

Healthcare Strategy & Marketing

HLTH-5130

S1 2021 Section 69 3 Credits 01/04/2021 to 03/05/2021 Modified 11/17/2020

Meeting Times

Tuesday 5:30 pm -9:30 pm est

Lecture & Webnet

Orlando Metro Campus & Webnet (Zoom)

Class begins at 5:30 pm Eastern time

Contact Information

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Description

Healthcare administrators are challenged by healthcare marketing for a variety of reasons due in part to the differences between marketing services versus tangible good or products. Healthcare clinical services needs to be marketed to numerous internal and external stakeholders including patients, physicians, the community and the government. Therefore, issues of patient satisfaction, patient's retention, and physician and other medical staff satisfaction are critical to any healthcare organization's marketing program.

Requisites

HLTH 5000: Organization and Management Health Administration

Outcomes

Course Learning Outcomes

- Apply healthcare marketing principles to the marketing planning process.
- Recognize the internal and external factors that influence consumer decision making related to healthcare.
- Apply the essential components of marketing strategy formulation in the healthcare environment.
- Identify the environment forces on organizational strategy and their implications related to healthcare marketing decisions.
- Determine the effect that marketing has on a health care organization's long-term success.
- Describe the role of the internet and multimedia can have in formulating healthcare marketing strategies.
- Work effectively in teams to design a healthcare marketing plan.

Competencies

- **Community Orientation** - Understanding the importance of building strategic partnerships and relationships
- **Communication** - Prepare business communication
- **Marketing** - Analyze marketing issues in healthcare organizations
- **Strategic Planning** - Develop and discuss a strategic plan for a healthcare organization

Required Textbook

Marketing Health Services

Author: Richard Thomas

Publisher: Health Administration Press

Edition: 3rd

ISBN: 978-1567936780

Materials

Marketing Health Services, 4th Edition, Richard K. Thomas, Health Administration Press, Published 2015. ISBN-13: 978-1-56793-678-0

(Other Text Books selected by Instructor)

Deliverables

Lecture

Group Discussion

Reflection Papers

Quizzes

Final Project

Group Assignment: Discussion Board (45 points)

Discussion Board (15 Points each)

You will be required to participate in three discussion posts during the term (15 Points each). Discussion board is located by week in the schedule section of the syllabus. The purpose of the discussions is to stimulate study and discussion of the reading assignments and case questions. Please participate earlier and fully in all the forum discussion. Full participation means that students participate earlier in the discussions in at least two distinct days of a week and make earlier and substantial contributions over the course of the semester. Discussion Board participation will account for about 22.5% of the final score. Short quotes to support your position is fine, different thoughts, opinions, advice are welcome in the discussions. As each student will find, building rapport and effective relationships are key to becoming an effective health care manager. Students should be respectful of each other. Use of inappropriate language that is offensive will not be permitted. It is a requirement for this course that students use appropriate professional etiquette when using discussion board and email. The faculty role is as an observer and facilitator. Postings will be evaluated on the quality of all postings and the degree that the postings promote discussion with classmates.

DB instructions:

- Post an initial response on the discussion board. Your response should be clear, accurate and complete sentences. Support your discussion with a reference (*minimum one scholarly source*)
- Posts should be within a range of 75-150 words.
- You will not see any other student's posts until you have created your post. Post in the mid-week (**Wednesday**) and post a response late in the week. By spreading out these postings we should have a lively and interesting discussion for the entire week.
- Post your reflection/a response to another student's post before **Sunday 11:59pm (ET)** (*minimum one response*). Just posting an "I agree" or "Good ideas" is not acceptable.
- Make certain that all posts and responses address the question, problem, or situation as presented for discussion.
- The discussion forum is open until Sunday of the same week 11:59 pm (ET).

Reflection Papers (30 points)

Students are required to submit two reflection papers during the term (15 points each). Select an article on a healthcare marketing and pick one point or argument made by the author that you find particularly interesting. This can be something as big as a paragraph or something as small as one sentence. The paper should highlight a topic/subject of choice from the module readings. This could be something new learned, or alternatives to some solutions, or personal experience that relates to any of the module chapters.

Writing instruction:

- Paper should be submitted online. The paper should be 2 pages in length, typed in double space using 12-point Times New Roman font with minimal grammatical errors.
- Please use the following questions as a framework for sharing your reflections about the article. You should not feel that you have to answer all of these questions; Why did the author write the article? Why was s/he arguing what s/he was arguing? Do you agree with the author? Why or why not? How might the author respond to your comments? Why? What were some of the common themes/issues in the article? How would you respond to these? How is the article tied into class material or discussions?

