



---

**Psychology 501.23**

**Introduction to Eating Disorders**

**Winter 2013**

**Instructor:** Dr. Kristin M. von Ranson  
**Phone:** 403-220-7085  
**Email:** [kvonrans@ucalgary.ca](mailto:kvonrans@ucalgary.ca)  
**Office:** Administration 257A  
**Office Hours:** By appointment

**Lecture Location:** KNB 129  
**Lecture Days/Time:** WF 9:00-10:15

---

**Course Description and Goals**

This course covers major topics in the field of eating disorders, including core and associated symptoms (what eating disorders and related problems look like), diagnoses (how we classify eating disorders), etiology (what causes eating disorders), prevention (how we can prevent eating disorders), assessment (how we measure eating disorders), treatment (how we intervene), and implications (the effects that disorders have on the individual, their family and society). Students will have opportunities to consider eating disorders from different perspectives (e.g., sociocultural, biological) and will gain experience in critically evaluating eating disorder-related research. My overall goal is to create an environment where we can all be actively engaged in learning about these important and relevant topics. The course is structured for learning to occur in multiple ways, including via readings, discussions, lectures, videos, writing assignments, and student presentations. As this is a seminar course, it is critical that you arrive prepared and that you contribute actively throughout.

By the end of this course, you will be able to describe the characteristic symptoms of eating disorders and related issues (e.g., body dissatisfaction, body dysmorphic disorder), as well as some key psychological theories, treatment and prevention strategies, controversies, and recent research findings. Throughout the course, you will have the opportunity to develop and effectively communicate your ideas and thinking in informal discussions, in written form, and in a formal presentation.

**Prerequisites**

Psyc 312 (Experimental Design and Quantitative Methods for Psychology) and consent of the Department

**Required Texts**

Alexander, J. & Treasure, J. (2012). *A collaborative approach to eating disorders*. New York and London: Routledge.

Liu, A. (2011). *Restoring Our Bodies, Reclaiming Our Lives: Guidance and Reflections on Recovery from Eating Disorders*. Boston: Trumpeter Books.

Both texts will be available in the University Bookstore. Information will also be available via Blackboard (<https://blackboard.ucalgary.ca>).

## Evaluation

### Summary

1. *Participation*: 20% of course grade
2. *In-class presentation*: 15% of course grade
3. *Research critiques* (2): 15% of course grade in total (7.5% each)
4. *Seminar paper*: 50% of course grade in total

**NOTE:** Attendance is required. Please speak to me if you anticipate needing to miss a class. If you miss more than one class, please provide me with a University excuse (see below).

### ***Class participation***

It is expected that you will prepare for and participate in class discussions. Effective participation involves:

- (1) Coming to class, and arriving on time.
- (2) Completing the reading and the assigned written work before class.
- (3) Taking notes on the readings and other assignments to help you organize your thoughts in preparation for making points in class.
- (4) Coming to each class with at least three comments or questions you wish to offer.
- (5) Making comments and asking questions that pertain to your thoughts, opinions, and experiences AND the facts and arguments presented in the assigned readings.
- (6) Listening carefully to what others have to say.
- (7) To help create a safe, productive environment for discussion, students are asked to present questions and comments in a respectful manner, listen to others with an open mind, and maintain confidentiality of any personal experiences shared in class.

I will provide feedback and a provisional class participation mark midway through the course to let you know how you are doing.

#### Rubric for active and insightful participation in class discussions (scored 0%-100%)

*Outstanding* (96%-100%): Always contributes thoughtful and insightful comments. Very frequently raises important, unaddressed issues and points to gaps in current discussions that warrant additional consideration.

*Excellent* (85%-95%): Makes a reasonable attempt to contribute a novel perspective to the discussion. Occasionally identifies issues that appear to be overlooked by others.

*Moderate* (72%-84%): Brings a mix of new viewpoints that contribute value to the discussion, as described above, and tangential remarks that are of limited assistance in supporting others' learning through deeper consideration of topics (as described below).

*Satisfactory* (59%-71%): Often participates in discussion but rarely makes remarks that offer additional insight or new ways of thinking about issues.

*Underwhelming* (50-59%): Rarely participates in class discussion and/or offers commentary that is largely redundant.

