



**IRA Proposal, 09-10 (Funding Fall 09)  
Clarke & Jensen**

Activity Title:

***"The Truth about Smoking": Health Messaging & College Students***  
(Class Visits and Campus-wide Event)\*

Project Sponsor/Staff (Name/Phone):

Tracylee Clarke, 3305  
Karen Jensen, 3150

Activity/Event Date(s): Fall 09 (October)

Date Funding Needed By: Fall 09 (October)

**Please check if any of the following apply to your IRA:**

- |  |   |
|--|---|
| <input type="checkbox"/> Equipment Purchase  | <input type="checkbox"/> Field Trip   |
| <input checked="" type="checkbox"/> <b>X Event</b>   | <input type="checkbox"/> Participant data collection for public dissemination<br>i.e. interviews/surveys that result in publication |
| <input type="checkbox"/> IT Requirements   | <input type="checkbox"/> Space/OPC Requirements   |
| <input type="checkbox"/> International Travel  | <input type="checkbox"/> Infrastructure/Remodel   |
| <input type="checkbox"/> Risk Management Consultation  |   |
| <input type="checkbox"/> Late Submission (Passed Deadlines: <b>Fall 3/14, Spring 10/15</b> ) |   |

Previously Funded: **X YES** ☐ NO Yes, Request # 232

Does your proposal require IRB (Institutional Review Board) approval: ☐ Yes **X No**

Assessment submitted for previously Funded Activity: **X YES** ☐ NO

Academic Program or Center Name and Budget Code: **Communication 032**

Date of Submission: **March 13, 2009**

Amount Requested: **\$1200**

Estimated Number of Students Participating: **100+** This activity will serve the entire campus community, as it incorporates an all-campus event. Specifically Communication and Nursing students enrolled in *COMM 441, NRS 460 and NRS 200* will have an in-class quest lecture addressing the topic of anti-tobacco health campaigns and smoking among college age young adults. In addition we will sponsor an all-campus event showing of Tobacco Truth Campaign advertisements and facilitate a discussion of their effectiveness among college students.

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\* This event will take place in Fall 09 and prior to that time we will work within the appropriate channels for planning, room reservation and set up.

***“The Truth about Smoking”: Health Messaging & College Students***  
(Class Visits and Campus-wide Event)

**1. Description:**

The Communication and the Nursing program will co-sponsor visiting lecturer, Lena Dibble, M.S. Anti-Tobacco Health Campaign Social Marketing Consultant for Utah Department of Health (please see brief bio below and attached vitae). Ms. Dibble will speak to students enrolled in Communication and Nursing classes about Health Campaign messaging. Class lectures will address health campaign management, audience segmentation, current statistics on smoking among college students, and recent trends in research addressing tobacco prevention and control. In addition we will sponsor an all-campus event showing of several award winning National Anti-Tobacco Truth Campaign advertisements and facilitate a discussion of their effectiveness among college students.

**BIO:** In her role as a social marketing consultant for Utah’s Department of Health Anti-Tobacco Program, Lena Dibble has lead a team of experts in the design and implementation of “Truth” Anti-Tobacco Campaigns targeted at children and young adults. Through her efforts, Utah’s marketing campaign has received outstanding national recognition. A recent national study found Utah’s The TRUTH campaign reached youth more frequently than any other campaign in the study. Ms Dibble has a Masters in public health from the University of Utah.

**2. Relation to course offerings.**

The all campus event is related to general course offerings in Communication and Nursing but is of interest to all students as smoking continues to be prevalent among college students. The classroom presentations and guest lectures are specific to:

- *COMM/NURS COMM 441 Health Communication*
- *NRS 460 Nursing Leadership and Professional Issues*
- *NRS 200 Introduction to Professional Nursing Practice*

**3. Assessment**

Students attending the all campus event will be asked to fill out a survey evaluating the presentation. Students enrolled in *COMM 441, NRS 460 and NRS 200* will be asked to write a 1-page assessment of the event relating it to course teachings.

**4. Budget**

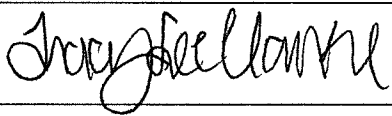
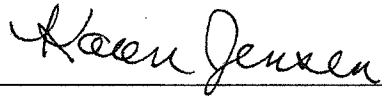
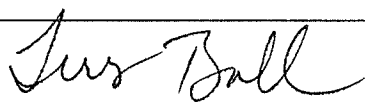
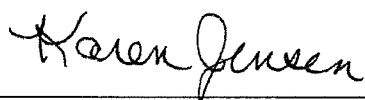
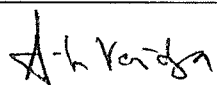
Speaker Stipend/ Honorarium	\$500
Speaker Travel	\$500
Campus Event Advertisement	\$200
<b>Total Request</b>	<b>\$1200*</b>

*\*Please also see attached application budget.*

**5. Source of Support**

There are no other identified sources of support for this activity.

