

American University of Beirut
Faculty of Health Sciences
Department of Health Promotion and Community Health

HPCH 204
Social Marketing

[3 credits]



Course Syllabus
Spring Semester, Academic Year: 2023-24
Last updated: January 12, 2024

Course Instructor

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Office hours: **exclusively by appointment**

Class time and location

Dates, times: **Tuesdays and Thursdays, 3:30 pm - 4:45 pm**
Classroom: **In person, Room 203**

Course description

How can we influence people's behaviors, such as wearing masks, getting a vaccine jab, observe physical distancing, screening for cancer, or even voting? Can we 'sell' healthy eating, tooth brushing, recycling, the same way corporations sell their products? Social Marketing is a discipline that can answer these questions (and many more) to address a broad range of health, environment, political, and social issues. Social marketing "seeks to develop and integrate marketing concepts with other approaches to influence behaviors that benefit individuals and communities for the greater social good"¹. Social marketing requires soul and heart. In this course, you will learn how to apply the basic concepts of Social Marketing into strategic plans aimed to address 'wicked problems' affecting local communities.

Prerequisites: HPCH 210, HPCH 212 and MCOM 202

¹ iSMA, International Social Marketing Association, ESMA, European Social Marketing Association, & AASM, Australian Association of Social Marketing. (2013, October). Consensus Definition of Social Marketing. Available from: <http://www.europeansocialmarketing.org/social-marketing/>

Course learning objectives (LOs)

This course's objectives and learning activities are aligned with the foundational domains, foundational competencies, cross-cutting experiences and applied activities required for a Public Health Bachelor's degree, according to the Council on Education for Public Health (CEPH).

By the end of the course, you will be able to:

1. Utilize empirical evidence, formative research, and theory in the development of health promoting strategies and messages. (LO3.4)
2. Apply qualitative and quantitative research methodologies to assess needs for health communication activities. (LO2.4)
3. Set program objectives appropriate for specific audiences. (LO3.2)
4. Incorporate audience needs and characteristics into strategic communication plans and message design. (LO3.5)
5. Create health communication strategies using various channels and forms of media. (LO6.3)
6. Build health program identity using branding and integrated marketing communications. (LO6.2)
7. Use effective oral and written communication skills relevant for culturally, demographically, and economically diverse audiences. (LO5.2)
8. Use evaluation methods to assess the effectiveness of communication efforts. (LO3.3)
9. Reflect critically on the field experience and the interaction between theory and real-life situations. (LO11)

Modes of delivery

This course is principally delivered **in person**, which means that unless otherwise specified, all the lectures will be delivered inside classrooms on AUB campus. Related course materials such as readings and PowerPoint presentations of the lectures or other audiovisual material are going to be available on **Moodle**, AUB's learning management system. The instructor will send course-related communications via **Moodle messages** or **forum posts**, so remember to check your inbox frequently so as not to miss any important information.

Discussions involve case studies and analyses of existing campaigns, based on **group work**. It is very important to attend and engage in these discussions as they will guide your group project assignment.

The live in person sessions (lectures or Q&A sessions) will take approximately **110 mins/week [2 credits]**. Home-work, preparing for classes, etc. should take up to **2-3 hours/week [1 credit]**. You may find that more time is required for the studious completion of the assigned readings, so please plan your time requirements in accordance with your personal capacity for achieving course requirement tasks very early in the course in order to come to class prepared to make the most out of the lectures and discussions.

Such tasks may be completion of studious readings, or careful preparation of homework such as forums or assignments, or discussions among group members regarding academic or field work tasks.

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Social marketing plan- Group Project You will work within groups of 4-5 to **develop a social marketing plan** aimed at addressing a relevant public health issue of your choice from among a short list of selected topics. The main focus will be on the creative strategy and on the pilot implementation and evaluation of the plan.

Assigned textbook

The topics of this course are covered in manuals edited by Nancy Lee & Philip Kotler (citation below) and supplemented by readings and guides available on Moodle.

Lee, N.R., & Kotler, P. (2019). *Social Marketing: Behavior Change for Social Good*. (6th ed.) Los Angeles, CA: SAGE Publications, Inc.

Students may use digital versions (e-books) in the AUB library or on many vendors including Sage Publishing and Amazon.

The instructor will upload a link and/or a copy of the e-book on Moodle.

Depending on the class's interests, additional or alternative readings will be posted on Moodle.

Course requirements and student evaluations

You will be evaluated according to the following criteria:

| Criteria | Percent | Learning objectives(LOs): Numbers | Due date |
|---|--------------|-----------------------------------|------------|
| 1. Creative strategy (individual) | 40% | 1-6 | APR 3 |
| 2. Pilot implementation & evaluation report (group) | 35% | 7-8 | APR 23 |
| 3. Presentation of the project (group and individual). This is part presentation skills of the group as whole, and part evaluation by other students regarding input into the group work | 10% (5%, 5%) | 7,9 | APR 25 |
| 4. Participation in the course (individual) | 15% | | Throughout |
| Total | 100% | | |

Detailed information on each assignment will be provided at least one week before the due date. All assignments will be posted on Moodle. Below is a summary of the assignments.

