Syllabus

Eating Disorders - 51409

Last update 01-03-2017

HU Credits:  2

Degree/Cycle: 2nd degree (Master)

Responsible Department: psychology

Academic year: 0

Semester: 2nd Semester

Teaching Languages: English

Campus: Mt. Scopus

Course/Module Coordinator: Rachel Bachner-Melman, PhD

Coordinator Email: rachel.bachner@mail.huji.ac.il

Coordinator Office Hours: By appointment

Teaching Staff:
Dr. Rachel Bachner-Melman
Course/Module description:
This course will present and explore the pathology, etiology, diagnosis, assessment, theory, treatment and prevention of eating disorders (EDs), including anorexia nervosa, bulimia, and binge eating disorder. Students will be encouraged to observe their personal connection with their own bodies, eating habits, and the subject of EDs and how these affect fellow students, friends, and family members. Various therapeutic approaches to eating disorders will be presented, including Cognitive Behavioral Therapy, Family Based Therapy, Dialectical Behavioral Therapy, Mindful Eating, Narrative therapy and Psychodynamic approaches. We will also look at topics such as comorbid disorders, the association between trauma and EDs, stigma, at-risk populations, ethical dilemmas, the continuum (or dichotomy?) between disordered eating and EDs, group therapy for EDs, levels of treatment and unique challenges that clients with EDs present for therapists. The impact of culture and the media (including cinema) will be discussed, as well as prevention programs.

Course/Module aims:
(1) Provide students with knowledge about disordered eating and eating disorders.

(2) Encourage students to learn about and understand a variety of approaches towards the etiology, treatment and prevention of eating disorders.
(3) Offer opportunities to learn about interesting topics in the field of eating disorders, including frontal lectures, research articles, student presentations, case descriptions, films, and guest lectures.
(4) Engage students in critically evaluating and actively discussing assigned readings and other course material.

Learning outcomes - On successful completion of this module, students should be able to:
(1) take note of their own history of dieting/eating problems, food beliefs/rules, and body image and be aware of the implications of these for their interactions with people with EDs.
(2) discuss the continuum/dichotomy between disordered eating and EDs.
(3) explain diagnostic criteria and risk factors for EDs and the clinical presentation, course and prognosis of these disorders.
(4) comprehend the physical, psychological, and sociocultural impact of EDs.
(5) appreciate how trauma can contribute to the development of EDs.
(6) describe the co-occurring psychiatric disorders typically associated with EDs.
(7) understand a range of theoretical conceptualizations of EDs and corresponding treatment approaches, including CBT, Family Based Therapy, DBT, narrative therapy, mindful eating and psychodynamic approaches.
(8) recommend effective ways of working in groups with people with EDs.
(9) understand the importance of multidisciplinary teams in treating people with EDs
(10) explain the different levels of care and available ED treatment options in Israel and the US.
(11) evaluate ED prevention and intervention programs.
(12) discuss controversies in the field and limitations to our current knowledge of EDs.

Attendance requirements(%):
80%

Teaching arrangement and method of instruction: Frontal lectures, guest lectures, student presentations, video clips, discussions.

Course/Module Content:
28.2.2017 - EDs, a first taste: Getting acquainted and introduction
7.3.2017 - ED 101 + two films + your feedback
14.3.2017 - Etiology of ED
21.3.17 - Populations at risk for ED
28.3.17 - Cultural factors in ED
29.3.17 – 18.4.17 - Passover vacation
25.4.2017 - Recovery from ED
2.5.17 - Independence Day
9.5.2017 - Theoretical approaches to ED and psychotherapy
16.5.2017 - CBT (and derivative approaches) for ED
23.5.2017 - Therapy for ED: Levels of care, treatment options
30.5.17 - Erev Shavuot
6.6.2017 - Eating in ED - Mindful eating, meal support
13.6.2017 - FBT and MFT: Mrs Judy Krasna + families perspective
20.6.2017 - Ethical dilemmas in ED treatment

27.6.2017 - ED Prevention

**Required Reading:**
Students will be required to read at least one article/book chapter on ED each week. You can select your reading from the material listed in "Additional reading material" or choose another text relevant to the content of the class.

**Additional Reading Material:**
- Class 2: ED 101 – two films + your feedback (7.3.2017)


**Class 3: Etiology of ED (14.3.2017)**


Class 4: Populations at risk for ED (21.3.17)


Class 5: Cultural factors in ED (28.3.17)


Class 6: Recovery from ED (25.4.2017)


Class 7: Theoretical approaches to ED and psychotherapy (9.5.2017)


Class 8: CBT (and derivative approaches) for ED (16.5.2017)


Class 9: Therapy for ED: Levels of care, treatment options (23.5.2017)


Class 10: Eating in ED - Mindful eating, meal support (6.6.2017)


Class 11: FBT and MFT: Judy Krasna - families' perspective (13.6.2017)


Class 12: Ethical dilemmas in ED treatment (20.6.2017)


Class 13: ED Prevention (27.6.2017)


**Course/Module evaluation:**

- End of year written/oral examination 70 %
- Presentation 0 %
- Participation in Tutorials 0 %
- Project work 0 %
- Assignments 10 %
- Reports 0 %
- Research project 0 %
- Quizzes 0 %
- Other 20 %
- Personal journal

**Additional information:**

The take-home exam (70% of final grade) will take place from 8:00 on Thursday 6.7.17 to 12:00 noon on Sun 9.7.17. The exam will consist of three open essay-style
questions on topics studied during the course.

There will be 10 mini-assignments (individually or in pairs) about the weekly reading (10% of final grade). Each week, each pair will read one of the suggested readings or a relevant reading of their choice and write a maximum of 5 lines (in English) about it. This may include a brief summary, comments, opinions, questions, relevant personal or clinical anecdotes, associations etc. What you write should make it clear that you have read the article/chapter. Send the mini-report by 8pm each Monday to rachel.bachner@mail.huji.ac.il. Marks will be deducted for sending your mini-report late, writing more than 5 lines, and for content that is irrelevant or that leaves me wondering whether you in fact read the text.

Throughout the semester, each student will keep a personal self-reflection journal documenting your personal reactions to course material, your relationship with food, and issues associated with body image and eating disorders. (20% of final grade). You are invited to share your thoughts and feelings relating to lectures, class discussions, reading material, and anything else you encounter in your daily life that relates to topics presented in the course. Try to write regularly, with a date for each entry. Length is flexible – quality is more important than length and a longer journal is not necessarily better than a shorter one. Length: between 3 and 8 pages. The grade for this journal will be based on
1. the knowledge about ED that you acquire during the course as reflected in your journal.
2. your personal, genuine thoughts and emotions connected to the knowledge that you acquire during the course.
3. the depth and originality of your reflections about eating disorders research, therapy and prevention.
4. your insight into how your personal relationship with your body and with food evolves during the course in response to course material.
5. the degree to which you successfully integrate the academic material to which you are exposed during the course with personal and interpersonal issues connected to it.

The personal journal can be typed or hand-written but it must be clearly legible. It will be submitted at the end of the semester, on Tuesday, 27.6.17. One point will be deducted for each day it is overdue.

Note on language: All assignments, journals and exams must be written in English. Every effort will be made not to base your grades on your level of English, however points will be deducted if what you write is not clear and easily understood.

A survey will be administered three times during the course and those who choose to participate and complete the survey three times will receive a bonus point.