## 6. Acknowledgment & Signatures

Project Sponsors	Tracylee Clarke, Communication Program		Date: 3/11/09
	Karen Jensen Nursing Program		Date: 3/12/09
Program Chairs/ Dean	Terry Ballman, Languages & Communication		Date: 3/12/09
	Karen Jensen Nursing Program		Date: 3/12/09
Dean	Ashish Vaidya, Faculty Affairs		Date: 3/17/09

***“The Truth about Smoking”: Health Messaging & College Students***  
(Class Visits and Campus-wide Event)

1. Operating Expense Budget

A. Supplies	_____
B. Vendor Printing	_____
C. In-State Travel	_____
D. Out-of-State Travel	\$500_____
E. Equipment Rental	_____
F. Equipment Purchase	_____
G. Contracts/Independent Contractors	_____
H. Honorarium	\$500_____
I. OPC Chargeback	_____
J. Copier Chargeback	_____
K. Other (Please Specify)	\$Advertisements (copies)_____

<b>TOTAL Expenses</b>	<b>\$1200</b> _____
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2. Revenue

A. Course Fees	_____
B. Ticket Sales	_____
C. Out of Pocket Student Fees (exclusive of course fees)	_____
D. Additional Sources of Funding. (Please specify And indicate source)	_____
<b>E. Requested Allocation from IRA</b>	<b>\$1200</b> _____

Total Revenue	\$1200_____
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# LENA A. DIBBLE

207 South 600 East #3A  
Salt Lake City, Utah 84102  
801.363.5042 (home)  
801.856.6853 (cell)  
lenadibble@gmail.com

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## Key Skills and Experience

- Effective team leader
- Skilled writer and editor
- Sound oral communication and interpersonal skills
- Strong organizational skills; can manage multiple people and projects and work to deadlines
- Experienced in identifying and coordinating necessary quantitative and qualitative research.

## Education

**UNIVERSITY OF UTAH**  
Master of Public Health.

Salt Lake City, UT

**UNIVERSITY OF UTAH**  
Bachelor of Science (Therapeutic Recreation),  
cum laude.

Salt Lake City, UT

## Employment History

- |                  |   |
|------------------|---|
| <b>2008-2009</b> | <p><b>LOVE COMMUNICATIONS</b> Salt Lake City, UT</p> <p><b>Account Supervisor, Social Marketing (2008-present)</b></p> <p>Research, develop, and implement marketing plans for health-related accounts, including colon cancer awareness, breast and cervical cancer awareness, tobacco prevention and control, heart disease and stroke awareness.</p>   |
| <b>1998-2008</b> | <p><b>UTAH DEPARTMENT OF HEALTH</b> Salt Lake City, UT</p> <p><b>Media Coordinator (Campaign Manager), Tobacco Prevention and Control Program (TPCP) (2000-2008)</b></p> <ul style="list-style-type: none"><li>• Successfully managed \$3.3 million statewide media and public relations campaign (with bonus and added value totaling \$10 million); campaign achieved 95% recognition among Utah population.</li><li>• Served as program spokesperson for approximately 50 television, radio, and print media contacts annually. Act as Department Public Information Officer on occasion.</li><li>• Developed marketing training programs for 70 employees and contractors.</li><li>• Directed annual focus group research and campaign evaluation.</li><li>• Collaborated in grant writing and reporting.</li></ul> <p><b>Media Assistant, Winter 2002 Public Information Office Team (2001-2002)</b></p> <ul style="list-style-type: none"><li>• Provided health-related information to the public and the media in preparation for and during Winter Olympics.</li><li>• Assisted in writing news releases, planning media events.</li><li>• Staffed state Joint Information Center in collaboration with other state and federal agencies.</li></ul> <p><b>Community Health Specialist II, TPCP (1999-2000)</b></p> <ul style="list-style-type: none"><li>• Co-developed RFPs, funding and management process for grants, and tracking database.</li><li>• Carried out program planning, implementation, coordination, and evaluation.</li></ul> |

- Coordinated sixteen small and five large community grants, by negotiating grant agreements and budgets, providing technical assistance, conducting site visits, and reviewing progress reports.
- Collaborated to plan and implement grant writing and coordination trainings.
- Published statewide newsletter, circulation of approximately 100 agencies.
- Maintained and coordinated statewide resource library.
- Supervised intern projects.
- Temporarily monitored multiple local health department contracts and provided technical assistance.

