

PSYC 089 First Year Seminar: Special Topics
Eating Disorders and Body Image
Spring 2011
Tuesdays & Thursdays 11am-12:15pm
Location: 101 Davie

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Office: 268 Davie Hall

Office Hours: Thursdays 12:15-2pm and by appointment

Note: This syllabus is subject to change. You are responsible for keeping informed of any changes, which will be announced in class and on Blackboard (<http://blackboard.unc.edu>).

COURSE MATERIALS

Article and chapter readings will be on Blackboard.

Bruni, Frank (2009). *Born Round: A Story of Family, Food and a Ferocious Appetite*. New York: Penguin Books.

Armstrong, Stephanie C. (2009). *Not All Black Girls Know How To Eat: A Story of Bulimia*. Chicago: Lawrence Hill Books.

Liu, Aimee (2007). *Gaining: The Truth About Life After Eating Disorders*. New York: Wellness Central.

COURSE DESCRIPTION

This course will be an exploration of eating disorders, body image, and disordered eating from primarily a psychosocial perspective. My overall goal is to create an environment where we can all be actively engaged in learning about these important and relevant topics. The course is structured for learning to occur via a multiplicity of ways including readings, discussions, lectures, videos, guest speakers, in-class activities, experiential assignments, writing assignments, and a research project.

In this research-exposure course, you will be working with a Graduate Research Consultant (GRC), Meg Harney (harney@unc.edu), who will assist you in the research project. The GRC Program is sponsored by the Office for Undergraduate Research (OUR) (www.unc.edu/depts/our), and you may be able to use this research-exposure course to meet a requirement of the Carolina Research Scholars Program (http://www.unc.edu/depts/our/students/students_crsp.html). I encourage you to visit the OUR website to learn about how you might engage in research, scholarship and creative performance while you are at Carolina.

LEARNING OBJECTIVES

1. You will understand the phenomenology of eating disorders as well as the nature of treatments with empirical support.
2. You will be able to critically discuss how various psychosocial factors may contribute to or buffer against the development of an eating disorder and body dissatisfaction.

3. You will have opportunities to refine your writing skills via writing assignments and your speaking skills via class discussions and presentations.

4. You will have the opportunity to examine the topics of this course from both an academic perspective (including active involvement in the application of scientific approaches to addressing questions) and from a more personal perspective.

COURSE EXPECTATIONS

- * Students are to attend class and contribute to discussions.
- * Students are to complete the reading assignments for the week BEFORE each Tuesday.
- * Students are to arrive prepared for class with any readings to be referenced as well as paper and pen/pencil for in-class writing.
- * Students are to complete written work and projects fully and on time.
- * To help create a safe, productive environment for discussion, students are asked to present questions and comments in a respectful manner, to listen to others with an open mind, and to maintain confidentiality of any personal experiences shared in class.

COURSE COMPONENTS

Participation

Attendance and participation are critical to the success of this course and what you get out of it. In terms of participation, you will do well if you contribute questions, opinions, ideas, reactions to readings/presentations/activities, and relevant personal experiences in the discussions. Through your contributions you will be expected to provide evidence that you are seriously reflecting on the topics.

Responses to readings

It is critical that you complete the readings and think about the issues in the readings **BEFORE** the week they will be discussed in class. For this class, the readings assigned for a given week will be discussed on Tuesday and/or Thursday, so all readings for a given week should be done before Tuesday's class.

As a way of getting you to grapple with the readings ahead of time, you will either complete a reaction paper or generate 3 questions that the readings brought up for you -- whether your response is a reaction paper or questions is detailed in the Class Schedule. You must submit the reaction paper or questions (whichever is due) electronically to me each Monday by 8pm. (The exception to this is the first week of class when the due date is Wednesday by 8pm.) Also, please bring to class a copy of the reaction paper/questions for you to reference during the discussion.

