



Course program and reading list

Semester 0 Year 2021

School: Sammy Ofer School of Communications B.A

Health marketing and PR: Analyzing public and commercial campaigns

Lecturer:

Dr. Yaffa Shir-Raz yaffa.shirraz@post.runi.ac.il

Course No.:	Course Type :	Weekly Hours :	Credit:
7657	Seminar	6	6

Course Requirements :	Group Code :	Language:
Final Paper	210760301	English

Prerequisites

Prerequisite:

4048 - Preparatory Course: Practicing Academic Writing
7046 - Qualitative Research Methods



Course Description

During the course:

The first semester will center on social marketing and on theories and models of communication and behavioral change and their application in health marketing campaigns. The second semester will focus on health campaigns in the digital age. During both semesters, alongside critical classes and guest lectures, the students will present their study papers: in the 1st semester – a preliminary preview of your study; in the 2nd semester – findings and concrete conclusions from your study. In the 2nd half of classes (starting with Lesson 4) personal meetings will be held in preparation for presentation and study.

Course Contents and Readings:

1st Semester

<p>Readings</p> <p>* obligatory ** optional</p>	<p>Class Discussion</p>	<p>Date</p>	<p>Week</p>
<p>* Grier, S. A. & Bryant, C. A. (2005). Social marketing in public health. <i>Annual Review of Public Health</i>, 26, 319-339.</p> <p>http://www.annualreviews.org/doi/pdf/10.1146/annurev.publhealth.26.021304.144610</p> <p>** Kotler, P. & Lee, N. <i>Social marketing: Influencing behaviors for good</i> (2008) (Third Edition). Thousand Oaks, CA: Sage Publications.</p>	<p>Welcome and Course introduction</p> <p>Social marketing as a base for health promotion and health marketing campaigns – Conceptual framework.</p>		<p>1</p>
<p>Theories and models of communication and behavioral change and their application in marketing and health promotion campaigns.</p>			<p>Lessons 2-6</p>
<p>* Lewis, I., Watson, B., Tay, R.. and White, K. M. (2007). The Role of Fear Appeals in Improving Driver Safety: A Review of the Effectiveness of Fear-arousing (threat) Appeals in Road Safety Advertising. <i>International Journal of Behavioral Consultation and Therapy</i>, 3(2), 203-222.</p> <p>** Fishbein ,M., & Cappella, J.N. (2006). The Role of Theory in Developing Effective Health Communications. <i>Journal of Communication</i>, 56 (s1), S1-S17.</p> <p>** Ruiter, R. A. C., Abraham, C., & Gerjo, K. (2001).</p>	<p>Crying wolf:</p> <p>The importance of theory and evidence based interventions in health campaigns; Fear Arousal in Public Health Campaigns.</p>		<p>2</p>

<p>Scary warnings and rational precautions: A review of the psychology of fear appeals. <i>Psychology & Health</i>,16(6),613 -630.</p> <p>** Delhomme, et al. (Eds). (2009). <i>Manual for Designing, Implementing, and Evaluating Road Safety Communication Campaigns</i>. Belgian Road Safety Institute (IBSR-BIVV). Brussels, Belgium.</p> <p>** Hale, J. L. & Dillard, J. P. (1995). Fear appeals in health promotion campaigns: Too much, too little, or just right? In E. Maibach & R. L. Parrot (Eds.). <i>Designing health messages: Approaches from communication theory and public health practice</i>, (pp. 65-80). Thousand Oaks, CA: Sage.</p> <p>** Guttman, N., & Salmon, C.T. (2004). Guilt, fear, stigma and knowledge gaps: ethical issues in public health communication interventions. <i>Bioethics</i>, 18(6): 531-552. http://webcache.googleusercontent.com/search?q=cache:aoM9n27-zmoJ:www.riprc.org/wp-content/uploads/2014/10/Guttman-2004-Guilt-Fear-Stigma-and-Knowledg-Gaps-Ethical-Issues-in-Public-Health-Communications-Interventions.pdf+&cd=15&hl=iw&ct=clnk&gl=il</p>			
<p>*Bandura, A. (2004). Health promotion by cognitive means. <i>Health Education and Behavior</i>, 31(2), 143-164.</p> <p>** Petty, R. & Caccioppo, J. (1981). <i>Attitudes and Persuasion: Classic and Contemporary Approaches</i>. Dubuque, Iowa: Brown.</p>	<p>Yes we can! Using Positive rationale and enhancing self-efficacy.</p>	3	
<p>* Singhal, A. & Rogers, E. M. (2004). The Status of Entertainment-Education Worldwide. In A. Singhal, M. J. Cody, E. M. Rogers & M. Sabido (Eds.),</p>	<p>Doctor (House) will be with you in a minute:</p>	4	

