Course Title: Social Marketing

Course Number: HEBS 0656J

Course Location: School of Public Health, 683 Hoes Lane West, Piscataway, NJ

Course Date & Time: Tuesday 6 – 9 pm

Course Instructor: M. Jane Lewis, DrPH., Associate Professor

SPH Building, Room 309
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Phone: (732) 235-4915 Fax: (732) 235-4004 (Piscataway)

Office Hours: By Appointment Only

Course Assistant: Jennah Sontag js2486@sph.rutgers.edu

Office Hours: By Appointment Only

Mary Ganss, HEBS Admin Assistant – ganssme@sph.rutgers.edu

Course Description: This course will assure the development of student competencies to select and utilize social marketing and the development of appropriate theory-based strategies for promoting appropriate behavior change and achieving program goals and objectives.

Required Course Text:


2) Glanz K, Rimer BK, and Viswanath K. (ed) Health Behavior and Health Education: Theory, Research, and Practice, 3rd or 4th Edition. San Francisco: Jossey-Bass Inc., Publishers. Book contains chapters on health behavior theories and should be helpful for the application of theory to your final projects. It and is utilized in other HEBS courses. For this course, the chapter on Communication Theory and Health Behavior is most relevant

Printouts of Power Point presentations, descriptions of assignments, and readings that are not from course texts will not be distributed to student during class but will be available on Moodle. If you wish to have printed versions of these you’ll need to download and print them from Moodle. They will be available for printing before for each class.

Assigned readings are listed in the course schedule and should be read prior to the lecture.
Additional/Supplemental Readings/Resources:

For information on health communication and social marketing, information on selected target audiences, sample campaigns, etc.: CDC's Gateway to Health Communication & Social Marketing Practice [http://www.cdc.gov/healthcommunication](http://www.cdc.gov/healthcommunication)


For review of the development of goals and objectives: Provided in Class: Modified Smart Objectives Template, Public Health Information Network Communities of Practice, Center for Disease Control; [http://www.cdc.gov/phcommunities/resourcekit/evaluate/smart_objectives.html](http://www.cdc.gov/phcommunities/resourcekit/evaluate/smart_objectives.html)


For information regarding Healthy People 2020 goals and objectives: [https://www.healthypeople.gov/2020/topics-objectives](https://www.healthypeople.gov/2020/topics-objectives)

Selected Department Competencies Addressed:

Each Department identifies competencies for each degree offered. The competencies addressed in this course for the MPH for the Department of Health Education and Behavioral Science includes:

- Use various techniques to conduct needs assessments of diverse populations;
- Utilize health behavior theories and models for understanding health behaviors;
- Design, implement, conduct, and evaluate health education/promotion programs in diverse settings;
- Develop and critique health education materials, methods, and program;
- Understand public health research as it pertains to the principles of behavioral science research.
- Please visit the Department webpages on the School of Public Health's website at [http://sph.rutgers.edu/](http://sph.rutgers.edu/) for additional competencies addressed by this course for other degrees and departments.

Course Objectives: By the completion of this course, students will be able to:

- Discuss the principles and practice of social marketing
- Apply the principles of social marketing to the development of health education/promotion materials and programs;
- Apply health behavior theories to health education and promotion interventions and materials;
- Plan and develop effective theory-based health education materials, including development of goals and objectives, target audience identification and research, and pretesting of materials aimed at behavior change, including message copy and visuals;
• Develop and implement pretests of draft materials with members of the materials' intended audience;
• Describe the uses of focus groups and the principles of organizing, conducting, and moderating focus groups, as well as reporting their results;
• Discuss the importance of pretesting and various approaches to pretesting.
• Apply the principles of good materials design and development;
• Discuss the importance of knowing your target audience for developing effective materials/programs and plan and develop materials that are culturally relevant and appropriate for an audience;
• Discuss ethical considerations for health education and communication efforts; and
• Prepare and present poster presentations

Course Requirements and Grading:

Expectations:

• Reading assignments should be completed prior to class meetings; readings that are not from the course text are available on moodle.
• Regular attendance is encouraged and attendance will be considered when assigning the class participation grade.
• If you must be absent from a class please arrange for another student to brief you on information from the course.
• This course will adhere to all policies and procedures delineated in the School of Public Health Student Handbook. “Failure to read the Student Handbook does not excuse a student from the requirements and regulations as described herein.”
• Students are expected to cover the costs of their project’s poster to be displayed at the final class poster session.