When reaction papers are due, these should be 1-2 pages, double-spaced. They should not be a summary of the readings. Instead, these papers should be a forum for you to: discuss a part of the reading that you agreed or disagreed with, explaining why; discuss a part of the reading that you were confused about as well as how you are trying to make sense of it; discuss any ideas the reading gave you about the topics, etc. Make sure your paper is specific; based on the reaction paper, I need to be able to know that you read the material and are processing it deeply rather than superficially. I will read the questions/reaction papers before Tuesday's class; points made and questions raised in these papers will be incorporated into class discussion. If I do not raise an issue you raised and you would like to have the issue addressed, please bring up the issue in class yourself.

Assignments

There are some assignments that you will be asked to do outside of class and turn in. The specifics of the assignments (nature of them, expectations, what has to be turned in) will be explained in detail in class. Due dates for the assignments are listed in the Class Schedule.

Book Quizzes

We will read 3 memoirs, listed in the syllabus under Course Materials, each from a person with a different perspective. As a way of demonstrating that you are keeping up with the reading and doing it carefully, you will take quizzes on the book; dates of the quizzes and the pages they cover are listed in the Class Schedule. We will have the unique opportunity to speak to each author via speakerphone and ask her/him questions – a thorough reading of the memoir will best permit you to engage in conversation with author and demonstrate respect for her/his time and effort. We will discuss the purchase of the books as a class.

Interview

The body and food mean different things to different people at different points in their lives. One way to gain an appreciation of this is to talk with others, which is what this interview project is about. You will identify and interview 2 individuals who are willing to talk about their feelings about and behavior toward their body and food and if/how that has changed over time. These individuals should differ in at least one of these dimensions: gender, age (e.g., consider interviewing someone your parents' age), and race/ethnicity. As a class we will come up with a set of questions for the interviewees, but you are expected to ask additional questions beyond that, depending on what you are learning in the interview or what you know of your interviewee. The report on these interviews is expected to be 5-7 pages, typed, double-spaced, and is due Thursday, February 3, along with the name, phone number, and email address of each person you interviewed. Although the format of the interview will be Q&A, the report itself should be written as a coherent narrative.

Class facilitation

In small groups, you will be responsible for leading one class day. You will be assigned to both a group and a topic/date, although all dates will be Tuesdays. This is an exciting component of the course, as it allows you to showcase your thoughtfulness about the material and to serve as leaders in class. You are expected to supplement the readings for the week by bringing in to class any additional brief readings (e.g., newspaper article, personal narrative) that you think would further advance the conversation, any video clips that illustrate the topics to be discussed, etc. I will meet with each group prior to their class facilitation date to provide feedback on the direction you are planning to take in the classroom. More details about this course component will be provided in class.

Research project

In small groups (assigned by the instructor), you will identify a research question you would like to find the answer to, develop a hypothesis based on your reading inside and outside the class, develop a research study that would answer that research question and test the hypothesis, collect data, and develop preliminary conclusions from the findings. This work will be done in close contact with the Graduate Research Consultant (GRC), Meg Harney, who is a doctoral student in clinical psychology with experience as a researcher in the field of eating disorders and body image and as an eating disorder therapist. The final product will be an in-class presentation (15-20 minutes) of the background and rationale for your study, the research design and methods used, and your findings and preliminary conclusions. This presentation (e.g., Power Point) will also be turned in for evaluation. More details about this course component will be provided in class. As a group, you will meet with the GRC at several points during the course, starting the week of February 14, and the presentations will occur on Thursday, April 21 and Tuesday, April 26.

GRADING DISTRIBUTION

Participation – 10%

Responses to readings: Reaction papers & questions generated by readings – 10%

Assignments – 10%

Book Quizzes – 10%

Interview – 20%

Class facilitation – 20%

Research project – 20%

RESOURCES

For readings and class updates...

Class updates and many readings will be up on Blackboard (<http://blackboard.unc.edu>) which can be accessed with your onyen and password.

