NEW COURSE PROPOSAL

Submitted by Dr. Katherine Gregory

Health Services Administration

2018-04-14

HSA 4970 Social Marketing in Healthcare Settings

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New York City College of Technology, CUNY

# CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | Social Marketing in Healthcare Settings |
| **Date** | 1/8/2018 |
| **Major or Minor** | Health Services Administration (HSA) |
| **Proposer’s Name** | Dr. Katherine Gregory |
| **Department** | Health Services Administration |
| **Date of Departmental Meeting in which proposal was approved** | Health Services Administration Faculty Meeting 12/5/2017 |
| **Department Chair Name** | Josef Bohm, HSA Program Coordinator |
| **Department Chair Signature and Date** | **C:\Users\JBohm\Desktop\signiture.jpg** |
| **Academic Dean Name** | David Smith |
| **Academic Dean Signature and Date** | **2018-02-21** |
| **Brief Description of Proposal**(Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | Social Marketing in Healthcare SettingsThe new course proposal from the Heath Services Administration (HSA) faculty provides students with instruction related to facets of social marketing in various healthcare settings. The course will be offered as elective within the program’s current BS Health Services Administration degree and as a required course with the program’s proposed BS, Health Care Policy and Management (BS HcPM) degree. |
| **Brief Rationale for Proposal**(Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body).  | This course enables students to acquire an understanding of public outreach for health related communication. Students will gain competency in developing and assessing social communication strategies routinely employed by healthcare and develop an appreciation of economic and policy implications of public messaging. Coursework will familiarize the student with the subject area found within the discipline’s growing social marketing sector. Students will demonstrate ability to strategize, implement and assess the impact of public messaging on demographic and clinical populations. Overall the course provides an enhanced level of discipline content and builds upon learning from HSA’s core teaching. |
| **Proposal History**(Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | Version 1, based on curriculum committee approval. 2/23/2018Version 2, modification based on ad hoc meeting with College Council Course Development subcommittee. 3/14/2018 Version 3, modifications based on meeting with Provost’s Office and College Council Course Development subcommittee. 4/11/2018 |

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal
 | X |
| * Rationale for proposal
 | X |
| * Date of department meeting approving the modification
 | X |
| * Chair’s Signature
 | X |
| * Dean’s Signature
 | X |
| Evidence of consultation with affected departmentsList of the programs that use this course as required or elective, and courses that use this as a prerequisite. The course will be available to all students at New York City College of Technology | X |
| Documentation of Advisory Commission views (if applicable). | N/A |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | X |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes.  | N/A |
| Detailed rationale for each modification (this includes minor modifications) | N/A |

New York City College of Technology, CUNY

# NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | Social Marketing in Healthcare Settings |
| **Proposal Date** | 1/8/2018 |
| **Proposer’s Name**  | Katherine Gregory |
| **Course Number** | HSA 4970 (proposed) |
| **Course Credits, Hours** | 3 credits; 3 hours |
| **Course Pre / Co-Requisites** | HSA 3510 |
| **Catalog Course Description** | The fundamentals of social marketing in healthcare settings, the pharmaceutical industry, disease prevention, environment health, health literacy, health promotion and emergency preparedness.  Students critically examine case studies of social marketing and communication campaigns to determine effectiveness in health outcomes on targeted populations and to develop their own business proposals, media strategies and creative deliverables. |
| **Brief Rationale**Provide a concise summary of why this course is important to the department, school or college. | This course expands the portfolio of competencies of health administration students by offering as an elective course (BS, Health Services Administration degree), that exposes students to methodologies employed in health care communication and public outreach. Students will demonstrate ability to strategize, implement and assess the impact of public messaging on demographic and clinical populations in conjunction with the economic and policy underpinnings inherent within contemporary healthcare settings. |
| **CUNY – Course Equivalencies**Provide information about equivalent courses within CUNY, if any. | Non-degree certificate in social marketing for health at School of Public Health, CUNY, Fall 2017PUBH 642 Credit 3 Social Marketing, No PrerequisiteSocial marketing is the application of communication and influence strategies to generate behavior and attitude changes around issues of public concern. In many respects, social marketing principles share similarities with traditional commercial marketing, and in many respects there are important differences. This course will provide an introduction to the concepts and theories of social marketing for public health, and will explore those areas of commonality and difference. Students will analyze real examples of social marketing campaigns, and will design a campaign around a real local or global public health issue.PUBH 648 Credit 3 Media: Impact & Advocacy for Public Health, No prerequisiteThis course will help students communicate messages to stakeholders including the public, understand how to use media as an organizing tool, and how stakeholders use the media to impact public policy and perception. Students will learn to use the elements of effective messaging, explore the role of data and evidence in messaging, develop a media strategy for a public health issue, and understand the difference among social marketing, media advocacy, and using media as part of an organizing strategy. |
| **Intent to Submit as Common Core**If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | N/A |
| **For Interdisciplinary Courses:*** Date submitted to ID Committee for review
* Date ID recommendation received

