Time: Single, 3 hr lecture per week

Location: Drachman Hall A120 (Thursdays 1:00-3:50 PM)

Instructor: Ernest P. (Ernie) Schloss, PhD
A219Q Drachman Hall
schloss1@email.arizona.edu

TA: Ali Gabriel, MA, MPH, CPH
Doctoral Student, Public Health Policy & Management
aliali28@mac.com

Office Hours: By appointment

Catalog Description: This course provides an overview and applications of health care marketing theories and methods for health care and public health organizations.

Course Credit: 3 units

Course Prerequisites:

- **Undergraduate Students**: Senior in public health, public administration, or business administration or permission of the instructor.

- **Graduate Students**: Successful completion of CPH 574 or permission of instructor

Course Learning Objectives (for both undergraduate and graduate students): Upon completion of this course students will be able to:

- Describe and critically analyze marketing theories and methodologies, applied to health care marketing
- Understand health care markets and consumer decision making about health
- Understand market research as applied to health care products, services, and social marketing campaigns
- Understand the links between strategic planning and marketing
- Understand the uses of social marketing
- Understand uses of marketing communications, especially social media, in health care
- Develop a marketing plan for a health care service, or a social marketing campaign
MPH, Public Health Policy & Management and Interprofessional Competencies Covered: (See Attachment A)

Course Notes: Reading assignments and course materials will be made available on the course website at http://d2l.arizona.edu/.

Required Text:

Additional required content materials: Each week additional required readings, in the form of articles and case studies, will be posted on the D2L website.

Course Format
Course content will come from required texts, articles, and other materials that will be posted on the D2L course website. Each student is responsible for reviewing these materials.

Course Requirements & Grading/Student Evaluation for All Students:

Class Attendance/ Absence Policy: Students are expected to attend every class and to notify the TA(s) and instructor when they are unable to attend. There is no make-up work for the first absence, though students are required to complete and turn in any written at-home assignments due for that class. Subsequent absences must be cleared with the instructor and students will need to complete make-up papers. Paper grades will substituted for team quiz grades for every missed class after the first. Because important aspects of team-based learning and case study learning occur in class; multiple absences may result in a lowered grade or even an incomplete.

Holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion with the same make-up requirements mentioned above. Absences pre-approved by the UA Dean of Students or designee will be honored.

Participation and Expectations: Complete required readings and assignments prior to each class.
- Attend class and actively participate in class and online discussions.
- Think analytically
- Be open to new ideas
- Focus on the readings and issues that we are discussing.
- Avoid rambling or monopolizing discussions
- Be courteous in your critiques and disagreements. Refrain from rudeness and personal attacks
- Actively contribute to team activities in class, including team assignments and presentations

Team Work: This course uses team-based learning, which requires your active participation inside and outside of class. Typical in-class activities include team assignments, oral team reports and presentations, full class discussions, and individual or collective reflection. Students will be assigned to a small (5-7 people) team during the first class. You’ll work in that team throughout the semester. Today’s professionals usually work in groups, teams, and coalitions. This class will help you develop the needed skills.
Readings: You are expected to attend every class and come fully prepared – i.e., having read all assigned materials and completed all assignments.

Team Quizzes: Most classes will begin with a team quiz testing your shared understanding of the assigned readings. Each team member is expected to contribute to the discussion and teams are responsible for implementing a system that ensures that everyone participates.

D2L Online Discussion Board: This course uses D2L’s online discussion board. Every student is expected to contribute to it weekly, with all comments posted before the deadlines. Comments should be responsive to the questions posed and demonstrate that you have read, understand, and can meaningfully apply and extrapolate from the information you’ve gained. You are encouraged to introduce relevant readings that were not assigned and to share relevant knowledge and experience. Comments or replies to other postings (e.g., "I really liked chapter 4" or "I agree with what Dana wrote") are not sufficient and will receive a zero grade. Similarly, poor grammar, lack of etiquette, insensitivity, rudeness, etc., will adversely affect your grade.

Current Marketing Communication Examples: Some weeks, each team is expected to identify an example of a health care marketing communications piece. All team members are expected to have reviewed the piece and contributed to its selection. Each team’s selection will be posted on D2L, and the team members from other teams will evaluate the postings (other than their own).