Lateness: All work is due on the date assigned, and assignments turned in after the due dates are considered late. Unless arrangements for lateness have been made at least one week before the assigned due date (or later, if it’s a bona fide crisis), your grade will be lowered for each day written work is late.

Writing: Written communication is an important tool of health education and behavioral science. Proofread your written assignments for typos and spelling and grammatical errors and correct these. Students who do not do so will see this reflected in their grades.

References: References should be in APA style. See http://www.apastyle.org

Topics, Goals and Objectives: Health issues, appropriate goals, etc., must be in line with Healthy People 2020. https://www.healthypeople.gov/2020/topics-objectives and follow SMART principles.
• Modified Smart Objectives Template, Public Health Information Network Communities of Practice, Center for Disease Control; http://www.cdc.gov/phcommunities/resourcekit/evaluate/smart_objectives.html
Projects / Class Participation:
Course Requirements Include:

1. **Focus Group (15 points)**
   Additional assignment instructions will be provided at a later date.
   Assignment includes the following:
   a. Development of a focus group guide
   b. Running a focus group

2. **Exam (35 points)**
   This will be an in class exam and will include multiple choice, true/false and essay questions. All material covered on the exam will be derived directly from lectures, readings and class discussions.

3. **Other Written Assignments**
   Additional written assignments may be assigned as needed and could include but are not limited to: Simple essays regarding assigned readings, written material to prepare for focus group and/or final project (i.e. simple write up of proposed final project topic).

4. **Class Participation (10 points)**
   Class part includes but is not limited to: class attendance, interactive participation during class lecture discussions (i.e. demonstrating that you have completed readings prior to class) and participation in group projects (i.e. focus group and final project). **Something about if you miss a class you are responsible for the content – arrange for a classmate to share class notes.**

5. **Final Project (40 points)**
   The final project accounts for 40% of your grade and has multiple components:
   a. Complete section worksheets – we’ll need to cut something here to get the number of points to 100 (which is what I prefer)
   b. Develop a plan for a theory-based health education material addressing behavior change
   c. Create the material (e.g., brochure, booklet, poster, video or audiotape, website)
   d. Create a poster and participate in a poster session, displaying the material and outlining the plan
   e. Complete a written description of the role each member of your team played in: I don’t know that we need each of these – I don’t mind if they divide stuff up so that someone develops the pretest and others review, comment, and provide input. Their input can be a little looser than this. Maybe we need to explain it.
      i. Developing the plan for the material
      ii. Developing the pretest
      iii. Pretesting the material
      iv. Developing and preparing for the poster session

You may choose to develop any type of material, e.g., brochure, booklet, poster, videotape, audiotape, website. In addition to writing the material's message copy, visuals should be created or selected, as necessary. You must pretest a draft version with members of the target audience and report your findings as well as prepare a final version based on the pretest. The
plan should demonstrate a mastery of information covered in the class and reference class readings or discussions.

The plan and poster session must include the following information:

- **Background on topic** - Literature review summarizing background information on the health topic, relevant Healthy People 2020 objectives, and various at-risk audiences with pertinent statistics to justify your selection of the problem and target audience and establish need for the material. Include information on strategies previously utilized to address this topic or similar ones. Include examples of the use of the theory for addressing this topic or similar ones.
- **Target Audience** - Specific statement of the audience for which the material is intended
- **Positioning** - how you want targets to see the behavior - based on target audience, wants, barriers, motivators, competition
- **4 P's:**
  - **Product** - Specific behavior change the material promotes and benefits to be highlighted.
  - **Price** - Barriers and costs to members of the target audience of the behavior change
  - **Place** - Statement of intended use of the material (including where - or when - it will be used, potential sponsor - by name or type of organization)
  - **Promotion** - Statement of format/type of material (e.g., brochure, poster, video) to be utilized and justification of your selection (from and citing class readings and discussions or other research).
- **Goals and SMART objectives** (Specific Measurable, Attainable/Achievable, Relevant/Realistic, Time-bound)
- **Health behavior theory utilized** - Statement of health behavior theory utilized, table showing major components and how these are being operationalized in your material.
- **Pretest** - A report of your pretest, to include methodology, a copy of the pretest instrument or question guide, description and number of pretest subjects, pretest findings and resulting revisions. For the poster session an abbreviated version of the pretest report (e.g., bulleted statements) and a copy of pretest instrument are required.
- **Worksheets 1-4** - Complete worksheets 1-4 as they relate to your final project.
- Students will be responsible for the cost of printing their poster.

