

Understanding Eating Disorders

Fall 2016

Instructor: Alexandra F. Corning, PhD
Class Time: 12:30–1:45pm T & R
Course Number: PSY 43362
Office: 101 Haggar Hall
Contact: acorning@nd.edu
Office Hours: By appointment
Web Page: <http://www.nd.edu/~acorning>

COURSE DESCRIPTION AND OBJECTIVES

The purpose of this seminar is to introduce students to the most up to date theory and research on the classification, etiology, prevention, and treatment of eating disorders. Following an introduction to the current classes of eating disorders, we will discuss the strengths and weaknesses of the current diagnostic classifications of eating disorders and related pathologies. We then will examine genetic, cultural, familial, and psychosocial risk factors for the development of the various eating disorders. Finally, we will critically review current prevention and treatment efforts, paying particular attention to their underlying theoretical assumptions and the empirical evidence of their relative efficacies.

TEXT

Understanding Eating Disorders course packet.
(Available from the Copy Shop, 131 Decio Hall during first two weeks of class.)

REQUIREMENTS

To meet the objectives of the course, the following assignments have been developed.

Participation	20 points
Reading Reactions	16 points
Facilitations of Class Discussion	10 points
NEDA Week Activist Adventure	14 points
Research Presentation	15 points
Final Examination	25 points
<hr/>	
Total	100 points

The grade scheme used in this course is:

A	≥ 93%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	≤ 59%



REQUIREMENTS (continued)

A few basic expectations that help ensure class success have to do with attendance, participation, disability needs, and academic honesty.

First, your active participation through your questions and thoughtful perspective contributes to your learning experience and that of others. As such, attendance is required at each class for the duration of each class and consistent participation is expected. Only excused absences (i.e., documented personal illness or death in family) are acceptable reasons for missing class, and an excused absence is a rare event. If a student expects to miss a class or any part of a class meeting, the student is required to inform the instructor *in advance* and to take responsibility for understanding the applicability of the attendance policy. Finally, in the case that a student does miss a class, it is her or his responsibility to obtain notes and any other materials from peers.

Second, the use of laptops is not permitted during class.

Third, class members with disabilities are expected to familiarize themselves with the student resources offered by the University and to discuss with the instructor at the outset of the semester how both classroom and outside learning needs can best be met.

Finally, academic integrity is required. I will not tolerate academic dishonesty in any form. The University provides a [clear statement](#) regarding academic honesty that reminds our community of our shared purpose both within the institute of academia and as members of a broader humanity. The statement also outlines policy violation procedures. Any questions regarding academic integrity, particularly regarding assignments in this course, should be directed to the instructor.

SCHEDULE OF EVENTS

WEEK	DATE	COURSE TOPIC	READING ASSIGNMENT
1	Aug 23 Aug 25	Course Overview and Introductions Introduction to Eating Disorders: An Overview	Chavez & Insel (2007) <i>American Psychologist</i>
2	Aug 30 Sep 01	Class Activity: View and Discuss <i>Thin</i> , the HBO documentary Introduction to Eating Disorders: Prevalence and Course	APA (2013). <i>DSM-5: Feeding and eating disorders</i> . Stice, Marti, Shaw, & Jaconis (2009). <i>J. of Abnormal Psych</i> Stein et al. (2013) <i>Eating Behaviors</i> Marques et al. (2011) <i>Intern't'l J. of Eating Disorders</i> Taylor et al. (2007) <i>Intern't'l J. of Eating Disorders</i> Slane et al. (2014) <i>Intern't'l J. of Eating Disorders</i>

SCHEDULE OF EVENTS (continued)

