

PSY 3254B – Sec 530
The Brain, Food & Eating
School of Behavioural and Social Sciences

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Dean and by the course instructor.

General Information

Course #: PSY 3254B

Section #: 530

Term: Winter

Year: 2022-23

Delivery: **In-person**

Course Day and Time: **Mondays: 11:30am – 2:30pm**

Course Location: **UH 30**

Instructor Information

Name: Dr. Christine Tenk

E-mail: ctenk2@uwo.ca

Telephone number for office appointments: please email instead

Office hours for students: TBA - See OWL

Office location: Zoom office hours only (You can join with video or just audio depending on your preference)

Course Description

This course explores the neuroscience of eating by examining the interrelationships among food, eating and biopsychology. Topics may include the chemical senses, biology of appetite, food reward and addiction, eating, cognitive function and mental health, development and learning, and sociocultural, evolutionary, and genetic influences.

Prerequisites: At least 0.5 Psychology course in Research Methods at the 2000 level or above and registration in third or fourth year of a Major, Specialization, or Honours Specialization in Psychology module.

Antirequisite: Psychology 2054A/B.

Required Course Materials

Scholarly articles and/or textbook chapters will be the required readings for the course and will be available through the course readings service through the Western library system (<https://coursereadings.lib.uwo.ca/ares/>). Readings will be added to the course as students pick topics for their seminars so please check the course OWL site regularly for updates.

Recommended Course Materials

American Psychological Association (2020). Publication manual of the American Psychological Association (7th edition). Washington, DC: Author

Learning Outcomes

By the end of the course, students should be able to:

- a) List the brain areas and biochemicals important to eating behaviour and explain their role (*Brescia competencies: Communication, critical thinking*)
- b) Describe biological processes related to eating behaviour including appetite, chemosensation, & digestion (*Brescia competencies: Communication, critical thinking*)
- c) Illustrate how normal and abnormal psychological states influence eating behaviour (*Brescia competencies: Communication, critical thinking*)
- d) Present and discuss behavioural neuroscience research examining eating (*Brescia competencies: Communication, critical thinking, inquiry & analysis, self-awareness & development*)
- e) Select and integrate research and information to illustrate intersections of the brain, food & eating (*Brescia competencies: Communication, critical thinking, inquiry & analysis, self-awareness & development*)

Brescia Competencies

- **Communication (Levels 1 - 3)**
- **Critical thinking (Levels 1 - 3)**
- **Inquiry & Analysis (Levels 1 - 3)**
- **Self awareness & development (Levels 1 - 2)**

Teaching Methodology and Expectations of Students

This course offers students the opportunity to explore topics related to the brain, food and eating through a variety of teaching and learning strategies.

This course is designed to be an interactive in-person learning experience. Students are expected to attend all classes, review the assigned readings in advance, and engage and participate in the collaborative learning environment.

The first half of the course will present fundamental concepts related to the intersections of the brain, food and eating. These classes will include lecture, activities, and small- or large-group discussion. Students are encouraged to participate and share during these classes; it enhances the learning experience for themselves as well as for the class as a whole. Fundamental concepts will be assessed through an in-class, closed-book test provided this is possible with the public health protocols at the time.

The second half of the course will include student-led seminars consisting of a summary of a scholarly article and a discussion on the topic and article (more details below). Most weeks will include 4 student seminars. Each student group is responsible for leading and facilitating a corresponding discussion, but participation by everyone in the class is expected and contributes to your grade in this course. For class members to be able to participate actively in the discussion, it is important that everyone reads the articles for that week. After seminars for the week have been completed, the course instructor will present clarification and/or additional information related to the topics or lead additional discussion as warranted. The topics presented during the student seminars will be assessed through a take-home final exam.

Course elements will be delivered through the course OWL site. You are responsible for **checking the course OWL site regularly**.

All announcements will also be delivered through OWL as email. You are responsible for **checking your Western email regularly**.