#### **Community Health Specialist I, TPCP (1998-1999)**

- Coordinated youth mini-grants and tobacco prevention resources.
- Developed orientation materials for state and local health educators.
- Conducted data analysis.
- Collaborated to write successful grant application.

#### **MMIS Technician, Medicaid Program (1998)**

- Identified and eliminated pharmacy claim problems.
- Assisted clients with eligibility and transportation concerns.

### **Selected Activities & Publications**

<b>2005- 2007</b>	Member of Media Network Stakeholder Committee, Centers for Disease Control and Prevention.
<b>2001- 2007</b>	Member of State Emergency Response Team.
<b>2007</b>	Presenter, "Hispanic Reality: Creating Celebrity And Cultural Norms," "From the Field: Developing Tobacco Counter-Marketing Campaigns," "Gaining from Campaign Experiences in Other States, Regions or Countries," "WarriorsAgainstTobacco.com," <b>National Conference on Tobacco or Health</b> , Minneapolis, MN.
<b>2005</b>	Presenter, "Implementing Promotional Strategies that Work: Youth & Spanish Speakers," <b>Free &amp; Clear Annual Exchange</b> , Seattle, WA.
<b>2003</b>	Presenter, "Replicating Successful Media Advocacy Initiatives with Scarce Resources," <b>National Conference on Tobacco or Health</b> , Boston, MA. Presenter, "Promoting Cessation," <b>National Media Network Planning Meeting, Centers for Disease Control and Prevention</b> , Atlanta, GA.
<b>2002</b>	Presenter, "Real Smokers, Real Results: A Media Campaign," <b>National Conference on Tobacco or Health</b> , San Francisco, CA.
<b>1999</b>	Scientific Reviewer, 3 <sup>rd</sup> Edition, <u>Maintaining the Miracle: An Owner's Manual for the Human Body</u> . Ted D. Adams, Ph.D., M.P.H., A. Garth Fisher, Ph.D., Scott F. Hansen, M.D., Frank G. Yanowitz, M.D. Capp Publishing, Inc.

### **Activities/Interests**

**Yoga Instructor**, YogaFit Level 3 (teaching since 2005)

**Tae Kwon Do**, brown belt

**Volunteer** with multiple organizations

Rudimentary **Italian, French, and Spanish**

**References available on request.**



305  
November 11, 2009

IRA Advisory Committee  
Mary Devins  
Faculty Support Coordinator  
California State University Channel Islands  
Bell Tower 1161

Nov. 6th, 2009

Dear IRA Advisory Committee,

Please find enclosed the report form and related documents for the Instructional Related Activity (IRA): **"The Truth about Smoking": Health Messaging & College Students - Guest Lecture and Discussion Forum** as required for the grant award process.

As outlined in the report, the Communication and Nursing Programs sponsored visiting lecturer, Lena Dibble, M.S. Anti-Tobacco Health Campaign Manager for Utah Department of Health. Ms. Dibble presented to students enrolled in Communication and Nursing classes about the national anti-tobacco media "Truth" campaign and health messaging to college students. In addition our programs sponsored an all-campus presentation / discussion forum titled: Health Campaign messaging: What the tobacco Industry doesn't want you to know" in which she discussed the ethical implications of advertising techniques.

This event was a valuable experience for those involved and on behalf of the students and the Communication and Nursing Programs, we would like to thank you for making this event possible.

Sincerely,

A handwritten signature in black ink, reading 'Tracylee Clarke'.

Tracylee Clarke, PhD  
Assistant Professor of Communication

Karen Jensen  
Associate Professor of Nursing

## Instructional Related Activities Report Form

SPONSOR	DEPARTMENT
Tracylee Clarke, Communication Faculty Karen Jensen, Nursing Faculty	Communication Nursing


ACTIVITY TITLE	DATE (S) OF ACTIVITY
<b>“The Truth about Smoking”: Health Messaging &amp; College Students – Guest lecture &amp; Speaker Forum</b>	Friday, October 30 <sup>th</sup> , 2009

**PLEASE EXPLAIN (1) DESCRIPTION OF ACTIVITY; (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S); AND (3) WHAT YOU LEARNED FROM THE PROCESS.**

**Activity:** The Communication and Nursing Programs sponsored visiting lecturer, Lena Dibble, M.S. Social Marketing Consultant for Anti-Tobacco Campaigns. Ms. Dibble spoke to students enrolled in COMM/NRS 441 Health Communication classes about the national anti-tobacco media “Truth” campaign and health messaging to college students (*please see attached Power Point Presentations*). In addition our programs sponsored an all-campus presentation / discussion forum titled: Health Campaign messaging: What the tobacco Industry doesn’t want you to know” in which she discussed the ethical implications of advertising techniques. (*please see attached flier, campus global email and “Wavelength” University Newsletter marketing announcement*).

