



University of Maryland School of Public Health

HLTH 364 - Social Media And Digital Tools For Community and Public Health

Semester: Spring 2020
Section: 0101
Classroom and Time: SPH 0307, T-Th, 2-3.15
Course webpage: elms.umd.edu
Instructor: Sandra L. Saperstein, PhD
Office: TBA
Email: ssaperst@umd.edu
Office Hours: Tues 1-2

Course Description: Social media such as Facebook, Instagram, Snapchat, and Twitter represent a new set of tools that are widely used among people of all ages today. These and other digital tools such as Apple watches, Fitbits, and websites such as PatientsLikeMe.com offer us a tremendous opportunity to address today's community and public health issues by designing health communication, social marketing, and other public health interventions for these platforms. They also provide a means through which we can conduct research in community and public health. In this course, we will examine the characteristics and uses of these media platforms and digital technologies to expand our capabilities to identify and reduce community and public health risks at all levels of prevention. We will consider the potential threats these new media can play on individual choice, privacy, confidentiality, and social influence -- which themselves can negatively affect community and public health. We will also consider how college students can use social media in a professional way.

Note that this course is NOT about specific online social media platforms that you may know well from a user perspective (e.g., Facebook, Twitter, Instagram, Snapchat). While these platforms are important and will be discussed, it is important to know in advance that this course is not solely about these platforms. The intention is to broaden your perspective, not narrow your thinking by focusing on just a few platforms that happen to be important now.

Course Pre- and Co-requisites: Required: HLTH 230

Course Learning Objectives:

Upon completing this course, the student will be able to:

1. Describe the role of social media and digital health tools in public health
2. Describe the application of social media and digital health tools to a variety of public health issues
3. Identify key concepts and issues surrounding digital and social media
4. Apply social media best practices to enhance your personal brand
5. Plan, implement, and analyze the effectiveness of a basic social media campaign for a specific public health issue
6. Apply health behavior and communication theories to create public health messages
7. Develop skills in using the predominant social media tools currently available for social media marketing communication, including tools that allow the creation of digital images and video
8. Understand the importance of social media policy, law, ethics, and etiquette

9. Practice using social media and digital health tools in relevant situations
10. Describe the principle aspects of social media analytics

Program Competencies Addressed in this Course:

The following competencies for the Behavioral and Community Health Program are addressed in this course:

1. **Identify** the major health-related needs and concerns of populations and **formulate** basic processes, approaches, and interventions as possible solutions.
2. **Demonstrate** the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.
3. **Illustrate** the basic concepts of public health-specific writing and communication.
4. **Assess and communicate** individual and community-level needs for health promotion and disease prevention.
5. **Synthesize and apply** principles and theories of community health that are needed for the development of effective and evidence based health promotion and disease prevention strategies.

Skills Learned or Reinforced in this Course: As a class participant, you will have the opportunity to think critically about the use of social media and digital tools for public health. You will apply theoretical knowledge to the planning, implementation, and analysis of a public health campaign, while using current tools for content creation and management.

Required Texts and Other Readings: Required: The Nonprofit Marketing Guide, by Kivi Leroux Miller (2010). Jossey-Bass Nonprofit Guidebook Series. ISBN: 978-0-470-53965-1. Other readings are posted in Canvas.

Required Technology and Other Materials: Course materials will include lecture, discussion, video materials, text readings, and Internet resources (e.g., web articles; online tutorials). Materials are available on Canvas. PDF files of or links to all additional readings are available for viewing and printing. If you have a laptop, please bring it. At times, you will be asked to access free software, which will require the creation of an account. We will also use Adobe Creative Cloud programs (Adobe Spark, Adobe Premiere Rush), which you can download free from Terpware. Other software we will use will include Canva, Hootsuite, and Feedly. You will also be required to create social media accounts. You are free to use your personal accounts; however, this is not required. You can create new accounts for use in class.

Course Communication: Contact the course instructor through Canvas if you have any problems or issues. I am excited to work with you and I will strive to respond to all emails within 48 hours, although emails sent late on Friday afternoons may not get a response until Monday morning. I will expect the same of you – Answers to email inquiries are expected within 48 hours and not after hours or on weekends. Please plan accordingly. From time to time I may need to get in touch with you and will do so via Canvas Announcements or email.

Course Requirements and Expectations: This course relies on active learning techniques with in-class and homework activities, which include hands-on use of creative technology tools, written reflection, peer evaluation and commentary, and creative thought. It will be helpful to come to class with either a laptop, a tablet, or a cell phone in order to participate fully. There will be opportunities for groupwork

on the Final Project in class so regular classroom attendance and participation is expected to ensure successful completion of assignments.

