
Course number 750.11**Eating Disorders****Winter 2019**

Instructor:	Dr. Kristin von Ranson	Lecture Location:	AD 247
Phone:	403-220-7085	Lecture Days/Time:	M 9:00AM – 11:45AM, Mar 4 to Apr 12
Email:	kvonrans@ucalgary.ca		
Office:	Admin 272		
Office Hours:	By appointment		

Course Description and Goals

The purpose of this module is to familiarize students with phenomenology, theory, and practice-related topics in eating disorders, including assessment, treatment, prevention, and ethical issues. This module emphasizes psychosocial bases of eating pathology, with an emphasis on psychological interventions for eating disorders.

This module is run as a seminar which will include didactic presentations by the instructor, discussion of assigned readings and clinical case material, a guest speaker, and student presentations.

Required Text

Required readings are available via D2L and the university library website.

Evaluation

Class participation/discussion of the readings (50%)

Group presentation (50%)

1. Discussion

There will be ample opportunity for questions and class discussion. Your active involvement will enhance everyone's learning.

2. Group presentations

Teams of 2-3 students will jointly prepare and make 45- (if 2 presenters) to 60-minute (if 3 presenters) class presentations on practical topics related to treatment of eating disorders and related problems, e.g., evidence-based psychosocial treatments such as:

- Family-based therapy
- Dialectical behaviour therapy
- Self-help approaches/stepped care
- Cognitive remediation therapy
- Integrative cognitive-affective therapy
- Dissonance-based prevention of body dissatisfaction
- Multi-family therapy

Following a slide presentation, the presenters will jointly lead a 10-min class discussion. Suggested scope: approximately 25 slides plus references describing the treatment approach, evidence regarding its efficacy, and its practical implementation. After you provide an overview, you may focus the presentation as you deem appropriate and feasible for the time allotted.

Readings. At least **8 days prior to your presentation**, teams must select a reading describing your topic and email it to me. I will post it on D2L at least 7 days prior to the scheduled presentation.

Slides and handouts. By **5pm the day before your presentation**, please email me two files:

- the presentation slides in full-page format
- the slides in the form of a handout

I will post the full-page slides on D2L and will provide the presenters feedback on the presentation’s clarity, comprehensiveness, pace, and organization, using the handout.

Grading Scale

This course is evaluated as credit/no credit. Students must receive a grade of 80% to receive credit for the course.

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% but 89.4% will be rounded down to 89%).

Date	Topic/Activity	Readings
M Mar 4	Introduction. Select teams, topics, dates. Guest speaker, Canadian Mental Health Association. Overview.	
M Mar 11	Eating disorders across the lifespan. Aetiology. Assessment.	von Ranson, K. M., & Wallace, L. M. (2014). Eating disorders. In E. J. Mash & R. A. Barkley (Eds.), <i>Child Psychopathology (3rd ed.)</i> , pp. 801-847. New York: Guilford Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=817&docID=1715305&tm=1544456862053 <i>**E-book license permits only one online user at a time; per day, a user may print to PDF up to 103 pages</i> Culbert, K. M., Racine, S. E., & Klump, K. L. (2015). Research review: What we have learned about the causes of eating disorders—a synthesis of sociocultural, psychological, and biological research. <i>Journal of Child Psychology and Psychiatry</i> , 56(11), 1141-1164. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/jcpp.12441 Jacobi, C., Hutter, K., & Fittig, E. (2018). Psychosocial risk factors for eating disorders. In W.S. Agras, & A. Robinson (Eds.), <i>The Oxford Handbook of Eating Disorders (2nd ed)</i> , pp. 106-125. New York, NY: Oxford University Press. <i>See PDF posted on D2L</i>

