



Single Event Provider (SEP) Application Form

(This application form may be reproduced on your own computer software. Please follow the format below.)

FOR CONTINUING EDUCATION CONTACT HOURS IN HEALTH EDUCATION

Part I: Provider Information

Tax ID #: 554-72-1595, 33-0196518

Organization Name: Health Education Partners

Address: 1805 S. Grant St.

City/State/Zip Code: Arlington, VA 22202

Phone: 909-856-3350

Fax: 202-379-9786

E-mail: jim@healthedpartners.org

Contact Person: Jim Grizzell

Title: Health Educator

Address (if different): _____

Phone/Fax/E-mail (if different): _____

Would you like your event listed on NCHEC's Web site? YES

How should CHES register for your program?

Web page registration form that will be at www.eventbrite.com or by downloading a form from www.healthedpartners.org/ceu/sm to mail.

Part II: Records Maintenance

Please indicate name, address and phone number of person responsible for maintenance of records for five years.

Name: Jim Grizzell

Title: Health Educator

Address: 1805 S. Grant St., Arlington, VA 22202

Phone/Fax/E-mail (if different):

Part III: Event Planning Committee

At least one member of the planning committee must be an active CHES

Chair: Name: Jim Grizzell

CHES#: 2670

Organizational Affiliation: Health Education Partners, Cal Poly Pomona, Georgetown University

Part IV: Live Event Information Only (self-study skip to Part V below)

** Complete both sections for live events that will also be offered as self-study

Program Title: Using Social Marketing for Health Promotion and Health Education Programs

Date(s) of Event: NA

Location of Event:

Mentored virtual/online course using web version of CDCynergy Social Marketing (version 2), mentoring and submission of assignments via email and online quizzes.

All course materials available from these link:

www.orau.gov/cdcynergy/soc2web/default.htm

www.healthedpartners.org/ceu/sm

A CD with CDCynergy Social Marketing (version 2) may also be purchased from this link:

<http://tangibledata.com/CDCynergy%2DSOC/Drive-thru/index.cfm>

City: NA **State:** NA **Zip:** NA

County: NA

Type of Event: Mentored/Directed Online Self-Study

(see application instruction pamphlet)

Number of CECH Requested: 23 (1 CECH = 60 minutes)

Briefly explain how the need for this program was determined.

See next page.

Briefly explain how the need for this program was determined.

A survey of social marketers and health professionals and review of literature provided information about the need for training in social marketing.

Two responses from social marketing professionals:

“I’ve been using the term Social Marketing since 1972 in other people’s countries. Just about everywhere I go, my client says, “John, wud you mind giving a half-day introductory workshop or presentation to my staff becuz they have heard of the term and really want to understand the concept”

- John Davies, [International Social Marketing Consultant](#)

“Social marketing skills are key to success for (at minimum) governmental employees responsible for influencing public behaviors that improve health, safety and the environment

And yet, it is not a required course for those majoring in public health, public administration, environmental affairs or public affairs. If it had been for the past 30 years, more of the tens of thousands of people working in jobs in public health, transportation, ecology would have this skill set. Since they don't, we now need to train them "on the job."

- Nancy Lee, President, [Social Marketing Services](#)

A survey of 40 health professionals working for the US Air Force, 32 health educators with masters degrees and CHES and 8 registered dietitians each with ≥ 3 years work experience, found that most did not have adequate training, experience or expertise in social marketing. Only one-third had had a quarter/semester long course and 28% had a session within an academic course on social marketing. One-third had professional experience conducting social marketing programs. The level of expertise they rated themselves averaged 2.8 on a scale of 1 to 5 with 5 being very good.

The review of literature found several indications of training needs. CDCynergy’s “History of CDCynergy” states that there has been a need for training in how to systematically plan, execute, and evaluate health communication intervention programs.

Franks, et al state that “Practitioners’ lack of sufficient training in more systematic approaches to priority setting and program selection serves to perpetuate a reactive style of public health practice.” Specific to social marketing they state “Its use as a tool in public health has been growing although many in the field have incomplete understanding of its techniques, its proper use, or its potential benefits.”

- Franks AL, Brownson RC, Bryant C, Brown KM, Hooker SP, Pluto DM, et al. Prevention Research Centers: contributions to updating the public health workforce through training. Prev Chronic Dis. 2005 Apr Accessed on Aug 11, 2007. Available from: URL: http://www.cdc.gov/pcd/issues/2005/apr/04_0139.htm.

For each session of your event, provide the following information:

Session Title: Problem Description (Phase 1)

Presenter Name: Jim Grizzell

CHES # (if applicable): 2670

Organizational Affiliation: Health Education Partners

As a result of this event, participants will -

A full, clear problem description and analysis will help participants decide whether to undertake a social marketing effort. If participants do, the problem description will help participants keep participants main goal in mind.

