

Panuska College of Professional Studies
Department of Health Administration and Human Resources
University of Scranton

HAD 515 - Health Care Planning and Marketing
Fall 2019 - Thursday: 4:30 pm – 7:10 pm
Room: ELH 400
Office Hours: Wed – 1pm to 2pm /Thurs – 12pm to 2pm

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I. Course Description

The purpose, function, and application of planning and marketing in health care administration are studied. Content includes strategic planning, situational analysis, strategy formulation, action planning, exchange/buyer behavior, segmentation, market research, product/services pricing, distribution, promotion, and marketing control. The role and responsibility of health system governance in marketing fundamentals and ethics is examined. This course provides for a framework to identify “the customer” of health care and how an organization would structure and position itself within a specific market. Selected theoretical concepts are drawn from disciplines such as economics, organizational theory, psychology, and sociology. Prerequisites are HAD 500, HAD 501, HAD 505, and HAD 519, or permission from the instructor.

II. Competencies, Student Learning Outcomes, and Assessment

HLA Competency Model
Adopted MHA Program Course Specific Core Competencies

Domain #1: Communication and Relationship Management

Competency

- A. Apply principles of communication and demonstrate specific applications
- B. Present results of data analysis to decision makers
- C. Use factual data to produce and deliver credible and understandable results
- D. Facilitate group dynamics, process, meetings, and discussion
- E. Utilize effective interpersonal skills

Domain #2: Leadership

Competency

- A. Explain potential impacts and consequences of decision making in situations both internal and external
- B. Encourage a high level of commitment to the mission, and values of the organization
- C. Gain physician buy-in to accept risk and support new business ventures
- D. Accurately assess individual strengths and weaknesses

Domain # 3: Professionalism

Competency

- C. Demonstrate professional norms and behaviors
- D. Engage in continued professional development including reflection & self-directed learning

Domain # 4: Knowledge of the Healthcare Environment

Competency

- B. Prepare projects that are credible to governmental, regulatory, professional and accreditation agencies
- C. Use marketing and needs assessment techniques in support of healthcare program development and implementation

Domain # 5: Business Skills and Knowledge

Competency

- A. Integrate information from various sources to make decisions and recommendations

- B. Demonstrate critical thinking, analysis, and problem solving
- C. Apply basic financial management and analysis principles
- G. Use statistical and analytic tools to measure and improve performance

Course Requirements/Assessment:

Symbol Designation

Domain = D1-5, Competency = A-Z

Cognitive Domain Level = cd1-6, Affective Domain Level = ad1-6

Activity

Class Attendance
 Marketing/ Homework Assignments
 Class participation/ Discussion Boards
 Case Study Discussions and Presentations
 Mid Term / Final Exams
 Marketing / Strategic Plan & Presentation

