

**PSYC 501.23**
**Introduction to Eating Disorders**
**Winter 2024**
**Instructor:** Kristin von Ranson, Ph.D.

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**Office Hours:** By appointment

**Lecture Location:** AD 248

**Lecture Days/Time:** TR 11:00 AM-12:15 PM

**Course Description**

This course introduces students to major topics in the eating disorders field, including core and associated symptoms (what eating disorders and related problems look like), diagnoses (how we classify eating disorders), aetiology (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, 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. The course is designed to foster an environment where we all can actively learn about eating disorders via research and writings on selected current topics and controversies. The course is structured for learning to occur in multiple ways, such as via readings, discussions, lectures, videos, writing assignments, and student presentations. To get the most out of this seminar course, it is critical that you arrive prepared for each class and contribute actively throughout.

By the end of this course, you will be able to describe the characteristic symptoms of eating disorders and discuss 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 in class discussions, in written form, and in a formal presentation.

**Course Learning Outcomes**

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes>), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Critically evaluate information, ideas, and assumptions comprehensively and from diverse perspectives	Thought questions; article discussions; research paper; oral presentation	2	A
Describe, compare, and synthesize related psychological theories, ideas, and research findings	Research paper; oral presentation	3	A
Write an accurate, clear, concise, and convincing paper with no grammatical errors and using bias-free language	Research paper	4	A
Effectively present information to an academic audience	Research paper; oral presentation	4	A

Develop skills in leading and facilitating discussions	Article discussions; oral presentation	4	A
Interpret, evaluate, and communicate psychological information and findings	Article discussions; research paper; oral presentation	5	A
Identify and discuss multicultural issues and issues related to equity, diversity, and inclusion	Article discussions; research paper; oral presentation	8	C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity, and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### 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 also 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

Psychology 300 and 301 (Research Methods and Data Analysis in Psychology I and II), admission to the Psychology Honours program, and consent of the Department.

### Required Text

Keel, P. K. (2017). *Eating disorders* (2<sup>nd</sup> edition.). Oxford University Press. This e-book is available via the University of Calgary library; gain access via D2L: <https://d2l.ucalgary.ca>.

Additional readings are available via D2L.

### Assessment Methods

Course Component	Percent of Course Grade	Due Date
Thought questions	10%	Semiweekly, 24 hours before each class
Class participation	15%	Semiweekly
Article leading	20%	Dates to be chosen by January 11
Oral presentation	20%	To be determined
Research proposal	See section 4 below	February 1, 8:59 AM
Research paper	35%	April 9, 10:59 AM

1. **Thought Questions (15 x 0.67 = 10%).** You must post a thought question on D2L by 10:59 AM the day prior to each discussion-based class (i.e., Jan. 15 through March 11). Your goal is to identify and post an issue, criticism, or stimulating thought related to that week's readings. Thought questions may be a maximum of one paragraph long. Your thought questions will help prepare you to discuss the readings. Your question must be unique, so be sure to leave time before posting to read

everyone's thought questions before coming to class. Your question can focus on one reading or multiple readings for the same class. Plus, reading others' thought questions will help you prepare for class discussion. Late submissions will receive a mark of 0% without instructor approval.

2. **Class Participation (15 x 1 = 15%)**. You are expected to participate actively in class by contributing substantively to discussions in each discussion-based class (classes 3-17). Substantive contributions (e.g., original thoughts, questions, ideas) will receive a 1% mark per class; minimal (i.e., merely agreeing) or no contributions will receive 0% per class. To participate substantively, prepare comments and questions for each class. The aim of this course is to practice relying upon *evidence* and *sound reasoning* as much as possible in our class discussions. With that in mind, make comments and ask questions based on the facts and arguments presented in the assigned readings, as well as your thoughts, opinions, and experiences. To provide a safe, productive environment for discussion, please present questions and comments in a respectful manner and listen to others with an open mind. Listen carefully to others and leave ample time for others to speak.
3. **Article Leading (20%)**. To enhance your critical analysis skills and deepen your understanding of eating disorders, you will lead the class in a ~30-35-minute discussion of a reading. As the precise duration may vary, at the start of class, please ask me how much time you will have. The available readings are marked with an asterisk (\*) in the schedule. Your goals are to: (1) help fellow students identify and understand key concepts and issues in the article, (2) seek opportunities to integrate concepts with your previous knowledge, (3) create interest and discussion, including by guiding classmates to critically evaluate the reading. You may integrate classmates' thought questions into the discussion, such as by inviting them to elaborate on their thought question. During class:
  - Spend  $\leq 2$  minutes recapping highlights of the reading (i.e., key details). Do not summarize the entire reading. Assume everyone will have read it.
  - Guide the class through the key issues, without rushing or cutting off productive discussion, by asking open-ended questions. Don't be afraid to wait a bit to give your classmates to respond.
  - Highlight 1-2 key take-home messages of the reading ( $\leq 2$  minutes).

You will be marked on your preparation, quality of your questions, and success at generating discussion. If you trade discussion dates with a classmate, you must inform the instructor. If you switch dates with another student, you must inform the instructor in advance. Missed article leads will receive a mark of 0% without instructor approval.

4. **Research Paper (35%)**. You will write a paper critically reviewing the research literature on a topic of your choice related to eating disorders. Identify and explore a specific question, issue, or theory concerning the selected topic. (For example, a paper on *Dieting* is too general; a paper on *Is Dieting a Risk Factor for Disordered Eating?* or *Dieting and Binge-Eating Disorder* are acceptable topics because they involve a question, issue, or theory.) Identify strengths and limitations of existing research. Analyse and integrate the material and generate your own conclusions.
  - a. You are required to submit a 1- to 2-page, ungraded research proposal to the instructor via the D2L Dropbox by February 1 at 8:59 AM. The purpose of the proposal is to outline your research paper idea and permit me to provide you preliminary feedback. In the proposal, identify the specific question, issue, or theory concerning the selected topic you will examine, and provide an outline of how you will address the topic. Include 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 representing initial sources. References should be research articles, book chapters, or special topic books. Don't rely heavily on a textbook (e.g., introductory or abnormal psychology) or popular press articles or books. The proposal must

not exceed two pages. Students who do not submit a proposal or submit it late without the instructor's permission will receive a 5% deduction from the total score of their research paper.

- b. The 10- to 12-page research paper (excluding references and title page) must be submitted to the course D2L Dropbox by April 9 at 10:59 AM. The paper must be typed, double-spaced, use 12-point font, with 1-inch margins, and be formatted using APA 7<sup>th</sup> ed. style (e.g., headings, citations, and references). The paper must include a title page listing your name, student ID number, date, and the course number. To encourage the integration of empirical papers and with appropriate exceptions (e.g., a paper on the history of bulimia nervosa), at least 5 of the cited references must be research papers presenting statistical results from research-oriented scientific journals. Without instructor approval, late submissions will be penalized 10% per day, including weekends.
5. **Oral Presentation (20%)**. Presentations provide students an opportunity to practice and obtain feedback on their oral communication skills. You will provide a presentation based on your research paper using PowerPoint. The presentation does not have to cover all the material discussed in the research paper. You will have 10-11 minutes to present your major findings, plus 4-5 minutes for questions and discussion. 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. An effective presentation will include an interesting, clear, well-organized delivery of material and will stimulate class participation through discussion points, activities, exercises, etc. You must provide the instructor an electronic copy of your slides by 8:59AM the day of your presentation. If you switch dates with another student, you must inform the instructor in advance. Late or missed submission of presentation slides will receive a deduction of 10% from your presentation mark, without prior instructor approval. Late or missed presentations will receive a mark of 0% without prior instructor approval.

Once approved by the course instructor, and at their discretion, alternative arrangements for missed assessments may be considered. <https://www.ucalgary.ca/pubs/calendar/current/g-1-2.html>. Students may be asked for documentation <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>.

### **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:

<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>.

### **Department of Psychology Criteria for Letter Grades**

Psychology course instructors 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%

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

Class	Date	Topic	Readings
1	T Jan 9	Describing eating disorders	Keel, chapters 1, 2
2	R Jan 11	Epidemiology, aetiology and maintenance **Select article leads, presentation dates	Keel, chapters 3, 4 Hay, P., Aouad, P., Le, A. et al. (2023). Epidemiology of eating disorders: Population, prevalence, disease burden and quality of life informing public policy in Australia—A rapid review. <i>Journal of Eating Disorders</i> , 11, 23. <a href="https://doi.org/10.1186/s40337-023-00738-7">https://doi.org/10.1186/s40337-023-00738-7</a> Bryant, E., Spielman, K., Le, A. et al. (2022). Screening, assessment and diagnosis in the eating disorders: Findings from a rapid review. <i>Journal of Eating Disorders</i> , 10, 78. <a href="https://doi.org/10.1186/s40337-022-00597-8">https://doi.org/10.1186/s40337-022-00597-8</a>

