Syllabus
Marketing for Healthcare Organizations

Semester: Fall 2017
Course Number and Title: 10:501:354 Marketing for Health Care Organizations (3)
Course Day and Time: Thursdays, 5:35 pm - 8:30 pm
Course Instructor and Contact Information: Eduardo Schur
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Phone
Course Assistant and Contact Information: NA
Office Hours and Location: Thursdays immediately following class or by arrangement
Required Text: Essentials of Health Care Marketing
Additional Materials: Handouts/videos

Course Description (catalog): Overview of the marketing process, strategic planning, consumerism, the competitive environment and the marketing mix as they relate to modern health organizations. Open to 501 and 832 majors only or by special permission.

Course Overview: In recent times, marketing has become more and more important to the healthcare industry. Modern technologies, changes in consumer behavior, new laws and policies as well as emerging global opportunities are all contributing to a new dynamic in health care that has moved strategic marketing to the forefront for a wide array of organizations. This course provides a framework for understanding basic marketing theories and practices for students interested in health care administration, government/non-profit health agencies and health-related business.

Key elements of the marketing process, strategy and mix including competition, market research, consumer behavior and market segmentation, environmental trending, organizational planning, branding and print/social media will be examined and analyzed. Guest speakers from different areas of the healthcare sector will share personal insights and perspectives. Students will explore different marketing tools, tactics and techniques using a case study approach; perform a SWOT/Environmental Scan and finally, apply theory to practice by developing a team based comprehensive market driven strategic plan for an organization of their choice.

Course Objectives: The learning objectives for this course are:
- Understand the fundamental processes in marketing and marketing research
- Explain the principle of consumerism at the patient and corporate levels and how it affects health care organizations.
- Understand the role of marketing in various health care delivery models
- Understand and analyze the marketing mix within the health delivery setting using common tools, techniques and tactics
- Explore opportunities to use social media in healthcare marketing
- Prepare a market driven strategic plan for a healthcare organization as a team.

**Core Competencies Addressed:** After completing this course, you will demonstrate an understanding of the following Association of University Programs in Health Administration (AUPHA) core competencies:
- Basic marketing principles and their application to the healthcare field.
- Diversity of the healthcare consumer’s definition of care, along with the need to distinguish between individual patients versus corporate America as a customer.
- Various healthcare delivery models as changers of healthcare marketing
- Basic skills encompassing knowledge and comprehension, written verbal and interpersonal communication skills, professional and leadership skills development, inter-professional collaboration, and information seeking.

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<thead>
<tr>
<th>Units</th>
<th>Topic</th>
<th>Post Class Assignments</th>
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<tbody>
<tr>
<td>9/7</td>
<td>Class Overview; Introduction to Successful Marketing</td>
<td>Read Chapter 2&amp;3</td>
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<td>9/14</td>
<td>Marketing 101: A Primer</td>
<td>Read Chapters 4</td>
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<td>9/21</td>
<td>Marketing Environment/Consumerism</td>
<td>Read Chapter 5</td>
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<td>9/28</td>
<td>Market Research &amp; Key Marketing Tools</td>
<td>Group Planning for Presentation</td>
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<td>10/5</td>
<td>Test 1 Group Presentations</td>
<td>Read Chapter 6 &amp; 7</td>
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<td>10/12</td>
<td>Segmentation, Branding &amp; Loyalty</td>
<td>Chapter 8</td>
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<td>10/19</td>
<td>Product/Price/Distribution Infographic Training</td>
<td>Read Chapter 9 &amp; 10</td>
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<td>10/26</td>
<td>Promotion, Advertising, Sales</td>
<td>Read Chapter 11, 12, 13</td>
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<td>11/2</td>
<td>Test 2 Infographic Presentations</td>
<td>Group Planning for Presentations</td>
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<td>11/19</td>
<td>Social Media Infographic Presentations</td>
<td>Read Chapter 14</td>
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11/21 Monitoring & Evaluation Infographic Presentations (con’t)

11/23 Thanksgiving Break

11/30 Preparing a Strategic Marketing Plan Appendix A Group Meetings

12/7 Marketing Plan Presentations

Guest Speakers will be presenting on a variety of marketing topics throughout the term. Changes in the syllabus are possible due to the dynamic nature of the subject matter. Advanced warning will be provided for any substantive changes.

