

**PSYC 750.11****Eating Disorders****Winter 2023**

<b>Instructor:</b>	Kristin von Ranson	<b>Lecture Location:</b>	AD 248
<b>Phone:</b>	403-220-7085	<b>Lecture Days/Time:</b>	M 9:00-11:45 AM (Feb. 27 through April 3)
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<b>Office Hours:</b>	By appointment		

**Course Description and Objectives**

The purpose of this module is to familiarize students with phenomenology, theory, and practice-related topics in eating disorders, including assessment, treatment, prevention, and ethical issues. This module emphasizes psychosocial bases of eating pathology, with an emphasis on evidence-based psychological interventions for eating disorders.

This module is run as a seminar which includes didactic presentations by the instructor, discussion of assigned readings and clinical case material, and student presentations.

**Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

**Course Format**

This is an in-person class held on campus.

**Prerequisites**

Admission to the Graduate Program in Clinical Psychology.

**Required Texts and Readings**

There is no required text. Required readings (listed below) are available via D2L and the university library website.

**Assessment Methods**

Class participation/discussion of the readings (50%)  
Group presentation (50%)

**1. Discussion**

There will be ample opportunity for questions and class discussion, so please take full advantage of both. Your active involvement will enhance everyone's learning.

## 2. *Group presentations*

Teams of 2-3 students will jointly prepare and make 45-minute (if 2 presenters) to 60-minute (if 3 presenters) class presentations on practice-oriented topics regarding treatment of eating disorders and related problems, e.g., evidence-based psychosocial treatments with  $\geq 1$  randomized controlled trial showing its efficacy, such as:

- Family-based therapy (FBT)
- Integrative cognitive-affective therapy (ICAT)
- Dialectical behaviour therapy (DBT)
- Self-help approaches/stepped care
- Dissonance-based prevention of body dissatisfaction (Body Project)
- Multi-family therapy (MFT)
- Cognitive remediation therapy (CRT)

Following a slide presentation, the presenters will jointly lead a 10- to 12--min class discussion. Suggested scope: approximately 25 slides (plus references) that describe the treatment approach, evidence testing its efficacy, and its practical implementation. After you provide an overview, focus the presentation as you deem appropriate and feasible for the time allotted. Please number your slides.

**Readings.** At least **7 days prior to your presentation**, teams must select a reading describing your topic and email me the APA-style reference for it, including a DOI or link. I will post a link to the reading on D2L as soon as I receive the reading.

**Slides and handouts.** By **noon the day before your presentation**, teams must email me two electronic files:

1. the presentation slides in full-page format (PowerPoint, not a PDF)
2. the slides in the form of a handout, 3 slides per page (PDF or PowerPoint)

I will post the full-page slides on D2L, and will provide the presenters with feedback on the presentation, such as its clarity, comprehensiveness, pace, and organization, using the handout.

Missed presentations will result in a mark of 0% **without instructor approval**.

## **Grading Scale**

This course is evaluated as credit/no credit. Students must receive a grade of 80% to receive credit for the course.

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final 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% but 89.4% will be rounded down to 89%).

## **University of Calgary Academic Integrity Policy**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy:

[www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html)

### Tentative Lecture Schedule

Class	Date	Topic/Activity	
1	M Feb 27	Introduction Select presentation teams, topics, dates Overview	Treasure, Duarte, T. A., & Schmidt, U. (2020). Eating disorders. <i>The Lancet (British Edition)</i> , 395(10227), 899–911. <a href="https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0140673620300593">https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0140673620300593</a>
2	M Mar 6	Eating disorders across the lifespan Aetiology Assessment	Anderson, D. A., & Donahue, J., Ehrlich, L. E., & Gorrell, S. (2017). Psychological assessment of the eating disorders. In W. S. Agras (Ed.), <i>The Oxford Handbook of Eating Disorders</i> (2 <sup>nd</sup> ed.), pp. 211-221. New York: Oxford University Press. <a href="https://academic-oup-com.ezproxy.lib.ucalgary.ca/edited-volume/28067">https://academic-oup-com.ezproxy.lib.ucalgary.ca/edited-volume/28067</a> Bardone-Cone, A. M., & von Ranson, K. M. (2020). Eating and feeding disorders (pp. 584-618). In Youngstrom, E., Prinstein, M., Mash, E. J., & Barkley, R. A. (Eds.), <i>Assessment of Disorders in Childhood and Adolescence</i> (5th ed.). New York: Guilford Press. <b>See PDF posted on D2L</b>
3	M Mar 13	Treatment overview Principles of cognitive-behavioural therapy and interpersonal psychotherapy for eating disorders	Hilbert, A., Hoek, H. W., & Schmidt, R. (2017). Evidence-based clinical guidelines for eating disorders: international comparison. <i>Current Opinion in Psychiatry</i> , 30, 423. <a href="https://oce-ovid-com.ezproxy.lib.ucalgary.ca/article/00001504-201711000-00008/HTML">https://oce-ovid-com.ezproxy.lib.ucalgary.ca/article/00001504-201711000-00008/HTML</a> Wilson, G. T. (2018). Cognitive-behavioral therapy for eating disorders. In W.S. Agras, & A. Robinson (Eds.), <i>The Oxford Handbook of Eating Disorders</i> (2 <sup>nd</sup> ed), pp. 271-286. New York, NY: Oxford University Press. <a href="https://academic-oup-com.ezproxy.lib.ucalgary.ca/edited-volume/28067">https://academic-oup-com.ezproxy.lib.ucalgary.ca/edited-volume/28067</a> Burke, N. L. et al. (2018) Interpersonal psychotherapy for the treatment of eating disorders. In W.S. Agras, & A. Robinson (Eds.), <i>The Oxford Handbook of Eating Disorders</i> (2 <sup>nd</sup> ed), pp. 287-318. New York, NY: Oxford University Press. <a href="https://academic-oup-com.ezproxy.lib.ucalgary.ca/edited-volume/28067">https://academic-oup-com.ezproxy.lib.ucalgary.ca/edited-volume/28067</a>
4	M Mar 20	Group presentations	1. Focal psychodynamic therapy – Brad, Caroline 2. Family-based treatment – Tatiana, Rachel

