Healthcare Marketing and Development

HCA405

Southwestern College Professional Studies

COURSE SYLLABUS

I. Course Catalog Description

A major challenge for marketing healthcare services is the diversity of customers for the same types of services with differing expectations. Learners study marketing theories, strategies, ethics, legal requirements, and practices applied to multiple healthcare markets including consumers, referral agents, and payers. Learners also explore marketing to and making application for funding from organizations and individuals that grant or donate funds to underwrite services for populations with limited or no financial resources. Prerequisites: HCA 280 and HUM 201. Prior study of professional communication recommended.

II. Required and Supplementary Instructional Materials

Cellucci, Leigh W., Wiggins, Carla, and Farnsworth, Tracy J. (2014). Healthcare marketing: a case study approach (1st ed.). Chicago, IL: Health Administration Press.

III. Course Delivery

There are two forms of course delivery Ground and Online:

Ground courses, or those that meet face-to-face on a weekly basis, also have an online component, which means some of the course content is delivered online. Southwestern College utilizes the Blackboard (Bb) learning management system.

Online courses typically contain a blend of synchronous (real-time) and asynchronous (not real-time) material. Depending on the course, you may be required at times to interact "live," which might mean attending a scheduled Collaborate session. You may also be required to view or listen to a lecture or other video on a specific date and time. Of course, if there are circumstances that prohibit you from logging in to a scheduled synchronous activity, an alternate assignment will be provided. Please refer to the Course at a Glance section which will note any synchronous activities.

IV. Learning Outcomes

Learning outcomes describe the knowledge, skills, values, and attitudes that learners gain as the result of a particular learning experience. Southwestern College Professional Studies has learning outcomes specific to each program of study that are in line with the institutional outcomes of critical thinking, ethical reasoning, leadership, communication, and career preparation. Course outcomes support program outcomes and are listed below.

Upon successfully completing this course, the learner will be able to:

1. Distinguish among the different types of customers (e.g. consumers, payers, employers, and public and private funding sources) and their respective expectations for healthcare services and their delivery.
2. Explain strategic decision-making models and methods for healthcare marketing with consideration of the complexity of customer relationships from both the provider and payer organization perspectives.
3. Assess potential market research methods for each of the different types of customers.
4. Evaluate marketing strategies and methods as they pertain to the different types of customers, with consideration for ethical best practices and legal and regulatory requirements.

5. Describe the role of marketing in making application for and securing funding from public and private sources.
6. Recommend comprehensive marketing strategies for healthcare provider and payer organizations.

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes only if you attend class and/or online activities as required by the syllabus, complete the requirements for all assignments to the best of your ability, participate actively in class activities and group work as directed, and study diligently for exams.

V. Expectations

Learners can expect the instructor to:

- Respond to e-mail and phone contact attempts promptly (if you do not receive a response after 48 hours please follow-up as a technology glitch may have occurred)
- Substantially participate in weekly discussions/lecture
- Employ impartial and consistent grading practices
- Provide assignment grades and feedback in one week or less

Instructors can expect the learner to:

- Review the syllabus in its entirety requesting clarification prior to beginning week 1 coursework
- Obtain access to the required course materials prior to the class start date or notify the instructor of any delay no later than Tuesday of week 1 of the course
- Submit course assignment questions with enough notice to receive and incorporate feedback prior to the assignment due date (see course late policy)
- Possess basic skills in Microsoft Office, and have the ability to access Blackboard
- Include the course ID (Ex: CORE101) on all e-mail correspondence
- Check Blackboard course announcements often during the course
- Communicate with instructors and classmates in a professional and respectful manner
- Substantially participate in weekly discussion/lecture (it is strongly suggested that Bb posts be prepared in a word processing software application then checked for grammar errors prior to submission)
- Submit assignments via the appropriate avenue (e.g. discussion board, Bb assignment link, etc.)
- Adhere to the Southwestern College Student Code of Conduct and Standards of Academic Integrity
- Create and submit original work