1. Creative strategy (40%, individual): You will individually develop a brand idea for the behaviors you are going to analyze, including details for product, price, place, and promotion; you will pitch your creative ideas within your group and then within the class. The best creative strategy will be implemented in a pilot (in assignment #2).

2. Pilot implementation and evaluation report (35%, group): Once the social marketing plan is revised, you will work on the implementation of the promotion component and pilot testing of the strategy, focusing on the evaluation of the effects.

3. Presentation of project (10%: individual 5%, group 5%): Each group will present their project in class to your classmates and instructor. Assuming the role of social marketers, the group presentation will also address proposed potential stakeholders and partners of the project. The **individual** component of the grade (5%) will be determined by the other group members' evaluation of your performance within the group across the semester, including the presentation, and including your own self-evaluation. The **group** component of the grade (5%) will be evaluated by the instructor based on your overall presentation skills and content as a group .

4. Participation in the course (15%, individual): Participation does not mean simply attending live classroom sessions, as attendance, though required, is not graded (see below in AUB/FHS policies). Your participation in this course will be based on a **combination of indicators**, based on observed participation and interaction during live in person class sessions, and more objective indicators of engagement with the content of the course on Moodle such as online forum discussions [and engaging in class exercises](#) .

Course etiquette

✓ **Participating in person in the classrooms**

We all know by now how certain situations such as the COVID -19 pandemic and other “unforeseen events” may unfold precipitously. While we all recognize the challenges of coping with the discomfort and frustration of such uncertainty, please do your utmost to be prepared to deliver your homework or assignments on time and to allow for traffic barriers costing you to arrive late to class.

This means we need to adapt to these challenges as best as we can.



Be ready for the class, by reading materials beforehand, appearing in presentable attire, and maintaining appropriate physical posture. Arrive a few minutes before class time so as not to disturb others after the class has begun.



Engage, by participating in the discussions, asking questions, and contributing actively to classroom activities (you will be graded on these), and by showing respect for others' turns to speak, and in listening to what they have to say.



Avoid distractions while attending a live in person session, by silencing your phones and leaving them **out** of sight, not checking your emails, and closing open browsers. It is a matter of respect for the instructor and for other colleagues who want to follow the session.



In case of experiencing any signs and symptoms of Upper respiratory tract infection, out of courtesy to other occupants on the classroom, please wear a mask, and /or distance yourself from other students, so as to prevent any Unnecessary spread of the disease.

AUB/FHS policies

✓ **Attendance**

Attendance will be taken. You need to be ready and attend classes **on time**. If you cannot attend a class, you should notify the instructor beforehand. If you miss more than one-fifth of the

classroom sessions of any course in the first ten weeks of the semester you may be dropped from the course.

✓ **Academic Integrity**

Cheating and plagiarism will not be tolerated. Review [the Student Code of Conduct](#) in your handbook and familiarize yourself with definitions and penalties. If you are in doubt about what constitutes plagiarism, ask your instructor because it is your responsibility to know. The American University of Beirut has a strict anti-cheating policy. Penalties include failing marks on the assignment in question, suspension or expulsion from university and a permanent mention of the disciplinary action in your records.

Any text- generating software (such as ChatGPT, iA Writer, Marmot or Botowski) is not permitted, and it will be treated as plagiarism.

✓ **Non-Discrimination – Title IX – AUB**

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Title IX Coordinator Ms. Mitra Tauk at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

✓ **Accessible Education Office (AEO)**

The Accessible Education Office (AEO) coordinates academic accommodations and services for all eligible AUB students with disabilities (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions, and others). If you have a disability for which you wish to request accommodations at the department, faculty or university level, please contact AEO as soon as possible. Once you register with our office, we will assist you in receiving appropriate accommodations and will liaise with your instructors and any related entity to best support your needs. AEO is located in West Hall room 314, and can be reached by phone at 1-350000 ext. 3246 or by email: accessibility@aub.edu.lb. Information about our services can be found at: <https://www.aub.edu.lb/SAO/Pages/Accessible-Education.aspx>

Proposed course outline

Legend:

Blue background = live classroom lectures + discussions DURING the session

Orange background = preparation BEFORE the session (may include self-paced Moodle lessons)

