

# University of Maryland, College Park

## Department of Public and Community Health

### HLTH 437 - Consumer Behavior and Health

Instructor: Bradley O. Boekeloo, PhD, MS  
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 Semester: Fall 2003  
 Classroom/Time: HHP 0306 / Tues, Thurs, 12:30-1:45pm  
 Teaching Assistant: Teanise Latham, 301-405-8547

OFFICE HOURS  
 Tuesday: 1:45-2:45  
 Thursday: 1:45-2:45  
 Or by appointment.

<b>Required Textbooks &amp; Other Readings</b>	<p>The following texts are required and available at the University bookstore:</p> <ol style="list-style-type: none"> <li>1. Schiffman LG and Kanuk. <u>Consumer Behavior-8<sup>th</sup> Edition</u>. Prentice Hall: Upper Saddle River, New Jersey, 2004.  <b>The companion website for the book is at</b>  <a href="http://myphlip.pearsoncmg.com/indexstudent.cfm">http://myphlip.pearsoncmg.com/indexstudent.cfm</a></li> <li>2. Meier KJ, Garman ET, Keiser LR. <u>Regulation and Consumer Protection: Politics, Bureaucracy, and Economics</u>. Third Edition. DAME Publications, Inc.: Houston, Texas, 1998.</li> </ol> <p>The following references may be helpful and can be checked out from Dr. Boekeloo's personal library:</p> <ol style="list-style-type: none"> <li>1. Brown L. et al. <u>The State of the World 2000</u>. W.W. Norton and Co.:N.Y., 2000.</li> <li>2. Knoppers BM, Mathios A (Eds.) <u>Biotechnology and the Consumer</u>. Kluwer Academic Publishers:Boston, 1999.</li> <li>3. Brower M, Leon W. <u>The Consumer's Guide to Effective Environmental Choices</u>. Three Rivers Press:N.Y., 1999.</li> </ol> <p>The following references may also be helpful:</p> <ol style="list-style-type: none"> <li>1. Consumers Union of U.S., Inc., <u>Consumer Reports</u>, Yonkers:N.Y. (<a href="http://www.ConsumerReports.org">www.ConsumerReports.org</a>)</li> <li>2. Center for Science in the Public Interest, <u>Nutrition Action Health Letter</u>, Washington, DC. (<a href="http://www.cspinet.org">www.cspinet.org</a>)</li> <li>3. <u>Consumer Boycotts: Affecting Change through the Marketplace and the Media</u>. M. Friedman, Routledge, 1999.</li> <li>4. <u>Strategies for the New Healthcare Marketplace: Managing the Convergence of Consumerism and Technology</u>. Coddington et al., John Wiley and Sons, Inc., 2001.</li> <li>5. <u>Genetically Engineered Organisms: Assessing Environmental and Human Health Effects</u>. Letourneau et al., CRC Press, Inc., 2001.</li> </ol>
<b>Course Description</b>	<p>Americans are under great pressure to become consumers. They are intentionally encouraged by for-profit enterprise to buy products. Such marketing can either improve or threaten health. This course will explore: how marketing theory can inform health education theory; how marketing strategies and consumer behavior</p>

