Course Description

The Centers for Disease Control and Prevention (CDC) identify social marketing as a practice allied with Health Education and Health Promotion (http://www.cdc.gov/healthmarketing/). The CDC encourages programs to apply the principles of social marketing to health behavior change efforts to increase the effectiveness of interventions. Social marketing uses audience research to determine target audience segmentation into groups with common risk behaviors, motivations, and information channel preferences. Key audience segments are then reached with the mix of intervention strategies formed by the “4 Ps” of social marketing, namely, product, price, place, and promotion. The final “product” is designed based on the needs and desires of the consumer and persuasive messages advocating behavior change are promoted to the target audience. Continuous evaluation and message revision allows for continual refinement on the basis of consumer feedback.

This course is designed to familiarize you with current theory and knowledge in the field of social marketing and to analyze the components and applications of marketing used for promoting health behavior change and behavior management strategies. Topics include: Determining Research Needs and Resources; Selecting Target Markets; Understanding the Target Audience and Competition; Determining the Product, Price, Place and Promotion of the Market Offering; Implementing and Evaluating Social Marketing Efforts; and Ethics in Social Marketing. Class sessions will combine didactic presentations with group discussions and in-class exercises.

Course Objectives

By the end of the course, you will be able to:
- Identify appropriate uses of social marketing in community health education.
- Discuss the use of social marketing to make public health interventions culturally sensitive and educational materials relevant for low-literacy, low-income, minority, and other special populations.
- Identify appropriate methods for use in conducting social marketing research.
- Design a social marketing plan to ameliorate a public health problem.
- Analyze and critique current case studies in social marketing.
- Analyze and critique social marketing in peer-review literature.
- Understand the ethical principles that guide social marketing practice.

This syllabus is your contract with Dr. Rodgers. By remaining enrolled in the course, you indicate your understanding and acceptance of all policies as outlined.
Class Format / Structure
All course sessions will endeavor to be highly interactive, with a mixture of lectures, class discussions, individual activities, and small-group work utilized to cover course content. In addition, a team-based learning approach will be employed to complete group projects.

What You Can Do to Be Successful in HSC 6637
In understanding and performing the following actions, you can take ownership of your education and learning experience by:

1. Attending all class meetings. (See “Attendance Policy” for more details.)
2. Being an active participant in class discussions and activities. (This requires attendance at all class meetings.)
3. Completing any readings before coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to discussions.
4. Completing course assignments by due date indicated.
5. Joining and observing and participating in the Social Marketing list serve.
6. Informing the professor whenever a problem arises related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore topics of particular interest.
7. Respecting the viewpoints and contributions of your professor and fellow classmates.

Attendance Policy
Attendance is the first requirement for successful completion of this class and the means to receive optimal benefit for your time and money. All students will be held accountable for any information presented in class discussions, lectures, assignments and/or readings, regardless of whether they are present. Students who fail to attend class regularly and who have excessive unexcused absences will lose points toward their final grades. More than one unexcused absences will be considered excessive. After one unexcused absences, a 5-point deduction will be assessed for each absence. For example, two unexcused absences will result in a 5-point grade deduction; three unexcused absences will yield a 10-point grade deduction, and so on.

The professor will consider absences meeting the following reasons as excused / approved:

1. Participation in an activity appearing on the University authorized list (appropriate documentation required, e.g., official letter on UF letterhead).
2. Death or major illness in a student’s immediate family (appropriate documentation required, e.g., medical note or obituary).
3. Illness of a dependent family member (appropriate documentation required, e.g., doctor’s note).
4. Participation in legal proceedings or administrative procedure that require a student’s presence (appropriate documentation required).
5. Religious holy day. Note: You will be taken at your word on this. However, if I learn that you have abused this excuse, you will be subject to academic dishonesty policies per University regulations.
6. Professional activities (e.g., interview, conference, with appropriate documentation required).

Email Policy
The Canvas course website has an Inbox mail function that serves as the best way to contact me with course-related questions that aren’t answered by first checking the syllabus or by asking a classmate. Messages should be professional, short and specific. While I am happy to answer simple questions by email, more complex questions will benefit from in-person discussion. Please make use of my office hours and class time to ask questions about assignments and concepts. I do my best to answer messages within 24 hours Monday through Friday. However, messages sent after 4 p.m. on Fridays
and/or during the weekends will most likely receive a reply the following Monday. Thus, you should plan your communications accordingly. Please don’t email me with a question about your assignment within 24 hours of the due date.

