Sam Houston
STATE UNIVERSITY

MCOM 5314: Strategic PR and Advertising in Healthcare
Fall 2017

MCOM 5314 is a required course for <u>*Health Communication and Public Relations*</u>
Graduate Certificate.

Departments of
Mass Communication, Population Health, and Sociology

Instructor: Linsey Grove, MPH, CPH, CHES

Virtual - Located in St. Petersburg, Florida

(727) 434-1559

linsey.grove@gmail.com

Office hours: Please contact to schedule office hours

Day and time the class meets: Online

Location of class: Online

Course Description: This course focuses on strategic communication concepts and tactics specifically for healthcare organizations. Students learn to identify effective strategies and tactics to reach and persuade specific audiences, using social media, direct marketing, sales and promotion, and advertising.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Upon completion of this course, the student will be able to:
● Analyze components of strategic communication campaigns
● Critically evaluate communication campaign processes, uses, and effects
● Integrate marketing strategy components such as advertising, public relations, social media marketing, sales promotion, direct marketing, and the marketing mix into an effective strategic communication

campaign
- Develop a comprehensive strategic communication campaign plan designed to address specific communication problems

Textbooks:

PDFs Provided:

- Health Communication: Theoretical and Critical Perspectives Ch. 1 & 2
- Social Marketing: Influencing Behaviors for Good (4th ed.) Ch. 4 (pgs. 81-103)
- Health Communication: Theoretical and Critical Perspectives Ch. 8
- Social Marketing: Influencing Behaviors for Good (4th ed.) Ch. 6 (pgs. 135-152)
- Social Marketing: Influencing Behaviors for Good (4th ed.) Ch. 2 (pgs. 46-48)
- Social Marketing: Influencing Behaviors for Good (4th ed.) Ch. 17 (pgs. 433-453)

Websites:

- Case Studies (see Case Studies Assignments below)
- Community Tool Box: Ch. 36: http://ctb.ku.edu/en/table-of-contents/advocacy/media-advocacy
- Community Tool Box: Ch. 33, Section 19: http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/electronic-advocacy/main
- Community Tool Box: Ch. 6, Section 19: http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/communication-crisis/main
- Community Tool Box: Ch. 43, Section 1: http://ctb.ku.edu/en/table-of-contents/finances/managing-finances/annual-budget/main
- Community Tool Box: Ch. 36, Section 1: http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/framework-for-evaluation/main

Tk20 Account statement (if required for class)

Tk20 Account is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: https://tk20.shsu.edu/

Course Format: 15-week course schedule with weekly modules

Course Content & Calendar:

Week/ Date	Module	Activities/Reading	Assignment(s) DUE:
Week 1/ Aug. 23-26	Theoretical Foundations of Health Communication and their Application	Activity: Identify group member with similar research interests Read: Chapter 1 & 2 - Communication Theory	*Individual Assignment:* Discussion Post - Introductions, , Discussion Post - Theory in Practice (8/27)
Week 2/ Aug. 27- Sept. 2	Communication and Marketing Research Methods	Read: Social Marketing: Influencing Behaviors for Good Ch. 4 (pg 81-103) Listen/View: Conducting Key Informant Interviews & Focus Groups	*Group Assignment:* Choose your project topic (8/30) *Individual Assignment:* Discussion Post - Research Methods (9/3)
Week 3/ Sept. 3-9	Ethics and Professionalism	Activity: Review the NIH Biosketch Guidelines Read: Chapter 8 - Challenges in Health Communication and Behavior Change	*Group Assignment:* Campaign Topic Background, Group Member BioSketches *Individual Assignment:* Discussion Post - Ethics & Professionalism
Week 4/ Sept. 10-16	Identify Your Audience: Segmentation & Evaluation	Read: Social Marketing: Influencing Behaviors for Good Ch. 6 (pgs 135-152)	*Group Assignment:* Audience Profile & Analysis
Week 5/ Sept. 17-23	Planning a Health Communication Campaign: Goals & Objectives	Listen/View: Developing Goals & Objectives	*Group Assignment:* Campaign Goals and Objectives
Week 6/ Sept. 24-30	Creative strategy and elements of design	Listen/View: Developing a Creative Strategy and Using the Elements of Design	*Individual Assignment:* Visual Products Review