WEEK	DATE	COURSE TOPIC	READING ASSIGNMENT
3	<p>Sep 06</p> <p>Sep 08</p>	<p>Class Activity: Students Discuss and Propose NEDA Activist Adventure Plans</p> <p>Introduction to Eating Disorders: Five Case Studies</p>	<p>http://www.nationaleatingdisorders.org/programs-events/nedawareness-week.php</p> <p>Fernández-Aranda et al. (2006) <i>Intern't'l J. of Eating Disorders</i></p> <p>Manzato et al. (2009) <i>Intern't'l J. of Eating Disorders</i></p> <p>Neale et al. (2009) <i>Intern't'l J. of Eating Disorders</i></p> <p>Ozawa et al. (1999) <i>Intern't'l J. of Eating Disorders</i></p> <p>Parke et al. (2008) <i>Intern't'l J. of Eating Disorders</i></p>
4	<p>Sep 13</p> <p>Sep 15</p>	<p>Class Activity: Assessment of Assessments Commonly Used to Assess Eating Disorders and Eating-Disordered Behavior</p> <p>Assessment and Diagnostic Issues: From <i>DSM-IV</i> to <i>DSM-5</i> – How Should Eating Disorders be Conceptualized?</p>	<p>Highlights of changes from <i>DSM-IV-TR</i> to <i>DSM-5</i></p> <p>Fairburn & Cooper (2007) <i>Intern't'l J. of Eating Disorders</i></p> <p>Wonderlich et al. (2007) <i>American Psychologist</i></p> <p>Wonderlich et al. (2007) <i>Intern't'l J. of Eating Disorders</i></p> <p>Becker et al. (2009) <i>Intern't'l J. of Eating Disorders</i></p>
5	<p>Sep 20</p> <p>Sep 22</p>	<p>Class Guest: Valerie Staples, MSW, LCSW, UCC Staff Clinician & Coordinator of Eating Disorder Services</p> <p>Assessment & Diagnostic Issues: The Problem of "Not Otherwise Specified"</p>	<p>[Location: Our regular classroom]</p> <p>Fairburn et al. (2007) <i>Behaviour Research and Therapy</i></p> <p>MacDonald et al. (2014) <i>Eating Behaviors</i></p>

SCHEDULE OF EVENTS (continued)

WEEK	DATE	COURSE TOPIC	READING ASSIGNMENT
6	Sep 27	Assessment & Diagnostic Issues: The Place of Obesity in <i>DSM-5</i>	Marcus & Wildes (2009) <i>Intern't'l J. of Eating Disorders</i> Pai et al. (2013) <i>Australian and New Zealand J. of Psychiatry</i> Potenza (2014) <i>Neuropsychopharmacology</i>
	Sep 29	Assessment & Diagnostic Issues: The Place of Binge-Eating in <i>DSM-5</i>	Grilo (2013) <i>Intern't'l J. of Eating Disorders</i> Vannucci et al. (2013) <i>Intern't'l J. of Eating Disorders</i>
7	Oct 04	Class Activity: Students Discuss and Propose Research Presentation Idea	
	Oct 06	Etiology: An Overview of Risk Factors	Corning & Heibel (2016) <i>Eating Disorders: J. of Treatment & Prevention</i> Hilbert et al. (2014) <i>Psychiatry Research</i> Loth et al. (2014) <i>J. of Adolescent Health</i> Degortes et al. (2014) <i>European Eat Disorders Rvw</i>
8	Oct 11	Class Activity: Presentations of Results of Eating Disorders Awareness Week Activist Adventures	
	Oct 13	Etiology: Genetic and Biological Influences	Klump et al. (2009) <i>J. of Abnormal Psychology</i> Dring (2014) <i>J. of Family Therapy</i>
9	Oct 18 Oct 20	We adjourn for our Autumn Recess	 A graphic illustration for an autumn recess. It features a silhouette of a tree with bare branches on the left. In the center, there is a silhouette of a person sitting on a log, reading a book. To the right, there is a silhouette of a small cabin or house with a chimney. The background is filled with small stars, suggesting a night sky or a festive theme.

SCHEDULE OF EVENTS (continued)

WEEK	DATE	COURSE TOPIC	READING ASSIGNMENT
10	Oct 25	Etiology: Family Influences	leGrange et al. (2010) <i>Intern't'l J. of Eating Disorders</i> Loth et al. (2014) <i>Intern't'l J. of Eating Disorders</i> Ackard & Neumark-Sztainer (2001) <i>Eating Disorders</i>
	Oct 27	Etiology: Cultural Influences	Thompson & Stice (2001) <i>Current Directions in Psychological Science</i> Grabe et al. (2008) <i>Psychological Bulletin</i> Corning et al. (2006) <i>J. of Counseling Psychology</i>
11	Nov 01	Empirically-Supported Prevention and Treatment: An Overview of Considerations	Stice & Shaw (2004) <i>Psychological Bulletin</i> Wilson et al. (2007) <i>American Psychologist</i>
	Nov 03	Empirically-Supported Prevention and Treatment: Empirically-Supported Treatments and Factors Influencing their Use	Hay (2013) <i>Intern't'l J. of Eating Disorders</i> Lilienfeld et al. (2013) <i>Intern't'l J. of Eating Disorders</i>
12	Nov 08	Empirically-Supported Prevention and Treatment: Anorexia Nervosa: Family-Based Treatment and Cognitive-Behavioral Therapy	APA's Division 12 Statements on <i>Family-Based Treatment and Cognitive-Behavioral Therapy for Anorexia Nervosa</i> Gardner & Wilkinson (2011) <i>Psychiatria Danubina</i> Galsworthy-Francis & Allan (2011) <i>Clinical Psychology Review</i> Elzakkars et al. (2014) <i>Intern't'l J. of Eating Disorders</i>
	Nov 10	Empirically-Supported Prevention and Treatment: Bulimia Nervosa: Cognitive-Behavioral Therapy and Interpersonal Psychotherapy	APA's Division 12 Statements on <i>Cognitive-Behavioral Therapy and Interpersonal Therapy for Bulimia Nervosa</i> Nevonen & Broberg (2006) <i>Intern't'l J. of Eating Disorders</i> Ramklint et al. (2012) <i>Intern't'l J. of Eating Disorders</i>

SCHEDULE OF EVENTS (continued)

WEEK	DATE	COURSE TOPIC	READING ASSIGNMENT
13	Nov 15 Nov 17	Student Finalization of Research Presentations Empirically-Supported Prevention and Treatment: Binge Eating Disorder: Cognitive-Behavioral Therapy and Interpersonal Psychotherapy	<i>APA's Division 12 Statements on Cognitive-Behavioral Therapy and Interpersonal Therapy for Binge Eating Disorder</i> Hilbert et al. (2012) <i>British J. of Psychiatry</i>
14	Nov 22 Nov 24	Class Activity: PBS Nova Special: <i>Dying to Be Thin</i> Thanksgiving 	http://www.pbs.org/wgbh/nova/thin/program.html
15	Nov 29 Dec 01	Student Research Presentations Student Research Presentations	
16	Dec 06 Dec 08	Student Research Presentations Course Integration: Student-Led Final Examination Preparation Session	
	Dec 15	Final Examination 10:30am–12:30pm	

ASSIGNMENTS

Participation

This course is a seminar course, not a lecture course. This means you are a member of a group of scholars contributing to your own learning, rather than taking a passive, receptive role. You are self-motivated and take control of your learning by preparing for the seminar meeting ahead of time, listening carefully to others, presenting your viewpoint, pursuing extra points of interest on your own, and,

ideally, sharing what you have discovered. In preparing for each class meeting, engage the assigned readings thoroughly and bring your marked-up hardcopies of the readings to each class meeting.

Indeed, the most important aspect of your performance in this class is active, thoughtful class participation. The success of this class will be proportional to the degree to which you prepare for class (i.e., having read and thought about assigned material) and engage in the exchange of ideas. A necessarily subjective, but not arbitrary, record will be kept of students' class participation. Participation is worth 20 points.

Reading Reactions

To facilitate your in-depth thinking about the assigned reading each week, you are asked to write a short reaction paper (or papers) each week in response to the assigned readings. You are to submit your reaction paper(s) to the class membership (i.e., your classmates and me) by noon the Sunday prior. You will submit your papers via Box. (Start an account at box.nd.edu.) Be sure to name the Word document your last name and the number of the reaction paper (e.g., Filia #8) and to place it in the Box folder for that week (e.g., "Week 8") to assist in the organization of the many incoming papers. For each class in which readings will be discussed, the class will be facilitated by a student member. The facilitator will read each paper and incorporate various reactions into her or his facilitation plan as she or he sees fit.