For assistance with writing and academics...

The Writing Center (962-771, located in SASB North, Suite #0127, <http://www.unc.edu/depts/wcweb/>) is a good resource with writing consultants specifically trained to help students improve their writing. A range of other academic services are available to you with most of them headquartered in the Student Academic Services Building North (<http://www.unc.edu/depts/acadserv/>).

For assistance regarding a disability...

In compliance with UNC policy and federal law, qualified students with disabilities are eligible to receive “reasonable accommodations to ensure equal access to education opportunities, programs, and activities” (<http://www.unc.edu/depts/lds/faculty-policies.html>). If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately either after class or in my office. To request academic accommodations (for example, a notetaker), students must register with the Department of Disability Services (DDS; 962-8300; disabilityservices@unc.edu; <http://disabilityservices.unc.edu/>), the office responsible for reviewing documentation about disabilities and for helping to plan accommodations consistent with course requirements. I will accommodate the special needs of individuals upon receiving official notice from DDS.

For a referral to psychological services...

Eating disorders and related psychological concerns like anxiety and depression are topics to which many can relate. You may find that a topic covered in class has some personal relevance, either in your own life or in the lives of people close to you. Registered UNC students are eligible for confidential services at no charge from the Counseling and Wellness Services, located on the 3rd floor of the James A. Taylor Building (966-3658) (<http://campushealth.unc.edu/>). Services are also available at the UNC Department of Psychology Community Clinic, located in Davie Hall (962-6906) – services here are on a sliding scale fee based on income and are not restricted to UNC students.

HONOR CODE

Academic integrity and honesty are fundamental to the activities and principles of a university. Students are expected to fully comply with the Honor Code (see <http://instrument.unc.edu/>). Consistent with the Honor Code, it is expected that any individual work you submit in this course will be *your own* work. Group projects will, by their nature, be collaborative works, but the honor code still applies in terms of matters such as plagiarism, etc. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the instructor. Any suspected violation of the Honor Code will be submitted to the Undergraduate Honor Court for investigation with possible penalties including failure of the course and university disciplinary action.

CLASS SCHEDULE – subject to change

WEEK 1: Introduction to the Course; Body Image

Readings

Nichter, M. (2000). *Fat talk: What girls and their parents say about dieting* (pp. 45-67). Cambridge, MA: Harvard University Press.

Brandeis, G. (2004). We would love our thighs. In S. Ellison (Ed.), *If women ruled the world: How to create the world we want to live in – Stories, ideas, and inspirations for change* (pp. 29-30). Maui, Hawaii: Inner Ocean Publishing, Inc.

Tuesday, January 11

Thursday, January 13

* **Reaction paper** on readings - due Wednesday 1/12 by 8pm

* **Assignment due:** report on “fat talk”

WEEK 2: Food and Dieting

Readings

Ogden, J. (2003). *The psychology of eating: From health to disordered behavior* (pp. 102-131). Oxford: Blackwell Publishing.

Kolata, G. (2007, May 8). Genes take charge, and diets fall by the wayside. *The New York Times*.

http://www.nytimes.com/2007/05/08/health/08fat.html?_r=1&scp=1&sq=genes+take+charge&st=nyt

Tuesday, January 18

* **3 questions** generated from the readings - due Monday 1/17 by 8pm

* **Assignment due:** report on a diet program

Thursday, January 20

* **Guest** (nutritionist)

WEEK 3: Eating Disorders: Anorexia Nervosa

Readings

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders (4th ed. – Text Revision)*. Washington, DC: Author.

* Section 307.1 Anorexia Nervosa (p. 583-589)

DSM-V proposed diagnostic criteria for anorexia nervosa:

<http://www.dsm5.org/ProposedRevisions/Pages/proposedrevision.aspx?rid=24>

(read information under tabs: “Proposed Revision” and “Rationale”)

Chernik, A. F. (2003). The body politic. In A. Kesselman, L. D. McNair, & N. Schiedewind, *Women: Images and realities – A multicultural anthology* (3rd ed.), (pp. 133-137). Boston: McGraw-Hill.