3	T Jan 16	Social and cultural influences **First thought question due 1/15	Keel, chapters 5, 6 Barakat, S., McLean, S.A., Bryant, E. et al. (2023). Risk factors for eating disorders: Findings from a rapid review. <i>Journal of Eating Disorders</i> , 11, 8. <a href="https://doi.org/10.1186/s40337-022-00717-4">https://doi.org/10.1186/s40337-022-00717-4</a> Rodgers, R. F., Berry, R., & Franko, D. L. (2018). Eating disorders in ethnic minorities: An update. <i>Current Psychiatry Reports</i> , 20(10), 90–90. <a href="https://doi.org/10.1007/s11920-018-0938-3">https://doi.org/10.1007/s11920-018-0938-3</a>
4	R Jan 18	Psychological & biological influences	<b>Last day to drop a class without financial penalty</b> Keel, chapters 7, 8 Neyland, M. H., Shank, L. M., & Lavender, J. M. (2020). Theoretical development and maintenance models of binge eating. In G. K. W. Frank & L. A. Berner (Eds.), <i>Binge Eating: A transdiagnostic psychopathology</i> (pp. 69-82). Springer, Cham. Klump, K. L., Culbert, K. M., Johnson, A. W., & Sisk, C. L. (2023). Ovarian hormones and binge eating in adulthood: Summary of findings and implications for individual differences in risk in women. <i>Current Directions in Psychological Science</i> , 32(6). <a href="https://doi.org/10.1177/09637214231192835">https://doi.org/10.1177/09637214231192835</a>
	F Jan 19		<b>Last day to add or swap a course</b>
5	T Jan 23	Treatment & prevention; course & outcome **Lived experience speaker Emily	Keel, chapters 9, 10, 11, 12 Miskovic-Wheatley, J., Bryant, E., Ong, S.H. et al. (2023). Eating disorder outcomes: Findings from a rapid review of over a decade of research. <i>Journal of Eating Disorders</i> , 11, 85. <a href="https://doi.org/10.1186/s40337-023-00801-3">https://doi.org/10.1186/s40337-023-00801-3</a>
6	R Jan 25	Medical issues	*Riddle, M. C., & Safer, J. D. (2022). Medical considerations in the care of transgender and gender diverse patients with eating disorders. <i>Journal of Eating Disorders</i> , 10, 178. <a href="https://doi.org/10.1186/s40337-022-00699-3">https://doi.org/10.1186/s40337-022-00699-3</a> *Vo, M., & Golden, N. (2022). Medical complications and management of atypical anorexia nervosa. <i>Journal of Eating Disorders</i> , 10, 196. Treasure, J., Duarte, T. A., & Schmidt, U. (2020). Eating disorders. <i>The Lancet</i> (British Edition), 395(10227), 899–911.
	F Jan 26		<b>Fee payment deadline for Winter Term full and half courses.</b>
7	T Jan 30	Classification issues (1)	*D'Adamo, L., Smolar, L., Balantekin, K.N. et al. (2023). Prevalence, characteristics, and correlates of probable avoidant/restrictive food intake disorder among adult respondents to the National Eating Disorders Association online screen: A cross-sectional study. <i>Journal of Eating Disorders</i> , 11, 214. <a href="https://doi.org/10.1186/s40337-023-00939-0">https://doi.org/10.1186/s40337-023-00939-0</a> *Forrest, L., Jacobucci, R., & Grilo, C. (2022). Empirically determined severity levels for binge-eating disorder outperform existing severity classification schemes. <i>Psychological Medicine</i> , 52(4), 685-695. doi:10.1017/S0033291720002287
8	R Feb 1	Classification issues (2) **8:59AM: research proposal due	*Asaria, A. 'Terminal anorexia': a lived experience perspective on the proposed criteria. <i>Journal of Eating Disorders</i> , 11, 222 (2023). <a href="http://doi.org/10.1186/s40337-023-00935-4">http://doi.org/10.1186/s40337-023-00935-4</a> *Negi, S., Thomeczek, M. L., Chen, Y., Sharma, A. R., & Forbush, K. T. (2023). Compensatory eating disorder and full threshold DSM eating disorders: A comparison of eating-disorder-related psychiatric impairment and symptomatology. <i>Eating Behaviors : An International Journal</i> , 51, 101823-. <a href="https://doi.org/10.1016/j.eatbeh.2023.101823">https://doi.org/10.1016/j.eatbeh.2023.101823</a>

