

# HEALTHCARE MARKETING & COMMUNICATION

## Course Details

**Course Designator & Number: TLDO 3008**

**Number of Credits: 3**

**Language of Instruction: Spanish**

**Contact Hours: 45**

**Instructor: Prof. Jessica Zorogastua**

## Course Description

This course centers around the knowledge, analysis, and management of communication and marketing in the healthcare setting, and how it is applied to different audiences—from specialized groups, such as healthcare professionals, to more general audiences, such as the society at large—to communicate the importance of healthcare policies in an increasingly global atmosphere that requires patient-centered care, incorporation of innovation and efficiency, as well as a goal of sustainability.

In Europe, in general, and in Spain, in particular, the healthcare systems are primarily public, and the communication objectives created by institutions are primarily directed toward spreading information, creating awareness, and managing reputation, in contrast with other healthcare systems, such as the American system, which are based on a system of private insurance.

Thus, European healthcare institutions, in addition to their large responsibility to manage healthcare, place great importance on communication and marketing policy, on issues of managing and maintaining resources, communicating results, prevention campaigns, and campaigns to create awareness of public expense. At the same time, there is a component of policy-related and institutional communication with regards to advancing the healthcare system, which includes topics that are difficult to transmit to the citizen such as the system's short-term and long-term sustainability and equality within the system.

Complementing the public European healthcare systems, private or civil organizations such as private health centers, the pharmaceutical industry, and patient and professional associations

play an important role. Among the primary parties with which they interact to maintain functioning and protect their interests is the government administration. For this reason, their efforts in institutional relationships, reputation management, and communication with the society at large plays an important role in their daily workings and their place in the healthcare system.

In addition, all these organizations have an ongoing relationship with the media, both general media as well as those specialized in healthcare correspondence, and, at this time, are facing the same business model changes in the area of communication. Those changes are leading them to develop and expand in the realm of digital communication.

## Course Objectives

The objectives of this course are the following:

- Learn about the primary characteristics of the European Health System—particularly that of Spain—and how its workings differ from those of the American healthcare system.
- Analyze the communications of healthcare institutions in Spain, taking into account the different areas of communication work, such as spreading information, creating awareness, public health, or reputation management, in national as well as regional healthcare institutions.
- Learn about the role of healthcare marketing and communication in private institutions or social organizations, like the role played by private healthcare, the pharmaceutical industry, patient associations, or professional associations.
- Study the media that specializes in healthcare coverage in Spain and its recent evolution and influence in Spanish healthcare communications.
- Learn about new trends in healthcare communications: new digital tools for the patient and social marketing in the area of healthcare.

## Methodology

- The classes will provide a theoretical base with which to learn about and understand healthcare communication and marketing. At the same time, the course will maintain a practical element through case studies and analysis of personal experiences.
- Classes will be combined with visits to healthcare centers and institutions such as industry conferences with expert panels.
- The students will receive complementary material that is required reading for them to gain a more complete knowledge of course topics.
- The students will have a guide to the required texts, which they will read on their own schedules to study the course materials in greater depth.  
Achievement that meets the course requirements in every respect.  
Achievement that meets the course requirements in every respect.
- The students, in groups, must design and present a communication plan for a healthcare-related institution or campaign.
- The students must pass two exams on course content (explained later).

## Required Reading / Materials

- Academic articles and handouts with the course's key content will be provided. This material can be acquired in the library.
- The student will also have a bibliography of recommended reading available to them.

## Grading

### Grading Rubric

| Letter Grade | Score or Percentage | Description   |
|--------------|---------------------|---|
| A            | 93–100              | Achievement that is outstanding relative to the level necessary to meet course requirements.  |
| A-           | 90–92               | Achievement that is significantly above the level necessary to meet course requirements.  |
| B+           | 87–89               |   |
| B            | 83–86               |   |
| B-           | 80–82               | Achievement that meets the course requirements in every respect.  |
| C+           | 77–79               |   |
| C            | 73–76               |   |
| C-           | 70–72               | Achievement that is worthy of credit even though it fails to fully meet the course requirements.  |
| D+           | 67–69               |   |
| D            | 60–66               |   |
| F            | 0–59                | Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no |

| <b>Letter Grade</b> | <b>Score or Percentage</b> | <b>Description</b>   |
|---------------------|----------------------------|--|
|                     |                            | agreement between the instructor and the student that the student would be awarded an I. |

## Summary of How Grades Are Weighted

| Assignments                        | Percentage of Grade |
|------------------------------------|---------------------|
| Attendance and class participation | 10%                 |
| Written Project                    | 30%                 |
| Midterm exam                       | 30%                 |
| Final exam                         | 30%                 |
| Overall grade                      | 100%                |

## Assessment Details

### Exams

The exams will consist of a series of questions and commentaries about topics taken from the course content table. The session prior to each exam will be dedicated to answering questions.

