

Course Title: *Social Marketing*

Course Number: *HBSP 0655*

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

Course Date & Time: *Tuesday 3-5 pm*

Course Instructor: *Chongyi Wei, DrPH, Associate Professor
Department of Health Behavior, Society, and Policy
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732-235-2865*

Office Hours: *By Appointment Only*

Course Text (not required): *Nancy R. Lee and Philip Kotler. (2019). Social Marketing: Behavior Change for Social Good (Sixth Edition). Thousand Oaks: SAGE Publications.*

Additional/Supplemental Readings/Resources: Additional readings to be uploaded on Canvas.

Course Description: This course will result in the development of student competencies that will allow for appropriate planning and application of theory-based social marketing strategies for promoting behavior change and achieving program goals and objectives.

Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the MPH in Social and Behavioral Health Sciences include:

- 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

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

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.
- 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 various approaches to pretesting, and develop and implement pretests of draft materials with members of the materials' intended audience
- Apply the principles of good materials design and development
- Describe the use of social media in conducting formative research for and implementing social marketing programs
- Discuss the steps used for program evaluation.

Course Requirements and Grading:

Expectations:

- Reading assignments should be completed prior to class.
- Online 30 assignments should be completed outside of class and may include requirements for online discussions, video viewing, etc. Evidence of participation in online requirements will be considered when participation grades are assigned.
- Regular attendance is required and attendance will be considered when assigning the class participation grade. If you must be absent from a class, please let the instructor know beforehand, and 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.
- *Lateness:* All work is due on Canvas 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, your grade will be lowered for each day written work is late.
- *Proofreading:* 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.
- *Citations:* Preferred citation style for references in written assignments will be American Psychological Association (APA). See <http://www.apastyle.org>

Assignments and Grading:

Final Project (40 pts):

For your final project, you will be developing a full social marketing plan to target a specific behavior. You will each decide on a behavior you want to change and a behavior change theory to inform your plan. You will then select your target audience, set your objectives and goals, and develop your marketing strategy. You will create actual draft materials/messages that you will pre-test, and based on the findings of the pre-testing, you will produce revised materials/messages that you will then present to the rest of the class.

The final project consists of two components:

- 1) Written report of your social marketing plan (25 pts): Include background information about your topic/behavior, your behavior change theory (and its application to the various aspects of your plan), your target audience, your objectives and goals, your positioning statement, the 4Ps, your pre-test plan and results, draft and revised versions of your materials/messages (including how the revisions were informed by the findings of your pre-testing), and your evaluation plan. References should be included.
- 2) In-class presentation (15 pts): You will have 20 minutes to pitch your social marketing plan to the rest of the class. Drawing on the different sections of your written report, try to persuade the others why your topic/behavior is important, why your social marketing plan will work for your target audience, and why your messages/materials will be effective. Be ready to show draft versions of your materials/messages and share your pretest plan with the class. You will submit either ppt or pdf files of your presentations on Canvas.

The following graded assignments are meant to help you make progress on your final project, and give you a chance to receive feedback on certain elements throughout the semester.

Assignment 1: Audience Insights (10 pts): For your first assignment, you will begin conducting your audience insights research for your final project. *Based on your chosen behavior and the target audience for your final project*, submit a report describing potential barriers to and benefits from changing the target behavior, potential motivators and influential others to consider, and different competition that needs to be acknowledged. The report should be about 2-3 pages, double-spaced.

Assignment 2: Pre-test (10 pts): For your second assignment, you will come up with a draft pre-test plan. Think of the research method you want to use, where/how you will reach your sample, and questions you will be asking to pre-test your materials/messages. You will be implementing this pre-test for your final project, so make sure your plan is feasible. The submitted write-up of this draft pre-test plan should be about 2-3 pages, double spaced.

Final Exam (30 pts): There will be one exam for this course. It will cover all material up to the date of the exam, and will be a combination of multiple choice questions and short answers. Exam questions will come from lecture slides, readings, and Online 30 resources. The exam is scheduled for Nov 15; if for some reason you cannot take the exam on that day, please let me know at least 2 weeks in advance. Details on how the exam will be administered will be posted closer to the date.

