ADVERTISING STRATEGY – SOCIAL MARKETING APPROACH

ADV 3001-- Section 03G9 -- Fall 2019

HEALTH
CARE

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Office hours: Wednesdays 2:00 pm- 3:55 pm or by APPT
*subject to change with reasonable notice

Course overview

> "Social change is not going to come from just knowing more information, but from doing something with it." – pia mancini

In this course you will learn the process of advertising and promotional strategy from a health/social influence approach, commonly known as "social marketing" in public health and communications fields. We will connect advertising strategy and public health in an effort to improve society. Thus, this course entails a major application focus in global health issues. Ultimately you will learn to "sell science" and market public health messages that can change the world.

You will have the opportunity to learn how to use commercial advertising/marketing strategies to change people's behavior to promote better health practice. This will largely center around promoting healthy behavior in individuals or families, preventing disease or injury, protecting the environment, or mobilizing communities to adopt healthy practices or policies. We will also explore the value of research and theory to develop and evaluate advertising or social marketing strategies.

The course will be divided into the following four phases that cover the entire social marketing process so that you leave this course with the toolkit and skills needed to develop a health-focused marketing campaign:

1. Analyzing the Situation & the Audience
2. Crafting a Conceptual Approach: Identifying Objectives/Goals, Barriers/Benefits, Motivators & Influencers all with the Help of Theory, & Research Methods
3. Developing a Strategic Plan – The Marketing Mix
4. Managing Social Marketing Programs/Campaigns

This class is very applied in that weekly you will apply concepts, theory, and marketing principles to real-world case studies of global public health issues and also apply advertising strategy by creating a social marketing plan (SMP) as a group project. One day a week will be focused on the concepts you learn about in your readings from your main text via lecture and in-class activity using real examples of social marketing. The other class day will be our "case study day" where you will take turns leading small and large group discussions about successful advertising / social marketing campaigns in global public health.

Course objectives

The major objectives of this class include the following:

- Learn essential steps to developing a social marketing plan that is central to public

health message and campaign development
- Learn the utility of research methods and theory in marketing behavior change
- Learn how to critically analyze real social marketing campaigns and interventions
- Learn how to think critically and creatively both as an independent social marketer and team member
- Develop and present a social marketing plan focusing on a salient health issue in the community

Course format

Class formats are generally inclusive of some lecture, applied activity both inside and outside of classes, and examinations. I believe that the best way to learn and develop professional skills is with hands-on applied approaches. As such, in this class we will apply the concepts, research findings, and theories you learn to real health experiences. Mondays will generally consist of lectures and class activities on the required readings. Wednesdays will generally be our "case study" days where we apply what we learn to real health marketing activity. We will also have multiple "workshop" days in which you will have the opportunity to work in your groups and receive one-on-one feedback from peers and myself.

Required materials

Main Text:
Lee, N. R., & Kotler, P. (2016). *Social marketing: Changing behaviors for good* (5th edition). Thousand Oaks, CA: Sage.

Case Study Text:
Cheng, H., Kotler, P., & Lee, N. R. (2011*). Social marketing and public health: Global trends and success stories.* Subury, MA: Jones and Bartlett.

**Course Materials for Lecture and Discussion Boards are on Canvas*

ADDITIONAL RESOURCES

The job market for individuals with advertising strategy / social marketing skills is very strong. Institutions focused on public health issues are regularly hiring advertising, marketing, public relations, and health communication professionals to aid in the development of social marketing campaigns to address local, national, and global health concerns. I strongly urge you to become familiar with some of the leading sites for social marketing. These entities are leaders in the public health field and offer internship opportunities in social marketing, advertising, public relations, health communication, and informatics. For links, visit the course canvas page.

Grades

A = 90-100% or 450-500 points
B+ = 87-89% or 435-449 points
B = 80-86% or 400-434 points
C+ = 77-79% or 385-399 points
C = 70-76% or 350-384 points
D = 60-69% or 300-349 points
Failure = 0-59% or 299 points or below

A = outstanding work that is superior and demonstrates an in-depth understanding of the skills and material that far surpasses the minimum expectations of a student in the class.
B = above average work that demonstrates an understanding of the skills and material that exceeds the minimum requirements.
C = average work which illustrates that the student has met the minimum requirements and expectations for a particular assignment.
D = below average work in which the student does not meet the minimum expectations for a given assignment.
Failure = below average work in which little or no effort seems to have been expended by the student.