- Will all sections be offered as ID? Y/N | N/A |
|  |
|  |
| **Intent to Submit as a Writing Intensive Course** | N/A |

# NEW COURSE PROPOSAL CHECK LIST

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description
 | X |
| * Brief Rationale
 | X |
| * CUNY – Course Equivalencies
 | X |
| Completed [Library Resources and Information Literacy Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form.doc) |  |
| **Course Outline** Include within the outline the following. |  |
| Hours and Credits for Lecture and LabsIf hours exceed mandated Carnegie Hours, then rationale for this | X |
| Prerequisites/Co- requisites | X |
| Detailed Course Description | X |
| Course Specific Learning Outcome and Assessment Tables* Discipline Specific
* General Education Specific Learning Outcome and Assessment Tables
 | XX |
| Example Weekly Course outline | X |
| Grade Policy and Procedure | X |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | X |
| Library resources and bibliography | X |
| **Course Need Assessment.** Describe the need for this course. Include in your statement the following information. |  |
| Target Students who will take this course. Which programs or departments, and how many anticipated?Documentation of student views (if applicable, e.g. non-required elective). | XX |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | X |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | N/A |
| Where does this course overlap with other courses, both within and outside of the department? | X |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | X |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | X |
| **Course Design**Describe how this course is designed.  |  |
| Course Context (e.g. required, elective, capstone) | X |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | X |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | X |
| How does this course support Programmatic Learning Outcomes? | X |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | X |
| **Additional Forms for Specific Course Categories** |  |
|  [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | N/A |
|  Interdisciplinary Committee Recommendation (if applicable and if received)\* \*Recommendation must be received before consideration by full Curriculum Committee | N/A |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) | N/A |
| Writing Intensive Form if course is intended to be a WIC (under development)  | N/A |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. | N/A |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). | N/A |
| Established Timeline for Curricular Experiment | N/A |

# LIBRARY RESOURCES & INFORMATION LITERACY

**MAJOR CURRICULUM MODIFICATION**

Please complete for **all** major curriculum modifications. This information will assist the library in planning for new courses/programs.

Consult with your library faculty subject specialist (<http://cityte.ch/dir>) **3 weeks before the proposal deadline**.

**Course proposer:** please complete boxes 1-4. **Library faculty subject specialist:** please complete box 5.

|  |  |  |
| --- | --- | --- |
| **1** | **Title of proposal**Social Marketing in Healthcare Settings | **Department/Program**HHS/Health Services Administration |
|  | **Proposed by** (include email & phone)Katherine Gregorykgregory@citytech.cuny.edu X5955 | **Expected date course(s) will be offered** Spring 2019**# of students no more than 25** |

|  |  |
| --- | --- |
| **2** | **The library cannot purchase reserve textbooks for every course at the college, nor copies for all students. Consult our website (**[**http://cityte.ch/curriculum**](http://cityte.ch/curriculum)**) for articles and ebooks for your courses, or our open educational resources (OER) guide (**[**http://cityte.ch/oer**](http://cityte.ch/oer)**). Have you considered using a freely-available OER or an open textbook in this course?**Library Resources:Text on reserveDatabase resources for online searches &Supportive general referencing material in the field of social marketing and healthcare. Texts on reserve (see below), reference material and databases for online search are appropriate to service the needs of students.  |

|  |  |
| --- | --- |
| **3** | **Beyond the required course materials, are City Tech library resources sufficient for course assignments? If additional resources are needed, please provide format details (e.g. ebook, journal, DVD, etc.), full citation (author, title, publisher, edition, date), price, and product link.****Recommended Textbooks:**Weinreich, Nedra Kline. (2011). *Hand-On Social Marketing: A Step-by-Step Guide to Designing Change for Good* (second edition). Thousand Oaks, CA: Sage.**Supplemental Bibliography:**Berkowitz, E. N. (2016). *Essentials of Health Care Marketing* (4th Edition). Burlington, MA: Jones & Bartlett Learning.Evans W. D., (2016). *Social Marketing Research for Global Public Health: Methods and Technologies*, (1st Edition). New York, NY: Oxford University.Fertman, C.I. & Allensworth, D. D. (Eds).  (2016). *Health Promotion Programs: From Theory to Practice*, San Fransciso, CA; Jossy-Bass & Pfeiffer. Hastings, Gerard. (2014). *Social Marketing: Why Should the Devil Have All the Best Tunes?* London: Routledge.Hill, Mansfield, Heather. (2012). *Social Media for Social Good: A How-to Guide for Nonprofits*. New York: McGraw-Hill. King, Samantha, (2006). *Pink Ribbons, Inc.: Breast Cancer and the Politics of Philanthropy*. Minneapolis: University of Minnesota. Korhan, Jeff. (2013). *Built-In Social: Essential Social Marketing Practices for Every Small Business*. Hoboken, NJ: John Wiley & Sons. Lewis, Mike. (2012). *Stand Out Social Marketing: How to Rise Above the Noise, Differentiate Your Brand, and Build an Outstanding Online Presence*. New York: McGraw Hill Education. McKenzie-Mohr, Doug. (2011). *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing*. Gabriola Island, BC, Canada: New Society**A Partial List of Appropriate Course Journals:*** American Journal of Health Promotion
* American Journal of Preventive Medicine
* American Journal of Public Health
* Annual Review of Public Health
* Journal of Social Marketing
* Social Marketing Quarterly
* The Lancet Global Health
* Tobacco Control