Final Project: Concept Paper (50 points)

In Canvas Course Reserves, Healthcare Marketing articles are posted pertaining to market segmentation, value added health services, and other marketing topics. Each student is to select, read and write a concept paper outlining the major topics discussed by the authors. Kindly follow writing format;

Concept paper is graded on:

1. Paper has a clear description of the research topic, including a summary of what is already known about that topic.
2. Paper has a thesis statement in the introductory paragraph which summarizes the main argument of the article (clear, consist and coherent).
3. Paper has supporting evidence written in paragraph format to reinforce the thesis statement; how your question can be answered. Demonstrate why it is important to answer this research question. What good comes of this answer? or Why is this project worth writing?
4. Paper must contain a beginning (introductory paragraph), middle (several supporting paragraphs that comprise the body of the paper) and end (concluding paragraph)
5. Paper must follow basic rules of format and grammar; you may use an outline format with "expanded bullet points" as long as your ideas, statements, and recommendations are expressed fully.
6. Paper uses proper grammar, sentence structure, correct spelling and proper punctuation.
7. Students are encouraged to be creative.

Writing instructions

- 1-inch margins all around, 2.0-line height, double-spaced 12-point typeface (Times New Roman)
- Individual written work is 5 pages in length
- Use (minimum 5) scholarly resources published in the past five to six years.
- Follow the American Psychological Association (APA) format through out the paper (citations and references)

✓ Evaluation

Criteria

Grades will be based on the following assignments and activities.

Components	Points	Percentage
Attendance & Class participation	35	17.5

Group Discussion x 3	45	22.5
Reflection paper x 2	30	15
Quizzes x 2	40	20
Final Paper	50	25
Total	200	100

Grading Scale:

A = 93-100 points

A- = 90 to 92 points

B+ = 87-89 points

B = 84 to 86 points

C = 70-79 points

F = below 70 points

The GRADUATE catalog provides these guidelines and grading options:

- **A/A-** Superior graduate work
- **B+/B/B-** Satisfactory graduate work
- **C** Work that is barely adequate as graduate-level performance
- **CR** Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.
- **F** Work that is unsatisfactory
- **I** Incomplete work
- **ZF** an incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.
- **IP** in progress
- **NR** Not reported
- **W** Withdrawn from the course

Schedule

When	Topic	Notes
Week 1	Healthcare Strategy and the Evolution of Marketing	<ul style="list-style-type: none"> • Explain why strategy and marketing management has become crucial in today's dynamic health care environment. • Define and differentiate between strategic management, strategic thinking, strategic planning, and marketing. • Understand the importance of systems' approaches.
Week 2	Definitions of Marketing and Strategy	<ul style="list-style-type: none"> • Identify three major environment trends (external to the industry--e.g. aging of the population, technological change, changes in the economy, etc.) • DB # 1

When	Topic	Notes
Week 3	External/Environmental Analyses	<ul style="list-style-type: none"> Identify the significance of the external environment's impact on healthcare organizations. Understand and discuss the specific goals of environmental analysis and its limitations. Identify and learn techniques to analyze major general and industry environmental trends affecting healthcare organizations. Quiz 1
Week 4	Internal Analysis and Directional Strategies	<ul style="list-style-type: none"> Understand the role of internal analysis in identifying the basis for sustained competitive advantage. Understand the ways in which value can be created at various places in the organization with the aid of the value chain. Determine the competitive relevance of each strength and weakness with the aid of a series of carefully formulated questions and used to suggest appropriate strategic actions. Reflection Paper # 1
Week 5	Healthcare Delivery of Services Audiences	<ul style="list-style-type: none"> Explain the contention that healthcare organizations typically have a much broader range of customers than do organizations in most other industries. What major shifts in attitudes have characterized healthcare consumers over the past few years? How can we explain the fact that the patterns of health services utilization vary widely from community to community, although the characteristics of the population differ little? Why can it be said that it may not be in the interest of healthcare providers to attract all potential consumers for a particular service? DB # 2
Week 6	Market Research, Segmentation & Loyalty	<ul style="list-style-type: none"> Learn and perform alternative market segmentation strategies, recognizing relevant criteria for selecting market segments. Understand the relative merits of quantitative and qualitative research, and why both are important to marketing researchers in healthcare. Discuss, evaluate, and select appropriate market entry strategies, strategic posturing Quiz 2
Week 7	First of the "4 Ps": Product & Product Strategies	<ul style="list-style-type: none"> Understand the different characteristics between tangible products and services. Identifying and using the major tools for healthcare organizations to build, manage and compete with product/service offerings. Know the steps to build a strong brand and effectively developing and launching new product or service offering. Learn the product life cycle and understand the role it plays in healthcare delivery, care product or service. Reflection Paper # 2
Week 8	Second of the "4 Ps": Pricing	<ul style="list-style-type: none"> Appreciate the many factors that affect pricing decisions. Recognize the array of alternative pricing strategies available to healthcare marketers. Learn the positioning value of price. DB # 3
Week 9	Third and Fourth Ps": Place and Promotion	<ul style="list-style-type: none"> Learn what are marketing channels, its function and flows, and the understanding of a value network. Be able to articulate the decisions facing companies when managing their channels. Appreciate the conflicts that arise within channels and how they can be better managed and integrated. Understand why the nature of the organization, the product, and the target population will influence the promotional approach taken. Learn why public relations and communications are traditional promotional approaches utilized by healthcare organizations. Apply integrated marketing approaches to healthcare organization strategy so that you can develop an increased sophistication in marketing. Final Paper