*Unsatisfactory* (< 50%): Unexcused absences and/or does not contribute to class discussion.

### **Research critiques**

To facilitate class discussion and to help students improve their writing, each student will complete two short writing assignments between January 11<sup>th</sup> and March 20<sup>th</sup>. For these assignments, I will ask you to find one recent (2008 or later) empirical article from one of the following journals: *Journal of Abnormal Psychology*, *Journal of Consulting and Clinical Psychology*, *Behaviour Research and Therapy*, *International Journal of Eating Disorders*, or *European Eating Disorders Review*. The article should complement the assigned readings for a class. Your assignment is to write a brief summary and critique of the article. A hard copy of the critique and article are due to me at the start of the relevant class. If you are unable to attend class on the day a research critique is due, you are responsible for trading dates with a classmate and letting me know. Critiques not submitted on the day they are due will receive a 0. We will determine the schedule of due dates for each student during the first class.

Guidelines for the research critiques. Here is what should be included in each critique, as appropriate:

- (1) Explain, briefly, the theoretical background, i.e., the rationale, of the study. What theory, previous findings, and logic led up to the present study? (10%)
- (2) Explain the hypotheses being tested (if applicable). What specifically is being predicted? (10%)
- (3) Summarize the methodology. Who were the participants? What was done to measure the key variables? What is the research design? (10%)
- (4) Summarize the results in relation to the hypotheses. What was found, in relation to what was predicted? (10%)
- (5) Summarize the implications of the study, according to the discussion presented by the author(s). What did THEY conclude? (10%)
- (6) **\*\*What do YOU conclude, based on your reading of the results and based on your understanding of the strengths and weaknesses of the study? What was convincing about the study? What was not convincing? (Should include a paragraph or more; 50%)**

Each research critique must be no more 2 pages long, double-spaced. *Note that all written work for this course must use 12-point font and at least 1-inch margins, per APA style.* You are to provide a summary and critical analysis, not just a retelling, of the study.

### **Seminar Paper** (220 possible points in total, divided as indicated below)

A major focus of the course is the research-based seminar paper. It has six purposes:

- (1) To enable you to research and organize information about a topic of special interest related to eating disorders that is not covered extensively, well, or at all in class.
- (2) To enable you to explore a specific question, issue, or theory concerning a topic. For example, a paper on *Dieting* is too vague; a paper on *Is Dieting a Risk Factor for Disordered Eating?* or *Dieting and Binge-Eating Disorder* or *Ethnic Differences in Body Image and Dieting* are acceptable topics because they involve a question, issue or theory.
- (3) To encourage you to integrate information and ideas from class material with your own specific interests.
- (4) To enable you to conduct a critical, integrative review of the research literature that considers a model or models, including theory, methodology, and data on a specific topic, and to generate one or more specific research hypotheses.
- (5) To enable you to receive and use intensive direction about your research and writing.
- (6) To provide a basis for your class presentation.

Possible Topics for Seminar Papers – These are some ideas; other topics addressing a question are possible. Talk with me if you have another topic in mind. Note that most of these topics need to be shaped around a question or issue.

Risks and benefits of athletics	Eating disorders in prepubertal children
Sexual orientation and eating disorders	Genetics of disordered eating
Is food addiction a valid construct?	Pro-anorexia/pro-bulimia web sites
Compulsive overeating and BED	The abuse of exercise
Stice's dual pathway model of bulimia nervosa	Dating, sexual development, and body image
Pregnancy, body image, and disordered eating	Neuroimaging and eating disorders
Emotions, distress, and overeating	Body image and cosmetic surgery
Body dysmorphic disorder	Weight-related teasing and criticism
Eating disorders and OCD	Lowe's concept of weight suppression
Mood disorders and eating disorders	Calorie restriction for longevity
Atypical and/or subclinical eating disorders	Night eating syndrome
Sexual abuse and disordered eating	Purging disorder
Bodybuilding, body image, and steroids	Civil commitment and anorexia nervosa
Eating disorders and substance misuse	Eating disorders among the middle-aged

Proposal (20 points).