In this Phase, participants will:

- **state participant's health or safety problem and the groups it affects**
- **identify the major causes of the problem**
- **draft a list of possible audiences for participants program**
- **learn about and describe previous efforts to address the problem**
- **list potential members who would form a strategy team**
- **identify issues and aspects of participants situation that could affect the program's success**

Participants will rely on existing statistics and easy-to-find literature during this phase. If they leave some problem description or analysis gaps, participants will fill them in with findings from the market research that participants will conduct in Phase 2.

For each session of your event, provide the following information:

Session Title: Market Research (Phase 2)

Presenter Name: Jim Grizzell

CHES # (if applicable): 2670

Organizational Affiliation: Health Education Partners

As a result of this event, participants will -

In Phase 1, participants defined participants health problem, collected information about it from experienced colleagues and the published scientific literature, and drafted a preliminary definition of participants target audience.

Now, in Phase 2, participants will conduct market research to understand the audience better and refine its definition. Participants will:

- **spell out participant's market research questions**
- **select research methods to answer those questions**
- **take full advantage of data that were collected for other purposes**
- **collect supplementary data**
- **summarize participants research results**

Market research has two basic parts:

- audience research
- assessment of participants program's environment

Participants can conduct the research in-house or seek outside assistance. (See [Market research](#) in Definitions)

Participants market research priorities should be:

- filling in gaps in Phase 1 information
- confirming key findings from Phase 1
- gathering practical information to inform participants marketing strategy

Participants will use these market data later, in Phase 3, to make final decisions about which audience segment(s) to target, behavioral objective(s) to pursue, and intervention(s) to implement.

Don't skip this phase even if the budget is limited or there is pressure to mount a visible campaign quickly. Market research is the backbone of social marketing. Basing participants planning decisions on market research will make their program more effective and save time and money in the long run.

For each session of your event, provide the following information:

Session Title: Market Strategy (Phase 3)

Presenter Name: Jim Grizzell

CHES # (if applicable): 2670

Organizational Affiliation: Health Education Partners

As a result of this event, participants will -

With their research done, it's time to make the big decisions that will shape the broad outlines of their program. These decisions can be tough to make and to justify to stakeholders because they involve narrowing their focus to particular audience segments and a limited number of activities.

The more firmly the decisions are grounded in the research from Phases 1 and 2, the better everyone is likely to feel about the decisions and the more effective their program will be.

In Phase 3, participants will:

- **select their target audience segment(s)**
- **define the current and desired behavior for each segment – increasing levels of the desired behavior is their program goal**
- **identify the benefits of the desired behavior to “doers” in each segment**
- **clarify the exchange participants will offer and encourage**
- **apply a marketing mix analysis to select the interventions participants will develop for their program**
- **write subgoals for each intervention that will add up to their overall program goal**

For each session of your event, provide the following information:

Session Title: Interventions (Phase 4)

Presenter Name: Jim Grizzell

CHES # (if applicable): 2670

Organizational Affiliation: Health Education Partners

As a result of this event, participants will -

In this phase, participants intervention plan evolves from a broad outline to a very specific operational blueprint. Participants will continue to translate their marketing strategy from Phase 3 into intervention tactics and activities.

At the end of this phase, participants will:

- describe what their services and products will actually look like,
- how their program will phrase its messages, and
- how their various offerings will be tied together into a cohesive, mutually reinforcing whole.

In this phase, participants will:

- Assemble their planning team and assign roles,
- plan their interventions in detail, and
- test and revise their interventions.

Then, in Phase 5, participants will plan monitoring and evaluation activities and mesh them with the plans participants made in this phase.

For each session of your event, provide the following information:

Session Title: Evaluation (Phase 5)

Presenter Name: Jim Grizzell

CHES # (if applicable): 2670

Organizational Affiliation: Health Education Partners

As a result of this event, participants will -

Now it's time to make decisions about how to evaluate their program. Essentially, in Phase 5 participants will ask if participants are doing:

- the right things
- the right things right
- enough of the right things to make a difference in outcomes

Answering these questions usually entails monitoring their program on a continual basis and conducting one or more time-limited outcome evaluation studies.

Rigorous program monitoring and evaluation can require a lot of resources, but participants can collect some data that will be useful even if their resources are limited.

In this phase participants will:

- **determine which program components should be monitored and/or evaluated**
- **decide how to gather the information**
- **decide how to analyze and report the data**
- **get IRB approval for research with human subjects if necessary**

As CDC's *Framework for Program Evaluation in Public Health* stresses, participants should pay close attention to the questions that stakeholders have when participants make these choices. (See [Evaluation Framework](#)) If the data aren't used to make improvements in the program, why spend program time and money to collect them?