Discussion Board Instructions and Grading Rubric:
(See Attachment B)

Marketing Plan Presentation: Student teams will be assigned to develop a marketing plan for a health care service or for a social marketing campaign. During the final class each team will provide a 15 minute presentation of its marketing plan.

Peer Review: The peer review portion of your grade will be determined by your teammates. Team members will anonymously evaluate each other’s contributions to team functioning at the end of the semester using a standard form to make written comments and award a numerical grade. We’ll do a practice review mid-semester that will not affect your peer review grade, but will give you some feedback on your team performance. You will be grading each other based on four criteria – preparation, contribution, respect for others’ ideas, and flexibility.

Grading/Student Evaluation: ≥90% = A; ≥80% = B; ≥70% = C; ≥60% = D; <60% = E
With team-based learning, a student’s final grade is based on his/her individual, team, and peer review grades. Individual and team grades will be awarded throughout the semester. Students who do not appear to be earning at least a “B” average for their individual performance by the middle of the term will be individually contacted by the instructor. The percentage contribution of (and in) each of the three categories to the course grade is shown below for both graduate student and undergraduate students.

Additional Course Requirements & Grading/Student Evaluation for Graduate Students:

Marketing Plan Paper: As a final class project, each graduate student will be required to write a 15-page paper describing his or her team’s marketing plan and the process used to complete it. Papers are to be completed by the last day of class.

Graduate Student Grading/Student Evaluation: The percentage contribution of (and in) each of the three categories to the course grade is shown below.
Individual performance:
- D2L discussion board, Marketing Communications Pieces, and Dropbox postings 15%
- In-class participation (attendance) 5%
- Marketing Plan & Commentary 20%

Team performance
- Quizzes 10%
- Marketing Plan Presentation 30%

Peer Review
- Individual contribution to team functioning 20%

TOTAL 100%

Additional Course Requirements & Grading/Student Evaluation for Undergraduate Students:

Midterm Examination: Undergraduate students will have a take home midterm exam, at a time to be scheduled.

Final Examination: Undergraduate students will have a take home final exam, to be completed by the last day of class.

Undergraduate Grading/Student Evaluation: The percentage contribution of (and in) each of the three categories to the course grade is shown below.

Individual performance:
- D2L discussion board, Marketing Communications Pieces, and Dropbox postings 15%
- In-class participation (attendance) 5%
- Midterm Examination 10%
- Final Examination 10%

