

PSY 4930-03, Special Topics Eating Disorders
Fall 2011
Psychology Department Building A106

Instructor: Professor Pamela K. Keel

Email: keel@psy.fsu.edu

Office: PDB B222

Office Hours: Thursday 3:15 – 5:15 p.m.

Phone: 645-9140

or by appointment

Syllabus Change Policy: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Required Reading Materials:

P. Keel (2005). Eating Disorders. Upper Saddle River, NJ: Pearson Prentice Hall. ISBN: 0-13-183919-5

The following **journal articles** are posted on the course web site on Blackboard.

1. Mishra SK, Mukhopadhyay S. Eating and weight concerns among Sikkimese adolescent girls and their biocultural correlates: an exploratory study. *Public Health Nutri.* 2010;14:853-859.
2. van den Berg P, Neumark-Sztainer D, Cafri G, Wall M. Steroid use among adolescents: longitudinal findings from Project EAT. *Pediatrics.* 2007;119:476-486.
3. Steiger H, Bruce K, Gauvin L, et al. Contributions of the glucocorticoid receptor polymorphism (Bcl1) and childhood abuse to risk of bulimia nervosa. *Psychiatry Res.* in press.
4. Eisenberg ME, Neumark-Sztainer D. Friends' dieting and disordered eating behaviors among adolescents five years later: findings from Project EAT. *J Adolesc Health.* 2010;47:67-73.
5. Klump KL, Suisman JL, Burt SA, McGue M, Iacono WG. Genetic and environmental influences on disordered eating: An adoption study. *J Abnorm Psychol.* 2009;118:797-805.
6. Blechert J, Ansorge U, Tuschen-Caffier B. A body-related dot-probe task reveals distinct attentional patterns for bulimia nervosa and anorexia nervosa. *J Abnorm Psychol.* 2010;119:575-585.
7. Akkermann K, Hiio K, Villa I, Harro J. Food restriction leads to binge eating dependent upon the effect of the brain-derived neurotrophic factor Val66Met polymorphism. *Psychiatry Res.* in press.
8. Lock J, Le Grange D, Agras WS, Moye A, Bryson SW, Jo B. Randomized clinical trial comparing family-based treatment with adolescent-focused individual therapy for adolescents with anorexia nervosa. *Arch Gen Psychiatry.* 2010;67:1025-1032.
9. Becker CB, Bull S, Schaumberg K, Cauble A, Franco A. Effectiveness of peer-led eating disorders prevention: a replication trial. *J Consult Clin Psychol.* 2008;76:347-354.
10. Crow SJ, Peterson CB, Swanson SA, et al. Increased mortality in bulimia nervosa and other eating disorders. *Am J Psychiatry.* 2009;166:1342-1346.

Course Information:

Description: This course presents an in depth investigation of eating disorders including anorexia nervosa, bulimia nervosa, and eating disorders not otherwise specified. This investigation will be conducted through lectures and readings. The course will span topics such as biological bases of disordered eating, historical trends in prevalence of eating pathology, and cognitive disturbances associated with eating disorders. The course will attempt to present both the current understandings of causes, correlates, and outcomes of eating pathology as well as the complexity and controversy surrounding these conceptualizations.

Learning Objectives: The learner will be able to:

- Describe what distinguishes an eating disorder from normal variations in eating.
- Describe the epidemiology of eating disorders.
- Link research methods with evidence regarding the causes of eating disorders.
- Evaluate competing and complementary explanations of eating disorders including sociocultural, psychological, and biological explanatory models.
- Distinguish methods used to evaluate the efficacy and effectiveness of treatment and prevention.
- Describe the consequences of eating disorders.

Goal/Rationale for the course: Eating disorders represent a significant source of psychiatric and medical morbidity among adolescent and young adult individuals and are well-represented on college campuses. This course is meant to help students understand what eating disorders are, what may contribute to their etiology, and how eating disorders (and their deleterious consequences) may be treated and prevented. Students who attend all classes, read the text and assigned journal articles, and study for exams will do well in this course.

Student Responsibilities

Meetings/Attendance: This course will meet from 2:00 p.m. – 3:15 p.m. on Tuesdays and Thursdays. In-class quizzes will occur during lecture on the dates indicated on p. 5 of this syllabus. In addition, extra-credit opportunities will be provided at random in lectures. *These extra-credit opportunities are designed to reward students' effort within the class and can make the difference between a B+ and an A (or a C+ and a B).* The course will be more fun for all of us if you feel free to ask questions during lecture. However, because of the class size (approximately 76 students), questions may need to be limited to specific times during lecture. Questions are always welcome during office hours and via e-mail. Throughout the course, I hope to provide helpful and respectful responses to questions and comments, and I expect each student to extend the same courtesy to fellow students.