	can influence physical, social/psychological, and environmental health; how marketing is regulated; and ethics of marketer and consumer behavior.
<b>Course Objectives</b>	<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe theories about how consumers perceive, process, and respond to marketing information.</li> <li>2. Describe how marketing can promote health.</li> <li>3. Describe how marketing can threaten health.</li> <li>4. Describe how government, industry, consumer advocacy groups, and consumers regulate marketing.</li> <li>5. Describe how marketing approaches might also be useful in health education and health promotion.</li> <li>6. Describe criteria for ethical marketing and consumer behavior.</li> <li>7. Use the peer reviewed and government health literature to evaluate the impact of marketing on consumer health.</li> </ol>
<b>Course Policies</b>	<p><b>ATTENDANCE POLICY:</b>  The <u>class will be taught during class time only</u>. Material will not be presented again on a one-on-one basis at other times. Therefore, attendance at every class is expected. Excessive lateness or absence from class is disruptive to the class and your learning. It can not help you in the grading process. <u>Students who miss class are responsible for obtaining notes and hand-outs from other students</u>. The instructor should not be expected to meet with you to retrieve copies of hand-outs from past lectures. Dr. Boekeloo welcomes meetings with students outside of class to discuss questions and problems, and to gain more insight about the material presented in class. Students may e-mail, call, or ask during class for an appointment.</p> <p><b>LATE WORK AND MAKE UP TESTS:</b>  All work is due at the <u>beginning of class</u> on the day it is listed on the syllabus. All scheduled presentations are to be presented on the day they are scheduled. Any work not completed and handed in at the beginning of class on the due date will receive a reduction of one letter grade. Work not handed in by 5pm the following day will receive an additional letter grade reduction. Work will not be accepted beyond this point except in extreme circumstance approved by your instructor. You <u>must prearrange</u> with the instructor to miss an in-class examination. There are no make-up tests unless they are prearranged.</p> <p><b>SPECIAL NEEDS:</b>  If you follow religious observances, have a documented disability, or have some other important commitments for which you need special academic accommodations, please contact the instructor <i>in advance</i>. Accommodations must be prearranged. If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (314-7682.).</p>

	<p><b>ACADEMIC INTEGRITY:</b>  The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, shall constitute academic dishonesty:</p> <ul style="list-style-type: none"> <li>✓ CHEATING : intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.</li> <li>✓ FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.</li> <li>✓ FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.</li> <li>✓ PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.</li> </ul> <p>For more information see:  <a href="http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html">http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html</a></p>
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## - S y l l a b u s -

9/2	Introductions Review of the syllabus Conceptual Frameworks for Course
9/4	Assignment to Presentation Times Assignment to Discussion Groups Lecture: History and Trends in Consumer Behavior <u>Reading:</u> Schiffman Text, Chapter 1: Introduction
9/9	<b>Quiz</b> on Chapter 1 Lecture: Communication and Consumer Behavior <u>Reading:</u> Schiffman Text, Chapter 9: Communication
9/11	Regulation and Consumer Protection Lecture: The Policy Process <u>Reading:</u> Meier Text, Chapter 1 and 2
9/16	<b>Quiz</b> on Chapter 9, 1, and 2 Panel Discussion Preparation Presentations <u>Reading:</u> Schiffman Text, Chapter 4: Consumer Motivation
9/18	Presentations How to Search the Health and Government Literature
9/23	<b>Quiz</b> Presentations <u>Reading:</u> Schiffman Text, Chapter 5: Personality
9/25	Presentations Panel Discussion I Lecture: Food <u>Reading:</u> Meier Text, Chapter 10

9/30	<b>Quiz</b> Presentations <u>Reading:</u> Schiffman Text, Chapter 6: Perception
10/2	Panel Discussion II Presentations Lecture: Drugs <u>Reading:</u> Meier Text, Chapter 9
10/7	<b>Quiz</b> Presentations <u>Reading:</u> Schiffman Text, Chapter 7: Learning
10/9	<b>Tentative No Class. Take home assignment 1.</b>
10/14	<b>Quiz</b> Presentations <u>Reading:</u> Schiffman Text, Chapter 8: Attitude Change
10/16	Panel Discussion III Presentations Lecture: Automobiles <u>Reading:</u> Meier, Chapter 12
10/21	<b>Quiz</b> Presentations <u>Reading:</u> Schiffman Text, Chapter 2 and 3: Research and Segmentation
10/23	Panel Discussion IV Presentations Lecture: Credit <u>Reading:</u> Meier Text, Chapter 11
10/28	<b>Quiz</b> Presentations <u>Reading:</u> Schiffman Text, Chapter 15: Diffusion of Innovations
10/30	Panel Discussion V Presentations Lecture: Global Perspective <u>Reading:</u> Meier Text, Chapter 19
11/4	<b>Quiz</b> Presentations <u>Reading:</u> Schiffman Text, Chapter 14: Cross Cultural
11/6	Panel Discussion VI Presentations Lecture: <u>Reading:</u> Chapter 10: Reference Groups and Family
11/11	<b>Quiz</b> <b>Paper Outline Due</b> Presentations <u>Reading:</u> Schiffman Text, Chapter 12: Culture
11/13	Panel Discussion VII Presentations Lecture: Reforming Regulation <u>Reading:</u> Meier Text, Chapter 20
11/18	<b>No Class. Take home assignment 2.</b>

