

Cover Sheet: Request 13028

ADV3XXX - Advertising Strategy: Health/Social Marketing Approach

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Carla Fisher carlafisher@ufl.edu
Created	9/10/2018 3:58:40 PM
Updated	10/4/2018 3:37:29 PM
Description of request	Focuses on the process of advertising and promotional strategy from a health/social influence approach. Centered on global health issues. Prepares students to "sell science" and market public health messages to change the world.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	JOU - Advertising 012302000	Michael Weigold		9/10/2018
No document changes					
College	Approved	JOU - College of Journalism and Communications	Michael Weigold		9/10/2018
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lee Morrison	Added to October agenda.	10/1/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/1/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13028

Info

Request: ADV3XXX - Advertising Strategy: Health/Social Marketing Approach

Description of request: Focuses on the process of advertising and promotional strategy from a health/social influence approach. Centered on global health issues. Prepares students to “sell science” and market public health messages to change the world.

Submitter: Carla Fisher carlafisher@ufl.edu

Created: 10/10/2018 8:45:06 PM

Form version: 5

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

ADV

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

3

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

3XX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Intermediate

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

L

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:

Advertising Strategy - Health / Social Influence Approach

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:

Advertising Strategy

Degree Type

Select the type of degree program for which this course is intended.

Response:

Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:

On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:

No

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:

NA

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:

Students will learn the process of advertising and promotional strategy from a health/social marketing approach. This course is centered on global health issues. Students will learn to "sell science" and market public health messages to change the world.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:

Prereq: ADV; minimum grades of C in MAR 3023 and ADV 3008.

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

*Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))*

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:
NA

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
This provides a health-focused approach to advertising strategy, the only of its kind in the advertising curriculum. It will allow also non-majors an opportunity to take a course required for the health communication certificate (which is currently being proposed/under review in CJC).

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
The course is divided into the following four phases that cover the entire advertising strategy process from health/social marketing approach so that students leave the 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 or Campaigns

This class is very applied in that weekly students apply concepts, theory, and marketing principles to real-world case studies of global public health issues and also create a social marketing plan (SMP) as a group project. One day a week will be focused on the concepts from readings in the 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 students 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 Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:

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 (e.g., slides) and Discussion Boards (e.g., weekly questionss) are on Canvas

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

PART 1 - THE SOCIAL MARKETING PROCESS: ANALYZING THE SITUATION & AUDIENCE

Week 1

Introductions & Syllabus; Introduction to Advertising Strategy from a Social Marketing Approach

Week 2

The Strategic Social Marketing Process (SMP)

Brainstorming About Health Issues

Week 3

Situation Analysis (SWOT)

Week 4 Audience Segmentation & Analysis

Case Study Day "Love, Sex, & HIV/AIDS...in Mexican Youth"

PART II CONCEPTUAL APPROACH: IDENTIFYING OBJECTIVES & GOALS USING THEORY & RESEARCH

Week 5 Identifying Objectives, Goals, Barriers & Benefits, Motivators & Influencers

Case Study Day "Increasing School Meal Uptake...in England"

Week 6

Utilizing Research Methods and Theory in the SMP Process

Case Study Day "Reducing Tobacco Use in the U.S...."

Week 7

Workshop

Exam 1

PART III

DEVELOPING A STRATEGIC PLAN

Week 8

Branding/Positioning, Product, and Price
Case Study Day "Choose Health in Food Vending Machines... in Italy"
Week 9

Place and Promotion (Designing the Message)
Case Study Day "Socialism Meets Social Marketing ...in the Former Soviet Republic of Kazakhstan"
Week 10 Promotion (Selecting Communication Channels)
Case Study Day "Safe Water Saves Lives" in Madagascar
Week 11 Workshop

PART IV

MANAGING SOCIAL MARKETING PROGRAMS
Week 12 Monitoring, Evaluation, & Budget
Case Study Day "Reducing Drink Driving Road Deaths ...in Australia"
Week 13 Implementation
Week 14 Workshop
Week 15 Workshop
Week 16 Presentations; Exam 2

Links and Policies

*Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.
Please see: syllabus.ufl.edu for more information*

Response:

TEACHING PHILOSOPHY & COURSE POLICIES

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 primary way to contact me. I will respond to emails within 72 hours. If you choose to leave me a voicemail on my office phone, I may not get this for several days as I am off campus conducting research. Thus, please use email to contact me. If you email me on the weekend, do not expect a response until classes resume.

Late Work Policy. Late work will not be accepted except in the case of excused absences that are consistent with university policy (see "Absences").

