

NUTR 0213: Social Media for Health and Nutrition Communication
Fall Semester 2021 (September 9th – October 21st)

Class Meetings: *Thursdays, 4:45-7:45pm, Online (this course will have both synchronous and asynchronous components)*

Instructor(s): *Marisa Hastie, Ed.D., ACSM EP-C, FACSM*

Email: Marisa.Hastie@tufts.edu

Office hours: *By appointment (I will also be available each Wednesday before and after our course time)*

Graduate Credits: 1.5

Prerequisites: *None*

Enrollment: 15 (10 seats reserved for NICBC students)

Course Description: In this course, we will examine the diverse uses of social media in the current health and nutrition field and develop a framework for students to apply for future social media usage in professional endeavors. The use of social media as a business tool, communication medium, and community building mechanism has only been amplified by the global pandemic and current social and political climate. Attention will be paid to the critical analysis of the appropriateness, potential target populations, communication and health behavior strategies, the risks and benefits, and the overall intended outcomes and reach of social media communication. Students will ultimately create the design and evaluation framework to launch a social media campaign/initiative of their choosing.

Course Objectives: Through readings, case studies, individual and group assignments, projects and discussion, students will:

1. Explore the genesis and development of social media and its specific usages in health and nutrition campaigns, initiatives, and business marketing.
2. Define and discuss social media engagement and its uses in health and nutrition communication.
3. Critically analyze a variety of social media platforms including, but not limited to: Facebook, Twitter, Instagram, Blogs, YouTube, Wikis, LinkedIn, Yelp, RSS feeds etc. and their applicability in the health sector and usage by varying demographics.
4. Explore and utilize best-practices for social media campaign development and maintenance in the health fields.
5. Create appropriate and targeted social media messages based on specified communication and behavior change theories and/or models.
6. Utilize research-based methodologies to evaluate the success, cost, and risks of social media campaigns/initiatives.
7. Design, implement and evaluate a quality health and/or nutrition focused social media campaign/initiative.

Texts or Materials: This course will not utilize a traditional textbook, but will instead use a selection of readings from journals, media sources, and health and government websites. All reading assignments will be posted on Canvas electronically or will be accessible through the Tufts Library system or a web search.

Academic Conduct: Each student is responsible for upholding the highest standards of academic integrity, as specified in the Friedman School's Policies and Procedures manual (<http://nutrition.tufts.edu/student/documents>) and Tufts University policies (<http://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy>). It is the responsibility of each student to understand and comply with these standards, as violations will be sanctioned by penalties ranging from failure on an assignment and the course to dismissal from the school.

Classroom Conduct:

Students are expected to:

- Be prepared for all classes and participate fully and professionally in synchronous and asynchronous course activities.
- Assigned tasks must be completed on time and of high quality.
- Arrange time off in advance. If illness or personal emergencies arise, notify the instructor (by email) and classmates as soon as possible. Whenever possible, submit anything that is pertinent or due during your absence. Follow-up with the instructor and classmates upon return so that you know what you missed.
- Be respectful, open, and collaborative. Be receptive to feedback and thoughtful in giving feedback.
- Engage fully and enthusiastically with the topic at hand.

Online Course "Netiquette"

Our classroom will largely be online this semester. Online discussions can feel different than in-person communication. When varying viewpoints are shared, sometimes things can become heated. When they don't include a face-to-face component to clarify misunderstandings, things can become uncomfortable. When posting online, remember the following recommendations:

- Stay on topic and within the scope of the course material. Be as brief as possible while still making a substantive contribution
- Take the discussion seriously – think before speaking or typing. And be attentive to existing arguments; in discussion forums, read all messages in a thread before replying
- Always give proper credit when referencing or quoting another source
- Don't repeat someone else without adding something of your own
- Always be respectful of others' opinions even when they differ from your own. When you disagree with someone, express your differing opinion respectfully and non-critically. Be open-minded.

(Derived from the University of Florida Netiquette Guide for Online Courses)

Assessment and Grading:

Social Media Platform Evaluation Paper (1)

Each student will select one social media platform and critically evaluate the strengths, weaknesses, target populations, and potential for use in the health and nutrition field. This written analysis will serve as a platform for a discussion about social media platforms. No more than two students can investigate the same platform (a digital sign-up spreadsheet will be provided).

Health/Nutrition Campaign or Initiative Evaluation (1)

Students will self-select one current health/nutrition campaign or initiative that is currently using at least one social media platform as a primary tool for communication, promotion, and engagement. Using a pre-determined method for evaluation, students will critically evaluate the success, reach, and impact of the health/nutrition campaign. Again, this will serve as a basis for a discussion.

