



The University of Texas at Tyler
Executive Health Care Administration MPA Program
SPRING 2019

COURSE NUMBER	EHCA 5366
COURSE TITLE	Healthcare Advertising/Promotion and Marketing
INSTRUCTOR	E. Gordon Whyte, MS, MSHCA, PhD Founding Director, EHCA University of Texas at Tyler
Contact INFORMATION	ewhyte@uttyler.edu also through Canvas Course Communications (C) Phone: 985-686-3263 no later than 9:00 PM. (email or phone to schedule an appointment time or with short answer questions) I will be available every Monday from 12:00 – 1:00 without an appointment.
REQUIRED TEXT	Berkowitz, E. N. (2017) Essentials of Health Care Marketing (4 th Edition). Jones & Bartlett Learning, ISBN: 978-1-284-09431-2 Other readings will be announced in class or via canvas.
COURSE DESCRIPTION	The course educates the students regarding the differences between advertising promotion and marketing, especially as it relates to health services. In addition to understanding the differences, students will understand all aspects of marketing including the various techniques, research, and planning necessary for successful health care entities.
Course Overview and Information:	This course enables students to learn to understand, evaluate and make decisions about the marketing of health care products and services in today's tough competitive and heavily regulated environment. The course looks at the development of product/service features and quality, pricing strategies, distribution channels, budgeting for marketing, segmentation, targeting and marketing communications techniques such as advertising, sales promotion, sales force, and others. The goal of the course is to develop tools to apply marketing techniques to help influence consumer services selection.

COURSE COMPETENCIES

Upon Completion of this course, the student will be able to:

1. Discuss the historical perspective of marketing in the health care sector.
2. Apply basic marketing terminology.
3. Discuss the various marketing trends including social media marketing.
4. Develop an effective marketing plan for a health care facility.
5. Explain how marketing research can be utilized in marketing planning.
6. Apply marketing strategies through examination and application of case studies.
7. Identify trends in the health industry which indicate a need for a marketing orientation.
8. Students will explore the use of marketing in the diverse and complex health care environment.
9. Explain the factors related to health services utilization.
10. Students will use the tools of marketing research, marketing planning and marketing communications through the case analyses.

GRADING POLICY

- (1) Two Advertisement evaluations
- (2) Two case study analyses.
- (3) Two online discussion boards
- (4) Group marketing project and PPT presentation
(written product with a PowerPoint presentation/voice over).

Evaluation:

1	2 Ad Evaluations (Individual)	20%
2	2 Discussion Boards (Individual)	20%
3	Group Project (PowerPoint-10%; Paper-20%)	30%
4	2 Case Studies (Individual)	30%
		100%

GRADING SCALE

92-100 A
82-91 B
70-81 C
<70 F

ATTENDANCE/MAKE UP POLICY

Students are expected to attend class, be punctual, and take pride in the quality of their work. This course is about learning how organizations perform effectively and efficiently. Therefore, the class will be managed in this way. The policies from the UT Tyler bulletin regarding academic honesty will be followed.

Teaching Method: Class lecture, case analysis, discussions, readings, assignments, and a group project.

Student Expectations:

Each student is expected to:

1. Complete two case study analyses.
2. Participate in a Group Marketing Plan

3. Participate in all course activities and meet all assignment deadlines.
4. Access canvas regularly to keep current with assignments, communication, and interaction.
5. Meet all posted deadlines.

STUDENTS RIGHTS AND RESPONSIBILITIES

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html>

GRADE REPLACEMENT/FORGIVENESS

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

DISABILITY SERVICES

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

STUDENT ABSENCE DUE TO RELIGIOUS OBSERVANCE

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

SOCIAL SECURITY AND FERPA STATEMENT

The policy of The University of Texas at Tyler is to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

TENTATIVE COURSE SCHEDULE

Tentative Class Schedule EHCA 5366 Health Care Marketing

In-Class Session/Dates	Topic/Readings/Videos
Monday Afternoon January 28, 2019	Review and discussion of syllabus Chapter 1 – What is Marketing? & Video: Steve Jobs: 7:07 https://www.youtube.com/watch?v=kshIWic15yg
Monday/Evening January 28, 2019	Chapters 2-3 – Marketing Strategy & Video: 4 Principles of Marketing: 24:48 https://www.youtube.com/watch?v=hZLMv5aexto
Tuesday Morning January 29, 2019	Chapters 4 - Buyer Behavior & 7 – Developing Customer Loyalty & Video: Developing Patient Loyalty/Patient Experience: 17:18 https://www.youtube.com/watch?v=tylvc9dY400
Tuesday Afternoon January 29, 2019	Chapters 8 – Strategy: In-class exercise
Wednesday January 30, 2019	Chapters 11-12 – Promotion & Advertising and Video: Promotional Mix: 10:24 https://www.youtube.com/watch?v=GZgFdPWtVGY In-class Ad Evaluation

