

Public Health Marketing

PUBH 731

Course Description & Overview

Introduction

Public Health Marketing is offered in response to an important reality of public health practice – the critical relationship between the achievement of public health goals and the potential contribution of marketing and mass-mediated communication strategies in disseminating health information, shaping health-related attitudes, and influencing health-directed/health-related behavior. This course is based on the premise that public health interventions and programs must not only become more effective in their influence on individual behavior but also on the social and political systems and institutions that help shape that behavior.

The course is intended to orient the student to the rapidly evolving array of market-based strategies, models and tactics for improving individual and community health. Public health marketing recognizes that historical public health approaches to issues such as the control of infectious disease and improvements in environmental sanitation may have limited effectiveness in addressing the current, and very expensive, epidemic of chronic disease. Consequently, the course content reflects the increasing utility of marketing research and practice in the context of public health programming. Public health marketing provides a framework within which marketing and media strategies may be understood and integrated into traditional public health planning, programming and evaluation.

Public health marketing is designed primarily to support and assist public health practice. It draws on a variety of theoretical perspectives and models from mass communication, behavioral sciences, education and marketing. However, the emphasis of learning activities is on the development and management of public health interventions based on, or integrated with, a marketing approach. As an offering within the Public Health Leadership curriculum, the course implicitly recognizes the need for leadership in advancing the value of this approach and securing support for its use in practice settings.

While the course includes many elements of a traditional academic program (e.g., textbooks, assignments, etc.), learning activities will be based solidly on principles of adult education. Public health marketing will be interactive, driven in large part by student initiative and response to emerging interests and issues relevant to the subject matter. The underlying philosophy of student – instructor interaction is that students have as much to contribute to the learning process as the instructor. Students will, therefore, be expected to actively participate in, direct, and evaluate the learning process.

Modules

PUBH 731 is organized into two similar but distinct applications of marketing to public health. Module 1, *Social Marketing with CDCynergy-SOC*, addresses the application of marketing theories and strategies to health related behavior change. Module 2, *Marketing Public Health*, focuses on the use of marketing to advance public health programs, policies and institutions. While these two applications of marketing have much in common, it is very important that students understand the differences between the two applications.

Philosophical Underpinnings

The course is built upon the following assumptions:

- Public health programs and interventions take place in, and are significantly affected by, a cultural context that enshrines individuality, autonomy, control and the consumption of goods and services.
- Historical approaches to public health problems such as infectious diseases and sanitation may have limited utility in addressing emerging issues such as chronic disease prevention because of the increased importance of lifestyle decisions in the etiology of these problems.
- Effective responses to public health problems must, above all else, address their real nature: complex and multi-causal.
- The value of the amelioration of health problems, responses to health needs and/or improvements in health status is relative and contextual – increased health status is **not** an absolute value among community residents.
- The determinants of health-directed and health-related behavior are rarely singular and frequently not related at all to the (perceived) value of improved health status.
- Public health interventions must move aggressively into the areas of public and private policy advocacy if public health goals are to be achieved.
- The delivery of public health programs is, in effect, an exchange transaction in which perceived costs and benefits drive the participation (or lack of it) of those involved.
- Health status, health needs, demographic and/or socioeconomic data is necessary, but rarely sufficient, to support effective public health interventions that require individual and/or community participation for their success.

- The *perception* of the value of public health work by opinion leaders, elected and appointed officials, and community business leaders is as much a determinant of resources available to the public health system as the inherent value of public health services and programming.
- A fully realized public health system will draw on a broad coalition of community-based support, particularly in the area of policy advocacy and development.
- In order to be effective, public health communication strategies and tactics must be driven by communications research, audience analysis, and professional creative work -- not by historical and organizational inertia.

Module 1: Social Marketing with *CDCynergy* (SM Edition 2.0)

Social Marketing with *CDCynergy* (Social Marketing Edition 2.0) is designed for students interested in acquiring practical skills in the design, development and implementation of public health social marketing programs. Social marketing is the application of commercial marketing, education and communication to public health behavior change interventions. *CDCynergy – Social Marketing Edition 2.0* is a CD ROM-based tool that provides a social marketing tutorial as well as a planning template for use in developing health-directed, behavior change interventions.

Module 1 will focus on the practical aspects of developing a social marketing intervention using the *CDCynergy* CD. A familiarity with the basic principles of social marketing, while not required, is recommended for all students wishing to enroll. Each student will be provided with their own personal copy of *CDCynergy – Social Marketing Edition 2.0* and will need access to a personal computer (with administrator privileges) as well as a high-speed internet connection.

This first module in Public Health Marketing is intended to orient the student to a CD ROM-based tool for developing, implementing and managing social marketing strategies and tactics. This module reflects the increasing utility of marketing research and practice in the context of public health programming. Social marketing with *CDCynergy* provides a framework from which social marketing strategies may be understood and integrated into traditional public health planning, programming and evaluation.

Social Marketing with *CDCynergy* is designed primarily to support and assist public health practice. The tool itself draws on a variety of theoretical perspectives and models from mass communication, behavioral sciences, education and marketing. The emphasis of learning activities is on the development and management of public health interventions based on, or integrated with, a social marketing approach. As an offering within the Public Health Leadership curriculum, the course implicitly recognizes the need for leadership in advancing the value of this approach and securing support for its use in practice settings.

Learning activities in this module will be based almost entirely on the tutorial content and planning model provided on the CD. Students requiring additional information about the social marketing approach will have access to recommended (optional) readings and websites to supplement their understanding of social marketing principles.

Student Guidelines for Module 1

Learning Process

As a web-based course, the achievement of learning goals and objectives will be driven primarily by student initiative. Learning activities have been included that capitalize on the strengths of a web-based learning environment and the rich tutorial content of the CD (*CDCynergy Social Marketing Edition 2.0*). Learning activities will include a mix of the following:

- ◆ Written presentations/lectures (provided directly and web-based, interactive lessons)
- ◆ Video and/or audio files (included on CD)
- ◆ Reading assignments from assigned text on the CD
- ◆ Reading assignments from the supplemental reading list
- ◆ Case studies (included on CD)
- ◆ Assignments based on the planning template of the CD

Course Tools

CDCynergy Social Marketing Edition 2.0. A CD will be sent directly to all students enrolled in the program for their personal use. There is no textbook for this module.

Supplementary Readings

This module is essentially about the practical application of *CDCynergy Social Marketing Edition*. All class members may not share a uniform understanding of social marketing theory and practice at the beginning of the module. Therefore, students will have access to recommended, supplementary readings to be used on an as-needed basis. These additional readings will be made available electronically through the Health Sciences Library or disseminated directly to class members by the instructor.

On-line Social Marketing Lectures

It is highly recommended that students wishing to augment their understanding of social marketing access a series of on-line audio lectures on social marketing. These lectures may be accessed at the following URL, which should be bookmarked by students who intend to use it:

<http://www.hsc.usf.edu/medicine/ntcsm/TLM/present/index/index.htm>

Specific lecture assignments will be recommended for each unit of the course. Students should note that some audio files may require a minute or two to load – a high speed internet connection is highly recommended.

Technology Requirements

All students must have access to a personal computer with the following features. Please note that *CDCynergy (Social Marketing Edition 2.0)* does **not** run on Apple computers/McIntosh software.

- Windows 2000 or XP
- Intel Pentium III processor (or equivalent) or later
- 128 MB RAM
- CD drive (24x recommended)
- Adobe Acrobat Reader 7 (included on the CD)
- Macromedia Flash Player 8 (included on the CD)
- RealPlayer (Accessible via a web link on the CD)
- Internet Explorer 6
- Screen : 800 x 600 pixels, 32-bit display
- High speed internet access

Module 2: Marketing Public Health

This module focuses on the application of marketing to public health programs, institutions and policies as a means of developing capacity, support and involvement. It begins with an examination of the social and political context within which public health activities are conducted and begins to address the question: “How can public health goals best be achieved in the context of a culture where the primary definition of well-being is economic?” This module lays the groundwork for later work where the student will be applying marketing principles to public health work. A fundamental purpose of this module is to demonstrate the need for market-based approaches in public health. This module should stimulate the student’s thinking regarding the argument that public health goals cannot be achieved without social change, and public health has a responsibility to improve the social and cultural determinants of health.

Module 2 provides an introduction to the fundamental components of the marketing approach and the “translation” of these concepts into workable strategies and tactics that can be effectively used by public health and human service personnel. Throughout this module, emphasis is placed on the need to integrate marketing into existing approaches to program planning, development and implementation. For public health, marketing may frequently be necessary but it is rarely sufficient to achieve public health goals.

Work in this module is structured around the text *Marketing Public Health, 2nd Edition*, by Siegel and Lottenberg.

Course Goals

Module 1

Upon successful completion of *Social Marketing with CDCynergy*, students will be able to:

1. Describe the rationale for integrating social marketing strategies into traditional public health program planning, implementation and evaluation.
2. Identify the fundamental principles of the social marketing approach.
3. Successfully load, set up and run *CDCynergy Social Marketing Edition 2.0* on a personal computer.
4. Effectively navigate through the main features of the CD, including orientation modules, the social marketing tutorial, planning phases and steps, and related support features.
5. Understand the basic planning and development approach upon which the tutorial and planning template are based.

Develop a social marketing plan to address a specific health problem using the “My Model” and “My Plan” templates provided on the CD.

Module 2

Upon successful completion of *Marketing Public Health*, students will be able to:

1. Describe the rationale for integrating market-based strategies into traditional public health program planning, implementation and evaluation.
2. Identify the fundamental principles of the marketing approach.
3. Apply models of commercial marketing to public health programming and identify public health correlates of commercial marketing tenets (i.e., product, price, promotion, place, etc.)
4. Identify, assess and integrate marketing data into traditional models of public health programming.
5. Discuss the image of public health and its significance for developing and sustaining adequate public health capacity.
6. Assess a public health marketing program.

Public Health Marketing

PUBH 731/Spring 2007
Course Schedule and Syllabus

Module 1: Social Marketing with CDCynergy - SOC

Dates

1.1 Orientation to CDCynergy - Social Marketing 2.0

1/15 - 21/07

- History of *CDCynergy* and course development
- Loading and installation of *CDCynergy*
- PC check
- Social marketing and health education
- Selection of project health problem

Unit 1 assignments are due January 21, 2007

1.2 Introduction to Social Marketing

1/22 - 28/07

- Key social marketing concepts
- The social marketing process
- How to use *CDCynergy Soc 2.0*
- *Thinking Like a Marketer* tutorial

Unit 2 assignments are due January 28, 2007

1.3 Phase I: Describing the Social Marketing Problem

1/29/07 – 2/4/07

- Developing a social marketing problem statement
- Listing and mapping health problem causes
- Identifying potential audiences
- Identifying models/theories of behavior change

Unit 3 assignments are due February 4, 2007

1.4 Phase II: Planning & Conducting Market Research

2/5-11/07

- Developing social marketing research questions
- Developing a research plan
- Conducting and analyzing market research
- Summarizing and applying research findings

Unit 4 assignments are due February 11, 2007

1.5 Phase III: Designing a Social Marketing Strategy

2/12-18/07

- Selecting target audience segments
- Identifying target behaviors
- Describing the benefits of behavior change
- Writing behavior change goals
- Selecting social marketing interventions
- Developing intervention goals

Unit 5 assignments are due February 18, 2007

1.6 Phase IV: Developing Social Marketing Interventions

2/19-25/07

- Writing measurable intervention objectives
- Writing a program plan, budget and timeline
- Planning new services, polices, programs and communication

2/26/07 – 3/4/07

- Program piloting and pretesting
- Unit 6 assignments are due February 25, 2007

1.7 Phase V: Planning for Program Evaluation

- Identifying program elements to monitor
- Selecting key evaluation questions
- Developing a data analysis and reporting plan

Unit 7 assignments are due March 4, 2007

1.8 Phase VI: Social Marketing Program Implementation

3/5-11/07

- Launching a social marketing intervention
- Executing and managing intervention components
- Managing monitoring and evaluation plans
- Modifying intervention activities

Unit 8 assignments are due by March 11, 2007

Week of Spring Recess/No Assignment (3/12-18/07)

1.9 Final Project Feedback & Technical Assistance

3/19-25/07

- Compilation of social marketing plan components
- Final formatting and editing

Final Social Marketing Project (My Plan/My Model) due on or before March 25, 2007.

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General Work Assignments and Requirements

Each student is responsible for the following course assignments and responsibilities:

Weekly

- Accessing and studying the week's formal presentations (e.g., PowerPoint, text lecture, online tutorial, etc.)
- Reading and studying assigned chapters from course texts
- Reading and studying assigned articles or other supplementary reading
- Completing and submitting individual study assignments
- Participating in forum discussions by posting original comments and responding to postings (see details below)

- Attending and actively participating in cooperative learning team assignments
- Completing and reporting on other assigned work as required

As Scheduled (refer to course syllabus and schedule)

Completion and timely submission of:

- Self-assessment checks (submission not required)
- Course projects
- Examinations

All written assignments should be submitted via email, by the due date and time, to:

chcooke@email.unc.edu

or

Christopher_Cooke@unc.edu

Written assignments should be completed in Microsoft Word, use standard formatting (e.g., one inch margins, single spaced) and include the student's name, course unit number and date on the actual document. The document file name should be formatted as follows:

Student name_Unit ##_Assignment Title.doc

For example: Cooke_Unit 3_Problem Description.doc

Important Note: All assignments should be checked (electronically or otherwise) for spelling and grammar prior to submission. Errors in spelling and grammar will detract from grades.

Discussion Forum Participation and Summary

You are required to post three (3) times for each discussion assignment. Your first post should answer the assignment question directly. Your second two posts should respond to the initial post(s) of at least one of your group members, elaborating on a point that they have made, raising new questions, and carrying forward the discussion as you would in a face-to-face exchange. In order to assure a timely exchange of ideas, you are required to post your initial response by the end of the day on Tuesday of the unit week, in order to give others time to read and respond by the end of the week. Remaining posts should be completed by Sunday but you will have more opportunity for interaction if you do not wait until the last day to post.

In addition, discussion forum groups are required to post a discussion summary at the end of each unit for which a discussion forum has been assigned. Discussion forum summaries should be one page in length, and submitted via email as a "Word" file attachment. They are due on the Monday of the week immediately following the forum discussion. Discussion groups are to make their own arrangements regarding the drafting, editing and submission of these summaries. Discussion summaries will be graded, and all members of the group will receive the grade given on the summary that is submitted.

Grading

This is a three-credit course. As such, it is expected that students will spend approximately 9 hours a week reading/viewing the lessons and doing the assigned readings and work. Grades will be based according to the criteria below.

| Work Assignment | Percentage of Final Grade |
|--|----------------------------------|
| Module 1 Final Project | 30% |
| Module 2 Exam | 20% |
| Discussion Forum Participation/Performance | 15% |
| Individual Assignments | 35% |
| | |