

Department of Health Promotion and Community Health

HPCH 333
Social Marketing for Health Promotion
[2 credits]

Course Syllabus
Fall Semester, Academic Year 2023-2024

Class time and Venue:

Date: Tuesday

Time: 3:30-5:10 PM

Venue: Van Dyck building, room 101

Course Instructors and Contact Details:

Name: Tamar Kabakian-Khasholian

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Office: Van Dyck building, room 304

Office Hours: By appointment

Course Description:

In this course, students will learn the theoretical underpinnings of social marketing, a framework used to develop strategies aimed to address social and public health issues and to design effective, sustainable, and ethically sound public health campaigns. As a service-learning course, students apply concepts acquired into the development of a social marketing plan for a local community partner organization, responding to selected public health issues.

Format: Lecture & Discussion

Lecture hours: 50 mins/week (face-to-face) [1 credit]

Home work: 2-3 hours/week [1 credit]

Pedagogical Approach

This course is based on Service learning, a pedagogical approach that “combines academic instruction, meaningful service to the community and critical reflective thinking to enhance student learning and social responsibility. [...] Service learning differs from volunteerism and internship through its use of structured, critical inquiry and the importance placed on establishing partnerships with communities and generating mutual benefit”¹.

Service learning allows students to experience non-traditional classroom teaching, which is a way of “sharing” and “receiving” knowledge and expertise with and from the community partners involved. This will lead to enhanced learning for students and a greater benefit to the community. Through this service-learning experience, students are expected to become “vectors of change” for the organizations they are working with. They are expected to be proactive negotiators, operating at the same time as consultants and as learners. Considered that social and health issues will be covered, a strong emphasis on the application of ethical and professionalism principles will be made throughout the course.

Meeting with Partners for Projects

Students should meet with the community partners **at least 4 times** during the semester in order to better understand the situation and issue analyzed and to develop a sounder, more realistic and feasible social marketing plan (i.e., the main course requirement).

Modes of Delivery

The course is delivered through face-to-face classroom lectures and activities. Face-to-face discussions involve case studies and analyses of existing campaigns, leading to the development of a strategic social marketing plan for the community partner organization, based on solid **group work**.

Course learning Objectives

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

- LO2.1** Provide a rationale for a health promotion program based on evidence and context.
- LO2.2** Plan a feasible health promotion program based on theory, evidence, and principles of social justice and sustainability.
- LO2.4** Apply appropriate theory and methods in the development of health communication programs and tools.
- LO2.5** Use traditional or social media and technology in health promotion programming, based on evidence and relevance to context.
- LO3.6** Present a social marketing plan orally and in writing to lay and professional audiences.
- LO5.2** Apply a framework of ethics, equity, social/environmental justice, and human rights to a health promotion research, practice, and policy.
- LO7 (Service Learning).** Apply effective interpersonal communication and group interaction skills (listening, openness to others' ideas, preparation, contribution, leadership)

Council on Education for Public Health (CEPH) Core/Concentration Competencies mapped to HPCH 333

- **HPCHCC2.** Employ theoretical knowledge and methodological skills in health promotion program planning, implementation, monitoring, and evaluation.
- **HPCHCC3.** Conduct rigorous quantitative and qualitative research for health promotion.
- **HPCHCC5.** Promote social justice and equity in health promotion research, practice, and policy.

Essential Skills

- **Essential Skill 1: Critical Thinking and Analysis**
- **Essential Skill 2: Problem solving**
- **Essential Skill 3: Communication skills**
- **Essential Skill 4: Cultural Competence**

Course Learning Objectives mapped to CEPH competencies

Table 1. Mapping of course LO to CEPH competencies

	L02.1	L02.2	L02.4	L02.5	L03.6	L05.2
HPCHCC2. Employ theoretical knowledge and methodological skills in health promotion program planning, implementation, monitoring, and evaluation.	X	X	X	X		
HPCHCC3. Conduct rigorous quantitative and qualitative research for health promotion.					X	
HPCHCC5. Promote social justice and equity in health promotion research, practice, and policy.						X

Assigned Text Book and Readings (if applicable)

The topics of this course are covered in the manual “*Social Marketing: Changing Behaviors for Good*”, edited by Nancy Lee & Philip Kotler (citation below) and supplemented by readings and guides available on Moodle and listed at the end of the syllabus.

