CHS 282: Social Marketing for Health Promotion and Communication  
Fall 2014  
Community Health Sciences/School of Public Health

Lecture/Seminar 3 hrs, 1 hr. field practice  Mondays 3-6 pm  
Room: CHS # 61-269

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Office hours:  Mondays 2:00-3:00 pm or by appointment  
Sign up at  https://nedraweinreich.youcanbook.me  
Website:  https://ccle.ucla.edu/course/view/14F-COMHLT282-1

COURSE DESCRIPTION
In this course students are expected to learn the basics of planning, implementation and evaluation of health communications campaigns and strategies to improve community and population health. The course will focus specifically on social marketing strategies, though it will also touch on other types of approaches. This course follows a dual track: theoretical frameworks, models and research strategies relevant for health communications are presented throughout the course in tandem with readings intended to impart skills in regards to planning campaigns, doing communications needs assessment and formative research, media content analysis, process and impact evaluation. Theories include models of persuasive communications, mass media effects, social marketing, fear-based messages, diffusion of innovations. The project enables students to gain experience in research in support of different health communications interventions and in planning a social marketing campaign. This may be with a real community based organization or “client.” To support projects, students are encouraged to learn about the internet, videography, desktop publishing, and other “new technologies” that can aid in the health communications process, but these skills will not be explicitly taught in this class (CHS 292 teaches these skills). Moreover, this class does not cover interpersonal communications research and theory.

Planning, creating, implementation, and evaluation of comprehensive health communication campaigns, including use of social marketing practices and strategies of audience research, marketing psychology, creative message development, branding, comprehensive media use for dissemination, transmedia storytelling. Competencies: conducting focus group interviews, creating and evaluating effective health campaigns, critical assessment of existing campaigns.
COURSE OBJECTIVES

Course Objectives:
Upon completion of this course the student should be able to:

1. Describe the key principles of social marketing and the elements of a social marketing strategy.
   ASPH Domains addressed:
   ✓ Health Policy and Management (D6)
   ✓ Social and Behavioral Sciences (E1) Communication and Informatics (F2)

2. Use secondary research to analyze the problem and environment.
   ASPH Domains addressed:
   ✓ Epidemiology (C9)
   ✓ Social and Behavioral Sciences (E2, E6)
   ✓ Communication and Informatics (F8)
   ✓ Professionalism (J3, J6)
   ✓ Program Planning (K1)
   ✓ Systems Thinking (L8, L9, L10)

3. Understand how to use formative research and conduct focus groups to segment the target audience.
   ASPH Domains addressed:
   ✓ Social and Behavioral Sciences (E2, E10)
   ✓ Diversity and Culture (G6, G10)

4. Design effective social marketing messages, materials and interventions.
   ASPH Domains addressed:
   ✓ Social and Behavioral Sciences (E8, E9, E10)
   ✓ Communication and Informatics (F4, F6, F7, F9, F10)
   ✓ Diversity and Culture (G5, G8, G9, G10)

5. Create a comprehensive social marketing plan that includes goals and objectives, target audience segmentation, theoretical framework, social marketing strategy, and plans for research, implementation and evaluation.
   ASPH Domains addressed:
   ✓ Health Policy and Management (D5, D6)
   ✓ Social and Behavioral Sciences (E5)
   ✓ Program Planning (K2, K3, K5, K6, K7, K8, K9)

PREREQUISITES

CHS 210, 211A and B or previous courses in social science & consent of instructor.

COURSE REQUIREMENTS

The course will meet once a week for a three-hour seminar. One to two extra hours a week will be devoted to research projects. The lecture-discussion sessions will be used for critical analysis and review of key readings. You are expected to come to class prepared to fully participate in a discussion of readings.
Assignment 1 - Problem and Environmental Analysis – Individual Assignment - Due October 20th

Identify at least five resources (including three articles from peer reviewed journals) on a specific health topic you plan to do for your final project (i.e., injury, STDs, depression, child health, SIDS, amoebiasis, terrorism, etc.) and review them to answer the questions found in Worksheets 1 & 2 (pp. 45-49) of Hands-On Social Marketing. The analysis should be written in a narrative format of approximately 3-5 double-spaced pages and should include citations for all sources of data. This is an individual assignment even if you choose to work with someone else for the final project.

Assignment 2 – Target Audience Profile – Individual Assignment – Due November 3rd

Create a 3-5 page (double-spaced) narrative profile of the target audience to be addressed in your class project that builds on the information learned from the problem and environmental analysis. This profile should utilize existing secondary research to answer the questions listed in Worksheet 5 (pp. 76-78) of Hands-On Social Marketing and identify key segments within the target audience. This is an individual assignment even if you choose to work with someone else for the final project.