Campaign/Initiative Design Project

Over the course of the term, students will work in a group to design a social media campaign that is a stand-alone campaign or part of a larger intervention. The project will include multiple components, each of which will be developed in a draft form prior to the final. These drafts will serve as an opportunity for students to practice using course concepts and materials in the design process for a campaign. Feedback on these drafts will be given by both the instructor and peers to facilitate the development of the campaign. The draft assignments will include: a brief literature review on the selected topic; a description of the project's rationale and specific aims; description of and research on the intended target population; rationale for selection of social media tool(s); development of creative content for the campaign; an evaluation plan including key markers of success; and a comprehensive set of posts/content/tools/features that will be utilized. Your ability to share your work and solicit (and incorporate) feedback will be incorporated into your assignment grade.

Readings and Class Discussions (Synchronous and Asynchronous)

Weekly readings will be assigned and will be the basis for discussions and assignments. Students are expected to thoroughly read the assigned items and be prepared for an engaged classroom discussion. Additional optional readings will be noted to support additional learning and to inform student work. Students are encouraged to bring additional readings/research items that they found useful in bolstering their understanding of the weekly topic to share with the class. Most of the major assignments will include an informal presentation of your work via a discussion forum on Canvas (asynchronous) or a Zoom conference at the scheduled class time (synchronous). Zoom conversations will be held synchronously on 4 of 6 weeks of this course (you will be asked to attend at least 2 of these sessions, but you are encouraged and welcome to attend all of them). The 7th week will include a live (synchronous) Zoom class session for all participants that will include Q&A associated with the final presentations. * *Additional assignment details, expectations, grading rubrics and samples are available on Canvas.*

Grading

A passing grade in the course is B- or better. Course grades will be based on the below (subject to revision during the course):

A	> 94%
A-	90 - <94%
B+	87 - <90%
B	84 - <87%
B-	80 - <84%

ASSIGNMENTS	Percentage
<i>Social Media Platform Evaluation Assignment</i>	10%

<i>Health and Nutrition Campaign/Initiative Evaluation</i>	10%
<i>Campaign/Initiative Design Project</i> <ul style="list-style-type: none"> ○ Literature review – 15% ○ Project Overview and Justification - 25% <ul style="list-style-type: none"> ○ Includes: rationale and specific aims; description of and research on the intended target demographic; demographic persona; rationale for selection of social media tool(s) ○ Campaign/Initiative Design – 25% ○ Campaign Assessment/Evaluation plan -10% ○ Presentation – 15% ○ Peer Evaluations + Q&A participation – 10% 	60%
<i>Class Participation (readings, discussion forums, synchronous session attendance, asynchronous participation in forums, presentation of work, contributions to the course, quality of participation in discussions, etc.)</i>	20%
TOTAL	100%

Assignments and Submission Instructions: All assignments must be submitted in the designated submission folder on Canvas. Assignments received after their deadline (day and time) will receive a deduction of 20% of the point total for every business day late (this includes assignments received on the due date, but after the time deadline). Students who are unable to complete an assignment on time for any reason should notify the instructor by email prior to the deadline, with a brief explanation for why the extension is needed.

Accommodation of Disabilities: Tufts University is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations, please contact the Friedman School Assistant Dean of Student Affairs at 617-636-6719 to make arrangements for determination of appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

Course Calendar and Assignments

**This schedule is subject to modification at the instructor's discretion.*

This schedule combines both synchronous and asynchronous opportunities, in recognition that the pandemic has altered all of our schedules and lives. Returning to the new academic year will most likely be an adjustment for most of us.

With this in mind, synchronous Zoom classes will be held every week and you are highly encouraged to attend these. The goal of these synchronous conversations is to have a deeper dialogue about the course topics, to “workshop” student work that ultimately will contribute to your final social media campaign design project, and to create community. Should you have difficulty in attending for some major reason (i.e. time zone difference, conflict in schedule, etc.) there will be an asynchronous discussion that you will be expected to participate in, in addition to watching the recorded lecture and completing all assignments. **You**

will be required to attend a minimum of two live, synchronous classes regardless so please plan ahead (in addition to the final class session). The 7th week (final class session) will be held synchronously, via Zoom, for all participants. Each of you will be presenting your final social media campaign project and fielding questions from your classmates and myself.

