



University of Florida
Department of Health Education & Behavior

HSC 6637 – Social Marketing in Health

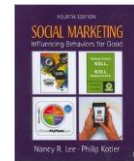
Spring 2012 Syllabus

Thursdays from 4:05pm – 7:05pm (Periods 9-11) in WEIL 279

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Office Hours: W 9:00am – 11:00am [*Open door policy*]
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REQUIRED TEST

Social Marketing: Influencing Behaviors for Good, 4th ed.
Nancy R. Lee & Philip Kotler
2011
Sage



SUPPLEMENTAL MATERIALS

In addition to the required textbook readings, you will also be responsible for a number of scholarly publications. See the course schedule below for when readings should be completed.

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 segment the priority population(s) 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.

The newly release *Healthy People 2020* (a science-based, ten-year blueprint for strategic national objectives to promote health and prevent disease in the United States) has recognized the use of social marketing as a strategy for behavior change. In the most recent iteration, 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, health education, 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.

COURSE OBJECTIVES

Health Education

Responsibility I: Assess Needs, Assets and Capacity for Health Education

- Competency 1.1 Plan Assessment Process
 - Identify existing and needed resources to conduct assessments
 - Identify stakeholders to participate in the assessment process
 - Develop plans for data collection, analysis, and interpretation
 - Engage stakeholders to participate in the assessment process
 - Integrate research designs, methods and instruments into assessment plan
- Competency 1.2 Access Existing Information and Data Related to Health
- Competency 1.4 Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health
 - Identify factors that influence health behaviors
 - Analyze factors that influence health behaviors
 - Identify factors that enhance or compromise health
 - Analyze factors that enhance or compromise health
- Competency 1.7 Infer Needs for Health Education Base on Assessment Findings
 - Analyze assessment findings
 - Synthesize assessment findings
 - Prioritize health education needs
 - Identify emerging health education needs

Responsibility II: Plan Health Education

- Competency 2.2 Develop Goals and Objectives
 - Use assessment results to inform the planning process
 - Identify desired outcomes utilizing the needs assessment results
 - Formulate specific, measurable, attainable, realistic and time-sensitive objectives
- Competency 2.3 Select or Design Strategies and Interventions
 - Design theory-based strategies and interventions to achieve stated objectives

Responsibility VII: Communicate and Advocate for Health and Health Education

- ✓ Competency 7.2 Identify and Develop a Variety of Communication Strategies, Methods and Techniques
 - Create messages using communication theories and models
 - Tailor messages to priority populations
 - Incorporate images to enhance messages
 - Select effective methods or channels for communication to priority populations



CLASS FORMAT / STRUCTURE

All course sessions will endeavor to be highly interactive, with a mixture of lectures, class discussions, individual activities, and small group work utilized to cover course content. In addition, a team-based learning approach will be employed in order to complete group projects.

WHAT YOU CAN DO TO BE SUCCESSFUL IN HSC 6637

By understanding and performing the following actions:

1. Take ownership of your education and learning experience.
2. Be an active participant in class discussions and activities.
3. Complete any readings *prior* to coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to discussions.
4. Be present at all class meetings. In order to contribute to the overall productivity of the class, you must be here. Please inform the instructor of any scheduling conflicts prior to the beginning of class. (See 'Attendance Policy' for more details).
5. Inform your instructor whenever there is a problem related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore topics of particular interest.
6. Respect the viewpoints and contributions of your instructor and fellow classmates. University Regulations, section Student Responsibilities asserts:

"One of the major benefits of higher education and membership in the university community is greater knowledge of and respect for other religious, racial and cultural groups. Indeed, genuine appreciation for individual differences and cultural diversity is essential to the environment of learning... Organizations or individuals that adversely upset the balance of communal living are subject to university disciplinary action. Only in an atmosphere of equality and respect can all members of the university community grow."

ATTENDANCE POLICY

"Eighty percent of success is showing up."

