**Modern University FOR Business & Science**

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**SCHOOL OF HEALTH SCIENCES**

**-SHS-**

**Course Handbook**

**Marketing and Development for Health Professional**

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# Important Things to Remember

* **Make-Up Exam Policy:**Students missing an exam, a quiz or any graded assignment, must submit a **petition** to Students Affairs Office (SAO) within **(7) working days** for review. Note that make-up activities are subject to 10%-20% penalty depending on the nature of the excuse. Please email the petition to the respective campus using the following emails:

[Beirutpetition@mubs.edu.lb](mailto:Beirutpetition@mubs.edu.lb)

[Aleypetition@mubs.edu.lb](mailto:Aleypetition@mubs.edu.lb)

[Damourpetition@mubs.edu.lb](mailto:Damourpetition@mubs.edu.lb)

* **Attendance & Tardiness Policy:**Attendance is mandatory for all classes and constitutes 5 % of the students’ final grade. Students arriving more than (10) minutes late will be allowed to join the lecture, but no attendance will be awarded.
* **Course Materials & UMS:**A course handbook, which includes a course outline, detailing all aspects of each course will be posted on UMS. If such file does not exist, please email the corresponding Chair of the Department and carbon copy (cc) the Dean.

* **Students’ Expectations:**Students are expected to have a textbook/lab manual, and where applicable, a calculator. In addition, students should adhere to the code of conduct set forth by the MUBS administration in the classroom and during examination. ***Please note that cell phone usage is prohibited in the classroom.***
* **Events Participation:**Depending on the nature of the course, students may be required to participate in certain related events. Active participation in these events may affect the students’ final grades positively.
* **Communication with the SHS:**As an SHS student, you can email the SHS for any suggestion, complain, comment, problem, etc. at:

# Course Outline

**Course:** PCH 404 Marketing and development for health professionals

**Sessions**: F 11:00 am – 01:00 pm

**Textbook:** Thomas, R. (2005). *Marketing health services.* Health Administration Press.

**Instructor:** Dr. Latifa Attieh

**Office Hours:**

**Email:** lattieh@mubs.edu.lb

**Course Description** **Prerequisite:** None

The Healthcare industry is one that is faced by myriad challenges including the need to control the epidemic of infectious and chronic diseases, modifying individual lifestyle and behavior, improving social and economic conditions and reforming social policy.The course provides students with an overview of the history and concepts of healthcare marketing and techniques, and highlights the planning, managing and evaluation of the marketing plan along with a briefing about major marketing tools and techniques that are essential to identify opportunities and problems in the healthcare system.

**Course Objectives**

This course presents students with knowledge and understanding of the various concepts of healthcare marketing, techniques and strategies in order to be able to develop a marketing plan for a healthcare product/service.

**Learning Outcomes**

At the end of the semester, the students should be able to:

1. Build understanding of the fundamental principles,concepts and analytic techniques of Marketing in the 21st century.
2. Acquire understanding of healthcare markets, products and services
3. Develop an understanding of marketing strategies, promotions, advertising and sales.
4. Develop an understanding of managing and evaluating the marketing process.
5. Gain an appreciation of the importance of understanding the principles of consumer behavior and marketing management in order to formulate successful marketing strategies.
6. Be able to effectively work as a team and present ideas in a way that would enhance communication.

**Grade Allocation**

Attendance and Participation = 20 %

Group Project = 50%

Final Exam = 30 %

**Grading Scale**

Academic standing at MUBS is based upon the grading system shown below:

|  |  |  |
| --- | --- | --- |
| **Percentage (%)** | **Grade\*** | **Q-Points** |
| 97-100 | A+ | 4.0 |
| 93-96 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 1.0 |
| ≤ 59 | F | - |

**\*F- Failing W- Withdrawal I- Incomplete**

**Teaching Methods**

* Interactive and traditional lectures (PPT, board), handouts, videos, and links will be used and will be available on Moodle and University Management System (UMS).
* [Social Media: Social learning is active learning](http://www.proprofs.com/c/lms/the-role-of-social-media-in-online-learning/), which means that students participate directly in their own learning rather than passively absorbing information they will most likely forget once the exam is over. Social media shapes and presents information in a way that makes sense to and excites students more than traditional tools do, whether it's through a shared article with comment functionality, a livestream of an important event, a survey related to course materials, or a question posed to the broader community.

-Sharing posts and information with other students, rather than simply submitting assignments to the teacher, promoting deeper engagement and better performance from all students. If students know from the start that they and their peers will interact with course materials and each other on various social media platforms, they may put in more effort to both their work and online presence.

**Course Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Chapter(s)** | **Means of Attainment\*** |
| 1 |  | 1. **Health care marketing: History and concepts**  * The History of Marketing in Healthcare (overview) * The challenge of health care marketing | 1  2 | C, P, T |
| 2 |  | * The Evolving Societal and Healthcare Context (changing societal contexts, healthcare development) * Basic Marketing Concepts | 3  4 | C, P, T |
| 3 |  | * Marketing and the Healthcare Organization (stages of healthcare marketing)  1. **Understanding Healthcare Markets**  * The Nature of Healthcare Markets | 5  6 | C, P, T |
| 4 |  | * Healthcare Consumers and Consumer Behavior | 7 | C, P, T |
| 5 |  | * Healthcare Products and Services | 8 | C, P, T |
| 6 |  | 1. **Branding and Identity Management Tools**  * Marketing strategies   Decide on marketing plan | 10 |  |
| 9 |  | Case study |  | C, P, T |
| 10 |  | * Emerging Marketing Techniques * SWOT and Pest analyses | 12  (handout) | C, P, T |
| 11 |  | 1. **Managing and Supporting the Marketing Effort**  * Managing and Evaluating the Marketing Process * Marketing Research in Healthcare | 13  14 | - |
| 12 |  | * Marketing Planning * Sources of Marketing Data | 15  16 | C, P, T  C, P, T |
| 13 |  | **Consumer Behavior and Product Promotions :**  Maslow’s Hierarchy of Needs | (handout) | C, P, T  C, P, T |
| 14 |  | Diffusion of Innovations Model  The Marketing Communication Spectrum and the Loyalty Ladder | Handout | C, P, T  C, P, T |
| **Final Exam (TBA)** | | | | |
| \* C: Class Discussion, E: Exams, P: PowerPoint Presentation (Lecture), T: Textbook | | | | |

**Marketing and Development for Health Professionals**

**Classroom Policies**

**Attendance:** Class attendance is mandatory and constitutes a maximum of 5 % of the final grade. If for some reason, a student has to miss class unexpectedly, it is the student’s responsibility to make certain that all assigned work is completed. Excessive absenteeism (more than 30% of the course) will be grounds for disciplinary and corrective actions by the Office of Student Affairs i.e. student will be automatically dropped from the course. Missing more than three laboratory sessions will result in dropping the student out of the course.

<http://www.mubs.edu.lb/en/current-students/policies-procedures/attendance.aspx>

**Participation:** Participation is a necessary part of classroom learning and constitutes a maximum of 5 % of the final grade. It is not enough to merely attend courses; students must also participate in the learning process. Students are graded on participation separately from attendance, however absence from class deducts from a student’s total participation grade. Likewise, students who do not participate, or those who attend class and cause a disruption, will lose participation points. To fully participate in classes, students should read the chapter prior to the lesson and add positive commentary or questions to the session. Cell phones are strictly forbidden in class and examination rooms, and the use of cell phones constitutes classroom disruption.

**Make-Up Exams:** Exams will be given on the above scheduled dates. You will regularly be given quizzes either at the beginning or towards the end of laboratory sessions. You may be asked questions about the previous laboratory or the work to be performed during that laboratory session. However, a make-up exam ***may be given*** by written consent of the Department/School if the student sends an electronic petition within ***7 days*** of the date of the exam. The date of the make-up will be decided by the Department/School concerned as will any penalty is applied toward any exam not taken on the scheduled exam date(s).

<http://www.mubs.edu.lb/en/current-students/policies-procedures/examination-assessment.aspx>

**Academic Integrity and Misconduct:** Plagiarism is defined as the practice of (dishonestly) claiming or implying original authorship of material which one has not actually created. Plagiarism, or any form of cheating, will result in a **ZERO** for the course. In addition, it is everybody’s responsibility to provide an environment conducive for learning; therefore, mutual respect is required between students and instructors as well as between students themselves. Any notion of misconduct will be reported to the administration and may lead to suspension, probation, or dismissal from the University. The University regulations on plagiarism and unfair practice must be observed. Your attention is drawn in particular to the need to acknowledge all sources of information by clearly referencing all material using the referencing style set by the instructor. The SHS reserves the right to ask for further proof of the nature and source of material used and you are advised to keep complete records of such sources.

<http://mubs.edu.lb/en/current-students/policies-procedures/academic-integrity-plagiarism.aspx>

**Assignments & Reports:**Assignments and reports must be turned in by the **set due date**. If you are absent from class, you should call a fellow classmate to find out if there were any assigned exercises during your absence. You are responsible for any and all information given during your absence. Late submission of assignments will be accepted **only** if notified before the original due date with a valid excuse.

**Be prepared when you come to the laboratory:** Read the assigned exercise(s) in the manual in advance, to ease the osmosis of knowledge. Use the manual as you examine slides and specimens. The laboratory manual also contains step-by-step instructions for experiments. Quiz questions are often based on recognition and recall, and the manual can help you remember what you examined in the laboratory. Always check the companion website to the laboratory manual, complete the pre-laboratory questions, go through the directed presentation for that laboratory, watch any animations or videos available and take the on-line laboratory quiz available through the site. Do not forget to take the pre-laboratory on-line assessments when available.

**Go Green:** MUBS is committed to reducing the University’s carbon footprint. Please do not submit hardcopy assignments unless necessary. Make sure that you throw away recyclable items in the allocated recycling bins on campus. Conserve the use of electricity by turning off the light when your leave a room.

For more information regarding the student code of conduct as well as other related subjects, please check policy on the website:

<http://mubs.edu.lb/en/current-students/policies-procedures.aspx>

**N.B.** Cell phones are **STRICTLY** prohibited in class and in examination rooms.

# Students’ Contribution

Students’ contribution to this course is to:

* Attend all lectures
* Participate in lecture/seminar discussion and activities
* Work individually or in group on case analysis requested by the course leader(s)
* Follow-up on sessions by identifying key concepts in appropriate reference literature and reading more about them
* Access and complete Moodle tests and exercises, if applicable
* Review tasks/hand-outs by completing further examples not covered in class

# How is the Course Assessed?

There are **3** assessments for this course:

1. Project (3000 words with a presentation)
2. Midterm Exam
3. Final exam

Details of the assessments can be found later in this handbook.

***The University regulations on plagiarism and unfair practice must be observed. Your attention is drawn in particular to the need to acknowledge all sources of information by clearly referencing all material using the referencing style required by the instructor.***

***The SHS reserves the right to ask for further proof of the nature and source of material used and you are advised to keep complete records of such sources.***

# 4.1Assessment type – Project

**Word count** – **3000 - 3500 words**

**Weighing**–30% of final mark for the course

**Due date**: to be specified

**Learning outcomes**:

The student should be able to:

* Conduct research, relevant to the production of a marketing plan
* Develop and justify a marketing plan and mix for a given target market.
* Effectively acquire and use research, investigative and analytical skills
* Develop ability to innovate and work in a creative way

**What you are required to do?**

The objective of this project is to provide you with experience in applying the concepts and methods of marketing to a real-world marketing opportunity, in the Health care industry. The project is done in teams (the number of members depends on class size). Each team will create a comprehensive marketing plan for a new product or service in the healthcare context. It will involve the following:

1. Each team will be required to choose a “new” healthcare product or service in an existing product/service category. A brief description of the particular product or service should be submitted for approval early in the term. A standard description format will be provided in the first week to assist groups in articulating the project. The descriptions will be returned to students with comments the following week.

2. Each group is then required to do the following to complete the project:

* Create a marketing plan. Description of the existing situation including target market (highlighting key customer learning), company objectives and existing competitors in the marketplace.
* Identify the customers for the specific product or service and describe these consumers in relevant ways (demographics, lifestyles, knowledge of product, etc.). Explain why the new product/service would be appropriate for your target market. This step will involve market research (one-on-one interviewing of a small group of potential users of the product of service and/or a survey of a larger sample of potential users).
* Write a thorough market summary (size, needs, growth, trends, etc.) and include a detailed description of the targeted segments that provides context for the marketing strategies & programs discussed. Clear market assumptions must be present as results of the situation assessment.
* Outline a marketing strategy for the new product/service. This discussion should include a description of the product/service and its benefits, pricing and positioning strategy, advertising and promotional plans, and a consideration of distribution channel(s).
* Formulate appropriate financials and control plans.
* A group presentation during the last class. The time limit for this presentation will depend on the total number of groups in the section, but will be approximately 15 minutes.
* Final written report (the marketing plan), which consists of your recommendations on the 3Cs (marketing analysis) and 4Ps (marketing mix), must be submitted at the beginning of this final class. No extensions. Assignments submitted by fax or email will not be accepted under any circumstances.

**Assignment structure:**

The marketing plan is to be composed of minimum 3,000 to a maximum 3,500 words (excluding cover page, graphs, and appendices) using a double-spaced, 12-point Times New Roman / Calibri font with 1-inch margins on all sides of the paper. The following components can help as a guide for the parts of the marketing plan:

• Executive Summary

• Situation Assessment and Analysis

• Market Summary and assumptions

• Marketing Strategy and components

• Financials

• Controls

Harvard referencing to be used throughout, although this is report format assignment, the expectations are that good academic background referencing will be used.

**Marking Scheme:**

The overall grade of the marketing plan is worth 30 points accounting to 30% of the total course grade. Students will earn their scores on their marketing plans based on the following marking scheme:

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria |  |  |  |
| Situation Assessment & Analysis  (max 10 points) | **Exemplary**  **(8 – 10)** | **Acceptable**  **(4 – 7)** | **Minimal Acceptance**  **(0 – 3)** |
| A complete and comprehensive situation assessment has been carried out using a variety of tools and methods. The plan clearly shows detailed description & analysis of the specified market that helps setting up the marketing objectives and strategies. | An average situation assessment has been carried out that missed some of the relevant and needed tools. The plan shows some details about the market but failed to present a comprehensive analysis. | A weak or non-existent assessment of the specified market has been carried out. Very few tools have been used to analyse the market. The plan obviously failed to present a complete or comprehensive analysis. |
| Market Summary & Assumptions  (max 10 points) | **Exemplary**  **(8 – 10)** | **Acceptable**  **(4 – 7)** | **Minimal Acceptance**  **(0 – 3)** |
| A thorough market summary (size, needs, growth, trends, etc.) is evident. And a detailed description of the targeted segments provides context for the marketing strategies & programs discussed. Clear market assumptions are present as results of the situation assessment. | A good market summary has been provided but misses some of the important factors and dynamics that are relevant to the situation. Some description of the targeted segments is given. Few or no clear market assumptions are mentioned with some relation to the situation assessment carried out. | A weak or non-existent market summary is evident. Very few factors or dynamics have been mentioned with no description of the targeted segments. No market assumptions have been provided and no relation to the situation assessment carried out. |
| Marketing Strategy & Components  (max 15 points) | **Exemplary**  **(11 – 15)** | **Acceptable**  **(6 – 10)** | **Minimal Acceptance**  **(0 – 5)** |
| Clear and relevant marketing objectives are presented. A full discussion of segmentation, targeting, and positioning is evident. Accurate presentation and argument about the marketing mix (4P’s or 7P’s) are methodically addressed. Building and sustaining a competitive advantage for the specified product / service is clearly elaborated. | Some marketing objectives are presented but lack clarify or relevance to the situation. Segmentation, targeting, and positioning are discussed briefly with brief presentation of the marketing mix. A few discussions about building and sustaining a competitive advantage are evident. | Very few or non-existent marketing objectives are presented. Very few discussion of segmentation, targeting, and positioning is provided. Very weak presentation of the marketing mix with no justifications of the decisions made. No evidence of building and sustaining a competitive advantage of the specified product. |
|  |  |  |  |
|  |  |  |  |
| Financials  (max 5 points) | **Exemplary**  **(4 – 5)** | **Acceptable**  **(2 – 3)** | **Minimal Acceptance**  **(0 – 1)** |
| Complete financials such as budgets, forecasts, expenditures, scheduling, and operations are provided. Financials are logical, realistic, & relevant to the discussion of previous sections. | An average coverage of financials is provided that misses some of the relevant data needed. Some of the financials presented are not logical or unrealistic with some relevance to the discussion of the previous sections. | Very weak coverage of financials is provided that misses major and relevant data. Most of the financials presented are not logical or unrealistic. No relevance to the discussion of the previous sections is evident. |
| Controls  (max 5 points) | **Exemplary**  **(4 – 5)** | **Acceptable**  **(2 – 3)** | **Minimal Acceptance**  **(0 – 1)** |
| A comprehensive and realistic control system is discussed. Complete measures are presented to assess results & identify problems or performance variations that need corrective actions. The control system is arguably applicable to implement. | A control system is discussed but lack some comprehensiveness or realism. Some measures are presented to assess results & identify problems or performance variations. At some points, the control system is difficult to implement or apply. | Very weak control system is discussed that is far from being comprehensive or realistic. Very few measures are presented to assess results & identify problems or performance variations. The control system is far from being implemented or applicable. |
| Format and Document Presentation  (max 5 points)   * Style and Organization * Grammar and Referencing * Appendices | **Exemplary**  **(4 – 5)** | **Acceptable**  **(2 – 3)** | **Minimal Acceptance**  **(0 – 1)** |
| The document is well organized. The format is easy to follow & logical. The style remains consistent. Basic rules of formal English grammar and written essay style are exhibited across the document. The student communicates in a cohesive, logical style. | Average overall document organization. The format and ideas are at times unclear to follow. The style is inconsistent at certain points. Some basic rules of formal English grammar and written essay style are evident across the document. Some degree of cohesive and logical style is present. | The document is inconsistent and at times unorganized. Format is difficult to follow. Transitions of ideas are abrupt and distracting. Several mistakes in formal English grammar and written essay style occur. The student rarely communicates in a cohesive, logical style. |

# 4.3 Assessment type – Final Exam

**Word count** – not applicable

**Weighting** - 30% of final mark for the course

**Due date**: to be assigned in class

**Duration**: 90 minutes

**Learning Outcomes**:

1. Develop an understanding of marketing strategies, promotions, advertising and sales.
2. Develop an understanding of managing and evaluating the marketing process.
3. Gain an appreciation of the importance of understanding the principles of consumer behavior and marketing management in order to formulate successful marketing strategies.

**How to prepare yourself for this assessment?**

Student should prepare well for their final exam by studying chapters 12, 13, 14, 15, 16, and extra handouts (3) given.

(It is recommended that the instructor here specifies some hints for students regarding the material to be studied and how they should study)

**Exam structure:**

The Final exam constitutes of three different sections. Section 1 will comprise of 15 to 20 multiple choice questions and true or false questions (30 % of total grade). Section 2 constitutes of 3 to 4 discussion questions (between 30% and 40 % of total grade) and Section 3 is a case study with 4 to 5 questions (between 30% and 40 % of total grade).

**Marking Scheme:**

A detailed rubric will be presented by the instructor with every exam.

# Assessment Criteria

The following is an indication of the academic characteristics that the assignment will be required to have satisfied in order to be awarded the grade indicated:

**A (90% +)** Excellent performance relative to designated learning outcomes. Demonstrates excellent understanding of the subject matter covered in the assessment. Demonstrates a high degree of analytical ability, originality and critical insight using a wide range of sources and literature. Demonstrates a very high level of comprehension of relevant academic content and shows clear evidence of appreciating its professional application. Work is well written, well presented, and fully referenced. Marks in the higher end of the marking band are awarded for exceptional pieces of work that demonstrate a deep understanding of the subject matter covered in the assessment. The work demonstrates an exceptional grasp of relevant theory and a rigorous application.

**B (80-89%)**Very good performance relative to designated learning outcomes. Demonstrates broad understanding of the subject matter covered in the assessment. Demonstrates solid analytical ability and a good grasp of the relevant academic content and its application.Demonstrates good powers of critical thought. The discussion is well organized and structured logically. Arguments are justified sufficiently. Work displays evidence of reading of the literature and other sources. Work is clearly written, clearly presented, and referenced appropriately

**C (70-79%)** Good performance relative to designated learning outcomes. Demonstrates understanding of the subject matter covered in the assessment. Demonstrates knowledge of the material provided in the basic readings but without much evidence of wider reading. There may be some isolated deficiencies in knowledge and understanding. The discussion reflects some ability to argue logically and organize an answer. Work is presented appropriately and is referenced adequately.

**D (60-69%)** Satisfactory performance in designed learning outcomes. Demonstrates a basic understanding of the subject matter covered in the assessment. Demonstrates some ability to identify key issues and construct an argument. Shows comprehension of the basic facts and principles but may present some notable deficiencies in knowledge and understanding. There may be some deficiencies in the presentation and the referencing of the work.

**F (59%& below)**

There is an attempt to address the question but no real evidence of any specific structure. There is evidence of a lack of reading around the subject matter, leading to inconsistencies. Some attempt at descriptive argument but no real evidence of a coherent structure leading to a conclusion. There is confusion in the argument, leading to a less than satisfactory answer/ discussion. Referencing is either notin existence or inconsistent throughout.