Week 7/ Oct. 1-7	Developing The Marketing Mix in Your Campaign Strategy	Read: Social Marketing: Influencing Behaviors for Good (pg. 46-48) Review: Social Marketing: Influencing Behaviors for Good: Social Marketing Planning Worksheet (pg. 465-468)	*Group Assignment:* Marketing Mix Strategy *Individual Assignment:* Case Study Review
Week 8/ Oct. 8-14	Traditional media in strategic communication	Read: Social Marketing: Influencing Behaviors for Good (pg. 359-365) Read: Community Tool Box, Ch 36: Media Advocacy	*Individual Assignment:* Traditional Media Product & Review
Week 9/ Oct. 15-21	Digital media in strategic communication	Read: Community Tool Box, Ch. 33, Section 19	*Individual Assignment:* Digital Media Product & Review
Week 10/ Oct. 22-28	Case studies: crisis management for health organizations	Read: Community Tool Box, Ch. 6, Section 19	*Individual Assignment:* Case Study Analysis & Discussion
Week 11/ Oct. 29-Nov. 4	Integrated marketing communication	Read: Social Marketing: Influencing Behaviors for Good (pg. 433-453)	*Group Assignment:* Campaign Strategy
Week 12/ Nov. 5-11	Creating a campaign timeline and budgeting	Read: Community Tool Box, Ch 43, Section 1	*Group Assignment:* Campaign Timeline & Budget
Week 13/ Nov. 12-18	Importance of campaign effectiveness measurement/evaluation	Read: Community Tool Box, Ch 36, Section 1	*Group Assignment:* Campaign Evaluation Plan
Week 14/Nov. 19-25	Strategic healthcare campaign presentations	Review: Campaign Plan Segment Feedback	Work on Final Campaign Plan & Executive Summary
Week 15/ Nov. 26-Dec. 2	Strategic healthcare campaign presentations		*Group Assignment:* Final Campaign Plan DUE

Course Requirements:

Writing/Visual Design Assignments (150 pts)
1. Group Member Biosketches (to be filled out individually) (30 pts)
   - Use the Blank Format Page (Biographical Sketch Format Page -- Forms

D) at the grants.nih.gov page. Instructions and Samples can be found there as well.

2. Case Study Assignments (60 pts):
   - Week 7: Answer each part the Social Marketing Planning Worksheet (Mixed Marketing Methods) using a case study of your choice. Fill the worksheet as if you are coordinator of the case study.
   - Case Studies:
     - Agita Sao Paulo: http://www.thensmc.com/resources/showcase/agita-s%C3%A3o-paulo
     - Program H: http://www.thensmc.com/resources/showcase/program-h
     - Tower Hamlet Breast Screening: http://www.thensmc.com/resources/showcase/increasing-uptake-breast-screening-tower-hamlets
   - Week 10: Answer the Research Questions at the end of case study section.
     - Case Studies:
     - Emergency Management (pg. 245-251): https://www.researchgate.net/profile/W_Coombs/publication/229482480_Pursuing_Evidence-Based_Crisis_Communication/links/0c960534298525c914000000/Pursuing-Evidence-Based-Crisis-Communication.pdf
     - Race and Crisis Management (pg. 335-340): https://www.researchgate.net/profile/W_Coombs/publication/229482480_Pursuing_Evidence-Based_Crisis_Communication/links/0c960534298525c914000000/Pursuing-Evidence-Based-Crisis-Communication.pdf

3. Traditional Media Product (30 pts):
   - Choose from the following products for your assignment. Your product must be related to your group project. Post to the discussion board for critique and review by your group members. Two products will be chosen by the group for the final campaign plan.
     - Advertisement (Billboard, Bus Wrap, etc.)
     - Public Service Announcement (short 15-30 second radio segment)
     - Flyers & Other Print Products
     - Special Events (Print Program of Event, Television News Clip)
     - Special Promotional Products (ex. refrigerator magnets, coasters, products related to your campaign)