11/20	<b>Quiz</b> Panel Discussion VIII Presentations Lecture: Firearms
11/25	<b>No Class. Take home assignment 3.</b>
11/27	<b>No Class. Thanksgiving Holiday.</b>
12/2	Presentations FILM: Advertising and the End of the World
12/4	<b>Quiz</b> Panel Discussion IX Presentations Lecture: Environmental Protection <u>Reading:</u> Meier text, Chapter 7
12/9	Presentations Lecture: Advocacy Groups
12/11	<b>Quiz</b> Panel Discussion X Presentations Wrap Up
12/18	<b>FINAL PAPER DUE</b> by 1:45 pm

<b>Evaluation</b>		<b>Grading</b>
<b>Presentation:</b>	<b>20</b>	97% A+
<b>Panel Discussion</b>	<b>15</b>	93% A
<b>Self-Assessments</b>	<b>15</b>	90% A-
<b>Quizzes</b>	<b>25</b>	87% B+
<b>Paper Outline</b>	<b>5</b>	83% B
<b>Final Paper</b>	<b>20</b>	80% B-
		77% C+
		73% C
		70% C-
		67% D+
		63% D
		60% D-
		Below 60% F
<b>A satisfactory final paper must be completed and turned in on time to receive a passing grade for the course.</b>		

**Requirements**

A. **Case study presentation:** (20 pts.) Prepare a **15-minute** talk about a **for-profit** marketing strategy. Show or describe the marketing strategy to the class. Specifically, analyze the potential impact of a television, radio, billboard, magazine, or other advertisement or marketing campaign. Your marketing strategy may address any product that you think is interesting from a marketing and health perspective. Examples of such products could be a particular product or a product line in any of the following categories: a) drug and supplement products such as prescription, over the counter, herbal and other supplement, and illicit drugs, b) food products such as fat substitutes, sugar substitutes, genetically altered foods, red meat, soda, alcohol, etc., c) transportation products such as tires, SUVs, jet skis, minivans, compact cars, airplanes, etc., d) Banking products such as credit cards, loan services, etc., e) home products such as washers, water heaters, windows, etc., f) telecommunications products such as cell phones, worldwide

television networks, etc., g) clothing and accessory products such as cosmetics, perfumes, lounge wear, hats, etc...

Describe to the class:

- i. The source of the marketing strategy. There are two possible sources to describe—the company behind the product and the communicator of information about the product in the marketing advertisement or campaign. Examples of questions to answer: Are these sources credible and trustworthy? Is the communicator appealing to the target population, and appropriate for the message?
- ii. The major message being transmitted through the marketing strategy. Examples of questions to answer: Is it simple or complex? Is it aimed at changing knowledge, attitudes, and/or behaviors? What marketing theory captures the strategy behind this message? Is it attention getting, comprehensible, and likely to be retained by the target population?
- iii. The probable target population. Examples of questions to answer: Who will be reached by this marketing strategy? What are the characteristics of the target population in regard to literacy, age, ethnicity, income level, education level, gender, etc.?
- iv. The implications regarding the channel of communication. Examples of questions to answer: Is the channel appropriate for reaching the target population and the complexity of the message?
- v. The health implications of the marketing strategy. Examples of questions to answer: Do you foresee that this program could have a positive or negative impact on people's health? What are your hypotheses regarding how this marketing strategy might impact on health? Do you believe there are any ethical concerns regarding this marketing campaign?

Reserve your audiovisual equipment under Dr. Boekeloo's name well in advance of your presentation with the Health and Human Performance Media Center at X52444, room 2246 on the second floor of the HHP building. *You are responsible for picking up this equipment before class and returning it after class.*

It is a good idea to practice your presentation with a friend well before you have to give the presentation so that you can receive feedback about your clarity. Be sure to practice your presentation with your audiovisuals, and time your presentation. ***Make sure your audiovisuals are working before class begins.*** Last minute fumbling with audiovisuals makes presenters appear unprepared and wastes valuable class time. You will lose points for equipment that does not work or is not ready or discs that do not work.

