<p>Wong F, Huhman M, Heitzler C, Asbury L, Bretthauer-Mueller R, McCarthy S, et al. VERB™ — a social marketing campaign to increase physical activity among youth. Preventing Chronic Disease [serial online] 2004 Jul [date cited]. Available from: URL: http://www.cdc.gov/pcd/issues/2004/jul/04_0043.htm</p>	<p>SM Project: discuss progress – audience selection</p>	<p>Discussion – Jess: Wong F, Huhman M, Heitzler C, Asbury L, Bretthauer-Mueller R, McCarthy S, et al. VERB™ — a social marketing campaign to increase physical activity among youth. Preventing Chronic Disease [serial online] 2004 Jul [date cited]. Available from: URL: http://www.cdc.gov/pcd/issues/2004/jul/04_0043.htm</p>
2/15/11	<p>Chapters 7 & 8: Objectives & Goals/ Understanding TA & Competition</p>	<p>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</u>, 9(4), 344-355.</p>	<p>SM Project: discuss progress – data collection ideas/plan</p>	<p>Discussion – Audrey: 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</u>, 9(4), 344-355.</p>

Date	Book Reading Assignments	Article Reading	Class	Assignment
2/22/11	Chapters 9 & 10: Position & Product		Guest Speaker: Ms. Wendy Ruben, MS, CHES Porter Novelli	Case Study Team #3: Sera & Sue → <i>Mobile Phones & the Internet as Quit Smoking Aids</i> , 2009. Cases in Public Health Communication & Marketing
3/1/11	Chapters 11 & 12: Price & Place Chapters 13 & 14: Promotion – Messages, Messengers, & Selecting Communication Channels	Maibach, E.W., Abrams, L.C. & Marosits, M. (2007). Communication and marketing as tools to cultivate the public's health: A proposed "people and places" framework. <i>BMC Public Health</i> , 7:88. http://www.biomedcentral.com/1471-2458/7/88 Thackeray, R., & Neiger, B.L. (2009). A multidirectional communication model: Implications for social marketing practice. <i>Health Promotion Practice</i> , 10(2), 171-175.	Guest Speaker: Dr. Jay Bernhardt, UF HEB (invited) SM Project & Pretesting – progress to date	Discussion – Jin: Maibach, E.W., Abrams, L.C. & Marosits, M. (2007). Communication and marketing as tools to cultivate the public's health: A proposed "people and places" framework. <i>BMC Public Health</i> , 7:88. http://www.biomedcentral.com/1471-2458/7/88 Discussion – Sue: Thackeray, R., & Neiger, B.L. (2009). A multidirectional communication model: Implications for social marketing practice. <i>Health Promotion Practice</i> , 10(2), 171-175. Team Assessment #1 DUE
3/8/11	SPRING BREAK		NO CLASS	

Date	Book Reading Assignments	Article Reading	Class	Assignment
3/15/11	Chapter 15: Monitoring and Evaluation	<p>McDermott, R.J. (2004). Essentials of evaluating social marketing campaigns for health behavior change. <u>The Health Education Monograph Series</u>, 21(1), 13-20.</p> <p>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.</p>	Guest Speaker: Dr. Lorien Abrams , George Washington University SPH (to be invited)	<p>Case Study Team #2: <i>Jin & Jess</i>. Truth campaign.</p> <p>Discussion – Errol: 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.</p>
3/22/11	Chapters 16: Budgets & Finding Funding	Rothschild, ML. (2000). Ethical considerations in support of the marketing of public health issues. <u>American Journal of Health Behavior</u> , 24(1), 26-35.	SM Project – progress to date Pretesting presentations next week - discuss	<p>Discussion – Krishna: Rothschild, ML. (2000). Ethical considerations in support of the marketing of public health issues. <u>American Journal of Health Behavior</u>, 24(1), 26-35.</p> <p>Case Study Team #4: <i>Errol & Krishna</i>. Wisconsin PA</p>
3/29/11			Pretesting Results Guest: Ms. Catherin Seeman, UF Student Health Center & other SHC staff	Pretesting Teams: Team #1: Errol & Jin Team #2: Austin & Sue Team #3: Audrey & Krishna Team #4: Jess & Sera