**Americans with Disability Act (ADA)**

Students requesting accommodation for disabilities must first register with the Dean of Students Office (DSO) ([http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). The DSO will provide documentation to the student who must then give this documentation to the professor when requesting accommodation. Students must submit their documentation to the professor before turning in assignments. Accommodations are not retroactive; therefore, students should contact the DSO as soon as possible in the term for which they are seeking accommodations. **The deadline to submit accommodations paperwork to the professor is 4 p.m. on Jan. 11, 2016.**

**Academic Honesty**

Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers.

Dr. Rodgers takes academic dishonesty seriously and will pursue the severest penalty possible against suspected offenders. This course may use plagiarism prevention technology. Students may have the option of submitting papers online through a plagiarism prevention service or of allowing the professor to submit hard copies of their papers. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

To avoid misunderstandings, familiarize yourself with the University of Florida’s Student Honor Code and the Division of Student Affairs’ Student Conduct and Conflict Resolution website at [https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/).

**Student Responsibilities / Additional Class Policies**

1. **You are responsible for:**
   - Checking course announcements on the Canvas website (or Facebook as applicable) for new postings.
   - Checking email (both ufl.edu and Canvas) for new messages Monday-Friday.
   - Printing supplemental materials and bringing them to class as requested.
   - Keeping up with the course – all readings, schedules and instructions for assignments.
   - Monitoring your own progress through student records on Canvas.
   - Meeting with the instructor *way* before Finals Week to raise concerns about grades and progress in the course. Professors are here to help students and we want to help. However, we cannot help if students do not give us an opportunity to do so.
   - Providing feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the term, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results](https://evaluations.ufl.edu/results).

2. **No electronic devices are permitted during class, so:**
   - Silence cell phones and put away iPads/tablets before class begins.
   - Do not wear headphones or earbuds in class.

3. **Assignment due dates are firm and make-ups are generally not allowed, except in certain emergency cases as outlined:**
• Unless you are on the calendar for a presentation that day, you are not required to provide explanations or doctor’s notes to the professor or ask permission to miss class. (See “Attendance Policy” for notes on excused and excessive absences.)

• Please be certain before committing to class dates for presentations. Last-minute or unexpected absences may result in a zero for the assignment, at the professor’s discretion.

• In general, no make-ups will be granted unless there is a death in your immediate family or an illness or accident involves hospitalization of you or an immediate family member. The professor reserves the right to refuse or ask for documentation. Based on timing, it may not be possible to make up a presentation, no matter how legitimate the absence.

• Time of deadline counts as much as date. Papers and projects turned in even a few minutes late are unlikely to be accepted without documentation of mitigating circumstances, subject to professor discretion.

• No extensions granted on final projects, no matter what the circumstances.

4. Grades are non-negotiable. Whining will be ignored.
   • The grade you receive at the end of the semester is the one in which you have earned. As such, no extra credit opportunities or additional assignments will be provided in an attempt to earn points toward final grades.

   • Grades will be available on Canvas. Do not ask what you need to make on an upcoming assignment to achieve a certain final grade. Please do the math yourself!

   • Grades will not be rounded up. An 89.95 will not become a 90; don’t ask.

   • If you believe an error has been made in grading, review the assignment instructions and rubric carefully; check relevant policies on the syllabus. If you still believe an error has been made, state the problem in detail in writing and follow up in person during office hours.

   • If you have questions following the posting of final course grades at the end of the term, please present your concerns in writing, delivered in person, at the beginning of the next semester. No emails will be responded to regarding final grades.

   Course Requirements and Grades

Grades will be determined based on your performance on the following activities and projects:

1. Book assignment (75 points): For the first part of this two-part assignment, you will read Nudge: Improving Decisions About Health, Wealth and Happiness and demonstrate your grasp of the text’s “social epidemic” and “behavioral economics” concepts in a reflection paper critically examining the principles/ideas presented in the book. This reflection is not simply a synopsis of the book, but rather a discussion of:

   a. How sustainable health behavior change can be accomplished using the presented principles.

   b. How the principles can be applied to social marketing.

   c. How the principles relate to health education and health promotion.

For the second part of this assignment, you will apply your knowledge of the concepts presented in the book by developing a "nudge" that could be used in a social marketing effort. In this part of your paper, you should identify a public health problem and answer why the problem is important in public health and who is most affected by the problem (the specific population). Also, you should reflect critically on your “nudge” suggestion and be prepared to (briefly) present your “nudge” to the class for peer review and discussion.

