

**COURSE OUTLINE: BU5544 Marketing Health: Consumers' Pursuit of Wellness**

<b>Academic Year</b>	2022/2023	<b>Semester</b>	S2
<b>Course Coordinator</b>	WONG, King Yin		
<b>Course Code</b>	BU5544		
<b>Course Title</b>	Marketing Health: Consumers' Pursuit of Wellness		
<b>Pre-requisites</b>	Nil		
<b>No of AUs</b>	3 AU		
<b>Contact Hours</b>	39 hours		
<b>Proposal Date</b>	17 <sup>th</sup> November, 2022		

**A) Course Aims**

The health, beauty, and wellness industries are predicted to have a strong growth in the coming years. Healthy lifestyle has become a global trend with many health-conscious followers. With the disposable income and life expectancy increasing, many consumers are willing to spend a considerable amount of income on seeking and keeping health and beauty. This course aims to provide an overview on how to conduct marketing in the growing health and beauty industry. Non-business students interested in learning how to develop marketing strategy, business students interested in understanding more about the business landscapes of the health and beauty industry, and any students as consumers interested in gaining insights into their own pursuit of wellness would find this course useful. Fundamental marketing concepts, principles, and frameworks will be introduced. Cases in health and beauty industry will be discussed. You will practice your critical thinking, creative thinking, and ethical reasoning when working on the course assignments. After taking this course, you will be able to develop a comprehensive marketing strategy for products/services related to health and beauty. You will also become a more discerning consumer when making purchase decisions for health and beauty products/services.

**B) Intended Learning Outcomes (ILO)/Objectives**

By the end of this course, you should be able to:

1. Discuss the marketing practices and trends in the health and beauty industries.
2. Evaluate ethical issues in the health and beauty marketing context with sound reasoning.
3. Develop a comprehensive marketing strategy for products/services related to health and beauty.
4. Propose a wellness site development.

**C) Course Content**

- Overview of Marketing Health
- Ethical Reasoning in Health and Beauty Marketing
- Marketing Strategy Development
- Market Analysis and Planning
- 7P: Product and Place
- 7P: Price and Process
- 7P: People and Physical Evidence
- 7P: Promotion
- Marketing Cases in Health and Beauty Industry
- Wellness Tourism Trends
- Wellness Site Development

**D) Assessment (includes both continuous and summative assessment)**

Component	ILO Tested	NBS Learning Goal (Refer to Annex E for list)	Weighting	Team/Individual	Assessment Rubrics  (Please insert rubrics as Appendix)
1. Class Contribution	ILO1, ILO2, ILO3, ILO4	Teamwork & Interpersonal skills, Motivation & Development of Self & Others	10%	Individual	Class Contribution Rubric
2. Individual Presentation	ILO1, ILO2, ILO3, ILO4	Oral communication	10%	Individual	Individual Presentation Rubric
3. Individual Assignment	ILO1, ILO2	Ethical Reasoning, Written communication	10%	Individual	Ethics Assignment Rubric
4. Individual Project	ILO1, ILO3	Critical Thinking, Creative Thinking, Written communication	30%	Individual	Individual Project Rubric
5. Group Project	ILO1, ILO3, ILO4	Critical Thinking, Creative Thinking, Teamwork & Interpersonal skills, Written communication	40%	Group	Group Project Rubric  Peer Evaluation Rubric
Total			100%		

**Students will be assessed by:****1. Class Contribution (10%)**

You are expected to participate and contribute to the learning journey of the class. You can do so by making timely and relevant comments, sharing relevant industry news, raising questions, joining in and stimulating class discussion, giving insights, responding to Wooclap questions, etc. Your participation in the online forum discussion is also counted. There are no limits to your opportunity to contribute to the class-learning mission. However, class contribution is graded based on quality as well as quantity. Quality is not a function of "airtime." Constructive class contribution often showcases relevance, deep understanding and thinking, and integrated learning. Positive contributions to class discussions will increase your score, while missing class unexcused, poor preparation and/or detrimental participation will decrease it.

