



Department of Psychology
Psychology 501.23 – Introduction to Eating Disorders
Winter 2010 – Course Outline (revised Jan. 8, 2010)

Lectures:	MWF 13:00 - 13:50	Lecture Room:	Admin 253
Instructor:	Dr. K. M. von Ranson	E-mail:	kvonrans@ucalgary.ca
Office Hours:	By appointment (see me before or after class, or email me)	Phone:	403-220-7085
		Office:	Admin 257A

Course description

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 critically evaluating eating disorder-related research. The format of the class includes lectures, discussion, and student presentations. This is a seminar course, so students are expected to arrive prepared and contribute actively throughout.

Course objectives

By the end of this course, students will be able to describe the characteristic symptoms of eating disorders and related issues (e.g., body image, body dysmorphic disorder), as well as some key psychological theories, treatment and prevention strategies, and research findings. Throughout the course, students will be expected to effectively communicate their ideas and thinking in written form, in formal presentations, and in informal discussions.

Prerequisites

Psyc 312 - Experimental Design and Quantitative Methods for Psychology, and consent of the Department

Required text

Wonderlich, S., Mitchell, J. E., de Zwaan, M., & Steiger, H. (Eds.). *Annual Review of Eating Disorders: Part 2 – 2008*. Oxford, U. K.: Radcliffe Publishing Ltd. This textbook is available in the University Bookstore.

In addition, the course materials include journal articles that will be available on the course website (<https://blackboard.ucalgary.ca>). These required readings are listed in the course schedule below.

Evaluation

Participation: 20% of course grade

In-class presentation: 15% of course grade

Research critiques (3): 15% of course grade in total (5% each)

Seminar paper: 50% of course grade in total

Class participation:

As this is a seminar, it is expected that students will prepare for and participate in class discussion.

Effective participation involves:

- (1) Coming to class, and arriving on time.
- (2) Doing the reading and the assigned written work before class.
- (3) Taking notes on the readings and other assignments to help you organize your thoughts as you make points in class.
- (4) Coming to 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.

IMPORTANT NOTE: Attendance is required. If you miss more than one class, please provide me with a University excuse (see below).

Dr. von Ranson will provide feedback and provisional class participation marks to each student midway through the course to let each student know how he or she is doing. Students who attend and actively and thoughtfully participate in each class discussion, as described above, will achieve full credit for participation.

Research critiques:

To facilitate class discussion and to help students improve their writing, each student will complete three short writing assignments between January 11th and March 19th. For these assignments, I will ask you to find one recent (2006 or later) empirical article (e.g., in *Journal of Abnormal Psychology*, *Journal of Consulting and Clinical Psychology*, *Behaviour Research and Therapy*, *International Journal of Eating Disorders*, or *European Eating Disorders Review*) pertaining to the assigned readings for a class, and to write a 2-page summary and critique of the article. A hard copy of the critique is due at the start of the relevant class. If a student is unable to attend class on the day a research critique is due, he or she is responsible for trading dates with a classmate and letting Dr. von Ranson 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. In writing your research critiques, make sure that you do the following.

- (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?
- (2) Explain the hypotheses being tested. What specifically is being predicted, based on the rationale?
- (3) Summarize the methodology. Who were the participants? What was done to measure the key variables? What is the research design?
- (4) Summarize the results in relation to the hypotheses. What was found, in relation to what was predicted?

- (5) Summarize the implications of the study, according to the discussion presented by the author(s). What did THEY conclude?
- (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?

Note: Each research critique must be no more 2 pages long, double-spaced, with 11- to 12-point font and a minimum of 1-inch margins. Remember that you are providing a summary and critical analysis, not a retelling, of the study.

Seminar Paper: (200 possible points in total, divided as indicated below)

A major focus of the course is the Seminar Paper. It has six purposes:

- (1) To enable students 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 students to explore a specific question, issue, or theory concerning a topic. For example, a paper on *Dieting* is not acceptable; 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 students to integrate information and ideas from class material with their own specific interests.
- (4) To enable students to conduct a critical, integrative review of the 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 students to receive and use intensive direction about their research and writing.
- (6) To provide a basis for the student's class presentation.

Possible Topics for Seminar Papers

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

Proposal (25 points).

Each student is required to select a paper topic and submit a written proposal by the start of class on **Friday, January 29th**. 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 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. Students are encouraged to meet with Dr. von Ranson by January 28th to discuss possible topic, sources, etc.

First Draft (75 points).

The paper is due by the start of class on **Friday, March 12th**. 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 **maximum length is 20 pages**. 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 5 points 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***. Students are encouraged to meet with Dr. von Ranson to discuss this paper as it is being researched and written.