Lee, N. R., & Kotler, P. (2016). *Social Marketing: Changing Behaviors for Good* (5th ed.). Thousand Oaks, CA: Sage Publications.

Students may purchase this book from any preferred online or offline retailer. Students might use an earlier version of the book (4th edition), which is also available from AUB Library.

All additional assigned reading are posted on Moodle.

Additional Suggested Instructions:

The course will also use an assortment of educational resources including: publications, reports, white papers, videos and case studies. All course readings, except for book chapters, will be posted on Moodle according to the weekly topic and reading schedule. It is the responsibility of students to access the Moodle and download/ print the course readings as per the weekly schedule.

Course requirements and Student evaluation:

Pre-requisites:

Theory in Health Promotion (HPCH 331) and Evaluation (PBHL 303)

Student Evaluation:

Table-2 Summary of students' assessments mapped to course learning objectives

	Learning Objectives						
	LO2.1	LO2.2	LO2.4	LO2.5	LO3.6	LO5.2	LO7
Case-study analysis	X		X				
Social marketing plan							
a. First draft	X	X	X	X			
b. Final report	X	X	X	X	X	X	
c. Community partner evaluation					X	X	X
d. Peer evaluation							X
Reflections							
a. First reflection						X	X
b. Second reflection						X	X
Quality participation	X	X	X	X	X	X	X

Table -3 Description of Assessment methods, Due Dates and Corresponding Learning Objectives

Assessment method	Date (tentative)	Grade percentage
<i>Quality participation</i>	NA	10%
Individual assignment: Students are required to complete the readings prior to class to allow improved participation. Students will be evaluated on the quality of in class-related discussions and on their role as students and health promotion practitioners as agents of social change.		
<i>Reflections</i>	<i>Refl 1: Oct 2</i> <i>Refl 2: Dec 13</i>	20%
Individual assignment: As part of the service-learning course evaluation, students will write two guided reflections (one at the beginning, one at the end of the semester) on their experience with the service-learning partner organization. The grade is distributed as follows: First reflection [5% of total grade]: This reflection should delve into their first impression and speculate on the expected outcomes of the experience. Second and final reflection [15% of total grade]: The second reflection should discuss the experience under the light of the social marketing framework, elaborating on implications for public health practice and social marketing. The second reflection is expected to clearly demonstrate an improvement from the previous reflection.		
<i>Social marketing plan</i>	<i>Draft: Dec 5</i> <i>Final: Dec 11</i>	50%

