CH 99: Designing Health Campaigns Using Social Media

Course Director: Lisa Gualtieri, PhD, ScM

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Office hours: I can meet any time before or after class if you let me know in advance. We can set up other times to meet in person or by phone.

Class meetings: Wednesday 4:30 – 5:45, 13 weeks starting Sept 9, 2015 at 574 Boston Ave, Room 404

Credit: .5 credit

Abstract: Even if you think you know social media, do you know how to use it to promote health organizations, reach people with health campaigns, and monitor health-related behaviors? This course will cover how the most popular types of social media are used in health and medicine and the processes of planning, executing, and evaluating health campaigns. We will examine how to bring creativity to the use of social media, how social media feeds into big data, and where social media fits into an organization’s overall online presence and health communication strategy.

You will learn:

- How to use different social media platforms in a health campaign
- How to select social media platforms based on the target population
- How to create effective textual and visual content for social media use
- How to evaluate effectiveness of a health campaign
- How social media is used in the US and globally
- How to use social media as part of online and offline approaches to health campaigns

Grading policy

- Class participation 20%
- Individual assignments 30%
- Group assignments 30%
- Final paper 20%

Absences: Please notify the course director in advance if you need to miss class. I will give you an assignment to make it up.

Sept 9, Week 1: Overview, Introduction to social media

- Definition of social media
- Popularity of social media globally and in US
- Use of social media
Non-health uses of social media

• Impact of mobile devices on social media use
• Types of social media
  • Popularity of social media platforms
• Demographics of social media users in general and for specific social media platforms
• Health uses of social media to inform, educate, and/or support
• Tufts Happiness Challenge: Goals are to
  • Increase and spread happiness at Tufts University
  • Use social media combined with other online technologies and offline events and promotion
  • Potentially impact all Tufts undergraduate, graduate, and professional students on all campuses (and staff, administrators, and faculty)
  • Learn how to plan, execute, and evaluate a health campaign
  • Assess how this is different from other health issues or target populations

Assignment: Due by noon on Sept 16

• Email me by noon on Sept 16 with
  • The three most interesting things you learned
  • Any questions you have

Sept 16, Week 2: Applying theoretical frameworks and evidence-based guidelines to health campaigns

• Guest lecturer Bradley Moore, MPH: Applying theoretical frameworks and evidence-based guidelines to public health
• Applying theoretical frameworks and evidence-based guidelines to the Tufts Happiness Challenge

Assignment: Due by noon on Sept 23

• What promotes happiness? Read
  • The Pursuit of Happiness http://www.pursuit-of-happiness.org/history-of-happiness/mihaly-csikszentmihalyi/
  • Find one article on your own about happiness
• Email me the reference to the article you found and five ideas about how to increase happiness in your own life

Sept 23, Week 3: Happiness and health campaigns

• Review of readings and assignment
  o What is happiness?
  o What are some well-established approaches?
  o What are some innovative approaches?
• Brainstorm
  o Target audience(s)
  o Location(s)
• Planning and executing a health campaign
  o How health communication theory leads design: example of smoking cessation.
  o Using strategic thinking to drive decisions and resource allocation

Assignment: Due by noon on Sept 30

• Read Health behavior constructs http://cancercontrol.cancer.gov/brp/constructs/self-efficacy/index.html
• Read Why I Run: A Reflection at the "Action Stage" http://wp.me/sah6H-run
• Consider the role of theoretical frameworks to plan and execute a health campaign for a specific health issue and be prepared to discuss in class
• Email me (theoretical frameworks):
  o One or more paragraphs about what stage you are in (stages of change) for happiness and explain
  o One or more paragraphs about what stage you are in (stages of change) for another health issue (like I did with Why I Run)
  o Are there other theoretical frameworks that resonate with you personally or with the health issues of family/friends?
  o Does social media facilitate any of the above?
• Email me:
  o Your top three ideas for Tufts Happiness Challenge

Sept 30, Week 4: Health campaigns

• Tufts Happiness Challenge ideas and teams
• Review of assignments and how theoretical models inform campaign design

Assignment: Due in class on Oct 7
In groups, design a campaign to increase and spread happiness among students at Tufts University and describe it, using text, images, and/or video, addressing the following:

- The online - social media, website, mobile – and/or offline – posters, events – components. Be specific and provide detailed examples.
- Definition of the target audience (all Tufts undergraduates, graduate students, and professional students or a specific subset).
- The individual(s) responsible for management and logistics.
- The timeline and duration.
- How students would learn about the challenge.
- Why students would choose to participate.
- How participation is expected to increase and spread happiness.
- Limitations or risks of challenge.
- The metrics that will indicate success.

Develop a 5-10 minute presentation in class about your Tufts Happiness Challenge idea

Optional: Design a logo/tagline

**Oct 7, Week 5: Social media inventories and social media use for challenge**

- Group presentations
  - Rubrics for class feedback
    - Originality and innovation
    - Potential positive impact
    - Feasibility
    - Campaign Design
- Social media platforms and other online and offline promotion for challenge

**Assignment: Due by noon on Oct 14**

- Conduct a personal social media inventory. Make a table with the following columns: social media platform, last use, estimated frequency of use per week, textual/visual, and primary purpose, and then complete each row. Note any health-related use such as for food or fitness.
- Conduct a social media inventory for Tufts University President Tony Monaco or another “celebrity”. Guess if the person uses social media him/herself or if an assistant does it. Justify your conclusion based on content, frequency, location, or other factors.
- Conduct needs assessment on happiness
  - Start with a problem statement about your target audience, topic, and a gap in awareness, knowledge, or behavior that you hope to address.
  - Identify the barriers that exist for this population and topic, such as people being too busy, unconcerned, etc. How can these barriers be addressed?
  - Conduct a needs assessment: ask 4 people representing your target audience (use a table):
    - What their awareness of happiness is
    - If they feel knowledgeable about how to increase happiness
    - The barriers they perceive
    - What they believe would help them increase happiness in their lives