Epstein, R. H. (2009, July 13). When eating disorders strike in midlife. *The New York Times*.

<http://www.nytimes.com/ref/health/healthguide/esn-eating-disorders-ess.html>

Selected personal narratives (TBA) from the “Eating Disorders, Disordered Culture” website:
<http://www.eating.ucdavis.edu/speaking/told/anorexia/index.html>

Tuesday, January 25

* **Reaction paper** on readings - due Monday 1/24 by 8pm

Thursday, January 27

* Reschedule to view and discuss the HBO documentary *Thin* as a class one evening

WEEK 4: Eating Disorders: Bulimia Nervosa & Binge Eating Disorder

Readings

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders (4th ed. – Text Revision)*. Washington, DC: Author.

* Section 307.51 Bulimia Nervosa (p. 589-594)

* Section 307.50 Eating Disorder Not Otherwise Specified (p. 594-595)

* Binge Eating Disorder (p.785-787)

**Note: The above 3 readings are bundled together in one pdf file called “DSM-IV-TR BN EDNOS BED_2000.”*

DSM-V proposed diagnostic criteria for :

bulimia nervosa:

<http://www.dsm5.org/ProposedRevisions/Pages/proposedrevision.aspx?rid=25>

Binge Eating Disorder:

<http://www.dsm5.org/ProposedRevisions/Pages/proposedrevision.aspx?rid=372>

Eating Disorder Not Otherwise Specified

<http://www.dsm5.org/ProposedRevisions/Pages/proposedrevision.aspx?rid=26>

(for all, read information under tabs: “Proposed Revision” and “Rationale”)

Ellin, A. (2010, January 19). Narrowing an eating disorder. *The New York Times*.

<http://www.nytimes.com/2010/01/19/health/19eat.html>

Selected personal narratives (TBA) from the “Eating Disorders, Disordered Culture” website:
<http://www.eating.ucdavis.edu/speaking/told/bulimia/index.html>

Tuesday, February 1

* **Reaction paper** on readings - due Monday 1/31 by 8pm

Thursday, February 3

* **Interview due**

* **Guest** (Chevese Turner, Founder and CEO of Binge Eating Disorder Association)

WEEK 5: Media

Readings

Tiggemann, M. (2002). Media influences on body image development. In T. F. Cash & T. Pruzinskiy (Eds.), *Body image: A handbook of theory, research, and clinical practice* (pp. 91-98). New York: Guilford.

Hesse-Biber, S., Leavy, P., Quinn, C. E., & Zoino, J. (2006). The mass marketing of disordered eating and eating disorders: The social psychology of women, thinness, and culture. *Women's Studies International Forum*, 29, 208-224.

Crumley, B. (2009, October 5). France may put warning labels on airbrushed photos. *Time*.
<http://www.time.com/time/world/article/0,8599,1927227,00.html>

Morris, B. R. (2002, June 23). A disturbing growth industry: Web sites that espouse anorexia. *The New York Times*.
<http://query.nytimes.com/gst/fullpage.html?res=9F00E4DB123CF930A15755C0A9649C8B63&&scp=16&sq=prevention%20and%20eating%20disorders&st=cse>

Bruni, F. (2009). *Born Round: A Story of Family, Food and a Ferocious Appetite*. New York: Penguin Books.
* Paced at about 100 pages per week with quizzes on particular sections on Thursdays: 2/17, 2/24, and 3/3*

Tuesday, February 8

- * **3 questions** generated from the readings - due Monday 2/7 by 8pm
- * **Class facilitation**

Thursday, February 10

- * **Assignment due:** TBA

WEEK 6: Family

Readings

Kearney-Cooke, A. (2002). Familial influences on body image development. In T. F. Cash & T. Pruzinsky (Eds.), *Body image: A handbook of theory, research, and clinical practice* (pp. 99-107). NY: Guilford.