Assessment method	Date (tentative)	Grade percentage
<p>Group and individual assignment: The social marketing plan is the core output of this course. This will be done in groups of 4-5 students. Following the service-learning approach, groups will work closely with a local organization/center/program (site) and produce a plan that will clearly lay out recommendations for a campaign that the site could implement. The intervention must be carefully developed according to the Social Marketing principles discussed in class. The plan should follow the 10 steps in the social marketing planning process: 1) describe the background, purpose, and focus; 2) conduct a situation analysis; 3) select target audiences; 4) set behavior objectives and goals; 5) identify target audience barriers, benefits, the competition, and influential others; 6) develop a positioning statement; 7) develop a strategic marketing mix (4ps); 8) develop a plan for monitoring and evaluation; 9) establish budgets and find funding sources; 10) complete an implementation plan. Groups will work as consultants/social marketing experts. Groups will be purposefully formed according to students' expertise and interest towards the topic rather than according to convenience and existing friendships. This assessment consists of the following inter-connected parts.</p> <p><u>2a. First draft, 15%</u></p> <p>Group assignment: Students will develop drafts of the plan, which consists of 10 separate steps or parts. The content of the plan needs to be validated by the community partners and students must engage with them before completing this task. Hence, students are expected to visit/meet the sites a minimum of 4 times during the semester to gather all possible information regarding the topic at hand and the views of the organization; each team member, in turn, will take minutes of the meetings and write brief summary reports (strictly for internal use). These summaries will be submitted with the draft, so they will be also assessed and graded. The students in group will present their consolidated final draft in class to get feedback from their peers and from the instructor.</p> <p><u>2b. Final report, 25%</u></p> <p>Group assignment: This is the final document that will be shared with the community partner. This document will expand on the draft and incorporate the feedback provided by the instructor and the peers before presenting to the community partner sites; final presentations will take place in the presence of community partners.</p> <p><u>2c. Community partner evaluation, 5%</u></p> <p>Group assessment: The community partner will fill a final evaluation form assessing the group performance, presentation and attitude towards the project and professionalism in their approach.</p> <p><u>2d. Peer evaluation, 5%</u></p> <p>Individual assessment: Students will be asked to anonymously evaluate their peers in terms of: listening skills, openness to others' ideas, preparation, contribution to the group work, and leadership.</p>		
<i>Case-study analysis</i>	<i>Oct 23</i>	<i>20%</i>
<p>Individual assignment: Students will answer questions on a social marketing campaign presented as a case-study to show their understanding of social marketing concepts and principles.</p>		

Policies and other General Notes:

Academic integrity:

Education is demanding and you need to properly manage your time. Do not hesitate to use the resources around you but do not cut corners. Cheating and plagiarism will not be tolerated. Review the Student Code of Conduct and familiarize yourself with definitions and penalties. Cheating might earn you a failing mark on the assignment, at the very least. You might fail the course in which you cheated, be warned, suspended or expelled from University and a permanent mention of the disciplinary action might be made in your student records. If you're in doubt about what constitutes plagiarism, ask your

instructor because it is *your* responsibility to know. Remember that the American University of Beirut has a strict anti-cheating and anti-plagiarism policy. Do not become a lesson to others. For further information, kindly visit AUB's Policies and Procedures or <http://pnp.aub.edu.lb/general/conductcode>.

In this course, the use of words, images, ideas or content that is created/generated by other people or digital tools such as AI as content created by you is considered academic misconduct, which is taken very seriously at FHS and AUB. The use of content generated by AI is considered automated plagiarism. Please note that materials generated by digital tools such as AI may be inaccurate or problematic with unknown primary sources as these tools may provide inaccurate information and cite non-existing sources. Beware that the inappropriate use of these digital tools may impact your ability to think independently and creatively. Please look for alternative tools (word, grammarly, endnote, etc...) for spell checking, referencing and language checking.

Students with Disabilities:

If you have a disability, for which you may request accommodation in AUB classes, consult the website for more information and make arrangements with the Coordinator (http://www.aub.edu.lb/sao/Pages/Students_20with_20Special_20Needs.aspx). Also, please see the instructor of this course privately in regard to possible support services that can be provided to you.

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 Equity/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 Equity/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.

Attendance and participation:

In accordance with the AUB Catalogue "Students who miss more than one-fifth of the sessions of any course in the first ten weeks of the semester (five weeks in the case of the summer term) are dropped from the course if the faculty member has stated in the syllabus that attendance will be taken". Attendance is regularly taken.

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>

Writing:

Written communication is essential for communication, health education and behavioral science. You are expected to proofread and spell-check any written documents before submission. Points will be deducted from the grades for low quality writings. You are encouraged to contact AUB's Writing

Center, located in Ada Dodge Hall, 2nd floor or West Hall, 3rd floor. Appointments can be booked online: <https://aub.mywconline.com/>, over the phone (Ext. 4077) or by walking in.

Public Health Education Office

Please refer to the Public Health Education Office Student Portal



Professionalism and confidentiality with SL sites:

The service-learning component requires that students work with community partners outside of the class. It is essential to maintain a high degree of professionalism, confidentiality, and respect (time and proper dress code) to all parties involved.