Between March 12th and March 26th, that is, in most instances before the student has to make her/his in-class presentation, Dr. von Ranson will critically evaluate each paper and write down recommendations for revision. The paper and written evaluation(s) will be returned by the start of class on March 26th, 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) Dr. von Ranson's feedback on the paper; (2) independent efforts by the student; and (3) in some cases, feedback from students and from Dr. von Ranson in the course of class presentations.

The maximum length of the completed paper is 20 pages, double-spaced, with 1-inch margins and APA-style citations and references. The completed seminar paper 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 **Monday, April 19th**. This is the last time in the semester at which Dr. von Ranson can accept student work; late submissions will receive a grade of 0. ***Students must turn in a completed, good faith revision of their first effort in order to pass the class.***

Class Presentation:

Presentations in 400-level psychology courses are common. The 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 (such as medical school, business school, or a master's or doctoral program) or the business world.

During the last four weeks of class, students will present material from their seminar papers. The in-class presentations will be 20-25 minutes long, including at least 5 minutes for discussion and/or questions. Each student **must** meet at least two weeks beforehand with Dr. von Ranson to propose an outline and a strategy for the material to be presented, as well as to select something for other students to read in

preparation for the presentation. Missed presentations will receive a grade of 0. In the unfortunate event that a student is unable to attend class on the day of his/her presentation, he/she is responsible for trading with a classmate and informing Dr. von Ranson in advance.

Very Important Notes with Respect to Grading

This is a discussion-based course. The discussions will rely heavily on the assigned work, so ***it is crucial that all assigned readings and papers be completed on time.***

All work must be handed in, even if it is late. ***Failure to hand in any assignment results 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 Dr. von Ranson. 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 the student’s own 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%

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 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

Date	Topic	Readings
M Jan 11	<i>Winter Lectures begin</i> Introduction, organization, course goals	
W Jan 13	Anorexia nervosa – symptoms and diagnosis	American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders (4th ed., text revision; DSM-IV-TR). Washington, DC: Author. pp. 583-589
F Jan 15	Bulimia nervosa – symptoms and diagnosis	DSM-IV-TR, pp. 589-594
M Jan 18	EDNOS – symptoms and diagnosis	DSM-IV-TR, pp. 594-595 Fairburn & Bohn (2004). Eating disorder not otherwise specified: An example of the troublesome “not otherwise specified” category in DSM-IV. <i>Behaviour Research and Therapy</i> , 43, 691-701. Thomas, Vartanian & Brownell (2009). Relationship

		between EDNOS and officially diagnosed EDs: Meta-analysis and implications for DSM-V. <i>Psychological Bulletin</i> , 135, 407-433.
W Jan 20	Binge eating disorder – symptoms and diagnosis	DSM-IV-TR, pp. 785-787 Striegel-Moore & Franko (2008). Should BED be included in the DSM-V? <i>Annual Review of Clinical Psychology</i> , 4, 305-324.
F Jan 22	Classification of eating disorders - I	Eddy et al. (2008). Diagnostic crossover in anorexia nervosa and bulimia nervosa: Implications for DSM-V. <i>The American Journal of Psychiatry</i> , 165, 245-250. Wonderlich et al. (2007). Eating disorder diagnoses: Empirical approaches to classification. <i>American Psychologist</i> , 62, 167-180.
M Jan 25	Classification of eating disorders – II & epidemiology	Williamson, Gleaves, & Stewart (2005). Categorical versus dimensional models of eating disorders: An examination of the evidence. <i>International Journal of Eating Disorders</i> , 37, 1-10. Keski-Rahkonen et al. (2008). Epidemiology of eating disorders. <i>Annual Review of Eating Disorders [ARED]</i> , 58-68.
W Jan 27	Sociocultural influences <i>Last day to drop a course with no W grade and tuition refund.</i>	Keel & Gravener (2008). Sociocultural influences on eating disorders. <i>ARED</i> , 43-57.
F Jan 29	Eating disorders as culture-bound syndromes Paper proposals due	Lee (2001). Fat phobia in anorexia nervosa: Whose obsession is it? In M. Nasser, M. A. Katzman, & R. A. Gordon (Eds.), <i>Eating disorders and cultures in transition</i> (pp. 40-54). New York: Taylor & Francis.
M Feb 1	Ethnicity, body image, and disordered eating <i>Last day for registration/change of registration.</i>	Paxton & Heinicke (2008). Body image. <i>ARED</i> , 69-83. Cachelin, Dohm & Brown (2009). Eating disorders in ethnic minority women: A review of the emerging literature. <i>Current Psychiatry Reviews</i> , 5, 182-193.
W Feb 3	Males, body image, and disordered eating - I	Carlat, Camargo & Herzog (1997). Eating disorders in males: A report on 135 patients. <i>American Journal of Psychiatry</i> , 154, 1127-1132.
F Feb 5	Males, body image, and disordered eating - II	DSM-IV-TR (2000), pp. 507-510 [Body dysmorphic disorder] Pope, Katz & Hudson (1993). Anorexia nervosa and "reverse anorexia" among 108 male bodybuilders. <i>Comprehensive Psychiatry</i> , 34, 406-409.
M Feb 8	Eating disorders and addiction	von Ranson & Cassin (2007). Eating disorders and addiction: Theory and evidence. In J. S. Rubin (Ed.), <i>Eating Disorders and Weight Loss Research</i> (pp. 1-37). Hauppauge, NY: Nova Science Publishers.
W Feb 10	Aetiology	Polivy & Herman (2002). Causes of eating disorders.