9	T Feb 6	Gender	<p>* Quiñones, I. C., Selkie, E., Mammel, K. A., Haedt-Matt, A., Klump, K. L., Burt, S. A., &amp; Van Huysse, J. L. (2023). Disordered eating in transgender and gender non-conforming youth: A comparison to community-based and clinical samples. <i>European Eating Disorders Review</i>.  <a href="https://doi.org/10.1002/erv.3045">https://doi.org/10.1002/erv.3045</a></p> <p>*Romito, M., Salk, R. H., Roberts, S. R., Thoma, B. C., Levine, M. D., &amp; Choukas-Bradley, S. (2021). Exploring transgender adolescents' body image concerns and disordered eating: Semi-structured interviews with nine gender minority youth. <i>Body Image</i>, 37, 50–62.  <a href="https://doi.org/10.1016/j.bodyim.2021.01.008">https://doi.org/10.1016/j.bodyim.2021.01.008</a></p>
10	R Feb 8	Eating disorders and obesity	<p>*Boutelle, K. N., Pasquale, E. K., Strong, D. R., Eichen, D. M., &amp; Peterson, C. B. (2023). Reduction in eating disorder symptoms among adults in different weight loss interventions. <i>Eating Behaviors : An International Journal</i>, 51, 101787–101787.  <a href="https://doi.org/10.1016/j.eatbeh.2023.101787">https://doi.org/10.1016/j.eatbeh.2023.101787</a></p> <p>*Mensinger, J. L., Calogero, R. M., &amp; Tylka, T. L. (2016). Internalized weight stigma moderates eating behavior outcomes in women with high BMI participating in a healthy living program. <i>Appetite</i>, 102, 32–43.  <a href="https://doi.org/10.1016/j.appet.2016.01.033">https://doi.org/10.1016/j.appet.2016.01.033</a></p>
11	T Feb 13	Genetics	<p>*Bulik, C. M., Coleman, J. R. I., Hardaway, J. A., Breithaupt, L., Watson, H. J., Bryant, C. D., &amp; Breen, G. (2022). Genetics and neurobiology of eating disorders. <i>Nature Neuroscience</i>, 25(5), 543–554.  <a href="https://doi.org/10.1038/s41593-022-01071-z">https://doi.org/10.1038/s41593-022-01071-z</a></p> <p>*Pascoe, L. A., Mikhail, M. E., Burt, S. A., Culbert, K. M., &amp; Klump, K. L. (2023). Shared genetic influences between eating disorders and gastrointestinal disease in a large, population-based sample of adult women and men. <i>Psychological Medicine</i>, 1–12. Advance online publication. <a href="https://doi.org/10.1017/S003329172300301X">https://doi.org/10.1017/S003329172300301X</a></p>
12	R Feb 15	Microbiome; Cost	<p>*Frank, G. K. W., Shott, M. E., Stoddard, J., Swindle, S., &amp; Pryor, T. L. (2021). Association of brain reward response with body mass index and ventral striatal-hypothalamic circuitry among young women with eating disorders. <i>JAMA Psychiatry</i> (Chicago, Ill.), 78(10), 1123–1133.  <a href="https://doi.org/10.1001/jamapsychiatry.2021.1580">https://doi.org/10.1001/jamapsychiatry.2021.1580</a></p> <p>*Streatfeild, J., Hickson, J., Austin, S. B., Hutcheson, R., Kandel, J. S., Lampert, J. G., ... &amp; Pezzullo, L. (2021). Social and economic cost of eating disorders in the United States: Evidence to inform policy action. <i>International Journal of Eating Disorders</i>, 54(5), 851-868.</p>
	Feb 18-24		Term Break, no classes
13	T Feb 27	Treatment (1)	<p>*Hilbert, A., Hoek, H. W., &amp; Schmidt, R. (2017). Evidence-based clinical guidelines for eating disorders: International comparison. <i>Current Opinion in Psychiatry</i>, 30, 423-437.</p> <p>*Bray, M., Heruc, G., Evans, L., &amp; Wright, O. R. L. (2023). The imperative of collaboration: Lived experience perspectives on team approaches in outpatient eating disorder treatment. <i>The International Journal of Eating Disorders</i>. <a href="https://doi.org/10.1002/eat.24084">https://doi.org/10.1002/eat.24084</a></p>
14	R Feb 29	Treatment (2)	<p>*Knyahnytska, Y. O., Blumberger, D. M., Daskalakis, Z. J., Zomorodi, R., &amp; Kaplan, A. S. (2019). Insula h-coil deep transcranial magnetic stimulation in severe and enduring anorexia nervosa (SE-AN): A pilot study. <i>Neuropsychiatric Disease and Treatment</i>, 15, 2247–2256.  <a href="https://doi.org/10.2147/NDT.S207630">https://doi.org/10.2147/NDT.S207630</a></p>