**Web Resources:*** American College of Health Association

<http://www.acha.org/>* American Marketing Association

https://www.ama.org* Center for Disease Control and Prevention and Morbidity and Mortality Weekly Report

<http://www.cdc.gov/mmwr/>* Epiquery: Interactive Health Data, New York City Department of Health and Mental Hygiene

<https://a816-healthpsi.nyc.gov/epiquery/> * Healthy People 2020, US Department of Health and Human Services

<http://www.healthypeople.gov/hp2020>* Social Marketing Association of North America

<https://smana.org/>* Society for Healthcare Strategy & Market Development of the American Hospital Association

http://www.shsmd.org/* Vital Statistics for New York State

<http://www.health.state.ny.us/nysdoh/vital_satistics>  |

|  |  |
| --- | --- |
| **4** | **Library faculty focus on strengthening students' information literacy skills in finding, critically evaluating, and ethically using information. We collaborate on developing assignments and customized instruction and research guides. When this course is offered, how do you plan to consult with the library faculty subject specialist for your area? Please elaborate.**I would like assistance searching for open educational resources.   |

|  |  |
| --- | --- |
| **5** | **Library Faculty Subject Specialist \_\_\_\_\_\_\_Nancy Gonzalez\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Comments and Recommendations**The library only owns a few titles related to the proposed course. The remaining titles on the bibliography, including the required text and the supplemental texts, are not available in the collection. However, the library will make an attempt to order those titles when the new budget becomes available. When it comes to the appropriate course journals, the library does subscribe to some journal titles, such as American Journal of Preventive Medicine, American Journal of Public Health, and The Lancet Global Health. Our other health related electronic resources also provide further support for the proposed course.**Date 2/5/18** |

# Course Outline:

## Catalogue Description

The fundamentals of social marketing in healthcare settings, the pharmaceutical industry, disease prevention, environment health, health literacy, health promotion and emergency preparedness.  Students critically examine case studies of social marketing and communication campaigns to determine effectiveness in health outcomes on targeted populations and to develop their own business proposals, media strategies and creative deliverables.

## Course Rationale

This course enables students to acquire an understanding of key issues routinely encountered when developing social marketing strategies in healthcare settings. For those seeking to become healthcare administrators, the course provides an enhanced level of discipline content beyond that already covered in the HSA program’s core teaching. Coursework will familiarize the student with the subject area found within the discipline’s growing social marketing sector in order that they may demonstrate the ability to strategize, implement and assess the impact of public messaging on demographic and clinical populations.

**Number of credits:** 3 **Number of hours:** 3

## Course Specific Learning Outcomes/Assessment Methods

Upon completion of the course, students will be able to address the following key discipline issues:

|  |  |
| --- | --- |
| **Course Specific Learning Outcomes** | **Assessment Methods** |
| To demonstrate competency developing public service messaging for a targeted audience. | Evaluate class discussions, create public service announcements, exams, write case studies, write group creative proposal, develop a communication campaign |
| To synthesize the theoretical foundation on which social marketing is based, and then apply those principles to address health promotion and risk to a targeted audience.  |  Evaluate class discussions, write group creative proposal, develop a communication campaign |
| To demonstrate competency when developing ethical content when addressing health disparities. | Evaluate class discussions, create public service announcements, exams, write case studies, write group creative proposal, develop a communication campaign |
| To critique the historical significance, cultural meaning, and economic intentions of images circulating across multiple media platforms about targeted populations for health and environmental messaging. |  Evaluate class discussions, write case studies |

**General Education Learning Outcomes:**

|  |  |
| --- | --- |
| **General Education Outcomes** | **Assessment Methods** |
| Collect, interpret and evaluate information about impacts of social marketing on targeted populations from a variety of sources. | Students will write weekly case studies based on a synthesis of classroom lectures and available materials focused on how social marketing impacts targeted populations in different healthcare sectors. |
| Engage in formal presentations of project proposal and deliverables and demonstrate technology competency with various electronic media. | Students will develop public service announcements used to raise awareness of key environmental, healthcare, and epidemiological conditions affecting different populations and communities.  |
| Acquire critical and creative social marketing tools for lifelong learning. | Students will take an exam that will determine if they have synthesized material from classroom lectures and assignments on how social marketing impacts targeted populations in different healthcare sectors. |
| Students will exercise proficient communication skills including written and oral communication. | Students will write a social marketing proposal from conception to deliverable for a student group project.  |