The Framework lists four standards for evaluation. Evaluation activities should be:

- useful (i.e., responsive to stakeholder information needs)
- feasible given time, resources, and available expertise
- accurate enough to inform the kinds of decisions to be made
- proper/ethical

For each session of your event, provide the following information:

Session Title: Implementation (Phase 6)

Presenter Name: Jim Grizzell

CHES # (if applicable): 2670

Organizational Affiliation: Health Education Partners

As a result of this event, participants will -

In this final phase, all their planning and preparation come together.

Phase 6 explains what participants need to implement their intervention and evaluation effectively.

Among the activities critical to their program's success are:

- planning the program's launch
- holding a news event to publicize their messages
- taking advantage of unexpected opportunities
- defusing potential threats to their efforts

In Phase 6, participants will:

- **Describe how they will execute intervention plans**
- **Describe initiation of monitoring and evaluation activities**
- **Explain how they will modify program components based on feedback**
- **Describe how they will share evaluation findings and lessons learned**

Please attach a copy of the agenda with times listed.

Please see Syllabus which includes an Agenda with estimated session times and recommended timeline for completion of assignments.

Social Marketing

Skills Training and Practical Application

A mentored virtual continuing education course provided by Health Education Partners

General Information	<p>Instructors: Jim Grizzell E-mail: jim@healthedpartners.org Phone: 909-856-3350 (cell, please call between 8 am - 9 pm Eastern Time) Project Tools: All materials will available online</p>
Project Description	<p>The course assignments are designed to increase skills using evidence-based and cost-effective health promotion theories, models and social marketing principles. The assignments give real life experience for those needing to cause health improvement through behavior change, to develop team and program planning skills to achieve their organization vision and mission.</p>
Course Objectives	<p>Upon successful completion of this assignment participants will be able to:</p> <ol style="list-style-type: none"> 1. develop a team that can work as a team to achieve “environment that supports, promotes and sustains individual and organizational healthy lifestyle choices and behavior” (a Vision Statement) 2. “Provide and integrate evidence-based and cost effective community programs to optimize health, quality of life and productivity.” (a Mission Statement) 3. conduct needs assessment and market research on key health issues and target audiences, plan and evaluate programs 4. use your organization’s policies and procedures for gaining support and resource to implement a social marketing program.
Project Requirements	<ol style="list-style-type: none"> 1. <u>Study Materials</u>: Familiarize yourself with all parts of CDCynergy Social Marketing (version 2). You don’t need to do in depth study of all the parts – just know generally what is generally available and where. You will use most components as resources and tools to finish each Phase and their Steps. 2. <u>Assignments</u>: Work on and update each the MyPlan and MyModel sections as you move through the six Phases. Email them to Jim Grizzell as you complete each Phase. These never have to be perfect and unedited for typos, etc. is acceptable. 3. <u>Final MyPlan and MyModel (working copies only), Staff Summary Sheet, Bullet Background Paper and Decision Brief Presentation</u>: Email these to Jim Grizzell when completed (see Agenda on pages 3-5). You may send drafts for comments and suggestions. See definition of the three final assignments on page 5.

<p>Course planning tool is CDCynergy Social Marketing (version 2) Web page and CD available at:</p> <p>http://www.ora.u.gov/cdcynergy/soc2web/default.htm</p> <p>http://tangibledata.com/CDCynergy%2DSOC/Drive-thru/index.cfm</p> <p>CD Cost is \$6.95 each – NOTE: CD is not required for completion of the project.</p>	
<p>The entire course will be done electronically using the web and email.</p> <p>Here is a link to a page with course syllabus, materials and resources:</p> <p>http://www.healthedpartners.org/ceu/sm</p>	
<p><i>Continuing Education Course Completion Certificate</i></p>	<p>Course completion certificate will be awarded if all portions of the project are turned in electronically and each Phase is turned in in sequence, spaced apart indicating sufficient time to thoughtfully complete each one and all within a year.</p> <ul style="list-style-type: none"> • CDCynergy MyPlan with each phase (1 – 6, 6 will be estimates of what you would do if you had time to implement, evaluate and present outcomes) completed and MyModel (working copies only needed, unedited is OK!) • Staff Summary Sheet in format from your organization • Bullet Background Paper (format will be provided or use one from your organization) • Decision Briefing Presentation (PowerPoint, no more than 12, preferably 3 slides with your organization’s logo or template)

Agenda

The agenda provides recommended lengths of time for completion of each of the 6 Phases. The actual time will vary due to your resources and support from managers and stakeholders. Please save each with a file name that includes your name. The most important items to complete for the project are the:

- MyPlan and MyModel files
 - These are worksheets for your use to plan and DO NOT need to be perfect with accurate spelling and paragraph formatting. Rather than complete sentences brief bullet point responses and lists are appropriate.
- Staff Summary Sheet, Bullet Background Paper and Decision Brief Presentation.
 - These should be in a format that your organization would want you to use in a real situation. If you need examples contact Jim Grizzell
 - These are the final tools to sell your program and gain management and stakeholder support and resources to conduct the program you develop.