Absences. Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special

curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved. For university approved excused absences students will have one week to make up the work. Students cannot participate in classes unless they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors. If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and he or she has not contacted the department to indicate his or her intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory. The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences. Missed Work or Exams. Students must notify the instructor two weeks prior to a scheduled exam/assignment if they will not be present in class due to an unexcused university policy absence. For excused university absences or if a student is absent from classes or examinations because of illness, she or he should contact their instructors. Students should contact their college by the deadline to drop a course for medical reasons. Students can petition the Dean of Students Office to drop a course for medical reasons. The university's policy regarding medical excuse from classes is maintained by the Student Health Care Center. Students will have one week to make up the work.

12-Day Rule. Students who participate in university-sponsored athletic or scholarly activities are permitted to be absent 12 scholastic days per semester without penalty. A scholastic day is any day on which regular class work is scheduled as defined in the approved university calendar. The student or student's advisor must notify the instructor as early as possible prior to the anticipated absence to allow ample time for accommodations. Instructors must be flexible and not penalize students when re-scheduling during-term and final exams, class assignments, and other required activities and must follow the UF Attendance Policy herein and UF Examination Policies. As noted in the UF Examination Policies, during-term exams should be re-scheduled no later than before the end of the semester, while final exams no later than 90 days after the originally scheduled exam time. However, instructors are encouraged to re-schedule final and during-term exams, assignments, and other activities as soon as possible after the last day of the absence and must not penalize the student in any way. A group's schedule that requires absence of more than 12 scholastic days should be adjusted so that no student is absent from campus more than 12 scholastic days. Students who previously have been warned in writing by their instructor about the impact of absences on their individual class performance should not incur additional absences, even if they have not been absent 12 scholastic days. The student is responsible to maintain satisfactory academic performance and attendance.

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. The use of cell phones is not permitted in class. Should you need to keep your cell phone on hand due to a personal reason, please inform me prior to class. You may only use technology in class (tablet, laptop) for class purposes. If a student's use of technology is disruptive to the class, that student will be asked to leave.

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/>.

Have fun!!! What you put into this class will be what you get out of it. If you approach this class as a drag, it will become one. If you work hard and improve your skills, your grades will reflect your effort.

ADDITIONAL UNIVERSITY REOURCES

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>

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

COURSE ASSIGNMENTS

In-Class Participation	20 points
Case Study Discussion Leader	25 points
Case Study Discussion Question Post	25 points

Case Study Journal Entries	30 points (2 entries each 15 points)
Group Social Marketing Plan	100 points (broken down into 10 parts each 10 points)
Group Presentation	100 points
Exam 1	100 points
Exam 2	100 points
TOTAL =	500 points

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Carla Fisher

If I'm not available we can have health communication doctoral students or those with a public health background teach it (I volunteered to mentor them and provide them with all my curriculum. Kendra Auguste is currently doing this Fall 2018).

Other Faculty:
Jordan Alpert
Janice Krieger
Carma Bylund

ADV3XXX - ADVERTISING STRATEGY
(from a Health/Social Marketing Approach)

Professor: Dr. C. L. Fisher
Office Email: carlalfisher@ufl.edu
Class Time: TBD

Office: Weimer Hall 2090
Office Phone: email me
Office Hrs: TBD



COURSE OVERVIEW & OBJECTIVES

In this course you will learn the process of advertising and promotional strategy from a health/social influence approach, commonly known as “social marketing” in public health and communications fields. We will connect advertising strategy and public health in an effort to improve society. Thus, this course entails a major application focus in global health issues. 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 advertising/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 advertising or 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 apply advertising strategy by creating a social marketing plan (SMP) as a group project. 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 advertising / 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. Mondays will generally consist of lectures and class activities on the required readings. Wednesdays 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*

ADDITIONAL RESOURCES

The job market for individuals with advertising strategy / social marketing skills 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): <http://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>

*I have more if you find you really enjoy social marketing...

GRADE ASSIGNMENT

A = 90-100% or 450-500 points

B+ = 87-89% or 435-449 points

B = 80-86% or 400-434 points

C+ = 77-79% or 385-399 points

C = 70-76% or 350-384 points

D = 60-69% or 300-349 points

Failure = 0-59% or 299 points or below

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.

SOCIAL CHANGE IS NOT GOING TO COME FROM
JUST KNOWING MORE INFORMATION, BUT FROM
DOING SOMETHING WITH IT. – PIA MANCINI

COURSE ASSIGNMENTS

In-Class Participation	20 points
Case Study Discussion Leader	25 points
Case Study Discussion Question Post	25 points
Case Study Journal Entries	30 points (2 entries each 15 points)
Group Social Marketing Plan	100 points (broken down into 10 parts each 10 points)
Group Presentation	100 points
Exam 1	100 points
Exam 2	100 points
<hr/>	
TOTAL =	500 points

PARTICIPATION & ATTENDANCE POLICY (20 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. Note that the concepts we focus on will correlate with those that we cover in the assigned main text reading for that week but you are to incorporate everything you have learned when analyzing the cases. This application must be included in your post to receive full credit. These postings are not graded and rather subject to points if you complete all requirements. On days you don’t lead, you should must read the responses to prepare for class.