## Assignment Specific Assessments:

|  |  |  |
| --- | --- | --- |
| **Assignment**  | **Course-Specific Outcomes** | **General Education Outcomes** |
| Test #1 and #2. Students will be tested to measure whether they have read, interpreted, and synthesized required readings, class discussions, and other materials presented in class.  | To synthesize the theoretical foundation on which social marketing is based, and then apply those principles to address health promotion and risk to a targeted audience.  | Collect, interpret and evaluate information from a variety of sources. |
| Public Service Announcement #1 and #2. Students will demonstrate proficiency in developing two posters based on healthcare, pharmaceutical, or public health criteria. | To demonstrate competency developing public service messaging for a targeted audience. | Students will exercise proficient communication skills including written and oral communication. |
| Creative business proposal. Based on available technologies and software applications, students will craft a creative marketing proposal on which they will base their campaign project. | To develop competent ethical content when addressing health disparities.  | Apply knowledge to analyze social and economic issues. |
| Develop strategic campaign. Student groups will produce marketing materials for one of three non-profit agencies from the local and global healthcare sector. Student group projects will comprise of branding and media outreach using available software available.  | To synthesize the theoretical foundation on which social marketing is based, and then apply those principles to address health promotion and risk to a targeted audience.  | Engage in formal presentations and demonstrate technology competency with various electronic media. |
| Case studies. Students will analyze and then post on Open Lab weekly social marketing case studies of a heath care setting, pharmaceutical medication, public or environmental health theme that will be presented in each class.  | Students should be able to critique the historical significance, cultural meaning, and economic intentions of images circulating across multiple media platforms about targeted populations for health and environmental messaging. | Acquire tools for lifelong learning. |

## Sample Course Schedule

Indicative contents and their sequencing (course will meet 1 session per week for 3 hours).

|  |  |  |
| --- | --- | --- |
| *Date* | *Topic* | *Class Topic Modules* |
| Session/Week 1 | **What is Social Marketing**This lecture begins with the question of what is social marketing and how do key principles affect communication outreach in healthcare, pharmaceutical, and public health sectors. Identify key agencies and sectors that use social marketing for message dissemination. Introduce the role of social behavior theory and why it’s possible to change behavior, attitudes, and lifestyle of a targeted audience. Introduction to first case study. Introduce design principle of space. Discuss an historical approach to understanding messaging around prevention and treatment of Sexually Transmitted Infections during wartime and cultural shifts in American life. Introduction to available software instruction. Discuss reading requirement.  | * Case Study: STIs then and now: Syphilis, Gonorrhea, HPV, Chlamydia
* Software Instruction
* Design Principle: Space
 |
| Session/Week 2 | **Foundation of Social Marketing**Introduction to foundations of social marketing in health care, pharmaceutical and public health settings. Identify key issues that have been addressed publicly by using messaging. Discuss Zika Virus eradication and control outbreak control and messaging in Puerto Rico, Brazil, and New York City. Discuss reading requirement.  | * Introduction to foundations of social marketing
* Case Study: Zika Virus: Puerto Rico, Brazil, NYC
* Software Instruction
* Design Principle: Unity
* Discuss Reading
 |
| Session/Week 3 | **Social Marketing Process**Overview of social marketing process. Introduction to planning, message development, and pre-testing. This lecture explains how messaging can be connect to policies that legislate public behavior and the role of taxation. Discuss New York City’s Anti-Obesity initiatives. Discuss reading.  | * Social marketing process, planning, message development, pre-testing
* Case Study: Anti-Obesity: NYC DOHMH, Pouring on the Pounds
* Software Instruction
* Discuss Reading
 |
| Session/Week 4 | **Research and Analysis** This lecture focuses on role of research to determine programmatic learning outcomes. Address techniques such as focus groups, data scraping and in-depth interviewing to inform messaging. Discuss the role of messaging when addressing substance abuse. Introduce students to design principle of type character.  | * Role of research
* Case Study: Substance Abuse: Montana Meth Project
* Software Instruction: Design Principle: Type Character
* Discuss Reading
 |
| Session/Week 5 | **Formative Research**Explore the role of formative research in the development of social marketing. Emphasis on environment analysis, target audience research, and pretesting of messages. Explore strengths and weaknesses of primary and secondary research and tailoring it to specific needs of program. Analyze maternal infant health comparing breastfeeding messaging versus Nestle formula. Discuss reading.  | * Formative research
* Environment analysis
* Target audience
* Pre-testing
* Case Study: Comparative Maternal Infant Health: Breast Feeding vs. Nestle Formula
* Discuss Reading
 |
| Session/Week 6 | **Strategy Development and Audience Segmenting** Lecture is based on what is audience segmentation, segmentation criteria, and the role of audience segmenting in social marketing process. Explore target audience research, focus groups, attitudinal & behavioral surveys, market segmentation database analysis based on availability of budget. Review the current text while driving campaigns and their relationship to the history of driver safety initiatives. Discuss reading.  | * Audience Segmentation
* Segmentation Criteria
* Case Study: Driver Safety then and now: Seat belt use vs. texting while driving
* Discuss Reading
 |
| Session/Week 7 | **Strategy** Lecture on research timeline and creating objectives of social marketing strategy. Critique projects. Analyze comparative emergency preparedness messages and initiatives in Florida, California, and New York. Discuss reading assignment. Discuss reading. Test administered.  | * Strategies
* Case Study: Comparative Emergency Preparedness: Florida, California, New York
* Critique Projects
* Discuss Reading
 |
| Session/Week 8 | **Design and Effective Messaging**Lecture on key parts of messaging process, including types of products, price, placement, promotion, publics, partnerships, policy, and budget. Special consideration of available budget and what media outlets can be considered. Evaluating the ACA marketplace in New York City. Discuss reading.  | * Social Marketing Process
* Case Study: The ACA marketplace in New York State
* Discuss Reading
 |
| Session/Week 9 | **Appropriate Channels and Producing Creative Communication**Introduce students to different media platforms and audience reach of those communication outlets. Explore finding effective media platforms for targeted audiences. Review the rebranding of New York City health system. Discuss readings. Introduce students to available software.  | * Appropriate channels
* Case Study: Rebranding New York City health system: NYU Langone, Mt. Sinai, Northwell, & HHC
* Introduction to available software
* Discuss Readings
 |
| Session/Week 10 | **Pretesting and utilizing pretesting results**Examine pretesting principles and criteria. Review budgetary considerations. Analyze hospital hand hygiene compliance issues. Discuss Reading.  | * Criteria, principles, budgetary consideration
* Case Study: Hospital hand hygiene compliance
* Discuss Readings
 |
| Session/Week 11 | **Implementation plan & buying traditional media**Explore implementation of planning and buying traditional media. Review media availability based on budget. Examine workplace flue vaccination programs. Word Press introduced. Discuss reading. | * Planning and buying traditional media
* Case Study: Occupational Prophylaxis: Workplace Flu Vaccination Programs
* Word Press Introduction
 |
| Week 12 | **Social Media, Publicity, Monitoring Implementation**Discuss key principles of using social media for engaging users. Examine the pharmaceutical sectors’ direct to consumer marketing of medications. Discuss reading.  | * Social media engagement
* Case Study: Direct to consumer: Harvoni vs. Viagra
* Discuss Reading
 |
| Week 13 | **Evaluation and Feedback**Introduction to role of research evaluation in social marketing process. Review marketing to providers. Discuss reading.  | * Evaluation tools
* Case Study: Marketing to providers: Prozac and opioid painkillers
* Discuss Reading
 |
| Week 14 | **Evaluation Methods**Discuss appropriate evaluation tools for student group projects. Analyze closed marketing. Discuss reading. | * Evaluation tools
* Case Study: Closed Markets: epiPen
* Discuss reading
 |
| Week 15 | **Student Presentations**Peer evaluation of student presentations.  | * Present final group projects
 |