Agenda for “Social Marketing Skills Training and Practical Application”

Estimated Time	Activity								
Course Time: 30 minutes	Course Introduction - Review syllabus and Social Marketing Project Phases and Objectives Word files. Take Pre-Test online. Contact Jim Grizzell via email for clarification and answers to questions.								
30 minutes	Install Software and Check Computer Operation NOTE: Not applicable if only using online version								
Course Time: 1 to 2 weeks Material Study Time: ~5 hours	<p>CDCynergy Introduction</p> <ul style="list-style-type: none"> • View CDCynergy Social Marketing (v2) Introduction, Welcome, How To Use, Acknowledgements, Introduction to Social Marketing (all videos) • View 3 PowerPoints – 1) “Social Marketing National Excellence Collaborative and Social Marketing 101, 2) “CDCynergy Social marketing User Training Overview” and 3) “Is Social Marketing for You” <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Pages / Time</th> <th style="text-align: center;">Video Time</th> <th style="text-align: center;">Slides / Time</th> <th style="text-align: center;">Activities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">23 / 1 hr</td> <td style="text-align: center;">0.6 hr</td> <td style="text-align: center;">123 / 3.6 hr</td> <td style="text-align: center;">0.5 hr</td> </tr> </tbody> </table>	Pages / Time	Video Time	Slides / Time	Activities	23 / 1 hr	0.6 hr	123 / 3.6 hr	0.5 hr
Pages / Time	Video Time	Slides / Time	Activities						
23 / 1 hr	0.6 hr	123 / 3.6 hr	0.5 hr						
Course and Project Planning Time: ~1 month Material Study Time: ~3.6 hours	<p>Phase 1: Problem Description</p> <ul style="list-style-type: none"> • Start using the Steps in CDCynergy • Identify Potential Audiences • Identify Models of Behavior Change and Best Practices • Ask questions as necessary and send MyPlan and MyModel files to Jim Grizzell <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Pages /Time</th> <th style="text-align: center;">Video Time</th> <th style="text-align: center;">Slides / Time</th> <th style="text-align: center;">Activities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">50 / 2.1 hr</td> <td></td> <td style="text-align: center;">0.5 hr</td> <td style="text-align: center;">1.0 hr</td> </tr> </tbody> </table>	Pages /Time	Video Time	Slides / Time	Activities	50 / 2.1 hr		0.5 hr	1.0 hr
Pages /Time	Video Time	Slides / Time	Activities						
50 / 2.1 hr		0.5 hr	1.0 hr						