***Class Contribution Rubric is used for marking this assessment component.***

**2. Individual Presentation (10%)**

You are required to complete two oral presentations in this course, one for your individual assignment and another one for your group project. Beside the content of your presentation which will be assessed as described in point 3 and 5 as below, your oral communication skill will be assessed separately. **Your oral presentation for the individual assignment and group project accounts for 5% each.** For group project presentation, every group member has to present and will be assessed individually for their oral communication skill.

***Individual Presentation Rubric is used for marking this assessment component.***

### 3. Individual Assignment (10%)

**Health Marketing Ethics:** You are required to complete one individual assignment on Health Marketing Ethics. In this individual assignment, you need to identify ethical issues and risks related to health or beauty marketing in daily life (e.g., from news, ads in magazine, marketing campaigns, etc.). You need to present the followings in your slides:

1. The ethical issues and risks identified
2. The ethical notions involved when forming an appropriate judgment
3. The ethical reasoning to resolve the issues
4. At least two stimulating questions for the classmates to discuss

You should **video record your presentation with your face and shoulder clearly seen**, which helps you communicate with the audience efficiently. The video record can be done in various ways. For example, using screen capture function to record yourself presenting together with the slides showing on screen at the same time, using a camera to capture yourself presenting next to a TV or big screen showing your slides, etc. The presentation should be **within 8 minutes**.

Each student will be assigned to a week for this assignment. During the week, you need to **submit your video file to the Class Channel on MSTeams**. You as a presenter also need to do the followings:

1. Post at least two stimulating questions for the classmates to discuss
2. Facilitate the discussion
3. Answer questions from the audience.

All these take place online on MSTeams during the week. Except the presenters of the week, all other students need to participate in the online discussion. Your participation in the discussion is counted towards your class contribution.

***Ethics Assignment Rubric is used for marking this assignment.***

### 4. Individual Project (30%)

There will be an individual assessment for this module towards the end of the semester. You will be presented a case about marketing in consumer wellness. You will be asked to **apply the principles and concepts you have learned throughout the semester to answer the questions based on the case**. The questions will be of application type which cannot be answered by copy-paste from the notes, textbook, or any internet sources.

***Your answer will be marked for content and appropriate presentation.***

***Individual Project Rubric attached are used for marking this assignment.***

### 5. Group Project (40%)

You are expected to form a group (4-5 students in a group depending on the final class size) to complete a project on health and wellness marketing. **Each group will have 20 minutes to present their development and marketing plan about a wellness site at the end of the semester**. You need to present your analysis of the market, the product development and marketing strategy for your proposed wellness site. Following the presentation is a 5-minute Q&A session. All group members must present. To facilitate the completion of the project, each group will need to **submit a proposal by the end of the recess week**. The proposal should include your preliminary idea of the wellness site and the tasks delegation among group members. Group project consultation will be conducted during class time in Week 8 and 9.

***Group Project Rubric attached are used for marking this assignment.***

**Peer evaluation** - A peer appraisal system will be implemented for this component to ensure each member contributes to the group project. You are required to evaluate your team members using the **Peer Evaluation Rubrics attached** at the end of the semester **through the Eureka online platform** anonymously. Do note that a poor evaluation will result in a reduction in the individual's grade.

- i. If a member's average rating is  $\geq A^-$ , the member will receive 100% of the overall mark awarded to the group project.

ii. If a member's average rating is < A-, the member will receive the corresponding percentage of the overall mark awarded to the group project.

You can check your average rating in Eureka. If you are not satisfied with your average rating in the peer evaluation, you can approach the instructor for discussion within 3 days after the peer evaluation results released.

**E) Formative feedback**

Throughout the semester, you will receive verbal feedback during your group discussion to improve your learning. Regarding your individual presentation and individual assignment, you will receive written feedback via Eureka, as they will be graded online individually by Eureka. Regarding your group project, you will receive verbal feedback during in-class group project consultation. You will also receive summative group feedback following the presentation.