Domain/Competency

D1ADE,D2AD,D3CD
 D1A-E,D2A-D,D3CD,D5AB
 D1A-E,D2AD,D3CD,D5AB
 D1A-E,D2AD,D3CD,D4C,
 D5A-C
 D1A-E,D2A-D,D3CD,D4BC, D5A-C

<u>Course Specific Outcomes and Competencies</u>	
Shown below are the domains and specific competencies that are most applicable to HAD 515.	At the successful completion of this course, students will be able to:
Student Learning Outcomes	Domain/Competency/Level
1. Define marketing and strategic planning	(D3D,cd1)
2. Demonstrate knowledge and skills in health care marketing and planning;	(D1A-E,cd1-3)(D2cd2-4)(D3CD,cd2,3)(D4BC,cd3-4)(D5A-C,cd4,5,ad2,3)
3. Learn strategic planning theories, principles, concepts, terms, methods, tactics, and tools;	D1A-E,cd1,2)(D2A-D,cd1,2) (D3CD,cd1,2)(D4BC,cd1,2)(D5A-C,cd1,2)
4. Learn marketing theories, principles, concepts, terms, methods, tactics, and tools;	(D1A-E,cd1,2)(D2A-D,cd1,2) (D3CD,cd1,2)(D4BC,cd1,2) (D5A-C,cd1,2)
5. Develop competencies, interests, and viewpoints in health services planning and marketing;	(D1A-E,cd1-4)(D2A-D,cd1-4) (D3CD,cd1-4,ad1,2) (D4BCcd3,4)(D5A-C,cd1-4)
6. Apply knowledge, theories, models, methods, processes, tools and skills of planning and marketing for decision making and problem solving.	(D1A-E,cd2,3)(D2A-D,cd2,3) (D3CD,cd2,3,ad1,2)
7. Analyze applications of planning and marketing in health care	(D1A-E,cd3,4)(D2AD,cd3) (D3D,cd3)(D5B,cd3) (D4BC,cd2,3)(D5A-C,cd2,3)
8. Apply the strategic planning process to a health care organization	(D1A-E,cd2,3)(D2A-D,cd2,3) (D3CD,cd2,3,ad1,2)(D4BC,cd2,3)(D5A-C,cd2,3)
9. Define how strategic planning guides an organization position itself in its defined market	(D1A-E,cd1,2)(D2A-D,cd1,2,ad 1,2)(D3D,cd1,2)(D4BC,cd1,2)
10. Discuss and define the position of the marketing function within the overall organizational structure of a health care system	(D1ABC,cd3,4)(D4A,cd4)(D5A-E,cd3-5) (D5AB,cd1,2)
11. Formulate a health services marketing plan	(D1A-E,cd5,ad1,2)(D2A-D,cd4)(D3CD,cd5,ad2,3)(D4BC,cd4,5)(D5A-C,cd4,5)
12. Compare alternative market research methods	(D1A-C,cd3)(D2A,cd3) (D3D,cd3)(D4C,cd3) (D5ABG,cd3)
13. Identify the role and responsibility of health system governance in health care marketing;	(D2AB,cd,1,2,ad1,3) (D3D,cd1,ad3)(D5B,cd1,2,ad3)
14. Integrate strategic planning with marketing	(D1A-E,cd3-5)(D2ABD,cd3-5)(D3D,cd3)(D4BC,cd4,5) (D5ABCG,cd4,5)
15. Conclude why marketing and strategic planning are important for health care organizations	(D1D,cd3,ad3)(D2A,cd3,ad3)(D3D,cd2,ad3)(D4BC,cd3,ad3)(D5B,cd3,ad3)
16. Improve writing, speaking, listening, and discussion skills	(D1A-E,cd3,4)(D2A,cd2) (D3D,cd3,ad2,3)(D4BC,cd2)(D5AB,cd2,3,ad2,3)

III. Course Activities/Methodology

This course uses readings, group exercises, case studies, lectures, projects, videos, discussions, handouts. Tests, guest speakers, research, and students' presentations to enable students to achieve course objectives. Other learning methods may be used. Class sessions will be mixed in format, to include interactive lectures, discussions of readings, case analyses, video clips, & in--class exercises and presentations. The students will be divided into teams with each team building a marketing/strategic plan to promote a company's product and/or service.

The students also complete the individual assignment(s) to demonstrate mastery of the content material. Students will participate in weekly discussion with the instructor assigned topic/question to demonstrate their ability to examine marketing research issues with a holistic focus.

IV. Student Responsibilities

Students are responsible for:

- completing all reading assignments prior to scheduled classes
- participating in class by actively engaging in discussions regarding assigned case studies and readings
- attending(on time) and meaningfully contributing to all classes
- getting all material presented and announcements made during any class
- completing all course assignments and activities as scheduled
- talking with the instructor regarding questions or concerns about assignments, grades, class activities, or other aspects of the course
- reading and following the university policy on attendance, plagiarism and other matters
- reading and understand the course syllabus and comply with all the requirements outlined for the course.
- logging regularly to D2L to read course announcements, submit assignments, complete discussion boards, and access power points or other lecture related information.
- using D2L's messaging tool for internal course communication; your University of Scranton email account should only be used for times when D2L cannot be accessed.
- contacting the instructor immediately in the event of an emergency, illness, or issue that affects participation or attendance in this course.