		Berg, K. C., Peterson, C. B., & Frazier, P. (2012). Assessment and diagnosis of eating disorders: A guide for professional counselors. <i>Journal of Counseling & Development, 90</i> , 262-269. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/j.1556-6676.2012.00033.x
M Mar 18	Treatment overview. Principles of cognitive-behavioural therapy and interpersonal psychotherapy for eating disorders.	<p>Cândeia, D. M., David, D., & Szentágotai-Tătar, A. (2018). Evidence-based psychological interventions for eating disorders. <i>Evidence-Based Psychotherapy: The State of the Science and Practice</i>, 189-217. http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=215&docID=5214674&tm=1546884401582 <i>**E-book license permits only one online user at a time; per day, a user may print to PDF up to 111 pages</i></p> <p>Waller, G. (2016). Treatment protocols for eating disorders: Clinicians' attitudes, concerns, adherence and difficulties delivering evidence-based psychological interventions. <i>Current Psychiatry Reports, 18</i>, 36. DOI 10.1007/s11920-016-0679-0 https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11920-016-0679-0</p> <p>Wilson, G. T. (2018). Cognitive-behavioral therapy for eating disorders. In W.S. Agras, & A. Robinson (Eds.), <i>The Oxford Handbook of Eating Disorders (2nd ed)</i>, pp. 271-286. New York, NY: Oxford University Press. <i>See PDF posted on D2L</i></p> <p>Burke, N. L. et al. (2018) Interpersonal psychotherapy for the treatment of eating disorders. In W.S. Agras, & A. Robinson (Eds.), <i>The Oxford Handbook of Eating Disorders (2nd ed)</i>, pp. 287-318. New York, NY: Oxford University Press. <i>See PDF posted on D2L</i></p>
M Mar 25	Group presentations	<ol style="list-style-type: none"> 1. 2. 3.
M Apr 1	Group presentations	<ol style="list-style-type: none"> 1. 2. 3.
M Apr 8	Ethical issues	<p>Bell, K. (2010). Anorexia nervosa in adolescents: Responding using the Canadian Code of Ethics for Psychologists. <i>Canadian Psychology, 51</i>, 249-256. doi:10.1037/a0021274 http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00011346-201011000-00004&LSLINK=80&D=ovft</p> <p>Matusek, J. A. & Wright, M. O. (2010). Ethical dilemmas in treating clients with eating disorders: A review and application of an integrative ethical decision-making model. <i>European Eating Disorders Review, 18</i>, 434-452. doi:10.1002/erv.1036 https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/erv.1036</p> <p>Choate, L. H. (2018). Ethical issues in the treatment of eating disorders. In M. M. Leach & E. R. Welfel (Eds.), <i>The Cambridge Handbook of Applied Psychological Ethics</i>, pp. 197-217. Cambridge University Press.</p>

		https://doi.org/10.1017/9781316417287.011 https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/9781316417287.011
F Apr 12	Winter Term Lectures End. Last day to withdraw with permission from Winter Term half courses.	
F Apr 19	Good Friday. University Closed.	
Apr 15-27	Winter Term Exam Period.	

Supplementary Readings

Anderson, D. A., Lundgren, J. D., Shapiro, J. R., & Paulosky, C. A. (2004). Assessment of eating disorders: Review and recommendations for clinical use. *Behavior Modification*, 28, 763-782. doi:10.1177/0145445503259851 <http://bmo.sagepub.com.ezproxy.lib.ucalgary.ca/content/28/6/763>

Anderson, D. A., & Murray, A. D. (2018). Psychological assessment of the eating disorders. In W. S. Agras (Ed.), *The Oxford Handbook of Eating Disorders*, pp. 249-258. New York: Oxford University Press.

Berg, K. C., & Wonderlich, S. A. (2013). Emerging psychological treatments in the field of eating disorders. *Current Psychiatry Reports*, 15(11), 407. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11920-013-0407-y>

Galsworthy-Francis, L. & Allan, S. (2014). Cognitive behavioural therapy for anorexia nervosa: A systematic review. *Clinical Psychology Review*, 34, 54-72. doi:10.1016/j.cpr.2013.11.001 <http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0272735813001566>

Hilbert, A., Hoek, H. W., & Schmidt, R. (2017). Evidence-based clinical guidelines for eating disorders: international comparison. *Current Opinion in Psychiatry*, 30, 423. <http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00001504-201711000-00008&LSLINK=80&D=ovft>

Le, L. K. D., Barendregt, J. J., Hay, P., & Mihalopoulos, C. (2017). Prevention of eating disorders: A systematic review and meta-analysis. *Clinical Psychology Review*, 53, 46-58. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0272735816300150>

Standing Committee on the Status of Women (2014). Eating disorders among girls and women in Canada. Ottawa: House of Commons 41st Parliament, Second Session. http://publications.gc.ca/collections/collection_2014/parl/x71-1/XC71-1-1-412-4-eng.pdf

Striegel-Moore, R. H., & Bulik, C. M. (2007). Risk factors for eating disorders. *American Psychologist*, 62(3), 181-198. <http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=0000487-200704000-00005&LSLINK=80&D=ovft>

Wallace, L. M., & von Ranson, K. M. (2012). Perceptions and use of empirically-supported psychotherapies among eating disorder professionals. *Behaviour Research and Therapy*, 50, 215-222. doi: 10.1016/j.brat.2011.12.006 <http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0005796711002713>

Waller, G., Gray, E., Hinrichsen, H., Mountford, V., Lawson, R., & Patient, E. (2014). Cognitive-behavioral therapy for bulimia nervosa and atypical bulimic nervosa: Effectiveness in clinical settings.

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

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

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 up to 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 during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

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 by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

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 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.

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.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

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 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen 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.ucalgary.ca/provost/students/ombuds>)

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 **January 17, 2019**. Last day for registration/change of registration is **January 18, 2019**. The last day to withdraw from this course is **April 12, 2019**.