*Final Project points are divided among the various portions of the project. *Final Project points are divided among the various portions of the project.*

**Grading Schematic:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus group project</td>
<td>15</td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
</tr>
<tr>
<td>Final Project</td>
<td></td>
</tr>
<tr>
<td>Plan and pretest</td>
<td>12</td>
</tr>
<tr>
<td>Material and its fit with plan</td>
<td>15</td>
</tr>
<tr>
<td>Poster session presentation</td>
<td>8</td>
</tr>
<tr>
<td>Project Worksheets</td>
<td>5</td>
</tr>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Class Points</strong></td>
<td>100</td>
</tr>
</tbody>
</table>
Course Schedule:

Sept 5  
Introductions, Class Overview  
**Readings due:** None  
**Class discussion/assignment:** Discuss with classmates, brainstorm ideas for final project.

Sept 12  
Social Marketing, Planning Process, Research Needs  
**Readings due:**  
- "When a Pill is Not Enough" Tina Rosenberg. *The New York Times* 8/8/06. (especially pages 1 - 9)  
- Social Marketing Chapters 1,2,3 plus Research Highlight 90-94  
**class discussion/assignment:** Be prepared to discuss the assigned readings as well as possible topics for the final project.  
- Final Project Group Selection Complete  
- **Assigned Worksheets** (to help you choose your final project) *Due Sept 19*  
  - Worksheet 1: Provide Background, Purpose, Purpose and Prior and Similar Efforts Related to Final Project  

* A written description of topics, materials, and team members is *due Sept. 26*

Sept 19  
Segmenting Target Audiences; Identifying Barriers, Benefits, Motivators, Competition; Influential Others; and Positioning.  
**Readings due:**  
- Social Marketing Chapters: 5, 7, 9  

**Class discussion/assignment:** Be prepared to discuss the assigned readings as well as possible topics for the final project.  
In-class Worksheet: Set Objectives and Goals for Final Project  
**Assigned Worksheets Due Sept 26**  

- Worksheet 2: Select Target Audiences Understand Audience Barriers, Benefits and the Competition Related to Final Project  
- A written description of topics, materials, and team members is *due Sept. 26*  

*Due Today:*  
- **Worksheets:**  
  - Worksheet 1: Provide Background, Purpose, Prior and Similar Efforts

Sept 26  
Product, Price, Place, Promotion  
**Readings due:**  
- Social Marketing Chaps 6, 8, 11 and 12  
- Audience Characteristics for your group (to be utilized in an in-class activity)  

**Class discussion/assignment:** Be prepared to discuss the assigned readings as well your topic for the final project and the audience characteristics for your final project.  
- **Assigned Worksheets Due Oct 4:**  
  - Worksheet 3: Craft Desired Positioning and Develop Marketing Strategies
Due Today:

- **Worksheets:**
  - Worksheet 2: Select Target Audiences and Understanding Audience Barriers, Benefits and The Competition
  - Written description of topics, materials, and team members.

Oct 3

Research Needs and Options, Focus Groups and Pretesting

Readings due:

Readings due:

Research Needs and Options

Focus Groups, Pretesting, Intercept Interviews

- Weinreich, NK. (1999) *Hands-On Social Marketing* pp 123-156 (pretesting) and 249-253 (Sample focus group recruitment questionnaire ( screener) and moderators’ guide)

Class discussion/assignments: Be prepared to discuss the assigned readings.

