PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: **PSYC 490: Psychology of Food and Eating**

Initiating Unit or Individual: **Connie Meinholdt – Psychology Program**
Contact Person's Name: **Connie Meinholdt** e-mail: **ConnieMeinholdt@ferris.edu** phone: **591-2759**

Date or Term of Proposal Implementation: **Fall 2011**

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

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<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
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<tr>
<td>Program or Academic Unit Faculty</td>
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<td>Department Faculty</td>
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<td>Department Head</td>
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<td>College Curriculum Committee</td>
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<td>University Curriculum Committee</td>
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<td>Senate</td>
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<td>Academic Affairs</td>
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<td>3/7/11</td>
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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)   Board of Trustees (Date Approved)   President's Council (Date Approved)
1. **Proposal Summary**

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

Daily food consumption is necessary for survival. However, most people have limited knowledge of where food (especially processed foods) comes from, how it is prepared, what additives or chemicals are included and how these food supplements (growth hormones, antibiotics, fertilizers, artificial preservations, etc.) may affect their emotions, thought processes, behavior, development of cultural norms, and social interactions. The course will explore physiological, hormonal/biochemical, evolutionary, behavior-genetic, social and industrial psychology issues related to the production, marketing and consumption of food as well as subsequent effects on mind and body, including eating disorders, obesity and addictions. The course meets General Education requirements: Social Awareness.

2. **Summary of All Course Action Required**

<table>
<thead>
<tr>
<th>a. Newly Created Courses to FSU:</th>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>Psyc</td>
<td>490</td>
<td>The Psychology of Food and Eating</td>
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<tr>
<th>b. Courses to be Deleted From FSU Catalog:</th>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
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<th>c. Existing Course(s) to be Modified:</th>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
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<th>d. Addition of existing FSU courses to program</th>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
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<tr>
<th>e. Removal of existing FSU courses from program</th>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
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</thead>
</table>
3. Summary of All Consultations

Form Sent (B or C)    Date Sent    Responding Dept.    Date Received & by Whom

Form B

4. Will External Accreditation be Sought? (For new programs or certificates only)

_________ Yes    _________ No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.

None – course can be accepted as an individual elective on both psychology major and minor check sheets.
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:

Prefix:  Number  Title
PSYC 490  The Psychology of Food and Eating

Course Description:

Daily food consumption is necessary for survival. However, most people have limited knowledge of where food (especially processed foods) comes from, how it is prepared, what additives or chemicals are included and how these “food supplements” may affect their emotions, thought processes, behavior, development of cultural norms, and social interactions. The course will explore physiological, hormonal/biochemical, evolutionary, behavior-genetic, social and industrial psychology issues related to the production, marketing and consumption of food as well as subsequent effects on mind and body, including eating disorders, obesity and addictions. The course meets General Education requirements: Social Awareness.

Course Outcomes and Assessment Plan:

- After this course students should have a greater awareness of their diet and how it affects behavior, emotion and cognition. Students will keep a nutritional diary of food and drinks consumed to increase their dietary awareness as well as write reflection pages of how they have felt, behaved and performed on cognitive tasks and/or social interactions. They will also be tested on assigned readings and lecture material.

- Students will gain knowledge about food related, psycho-physiological disorders, such as anorexia nervosa, binging and purging, food cravings and changes in eating habits associated with stress and depression. To assess learning, there will be essay items on exams and unannounced quizzes (verbal and/or oral) over lecture and assigned reading material throughout this course.

- Students will understand the reciprocal determination model of how mood and food affect one another. Assessment will include written exams and a written analysis of visits to restaurants, grocery stores and/or food manufacturer sites to evaluate the relationship between food products, social eating and moods.

- Lastly, students will gain an awareness of corporatization of the food industry, especially what chemical processes and substances are put into food as additives, as well as how these additives may be contributing to obesity, ADHS, and other health-related problems. They will write a short paper on what they observe/learn and their reactions to restaurant and/or grocery store visits. There will also be exam
items on assigned readings and lecture materials on the effects of specific additives on cognitive and emotional functions.