Assignment 3 – Creative Brief, Research Instruments, or Campaign Descriptions – Group Assignment – Due November 17th

Select one of the three options described below as the final project.

- For those doing a social marketing plan (Option 1) – submit a creative brief as described in Hands-On Social Marketing pp. 135-139 (1-2 people)
- For those doing formative research (Option 2) – submit your interview guide/survey instruments and a brief description of how you plan to recruit participants (2-3 people)
- For those doing a case study (Option 3) – submit a description of the campaigns you intend to analyze and the materials/documents you have located for each (1-2 people)

Assignment 4 – Final Project – Group Assignment – Due December 15th

Oral presentations of your projects will take place in the last class on December 8th. The final report is due by December 15th. In the report, please use a 12-point serif font (such as Times New Roman or Calibri), double-space and leave a one-inch margin on all sides. The report should be approximately 15-20 pages (excluding any appendices and references).

Option 1: Write a comprehensive social marketing plan to address the topic you selected. It should be written in the form of a proposal to a real organization that might realistically conduct a social marketing campaign on your topic. Because this is a hypothetical plan, you will need to make some assumptions regarding things like staffing, timeline and budget; simply state your assumptions and create the plan based on those. You should incorporate what you found in the previous three assignments into the plan. You should create sample communication messages and materials, but you do not need to put a lot of time into production; a rough sketch, storyboard,
script or even just a written description of what the material would look like is sufficient. **This is an individual or group project (one to two people).**

The social marketing plan should include the following sections:

- Executive Summary
- Introduction/Statement of the Problem
- Previous health communication or social marketing interventions addressing the problem (or similar issues) and lessons learned from them
- Goals/Objectives
- Target Audience
- Theoretical Framework
- Proposed Activities
  - Research Plan
  - Preliminary Social Marketing Mix
  - Creative Brief (with mocked-up samples)
  - Implementation Plan
  - Evaluation Plan
- Management Plan
- Timeline
- Budget
- References

**Option 2:** Conduct primary formative research with the target audience you identified in Assignment 2. **This is a group project completed in a team of two or three people.** You must work with an existing local organization that can provide you access to the target audience. This research should collect both qualitative and quantitative data (mixed methods research), which may include at least two focus groups, and/or in-depth interviews (at least ten, quantitative surveys (at least 50 respondents) or observations (quantitative at least 50, qualitative at least 25). You will recruit research participants, create research instruments, conduct the research and analyze the results. Based on your analysis, you will make recommendations for the social marketing mix and key messages/communication strategies. You do not need to develop actual materials, although you may create drafts to test. You must also tell us how – hypothetically – you would pretest your final materials with members of the target audience prior to production.

The formative research report should include the following sections:

- Executive Summary
- Introduction/Statement of the Problem
- Description of Study Population
- Key Research Questions
- Research Methodology
  - Recruitment of Participants
  - Research Instruments Used
  - Description of Research Methods
- Limitations of Study
- Results
• Discussion/Recommendations
• References
• Appendices (e.g., questionnaires, materials developed, etc.)

**Option 3:** Do a case study comparing 3 social marketing campaigns previously developed that all address a similar health topic (i.e., HIV/AIDS, nutrition, immunization, safety, etc.) and target audience. **This is an individual or group project (one to two people).** The sponsoring organizations of the campaign needs to be identified and contacted for information about the campaigns if the information you need is not readily available in the literature or online. You will need to be able to get your hands on campaign materials produced and also review documentation of what was done. Actual analysis of the campaign materials (i.e., curricula, PSAs, videos, media kits, posters, social media, websites) as well as the marketing and distribution strategies associated with the campaign using observational, qualitative or case study methods is encouraged. Formative research and evaluation results are also important to obtain. Analysis of data could include looking at the content of materials collected, looking at secondary data, doing focus groups or key informant interviews of project staff.

The case study report should include the following sections:

• Executive Summary
• Introduction/Statement of the Problem
• In-depth Descriptions of Each Campaign
  • Target audiences
  • Behavior (Goals/objectives)
  • Program Communication/intervention strategy – social marketing mix
  • Results of formative research
  • Evaluation process and results
  • Implementation – challenges and opportunities
• Critically Compare and Contrast Campaigns
• Discussion/Recommendations for Future Campaigns
• References
• Appendices (e.g., documents obtained from campaigns)
EVALUATION

Students will be evaluated based on meeting a range of course requirements. These requirements include:

(10%) Participation in class discussion, activities and exercises
(10%) Assignment 1 – Problem and Environmental Analysis
(10%) Assignment 2 – Target Audience Profile
(10%) Assignment 3 – Creative Brief or Interview Guide/Survey Instruments
(10%) Oral presentation of class project
(50%) Final class project report

Criteria for grading of assignments include:

- Quality of Analysis – do your ideas make sense?
- Quality of Writing – can you express yourself clearly? (grammar and spelling count!)
- References – did you select high-quality sources of information?
- Organization of Paper – does the information flow logically?
- Professional Appearance – does the document look like it was created by someone working at a professional level?