**F) Learning and Teaching approach**

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	The interactive lecture session where there are opportunities for open discussion on the conceptual questions raised in the class allows you to think critical and share your ideas and concept with the class. This also allows me to get the concepts clearly through the entire class by involving you and ensure that the targeted learning outcomes are being achieved
In-Class Activities	Some learning outcomes for this course are skills which are practical in nature and cannot be achieved by reading and writing. The achievement of such learning outcomes requires hands-on experience, in-class activities provide such opportunities. In-class activities would allow you to apply the marketing concepts, frameworks and principles through game, debate, role-play, and case problems. When there is group discussion, you will also need to practice how to communicate your ideas and points efficiently with your groupmates. These activities help you achieve the learning outcome.
Individual Presentation	The presentation requires you to analyze and evaluate ethical issues in the health marketing context. You can practice and show your ethical reasoning skills through this assignment. You will also need to present your assignment to the class and facilitate discussion about your selected ethical topic in groups. You can practice your written and oral communication skills through the presentation.
Group Project	The group project requires you to develop a comprehensive marketing strategy. You will learn the whole process of marketing strategy formulation and do it on your own in the group project. You can practice your critical and creative thinking skills when developing the wellness site. You can also practice written and oral communication skills through the presentation.

**G) Reading and References**

One main text for this course. Further readings are from selected chapters of various textbooks and e-textbooks.

**Marketing**

Main Text (MT)

Kotler, Philip; Armstrong, Gary (2018). Principles of Marketing, 17<sup>th</sup> Edition (Global Edition). Harlow: Pearson Education Limited.

Ebook available in NTU Library  
HF5415.K87 2018

**Marketing Ethics**

R1  
Eagle, Lynne; Dahl, Stephen (2015). *Marketing Ethics and Society*. SAGE.  
HF5415.E11

**Healthcare Marketing**

R2  
Thomas, Richard K. (2008). *Health Services Marketing: A Practitioner's Guide*, Springer.  
Ebook available in NTU Library

R3  
Kotler, Philip; Shalowitz, Joel; Stevens, Robert J. (2008). *Strategic Marketing for Health Care Organizations*. Jossey-Bass.  
Ebook available in NTU Library

R4  
Cellucci, Leigh W; Wiggins, Carla; Farnsworth, Tracy J. (2014). *Healthcare Marketing: A Case Study Approach*, Chicago, Illinois: Health Administration Press.  
RA410.56.C393

**Health and Wellness Tourism**

R5  
Smith, Melanie, and Puczko, Laszlo (2014). *Health, tourism and hospitality: spas, wellness and medical travel*, New York: Routledge, Taylor & Francis Group.  
Ebook available in NTU Library

R6  
Smith, Melanie, and Puczko, Laszlo (2009). *Health and Wellness Tourism*, Butterworth-Heinemann.  
RA793.5.S655

**H) Course Policies and Student Responsibilities**

- 1) General  
You are expected to (a) complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and test by due dates, (b) take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed, (c) participate in all seminar discussions and activities and (d) refrain from using your laptop and other devices to access materials that do not relate to the course topics, during seminar sessions.
- 2) Absenteeism  
Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.
- 3) Late Submission of Assignments  
Any late work will lose marks at the rate of 10% of the maximum grade per 24-hour period or part thereof (e.g. late 1 hour = 10% penalty, late 26 hours = 20% penalty, late 71 hours = 30% penalty). Extensions for assignments will be considered on a case-by-case basis in extraordinary circumstances. No extensions will be granted within one week of the deadline.

**I) Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

**J) Course Instructors**

Instructor	Office Location	Phone	Email	Consultation Hours
Wong King Yin	S3-B2C-93	67905652	<a href="mailto:kywong@ntu.edu.sg">kywong@ntu.edu.sg</a>	By appointment via email