Readings: Chapters from the text are assigned by lecture topics (see Course Schedule below). You should complete the assigned chapter before coming to Tuesday's class so that you will be familiar with terms used. In addition, students will be required to read the assigned journal article posted on the course website for Thursday's class.

In Class Quizzes, Assignments, and Examinations: There will be 10 in class quizzes, 3 brief writing assignments, and 3 exams. In addition, there will be extra-credit opportunities presented during class meetings. Grading will be based on the following system:

In Class Quizzes	(Questions based on assigned reading)	10%
Writing Assignment #1 (9/22/11)	(1-2 pp.)	5 %
Writing Assignment #2 (10/27/11)	(1-2 pp.)	5 %
Writing Assignment #3 (12/1/11)	(1-2 pp.)	5 %
Examination #1 (9/29/11)	(50 Multiple Choice)	25 %
Examination #2 (11/3/11)	(50 Multiple Choice)	25 %
Examination #3 (12/8/11)	(50 Multiple Choice)	25 %
<hr/>		
TOTAL		100 %
Extra Credit Points		5 %

In Class Quizzes (ICQ): Throughout the semester, there will be 10 quizzes during class time during which a question based on reading for that class will be presented. Half of a point will be awarded for attempting to answer the question, and a full point will be awarded for answering the question correctly.

Writing Assignments (WA): Each brief writing assignment will be a summary of one of the assigned journal articles. Articles eligible for review will be listed for each writing assignment, and this list can be downloaded from the course web site. Assignments will be graded based upon the content of what you write - that is, the adequate treatment of the topic in displaying knowledge of facts and issues *and* your writing style - that is, the quality of writing. Content must reflect information from the article reviewed, must go beyond information provided in the article's abstract, and must NOT be plagiarized. You will submit writing assignments on-line via SafeAssign to help you identify instances of copying. Writing style includes being clear, concise, grammatically correct, having correct spelling and punctuation.

Each writing assignment should be typed and double-spaced and include your name. PLEASE REVIEW THE SAMPLE WRITING ASSIGNMENT ON THE COURSE WEBSITE PRIOR TO DRAFTING YOUR OWN WRITING ASSIGNMENTS. Writing assignments should be submitted by the DUE DATE unless PRIOR permission has been received from the instructor.

Exams: Each exam will include 50 multiple-choice questions that emphasize information presented for the third of the class that precedes it. However, some integration of information across sections will be required for questions on the second and third exams. Exam questions will come from *all* of the following sources: lectures, the text, or required journal articles.

Extra Credit: Opportunities to raise your grade by 5% of the total possible points will be presented periodically during the semester in lecture only.

POLICY ON EXTENSIONS AND MAKE-UP QUIZZES AND EXAMINATIONS

Consistent with Florida State University Policy, students will be allowed to make up in class quizzes and examinations that have been missed due to death in the immediate family, documented illness, other documented crises, call to active military duty or jury duty, religious holidays, and official University activities. Consideration will also be given to students whose dependent children experience serious illness. If you know you must be away at the time of an examination for mandatory religious obligations or official University activities, the instructor must be contacted **in advance** to schedule a make-up examination. Illnesses, family deaths, and other crises at the time of an examination must be documented by note. **To be eligible for a makeup exam, the instructor must be contacted before the examination whenever possible.**

Permission to turn in writing assignments late must be received PRIOR to the due date. Providing permission is up to the discretion of the instructor. There are two forms of permission that may be received. One form is issued when students face **unforeseeable** conflicts such as an illness that requires medical attention. This permission carries no penalty. The second form is issued when students feel unable to balance the demands of courses and/or extra-curricular activities. This permission carries a penalty deduction of one point per day the assignment is late including weekends. Each assignment point reflects one point towards your final grade (see Grading Scale on p. 5 of this syllabus). ANY STUDENT ATTEMPTING TO SUBMIT AN ASSIGNMENT AFTER THE DUE DATE WITHOUT PRIOR PERMISSION OF THE INSTRUCTOR RISKS RECEIVING **NO CREDIT** FOR THAT ASSIGNMENT.

