

COURSE DESCRIPTION (GENERAL DESCRIPTION)

Course title: Psychological aspects of eating behaviors
Course code: PSZM21-MO-SZOM-112

Aim of the course

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By participating in this course, students can familiarize themselves with the topic of eating behaviors, from a wide range of perspectives, and with an emphasis on public health and psychological aspects, and the promotion of healthy eating habits. The overall goal of the course is to understand the complexity of biopsychosocial factors contributing to eating behavior, body weight and weight management, from a psychosocial point of view. Epidemiological and public health trends highlighting the importance of the topic are also elaborated. The different determinants of disordered and healthy eating habits, as well as the topic of food preference and health are covered in detail.

Learning outcome, competences

knowledge:

By gaining a deeper insight into the topics cited below (see '*Topics of the course*'), students will be familiar with and able to express own opinions about:

- Epidemiological and public health perspectives on eating behavior and its consequences on (healthy) life expectancy
- Theories of eating behaviors in health psychology (e.g. salutogenic and obesigenic theory, restraint theory, five-way model of emotional eating, self-determination theory, escape from self-awareness theory etc.)
- Complex biopsychosocial determinants of eating behaviors and obesity
- Traditional and novel psychosocial interventions targeting obesity
- Questionnaires measuring different eating behaviors

By considering many aspects of eating behaviors on individual and social levels within a health psychology perspective, students can

- acquire interest in using evidence-based approaches to elaborate issues in eating behaviors and formulate new research questions and suggestions for solutions;
- have a more open and empathetic attitude towards individual and social issues in eating behaviors;
- have a more open attitude towards applying different evidence-based behavior change interventions and willing to do independent desk research on them;

and develop a critical viewpoint in evaluating individual cases, public policies and research evidence as well

attitude:

At the end of the course, students will be able to

- apply models of health psychology and eating behavior on evaluating individual cases and research practices;
- elaborate complex reflections on everyday eating-behavior related information (such as applications, videos, diet advertises, etc.) as well as scientific approaches;
- gather a wide variety of information on what shapes individual eating habits, by also practicing interviewing skills;
- efficiently summarize the gathered information;
- and reflect on their own eating habits and behaviors.

autonomy, responsibility:

- Students are able to apply the acquired knowledge on their own, in accordance with the ethical guidelines of psychology, but only for purposes corresponding to their level of competence.

Content of the course

Topics of the course

- Epidemiological and public health perspective of eating behavior
- Basics of eating behavior regulation: food intake and appetite regulation
- Obesity, determinants of disordered eating, and the effects of dieting
- Obesogenic eating habits and their determinants
- Promoting factors of healthy eating habits
- Role of the salutogenic model in describing eating behaviors
- The motivation for healthy eating – applying the self-determination theory
- From a restrictive to a permissive approach: health at every size interventions, mindful eating and intuitive eating
- Development and effects of taste preference

Learning activities, learning methods

The course applies a mixture of short lectures, interactive discussions, demonstrations, small group-based and individual activities, and homework.

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:

requirements

Full participation in the course is mandatory, as well as participating in the in-class and online activities, and completing the assigned homework.

During and/or following the course, students need to...

1. Write a short, min. 1500 word long essay (review) on one of the provided/discussed topics followed by a **short research proposal** inspired by the topic of the review (suggestion on what researchers should focus on next within the topic of the review). The essay has to be a **review** of peer-reviewed scientific literature, with references included in APA style. After the section of the review, the research proposal needs to include the suggested research question and methods (design, participants, measures/tools to use, etc.).
2. Write a 3-4 page long **interview report** based on a discussion they conduct with an adult interviewee (on their past and current eating behavior, their attitude on and relationship to it, its determinants and antecedents), applying the biopsychosocial perspective acquired in class.

mode of evaluation: Term mark (1-5 grades)

criteria of evaluation:

Besides meeting the requirement of handing in compulsory assignments and homeworks by the deadline, students' evaluation is based on the quality of their essay and interview report.

Evaluation criteria of these assignments are:

- original work;
- applying materials covered in class;

- using other, empirical evidence-based material;
- clear and concise focus;
- logical structure
- appropriate referencing, applying the APA 6 publication guideline;
- and appropriate use of terminology.