Woody Allen (attributed)

Attendance is the first requirement for successful completion of this class and the means to receive optimal benefit for your time and money. All students will be held accountable for any information presented in class discussions, lectures, assignments and/or readings, whether they are present or not.

The instructor will consider absences meeting the following reasons as excused / approved:

- 1) Participation in an activity appearing on the University authorized list,
- 2) Death or major illness in a student's immediate family,
- 3) Illness of a dependent family member,
- 4) Participation in legal proceedings or administrative procedure that require a student's presence,
- 5) Religious holy day, and
- 6) Professional activities (e.g., Interview, Conference)



To avoid misunderstandings, please familiarize yourself with the University of Florida's Attendance Policies (http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013_.htm)

AMERICANS WITH DISABILITY ACT (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Dean of Students Office, The Disability Resource Center, 001 Reid Hall, 352-392-8565. In addition, bring this issue to the attention of your instructor.

ACADEMIC DISHONESTY

Per the University of Florida Honor Code, you [the student body] pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The University of Florida prohibits any and all of the following conduct constituting Academic Dishonesty:

- a) False or misleading statements for the purpose of procuring an academic advantage.
- b) False or misleading statement relating to an honor code violation.
- c) Prohibited collaboration or consultation.
- d) Prohibited use of materials or resources.
- e) Plagiarism.
 - i) Plagiarism is a special kind of academic dishonesty in which one person steals another person's **ideas** or **words** and falsely presents them as the plagiarist's own product. Examples of plagiarism include, but are not limited to:
 - (1) Using the exact language of someone else without the use of quotation marks
 - (2) Presenting the words or ideas of another without giving proper credit to the author
 - (3) Arranging the material of someone else, even if expressed in one's own words, without giving appropriate acknowledgment
 - (4) Submitting a document written by someone else but representing it as one's own
- f) Use of fabricated or falsified information.
- g) Interference with or sabotage of academic activity.
- h) Unauthorized taking or receipt of materials or resources to gain an academic advantage.
- i) Unauthorized recordings.
- j) Bribery.
- k) Submission of a paper or academic work purchased or obtained from an outside source.
- l) Conspiracy to commit academic dishonesty.

To avoid misunderstandings, please familiarize yourself with the University of Florida's Student Honor Code (<http://regulations.ufl.edu/chapter4/4017.pdf>). You may also visit the Division of Student Affairs' Student Conduct and Conflict Resolution website (<http://www.dso.ufl.edu/sccr/honorcode.php>)

CONSEQUENCES OF ACADEMIC DISHONESTY

Individuals caught cheating in this class will be given a letter grade of **F** for the **entire** course. In other words, cheating (in any form) will not be tolerated; NO ifs, ands or buts about it.



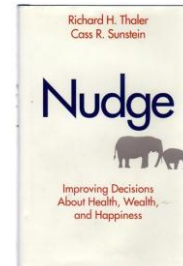
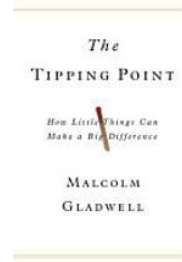
COURSE REQUIREMENTS AND GRADES¹

First and foremost, the grade you receive at the end of the semester is the one in which you have earned. As such, students **will not** be provided extra credit opportunities or additional assignments in an attempt to earn points toward their final grade (see grade breakdown below). Grades will be determined based upon our performance on the following activities and projects:

Individual Activities

1. **Book Critique (75 points):** Each student must read one of the following two books:

- a. The Tipping Point: How Little Things Can Make a Big Difference
- b. Nudge: Improving Decisions About Health, Wealth and Happiness



Each student will develop a 5-10 page reflection critically examining the principles/ideas presented in the book. Do not simply provide a synopsis of the book. Instead, discuss a) how sustainable behavior change can be accomplished using the presented principles, b) how the principles can be applied to social marketing, c) how the principles relate to health education, and d) your overall assessment of the book.