Course assignment break down

In-Class Participation	20 points
Case Study Discussion Leader	25 points
Case Study Discussion Question Post	25 points
Case Study Journal Entries	30 points (2 entries each 15 points)
Group Social Marketing Plan	100 points (broken down into 10 parts each 10 points)
Group Presentation	points
Exam 1	100 points
Exam 2	100 points

TOTAL = 500 points

PARTICIPATION & ATTENDANCE POLICY (20 points): Your participation grade consists of participation during class discussions, in-class activities including case study analysis discussion and workshops. Your input is a critical part of learning in this class. Your participation is heavily based on quality not quantity. It is more important for you to read the material before class, come and contribute insightful comments during discussion, and to be open and attentive to your fellow students. Contributing daily but without substance is not considered quality participation. It is more important that your participation be relevant and insightful and draw from the course material. *NOTE:* I do not take attendance; however, regular attendance is a core element of successful completion of this class. You will not have the opportunity to develop your skills and knowledge if you do not attend. Refer to this link for university attendance policies: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

CASE STUDY LEAD DISCUSSION LEADER & QUESTION POST (50 points total): Each of you will have an opportunity to lead our small group discussion during one of our "case study days." You will be assigned to lead one case study during the semester. For this assignment you will answer 1 of 5 questions about the case study (posted on Canvas in the associated Module and Discussion) and post your answer to the discussion board. Although you only post one of your answers you should come to class prepared to lead a small group in a class discussion about all 5 questions (so have answers prepared for all 5). Your assignment must be posted on the discussion board no later than midnight the night BEFORE class. No late postings are accepted. You must also integrate the readings to answer the question and cite the primary sources using APA style. You must apply the scholarly concepts from your main text and assigned readings to analyze the case study and how it was (or wasn't) a successful social marketing approach to a global health issue. Note that the concepts we focus on will correlate with those that we cover in the assigned main text reading for that week but you are to incorporate everything you have learned when analyzing the cases. This application must be included in your post to receive full credit. These postings are not graded and rather subject to points if you complete all requirements. On days you don't lead, you should must read the responses to prepare for class.

REFLEXIVITY PRACTICE - JOURNAL ENTRIES (30 points total – each entry is worth 15 points): Journaling can be a wonderful way to reflect on what you read, relate it to the theories and concepts you learn about, face your own biases and assumptions, and process the information on a higher, more sophisticated level. In this class you will choose 2 of the 7 case studies to write (in the form of a journal entry) about your personal reflections (your own reaction) to the case study assigned that week. There are no set questions you must answer in each journal entry. Rather, I want you to practice "reflexivity." Reflexivity is an analytical practice in which you address your own assumptions, biases, stereotypes, etc. as well as become more aware of how your personal experiences might enable you to have exceptional insight about an issue. In other words, your personal experiences can allow you to understand your audiences on a deeper level as well as blind you to other people's unique experiences. Much of what we will talk about in this class has to do with health disparities and cultural differences (diversity) across the globe. You will have reactions to these variant experiences and facing those reactions allows you to become more aware of your own assumptions and insights. You are free to write whatever you want in these journal entries. They are private and will only be viewed by me. I want you to take the opportunity to challenge yourself and become more aware in an effort to better understand the audiences you are trying to persuade and impact. I will not grade you for writing or grammar. Just free write! You have 7 opportunities to journal but are only required to submit 2 journal entries (15 points each). You submit it online in Canvas the night BEFORE class. *****No late entries are accepted.*****

EXAMS (200 points total: 2 exams each worth 100 points)

Exams are based on your assigned readings, lectures, and activities. They will be multiple choice, matching, and true/false. You will have 2 exams. If you know you will be absent on an exam date you must make arrangements with me to take it on another day within the first 2 weeks of the semester. *NO MAKE-UPS UNLESS PROOF OF EMERGENT DOCUMENTED SITUATIONS

GROUP SOCIAL MARKETING PLAN (SMP) (100 points)

You will be assigned to a small group (4-5 students). As a team you will apply advertising strategy and develop a social marketing strategy (SMP) to address a health issue in our community locally or on a larger level (national or global). Together you will choose a social issue and develop a plan for influencing a target audience's behavior in order to benefit both society and the selected population. The entire SMP will be due in full at the end of the semester with your group presentation. However, you must also submit the SMP in 10 parts (worksheets). You will receive some time in class to work on these worksheets. Worksheets 1-5 are due before Exam 1 and the other half (6-10) are due at the end of the semester (see course schedule). We will learn how to develop an SMP via the 10-step process outlined in your Kotler & Lee text. You will use the worksheets in the back of your text (see Appendix A) to complete all 10 parts of the SMP (each step listed below corresponds with the step # in the 10 worksheets in the Appendix). Note each part is worth 10 points. To receive full credit, you must submit the complete SMP with your group presentation the last week of class as one document in addition to the two previous due dates. No late work accepted.