Be ready for the session, make sure you arrive on time and ready for the session at **least 5 minutes** in advance.



Engage, by participating in the discussions, asking questions, and contributing actively to classroom activities (you will be graded on these).



Avoid distractions while attending a session, by silencing your phones and leaving them out of sight, not checking your emails, closing open browsers if you're using your laptop. It is a matter of respect for the instructor and for other colleagues who want to follow the session.

Detailed course outline:

Legend: Face-to-face sessions (**blue**), Visit to community partner site (**green**), Assignment deadlines (**dark red**).

Session/Date	Topics (delivery mode)	Readings	Relevant Assignment
1/Aug 29	<i>Introduction to the course What is Social Marketing?</i>	(Grier et al., 2005; SMNEC, 2003)	
2/Sep 5	<i>Principles of Social Marketing Exercise on Reflective Writing</i>	Chapters 1-2 (NSMC, 2010; Firestone et al, 2017; Truong, 2014)	Assignments 1, 2
3/Sep 12	<i>Situation analysis & target audience selection</i>	Chapters 4-5	Assignments 1, 2
Sep 19-23	<i>Schedule First visit (No class this week)</i>		Assignment 2, 3
4/Sep 26	<i>Target audience selection, goals & objectives</i>	Chapters 5-8 (Vodicka, Shelton & Cassell, 2010)	Assignments 1, 2
Oct 2	<i>First reflection due</i>	Assignment 3	
5/Oct 3	<i>Target audience insight and formative research</i>	Chapters 5-8 (El Harakeh, Madi & Bardus, 2017)	Assignments 1, 2
6/Oct 10	<i>Positioning statement and Marketing Mix</i>	Chapters 9-14 (Cole et al., 2016; Ledford, 2012)	Assignments 1, 2
Oct 16-20	<i>Schedule second visit</i>		Assignment 2, 3
7/Oct 17	<i>Pre-testing and piloting: developing communications</i>	Chapter 3, 13-14 (Uhrig, et al., 2010)	Assignments 2
Oct 23	<i>Case study analysis due</i>	Assignment 1	
8/Oct 24	<i>Preparing for formative research: developing questions and tools</i>	Chapter 3 (Suggs et al, 2011)	Assignments 2
9/Oct 31	<i>Formative research: learning from the target audience's insight</i>	Chapter 3 (Ryan et al., 2015)	Assignment 2
Nov 1-10	<i>Schedule third visit to the site to conduct formative research (No class this week)</i>		Assignment 2, 3
10/Nov 14	<i>Developing Monitoring and Evaluation Plans</i>	Chapter 16-17 (Askelson et al., 2015)	Assignment 2
11/Nov 21	<i>Developing Implementation Plans</i>	Chapter 16-17 (Lagarde; Askelson et al., 2015)	Assignment 2
Nov 22-28	<i>Schedule fourth visit to the site to agree on developed plan</i>		Assignment 2, 3
12/Nov 28	<i>Reflections and considerations in social marketing</i>	(Hastings & Angus, 2011; Saunders et al., 2014; Domegan & Bringle, 2010 or Bardus et al., 2019)	Assignments 2, 3
Dec 5	<i>Class presentations to peers, community partners and instructor Social Marketing Plan: Draft due</i>		Assignment 2
Dec 11	<i>Social Marketing Plan: Final version due on Moodle and by email to community partners</i>		Assignment 2
Dec 13	<i>Second reflection due</i>		Assignment 3

Course readings:

* Indicates required readings.

