Course Code	HP3004
Course Title	The Psychology of Food and Eating
Pre-requisites	HP1000 Introduction to Psychology HP1100 Fundamentals of Social Science Research HP2100 Research Design and Data Analysis in Psychology
No of AUs	3

Course Aims

Decisions about what to eat and how much eat are among the most pervasive judgments and cognitions humans navigate in their daily lives. These decisions around food and subsequent eating behaviors have significant impact for health and well-being, given the rising incidences of chronic diseases associated with dietary patterns, such as obesity and type-2 diabetes. This class will cover psychological, social, and environmental processes that guide people's cognitions and behaviors related to food and eating. A major theme of the class will focus on psychosocial and non-homeostatic factors that modulate appetite, and the psychological processes that may regulate or bias one's experience of hunger and fullness. This class will adopt a holistic and integrative approach to study of these questions by examining the role of diverse contextual factors (social, cultural, economic, and evolutionary) in influencing the psychological processes regulating appetite and food intake patterns. By completing this course, students will have deeper understanding of key findings and theories related to psychological and behavioral aspects of human nutrition, ability to apply this knowledge to design studies to test their own hypotheses about eating behavior, and be equipped as more critical consumers of research pertaining to these topics. Given rising national and international priorities for addressing chronic diseases linked to dietary behavior (e.g., Singapore's War on Diabetes), this course will provide students experience for potential future involvement in organizations, initiatives, and research targeting these health issues.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) would be able to:

1) Evaluate concepts, frameworks, and studies related to human food preferences and eatingbehavior.
2) Explain central theories and methods pertaining to psychological influences on food preferences and eating behavior.
3) Critique concepts learned in the course through class discussions and written summaries of discussions (discussion worksheets).
4) Prepare a research proposal to test hypotheses regarding psychological or contextualinfluences on human food preferences, appetite, and eating behavior.

Course Content

Introduction to basic concepts and methods for studying appetite and eating behaviors The human forager: Evolutionary and economic perspectives on modern eating behaviorsCognitive and learning processes in eating behavior

Development of eating behaviors Psychological

influences on hunger and satiety

Super-size me: Psychological determinants of portion selection and controlBeliefs and expectancies as modulators of appetite

Dieting, restraint, and regulation of food intake Role of emotions and stress on eating behaviors

Eat, drink and be merry: Commensality and social influences on eating behaviors The cultural context of food and eating

The psychology of eating disorders and obesityPromoting healthier eating habits

Assessment (includes both continuous and summative assessment)

Component	CourseLO Tested	Graduate Attributes	Weighting	Team/Individual
1. Final examination	1,2	Competence	40	Individual
2. Midterm Quiz	1,2	Competence	20	Individual
3. Continuous Assessment 1 (CA1): Research proposal	1, 2, 4	Competence, creativity, communication	20	Team
4. Small group discussion worksheets (CA2)	1, 2, 3	Competence, communication	20	Team
Total			100%	

Formative feedback

You will be given feedback on their continuous assessment items (discussion worksheets and research proposal).

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Exams (midterm and final)	The exams will test your competence and ability to think critically about the material learned through lectures and the assigned readings.

Group discussion	A part of each meeting of the class will include a class discussion period. In this period, you will be provided a worksheet with a series of discussion questions on it that you will discuss within your group and more broadly with the class. In each group, you will need to write a short responses or reflection for each question based on your group discussion. You will be provided feedback on your responses on the worksheet.
Research Proposal Project	This allows you to integrate what you have learned in class (theories, methods, concepts) to design a research project that will investigate a particular scientific or practical problem related to human appetite and eating behavior.

Reading and References

Rowland, N. E., & Splane, E. C. (2014). The psychology of eating. Pearson.

In addition to the textbook indicated above, you will also be assigned original research papers to read throughout the course.

Course Policies and Student Responsibilities

Attendance/ Absenteeism

This course has a major discussion-based component. Accordingly, class attendance and participation in discussions are critical. The product of small group discussion during classes will be the completion of worksheets.

If you are absent, you will not receive credit for the worksheet unless a valid reason for the absence is provided. In this case, you will have to complete the worksheet or an alternative assignment (e.g., a reaction/thought paper for the week's readings) on your own before the next week's class.

