



PSYC 501.23

Introduction to Eating Disorders

Fall 2013

Instructor:	Laurel M. Wallace	Lecture Location:	EDC 276
Phone:	N/A	Lecture Days/Time:	TR 9:30 – 10:45
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Office Hours:	By appointment		

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), treatment (how we intervene), and implications (the effects that disorders have on the individual and their family). 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, 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 205 or Psyc 200 and 201 (Principals of Psychology I & II)
Psyc 312 (Experimental Design and Quantitative Methods for Psychology) and consent of the Department

Required Text

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

The text will be available in the University Bookstore. Additional course readings will be posted on Blackboard.

Evaluation

Class participation	20%	Weekly
Article discussion and research critique	15%	Dates to be chosen Sept. 12
Research paper	40%	Due Dec. 5, 2013, by 4:30pm
Presentation	25%	Dates to be chosen Sept. 12

Class Participation (20% of course grade)

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

- (1) Coming to class, and arriving on time.
- (2) Completing the readings 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 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 and listen to others with an open mind.

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

Article Discussion and Research Critique (15% of course grade)

Article discussion (5% of course grade): Students will be responsible for leading the class in a brief discussion (10-12 minutes) of a selected article of the student's choice. The article must be a recent (2005 or later) empirical article that complements the topic/assigned readings of the relevant class. Students will be assigned the date of their article discussion during the second class (Sept. 12). If a student will be unable to attend class on the day of his/her discussion, he/she is responsible for letting the instructor know immediately so that an alternative date can be assigned, if appropriate. Students can trade discussion dates with classmates, but are responsible for letting the instructor know. Each student must post his/her selected article on Blackboard one week prior to the date of his/her discussion; all members of the class are expected to read the article prior to the discussion. The student who selected the article must also submit three written discussion questions to the instructor prior to the start of the discussion. Students are welcome to consider and integrate other assigned readings when formulating these questions, although each question should relate to the student's selected article in some way. Students will be evaluated on facilitating discussion with the class and handling questions from the class, as well as the quality of the three written questions. Missed discussions will receive a mark of 0.

Research critique (10% of course grade): The student will also be expected to write a brief summary and critique of the article. A hard copy of the critique is due to the instructor at the start of the class. Critiques not submitted on the day they are due will receive a mark of 0. Each research critique must be no more than 3 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.

Rubric for research critiques:

- (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? (5%)
- (2) Summarize the methodology. Who were the participants? What was done to measure the key variables? What is the research design? (5%)
- (3) Explain the hypotheses being tested (if applicable) and summarize the results in relation to the hypotheses. What was found, in relation to what was predicted? (5%)
- (4) Summarize the implications of the study, according to the discussion presented by the author(s). What did THEY conclude? (5%)
- (5) Indicate what you perceive to be the strengths and weaknesses of this study. What would you change in order to improve this study? (40%)
- (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? In what way do you think this study contributes to the field of eating disorders? (40%)

Research Paper (40% of course grade)

A major focus of the course is the research paper. It involves the following:

- (1) Select a topic of special interest related to eating disorders that is not covered extensively, or at all, in class.
- (2) Identify and explore a specific question, issue, or theory concerning the selected 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) Conduct a critical review of the research literature, including considering various models, theory, methodology, and data on a specific topic. Recognize strengths and weaknesses of various research. Analyse and integrate the material and generate your own conclusions, presented in a written document.

Students are required to submit a brief research proposal to the instructor by Oct. 1. Students are welcome to submit their proposal at an earlier date. The proposal should define the specific question, issue, or theory concerning the selected topic that will be examined, and outline details of the chosen topic and related issues/questions that will be addressed by the paper. The proposal 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. The proposal should be approximately one page, and should not exceed two pages. The purpose of the proposal is to outline your idea for your research paper and subsequently receive constructive feedback from the instructor prior to writing the research paper. The proposal will not be graded; however, students who do not submit a proposal will receive a 5% deduction from the total score of their research paper.

A hard copy of the research paper is due by Thursday, Dec. 5, at 4:30pm. Papers can be submitted to the instructor in class or dropped off at the Psychology Main Office. The paper must be typed, double-spaced, 12-point font, 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 and title page). 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*. Late submissions will be subject to a penalty of 10% per day, including weekends.

Presentation (25% of course grade)

Students will provide a presentation based on the topic of their research paper. The presentation does not have to cover the entirety of the material discussed in the research paper. Each presentation will be approximately 18-22 minutes, including discussion and questions. (Specific presentation time will be confirmed following determination of class size.) In your presentation, you will have the opportunity to identify and review relevant research 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. If you fail to appear for your assigned presentation on the designated date, you will receive a score of 0.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance*. An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance*. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

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 Lecture Schedule

Schedule is subject to change.