**Instructor has the right to make changes to this syllabus.**

## Class Format:

The class format includes providing multiple learning modules during each class time. This will include theoretical lectures, case discussions, online forums, client presentations, hands-on instruction, and in-class individual and group project time.

## Grading

**The following weightings will be applied to grades:**

Test 1 10%

Test 2 10%

PSA assignment one 5%

PSA assignment two 5%

Group Creative Proposal 10%

Group Strategic Communication Campaign Project 30%

Case study critiques on Open Lab’s WordPress 30%

Total: 100%

**Grades will be assigned accordingly**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Letter Grade | Numerical Grade Range | Quality Points (QPA)  |  | Letter Grade | Numerical Grade Range | Quality Points (QPA) |
| A: | 93-100 | 4.0 |  | C+: | 77-79.9 | 2.3 |
| A-: | 90-92.9 | 3.7 |  | C: | 70-76.9 | 2.0 |
| B+: | 87-89.9 | 3.3 |  | D:  | 60-69.9 | 1.0 |
| B: | 83-86.9 | 3.0 |  | F: | 59.9 or below | 0.0 |
| B-: | 80-82.9 | 2.7 |  | WU  | Unofficial Withdrawal (attended at least once) | 0.0 |
|  |  |  |  | WF | Withdrew Failing | 0.0 |

## Recommended instructional materials

**Recommended textbook:**

Weinreich, Nedra Kline. (2011). Hand-On Social Marketing: A Step-by-Step Guide to Designing Change for Good (second edition). Thousand Oaks, CA: Sage.

ISBN-13: 978-1412953696

**Library, web resources and bibliography:**

**Library Resources:**

* Text on reserve
* Database resources for online searches
* Support general referencing materials

**Supplemental Bibliography:**

Hastings, Gerard. (2014). *Social Marketing: Why Should the Devil Have All the Best Tunes?* London: Routledge.