Fisher, J. O., Sinton, M. M., & Birch, L. L. (2009). Early parental influence and risk for the emergence of disordered eating. In L. Smolak & J. K. Thompson (Eds.), *Body image, eating disorders, and obesity in youth: Assessment, prevention, and treatment* (2nd ed.) (pp. 17-33). Washington, DC: American Psychological Association.

Neumark-Sztainer, D., Bauer, K. W., Friend, S., Hannan, P. J., Story, M., & Berge, J. M. (2010). Family weight talk and dieting: How much do they matter for body dissatisfaction and disordered eating behaviors in adolescent girls? *Journal of Adolescent Health*, 47, 270-276.

Rabin, R. C. (2010, October, 18). Bringing in family to combat anorexia. *The New York Times*.
<http://www.nytimes.com/2010/10/19/health/research/19anorexia.html?scp=4&sq=anorexia&st=cse>

Browse the F.E.A.S.T. website (Families Empowered and Supporting Treatment of Eating Disorders)
<http://www.feast-ed.org/>

In particular, go to “Services” → “Family Success Stories” → “Parent Stories” and listen to about 30 minutes of parent stories.

Tuesday, February 15

- * **Reaction paper** on readings - due Monday 2/14 by 8pm
- * **Class facilitation**

Thursday, February 17

* **Quiz** on *Born Round* (pp. 1-100/Intro-Ch. 5)

This week (week of 2/14) the **first meetings with the GRC** to discuss research project ideas will occur. Subsequent meetings with the GRC will be coordinated between the group and the GRC and will not be listed in the Class Schedule.

WEEK 7: Friends

FYI *National Eating Disorders Awareness Week*

(<http://www.nationaleatingdisorders.org/programs-events/nedawareness-week.php>)

Readings

Tantleff-Dunn, S., & Gokee, J. L. (2002). Interpersonal influences on body image development. In T. F. Cash & T. Pruzinsky (Eds.), *Body image: A handbook of theory, research, and clinical practice* (pp. 108-116). NY: Guilford.

Eisenberg, M. E., & Neumark-Sztainer, D. (2010). Friends' dieting and disordered eating behaviors among adolescents five years later: Findings from Project EAT. *Journal of Adolescent Health, 47*, 67-73.

Siegel, M., Brisman, J., & Weinshel, M. (2009). *Surviving an eating disorder: Strategies for family and friends* (pp. 83-117). New York: Collins Living.

Tuesday, February 22

* **3 questions** generated from the readings - due Monday 2/21 by 8pm

* **Class facilitation**

Thursday, February 24

* **Quiz** on *Born Round* (pp. 101-215/Ch. 6-12)

* **Guests** (parents of individuals who have/had an eating disorder)

WEEK 8: Males

Readings

Andersen, A., Cohn, L., & Holbrook, T. (2000). *Making weight: Men's conflicts with food, weight, shape and appearance* (pp. 25-45). Carlsbad, CA: Gurze Books.

Hargreaves, D. A., & Tiggemann, M. (2009). Muscular ideal media images and men's body image: Social comparison processing and individual vulnerability. *Psychology of Men & Masculinity, 10*, 109-119.

Park, M. (2010, December 3). Inside one boy's anorexia: 'How can I burn the most calories?' (CNN.com)
<http://www.cnn.com/2010/HEALTH/12/03/young.boys.anorexia/index.html?hpt=T2>

Trebay, G. (2008, February 7). The vanishing point. *The New York Times*.
http://www.nytimes.com/2008/02/07/fashion/shows/07DIARY.html?_r=1&scp=1&sq=body++mass+index+%2B+Spain+%2B+model&st=nyt

Egan, T. (2002, November 22). Body-conscious boys adopt athletes' taste for steroids. *The New York Times*.
<http://query.nytimes.com/gst/fullpage.html?res=9E00E3DF1239F931A15752C1A9649C8B63&scp=5&sq=steroid%20abuse%20+%20males%20+%20disordered%20eating&st=cse>

Selections from: <http://www.nationaleatingdisorders.org/information-resources/men-and-boys.php>

- Enhancing Male Body Image
- Research on Males and Eating Disorders
- Strategies for Prevention and Early Intervention of Male Eating Disorders

Tuesday, March 1

* **Reaction paper** on readings - due Monday 2/28 by 8pm

* **Class facilitation**

Thursday, March 3

* **Quiz** on *Born Round* (pp. 216-299 & pp. 320-352; Ch. 13-17 & Ch. 19-20)

* **Conversation with Frank Bruni**, author of *Born Round*

WEEK 9: SPRING BREAK (Tuesday, March 8 & Thursday, March 10)

Armstrong, S. C. (2009). *Not All Black Girls Know How To Eat: A Story of Bulimia*. Chicago: Lawrence Hill.

* Paced at about 100-150 pages per week with quizzes on particular sections on Thursdays: 3/17 and 3/24*

WEEK 10: Cross-cultural Perspective

Readings

Soh, N. L., Touyz, S. W., & Surgenor, L. J. (2006). Eating and body image disturbances across cultures: A review. *European Eating Disorders Review*, 14, 54-65.

Excerpt from: Becker, A. E. (2004). Television, disordered eating, and young women in Fiji: Negotiating body image and identity during rapid social change. *Culture, Medicine and Psychiatry*, 28,533-559.

You are responsible for reading p. 540-555

Bennett, D., Sharpe, M., Freeman, C., & Carson, A. (2004). Anorexia nervosa among female secondary school students in Ghana. *British Journal of Psychiatry*, 185, 312-317.

Watters, E. (2010, January 10). The Americanization of mental illness. *The New York Times*.

<http://www.nytimes.com/2010/01/10/magazine/10psyche-t.html?scp=1&sq=cross-cultural+%2B+eating+disorder&st=nyt>

select "print" and from that version of the article, read pp. 1-4

Tuesday, March 15

* **3 questions** generated from the readings - due Monday 3/14 by 8pm

* **Class facilitation**

Thursday, March 17

* **Quiz** on *Not All Black Girls...* (pp. 3-103/"Before")

* **Guests** (panel of women from other countries: body image & the meaning of food)

WEEK 11: Race/Ethnicity: African American & Latina Women

Readings

Celio, A. A., Zabinski, M. F., & Wilfley, D. E. (2002). African American body images. In T. F. Cash & T. Pruzinsky (Eds.), *Body image: A handbook of theory, research, and clinical practice* (pp. 234-242). NY: Guilford.

Nichter, M. (2000). *Fat talk: What girls and their parents say about dieting* (pp. 159-180). Cambridge, MA: Harvard University Press.

Harrington, E. F., Crowther, J. H., & Shipherd, J. C. (2010). Trauma, binge eating, and the “Strong Black Woman.” *Journal of Consulting and Clinical Psychology*, 78, 469-479.

Brodey, D. (2005, September 20). Blacks join the eating-disorder mainstream. *The New York Times*.
http://www.nytimes.com/2005/09/20/health/psychology/20eat.html?_r=1&scp=1&sq=blacks+join+the+eating&st=nyt

Tuesday, March 22

* **Reaction paper** on readings - due Monday 3/21 by 8pm

* **Class facilitation**

Thursday, March 24

* **Quiz** on *Not All Black Girls...* (pp. 107-237/“During” & “After”)

* **Conversation with Stephanie Armstrong**, author of *Not All Black Girls Know How To Eat: A Story of Bulimia*

WEEK 12: Race/Ethnicity: African American & Latina Women

Readings

Altabe, M., & O’Garro, K-G. N. (2002). Hispanic body images. In T. F. Cash & T. Pruzinsky (Eds.), *Body image: A handbook of theory, research, and clinical practice* (pp. 250-256). NY: Guilford.