4. Digital Media Product (30 pts):
    - Choose from the following products for your assignment. Your product must be related to your group project. Post to the discussion board for critique and review by your group members. Two products will be chosen by the group for the final campaign plan.
        - Facebook Event with one post with image
        - Facebook Ad Campaign - 3 ads with captions
        - Twitter Campaign - 5 tweets with 3 images attached and hashtag
        - YouTube Video
        - Instagram - 5 image posts with captions and hashtags

Group Project: Strategic Healthcare Campaign Plan & Presentation Materials (150 pts)

Project Plan and Materials include:
1. Project Plan:
    a. Executive Summary & Background
    b. Group Member Biosketches
    c. Goals and Objectives
    d. Audience Profile & Analysis
    e. Media (Traditional & Digital) Products (with narrative)
    f. Campaign Strategy (Marketing Mix, Traditional & Digital Media Examples, & Scope of Work)
    g. Timeline & Budget
    h. Evaluation & Monitoring Plan
2. Short Presentation to Funders (PPT or Video)

Discussion Board (100 pts)

PLEASE NOTE: your discussion post (original) needs to be posted Thursday so that a reply can be posted by Sunday.

Week 1:
1. Introductions
    - Degree & Program Progress
    - Professional and personal interests
    - Why did you take this class?
    - What are your expectations for this class?
    - **Reply to two other students in the class**
2. Theory in Practice
    - Based on the theories and frameworks discussed in Chapter 1, which of these have you witnessed being used in practice? Was this use

intentional or came about organically in the planning of a campaign or program? Explain.
- **Reply to one other student in the class about their post. Talk about solutions that have worked for you or similar situations you've encountered as well.**

Week 2:
   3. Research Methods
      - What research methods are you familiar with and how have you used them?
      - Which research methods are you unfamiliar with? Do you see yourself needed to use them based on what you've learned from them thus far?
      - **Reply to one other student in the class about their post. Talk about your experience with conducting research and the methods you're familiar with or resources you recommend regarding the research methods they've described.**

Week 3:
   4. Ethics & Professionalism
      - When thinking about your project topic, what are some ethical issues that arise when planning and ultimately implementing your campaign?
      - What are some safeguards you can put in place to address these issues?
      - How can we as scientists and communicators do a better job of remaining professional while also being relatable to the communities we're working with? If you have real-world examples, please use them in your explanation. If not, think of a hypothetical situation that can be used as an example.
      - **Reply to one other student in the class. Provide advice or support for how they have addressed ethical issues in their project or in their professional lives. Also discuss similar or unique situations you're familiar with regarding professionalism.**

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
   o [Procedures in Cases of Academic Dishonesty #810213](#)
   o [Disabled Student Policy #811006](#)
   o [Student Absences on Religious Holy Days #861001](#)

- o [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
  - o [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2),

Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework
CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP
Standards for cross-cutting themes and diversity characteristics)
NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and

advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix *(A blank example is provided below):*

- Course Objectives - stated in measurable performance terms/behavior

- Course Activities/Assignments

- Performance Assessments

- Standards (either list the standards used or provide a link to the standards)
  - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
  - NCATE/CAEP Standard 1 (all applicable elements) used when there is not a SPA
  - State Standards/Competencies for certification if applicable
  - Diversity and Disposition Proficiencies
  - Conceptual Framework Alignment
  - ISTE NETS*S Technology Standards (for technology integrated curriculum)

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Topic(s)/Objective(s)	Activities /Assignments	s) (includi ng field based activitie	Measurement (including performance based)

Standards Alignment

S—SPA Standard Alignment
TS—Texas Educator Standards/Competencies

DDP—Diversity and Disposition Proficiencies
CF—Conceptual Framework Indicator
N/C—NCATE/CAEP Standard 1

(if there is no SPA)
NETS*S – ISTE NETS Technology Standards for Students

Program specific URL address for *Specialty Program Association (SPA) standards*:

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State Standards: http://www.tea.state.tx.us/index2.aspx?id=5938

Course Evaluation:

Expectations:

Bibliography: