

THE UNIVERSITY OF LETHBRIDGE
SCHOOL OF HEALTH SCIENCES
ADCS 3729 – STUDIES IN SPECIFIC ADDICTIVE DISORDERS: EATING DISORDERS
Course Syllabus – Spring, 2018

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Class: Thursdays, 1:40 – 4:20 p.m.
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Eating problems, whatever their manifestation, are ... a complex personal response to a set of interpersonal, intra-psychic, social and political phenomena that structure the individual woman's relationship to self and other. The shame and hurt of individual women's experience around food and body image can be understood as a social phenomenon connected to women's social and psychological existence. (Orbach, 1993, p. xviii)

COURSE DESCRIPTION:

This course is one of a series that focuses on providing an in-depth study of the issues and interventions relevant to particular addictions. In this course the focus is on eating disorders. The course is structured as an exploration into the experience of the eating disordered individual. The emphasis is on understanding the social, cultural, political, interpersonal and intra-psychic factors that structure the subjective experience of the eating disordered person and the clinical implications of the etiology of characteristic thoughts, feelings, and behaviours for assessment and treatment approaches. A second emphasis is on structuring class experiences to enhance experiential understanding of the issues. Considerations for prevention and early intervention will also be explored.

COURSE OBJECTIVES:

At the completion of this course, students will be able to:

1. Understand and discuss the contextual and etiological factors related to the development of eating disorders.
2. Understand and discuss the theoretical constructs which aim to explain the underlying bio-psycho-social dynamics of eating disorders.
3. Understand and discuss the subjective experience of a person with an eating disorder.
4. Understand and discuss issues related to the prevention and early intervention of eating disorders.
5. Understand and discuss issues in assessment & treatment.
6. Participate in and utilize self-awareness and self-exploration experiences to enhance personal counsellor training experiences.

APPROACH TO LEARNING:

The course material will be presented using a combination of lectures, experiential based class activities, self-reflection exercises, and guest lectures. The emphasis is on student participation through personal self-reflection, exploration, and sharing so that the theoretical concepts learned can be personally integrated to enhance counsellor development. Students are strongly encouraged to openly share their responses but only to the level at which they are comfortable. Please note that course content and activities may evoke deep emotions, which could act as a trigger and increase symptoms for students who have an active eating disorder or who are in early recovery. For this reason, a strong caution is given to these students and it is recommended that counselling services are in place.

REQUIRED COURSE TEXTS:

Bell, L. & Rushforth, J. (2008). *Overcoming body image disturbance: A programme for people with eating disorders*. New York, NY: Routledge

Ricciardelli, L.A. & Yager, Z. (2016). *Adolescence and body image: From development to preventing dissatisfaction*. New York, NY: Routledge

Zerbe, K. (2008). *Integrated treatment of eating disorders: Beyond the body betrayed*. New York, NY: W.W. Norton.

OTHER REQUIRED READINGS:

Additional readings to supplement the course texts will be assigned and made available by the course instructor.

SYSTEM REQUIREMENTS:

This course requires you to have access to the internet and to the Uleth Moodle website at: <http://moodle.uleth.ca>. The course syllabus, assignment marking rubrics, and other documents are posted on the course Moodle, which you are responsible to access. If you are having difficulty with Moodle, you can check <http://moodleanswers.com/> for potential solutions or you can contact the Teaching Centre at 403.380.1856

ADDITIONAL REFERENCES:

Anorexics and Bulimics Anonymous. (2002). *Anorexics and Bulimics Anonymous: The fellowship details its program of recovery for anorexia and bulimia*. Edmonton, AB: Anorexics and Bulimics Anonymous.

Anderson, A., Cohn, L., & Holbrook, T. (2000). *Making weight: Men's conflicts with food, weight, shape & appearance*. Carlsbad, CA: Gurze Books.

Brewerton, T.D., & Baker Dennis, A. (Eds.). (2014). *Research, clinical and treatment perspectives*. New York, NY: Springer.

Brown, C., & Jasper, K. (1993). *Consuming passions: Feminist approaches to weight preoccupation and eating disorders*. Toronto, ON: Second Story Press.