V. Additional Course Information and Method of Evaluation

1. **Do not expect any posted power points to duplicate readings, or vice versa.** You are responsible for knowing both the readings and other media resources. Supplementary readings that do not appear on the course schedule may also be assigned within the D2L modules from time to time and you will be required to know the material in these readings as well.
2. Students from nations other than the United States are encouraged to present their views on how issues discussed in class would be considered in their respective home countries.
3. It is your responsibility to be aware of due dates for all assignments and readings. If you experience a medical, family or other real emergency that will hinder your ability to complete an assignment, you must contact the instructor through the D2L messaging tool or via email if you cannot access D2L. Documentation may be required, and any

extension, substitution, waiver, or make-up of any assignment will be at the discretion of the instructor. To avoid any issues, complete and submit your work as required.

Problems with technology or understanding how to use D2L tools are not a valid excuse for failing to submit an assignment on time.

4. Work submitted after 11:59pm EST on the end/due date may be penalized a single letter, up to a 24-hour period.
5. No assignments will be accepted after 24 hours past the due date. It is recommended that you allocate at least 10 hours per week for course readings and assignments. Please plan accordingly.
6. Class absences will impact the final course grade. **Please note that attendance is extremely important for your success in this course and is required.** Class attendance, preparation, and participation are directly correlated with course performance and with actual long-term retention. The more one attends, prepares, and participates, the more one learns and retains that learning. Be prepared to meaningfully discuss class readings, cases, assignments, lectures, activities, and materials. Students are encouraged to share their own experiences that fit with the class content.
7. **All correspondence will be via email and not text messaging.**
8. Grading Detail:

<u>Grading Criteria</u>		
<u>Activity</u>	<u>Points</u>	<u>% of Grade</u>
Attendance/ Participation/ Activities	50	10%
Discussion Board Posts (5pts/week x 10 weeks)	50	10%
Mid-Term Examination	75	15%
Final Examination	100	20%
Case Study Assignment	75	15%
Marketing /Strategic Plan)	150	30%
Totals	500	100%

<u>Grading Scale</u>				
<u>Grade</u>	<u>GPA</u>	<u>Points</u>	<u>Definition</u>	<u>% Cutoff</u>
A	4	500-475	Superior/Outstanding	95%
A-	3.67	474-460	Excellent	92%
B+	3.33	459-445	Very Good	89%
B	3	444-430	Good	86%
B-	2.67	429-415	Fair	83%
C+	2.33	414-400	Passing Grade	80%
C	2	399-370	Minimal Passing Grade	74%
F	0	0-369	Failure	Below 74%

VI. Required Reading

Berkowitz, E. N. (2011). Essentials of Health Care Marketing (3rd Edition). Jones & Bartlett Learning, LLC

Fortenberry, J.L. (2011). Cases in Health Care Marketing. Jones and Bartlett Learning, LLC

Zuckerman, A.M. (2012). Healthcare Strategic Planning. Health Administration Press.

Reading in the health care planning, marketing, and management literature (e.g., Marketing Health Services and Health Care Management Review), health care trade journals (e.g., Modern Healthcare), World Wide Web sites, and newspapers will be useful to prepare for meaningful class discussion and to complete assignments.

Microsoft Word, Excel and PowerPoint are used in this course. If you lack basic knowledge of these software packages, consider consulting one of the many free on-line tutorial resources, including <https://support.office.com/en-us/training>

VII. Accommodation

The University of Scranton complies with all applicable laws & regulations with respect to the accommodation of handicaps & disabilities as these terms are defined in the law. The University will provide reasonable accommodation so that students can fully participate in curricular & extracurricular activities. Students who have a physical, learning, or mental health disability & need assistance to achieve successfully in the academic or extracurricular goals should contact the Center for Teaching & Learning Excellence at 941-4038 or www.scranton.edu/ctle.

The Center for Teaching & Learning Excellence is located on the 5th floor of the Harper McGinnis wing of St. Thomas Hall. Please let me know if you need any special accommodation in the curriculum, instruction or assessment of this course to help you fully participate.

There is a wealth of resources available to you to help with your successful performance in this course. Some resources are listed below- this is not an all inclusive list...

Reading Specialist: 570-941-4218.

To Arrange a Tutor: Mary Ellen Piccharello: 570-941-4039

Career Center: 570-941-7640

Students with Disabilities

Reasonable academic accommodations may be provided to students who submit relevant and current documentation of their disability. Students are encouraged to contact the Center for Teaching and Learning Excellence (CTLE) at disabilityservices@scranton.edu or (570) 941-4038 if they have or think they may have a disability and wish to determine eligibility for any accommodations. For more information, please visit www.scranton.edu/disabilities.