<p><i>Entertainment-Education and Social Change</i> (ch.1). Mahwah, New Jersey: Lawrence Erlbaum Associates.</p> <p>** Storey, D., & Sood, S. (2013). Increasing equity, affirming the power of narrative and expanding dialogue: the evolution of entertainment education over two decades. <i>Critical Arts</i>, 27(1), 9-35.</p> <p>** Goldstein, S., Usdin, S., Scheepers, E., & Japhet, J. et al. (2005). Communicating HIV and AIDS, what works? A Report on the Impact Evaluation of Soul City's fourth series. <i>Journal of Health Communication</i>, 10(5), 465-483.</p> <p>** Pappas-DeLuca , K. A., Kraft, J. M., Galavotti, C., & Warner, L. et al. (2008). Entertainment-education radio serial drama and outcomes related to HIV testing in Botswana. <i>AIDS Education and Prevention</i>, 20(6), 486-503.</p>	<p>Entertainment-Education (E-E).</p>		
<p>* Prochaska, J. O., & Velicer, W.F. (1997). The Transtheoretical Model of health behavior change .<i>American Journal of Health Promotion</i>, 12, 38-48.</p> <p>**Singhal, Arvind. "Uncovering innovations that are invisible in plain sight", <i>Phi Delta Kappan</i>. Nov2013, Vol. 95 Issue 3, p28-33.</p> <p>** Higgs, S., Aveyard, P., Thomas, J., Jebb, S., Robinson, E., & Herman, C.P. (2017): Using a descriptive social norm to increase vegetable selection in workplace restaurant settings. <i>Health Psychology</i>. DOI: 10.1037/hea0000478.</p>	<p>It's the NORMAL thing to do: The social norms approach.</p>	<p>5</p>	

<p>** van Bavel, R., Esposito, G., and Baranowski, T. (2014). Is anybody doing it? An experimental study of the effect of normative messages on intention to do physical activity. <i>BMC Public Health</i>201414:778</p> <p>https://doi.org/10.1186/1471-2458-14-778</p> <p>**Cialdini, R. B. (2003). Crafting normative messages to protect the environment. <i>Current Directions in Psychological Science</i>, 12 (4), 105–109.</p> <p>**Knight Lapinski, M. & Rimal, R. V. (2005). An explication of social norms. <i>Communication Theory</i>, 15(2), 127-147.</p>			
<p>Donoven, R. & Henley, N. (2010). Principles and Practice of Social Marketing: An International Perspective. Pp. 158-180.</p>	<p>The importance of research and theory in social marketing</p>		<p>6.</p>
<p>* Noar, .SM., Palmgreen, P., Chabot, M., Dobransky, N., & Zimmerman, R.S. (2009). A 10-Year Systematic Review of HIV/AIDS Mass Communication Campaigns: Have We</p>	<p>Market segmentation</p>		<p>7</p>
<p>*Gesser-Edelsburg A Shir-Raz Y. (2017). Risk Communication and Infectious Diseases in an Age of Digital Media. Routledge. Chapter 6.</p> <p>**Gesser-Edelsburg A, Shir-Raz Y. (2016). Communicating risk for issues that involve "Uncertainty Bias": What can the Israeli case of water fluoridation teach us? <i>Journal of Risk Research</i>. http://dx.doi.org/10.1080/13669877.2016.1215343.</p>	<p>Risk communication: Communicating issues that involve risk; The Public's Understanding and Decision Making Regarding Science and Risk.</p>		<p>8</p>

