

**NFS 244**  
**Nutrition in Health Promotion and Disease Prevention**  
**Spring 2021, T/Th 2:50-4:05, Remote**  
**3-credits**

Instructor: Lizzy Pope, PhD RDN  
Office: 254 Carrigan Wing  
Email: [efpope@uvm.edu](mailto:efpope@uvm.edu)  
Phone: 802-656-4262  
Office Hours: Times listed each week here: <https://calendly.com/efpope/15min>

Teaching Assistant: Susanna Baxley  
Email: [susanna.baxley@uvm.edu](mailto:susanna.baxley@uvm.edu)

### **COURSE OVERVIEW**

How does nutrition promote health? Even when nutrition scientists believe they have found a nutrient/diet that promotes health or disease, further research commonly reverses these beliefs, leaving the general public and even nutrition professionals themselves confused about what dietary pattern actually does lead to better health. In each section of the grocery store, one must consider where a particular food comes from, what nutrients it contains, how it was manufactured, how it fits into one's total life, and more. In this course students will examine how different foods influence health, and critically critique controversies surrounding popular and recommended eating patterns. Students will also identify common decision-making shortcuts used for health-related decisions, and ways to influence behavior to encourage health behaviors.

### **REQUIRED READINGS AND iCLICKERS**

Subscription to iClicker Cloud.  
*Anti-Diet*. (2019). Christy Harrison. ISBN: 9780316420358  
*In Defense of Food*. (2009). Michael Pollan. ISBN: 9780143114963  
*Predictably Irrational* (2010). Dan Ariely. ISBN: 9780061353246

Many readings will be posted on Blackboard.

### **COURSE FORMAT AND EVALUATION**

#### **How Does This Class Work?**

NFS 244 uses a different way of assessing student learning called specifications grading. With specifications grading work either meets the satisfactory standard, or does not. There is no partial credit, and the only letter grade you receive will be your grade at the end of the semester, all assignments will be assessed as "Satisfactory" or "Unsatisfactory." In this system, assignments are "bundled" into four tiers representing the requirements to master

a set of learning goals and earn the corresponding letter grade (A, B, C or D). To earn a particular grade, you need to meet ALL the requirements in that grade bundle.

### **Why Specs Grading?**

My primary goal for NFS 244 is to help you learn about dietary choices that will lead to increased health, and ways we can help influence clients' behaviors to promote their individual health. The assignments are designed to determine whether you're meeting the course objectives or not. I'm instituting this grading system because I'm hoping it will increase engagement with the material while decreasing stress over grades. I'll be happy if everyone gets an A, but I'll also be happy if everyone gets the grade they set out to get. Maybe you want to allocate your resources to other classes and get a "C" in this one. That's fine. This structure lets you choose to do that by handing in less work, but the work you do hand in still needs to meet the specific assignment standards. If you want to earn an "A" you will need to engage with the material frequently and produce quality work. In order to be successful in this system you will need to VERY carefully review assignment requirements before handing things in. Let's state that again. Whenever you are completing an assignment in this course you should expect that on Blackboard the criteria needed to reach "satisfactory" are clearly denoted. Meet those.

### **Learning Objectives:**

Those who earn a "D" in the course will have demonstrated the ability to:

- Describe and compare the benefits, drawbacks, and controversies surrounding products from each section of the grocery store.
- Illustrate a decision-making heuristic, and how it can be capitalized on for health promotion.

Those who earn a "C" in the course by illustrating a higher level of understanding will have also demonstrated their ability to:

- Formulate a personal evidence-based philosophy on what nutrition for health actually means, and use both that philosophy and scientific evidence to help a client meet their health goals.

Those who earn a "B" in the course by illustrating a higher level of mastery will have also demonstrated their ability to:

- Summarize and critically interpret scientific and lay-press readings on contemporary nutrition.
- Answer people's random questions about "what's healthy," and be able to explain why the latest fad diet is problematic.

Those who earn an "A" in the course by illustrating the highest level of mastery will have also demonstrated the ability to:

- Creatively communicate nutrition and health messages to a broad audience in multiple formats.

Accreditation Council for Education in Nutrition and Dietetics (ACEND) Student Learning Outcomes that NFS 244 meets:

KRDN 1.1 – Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions

### **Grade Bundles:**

Minimum Requirements for an A:

1. Attend 25 classes where you are on-time and prepared. This will be measured by:
  - a. Receiving 25 iclicker points
2. Accumulate 1000 points on YellowDig – This means that you have accumulated 100 YellowDig points each week that points are available (10 weeks)
3. Complete the Social Media Critique assignment, earning satisfactory
4. Complete the “How is this still a thing?” assignment, earning satisfactory
5. Complete the Meal Vision Board and Recommendations Summary assignment at satisfactory level including the Recipe Review section of assignment
6. Complete “Does Anyone Really Know About Nutrition” Final Project assignment

Minimum Requirements for a B:

1. Attend 22 classes where you are on-time and prepared. This will be measured by:
  - a. Receiving 22 iclicker points
2. Accumulate 900 YellowDig Points – You can skip 1 week of posting/responding
3. Complete the “How is this still a thing?” assignment, earning satisfactory
4. Complete the Meal Vision Board and Recommendations Summary assignment at satisfactory level, including the Recipe Review section of assignment
5. Complete “Does Anyone Really Know About Nutrition” Final Project assignment

Minimum Requirements for a C:

1. Attend 18 classes where you are on-time and prepared. This will be measured by:
  - a. Receiving 18 iclicker points
2. Accumulate 700 YellowDig Points – You can skip 3 weeks of posting/responding
3. Complete the Meal Vision Board and Recommendations Summary assignment at satisfactory level.
4. Complete “Does Anyone Really Know About Nutrition” Final Project assignment

Minimum Requirements for a D:

1. Attend 14 classes where you are on-time and prepared. This will be measured by:
  - a. Receiving 14 iclicker points
2. Accumulate 600 YellowDig Points – You can skip 4 weeks of posting/responding
3. Complete “Does Anyone Really Know About Nutrition” Final Project assignment

### **“Candies” and Flexibility**

Sometimes life happens, and you need to revise an assignment or turn one in late. Every student will be given 3 “candies” this semester. Just like real-world candy, this virtual candy

is a treat and will help make a subpar situation a bit better if used wisely. You can use candies for the following:

- To revise an assignment that you did not earn “satisfactory” on. Revision must be completed within one week of receiving the original grade.
- To turn in an assignment 2 days late – note that this does not apply to YellowDig posts
- Negate a class absence

Throughout the course there may be opportunities to earn additional candies. These opportunities will be announced in class and could include going to a specific talk, participating in a research project, or completing a bonus assignment. DO NOT beg for these opportunities. They are a possibility but are not guaranteed. Do not count on them to earn the grade you want.

### **How do I earn a “+” or a “-“ grade within one grade-level? I.e. how do I earn an A+, B+, C+, A-, B-, C-**

“+” or “-“ grades will be awarded when a student’s level of achievement falls between bundles. For example, if you have met all the requirements for the “A” bundle, but missed 3 rather than the allowed 2 classes, you would receive an A-. If you met all the requirements for the “B” bundle and did 12 reading responses instead of 11, you would receive a B+. So, if you just exceed, or just fall short of a certain bundle you will be awarded a “+” or “-“ grade.

Please note that grades of A+ will only be awarded based upon exemplary performance in the class including excellent assignments along with engaging participation throughout the course.

### **Bargaining**

The course is setup so that you need to complete every assignment in a certain grade bundle in order to achieve that grade. If you do not complete every activity in a grade bundle please do not ask for special dispensation to achieve that grade. I will not bargain with you. Again, I WILL NOT BARGAIN WITH YOU. You can use candies to revise an assignment, and falling just short or just past a grade bundle can result in a “+” or “-“ grade, but please do not ask me to relax the grading bundles for you, as that is not fair to the work your peers have done.

### **TIPS FOR SUCCESS**

There is a lot of reading in this course. Some weeks, you may not be able to do all the reading and that’s ok. You want to do enough of the reading to be informed about the topics we’re talking about, and to be able to thoughtfully craft a reading response. For each reading response you need to integrate information from at least two readings. Think of the readings for this course as a curated list of readings I think are relevant to the topic. For some topics you’ll be so excited you’ll want to read all the readings, and for others you might just read a few.

The other tip for success is to carefully read the specifications sheet for any assignment you do. You can assess yourself whether you've met the specs or not. It's quite likely that if you think you've met every spec, I will think so too.

## **ASSIGNMENT OVERVIEW**

**Reading Response Activities on YellowDig**– Each week you will have the chance to earn 100 points on YellowDig for posting about the readings and responding to posts about the readings. To complete your posts you'll be asked to think critically and creatively about the course's readings and reflect on what you learned or what you don't understand about the readings. You can find detailed instructions on Blackboard.