Team performance
- Quizzes 10%
- Marketing Plan Presentation 30%

Peer Review
- Individual contribution to team functioning 20%

TOTAL 100%
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings (Prior to Class)</th>
<th>Class Activities</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Pre-Course Introductions</td>
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<td>Introversion/Extraversion Test</td>
</tr>
<tr>
<td>1 1/15</td>
<td>Course Overview; Team Development</td>
<td>Baldwin, Bommer &amp; Rubin (pp.340-375—35 pg.);</td>
<td>Team Dynamics Exercises</td>
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<td></td>
<td></td>
<td>Cooper &amp; Whitney (pp. 73-88—16 pg.)</td>
<td>Team Formation</td>
</tr>
<tr>
<td>2 1/22</td>
<td>Some Frameworks for Strategic Health Care Marketing</td>
<td>Berkowitz, Ch.1 (pp.3-38—35 pg.)</td>
<td>David Salafsky, Campus Health</td>
</tr>
<tr>
<td>3 1/29</td>
<td>Strategic Marketing</td>
<td>Berkowitz, Ch. 2 (pp. 41-79—39 pg.)</td>
<td>Case study/presentation; To be determined</td>
</tr>
<tr>
<td>4 2/5</td>
<td>The US Health Care Marketing Environment</td>
<td>Berkowitz, Ch. 3 (pp. 82-118—37 pg)</td>
<td>Case study/presentation; To be determined</td>
</tr>
<tr>
<td>5 2/12</td>
<td>Buyer Behavior</td>
<td>Berkowitz, Ch. 4 (pp. 125-157—33 pg.)</td>
<td>Case study/presentation; To be determined</td>
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<tr>
<td>6 2/19</td>
<td>Marketing Research</td>
<td>Berkowitz, Ch. 5 (pp. 161-192—32 pg.)</td>
<td>Case study/presentation; To be determined</td>
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<tr>
<td>7 2/26</td>
<td>Market Segmentation</td>
<td>Berkowitz, Ch. 6 (pp. 195-226—32 pg.)</td>
<td>Case study/presentation; To be determined</td>
</tr>
<tr>
<td>8 3/5</td>
<td>Relationship Marketing</td>
<td>Berkowitz, Ch. 7 (pp. 232-253—21 pg.); (Readings to be assigned)</td>
<td>Case study/presentation; To be determined</td>
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<tr>
<td>9 3/12</td>
<td>Social Marketing</td>
<td>(Readings to be assigned)</td>
<td>Case study/presentation; To be determined</td>
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<tr>
<td>10 3/19</td>
<td></td>
<td></td>
<td>(Spring Break – No Class)</td>
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<tr>
<td>11 3/26</td>
<td>Marketing Mix: Product Strategy, Price, Distribution</td>
<td>Berkowitz, Ch. 8 (pp. 257-284—28 pg.); Ch. 9 (pp. 287-312—26 pg.); Ch. 10 (pp. 315-341—26 pg.)</td>
<td>Case study/presentation; To be determined</td>
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<tr>
<td>12 4/2</td>
<td>Marketing Mix: Promotion, esp. Social Media</td>
<td>Berkowitz, Ch. 11 (pp. 345-371—27 pg.) (Readings to be assigned)</td>
<td>Case study/presentation; To be determined</td>
</tr>
<tr>
<td>12 4/9</td>
<td>Marketing Mix: Advertising</td>
<td>Berkowitz, Ch. 12 (pp. 374-401—27 pg.)</td>
<td>Case study/presentation; To be determined</td>
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<tr>
<td>13 4/16</td>
<td>Marketing Mix: Sales, Controlling and Monitoring</td>
<td>Berkowitz, Ch. 13 (pp. 232-253—21 pg.); Ch. 14 (pp. 426-449—26 pg.)</td>
<td>Case study/presentation; To be determined</td>
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<tr>
<td>14 4/23</td>
<td>Marketing Under Health Care Reform (ACA)</td>
<td>(Readings to be assigned)</td>
<td>Case study/presentation; To be determined</td>
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<tr>
<td>15 4/30</td>
<td>Marketing Plan Presentations</td>
<td>(Final Report Preparation)</td>
<td>Presentations</td>
</tr>
<tr>
<td>16 5/7</td>
<td>Marketing Plan Presentations, Course Evaluation</td>
<td>(Final Report Preparation)</td>
<td>Presentations</td>
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</tbody>
</table>
**Required Statements:**

**Communications:** You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site (D2L). Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at:
http://www.registrar.arizona.edu/emailpolicy.htm

**Disability Accommodation:** If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at:
http://catalog.arizona.edu/2014%2D15/policies/disability.htm

**Academic Integrity:** All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: http://deanofstudents.arizona.edu/codeofacademicintegrity

**Classroom Behavior:** (Statement of expected behavior and respectful exchange of ideas)
The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at:
http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines

Students are expected to be familiar with the UA Policy on Disruptive and Threatening Student Behavior in an Instructional Setting found at:
http://policy.arizona.edu/disruptive-behavior-instructional and the Policy on Threatening Behavior by Students found at:

**Grievance Policy:** Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at:
http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

**Grade Appeal Policy:** http://catalog.arizona.edu/2014-15/policies/gradappeal.htm

**UA Smoking and Tobacco Policy:**
The University's "Smoking and Tobacco Policy" is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it will prohibit the use of tobacco- and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available at:
http://policy.arizona.edu/sites/default/files/Tobacco-Free.pdf
**Syllabus Changes**: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.

**Telephone and Computer Use**: Turn your cell phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and professor. We will often use materials posted on D2L or from the Web in class, so please bring an Internet-enabled computer or tablet (e.g., iPad) to class; however, you are not allowed to use your computer or phone for any non-class related activities during class.