Date	Book Reading Assignments	Article Reading	Class	Assignment
4/5/11	Chapter 17: Sustaining Behavior	Rothschild, M.L. (1999). Carrots, Sticks, & Promises: A conceptual framework for the management of public health and social issue behaviors. <u>Journal of Marketing</u> , 63, 24-37. Bryant, C.A., McCormack Brown, K.R., McDermott, R.J., Forthofer, M.S., Bumpus, E.C., Calkins, S.A., & Zapata, L.B. (2007). Community-based prevention marketing: Organizing a community for health behavior intervention. <i>Health Promotion Practice</i> , 8(2), 154-163.		Discussion – Sera: Bryant, C.A., McCormack Brown, K.R., McDermott, R.J., Forthofer, M.S., Bumpus, E.C., Calkins, S.A., & Zapata, L.B. (2007). Community-based prevention marketing: Organizing a community for health behavior intervention. <i>Health Promotion Practice</i> , 8(2), 154-163. Nudge self-reflection DUE
4/12/11	World Social Marketing Conference		Work on Social Marketing Projects	
4/19/11	World Social Marketing Conference		Work on Social Marketing Projects	
Date	Book Reading Assignments	Article Reading	Class	Assignment
4/25/11				Team Assessment #2 DUE Group Project & PPT DUE
4/26/11			SM Project Team Presentations	Team A: Austin, Errol, Jess & Jin Team B: Audrey, Krishna, Sera & Sue

Below you will find the supplemental reading assignments. These assignments are to expand upon information presented in your text, in class and will expand your social marketing literacy.

SUPPLEMENTAL READINGS: Please take a look at the 50 plus articles available via Sakai. These are excellent articles to enhance your social marketing knowledge and to have in your library.

ENCOURAGE YOU TO:

Subscribe to: *Preventing Chronic Disease* online journal. *Preventing Chronic Disease (PCD)* is a peer-reviewed electronic journal established to provide a forum for public health researchers and practitioners to share study results and practical experience. The journal is published by the National Center for Chronic Disease Prevention and Health Promotion.

The mission of the journal is to address the interface between applied prevention research and public health practice in chronic disease prevention. *PCD* focuses on preventing diseases such as cancer, heart disease, diabetes, and stroke, which are among the leading causes of death and disability in the United States.

<http://www.cdc.gov/pcd/issues/2011/jan/toc.htm>

Download free copy of: Andy Goodman's book *Why Bad Presentations Happen to Good Causes* at <http://www.agoodmanonline.com/publications/index.html>

SUGGESTED PRESENTATION TO ATTEND AT UF/HHP/Center for Digital Health & Wellness:

January 19, 2011

Dr. Craig Lefevre
USF Prevention Research Center
FLG Room 235
10:30 – 11:30 a.m.

March 3, 2011

Dr. James B. Weaver, III
Senior Health Communication Specialist
Office of the Associate Director of Communication
Centers for Disease Control & Prevention
FLG Room 235
2:00 – 3:00 p.m.

March 15, 2011

Dr. Lorien Abrams
Assistant Professor, Dept. of Prevention & Community Health
The George Washington University School of Public Health
FLG Room 235
2:00 – 3:00 p.m.

April 7, 2011

Dr. Darren Mays
Department of Oncology, Georgetown University Medical Center
FLG Room 235
2:00 – 3:00 p.m.

GUIDELINES FOR WRITTEN ASSIGNMENTS

All work for this class should be typed, double-spaced, spell-checked, have one-inch margins, and use 12-point font. Use APA format. Late work will be dropped 5 points for each day it is late (including weekends). If you have extenuating circumstances or need special accommodations, please discuss this with me **before** the due date (not the day of the due date). Work is due on the assigned date.

Submitting Written Assignments:

All written assignments (papers, case studies, pretesting) should be submitted by email to me at kbornw@hhp.ufl.edu. In the subject line note assignment – example: Team #1 Case Study.

Using APA Style for Citations: APA (American Psychological Association) format should be used for citations in written work. A good resource for APA formatting is at:

<http://owl.english.purdue.edu/owl/resource/560/01/>, or a print version of the APA Publication Manual of the American Psychological Association (6th ed.), 2001, Washington, DC: American Psychological Association is available. There is also the APA Style Guide to Electronic References (2007), ISBN: 1-4338-0309-3, available as a PDF for \$11.95.

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

HONESTY STATEMENTS:

"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."

"All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate."

"We, the members of the University of Florida, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."