Participation (10 pts): Participation will be graded through your attendance, your engagement in class, and your completion of Online 30 activities and Canvas discussion posts.

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| 1. Assignment 1 (Oct 11, 6pm) | 10 pts. |
| 2. Assignment 2 (Nov 1, 6pm) | 10 pts. |
| 3. Final Project | 40 pts. |
| a. Presentation = 15 pts (Dec 13, 20) | |
| b. Report = 25 pts (Dec 20, 11:59pm) | |
| 4. Final Exam (Nov 15) | 30 pts. |
| 5. Class Participation | <u>10 pts.</u> |
| Total: | 100 pts. |

- *Grading Policy:*

94 – 100	A
90 – <94	A-
87 – <90	B+
84 – <87	B
80 – <84	B-
77 – <80	C+
70 – <77	C
<70	F

Course Schedule:

The following is a schedule of course topics, assignments, and how each course topic is linked to competencies and assessments. Readings and Online 30 assignments/discussion will be uploaded on the Canvas module weekly.

Readings/ assignments, as well as Online 30 assignments and responses to Canvas discussion questions are due before class, on the date specified in the same row.

Week	Date	Course Topic	Online 30 Due	Readings/ Assignments Due	Link to Competencies And Assessments
1	Sep 6	Introductions, Class Overview; Social Marketing: What it is, How it Works		Readings: “Social Marketing Plan Primer” (Optional) “Reducing Pedestrian Injuries” (Example social marketing plan – Optional)	
2	Sep 13	Applying Behavioral Change Theory		Readings: “Behavior change theories, models, and frameworks” (Lee & Kotler Ch 4)	<ul style="list-style-type: none"> • Competency: Utilize health behavior theories and models for understanding health behaviors • Assessed by final project & final exam
3	Sep 20	Segmenting Target Audiences; Setting Objectives & Goals	Watch “BUI case study” video & answer discussion questions on Canvas.	Readings: “Purpose & Focus” (Lee & Kotler Ch. 5) Optional: Rajiv Rimal et al. (2009) “Audience segmentation as a social marketing tool in health promotion: Use of the risk perception attitude framework in HIV prevention in Malawi”	<ul style="list-style-type: none"> • Competency: Utilize health behavior theories and models for understanding health behaviors • Competency: Use various techniques to conduct needs assessments of diverse populations • Assessed by Assignment 1, final project, & final exam
4	Sep 27	Audience Insights (barriers, benefits, motivators, competition)	Watch Ted talks (Heidi Keller, Nancy Lee) & answer	Readings: Jaewon Kim et al. (2020) “Consumer Perspectives on Household Food	<ul style="list-style-type: none"> • Competency: Use various techniques to conduct needs assessments of diverse populations

			discussion questions on Canvas.	Waste Reduction Campaigns” John Staley (2009) “Get Firefighters Moving”	<ul style="list-style-type: none"> Assessed by Assignment 1, final project, & final exam
5	Oct 4	Marketing Strategies (4Ps): Product, Price, Place, Promotion; Positioning	Respond to discussion prompt on reading on Canvas.	Readings: Research highlights from Lee & Kotler Ch. 11 & 12	<ul style="list-style-type: none"> Competency: Design, implement, conduct, and evaluate health education/promotion programs in diverse settings Assessed by final project & final exam
6	Oct 11	Marketing Strategies (4Ps): Cont’d; Materials Development	Respond to discussion prompt on reading on Canvas.	Readings: Excerpt from NCI Making Health Communications Work Assignment 1: Audience Insights (due 6 pm, Oct 11)	<ul style="list-style-type: none"> Competency: Use various techniques to conduct needs assessments of diverse populations Competency: Design, implement, conduct, and evaluate health education/promotion programs in diverse settings Assessed by Assignment 2, final project, & final exam
7	Oct 18	Pretesting	Respond to discussion prompt and complete online activity on Canvas.	Readings: Sample focus group moderator’s guide (Optional) Sample intercept questionnaire (Optional) For class, bring in a draft of your pretest plans.	<ul style="list-style-type: none"> Competency: Use various techniques to conduct needs assessments of diverse populations Competency: Design, implement, conduct, and evaluate health education/promotion programs in diverse settings Assessed by Assignment 2 and final project
8	Oct 25	Monitoring and Evaluation; Persuasion	Watch online focus group demonstration video (by Dr. Krueger) & answer discussion	Readings: Richard Perloff (2017) “Intro to Persuasion” (starting pg.19)	<ul style="list-style-type: none"> Competency: Utilize health behavior theories and models for understanding health behaviors Competency: Design, implement, conduct, and evaluate health