Writing Center Services

The Writing Center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged.

Students can make an appointment through the My.Scranton portal: my.scranton.edu -> Self Service -> Student & Financial Aid -> CTLE Menu.

For more information, please contact Amye Archer at amy.e.archer@scranton.edu or visit the [Writing Center webpage](#).

Counseling Services and Academic Support

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the Counseling Center (6th floor of O'Hara Hall) are there to help students manage the stresses of university life. Appointment can be scheduled by calling 941-7620 or by stopping by.

VIII. Responsible Employee

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. Additionally, if you come to me with other non-course-related concerns, I will do my best to help.

It is important for you to know that all faculty members are required to report incidents of sexual harassment or sexual misconduct involving students. This means that I cannot keep information about sexual harassment, sexual assault, sexual exploitation, intimate partner violence or stalking confidential if you share that information with me. I will keep the information as private as I can but am required to bring it to the attention of the University's Interim Title IX Coordinator, Christine M. Black, or Deputy Title IX Coordinator/Dean of Students, Lauren Rivera, who, in conversation with you, will explain available support, resources, and options. I will not report anything to anybody without first letting you know and discussing choices as to how to proceed. The University's Counseling Center (570-941-7620) is available to you as a confidential resource; counselors (*in the counseling center*) do not have an obligation to report to the Title IX Coordinator.

IX. Non-discrimination Statement

The University of Scranton is committed to providing a safe and nondiscriminatory employment and educational environment. The University does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, sexual orientation, or other status protected by law. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment.

Students who believe they have been subject to sexual harassment, sexual misconduct or sex or gender discrimination should contact Christine M. Black, Interim Title IX Coordinator, (570) 941-6645 christine.black@scranton.edu or Ms. Lauren Rivera, AVP for Student Formation & Campus Life and Dean of Students, at (570)941-7680 lauren.rivera@scranton.edu. The United States Department of Education's Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www.ed.gov/about/offices/list/ocr/index.html

The University of Scranton Sexual Harassment and Sexual Misconduct Policy can be found online at www.scranton.edu/diversity. All reporting options and resources are available at www.scranton.edu/CARE.

X. ACADEMIC CODE OF HONESTY

Conduct that violates the Academic Code of Honesty includes plagiarism, duplicate submission of the same work, collusion, providing false information, unauthorized use of computers, theft & destruction of property, & unauthorized possession of tests & other materials. Steps taken in response to suspected violations may include a discussion with the instructor, an informal meeting with the dean of the college, & a hearing before the Academic Dishonesty Hearing Board. The complete Academic Code of Honesty is located on the WEB at www.scranton.edu/student_handbook.

Please review:

http://matrix.scranton.edu/student_handbook/policy_academic_code_honesty.html

Plagiarism: Plagiarism is a violation of the University of Scranton academic integrity guidelines *The instructor will not accept as an excuse that you were unaware that your behavior constituted plagiarism.* Therefore, it is highly recommended that you familiarize yourself with the concept of plagiarism and that you approach the instructor if you have any questions. Please visit the Purdue's OWL writing website at <http://owl.english.purdue.edu/owl/resource/589/1> for valuable resources and avoiding plagiarism.

Students who are found to have violated the Academic Code of Honesty will ordinarily be assigned the grade F by the instructor and may face other sanctions.

XI. CLASS PROTOCOL/ ABSENTEE POLICY

In order to sustain a focused and high-quality learning atmosphere during class:

1. Arrive to class on time and stay through the end of class.
2. Turn cell phones off or silence them.
3. Photography and videography are prohibited.
4. Computers may be used for note taking and referring to prepared class materials.
5. Using the Internet is strictly prohibited unless the instructor calls for its use.
6. *Professional decorum is required.* When someone is speaking, it is discourteous to the class, and the speaker if others are engaged in activity other than active listening (i.e. chatting, reading email). You should avoid speaking with classmates when someone is speaking. If what you have to say cannot be shared with the class you should wait until after class to say it.
7. If you violate this protocol, points will be deducted from your final course grade.

Absentee Policy

Students are expected to attend class to maximize your learning and to support your team. Since participation is a component of your grade and requires attendance, if you are not in class on a given day participation points may be impacted.