Course Assessment and Grading: This course requires that students demonstrate both conceptual and technical proficiency in basic health care marketing (tests and class participation) and the application of this knowledge through an integrative experience (case studies, infographic and market plan). Successful completion of tests, case studies, an infographic a market plan, team exercises and class participation assesses the AUPHA core competency described above. Final grades will be calculated according to the following criteria:

60% Tests: Test 1 (1-7), Test 2 (8-11 & 15), Test 3 (10,14,16 & 17) All supplemental readings (20% each)
- Describe the basic concepts of marketing and the marketing mix as they relate to health care organizations.
- Discuss corporate and individual consumerism, market research and market segmentation in the context of health care delivery.
- Explain the 4 Ps of marketing and understand their roles in a market driven plan.
- Appreciate the value of control, monitoring and evaluation in the marketing process.
- Understand the importance of marketing to organizational strategic planning.

10% Agency Marketing Infographic: Each student will design a market driven infographic for a healthcare agency or major program of his or her choice. Infographics must include agency mission/purpose, key messages, branding, client-based, UPS, and innovative design. The infographic must be action driven, evidence based and sell the agency/program to its target audience. This assignment demonstrates the student’s ability to:
- Assess real life scenarios and offer rational and evidence based solutions.
- Distinguish between a range of health care delivery models that influence marketing trends.
- Understand how evidence based practices can be applied to health care organizations.
15%  **Group Marketing Plan:** Students will work in groups of 5 - 6 to develop a comprehensive market plan for a healthcare organization of their choice. This assignment demonstrates the student’s ability to:

- Analyze and apply the core competencies learned in class to a real life situation.
- Apply innovative problem solving to complex marketing challenges.
- Construct a market driven strategic plan including SWOT analysis, environmental scans, market research and marketing mix analysis to a health care organization.

10%  **Class Participation:** All students are expected to attend class and participate fully in discussions, case studies and interactive exercises. Engagement in the course is a subjective assessment that takes into account both the quality and quantity of your participation. Factors to be considered include:

- Attendance
- Late Arrival or Leaving early
- Asking and answering questions
- Participation in exercises & activities

5%  **Group Participation Grade:** Your group will offer an assessment of your contribution to the marketing plan and other group exercises. Based on this evaluation, I will grade you on how much you contributed to the success of your group

**Grading: Grade Appeal:**

It is your responsibility to check your grades on Sakai in a timely fashion. If you do not agree with a grade that has been issued for an assignment, you have one week from the date that the grade is posted to dispute it. All appeals require a 1-2 page written request that describes why you feel your grade is not fair based on the assignment rubrics and including objective evidence that supports your claims. Your opinion or beliefs are not considered valid reasons for a grade change. Requests to review grades will not be entertained beyond the one week period (7 days).

**Grading:**

Warning: Failure to submit timesheets may result in a delay in graduating. Instructors do not round up final grades and will only consider grade appeals for errors in gradebook postings. Your responsibility is to complete your assignments to the very best of your ability when they are assigned. A grade appeal procedure is listed above for assignments and must be followed. There is no negotiation on final grades.

A = 92 – 100
B+ = 88 – 91
B = 84 – 87
C+ = 79 – 83
C = 70 – 78
D = 65 – 69
F = Below 60.

**SYLLABUS CHANGES** Please note that the instructor, reserves the right to make any necessary changes to the syllabus, including but not limited to changing dates, topics, assignments, and readings. An effective instructor must continually adapt to the conditions of the class and in that spirit, may choose to add or remove items as needed. These changes will be announced on Sakai and the instructor will provide ample time when changes are deemed necessary.

**Academic Integrity:** Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. It is also a shared value; administration, faculty and students each play a vital part in promoting, securing and nurturing it. Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly. Honesty matters. As a shared value, administration, faculty and students each play a vital part in promoting, securing and nurturing it. See the Rutgers Academic Code and Academic Oath at: [http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/)

**Attendance and Cancellation of Classes**

In accordance with Rutgers University regulations, attendance is expected at all regularly scheduled meetings of a course and individual courses may set policies for maximum absences. Please refer to the link below for more specific information: