

FALL 2022 SYLLABUS ADVERTISING STRATEGY - SOCIAL MARKETING APPROACH ADV 3001/3824*

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Class Time: Tue 11:45a - 1:40p; Thur 12:50p-1:40p

Class Location: MAEB0229

Office Hrs: Wed 10:00a- 12:0p/ by appointment

COURSE OVERVIEW & OBJECTIVES

In this course you will learn the process of advertising and promotional strategy from a social marketing approach. Social marketing connects marketing and public health in an effort to improve society. Thus, this section of ADV3001 has a major application focus in the health sector. 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 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 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 create a social marketing plan as a group project.

*This syllabus is subject to change as the professor deems appropriate and necessary.

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 social marketing campaigns in global public health.

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.

Tuesdays will generally consist of lectures and class activities on the required readings. Thursdays 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

GRADE ASSIGNMENT

A = 93-100%

A- = 90-92%

B+ = 87-89%

B = 80-86%

C+ = 77-79%

C = 70-76%

D = 60-69%

Failure = 0-59%

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

Course Assignment	Points	%
In-class Participation	25	5
Case Study Discussion Leader	50	10
Group Social Marketing Worksheets	100 (broken down into 10 parts each 10 points)	20
Group Presentation	100	20
Case Study Journal Entries	25 (2 entries 12.5 each)	5
Exam 1	100	20
Exam 2	100	20
Total	500	100

PARTICIPATION & ATTENDANCE POLICY (25 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.

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 SITUATIONS*

GROUP SOCIAL MARKETING PLAN (SMP) WORKSHEETS (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.

- 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 – 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)
- Conclusions

REFLEXIVITY PRACTICE - JOURNAL ENTRIES (25 POINTS TOTAL - EACH ENTRY 12.5 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 (12.5 points each). You submit it online in Canvas the night BEFORE class.

No late entries are accepted.

EXTRA CREDIT OPPORTUNITY

A credit opportunity will be available throughout the semester: For student evaluations of teaching (<https://gatorevals.aa.ufl.edu/students/>, also available via GatorEvals tab on Canvas), all members of the class will be awarded one (1) bonus percentage point to their final grade if 80% of the enrolled class completes evaluations, and two (2) bonus percentage points if 100% of the enrolled class completes evaluations. That, typically is enough to move many students from B+ to A or A- to A.

If there will be any other extra credit opportunities, I will notify you via Canvas.

TEACHING PHILOSOPHY

This is a course about making the world a better place, which starts right here in our classroom. We do that by ensuring that our class is a safe, inclusive, and respectful sphere.

How do we make our class safe & respectful?

- Our class sphere is a NO-JUDGEMENT zone.
- We can state our opinions as long as they do not deny the existence of any other humans or their equal rights to humane existence.
- Making a classroom safe & respectful does not mean we will not disagree with each other; We will disagree and agree but with every opinion we provide, we must back it with empirical evidence.
- Our class is a no violence zone, verbal, physical, sexual, social, emotional, or of any kind.

How do we make our class inclusive?

- All persons are accepted and cherished for who they are and identify as.
- Class materials in this course is aggregated from a diverse set of scholars, cultures, and peoples.
- Students will be accommodated based on their specific wants and needs.

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.

- **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.
- **Email Communication.** Email is the best way to contact me. I will respond to emails within 72 hours. If you email me on the weekend, do not expect a response until classes resume. Please, email me in the Outlook system, not Canvas messages, as I am regularly tracking my Outlook emails.
- **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.
- **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.
- **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.

- **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.
- **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.
- **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.
- **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. Students with disabilities should follow this procedure as early as possible in the semester.

- **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.
- **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/>.

ADDITIONAL RESOURCES

The job market in social marketing 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:

Center for Disease Control (CDC)

- Gateway to Health Communication & Social Marketing Practice

<http://www.cdc.gov/healthcommunication/index.html>

- Student Internships

http://www.cdc.gov/employment/menu_student.html

National Cancer Institute (NCI)

- The Pink Book – Making Health Communication Programs Work

<http://www.cancer.gov/publications/health-communication/pink-book.pdf>

*This is a handbook from a social marketing approach on strategy and campaign development

- Health Communication & Informatics Research Branch (HCIRB)

<http://cancercontrol.cancer.gov/brp/hcirb/>

- Health Communications Internship

<https://hcip.nci.nih.gov/hcip/>

Johns Hopkins

- Center for Communications Programs

<http://ccp.jhu.edu/>

- Career Opportunities

<http://ccp.jhu.edu/about-ccp/careers/>

World Health Organization (WHO):

<https://www.who.int/campaigns/en/>

Public Health Foundation (PHF):

- Strategic Communications & Marketing Internship

http://www.phf.org/AboutUs/Pages/Marketing_and_Communications_Internship_Program.aspx

American Public Health Association (APHA):

- Advertising and Marketing Internship

<https://www.apha.org/professional-development/apha-internships-and-fellowships/affiliate-affairs-and-national-public-health-week/publications-advertising-marketing-internship>

Substance Abuse and Mental Health Services Administration (SAMHSA):

- Social Marketing Internships

<http://www.samhsa.gov/about-us/jobs-internships/internships>

USAID:

- Internships

<https://www.usaid.gov/work-usaid/careers/student-internships>

Following are resources you will want to utilize to find examples of successful social marketing practice:

Social Marketing Quarterly: leading journal publishing social marketing research and practice

www.socialmarketingquarterly.com

<http://smq.sagepub.com/content/by/year>

ShowCase

<http://www.thensmc.com.temporarywebsiteaddress.com/resources/showcase>

Dr. Lefebvre's Blog

http://socialmarketing.blogs.com/r_craig_lefebvres_social/

Thinking about grad school? Check this out this renowned program in Public Health Communication & Marketing:

<http://publichealth.gwu.edu/programs/public-health-communication-and-marketing-mph>

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>