XII. Course Schedule

(Instructor reserves the right to modify course schedule)

Weeks 1 Strategic Planning in Health Care (Aug. 29) Week 2 (Sept 5)

Learning Objectives

- Review case study methodology
- Review strategic planning and marketing project format and style
- Compare theories, models, and applications pertaining to health strategic planning
- Establish and communicate the strategic planning schedule
- Establish a vision for an organization.
- Assemble relevant historical data
- Prepare to stimulate new thinking
- Forecast health care trends
- Analyze the internal and external environment of health organizations

Class Content

- Working in teams
- Factors and forces influencing the organizations financial stability and delivery of products/services
- Managerial challenges and changing roles
- Strategy change cycle
- Models of strategic planning
- Strategic planning process
- 12 critical steps to planning
- New skills and knowledge for managers

Readings

Zuckerman, Chapter 1, 2, 3

Week 1 - Discussion Question 1

Student Introduction – To Be Posted on D2L

Read: Strategic Planning Project Guidelines
Ask Instructor if there are any questions.

Week 2 – Discussion Question 2

Week 3 Industry & Competitive Analysis (Sept 12)

Learning Objectives

- Initiate the strategic planning process

- Formulate plans by assessing the organization environment using SWOT analysis
- Apply specific techniques, methods, and models to supplement the strategic planning process
- Assess the contribution of strategic financial analysis in decision-making and planning.

Class Content

- Organizing the strategic planning effort
- Situation Analysis: organizational review, external and internal assessment, competitive position, planning issues
- External environment influence on planning
- Understand the impact of the five environmental forces on organizational strategy
- Strategic direction: mission, vision, strategy, strategic issues
- Strategy formulation: strategic issues, goals, objectives
- Strategic financial analysis
- Stakeholder analysis

Readings

Zuckerman, Chapter 4, 5

Discussion Question 3

Strategic Planning Project Guidelines

Week 4 Building Strengths & Resource Capabilities (Sept. 19)

Learning Objectives

- Initiate the strategic planning process
- Formulate plans by assessing the organization environment using SWOT analysis
- Apply specific techniques, methods, and models to supplement the strategic planning process
- Assess the contribution of strategic financial analysis in decision-making and planning.

Class Content

- Organizing the strategic planning effort
- Situation Analysis: organizational review, external and internal assessment, competitive position, planning issue
- External environment influence on planning
- Understand the impact of the five environmental forces on organizational strategy
- Strategic direction: mission, vision, strategy, strategic issues
- Strategy formulation: strategic issues, goals, objectives
- Strategic financial analysis
- Stakeholder analysis

Readings

Zuckerman, Chapters 6,7, 8

Week 4 Discussion Question 4

Week 5 Transitioning Planning to Implementation (Sept. 26)

Learning Objectives

- Explain leadership roles for making strategic planning a success.

- Assess the impact the strategic planning facilitator has on strategy execution and success.
- Create strategies and plans by assessing business environment.
- Prescribe the implementation, evaluation, and modification of the strategic plan
- Employ decision-making techniques to draw conclusion

Class Content

- Special role of budgets
- Process guidelines
- Reassessing and revising plans
- Facilitating the strategic planning process
- Organization culture and performance
- Four barriers to strategy execution
- The Balanced Scorecard
- Annual strategic plan update
- Strategic thinking, decision making, and game theory

Readings

Zuckerman, Chapters 11, 12

No Discussion Board this week.

Week 6 Fundamentals of Health Care Marketing (Oct. 3)

Mid-Term Exam

Additional Information for Class TBA

Weeks 7 Fundamentals of Health Care Marketing (Oct. 10)

Learning Objectives

- Explain principles of marketing used by health care executive in creating value
- Project marketing strategy to generate competitive advantage
- Create strategies and plans by assessing business environment.
- Reflect on the environment of marketing strategy in creating service and product portfolios
- Distinguish among marketing mix elements
- Delineate needs and wants
- Describe the value of alternative portfolio models
- Appreciate the factors that affect the level of competitive intensity

Class Content

- What is marketing?
- What is a Marketing Plan?
- The History of Marketing
- Marketing in Healthcare
- Needs vs. Wants
- Target Market
- The environment of marketing strategy
- Economic, Technological & Social Factors
- Competitive and Regulatory Factors

Readings

Berkowitz, Chapters 1, 2, 3

Week 7 – Discussion 5

VALS Profile

Prior to class, read about and take the VALS survey.