Major Graded Assignments:

- A. Midterm and Final Exams:** The exams will consist of multiple choice, matching, and hands-on activities. They will be given via laptop using the LockDown browser. A final exam will be given during finals week, with date scheduled by UMD. (100 points each, 200 points total)

- B. Final Group Project** - Students will complete a final group project. All groups will produce a variety of deliverables related to planning, implementing and analyzing a social media campaign that is designed to influence a group to act to improve their health. After going through extensive planning and feedback, your group will deploy the campaign for 28 days and capture data to determine how well the campaign worked. Your group will present your campaign to the class. The Group project will be worth a total of 225 points towards your final grade. You will get more information on this during the first week of the class. See Canvas for specifics for each deliverable.

Final Project Component	Points	Due Date
Part 1: Project Proposal: Includes (1) the health topic (2) your target population, (3) your social media channel, (4) a project plan that includes timelines/milestones/assignments, and (5) group process contract.	10	2/13/20
Part 2: Big Picture Planning - Project Vision, Mission, Background Information, Key Messages, Target Audience, Logo	25	2/20/20
Part 3: Campaign Planning - Social Media Goals, Objectives, Strategies, Tactics and KPIs	20	2/27/20
Part 4: Social Media Monitoring and Listening: Conduct social media monitoring of competing organizations and listen to consumer opinion	15	3/3/20
Part 5: Individual Peer Progress Report – Each team member will <u>individually</u> submit a paragraph describing how their team is functioning and if any assistance is needed.	10	3/12/20
Part 6a: Draft Storyboard, Messages, and Materials – You will create 20 original posts or messages for your campaign, which reflect the objectives you set for your campaign and have a consistent look-and-feel. This draft will be used to get peer feedback in class. You will have the opportunity to revise your posts.	15	3/12/20
Part 6b: Final Storyboard, Messages, and Materials	50	3/24/20
Part 7: Launch and Run Your Campaign: Submit the name of your account so we can follow you. Ensure that your messages are posted on time.	10	3/31/20
Part 8: Campaign Analysis Report	50	4/23/20
Part 9: Individual Peer Final Report	10	5/5/20
Part 10: Campaign Presentation	10	5/7/20
Total Points	225	

C. **Homework Assignments:** These are individual assignments due throughout the semester.

Homework Assignments	Points	Due Date
1. Introduce Yourself Infographic and Response Greetings	25	2/4/20
2. Personal Audit	25	2/11/20
3. Your Three HLTH364 Takeaways	25	5/12/20
Total Points	75	

**Note that final examinations are scheduled by the campus in the first weeks of the semester and often do not occur during typical class days/times. That schedule is provided to students as soon as possible. Students are expected to attend the final exam as scheduled and should plan accordingly.

Use of Course Assistance Websites and Online Group Forums: Course assistance websites, such as CourseHero and others, are not permitted resources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally stifle the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME, WeChat, etc.). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in **University Course Related Policies**, below.

University Course Related Policies: *[Review the campus policies at the website listed below, in particular the section on “student rights regarding undergraduate courses.” Instructors may add course-specific policies in the next section of the syllabus, but all such policies must conform with university policies.]*

All University of Maryland-approved course policies are provided at the following website:
<http://www.ugst.umd.edu/courserelatedpolicies.html>

Policy descriptions, resources, and links to official policy documents are provided for:

Academic Integrity: What is cheating? What is plagiarism? What is the Honor Pledge?

Code of Student Conduct: What behavior is prohibited?

Sexual Misconduct: What to do in case of sexual harassment or sexual assault.

Non-Discrimination: Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.

Accessibility: Information about disability support services (DSS) and accommodations.

Attendance, Absences, or Missed Assignments: The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

Student Rights Regarding Undergraduate Courses: What should I find in the course syllabus? Am I allowed to see my exams after they are graded?

Official UMD Communication: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

Mid-Term Grades: Provided for 100 and 200 level courses, and all student athletes.

Complaints About Course Final Grades: Questions about course grades should first be addressed to the course instructor.

Copyright and Intellectual Property: Who owns the work that I produce in class?

Final Exams: Final exams are scheduled by the University.

Course Evaluations: The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.

Campus Resources: ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

Course Procedures and Policies: *[You may add course-specific policies regarding late work, missed assignments, lab safety, classroom etiquette, etc., but all such policies must conform with university policies listed above. In the case of a discrepancy, university policy will override a course policy.]*

Inclement Weather / University Closings / Emergency Procedures:

In the event that the University has a delayed opening or is closed for an emergency or extended period of time, I will communicate information regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

Available Support Services:

- Office hours – Tuesday: 1:00 – 2:00 or by appointment
- Campus Resources – <https://education.umd.edu/student-resources/student-campus-resources>
- Campus Counseling and Health Services - <https://studentaffairs.umd.edu/counseling-health>
- Technology Loans - <https://www.lib.umd.edu/tlc/equipment>

Basic Needs Security: If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit <http://go.umd.edu/basic-needs> for information about resources the campus offers you and let me know if I can help in any way.