Some in-class activities and discussions are required assessments of this course and therefore attendance and participation for these is mandatory (see 'Evaluation' and 'Course Content' for more).

Some assessments consist of multiple parts. Students failing to complete any part of an assessment without appropriate academic accommodation (see below) will receive a mark of zero for that part. Students are expected to familiarize themselves with the assessments and their components from provided materials (i.e. course outline, OWL postings & announcements, lecture description etc).

Copyright and Intellectual Property

Powerpoint lecture slides or notes, lecture videos & transcripts, notes, readings, activities, tests/quizzes/exams, assignments and all other components of the course materials are the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Evaluation

Evaluation Breakdown:

Component	Weight	Date/ Deadline	Learning Outcomes	Brescia Competencies
Fundamental Concepts Test	30%	Feb. 27	a, b, c	Communication, Critical thinking
Seminar Presentation Project (multiple parts with different due dates)	30% Total (as below)		c, d	Communication, Critical thinking, Inquiry & analysis, Self- awareness & development
<ul style="list-style-type: none"> Submit a topic of interest for further exploration 	1%	Feb. 6		

<ul style="list-style-type: none"> • Pick your partner & submit signed group contract • Submit your article • Article summary • Live or Video presentation • Discussion 	1%	Feb. 13		
	1%	Mar. 2		
	10%	Mar. 13		
	12%	TBD		
	5%	TBD		
Participation	10%	Every class Mar. 13 – Apr. 3	d, e	Communication, Critical thinking, Inquiry & analysis, Self-awareness & development
Take home exam	30%	Apr. 20	c, d, e	Communication, Critical thinking, Inquiry & analysis, Self-awareness & development

Fundamental Concepts Test

The Fundamental Concepts Test will assess students' understanding of concepts central to understanding how human biology, eating behaviour and food interact. The Test will be held on Feb. 27 and is worth 30% of your final grade. The Test will be held in-class if current public health protocols allow. The Test will be a mixture of question types and may include multiple choice, true/false, fill in the blank, label the diagram and short answer/essay style questions. You will have 2 hours to complete the Test. More details about the test format will be available as we approach the test date.

Seminar Presentation Project

Students will work in groups of **no more than 3** to complete a seminar presentation project on a chosen topic examining the behavioural neuroscience of eating. All group members are expected to contribute equally to this project and all group members will receive the same grade.

The seminar presentation project consists of 6 different components which together contribute 30% to your final grade. Each component has its own due dates and contributes a different amount to your final grade. Some components will be completed individually; others will be completed with your partner.

Seminar Presentation Project Components:

- 1) Submit a topic of interest for further exploration: The first few weeks of the course will present an overview of a variety of topics related to the brain, food & eating. You must suggest an additional topic of interest for the class to explore later in the course. **Due Feb. 6** (1% of final grade). *Complete individually.*

- 2) Form a group: choose who you will work with, complete and sign the group contract form posted on OWL. **Due Feb. 13.** (1% of final grade). *Complete as a group.*
- 3) Submit your seminar article for approval. You must choose an article from a scholarly journal to present for your seminar. This article must be on one of the topics that the class decided was of further interest. Your article may be a primary research article (original research article or case reports/case series) or secondary research article (review article or systematic review). Your article must be approved by the instructor before you are able to use it in your seminar. **Due Mar. 2.** (1% of final grade). *Complete as a group.*
- 4) Article Summary. You must prepare a summary of your seminar article that will be distributed to the class. This summary must include the overall goal of the research article, core background concepts (supplement with additional background as needed), the findings and their implications, and conclusions. **Due Mar. 13** (10% of final grade). *Complete as a group.*
- 5) Seminar presentation & discussion. Each student-led seminar includes 2 parts 1) a presentation on the article 2) a class discussion on the article. **Presentation:** Groups must prepare a 15 – 20min presentation on their chosen article to deliver to the class. These presentations can pre-recorded and shown as a video, or delivered live. The presentations should highlight important background, the findings and their implications, conclusions and limitations of the article. **Discussion:** Groups must facilitate a 10 – 15min class discussion on their article. This discussion should not be a further factual summary or analysis of the article but instead should steer the class to the points you find most interesting and useful about the article. Other questions may also direct participants to think about if/how the article applies to their own lives or how the presented ideas may change their own thoughts/behaviour. A key point of the discussion is to stretch our mental muscles to think about the implications and applicability of the knowledge. The total length of the presentation cannot be longer than 35mins. **Due Mar. 13 – Apr. 3 TBD.** (presentation 12% of final grade; discussion 5% of final grade). *Groups will be assigned a presentation date using a lottery draw system.*