**K) Planned Weekly Schedule**

Week	Topic	ILO	Readings/ Activities
1. Jan 12/13	Overview of Marketing Health	1	Game
2. Jan 19/20	Marketing Strategy Formulation	1, 2 & 3	Debate on Ethics
3. Jan 26/27	Market Analysis	1, 2 & 3	Group Discussion
4. Feb 2/3	Market Analysis Tips: How to do market research online?	1 & 3	Group Discussion
5. Feb 9/10	Marketing Strategy Planning (STP): Segmentation, Targeting and Positioning	1 & 3	Group Discussion
6. Feb 16/17	Marketing Strategy Planning (Marketing Mix Overview) Implementation and Control	1 & 3	Group Discussion
7. Feb 23/24	7P: Product and Place (Wellness Tourism)	1, 3 & 4	Group Discussion
<b>Recess Week</b>			
8. Mar 9/10	7P: Price and Process (Wellness Tourism)	1, 3 & 4	Group Discussion
9. Mar 16/17	7P: People and Physical Evidence (Wellness and Tourism)	1, 3 & 4	Group Discussion
10. Mar 23/24	7P: Promotion Review and Summary	1 & 3	Group Discussion
11. Mar 30/31	Group Project Presentation	1, 3 & 4	
12. Apr 6/7 (PH)	Individual Project	1, 3 & 4	
13. Apr 13/14	Group Project Presentation	1, 3 & 4	

**ANNEX A: ASSESSMENT CRITERIA FOR CLASS CONTRIBUTION RUBRIC**

**Learning Objective:**

- To express yourself effectively in group and class setting.
- To assess the inter-personal dynamics of the group and the class and choose to build up each other.

Criteria	Performance	
<p><b><u>Engagement</u></b> Effort in attending and engaging in class activities.</p> <ol style="list-style-type: none"> <li>Attend every class on time.</li> <li>Engage fully in every class (e.g. not using mobile phone, not chatting, not leaving early).</li> <li>Proactively participate and facilitate your group discussion.</li> </ol>	<p><b>Not Yet</b> Unwilling to attend and engage in class activities.</p>	<p><b>Substantially Developed</b> Actively attend and engage in class activities.</p>
	<p><b>Evaluation: Not Yet</b> <u>1</u>    <b>2</b>    <b>3</b>    <b>4</b>    <b>5</b>    <b>6</b>    <b>7</b>    <b>8</b>    <b>9</b>    <b>10</b> <b>Substantially Developed</b></p>	
<p><b><u>Contribution Frequency</u></b> Frequency of contributing to group and class discussion.</p> <ol style="list-style-type: none"> <li>Speak up or contribute in every class.</li> <li>Speak up or contribute in any group discussion.</li> </ol>	<p><b>Not Yet</b> Do not speak up or contribute in class and group discussion.</p>	<p><b>Substantially Developed</b> Speak up and contribute in every class and group discussion.</p>
	<p><b>Evaluation: Not Yet</b> <u>1</u>    <b>2</b>    <b>3</b>    <b>4</b>    <b>5</b>    <b>6</b>    <b>7</b>    <b>8</b>    <b>9</b>    <b>10</b> <b>Substantially Developed</b></p>	
<p><b><u>Contribution Quality</u></b> Quality of your contribution to group and class.</p> <ol style="list-style-type: none"> <li>Raise constructive comments in group and class.</li> <li>Raise insightful points in group and class.</li> <li>Help group members and classmates understand difficult concepts and topics.</li> </ol>	<p><b>Not Yet</b> Do not raise constructive and insightful points. Do not help others in learning.</p>	<p><b>Substantially Developed</b> Raise constructive and insightful points. Help others in learning.</p>
	<p><b>Evaluation: Not Yet</b> <u>1</u>    <b>2</b>    <b>3</b>    <b>4</b>    <b>5</b>    <b>6</b>    <b>7</b>    <b>8</b>    <b>9</b>    <b>10</b> <b>Substantially Developed</b></p>	

**ANNEX A: ASSESSMENT CRITERIA FOR INDIVIDUAL PRESENTATION RUBRIC**

**Learning Objective:**

- To communicate your ideas effectively and efficiently.