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1 The syllabus is a general plan for the course. Deviation from the syllabus is possible and probable and will be announced by the instructor. If the deviation should cause conflict with previously designated assignments or due dates, allowances will be made.
Where possible and appropriate, you should synthesize and cite relevant readings from the semester. Your discussion should be complete and detailed but no more than 10 double-spaced pages, in 12-point type (Arial, Calibri or Times New Roman) and one-inch margins on all sides. Remember, you need to make your thoughts coherent and clear in your papers. I cannot “guess” what you mean to say. You also should be prepared to give a maximum 5-minute presentation of your “nudge” for class critique and discussion on the day the assignment is due. **The written portion of this assignment is due in Canvas by 11:55 p.m. on Wednesday, March 9. The brief presentations on your “nudges” will be given in class on Wednesday, March 9.**

2. **Discussion group leader (25 points):** Each student will lead a discussion relating to the reading(s) for the week. The students will be responsible for providing discussion questions relating to the applicability of the reading to material and concepts presented during the class lectures. Please do not repeat what the article discusses. Instead, engage the class by asking thought-provoking questions, posing unique scenarios, and/or conducting activities. All class members are expected to have read the assigned article. Additionally, discussion group leaders are required to supply the professor with discussion questions they will use to guide the discussion, along with at least two (2) test questions for each reading discussed. Each student will be required to lead one discussion. Depending on the number of students enrolled in the class, students may lead more than one discussion but no more than three discussions will be assigned to each student. **Discussion guides are due in Canvas by 4:05 p.m. on the date the reading is assigned for class discussion.** (Refer to Supplemental Reading List for reading due dates.)

3. **Case study presentation (25 points):** Depending on the number of students enrolled in the course, you either individually or as part of a team will present a case study of social marketing with the goal of educating the class on the goals, objectives, challenges and methodology of the case study. The presentation should:

   a. Describe the problem the campaign or program attempted to address.
   b. Identify the target audience.
   c. Outline what formative research was conducted.
   d. Outline what the four Ps, goals, objectives and strategies were.
   e. Fill in some detail with visuals or message.
   f. Pay attention to the step that relates to the week’s readings.

Additionally, presenters should discuss with the class:

   a. Is this social marketing or something else (i.e., health communication, public relations)?
   b. What would you have done differently or additionally?

Students will be assessed either individually or collectively on comprehension of presentation, as well as clarity and presentation style. Each case for presentation will be chosen from an approved list of cases that will be provided by the professor at the appropriate time. No duplication of cases will be allowed. Presenters will have 15 minutes for the presentation and 5 minutes for questions and/or discussion. Presenters are expected to provide class members a written one- to two-page case overview at the time of their class presentation. **A copy of the written overview also should be submitted to the Canvas website by 4:05 p.m. on the date of the scheduled presentation.**

4. **Social marketing plan**\(^2\) **(100 points total):** The purpose of this project is to give students an opportunity to apply social marketing concepts to current health issues. Grouped in teams of from three to five persons each, you will create and develop an initial marketing plan to

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\(^2\) Professor may modify this assignment as needed, based on number of students enrolled in the course.
address an area of health promotion of your team’s choice. Health issues must be approved by the professor beforehand and no duplication of topics will be allowed.

While some class time will be devoted to this activity, the majority of the work related to this assignment will be completed outside of class time. By the middle of the semester, you should have a draft of your marketing plan ready to discuss with the class and professor. Near the end of the semester, each group will make a 20- to 30-minute formal presentation of their work to the class. This should include a PowerPoint presentation, a one-page bullet-pointed executive summary and any other supporting information you choose.

Each team may be awarded up to 75 points on the written marketing plan, based on the overall quality of the plan. The remaining 25 points will be decided by the quality of the team’s presentation of the plan as judged by student and professor evaluations of the presentation. The final written plan and presentation will be graded on completeness, effort, insights, creativity, appropriateness of marketing techniques and applied course content. Written plans should not exceed 25 double-spaced pages, excluding references and appendices. All written social marketing plans are due by 11:55 p.m., Wednesday, April 13 in Canvas, with PowerPoint presentations due in Canvas by 11:45 a.m. on the date of presentation (Wednesday, April 13).