Reading list

Compulsory reading list

- Blundell, J. E., Dalton, M., & Gibbons, C. (2018). Food intake and appetite in the aetiology of obesity. In *Advanced Nutrition and Dietetics in Obesity*. (pp. 97-105.)
- Carrière, K., Khoury, B., Günak, M. M., & Knäuper, B. (2018). Mindfulness-based interventions for weight loss: a systematic review and meta-analysis. *Obesity Reviews*, 19(2), 164-177.
- Chang, B. P., Mulders, M. D., Cserjesi, R., Cleeremans, A., & Klein, O. (2018). Does immersion or detachment facilitate healthy eating? Comparing the effects of sensory imagery and mindful decentering on attitudes and behavior towards healthy and unhealthy food. *Appetite*, 130, 256-267. doi:10.1016/j.appet.2018.08.013.
- Cserjesi, R., De Vos, I., & Deroost, N. (2016). Discrepancy between implicit and explicit preferences for food portions in obesity. *International Journal of Obesity*, 40(9), 1464-1467.

Deroost, N., & Cserjesi, R. (2018). Attentional avoidance of emotional information in emotional eating. *Psychiatry research*, 269, 172-177.
- Dovey, T. M. (2010). Getting inside people's heads. Restraint, emotional eating, disinhibition and their combined effects. In *Eating Behavior*. (pp. 99-111).
- Dovey, T. M. (2010). Dealing with obesity. Dieting and drugs. In *Eating Behavior*. (pp. 112-135).
- Kopelman, P. (2018). Definition, prevalence and historical perspectives of obesity in adults. In *Advanced Nutrition and Dietetics in Obesity*. (pp. 3-10.)
- Logue, A. W. (2010). Hunger, satiety and food preferences: effects of the brain and the body on the self-control of eating. In Dube, L., Bechare, A., Dagher, A., Drewnowski, A., LeBel, J., James, P., & Yada, R. Y. (eds.). *Obesity prevention. The role of brain and society on individual behavior*. (pp. 115-123).
- Mathieu, J. (2009). What Should You Know about Mindful and Intuitive Eating? *Journal of the American Dietetic Association*, 109(12), 1982-1987. <https://doi.org/10.1016/j.jada.2009.10.023>
- Monroe, J. T. (2015). Mindful Eating: Principles and Practice. *American Journal of Lifestyle Medicine*, 9(3), 217-220. <https://doi.org/10.1177/1559827615569682>
- Ogden, J. (2010). Food choice. In *The psychology of eating. From healthy to disordered eating*. (2nd edition, pp. 31-62.). Wiley-Blackwell.
- Ogden, J. (2010). Obesity. In *The psychology of eating. From healthy to disordered eating*. (2nd edition, pp. 148-179.). Wiley-Blackwell.
- Patrick, H., Groin, A. A., & Williams, G. C. (2010). Lifestyle change and maintenance in obesity treatment and prevention: a Self-Determination Theory Perspective. In Dube, L., Bechare, A., Dagher, A., Drewnowski, A., LeBel, J., James, P., & Yada, R. Y. (eds.). *Obesity prevention. The role of brain and society on individual behavior*. (pp. 365-374).

- Tylka, T. L., Annunziato, R. A., Burgard, D., Daníelsdóttir, S., Shuman, E., Davis, C., & Calogero, R. M. (2014). The Weight-Inclusive versus Weight-Normative Approach to Health: Evaluating the Evidence for Prioritizing Well-Being over Weight Loss. *Journal of Obesity*, 2014, 1–18. <https://doi.org/10.1155/2014/983495>
- And any additional readings handed out in class.

Recommended reading list

- Dovey, T. M. (2010). The energy demands of the brain: central mechanisms of eating. In *Eating Behavior*. (pp. 18–36).
- Dovey, T. M. (2010). Learning about food: developmental aspects of eating behavior. In *Eating Behavior*. (pp. 46–62).
- Robinson, T. N. (2010). Stealth interventions for obesity prevention and control: motivating behavior change. In In Dube, L., Bechare, A., Dagher, A., Drewnowski, A., LeBel, J., James, P., & Yada, R. Y. (eds.). *Obesity prevention. The role of brain and society on individual behavior*. (pp. 319–327).
- Teixeira, P. J., Carraça, E. V., Marques, M. M., Rutter, H., Oppert, J. M., De Bourdeaudhuij, I., ... & Brug, J. (2015). Successful behavior change in obesity interventions in adults: a systematic review of self-regulation mediators. *BMC Medicine*, 13(1), 84.
- Van Dyke, N. ,& Drinkwater, E. J. (2014). Relationships between intuitive eating and health indicators: literature review. *Public Health Nutrition*, 17(8), 1757–1766.