Criteria	Performance									
<p><b>Communication Outcome (35%)</b></p> <p>Ability to give a clear message in an engaging way.</p> <ul style="list-style-type: none"> <li>• Has a clear message for audience</li> <li>• Maximizes likelihood of audience accepting the message</li> <li>• Engages audience</li> </ul>	<p><b>Not Yet</b></p> <p>Central message is not explicitly stated in the presentation. Main points are not clearly identified, audience unsure of the direction of the message.</p>					<p><b>Substantially Developed</b></p> <p>Central message is clearly and precisely stated; main points are clearly identified and delivered in an engaging way.</p>				
	<p><b>Evaluation: Not Yet</b> <u>1</u>    <u>2</u>    <u>3</u>    <u>4</u>    <u>5</u>    <u>6</u>    <u>7</u>    <u>8</u>    <u>9</u>    <u>10</u> <b>Substantially Developed</b></p>									
<p><b>Situational Factors (35%)</b></p> <p>Ability to connect with the audience.</p> <ul style="list-style-type: none"> <li>• Addresses audience needs</li> <li>• Builds rapport with audience</li> <li>• Answer audience questions clearly</li> </ul>	<p><b>Not Yet</b></p> <p>Topic is irrelevant to audience needs and interest. No attempt made to connect topic to audience. Unable to answer audience questions.</p>					<p><b>Substantially Developed</b></p> <p>Connection of topic to audience needs and interest is stated with sophistication. Identifies and expresses a deep understanding of the target audience. Able to answer audience questions clearly.</p>				
	<p><b>Evaluation: Not Yet</b> <u>1</u>    <u>2</u>    <u>3</u>    <u>4</u>    <u>5</u>    <u>6</u>    <u>7</u>    <u>8</u>    <u>9</u>    <u>10</u> <b>Substantially Developed</b></p>									
<p><b>Design Factors (30%)</b></p> <p>Ability to communicate efficiently through the followings -</p> <ul style="list-style-type: none"> <li>• Structure: Organizes content coherently. Signals transitions between points.</li> <li>• Verbal: Speaks at appropriate speed and volume. Use correct grammar and pronunciation.</li> <li>• Non-verbal: Establishes eye contact. Uses gestures and movement to convey energy and confidence.</li> </ul>	<p><b>Not Yet</b></p> <p>Structure: Organizational pattern (specific introduction and conclusion, sequenced materials within the body, and transitions) is not observable or the flow is not easy to follow.</p> <p>Verbal: Grammar, pronunciation and word choice are deficient. Vocal delivery is too soft or too fast to understand; gap-fillers interfere with expression.</p> <p>Non-verbal: Eye contact, posture, gestures, movement and facial expressions are inappropriate and significantly distracting.</p>					<p><b>Substantially Developed</b></p> <p>Structure: Organizational pattern is clearly and consistently observable and the flow is logical, making the content of the presentation cohesive.</p> <p>Verbal: Free of errors in grammar and pronunciation; good choices of word enhance clarity of expression. Vocal delivery is varied and dynamic. Speech rate, volume, and tone facilitate audience comprehension. Minimal gap fillers.</p> <p>Non-verbal: Eye contact, posture, gestures, movement and facial expressions make the presentation compelling, and speaker appears polished and confident.</p>				
	<p><b>Evaluation: Not Yet</b> <u>1</u>    <u>2</u>    <u>3</u>    <u>4</u>    <u>5</u>    <u>6</u>    <u>7</u>    <u>8</u>    <u>9</u>    <u>10</u> <b>Substantially Developed</b></p>									



**ANNEX A: ASSESSMENT CRITERIA FOR ETHICAL REASONING RUBRIC**

**Learning Objective:**

- To evaluate ethical issues in the consumer wellness marketing context with sound reasoning.

