Instructor: Grace E. Giles, PhD
Contact Information: grace.giles@tufts.edu, Zoom by arrangement
Graduate Credits: 1.5 Semester hour units (SHUs)
Prerequisites: NUTB 205 and 305, or permission of instructor

Course Description: This course examines the bidirectional relationship between food consumption and human behavior, i.e. how our dietary choices influence behavior and vice versa. The semester will be divided into two components: (1) how nutrition impacts the brain and behavior and (2) how cognitions impact food choice and intake. Topics to be discussed during the semester include how macronutrients (carbohydrate, protein, fat) and micronutrients (vitamins and minerals) influence brain function, as well as how we choose how much and what to eat, and in relation to normal and “disordered” eating.

Course Objectives:
❖ Critically read peer-reviewed articles: By this point in your graduate career, you likely have experience reading and interpreting peer-reviewed articles. In this course, you will build on this skill by analyzing individual articles for strengths and weaknesses beyond those stated in the Discussion section, and learn how to synthesize the findings from a particular area of interest.
❖ Become a jack of all trades, and a master of one: In order to get a taste of the scope of research in the field of nutrition and behavior, you will read articles on a variety of topics, ranging from caffeine and cognitive performance to eating disorders and food restriction. You will also choose one topic you find interesting and delve into it in more depth.
❖ Actively discuss research: Much of the class will be discussion-based in the form of online forums. Be prepared to voice your thoughts, ideas, and criticisms about the readings.

Texts and Materials:

An optional textbook, suggested for anyone without a psychology background (e.g. who have not taken an introduction to psychology undergraduate course) is Psychological Science, Fifth Edition, by Gazzaniga, Heatherton, and Halpern. It is printed in 2016 by W. W. Norton, and used copies are available from online booksellers.

For updated information on mental health disorders, we will use the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. It is available at:

Additionally, other readings and materials will be available online via Canvas.

Academic Conduct: Each student is responsible for upholding the highest standards of academic integrity, as specified in the Friedman School’s Policies and Procedures manual (http://nutrition.tufts.edu/student/documents) and Tufts University policies (http://uss.tufts.edu/studentaffairs/judicialaffairs/AcademicIntegrity.pdf). It is the responsibility of each student to understand and comply with these standards, as violations will be sanctioned by penalties ranging from failure on an assignment and the course to dismissal from the school.
Assessment and Grading:
Your grade will be based on the percentage of points, out of 300, that you can earn. The points are divided as follows:

- Discussion Forums: 20 points each (120 points)
- Research Presentation “Quiz”: 60 points
- Final Project: 120 points

A standard 10-point percentage grade scale will be used (90-100% = A, 80-89% = B, etc.), with separations for + and -s within this. Assignments will not be graded unless extension is approved in advance. Students who are unable to complete an assignment on time for any reason should notify the instructor by email, text message or phone call prior to the deadline, with a brief explanation for why the extension is needed.

Grade Reconsideration: All assignments will be graded with great care as it is important to me (and to you!) that your scores reflect a valid estimate of your performance. Requests for reconsideration should be rare and only based on substantial evidence that the original score was invalid. In the event that you decide to make such a request, please note that it may be made no earlier than 24 hours and no later than 1 week after we post your grade. You must submit a written request (by email) indicating your rationale for why more points should be awarded, and (if applicable) a textbook page # or lecture as supporting evidence.

Assignment and Submission Instructions:
1. Discussion Forums. The discussion forums will be two-part. The primary post will consist of thoughtfully answering a question pertaining to the weekly topic, similar to a response paper. Primary posts should be equivalent to two size-12 font, double-spaced pages. The primary post will help you to think about the research critically and provide the framework to further discussion. They must demonstrate your knowledge of both lecture and reading material. Primary posts will be due Thursday by midnight each week. The secondary posts (minimum two) will consist of responding to other students’ primary posts. Secondary posts will be due Sunday by midnight each week. Forum posts must demonstrate understand of both lecture and readings.

2. Research Presentation “Quiz”: Each student will be assigned a research article and prepare a 5-minute talk to tell the class about the research. The purpose of this “quiz” is to provide a thumbnail sketch of the experiment and how the work illustrates psychology concept(s).