**Oct 14, Week 6: Social media selection and messaging**
• Mid-semester check-in scheduling
• Review of inventory assignment
  o What are some innovative technologies?
  o What are some innovative uses of technologies?
• Learning from needs assessment
• Groups and tasks for planning challenge implementation

Assignment: Due by noon on Oct 21

• Work in groups to plan challenge implementation (covered in class)
• Read Why the #ALSiceBucketChallenge Went Viral: Almost the Perfect Storm http://wp.me/sah6H-als. What are the emotions raised by participating in or watching these videos? Be prepared to discuss.
• Read CDC Zombie blog on emergency preparedness http://www.cdc.gov/phpr/zombies.htm. Given that most people do not prepare for emergencies, what do you think about the zombie approach for capturing attention? When do you think humor and fear work for health messaging? Be prepared to discuss.

Oct 21, Week 7: Capturing attention and messaging in a health campaign

• Capturing attention and going viral
  o Humor, fear, and other emotions
  o Celebrities and ambassadors
  o Cute animals
• Storytelling and messaging in social media campaigns: text, images, video, infographics, comics, cartoons, animations, art, eCards, etc.
• Plans, editorial calendars, and opportunism

Assignment: Due by noon on Oct 28

• Work in groups to design messaging for challenge (covered in class)
• Video to watch in preparation for guest lecture by Alexandra Donovan, Sexual Misconduct Prevention Specialist at Tufts – video was used this fall for freshman orientation trainings and be prepared to discuss what you think works and doesn’t work about it.

Oct 28, Week 8: Social media for consent and bystander intervention

• Guest lecture from Alexandra Donovan, Sexual Misconduct Prevention Specialist at Tufts on the role social media plays in her work on consent and bystander intervention
  o Importance of topic
  o Strategies to educate
  o What has worked and not worked so far – both campaigns and specific examples
  o Metrics for determining success
• Assignment feedback

Assignment: Due by noon on Nov 4
Work in groups to develop messaging for challenge (covered in class)

In groups, create a video, animation, or infographic on consent or on bystander intervention
1. Start with a problem statement about your target audience, topic, and a gap in awareness, knowledge, or behavior that you hope to address.
2. Identify the barriers that exist for this population and topic. How can these barriers be addressed?
3. Ideally you would conduct a needs assessment to understand your target audience, and a competitive analysis to learn from what has been done but Ms. Donavan essentially provided this in her guest lecture.

Nov 4, Week 9: Calls to action and content use and reuse

- Using content across social media platforms and repurposing content
- Integration with web and offline to extend reach
- Calls to action
- Deployment of campaign
- Group reports and messaging feedback

Assignment: due in class Nov 17

- Work in groups to deploy and manage messaging for challenge (covered in class)
- Revisions to assignment on consent or on bystander intervention
- Extra credit: Join the Conversation, Follow Us, and other phrases are ubiquitous on health websites, as are sets of social media icons. What are some innovative or different ways of letting site visitors know what social media is used?

Nov 10 (Tuesday – substitute for Wednesday meeting Nov 11), Week 10: Social media jobs and MGH use of social media

- Group reports
- Lynda Banzi and Natalie Egan, guest lecturers, on using social media at MGH
- Social media jobs

Assignment: due in class Nov 17

- Work in groups to deploy and manage messaging for challenge (continued from last week)
- Read From Twitter to Megaphones: Seven Lessons Learned about Public Health Crisis Communication [http://ojphi.org/article/viewFile/3179/2756](http://ojphi.org/article/viewFile/3179/2756) and read about how WHO improved their use of social media [http://www.huffingtonpost.com/david-j-olson/who-social-media_b_1530016.html](http://www.huffingtonpost.com/david-j-olson/who-social-media_b_1530016.html). Think about think about the opportunities following a crisis to educate people about emergency preparedness, water safety, the advantages of tap water for fluoride, or any other opportunities. Also think about what an organization learns and changes.
Nov 18 (No class next week, November 25), Week 11: Evaluation and emergency preparedness

- Evaluation
- Message fatigue
- Emergency preparedness and the role of social media in crises and disasters

Assignment: due in class Dec 2

- Work in groups to evaluate challenge reach and effectiveness (covered in class)
- Group paper due Dec 2: Document
  - Your group and the role(s) each of you had in the Tufts Happiness Challenge
  - Which theoretical frameworks you used
  - What worked better than expected
  - What didn’t work and what you would do differently
  - What you would do differently with more time or budget
  - What you learned
  - How what you learned could be applied to health campaigns for different topics and/or target audiences

Dec 2, Week 12: Big data and ethical and legal issues in the use of social media and having a professional presence

- Discussion about challenge evaluation and final presentations
- How big data is collected and used
- What constitutes privacy with social media
- Ethical and legal issues in the use of health data
- Social listening
- Case study: Participant recruitment in clinical trials
- How to have a professional social media presence in 5 minutes a day
- Final paper topic discussion and alternatives to final paper (video, animation, etc.)

Assignment: due in class Dec 9

- Prepare final presentation
- Final paper due Dec 16: 8-10 single spaced pages on the design of a health campaign

Dec 9, Week 13: Final presentations

- Final presentations for groups
- Assessment of campaign effectiveness
- Feedback on final paper drafts

Assignment: due Dec 16

- Final paper: 8-10 single spaced pages on the design of a health campaign