**Social Media Critique** – You will find a social media account on YouTube, Instagram, Facebook, Twitter, or another social media site that is focused on nutrition or diet. You'll then evaluate the post for accuracy and whether following that account would help someone improve their relationship with food or their body. Detailed instructions are posted on Blackboard.

**What's the big deal about . . .?/How Is This Still A Thing?** – Make an infographic or website that delineates the pros and cons of a product or diet that has generated much “buzz.” Choose from the list of topics included in the assignment description. Your infographic/website should be based on facts, but also colorful, creative, and attention-grabbing. Very clear instructions are posted on Blackboard.

**Meal Vision Board and Recommendations Summary** – You will be given a food diary of aspiring Hollywood mega star Rock J West. You will assess Rock's recorded intake and then, based on the information provided about Rock's background and goals, as well as the information you have used to formulate your personal nutrition philosophy, you will need to create an alternative three-day Meal Vision Board for Rock. You will justify the type of Meal Vision Board you create using scientific articles and course readings as appropriate. To earn an “A” or a “B,” you will also include a recipe review of a recipe included on your Meal Vision Board. Specifications for “satisfactory” and detailed instructions are on Blackboard.

**Does Anyone Really Know About Nutrition?** – In order to really help people develop healthier relationships with food and their bodies, we need to know what nutrition information they actually know, what information they *think* they know, and what information they know nothing about. This assignment will give you the chance to ask real people what they know about a nutrition topic of interest to you, and then figure out a way to either reinforce the information people know or address misconceptions using a decision-making heuristic.

## **RECORDING CLASS SESSIONS**

Our class sessions may/will be audiovisually recorded for students in the class to refer back to, and for enrolled students who are unable to attend live. These recordings will be

available on Blackboard. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. Participation in the chat will not count towards iClicker credit for attendance credit.

### **COURSE EVALUATION**

All students are expected to complete an evaluation of the course at its conclusion. The evaluations will be anonymous and confidential, and the information gained, including constructive criticisms, will be used to improve the course.

### **LATE POLICY**

If an assignment cannot be submitted on Blackboard, it is due by the beginning of class on the date specified. If an assignment can be submitted via Blackboard, it is due by midnight on the specified due date. No late assignments will be accepted. You can use a candy to extend a Reading Response due date by 72 hours.

### **COMMUNICATION**

I want to facilitate your success in the course and will be happy to meet with you during office hours, or schedule an appointment as needed. **If you want to set up an appointment with me please email me three possible times you can meet.** Also, I do not generally answer emails during the evenings or weekends (work-life balance is important for health!), but I do promise to do my absolute best to get back to you within 1 working day.

### **ACADEMIC INTEGRITY**

UVM has an Academic Integrity policy that should be adhered to during this course. You can find a copy of the policy here: <http://www.uvm.edu/policies/student/acadintegrity.pdf>.

### **RELIGIOUS HOLIDAYS**

Students have the right to practice the religion of their choice. Each semester students should submit, in writing to their instructors, but the end of the second full week of class, their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

### **DISABILITY ACCOMMODATIONS**

Students requiring special assistance due to a disability are asked to contact the instructor during the first week of classes so that reasonable accommodation for the disability can be determined and arranged. Disability documentation, testing, and accommodations are

coordinated through the Student Accessibility Services office on campus:  
<http://www.uvm.edu/~access/>.

### **ACADEMIC-ATHLETIC CONFLICTS**

Student athletes need to notify me of any classes they may miss due to documented athletic conflicts by the end of the second week of the semester. We will then work on a plan to allow the student-athlete to make-up any work they miss because of an athletic conflict.

### **PROMOTING HEALTH & SAFETY**

There are many student support services available to UVM students. You may find the following to be helpful throughout the semester and your time at UVM.