Course Outline including Time Allocation:
Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>Introduction, Syllabus, Hunger</td>
<td>Chapter 1, Logue</td>
</tr>
<tr>
<td></td>
<td>Physiology/Sensation and perception</td>
<td>Chapter 2, Sorensen, Rozin, 1987</td>
</tr>
<tr>
<td>WEEK 2</td>
<td>Martin Luther King Jr. Day- NO CLASS</td>
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<tr>
<td></td>
<td>Effects of food on Behavior/ ADHD issues</td>
<td>Chapter 3, Logue</td>
</tr>
<tr>
<td>WEEK 3 &amp; 4</td>
<td>Exam 1,2,3,ADHD-- 50pts</td>
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<tr>
<td></td>
<td>Eating Disorders</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>WEEK 5 &amp; 6</td>
<td>Relation between emotions and food preferences (Depression, Anxiety, Stress)</td>
<td>Chapter 5, Lyman, Hormes &amp; Rozin</td>
</tr>
<tr>
<td>WEEK 6 &amp; 7</td>
<td>Alcohol Use and Abuse</td>
<td>Chapter 6, Margolis &amp; Langer</td>
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<tr>
<td>BREAK</td>
<td>SPRING BREAK-- NO CLASS</td>
<td></td>
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<tr>
<td>WEEK 8</td>
<td>Mood, Self-Regulation, Over-eating</td>
<td>Chapter 7, Thayer</td>
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<tr>
<td>WEEK 9</td>
<td>Living in a stressful world</td>
<td>Chapter 8, Thayer</td>
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<tr>
<td>WEEK 10</td>
<td>Overweight and Obesity</td>
<td>Chapter 9, Stroebe</td>
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<td>WEEK 11</td>
<td>Mid Semester Recess</td>
<td></td>
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<tr>
<td>WEEK 12</td>
<td>Exam 8,9,10 -- 50 pts</td>
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<tr>
<td>WEEK 13</td>
<td>Food industry/Corporations/Illness</td>
<td>Articles</td>
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<td>WEEK 14</td>
<td>Efficiency: Drive-throughs and Finger foods</td>
<td>Chapter 10, Ritzer(a), Rozin, 2006</td>
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<tr>
<td>WEEK 15</td>
<td>Predictability/Cultural Norms</td>
<td>Chapter 11, Ritzer(b)</td>
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<tr>
<td>WEEK 16</td>
<td>Presentations</td>
<td></td>
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<tr>
<td></td>
<td>Last Day of Classes!!</td>
<td></td>
</tr>
<tr>
<td>Exam Week</td>
<td>Exam 11, 12, 13 -- 50 pts</td>
<td></td>
</tr>
</tbody>
</table>
I. ACTION TO BE TAKEN: CREATE A NEW COURSE
   Notes
   1. Complete each item in Section I and Section II.
   2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the
      prerequisite change must be submitted for those courses as well.

   Term Effective (6 digit code only): 201108  Examples: 200801(Spring), 200805(Summer), 200808(Fall)
   Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

   a. Course Prefix  b. Number  c. Enter Contact Hours per week in boxes.  
      PSYC  490  Lecture 3  Lab  Independent Study — Check (x) □
      Practicum: □  Seminar: □
   d. Course Title: The Psychology of Food and Eating  (Limit to 30 characters/spaces.)

   e. College Code AS  f. Department Code SOCS
   Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

   g. Type: □ Variable  □ Fixed  h. Minimum Credit Hours 3  i. Maximum Credit Hours 3

   j. May Be Repeated for Added Credit: Check (x) □ Yes  □ No

   k. Levels: Check (x) □ Undergraduate □ Graduate □ Professional

   l. Grade Method: Check (x) □ Normal Grading  □ Credit/No Credit only (Pass/Fail)

   m. Does proposed new course replace an equivalent course? Check (x) □ Yes  □ No

   n. Equivalent course: Prefix □  Number □  See instructions on Replacement courses.

   o. CATALOG DESCRIPTION — Limit to 75 words — PLEASE BE CONCISE.
   Most people have limited knowledge of what additives or chemicals are included in food and how these
   supplements (growth hormones, antibiotics, artificial preservations, etc.) may affect emotions, thoughts, behavior, cultural norms, and social interactions. The course explores physiological, hormonal/chemical, evolutionary, behavior-genetic, and social psychology issues related to the
   production and consumption of food as well as effects on mind and body, including eating disorders, obesity and addictions.

   p. Term(s) Offered: Fall 2011  (See instructions for listing.)  q. Max. Section Enrollment: 40

   r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. □

   UCC Chair Signature/Date:  Academic Affairs Approval Signature/Date:
   __________________________________________  ____________________________

   To be completed by Academic Affairs Office:
   - Standard & Measures Coding and General Education Code
   □ Basic Skill (BS) □ General Education (GE) □ Occupational Education (OC) □  G.E. Codes

   Office of the Registrar use ONLY  
   Date Rec’d:  Date Completed:  Entered: SCACRSE SCADETL SCARESS SCAPREQ
FORM G

GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website:
http://www.ferris.edu/HTMLES/academics/gened/gened.html

Upon review, the form below will be completed by the University General Education Committee for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: PSYC    Course Number: 490

Course Title: The Psychology of Food and Eating    G. E. Codes Requested: S

G.E. Codes: G=Global Consciousness; R=Race/ Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding

Initiator: Connie Meinholdt    Date Sent: 02/14/2011

Proposal Contact: Connie Meinholdt or Andy Karafa Email: ConnieMeinholdt@ferris.edu

Department: Social Sciences    Campus Address: ASC 2172

Please Print

University General Education Committee: _____

Chair: _____ Date Returned: _____

Based upon University General Education Committee review on _____(date), we

☐ Support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s).)

