



SUBJECT OUTLINE

1. Programme details

1.	"CAROL DAVILA" UNIVERSITY OF MEDICINE AND PHARMACY
1.2.	FACULTY OF MEDICINE
1.3.	DEPARTMENT: 3 PRECLINICAL (COMPLEMENTARY SCIENCES)
1.4.	DISCIPLINE: Technology, Medical Equipment and Digital Innovation, Health Care Marketing (ENGLISH)
1.5.	FIELD OF STUDY: HEALTH
1.	STUDY YEAR: BACHELOR DEGREE
1.7	STUDY PROGRAM: MEDICINE

2. Information about the subject

2.	Name of the subject: Technology, Medical Devices and Digital Innovation, Medical Marketing				
2.	Subject code: DC I 10S1M				
2.3	Type of subject (DF/DS/DC): DC				
2.	Subject code (DOB/DOP/DFA): DOB				
2.5	Course tenured coordinator: Iuliana Raluca Gheorghe, associate professor Horia Vîrgolici, senior lecturer				
2.	Practical lesson tenured coordinators: Ioachim Marinela, assistant professor Soare Traian, assistant professor Nistor Raluca, assistant professor				
2.7. Year of study	1	2.8. Semester	1 or 2	2.9. Type of assessment (E/C)	C

3. Total estimated time (hours/semester of teaching and preparation/individual study)

I. University preparation (teaching, practical application, assessment)						
3.1. Number of hours per week	2	of which:	3.2. course	1	3.3. practical lesson	1
3.4. Total hours in the curriculum	28	of which:	3.5. course	14	3.6. practical lesson	14
Assessment (number of hours): 2						
II. Preparation/individual study						
Time allocation						hours
Study of course materials, textbooks, books, study of the minimum recommended bibliography						6
Additional research in the library, research via the internet						6
Preparing specific activities for the project, practical work, assignments, reports						8

Preparation for presentations or tests, preparation for final exam		8
Consultations		4
Other activities		-
3.7. Total hours of individual study		32
3.9. Total hours per semester (3.4.+ 3.7.)	60	
3.10. Number of credits	2	

4. Prerequisites (where applicable)

4.1. of curriculum	Not applicable
4.2. of competencies	Not applicable

5. Requirements (where applicable)

5.1. for teaching the course	• Computer equipment and software for multimedia presentations • Internet connection • Students shall not disrupt the course by engaging in interpersonal discussions, using mobile phones or other electronic devices, except when taking notes or when requested to do so as part of the course interaction. • Student are not allowed to be late for the courses, as it proves disruptive to the educational process. • Protecting the intellectual property of the course holder's syllabus and all auxiliary materials distributed to students.
5.2. for teaching the practical lesson	• Computer equipment and software for multimedia presentations • Internet connection • Printed materials with case studies, and other teaching materials • The deadline for submitting the project is set by the practical lesson's tenured professor in agreement with the students. Requests for postponement will only be accepted for reasonable reasons. • Students are required to attend the group project presentation. Failure to attend the project presentation will result in the loss of points for the project. • In the case of late submission of projects, 0.5 points will be deducted.

6. Learning outcomes*

Knowledge	Skills	Responsibility and autonomy
• The student/graduate describes, explains, and identifies the role of health care marketing in medical practice and for health care organizations. • The student/graduate describes and explains the concept of health care marketing research and explains simple methods for data collection, including the online questionnaire. • The student/graduate describes, explains, and identifies the policies of the health care marketing mix. • The student/graduate describes and explains the concepts of online marketing, social marketing, experiential marketing, and neuromarketing in health care and identifies the main tools used in health care online marketing (website, social networks, mobile applications), identifies the main digital technologies used in healthcare (e.g., telemedicine, mobile health applications, electronic health records) and describes their impact on healthcare organisations and on doctor–patient interaction. • The student/graduate describes, explains, and identifies the concepts of digital innovation and the digitalization of healthcare.	• The student/graduate analyzes the particularities of health care services and their social role. • The student/graduate applies the elements of the marketing mix in healthcare, based on case studies. • The student/graduate identifies the specific features of marketing activity in the medical field, as well as the difficulties of implementing it. • The student/graduate uses, at a basic level, marketing research techniques and tools, including digital tools for data collection and analysis (e.g., online questionnaires), to identify patients' needs and level of satisfaction. • The student/graduate proposes, within the group project, solutions to simple marketing problems in healthcare, arguing their advantages and disadvantages. • The student/graduate identifies and discusses, based on examples, the benefits, limitations and risks of digital solutions in healthcare. • The student/graduate uses common digital tools to research, develop and present the group project, and checks the credibility of online health information against simple criteria.	The student/graduate participates, under the guidance of the teaching staff, in developing a simple healthcare marketing strategy as part of the group project. • The student/graduate works as part of a team, both in person and online, taking responsibility for their assigned tasks in developing and presenting the group project with a digital component. • The student/graduate shows openness to lifelong learning and to adapting to the digital transformation of the health care system. • The student/graduate follows ethical standards when using digital tools, including those based on artificial intelligence.