VI. Grading Scale and Criteria

Grade	Quality Points	Course Scale
A+	4.00	100%
A	4.00	94.0-99.9%
A-	3.67	90.0-93.9%
B+	3.33	87.0-89.9%
B	3.00	84.0-86.9%
B-	2.67	80.0-83.9%
C+	2.33	77.0-79.9%
C	2.00	74.0-76.9%
C-	1.67	70.0-73.9%
D+	1.33	67.0-69.9%
D	1.00	64.0-66.9%
D-	0.67	60.0-63.9%
F	0.00	< 60.0%

Grade:	Criteria and Guidelines:
A+	The grade of A+ is reserved for a perfect score (100%) of all work in a course.
A	Superior work: Superior performance that far exceeds the minimum expectations and demonstrates an excellent understanding of the concepts addressed in the course.
B	Above average work: Good performance that exceeds the minimum expectations and demonstrates a higher than average understanding of the concepts addressed in the course.
C	Average Work: Adequate performance that meets the minimal expectations and demonstrates a basic understanding of the concepts addressed in the course.
D	Minimally acceptable work for receiving credit: Below average performance that does not meet the minimum expectations and/or does not demonstrate a basic understanding of the concepts addressed in the course.
F	Failure: Unacceptable performance. No credit will be awarded, but the grade will be included in GPA calculations.
WF	Withdraw/Fail: A final grade of WF will be recorded for learners who either never access/attend or submit any assignments for courses.
WD, AW, I, S, W, WM	Please refer to the Grading System section of the appropriate catalog.

VII. College Policies

Students are expected to read and abide by the college policies as listed in the appropriate catalog:

- Undergraduate Catalog: For learners who do not possess a bachelor's degree, are pursuing an additional bachelor's degree or for graduate learners who are enrolled in 100-400 level courses.
- Graduate Catalog: For learners who have earned a bachelor's degree and are pursuing a master's degree or graduate level certificate or learners who are enrolled in 500+ level courses.

Non-Discrimination Policy
Student Code of Conduct
Academic Integrity Policy
Policies for Dealing with Violations of Academic Integrity
Incomplete Policy
Withdraw Policy

VIII. Course Policies

Students are expected to read and abide by the course policies found in the instructor-specific syllabus located in the Blackboard course.

IX. Technology Requirements

X. Citation

Check the Academic Resources link in the course menu of your Blackboard course to find the specific requirements and resources for formatting manuscripts and documenting various kinds of sources when submitting written work.

XI. SafeAssign®

This instructor may use SafeAssign®, which is a system that allows for checking the originality of writing and proper citing. Your assignments may be run through this software.

XII. Course Requirements:

Requirements	Number of Assignments	Points Possible	Percent of Grade
Discussions	11	220	22%
Essay: Why Healthcare Organizations Need Marketing	1	70	7%
Report: Target Community Engagement	1	140	14%
Case Study Analysis	1	70	7%
Group Project: Public Health Recommendation and Presentation (Mastery Assignment)	1	220	22%
Final Project: Marketing Plan and Presentation (Mastery Assignment)	1	280	28%
Total Points		**1000**	**100%**

XIII.   Course at a Glance:

Unit	Reading & Preparation Activities	Graded Work Due
1	- Read Cellucci, et. al., 2014, Part I and Chapters 1-4 and 14 - Read "Statement of Ethics" from the American Marketing Association - Read "The Code of Marketing Research Standards" (2007) from the Market Research Association, Inc. - Read "The Ethics of Hospital Marketing" by Nelson & Campfield (2008) - View video (2:15) by Truven Health Analytics (2014), "Best Practices in Healthcare Marketing" - View the webinar (35:57) by IDS AbbaDox (2014), "Federal Regulations and Healthcare Marketing"	- Unit 1 Discussion 1 - Unit 1 Discussion 2 - Unit 1 Essay: Why Healthcare Organizations Need Marketing
2	- Read Cellucci, et. al., 2014, Part II, Chapters, 5, 6 and 9 - Read Buccoliero, et. al. "A Marketing Perspective to 'Delight' the 'Patient 2.0': New and Challenging Expectations for the Healthcare Provider" (2016) - View video (6:49) by Oklahoma News (2013), "Hispanic Healthcare - View video (48:35) "Online Marketing, Social Media, and HIPAA Regulations - Episode 2" - Read Groenewoud, et. al., "What Influences a Patient's Decisions When Choosing a Health Care Provider?" - Read Delphin-Rittmon, et. al., "Seven Essential Strategies for Promoting Systemic Cultural Competence" - Read McNeal, "The Age Factor" (2015)	- Unit 2 Discussion 1 - Unit 2 Discussion 2 - Unit 2 Report: Target Community Engagement