☐ Do not support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s) for reasons listed below.

Comments:

_____
General Education Course Criteria Form

All courses seeking General Education status are required to meet specific criteria approved by the Academic Senate. These criteria differ for each of the General Education designators. Course proposers must provide a justification for why their course should be given General Education status by speaking to each of the course criteria that apply to the requested designator.

Course proposers can request a General Education designator for any of the following learning outcome areas: Cultural Enrichment (C); Global Consciousness (G); Race, Ethnicity, Gender (R); Scientific Understanding (Z); Social Awareness (S), or Writing Intensive Courses (WIC).

The criteria that a course must meet for a given designator are listed on the pages that follow. Each page has the course criteria for one of the designators. Below each criterion is a space for the proposer to explain how her/his course meets that particular criterion. Course proposers must complete the appropriate page for the requested General Education designator by speaking to each one of the criteria for that designator.

Some of the outcome areas state that a course “should meet” rather than “must meet” the given criteria. In these cases it is not expected that each criterion will be met with equal strength, but each criterion must be addressed, even if only to acknowledge that the course will not meet that criterion.

The completed page(s) must be included with curriculum proposal forms A, E, F and G and then sent electronically to the General Education Coordinator who will forward the proposal to the appropriate General Education learning outcome committee for evaluation.

Please contact the General Education Coordinator for any questions about this process.

Form approved by University General Education Committee, December 2008
Social Awareness Course Criteria

Courses designated as Social Awareness courses should meet the following criteria:

1. have as their core subject matter human development and behavior, group interactions, or established social Institutions;

   The Psychology of Food and Eating will focus on how human emotions, thought processes, behavior, development of cultural norms, and social interactions are influenced by the food we consume. The course will explore physiological, hormonal/biochemical, evolutionary, behavioral-genetic, social and industrial psychology issues related to the production, marketing and consumption of food as well as subsequent effects on mind and body, including eating disorders, obesity and addictions.

2. offer theories for the understanding of the subject matter;

   The primary theories to be explored in the course will be evolution theory, behavioral-genetic theories and other current neuroscience theory on neural chemical responses to food substances such as sugar, chocolate, fats and starches on emotion and attention. Finally, we will explore social/culture theories on body image, obesity, malnutrition and eating disorders.

3. offer an established methodology for approaching the subject matter;

   I have not discovered an “established methodology for approaching the subject matter” of the psychology of food and eating as this is a new, emerging area of health psychology. However, the course will be based on a reading packet that includes both current professional journal research and popular media articles. In addition to a read/discussion/lecture classroom format, students will (1) write a reflective food journal, (2) participate in at least one field trip to a local food producer, soup kitchen, grocery store and/or food pantry, to produce an “observe and analyze” paper, and (3) complete one term project generally related to food and psychological well-being (topics could include the role of food in development and recovery from depressive disorders, the influence of sugars and soda on attention disorders, food or alcohol obsessions or addictions, etc.).

   The course is organized into 4 conceptual units of psychology: (1) psychophysiology and neuroscience of food consumption and subsequent effects on thoughts and emotion, (2) clinical psychology issues related to eating disorders, (3) current U.S. social issues of obesity, alcohol abuse and body image, and (4) a social/industrial psychology unit looking at the food industry and how it may influence cultural norms about and social interactions of eating.

4. be identifiable as general education in social awareness or its closest equivalent at other institutions;

   There a handful of similar courses at Michigan Universities including 2 summer courses at Eastern Michigan University: (1) The Psychology of Eating and (2) Pleasures of Life: The Psychology of Sex and Eating. Michigan State University has a course entitled Health Psychology. University of Michigan – Ann Arbor, offers a course entitled Drugs, Brain and Behavior. All courses address effects of drugs and alcohol on thought, behavior and emotion. All of these courses appear to qualify as general education/social awareness credit. My proposed course will include a section on alcohol but focus on other food additives (e.g. growth hormones and antibiotics in animal products, fertilizers and pesticides in plant products, assorted artificial preservatives, coloring, etc.) that can have cumulative effects on emotion and cognition.