<http://www.strategicbusinessinsights.com/vals/presurvey.shtml>

Weeks 8 Understanding the Consumer (Oct. 17)

Learning Objectives

- Assess the process of consumer and industrial decision making
- Appreciate the different nature of organizational buying and its implications for marketing strategy
- Synthesize marketing research to formulate strategic thinking in developing a marketing plan
- Interpret relevant criteria for selecting market segments
- Distinguish between relationship marketing, patient satisfaction, and loyalty

Class Content

- Consumer decision making model and consumer decision making unit
- Lifestyle market analysis
- Socio-cultural Influences
- Industrial Buyer Behavior
- Organizational decision making model and organizational buying center
- Marketing research process
- Primary and secondary data
- Quantitative and qualitative data
- Marketing information system
- Key Psychological Processes
- The Buying Decision Process
- The Components of a Modern Marketing Information System
- Marketing Decision Support System
- Forecasting and Demand Measurement
- Mass marketing
- Market Segmentation

Readings

Berkowitz, Chapters 4, 5, 6, 7

Week 8 – Discussion 6

Week 9 – 10 The Marketing Mix (Oct. 24 - Oct 10/31)

Learning Objectives

- Apply the market mix to health services expansion
- Learn the range of product and service variations
- Analyze factors that affect pricing decisions
- Assess the varying levels of distribution intensity and the considerations in implementing each alternative

- Conceptualize service and explain a model of how customers perceive service quality
- Explain factors that determine service quality

Class Content

- Consumer decision making model and consumer decision making unit
- Marketing Mix
- Characteristics of services and implications for the 4 P's
- Service quality model
- The meaning of Price
- The Ever-Increasing Challenge of Pricing in Health Care
- Alternative Channels of Distribution
- Channel Leadership
- Selected Concepts of Retailing
- The Communication Model
- Mastering Customer Service
- Determinants of perceived service quality
- Criteria by which consumers evaluate services
- Image and tools to measure image
- Product life cycle and implications for the 4 P's
- Distinguishing Product Types and Levels
- Managing Product Lines
- The Promotional Mix
- Personal Selling
- Social marketing
- Media Options
- The New Offerings Development Process
- Building the Brand
- Strategic planning benefits

Readings

Berkowitz, Chapters 8, 9 for Week 9

&

Chapters 10,11 for Week 10

Week 9 - Discussion 7

Week 10 - Discussion 8

CASE STUDY DUE IN DROPBOX no later than 11:59pm October 26, 2019

Weeks 11 Advertising, Sales Management, and Control (Nov. 7)

Learning Objectives

- Analyze specific promotion techniques and methods and methods from the promotional mix.
- Explain how to apply advertising and sales management to health services.
- Assess methods for controlling and monitoring marketing objectives

Class Content

- Consumer decision making model and consumer decision making unit
- The new Marketing Reality
- Emerging Marketing Techniques
- The New Marketing Driver: Consumer Engagement
- The Promotional Mix
- Factors Affecting Sales Promotion Use
- Common Classifications of Advertising
- Developing the Advertising Campaign
- Working with Advertising
- Organizing the Marketing Initiative
- The Players in the Marketing Process
- Components of the Marketing Department
- The Marketing Budget
- Marketing Management
- Types of Sales Jobs
- Sales Approaches
- Managing the Sales Function
- Personal sales process
- Advertising campaign
- Sales promotions
- Publicity and public relations
- Sales and selling
- Word of Mouth Marketing
- Designing the Sales Force
- Agencies
- Ethics in Advertising
- The Data challenge
- Data Generation Methods
- Health Data & the Internet

Readings

Berkowitz, Chapters 12, 13, 14

Week 11 – Discussion 9

Week 12 Marketing Plan Project Planning (Nov. 14)

Week 12 – Discussion 10

Other Class Activities TBA

Week 13 (Nov. 21)

Review for Final Exam

Group Project Updates – Marketing/Strategic Plan

Other Class Activities TBA

Week 14 No Class. Thanksgiving Holiday (Nov 28)

Week 15 Marketing Plan & Presentations (Dec 5)

Course Evaluation

Please log on to my.scranton (<http://my.scranton.edu>) this week to access and complete the Course Evaluation for this course.

