



PSYC 750.11	Eating Disorders	Winter 2021
Instructor:	Dr. Erin Moss	Lecture Location: Zoom
Phone:	403-944-9715	Lecture Days/Time: M 9:00AM – 11:45AM, Jan 11 to Feb 22 (no class Feb 15)
Email:	erin.moss@ahs.ca	
Office:	n/a	
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.

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

Lectures will be taught live via Zoom during each scheduled class as per the course schedule below.

Prerequisites

Admission to the Graduate Program in Clinical Psychology.

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 B- (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%).

Faculty of Graduate Studies Grading System

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.

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/policies/files/policies/student-academic-misconduct-policy.pdf>.

Date	Topic/Activity	Readings
M Jan 11	<p>Introduction & overview.</p> <p>Eating disorders across the lifespan.</p> <p>Etiology.</p> <p>Assessment.</p> <p>Guest speaker, Canadian Mental Health Association.</p>	<p>Schaumberg, K., Welch, E., Breithaupt, L. E., Hubel, C., Baker, J. H., Munn-Chernoff, M. A., Yilmaz, Z., Ehrlick, S., Mustelin, L., Ghaderi, A., Hardaway, J.A., Bulik-Suillivan, E.C., Hedman, A.M., Jangmo, A., Nilsson, I.A.K., Wiklund, C., Yao, S., Seidel, M., & Bulik, C.M. (2017). The science behind the Academy for Eating Disorders' Nine Truths About Eating Disorders. <i>European Eating Disorders Review</i>, 25(6), 432-450.</p> <p>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</p> <p>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</p> <p>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. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/j.1556-6676.2012.00033.x</p>
M Jan 18	<p>Treatment overview.</p> <p>Principles of cognitive-behavioural therapy.</p>	<p>Heruc, G., Hurst, K., Casey, A., Fleming, K., Freeman, J., Fursland, A., Hart, S., Jeffrey, S., Knight, R., Robertson, M., Roberts, M., Shelton, B., Stiles, G., Sutherland, F., Thornton, C., Wallis, A., & Wade, T. (2020). ANZAED eating disorder treatment principles and general clinical practice and training principles. <i>Journal of Eating Disorders</i>, 8(1), 1-10. doi: 10.1186/s40337-020-00333-0</p> <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</p> <p>**E-book license permits only one online user at a time; per day, a user may print to PDF up to 111 pages</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</i>, 18(4):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. See PDF posted on D2L</p>
M Jan 25	<p>Treatment overview. Principles of interpersonal psychotherapy for eating disorders.</p> <p>Brief intro to dialectical behaviour therapy and third-wave behaviour therapies.</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. See PDF posted on D2L</p> <p>Linardon, J., Fairburn, C.G., Fitzimmons-Craft, E.E., Wilfley, D., & Brennan, L. (2017). The empirical status of the third-wave behaviour therapies for the treatment of eating disorders: A systematic review. <i>Clinical Psychology Review</i>, 58, 125-140.</p>
M Feb 1	Group presentations	<ol style="list-style-type: none"> 1. 2. 3.
M Feb 18	Group presentations	<ol style="list-style-type: none"> 1. 2. 3.
M Feb 22	Ethical issues	<p>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 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</i>, 18, 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. https://doi.org/10.1017/9781316417287.011 https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/9781316417287.011</p> <p>Walker, D.C., Heiss, S., Donahue, J.M., & Brooks, J.M. (2020). Practitioners' perspectives on ethical issues within the treatment of eating disorders:</p>

		Results from a concept mapping study. <i>International Journal of Eating Disorders</i> . doi: 10.1002/eat.23381.
R Jan 21	Last day to drop a class without financial penalty.	
F Jan 22	Last day to add or swap a course.	
F Jan 29	Fee payment deadline for Winter Term fees.	
M Feb 15	Reading Week. No lectures. University open (except Family Day). Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
M Feb 15	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	

Supplementary Readings

Academy for Eating Disorders. (2016). *Critical points for early recognition & medical risk management in the care of individuals with eating disorders* (3rd ed.). Reston, VA: Academy for Eating Disorders.

<https://www.aedweb.org/resources/publications/medical-care-standards>

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>

<https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11920-013-0407-y>

Fairburn, C.G. (2013). *Overcoming Binge Eating* (2nd ed.). The Guilford Press.

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>
- Lock, J. D. & Le Grange, D. (2013). *Treatment manual for anorexia nervosa: a family-based approach* (2nd ed.). New York: Guilford Press.
- Jacobi, C., Hutter, K., & Fittig, E. (2018). Psychosocial risk factors for eating disorders. In W.S. Agras, & A. Robinson (Eds.), *The Oxford Handbook of Eating Disorders* (2nd ed), pp. 106-125. New York, NY: Oxford University Press.
- National Institute for Health and Care Excellence (UK). (2017). Eating disorders: recognition and treatment. <https://www.nice.org.uk/guidance/ng69>
- Safer, D., Adler, S.A., & Masson, P.C. (2019). *The DBT solution for emotional eating*. The Guilford Press.
- 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/X71-1-1-412-4-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&N=00000487-200704000-00005&LSLINK=80&D=ovft>
- Treasure, J., Duarte, T.A., & Schmidt, U. (2020). Eating disorders. *The Lancet, 395*(10227), 899-911. 10.1016/S0140-6736(20)30059-3
- 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. *International Journal of Eating Disorders, 47*, 13-17. doi: 10.1002/eat.22181 <http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1002/eat.22181/abstract>
- Waller, G., Turner, H., Tatham, M., Mountford, V.A., & Wade, T.D. (2019). *Brief cognitive behavioural therapy for non-underweight patients*. Taylor & Francis Ltd.

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 Accommodation

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/. 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 <http://www.ucalgary.ca/policies/files/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

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) 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 (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.

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 21, 2021**. Last day add/swap a course is **Friday, January 22, 2021**. The last day to withdraw from this course is **Thursday, April 15, 2021** <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>