Module 1 (September 9th) – Synchronous or Asynchronous choice

Topics/Class Activities:

- This module will serve to lay the foundation for the course. In addition to meeting class members, there will be an introduction to the course syllabus, an overview of learning outcomes and associated assignments, and a discussion on the scope of the course as it relates to students' future career goals.
- Instructional content will include a historical perspectives of social media usage in health and nutrition communication and an introduction to a variety of social media platforms, highlighting some of the key benefits, potential drawbacks, risks, target population, campaign reach, etc.
- Using a pre-determined method (*Seven Functional Building Blocks*) students will evaluate one social media platform using an assigned criteria.

Assignments:

- **Discussion Forum:** *Student introductions*
- **Social Media Platform Evaluation Assignment**
- **Required Readings:**

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*, 35(1), 1-18.

Kietzmann, J.H., Hermkens, K., McCarthy, I.P. & Silvestre, B.S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*, 54(3), 241-251.

- **Additional/Optional Readings:**

Edney, S., Bogomolva, S., Ryan, J., Olds, T., Sanders, I., & Maher, C. (2018). Creating engaging health promotion campaigns on social media: Observations and lessons from Fitbit and Garmin. *Journal of Medical Internet Research*, 20 (12), 1-16, doi: 10.2196/10911: 10.2196/10911

Module 2 (September 16th) – Synchronous or Asynchronous choice

Topics/Class Activities:

- This module will focus on the initial creative development process of a social media campaign. Discussion (synchronous or asynchronous) will focus on student findings from their individual Social Media Platform Evaluation assignment. This discussion will then serve as a platform to discuss how to engage in an organizational needs assessment (SWOT analysis) that would subsequently lead to the design of a social media campaign that can address those areas.

- Students will also determine if they will be working alone or in a group for their final project.

Assignments:

- ***Canvas Discussion Forum or Zoom Synchronous Discussion – Platform Evaluation***
- ***Assignment - Social Media Campaign Evaluation Assignment***
- **Required Readings:**

Niger, B.L., Thackeray, R., Van Wagenen, S.A., Hanson, C.L., West, J.H., Barnes, M.D. & Fagen, M.C. (2012). Use of social media in health promotion: Purposes, key performance indicators, and evaluation metrics. *Health Promotion Practice, 13*(2), 159-164.

Helm, J. & Jones, R.M. (2016). Practice paper of the academy of nutrition and dietetics: Social media and the dietetics practitioner: Opportunities, challenges, and best practices. *Journal of the Academy of Nutrition and Dietetics, 116*(11), 1825-1835.

- **Additional/Optional Readings:**

Randolph, W. & Viswanath, K. (2004). Lessons learned from public health mass media campaigns: Marketing health in a crowded media world. *Annual Review of Public Health, 25*, 419-437.

Smailhodzic, E., Hooijsma, W., & Langley, D.J. (2016). Social media use in healthcare: A systematic review of effects on patients and on their relationship with healthcare professionals. *Health Services Research, doi 10.1186/s12913-016-1691-0*.

Module 3 (September 23rd) – Synchronous or Asynchronous choice

Topics/Class Activities:

- This module will include a discussion of students' findings from their Social Media Campaign Evaluation Assignment. Students will compare and contrast findings and highlight key features of the evaluated campaigns that either contributed towards success or detracted from.
- We will also begin discussing the strategic design process for social media campaigns. Several approaches will be highlighted with a focus on the structural components of a campaign, creation of campaign outcomes and SMART goals, development of a timeline for creation of campaign materials, release of campaign and maintenance.

Assignments:

- **Canvas Discussion Forum: *Social Media Campaign Evaluation***
- ***Campaign Literature Review Assignment***
- **Required Reading:**

Cugelman, B., Thelwall, M., & Dawes, P. (2011). Online interventions for social marketing health behavior change campaigns: A meta-analysis of psychological architectures and adherence factors. *Journal of Medical Internet Research*, 13(1), e17.

Korda, H. & Itani, Z. (2013). Harnessing social media for health promotion and behavior change. *Health Promotion Practice*, 14(1), 15-23.

- **Additional/Optional Readings:**

Argio, D., Pagoto, S., Carter-Harris, L., Lillie, S.E., & Nebeker, C. (2018). Using social media for health research: Methodological and ethical considerations for recruitment and intervention delivery. *Digital Health*, 4, DOI: 10.1177/2055207618771757; journals.sagepub.com/home/dhj

Wakefield, M.A., Loken, B., & Hornik, R.C. (2010). Use of mass media campaigns to change health behavior. *The Lancet*, 376, 1261-1271.

