

Ideas for teaching marketing:

Chapter 37 in Communicating Nutrition covers how to market products, programs, and messages. Social marketing is also covered in Chapter 10, pp 150-152, Chapter 11, pp 172-173, and Chapter 12, p 186.

We agreed that marketing principals are largely overlooked in dietetics education or are limited to Food Service Management courses. More comprehensive coverage, including plentiful opportunities to apply learning, is needed.

Help students appreciate what marketing entails and how it is needed across the scope of practice from marketing outreach services in a clinical setting, community classes and programs, wellness campaigns, etc. Marketing what a dietitian is and does.

A first step is to identify what one is marketing, what is the “product” the audience wants.

Stress the importance of planning for marketing at the start of the communication planning process.

Consider guest speakers for this topic – marketing professor from your college or university, an Academy media spokesperson, an RDN who works in marketing or industry, an Extension Educator, etc.

In projects in which students create communication, incorporate marketing the communication as part of the project. Consider all types of marketing, including using various platforms based on what the audience uses. Include both online and in-person marketing approaches. Share creative approaches like Ann’s seed packets marketing her classes.

Storytelling can be a powerful marketing technique. A good resource on this is <https://storybrand.com/>

Students can create marketing that is then posted on departmental or college social media. This can include marketing of the department.