3. Final Project: Popular Press Analysis and Presentation: The final project is a three-part assignment in which you (1) choose topic in the popular press, e.g. red wine reduces Alzheimer’s Disease symptoms, (2) perform a literature review of peer-reviewed articles looking at this topic, and (3) present your findings to the class. Importantly, you will decide whether the scientific evidence supports the popular presses’ claims.

Accommodation of Disabilities: Tufts University is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations please contact the Friedman School Assistant Dean of Student Affairs at 617-636-6719 to make arrangements for determination of appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.
Course Schedule:

*This schedule is subject to modification at the instructor’s discretion.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Graded Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/6-9/11</td>
<td>Introduction to Nutrition and Behavior &amp; Behavioral Science</td>
<td>Discussion Forum #1</td>
</tr>
<tr>
<td></td>
<td><strong>How does nutrition affect your brain and behavior?</strong></td>
<td></td>
</tr>
<tr>
<td>9/12-9/18</td>
<td>Macronutrients + Overview of Cognition and Emotion</td>
<td>Discussion Forum #2</td>
</tr>
<tr>
<td>9/19-9/25</td>
<td>Vitamins and Minerals + Overview of Learning and Memory</td>
<td>Discussion Forum #3</td>
</tr>
<tr>
<td>9/26-10/2</td>
<td>Direct Effects of Nutrition on the Brain + Overview of Central Nervous System Structure and Function <em>(Includes Residency)</em></td>
<td>Research Presentation “Quiz”</td>
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<tr>
<td>10/3-10/9</td>
<td>Functional Foods and Nutritional Supplements</td>
<td>Discussion Forum #4 Final Project Article Choice</td>
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<td></td>
<td><strong>How does your brain and behavior affect your nutrition?</strong></td>
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<tr>
<td>10/10-10/16</td>
<td>Satiety and Food choice</td>
<td>Discussion Forum #5</td>
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<tr>
<td>10/17-10/23</td>
<td>Eating Disorders and Obesity</td>
<td>Final Project Literature Review</td>
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<tr>
<td>10/24-10/30</td>
<td>Final Project</td>
<td>Discussion Forum #6 Final Project Product</td>
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</tbody>
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**Forum Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>Unacceptable</th>
<th>Below Average</th>
<th>Acceptable</th>
<th>Excels</th>
</tr>
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<tbody>
<tr>
<td>Initiative and Promptness 4 points</td>
<td>Does not respond to most postings; rarely participates freely</td>
<td>Responds to most postings several days after initial discussion; limited initiative</td>
<td>Responds to most postings within a 24 hour period; requires occasional prompting to post</td>
<td>Consistently responds to postings in less than 24 hours; demonstrates good self-initiative</td>
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<tr>
<td>Delivery of Post A) Quality Quantity</td>
<td>A) Utilizes poor spelling and grammar in most posts; posts appear “hasty”</td>
<td>A) Errors in spelling and grammar evidenced in several posts</td>
<td>A) Few grammatical or spelling errors are noted in posts</td>
<td>A) Consistently uses grammatically correct posts with rare misspellings</td>
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<td></td>
<td>B) Posts are brief and random*</td>
<td>B) Posts are brief and don’t reflect thoughtfulness or insight</td>
<td>B) Posts frequently of sufficient length to reflect thoughtfulness or insight</td>
<td>B) Post are consistently of sufficient length to reflect thoughtfulness or insight</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>.5 points per item</td>
<td>1.5 points per item</td>
<td>2 points per item</td>
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<tr>
<td>Relevance of Post 4 points</td>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td>
<td>Frequently posts topics that are related to discussion content; prompts further discussion of topic</td>
<td>Consistently posts topics related to discussion topic; cites additional references related to topic</td>
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<tr>
<td></td>
<td>0 points</td>
<td>2 point</td>
<td>3 points</td>
<td>4 points</td>
</tr>
<tr>
<td>Contribution to the Learning Community 4 points</td>
<td>Does not make effort to participate in learning community as it develops; seems indifferent</td>
<td>Occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group</td>
<td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
<td>Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
<td>2 points</td>
<td>3 points</td>
<td>4 points</td>
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* Students are expected to meet the sufficient number of posts, *meaning one primary post and comments on the posts of two others*. It is fine to make additional brief comments that would not be counted under this category item. For example, a post not qualifying for points could be 1-2 sentences agreeing with another student’s comments or thanking another student for clarification.
Topic 1: Introduction to Nutrition and Behavior & Behavioral Science