Green background = meetings within group, "field" work

Red background = assignments with due dates

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| Session/Date | Topic and activity | Readings | Course objectives |
|----------------------------------|---|------------------------------------|-------------------|
| Week 1 | 1. Principles of Social Marketing I | | |
| Session #1 THURS Jan 18 | Introduction to the course Course overview (explaining syllabus, setting expectations) | Please read the syllabus carefully | |
| Week 2 | 2. Principles of Social Marketing II | | |
| <i>Before session #2</i> | Principles of Social Marketing -Defining the Social Marketing framework -Effectiveness of social marketing -Benchmark Criteria for Social marketing | Chapters 1-2 | 1, 5 |
| Session #2 TUES, Jan 23 | Defining the public health issue, purpose and focus Activity: Discuss the group projects, topic choices, and work expectations | | |
| <i>Before session #3</i> | The social marketing plan process: 10 steps explained with a case example | Chapters 1-2 | 1, 5 |
| Session #3 THURS Jan 25 | The social marketing process (STELA: Scope, Test, Learn & Act and Enact) Activity: Agree on formation of groups' tasks, topics | | 1, 5 |
| Week 3 | 3. Situation analysis and target audience selection | | |
| <i>Before sessions # 4,5,6,7</i> | Situation analysis & target audience selection -Situation analysis (background research, SWOT) -Segmentation | Chapters 4-5 | 1,2, 5 |
| Session #4 TUES Jan 30 | Situation analysis and background Activity: Literature review (searching) | | 1,2, 5 |
| Session #5 THURS Feb 1 | SWOT analysis Activity: Literature review (summarizing) | | 1, 2,5 |
| Week 4 | 3. Situation analysis and target audience selection cont'd | | |
| Session #6 TUES Feb 6 | In class: First meeting as a group (discuss Steps 1-6) | | |
| Session #7 THURS Feb 8 | Segmentation Activity: Literature review (summarizing/citing sources) | | 1,2, 5 |
| Week 5 | 4. Goals and objectives, Audience insight | | |
| <i>Before session #8,9,10</i> | Target audience, goals & objectives -Goals and objectives -Barriers and benefits, motivators, competition -Customer insight | Chapters 5-8 | 1, 3, 5 |
| Session #8 TUES Feb 13 | Goals vs. objectives: revision | | 1, 3, 5 |
| Session #9 THURS Feb 15 | Barriers and benefits, motivators, competition | | 3,4 |
| Week 6 | 4. Goals and objectives, Audience insight cont'd | | |
| Session #10 TUES Feb 20 | Customer insight | | 3,4 |
| Session #11 THURS Feb 22 | In Class : Schedule second meeting (continue work on Steps 1-6) | | |
| Week 7 | 5. Formative research | | |
| <i>Before sessions #12,13</i> | Formative research and Exchange -Developing exchange propositions -Formative research and insight | Chapters 5-8 | 1, 2,4, 5 |
| Session #12 TUES Feb 27 | Formative research: what is still missing? Exchange propositions | | 1, 2, 4,5 |
| Session #13 THURS Feb 29 | Formative re search alternatives | | 1, 2,4, 5 |

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| Session/Date | Topic and activity | Readings | Course objectives |
|-----------------------------------|---|---------------|-------------------|
| Mar 6-12 | <i>Out of Class: Schedule third meeting (continue work on Steps 1-6)</i> | | |
| Week 7 | 6. Positioning statement and Marketing Mix | | |
| <i>Before session #14 and #15</i> | Marketing Mix -Positioning -Product, price, place, promotion | Chapters 9-14 | 3-7 |
| Session #14 TUES Mar 5 | Positioning and branding, Product platform | | 1, 5, 6 |
| Session #15 THURS Mar 7 | Product and Price tactics, Place and Promotion | | 1, 4,5 |
| Week 8 | 7. Monitoring and Evaluation & Implementation plans | | |
| <i>Before session #16</i> | Monitoring and Evaluation & Implementation plans | Chapter 16-17 | |
| Session #16 TUES Mar 12 | Monitoring and evaluation, revising the plan Implementation plan – pilot testing | | 7,8 |
| | 8. Developing exchange propositions | | |
| Session #17 THURS Mar 14 | Creative strategy development and pilot testing | | 5,6, 7 |
| Mar 19-Mar 25 | <i>Out of class: Schedule fourth meeting and BEYOND if necessary</i> | | |
| Week 9 | 8. Developing exchange propositions contd | | |
| Session #18 TUES Mar 19 | Creative strategy development and pilot testing | | 5,7 |
| Session #18 THURS Mar 21 | Creative strategy development and pilot testing | | |
| Week 10 | 9. Pilot testing implementation | | |
| Session #20 TUES Mar 26 | TEST: Pilot implementation (1) | | 5,7,8,9 |
| Session #21 THURS Mar 28 | TEST: Pilot implementation (2)-Use class time to work on pilot | | 5,7,8,9 |
| Apr 3 | <i>Creative s strategy due date</i> | | |
| Week 11 | 9. Pilot testing implementation | | |
| Session #22 TUES Apr 2 | ENACT: Pilot implementation (3) | | 5,7,8,9 |
| Session #23 THURS Apr 4 | LEARN & ACT: Lessons learned from the activity | | 8,9 |
| Week 12 | 10. Ethical considerations and Lessons learned | | |
| Session #24 TUES Apr 9 | Ethical considerations and the future of social marketing Associations, getting involved | | |
| THURS Apr 11 | Eid el Fitr-No classes | | |
| Week 13 | Wrapping up with group project | | |
| TUES Apr 16 | Group Work -No session, classroom open | | |
| THURS APR 18 | Group Work -No session, classroom open | | |
| Week 14 | Last teaching week of semester | | |
| Tues 23- THU Apr 25 | <i>Pilot implementation report due date and in class presentations</i> | | |