

Understanding Eating Disorders

Spring 2012

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 | 631-9928
Office Hours: Before class every T & R by appointment

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 efficacy.

REQUIRED TEXTS & MATERIALS

Understanding Eating Disorders course packet (available online through our library's e-reserves:
http://www.library.nd.edu/eresources/ereserves/course.cgi?course=2012S_PSY_43362_01)

REQUIREMENTS

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

Participation	20 points
Reading Reactions	15 points
Facilitation of Class Discussion	10 points
NEDA Week Activist Adventure	15 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, each week's reading assignments should be completed before the first class meeting of the week. Each student should come prepared to participate actively in the seminar discussion held at each meeting.

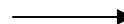
Third, the use of laptops is not permitted during class.

Fourth, 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 cannot and will not tolerate academic dishonesty in any form. The University provides a clear statement regarding academic dishonesty 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.

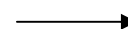
SCHEDULE OF EVENTS

WEEK	DATE	COURSE TOPIC	READING ASSIGNMENT
1	Jan 17	Course Overview and Introductions	
	Jan 19	Introduction to Eating Disorders: An Overview	Chavez & Insel (2007) <i>American Psychologist</i>



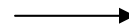
SCHEDULE OF EVENTS (continued)

9	Mar 13 Mar 15	We are adjourned for our Spring Recess	
10	Mar 20 Mar 22	Etiology: Family and Cultural Influences Etiology: Body Image and the Thin Ideal	leGrange et al. (2010) <i>Internt'l J. of Eating Disorders</i> Keel & Klump (2003) <i>Psychological Bulletin</i> Thompson & Stice (2001) <i>Current Directions in Psychological Science</i> Corning et al. (2006) <i>Journal of Counseling Psychology</i>
11	Mar 27 Mar 29	Empirically-Supported Prevention and Treatment: An Overview of Considerations Empirically-Supported Prevention and Treatment: Factors Influencing the Use of Empirically-Supported Treatments	Stice & Shaw (2004) <i>Psychological Bulletin</i> Wilson et al. (2007) <i>American Psychologist</i> Simmons et al. (2008) <i>Eating Disorders: The J. of Treatment and Prevention</i>
12	Apr 03 Apr 05	Class Activity: PBS Nova Special: <i>Dying to Be Thin</i> Empirically-Supported Prevention and Treatment: Anorexia Nervosa: Family-Based Treatment and Cognitive-Behavioral Therapy	http://www.pbs.org/wgbh/nova/thin/program.html <u>Division 12 Overview – Family-Based Treatment for Anorexia Nervosa</u> Eisler et al. (2007) <i>J. of Child Psychology and Psychiatry</i> <u>Division 12 Overview – Cognitive-Behavioral Therapy for Anorexia Nervosa</u> McIntosh et al. (2005) <i>American J. of Psychiatry</i>



SCHEDULE OF EVENTS (continued)

13	Apr 10	Final Preparations of Research Presentations	
	Apr 12	Empirically-Supported Prevention and Treatment: Bulimia Nervosa: Cognitive-Behavioral Therapy and Interpersonal Psychotherapy	<u>Division 12 Overview – Cognitive-Behavioral Therapy for Bulimia Nervosa</u> Carter et al. (2003) <i>American J. of Psychiatry</i> Nevenon & Broberg (2006) <i>Internt'l J. of Eating Disorders</i>
14	Apr 17	Student Research Presentations	
	Apr 19	Student Research Presentations	
15	Apr 24	Student Research Presentations	
	Apr 26	Student Research Presentations	
16	May 01	Course Integration: Student-Led Final Examination Preparation Session	
17	May 10	Final Examination 1:45pm – 3:45pm	



ASSIGNMENTS

Participation

This course is a seminar course and not a lecture course. This means that 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 class each week, you are expected to have completed the corresponding readings prior to our 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 each week in response to the assigned readings. You are to email your reaction paper to the class membership (i.e., your classmates and me) by noon the Sunday prior. Be sure to name the Word document your last name and the number of the reaction paper (e.g., Filia #8) to assist in the coordination and organization of the many incoming reaction papers throughout the semester. For each class in which readings will be discussed, the class will be facilitated by a student member, and the reading reaction paper should be submitted to the facilitator and cc'd to the rest of the class and to me. 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) that you can foresee referencing during the group's discussion when we next convene. Bring a hardcopy of your reaction paper to class for you to reference during the discussion. It should be clear from each of these short papers that you have read and thought about the material. Each reading reaction submitted by the deadline that meets the criteria outlined here will receive 1 point, for a total of 15 possible points. Any reading reaction papers submitted after high noon on Sunday will not be given credit.

Facilitation of Class Discussion

Each student will facilitate a class topic. 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 to the class membership.) 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 your facilitation, you will submit a formal compilation of the materials you used in the form of a facilitation module. It should include: Goals/Objectives, Readings/Learning Materials, and Discussion Points. This typed write-up should be no more than two or three double-spaced pages (not including any materials you include in the appendix). The total possible points for facilitation is 10 points.

NEDA Week Activist Adventure

It's Time To Talk About It. That is the theme of this year's National Eating Disorders Awareness (NEDA) Week to be held February 26th through March 3rd. For this assignment, each student is to log on to NEDA's website (<http://www.nationaleatingdisorders.org/programs-events/nedawareness-week.php>) to become acquainted with the goals of NEDA and to 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 by February 7th. Students should engage in the activist adventure during National Eating Disorders Awareness Week and make a presentation to the class about the experience in class on March 1st. The brief oral presentation to the class members should be accompanied by a NEDA Activist Adventure packet which should include a written description and evaluation of the activist behavior and a copy of the supplementary 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 15 points.

Research Presentation

Students who register for this course often are interested in at least one specific area within the general topic. 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 should propose their topic to the instructor on February 23rd. Students will present their question and findings to the class (to educate their peers) in a 15-20 minute presentation between April 17th and April 26th. This assignment will be evaluated based on the clarity, depth, and organization of the report and is worth 15 points.

Final Examination

At the conclusion of the course, class members will be required to demonstrate fluency in and integration across the readings assigned in the course. The final examination will be held at the time and date indicated by the University, Thursday, May 10th from 1:45–3:45pm. It is worth 25 points.