Learning Objectives
Upon completion of this week, students will be able to:
1. Understand experimental approaches to evaluating the relationship between nutrition and behavior.
2. Evaluate seminal research in the field of nutrition and behavior

Recorded Lectures:
1. Course Introduction
2. Introduction to Nutrition and Behavior
3. Optional: Introduction to Psychology (Dr. Goldsmith)

Readings:
1. Nutrition and Behavior: Chapters 2 and 3
3. Optional: Gazzaniga, Heatherton, and Halpern, Ch 1 The Science of Psychology

Graded Assignments:
1. Discussion Forum #1: Introduce yourself! Let us know about your interests (professional, academic and personal) as well as your interest in this course. Based on this week’s readings, also tell us about a concept, theory, or psychologist that you find interesting. This might be about material that is new to you, or something you already knew but are now seeing in a different light. Commenting on someone’s original post is optional.
   
   *Primary Post Due: Thursday 9/8*
   *Secondary Posts Due: Sunday 9/11*
Learning Objectives
Upon completion of this week, students will be able to:
1. Understand how macronutrient intake influences cognition and emotion.
2. Understand how added sugar influences mood and behavior.
3. Evaluate the macronutrient component of popular diets for their effects on cognition and mood.

Recorded Lectures:
1. Macronutrients
2. Optional: Cognition and Emotion

Readings:
1. Nutrition and Behavior: Chapter 11
4. Optional: Gazzaniga, Heatherton, and Halpern, Ch 10, Emotions and Motivation

Graded Assignments:
1. Discussion Forum #2: In the primary post, argue whether (and why) acute carbohydrate intake improves, impairs, or does not affect mood based on the review by Mantantzis and colleagues (2019). Consider whether the results of the meta-analysis are likely true to the effect of carbohydrates on mood, or rather due to methodological considerations within the included studies.
   
   Primary Post Due: Thursday 9/15
   Secondary Posts Due: Sunday 9/18
Topic 3: Vitamins and Minerals
+ Overview of Learning and Memory

Learning Objectives
Upon completion of this week, students will be able to:
1. Understand the relationship between vitamins and behavior.
2. Understand the relationship between minerals and behavior.
3. Evaluate the influence of vitamins on brain and cognition in aging adults

Lecture:
1. Vitamins and Minerals
2. Optional: Learning and Memory

Readings:
1. Nutrition and Behavior: Chapters 7 and 8
3. Optional: Gazzaniga, Heatherton, and Halpern, Ch 6, Learning
4. Optional: Gazzaniga, Heatherton, and Halpern, Ch 7, Memory

Graded Assignments:
1. Discussion Forum #3: This week’s article looks at vitamin consumption and cognition in middle-aged and older adults. Based on the readings, discuss which vitamin you would recommend to your grandparents to ensure optimal cognitive aging.
   Primary Post Due: Thursday 9/22
   Secondary Posts Due: Sunday 9/25
Learning Objectives
Upon completion of this week, students will be able to:
1. Understand the role of nutrients in brain development.
2. Understand the role of nutrients in adult behavior.

Recorded Lecture:
None

Readings
1. Nutrition and Behavior: Chapters 4 and 5
4. Optional: Gazzaniga, Heatherton, and Halpern, Ch 3, Biology and Behavior
5. Optional: Gazzaniga, Heatherton, and Halpern, Ch 5, Sensation and Perception

Graded Assignments:
1. Research Presentation “Quiz”: Each student will be assigned a research article by 9/20. Prepare a 5-minute talk to tell the class about the research. At least one PowerPoint slide is required, though you may use up to 5 slides. Focus - provide a thumbnail sketch of the experiment and how the work illustrates psychology concept(s). Include information from more than just the article abstract. 
   *Powerpoint Presentations Due: Thursday 9/29.*

2. Reading Discussion: Come to the residency prepared to discuss the readings (Not graded but required).
Topic 5: Functional Foods and Nutritional Supplements

Learning Objectives
Upon completion of this week, students will be able to:
1. Understand how dietary supplements influence behavior.
2. Understand how dietary supplements influence neurodegenerative diseases.

Recorded Lectures:
1. Functional Foods
2. Caffeine

Readings:
1. Nutrition and Behavior: Chapters 9 and 12
3. Hidese et al. (2019). Effects of L-Theanine Administration on Stress-Related Symptoms and Cognitive Functions in Healthy Adults: A Randomized Controlled Trial. Nutrients. 11: 2362

Graded Assignments:
1. Discussion Forum #4: Is the whole the sum of the parts? Speculate whether isolated amino acids or molecules (e.g. caffeine in 5-h energy or theanine in green tea), or the drinks themselves, influence cognition.
   