Online ASSIGNMENT SCHEDULE	
Session/Dates	Topic/Readings/Videos/
DUE: Feb 10	ASSIGNMENT: Discussion Board: Posted Feb. 2 Due Feb. 10. Appendix A – A Sample Business Planning Manual - pp. 547-562 & 568 & Video: Small Business Marketing Plan: 29:12 https://www.youtube.com/watch?v=mhbAuWeMRwQ
Due: Feb 24	ASSIGNMENT: Ad Evaluation: DUE: Feb 24 Chapter 5 & 6 – Research & Segmentation & Research Video: Collecting Information about Customer Needs: 12:24 https://www.youtube.com/watch?v=WPTz5uJJXPQ Segmentation Video: 15.57 https://www.youtube.com/watch?v=Q2ul83TSn2U
Due: March 10	ASSIGNMENT: Case Study: Posted March 3 Due: March 10 Chapter 9 – Price & Video: Starting a Lawn Care Business: 5:31 https://www.youtube.com/watch?v=6BfiIiDirHO & Price Competition: 2:51 https://www.youtube.com/watch?v=uU73ecswkp8
Due: March 24	ASSIGNMENT: Discussion Board: Posted Mar 17 Due: Mar 24 Chapters 10 - Place/Access/Distribution & Video: Channels of Distribution: 14:59: https://www.youtube.com/watch?v=aOT4Wnuv3E8
Due: April 7	ASSIGNMENT: Ad Evaluation: Due April 7 Chapters 14 – Monitoring/Evaluation/Implementation: Website (not a video): http://www.thehealthcompass.org/how-to-guides/how-develop-monitoring-and-evaluation-plan
Due: April 21	Assignment: Case Study: Posted April 14 Due April 21
Due: May 5	ASSIGNMENT: Marketing Plan Due May 5

Case Study Analysis

The purpose of this assignment is to challenge students to think critically and strategically by analyzing the case assigned. After reading the case, the students should answer the questions at the end of the case. The questions should stimulate thought-provoking responses and showcase the students' ability to provide theory to application. Answers should be succinct, but sufficiently address the concerns. The typical number of suggested pages is 4-6 pages, depending on the complexity of the case and the number of questions asked. Outside sources are not required, but welcomed. If using outside sources, remember to cite them in APA format. The paper should be double-spaced with 12 pt. font.

Course Discussion Boards –

Two selected topics will be posted on Canvas at assigned times during the semester. Each student will compose and post a thoughtful response to each topic. Student responses must be at least 300 words in length and contain one outside (non-textbook) reference that supports your opinion. In addition to the posting of your own response, each student must write and submit a thoughtful reaction to at least three of your classmates' postings.

Marketing Group Project

The Project: For the group project you may either: (a) critique the marketing at an existing health care organization (b) develop a marketing plan for a new health care or public health venture or (c) conduct a marketing project with a health organization.

Option A. Critique the marketing at an existing health care organization. This project applies marketing principles in the critical analysis of a new or established health care organization's marketing program. (Hint: research marketing audit). The choice of the organization is up to the team, however you must have available to you substantial information about their operations and market. The goal of the project is to develop skills in the critical analysis of the marketing activities at a present-day health care organization, and present "what I would do if I ran this organization or program" and "what I would do if I competed against this organization" in a written report and PPT presentation. The team should analyze critically the marketing done by the organization, identifying successes and failures relative to the organizational goals, and detail the lessons we can take away from their marketing experiences.

Option B. In this project, the team is to create an effective marketing plan for a new venture (service/product). Students are expected to synthesize the marketing strategies from the class readings and discussions. The health service opportunity described in your plan should be comprehensive enough to serve as a vehicle for raising funding (capital) and as a roadmap to launch and grow a health venture (project or service). Your strategic vision should be detailed.

Option C: Several health care service organizations in the area may have marketing projects which are of immediate and direct importance to them. The scope of the assignment varies from organization to organization, but may include a market analysis, a marketing research project such as conducting a marketing survey or focus group, concept development, or development of a communication campaign.