Late Assignments

Late assignments will not be accepted. Exceptions will be considered (but not guaranteed) for extraordinary health and personal circumstances.

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.**

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction and basic concepts	**1, 2, 3, 4**	Chapters 1 of Rowland & Splane (2014). Psychology of Eating. Pearson. Lecture and demonstrationand explanations of tools/methods used for assessing eating behavior.
2	The human forager: Evolutionary and economic perspectives on modern eating behaviors	1, 2, 3, 4	Chapters 4 of Rowland & Splane (2014). Psychology of Eating. Pearson. Cheon, B. K., & Hong, Y. Y.

			(2017). Mere experience of low subjective socioeconomic status stimulates appetite andfood intake. *Proceedings of the Notional Academy of Sciences, 114(1),* 72-77. Lecture, group discussion and completion of discussion worksheets.
3	Role of cognitive processes in appetite and eating behavior	**1, 2, 3, 4**	Chapters 5 of Rowland & Splane (2014). Psychology ofEating. Pearson. Robinson, E., Aveyard, P., Daley, A., Jolly, K., Lewis, A., Lycett, D., & Higgs, S. (2013).Eating attentively: a systematic review and meta-analysis of the effect of food intake memory and **awareness on eating.** *American journal of clinical nutrition,* ajcn-045245. Lecture, group discussion and completing worksheet on potential methods to increaseawareness and memory of eating.
4	Development and learning of eating behaviors	**1, 2, 3, 4**	Chapter 6 of Rowland & Splane (2014). Psychology ofEating. Pearson. Birch, L. L., & Fisher, J. 0. (1998). Development of eating behaviors among children and adolescents. *Pediatrics,* 101(Supplement2), 539-549.

5	Psychological influences on hunger and satiety	**1, 2, 3, 4**	Chapter 9 of Rowland & Splane (2014). Psychology ofEating. Pearson. Lecture, group discussion andcompletion of discussion worksheets.
6	Super-size me: Psychological determinants of portion selection and control	**1, 2, 3, 4**	Benton, D. (2015). Portion size: what we know and whatwe need to know. *Critical reviews in food science and nutrition,* 55(7), 988-1004. Lecture, group discussion andcompletion of discussion worksheets.
7	Midterm Quiz	**1, 2**	
Recess			
8	Beliefs and expectancies as modulators of appetite	**1, 2, 3, 4**	Crum, A. J., Corbin, W.R., Brownell, K. D., & Salovey, P. (2011). Mind over milkshakes: **mindsets, not just nutrients,** determine ghrelin response. *Health Psychology,* 30(4), 424-429. McFerran, B., & Mukhopadhyay, A. (2013). Lay theories of obesity predict actual body mass. *Psychological science,* 24(8), 1428-1436. Lecture, group discussion and completion of discussion worksheets.

9	Role of emotions and stress on eating behaviors	1, 2, 3, 4	Chapter 9 of Rowland & Splane (2014). Psychology ofEating. Pearson. Torres, S. J., & Newson, C. A. (2007). Relationship betweenstress, eating behavior, and obesity. *Nutrition,* 23(11), 887-894. Lecture, group discussion and completion of discussion worksheets
10	Eat, drink and be merry: Social influences on eating behaviors	1, 2, 3, 4	Chapter 7 of Rowland & Splane (2014). Psychology ofEating. Pearson. Herman, C. P., Roth, D. A., & Polivy, J. (2003). Effects of thepresence of others on food intake: a normative interpretation. *Psychological bulletin, 129(6),* 873-886. Lecture, group discussion and completion of discussion worksheets
11	The cultural context of food and eating	1, 2/ 3, 4	Rozin, P., Fischler, C., Imada,S., Sarubin, A., & Wrzesniewski, A. (1999). Attitudes to food and the roleof food in life in the USA, Japan, Flemish Belgium and France: Possible implications for the diet-health debate. *Appetite,* 33(2), 163-180. Lecture, group discussion and completion of discussion worksheets

12	Eating disorders	1, 2, 3, 4	Chapter 10 of Rowland & Splane (2014). Psychology of Eating. Pearson. Lecture, group discussion and completion of discussion worksheets
13	Promoting healthier eating	1, 2, 3, 4	Chapter 13 of Rowland & Splane (2014). Psychology of Eating. Pearson. Lecture, group discussion and completion of discussion worksheets