Estimated Time	Activity											
<p>Course and Project Planning Time: ~1 month</p> <p>Material Study Time: ~2.5 hours</p>	<p>Phase 2: Market Research</p> <ul style="list-style-type: none"> Follow the Steps in CDCynergy Define Research Questions Develop market Research Plan Conduct and Analyze Research Ask questions as necessary and send MyPlan and MyModel files to Jim Grizzell <table border="1" data-bbox="492 537 1367 646"> <thead> <tr> <th data-bbox="492 537 712 600">Pages /Time</th> <th data-bbox="712 537 935 600">Video Time</th> <th data-bbox="935 537 1157 600">Slides / Time</th> <th data-bbox="1157 537 1367 600">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="492 600 712 646">42 / 1.8 hr</td> <td data-bbox="712 600 935 646">0.3 hr</td> <td data-bbox="935 600 1157 646">0.5 hr</td> <td data-bbox="1157 600 1367 646"></td> </tr> </tbody> </table>				Pages /Time	Video Time	Slides / Time	Activities	42 / 1.8 hr	0.3 hr	0.5 hr	
Pages /Time	Video Time	Slides / Time	Activities									
42 / 1.8 hr	0.3 hr	0.5 hr										
<p>Course and Project Planning Time: ~1 month</p> <p>Material Study Time: ~4.4 hours</p>	<p>Phase 3: Market Strategy</p> <ul style="list-style-type: none"> Follow the Steps in CDCynergy Select Audience Segments Define Current and Desired Behavior Establish Behavior Change Goals Select Interventions Ask questions as necessary and send MyPlan and MyModel files to Jim Grizzell <table border="1" data-bbox="492 978 1367 1087"> <thead> <tr> <th data-bbox="492 978 712 1041">Pages /Time</th> <th data-bbox="712 978 935 1041">Video Time</th> <th data-bbox="935 978 1157 1041">Slides / Time</th> <th data-bbox="1157 978 1367 1041">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="492 1041 712 1087">54 / 2.3 hr</td> <td data-bbox="712 1041 935 1087">1.1 hr</td> <td data-bbox="935 1041 1157 1087"></td> <td data-bbox="1157 1041 1367 1087">1.0 hr</td> </tr> </tbody> </table>				Pages /Time	Video Time	Slides / Time	Activities	54 / 2.3 hr	1.1 hr		1.0 hr
Pages /Time	Video Time	Slides / Time	Activities									
54 / 2.3 hr	1.1 hr		1.0 hr									
<p>Course and Project Planning Time: ~1 month</p> <p>Material Study Time: ~2.6 hours</p>	<p>Phase 4: Interventions</p> <ul style="list-style-type: none"> Follow the Steps in CDCynergy Establish SMART Objectives Write Program Plan for Interventions Pretest, Pilot Test Ask questions as necessary and send MyPlan and MyModel files to Jim Grizzell <table border="1" data-bbox="492 1388 1367 1461"> <thead> <tr> <th data-bbox="492 1388 712 1430">Pages/Time</th> <th data-bbox="712 1388 935 1430">Video Time</th> <th data-bbox="935 1388 1157 1430">Slides/ Time</th> <th data-bbox="1157 1388 1367 1430">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="492 1430 712 1461">50 / 2.1 hr</td> <td data-bbox="712 1430 935 1461">0.5 hr</td> <td data-bbox="935 1430 1157 1461"></td> <td data-bbox="1157 1430 1367 1461"></td> </tr> </tbody> </table>				Pages/Time	Video Time	Slides/ Time	Activities	50 / 2.1 hr	0.5 hr		
Pages/Time	Video Time	Slides/ Time	Activities									
50 / 2.1 hr	0.5 hr											
<p>Course and Project Planning Time: ~1 month</p> <p>Material Study Time: ~1.9 hours</p>	<p>Phase 5: Monitor Plan</p> <ul style="list-style-type: none"> Follow the Steps in CDCynergy Identify Program Elements to Monitor Select Evaluation Questions Determine How Information will be Gathered Ask questions as necessary and send MyPlan and MyModel files to Jim Grizzell <table border="1" data-bbox="492 1759 1367 1869"> <thead> <tr> <th data-bbox="492 1759 712 1822">Pages /Time</th> <th data-bbox="712 1759 935 1822">Video Time</th> <th data-bbox="935 1759 1157 1822">Slides / Time</th> <th data-bbox="1157 1759 1367 1822">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="492 1822 712 1869">37 / 1.6 hr</td> <td data-bbox="712 1822 935 1869">0.3 min</td> <td data-bbox="935 1822 1157 1869"></td> <td data-bbox="1157 1822 1367 1869"></td> </tr> </tbody> </table>				Pages /Time	Video Time	Slides / Time	Activities	37 / 1.6 hr	0.3 min		
Pages /Time	Video Time	Slides / Time	Activities									
37 / 1.6 hr	0.3 min											

Estimated Time	Activity			
<p>Course and Project Planning Time: ~1 month</p> <p>Material Study Time: ~1.8 hours</p>	<p>Phase 6: Implementation (estimate & describe how it will be done)</p> <ul style="list-style-type: none"> • Follow the Steps in CDCynergy • Prepare for Launch • Execute/Monitor Intervention • Execute/Monitor Monitoring • Modify • Ask questions as necessary and send MyPlan and MyModel files to Jim Grizzell 			
	<p>Pages /Time</p>	<p>Video Time</p>	<p>Slides / Time</p>	<p>Activities</p>
	<p>35 / 1.5 hr</p>	<p>0.3 hour</p>		
<p>Course and Project Time: 1 hour</p>	<p>Conclusion: Take Post-Test online, Submit by email final documents (final MyPlan and MyModel [in working drafts are fine] Staff Summary Sheet, Bullet Background Paper, briefing PowerPoint) and complete online course evaluation. These must be done to receive your course completion certificate and CHECs.</p>			
	<p>Pages /Time</p>	<p>Video Time</p>	<p>Slides / Time</p>	<p>Activities</p>
				<p>1.0 hr</p>

Definitions

Note: for each of the assignments to submit for course completion you should provide information that is likely to gain support and resources from your manager and stakeholders. Have these three major sections:

1. **Purpose:** give the purpose of the project and the health problem that will be address.
2. **Discussion/Background:** use information from Phases 1 through 3
3. **Recommendations:** describe and explain the intervention(s) with expected outcomes and measurable outcomes for which you want support.

You are strongly encouraged to tailor your submissions to the formats used by your organization. Detailed descriptions and samples of each are available from Jim Grizzell.