	Guest lecturer		9
Initial presentations of seminar papers and discussion of proposals			Lessons 10-13

2nd Semester

Readings * obligatory ** optional	Class Discussion	Date	Week
<p>* Guttman, N. & Salmon, C. T. (2004). Guilt, Fear, Stigma and Knowledge Gaps: Ethical Issues in Public Health Communication Interventions. <i>Bioethics</i>, 18 (6), 1457-8519.</p> <p>** Gesser-Edelsburg A Shir-Raz Y & Green MS. (2014). Why do parents who usually vaccinate their children hesitate or refuse? General good vs. individual risk. <i>Journal of Risk Research</i>, 1-20.</p> <p>* Guttman, N. (2000). Public health</p>	<p>Does the end justify the means? Ethics in health marketing campaigns (part 1).</p>		1.

<p>communication interventions: Values and ethical dilemmas. Thousand Oaks, CA: Sage. Chapter 6: pp. 172-205. Ethical Dilemmas and Practice-Oriented Questions.</p>			
<p>* Smith, W. A. (2001). Ethics and the social marketer: A framework for practitioners. In A. R. Andreasen, (Ed), <i>Ethics in social marketing</i> (pp. 1-16). Washington D.C.: Georgetown University Press.</p> <p>** Jones, S.C., & Hall, D.V. (2006). Ethical issues in social marketing. Proceedings of the 3rd Australasian Non-profit and Social Marketing Conference Newcastle, 10-11 August 2006, Australia: University of Newcastle.</p> <p>** Andreasen, (Ed) (2001). <i>Ethics in social marketing</i>. Washington D.C.: Georgetown University Press.</p>	<p>Does the end justify the means? Ethics in health marketing campaigns (part 2): Hiding and diverting information.</p>		2
<p>* Heldman, A.B., Schindelar, J., & Weaver, J.B. (2013).</p> <p>Social Media Engagement and Public Health Communication :Implications for Public Health Organizations Being Truly "Social." <i>Public Health Reviews</i>, Vol. 35, No 1.</p>	<p>Hashtags for Health :</p> <p>Public Health Communication in the digital age</p>		3
	<p>Guest lecturer</p>		4
<p>* Sander van der Linden. The nature of viral altruism and how to make it stick. <i>Nature Human Behaviour</i>, 2017; 1: 0041 DOI: 10.1038/s41562-016-0041.</p>	<p>It's viral!: Viral Internet Marketing as a Tool for Health Promotion.</p>		5
	<p>Guest lecturer</p>		6

<p>* Ybarra, M. L. & Bull, S. S. (2007). Current trends in internet-and cell phone-based HIV prevention and intervention programs. <i>Current HIV/AIDS Reports</i>, 4(4), 201-207.</p> <p>Pollak, J.P., Gay, G., Byrne, S., Wagner, E., Retelny D. & Humphreys L. (2010). It's Time to eat! Using mobile games to promote healthy eating, <i>IEEE</i> 9(3), 21-27.</p> <p>Baranowski, T., Buday, R., Thompson, D. I., & Baranowski, J. (2008). Playing for real: Video games and stories for health-related behavior change. <i>American Journal of Preventive Medicine</i>, 34(1), 74-82.</p> <p>Tarja, S. Johannesson, M., Bucklund, P. (2007) <i>Serious Games - an overview</i>. Skövde, Sweden: School of Humanities and Informatics, University of Skövde, Sweden.</p>	<p>It's just a game: Using mobile phones, computer games and technology platforms in health promotion campaigns.</p>	7	
<p>Working on research papers in small groups (simulations of interviews, analysis of models)</p>			8
<p>Initial presentations of seminar papers and discussion of proposals</p>			Lessons 9-13

*** The syllabus is subject to change to meet class or instructor needs***



Course Goals

Course Description

Many health marketing campaigns conducted by health authorities, public and commercial organizations throughout the world, promote important health goals, such as

smoking cessation, physical activity and healthy lifestyle, early detection of breast cancer or safe driving. Health marketing is an important mean of influencing health promotion. Based on the *social marketing* approach, health marketing campaigns apply commercial marketing strategies to influence health behavior. Social marketing is not the same as *social media*, nor does it depend solely on advertisements to create change. Rather, it is a systematic approach, based on a broad theoretical and research base, to understand the determinants of health and social problems and to address these causes with an array of interventions. This seminar aims at integrating theory and marketing principles to improve public health, safety and environmental issues.