REFLEXIVITY PRACTICE - JOURNAL ENTRIES (30 points total – each entry is worth 15 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 (15 points each). You submit it online in Canvas the night BEFORE class. No late entries are accepted.

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 DOCUMENTED SITUATIONS

GROUP SOCIAL MARKETING PLAN (SMP) (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 – you will each submit an 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

EXTRA CREDIT OPPORTUNITY

You can earn a maximum of 15 extra credit points by participating in research studies in CJC's SONA research management system (<https://ufl-cjc.sona-systems.com>). If you participate in one study you get 7.5 points; if you participate in two studies, you get an additional 7.5 points for a total maximum of 15 extra credit points. You must complete this no later than November 16. If you want to do this, please register a SONA account and choose studies to participate in to receive extra credits for this class. Check SONA regularly to see what studies have become available. Typically, it is not until around maybe the third week of the semester that studies will become available. You should NOT wait until the last minute to sign up for participation because people tend to procrastinate and research opportunities will be limited by the end of the semester. In fact, it is probably wise to participate early in the semester when your course loads are the lightest. Please see this video below for how to set up your SONA account: https://youtu.be/_1OnT2ZU6QQ If you have any questions, please contact the CJC SONA administrator through this email: uf-cjc-sonasystems@jou.ufl.edu. They will also notify me to let me know you participated.

TEACHING PHILOSOPHY & COURSE POLICIES

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 primary way to contact me. I will respond to emails within 72 hours. If you choose to leave me a voicemail on my office phone, I may not get this for several days as I am off campus conducting research. Thus, please use email to contact me. If you email me on the weekend, do not expect a response until classes resume.

Late Work Policy. Late work will not be accepted except in the case of excused absences that are consistent with university policy (see "Absences").

Absences. Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved. For university approved excused absences students will have one week to make up the work. Students cannot participate in classes unless they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors. If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and he or she has not contacted the department to indicate his or her intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory. The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

Missed Work or Exams. Students must notify the instructor two weeks prior to a scheduled exam/assignment if they will not be present in class due to an unexcused university policy absence. For excused university absences or if a student is absent from classes or examinations because of illness, she or he should contact their instructors. Students should contact their college by the deadline to drop a course for medical reasons. Students can petition the [Dean of Students Office](#) to drop a course for medical reasons. The university's policy regarding [medical excuse](#) from classes is maintained by the Student Health Care Center. Students will have one week to make up the work.

12-Day Rule. Students who participate in university-sponsored athletic or scholarly activities are permitted to be absent 12 scholastic days per semester without penalty. A scholastic day is any day on which regular class work is scheduled as defined in the approved university calendar. The student or student's advisor must notify the instructor as early as possible prior to the anticipated absence to allow ample time for accommodations. Instructors must be flexible and not penalize students when re-scheduling during-term and final exams, class assignments, and other required activities and must follow the UF Attendance Policy herein and UF Examination Policies. As noted in the UF Examination Policies, during-term exams should be re-scheduled no later than before the end of the semester, while final exams no later than 90 days after the originally scheduled exam time. However, instructors are encouraged to re-schedule final and during-term exams, assignments, and other activities as soon as possible after the last day of the absence and must not penalize the student in any way. A group's schedule that requires absence of more than 12 scholastic days should be adjusted so that no student is absent from campus more than 12 scholastic days. Students who previously have been warned in writing by their instructor about the impact of absences on their individual class performance should not incur additional absences, even if they have not been absent 12 scholastic days. The student is responsible to maintain satisfactory academic performance and attendance.

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. The use of cell phones is not permitted in class. Should you need to keep your cell phone on hand due to a personal reason, please inform me prior to class. You may only use technology in class (tablet, laptop) for class purposes. If a student's use of technology is disruptive to the class, that student will be asked to leave.

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/scr/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/>.

Have fun!!! What you put into this class will be what you get out of it. If you approach this class as a drag, it will become one. If you work hard and improve your skills, your grades will reflect your effort.