7. Subject learning objectives (correlated with learning outcomes)

7.1. General objective	To familiarise students with the fundamental concepts of healthcare marketing (tools, policies and strategies), its social role and the characteristics of Romanian health services, as well as with the methods in which digital innovation, digital transformation and digitalisation are changing the delivery of
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	medical services, patient interaction and decision-making in health care.
7.2. Specific objectives	• Providing students with the opportunity to understand the relationship between the theory and practice of Health Care Marketing. • Developing an understanding of how Health Care Marketing helps improve the quality of the medical services provided to patients. • Developing the knowledge and skills, including ethical ones, needed to apply marketing in health care. • Providing students with an overview of concepts related to digital innovation, digital transformation and digitalisation in healthcare, and with the main digital technologies used in healthcare organisations. • Developing the ability to identify the benefits, limitations and risks of digital solutions in healthcare, taking into account both the patients' and one's own level of eHealth literacy. • Developing basic skills in using digital tools for marketing research and for promoting health services, as well as developing eHealth literacy. • Developing teamwork skills by preparing and presenting a group project that includes a digital component.

8. Contents

8.1. Course	Teaching methods	Observations Unit of measurement Course hours
1. Health care marketing	Interactive course, debate, and interactive presentation according to the curriculum, using information from the literature, examples using the conclusions of case studies, through multimedia tools in Microsoft PowerPoint and AVI formats for movies with an educational approach.	1
2. Health care marketing research		1
3. Product policy in health care organizations		1
4. Pricing policy in health care organizations		1
5. Distribution policy in health care organizations		1
6. Promotion policy in health care organizations		1
7. Personnel policy in health care organizations		1
8. Online Health Care Marketing		1
9. Health Care Social Marketing		1
10. Experiential Health Care Marketing		1
11. Electronic Word-of-Mouth- eWOM in the Health Care field.		1
12. Neuromarketing in the Health Care field		1
13. Digital Innovation and Digital Health Care Transformation		1
14. Health Care Digitalization		1
8.2. Practical lesson	Teaching methods	Observations

		Unit of measurement Practical lesson hours
1. Health care marketing Case studies and examples	Interactive practical lesson, debate and interactive communication, using information from the literature, examples using the conclusions of academic studies and using multimedia tools in Microsoft Powerpoint and AVI formats for watching movies with an educational approach.	1
2. Health Care Marketing Research Case studies and examples		1
3. Product policy in health care organizations Case studies and examples		1
4. Price policy in health care organizations Case studies and examples		1
5. Distribution policy in health care organizations Case studies and examples		1
6. Promotion policy in health care organizations Case studies and examples		1
7. Personnel policy in health care organizations Case studies and examples		1
8. Online Health Care Marketing Case studies and examples		1
9. Health Care Social Marketing Case studies and examples		1
10. Experiential Health Care Marketing Case studies and examples		1
11. Electronic Word-of-Mouth- eWOM in the Health Care field. Case studies and examples		1
12. Neuromarketing in the Health Care field Case studies and examples		1
13. Digital Innovation and Digital Health Care Transformation Case studies and examples		1
14. Health Care Digitalization Case studies and examples		1
Recent bibliography: A. Mandatory references 1. Purcărea Victor Lorin, Radu Andra-Victoria – Health care Marketing – University Course for 1 st year students – 4th revised and expanded edition, Carol Davila University Press, 2024 2. Purcărea Victor Lorin, Radu Andra-Victoria – Health care Marketing. Multiple choice questions and control questions for 1 st year students – 2nd edition, Carol Davila University Press, 2024 B. Optional references 1. Thomas, Richard K. Marketing Health Services, Fifth Edition (2024) 2. Kakhaber Djakeli (International Black Sea University, Georgia) - Modern Healthcare Marketing in the Digital Era, IGI Global Scientific Publishing, 2024		

9. Assessment

Type of activity	9.1. Assessment criteria	9.2. Assessment methods	9.3. Assessment weighting in the final grade
9.4. Course	Clarity and consistency of concepts specific to Health Care Marketing and Digital Innovation	Multiple-choice written exam An exam consists of two sections, as follows: - First section—multiple-choice questions 5 questions with one possible answer x 0,5 points/question 5 questions with multiple possible answers x 0,5 points/question - Second section—one open question	70 points • 50 points • 20 points
9.5. Practical lesson	Coherence, originality, and clarity of the group project	Submitting and defending the project	20 points
	Participation in practical activities		10 points
9.6. Minimum performance criteria			
To pass this subject it is mandatory to solve at least 9 multiple choice questions in the written exam.			

Date of filling:
02.10.2026

Signature of the course tenured coordinator

Signature of the practical lessons coordinators

Associate Professor Gheorghe Iuliana-Raluca

Assistant Professor Ioachim Marinela

Senior Lecturer Vîrgolici Horia

Assistant Professor Soare Traian

Assistant Professor Nistor Raluca

Date of approval in the Department Committee:

Signature of the Head of the Department

Prof. Mincă Dana Galieta