**Relation To Course:** The guest lecture and the all campus forum complimented curriculum in courses associated with the Communication and Nursing Programs. Both the in-class lecture and the forum focused on smoking trends in the United States, the communication and implications of health messaging. Ms. Dibble specifically addressed topics of health campaigns, social marketing, audience segmentation, message mapping, current statistics on smoking among college students, and recent trends in research addressing tobacco prevention and control. Students attending both the lecture and the forum were required to write a 1-page assessment linking the concepts introduced by Ms. Dibble to the course concepts they address in class.

**Student Learning Experience:** Based on feedback from students enrolled in COMM/NURS 441 and those who attended the Forum, this was an excellent activity. Their learning experience is reflected in their evaluation of the event (*please see the attached summarized comment reports*). Students were easily able to link the presentation material to their course readings and previous class discussions. Many commented that the presentation gave them insight and excitement for the field of health communication and nursing.



## Social Marketing 101

Messaging and Behavior Change

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### What is Social Marketing?



- The use of marketing techniques to change behaviors for social good.

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### Examples



- **The TRUTH:**
  - Reduce health and financial burden on society and individual
- **National Children's Study:**
  - Benefit health and wellbeing of future generations
- **Utah Saves:**
  - Increase individual and state financial stability

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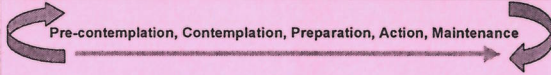
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## Stages of Change

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COMMUNICATIONS



- Behavior change does not happen in one step
- People may cycle through the stages multiple times
- Everyone has their own starting point
- Everyone has their own rate of progression

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## How Do We Do It?

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### The P's of Social Marketing:

- Product
- Price
- Placement
- Promotion
- Public
- Partnerships
- Policies

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## Product: Selling Behaviors

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- We need to show our audience that:
  - they have a need
  - our product fills that need

This means we have to know what is important to our audience—their values and goals; energy, security, health, peace of mind?

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Public



- Target audience
- Influencers
- Stakeholders

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Partnerships



Partner with groups that already have entrées with our public. Good partnerships are based on:

- Shared goals
- Good communication
- Defined roles

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Policies



- Create sustainable change through:
- Laws
- Regulations

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**Tailored Messaging & Calls to Action**

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COMMUNICATIONS

- **Adults:** You can quit, call us for help
- **Secondhand smoke:** Until you quit, keep others safe by not smoking around them
- **Native Americans:** Keep tobacco sacred. Commercial tobacco is different from traditional tobacco.

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## The Tobacco Problem



Lena Dibble, M.P.H.  
The TRUTH Campaign  
Love Communications

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- Tobacco use is the leading preventable cause of death in the United States.
- Every year, smoking and secondhand smoke kill **about 440,000 people in the U.S.** by causing lung cancer, emphysema, heart disease and other illnesses.
- Nearly **21 percent of adults still smoke**, as do 20 percent of high school students.
- Every day, more than 1,000 kids become daily smokers. **One-third of them will die** prematurely as a result. Campaign for Tobacco-Free Kids.

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- **Smoking harms nearly every organ of the body**, causing many diseases and affecting the health of smokers in general. Quitting smoking has immediate as well as long-term benefits. Centers for Disease Control and Prevention
- Worldwide, tobacco use claims nearly five million lives a year and is projected to kill **one billion people this century** unless current trends are reversed. However, if adult smoking rates are cut by 50 percent worldwide, we could prevent more than 300 million deaths within the next 50 years, according to the American Cancer Society.

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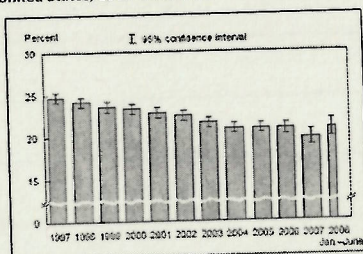
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## Current Trends

Figure 8.1. Prevalence of current smoking among adults aged 18 years and over: United States, 1997–June 2008



Centers for Disease Control and Prevention, 2009

## Tobacco Use in Utah

- With an age-adjusted adult smoking rate of 9.1%, **Utah continues to be the only state that has reached the national Healthy People 2010 objective of reducing smoking to less than 12%.**
- The percentage of children exposed to secondhand smoke in their homes is at an all time low, decreasing 68% since 2001.
- Smoking among teens has decreased by 34% since 1999.
- Smoking among adults has decreased by 33% since 1999.
- Still, more than 190,000 youth and adult Utahns who smoke need help quitting.

## The TRUTH campaign

The TRUTH campaign is a foundational element of Utah's tobacco prevention and control efforts. It uses TV, radio, print, outdoor, and grassroots efforts in a multi-faceted campaign, that reaches **adults, teens, children, pregnant women, Hispanics, and Native Americans** in Utah.