Date	Topic	Readings <i>(Note: Students will assign additional readings for article discussions and seminar presentations)</i>
T Sep 10	Lecture Begins Introduction and overview.	
R Sep 12	Classification of eating disorders. **Article discussion dates assigned.	Ch. 19, 21 Keel, P. K., et al. (2012). Empirical classification of eating disorders. <i>Annual Review of Clinical Psychology, 8</i> , 381-404.
T Sep 17	Epidemiology, course, and comorbidity. **Select research paper topic.	Ch. 24 Eddy, K. T., et al. (2008). Diagnostic crossover in anorexia nervosa and bulimia nervosa: Implications for DSM-V. <i>American Journal of Psychiatry, 16</i> , 245-250. Hudson, J. I., et al. (2007). The prevalence and correlates of eating disorders in the National Comorbidity Survey Replication. <i>Biological Psychiatry, 61</i> , 348-358.
R Sep 19	Theories of etiology and maintenance.	Becker, A. E., et al. (2002). Eating behaviours and attitudes following prolonged exposure to television among ethnic Fijian adolescent girls. <i>British Journal of Psychiatry, 180</i> , 509-514. Fairburn, C. G., et al. (2003). Cognitive behaviour therapy for eating disorders: A “transdiagnostic” theory and treatment. <i>Behaviour Research and Therapy, 41</i> , 509-528. Rieger, E., et al. (2010). An eating disorder-specific model of interpersonal psychotherapy (IPT-ED): Causal pathways and treatment implications. <i>Clinical Psychology Review, 30</i> , 400-410.
<i>F Sep 20</i>	<i>Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.</i>	
<i>M Sep 23</i>	<i>Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.</i>	
T Sep	Role of the family.	Ch. 5

24	Article discussion(s).	Le Grange, D., et al. (2010). Academy for Eating Disorders position paper: The role of the family in eating disorders. <i>International Journal of Eating Disorders</i> , 43, 1-5.
R Sep 26	Childhood experiences and adolescent development. Article discussion(s).	Eisenberg, M. E., et al. (2006). Weight-teasing and emotional well-being in adolescents: Longitudinal findings from Project EAT. <i>Journal of Adolescent Health</i> , 38, 675-683. Markey, C. N. (2010). Invited commentary: Why body image is important to adolescent development. <i>Journal of Youth and Adolescence</i> , 39, 1387-1391.
<i>F Sep 27</i>	<i>Fee payment deadline for Fall Term full and half courses.</i>	
T Oct 1	Eating, biological mechanisms, and medical complications. Article discussion(s). **Research paper proposal due.	Ch. 3, 7, 8
R Oct 3	Genetics and epigenetics. Article discussion(s).	Ch. 2 Campbell, I. C., et al. (2011). Eating disorders, gene-environment interactions and epigenetics. <i>Neuroscience and Biobehavioral Reviews</i> , 35, 784-793.
T Oct 8	Prevention and detection. Article discussion(s).	Ch. 5 Stice, E., et al. (2007). A meta-analytic review of eating disorder prevention programs: Encouraging findings. <i>Annual Review of Clinical Psychology</i> , 3, 207-231.
R Oct 10	Eating disorders and obesity. Article discussion(s).	Ch. 6 Sanchez-Carracedo, D., et al. (2012). Integrated prevention of obesity and eating disorders: Barriers, developments and opportunities. <i>Public Health Nutrition</i> , 15, 1-15.
<i>M Oct 14</i>	<i>Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>	
T Oct 15	Treatment-seeking: Barriers and issues. Article discussion(s).	Crisp, A. (2005). Stigmatization of and discrimination against people with eating disorders including a report of two nationwide surveys. <i>European Eating Disorders Review</i> , 13, 147-152. Guarda, A. S., et al. (2007). Perceived coercion and change in perceived need for admission in patients hospitalized for eating disorders. <i>American Journal of Psychiatry</i> , 164, 108-114.
R Oct 17	Treatment: Research-practice gap. Article discussion(s).	Lilienfeld, S. O., et al. (2013). The research-practice gap: Bridging the schism between

		<p>eating disorder researchers and practitioners. <i>International Journal of Eating Disorders</i>, 46, 386-394.</p> <p>Waller, G. W., et al. (2012). What cognitive behavioral techniques do therapists report using when delivering cognitive behavioral therapy for the eating disorders? <i>Journal of Consulting and Clinical Psychology</i>, 80, 171-175.</p>
T Oct 22	Treatment: Psychotherapy. Article discussion(s).	Ch. 10, 14, 15
R Oct 24	Treatment: Family based care. Article discussion(s).	Ch. 11, 13
T Oct 29	Eating disorders as addictions. Article discussion(s).	<p>Davis, C., et al. (2011). Evidence that 'food addiction' is a valid phenotype of obesity. <i>Appetite</i>, 57, 711-717.</p> <p>Wilson, G. T. (2010). Eating disorders, obesity and addiction. <i>European Eating Disorders Review</i>, 18, 341-351.</p>
R Oct 31	Seminar presentations.	
T Nov 5	Seminar presentations.	
R Nov 7	Seminar presentations.	
<i>M Nov 11</i>	<i>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>	
<i>Nov 9-12</i>	<i>Reading Days. No lectures.</i>	
R Nov 14	Seminar presentations.	
T Nov 19	Seminar presentations.	
R Nov 21	Seminar presentations.	
T Nov 26	Seminar presentations.	
R Nov 28	Seminar presentations.	
T Dec 3	<i>"Eating disorders: What pediatricians and parents should know."</i> (Video presentation)	
R Dec 5	Moving Forward: Changing the culture. **Research paper due. <i>Fall term lectures end.</i>	Ch. 25, 26, 27, 28
<i>F Dec 6</i>	<i>Last day to withdraw with permission from Fall term half courses.</i>	
<i>Dec 9-19</i>	<i>Fall term exam period.</i>	

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; no reappraisal of term work is permitted after the 15 days. 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.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under

exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

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.

Student Union VP Academic: Phone: 403-220-3911

suvpaca@ucalgary.ca

Student Union Faculty Rep.: Phone: 403-220-3913

socialscirep@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombuds provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **September 20, 2013**. Last day for registration/change of registration is **September 23, 2013**. The last day to withdraw from this course is **December 6, 2013**.