Sessions 1-3: Principles of Social Marketing

- Centers for Disease Control and Prevention (CDC). (2003). CDCynergy Lite: Social Marketing Made Simple. Atlanta, GA.
- Firestone, R., Rowe, C. J., Modi, S. N., & Sievers, D. (2017). The effectiveness of social marketing in global health: a systematic review. *Health Policy and Planning*, 32(1), 110–124. doi:10.1093/heapol/czw088
- *Grier, S., & Bryant, C. A. (2005). Social Marketing in Public Health. *Annual Review of Public Health*, 26(1), 319–339. doi:10.1146/annurev.publhealth.26.021304.144610
- *Social Marketing National Excellence Collaborative (SMNEC). (2003). Social Marketing and Public Health: Lessons from the Field. Turning Point National Program, University of Washington, USA.
- The NSMC. (2010). Social marketing national benchmark criteria. Retrieved from <http://www.thensmc.com/resources/publications/>
- Truong, V. D. (2014). Social Marketing A Systematic Review of Research 1998–2012. *Social Marketing Quarterly*, 20(1), 15–34. doi:10.1177/1524500413517666

Session 4: Target audience selection, goals and objectives

- *Vodicka, S., Shelton, M., & Cassell, J. (2010). Segmenting Beyond Demographics: North Carolina's Use of Two Tools to Segment Audiences for Obesity Prevention. *Cases in Public Health Communication & Marketing*, 4, 101–130.

Session 6: Developing exchange propositions and marketing mix

- Cole, G. E., Keller, P. A., Reynolds, J., Schaur, M., & Krause, D. (2016). CDC MessageWorks: Designing and Validating a Social Marketing Tool to Craft and Defend Effective Messages. *Social Marketing Quarterly*, 22(1), 3–18. doi:10.1177/1524500415614817
- *El Harakeh, A., Madi, F., & Bardus, M. (2017). Development of Strategies to Promote Solid Waste Management in Bourj Hammoud, Lebanon. In G. Hastings & C. Domegan (Eds.), *Social Marketing: Rebels with a Cause* (3rd Edition, pp. 390–405). Routledge.
- Haldeman T., & Turner, J.W. (2009) Implementing a Community-Based Social Marketing Program to Increase Recycling. *Social Marketing Quarterly*; 15(3):114-127.
- Ledford, C. J. W. (2012). Changing Channels A Theory-Based Guide to Selecting Traditional, New, and Social Media in Strategic Social Marketing. *Social Marketing Quarterly*, 18(3), 175–186. doi:10.1177/1524500412460671

Sessions 7-8-9: Pre-testing and piloting

- Uhrig, J., Eroğlu, D., Bann, C., Wasserman, J. L., & Guenther-Grey, C. (2010). Systematic Formative Research to Develop HIV Prevention Messages for People Living with HIV. *Social Marketing Quarterly*, 16(3), 23–59. doi:10.1080/15245004.2010.500442 Graduate Public Health Program AY 2019-20 *HPCH 333-Syllabus 8* Template Version of HPCH Syllabus (as of 9/9/2019)
- Ryan, E., Bockh, E., Tolley, E.E., Pack, A.P., Mackenzie, C., Olawo, A., & Githuka, G. (2015). Positioning Microbicides for HIV Prevention in Kenya: A Case Study. *Social Marketing Quarterly*, 21(2), 100–114. doi:10.1177/ 1524500415583058
- *Suggs, L.S., Rots, G., Jacques, J., Vong, H., Mui, J. Richardson, B., & Team IS2SD (2011). “I’m Allergic to Stupid Decisions”: An m-health campaign to reduce youth alcohol consumption. *Cases in Public Health Communication & Marketing*, 5, 111–135.

Session 10: Monitoring & Evaluation

- *Askelson, N.M., Golembiewski, E.H., DePriest, A.M., O'Neill, P., Delger, P.J., & Scheidel, C.A. (2015) The Answer Isn't Always a Poster: Using Social Marketing Principles and Concept Mapping With High School Students to Improve Participation in School Breakfast. *Social Marketing Quarterly*; 21(3):119-134. doi: 10.1177/ 1524500415589591
- French, J., Merritt, R., & Reynolds, L. (2011). The importance of evaluation. In J. French, R. Merritt, & L. Reynolds (Eds.), *Social Marketing Casebook* (pp. 245–261). London: SAGE Publications Ltd.
- Dickey, M. K., John, R., Carabin, H., & Zhou, X.-N. (2015). Program Evaluation of a Sanitation Marketing Campaign Among the Bai in China A Strategy for Cysticercosis Reduction. *Social Marketing Quarterly*, 21(1), 37–50. doi:10.1177/1524500415569548