   Primary Post Due: Thursday 10/6
   Secondary Posts Due: Sunday 10/9

2. Final Project Topic Choice: Choose a topic in the popular press, e.g. red wine reduces Alzheimer’s Disease symptoms, that links nutrition to the brain or behavior. Find one popular press article (e.g. New York Times), and one scientific article referenced in the popular press article. In 1-page (size 12 font, double-spaced), (1) summarize the articles, and (2) describe the extent to which the popular press article accurately portrays the scientific findings (e.g. does it over-simplify the results? Are there limitations to the study not reported in the popular article?).
   
   Due: Sunday 10/9
Learning Objectives
Upon completion of this week, students will be able to:
1. Understand how we develop food preferences, on an individual and cultural level.
2. Understand how social support and constructs influence eating-related behaviors.

Recorded Lectures:
1. Satiety, Taste, and Food Choice

Readings:
1. Nutrition and Behavior: Chapter 10


Graded Assignments:
1. Discussion Forum #5: In the primary post, choose one assigned article, and find a more recent article that cites that paper. Summarize the more recent article, and how it supports, refutes, or relates to the assigned article. To find articles that cite the original articles, search for the original article in scholar.google.com, and then click the “Cited by” link under the article. For instance, Hayes et al. (2011) has been cited by 25 other articles (at the time of writing the syllabus). Try to choose one that is relevant to this week’s topic.

Primary Post Due: Thursday 10/13
Secondary Posts Due: Sunday 10/16
Learning Objectives
Upon completion of this week, students will be able to:
1. Understand the diagnostic criteria for eating disorders.
2. Understand cognitive changes that co-occur with eating disorders.
3. Understand psychological etiology of obesity.
4. Understand psychological-based treatments for obesity.

Recorded Lectures:
1. Eating Disorders
2. Obesity

Readings:
2. Nutrition and Behavior: Chapters 14 and 15

Graded Assignments:
1. Final Project Literature Review: Perform a literature review of peer-reviewed articles looking at your chosen topic, which should include at least 10 peer-reviewed articles. A maximum of two review articles/meta-analyses may be included but are not required. The literature review should summarize the methods, results, primary conclusions, and limitations across the studies. The review should go into greater depth than the abstract. No portion of the literature review may be copied directly or “patchwork paraphrased” from the original sources. It should be approximately 12 pages, size 12 font, double-spaced. Provide a list of all references after the review.
   
   Due: Thursday 10/23
Learning Objectives
Upon completion of this week, students will be able to:
1. Critically evaluate popular press articles on nutrition and behavior
2. Speak as a subject matter expert on one topic within the nutrition and behavior field

Graded Assignments:
1. Topic Choice: Choose a topic in the popular press, e.g. red wine reduces Alzheimer’s Disease symptoms, that links nutrition to the brain or behavior. Find one popular press article (e.g. New York Times), and one scientific article referenced in the popular press article. In 1-page (size 12 font, double-spaced), (1) summarize the articles, and (2) describe the extent to which the popular press article accurately portrays the scientific findings (e.g. does it over-simplify the results? Are there limitations to the study not reported in the popular article?).
   Due: 10/9

2. Perform a literature review of peer-reviewed articles looking at this topic, which should include at least 10 peer-reviewed articles. A maximum of two review articles/meta-analyses may be included but are not required. The literature review should summarize the methods, results, primary conclusions, and limitations across the studies. The review should go into greater depth than the abstract. No portion of the literature review may be copied directly or “patchwork paraphrased” from the original sources. It should be approximately 12 pages, size 12 font, double-spaced. Provide a list of all references after the review.
   Due: 10/23

3. Choose an audience (e.g. researchers, parents, patients, etc.) who would benefit from greater knowledge into your topic. Create a pamphlet, handout, or graphic summarizing the literature.
   Due: 10/27
Discussion Forum #6: In the primary post, post your final project product (i.e. a pamphlet, handout, or graphic). Summarize how the peer-reviewed articles support or do not support what you found in the popular press.
   Primary Post Due: Thursday 10/27
   Secondary Posts Due: Sunday 10/30