Bryant-Waugh, R., & Lask, B. (2004). *Eating disorders: A parents' guide* (Rev. ed.). New York, Brunner Routledge.

Cash, T.F., & Pruzinsky, T. (Eds.). (2002). *Body image: A handbook of theory, research, and clinical practice*. New York: The Guilford Press.

Cohn, L. & Lemberg, R. (Eds.). (2014). *Current findings on males with eating disorders*. New York, NY: Routledge.

Dulaney Gilbert, S., & Commerford, M. C. (2000). *The unofficial guide to managing eating disorders*. Foster City, CA: IDG Books Worldwide.

Emery Normandi, C. & Roark, L. (1998). *It's not about food: End your obsession with food and weight*. New York: Penguin Putnam.

Fairburn, Dr. C.G. (1995). *Overcoming binge eating*. New York: The Guilford Press.

- Ginsburg, L., & Taylor, M. (2002). *Women, food, & spirituality*. New York: St. Martin's Press.
- Giordano, S. (2005). *Understanding eating disorders: Conceptual and ethical issues in the treatment of anorexia and bulimia nervosa*. Oxford, UK: Clarendon Press.
- Gordon-Elliot, J. (2017). *Fundamentals of diagnosing and treating eating disorders: A clinical casebook*. Cham, Switzerland: Springer International.
- Jaffa, T., & McDermott, B. (Eds.). (2007). *Eating disorders in children and adolescents*. New York: Cambridge University Press. .
- Heffner, M. & Eifert, G.H. (2004). *The anorexia workbook: How to accept yourself, heal your suffering, and reclaim your life*. Oakland, CA: New Harbinger.
- Hollis, J. (2003). *Fat is a family affair* (2nd ed.). Centre City, MN: Hazelden.
- Huebner, H.F. (1993). *Endorphins, eating disorders and other addictive behaviours*. New York: W.W. Norton
- Hutchison, M.G. (1985). *Transforming body image: Learning to love the body you have*. Freedom, CA: The Crossing Press.
- Johnston, A. (1996). *Eating in the light of the moon: How women can transform their relationships with food through myths, metaphors, and storytelling*. Carlsbad, CA: Gurze Books.
- Latzer, Y., & Stein, D. (Eds.). (2016). *Bio-psycho-social contributions to understanding eating disorders*. New York, NY: Springer.
- Maine, M. (2000). *Body wars: Making peace with women's bodies*. Carlsbad, CA: Gurze Books.
- Masterson, J.F. (1988). *The search for the real self: Unmasking the personality disorders of our age*. New York: The Free Press.
- Miller, K.J., & Mizes, J.S. ((2000). *Comparative treatments for eating disorders*. New York: Springer.
- Mitchell, J.E., & Peterson, C.B. (Eds.). (2005). *Assessment of eating disorders*. . New York: The Guilford Press.
- Nash, J.D. (1999). *Binge no more: Your guide to overcoming disordered eating*. Oakland, CA: New Harbinger.
- Ogden, J. (2003). *The psychology of eating: From healthy to disordered eating*. Malden, MA: Blackwell.
- Orbach, S. (1993). *Hunger strike: The classic account of the social and cultural phenomena underlying anorexia nervosa, bulimia and other eating problems* (New edition). Middlesex, England: Penguin Books.
- Petrucelli, J. (Ed.). ((2015). *Body-states: Interpersonal and relational perspectives in the treatment of eating disorders*. New York, NY: Routledge.
- Rabin, M. (2003). *Art therapy and eating disorders: The self as significant form*. New York: Columbia University Press.
- Reindl, S. (2001). *Sensing the self: Women's recovery from bulimia*. Cambridge, MA: Harvard University Press.
- Siegel, M., Brisman, J., & Weinshel, M. (1997). *Surviving and eating disorder: Strategies for family and friends* (Rev. ed.). New York: Harper Collins.
- Thompson, J.K. (Ed.). (1996). *Body image, eating disorders, and obesity: An integrative guide for assessment and treatment*. Washington, DC: American Psychological Association.
- Treasure, J., Schmidt, U., & van Furth, E. (Eds.). (2003). *Handbook of eating disorders* (2nd ed.) West Sussex. UK: Wiley & Sons.
- Woodman, M. (1982). *Addiction to perfection: The still ravished bride*. Toronto, ON: Inner City Books.
- Zerbe, K.J. (2008). *Integrated treatment of eating disorders: Beyond the body betrayed*. New York: W.W. Norton.