5. Team member assessment (25 points): You will be asked to evaluate how helpful were the other members of your group, regarding their participation in the development of the marketing project. An individual’s peer evaluation score will be the average of the points he/she received from the members of his/her group. Detailed instructions will be provided at the appropriate time, but specific examples should be used to support especially high or especially low evaluations of your fellow team members. Please keep notes throughout the semester of outstanding contributions and teamwork (or, in some rare cases, poor effort or attitude). Group member assessments are due by 4:05 p.m., Wednesday, April 20, in Canvas.

6. Class participation (75 points): This is a graduate-level course and students are responsible for keeping up with course material and announcements, as well as for thoughtful discussion and active engagement in each class session. Thus, participation entails the following expectations:

- Completion of all readings and/or viewing assignments before class.
- Notation of strengths and weaknesses of each reading and any unclear points to discuss with class.
- Preparation of three or four written questions or comments to help facilitate class discussion on readings.
- Sharing with class new case or readings as pertains to topic of the week.
- Being present for and attentive during peer presentations. Note: Attendance policy applies to these criteria.
- Recognition that all opinions are welcome, including disagreement with or criticism of readings.

Although quality of participation is more important than quantity, you should offer opinions, pose questions and answer questions in every class discussion. Students who miss more than two class periods will not receive an A for this portion of the grade, no matter the quality of their interaction.

7. Exams (100 points total): Two exams will be given this semester, with each exam worth 50 points. Exams will include primarily essay and short-answer questions, with some multiple choice and true/false questions possible. You are responsible for all readings regardless of whether specifically discussed in class. You also will be responsible for information discussed in class and/or presented by guest speakers or supplemental handouts. Some materials may
require you to apply concepts learned in class to particular issues. **Exam 1 will be given on Feb. 17 and Exam 2 on April 20. Note: Any student who misses a regularly scheduled exam will be given a cumulative makeup exam during finals week.**

**Grading scale**

A total of 425 possible points is available for this course. The grade, percentage and points value breakdown is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points Value</th>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ☻</td>
<td>100.0-92.0</td>
<td>425.00-391.00</td>
<td>C</td>
<td>77.9-72.0</td>
<td>331.49-306.00</td>
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<tr>
<td>A-</td>
<td>91.9-90.0</td>
<td>390.99-382.50</td>
<td>C-</td>
<td>71.9-70.0</td>
<td>305.99-297.50</td>
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<tr>
<td>B+</td>
<td>89.9-88.0</td>
<td>382.49-374.00</td>
<td>D+</td>
<td>69.9-68.0</td>
<td>297.49-289.00</td>
</tr>
<tr>
<td>B</td>
<td>87.9-82.0</td>
<td>373.99-348.50</td>
<td>D</td>
<td>67.9-62.0</td>
<td>288.99-263.50</td>
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<tr>
<td>B-</td>
<td>81.9-80.0</td>
<td>348.49-340.00</td>
<td>D-</td>
<td>61.9-60.0</td>
<td>263.49-255.00</td>
</tr>
<tr>
<td>C+</td>
<td>79.9-78.0</td>
<td>339.99-331.50</td>
<td>F ☻</td>
<td>≤59.9</td>
<td>≤254.99</td>
</tr>
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</table>
# Course Calendar*