		<i>Annual Review of Psychology, 53(1), 187-213.</i>
F Feb 12	Topic TBA	
M Feb 15	<i>Reading Days. No lectures.</i>	
W Feb 17	<i>Reading Days. No lectures.</i>	
F Feb 19	<i>Reading Days. No lectures.</i>	
M Feb 22	Culture and mass media - I	Grabe, Ward & Hyde (2008). The role of the media in body image concerns among women. <i>Psychological Bulletin, 134, 460-476.</i> Becker et al. (2002). Eating behaviours and attitudes following prolonged exposure to television among ethnic Fijian adolescent girls. <i>British Journal of Psychiatry, 180, 509-514.</i>
W Feb 24	Culture and mass media - II	O'Hara & Smith (2007). Presentation of eating disorders in the news media. <i>Patient Education and Counseling, 68, 43-51.</i>
F Feb 26	Family factors	Eisler (1995). Family models of eating disorders. In G. Szmukler, C. Dare, & J. Treasure (Eds.), <i>Handbook of eating disorders: Theory, treatment, and research</i> (pp. 155-176). Chichester, UK: John Wiley.
M Mar 1	Psychological factors: Personality Midterm feedback re class participation by today	von Ranson (2008). Personality and eating disorders. <i>ARED, 84-96.</i>
W Mar 3	Eating disorders as culture-bound syndromes	Keel & Klump (2003). Are eating disorders culture-bound syndromes? Implications for conceptualizing their etiology. <i>Psychological Bulletin, 129(5), 747-769.</i>
F Mar 5	Behavior genetics	Culbert et al. (2008). Genetics of eating disorders. <i>ARED, 27-42.</i>
M Mar 8	Psychobiology	Favaro et al. (2008). Psychobiology of eating disorders. <i>ARED, 1-26.</i> Treasure & DesForges (2008). Neuroimaging. <i>ARED, 97-109</i>
W Mar 10	Treatment - I	Wilson, Grilo, & Vitousek (2007). Psychological treatment of eating disorders. <i>American Psychologist, 62(3), 199-216.</i> von Ranson & Robinson (2006). Who is providing what type of psychotherapy to eating disorder clients? A survey. <i>International Journal of Eating Disorders, 39(1), 27-34.</i>
F Mar 12	Treatment - II Seminar Paper first draft due	Pike et al. (2008). Treatment for anorexia nervosa. <i>ARED, 137-148.</i> Wilson & Bannon (2008). Treatment of bulimia nervosa. <i>ARED, 125-136.</i> Schmidt (2008). Cognitive-behavioural approaches in adolescent AN & BN. <i>Psychiatric Clinics of North</i>

		<i>America, 18, 147-158.</i>
M Mar 15	Prevention	Shaw, Stice & Becker (2008). Preventing eating disorders. <i>Psychiatric Clinics of North America, 18, 199-207.</i>
W Mar 17	Implications and outcomes	Steinhausen (2008). Outcome of eating disorders. <i>Psychiatric Clinics of North America, 18, 225-242.</i>
F Mar 19	Eating disorders in children	Overas et al. (2008) Eating disorders in children and adolescents. <i>ARED, 110-124.</i>
M Mar 22	Risk factors: A broad look	Striegel-Moore & Bulik (2007). Risk factors for eating disorders. <i>American Psychologist, 62(3), 181-198.</i>
W Mar 24	Topic TBA	Readings to be announced
F Mar 26	student presentation	Readings to be announced for all presentations
M Mar 29	student presentation Seminar Paper first drafts returned by today	
W Mar 31	student presentation	
F Apr 2	<i>Good Friday. No lectures. University closed.</i>	
M Apr 5	student presentation	
W Apr 7	student presentation	
F Apr 9	student presentation	
M Apr 12	student presentation	
W Apr 14	student presentation	
F Apr 16	Integration and wrap-up <i>Winter Session Lectures end. Last day to withdraw.</i>	
M Apr 19	Seminar Paper due to Dr. von Ranson's mailbox by 4:30 pm	

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.

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>

Primary assembly point for Administration classrooms: Social Science Food Court; secondary assembly point: ICT Food Court

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

Important Dates:

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Jan 22nd, 2010**. Last day for registration/change of registration is **Jan 26th, 2010**. The last day to withdraw from this course is **Apr 16th, 2010**.