Session 11: Planning implementation

- Askelson, N.M., Golembiewski, E.H., DePriest, A.M., O'Neill, P., Delger, P.J., & Scheidel, C.A. (2015) The Answer Isn't Always a Poster: Using Social Marketing Principles and Concept Mapping With High School Students to Improve Participation in School Breakfast. *Social Marketing Quarterly*; 21(3):119-134. doi: 10.1177/ 1524500415589591
- *Lagarde, F., Kassirer, J., & Lotenberg, L. D. (2012). Budgeting for Evaluation Beyond the 10% Rule of Thumb. *Social Marketing Quarterly*, 18(3), 247–251. doi:10.1177/1524500412460635

Session 12: Reflecting on Social Marketing & Service Learning

- *Domegan, C., & Bringle, R.G. (2010). Charting Social Marketing's Implications for Service-Learning. *Journal of Nonprofit & Public Sector Marketing*, 1(3), 198–215. doi:10.1080/10495142.2010.483272
- *Bardus, M., Domegan, C., Suggs, L.S., & Mikkelsen, B.E. (2019) Engaging Students and Communities through Service Learning and Community-Academia Partnerships: Lessons from Social Marketing Education. In *Evaluating the Gaps and Intersections Between Marketing Education and the Marketing Profession* (pp. 84–116). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-6295-5.ch008.
- *French, J. (2011). Why nudging is not enough. *Journal of Social Marketing*, 1(2), 154–162. doi:10.1108/204267611111141896
- Hastings, G., & Angus, K. (2011). When is social marketing not social marketing? *Journal of Social Marketing*, 1(1), 45–53. doi:10.1108/20426761111104428
- *Saunders, S.G., Barrington, D.J., & Sridharan, S. (2014). Redefining social marketing: beyond behavioural change. *Journal of Social Marketing*, 5(2), 160–168.
- *Velema, E., Vyth, E. L., & Steenhuis, I. H. M. (2017). Using nudging and social marketing techniques to create healthy worksite cafeterias in the Netherlands: intervention development and study design. *BMC Public Health*, 17(1), 63. doi:10.1186/s12889-016-3927-7

Appendix I. Reinforced – Introduced CEPH competencies

Introduced competencies: the competency is introduced at a basic level. Instruction and learning activities focus on basic knowledge, skills and entry-level complexity. The competency is **not assessed**

Reinforced competency: The competency is reinforced with feedback; students demonstrate the outcome at an increasing level of proficiency (above the introductory stage). Instruction and learning activities concentrate on enhancing and strengthening existing knowledge and skills, as well as expanding complexity. The competency is **not assessed**

Core Competencies	Introduced	Reinforced
CC2. Select quantitative and qualitative data collection methods appropriate for a given public health context		X
CC3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate		X
CC4. Interpret results of data analysis for public health research, policy or practice		X
CC7. Assess population needs, assets and capacities that affect communities' health		X
CC8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs		X
CC9. Design a population-based policy, program, project or intervention		X
CC11. Select methods to evaluate public health program		X
CC18. Select communication strategies for different audiences and sector		X
CC19. Communicate audience-appropriate public health content, both in writing and through oral presentation		X
CC20. Describe the importance of cultural competence in communicating public health content		X

HPCH competencies	Introduced	Reinforced
HPCHCC1. Demonstrate a critical understanding of multidisciplinary theories/frameworks utilized in health promotion research and practice		X

EPHD competencies	Introduced	Reinforced
EBCC1: Discuss the extent, distribution and determinants of common and emerging communicable and non-communicable diseases, and mental health disorders of local, regional and global importance		X