Hill, Mansfield, Heather. (2012). *Social Media for Social Good: A How-to Guide for Nonprofits*. New York: The McGraw-Hill. King, Samantha, (2006). *Pink Ribbons, Inc.: Breast Cancer and the Politics of Philanthropy*. Minneapolis: University of Minnesota Press. Korhan, Jeff. (2013). *Built-In Social: Essential Social Marketing Practices for Every Small Business*. Hoboken, NJ: John Wiley & Sons. Lewis, Mike. (2012). *Stand Out Social Marketing: How to Rise Above the Noise, Differentiate Your Brand, and Build an Outstanding Online Presence*. New York: McGraw Hill Education. McKenzie-Mohr, Doug. (2011). *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing*. Gabriola Island, BC, Canada: New Society

**A Partial List of Appropriate Course Journals:**

* American Journal of Health Promotion
* American Journal of Preventive Medicine
* American Journal of Public Health
* Annual Review of Public Health
* Journal of Social Marketing
* Social Marketing Quarterly
* The Lancet Global Health
* Tobacco Control

**Web Resources:**

* American College of Health Association

<http://www.acha.org/>

* American Marketing Association

https://www.ama.org

* Center for Disease Control and Prevention and Morbidity and Mortality Weekly Report

<http://www.cdc.gov/mmwr/>

* Epiquery: Interactive Health Data, New York City Department of Health and Mental Hygiene

<https://a816-healthpsi.nyc.gov/epiquery/>

* Healthy People 2020, US Department of Health and Human Services

<http://www.healthypeople.gov/hp2020>

* Social Marketing Association of North America

<https://smana.org/>

* Society for Healthcare Strategy & Market Development of the American Hospital Association

http://www.shsmd.org/

* Vital Statistics for New York State

<http://www.health.state.ny.us/nysdoh/vital_satistics>

**ATTENDANCE AND SUBMISSION OF REQUIRED COURSEWORK:**

It is the responsibility of the student to participate in all weekly activities occurring both in-class and for online sessions. Participation is determined by contributing to online forums, posting assignments on time, and group work input.

If excessive absences are due to medical illness or family emergencies, it is the student's responsibility to contact the instructor and to provide instructor with proper documentation (e.g., doctor’s note) regarding their absence, so that reasonable accommodation can be arranged for homework and assignments. Submitting coursework in a tardy manner and contacting the instructor “after the fact” will result in loss of grade for these submissions.

Each documented absence is counted as an absence.

## ACADEMIC INTEGRITY POLICY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity.

**CUNY Policy on Academic Integrity**

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

**Definitions and Examples of Academic Dishonesty**

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

* Copying from another student during an examination or allowing another to copy your work.
* Unauthorized collaboration on a take home assignment or examination.
* Using notes during a closed-book examination.
* Taking an examination for another student, or asking or allowing another student to take an examination
for you.
* Changing a graded exam and returning it for more credit.
* Submitting substantial portions of the same paper to more than one course without consulting each instructor.
* Preparing answers or writing notes in an exam booklet before an examination.
* Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
* Giving assistance to acts of academic misconduct/dishonesty.
* Fabricating data.
* Submitting someone else’s work as your own.
* Unauthorized use during an examination of electronic devices such as cell phones, text messaging devices, palm pilots, computers or other technologies to retrieve or send information.

**Plagiarism** is the act of presenting another person’s ideas, research or writings as your own.
**Plagiarism** may also include submitting your own original work for multiple course assignments**.**

The following are some examples of plagiarism, but by no means is it an exhaustive list:

* Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
* Presenting another person’s ideas or theories in your own words without acknowledging the source.
* Using information that is not common knowledge without acknowledging the source.
* Failing to acknowledge collaborators on homework and laboratory assignments

**Internet Plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

* Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
* Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
* Retaining, using or circulating examination materials that clearly indicate they should be returned at the end of the exam.
* Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents**

The following are some examples of falsification, but by no means is it an exhaustive list:

* Forging signatures of authorization.
* Falsifying information on an official academic record.
* Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

# Course Need Assessment:

**Target students who will take this course:** The course will be offered as an elective appealing to:

* Current students within the major with interests in social marketing in healthcare settings.
* Graduates whose occupational circumstances require further study in social marketing in healthcare settings.
* The course will also be required within HSA’s BS HcPM degree proposal.

**Projected Headcounts:**

HSA has sufficient enrollment to offer this course at least twice a year. Our current enrollment is close to 300 students. Twenty-five students per section based on classroom seating availability. Eligible students would arise from students enrolled in Health Administration and Human Services.

**Additional physical resources required:**

The course will be held in a computer lab equipped with software.

**Course overlap with other courses, both within and outside of the department:**

The proposed course seeks to increase the spectrum of discipline specific learning offered by the HSA program. Inclusion of this elective course into the HSA Program is undertaken without the need to modify any existing HSA core or elective courses. The course builds upon preexisting knowledge gained in HSA 3510 (Health Services Management I) and provides a greater breadth and depth of discipline specific instruction on social marketing strategies and deliverables in healthcare settings.