SMP BREAKDOWN:

Step 1 Problem Statement (10 points)
Step 2 Situation Analysis (SWOT) (10 points)
Step 3 Audience Profile/Segmentation (10 points)
Step 4 Behavior Objectives and Goals (10 points)
Step 5 Conceptual Approach (10 points)
Step 6 Position Statement (10 points)
Step 7 Marketing Strategy/Mix (4 Ps) (10 points)
Step 8 Monitoring/ Evaluation Plan (10 points)
Step 9 Budget (10 points)
Step 10 Implementation Plan (10 points)

GROUP PRESENTATION (100 points)
During the final week of classes, you will present your SMP as a formal presentation to the class. As you would in the public health or corporate setting, your team will be evaluated as a team, meaning one grade will be assigned. A grading rubric for the presentation will be provided to you on the course page. I strongly encourage you to touch base with me throughout the semester to address any team issues that arise and to stay on track. Do not wait until the week presentations are due to disclose any issues. You will have numerous workshop opportunities in class to give you ample time to work on your SMP and presentation (and to receive feedback from me and your peers). With your presentation you will submit a packet that includes the following: 1) Final SMP in one document with appropriate headings; 2) presentations slides and/or materials; and 3) individual and team evaluations (Note – you will each submit an individual evaluation and evaluations of your team members. These will be considered in the grading process). When your team is not presenting you will be expected to evaluate the other team presentations in the class anonymously. These class evaluations will also be considered in the grading process. The presentation should be 10 minutes in length and address the following components of your SMP:

- **Problem Statement** (background, purpose and focus: SWOT)
- **Audience Profile** (audience characteristics, market profile, positioning statement)
- **Proposed Social Marketing Intervention**
- **Marketing objectives and goals** [Barriers and benefits | Theory informing strategy for behavior change | 4 P's | Ethical considerations]
- **Evaluation/monitoring/implementation** (with budget)

EXTRA CREDIT OPPORTUNITY
You can earn a maximum of 15 extra credit points by participating in research studies in CJC's SONA research management system (https://ufl-cjc.sona-systems.com). If you participate in one study you get 7.5 points; if you participate in two studies, you get an additional 7.5 points for a total maximum of 15 extra credit points. You must complete this no later than November 16. If you want to do this, please register a SONA account and choose studies to participate in to receive extra credits for this class. Check SONA regularly to see what studies have become available. Typically, it is not until around maybe the third week of the semester that studies will become available. You should NOT wait until the last minute to sign up for participation because people tend to procrastinate and research opportunities will be limited by the end of the semester. In fact, it is probably wise to participate early in the semester when your course loads are the lightest. Please see this video below for how to set up your SONA account: https://youtu.be/_1OnT2ZU6QQ If you have any questions, please contact the CJC SONA administrator through this email: uf-cjc-sonasystems@jou.ufl.edu. They will also notify me to let me know you participated.

My teaching philosphy

I believe that every student has the ability to succeed in this course. My goal is to create a comfortable environment in which you can explore and apply issues and phenomena you learn about. Many of the policies below may seem obvious, but having these policies clearly stated allows you to fully understand the commitment you are making to this course and the commitment I am making to you. Read this syllabus in full so that you understand all course requirements. Do not ask me questions (e.g., what format papers are to be in) that could be answered in this syllabus. To ensure you have read this syllabus in full and understand what is required of you, you will need to sign the syllabus contract (see last page of the syllabus) and submit it to me in class on the second class period of the semester.

