

| Module Details |                           |
|----------------|---------------------------|
| Module Title   | Food and Behaviour        |
| Module Code    | PSY7015-B                 |
| Academic Year  | 2020/1                    |
| Credits        | 20                        |
| School         | School of Social Sciences |
| Subject Area   | Psychology                |
| FHEQ Level     | FHEQ Level 7              |
| Pre-requisites | N/A                       |
| Co-requisites  | N/A                       |

| Contact Hours                  |       |
|--------------------------------|-------|
| Type                           | Hours |
| Online Lecture (Synchronous)   | 16    |
| Practical Classes or Workshops | 4     |
| Online Tutorials (Synchronous) | 6     |
| Directed Study                 | 174   |

| Availability |                                     |
|--------------|-------------------------------------|
| Occurrence   | Location / Period                   |
| BDA          | University of Bradford / Semester 1 |

| Module Aims |
|-------------|
| N/A         |

## Outline Syllabus

The psychology of infant feeding (demographic; social; psychological factors);

Inequalities in dietary health;

Introduction to food choice psychology;

Food choice through the lifespan - childhood; adulthood; and, later life;

Sensory perception of food - anatomy and physiology; measurement; and, application;

Sensory perception, expectancy and food choice;

Interactions between food and the brain - anatomy and physiology; food and mood; food and cognition;

Psychology of obesity - anatomy and physiology; adiposity and psychological factors;

Bringing it all together: consumer- led food product development; and,

Promotion of healthy eating - theories of behaviour change (and application to food); digital health;

Principles of effective poster presentation.

| Learning Outcomes |                                                                                                                                                                                                                                                                                                                                                      |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome Number    | Description                                                                                                                                                                                                                                                                                                                                          |
| 01                | Present a systematic and critical understanding of the scientific underpinnings of psychology as a discipline in relation to health, eating and wellbeing, showing a comprehensive understanding that there are multiple perspectives and that food psychology is interdisciplinary and involves a range of research methods, theories and evidence. |
| 02                | Drawing on knowledge at the forefront of contemporary food psychology, synthesise and apply knowledge originally when commenting on a range of influences on eating behaviour, functioning and the experience of food and their relationship to health promotion and food product development .                                                      |
| 03                | Critically evaluate the conceptual contribution of the core domains of psychology to understanding food behaviour including application, perspectives and theories, and their integration into the psychology of food.                                                                                                                               |
| 04                | Critically consider ethical issues in food psychology in specific contexts.                                                                                                                                                                                                                                                                          |
| 05                | Communicate effectively using a range of written, oral and visual means in order to present structured, coherent and evidence-based arguments on food and behaviour.                                                                                                                                                                                 |
| 06                | Be computer literate for the purposes of furthering their own learning including an understanding and application of specialist psychological software.                                                                                                                                                                                              |
| 07                | Work individually and autonomously, and as part of a team showing a critical awareness of contextual and interpersonal factors.                                                                                                                                                                                                                      |
| 08                | Reflect critically and act autonomously in relation to academic and professional self-development.                                                                                                                                                                                                                                                   |
| 09                | Present critical and conceptual understanding of multiple perspectives when problem solving within the food psychology domain.                                                                                                                                                                                                                       |

| Learning, Teaching and Assessment Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The module will include on-line lectures where substantive content will be covered. During on-line tutorials students will be encouraged to discuss (individually and in groups) information provided through lectures, associated starter references and their own research in order to develop in-depth knowledge of particular areas of interest with which to inform their poster presentation topic and essay (see below). Poster presentation (on-line) on a topic demonstrating an advanced critical understanding of eating behaviour, health / wellbeing (40%). See learning outcomes: 2; 5; 6 7; and, 8 (below). A 2000 word essay (60%) based on critical consideration of an area of eating, health / wellbeing. See learning outcomes: 2; 5; 6; 7; and, 8 (below).</p> |

| Mode of Assessment |              |                                                                    |        |           |
|--------------------|--------------|--------------------------------------------------------------------|--------|-----------|
| Type               | Method       | Description                                                        | Length | Weighting |
| Summative          | Coursework   | Essay based on critical consideration of an area of eating,        | N/A    | 60%       |
| Summative          | Presentation | Poster presentation on a topic related to eating, health/wellbeing | N/A    | 40%       |

| Reading List                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| To access the reading list for this module, please visit <a href="https://bradford.rl.talis.com/index.html">https://bradford.rl.talis.com/index.html</a> |

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*

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