

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

The sections shown on this interface are based on the templates [UG OBTL+](#) or [PG OBTL+](#)

If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to [Data Transformation Status](#) for more information.

Expected Implementation in Academic Year	AY2023-2024
Semester/Trimester/Others (specify approx. Start/End date)	Semester 2
Course Author * Faculty proposing/revising the course	Wong King Yin
Course Author Email	kywong@ntu.edu.sg
Course Title	Marketing Health: Consumers' Pursuit of Wellness
Course Code	BU5544
Academic Units	3
Contact Hours	39
Research Experience Components	

Course Requisites (if applicable)

Pre-requisites	Nil
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

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.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

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

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

Reading and References (if applicable)

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, 17th 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

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Overview of Marketing Health	1	Game		
2	Marketing Strategy Formulation	1, 2 & 3	Debate on Ethics		
3	Market Analysis	1, 2 & 3	Group Discussion		
4	Market Analysis Hands On	1, 2 & 3	Group Discussion		
5	Marketing Strategy Planning (STP): Segmentation, Targeting and Positioning	1 & 3	Group Discussion		
6	Marketing Plan – Marketing Mix Implementation and Control	1 & 3	Group Discussion		
7	Individual Presentation	1 & 2			
8	7P: Product and Place (Wellness Tourism)	1, 3 & 4	Group Discussion		
9	7P: Price and Process (Wellness Tourism)	1, 3 & 4	Group Discussion		
10	7P: People and Physical Evidence (Wellness Tourism)	1, 3 & 4	Group Discussion		

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
11	7P: Promotion	1, 3 & 4	Group Discussion		
12	Group Project Presentation	1, 3 & 4			
13	Group Project Presentation	1, 3 & 4			

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 Project	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 need to propose a new marketing strategy to ensure your selected wellness product/service is promoted responsibly and ethically. This helps build your critical and creative thinking skills. You can also practice your written and oral communication skills through the project.
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.

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Class Participation(class participation)	1, 2, 3, 4	Acquisition of Knowledge, Teamwork & Interpersonal skills, Motivation & Development of Self & Others	20	Individual		
2	Continuous Assessment (CA): Presentation(Individual Presentation)	ILO2, ILO3, ILO4	Oral communication	10	Individual		
3	Continuous Assessment (CA): Project(Individual Project)	ILO2, ILO3	Acquisition of Knowledge, Critical Thinking, Ethical Reasoning, Creative Thinking, Written communication	30	Individual		
4	Continuous Assessment (CA): Project(Group Project)	ILO1, ILO3, ILO4	Acquisition of Knowledge, Critical Thinking, Creative Thinking, Oral and Written communication, Teamwork & Interpersonal skills	40	Team		

Description of Assessment Components (if applicable)

Students will be assessed by:

1.Class Participation (20%)

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. 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 Participation Rubric is used for marking this assessment component.

2.Individual Presentation (10%)

You have the opportunity to deliver up to two oral presentations during this course:

- a. A mandatory presentation related to the group project.
- b. An optional presentation concerning the individual project.

Your presentation and oral communication skills will be assessed. The weightage for each presentation is:

If you undertake both presentations, each will account for 5% of your total course grade.

If you only present the group project, it will constitute the entire 10%.

For the group project presentation, individual assessments will be conducted for every member.

Individual Presentation Rubric is used for marking this assessment component.

3. Individual Project (30%)

This project comprises two segments:

a. Ethical Evaluation (15%)

Choose a wellness product/service currently available in the market and conduct a comprehensive analysis of its current marketing tactics. Further, critically evaluate ethical concerns associated with these tactics and recommend feasible solutions.

Submission should include an 8-slide presentation deck, to be turned in before the recess week. Here is a suggested structure:

Slide 1: Title slide featuring your name and the chosen topic.

Slide 2: Overview of the chosen wellness product/service.

Slide 3-4: Analysis of the existing marketing approaches.

Slide 4-7: Evaluation of the ethical concerns arising from the marketing methods.

Slide 7-8: Proposed solutions to address the identified ethical concerns.

Optionally, you can showcase your ethical evaluation by presenting to the class in Week 7 for constructive feedback, which can aid the subsequent phase of your individual project.

Ethical Evaluation Rubric attached is used for marking this assignment.

b. Revised Marketing Strategy and Reflection (15%)

Following the ethical evaluation, you are required to develop a revised marketing strategy that addresses and rectifies the ethical issues identified, ensuring the product/service is marketed responsibly, effectively, and ethically. Your submission should be a written report capped at 1,000 words (excluding cover page, references and appendix if any), covering

- i. A recap of your ethical evaluation (highlighting the chosen product/service and its associated ethical concerns).
- ii. A detailed description of your revised marketing plan.
- iii. A discussion on how this new marketing strategy addresses the identified ethical challenges.

Individual Project Rubric attached is used for marking this assignment.

4. 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 wellness marketing. Each group will have 20 minutes to present their development and marketing plan about a wellness site in the last two weeks 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 have to 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 is used for marking this assignment.

Peer Evaluation

All members are required to complete a peer evaluation for each member of the team using the Peer Evaluation

Rubric attached through the Eureka online platform. The peer evaluation must be submitted immediately after the project presentation. The identity of appraisers will be kept confidential and will not be revealed to other team members.

We will use a member's ratings (on a scale ranging from 1 to 10) to award marks for the group project to other members by computing the average rating that a member receives from other members. Each member will be informed of his/her average rating. A member's mark for the group project will be computed as follows:

Peer Evaluation Grade Discount Percentage for Group Project Mark

A-or above You will get 100% of the mark awarded to your group for the group project

B+ You will get 80% of the mark awarded to your group for the group project

B You will get 75% of the mark awarded to your group for the group project

B- You will get 70% of the mark awarded to your group for the group project

C+ You will get 65% of the mark awarded to your group for the group project

C You will get 60% of the mark awarded to your group for the group project

D+ You will get 40% of the mark awarded to your group for the group project

D You will get 35% of the mark awarded to your group for the group project

F You will get 30% of the mark awarded to your group for the group project

You can check your average rating in Eureka after the peer evaluation submission due date (the exact date to be confirmed by the instructor). 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 are released.

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.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
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Course Policy

Policy (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. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (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.

Policy (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.

Policy (Others, if applicable)

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.

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Last Updated By: Wong King Yin (Dr)