## A COURSE MODULE DESCRIPTOR FORM

(Course Book)

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| Module Information | | | |
| **Course Module Title** | Principle of Healthcare marketing | | |
| **ناوە کۆرس مۆدیول** | بنةماكاني بةبازاركردني ضاوديَري تةندروستى | | |
| **عنوان الوحدة** | مبادئ التسويق الرعاية الصحية | | |
| **Course Module Type** | On Campus | **Module Code** |  |
| **ECTS Credits** | 3 | **Module Level** | 2nd Grade |
| **Semester of Delivery** | First Semester | **Dept. Code** | HA |
| **College (Code)** | A&E | | |
| **Module Website (CMW)** |  | | |
| **Module Leader (ML)** | Ronyaz Hayyas Mahmood | | |
| **e-mail** | ronyaz.hayyas@lfu.edu.krd | | |
| **ML Acad. Title** | Assistant Lecture | **ML Qualification** | Master |
| **ML ORCID** | <https://orcid.org/my-orcid?orcid=0000-0003-2657-5366> | | |
| **ML Google Scholar Acc.** | <https://scholar.google.com/citations?user=Jpcoek4AAAAJ&hl=en> | | |
| **Course Module Tutor** |  | | |
| **Module Tutor email** |  | | |
| **Date Approved** |  | **Version Number** |  |

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| Relation With Other Modules | |
| **Pre-requisites** |  |
| Module Aims, Learning Outcomes and Indicative Contents | |
| Module Introductory Description | This Course is extremely important for students because it make them familiar with Principle of Healthcare marketing. Knowing what they are studying is as why they are studying and how it can help them in the future to benefits from this knowledge.  Healthcare marketing is major subject the Healthcare management, and its definition varies from user to user. we need to get our arms around the “space” we call Healthcare marketing  Methodologies described in this course will help student reach knowledge on what constitutes Healthcare Marketing Mix and Healthcare Marketing Strategies . It further discusses various topics such as Healthcare Marketing Environment and Market and Market Segmentation, consumer Buying Behavior, etc. It concludes with a topic on the Types of Marketing. |
| Module Aims | The Module objectives in general to introduce the student to the most important concepts, of Marketing used in the field of Healthcare and how to apply it. Therefore, the aim of teaching Healthcare Marketing can be summarized as follows:  1. Familiarity of what are Marketing& Healthcare Marketing.  2-Understood Healthcare Marketing Environment  3- Discuss Healthcare Marketing Mix: The 7 Ps.  4- Providing the student with Information about Marketing and Market Segmentation.  5- Understood Consumer Buying Behavior. |
| Module  Learning Outcomes | At the end of course students should:  1- What is a Marketing and Healthcare Marketing?  2- Demonstrate the Important of Healthcare Marketing  3- Familiarity of the Healthcare Marketing Mix  4- Understand the Healthcare Marketing Strategies.  5- Familiarity of the Customer Buying Behavior. |
| Learning and Teaching Strategies | |
| **Strategies** | The study of Retail Marketing is a recent and interesting topic in Marketing Department.  The methods used in teaching of Retail Marketing as divided into 2 parts: 1. Teacher centered approach / 2. Student centered approach.  1. Teacher centered approach: is whereby Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is my primary role to pass knowledge and information onto the students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments.  2. Student centered approach: in this section teacher and the students play an equally active role in the learning process. My primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are connected; student learning is continuously measured during my instruction. |

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| Module Delivery | |
| **Structured workload (h/w)** | 3 h/w |
| **Unstructured workload (h/w)** |  |
| **Total workload (h/w)** | 3 Hours |

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| Module Assessment | | | | |
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| Midterm Examination 25% | | | | |
| Assignments 15% | | | | |
| Final Examination 60% | | | | |
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| **Total** | 100% |  |  |  |

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| Learning and Teaching Resources | | |
|  | **Text** | **Available in the Library?** |
| **Required Texts** | 1. Berkowtiz, E. (2011). *Essentials of Health Care Marketing.* USA.: Jones & Barlett Learning, LLC. 2. BAKER, M. J. (2018). *The Marketing, Fifth edition.* UK: Michael Baker. 3. Dimitrievska, V., & Kovachevski, D. (2020). *HEALTHCARE MARKETING PERSPECTIVES AND CHALLENGES.* 4. Kotler, P., Shalowitz, J., & Stevens, R. (2018). *STRATEGIC MARKETING FOR HEALTH CARE ORGANIZATIONS.* United States of America: John Wiley & Sons, Inc. All rights reserved. 5. Kotler, P., Armstrong, G., Saunders, J., & Wong, V. (2014). *Principles of Marketing.* UK: Prentice Hall Europe |  |
| **Recommended Texts** |  |  |
| **Websites** |  | |

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| Delivery Plan (Syllabus) | |
| **Week** | **Material Covered** |
| **Week 1** | Chapter One:- The Meaning of Marketing |
| **Week 2** | Chapter One:- The Meaning of Marketing |
| **Week 3** | Chapter Two:- Health care Marketing |
| **Week 4** | Chapter Two:- Health care Marketing |
| **Week 5** | Chapter Three:- Marketing Environment |
| **Week 6** | Chapter Four:- Strategic Marketing Planning |
| **Week 7** | Chapter Five:- Marketing Segmentation and Marketing Information System |
| **Week 8** | Midterm |
| **Week 9** | Chapter Six:- Health care Marketing Mix |
| **Week 10** | Chapter Six:- Health care Marketing Mix |
| **Week 11** | Chapter Six:- Health care Marketing Mix |
| **Week 12** | Chapter Six:- Health care Marketing Mix |
| **Week 13** | Chapter seven:- Consumer Buying Behavior |
| **Week 14** | Chapter eight:- Types of Marketing in 21st Century |
| **Week 15** | Chapter eight:- Types of Marketing in 21st Century |
| **Week 16** | **Final Exam** |

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| Course Keywords |
| **Healthcare Marketing, Marketing, Service Marketing** |

### APPENDIX: (Help and Information)

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| **Lebanese French UNIVERSITY** | | | | |
| **GRADING SCHEME** | | | | |
| **Group** | **ECTS Grade** | **% of Students/Marks** | **Definition** | **GPA** |
| **Success Group**  **(50 - 100)** | **A -** Excellent | Best 10% | Outstanding Performance | **5** |
| **B -** Very Good | Next 25% | Above average with some errors | **4** |
| **C -** Good | Next 30% | Sound work with notable errors | **3** |
| **D -** Satisfactory | Next 25% | Fair but with major shortcomings | **2** |
| **E -** Sufficient | Next 10% | Work meets minimum criteria | **1** |
| **Fail Group**  **(0 – 49)** | **FX –** Fail | (45-49) | More work required but credit awarded |  |
| **F –** Fail | (0-44) | Considerable amount of work required |  |
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| Note: | |  | |  |
| NB Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. KNU has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above. | | | | |

**Useful Resource:**

**Designing Learning, From module outline to effective teaching**

<https://www.sun.ac.za/english/faculty/arts/Documents/Designinglearning.pdf>