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GEPH 7134 Social Marketing for Health Communication

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
GEPH 7134
Social Marketing for Health Communication
Fall 2021

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<u>Office Hours:</u>	Tuesdays 11 am- 4 pm
<u>Class Meets:</u>	Online

Course Catalog available at:
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Jiann-Ping Hsu College of Public Health Programs

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

Access to course materials are available for up to one year after graduation.

Catalog Description

This course is designed to familiarize students with the history and current applications of health communication theory and strategies to public health practice and research. This course examines how to structure, develop and evaluate social marketing, media advocacy, risk communication and advocacy skills for change. In addition, systematic qualitative data collection processes such as interviewing skills, participant observation and focus groups will be developed. Emphasis is placed on critical thinking skills to help students analyze and utilize these skills in research and practice.

Required Textbook:

Lee, N. & Kotler, P.(2019) Social Marketing: Changing Behaviors for Good, 6th Ed. ISBN 13: 978-14522-9214-4

Required Resource:

Andreason, A. (1995) Marketing Social Change. San Francisco, CA: Jossey Bass (AA)

Cross-Cutting Competencies for the MPH Degree

1. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. (Communication and Informatics)
2. Use information technology to access, evaluate, and interpret public health data. (Communication and Informatics)
3. Describe the roles of history, power, privilege and structural inequality in producing health disparities. (Diversity and Culture)
4. Explain how professional ethics and practices relate to equity and accountability in diverse community settings. (Diversity and Culture)
5. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. (Diversity and Culture)

Applied MPH Program Competencies

1. Demonstrate how data and information are used to improve individual, program, and/or organizational performance (e.g., selection and use of valid and reliable quantitative and qualitative data, data-driven decision making, data management, performance measurement).
2. Explain the importance of evaluations for improving programs, and services.
3. Target/Tailor messages for disseminating public health data and information (e.g., social media, newspapers, newsletters, journals, town hall meetings, libraries, neighborhood gatherings).
4. Recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability, and delivery of public health services.
5. Engages community members to improve health in a community (e.g., input in developing and implementing community health assessments and improvement plans, feedback about programs and services).
6. Participate with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action.

CEPH MPH Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings

6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)

1. Evaluate the contributions of various health communication strategies to address public health problems.
2. Apply social marketing theory/approaches to individual behavior change and community health problem solving.

3. Assess media advocacy theory/ approaches for enhancing policy development, implementation, and evaluation.
4. Summarize the knowledge of theory and strategy-based communication principles and their specific applications (e.g., crisis communication, alternative dispute resolution, cultural competency, etc.) across different settings and audiences.
5. Summarize legislative advocacy skills to influence public health decision making and policy development.
6. Analyze technologies, methods, and media for their acceptability to diverse groups.
7. Understand the skills necessary to develop and implement focus groups
8. Apply findings from formative research to social marketing strategies.
9. Demonstrate proficiency (oral, electronic, and written) in communicating health information and health education needs for a variety of audiences.
10. Develop health communication strategies

Course Objectives

1. Discuss the evolution of social marketing and identify related ethical issues
2. Assess information technology and resources in health settings in relation to cultural, ethical, and legal principles.
3. Develop social marketing proposal that is guided by the theory and formative research data
4. Develop promotional strategy based on theories of health communication and social marketing proposal as motivational technique
5. Use information technology and as strategic tools to assess, interpret, and promote public health at individual and community levels