2. **Exams (200):** Both a mid-term and cumulative final exam will be given this semester. Each will be worth 100 points apiece.

Group Activities

1. **Social Marketing Project (100 Points):** Each group will formulate and develop a plan designed to market the field of health education. Throughout the semester, a series of worksheets will be provided which will help provide guidance and initiate conversation among team members. These worksheets will produce products which can be used in the final project. More information will be provided in class. The grading rubric for this project is available on the class Sakai site.
2. **Project Presentation (25 Points):** 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, a sample of the promotional material that would be used in the campaign, and any other supporting information you choose. The grading rubric for this presentation is available on the class Sakai site.
3. **Group-Led Discussion (25 Points):** Each group will be responsible for leading a weekly discussion relating to the reading(s) for that week. Each group should supply their instructor with discussion questions that they will use to guide discussion. Please do not

¹ Please note: In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Should changes to the course be necessary, your professor will post revisions on Sakai.



repeat what the article discusses. Instead, engage the class by asking thought provoking questions, posing unique scenarios, and/or conducting activities. All class members are expected to have read the assigned article.

4. **Peer Evaluation (50 Points):** You will be asked to evaluate how helpful were the other members of your group, regarding their participation in the development of the marketing project and class-led discussions. Individuals' peer evaluation score will be the average of the points he/she receives from the members of his/her group. Detailed instructions will be provided at the appropriate time.

Guidelines for All Written Assignments

All work for this class should be typed, double-spaced, and spell-checked. Please format all pages to one-inch margins and use 12-point font. Use the American Psychological Association's (APA) format for organization, formatting and reference citations. See <http://owl.english.purdue.edu/owl/resource/560/01/> for details and instructions on using APA style. Late work will not be accepted. Work is due on the assigned date.

GRADE BREAKDOWN

Total Possible Course Points = 425

Letter Grade	Percentage	Point Value
A ☺	100.0 – 92.0	425.00 – 391.00
A-	91.9 – 90.0	390.99 – 382.50
B+	89.9 – 88.0	382.49 – 374.00
B	87.9 – 82.0	373.99 – 348.50
B-	81.9 – 80.0	347.49 – 340.00
C+	79.9 – 78.0	339.99 – 331.50
C	77.9 – 72.0	331.49 – 306.00
C-	71.9 – 70.0	305.99 – 297.50
D+	69.9 – 68.0	297.49 – 289.00
D	67.9 – 62.0	287.99 – 263.50
D-	61.9 – 60.0	263.49 – 255.00
F ☹	59.9 – 0.0	254.99 – 000.00

In order to make sure that there is absolutely no misunderstandings, I **do not** and **will not** give additional points towards your final grade. In other words, an **89.99% is a B+**, etc.

TENTATIVE COURSE OUTLINE & CALENDAR

Date	Content	Readings	Due
January 2012			
TR. 1/12	Course Introductions ✓ Review Syllabus & Discuss Course Logistics ✓ Select Groups	<u>Articles</u> Zimmerman, F.J. (2011). Using marketing muscle to sell fat: The rise of obesity in the modern economy.	