Gordon, K. H., Castro, Y., Sitnikov, L., & Holm-Denoma, J. M. (2010). Cultural body shape ideals and eating disorder symptoms among White, Latina, and Black college women. *Cultural Diversity and Ethnic Minority Psychology*, 16, 135-143.

<http://www.pbs.org/wgbh/nova/thin/minorities.html>

Liu, A. (2007). *Gaining: The Truth About Life After Eating Disorders*. New York: Wellness Central.

* Paced at about 100-150 pages per week with quizzes on particular sections on Thursdays: 4/7 and 4/14*

Tuesday, March 29

* **3 questions** generated from readings - due Monday 3/28 by 8pm

*Field trip: Ackland Art Museum Study Gallery for an exhibit on artwork depicting the female body

Thursday, March 31

WEEK 13: Prevention

Readings

Becker, C. B., Ciao, A. C., & Smith, L. M. (2008). Moving from efficacy to effectiveness in eating disorders prevention: The Sorority Body Image Program. *Cognitive and Behavioral Practice*, 15, 18-27.

Loth, K. A., Neumark-Sztainer, D., & Croll, J. K. (2009). Informing family approaches to eating disorder prevention: Perspectives of those who have been there. *International Journal of Eating Disorders*, 42, 146-152.

Berger, L. (2000, July 18). A new body politic: Learning to like the way we look. *The New York Times*.
<http://partners.nytimes.com/library/national/science/health/071800hth-body-image.html?scp=6&sq=prevention%20and%20eating%20disorders&st=cse>

Tuesday, April 5

- * **Reaction paper** on readings - due Monday 4/4 by 8pm
- * **Assignment due:** reflection on Ackland Study Gallery artwork

Thursday, April 7

- * **Quiz** on *Gaining...* (pp. 3-112/Part One)
- * **Guests** (on prevention programs)

WEEK 14: Treatment

Readings

Bulik, C. M. (2009). *Crave: Why you binge eat and how to stop* (pp. 175-195). NY: Walker and Company.

Murphy, R., Straebl, S., Cooper, Z., & Fairburn, C. G. (2010). Cognitive behavioral therapy for eating disorders. *Psychiatric Clinics of North America*, 33, 611-627.

Tuesday, April 12

- * **3 questions** generated from the readings - due Monday 4/11 by 8pm

Thursday, April 14

- * **Quiz** on *Gaining...* (pp. 115-260/Part Two & Part Three)
- * **Guests** (clinicians treating individuals with eating disorders)

WEEK 15: Treatment

Readings

Lock, J., Le Grange, D., Agras, W. S., & Dare, C. (2001). *Treatment manual for anorexia nervosa: A family-based approach* (pp. 243-256).

Brown, H. (2006, November 26). One spoonful at a time. *The New York Times Magazine*
http://www.nytimes.com/2006/11/26/magazine/26anorexia.html?_r=1&scp=3&sq=le%20grange%20+%20anorexia&st=cse

Mitchum, R. (2010, October 4). Family-based treatment found most effective for anorexia nervosa patients. (news release)
http://www.eurekalert.org/pub_releases/2010-10/uocm-fbt093010.php

Selected narratives (TBA) from “stories of hope”:
<http://www.nationaleatingdisorders.org/information-resources/stories-of-hope.php>

Tuesday, April 19

* **3 questions** generated from the readings - due Monday 4/18 by 8pm

* **Conversation with Aimee Liu**, author of *Gaining: The Truth About Life After Eating Disorders*

Thursday, April 21

* **Research project presentations**

WEEK 16: Wrap-up

Tuesday, April 26

* **Research project presentations**