Participation

Active engagement in learning is a critical component for student success. Therefore, 10% of your final grade will come from participating in the student-led discussions after the seminar presentations.

The marking scheme for participation is:

0: made no comments or comments are limited and do not make a meaningful contribution to the discussion (comments such as “yes”, “what they said”, “I agree”);

1: comments are general and go beyond a simple “yes” or “I agree” but do not add new information, critically evaluate any information, or move the discussion forward;

2: made a constructive contribution to the discussion or answered a question and included specific information or made a substantive point.

Participation marks will be evaluated during each student-led discussion and accumulated across the 4 seminar weeks to a maximum of 20 marks. There are 2 marks available to gain during each student-led discussion.

Take home Exam

At the end of the course, each student will complete a take home exam. The take home exam is worth 30% of your final grade. The take home exam will include a number of questions that guide students to integrate their learning across the course such as identifying common themes and connections in the material or linking concepts to other experiences. Take home exams must be completed individually and submissions will be evaluated for similarities in answers using Turnitin. More details about the exam will be available as we approach the end of term. **Due Apr. 20**

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

For course components worth less than 10% of the total course grade, documentation will also be required. Medical or other supporting documentation should be submitted to your Academic Advisor.

Course Content

This course is designed to provide students with more immersive learning opportunities to explore how human biology, eating behaviour and food interact. The first few weeks of the course will introduce concepts fundamental to understanding these relationships. The second half of the course guides students through their own, more detailed, exploration of the intersections between biology, eating and food through student-led seminars. At the end of the course, students will work on integrating the ideas and information from across the course to achieve a deeper understanding of the course material.

Week	Topic	Reading	Assessments & Due Dates
Jan. 9	Introduction Neuroscience Basics	Topic #1	
Jan. 16	Food, The Senses & Digestion	Topic #2	
Jan. 23	Control of Appetite	Topic #3	
Jan. 30	Why we eat what we eat	Topic #4	
Feb. 6	Psychological Disorders & Eating	Topic #5	Submit a topic of interest for additional study

Feb. 13	Topic Discussions Seminar dates assigned by lottery Sample Seminar	Topic #6	Choose a group & submit signed team contract
Feb. 20	<i>Reading Week – no classes</i>		
Feb. 27	Fundamental Concepts Test		In-class Test Mar. 2: Submit your seminar article for approval
Mar. 6	Seminar group work day & drop-in help		
Mar. 13	Student seminars & discussions	Readings TBA	Article summary due <i>*possible presentation date</i>
Mar. 20	Student seminars & discussions	Readings TBA	<i>*possible presentation date</i>
Mar. 27	Student seminars & discussions	Readings TBA	<i>*possible presentation date</i>
Apr. 3	Student seminars & discussions	Readings TBA	<i>*possible presentation date</i>
Apr. 10	Summary Class Take Home Exam Distributed		
April 20	Take Home Exam Due		Take Home Exam Due

Please note that grades **cannot** be adjusted on the basis of need. Your mark in the course will be the mark that you earn. Tests and exams cannot be re-written nor assignments and activities resubmitted to obtain a higher mark. There are no supplemental or bonus assignments to improve your grade.

2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;

5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor (https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar (<https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements may be different than for synchronous or in-person courses.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at: https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere.

Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia**, https://brescia.uwo.ca/student_life/health_and_wellness/index.php and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