Criteria	Performance	
<p><b><u>Ethical Sensitivity or Awareness (30%)</u></b>                      Ability to sieve out, recognize and identify ethical issues and risks in the health marketing context.</p> <p>1. Recognize ethical issues and their implications, including potential consequences to various stakeholders.</p> <p>2. Identify aspects of the case situation that are likely to lead to a conflict of interest situation and/or making it susceptible to ethical risks.</p>	<b>Not Yet</b> Unable to identify ethical elements in the health marketing context.	<b>Substantially Developed</b> Able to identify ethical elements in the health marketing context.
	<p><b>Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed</b></p>	
<p><b><u>Ethical Knowledge, Understanding and Judgment (30%)</u></b>                      Ability to raise pertinent questions or clarify relevant information to obtain a clearer understanding and/or form an appropriate judgment of the issues involved in the case scenario.</p> <p>1. Raise relevant and incisive questions and provide clearer understanding and judgment of the issues involved in the case scenario.</p> <p>2. Draw from and discuss the ethical notions of utility, self-interest, common good, duty, right, fairness and justice, or virtue, in resolving the problems or issues.</p>	<b>Not Yet</b> Unable to identify the relevant ethical notions relevant to understanding and forming an appropriate judgment.	<b>Substantially Developed</b> Able to identify some of the relevant ethical notions relevant to understanding and forming an appropriate judgment.
	<p><b>Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed</b></p>	
<p><b><u>Ethical Reasoning and Solution (30%)</u></b>                      Ability to apply sound and robust ethical reasoning in developing viable solutions to resolve the problems or issues.</p> <p>1. Apply and prioritize potentially conflicting ethical notions of utility, self-interest, common good, duty, right, fairness and justice, or virtue in resolving the problems or issues.</p> <p>2. Propose appropriate and feasible solutions under the circumstances and after weighing practical constraints, and ethical and legal considerations.</p>	<b>Not Yet</b> Unable to apply ethical reasoning to resolve the relevant problems or issues.	<b>Substantially Developed</b> Able to apply ethical reasoning logically and rationally to resolve the relevant problems or issues.
	<p><b>Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed</b></p>	
<p><b><u>Discussion Stimulation (10%)</u></b>                      Ability to stimulate class discussion.</p> <p>1. The topic raised is controversial with many different perspectives to discuss.</p> <p>2. Questions raised for the class discussion are stimulating and relevant.</p>	<b>Not Yet</b> Unable to point out the controversy of the topic, raises irrelevant questions for class discussion.	<b>Substantially Developed</b> Able to point out the controversy of the topic, raises stimulating and relevant questions for class discussion.
	<p><b>Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed</b></p>	

**ANNEX A: ASSESSMENT CRITERIA FOR INDIVIDUAL PROJECT RUBRIC**

**Learning Objective:**

- To develop a comprehensive marketing strategy for products/services related to consumer wellness.
- To communicate your ideas effectively and efficiently in written form.

Criteria	Performance	
<p><b><u>Analysis</u></b> Ability to analyze the business environment in the case context properly.</p> <ol style="list-style-type: none"> <li>1. The analysis is comprehensive and in-depth.</li> <li>2. The analysis is based on accurate data and information from the case and credible sources.</li> <li>3. The supporting evidences or/and examples in the analysis are clear and relevant.</li> </ol>	<p><b>Not Yet</b> The analysis is incomplete and superficial with weak and irrelevant support.</p>	<p><b>Substantially Developed</b> Able to give a comprehensive and in-depth analysis with strong and relevant support.</p>
	<p><b>Evaluation: Not Yet</b> <u>1</u>   <b>2</b>   <b>3</b>   <b>4</b>   <b>5</b>   <b>6</b>   <b>7</b>   <b>8</b>   <b>9</b>   <b>10</b> <b>Substantially Developed</b></p>	
<p><b><u>Recommendations</u></b> Ability to propose thoughtful, feasible and creative recommendations with sufficient details, given the case context.</p> <ol style="list-style-type: none"> <li>1. The objectives of the proposal are clearly defined.</li> <li>2. The recommendations are explained with sufficient details.</li> <li>3. The recommendations are appropriate and relevant in tackling the issues and achieving the objectives.</li> <li>4. The recommendations are feasible, backed by evidence.</li> <li>5. The recommendations are novel, original, and unique.</li> <li>6. Assumptions are clearly stated.</li> <li>7. Alternatives have been considered and evaluated.</li> <li>8. Implications and consequences of the recommendations have been identified and assessed.</li> </ol>	<p><b>Not Yet</b> The recommendations are unreasonable, impractical, and unoriginal without sufficient details. Objectives and assumptions are unclear. Alternatives and implications of the recommendations have not been considered and assessed.</p>	<p><b>Substantially Developed</b> Able to propose thoughtful, feasible, and creative recommendation with sufficient details. Objectives and assumptions are clear. Alternatives and implications of the recommendations have been considered and assessed.</p>
	<p><b>Evaluation: Not Yet</b> <u>1</u>   <b>2</b>   <b>3</b>   <b>4</b>   <b>5</b>   <b>6</b>   <b>7</b>   <b>8</b>   <b>9</b>   <b>10</b> <b>Substantially Developed</b></p>	
<p><b><u>Presentation</u></b> Ability to communicate effectively and efficiently in the written assessment.</p> <ol style="list-style-type: none"> <li>1. Present relevant content under a good structure that flows logically and easy to follow.</li> <li>2. The written assessment can engage audience and has a clear message for them.</li> <li>3. The proposal as a whole is coherent and convincing.</li> </ol>	<p><b>Not Yet</b> Unable to communicate clearly in the written assessment. Unclear message, inconsistent and weak proposal.</p>	<p><b>Substantially Developed</b> Able to communicate effectively and efficiently in the written assessment. Clear message, coherent and convincing proposal.</p>
	<p><b>Evaluation: Not Yet</b> <u>1</u>   <b>2</b>   <b>3</b>   <b>4</b>   <b>5</b>   <b>6</b>   <b>7</b>   <b>8</b>   <b>9</b>   <b>10</b> <b>Substantially Developed</b></p>	

