Course Syllabus, Spring 2012

Course Prefix / Number: HSC 6667

Course Title: Social Marketing in Health Education

Course Credit Hours: 3

Instructor Name and Contact Information:

Debra M. Vinci, DrPH, RD, LD/N
Associate Chair, HLES
Associate Professor, Community Health Education

850-474-2598
dvinci@uwf.edu

Office Hours and Communication Guidelines:

- I will be in my office on Monday from 1:00 pm - 2:30 pm and on Thursday from 8:30 am to 10:30 am at 850-474-2598. I can also be reached by e-mail (dvinci@uwf.edu) during this time.
- I will use your official UWF email account for all class communications. I will be checking my email daily from Monday to Friday. On weekdays, I should be able to respond to emails/voice mail within 48 hours of receiving your email/phone call. After 5 pm on Friday, I may not be able to get back to you until the following Monday. Therefore, I recommend that you review all class assignments early in the week in case you need clarification from me on an assignment.
- When contacting me by email or phone, please indicate the class by name and your return contact information so I can arrange a mutual time/date for a phone or email conference.
- For those students who live in the Pensacola area, you can also make appointments to see me in my office. Times will be arranged on an individual basis. To set up an appointment, you can call 850-474-2592, Dept HLES Main Office to arrange a date/time.

Prerequisites or Co-Requisites: Graduate student status.

About This Course:

This course is delivered completely online. You will need to have good computer skills and consistent access to the Internet. Beware that computer access can be interrupted so it is important not to wait to the last minute to do assignments. IF YOU EXPERIENCE ANY TECHNICAL DIFFICULTIES, CALL INSTRUCTIONAL TECHNOLOGY
SERVICES (ITS) AT 850-474-2075. Information on hours can be found at: 
http://uwf.edu/helpdesk/aboutus/Coverage/index.cfm. If the ITS Desk is closed, leave a message. They will return your call on the next working day.

- Each weekly session in the course will run a week that starts on a Monday at 12:01 am to Sunday @ 11:59 pm.
- Be prepared to spend approximately 6 - 10 hours per week completing readings, activities, quizzes and working online. I recommend opening each weekly session on Monday to plan your studies for the week. You will have trouble keeping up with assignments if you wait until the end of the week to start the week’s assignments.
- You will have a capstone project for this class with each class member being assigned into a work group. Therefore, you need to plan ahead to meet assignment deadlines since they will impact other students in the class.

Course Description

This course provides students with an understanding of social marketing definitions, theory, and techniques. Social marketing systematically applies consumer marketing tools to achieve a consumer oriented approach to health promotion programming. Students will learn how to segment, reach, and influence target audiences while examining issues such as product planning, pricing, communication, distribution, and market research. As part of this course, students will apply marketing principles to design program messages and materials for behavior change initiatives.

Course Goals

Upon completion of the course, students will ...

1. Compare and contrast social marketing with commercial marketing.
2. Summarize the 10 steps in the strategic marketing planning process.
3. Develop a social marketing plan in the context of health promotion.

Program Goals

This course addresses the following Areas of Responsibility and Competencies for Health Education Specialists:

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

Competency 1.1 Plan Assessment Process

- Identify existing and needed resources to conduct assessments
- Identify stakeholders to participate in the assessment process
- Develop plans for data collection, analysis, and interpretation
- Engage stakeholders to participate in the assessment process
- Integrate research designs, methods and instruments into assessment plan

Competency 1.2 Access Existing Information and Data Related to Health

Competency 1.4 Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health
Identify factors that influence health behaviors
Analyze factors that influence health behaviors
Identify factors that enhance or compromise health
Analyze factors that enhance or compromise health

Competency 1.7 Infer Needs for Health Education Based on Assessment Findings

Analyze assessment findings
Synthesize assessment findings
Prioritize health education needs
Identify emerging health education needs

Responsibility II: Plan Health Education
Competency 2.2 Develop Goals and Objectives

Use assessment results to inform the planning process
Identify desired outcomes utilizing the needs assessment results
Formulate specific, measurable, attainable, realistic, and time-sensitive objectives

Competency 2.3 Select or Design Strategies and Interventions

Design theory-based strategies and interventions to achieve stated objectives

Responsibility VII: Communicate and Advocate for Health and Health Education
Competency 7.2 Identify and Develop a Variety of Communication Strategies, Methods, and Techniques

Create messages using communication theories and models
Tailor messages to priority populations
Incorporate images to enhance messages
Select effective methods or channels for communication to priority populations

Topics

Defining social marketing
10 Steps in the Strategic Marketing Planning Process
Tips for success
Determining research needs and options
Choosing a purpose and focus for your plan and conducting a situation analysis
Segmenting, evaluating, and selecting target audiences
Setting behavior objectives and goals
Identifying barriers, benefits, the competition, and influential others
Crafting a desired positioning
Product: Creating a product platform
Price: Determining monetary and nonmonetary incentives and disincentives
Place: Making access convenient and pleasant
Promotion: Deciding on messages, messengers, and creative strategies
Promotion: Selecting communication channels
Developing a plan for monitoring and evaluation
Establishing budgets and finding funding
• Creating an implementation plan and sustaining behavior

**Student Learning Outcomes (SLOs)**

1. Explain the term social marketing as it relates to commercial marketing.
2. Discuss the appropriate use of social marketing in community health.
4. Identify the appropriate methods for use in conducting social marketing research.
5. Explain the process in identifying target audience for social marketing campaign.
6. Design a social marketing plan that addresses a community health problem.
7. Apply the social marketing mind set when developing, implementing/managing, and evaluating social marketing programs.
8. Recommend appropriate evaluation strategies when developing a social marketing plan.
9. Summarize ethical principles that guide social marketing practice.