Week 16 Final Exam (Dec 7)

GUIDELINES FOR COURSE REQUIREMENTS

CLASS INTRODUCTION

Use this forum to introduce yourself to the class by posting a short message. You might want to include information about yourself such as:

The name you prefer to be called by (formal or informal)
Hometown, State/Province, Country
Current employment or student status
Areas of health administration experience
Career goals
Any other information

This post is extremely beneficial tying to your personal messaging. If you do not have an Elevator pitch – this is a great way to create one.

CASE FORMAT

Do each case analysis without discussing it with other students prior to class.

Case Format (Use section headings and number them 1 through 9 as below):

1. Your name, class date and time.
2. Case title, chapter and page number.
3. **Executive Summary.** [1 paragraph] This requires you to read the case several times. *Do not just copy sentences from the case.* Instead, express the essence of the case in your own words.
4. **Most Important Facts/Factors.** List the 10-15 most important facts/factors in the case.
5. **Most Important Marketing/Planning Problem.** Explain the most important health administration/ planning/ marketing problem /issue to be solved in the case. [1 sentence].
6. **Secondary Marketing/Planning Problems.** List other secondary problems in the case.
7. **Recommended Solution.** Provide your recommended solution for the case (a.-d. below). Make *clear specific realistic recommendations.* There must be a clear logical sequence to your thoughts and recommendations. [2-3 pages]
 - a. **Three Solutions.** Provide at least three possible realistic alternative solutions for the most important problem (stated above for 5).
 - b. **Evaluative Criteria.** Provide criteria to evaluate possible alternative solutions from 7a. For example: acceptability to stakeholders, needed resources, legality, timing, cost-effectiveness, ability to implement, side effects, qualifications, statistical data, financial data, ethical considerations, fit with case facts, likelihood of actually solving the problem, etc.
 - c. **Evaluation of Solutions.** Provide your evaluation of the possible alternative solutions from 7a using the criteria from 7b.
 - d. **Recommended Solution.** Your recommended solution for the problem, based on 7a, 7b, and 7c. Justify your recommendation.

8. **MHA Course Integration.** List and explain how you used specific MHA tools, methods, techniques, principles, theories, models, etc. from MHA courses that you used for this case. List specific tools (e.g., cost-benefit analysis, market segmentation, etc.). Do not list general subjects (e.g., finance, leadership).
9. **Case Questions.** Answer all case study questions that accompany the case. If a case question is answered by what you already wrote for 3-8 above, then note which part of your case analysis provides the answer.
10. Pay particular attention to grammar, spelling, punctuation, format and citations. Correct errors prior to submission.
11. **Create a PowerPoint presentation** of the case that will be submitted on D2L for the class to review.

Grading:

Grades will be based on how well case analyses use case information, MHA tools, and critical thinking to complete 3-10 above. Each case analysis is worth a total of 75 possible points. Refer to grading rubric.

I will be looking for completeness, internal consistency, justification, flow and professionalism. Most important is whether you identify the most critical issues in your analysis and if your proposed plan addresses them in a realistic way.

DISCUSSION POSTS

This course is designed to be a collaborative learning experience using Discussion Forums. Participation in the discussion forums is required and contributes toward your grade for this course. At least two postings must be made to every discussion forum. To receive a minimum passing grade on the discussion forum posted on Thursday after class, you must make a posting by Saturday, 11:00 pm Eastern Standard Time (EST) and respond to at least one additional posting by the Monday at 11pm EST of the following week. The postings must be made on two separate days. Please refer to the Discussion Forum Grading Rubric for more information. NOTE: Only discussion responses posted by these times will count for grading purposes.

MARKETING/STRATEGIC PLAN

Strategic Planning Project and Marketing Plan Team Formation & Contact Exchange

A marketing plan starts with general information on the background necessary for understanding the products or services the organization is offering to very detailed information on how it is going to market the products and/or services to its customers.

Part A of the strategic plan is due during class in Week 3. Please review the rubric for strategic plan guidelines for Parts A, B, and C. Each part should build on the prior section. When you submit Part C in the final week, please submit the complete strategic plan.