The timing of your presentation begins when you are introduced. You can make the maximum number of points above for clearly and thoughtfully covering each of the topics above. You will lose points for not covering the topic clearly and thoughtfully or going overtime. You are less likely to be clear if your audiovisuals are hard to see or hear, you do not speak loudly and distinctly enough, and you do not highlight your major points. A thoughtful presentation makes clear points about each topic and provides a clear rationale for each point made. Creativity (examples, samples, interaction, pictures) can help you make your points clearly, and can make your presentation more interesting and enjoyable. *You will not lose points for feeling or appearing nervous because most people, including the instructor, get nervous talking in front of groups!*

B. **Panel Discussions** (15 points) Students will be organized into groups of from four to five. Each group will be provided with a newspaper article about a consumer health topic for which there is controversy around regulation. The group will conduct research on the topic and then

have a panel discussion in front of the class. The panel discussion will last approximately 30 minutes. Members of the group will be assigned the following roles for the panel discussion:

1. Consumer advocate. The consumer advocate will become educated on the topic and argue for solutions that protect consumer health and well-being.
2. Industry advocate. The industry advocate will become educated on the topic and argue for solutions that protect industry profitability.
3. Government regulator. The government regulator will become educated on the topic and argue from the perspective of the current President and his administration.
4. Environmentalist (Optional): The environmentalist will become educated on the topic and argue for solutions that protect the environment.
5. Journalist. The journalist will attempt to make sure that each viewpoint gets clearly expressed to the class. It will be the journalist's responsibility to describe the question that is to be debated, facilitate the panel, and ask questions of the panelists for the discussion. The journalist will then pole the class as to which argument they vote for—the consumer's argument, industry's argument, the administration's argument, or the environmentalist's argument.

Grades will be assigned to individuals based on the how well informed and prepared each of the group members appeared based on their participation in the discussion and a two-page (single spaced) paper on their research for the discussion. **The paper must cite at least five sources and have a reference list.**

- C. **Quizzes** (10 quizzes worth 2.5 points each—Can earn 5 points extra credit) Short answer and multiple choice, closed-book, written in-class examinations.
- D. **Three Consumer Self-Assessments** (5 points each=15 points)
- E. **Term paper topic and detailed outline** (5 points)
- F. A **10 to 15 page, double-spaced term paper** on the impact of a for-profit advertising campaign on a consumer behavior and health outcome (20 points). The term paper must include the following:
- I. **Introduction (Approx. 3 pages).** Describe a for-profit advertising campaign you are studying (refer to your presentation for guidelines on this description). What is your hypothesis regarding how this marketing strategy and/or product might impact on health?
  - II. **Body (Approx. 4 pages).** What does peer reviewed and government research say about the impact of such a marketing strategy and/or product on consumer health? Is there any evidence that such marketing might improve or harm health? (At least 10 references cited in the text using APA style (author, year). At least 5 references must be from peer reviewed health journals. At least 5 references must be from government sources.)
  - III. **Conclusion (Approx. 3 pages).**
    - A. Did your research refute or support your hypotheses? Summarize these conclusions.
    - B. What are the implications of your research for the practice of health education and health improvement?
      - i. Would you advocate that such a strategy be used for health education and health promotion? Give some examples of how this strategy might be used in health education.

- ii. Conversely would you recommend that some consumer protection action be taken? Do you think your findings warrant action? Why or why not? What action(s) should be taken?

**IV. References.** Complete references must be cited according to APA guidelines. Simply listing a website is not a sufficient reference. Article references, for example, must include the original author(s), title of the article, publication volume, pages, and year. Citations of other references (books, government documents, newspapers, etc.) must be similarly specific. The source of website material must be clear.

**NOTE: Plagiarism is a serious violation that can lead to expulsion from the University. Do not copy from the internet or any other source. Cite all sources. Internet copying is easy to do and easy to identify so be careful.**