

Tufts University, Friedman School of Nutrition Science and Policy
NUTR 0213: Social Media for Health and Nutrition Communication
Spring Semester 2018

Class Meetings: *Wednesdays, 5:30-8:30pm (March 14th - May 9th), Jaharis 156*
**No class on March 21st (Spring Break) and May 2nd (Reading Day)*

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

Email: Marisa.Hastie@tufts.edu

Office hours: *By appointment*

Graduate Credits: **0.5**

Prerequisites: *None*

Enrollment: **20 (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. 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. In small groups, students will ultimately design, implement, and develop evaluation tools for 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 on time and prepared for all classes.
- Be present and actively contribute to the task at hand. Minimize distractions so that you can invest 100% of yourself to your classmates/colleagues. The use of cell phones and laptops during class time is limited to assigned class 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. This includes when you are listening to your peers present their work. Give every presenter equal respect and engagement.

Assessment and Grading:

Social Media Site Evaluation Paper (1)

Each student will select two (2) social media sites 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 an in class discussion on social media platforms.

Health/Nutrition Campaign or Initiative Evaluation (2)

Students will self-select two (2) current health/nutrition campaigns or initiatives that are 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. Two of these evaluations will be due throughout the semester.

Campaign/Initiative Design Project

Over the course of the semester, 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: 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); an evaluation plan including key markers of success; and a comprehensive set of posts/content/tools/features that will be utilized.

Readings and Class Discussions (ongoing)

Weekly readings will be assigned and will be the basis for classroom discussions and assignments. Students are expected to thoroughly read the assigned items and be prepared for an engaged classroom discussion. 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.

** Additional assignment details/expectations and grading rubrics will be handed out in class.*

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 Platforms 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 population; rationale for selection of social media tool(s)○ Campaign/Initiative Design – 25%○ Evaluation plan -15%○ Presentation – 15%○ Group/Personal Evaluation of Project – 5%	60%
<i>Class Participation (readings, discussion, 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). In class assignments and activities cannot be made up for any reason if missed. 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 Schedule, Topics, Learning Objectives and Assignments

** This schedule is subject to modification at the instructor's discretion. In case of extreme weather, we will notify you by email of class cancellation by 7:30 am.*

**Please note Friedman's on-campus courses may be offered by Tufts Webex (<https://it.tufts.edu/webex>) on days when the Boston campus is closed due to weather or a temporary cancellation issue. Students should expect to be notified by email in the event that class is cancelled and will be provided with the WebEx link for students to use for any remote class sessions. Also, any relevant course slides or materials will be made available on [Canvas](#). The Webex conference will be recorded and posted on Canvas when completed. If an on-campus examination or presentation was scheduled on a day when the Boston campus is closed due to weather or a temporary cancellation issue, the examination/presentation will be rescheduled for an alternate on-campus class session date.*

Week 1 (March 14th)

Topics/Class Activities:

- The purpose of this class session will be two-fold:
- Introduce students to the course syllabus, provide an overview of learning outcomes and associated assignments, and discuss the scope of the course as it relates to their future career goals.
- Provide students with a historical perspectives of social media usage in health and nutrition communication and introduce 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, one social media platform will be analyzed for the above criteria, serving as an example for the Social Media Platform Evaluation assignment.

Assignments:

- **Social Media Platform Evaluation Assignment due next week**
- **Assigned readings for next class:**

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), pp.1-18.

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), pp. 1825-1835.

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), pp. 241-251.

No class March 21st – Spring Break

Week 2 (March 28th)

Due: *Social Media Platform Evaluation Assignment*

Topics/Class Activities:

- This class session will focus on the creative design process of developing a social media campaign. The class will discuss their 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 and then design a social media campaign that can address those areas.
- Students will also select their groups for their final project.

Assignments:

- **Social Media Campaign Evaluation Assignment due next week**
- **Assigned reading for next class:**

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), pp. 159-164.

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, pp. 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*, 16. doi 10.1186/s12913-016-1691-0.

Watch: <https://vimeo.com/35951879> (Video from our guest speaker next week, Dr. Corrine Beaumont)

Week 3 (April 4th)

Due: Social Media Campaign Evaluation Due

Topics/Class Activities:

- Guest Speaker: TBA
- This class session will end with an open discussion of the students' findings in 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, post content and on developing a timeline for development, release, and maintenance. *Will be continued in next week's class session.*

Assignments:

- **Literature Review Assignment for final project due next week**
- **Assigned reading for next class:**

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), pp. 15-23.

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

Week 4 (April 11th)

Due: Literature Review Due

Topics/Class Activities:

- This class session will begin by continuing our discussion on the strategic design process for social media campaigns.
- The focus of this class session will be 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 also work in their groups to clearly identify the specific aims of their project and developing a rationale for their campaign. Identifying a target population and selecting the appropriate social media tools for that population will be discussed.

Assignments:

- **Rationale and Specific Aims Assignment due next week**
- **Assigned reading for next class:**

Grier, S. & Bryant, C.A. (2005). Social marketing in public health. *Annual Review of Public Health*, 26, pp. 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), pp. 228-243.

Week 5 (April 18th)

Due: Project Overview and Justification Assignment Due

Topics/Class Activities:

- The focus of this class session will be on the design of campaign materials. Marketing strategies will be discussed as they relate to design, content 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:

- **Campaign Design Assignment due next week**
- **Assigned readings for next class:**

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

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>

Week 6 (April 25th)

Due: Campaign Design

Topics/Class Activities:

- The focus of this class session will be on 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 work with their project teams and consult with the instructor to prepare for their presentations.

Assignments:

- ***Evaluation* assignment due next week**
- **Prepare for presentations**

No class May 2nd – Reading Day

Week 7 (May 9th)

Due: Final Presentation and Evaluation Assignment

Final Presentations – Students will present their group’s final campaign/initiative design projects and discuss what they have learned from the project.