Each team will develop a strategic plan for a company, organization, or association you collectively identify. Utilize the textbook as a source and the internet. You may find the annual report for the company you select to be useful in developing your plan. Include a small budget, including revenue and expense projections, with your final submission. For example, if you plan

to add staff, what is the cost and how will you cover the expense? How will the plan derive more revenue to cover the cost? How do you know how much the staff cost? Salary scales, etc.

Please do not hesitate to contact me at any point. I am always available to set up a conference call or meeting with the team and review draft work.

Steps:

- A. Organize into teams of no more than 6 members (2 teams may have 5 group members).
- B. Choose a team leader and other roles for the team, such as recorder, etc.
- C. The team identifies and agrees upon the company, organization, or association to be used as a “client” for the planning and marketing plan assignments. Teams are encouraged to make contact with the company, organization or association used as the client and offer to provide them with outcomes from the course.
- D. The team leader will email me (and cc the team) the group members names and the name of the company, organization, or association to be used for the assignment.

Should team conflicts arise, please make every effort to solve them. If you are unsuccessful, see the instructor as soon as possible. Do not wait until a major issues arises or until the end of the semester to contact the instructor about a conflict.

*The instructor reserves the right to modify teams as needed.

Strategic Planning Project: Due 9/19, 9/26, 10/10

Environmental Scanning and SWOT analysis

Assessing the external and internal environments of your organizations is critical to the success of the planning process. The commitment and time dedicated to analysis and understanding strengths and weaknesses as well as opportunities and threats will help planners craft a strategy to achieve organizational goals and objectives at an optimal level.

A. As the planner for your organization (selected by you), you will need to present your organization’s internal and external environments (to include, but not limited to, forces/trends, key resources, competitors, collaborators), and conduct an analysis of these using the SWOT model in your text. Please refer to the strategic planning project part A grading rubric for more information. **DUE 9/19**

B. Based on the SWOT analysis completed for your organization, propose a set of strategic issues that this organization is facing. Propose and evaluate a set of strategies for the organization. Please refer to the strategic planning project part B grading rubric for more information. **DUE 9/26**

C. Describe a process for completing the adoption, ongoing implementation, and evaluation of the strategies/plan that you’ve developed for your organization. Include a copy of what the final plan document (content) would look like. Please refer to the strategic planning project part C grading rubric for more information. **DUE 10/10**

The Strategic Planning Project Assignment relates to the following course goals:

- Further develop communication skills.
- Acquire or further develop skills in working with others as a member of a team.

- Apply course-related knowledge and materials to improve problem-solving & decision-making.

Marketing Plan:

Students will work in the same groups to develop and submit a marketing plan for a product or service within the portfolio of the health care organization identified and used for the strategic planning project. Students are expected to establish marketing objectives, marketing strategy formulation, and development of an action plan. The teams should use the assessments from the strategic planning project Part A-B-C as well as identify additional market research for preparing the project. Teams can reference the outline in Berkowitz (2017) Chapter 2 or sample business plan writing in the Appendix. Please see the outline for required content.

Presentation Format: Each member of the team will present. Provide summary information about the client and main points from the assignment. Presentations should be 20-30 minutes. Use PowerPoint to highlight main points and show necessary visuals such as charts and financials, but do not include sentences, obscure graphics or filler. Ask your classmates for feedback so you can improve along the way. They may have ideas you did not think about.

Please see outline – separate attachment.

Peer Evaluation Form

Evaluation Completed by: _____

Use the following scale to rate your peers:

5= superior 4= above average 3= average 2= below average 1= weak contributions 0= no contribution

I. Evaluation Measures & Team Members

	<i>Ex.</i> <i>Victoria</i>					
Attended all group meetings	5					
Participated in group meetings and discussions	5					
Completed quality portion of work prior to team	5					
Made quality contributions to group meetings	5					
Contributed to focus and tasks to be completed for project submission	5					
TOTAL POINTS (0-25)	25					

II. Overall Evaluation of our Team Project _____

Scale: 4.0 = superior 3.5 = very good 3.0 = good 2.5 = above average
 2.0 = average 1.0 = passing 1.5 below average 0 = we failed