Eating Disorders Chapter Five: Affecting Emotional and Physical Health

Hollie Pavlica, DrPH

Marketing in Public Health

MPH 588

Jill Marshall

June 10, 2014
According to Resnick and Siegel (2011), the product in social marketing should be considered as “the bundle of benefits” “exchanged with the target audience for a price” (p. 97). DiClemente, Salazar, and Crosby, further support this explaining the product can be something tangible or it can be a program or service (DiClemente et al., 2013). Lee and Kotler (2011) propose that there are three levels when social marketing a product. The first level includes the core product and/or core values of the target audience (Lee & Kotler, 2011). Lee and Kotler (2011), further explain that the core product “is not the behavior or accompanying goods and services,” but rather it is the actual benefit the audience “wants and expects to experience when they perform the behavior” (p. 246). The core product explains to the target audience 1) the benefits, 2) the satisfaction of needs, and 3) the solutions (Lee & Kotler, 2011).

Resnick and Siegel (2011), further support this explaining that the product is developed to satisfy an “existing needs or want” of the target audience (p. 98). The target audience in this case includes tweens (youth aged 9-12) residing in Albuquerque, New Mexico and attending one of the elementary schools that have received an overall (core curriculum standard) grade of “B” or higher on their score card. The score is identified by the New Mexico Public Education Department (PED), and the schools included in the target population are Alice King, Arroyo Del Oso, Bandelier, Chaparral, Corrales International, Dennis Chavez, Double Eagle, Georgia O’Keefe, Griegos, John Baker, Montessori of the Rio Grande, Mountain Mahogany, Petroglyph, San Antonito, Seven Bar, Tierra Antigua, Zia, and Zuni Elementary Schools (NMPED, 2013).

The CDC explains that tweens are “perpetually changing,” and are continuously learning about themselves and the things in their world. They are “fashion-conscious, fad-loving, and filled with attitude” seeking to “fit in with their peers.” They also have much more autonomy
than in previous generations (CDC, n.d.). Because of this, the core product for this campaign will be for the target audience to participate in the “I’m the star” program. This program will be designed for the target audience to engage in behavioral changes that satisfy the need of tweens to fit in with their peers, and to fit in with and be accepted by those they strive to emulate. This proposes the objective of the product offering that if you participate in this program you will be healthy, admired by your peers, and a role model for others. The additional objective of this product is to reduce the number of youth at risk for developing an eating disorder including anorexia nervosa, bulimia nervosa, and binge eating disorder.

The second step according to Lee and Kotler (2011) is the actual product. The actual product is defined as the “specific goods or services you want your target audience to acquire, utilize, or consume” related to the desired behavior (Lee & Kotler, 2011, p. 246). In this case (as part of the product offering) the goods and services are 1) publications supporting healthy lifestyles, healthy weights, and positive coping strategies; and 2) the increased education, and access to tools and mentors that can assist with ways to support a healthy diet, engage in physical activity, and increase engagement in positive coping strategies.

This will specifically be accomplished thorough the actual product, i.e., participation in the “I’m the star” program. The first part of the program is to have these youth (the target audience) commit to following the 5-1-2-O Let’s Go! Program in which they will commit to trying to eat five fruits and vegetables, exercise for at least one hour, reduce screen time and media to two hours (with one hour being educationally focused), and staying hydrated with water and not sugary drinks (512O Let’s Go!, 2012). The second part of the program is to have all of the fourth and fifth graders at each of the identified elementary schools responsible for writing and article for a local publication (to be shared via print, blog, FB, and/or Twitter) that identifies something
they would like to recognize as “amazing” or “outstanding” that they have accomplished collectively or that one of their peers has accomplished. The article must support healthy lifestyle, and eating, being active, a healthy body weight, a positive coping or leisure skill, and not promote an unhealthy body weight, dieting, video games, or unhealthy trends associated with the media. Each submission is encouraged to include photographs, drawings, and interviews. Each article will have the following lead in title “I am the star because I…” or “We are the stars because we…” (e.g., I am the star, because I swam the 50 meter butterfly; We are the stars, because we ate all of our vegetables last week; or I am the star, because I like to paint with pastels). Each article will be developed to support the information section of the product offering. They will be developed with the assistance of the schools respective fourth and fifth grade teachers, and will be accompanied by a teaching segment on health and wellness, specifically with regard to healthy eating, being active, reduced screen time and media, and hydration (521O Let’s Go, 2012).

The third step in the social marketing of a product is determining the augmented product. In terms of the product offering, the augmented product will serve to provide additional information needed to promote the goods, services, and objective of the campaign. The publications and information provided will include strategies to increase healthy behaviors, reduce risks, and provide places to seek assistance. Lee and Kotler (2011) explain the augmented product as the “additional product elements” that are used in conjunction with the actual product providing “encouragement,” removing “barriers”, and/or sustaining behavioral change. To do this specifically, the following will be incorporated: a course will be offered at the Career Enrichment Center and Early College Academy (CEC) in Albuquerque, New Mexico. The CEC is responsible for offering educational opportunities for all Public High School Students in the
Albuquerque Area at no fee (CEC, 2013). The class would be listed under marketing, journalism, and health; it will be promoted and available to all public high school students in the Albuquerque area. Under close direction of the Public Education Department (PED) and the Department of Health (DOH) with the use of the staff support of the Healthier Weight Council, students will learn about health and be responsible for the development and publication of a monthly magazine, blog, and twitter and Facebook posts. The publication is developed and edited by high school students incorporating the submissions from the fourth and fifth graders. The high school students will also assist the elementary schools in writing their articles (as a mentor/advisor), and will solicit articles from teenagers at various middle schools and high schools, to address the need of tweens to fit in with their peers. Finally, to properly position this product the following position statement will be included as part of the campaign. We want youth (specifically those between the ages of 9 and 11), to see eating well, exercising, and engaging in positive coping strategies as a way to be healthy, and a role model for your peers and as more important and beneficial than trying to be skinny, popular, or famous by not eating well, following fads and fad diets, or by trying to emulate those you see in the media.

REFERENCES


Career Enrichment Center and Early College Academy (CEC). (2013). Retrieved From http://www.aps.edu/schools/schools/career-enrichment-center