**UVM Counseling and Psychological Services (CAPS) Office:**

<http://www.uvm.edu/~chwb/psych/>

**UVM Living Well:** <http://www.uvm.edu/~chwb/psych/?Page=outreach.html>

**UVM Center for Health and Wellbeing:** <http://www.uvm.edu/~chwb/>

**Student Accessibility Services:**

[https://www.uvm.edu/academicsuccess/student\\_accessibility\\_services](https://www.uvm.edu/academicsuccess/student_accessibility_services)

**UVM Tutoring Center:** [https://www.uvm.edu/academicsuccess/tutoring\\_center](https://www.uvm.edu/academicsuccess/tutoring_center)

**UVM Writing Center:** <http://www.uvm.edu/wid/writingcenter/>

## SCHEDULE

Date	Topic	Reading	Assignments Due
<b>Feb 2nd</b>	Course Intro What Does Nutrition for Health Promotion Look Like To You? The U.S. Government's Guidelines	- The syllabus	
<b>Feb 4th</b>	Finish Course Intro and Review Procedures for finding and Evaluating Scientific Journal Articles	<ul style="list-style-type: none"> <li>- <b>Rosenbloom, 2018</b> – “These Skeptics are Using Science to Fight a Wave of Bad Nutrition Advice on the Internet”</li> <li>- <b>Ludwig &amp; Heymsfield, 2019</b>, “Why It Is So Hard to Figure Out What to Eat”</li> <li>- <b>Rabin, 2020</b>, “U.S. Diet Guidelines Sidestep Scientific Advice to Cut Sugar and Alcohol”</li> </ul>	
<b>So Ummm, What Should We Eat?</b>			
<b>Feb 9th</b>	Nutritionism Foods vs. Nutrients	<ul style="list-style-type: none"> <li>- <b>In Defense of Food</b> – Part 1</li> <li>- <b>Anti-Diet</b> – Ch. 2, p. 53-61</li> </ul>	
<b>Feb 11th</b>	The Wellness Diet and Diversity, Equity, and Inclusion Issues around Nutrition	<ul style="list-style-type: none"> <li>- <b>Anti-Diet</b> – Ch 2, p. 61-82</li> <li>- <b>Rosenbloom, 2019</b>, “Where Are the Bok Choy or the Plantains? Why U.S. Dietitians Should Be More Culturally Aware.”</li> <li>- <b>Aiken, 2018</b> – “‘White People Food’ Is Creating An Unattainable Picture of Health”</li> <li>- <b>Krishna, 2020</b>, “Is American Dietetics a</li> </ul>	- <b>100 YellowDig Points</b>

		<p>White-Bread World? These Dietitians Think So”</p> <ul style="list-style-type: none"> <li>- <b>BBC News, 2020</b>, “Why Black Americans are More Likely to Be Vegan”</li> </ul>	
<b>Feb 16th</b>	Diet Culture, and “Wellness”	<ul style="list-style-type: none"> <li>- <b>Anti-Diet</b> – Ch. 1</li> <li>- <b>Brodesser-Akner, 2018</b> – “How Goop’s Haters Made Gwyneth Paltrow’s Company Worth \$250 Million”</li> <li>- <b>Harrison, 2018</b> – “What Is Diet Culture?”</li> <li>- <b>Malone &amp; Norwood, 2019</b>, “Gluten Aversion Is Not Limited to the Political Left”</li> <li>- <b>Knoll, 2018</b>, “Smash the Wellness Industry”</li> <li>- <b>Stackpole, 2019</b>, “You Call It Starvation. I Call It Biohacking”</li> </ul>	
<b>Feb 18th</b>	Eating Food in Diet Culture	<ul style="list-style-type: none"> <li>- <b>In Defense of Food</b> – Part 3, Ch 1, 2</li> <li>- <b>Anti-Diet</b> – Ch. 9</li> <li>- <b>Splitter, 2017</b> – “‘Processed Food’ Gets an Unfair Bad Rap”</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Social Media Critique Due</b></li> <li>- <b>100 YellowDig Points</b></li> </ul>
<b>Feb 23rd</b>	Wheat	<ul style="list-style-type: none"> <li>- <b>Vega-López et al., 2018</b>, “Relevance of the Glycemic Index and Glycemic Load for Body Weight, Diabetes, and Cardiovascular Disease”</li> <li>- <b>Brouns et al., 2013</b>, “Does wheat make us fat and sick?”</li> <li>- <b>Specter, M., 2014</b>, “Against the Grain”</li> </ul>	
<b>Feb 25th</b>	Sugar	<ul style="list-style-type: none"> <li>- <b>Kim et al., 2020</b> - “Consumer Comprehension of the</li> </ul>	<ul style="list-style-type: none"> <li>- <b>100 YellowDig Points</b></li> </ul>