* Course Policies

Students are expected to maintain high degrees of professionalism, commitment to active learning and participation in this course. Students are expected to participate in all required activities as listed on the course syllabus. Students are responsible for keeping up with and adhering to the due dates and other instructions. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Students are expected to complete each assignment well before

its deadline. Extensions will not be given except under extreme circumstances. The penalty for late submission is 10% for one day late and 20% for two days late. No submission will be accepted after one week. The maintenance of academic integrity is of fundamental importance to Webster University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. Violations of the student code of conduct will result in an F being assigned for this course.

I expect you to attend every class, to arrive on time, and to participate in all class activities. Missing class without a legitimate excuse will be officially acknowledged in a letter to you with a copy sent to your advisor. Regardless of the reasons for your absence, the first one will be considered "excused," and every absence thereafter will not be excused. Moreover, I will also subtract 10% (from a total of 100) from your course grade for each absence after the first one. If you must miss class for a legitimate reason, please notify me in advance, if possible; in any event, you are responsible for any work that you miss, and missing class is no excuse for not turning in an assignment.

Class Participation:

Students are expected to prepare readings and other required materials for class discussion. The willingness of all members to participate in class discussions, ask questions, and bring relevant issues to class will be critical for successful completion of this course. Class participation will be evaluated in the following ways:

1. Students are expected to attend every session of this course and participate in Canvas discussions and respond to questions.
2. Cell phones, iPads, and other electrical communication devices should be turned off during class except for emergencies. Text messaging distracts from classroom activities.
3. Students will be evaluated on both the quantity and quality of their participation in class discussions and exercises. This means that students should prepare in advance and actively participate in class discussions.
4. Students are expected to be respectful of other opinions and conflicting viewpoints on all issues. Healthy dialogue and discussion are critical to the learning process.
5. Poor performance as a member of the marketing project group will result in a lower-class participation grade for that student.

Makeup Exams:

Makeup exams will be given under circumstances approved by the instructor.

Additional Information:

This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student. The schedule presents an approximate expectation of course progress. The instructor reserves the right to add, delete, or modify any weeks of this schedule. The instructor also reserves the right to change the overall course grade weighting. Any changes will be announced in class.

If you miss class you are responsible for getting notes and assignments.

Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

[Undergraduate Studies Catalog](#)

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The *academic policies and information* section of the catalog contains important information related to **attendance, conduct, academic honesty, grades, and more**. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/undergraduate-catalog/> (<http://www.webster.edu/catalog/current/undergraduate->

[catalog/](#)

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The *academic policies* section of the catalog contains important information related to **conduct, academic honesty, grades, and more**. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/graduate-catalog/> (<http://www.webster.edu/catalog/current/graduate-catalog/>)

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>)

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University's Academic Honesty Policy is published in academic catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>)

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/ (http://www.webster.edu/arc/plagiarism_prevention/)

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>
[\(http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics\)](http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html> (<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html>)

Contact Hours for this Course

It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, the content must be covered at another time.

Important Academic Resources

Academic Accommodations

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu (<mailto:disability@webster.edu>).

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc (<http://www.webster.edu/arc>) or Loretto Hall 40 on the main campus for more information.

Student Success Portal

Webster University's Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at <http://www.webster.edu/success/students.html> (<http://www.webster.edu/success/students.html>).

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University's worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is <http://library.webster.edu> (<http://library.webster.edu/>). For support navigating the library's resources, see <http://libanswers.webster.edu/> (<http://libanswers.webster.edu/>) for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive

steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>)

Academic Calendar - <http://www.webster.edu/academics/academic-calendar/>
(<http://www.webster.edu/academics/academic-calendar/>)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the "Tuition, Fees, and Refunds" section of Webster's Academic Catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html> (<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html>)

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

<http://www.webster.edu/student-handbook/> (<http://www.webster.edu/student-handbook/>)

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

<http://www.webster.edu/sexual-misconduct/> (<http://www.webster.edu/sexual-misconduct/>)

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

<http://www.webster.edu/irb/index.html> (<http://www.webster.edu/irb/index.html>)

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

[Connections Accounts](#)

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

<http://www.webster.edu/technology/service-desk/> (<http://www.webster.edu/technology/service-desk/>)

WorldClassRoom

WorldClassRoom is Webster's Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

<https://worldclassroom.webster.edu/> (<https://worldclassroom.webster.edu/>)

Webster Alerts

Webster Alerts is the University's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

<http://www.webster.edu/technology/services/webster-alerts/> (<http://www.webster.edu/technology/services/webster-alerts/>)

Campus Information