**Plagiarism**: What counts as plagiarism?
- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
Attachment A
MPH and Interprofessional Competencies

MPH Competencies Covered:

Analytical Skills
- Defines a problem
- Determines appropriate uses and limitations of data
- Evaluates the integrity and comparability of data and identifies gaps in data sources
- Makes relevant inferences from data

Communication Skills
- Communicates effectively both in writing and orally (unless a handicap precludes one of these forms of communication
- Soliciting input from individuals and organizations
- Leading and participating in groups to address specific issues, including ability to work in teams, span organizational boundaries, and cross systems
- Demonstrating cultural competency in all of the above and community development

Policy Development/Program Planning Skills
- Assess and interpret information to develop relevant policy options
- Translates policy into organizational plans, structures, and programs

Cultural Skills
- Interacting competently, respectfully, and professionally with persons from diverse backgrounds

Financial Planning and Management Skills
- Developing strategies for determining priorities
- Applying basic human relations skills to the management of organizations and the resolution of conflicts
- Managing personnel
- Understanding the theory of organizational structure and its relation to professional practice

Public Health Policy and Management Competencies Covered:
- Apply principles of strategic planning and marketing to public health.
- Apply "systems thinking" for resolving organizational problems.
- Communicate health policy and management issues using appropriate channels and technologies.
- Demonstrate leadership skills for building partnerships.

Interprofessional Competencies Covered:

Communication Competencies:
- Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
- Listen actively, and encourage ideas and opinions of other team members.
• Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
• Use respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.
• Recognize how one’s own uniqueness, including experience level, expertise, culture, power, and hierarchy within the healthcare team, contributes to effective communication, conflict resolution, and positive interprofessional working relationships (University of Toronto, 2008).

Roles/Responsibilities Competencies:
• Engage in continuous professional and interprofessional development to enhance team performance.

Team and Teamwork Competencies:
• Describe the process of team development and the roles and practices of effective teams.
• Apply leadership practices that support collaborative practice and team effectiveness.
• Reflect on individual and team performance for individual, as well as team, performance improvement.
• Use available evidence to inform effective teamwork and team-based practices.
• Perform effectively on teams and in different team roles in a variety of settings.
Attachment B
D2L Discussion Board Instructions and Grading Rubric

In this course, students are expected to participate and interact with their classmates both in-class and online. A significant portion (30%) of the final grade will be based on participation in weekly, online, D2L discussions. In addition to students’ own original responses, everyone is required to comment on the postings of at least two classmates’ postings each week. Postings may be brief, but need to substantively contribute to the topic under discussion and reflect the quality of discourse characteristic of a professional level seminar. All of postings should be well-informed, respectful, and original.

Comments should be responsive to the questions posed and demonstrate that students have read, understand, and can meaningfully apply and extrapolate from the information they have gained. Students are encouraged to introduce relevant readings that were not assigned and to share relevant knowledge and experience. Comments or replies to other postings (e.g., "I really liked chapter 4" or "I agree with what Dana wrote") are not sufficient and will receive a zero grade. Similarly, poor grammar, lack of etiquette, insensitivity, rudeness, etc., will adversely affect the student’s grade.

- A well-informed posting requires that students have: (1) completed all readings and viewed all media; (2) conducted any necessary independent research; (3) carefully reviewed and considered the discussion question(s) before posting their own comments; and (4) carefully read other students’ postings before commenting on them.

- A well-informed posting responds to the question(s) asked, demonstrates understanding of the questions(s), materials, and (when commenting) other responses; discusses relevant issues; and introduces cited information from additional credible sources where required or appropriate. Wikipedia and similar sources will not be counted as references. Use instead peer-reviewed journals; books; national newspapers or magazines; national, state or local public health agencies; national non-governmental public health agencies and foundations; etc.

- Respectful means that students avoid rude, condescending, disparaging, or obscene communication.

- Original means that states are: (1) expressing their own ideas in their own words, (2) appropriately crediting original sources when they are not, and (3) adhering to the University Code of Academic Integrity.

The following rubric will be used for grading:

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<thead>
<tr>
<th></th>
<th>Excellent (4 pts)</th>
<th>Good (3 pts)</th>
<th>Fair (2 pts)</th>
<th>Poor (1 pts)</th>
<th>None (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Content</td>
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<td>b. Ideas/ Organization</td>
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<td>c. Writing</td>
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<tr>
<td>TOTAL (a+b+c / 12)</td>
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</table>

- Content – Content demonstrates understanding of materials and responds to question(s) asked
- Ideas/Organization – Thoughts, ideas and recommendations are clear, interesting, persuasive, and – wherever possible – based on available scientific evidence. Content is organized in a manner that allows reader to easily follow and understand
- Writing – Adheres to writing conventions (i.e., spelling, punctuation, capitalization, grammar, and paragraphing)