			3. Dialectical behavioural therapy – Jenny, Kat, Bailin
5	M Mar 27	Group presentations	1. Body Project – Ashley, Alyssa 2. Integrative cognitive-affective therapy – Himanthri, Ben
6	M Apr 3	Ethical issues: “Terminal anorexia nervosa”	Gaudiani, J. L., Bogetz, A., & Yager, J. (2022). Terminal anorexia nervosa: three cases and proposed clinical characteristics. <i>Journal of Eating Disorders</i> , 10, 23. <a href="https://doi.org/10.1186/s40337-022-00548-3">https://doi.org/10.1186/s40337-022-00548-3</a> Riddle, O’Melia, A. M., & Bauschka, M. (2022). First, do no harm: the proposed definition of “terminal anorexia” is fraught with danger for vulnerable individuals. <i>Journal of Eating Disorders</i> , 10, 81. <a href="https://doi.org/10.1186/s40337-022-00605-x">https://doi.org/10.1186/s40337-022-00605-x</a> Yager, J., Gaudiani, J. L., & Treem, J. (2022). Eating disorders and palliative care specialists require definitional consensus and clinical guidance regarding terminal anorexia nervosa: addressing concerns and moving forward. <i>Journal of Eating Disorders</i> , 10:135. <a href="https://doi.org/10.1186/s40337-022-00659-x">https://doi.org/10.1186/s40337-022-00659-x</a> Downs, J., Ayton, A., Collins, L., Baker, S., Missen, H., & Ibrahim, A. (2023). Untreatable or unable to treat? Creating more effective and accessible treatment for long-standing and severe eating disorders. <i>The Lancet Psychiatry</i> , 10(2), 146-154. <a href="http://ezproxy.lib.ucalgary.ca/login?url=https://doi.org/10.1016/S2215-0366(22)00400-X">http://ezproxy.lib.ucalgary.ca/login?url=https://doi.org/10.1016/S2215-0366(22)00400-X</a>
	F Apr 7	UNIVERSITY CLOSED. Good Friday.	
	M Apr 10	UNIVERSITY CLOSED. Easter Monday.	
	W Apr 12	Fall Term Lectures End. Last day to withdraw with permission from Winter Term half courses.	
	Apr 15-26	Winter Term Final Exam Period.	

## Supplementary Resources

### Websites

- Academy for Eating Disorders resources for professionals:  
<https://www.aedweb.org/publications>
- National Institute for Health and Care Excellence (NICE) recognition and treatment guidelines:  
<https://www.nice.org.uk/guidance/ng69>

### Books

- Agras, W. S., & Robinson, A. (Eds.). (2017). *The Oxford handbook of eating disorders* (2<sup>nd</sup> ed.). Oxford University Press. <https://academic-oup-com.ezproxy.lib.ucalgary.ca/edited-volume/28067>

- Anderson, L. K., Murray, S. B., & Kaye, W. H. (Eds.). (2017). *Clinical handbook of complex and atypical eating disorders*. Oxford University Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4980848>  
{It's a Single-User ebook, however students can download up to 133 pages per day}
- Fries, J., & Sullivan, V. (Eds.). (2017). *Eating disorders in special populations: Medical, nutritional, and psychological treatments*. CRC Press. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1201/9781315153124>
- Kirkpatrick, J. R. (2018). *Taking a detailed eating disorder history: A comprehensive guide for clinicians*. Routledge. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315210957>
- Tortolani, C. C., Goldschmidt, A. B., & Le Grange, D. (Eds.). (2020). *Adapting evidence-based eating disorder treatments for novel populations and settings: A practical guide*. Routledge. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429031106>