## Audience Segmentation for Health Communications



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## Segmenting

- College Students:
  - Sex: male/female
  - Age: in 20s/not in 20s
  - Race/ethnicity: of colour/white non-Hispanic
  - Beliefs: religious faith/atheist or agnostic
  - Political beliefs: left/right

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## Pros/Cons

Are those good ways of segmenting people into groups?

Why?  
Why not?

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## Formative Research

Once you've decided on your audience segment, your formative research will help you target them effectively:

- Find and use existing research.
- Identify gaps in your knowledge—do you need greater insight into effective messages, or more ideas on appropriate channels?
- Use focus groups, surveys, or key informant interviews to fill in gaps, gain greater insight, and for "Aha!" moments.
- Synthesize the information from focus groups etc. with what you know from literature and other sources.

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## Aha! Moments

In focus groups and interviews, we learned:

- Adults: want truth, reality, hope, success stories.
- Teens: Want honesty, like badass image of smoking, concerned about social effects.
- Pregnant women: want to see the effects happening.
- Hispanic: react to children, family stories.
- Native Americans: respect traditional use, don't see tobacco as a problem. Social norms and proprieties may be different.

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## Native American campaign

- Identified as a high use population, with unique message needs, and existing channels.
- Developed print materials to address needs, which could be distributed through existing channels.
- Looked for grassroots opportunities to expand reach of messages.
- Worked with population representatives continually to assure cultural appropriateness.

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## Message Mapping

Creating Memorable  
Communication

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## Crisis Communication

Journalists usually ask six questions  
(**who, what, where, when, why, how**)  
that relate to three topics:

1. What happened?
2. What caused it to happen?
3. What does it mean?

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## Crisis Communication

- 95% of the questions asked by journalists  
fall into a list of 77 identified questions.

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## Conviction



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## Conviction

- Acknowledge uncertainty
- Say what you can guarantee
- Provide a sense of control
- Focus on what is currently known

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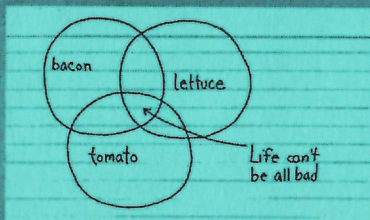
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## Optimism



<http://thisisindexed.com/>

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## September 11th

"The number of casualties will be more than any of us can bear ultimately.

And I don't think we want to speculate on the number of casualties.

The effort now has to be to save as many people as possible."

-Rudy Giuliani (CNN)

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## Message Mapping

Seven Steps:

1. Identify stakeholders for a specific event
2. Identify stakeholder questions and concerns
3. Identify common sets of concerns

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...continued...

4. Develop key messages.
5. Develop supporting information
6. Conduct testing
7. Plan for delivery

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## Developing a Marketing Campaign



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## Setting Goals and Objectives

Goals and objectives let us know what we want to achieve, help us form a plan to achieve it, and help us know when we've achieved it.



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## Being SMART

- **Specific** (What are you going to do?\_
- **Measurable** (how will you know if you've succeeded?)
- **Achievable** (can we eliminate smoking? Probably not)
- **Realistic** (given resources and time)
- **Timed** (when are you going to do it?)

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i.e.

- **Product:** In tobacco prevention and control, a **smoke-free lifestyle** is our product.
- **Price:** In social marketing, this is a lot more complex than sticking \$ signs on something. This may include cost of quit smoking medications, but often more importantly, the pain of withdrawal symptoms while quitting, the change in **identity** a quitter undergoes, **social penalties** paid by a teen, or the **inconvenience** a smoker faces in going outside to smoke.
- **Placement:** Where is your audience? **Where** are they going to see your product and messages?
- **Promotion:** How do you **promote your product**? What **message** will induce your audience to pay the price?

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So...

So, you take your goals and objectives, and review the 4 P's to help you flesh it out into a marketing plan.

For example:

**Objective:** Increase awareness of risks of SHS through distribution of flyers by end March.  
**Your product?** What are you asking people to "buy"?  
**Price?** What will people have to give up/risk for your product?  
**Placement?** Where's the best place to put the flyers?  
**Promotion?** How will you persuade them to "buy"?

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CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

date: **10.30.09** FRIDAY  
time: 1:00-3:00 PM  
location: ALISO HALL 150

# HEALTH CAMPAIGN MESSAGING

WHAT THE TOBACCO INDUSTRY  
DOESN'T WANT YOU TO KNOW.

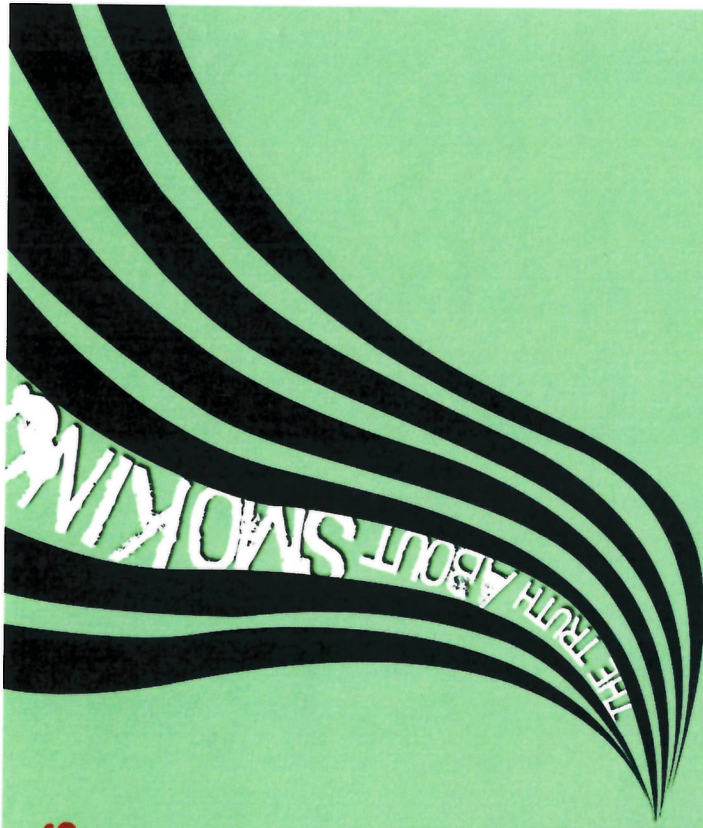
SPONSORED BY THE COMMUNICATION  
AND NURSING PROGRAMS AT CSUCI.

FOR INFORMATION ON THIS EVENT, PLEASE  
CONTACT [TRACY.LEE.CLARKE@CSUCI.EDU](mailto:TRACY.LEE.CLARKE@CSUCI.EDU)

**Lena Dibble**

GUEST SPEAKER SOCIAL MARKETING CONSULTANT  
ANTI-TOBACCO CAMPAIGN

LENA DIBBLE HAS LEAD A TEAM OF EXPERTS IN THE  
DESIGN AND IMPLEMENTATION OF "TRUTH" ANTI-  
TOBACCO CAMPAIGNS TARGETED AT CHILDREN AND  
YOUNG ADULTS. THROUGH HER EFFORTS, HER MAR-  
KETING CAMPAIGN HAS RECEIVED OUTSTANDING NA-  
TIONAL RECOGNITION.



## Advertising Techniques

avant garde	the suggestion that using this product puts the user ahead of the times <i>e.g. a toy manufacturer encourages kids to be the first on their block to have a new toy</i>
bandwagon	the suggestion that everybody is using the product and that you should too in order to be part of the group <i>e.g. a credit card company quotes the number of millions of people who use their card</i>
escapism	the association of a product with an exciting departure from mundane, everyday life and problems <i>e.g. a bubble bath whisks the user away from everyday concerns</i>
facts and figures	statistics and objective factual information is used to prove the superiority of the product <i>e.g. a car manufacturer quotes the amount of time it takes their car to get from 0 to 100 k.p.h.</i>
glittering generalities	"weasel words" are used to suggest a positive meaning without actually really making any guarantee <i>e.g. a famous sports personality says that a diet product might help you to lose weight the way it helped him to lose weight</i>
hidden fears	the suggestion that this product will protect the user from some danger <i>e.g. a laundry detergent manufacturer suggests that you will be embarrassed when strangers see "ring around the collar" of your shirts or blouses</i>
magic ingredients	the suggestion that some almost miraculous discovery makes the product exceptionally effective <i>e.g. a pharmaceutical manufacturer describes a special coating that makes their pain reliever less irritating to the stomach than a competitor's</i>
nostalgia	the association of a product with quaintly remembered earlier times or past youth <i>e.g. by using a product the user is prompted to reflect back on fond memories</i>
patriotism	the suggestion that purchasing this product shows your love of your country <i>e.g. a company brags about its product being made in America and employing American workers</i>
plain folks	the suggestion that the product is a practical product of good value for ordinary people <i>e.g. a cereal manufacturer shows an ordinary family sitting down to breakfast and enjoying their product</i>
sex appeal	the suggestion that the user's love life will be appreciably improved by using a specific product <i>e.g. because a user chews a certain kind of gum, he or she will be much more kissable</i>
snob appeal	the suggestion that the use of the product makes the customer part of an elite group with a luxurious and glamorous life style <i>e.g. a coffee manufacturer shows people dressed in formal gowns and tuxedos drinking their brand at an art gallery</i>
transfer	words and ideas with positive connotations are used to suggest that the positive qualities should be associated with the product and the user <i>e.g. a textile manufacturer wanting people to wear their product to stay cool during the summer shows people wearing fashions made from their cloth at a sunny seaside setting where there is a cool breeze</i>
testimonial	a famous personality is used to endorse the product <i>e.g. a famous hockey player recommends a particular brand of skates</i>
wit and humour	customers are attracted to products that divert the audience by giving viewers a reason to laugh or to be entertained by clever use of visuals or language
sounds good	Music and other sound effects add to the excitement of commercials. Sound can make toys seem more life-like or less life-like, as in a music video. Either way, they help set the mood advertisers want.
selective editing	Selective editing is used in all commercials, but especially in commercials for athletic toys like frisbees or footballs. Commercials show only brilliant catches and perfect throws. Unfortunately, that's not the way most children experience these toys.