**Full time faculty qualified to teach this course:**

The course will be taught by existing HSA faculty, Katherine Gregory, PhD, MS, MA, who is a full-time faculty member in the HSA Program.

**Accredited body documentation:**

Based on the Association of University Programs in Health Administration (AUPHA), most accredited undergraduate Healthcare Administration programs have a marketing course component. A listing of AUPHA critical course content areas is provided in appendix 1. An accreditation body does not accredit the HSA Program.

# Course Design:

**Course Context:**

The course is a 3-credit elective for those students in the current HSA degree program and targets students whose interest(s) in healthcare is focused upon social marketing communication strategies applied to healthcare settings.

**Course structure:**

The course will be delivered in lecture format.

**Anticipated pedagogical strategies and instructional design:**

Lectures will be the predominant classroom strategy for delivery of didactic content. In order that the student can develop a deeper appreciation of the content, seminar discussions within the classroom and developing marketing strategies on Open Lab.

**How this course supports programmatic learning outcomes:**

The course embodies the principle learning outcomes of the HSA degree.

**Online Status:**

N/A, the course is designed using a classroom lecture format. Instruction will be enhanced through the use of Blackboard and Open Lab, allows the student to develop a deep appreciation of the content.

# Appendix 1: AUPHA critical content areas

**AUPHA critical content areas for certified undergraduate degree programs. The current HSA Program at the New York City College of Technology does not have program accreditation from an accrediting body.**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| 1 | US Healthcare System |   |
| 2 | Population / Community Health |  |
| 3 | Organizational Development Behavior Theory |   |
| 4 | Management of Health Care Organizations |  |
| 5 | Operations Assessment and Improvement |   |
| 6 | Mgmt. of Human Resources and Health Professions |  |
| 7 | Information System Management and Assessment |   |
| 8 | Health Care Law |  |
| 9 | Governance |   |
| 10 | Health Policy |  |
| 11 | Leadership |   |
| 12 | Statistical Analysis with Application to Decision Making |  |
| 13 | Healthcare Economics |   |
| 14 | Healthcare Marketing |   |
| 15 | Financial Analysis and Management |   |
| 16 | Ethics in Business and Health Care Decision Making |  |
| 17 | Strategy Formulation and Implementation |   |
| 18 | Quality Assessment for Patient Care |  |
| 19 | Managerial Epidemiology |   |
| 20 | Research Methodology |  |

# Appendix 2 Chancellor’s Report

1. Section A: Changes in Degree Programs

The following revision is proposed for the B.S. in Health Services Administration, Department of Health and Human Services

**Program:** Bachelors of Science in Health Services Administration

**Program Code:** 1202

**Effective:** Spring 2019

|  |  |
| --- | --- |
| **GENERAL EDUCATION COMMON CORE 1 42 CREDITS****I – REQUIRED CORE (4 COURSES, 12 CREDITS**) English Composition (2 courses, 6 credits)ENG 1101 English Composition I 3 ENG 1121 English Composition II 3 Mathematical and Quantitative Reasoning 2 (1 course, 3 credits) Any Approved Course Life and Physical Sciences (1 course, 3 credits) Any Approved Course II – **II FLEXIBLE CORE (6 COURSES, 18 CREDITS)** Select one course from each of the following areas; plus one additional course from any of the five areas; no more than two courses may be selected from any discipline. 18 **World Cultures and Global Issues** Any Approved Course **US Experience in its Diversity** Any Approved Course **Individual and Society** Any Approved Course **Creative Expression** Any Approved Course **Scientific World** Any Approved Course **III – COLLEGE OPTION REQUIREMENT (4 COURSES, 12 CREDITS)** One course in Speech/Oral Communication  COM 1330 Public Speaking or higher 3One interdisciplinary Liberal Arts and Sciences course 3Two additional liberal arts courses 6In meeting their general education requirements overall, students must take at least one advanced liberal arts course or two sequential courses in a foreign language. Students transferring with an associate degree are required to take only 6 credits of the College Option, which must include a course in Speech/Oral Communication (unless such a course was already taken at the associate level) and the Interdisciplinary Liberal Arts and Sciences course. **Writing Intensive Requirement** Students at New York City College of Technology must complete two courses designated WI for the associate level, one from GenEd and one from the major; and two additional courses designated WI for the baccalaureate level, one from GenEd and one from the major. Associate-Level Courses in Discipline and Upper-Level Professional Electives (42 Credits)**PROGRAM-SPECIFIC DEGREE REQUIREMENTS**  **18 CREDITS** HSA 3510 Health Services Management I 3HSA 3560 Legal Aspects of Health Care 3HSA 3602 Health Services Management II 3HSA 3630 Health Care Finance and Accounting Management 3HSA 4620 Health Care Information Systems 3HSA 4740 Health Research Methods 3**Program-Specific Liberal Arts and Sciences Requirements 18 credits** ECON 1101 Macroeconomics 3 ECON 2403 Labor Management Relations 3 MAT 1272 Statistics or higher-level statistics course 3 PHIL 2203 Health Care Ethics 3 PSY 1101 Introduction to Psychology 3 PSY 2404 Personnel and Organizational Psychology 3 Electives to reach 60 credits of Liberal Arts and Sciences credits **Program-Specific Elective Courses** (As needed to reach a total of 60 professional credits) HSA 4900 Health Services Internship 3 HSA 4910 Introduction to Public Health Administration 3 HSA 4960 Nursing Home Administration 3 **TOTAL PROGRAM-SPECIFIC REQUIRED AND ELECTIVE COURSES 60** **TOTAL NYS LIBERAL ARTS/SCIENCE CREDITS 60** **TOTAL CREDITS REQUIRED FOR THE DEGREE 120** | **GENERAL EDUCATION COMMON CORE 1 42 CREDITS****I – REQUIRED CORE (4 COURSES, 12 CREDITS**) English Composition (2 courses, 6 credits)ENG 1101 English Composition I 3 ENG 1121 English Composition II 3 Mathematical and Quantitative Reasoning 2 (1 course, 3 credits) Any Approved Course Life and Physical Sciences (1 course, 3 credits) Any Approved Course II – **II FLEXIBLE CORE (6 COURSES, 18 CREDITS)** Select one course from each of the following areas; plus one additional course from any of the five areas; no more than two courses may be selected from any discipline. 18 **World Cultures and Global Issues** Any Approved Course **US Experience in its Diversity** Any Approved Course **Individual and Society** Any Approved Course **Creative Expression** Any Approved Course **Scientific World** Any Approved Course **III – COLLEGE OPTION REQUIREMENT (4 COURSES, 12 CREDITS)** One course in Speech/Oral Communication  COM 1330 Public Speaking or higher 3One interdisciplinary Liberal Arts and Sciences course 3Two additional liberal arts courses 6In meeting their general education requirements overall, students must take at least one advanced liberal arts course or two sequential courses in a foreign language. 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**Rationale:** To add new course HSA 4970 to list of allowed electives.