#### Journal Articles

- General (Alberta prevalence; risk factors)
  - Barakat, S., McLean, S. A., Bryant, E., Le, A., Marks, P., Touyz, S., & Maguire, S. (2023). Risk factors for eating disorders: findings from a rapid review. *Journal of Eating Disorders*, 11(1), 8. <https://jeatdisord.biomedcentral.com/articles/10.1186/s40337-022-00717-4>
  - Culbert, K. M., Racine, S. E., & Klump, K. L. (2015). Research review: What we have learned about the causes of eating disorders—a synthesis of sociocultural, psychological, and biological research. *Journal of Child Psychology and Psychiatry*, 56(11), 1141-1164. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/jcpp.12441>
  - Smith, A. J., Farstad, S. M., & von Ranson, K. M. (2021). Self-reported eating disorder psychopathology prevalence in community-based male and female Albertans: Gender and age group comparisons. *International Journal of Eating Disorders*, 54(3), 438-444. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/eat.23434>
  - Standing Committee on the Status of Women (2014). *Eating disorders among girls and women in Canada*. Ottawa: House of Commons 41st Parliament, Second Session. [http://publications.gc.ca/collections/collection\\_2014/parl/xc71-1/XC71-1-1-412-4-eng.pdf](http://publications.gc.ca/collections/collection_2014/parl/xc71-1/XC71-1-1-412-4-eng.pdf)
  - von Ranson, K. M., & Wallace, L. M. (2014). Eating disorders. In E. J. Mash & R. A. Barkley (Eds.), *Child Psychopathology* (3rd ed.), pp. 801-847. New York: Guilford Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1715305>  
{It's a Single-User ebook, however students can download up to 103 pages per day, so you can download this chapter}
- Assessment
  - Berg, K. C., Peterson, C. B., & Frazier, P. (2012). Assessment and diagnosis of eating disorders: A guide for professional counselors. *Journal of Counseling & Development*, 90, 262-269. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/j.1556-6676.2012.00033.x>
- Intervention
  - American Psychiatric Association (2023). Practice guideline for the treatment of patients with eating disorders. <https://psychiatryonline-org.ezproxy.lib.ucalgary.ca/doi/epdf/10.1176/appi.books.9780890424865>

Cândeă, D. M., David, D., & Szentágotai-Tătar, A. (2018). Evidence-based psychological interventions for eating disorders. *Evidence-Based Psychotherapy: The State of the Science and Practice*, 189-217.

<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=215&docID=5214674&tm=1546884401582> {It's a Single-User ebook, however students can download up to 111 pages per day, so you can download this chapter}

- Kaidesoja, M., Cooper, Z., & Fordham, B. (2023). Cognitive behavioral therapy for eating disorders: A map of the systematic review evidence base. *International Journal of Eating Disorders*, 56, 295–313. <https://doi.org/10.1002/eat.23831>
- Le, L. K. D., Barendregt, J. J., Hay, P., & Mihalopoulos, C. (2017). Prevention of eating disorders: A systematic review and meta-analysis. *Clinical Psychology Review*, 53, 46-58. <https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0272735816300150>
- Wallace, L. M., & von Ranson, K. M. (2012). Perceptions and use of empirically-supported psychotherapies among eating disorder professionals. *Behaviour Research and Therapy*, 50, 215-222. <https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0005796711002713>
- Waller, G. (2016). Treatment protocols for eating disorders: Clinicians' attitudes, concerns, adherence and difficulties delivering evidence-based psychological interventions. *Current Psychiatry Reports*, 18, 36. DOI 10.1007/s11920-016-0679-0 <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11920-016-0679-0>
- Waller, G., Gray, E., Hinrichsen, H., Mountford, V., Lawson, R., & Patient, E. (2014). Cognitive-behavioral therapy for bulimia nervosa and atypical bulimic nervosa: Effectiveness in clinical settings. *International Journal of Eating Disorders*, 47, 13-17. <http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1002/eat.22181/abstract>
- Ethical issues
  - Choate, L. H. (2018). Ethical issues in the treatment of eating disorders. In M. M. Leach & E. R. Welfel (Eds.), *The Cambridge Handbook of Applied Psychological Ethics*, pp. 197-217. Cambridge University Press. <https://doi.org/10.1017/9781316417287.011> <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/9781316417287.011>
  - Elwyn, R. (2023). A lived experience response to the proposed diagnosis of terminal anorexia nervosa: learning from iatrogenic harm, ambivalence and enduring hope. *Journal of Eating Disorders*, 11, 2. <https://doi.org/10.1186/s40337-022-00729-0>
  - Guarda, A.S., Hanson, A., Mehler, P., & Westmoreland, P. (2022). Terminal anorexia nervosa is a dangerous term: it cannot, and should not, be defined. *Journal of Eating Disorders*, 10, 79. <https://doi.org/10.1186/s40337-022-00599-6>
  - Matusek, J. A. & Wright, M. O. (2010). Ethical dilemmas in treating clients with eating disorders: A review and application of an integrative ethical decision-making model. *European Eating Disorders Review*, 18, 434-452. <https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/erv.1036>

**Reappraisal of Graded Term Work** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. [University of Calgary : B.6.1 Accommodation of Students with Disabilities or Medical Conditions \(ucalgary.ca\)](#)

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, January 19, 2023**. Last day add/swap a course is **Friday, January 20, 2023**. The last day to withdraw from this course is **Wednesday, April 12, 2023** [University of Calgary : Academic Schedule \(ucalgary.ca\)](#)