			*Farrell, N. R., Brosof, L. C., Vanzhula, I. A., Christian, C., Bowie, O. R., & Levinson, C. A. (2019). Exploring mechanisms of action in exposure-based cognitive behavioral therapy for eating disorders: The role of eating-related fears and body-related safety behaviors. <i>Behavior Therapy</i> , 50(6), 1125–1135. <a href="https://doi.org/10.1016/j.beth.2019.01.008">https://doi.org/10.1016/j.beth.2019.01.008</a>
15	T Mar 5	Social media	<p>* Sanzari, C. M., Gorrell, S., Anderson, L. M., Reilly, E. E., Niemiec, M. A., Orloff, N. C., Anderson, D. A., &amp; Holmes, J. M. (2023). The impact of social media use on body image and disordered eating behaviors: Content matters more than duration of exposure. <i>Eating Behaviors : An International Journal</i>, 49, 101722–101722. <a href="https://doi.org/10.1016/j.eatbeh.2023.101722">https://doi.org/10.1016/j.eatbeh.2023.101722</a></p> <p>* Fiuza, A., &amp; Rodgers, R. F. (2023). The effects of brief diet and anti-diet social media videos on body image and eating concerns among young women. <i>Eating Behaviors : An International Journal</i>, 51, 101811–101811. <a href="https://doi.org/10.1016/j.eatbeh.2023.101811">https://doi.org/10.1016/j.eatbeh.2023.101811</a></p>
16	R Mar 7	Longitudinal relationships (1)	<p>*Davis, H. A., Smith, Z. R., &amp; Smith, G. T. (2024). Longitudinal transactions between negative urgency and fasting predict binge eating. <i>Appetite</i>, 192, 107113–107113. <a href="https://doi.org/10.1016/j.appet.2023.107113">https://doi.org/10.1016/j.appet.2023.107113</a></p> <p>*Blundell, E., et al. (2024). Longitudinal pathways between childhood BMI, body dissatisfaction, and adolescent depression: An observational study using the UK Millenium Cohort Study. <i>The Lancet Psychiatry</i>, 11, 47–55. <a href="https://doi.org/10.1016/S2215-0366(23)00365-6">https://doi.org/10.1016/S2215-0366(23)00365-6</a></p>
17	T Mar 12	Longitudinal relationships (2)	<p>*Eielsen, H. P., Ulvenes, P., Hoffart, A., Rø, Ø., Rosenvinge, J. H., &amp; Vrabel, K. (2023). Childhood trauma and outcome trajectories in patients with longstanding eating disorders across 17 years. <i>International Journal of Eating Disorders</i>, <a href="http://doi.org/10.1002/eat.24067">http://doi.org/10.1002/eat.24067</a>. Advance online publication. <a href="https://doi.org/10.1002/eat.24067">https://doi.org/10.1002/eat.24067</a></p> <p>*Lacroix, E., Wilson, S., McGue, M., Iacono, W.G., &amp; von Ranson, K. M. (2023). Trajectories and personality predictors of eating pathology development in girls from preadolescence to adulthood. <i>Clinical Psychological Science</i>. <a href="https://doi.org/10.1177/21677026231192271">https://doi.org/10.1177/21677026231192271</a></p>
18	R Mar 14		TBA
19	T Mar 19	Student presentations (4)	
20	R Mar 21	Student presentations (4)	
21	T Mar 26	Student presentations (4)	
22	R Mar 28	Student presentations (4)	
23	T Apr 2	Student presentations (4)	
24	R Apr 4	Student presentations (4)	



25	T Apr 9	Wrap-up; take-home messages **10:59AM, Research paper due	Winter Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
	Apr 12-23		Winter Final Exam Period

### Extra Research Participation Course Credit is Not Offered for this Course.

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. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). 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. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>.

### 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

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### Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright

([https://library.ucalgary.ca/services/copyright?\\_gl=1\\*bcjlpn\\*\\_ga\\*OTY1ODc0Njg0LjE2NjkxNTA1NTM.\\*\\_ga\\_X4GN9Y4W7D\\*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA](https://library.ucalgary.ca/services/copyright?_gl=1*bcjlpn*_ga*OTY1ODc0Njg0LjE2NjkxNTA1NTM.*_ga_X4GN9Y4W7D*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA)) 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 18<sup>th</sup>, 2024**. Last day add/swap a course is **Friday, January 19<sup>th</sup>, 2024**. The last day to withdraw from this course is **Tuesday, April 9<sup>th</sup>, 2024**.