READINGS

Required Readings for CHS 282:

2. Articles and resources available online as specified in the syllabus.

3. In addition, PowerPoint overheads and other supplementary materials will be posted to the Moodle site for the class.

Supplementary readings are noted for each class session, and are recommended but not required. If possible, please at least skim these readings.
CHS 282: Social Marketing for Health Promotion and Communication Outline

SESSION ONE: OCTOBER 6
I. INTRODUCTION TO SOCIAL MARKETING

SESSION TWO: OCTOBER 13
II. DEVELOPING A SOCIAL MARKETING STRATEGY

SESSION THREE: OCTOBER 20
III. FORMATIVE RESEARCH – KNOW YOUR AUDIENCE – OVERVIEW OF METHODS
**PROBLEM/ENVIRONMENTAL ANALYSIS DUE **

SESSION FOUR: OCTOBER 27
IV. FORMATIVE RESEARCH CONTINUED – PRACTICAL SKILLS

SESSION FIVE: NOVEMBER 3
V. CREATIVE STRATEGY AND COMMUNICATIONS DEVELOPMENT
**TARGET AUDIENCE PROFILE DUE **

SESSION SIX: NOVEMBER 10
VI. WORD OF MOUTH AND SOCIAL MEDIA

SESSION SEVEN: NOVEMBER 17
VII. APPROACHES TO WORKING WITH THE MEDIA
**CREATIVE BRIEF, RESEARCH INSTRUMENTS OR CASE STUDY SUMMARIES DUE **

SESSION EIGHT: NOVEMBER 24
VIII. IMPLEMENTING AND EVALUATING A SOCIAL MARKETING PROGRAM

SESSION NINE: DECEMBER 1
IX. SOCIAL MARKETING CASE STUDIES AND OTHER TOPICS

SESSION TEN: DECEMBER 8
X. STUDENT PRESENTATIONS

** DECEMBER 15TH : FINAL PAPERS DUE **
CHS 282: Social Marketing for Health Promotion and Communication: Course Readings

SESSION ONE: OCTOBER 6
I. INTRODUCTION TO SOCIAL MARKETING

IN HANDS-ON SOCIAL MARKETING:
Chapters 1–4 (pp. 1-25)

Required Readings:
R. Craig Lefebvre (2013) A Consensus Definition of Social Marketing
http://socialmarketing.blogs.com/r_craiig_lefebvres_social/2013/10/a-consensus-definition-of-social-marketing.html

R. Craig Lefebvre, (2012),"An Integrative Model for Social Marketing", Journal of Social Marketing, Vol. 1 Iss: 1 pp. 54-72
http://socialmarketing.blogs.com/An%20integrative%20model%20for%20social%20marketing.pdf

Bill Smith, “Reinventing Social Marketing,” TedX Talk Video 2011
https://www.youtube.com/watch?v=IECY9UvTf4


Supplemental Readings:
http://www.researchgate.net/publication/242260976_Positioning_social_marketing_as_a_planning_process_for_health_education/file/504635214f9ef87b5b.pdf

Melanie A Wakefield, Barbara Loken, Robert C Hornik  Use of mass media campaigns to change health behaviour Lancet 2010; 376: 1261–71 Published Online October 7, 2010

SESSION TWO: OCTOBER 13
II. DEVELOPING A SOCIAL MARKETING STRATEGY

IN HANDS-ON SOCIAL MARKETING:
Chapters 5-6 (pp. 29-52), Chapters 9-10 (pp. 79-104)
**Required Readings:**
Social Marketing National Excellence Collaborative # 2. *Social Marketing and Public Health: Lessons from the Field.*
http://www.turningpointprogram.org/Pages/pdfs/social_market/smc_lessons_from_field.pdf


UK Behavioural Insights Team. *EAST: Four Simple Ways to Apply Behavioural Insights.,* 2014
http://www.behaviouralinsights.co.uk/sites/default/files/BIT%20Publication%20EAST_FA_WEB.pdf

**Supplemental Readings:**
http://www.sustainablebrands.com/news_and_views/behavior_change/changing-behavior-through-social-marketing

**SESSION THREE: OCTOBER 20**

III. FORMATIVE RESEARCH – KNOW YOUR AUDIENCE– OVERVIEW OF METHODS
**PROBLEM/ENVIRONMENTAL ANALYSIS DUE **

**IN HANDS-ON SOCIAL MARKETING:**
Chapters 7-8 (pp. 53-78)

**Required Readings:**
http://social-marketing.com/research.html

Hawley, M. *Laddering: A Research Interview Technique for Uncovering Core Values.* 2009.