		<p>Nutrition Facts Label: A Comparison of the Original and Updated Labels”</p> <ul style="list-style-type: none"> <li>- <b>Markus et al., 2017</b>, “Eating Dependence and Weight Gain; No Human Evidence for a “Sugar-Addiction” Model of Overweight”</li> <li>- <b>Erickson &amp; Slavin, 2015</b> – “Are Restrictive Guidelines for Added Sugars Science Based?”</li> </ul>	
<b>Mar 2nd</b>	No Class		
<b>Mar 4th</b>	Fat	<ul style="list-style-type: none"> <li>- <b>Forouhi et al., 2018</b>, “Dietary Fat and Cardiometabolic Health: Evidence, Controversies, and Consensus for Guidance”</li> <li>- <b>Brody, 2018</b> – “Good Fats, Bad Fats”</li> </ul>	<b>-No YellowDig this week!</b>
<b>Mar 9th</b>	Beverages	<ul style="list-style-type: none"> <li>- <b>Brisette, 2019</b> – “Canada’s New Dietary Advice is to Avoid Sugar Substitutes. Will U.S. Follow Suit?”</li> <li>- <b>Sylvetsky &amp; Rother, 2018</b> – “Nonnutritive Sweeteners in Weight Management and Chronic Disease: A Review”</li> <li>- <b>Achenbach, 2018</b>, “A Huge Clinical Trial Collapses, and Research on Alcohol Remains Befuddling”</li> <li>- <b>Carroll, 2019</b> – “Five Reasons the Diet Soda Myth Won’t Die”</li> </ul>	

<p><b>Mar 11th</b></p>	<p>Plant-Based Eating</p>	<ul style="list-style-type: none"> <li>- <b>In Defense of Food – Part 3, Ch 3</b></li> <li>- <b>Segovia-Siapco &amp; Sabaté, 2018 – “Health and Sustainability Outcomes of Vegetarian Dietary Patterns: A Revisit of the EPIC-Oxford and the Adventist Health Study-2 Cohorts”</b></li> <li>- <b>Estruch et al., 2018 – “Primary Prevention of Cardiovascular Disease with a Mediterranean Diet Supplemented with Extra-Virgin Olive Oil or Nuts”</b></li> <li>- <b>Washington Post, “How “Plant-Based” Rebranded Vegan Eating for the Mainstream”</b></li> <li>- <b>OPTIONAL READING – “Position of the Academy of Nutrition and Dietetics: Vegetarian Diets”</b></li> </ul>	<p><b>-100 YellowDig Points</b></p>
<p><b>Mar 16th</b></p>	<p>Produce Section – What to Choose? Organic, GMO, Frozen?</p>	<ul style="list-style-type: none"> <li>- <b>Haspel, 2018 – “The Truth About Organic Produce and Pesticides”</b></li> </ul>	<p>- <b>What’s the Big Deal Website/InfographicDue</b></p>
<p><b>Mar 18th</b></p>		<ul style="list-style-type: none"> <li>- <b>Bakalar, 2019, “Opposed to G.M.O.’s? How Much Do You Know About Them?”</b></li> <li>- <b>Brody, 2018 – “Are G.M.O. Foods Safe?”</b></li> <li>- <b>Brantsaeter et al., 2017, “Organic Food in the Diet: Exposure and Health Implications”</b></li> <li>- <b>OPTIONAL READING - Fernbach et al., 2019 - “Extreme Opponents of</b></li> </ul>	<p><b>-100 YellowDig Points</b></p>