Staff Summary Sheet (SSS), adapted from US Air Force, use your organization's format or create your own)

The SSS introduces, summarizes, coordinates, or obtains approval or signature on a project. It should be a concise (preferably one page and no more than two) summary of the project. It states the purpose, pertinent background information, rationale, and discussion necessary to justify the action desired. Possible actions but the one desired for this project is "Approval." Show the action desired (Coord [Coordination], Appr [Approval], Sig [Signature]). Use Info (Information), when the SSS is submitted for information only. (**NOTE:** Usually show only one Appr entry and one Sig entry.) Use complete address when coordinating with outside organizations.)

Bullet Background Paper (BBP)

The BBP is an excellent tool designed to present concisely written statements centered on a single idea or to present a collection of accomplishments with their respective impacts. This should be preferably being one page long and double spaced with 1" margins on all sides.

Decision Briefing Presentation (DBP)

A DBP's purpose is to obtain a decision for approval and support for your social marketing program. This presentation should be no more than 15 minutes long (preferably under 7) and no more than 12 slides long (preferably no more than 3). Within the three major headings listed above (Purpose and Problem, Discussion/Background and Recommendation) you must be prepared to present

- Assumptions
- Facts
- Alternative solutions
- Reasons/rationale for recommended solutions(s)
- Coordination involved
- Visual information

You should state that you are looking for a decision; ask for decision if one is not forthcoming at conclusion.

Part V: Self-Study Offering Information Only

Program Title: Social Marketing Skills Training and Practical Application

Author/Presenter: Jim Grizzell

Briefly describe the author/presenter's qualifications in the topic area:

CDCynergy Social Marketing (Version 2) Train the Trainer, online faculty for Cal Poly Pomona in stress management and consumer health, faculty for Georgetown University's Center for Continuing and Professional Education teaching social marketing.

Number of CECH Applied for: 23 (1 CECH = 60 minutes)

Please describe the process used to determine the number of hours to complete the self-study:

The mentored online course is modeled after one developed for the US Air Force to train health educators and other Health and Wellness Center (HAWC) staff at bases around the world. The training used CDCynergy Social Marketing (version 2). This demonstrated that using the internet, and phone and email communication to complete five CDCynergy Phases up to Implementation of a health promotion project was feasible.

Orientation	Pages of Reading	Reading Minutes*	Video Minutes	Power-Point Minutes**	Activities / Exercises	Total Minutes	Total Hours
Course Introduction	8	20				20	0.3
CDCynergy Introduction	23	58		217	30	305	5.1
Phase 1	50	127	27		60	214	3.6
Phase 2	42	106	15	30		151	2.5
Phase 3	54	137	66		60	263	4.4
Phase 4	50	127	28			155	2.6
Phase 5	37	94	15			109	1.8
Phase 6	35	89	17			106	1.8
Conclusion					60	60	1.0
Totals	299.0	757.0	168.0	247.0	210.0	1382.0	23.0
CECH Contact Hours		12.6	2.8	4.1	3.5		23.0

* CDC Epi Course
 Pages/Hr (CECH) 23.7

** Minutes/slide 2

Contact hours are based on pages to read for the Centers for Disease Control and Prevention - Principles of Epidemiology in Public Health Practice, Third Edition (Print-based) which gives 17 CECH http://www2a.cdc.gov/tceonline/registration/detailpage.asp?res_id=1394. The course booklet has 403 pages to read including exercises, self-assessments, self-assessment answers and references for each of the 6 lessons. Pages of reading for each of the 17 CECHs

equals 23.7. This number, 23.7, was used to calculate CECH for this course's reading material in CDCynergy Social Marketing (version 2).

Other courses reviewed were:

- Tobacco Technical Assistance Consortium - Fundamentals of Evaluation Web-Based Course (20)
- ETR's BDI Logic Model (20)
- University of Utah, DFPM - Program Planning and Evaluation for MCH Professionals (18)
- Wellcoaches Corporation - Wellness Coach Training and Certification Program (17)
- National Center for Suicide Prevention Training - Planning and Evaluation for Youth Suicide Prevention (15)
- Michigan Public Health Training Center - Budgeting and Accounting, (10); Advocating for Healthy Environments and Healthy People (10)

Describe the mode of delivery, including any steps the learner would take to access the program:

Delivery will be via a virtual/online course using web version of CDCynergy Social Marketing (version 2), mentoring by email and submission of assignments and online quizzes.

All course materials available from these link:

<http://www.orau.gov/cdcynergy/soc2web/default.htm>
www.healthedpartners.org/ceu/sm

A CD with the materials may also be purchased by using this link:

<http://tangibledata.com/CDCynergy%2DSOC/Drive-thru/index.cfm>

Describe the method used to assess the learners' achievement of the desired objectives:

Participants in the mentored online course will demonstrate participation in the course and successfully complete all assignments and evaluations to receive a certificate of completion. Assignments to submit in formats describe in the syllabus include:

- Working copies as participant completes each Phase
 - MyPlan
 - MyModel
- Online self-test at end of each Step
- Professionally prepared
 - Staff Summary Sheet (1 page double space with 1" margins describing coordination and staff requirements)
 - Bullet Background Paper (1 page double spaced with 1" margins)
 - Decision Brief Presentation (≥12 slides, preferably 3 slides)

These will be evaluated on their level of completeness, brevity, conciseness and thoughtfulness. There are no right or wrong answers, but a professional level of effort is expected.