   | Table 1. Enrollment data for University of Michigan’s Drugs, Brain & Behavior course |
   |----------------------------------|-------|-------|
   | U of M – Drugs, Brain, Behavior | Cap   | Actual |
   | Winter 2008                     | 250   | 254   |
   | Fall 2008                       | 260   | 224   |
   | Winter 2009                     | 200   | 173   |
   | Fall 2009                       | 200   | 113   |
   | Winter 2010                     | 200   | 197   |
Three universities, Western Michigan University, University of Michigan – Dearborn and University of Michigan – Flint, have graduate programs in health psychology which include specific courses in Eating Disorders. Wayne State University also offers an Eating Disorders class in the psychology curriculum. An undergraduate course on the psychology of food and eating here at Ferris could serve as an introduction to the specialization in health psychology.

Beyond Michigan, there are a handful of similar courses appearing at other universities in the U.S., Canada and Great Britain. For example, Yale University has begun offering a course entitled The Psychology, Biology and Politics of Food; University of Minnesota is now offering a course on the Psychology of Eating and Body Image; University California - San Diego offers 2 courses on the Psychology of Eating Disorders and the Psychology of Food and Behavior; The Psychology of Health and Eating is offered at the University of Bradford in Great Britain. It is presumed that these courses are included in the university curricula because they fulfill general education / social awareness requirements and because this emerging topic is of interest to students.

5. be taught by faculty with qualifications and background (such as graduate training and teaching experience) in the subject matter that meet the standards for university level instruction in that discipline.

The faculty member proposing this course is currently an associate professor of psychology here at Ferris State University. I currently teach Psyc 325 – Social Psychology and Psyc 326 Industrial / Organizational Psychology, as well as Psyc 150 – Introduction to Psychology, Psyc 210 – Psychological Statistics, Psyc 280 – Research Methods in Psychological Science, and Psyc 430 – Interpersonal and Cultural Perceptions on a rotating basis. During the summer, I supervised an independent study student (Psyc 397) in researching material and developing the course syllabus for this Psychology of Food and Eating proposal. I have also taught a special topics course (Psyc 390) on the Psychology of Interpersonal Relationships.

I hold a M.S. in counseling psychology and education from North Carolina State University (1982) and Ph.D. in psychology from the University of Maryland (1994) – College Park.

• After completing the M.S. in counseling psychology, I worked as a research associate for the North Carolina Governor’s Council on the Status of Women (1981-1983). I traveled throughout the state working with low income women addressing issues of depression, childhood nutrition, domestic violence, assessing availability of resources, educational issues and employment opportunities.

• From 1983 to 1987, I attended the University of Minnesota part-time as a non-degree seeking student. I worked part-time as a crisis outreach counselor for a multi-county crisis hotline service (1983 – 1986) and as a research assistant at the University of Minnesota’s Center for Social Research (1984 – 1986). The last 2 years in Minnesota, I was employed full-time as a vocational rehabilitation counselor with a community-based residential treatment program for chronically mentally ill adults (1985 - 1987). Finally, I passed the national licensing exam (EPPP) for psychologists and was completing a supervised practice interm when I was accepted into the Ph.D. program at the University of Maryland.

• From 1987 to 1994, I was a graduate student, then adjunct instructor (1990 – 1994) at the University of Maryland – College Park and the University of Maryland – University College (UMUC). UMUC is the primary contractor for providing courses to U.S. military personnel and I had the privilege of teaching the Psychology of Interpersonal Relationships at Andrews Air Force Base. As a graduate student, I received several teaching assistantships and an “Excellence in Teaching Award” from the university (1992). I also received several research assistantships working on a variety of grants including one national study in treating depression through the National Institute of Mental Health (1988-1989).

• In 1994, I accepted a tenure track position with the University of Missouri – Rolla, which is the science and engineering school. I served on a few graduate student committees in industrial engineering as the “outside” member, consulting on measurement and statistical analysis of behavioral data. After 7 years, the university decided that my research on cognitive processes of stereotyping and prejudice was not compatible with the engineering oriented goals of the campus.

• I began teaching at Ferris State University in 2001 as an assistant professor and was promoted to associate professor in 2005. I have taught a wide variety of psychology classes at several universities for 20 years.
February 16, 2011

TO: Don Flickinger, Associate Provost of Academic Affairs  
Meral Topcu, Chair, College Curriculum Committee

FR: Reinhold Hill, Interim Dean

RE: PSYC 490 – Psychology of Food and Eating

Enclosed for your information is the proposal for PSYC 490 – Psychology of Food and Eating which I have approved to be offered Fall 2011 by the Social Sciences Department.

Thank you.

Cc: Andy Karafa  
Carrie Franklund