Each student is required to select a paper topic and submit a written proposal by the start of class on **Friday, January 25<sup>th</sup>**. The proposal should be 1 to 2 double-spaced, typed pages. It should provide a working title, an explanation of 2-4 specific issues or questions you wish to address, and at least five scholarly references (in APA style) for your initial sources. These references should be research articles, chapters in books, or special topic books. It is inappropriate to rely heavily on a textbook (e.g., introductory or abnormal psychology) or on popular press articles. You must email and/or meet with me before January 25<sup>th</sup> to discuss a possible topic and sources. Each student must identify a unique topic.

First Draft (100 points).

The paper is due at the start of class on **Friday, March 8<sup>th</sup>**. The paper must be typed, double-spaced, with at least 1-inch margins and formatted using APA style (e.g., headings, citations, and references). The paper must include 12-15 pages of text (excluding references), double-spaced, with 1-inch margins, 12-point font and APA-style citations and references. This paper is not to be considered a "rough draft." It is to be the best job you can do, a final product in your eyes. There will be a penalty of 10% for each day late, including weekends. In order to encourage the reading and use of empirical papers and with appropriate exceptions (e.g., a paper on the history of bulimia nervosa), *at least five (5) of the cited references must be research papers* (i.e., papers presenting statistical results) from *research-oriented journals*. You are encouraged to meet with me to discuss this paper as needed as you are researching and writing it.

Between March 22<sup>nd</sup> and April 3<sup>rd</sup>, that is, in most instances before you make your in-class presentation, I will critically evaluate each paper and give you written recommendations for revision. The paper and written evaluation(s) will be returned by the start of class on April 3<sup>rd</sup>, if not before.

Completed Seminar Paper (100 points).

Students must turn in a final revision of their seminar paper. The revisions will be determined by (1) my feedback on the paper; (2) independent efforts by the student; and (3) in some cases, feedback from classmates and from me in the course of class presentations.

The completed seminar paper should meet the specifications noted above. It must also be accompanied by the previous draft (no matter how much you have scribbled on it). The final revision is due no later than 4:30 p.m. on **Friday, April 19<sup>th</sup>**. Late submissions will be subject to a penalty of 10% per day, including weekends. *Students must turn in a completed, good faith revision of their first effort in order to pass the class.*

### ***Class Presentation***

During the last three to four weeks of class, students will present material from their seminar papers. I will allow 18-20 minutes for each in-class presentation, plus 5 minutes for discussion and questions. In your presentation, you will have the opportunity to identify and review relevant journal articles and summarize the key theory, methodology, findings, implications for future research, and take-home messages. Effective presentations will include an interesting, concise, clear, well-organized, digestible delivery of material and will stimulate class participation through discussion points, activities, exercises, and so forth. This experience will not only help you consolidate your knowledge in an area, but will help prepare you for future oral reports, whether in graduate school of any kind or the business world.

Your presentation will require you to become an expert in a course-relevant area of your choosing, as approved by the course instructor. You will review a small number of journal articles and summarize the key theory, methodology, findings, implications for research, and take-home points for practice. Effective presentations will include an interesting, concise, clear, well-organized, digestible delivery of material and will stimulate class participation through discussion points, activities, exercises, etc. If you fail to appear for your assigned presentation on the designated date, you will receive a grade of 0%.

At least two weeks before your presentation, you are required to email me a proposed outline of the material to be presented and an article for other students to read as background for your presentation.

#### Rubric for presentations, including both content and style (scored 0%-100%)

- **Justification and rationale** for the topic. Why is the topic important? (10%)
- **Aim(s) of the presentation.** Clearly stated? Carried out? (10%)
- **Quality of the literature review.** Is it accurate? Does it provide a balanced presentation of the state of knowledge, at an appropriate level of detail given the time available? Are citations included where appropriate? (25%)
- **Quality of the argument.** Did you define key terms? Is your line of reasoning presented logically, clearly and convincingly? Is the presentation well-organized? Is the take-home message clear and reasonable? (25%)
- Effective efforts to **engage the audience and bring the material to life**, e.g., via examples, multimedia, and/or interaction with classmates. Feel free to be creative. (10%)
- **Presentation style, pace, clarity, duration.** It is best to avoid reading notes verbatim. Eye contact with the audience? Level of enthusiasm? Use of graphics? Use of legible fonts? (10%)
- **Discussion:** Were you prepared to facilitate discussion? Were you responsive to and did you elicit participant reaction and questions? (10%)

After soliciting feedback from your peers, I will provide feedback and determine a presentation grade. Missed presentations will receive a grade of 0. If you are unable to attend class on the day of your presentation, you are responsible for trading with a classmate and informing me in advance.