### Exams Calendar

The dates of exams CANNOT BE CHANGED. Please keep this in mind when planning travel.

- Midterm exam: last week of October
- Final exam: second week of December
- Project: third week of December

### Projects

Presentation of healthcare communication plan:

The students should design, create, and present—both in oral and written form—a communication plan regarding a health-related campaign or institution, presenting the corresponding objectives, strategy, and action plan. The plan will be created in groups of 4 to 6 students. Projects will be evaluated on the extent to which they apply knowledge gained in class, originality, the quality of the students' research to support their plan, and the in-class presentation of said project.

## Structure

1. Research and analysis of the environment.
2. Objectives, strategies, and tactics.
3. Definition of target audience.
4. Definition of message and principal channels of communication.
5. Budget.
6. Action plan.
7. Evaluation.

## Participation

Attendance and participation in solving case studies will be evaluated in each unit of the course and will be completed in groups of 4 to 6 students. Case studies will be evaluated on the students' analytic and innovative capacity as they find a resolution to the case study.

# Course Content

## Unit 1

### Introductions

- Personal introductions: students' experience and fields of study
- Introduction to the objectives, methodology, and dynamic of the course

## Unit 2

### Structure & Functioning of the Health System in Europe and North America: The Case of Spain

- General vision of the American and European healthcare systems: Private vs. public insurance
- The organization of Spanish healthcare systems: primary care specialist care, research
- The organization of regional healthcare systems: primary care, specialist care, research.
- Introduction to innovation vs. sustainability: policies for the approval of treatments and pharmaceutical products
- Management formulas in public health
- Interinstitutional collaboration

## Unit 3

### Communication of the Department of Health I: Reputation & Public Communication

- Governmental communication: when the message should be tailored to the institutional mission
- Different audiences in the institutional sphere of government
- Relationships with the media: The office of communication as referent for the media
- The function of institutional publicity: services and values
- CASE ANALYSIS AND RESOLUTION

## Unit 4

### Communication of the Department of Health II: Information & Education

- Marketing and communication campaigns to put in place public policy or governmental action
- Analysis of informative campaigns: new services, structural changes (free choice), seasonal topics (campaigns for flu season, allergies, etc.)

- Analysis of educational campaigns: campaigns for patients with chronic illness, diabetes, tobacco use, etc.
- Analysis of public health campaigns: campaigns about vaccinations, epidemics, etc.
- Analysis of campaigns to create awareness: generic medications, “factura en sombra” (receipt indicating actual cost of “free” service), etc.
- CASE ANALYSIS AND RESOLUTION

## Unit 5

### Communication of the Department of Health III: Crisis Awareness & Communication

- Analysis of campaigns to create awareness in the public: generic medication, “factura en sombra,” etc.
- Crisis Communication: communication when facing a healthcare crisis
- Internal communication: Analysis of informative and awareness creating actions directed toward professionals
- CASE ANALYSIS AND RESOLUTION

## Unit 6

### Communication in Private Healthcare Institutions I: Private Healthcare Companies

- Private healthcare companies: public healthcare’s partners and competition
- Private healthcare communication and marketing strategies and actions
- Strategic alliances: public-private collaboration in the healthcare system
- CASE ANALYSIS AND RESOLUTION

## Unit 7

### Communication in Private Healthcare Institutions II: The Pharmaceutical Industry

- The pharmaceutical industry: monopsony supplier
- Pharmaceutical companies’ communication and marketing strategies and actions of in a highly regulated market
- The importance of institutional relationships in the pharmaceutical industry: influence in the administration and in society
- Strategic alliances: collaboration of the industry in healthcare research
- CASE ANALYSIS AND RESOLUTION

## Unit 8

### Communication in Private Healthcare Institutions III: Civil Organizations

- Patient and professional associations as representative entities for segments of society.
- Civil organizations’ marketing strategies and actions: communication as primary tool



- Importance of institutional relationships for civil organizations: influence on the administration and on society
- CASE ANALYSIS AND RESOLUTION

## Unit 9

### Media Specializing in Healthcare Coverage

- Specialized vs. general media: overview of health-related publications
- Functioning of the media: from informative coverage to carrying out events
- Media agents' informational access and healthcare professionals: calibrating the media's influence
- CASE ANALYSIS AND RESOLUTION

## Unit 10

### New Trends in Healthcare Communication: Digital Tools

- Specialized media vs. General media: overview of healthcare publications
- Functioning of the media: from informative coverage to carrying out events
- Media agents' informational access and healthcare professionals: calibrating the media's influence
- CASE ANALYSIS AND RESOLUTION

## Unit 11

### Healthcare Communication Plan

- Knowledge of the basic principles of a communication plan
- RACE model for the creation of a communication plan
- CREATION AND PRESENTATION IN GROUPS OF COMMUNICATION PLAN FOR HEALTHCARE CAMPAIGN OR INSTITUTION

# Policies

## Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

## University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).