**Texts / Materials**

**Required texts:**


ISBN: 978-1-4129-8149

**Supplemental Readings:**

Research articles, government documents, and other handouts are provided in eLearning.

**Required Materials:**

• Internet Access (broadband is recommended)
• Activated UWF ArgoNet E-mail Account

**Grading / Evaluation**

**Class Assignments:**
Quizzes (85 points): One quiz (10 points) that covers Important Course Information and Academic Integrity and three quizzes (25 points each) that cover textbook chapters, course assignments and assigned readings.

Weekly Assignments (115 points): Threaded discussions or dropbox assignments will provide an opportunity to reflect on issues related to social marketing interventions.

Social Marketing Service Learning Project (135 points): You will be working in groups to develop a social marketing project collaborating with a local public health agency. Details of this assignment will be provided in a separate handout.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>quizzes (4)</td>
<td>85</td>
</tr>
<tr>
<td>Module/Weekly Assignments</td>
<td>115</td>
</tr>
<tr>
<td>Social Marketing Project</td>
<td>135</td>
</tr>
<tr>
<td>TOTAL</td>
<td>335</td>
</tr>
</tbody>
</table>

94% or better          A  77% to 79.99%  C +
90% to 93.99%         A -  73% to 76.99%  C
87% to 89.99%       B +  70% to 72.99%  C -
83% to 86.99%       B   60% to 69.99%  D
80% to 82.99%       B -  59.99% or less  F

This is a 6000 level course which is restricted to students enrolled in graduate programs. Assignments reflect what is expected for a 6000 level course. As a graduate-level class, it is expected that you will post threaded discussion and dropbox assignments on-time. No make-up quizzes are given unless other arrangements are made with the instructor prior to the scheduled exam time. It is also anticipated that you will work in a professional manner when working on your group project; that includes collaborating on assignments in a timely manner.

Class Culture/Attendance Policies

1. It is expected that you will turn in your work on the assigned due dates. If there are unusual circumstances that require submitting an assignment late, it is important to communicate with me, preferably ahead of the due date. When there is no legitimate reason for a late assignment, you can submit the assignment but the grade will be reduced by 50% up to one week after the due date. After one week, no assignment will be accepted unless arrangements have been made with me.

2. Since quizzes are completed online, make-up quizzes will not be permitted unless other arrangements are made with the instructor prior to the scheduled exam time. Therefore, it is important that you plan ahead to ensure you will have Internet access. When accessing a course quiz in eLearning, the completion window will be clearly stated. You will have a specified time allotted to complete each quiz. (Note: RESPONDUS LOCKDOWN BROWSER must be downloaded before taking any course quizzes in eLearning).

3. If you are experiencing life problems that are affecting your academic performance, it is important to contact me as soon as possible (not at the end of the semester). While course requirements will not be
altered for life problems, I will work with you during this time. However, you need to communicate with me immediately and not the last week of the semester.

4. All written assignments should be submitted in Microsoft Word (.doc or .docx), Adobe PDF (.pdf), or Rich Text (.rtf) formats. Please plan to use a computer that allows you to produce documents in one of those formats. If you are unable to access a computer with the appropriate programs, free document conversion resources (http://www.zamzar.com or http://www.freepdfconvert.com) are also available within Argus.

5. Please maintain appropriate standards of communication when contacting me. This includes using a professional greeting and closing in emails or voicemails that clearly state your name and the course section to which you are referring. Under no circumstances are you to use “text slang” (e.g., b4, BTW, L8R, LOL, etc.) in email communication or other written assignments including class discussions. If I have to read an email more than once to understand it, you will likely not receive a reply.

Minimum Technical Skills and Special Technology Utilized by Students

This course is totally online. All instructional content and interaction takes place over the WWW. In addition to baseline word processing skills and sending/receiving email with attachments, students will be expected to search the internet and upload / download files. In addition, students may need one or more of the following plug-ins:

- Real Player: http://www.real.com/realplayer/search
- Adobe Flash Player: http://get.adobe.com/flashplayer/
- eLearning's Accessibility Resource Guides for users: http://www.desire2learn.com/access/resources/

Expectations for Academic Conduct / Plagiarism Policy

Academic Conduct Policy: (Web Site) | (PDF Format) |
Plagiarism Policy: (WORD Format) | UWF Library Online Tutorial: Plagiarism |

Assistance for Students with Disabilities

The Student Disability Resource Center (SDRC) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

Accessibility Resources

- Follow this link for information on accessibility settings in eLearning.
- Follow this link for information on accessibility features in UWF's Learning Management System (LMS), Desire2Learn.
TurnItIn

UWF maintains a university license agreement for an online text matching service called TurnItIn. At my discretion, I will use the TurnItIn service to determine the originality of student papers. If I submit your paper to TurnItIn, it will be stored in a TurnItIn database for as long as the service remains in existence. If you object to this storage of your paper:

1. You must let me know no later than two weeks after the start of this class.
2. I will utilize other services and techniques to evaluate your work for evidence of appropriate authorship practices.

Weather Emergency Information

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

- WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
- In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and Argus will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to weather or other emergencies are available on the following UWF web pages:

- Information about hurricane preparedness plans is available on the UWF web site: [http://uwfemergency.org/hurricaneprep.cfm](http://uwfemergency.org/hurricaneprep.cfm)
- Information about other emergency procedures is available on the UWF web site: [http://uwfemergency.org/](http://uwfemergency.org/)