As you are reading, take notes on points that are of particular interest to you, write down thoughts that occur to you that seem unsatisfactorily answered, note points about which you would like further discussion. Do not write a summary of the reading(s) and be sure to avoid writing a list of questions that you want the instructor to answer for you; in a seminar, your thoughtful, critical reflections, as well as those of your peers, are as important as "getting the answer" (when and if it even exists). Convert this into a coherent, well-written, one- to two-page reaction paper (single- or double-spaced in standard font). Bring a hardcopy of your reaction paper to class to reference during the discussion. It should be clear from each of these short papers that you have thought carefully about the assigned material. Each reading reaction meeting these criteria will receive 1 point, for a total of 16 possible points. Any reading reaction papers submitted after high noon on Sunday will not receive credit.

Facilitation of Class Discussion

Each student will facilitate a class topic two times per semester. The topics have associated with them assigned readings, and it is about these readings that students will write and submit reading reactions (see above). (The facilitator also submits a regular reading reaction.) The facilitator then compiles and carefully reads through the submitted reading reactions to devise a facilitation plan. The facilitator's role is to prepare questions and topics to ignite discussion among the class members for that class meeting. (Too, the facilitator may bring in an additional, related reading or any other material (e.g., video clips) to provide more texture or depth to the conversation.) No more than one week after facilitating, the facilitator will submit a formal compilation, in the form of a facilitation module, of the materials used. It should include: Goals/Objectives, List of Readings/Learning Materials, and Discussion Points. This document should be no more than two or three double-spaced pages (excluding any materials you include in the appendix which can contain the actual materials used) and should be submitted via Box at ND. Each facilitation is worth 5 points, for a possible total of 10 points across the two facilitations.

NEDA Week Activist Adventure

I had no idea. That is the theme of this year's National Eating Disorders Awareness (NEDA) Week. For this assignment, each student is to log on to NEDA's website (<http://www.nationaleatingdisorders.org/programs-events/nedawareness-week.php>) and become acquainted with the goals of NEDA and gain an overview of the types of activities in which volunteers engage during National Eating Disorders Awareness Week. Students must propose their activist adventure idea to the instructor in class on the date indicated in the Schedule of Events. Activities must be designed such that they can be evaluated by the student for its effectiveness or, at least, participation level. Students will engage in their activist adventures during National Eating Disorders Awareness

Week and make a presentation to the class about the experience in class on the date stated in the Schedule of Events. The class presentation should be accompanied by submission of an Activist Adventure packet. The packet should include a written description and evaluation of the activist behavior and a copy of the materials used. The materials will vary across students, and might include copies of any handouts or other materials used, links to any websites accessed, summaries of responses of recipients, names and credentials of any guest speakers solicited, and so forth. Detail should be adequate so as to allow another person to replicate the Activist Adventure. The presentation and materials will be evaluated based on the extent to which the activism met the spirit of NEDA Week, represented thoughtful activism on the part of the student, and provided an organized, coherent summary. This assignment is worth 14 points.

Research Presentation

Students who register for this course often are interested in at least one specific area within the topic of eating disorders. For example, a student may be interested in the contagion of negative body habits via group therapy or the risks of sibling modeling of disordered behavior. For this assignment, students are asked to select an area of personal interest, and then cull from the psychological research the most up-to-date findings on the topic and integrate them into a coherent summary. Students should use only scientific literature (not popular press outlets or websites and so on). Students propose their topics to the instructor in class on the date stated in the Schedule of Events. Students make their presentation of their findings to the class (to educate their peers) in a 20-minute talk on one of the dates indicated on the Schedule of Events. This assignment will be evaluated based on the clarity, depth, and organization of the talk and is worth 15 points.

Final Examination

At the conclusion of the course, students will be required to demonstrate fluency in and integration across the readings assigned in the course. The final examination will take the form of a set of essays which, together, serve as a summative assessment of the student's integration of the course content. It will be held at the time and date indicated in the Schedule of Events as determined by the University's final exam calendar. It is worth 25 points.