Assignment Distributed:

Focus Group - Students will work in groups to develop a focus group guide and conduct an in-class 20-minute focus group on Oct 17 and submit a report on its findings Oct 24

Oct 10

Messages, Materials Design & Development; Media Channels

Readings Due:

- Social Marketing Chap 13 and 14 (pp.339 – 412)
- National Cancer Institute Making Health Communication Programs Work, http://www.cancer.gov/cancertopics/cancerlibrary/pinkbook “Developing Culturally Appropriate Communications” (57-63) and “Choosing the Type of Appeal” (61-71)
- Weinreich, NK. Pp. 81-88 (Identifying appropriate channels)

Class discussion/assignments: Be prepared to discuss the assigned readings and focus group ideas.

  o Worksheet 3 Distributed: Craft Desired Positioning and Develop Marketing Strategies

Due Today:

- Written description of proposed final project topics, material to be developed and team members. Be prepared to discuss these in class and respond to questions regarding reasons for your choice.
Focus Groups

**Readings Due:** None

**Class discussion/assignments:** Focus group guide completed and each group will conduct 20-minute focus group using their guide.

**Due Today:**
- **Worksheets:**
  - Worksheet 3: Craft Desired Positioning and Develop Marketing Strategies

Persuasion and Fear Appeals and Presentation on Poster Sessions
Olivia Wackowski, PHD

**Readings due:** —to be read in the order listed:

**Presentation on Poster Sessions** — will cover how to create your poster for the poster session as well as outline deadlines for completion.

**Class discussion/assignments:**
- Be prepared to discuss assigned readings.
- Prepare draft materials of final project for discussion and review by classmates on Nov. 14 (i.e. create a PowerPoint).

Applying Theory, Review of Goals & Objectives

**Readings Due:**
- Social Marketing Chap 8, Review readings assigned for October 10 on Materials Design and pp 132-137
- Detailed reading on a health behavior theory of your choice. Glanz, book (above) contains chapters on health behavior theories. Dr. Lewis will identify readings on other theories, as appropriate.

**Class discussion/assignments:**
• Be prepared to discuss assigned readings and to discuss assignment: **Assessing the Theory of a Social Marketing Campaign**
• Summary of progress on final projects discussion of theory-based component.
  o Each team should have selected a health behavior theory that will be appropriate for the final project. Be prepared to discuss it with the class including why it is appropriate, concepts/constructs to be utilized and how these would be applied in your project. (for final project these will be shown in a table - see examples in Glanz). Be sure to consider each component of a theory—if you don’t think one applies, say so.
• **Assigned Worksheets Due Nov 15:**
  o Worksheet 4: Choosing Your Project Theory

**Due today:**

**Focus Group Project:** Focus Group Final Report which includes: Focus Group Guide, Focus Group Findings and Lessons Learned.

Nov 7
Exam

Nov. 14
Student Final Project Review;
**Readings due:** None

**Due today:**

• **PowerPoint of Final Project** - Each team will present their current project for discussion and review (using PowerPoint):
  o Draft plan
  o Materials
  o Pre-test instruments
  *Prepare copies of your draft plan and materials for review by the class as a whole (i.e. hard copies of your materials or present them electronically in PowerPoint).

• **Assignment:** Assessing the Theory of a Social Marketing Campaign
• **Worksheet 4:** Choosing Your Project Theory

Nov. 21
*** NO CLASS *** According to Rutgers, this Tuesday is a Thursday Class ***

Nov 28
Student Project Review, Ethics or Catchup
**Readings Due:**
• Kotler, Roberto and Lee N Social Marketing 2nd edition – chapter 17 – making ethical decisions

**Class discussion/assignments:**
• Be prepared to discuss assigned readings.
Assignments Due:
Poster: Complete your poster and submit for printing to meet the printing deadline to ensure it is available for the poster session.

Dec 5  Poster Presentations

Readings Due: None

Due Today: All group members will be present to present their poster during the poster session. The poster session will be held in the atrium of the School of Public Health and members of the Rutgers community will be invited to view the posters. Be prepared to answer questions regarding your poster.

Dec. 12  Final class session

School of Public Health Honor Code: The School of Public Health Honor Code is found in the student bulletin (sph.rutgers.edu/academics/catalog/index.html ). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the school community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.