### Important Notes with Respect to Grading

This is a discussion-based course. Discussions will rely heavily on the assigned work, so it is crucial that you complete all assigned readings and papers on time. All work must be handed in, even if it is late. *Failure to hand in any assignment will result in an automatic F in the course.*

It is the student's responsibility to be aware of, and to follow diligently, the University's policies for academic integrity (see below). If you have questions about how they apply to this course, consult with me. In general, it is acceptable to speak with other students in order to clarify the assignment and assist each other in locating references. However, all written work must be your own, original creation, with proper citations.

### **Grading Scale**

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative course schedule – subject to change. Check Blackboard for updates.

Date	Topic/Activity	Readings
W Jan 9	Class begins. Introduction, organization, course goals, overview	
F Jan 11	Classification; DSM-IV and DSM-5 criteria	<a href="http://www.dsm5.org/Lists/ProposedRevision/EatingDisordersCriteria.aspx">http://www.dsm5.org/Lists/ProposedRevision/EatingDisordersCriteria.aspx</a> Alexander, Ch. 19, 21 Keel et al. (2012). Empirical classification of eating disorders. <i>Annual Review of Clinical Psychology</i> , 8, 381-404.
W Jan 16	Physical effects; body image disturbance	Liu Ch. 1 Alexander Ch. 7 Field, A. E., et al. (2012). Prospective association of common eating disorders and adverse outcomes. <i>Pediatrics</i> , 130, e289. Doi: 10.1542/peds.2011-3663
F Jan 18	Epidemiology and course	Alexander Ch. 18, 22, 24 Hudson, J. I., et al. (2007). The prevalence and correlates of eating disorders in the National Comorbidity Survey Replication. <i>Biological Psychiatry</i> , 61, 348-358. Eddy, K. T., et al. (2008). Diagnostic crossover in anorexia nervosa and bulimia nervosa:

		Implications for DSM-V. <i>American Journal of Psychiatry</i> , 16, 245-250.
W Jan 23	Families and carers	Alexander Ch. 1, 11, 12, 13 Eisenberg, M. E., et al. (2012) Associations between hurtful weight-related comments by family and significant other and development of disordered eating behaviors in young adults. <i>Journal of Behavioral Medicine</i> , 35, 500-508.
F Jan 25	Paper proposal due Culture and gender	Liu Ch. 2 Becker et al. (2002). Eating behaviors and attitudes following prolonged exposure to television among ethnic Fijian adolescent girls. <i>British Journal of Psychiatry</i> , 180, 509-514. Núñez-Navarro, A., et al. (2012). Do men with eating disorders differ from women in clinics, psychopathology and personality? <i>European Eating Disorders Review</i> , 20, 23-31.
W Jan 30	Genetics, personality	Alexander Ch. 2 Klump, K. L., et al. (2009). Genetic and environmental influences on disordered eating: An adoption study. <i>Journal of Abnormal Psychology</i> , 118, 797-805.
F Feb 1	Neurobiology	Liu Ch. 3 Alexander Ch. 3 Vocks, S., et al. (2011). Changes in neuronal correlates of body image processing by means of cognitive-behavioural body image therapy for eating disorders: a randomized controlled fMRI study. <i>Psychological Medicine</i> , 41, 1651-1663.
W Feb 6	Psychiatric comorbidity	Forbush, K., et al. (2010). Locating eating pathology within an empirical diagnostic taxonomy: Evidence from a community-based sample. <i>Journal of Abnormal Psychology</i> , 119, 282-292.
F Feb 8	Emotions and relationships	Liu Ch. 4 Alexander Ch. 4 Joos, A. A. B., et al. (2012). Emotional