	Are You Impacted By Marketing?	<u>Annual Review of Public Health</u> , 32, 285-306.	
TR. 1/19	Guest Speaker: Beth Chaney, PhD Health Education <ul style="list-style-type: none"> ✓ Defining the Profession ✓ Marketing the Profession 	<u>Articles</u> Stellefson, M., Barry, A.E., Chaney, B., Chaney J.D., Hanik, B. (2011). Establishing cause for developing and implementing a broad-based marketing effort for the health education field. <u>Health Promotion Practice</u> , 12(3), 379-387.	
TR. 1/26	Introduction to Social Marketing <ul style="list-style-type: none"> ✓ Defining Social Marketing ✓ Discussions of a recent controversial campaign 	<u>Book</u> Chapter 1 <u>Articles</u> Grier, S. & Bryant, C.A. (2005). Social marketing in public health. <u>Annual Review of Public Health</u> , 26, 319-339. Smith, W.A. (2006). Social marketing: An overview of approach and effects. <u>Injury Prevention</u> , 12(Suppl 1), i38-i43.	Group 1 Led Discussions
February 2012			
TR. 2/2	NO CLASS – Meet with your group	<u>Book</u> Chapter 3 (pgs. 58-75)	
TR. 2/9	Planning Process Success Story Discussion: Florida “Truth” Campaign	<u>Book</u> Chapter 2 <u>Articles</u> 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.	Group 2 Led Discussion
TR. 2/16	Research Needs & Options Success Story Discussion: Click It or Ticket	<u>Book</u> Chapter 4 & 5 <u>Articles</u> 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.	Group 3 Led Discussion
TR. 2/23	Segmenting and Selecting Target Audiences Success Story Discussion: Stop AIDS	<u>Book</u> Chapter 6 & 7 <u>Articles</u>	



		<p>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, 7 (2)</u>, 170-173.</p> <p>Grier, S.A. & Kumanyika, S. (2010). Targeted marketing and public health. <u>Annual Review of Public Health, 31</u>, 349-369.</p>	
March 2012			
TR. 3/1	MIDTERM		
TR. 3/9	NO CLASS – Spring Break		
TR. 3/15	NO CLASS – Meet with your group		
TR. 3/22	<p>Using Theory to Improve Your Program</p> <p>Success Story Discussion: National WIC Breastfeeding Promotion Project</p>	<p><u>Book</u> Chapter 8</p>	
TR. 3/29	<p>Positioning</p> <p>Success Story Discussion: CDC Helicobacter Pylori and Peptic Ulcer Disease</p>	<p><u>Book</u> Chapter 9</p> <p><u>Articles</u> 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, 11(1)</u>, 23-33.</p>	Group 4 Led Discussion
April 2012			
TR. 4/5	<p>Product & Price</p> <p>Success Story Discussion: PeachCare for Kids</p>	<p><u>Book</u> Chapter 10 & 11</p> <p><u>Articles</u> 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. <u>Health Promotion Practice, 8(2)</u>, 154-163.</p> <p>McCormack Brown, K.R. (2006). Defining the product in a social</p>	Groups 5 Led Discussion



		marketing effort. <u>Health Promotion Practice, 7(4), 384-387.</u>	
TR. 4/12	Place & Promotion	<p><u>Book</u> Chapter 12 – 14</p> <p><u>Articles</u> Thackeray, R., & Neiger, B.L. (2009). A multidirectional communication model: Implications for social marketing practice. <u>Health Promotion Practice, 10(2), 171-175.</u></p> <p>Thackeray, R., Neiger, B.L., Hanson, C.L. (2007). Developing a promotional strategy: Important questions for social marketing. <u>Health Promotion Practice, 8(4), 332-336.</u></p>	Group 6 Led Discussion
TR. 4/19	<p>Does Social Marketing Work?</p> <ul style="list-style-type: none"> ✓ Systematic Reviews ✓ Critiques ✓ Unintended Consequences 	<p><u>Articles</u> 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, 120, 1133-1139.</u></p> <p>Stead, M. Gordon, R, Angus, K., & McDermott, L. (2007). A systematic review of social marketing effectiveness. <u>Health Education, 107(2), 126-191.</u></p> <p>Buchanan, D.R., Sasiragha, R & Zafar, H. (1994). Social marketing: a critical appraisal. <u>Health Promotion International, 9(1), 49-57.</u></p> <p>Cho, H. & Slamon, C.T. (2007). Unintended effects of health communication campaigns. <u>Journal of Communication, 57, 293-317.</u></p>	ALL Social Marketing Projects
TR. 4/22	Presentations		Peer Evaluations
May 2012			
	FINAL EXAM		