(based on Tressler and Lewis, *Mastering Effective English (Third Edition)*, pp.470-472)



### **Student Evaluation Summary Report**

Speaker gained attention and interest of audience	*13 Excellent
Speaker introduced topic clearly	*13 Excellent
Speaker established credibility and demonstrated competence	*13 Excellent
The presentation was well organized and easy to follow /understand	*13 Excellent
The presentation was interesting and related to course concepts	*12 Excellent, 1 Good
The presentation met my expectations	*12 Excellent, 1 Good

\*Based on a 5 point scale (Excellent, Good, Average, Fair, Poor). 13 Evaluations total.

#### **What did you like best about this lecture/topic?**

- Interesting topic; able to relate to course material / project.
- I really liked that we got to do activities to help us better understand what we were talking about. Lena really made the topic interesting and she really engaged me in what she was talking about.
- She had real life experience, as it was her job. She was credible and it was cool to know of the work she has done beforehand.
- She was very engaging and knew what she was talking about. Also had a lot of visuals and activities for us to do instead of straight lecture which was nice
- The experience the presenter had with the topic
- Video campaigns
- It definitely pertains to our class topic. We are all currently working on health campaigns so it gave us good structure and ideas to go off of
- Calmness, tone, content, organization
- I liked how engaging the lecture was. There was the perfect mix of statistics as well as stories, media usage and student interaction so it never got boring.
- I enjoyed the group activities; we were able to brainstorm together about campaigns tactics that was very useful and interesting to do
- I liked how she lectured a little about marketing relations w/ health communication. There aren't any health classes offered that are like her presentation
- The fact that I followed it very well. Professor Hency (lecturer for the course) prepped us for it very well. The speaker was friendly and very knowledgeable
- Real life application with anti-tobacco campaign
- 

#### **How did this lecture relate to what we have been discussing in class?**

- Helps with developing messages for our health campaign
- It relates to what we talk about in class because for our final paper we are required to create a health campaign
- We are doing health campaigns so it is very relevant and helpful for us to see how to implement our own.
- Talked about marketing campaigns relating to our health final project
- Health campaign project
- Campaigns incorporate health campaigns
- Very well related in terms of health promotion campaign
- It had everything to do with the health campaign that we are actually doing for our final projects
- The lecture related to our campaign projects. I was able to take useful notes that will help with advertisements
- It relates to the health campaign product that we are working on
- Exactly – perfectly related. Everything was right on – it was very helpful.
- It compliments exactly what the instructor has been focusing on

**What are a few of the things you learned from this guest lecture?**

- Statistics; the “primary and recent” fact is very useful; tools of marketing strategies
- How to develop an effective marketing campaign that I can use for my final project
- The 4 Ps, the message mapping about how you need to show you care to people and why they should care about what you are promoting.
- Stats on tobacco – how companies target audiences
- How often people die; a lot of diseases from tobacco; the way tobacco companies apply advertisement
- Cultural component
- The biggest thing I learned was that messages should include compassion, conviction and optimism
- Marketing 4 Ps; health promotion strategies; how to target different groups with your message
- A lot about marketing that I didn’t know – a lot about the truth campaign
- How to advertise
- How to promote in specific ways
- Certain tactics and approaches to use in a health campaign
- I learned more about proper/ effective health communication campaigns and of course so much about tobacco risk
- CCO – compassion, conviction and optimism

**Would you suggest having this type of lecture in future classes? Why or Why not?**

- Yes I believe it relates greatly to this class. It would be useful in the health emphasis.
- Definitely! It was great!
- Yes, very educational and interesting.
- Yes because it was really informative and easy to understand
- Yes, it is a very serious topic and a topic that relates to everyone
- Yes because it is insightful and interactive
- Yes it was very helpful to see many examples of what our projects should look like
- Yes extremely helpful – Lena should be a teacher – extremely organized and structured lecture!
- Yes it was great. She was a wonderful and engaging speaker.
- Yes, it was interesting and kept my attention
- Yes, this breaks up the “norm” of the class. It makes education dynamic and fun.
- Definitely.