Course Schedule

Date	Topic	Readings	ICQ/WA
August 30	Course Overview		
September 1	Introduction – What are Eating Disorders	Ch. 1	
September 6	Cross-cultural & Historical Perspectives	Ch. 2	
September 8	Cross-cultural & Historical Perspectives	Article 1	ICQ 1
September 13	Eating Disorders in Ethnic Minorities & Males	Ch. 3	
September 15	Eating Disorders in Ethnic Minorities & Males	Article 2	ICQ 2
September 20	Developmental Risk Factor Research	Ch. 4	
September 22	Developmental Risk Factor Research	Article 3	ICQ 3/WA 1
September 27	In Class Review		
September 29	Exam 1		
October 4	Body Image & Dieting Research	Ch. 5	
October 6	Body Image & Dieting Research	Article 4	ICQ 4
October 11	Family Factors	Ch. 6	
October 13	Family Factors	Article 5	ICQ 5
October 18	Personality, Cognition, & Behavior	Ch. 7	
October 20	Personality, Cognition, & Behavior	Article 6	ICQ 6
October 25	Biology	Ch. 8	
October 27	Biology	Article 7	ICQ 7/WA 2
November 1	In Class Review		
November 3	Exam 2		
November 8	Treatment	Ch. 9	
November 10	Treatment	Article 8	ICQ 8
November 15	Prevention	Ch. 10	
November 17	Prevention	Article 9	ICQ 9
November 22	Long-term Course and Outcome	Ch. 11	
November 24	<i>Thanksgiving – no class</i>		
November 29	Long-term Course and Outcome	Article 10	ICQ 10
December 1	Conclusion & Future Directions	Ch. 12	WA 3
December 6	In Class Review		
December 8	Exam 3		

Grading Scale:

A:	93-100
A-:	90-92
B+:	87-89
B:	83-86
B-:	80-82
C+:	77-79
C:	73-76
C-:	70-72
D+:	67-69
D:	63-66
D-:	60-62
F:	<60%

University Attendance Policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

The infractions to be most concerned about include: 1) Plagiarism – presenting another person's written words or ideas as your own (this includes copying text word-for-word or nearly word-for-word without quotation marks or closely paraphrasing another's ideas without proper citation), 2) Multiple Submission – submitting work or parts of work previously submitted for credit in another course, 3) Unauthorized Group Work – working with another person on assignments, and 4) Cheating – attempting to copy answers from another student's exam, allowing another person to copy answers from your exam, attempting to obtain/share copies of the exam or exam questions before the exam is taken.

Free Tutoring from FSU: For tutoring and writing help in any course at Florida State University, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu for more information. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Writing Support: If you have concerns about your ability to clearly convey your ideas in writing, please visit the Writing Center @ Strozier for help. The Writing Center @ Strozier is located on the main floor of Strozier Library across from the Help Desk. Services are available Sunday through Thursday by appointment or for walk-ins. <http://writing.fsu.edu/rwc/stzr.html>

Americans With Disabilities Act: Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

874 Traditions Way	(850) 644-9566 (voice)
108 Student Services Building	(850) 644-8504 (TDD)
Florida State University	sdrc@admin.fsu.edu
Tallahassee, FL 32306-4167	http://www.disabilitycenter.fsu.edu/

Resources for Help

The topics covered in class involve problems that can occur in college students. If you feel that you or someone you know may be struggling with an emotional or psychiatric problem, the following resources on campus are available for assistance.

Florida State University Counseling Center: (850) 644-2003

Askew Student Life Building 942 Learning Way, Tallahassee

<http://counseling.fsu.edu/>

- Individual and group counseling
 - 10 sessions per calendar year for individual counseling
 - Specialization in eating disorder counseling
 - Referrals can be made to other clinics
- Hours: Monday-Friday 8:00 A.M. – 5:00 P.M.

Thagard University Health Center: (850) 644-4567

<http://www.tshc.fsu.edu/>

- Appointments only made by referral from other clinics
 - Health insurance accepted
 - \$75.00 for first visit, \$25.00 after that
- Hours: Monday-Saturday 8:00 A.M. – 4:00 P.M.

Florida State University Psychology Clinic: (850) 644-3006

1107 W. Call St., Tallahassee

<http://www.psy.fsu.edu/community/clinic/>

- Individual and group therapy available
 - Therapy is given by monitored graduate students in training
 - Insurance not accepted
 - Initial fee of \$25.00, standard fee \$60.00 (sliding scale of \$20-\$60 per hour as needed)
 - Group therapy is \$8.00-\$10.00 per group session (call for availability)
 - Schedule a screening at listed number
- Hours: Monday-Thursday 8:00 A.M. – 9:00 P.M., Friday 8:00 A.M. – 4:00 P.M.