Module 4 (September 30th) – Synchronous or Asynchronous Choice

Topics/Class Activities:

- This module will continue our discussion on the strategic design process for social media campaigns and will focus on incorporating behavior and health change strategies in social media campaigns. Attention will be given to best practices identified in the literature, as well as student observations from their Social Media Campaign evaluation assignments.
- Students will work to clearly identify the specific objectives and SMART goals for their Social Media Campaign project, ultimately developing a rationale for their campaign. Identifying a target population/demographic, selecting the appropriate social media platforms for that population, , and developing user/client personas will be discussed.

Assignments:

- **Canvas Discussion Forum Asynchronous or Zoom Synchronous Discussion – “Meet my campaign!” - Campaign overview and demographic persona**
- ***Campaign Rationale, Outcomes and SMART Goal Assignment***
- **Required Readings:**

Grier, S. & Bryant, C.A. (2005). Social marketing in public health. *Annual Review of Public Health*, 26, 319-339.

Thackeray, R., Neiger, B.L., Hanson, C.L., & McKenzie, J.F. (2008). Enhancing promotional strategies within social marketing programs: Use of web 2.0 social media. *Health Promotion Practice*, 9(4), 228-243.

- **Additional/Optional Readings:**

If you are not familiar with Health Behavior Change Theory or need a refresher, please review this resource - <https://obssr.od.nih.gov/wp-content/uploads/2016/05/Social-and-Behavioral-Theories.pdf>

Module 5 (October 7th) – Synchronous or Asynchronous choice

Topics/Class Activities:

- This module will focus on the design of campaign materials. Creation of content (images, text, calls to action, etc.) and marketing strategies will be discussed as they relate to design, development, and target markets. The element of “two-way” communication as a unique characteristic of social media will be highlighted and the benefits, and potential drawbacks, of this will be discussed.

Assignments:

- **Zoom Discussion Synchronous or Canvas Forum Asynchronous – Marketing Framework**
- **Guest Speaker – Jennifer Hanway (<https://jenniferhanway.com/>)**
- *Campaign Design Assignment*
- **Required Reading:**

Gough, A., Hunter, R. F., Ajao, O., Jurek, A., McKeown, G., Hong, J., Barrett, E., Ferguson, M., McElwee, G., McCarthy, M., ... Kee, F. (2017). Tweet for Behavior Change: Using Social Media for the Dissemination of Public Health Messages. *JMIR public health and surveillance*, 3(1), e14. doi:10.2196/publichealth.6313

Hornik, R. C., & Yanovitzky, I. (2003). Using theory to design evaluations of communication campaigns: The case of the national youth anti-drug media campaign. *Communication Theory: A Journal of the International Communication Association*, 13(2), 204–224. <http://doi.org/10.1111/j.1468-2885.2003.tb00289.x>

- **Additional/Optional Readings:**

Hoffman, D.L. & Fodor, M. (2010). Can you measure the ROI of your social media marketing? *MIT Sloan Management Review*, 52(1), 41-49.

Klassen, K.M., Borleis, E.S., Brennan, L., Reid, M., McCaffrey, T.A., & Lim, M.S. (2018). What people “like”: Analysis of social media strategies used by food industry brands, lifestyle brands, and health promotion organizations on Facebook and Instagram. *Journal of Medical Internet Research*, 20(6), 1-15. doi: 10.2196/10227: 10.2196/10227

Module 6 (October 14th) – Synchronous or Asynchronous Choice

Topics/Class Activities:

- The focus of this module will be on the importance of developing an assessment strategy to evaluate the success of a social media campaign. Specific areas of focus will be: identifying markers of success; reviewing best practices as identified in the literature; performing a cost/benefit analysis; and an overview of potential evaluation tools will be provided. Evaluation tools embedded in social media platforms and other evaluation tools will be discussed.
- Students will also have the opportunity to discuss their campaign development progress and seek feedback and input on specific challenges they are experiencing. .

Assignments:

- **Zoom Discussion Synchronous or Canvas Forum Asynchronous – Evaluating “Effect” of Campaign**
- *Evaluation Plan* assignment
- **Prepare for presentations**
- *No assigned readings*

Module 7 (October 21st) – Required Synchronous Q&A for all class members

Final Presentations – Students will record a presentation of their final campaign/initiative design projects. Students will also review two peer projects. The week will conclude with a live Q&A session where students will have the opportunity to ask (an answer) questions from the class community about their final projects

Final Reflection Paper – Students will reflect on their experience in the course and potential applications to their future careers.