1. **New courses to be offered in and by the School of Professional Studies.**

|  |  |
| --- | --- |
| **Department(s)** | Health Services Administration |
| **Academic Level** | **[ x ] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial**  |
| **Subject Area** | Health Services Administration  |
| **Course Prefix** | HSA |
| **Course Number** | 4970 |
| **Course Title** | Social Marketing in Healthcare Settings |
| **Catalog Description** | The fundamentals of social marketing in healthcare settings, the pharmaceutical industry, disease prevention, environment health, health literacy, health promotion and emergency preparedness.  Students critically examine case studies of social marketing and communication campaigns to determine effectiveness in health outcomes on targeted populations and to develop their own business proposals, media strategies and creative deliverables. |
| **Prerequisite** | HSA 3510  |
| **Corequisite** |  |
| **Pre- or corequisite** |  |
| **Credits** | 3 |
| **Contact Hours** | 3 |
| **Liberal Arts** | **[ ] Yes  [ x  ] No**  |
| **Course Attribute (e.g. Writing Intensive, etc)** | none |
| **Course Applicability** |

|  |  |
| --- | --- |
| **[x ] Major** |  |
| **[ ] Gen Ed Required** | **[ ] Gen Ed - Flexible** | **[ ] Gen Ed - College Option** |
| **[ ] English Composition** | **[ ] World Cultures** | **[ ] Speech** |
| **[ ] Mathematics** | **[ ] US Experience in its Diversity** | **[ ] Interdisciplinary** |
| **[ ] Science** | **[ ] Creative Expression** |  **[ ] Advanced Liberal Arts** |
|  | **[ ] Individual and Society** |  |
|  | **[ ] Scientific World** |  |

 |
| **Effective Term** | Spring 2019 |

1. **Rationale:** This course enables student to gain understanding of key issues routinely encountered when developing messaging deliverables in healthcare marketing. This course provides an enriched level of discipline content beyond what is covered in the Health Services Administration program’s core teaching.

# Appendix 3: Excerpt from HSA Curriculum Meeting

Excerpt from Health Services Administration Meeting: 11/7/2017 and 12/5/2017.

Course proposal approved with minor revisions. (Minutes available but not attached.)

# Appendix 4: Excerpt from College Council Course Development Subcommittee Meeting

Excerpt from College Council Course Development Subcommittee Meeting: 3/14/2018.

 Course proposal approved with minor revisions.

# Appendix 5: Excerpt from Provost’s Office and College Council Course Development Subcommittee Meeting

 Excerpt from Provost’s Office Meeting: 4/11/2018.

 Course proposal approved with minor revisions.

# Appendix 6: Letter of Support from the Director of the Professional and Technical Writing Program

Letters of Support from Dr. Reneta Lansiquot, Director of the Professional and Technical Writing Program, and Dr. Lucas M. Bernard, Chair of the Business Department.