## Instructional Related Activity Student Evaluation Health Campaign Advertising Dialogue Student Evaluation

23 students rated the forum according to the following criteria:

This Forum was useful in helping me understand advertising strategies used by both the tobacco agency and anti-tobacco groups	17 strongly agree 6 agree
This Forum complimented concepts I am learning in my classes here at CSUCI.	8 strongly agree 7 agree 6 neutral 2 disagree
This facilitator/presenter was knowledgeable about the topic.	21 strongly agree 2 agree
This facilitator asked questions that made me think about the implications of this subject in relation to health.	11 strongly agree 8 agree 4 neutral

### Additional Comments:

- Thank you for your presentation
- I thought this forum was very educational and persuading. It had a lot of great facts on the risks of smoking tobacco. I enjoyed picking out the advertising techniques
- Great speaker – images really exceptional and very informative
- Was a very good presentation with valuable information
- Really helpful
- Bring her back again.
- Very good presentation in regards to advertising techniques and how they are used to promote and/or encourage smoking
- I thought this presentation was useful to me and the healthy aging course
- It was an extremely fun presentation. I learned a lot thank you!
- Well prepared, clear message, effective presentation with slides
- Good info gave me good insight to advertising tactics of smoking and anti-smoking campaign
- This was an interesting presentation and I enjoyed it but I think that the material didn't really relate much to the nursing class. Although there were a few connections I was able to make.
- I think this would have been more effective for a class on advertising or communication than a healthy aging class.
- Seemed like I was part of a focus group. Info given was an A+. Other pros were not attacking the smoker (they're dumb, they are bad people) but the advertising / big tobacco. Audience participation was cool. Cons: like a focus group, hard to connect to the older ads with a younger crowd.



# California State University Channel Islands

## Check Request Form

305

To be used for transactions not requiring a purchase order, service agreement or travel & expense reimbursement

### MAKE CHECK PAYABLE TO:

Name: Lena Dibble

Address 1: 207 South 600 East 3A

Address 2: \_\_\_\_\_

City, State Zip: Salt Lake City, UT 84102

Amount: \$ 1000.00

PeopleSoft Vendor ID: 5276

Note: New vendors must complete a Form 204

### Check Instructions:

- ☐ Mail to payee  
☒ \* Pick up at Cashier - Ext 3253  
☐ Mail attachments with check - include copies

Description to appear on reports (30 characters)

Dibble Honorarium

\*Check will only be held for 48 hours after notification before being mailed out.

### TYPE OF PAYMENT:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Advertising                   | <input type="checkbox"/> Lodging (Camarillo area) ** | <input type="checkbox"/> Subscription/Periodical         |
| <input type="checkbox"/> Art Model                     | <input type="checkbox"/> Membership/Dues             | <input type="checkbox"/> Tax Remittance*                 |
| <input type="checkbox"/> Bank Fee*                     | <input type="checkbox"/> Parking                     | <input type="checkbox"/> Utility/Telephone               |
| <input type="checkbox"/> Freight/Postage               | <input type="checkbox"/> Payroll                     |  |
| <input checked="" type="checkbox"/> Honorarium/Speaker | <input type="checkbox"/> Permit/License              | <input checked="" type="checkbox"/> IRA Activity         |
| <input type="checkbox"/> Interpreting/Note taking      | <input type="checkbox"/> Registration/Conference     | <input type="checkbox"/> Other- <u>must</u> be explained |

\*Accounting Use Only

\*\*Hampton Inn/Country Inn/Courtyard Marriott

### DESCRIPTION AND/OR EXPLANATION OF PAYMENT:

Honorarium for IRA sponsored "The Truth About Smoking": Health Messaging & College Students. Offer letter and IRA proposal attached. Vendor already in the database.

### ACCOUNTING & APPROVAL:

Account	Fund	Dept ID*	Program	Class	Project/Grant**	Amount
613802	TK910	732	90262			\$1,000.00
Total						\$1,000.00

\*Depts. 2xx,3xx,4xx,6xx,9xx require additional approval as designated by VP Finance & Admin.

Requestor: Mary Devins x3253  
Printed Name & Extension

Signature

Date

Approver: Dan Wakelee  
Printed Name & Extension

Signature

Date

Approver:  
(If required) \_\_\_\_\_  
Printed Name & Extension

Signature

Date

[illegible]