**ANNEX A: ASSESSMENT CRITERIA FOR GROUP PROJECT RUBRIC**

**Learning Objective:**

- To propose a wellness site development.
- To develop a comprehensive marketing strategy for the wellness site.
- To communicate the team ideas efficiently through a pitch.

Criteria	Performance	
<p><b>Analysis</b></p> <p>Ability to analyze the business environment and trends in wellness.</p> <ol style="list-style-type: none"> <li>1. The analysis is comprehensive and in-depth.</li> <li>2. The analysis is based on accurate data and information from primary research or/and credible sources.</li> <li>3. The supporting evidences or/and examples in the analysis are clear and relevant.</li> </ol>	<p><b>Not Yet</b></p> <p>The analysis is incomplete and superficial with weak and irrelevant support.</p>	<p><b>Substantially Developed</b></p> <p>Able to give a comprehensive and in-depth analysis with strong and relevant support.</p>
	<p><b>Evaluation: Not Yet</b> <u>1</u>   <u>2</u>   <u>3</u>   <u>4</u>   <u>5</u>   <u>6</u>   <u>7</u>   <u>8</u>   <u>9</u>   <u>10</u> <b>Substantially Developed</b></p>	
<p><b>Recommendations</b></p> <p>Ability to propose thoughtful, feasible and creative recommendations with sufficient details.</p> <ol style="list-style-type: none"> <li>1. The objectives of the proposal are clearly defined.</li> <li>2. The recommendations are explained with sufficient details.</li> <li>3. The recommendations are appropriate and relevant in tackling the issues and achieving the objectives.</li> <li>4. The recommendations are feasible, backed by evidence.</li> <li>5. The recommendations are novel, original, and unique.</li> <li>6. Assumptions are clearly stated.</li> <li>7. Alternatives have been considered and evaluated.</li> <li>8. Implications and consequences of the recommendations have been identified and assessed.</li> </ol>	<p><b>Not Yet</b></p> <p>The recommendations are unreasonable, impractical, and unoriginal without sufficient details. Objectives and assumptions are unclear. Alternatives and implications of the recommendations have not been considered and assessed.</p>	<p><b>Substantially Developed</b></p> <p>Able to propose thoughtful, feasible, and creative recommendation with sufficient details. Objectives and assumptions are clear. Alternatives and implications of the recommendations have been considered and assessed.</p>
	<p><b>Evaluation: Not Yet</b> <u>1</u>   <u>2</u>   <u>3</u>   <u>4</u>   <u>5</u>   <u>6</u>   <u>7</u>   <u>8</u>   <u>9</u>   <u>10</u> <b>Substantially Developed</b></p>	
<p><b>Group Presentation</b></p> <p>Ability to communicate the team ideas effectively and efficiently through the presentation.</p> <ol style="list-style-type: none"> <li>1. Slides are organized in good structure that flows logically and easy to follow.</li> <li>2. Slides are professionally designed with good visuals to present the team ideas.</li> <li>3. The group presentation can engage audience and has a clear message for them.</li> <li>4. The proposal as a whole is coherent and convincing.</li> <li>5. The group works as a whole and show team spirit.</li> </ol>	<p><b>Not Yet</b></p> <p>Unable to communicate clearly in the presentation. Unclear message, inconsistent and weak proposal. Proposal is broken, each group member works separately without establishing linkage with other parts in the proposal.</p>	<p><b>Substantially Developed</b></p> <p>Able to communicate effectively and efficiently in the presentation. Clear message, coherent and convincing proposal. Proposal is interconnected, group members work together to finalize the presentation.</p>
	<p><b>Evaluation: Not Yet</b> <u>1</u>   <u>2</u>   <u>3</u>   <u>4</u>   <u>5</u>   <u>6</u>   <u>7</u>   <u>8</u>   <u>9</u>   <u>10</u> <b>Substantially Developed</b></p>	