Supplemental Readings:
http://www.cancer.gov/cancertopics/cancerlibrary/pinkbook

http://caps.ucsf.edu/resources/how-to-manuals/

http://www.audiencedialogue.net/kya.html

http://www.trendwatching.com/trends/VIRTUAL_ANTHROPOLOGY.htm

**SESSION FOUR: OCTOBER 27**

IV. FORMATIVE RESEARCH CONTINUED – PRACTICAL SKILLS

**IN HANDS-ON SOCIAL MARKETING:**  
Review Chapter 7 (pp. 56-63), Appendices C&D (pp. 297-300)

**Required Readings:**

http://www.cindyalvarez.com/communication/customer-development-interviews-how-to-what-you-should-be-learning

Silverman, George. *How to Get Beneath the Surface in Focus Groups*.  
http://www.mnav.com/bensurf.htm

(Specifically note the research methods discussed in Appendix B and how they informed the messaging recommendations in the rest of the report.)

**Supplemental Readings:**


**SESSION FIVE: NOVEMBER 3**

V. CREATIVE STRATEGY AND COMMUNICATIONS DEVELOPMENT

**TARGET AUDIENCE PROFILE DUE **

IN HANDS-ON SOCIAL MARKETING:
Chapters 11-16 (pp. 105-183)

**Required Readings:**


**Supplemental Readings:**


SESSION SIX: NOVEMBER 10

VI. WORD OF MOUTH AND SOCIAL MEDIA

IN HANDS-ON SOCIAL MARKETING:
Chapter 19 (pp. 209-228), pp. 236-238

Required Readings:

CDC's Health Communicator's Social Media Toolkit - 2nd Ed.


http://www.marketingprofs.com/6/sernovitz1.asp (requires free registration)

(Choose two of the case studies to read that interest you.)
http://www.gwumc.edu/sphhs/departments/pch/phcm/casesjournal/volume2/index.cfm

Supplemental Readings:

Levine, Locke, Searls & Weinberger. The Cluetrain Manifesto (95 Theses).

NetSquared Resource Center on Social Media for Nonprofits
http://learn.netsquared.org/resource_centers

Nedra’s Social Media Resource Page
http://nedra.wikispaces.com

Nedra: Getting your message out through the media:
http://www.social-marketing.com/media.html

http://www.thecommunityguide.org/healthcommunication/RRcampaigns.html
SESSION SEVEN: NOVEMBER 17

VII. APPROACHES TO WORKING WITH THE MEDIA

**CREATIVE BRIEF, RESEARCH INSTRUMENTS OR CASE STUDY SUMMARIES DUE **

IN HANDS-ON SOCIAL MARKETING:
Chapters 18-20 (pp.197-246)

Required Readings:

http://www.annualreviews.org/eprint/NQ8KENQAJhYgQBjilZKg/full/10.1146/annurev-publhealth-032013-182503


Supplemental Readings:

UCLA Transmedia for Good Speaker Series, 2014 http://us3.campaign-archive2.com/?u=7bc31ddbe56e6e9d175022e96&id=a4d4460542


http://www.thcu.ca/infoandresources/publications/ma%20workbook%20v104.pdf

SESSION EIGHT: NOVEMBER 24

VIII. IMPLEMENTING AND EVALUATING A SOCIAL MARKETING PROGRAM

IN HANDS-ON SOCIAL MARKETING:
Chapter 17 (pp. 187-196), Chapter 21-25 (pp. 247-284)
Required Readings:


http://www.caledoninst.org/Publications/PDF/perspect.pdf

http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)60809-4/fulltext (article free with registration)

Supplemental Readings

*Tools of Change Planning Guide-Developing Partnerships.*  
http://www.toolsofchange.com/English/firstsplit.asp (>>Planning Guide>>Developing Partners)

http://socialmarketing.blogs.com/r_craig_lefebvres_social/2014/03/guidelines-for-the-review-of-social-marketing-papers.html

**SESSION NINE: DECEMBER 1**

**IX. SOCIAL MARKETING CASE STUDIES AND OTHER TOPICS**

Required Readings:

The Verb Campaign Case Study, Social Marketing Wiki  
http://socialmarketing.wetpaint.com/page/VERB+Campaign

The Verb Campaign. CDC. (Read additional articles on website)  
http://www.cdc.gov/youthcampaign/index.htm
The Truth Campaign. American Legacy Foundation.
http://www.thetruth.com/

Merck Gardasil Campaign
http://www.gardasil.com/

http://hpp.sagepub.com/content/early/2013/10/15/1524839913507280

Got Milk? Campaign Harris interactive case study uploaded to course website


SESSION TEN: DECEMBER 8
X. STUDENT PRESENTATIONS

** DECEMBER 15TH : FINAL PAPERS DUE **