		Genetically Modified Foods Know the Least but Think they Know the Most”	
<b>Mar 23rd</b>	Dairy and Dairy Substitutes	<ul style="list-style-type: none"> <li>- <b>Linnekin, 2017</b>, “Dairy Farmers Still Have to Pay to Help Domino’s Market This Pizza”</li> <li>- <b>Rubin, 2018</b>, “Whole-Fat or Nonfat Dairy? The Debate Continues”</li> <li>- <b>Clay et al., 2020</b> – “Palatable Disruption: The Politics of Plant Milk”</li> <li>- <b>Guibourg and Briggs, 2019</b> – “Climate Change: Which Vegan Milk is Best?”</li> </ul>	
<b>Mar 25th</b>	Meat and Fish	<ul style="list-style-type: none"> <li>- <b>Kolata, 2019</b> – “Eat Less Red Meat, Scientists Said. Now Some Believe That Was Bad Advice”</li> <li>- <b>Carroll, 2019</b>, “Meat’s Bad for You! No, It’s Not! How Experts See Different Things in the Data”</li> <li>- <b>O’Connor, 2014</b>, “Ask Well: Wild Fish vs. Farmed Fish”</li> <li>- <b>Rosenbloom, 2016</b> – A User’s Guide to Buying Seafood</li> <li>- <b>Clark, 2019</b>, “What Are We Supposed to Think About Shrimp?”</li> </ul>	- <b>100 YellowDig Points</b>
<b>Mar 30th</b>	Supplements – Do you need them?	<ul style="list-style-type: none"> <li>- <b>Szabo, 2018</b> – “Older Americans Are “Hooked” on Vitamins’</li> <li>- <b>Martin, 2019</b>, “Should I Take Fish Oil?”</li> <li>- <a href="https://ods.od.nih.gov/HealthInformation/DS_W">https://ods.od.nih.gov/HealthInformation/DS_W</a></li> </ul>	

		<p><a href="https://ods.od.nih.gov">hatYouNeedToKnow.aspx</a></p> <ul style="list-style-type: none"> <li>- Peruse the NIH Office of Dietary Supplements to familiarize yourself with what's available: <a href="https://ods.od.nih.gov">https://ods.od.nih.gov</a></li> </ul>	
<b>April 1st</b>	Consequences of Diet Culture	<ul style="list-style-type: none"> <li>- <b>Anti-Diet</b>, Ch 3-6</li> <li>- <b>Sole-Smith, 2020</b>, "Are Schools Teaching Kids to Diet?"</li> </ul>	- <b>100 YellowDig Points</b>
<b>April 6th</b>	Health At Every Size	<ul style="list-style-type: none"> <li>- <b>Anti-Diet</b>, Ch. 10</li> <li>- <b>Bacon &amp; Aphramor, 2011</b>, "Weight Science: Evaluating the Evidence for a Paradigm Shift"</li> <li>- <b>Tylka et al., 2014</b> – "The Weight-Inclusive versus Weight-Normative Approach to Health: Evaluating the Evidence for Prioritizing Well-Being over Weight Loss"</li> <li>- <b>Food Psych Podcast:</b> <a href="https://christyharrison.com/foodpsych/5/the-truth-about-weight-science-with-fiona-willer">https://christyharrison.com/foodpsych/5/the-truth-about-weight-science-with-fiona-willer</a></li> </ul>	

<p><b>April 8th</b></p>	<p>Intuitive Eating</p>	<ul style="list-style-type: none"> <li>- <b>Anti-Diet, Ch. 8</b></li> <li>- <a href="https://www.intuitiveeating.org/10-principles-of-intuitive-eating/">https://www.intuitiveeating.org/10-principles-of-intuitive-eating/</a></li> <li>- <b>Tribole, 2017</b> – “Intuitive Eating: Research Update”</li> <li>- <b>Washington Post, 2019</b>, “What is Intuitive Eating, and How Do You Do It?”</li> <li>- <b>Don’t Salt My Game Podcast:</b> <a href="http://www.laurathomasphd.co.uk/podcast/intuitive-eating-101-w-laura-thomas-phd/">http://www.laurathomasphd.co.uk/podcast/intuitive-eating-101-w-laura-thomas-phd/</a></li> <li>- <b>Mull, 2019</b>, “The Latest Diet Trend Is Not Dieting”</li> <li>- <b>OPTIONAL PODCAST</b> – This is Laura’s interview with the “founder” of Intuitive Eating, Evelyn Tribole: <a href="http://www.laurathomasphd.co.uk/podcast/inside-scoop-intuitive-eating-w-evelyn-tribole-co-author-intuitive-eating/">http://www.laurathomasphd.co.uk/podcast/inside-scoop-intuitive-eating-w-evelyn-tribole-co-author-intuitive-eating/</a></li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <b>100 YellowDig Points</b></li> </ul>
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<b>April 13th</b>	Defending Yourself and Your Clients From Fad Diets and Misinformation	<ul style="list-style-type: none"> <li>- <b>Thomas, 2019</b> – “Diet Culture Got Sneaky – How to Avoid It This January &amp; Learn To Eat Intuitively”</li> <li>- <b>Strapagiel, 2019</b> – “10 Harmful Diet Culture Phrases You Should Probably Stop Using”</li> <li>- <b>Harrison, 2018</b> – “How to Avoid Falling for The Wellness Diet”</li> <li>- <b>Food Psych Podcast:</b> <a href="https://christyharrison.com/foodpsych/6/how-to-avoid-falling-for-the-wellness-diet-this-new-year-with-colleen-reichmann">https://christyharrison.com/foodpsych/6/how-to-avoid-falling-for-the-wellness-diet-this-new-year-with-colleen-reichmann</a></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Meal Vision Board and Recommendations Summary Assignment Due</b></li> <li>- <b>Recipe Review Assignment Due</b></li> </ul>
<b>April 15th</b>	<b>No Class</b>		
How Can We Encourage Health Behaviors? Behavioral Economics and Influence Techniques			
<b>April 20th</b>	Behavioral Economics	<ul style="list-style-type: none"> <li>- <b>Predictably Irrational</b> – Introduction , Ch 15</li> <li>- <b>Liu et al., 2013</b>, “Using Behavioral Economics to Design More Effective Food Policies to Address Obesity”</li> <li>- <b>Marchiori et al., 2017</b>, “Unresolved Questions in Nudging Research: Putting the Psychology Back in Nudging”</li> <li>- <b>Carroll, 2019</b>, “Health Facts Aren’t Enough. Should Persuasion Become a Priority?”</li> </ul>	
<b>April 22nd</b>	Biases –Loss aversion, status quo bias	<ul style="list-style-type: none"> <li>- <b>Predictably Irrational</b> – Ch. 3, 8, 9</li> </ul>	<ul style="list-style-type: none"> <li>- <b>100 YellowDig Points</b></li> </ul>