		perception in patients with eating disorders in comparison with depressed patients. <i>European Eating Disorders Review</i> , 20, 468–475.
W Feb 13	Treatment	Alexander Ch. 8, 9, 10 Wilson, G. T., et al. (2007). Psychological treatment of eating disorders. <i>American Psychologist</i> , 62, 199-216.
F Feb 15	Treatment	Liu Ch. 5 Alexander Ch. 14, 15, 16, 17 Fairburn, C. G. (2009). Transdiagnostic cognitive-behavioral therapy for patients with eating disorders: A two-site trial with 60-week follow-up. <i>American Journal of Psychiatry</i> , 166, 311-319.
W Feb 20	Reading Week. No Class	--
F Feb 22	Reading Week. No Class	--
W Feb 27	Treatment	Le Grange, D., et al. (2012). Moderators and mediators of remission in family-based treatment and adolescent focused therapy for anorexia nervosa. <i>Behaviour Research and Therapy</i> , 50, 85-92. Schmidt, U., et al. (2012). Out-patient psychological therapies for adults with anorexia nervosa: Randomised controlled trial. <i>British Journal of Psychiatry</i> , 201, 392–399. doi: 10.1192/bjp.bp.112.112078
F Mar 1	Provisional class participation marks distributed Treatment	Mitchell, J. E., et al. (2011). Stepped care and cognitive-behavioural therapy for bulimia nervosa: Randomised trial. <i>British Journal of Psychiatry</i> , 198, 391-397. Mond et al. (2009). Women with bulimic eating disorders: When do they receive treatment for an eating problem? <i>Journal of Consulting and Clinical Psychology</i> , 77, 835-844. von Ranson, K. M., et al. (2012). Psychotherapies provided for eating disorders by community clinicians: Infrequent use of evidence-based treatment. <i>Psychotherapy Research</i> .
W Mar 6	Prevention	Alexander Ch. 5



		Stice, E., et al. (2012). A preliminary trial of a prototype internet dissonance-based eating disorder prevention program for young women with body image concerns. <i>Journal of Consulting and Clinical Psychology</i> , 80, 907-916.
F Mar 8	Paper first draft due Body dysmorphic disorder and muscle dysmorphia	Liu Ch. 6 Dingemans, A. E., et al. (2012). Body dysmorphic disorder in patients with an eating disorder: Prevalence and characteristics. <i>International Journal of Eating Disorders</i> , 45, 562-569. Murray, S. B., et al. (2012). A comparison of eating, exercise, shape, and weight related symptomatology in males with muscle dysmorphia and anorexia nervosa. <i>Body Image</i> , 9, 193-200.
W Mar 13	Obesity	Alexander Ch. 6 Carrard, I., et al. (2012). Comparison of obese and nonobese individuals with binge eating disorder: Delicate boundary between binge eating disorder and nonpurging bulimia nervosa. <i>European Eating Disorders Review</i> , 20, 350-354. Gearhardt, A. N., et al. (2012). Obesity and public policy. <i>Annual Review of Clinical Psychology</i> , 8, 405-430.
F Mar 15	Changing the culture	Alexander Ch. 25, 26, 27, 28
W Mar 20	Class presentations	Readings TBA
F Mar 22	Class presentations	Readings TBA
W Mar 27	Class presentations	Readings TBA
F Mar 29	Good Friday – No Lectures, University Closed	--
W Apr 3	Class presentations	Readings TBA
F Apr 5	Class presentations	Readings TBA
W Apr 10	Class presentations	Readings TBA
F Apr 12	Last class. Class presentations	Readings TBA
F Apr 19	Seminar paper due	--

### **Reappraisal of Grades**

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **Absence From A Test/Exam**

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 275), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>  
Please check this website and note the nearest assembly point for this course.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

<b>Student Union VP Academic:</b>	Phone: 403-220-3911	<a href="mailto:suvpaca@ucalgary.ca">suvpaca@ucalgary.ca</a>
<b>Student Union Faculty Rep.:</b>	Phone: 403-220-3913	<a href="mailto:socialscirep@su.ucalgary.ca">socialscirep@su.ucalgary.ca</a>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 18, 2013**. Last day for registration/change of registration is **January 21, 2013**. The last day to withdraw from this course is **Apr 16<sup>th</sup>, 2013**.