Course Goals:

1. Understand the fundamental processes in social and health marketing campaigns – Key concepts, principles and practical application.
 2. Get to know the major theories and models of communication and behavioral change and their application in health marketing campaigns – from using intimidation tactics to positive approaches and Entertainment-Education (E-E).
 3. Discuss ethical issues in health marketing campaigns.
 4. Discuss the issue of risk communication, and how the public perceives risks.
 5. Review and analyze of health campaigns from Israel and abroad.
 6. Explore opportunities to use internet viral marketing in health marketing
 7. Discuss the use of mobile phones, computer games and technological platforms to promote health campaigns.
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Grading

Course Requirements:

- ✓ Attendance in at least 80% of the lessons (attendance will be checked each lesson).
- ✓ Reading obligatory articles.
- ✓ Presentation and submission of an initial research plan for your seminar paper (Participating Presentation) – 1st semester
- ✓ Presentation and submission of findings and concrete conclusions from your study (Participating Presentation) – 2nd semester
- ✓ Submission of your seminar paper.
 - **Both presentations are mandatory. Failure to present will result in disqualification of the course.**

Course Grading Method:

85% Seminar

5% presentation 1st semester

10% presentation 2nd semester

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<p>** Kotler, P. & Lee, N. Social marketing: Influencing behaviors for good (2008) (Third Edition). Thousand Oaks, CA: Sage Publications.</p>			
Theories and models of communication and behavioral change and their application in marketing and health promotion campaigns.			Lessons 2-6

* Lewis, I., Watson, B., Tay, R. and White, K. M. (2007). The Role of Fear Appeals in Improving Driver Safety:

A Review of the Effectiveness of Fear-arousing (threat)

Appeals in Road Safety Advertising. *International Journal of Behavioral Consultation and Therapy*, 3(2), 203-222.

** Fishbein, M., & Cappella, J.N. (2006). The Role of Theory in Developing Effective Health Communications. *Journal of Communication*, 56 (s1), S1-S17.

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** Delhomme, et al. (Eds). (2009). Manual for Designing, Implementing, and Evaluating Road Safety Communication Campaigns. Belgian Road Safety Institute (IBSR-BIVV). Brussels, Belgium.

** Hale, J. L. & Dillard, J. P. (1995). Fear appeals in health promotion campaigns: Too much, too little, or just right? In E. Maibach & R. L. Parrot (Eds.). *Designing health messages: Approaches from communication theory and public health practice*, (pp. 65-80). Thousand Oaks, CA: Sage.

** Guttman, N., & Salmon, C.T. (2004). Guilt, fear, stigma and knowledge gaps: ethical issues in public health communication interventions. *Bioethics*, 18(6): 531-552.

<http://webcache.googleusercontent.com/search?q=cache:aoM9n27-zmoJ:www.riprc.org/wp-content/uploads/2014/10/Guttman-2004-Guilt-Fear-Stigma-and-Knowledg-Gaps-Ethical-Issues-in-Public-Health-Communications-Interventions.pdf+&cd=15&hl=iw&ct=clnk&gl=il>

Crying wolf:

The importance of theory and evidence based interventions in health campaigns; Fear Arousal in Public Health Campaigns.

*Bandura, A. (2004). Health promotion by cognitive means. *Health Education and Behavior*, 31(2), 143-164.

** Petty, R. & Caccioppo, J. (1981). Attitudes and Persuasion: Classic and Contemporary Approaches. Dubuque, Iowa: Brown.