		<ul style="list-style-type: none"> <li>- <b>Kahneman, 2011</b>, “Thinking Fast and Slow”</li> <li>- <b>Richards, 2013</b>, “Overcoming an Aversion to Loss”</li> </ul>	
<b>April 27th</b>	Biases – Context, Choice Architecture	<ul style="list-style-type: none"> <li>- <b>Predictably Irrational</b> – Ch. 1, 10</li> <li>- <b>Hollands et al., 2013</b>, “Altering micro-environments to change population health behavior: towards an evidence base for choice architecture interventions”</li> <li>- <b>Cohen &amp; Babey, 2012</b>, “Candy at the Cash Register – A Risk factor for Obesity and Chronic Disease”</li> <li>- <b>Sunstein, 2017</b>, “Nudges that Fail”</li> <li>- <b>Garnett et al., 2019</b>, “Impact of Increasing Vegetarian Availability on Meal Selection and Sales in Cafeterias”</li> <li>- <b>Vecchio &amp; Cavallo, 2019</b>, “Increasing Healthy Food Choices Through Nudges: A Systematic Review”</li> <li>- <b>Wyse et al., 2019</b>, “Can Changing the Position of Online Menu Items Increase Selection of Fruit and Vegetable Snacks?”</li> </ul>	
<b>Apr 29th</b>	Biases – Hot vs. Cold, Present-Biased Preferences,	<ul style="list-style-type: none"> <li>- <b>Predictably Irrational</b> – Ch. 6, 7</li> <li>- <b>Baumeister &amp; Tierney, 2011</b>, “The Perfect Storm of Dieting”</li> </ul>	- <b>100 YellowDig Points</b>

	Visceral Factors, Willpower	- <b>OPTIONAL READING – Vlaev et al., 2019, “Changing Health Behaviors Using Financial Incentives: A Review From Behavioral Economics”</b>	
<b>May 4th</b>	Biases – Anchors: Habits, Framing, and Social Norms	- <b>Predictably Irrational – Ch. 2, 4, 5</b> - <b>Zimmerman et al., 2009, “Using Behavioral Economics to Promote Physical Activity”</b> - <b>Higgs, 2015, “Social Norms and Their Influence on Eating Behaviors”</b>	
<b>May 6th</b>	Influence Strategies 1: Authority, Commitment, & Social Proof	- <b>McCoy, 2014, “Half of Dr. Oz’s Medical Advice is Baseless or Wrong, Study Says”</b> - <b>Reynolds, 2017, “Running May Be Socially Contagious”</b>	- <b>Does Anyone Really Know About Nutrition Assignment Due</b>
<b>May 11th</b>	Influence Strategies 2: Reciprocation, Liking, & Scarcity	- <b>Spiegel, 2012, “Give and Take: How the Rule of Reciprocation Binds Us”</b>	