

Course Title: *Social Marketing*

Course Number: **SBHS 0656J**

Course Location: *Room 3A/B, School of Public Health
683 Hoes Lane West, Piscataway, NJ*

Course Date & Time: *Tuesday 6-8 pm*

Course Instructor: ***M. Jane Lewis, DrPH., Associate Professor***
lewismj@sph.rutgers.edu (*Preferred and best way to contact*)
Phone: (848)932-8053

Office Hours: *By Appointment Only*

Required Course Text: Lee, NR and Kotler, PA (2015) *Social Marketing: Changing Behaviors for Good, Fifth Edition*. Thousand Oaks: Sage Publication.

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.

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 Canvas. If you wish to have printed versions of these you'll need to download and print them from Canvas. They will be available for printing before each class.

Assigned readings are listed in the course schedule and should be read prior to lectures.

Other Resources:

For visuals you can use in your final projects one source would be the Public Health Image Library (PHIL) on CDC's website. Look in CDC health literacy under the heading "develop and test materials" you'll find "visual communication resources."
<https://www.cdc.gov/healthliteracy/developmaterials/visual-communication.html>

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 background on health behavior theory: Glanz K, Rimer BK, and Viswanath K. (ed) (2008). Health Behavior and Health Education: Theory, Research, and Practice, 5th Edition. San Francisco: Jossey-Bass Inc., Publishers.

For review of the development of goals and objectives: 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

For background, examples on health literacy and materials for those with poor reading skills: National Cancer Institute (1994) Clear and Simple: Developing Effective Print Materials for Low-Literate Readers. NIH Publication No. 95-3594.

<http://www.cancer.gov/cancertopics/cancerlibrary/clear-and-simple>

For information regarding Healthy People 2020 goals and objectives:

<https://www.healthypeople.gov/2020/topics-objectives>

Selected Department Competencies Addressed:

Each Department identifies competencies for each degree offered. This course addresses competencies for the MPH for the Department of Health Behavior, Society, and Policy, including:

- 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 programs

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

- Discuss the principles and practice of social marketing and apply these to the development of health education/promotion materials and programs;
- Apply health behavior theories to health education and promotion interventions and materials; and 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

Please visit the Concentration webpages on the School of Public Health's website at sphs.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

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 Canvas.
- Online 30 assignments should be completed outside of class and may include requirements for online discussions. Evidence of participation in online requirements will be considered when participation grades are assigned.
- 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>. Objectives and goals must follow SMART principles. See 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 and Grading:

1. Focus Group (15 points) – group project

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
- c. Preparation of a report of focus group findings

2. Exam (35 points)

In-class exam to include multiple choice, true/false and short essay questions. Material on the exam will be derived directly from lectures, readings and class discussions.

3. Other Written Assignments

Additional written assignments (i.e., final project worksheets plus possible additional assignments as needed.) These 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) and reflections on readings, videos, or other out of classroom assignments

4. Class Participation (10 points)

Class participation includes but is not limited to: class attendance, participation in online discussion groups, interactive participation during class lecture discussions, demonstrating that you have completed readings prior to class and participation in group projects (i.e. focus group and final project).

5. Final Project (40 points) – group project

The final project accounts for 40% of your grade and has multiple components:

- a. Complete worksheets
- 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. Developing the plan for the material
 - ii. Developing the pretest
 - iii. Pretesting the material
 - iv. Developing and preparing for the poster session

You will need to identify a partner for this project

You may choose to develop any type of material (e.g., brochure, booklet, poster, videotape, audiotape, website) including the material's message copy/text and visuals (to be created or selected). A draft version will be pretested with members of the target audience and a short report of your findings and final version based on the pretest

prepared. The plan will support the material and its content and 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** (**S**pecific **M**easurable, **A**ttainable/Achievable, **R**elevant/Realistic, **T**ime-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.
- Students are responsible for the cost of printing their poster.

Grading Schematic:

| <u>Assignments</u> | <u>Points</u> |
|--------------------------------|---------------|
| Focus group project | 15 |
| Exam | 35 |
| Final Project | |
| Worksheets | 6 |
| Plan and pretest | 12 |
| Material and its fit with plan | 14 |
| Poster session presentation | 8 |
| Final project points = 40 | |
| Class participation | 10 |
| <i>Total Class Points</i> | <i>100</i> |
| | |

Course Schedule:

- Sept 3 Introductions, Class Overview
Readings due: None
Online 30: “When a Pill is Not Enough” Tina Rosenberg. The New York Times 8/8/06. (especially pages 1-9)
• **Post an online comment on Canvas Discussion Board (by Sept. 10 5pm):** What does the article tell us about behavior change – is it easy to get people to practice preventive health – even something simple like taking a pill? Why do you think the article was assigned? What did it tell you about barriers to health practices?
Class discussion: Introductions, discussion, brainstorming ideas for final project.
- Sept 10 Social Marketing: What it is, How it Works
Readings due:
• Social Marketing Chapter 1, Chapter 2 pages 50-61, Chapter 3 Table 3.1 “Marketing Research Primer p.31 and Research Characterized by source of information and by Approaches to Collecting Primary Data pages 76-80, plus neighboring text for further explanation.
Online 30: YouTube video - TEDxPennQuarter 2011 - Bill Smith - Reinventing Social Marketing
• **Post an online comment on Canvas Discussion Board (by Sept. 17 5pm).**
Class discussion/assignment: Be prepared to discuss the assigned readings as well as possible topics for the final project.
• A written description of topics, materials, and team members is **due Sept. 24**
- Sept 17 Segmenting Target Audiences; Identifying Barriers, Benefits, Motivators, Competition; Influential Others; and Positioning.
Readings due:
• Social Marketing Chapters 5, 7, 9
Audience Insights to be distributed for group presentations
Online 30: Search online for additional information about your *Audience Insights* group and the behavior you are targeting for them.
• **Comment in Canvas Discussion Board (by Sept. 24 5pm)** about your findings and how they supplemented information from the readings.
Class discussion/assignment: Be prepared to discuss the assigned readings as well as possible topics for the final project.
• A written description of topics, materials, and team members is **due Sept. 24**
• Be prepared to present your Audience Insights in class on Sept. 24
- Sept 24 Product, Price, Place, Promotion
Readings due:
• Social Marketing Chapters 6, 8, 11 and 12
Group presentations on *Audience Insights*
Class discussion/assignment: Be prepared to discuss the assigned readings as well as your topic for the final project and the audience characteristics for your final project.

- Worksheet #1 (Selecting the Target Audience) is due **Oct. 1, 5 pm** – to be submitted through Canvas

Due today:

- Written description of topics, materials, and team members.

Oct 1

Research Needs and Options, Focus Groups and Pretesting

Readings due:

Research Needs and Options

Focus Groups, Pretesting, Intercept Interviews

- Krueger, RA and Casey MA (2000) Focus Groups: A Practical Guide for Applied Research, 3rd Edition. pp 39-67 and 97-123
- Weinreich, NK. (1999) Hands-On Social Marketing pp 123-156 (pretesting) and 249-253 (Sample focus group recruitment questionnaire (screener) and moderators' guide)
- National Cancer Institute (2002) Making Health Communication Programs Work: A Planner's Guide Marketing Matters: Building an Effective Communications Program, pp 181-188 (sample focus group screener and moderators' guide) and 77-87 (pretesting), 189-192 (sample intercept questionnaire)

Online 30: Moderating a Focus Group. Richard A Krueger, PhD

- **Post an online comment on Canvas Discussion Board (by Oct. 8 5pm).**

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

Due today:

- Worksheet #1 (Selecting the Target Audience) is due today (to be submitted on Canvas).

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 15** and submit a report on its findings **Oct 29**

Oct 8

Messages, Materials Design & Development;
Media Channels, Persuasion and Appeals

Readings due:

- Social Marketing Chapters 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” (pp 57-63) and “Choosing the Type of Appeal” (pp 61-71)
- Weinreich, NK. pp 81-88 (Identifying appropriate channels)
- Perloff RM The Dynamics of Persuasion: Communication and Attitudes in the 21st Century, 2nd Edition. New Jersey: Lawrence Erlbaum Associates, Inc., 2003. Chapter 1 “Introduction to Persuasion” pp 3-20.
- McGuire WJ, Theoretical Foundations of Campaigns, pp 43-54 in Rice, RE. and Atkin CK (ed.) Public Communication Campaigns, 2nd Ed., Newbury Park: Sage Publications, Inc., 1989
- *Further readings to be determined*

Online 30: CDC Clear Communication Index including Anatomy of a Material – read and follow the instructions for communicating clearly in both text and images of a material.

- **Post an online comment on Canvas Discussion Board (by Oct. 15 5pm)**
Class discussion/assignments: Be prepared to discuss the assigned readings.

- Oct 15 Focus Groups Conducted
Readings due: None
Class discussion/assignments: Today, each group will conduct a 20-minute focus group using the question guide they've developed. Reports on focus group discussions (following a guide to be distributed) are **due Oct. 29**
- Oct 22 Group Work Day
- Oct 29 Applying Theory, Review of Goals & Objectives, Doing Poster Sessions
Readings due:
- Social Marketing Chapter 8, Review readings assigned for October 8 on Materials Design and pp 132-137
 - Glanz, Rimer and Viswanath. (ed) (2008). pp. 23- 38 (Theory, Research and Practice in Health Behavior and Health Education).
 - 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.
 - National Cancer Institute (2002) Making Health Communication Programs Work: A Planner's Guide. Marketing Matters: Building an Effective Communications Program, pp 57-61.
- Class discussion/assignments:**
- Be prepared to discuss assigned readings
 - Summary of progress on final projects discussion of theory-based component.
 - 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.
- Due today:**
- Reports on focus group discussions.
- Nov 5 **EXAM**
(Students at APHA will be able to make up for the exam later that week).
- Nov 12 Student Final Project Review
Readings due: None
Due today:

- 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).
- **PowerPoint of Final Project** - Each team will present their current project for discussion and review (using PowerPoint)
 - Materials
 - Pre-test instruments

Nov 19 2nd Student Project Review, Ethics or Catchup

Readings due:

- Smith, WA. "Ethics and the Social Marketer: A Framework for Practitioners" in Andreason AR (ed) (2001) Ethics in Social Marketing. Washington D.C.: Georgetown Press. pp 1-16.
- 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.

Nov 26 ****NO CLASS**** Thanksgiving - Thursday classes held

Dec 3 **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 10 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.