* Singhal, A. & Rogers, E. M. (2004). The Status of Entertainment-Education Worldwide. In A. Singhal, M. J. Cody, E. M. Rogers & M. Sabido (Eds.), *Entertainment-Education and Social Change* (ch.1). Mahwah, New Jersey: Lawrence Erlbaum Associates.

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* Prochaska, J. O., & Velicer, W.F. (1997). The Transtheoretical Model of health behavior change.

Yes we can!:

Using Positive rationale and enhancing self-efficacy.

3

Doctor (House) will be with you in a minute:

Entertainment-Education (E-E).

4

It's the NORMAL thing to

5

American Journal of Health Promotion, 12, 38-48.

**Singhal, Arvind. "Uncovering innovations that are invisible in plain sight", Phi Delta Kappan. Nov2013, Vol. 95 Issue 3, p28-33.

** Higgs, S., Aveyard, P., Thomas, J., Jebb, S., Robinson, E., & Herman, C.P. (2017): Using a descriptive social norm to increase vegetable selection in workplace restaurant settings. Health Psychology. DOI: 10.1037/hea0000478.

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Donoven, R. & Henley, N. (2010). Principles and Practice of Social Marketing: An International Perspective. Pp. 158-180.

* Noar, .SM., Palmgreen, P., Chabot, M., Dobransky, N., & Zimmerman, R.S. (2009). A 10-Year Systematic Review of HIV/AIDS Mass Communication

do:

The social norms approach.

The importance of research and theory in social marketing

6.

Market segmentation

7

Campaigns: Have We

*Gesser-Edelsburg A Shir-Raz Y. (2017). Risk Communication and Infectious Diseases in an Age of Digital Media. Routledge. Chapter 6.

**Gesser-Edelsburg A, Shir-Raz Y. (2016). Communicating risk for issues that involve "Uncertainty Bias": What can the Israeli case of water fluoridation teach us? *Journal of Risk Research*. <http://dx.doi.org/10.1080/13669877.2016.1215343>.

Risk

communication:

Communicating issues that involve risk; The Public's Understanding and Decision Making Regarding Science and Risk.

8

Guest lecturer

9

Initial presentations of seminar papers and discussion of proposals

**Lessons
10-13**

2nd Semester

Readings

*** obligatory**

**** optional**

Class Discussion

Date Week

* Guttman, N. & Salmon, C. T. (2004). Guilt,

Does the end justify the means? Ethics in health marketing campaigns

1.

Fear, Stigma and Knowledge Gaps: Ethical Issues in Public Health Communication Interventions. *Bioethics*, 18 (6), 1457-8519.

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* Heldman, A.B., Schindelar, J., & Weaver, J.B. (2013).

Social Media Engagement and Public Health Communication: Implications for Public Health Organizations Being Truly "Social". *Public Health Reviews*, Vol. 35, No 1.

Does the end justify the means?

Ethics in health marketing campaigns (part 2): Hiding and diverting information.

2

Hashtags for Health:

Public Health Communication in the digital age

3

	Guest lecturer	4
* Sander van der Linden. The nature of viral altruism and how to make it stick. <i>Nature Human Behaviour</i> , 2017; 1: 0041 DOI: 10.1038/s41562-016-0041.	It's viral!: Viral Internet Marketing as a Tool for Health Promotion.	5
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Pollak, J.P., Gay, G., Byrne, S., Wagner, E., Retelny D. & Humphreys L. (2010). It's Time to eat! Using mobile games to promote healthy eating, <i>IEEE</i> 9(3), 21-27.	It's just a game: Using mobile phones, computer games and technology platforms in health promotion campaigns.	7
Baranowski, T., Buday, R., Thompson, D. I., & Baranowski, J. (2008). Playing for real: Video games and stories for health-related behavior change. <i>American Journal of Preventive Medicine</i> , 34(1), 74-82.		
Tarja, S. Johannesson, M., Bucklund, P. (2007) <i>Serious Games - an overview</i> . Skövde, Sweden: School of Humanities and Informatics, University of Skövde, Sweden.		
Working on research papers in small groups (simulations of interviews, analysis of models)		8
Initial presentations of seminar papers and discussion of proposals		Lessons

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