COURSE ASSIGNMENTS:	Weighting:	Due Date:
1. In-class Mini- reflection Papers	15%	Completed during class. Submitted at the end of that class.
2. Body Image Messaging Assignment	15%	February 8
3. Actively Changing your Stance Project	20%	Part I February 15 (5%) Part III March 22 (15%) (Choice of a 7 minute class presentation or a 7 page written report)
4. Mid-term Exam	30%	February 15
5. Final Exam	20%	April 5 (in-class)

Please note: Evaluation criteria for each assignment will be provided and reviewed in class.

DESCRIPTION OF ASSIGNMENTS:

1. In-class Mini-Reflection Papers (15%)

The objective of this assignment is to use the theoretical concepts and experiential exercises explored throughout this course to increase self-awareness and self-understanding and the corresponding implications for you as a counselor in an education process. Using your personal and professional reactions to the class content, you will be given 15 minutes at the end of five selected classes to hand-write a reflection that explores your responses to the theoretical concepts learned in class such as body image dissatisfaction, cognitive distortions, emotional life and belief systems related to body, food, and self and how these relate to the contextual factors which have personally influenced you. Then you will reflect on and explore the relevance of this self-understanding for yourself as a counselor, particularly as it may relate to transference and counter transfer issues with clients. Reflections papers will be handed in at the end of class. Evaluation criteria for this assignment will be provided and reviewed in class. This assignment is worth 15% of your final grade.

2. Body Image Messaging Assignment (15%)

For the duration of a four-week period (January 11 to February 8, 2018) you will observe the socio-cultural messages embedded in media, social media, advertising, and social and interpersonal interactions around you to identify and analyze the direct and indirect valuing and devaluing messages about appearance and body weight, shape, and size. Provide examples and descriptions of your observations as to how appearance and body weight, shape, and size are paired with valuing and devaluing messages. Discuss your own reactions to what you have observed and how you have been personally impacted by the messages, how you responded, and, if applicable, you would like to respond differently. **At the end of the fourth week, write a summary of conclusions regarding what you have learned through this exercise.**

All written observations and reflections must be submitted in 12-point font, double-spaced typed format. Evaluation criteria for this assignment will be provided and reviewed in class. The due date is February 8, 2018 and it is worth 15% of your final grade.

3. Actively Changing Your Stance Project (20%)

The objective of this assignment is to increase experiential understanding of a change process involving one's personal attitudinal stance towards body image regarding self or others. There are three parts to this assignment:

- i) Mini paper describing your proposed change project. To be submitted on Feb 15. Part I is worth 5% of your final grade.
- ii) Carrying out the change project for four weeks and making notes of your observations of successes and challenges
- iii) Summarizing your experiences and learning through **either** a 7 page reflection paper (due on March 22) or a 7 minute class presentation on March 22: **Please note: only a maximum of 10-15 people can choose the presentation option.** Part III is worth 15% of your final grade.

Evaluation criteria for this assignment will be provided and reviewed in class. This assignment is worth 20% of your final grade.

4. Midterm Exam (30%)

The mid-term exam will be held in class on February 15 and it is worth 30% of your final grade. The format of the exam will be discussed in class one week prior to the exam.

5. Final Exam (20%)

The final exam will be held in class on April 5 and it is worth 20% of your final grade. The format of the exam will be discussed in class one week prior to the exam.