ADDITIONAL UNIVERSITY REOURCES

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>

TENTATIVE SCHEDULE

DATE	TOPIC	READINGS (to be completed)	DUE DATES (due start of class)
PART 1	THE SOCIAL MARKETING PROCESS: ANALYZING THE SITUATION & AUDIENCE		
Week 1			
Aug 22	Introductions & Syllabus		
Aug 24	Introduction to Advertising Strategy from a Social Marketing Approach	Lee & Kotler - Ch 1 Cheng et al. pp 1-14 Maibach (2002)	Syllabus Contract
Week 2			
Aug 29	The Strategic Social Marketing Process (SMP)	Lee & Kotler Chapter 2 Cheng et al. pp 18-28	
Aug 31	Brainstorming About Health Issues	*Explore the ToC in Cheng et al. *Explore GatorWell (http://gatorwell.ufsa.ufl.edu/) *Explore the web sites for CDC, WHO, NIH, DHHS, and USAID	Choose a health issue (in class) *Groups on Canvas
Week 3			
Sept 5	Labor Day – NO CLASS!	Labor Day	
Sept 7	Situation Analysis (SWOT)	Lee & Kotler Chapter 4	
Week 4			
Sept 12	Audience Segmentation & Analysis	Lee & Kotler Chapter 5	
Sept 14	Case Study Day “Love, Sex, & HIV/AIDS...in Mexican Youth”	Cheng et al. Chapter 4	Group 1 Case Study DQs (due night before)
PART II	CONCEPTUAL APPROACH: IDENTIFYING OBJECTIVES & GOALS USING THEORY & RESEARCH		
Week 5			
Sept 19	Identifying Objectives, Goals, Barriers & Benefits, Motivators & Influencers	Lee & Kotler Chapter 6-7	
Sept 21	Case Study Day “Increasing School Meal Uptake...in England”	Cheng et al. Chapter 6	Group 2 Case Study DQs (due night before)

DATE	TOPIC	READINGS (to be completed)	DUE DATES (due start of class)
Week 6			
Sept 26	Utilizing Research Methods and Theory in the SMP Process	Lee & Kotler Chapter 8 & 3	
Sept 28	Case Study Day "Reducing Tobacco Use in the U.S...."	Cheng et al. Chapter 2	Group 3 Case Study DQs (due night before)
Week 7			
Oct 3	Group Project Workshop	Group Project Workshop	
Oct 5	Exam 1	Exam 1	Worksheets 1-5
PART III	DEVELOPING A STRATEGIC PLAN		
Week 8			
Oct 10	Branding/Positioning, Product, and Price	Lee & Kotler Chapter 9-11	
Oct 12	Case Study Day "Choose Health in Food Vending Machines... in Italy"	Cheng et al. Chapter 7	Group 4 Case Study DQs (due night before)
Week 9			
Oct 17	Place and Promotion (Designing the Message)	Lee & Kotler Chapter 12-13	
Oct 19	Case Study Day "Socialism Meets Social Marketing ...in the Former Soviet Republic of Kazakhstan"	Cheng et al. Chapter 11	Group 5 Case Study DQs (due night before)
Week 10			
Oct 24	Promotion (Selecting Communication Channels)	Lee & Kotler Chapter 14	
Oct 26	Case Study Day "Safe Water Saves Lives" in Madagascar	Cheng et al. Chapter 10	Group 6 Case Study DQs (due night before)
Week 11			
Oct 31	Group Project Workshop	Group Project Workshop	
Nov 2	Group Project Workshop	Group Project Workshop	

DATE	TOPIC	READINGS (to be completed)	DUE DATES (due start of class)
PART IV	MANAGING SOCIAL MARKETING PROGRAMS		
Week 12			
Nov 7	Monitoring, Evaluation, & Budget	Lee & Kotler Chapter 15-16	
Nov 9	Case Study Day "Reducing Drink Driving Road Deaths ...in Australia"	Cheng et al., Chapter 16	Group 7 Case Study DQs (due night before)
Week 13			
Nov 14	Implementation	Lee & Kotler Chapter 17	
Nov 16	Group Project Workshop	Group Project Workshop	Extra Credit Participation Due
Week 14			
Nov 21	Group Project Workshop	Group Project Workshop	Worksheets 6-10
Nov 23	Thanksgiving - NO CLASS!	Thanksgiving	
Week 15			
Nov 28	Group Project Workshop	Group Project Workshop	
Nov 30	Presentations	Presentations	Groups 1-3
Week 16			
Dec 5	Presentations	Presentations	Groups 4-7
Dec 7	Exam 2	Exam 2	

ADV3001 Course Contract

I, _____, have read Dr. Carla L. Fisher's Syllabus. I understand the course requirements and what is expected of me. I have asked the professor questions if I did not understand any information in this document. Also, I am aware that not all of the information in this syllabus has been discussed in class. Therefore, I have read it in its entirety so that I am fully aware of all pertinent course information. I fully understand the course description, objectives, requirements, policies, and the proposed class schedule. I understand that it is my responsibility to turn in assignments on time. I also understand that it is my responsibility to keep track of what assignments are due and when they are due. I will follow the syllabus and course policies, engage in meaningful classroom discussion, not engage in academic dishonesty, and be respectful of my professor and colleagues.