Part VI: (All applicants) Check the Areas of Responsibility that are met by the program's learning objectives. Include this information for each session if learning objectives differ.

- I. Assess Existing Health-Related Data (A - F)
- II. Plan Health Education Strategies, Interventions, and Programs (A – G)
- III. Implement Health Education Strategies, Interventions, and Programs (B – D)
- IV. Conduct Evaluation and Research to Health Education (A – C)
- V. Administer Health Education Strategies, Interventions, and Programs (A – D)
- VI. Serve as a Health Education Resource Person (A – D)
- VII. Communicate and Advocate for Health and Health Education (D)

Part VII: Certificate of Attendance/Completion (see attached sample)

Attach a Certificate of Attendance/Completion. This certificate must include the following information.

- Name and CHES identification number of participating CHES
- Number of continuing education contact hours earned
- Designated provider name and provider number (this will be assigned upon approval)
- Location of event (if applicable)
- Program title
- Date of event/program completion

NCHEC designation statement: *“Sponsored by (name of organization), a designated provider of continuing education contact hours (CECH) in health education by the National Commission for Health Education Credentialing, Inc. This program is designated for Certified Health Education Specialists (CHES) to receive up to ___ Category I contact hours in health education. Total contact hours earned: ___.”*

Part VIII: Evaluation Form (see attached sample)

Attach a copy of the evaluation form used to gather participants’ feedback on the learning experience.

Part IX: Payment

- **\$50.00 per event/program**
- Add \$50.00 to repeat a live event as a self-study for one year
- Add \$25.00 for each time a live event will be repeated within one year

You may submit a purchase order, check or money order made **payable to NCHEC**, or complete the credit card information below.

Check one:

VISA Mastercard Discover American Express


Card Number: XXXX – XXXX – XXXX – XXXX

Exp Date: 12/09

Cardholder’s Name:

James V. Grizzell, III

Authorized Signature:



Billing Address:

1805 S. Grant St.
Arlington, VA 22202

1. CHES CEU Continuing Education Evaluation

Thank you for taking the "Introduction to and Practical Application of Social Marketing Techniques" continuing education mentored self-study course. Part of the requirements is to ask you to evaluate the course.

Please answer the questions on the following pages. You will be asked to rate how well the objectives were met, the mentor/presenter, mode of presentation and overall quality. Please provide comments as well.

Health Education Partners

"Introduction to and Practical Application of Social Marketing Techniques"

A Mentored Online Continuing Education Course

2. Preliminary Information

1. Please provide your Name and CHES ID Number.

First Name:

Last Name

CHES ID Number

Name of the Course You Took

3. How well were the learning objectives met?

2. How well were the learning objectives met for Phase 1, Problem Description?

	Not met	Not very well met	Somewhat met	Well met	Very well met
Stating your health or safety problem and the groups it affects	jñ	jñ	jñ	jñ	jñ
Identifying the major causes of the problem	jñ	jñ	jñ	jñ	jñ
Drafting a list of possible audiences for participants program	jñ	jñ	jñ	jñ	jñ
Learning about previous efforts to address the problem	jñ	jñ	jñ	jñ	jñ
form a strategy team	jñ	jñ	jñ	jñ	jñ
Identifying issues and aspects of participants situation that could affect the program's success	jñ	jñ	jñ	jñ	jñ

3. How well were the learning objectives met for Phase 2, Market Research?

	Not met	Not very well met	Somewhat met	Well met	Very well met
Spelling out participants market research questions	jñ	jñ	jñ	jñ	jñ
Selecting research methods to answer those questions	jñ	jñ	jñ	jñ	jñ
Taking full advantage of data that were collected for other purposes	jñ	jñ	jñ	jñ	jñ
Collecting supplementary data	jñ	jñ	jñ	jñ	jñ
Summarizing your research results	jñ	jñ	jñ	jñ	jñ

4. How well were the learning objectives met?

4. How well were the learning objectives met for Phase 3, Market Strategy?

	Not met	Not very well met	Somewhat met	Well met	Very well met
Selecting your target audience segment(s)	jñ	jñ	jñ	jñ	jñ
Defining the current and desired behavior for each segment – increasing levels of the desired behavior is their program goal	jñ	jñ	jñ	jñ	jñ
Identifying the benefits of the desired behavior to “doers” in each segment	jñ	jñ	jñ	jñ	jñ
Clarifying the exchange participants will offer and encourage	jñ	jñ	jñ	jñ	jñ
Applying a marketing mix analysis to select the interventions participants will develop for their program	jñ	jñ	jñ	jñ	jñ
Writing subgoals for each intervention that will add up to their overall program goal	jñ	jñ	jñ	jñ	jñ