Groups are encouraged to begin work on this project immediately, and to communicate with the instructor regularly during the semester to verify that their work meets the requirements of the assignment.

Timeline: a. You have been assigned to a team by your instructor. b. Please select a team leader, and let me know who that person is. c. The team leader will obtain my approval of the selected project.

Work Product: a. Maximum 4,000-word paper (plus any appendices)

FAQs on Projects:

- a. Use the tools we discuss in class and those in the texts.
- b. Combine objective data, your synthesis of those data, and your own subjective views.
- c. Use both primary and secondary sources.
- d. Cite the sources of your data.
- e. You may organize your presentation and paper however you wish, but be sure to emphasize analysis and interpretation of the market and the opportunity, and place less emphasis on background data about the market landscape. A reasonable weighting is 30% on background and 70% on analysis and recommendations.
- f. If your project addresses a specific service, consider beginning your paper with a brief description/explanation of the actual service.

Advertisement Evaluation Assignment

The purpose of these assignments is for students to gain an understanding and appreciation for the role of communication and advertising in the health care marketing function and the difficulty of doing it well.

Students will choose a **health care organization's or health care product** advertisement such as a television, radio, newspaper, magazine, billboard or internet web page.

Evaluate:

1. the purpose,
2. objective,
3. message,
4. intended audience,
5. uniqueness/distinctiveness
6. What was it trying to accomplish
7. Your evaluation of the ads effectiveness
8. How would you have made it better?
9. etc.,

Evaluate the effectiveness of the advertisement

Identify how the advertisement fits into the organization's overall marketing and strategic objectives (make assumptions if you have to).

Specify what the advertisement is trying to accomplish and present your evaluation as to its effectiveness.

This paper should be no longer than 2-3 pages (no title page, references add to the value of your evaluation). Include the advertisement or link in the appendix of the paper.

EHCA5366 Healthcare Marketing
Example
Ad Evaluation Exercise
Seatbelt ad from England
<http://embracethis.co.uk/>

This ad is entitled "Embrace Life: Always wear your seatbelt". It features a family sitting in what is apparently their living room. However, the ad starts with the father of the family seeming to start an automobile and pressing on the accelerator though he is actually seated in a chair behind a small table. The family, a daughter about eight years old and the mother sit on a couch all smiles while watching their dad/husband in the car.

The father /husband swerves the auto which causes the daughter to fly (she is wearing a pair of play pixie wings) from the couch and place her arms around his waist locking her fingers behind his back. The mother moves into the picture placing her arms around his right shoulder and under his left arm.

The father then jerks up kicking the table and causing items to fly off the table as the family holds on tight to the dad/husband keeping him from flying out of the chair. And the ad ends with the family smiling again while a print message appears on the screen, "embrace life: always wear your seatbelt".

The most striking elements of the ad are two: first, there are no spoken words at any time during the ad only soft piano music; second, the entire ad except for the crash is filmed in slow motion. These elements add drama to the ad and its message.

- 1) The purpose of the ad is to reinforce the value of wearing a seatbelt and demonstrating in dramatic fashion the positive impact of doing so, i.e., keeping families alive to enjoy each other.
- 2) The objective of the ad is to get the English public wear their seatbelts at all times and to sensitize them about the life saving effect of wearing a seatbelt. This type of public service ad is used by organizations to deliver public health and public safety messages in a way that is dramatic and "not preachy".
- 3) The message of the ad is simply: "seatbelts save lives; wear yours for your family's sake".
- 4) The obvious intended audience is men who are probably more likely than women to not buckle up. But the ad can certainly be viewed by and resonate with families and even with children alone who will then "remind" dad to embrace life by buckling up whenever he gets in the car, at least when he is in the car with the child. The number of drivers not

buckled into the seat belts is likely high in England as it is in parts of the USA and therefore possibly having a dramatic impact in changing behavior in the target audience.

- 5) The distinctiveness of this ad is found in the lack of voice message and the slow-motion visuals. It is hard to overemphasize how dramatic these characteristics are without seeing the ad. The ad almost wants to make you speak or yell at the father figure ...in slow motion. It is captivating.
- 6) The ad is trying to deliver a public health/public safety message that seatbelts save lives. And perhaps a message of "if you won't do it for yourself, do it for your family".
- 7) In my opinion, this is the most effective seatbelt ad I have ever seen. I would rank it in effectiveness and creativity in the same category as the icon ad, "this is your brain ... this is your brain on drugs".
- 8) I believe this could be improved by