			questions on Canvas.	Jaewon Kim et al. (2020) "Outcome evaluation of an empirical study: Food waste social marketing pilot" (Optional)	education/promotion programs in diverse settings <ul style="list-style-type: none"> • Competency: Develop and critique health education materials, methods, and programs • Assessed by final project & final exam
9	Nov 1	Using Social Media	Respond to discussion prompt and complete online activity on Canvas.	Katie James et al (2013) "A Summative Evaluation of a Food Safety Social Marketing Campaign "4-Day Throw-Away" Using Traditional and Social Media Jingyuan Shi et al (2018) "The Use of Social Networking Sites in Health Communication Campaigns: Review and Recommendations Assignment 2: Pre-test Plan (due 6 pm, Nov 1)	<ul style="list-style-type: none"> • Competency: Use various techniques to conduct needs assessments of diverse populations • Competency: Design, implement, conduct, and evaluate health education/promotion programs in diverse settings • Assessed by final project & final exam
10	Nov 8	Real World Applications	Respond to discussion prompt on Canvas.	No readings.	<ul style="list-style-type: none"> • Competency: Design, implement, conduct, and evaluate health education/promotion programs in diverse settings • Competency: Develop and critique health education materials, methods, and programs
11	Nov 15	EXAM	Exam prep	Exam prep	
12	Nov 29	Real World Applications	Find an example of a real-world social marketing	Be ready to share the real-world campaign you found with the rest of the class.	<ul style="list-style-type: none"> • Competency: Design, implement, conduct, and evaluate health education/promotion

			campaign. Applying the concepts learned during the course, reflect on what they did well/ could have improved on.		<p>programs in diverse settings</p> <ul style="list-style-type: none"> • Competency: Develop and critique health education materials, methods, and programs
13	Dec 6	In-class Pretesting Activity	Post on Canvas insights from learning about various real-world social marketing campaigns.	Be ready to conduct your pre-test in class with your classmates.	<ul style="list-style-type: none"> • Competency: Design, implement, conduct, and evaluate health education/promotion programs in diverse settings
14	Dec 13	Final Presentations		<p>Final presentations (in class)</p> <p>(Regardless of whether your presentation is scheduled for Dec 13 or Dec 20, everyone will be submitting their presentation before class on Dec 13).</p>	<ul style="list-style-type: none"> • Competency: Utilize health behavior theories and models for understanding health behaviors • Competency: Design, implement, conduct, and evaluate health education/promotion programs in diverse settings • Competency: Develop and critique health education materials, methods, and programs
15	Dec 20	Final Presentations		<p>Final presentations (in class)</p>	<ul style="list-style-type: none"> • Competency: Utilize health behavior theories and models for understanding health behaviors • Competency: Design, implement, conduct, and evaluate health education/promotion programs in diverse settings • Competency: Develop and critique health education materials, methods, and programs

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.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.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Student Well-Being: The School of Public Health recognizes that students may experience stressors or challenges that can impact both their academic experience and their personal well-being. If the source of your stressors or challenges is academic, students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. For personal concerns or if additional support is needed, students may reach out to the [Office of Student Affairs](https://studentaffairs@sph.rutgers.edu) (studentaffairs@sph.rutgers.edu) or any of the appropriate referral resources listed on the [SPH Student Connect Canvas page](#).

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services,

providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

Overview of School Policies: Academic and non-academic policies and procedures, such as Auditing a Course, Retaking Courses, Grade Grievance and others that cover registration, courses and grading, academic standing and progress, student rights and responsibilities, graduation and more may be found under [Policies](#) on the School of Public Health website. Below are select specific policies; however, students are responsible for keeping informed about academic and non-academic policies and procedures beyond those noted on this syllabus.

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

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.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html