Assessment of Student Learning

Assignments

- A. Final exam. One folio exam will be given that tests your knowledge of health communication and social marketing, as well as mastery of critical thinking. This exam will include multiple choice, short answer, and short essay questions. Students should be familiar not only with concepts learned but should also be able to apply these concepts to hypothetical case study contexts.
- B. Social marketing plan project and presentation. The class will be divided by the instructor into teams of about 2-3 students and each team will be responsible for developing a marketing plan outline for a social marketing campaign focusing on public health topics in Georgia. Here are some examples of some possible topics: 1) increasing organ donation rates; 2) increasing utilization of “saferides” for college students to reduce drunk driving; 3) increasing work safety practices among migrant farmworkers; 4) decreasing STI rates among college students using condom social marketing; 5) decreasing rates of obesity in children or adolescents through healthy eating and/or physical activity programs; or 6) increasing childhood, adolescent, or adult vaccination rates (choose target group). Project ideas will be assigned by the instructor. Each team will use the worksheets on Folio to write their plan. The final social marketing plan will be submitted mid-semester by team members. Negative peer evaluation forms can possibly affect an individual student’s grade on the assignment.
- C. Health Communication Experience. The class will work in teams to compete on this 3-part assignment. The topic for the health communication experience must match your social marketing plan proposal. Your social marketing project will help you to create a strategy for this assignment. Detailed instructions are provided on Folio:
 1. First part- Social Media Page
 2. Second part- Website
 3. Third part- Infographics
- D. Online Class participation. Students are required to be prepared to discuss the readings and projects online. Students should also be prepared with written discussion questions or points they want to raise from the readings. The final exam could draw from any of the readings in the course, so students are strongly encouraged to keep up with the read

Overview of the content to be covered the semester:

Date	Topic(s)	Readings	Assessment
Week 1: 8/11-8/15	Introduction and Course Overview	K&L Foreword	Discussion 1: Introduction
Week 2: 8/16-8/22 Module- 1	Defining and Distinguishing Social Marketing Instructor will Select Teams for Social Marketing Proposal and Identify topics	1) K&L Chap 1 2) Folio Materials	Quiz 1- Due August 28 th , 11:59 pm.
Week 3: 8/23- 8/29 Module- 2	Steps in Strategic Marketing Planning Process	1) K&L Chap 2 – 3 2) Folio Materials	Discussion 2: Steps in Strategic Marketing Planning Process
Week 4: 8/30-9/5 Module - 3	Analyzing the Social Marketing Environment Establishing Target Audiences	1) K&L Chap 4 – 5 2) Folio Materials	Group Assignment: SM worksheet Step 1, Step 2
Week 5: 9/6-9/12 Module- 4	Setting Behavior Objectives and Target Goals	1) K&L Chap 6 – 7 2) Folio Materials	Group Assignment: SM worksheet Step 3 & Step 4 Quiz 2

Week 6: 9/13- 9/19 Module 5	Crafting a Desired Positioning Statement	1) K&L Chap 8 – 9 2) Folio Materials	Group Assignment: SM worksheet Step 5 & Step 6 Discussion 3: Positioning Statement
Week 7: 9/20-9/26 Module-6	Developing Social Marketing Strategies	1)K&L, Chap10- 14 2) Folio Materials	Group Assignment: SM worksheet Step 7
Week 8: 9/27-10/3 Module- 7	Managing Social Marketing Programs	1) K&L Chap 15-17 2) Folio Materials	Group Assignment: SM worksheet Step 8, Step 9, & Step 10
Week 9: 10/4- 10/10 Module- 8	Message Design	Folio Materials	Full SMP is Due Quiz 3
Week 10: 10/11-10/17 Module-9	Media Advocacy	Folio Materials	Discussion 4: Media Advocacy
Week 11: 10/18-10/24 Module- 10	Focus Group and Qualitative Research Strategies	Folio Materials	Health Communication Part I- Due- Social Media Page Quiz 4
Week 12: 10/25-10/31 Module -11	N/A	N/A	Health Communication Part II- Due- Website

Week 13: 11/1-11/7 Module-12	Health Communication, eHealth, mHealth	Folio Materials	Health Communication Part III- Due- Infographics Quiz 5
Week 14: 11/8-11/14 Module-13	Case Studies	Folio Materials	Discussion 5: Case Studies
Week 15: 11/15-11/21	Final Exam Review		
Week 16: 11/22-11/28	Thanksgiving Holidays		
Week 17: 11/29- 12/3	Final Exam	Review Ch. 1- 17 Readings on Folio	Final Exam is Due

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor’s teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Grading:

SM Working Sheets.....100 points
 Final SM Plan.....50 points
 Quizzes (5)50 points
 Discussions (5) 25 points
 Final Exam..... 100 points
 Health Communication Experience.....100 points

Total Possible Points425 points

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three-credit hour course, during a regular semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours- 1 week of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Course Expectations

1. There will be no make-up exams given. No make-up tests are given except for **an university excused absence with full documentation**. If you miss a test, you have one week to make the exam up. If it is not made up **within one week**, you will receive 0

- points for the exam. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam or a 0 will be assigned to the test.
2. Late work assignments are not accepted, please submit all assignments via Folio. Assignments are due upon entering the class, after that they are considered late and will not be accepted. **I will ONLY accept assignments submitted in .doc or .docx formats online.** Any other type of submissions will not be opened and receive automatic “0” points. I do not accept assignments via email or via email as an attachment and if you try to send them this way, an automatic “0” will be assigned.
 3. **All assignments** must be typed.
 4. If you are having trouble with Folio, contact tech support immediately. I am not a computer tech person and therefore cannot give you any help. Please try to do all assignments a day early so that submission of assignments will not be a problem.
 5. Last day to withdraw from class without academic penalty is October 12th, 2020. Students who stop attending class without officially withdrawing from the class will receive a final grade of "F".
 7. Samples of your work may or may not be reproduced for inclusion in the professor’s teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
 8. By enrolling in this course, it is understood that you have read the syllabus, understand the rules and policies as stated, and will abide by them.
 9. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class, but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.
 10. If you are receiving services from the GSU Office of Disability please come and see me as soon as possible, to schedule an appointment to present me with an accommodation letter.
 11. This course is online. Please regularly check Folio for any messages that I might have for you.
 12. When you need to contact me, please do so through the dnazaruk@georgiasouthern.edu email account. Please give me 48 hours to respond to emails. To write a **professional** email, please include the following: a salutation, identify who you are, what the contact is in reference too, and what you would like me to do. At the bottom of the email, please type out your name. Please be careful of nick names that you have associated with the person because they might show up that way!

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University’s policies in this regard. Your continued enrollment in this course is

an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**
 - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
 - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
 - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:

<http://em.georgiasouthern.edu/registrar/resources/calendars/>

Illnesses

"We want you to take appropriate precautions for your health as well as the well-being of your classmates. If you become ill during the term, please contact me immediately. We will work through what you will need to do, to either continue working in class or make up work that might have been missed during your absence. If you have an illness that would result in an extended absence, you will need to contact the Dean of Students office. In the event of serious illness, injury, or extenuating circumstances, the DOS office will notify professors at your request.

If you need to self-report either a confirmed or suspected positive COVID-19 diagnosis, have received self-quarantine requirements, or have symptoms with pending test results, please complete the CARES Center [COVID-19 self-reporting form](#) (through the [MyGeorgiaSouthern portal](#) under "COVID-19 Information & Resources"). You may also reach the CARES Center by using the [MyGS mobile app](#), calling 912-478-CARE (M-F 8am-5pm), or emailing covidsupport@georgiasouthern.edu. The CARES Center should not be used for medical advice. If you need medical advice, you need to call your health provider or 911.”

ADA Accommodations

In compliance with the Americans with Disabilities Act (ADA), this course will honor requests for reasonable accommodations made by individuals with disabilities or demonstrating appropriate need for learning environment adjustments. Students must self-disclose their disability to the Student Accessibility Resource Center (SARC) before academic accommodations can be implemented. Students requesting alternative educational arrangements must submit a completed COVID-19 Alternative Educational Arrangement Request Form to [the SARC office](#). For additional information, please call the SARC office at (912) 478-1566 on the Statesboro campus, or at (912) 344-2572 on the Armstrong and Liberty campuses.

Face Coverings

"Georgia Southern, along with other University System of Georgia (USG) institutions, requires all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible; this includes classroom spaces. Use of face coverings will be in addition to, rather than a substitute for, social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Repeated refusal to comply with the requirement may result in discipline through the Student Code of Conduct. However, reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons."

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date