5. How well were the learning objectives met for Phase 4, Interventions?

	Not met	Not very well met	Somewhat met	Well met	Very well met
Describing what your services and products will actually look like	jñ	jñ	jñ	jñ	jñ
Explaining how your program will phrase its messages	jñ	jñ	jñ	jñ	jñ
Explaining how your various offerings will be tied together into a cohesive, mutually reinforcing whole	jñ	jñ	jñ	jñ	jñ
Assembling your planning team and assign roles	jñ	jñ	jñ	jñ	jñ
Planning your interventions in detail	jñ	jñ	jñ	jñ	jñ
Testing and revising your interventions	jñ	jñ	jñ	jñ	jñ

5. How well were the learning objectives met?

6. How well were the learning objectives met for Phase 5, Evaluation?

	Not met	Not very well met	Somewhat met	Well met	Very well met
Determining which program components should be monitored and/or evaluated	jñ	jñ	jñ	jñ	jñ
Deciding how to gather the information	jñ	jñ	jñ	jñ	jñ
Deciding how to analyze and report the data	jñ	jñ	jñ	jñ	jñ
Getting IRB approval for research with human subjects if necessary	jñ	jñ	jñ	jñ	jñ

7. How well were the learning objectives met for Phase 6, Implementation?

	Not met	Not very well met	Somewhat met	Well met	Very well met
Describing how you will execute intervention plans	jñ	jñ	jñ	jñ	jñ
Describing initiation of monitoring and evaluation activities	jñ	jñ	jñ	jñ	jñ
Explaining how you will modify program components based on feedback	jñ	jñ	jñ	jñ	jñ
Describing how you will share evaluation findings and lessons learned	jñ	jñ	jñ	jñ	jñ

6. Rate the Session for Meeting Your Needs and the Mentor/Presenter

8. Please rate the degree to which the session met your learning needs.

	Not met	Not very well met	Somewhat met	Well met	Very well met
Met your needs	jñ	jñ	jñ	jñ	jñ

9. Please rate the mentor/presenter on each category in the table below.

	Very Poor	Poor	Fair	Good	Excellent
Knowledge of Subject Matter	jñ	jñ	jñ	jñ	jñ
Organization/clarity of Presentation	jñ	jñ	jñ	jñ	jñ
Useful Information	jñ	jñ	jñ	jñ	jñ
Speaker/Participant Interaction	jñ	jñ	jñ	jñ	jñ
Use of Allotted Time	jñ	jñ	jñ	jñ	jñ
Audio/Visual Aids	jñ	jñ	jñ	jñ	jñ
Handouts	jñ	jñ	jñ	jñ	jñ

7. Virtual / Online Approach Conducive to Learning and Overall Course Quality

10. Was the virtual / online approach used for the course conducive to learning?

Yes

No

11. If you answered "No" to the question above, please describe contributing factors in the space below.

12. Please rate the overall quality of the course on the scale below.

	Very Poor	Poor	Somewhat met	Well met	Very well met
Overall Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Comments

13. Please provide comments.

9. Thank You

Thank you for completing the evaluation. If you have any questions or would like to provide comments personally please send them or call me using the contact information below.

Jim Grizzell

Jim Grizzell, MBA, MA, CHES, HFI, FACHA

C - 909-856-3350

E - jvgrizzell@csupomona.edu

E - jim@healthedpartners.org

F - 202-379-9786

W - <https://experts.csupomona.edu/expert.asp?id=120>

W - www.csupomona.edu/~jvgrizzell

CERTIFICATE OF COMPLETION

[Name], CHES # [Number]

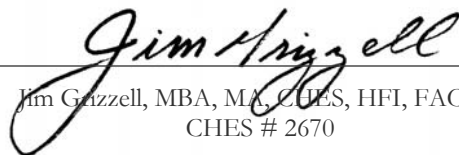
Completed the following approved program:

SOCIAL MARKETING SKILLS TRAINING AND PRACTICAL APPLICATION

Date of Program Completion: August 15, 2007

Sponsored by Health Education Partners, a designated provider of continuing education contact hours (CECH) in health education by the National Commission for Health Education Credentialing, Inc. This program is designated for Certified Health Education specialists (CHES) to receive up to 24 Category I CHEC in health Education.

Total contact hours earned [Number]



Jim Gazzell, MBA, MA, CHES, HFI, FACHA
CHES # 2670

XXXXXX

Health Education Partners
Provider #