LATE ASSIGNMENTS:

Late assignments will receive a 5% penalty of total assignment mark per day late unless alternative arrangements have been made with the instructor prior to the assignment's due date.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95-100%	C+	2.3	71-74.9%
A	4.0	91-94.9%	C	2.0	67-70.9%
A-	3.7	87-90.9%	C-	1.7	63-66.9%
B+	3.3	83-86.9%	D+	1.3	59-62.9%
B	3.0	79-82.9%	D	1.0	55-58.9%
B-	2.7	75-78.9%	F	0	0-54.95

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment: <https://www.uleth.ca/ross/accommodated-learning-centre/>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least *two weeks* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- Answers to common copyright questions (see the FAQs).
- Guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
- Guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing, and
- A permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

CLASS SCHEDULE & READINGS - TENTATIVE AND SUBJECT TO CHANGE:

Lectures (dates & topics)	Readings	Due Dates
January 11 – Class #1 Introductions Review Course Syllabus Introductory Concepts		
January 18 – Class #2 Contributing/Contextual Factors Body Image	Course Texts: 1. Bell & Rushforth CH1 (pp. 1-15) 2. Ricciardelli & Yager CH's 1, 3, 4 (pp. 1-16;39-54;55-75) Additional readings TBA.	
January 25 – Class #3 Contributing/Contextual Factors Body Image	Course Texts: 1. Ricciardelli & Yager CH's 5,6,7 (pp. 76-125) Additional readings TBA.	

Lectures (dates & topics)	Readings	Due Dates
February 1 – Class #4 Body Image Self	Course Texts: 1. Ricciardelli & Yager CH's 8,9,10 (pp. 126-172) Additional readings TBA.	
February 8 – Class #5 Food Prevention & Early Intervention	Course Texts: 1. Ricciardelli & Yager CH's 11 & 12 (pp. 173-220) Additional readings TBA.	Body Image Messaging Assignment is Due (15%)
February 15 – Class #6 Mid-term Exam		Actively Changing your Stance Project: Part I is due (5%) Mid-term Exam (30%)
READING WEEK – NO CLASS FEBRUARY 22		
March 1 – Class #7 The Disorders: AN,BN,BED Issues of Addiction	Course Texts: 1. Bell & Rushforth CH2 (pp. 16-23) Additional readings TBA.	
March 8 – Class #8 Issues of Addiction Assessment	Course Texts: 1. Ricciardelli & Yager CH 2 (pp. 17-38) Additional readings TBA.	
March 15 – Class #9 Treatment	Course Texts: 1. Bell & Rushforth CH's 3 & 4 (pp. 24-48) 2. Zerbe Preface & CH 1 (pp. 1-7; pp. 11-41) Additional readings TBA.	
March 22 – Class #10 Treatment	Course Texts: 1. Bell & Rushforth Session 8,9,10 (pp. 74-81) 2. Zerbe CH 2 (pp. 42-86)	Actively Changing your Stance Project: Part III is due. Choice of presentation or paper. (15%)

Lectures (dates & topics)	Readings	Due Dates
<p>March 29 – Class #11</p> <p>Treatment</p>	<p>Course Texts:</p> <p>1. Zerbe CH 3 & 8, Appendix A (pp. 87-119; 252-286; 310-314)</p> <p>Additional readings TBA.</p>	
<p>April 5 – Class #12 Last Class</p> <p>In-Class Final Exam</p>		<p>In-Class Final Exam</p>

**ADCS 3729 – Studies in Specific Addictive Disorders: Eating Disorders
Spring 2018
Body Image Messaging Assignment Part I: Marking Sheet**

Learner Name: _____ **ID#:** _____

For the duration of a four-week period (from January 11 to February 8, 2018) you will observe the socio-cultural messages embedded in media, social media, advertising, and social and interpersonal interactions around you to identify and analyze the direct and indirect valuing and devaluing messages about appearance and body weight, shape, and size. Provide examples and descriptions of your observations as to how appearance and body weight, shape, and size are paired with valuing and devaluing messages. Discuss your own reactions to what you have observed and how you have been personally impacted by the messages, how you responded, and, if applicable, you would like to respond differently. At the end of the fourth week write a summary of conclusions regarding what you have learned through this exercise.

All written observations and reflections must be submitted in 12 point font, double-spaced typed format. Evaluation criteria for this assignment will be provided and reviewed in class. The due date is February 8, 2018 and is worth 15% of your final grade.

Elements for Evaluation	Mark	Comments
Identification & Description of Examples (#, details, sophistication of example)	/4	
Identification of Direct and Indirect Valuing & Devaluing Messages	/4	
Depth of Analysis and of Messages	/4	
Summary/Conclusions	/3	
Total	/15	