*This is a proposed timeline as of Jan. 3, 2016. All assignments are subject to change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 6</td>
<td>Syllabus &amp; Course Logistics</td>
<td>Text: Chapter 1</td>
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<td></td>
<td></td>
<td>Defining Social Marketing</td>
<td>Reading 3</td>
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<td></td>
<td></td>
<td>Keys to Success</td>
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<td>2</td>
<td>Jan. 13</td>
<td>Planning Process</td>
<td>Text: Chapter 2</td>
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<td></td>
<td></td>
<td></td>
<td>Readings 5, 23</td>
<td></td>
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<tr>
<td>3</td>
<td>Jan. 20</td>
<td>Research Needs &amp; Options</td>
<td>Text: Chapters 3-4</td>
<td>Reading discussions due by 4:05 p.m. in Canvas</td>
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<tr>
<td></td>
<td></td>
<td>Situation Analysis (SWOT)</td>
<td>Readings 6, 24</td>
<td>Project topics by 11:55 p.m. Jan. 22 (in an email).</td>
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<tr>
<td>4</td>
<td>Jan. 27</td>
<td>Target Audience</td>
<td>Text: Chapter 5</td>
<td>Reading discussions due by 4:05 p.m. in Canvas</td>
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<tr>
<td></td>
<td></td>
<td>Case 1</td>
<td>Readings 7-8</td>
<td>Case 1 Presentation by 4:05 p.m. in Canvas</td>
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<tr>
<td>5</td>
<td>Feb. 3</td>
<td>Objectives &amp; Goals Competition</td>
<td>Text: Chapters 6-7</td>
<td>Reading discussion due by 4:05 p.m. in Canvas</td>
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<td></td>
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<td>Competition</td>
<td>Reading 4</td>
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<tr>
<td>6</td>
<td>Feb. 10</td>
<td>Theoretical Frameworks</td>
<td>Text: Chapter 8</td>
<td>Reading discussions due by 4:05 p.m. in Canvas</td>
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<td></td>
<td></td>
<td>Case 2</td>
<td>Readings 19, 21-22</td>
<td>Case 2 Presentation by 4:05 p.m. in Canvas</td>
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<tr>
<td>7</td>
<td>Feb. 17</td>
<td>Exam 1</td>
<td></td>
<td>Exam 1 covers Ch 1-8, readings, and lecture and presentation materials</td>
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<tr>
<td>8</td>
<td>Feb. 24</td>
<td>No Class Meeting</td>
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<td>Groups to meet outside of class to work on marketing plans</td>
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<tr>
<td>9</td>
<td>Feb. 27-Mar. 5</td>
<td>NO CLASS ~ SPRING BREAK ~ ENJOY AND BE SAFE ... !</td>
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<tr>
<td>10</td>
<td>Mar. 9</td>
<td>Positioning</td>
<td>Text: Chapter 9</td>
<td>Reading discussions due by 4:05 p.m. in Canvas</td>
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<td></td>
<td><em>Nudge</em> Book Discussion/Presentation</td>
<td>Readings 10, 20</td>
<td>Nudge written assignment due by 11:55 p.m. in Canvas</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Text</td>
<td>Additional Information</td>
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<tr>
<td>11 Mar. 16</td>
<td>Product &amp; Price Case 3</td>
<td>Text: Chapters 10-11</td>
<td>Reading discussions due by 4:05 p.m. in Canvas</td>
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<td>Readings 11-12</td>
<td>Case 3 Presentation by 4:05 p.m. in Canvas</td>
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<tr>
<td>12 Mar. 23</td>
<td>Place, Promotion &amp; Channels Case 4</td>
<td>Text: Chapters 12-14</td>
<td>Reading discussions due by 4:05 p.m. in Canvas</td>
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<td>Readings 13-14</td>
<td>Case 4 Presentation by 4:05 p.m. in Canvas</td>
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<tr>
<td>13 Mar. 30</td>
<td>No Class Meeting Group Work on Marketing Plans</td>
<td></td>
<td>Groups to meet outside of class to work on marketing plans</td>
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<tr>
<td>14 Apr. 6</td>
<td>Evaluation, Budgets &amp; Sustainability</td>
<td>Text: Chapters 15-17</td>
<td>Reading discussions due by 4:05 p.m. in Canvas</td>
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<tr>
<td>15 Apr. 13</td>
<td>Marketing Plan Presentations</td>
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<td>PPT presentations due by 11:45 a.m. in Canvas</td>
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<td>Final written Marketing Plans due by 11:55 p.m. in Canvas</td>
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<tr>
<td>16 Apr. 20</td>
<td>Exam 2</td>
<td></td>
<td>Team Evaluations due by 4:05 p.m. in Canvas</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Exam 2 covers Ch 9-17, readings, and lecture and presentation materials</td>
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<tr>
<td>17 Apr. 28</td>
<td>7:30-9:30 a.m. <strong>CUMULATIVE EXAM</strong></td>
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<td><strong>This is for students who missed a regularly scheduled exam during the semester.</strong></td>
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Links with Relevant Social Marketing Information

- Social Marketing Quarterly: Available through UF Libraries
- CDC “Gateway to Health Communication & Social Marketing”: http://www.cdc.gov/healthcommunication/
- Social Butterfly – A blog by a social marketing aficionado, with all kinds of great info and helpful links. Check out her blogroll for other sites you may wish to link to: http://fly4change.wordpress.com/2008/03/29/helpful-list-servs/
- CDCynergy Social Marketing Edition: http://www.orau.gov/cdcynergy/
- CDCynergy Emergency Risk Communication: http://www.orau.gov/cdcynergy/
- Fostering Sustainable Behavior (Doug McKenzie-Mohr): www.cbsm.com
- National Social Marketing Centre (UK): http://www.nsmcentre.org.uk/
- National Center for Health Marketing (USA): http://www.cdc.gov/healthmarketing/