**ANNEX A: ASSESSMENT CRITERIA FOR PEER EVALUATION RUBRIC**

**Learning Objective:** To collaborate effectively with team members in completing a group project.

Criteria	Performance									
<p><b><u>Roles and Responsibility</u></b> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.</p>	<p><b>Not Yet</b> Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.</p>					<p><b>Substantially Developed</b> Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>				
	<p><b>Evaluation: Not Yet</b> <u>1</u>    <u>2</u>    <u>3</u>    <u>4</u>    <u>5</u>    <u>6</u>    <u>7</u>    <u>8</u>    <u>9</u>    <u>10</u> <b>Substantially Developed</b></p>									
<p><b><u>Communication</u></b> Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	<p><b>Not Yet</b> Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>					<p><b>Substantially Developed</b> Modes of communication are appropriate, and maintains timely communication and correspondence with team members.</p>				
	<p><b>Evaluation: Not Yet</b> <u>1</u>    <u>2</u>    <u>3</u>    <u>4</u>    <u>5</u>    <u>6</u>    <u>7</u>    <u>8</u>    <u>9</u>    <u>10</u> <b>Substantially Developed</b></p>									
<p><b><u>Conflict Resolution</u></b> Resolves conflicts using a variety of approaches.</p>	<p><b>Not Yet</b> Does not recognize conflicts or is unwilling to resolve conflicts.</p>					<p><b>Substantially Developed</b> Consistently resolves conflicts through facilitating open discussion and compromise.</p>				
	<p><b>Evaluation: Not Yet</b> <u>1</u>    <u>2</u>    <u>3</u>    <u>4</u>    <u>5</u>    <u>6</u>    <u>7</u>    <u>8</u>    <u>9</u>    <u>10</u> <b>Substantially Developed</b></p>									
<p><b><u>Contributions</u></b> Contributes positive input for the team; effectively utilizes one's knowledge and expertise.</p>	<p><b>Not Yet</b> Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.</p>					<p><b>Substantially Developed</b> Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</p>				
	<p><b>Evaluation: Not Yet</b> <u>1</u>    <u>2</u>    <u>3</u>    <u>4</u>    <u>5</u>    <u>6</u>    <u>7</u>    <u>8</u>    <u>9</u>    <u>10</u> <b>Substantially Developed</b></p>									
<p><b><u>Relationship</u></b> Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.</p>	<p><b>Not Yet</b> Rarely listens to others and does not acknowledge the opinions that differ from his/her own.</p>					<p><b>Substantially Developed</b> Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.</p>				
	<p><b>Evaluation: Not Yet</b> <u>1</u>    <u>2</u>    <u>3</u>    <u>4</u>    <u>5</u>    <u>6</u>    <u>7</u>    <u>8</u>    <u>9</u>    <u>10</u> <b>Substantially Developed</b></p>									