Unit	Reading & Preparation Activities	Graded Work Due
3	• Read Cellucci, et. al., 2014, Chapters 7 and 8 • Read "HCA 405 Group Project: Public Health Recommendation and Presentation Instructions" • View lecture (47:26) "Healthcare Marketing Lecture by Patrick Goodness - CEO of the Goodness Company" • View video (5:37) by Home Health Success Academy (2014), "Home Health Marketing: Networking for Referrals" • Read Gage Lofgren, "The Language of Success" (2014) • View TV ad (:31) "The Truth - Body Bags"	• Unit 3 Discussion 1 • Unit 3 Discussion 2 • Unit 3 Case Study Analysis
4	• Read Cellucci, et. al., 2014, Part III, Chapters 10-12 • Read Hussaini, et. al., "Using Community-based Mixed Methods Participatory Research to Understand Preconception Health in African American Communities in Arizona" (2013) • Read Suhonen, et. al., "Older People in Long-term Care Settings as Research Informants: Ethical Challenges" (2013)	• Unit 4 Discussion 1 • Unit 4 Discussion 2
5	• Read Cellucci, et. al., 2014, Part IV, Chapters 13 and 15 • Read the "HCA 405 Final Project: Marketing Plan and Presentation Instructions" • Read Drell, "10 Minutes with Daniella Compari" (2015) • Read Heupel and Schmitz "Beyond Budgeting: The High-Hanging Fruit" (2015) • Read Lauth "Zero-Base Budgeting Redux in Georgia: Efficiency or Ideology?" • Read Kemp, et. al. "Selling Hope: The Role of Affect-Laden Health Care Advertising in Consumer Decision Making" (2015) • Read Erwin and Landry, "Organizational Characteristics Associated with Fundraising Performance of Nonprofit Hospitals" (2015) • Read Prokopetz, et. al. "Physicians as Fundraisers: Medical Philanthropy and the Doctor-Patient Relationship" (2014) • Read Stadter, D. "Involving Your Board in Fund-raising" (2009) • Read & View (2:02) "How to Create a Successful Marketing Plan" from Entrepreneur (2014)	• Unit 5 Discussion 1 • Unit 5 Discussion 2 • Unit 5 Final Project Outline and Thesis
6	• View video (50:45) by Marcus Messner (2016), "Professional Panel: 2016 Health Care Marketing Trends"	• Unit 6 Discussion 1 • Unit 6 Final Project

XIV.   **College Resources**
         Advising
         Self-Service
         Withdraw Form

Blackboard Learn
SCPS Bookstore
Deets Library
Online Writing Center: View this brief video tutorial that explains how to enroll in Blackboard
IT Support: Marilyn.clements@sckans.edu or 888-684-5335 x.121

XV.   **ADA Compliance Statement**

Students in this course who have a disability preventing them from fully demonstrating their academic abilities should contact Steve Kramer, Disability Services Coordinator. This will begin the disability verification process and allow discussion of accommodations. He can be reached at (620) 229-6307 or (toll free) at 1-800-846-1543, or by email at steve.kramer@sckans.edu. The web page for Disability Services can be found here: http://www.sckans.edu/student-services/1st-class/sc-access/.

XVI.   **Senior Capstone and Graduate Projects:**

The majority of the programs offered by Southwestern College Professional Studies conclude with a Senior Capstone or Graduate Project. During the Capstone or Project course students will be required to retrieve papers, assignments and projects that they created during their entire program of study. For this reason it is imperative that students design a method of storing program course work for use during their final class at Southwestern College Professional Studies.