Student Name Change in ELMS-Canvas: https://go.umd.edu/change_name_in_ELMS_Canvas

Campus Building Amenities: <https://maps.umd.edu/map/> (follow the prompts below and amenities will populate on the interactive campus map)

All Gender Restrooms: Click: Layers, Building Amenities; Select All Gender or Gender Inclusive Restrooms

Family Restrooms: Click: Layers, Building Amenities; Select All Gender or Gender Inclusive Restrooms

Lactation/Feeding Room Locations: Click: Layers, Building Amenities; Select Lactation/Feeding Rooms

Course Outline / Course Calendar: See Canvas Modules for Assigned Readings

Course Schedule Summary				
Module	Session	Date	Topic	Assignments
0	NA	NA	Review University Policies. You must complete this to open the other modules.	
1	1	1/28	Course Overview – Introductions	
	2	1/30	Intro to Social Media and Public Health	
2	3	2/4	Social Media Issues	2/4 Infographic
	4	2/6	Campaign Planning Overview Personal Audit	
3	5	2/11	Campaign Big Picture Planning	2/11 Personal Audit
	6	2/13	Campaign Planning – Your Target Audience	2/15 Project Part 1-Proposal
4	7	2/18	Campaign Planning – Goals/Objectives/Strategies/Tactics	2/18 Project Part 2-Big Picture Planning
	8	2/20	Campaign Planning – Goals/Objectives/Strategies/Tactics-Part 2	
5	9	2/25	Campaign Planning – Social media audits/Listening/Metrics	2/24 Project Part 3 – GOST Planning
	10	2/27	Creating Content – Images, Infographics, and Video	
6	11	3/3	Creating Content – Using Health Behavior Theory	3/3 Project Part 4 – Social Media Monitoring and Listening
	12	3/5	Creating Content – Story Telling	
7	13	3/10	Creating Content – Putting it all together	
	14	3/12	Creating Content - Content Critique and Content Calendar	3/12 Project Part 5 – Group Process Progress Report and Project Part 6a - Draft Storyboard
		3/17-3/19	SPRING BREAK	RELAX! RECHARGE!
8	15	3/24	Storyboard Refinement/Midterm Review	3/24 Project Part 6b – Final Storyboard
	16	3/26	Midterm	
9	17	3/31	Social Media Self-Care	3/31 Project Part 7 - Campaigns launch
	18	4/2	Social Media Policy	Campaigns run
10	19	4/7	Campaign Monitoring /Managing and engaging with your community	Campaigns run
	20	4/9	Social Media Ethics and Law	Campaigns run
11	21	4/14	Market Research	Campaigns run
	22	4/16	Special Public Health Communication Topics	Campaigns run
12	23	4/21	Paid Advertising	Campaigns run
	24	4/23	Campaign Analysis	Campaigns close
13	25	4/28	Digital Health – Online Communities	
	26	4/30	Digital Health – Behavior Change Apps, mHealth	4/30 Project Part 8-Campaign Analysis Report
14	27	5/5	Digital Health - IoT	5/5 Project Part 9 – Final Peer Review
	28	5/7	Final Group Project Presentations	5/7 Project Part 10 – Presentations
15	29	5/12	Class Wrap-up	5/12 3 Biggest Take-aways
		TBD	FINAL EXAM – Do NOT schedule travel until exam schedule is posted by UMD	

Grading Procedures: Here is a summary of all graded course requirements:

Overview of Requirements		Points
A. Midterm Exam		100
B. Final Exam		100
C. Final Group Project		225
D. Homework Assignments (3 each at 25 points)		75
Total Points Available for Final Grades		500

Late submissions: If you miss an assignment deadline, your score will be reduced by 10% per day late. After two days late, it will be counted as zero (0) points.

Calculation of Final Grades: Final grades are based on the total points earned. There are no make-up or extra credit assignments.

PERCENTAGE of points earned	Final grade
98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59% and lower	F

There is **no grade negotiation**, although I am happy to correct mathematical errors in grading.

Final percentages ending in 0.4 will round down and 0.5 will round up. Therefore, an 89.4% will receive a B+ and 89.5% will receive an A-.

Additional Literature, Websites and Other Resources: Social media changes rapidly. Here are some resources that you can use:

- *Social Media Examiner:* <https://www.socialmediaexaminer.com/> - Website and Podcast
- *Mayo Clinic Social Media Network:* <https://socialmedia.mayoclinic.org/>
- *Nonprofit Marketing Guide:* <https://www.nonprofitmarketingguide.com/resources/>