
PSYC 750.11		Eating Disorders	Winter 2015
Instructor:	Kristin von Ranson, Ph.D.	Lecture Location:	Administration 247B
Phone:	403-220-7085	Lecture Days/Time:	Mo 9:00AM - 11:45AM, March 2 – April 13
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 in eating disorders, including assessment, treatment, and ethical issues related to eating disorders. This module emphasizes psychosocial bases of eating pathology and psychological interventions.

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

Readings

This course has required readings that will be made available on D2L.

Evaluation Class participation/discussion of the readings (50%)
 Group presentation (50%)

Group presentations: Groups of 2-3 students will jointly prepare and make 45-minute 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/stepped care
- emerging psychological treatments
- body image

The presenters will then co-lead a class discussion on their topic. Group membership and topics will be determined at the first class meeting.

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

Tentative Schedule and Readings

Date	Topic	Readings
M Mar 2	Eating disorders across the lifespan: Overview; phenomenology; classification; epidemiology; risk factors	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. Striegel-Moore, R. H., & Bulik, C. M. (2007). Risk factors for eating disorders. <i>American Psychologist</i> , 62(3), 181-198. Standing Committee on the Status of Women (2014). Eating disorders among girls and women in Canada. Ottawa: House of Commons 41 st Parliament, Second Session. http://www.parl.gc.ca
M Mar 9	Assessment: Structured measures; clinical interviewing	Anderson, D. A., Lundgren, J. D., Shapiro, J. R., & Paulosky, C. A. (2004). Assessment of eating disorders: Review and recommendations for clinical use. <i>Behavior Modification</i> , 28, 763-782. doi:10.1177/0145445503259851 Anderson, D. A., & Murray, A. D. (2010). Psychological assessment of the eating disorders. In W. S. Agras (Ed.), <i>The Oxford Handbook of Eating Disorders</i> , pp. 249-258. New York: Oxford University Press. 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</i> , 90, 262-269. doi: http://dx.doi.org/10.1002/j.1556-6676.2012.00033.x
M Mar 16	Treatment: Overview; evidence-based treatments	Kass, A. E., Kolko, R. P. & Wilfley, D. E. (2013). Psychological treatments for eating disorders. <i>Current Opinion in Psychiatry</i> , 26, 549-555. doi:10.1097/YCO.0b013e328365a30e von Ranson, K. M., Wallace, L. M., & Stevenson, A. (2012). Psychotherapies provided for eating disorders by community clinicians: Infrequent use of evidence-based treatment. <i>Psychotherapy Research</i> . 23(3), 333-343. doi:10.1080/10503307.2012.735377 Wallace, L. M., & von Ranson, K. M. (2012). Perceptions and use of empirically-supported psychotherapies among eating disorder professionals. <i>Behaviour Research and Therapy</i> , 50, 215-222. doi: 10.1016/j.brat.2011.12.006
M Mar 23	Treatment: Principles of cognitive behavioural therapy for eating disorders	Cooper, Z. & Fairburn, C. G. (2011). The evolution of "enhanced" cognitive behavior therapy for eating disorders: Learning from treatment nonresponse. <i>Cognitive and Behavioral Practice</i> , 18, 394-402. doi:10.1016/j.cbpra.2010.07.007 Galsworthy-Francis, L. & Allan, S. (2014). Cognitive behavioural therapy for anorexia nervosa: A systematic review. <i>Clinical Psychology Review</i> , 34, 54-72. doi:10.1016/j.cpr.2013.11.001 Murphy, R., Straebl, S., Cooper, Z. & Fairburn, C. G. (2010). Cognitive behavioral therapy for eating disorders. <i>Psychiatric Clinics of North America</i> , 33, 611-627. doi:10.1016/j.psc.2010.04.004 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. <i>International Journal of Eating Disorders</i> , 47, 13-17. doi: 10.1002/eat.22181

M Mar 30	Treatment: Principles of interpersonal psychotherapy for eating disorders	Murphy, R., Straebler, S., Basden, S., Cooper, Z., & Fairburn, C.G. (2012). Interpersonal psychotherapy for eating disorders. <i>Clinical Psychology and Psychotherapy</i> , 19, 150-158. doi:10.1002/cpp.1780 Rieger, E., Van Buren, D. J., Bishop, M., Tanofsky-Kraff, M., Welch, R., & Wilfley, D. E. (2010). An eating disorder-specific model of interpersonal psychotherapy (IPT-ED): Causal pathways and treatment implications. <i>Clinical Psychology Review</i> , 30, 400-410. doi: 10.1016/j.cpr.2010.02.001
M Apr 6	Ethical issues; group presentations	Bell, K. (2010). Anorexia nervosa in adolescents: Responding using the Canadian Code of Ethics for Psychologists. <i>Canadian Psychology</i> , 51, 249-256. doi:10.1037/a0021274 Matusek, J. A. & O'Dougherty Wright, M. (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</i> , 18, 434-452. doi:10.1002/erv.1036 Touyz, S. W. & Carney, T. (2010). Compulsory (involuntary) treatment for anorexia nervosa. Grilo, C. M. [Ed], Mitchell, J. E. [Ed]. The treatment of eating disorders: A clinical handbook. New York, NY, US: Guilford Press, US; pp. 212-224. Retrieved from http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc7&NEWS=N&AN=2009-21675-012 .
M Apr 13	Group presentations	TBA

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

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.

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 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.

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 except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

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 via the Department Office (Admin 275), 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.

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 Ombudsman's Office

The Office of the Student Ombuds 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.su.ucalgary.ca/services/student-services/student-rights.html>).

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 23, 2015**. Last day for registration/change of registration is **January 26, 2015**. The last day to withdraw from this course is **April 15, 2015**.