Course policies

1. ***Papers or written assignments.*** Papers must be typed in 12-point, Times New Roman font, double-spaced, with 1-inch margins. References should be in correct APA format and papers should include correct grammar, punctuation, spelling, etc. Do not rely on direct quotes from your references. I evaluate you on your ability to understand what you have read and, thus, your ability to synthesize ideas. As such, strive to paraphrase rather than directly quote sources. Be sure to cite appropriate sources when conveying others' ideas and findings when you paraphrase. Writing skills are one of the most important assets you will need in the workforce. I strongly encourage each of you to take your paper to the campus writing center as this inevitably greatly improves your writing skills.
2. ***Email Communication.*** Email is the primary way to contact me. I will respond to emails within 72 hours. If you choose to leave me a voicemail on my office phone, I may not get this for several days as I am off campus conducting research. Thus, please use email to contact me. If you email me on the weekend, do not expect a response until classes resume.
3. ***Late Policy.*** I do not accept late work. Should your work be late due to an unforeseen circumstance you must notify me within 24 hours and provide documentation to prove that your absence is excusable.
4. ***Make-up Exams.*** If you know now that you cannot make an exam on the date scheduled, it is your responsibility to make prior arrangements with me. This must be done during the first two weeks of the semester. If you are unable to come to class on an exam day for an unforeseen reason, notify me within 24 hours via phone and email, and no later than the day of the exam before it is administered. To make up the exam, I will need written documentation of the emergency. You will need to make-up the exam within 2 business days.
5. ***Absences.*** It is to your benefit to attend class and participate in activities and discussions. If you must miss class, please see a classmate for missed notes, etc. You must do this first, before talking to me! Do not email me to see "what you missed." You are responsible for getting all information from class from your peers. If you still have questions about the materials after talking with your classmates and reviewing their class notes, please stop by during office hours. Absences will negatively affect your participation grade.
6. ***Group Work.*** Your group members will have an opportunity to evaluate your contribution to group projects. I expect that you will each participate equally and cordially. Should problems arise in your group dynamics, please set an appointment with me to discuss your concerns.
7. ***Use of Technology in Class.*** You may not use your cell phones for any reason other than emergency calls to you or from you (should you expect an emergency call and need to leave your cell on during class, please inform me BEFORE class). Keep the ringer off (not on vibrate) before class begins and keep it in your personal bag/belongings. I DO NOT WANT TO SEE ANYONE'S CELL PHONE DURING CLASS! You *will* survive without it—I promise! You also may not listen to headphones during class. Using a laptop in class is a privilege. If you must use a laptop to take notes, you must sit in the front row. You can only use laptops to type notes, not audio or video record them. Also, please be courteous to me and your colleagues by not surfing the web or completing other class work while in my class. Should I find that you are abusing this privilege, the entire class will be banned from using laptops or any other electronic device.
8. ***Etiquette.*** Please come to class on time and be attentive. I expect that you will be respectful of others by being attentive, courteous, and silent when others, including myself, are talking. I expect you to treat each other as well as myself with respect at all times. That means that you do not talk when others (including myself) are talking. Do not come to class late. Be on time! Class time is relatively short. Unless it is an emergency, I expect you to stay seated in class during this time. It is incredibly disruptive and rude to your colleagues to get up and leave every moment you get the urge to do so.
9. ***Learning Accommodations.*** I will accommodate your unique learning requirements as best I can. Please inform me at the start of the semester about concerns you may have in course procedures, schedules, or assignments. Please also take advantage of the many student services on campus that are meant to enhance and optimize your learning experience (e.g., Disability Services, Student Services, etc.). Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

******IF you have an accommodation, it is your responsibility to let me know ahead of appropriate assignments/dates/ etc. Students with disabilities should let me know as early as possible during the semester so that I can assist you***

10. ***Academic Integrity & Dishonesty.*** UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Both you and I are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Familiarize yourself with university policy regarding academic dishonesty. Such instances include not citing sources, plagiarizing published sources, copying other students' work, submitting coursework (yours or others') from previous classes, and cheating on examinations in any manner (e.g., sharing answers, looking at someone else's exam, using a cheat sheet). I have a zero tolerance policy on academic integrity. The consequences include automatic course failure and possible expulsion from the university. Ignorance is not an excuse or defense. When in doubt, ask! Should you engage in academic dishonesty, you will not only fail this course but I will also file a grievance report with the dean recommending suspension or expulsion from the university.

11. ***Student Evaluations.*** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, 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/.

12. ***Have fun!!!*** What you put into this class will be what you get out of it. If you approach this class as a drag, it will become one. If you work hard and improve your skills, your grades will reflect your effort.

Additional University resources

Health & Safety

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 3921575 so that a team member can reach out to the student.

Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Academic

E-learning tech support: 352-392-4357; Learningsupport@ufl.edu. https://lss.at.ufl.edu/help.shtml

Career Resource Center, Reitz Union: 392-1601.

Career assistance & counseling: http://www.crc.ufl.edu/

Library Support: http://cms.uflib.ufl.edu/ask.

Teaching Center, Broward Hall: 392-2010 or 392-6420.

General study skills and tutoring. http://teachingcenter.ufl.edu/

Writing Studio: 302 Tigert Hall, 846-1138. http://writing.ufl.edu/writing-studio/

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf On-Line Students Complaints: http://www.distance.ufl.edu/student-complaintprocess

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