



The Hebrew University of Jerusalem

Syllabus

Eating disorders: Etiology diagnosis treatment and prevention. - 3388

Last update 17-01-2024

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Social Work

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Prof. Rachel Bachner-Melman

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

Coordinator Office Hours: By appointment

Teaching Staff:

Prof Rachel Bachner-Melman

Course/Module description:

This course will present the etiology, assessment and diagnosis, treatment and prevention of eating disorders (EDs), including anorexia nervosa, bulimia, ARFID and binge eating disorder. Various therapeutic approaches to eating disorders will be presented. The need for multidisciplinary treatment, for a trauma-sensitive approach and for different levels of treatment (outpatient, day treatment, inpatient) will be emphasized. We will also look at topics such as severe and enduring EDs, ethical dilemmas, the association between trauma and EDs, recovery from EDs and unique challenges faced by ED therapists. Students will be encouraged to observe their personal connection with their own bodies, eating habits, and their attitudes to EDs and to obesity.

Course/Module aims:

1. Provide students with knowledge about disordered eating, eating disorders and comorbid conditions such as post-trauma.
2. Discuss the etiology, the diagnosis and treatment of eating disorders.
3. Familiarize the students with various treatment approaches for eating disorders, ethical dilemmas associated with treatment and the process of recovery.
4. Offer opportunities to learn about a range of topics in the field of eating disorders, via frontal lectures, scientific articles, video clips and case reports.
5. Increase the students' awareness of their body image, eating habits and attitudes towards eating disorders and obesity.

Learning outcomes - On successful completion of this module, students should be able to:

1. explain diagnostic criteria and risk factors for EDs and the clinical presentation, course and prognosis of these disorders and the recovery process from them.
2. comprehend the physical, psychological, and sociocultural impact of EDs.
3. appreciate how trauma can contribute to the development and maintenance of EDs.
4. explain how eating disorders can be treated using a range of treatment approaches such as CBT, Family Based Therapy, DBT, narrative therapy, mindful eating and psychodynamic approaches.
5. understand the importance of multidisciplinary teams in treating people with EDs.
6. explain the different levels of care and available ED treatment options in Israel and abroad.
7. discuss controversies in the field and limitations to our current knowledge of EDs.

8. 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.

Attendance requirements(%):

Attendance of at least 80% of the classes is obligatory, from the second class. Students who are unable to attend a class should inform the lecturer before the class.

Teaching arrangement and method of instruction: The course will include lectures, guest talks, videos, discussions, case reports and work in small groups.

Course/Module Content:

- 3.1.2024 Introduction
- 10.1.2024 The different diagnoses
- 17.1.2024 Etiology with spotlight on sexual abuse
- 24.1.2024 Severe and enduring EDs
- 31.1.2024 A personal story (Guest speaker: Liron Oren Aloni)
- 7.2.2024 Multidisciplinary teams and levels of treatment
- 14.2.2024 Family Based Treatment (FBT) for EDs
- 21.2.2024 A family perspective (guest speaker: Ms Maya Foner)
- 28.2.2024 Psychotherapy and therapeutic tools
- 6.3.2024 Recovery from EDs
- 13.3.2024 Populations at risk for EDs (Asynchronous lesson, no frontal class since Rachel at conference)

Required Reading:

1. Brewerton, T. D. (2019). An overview of trauma-informed care and practice for eating disorders. *Journal of Aggression, Maltreatment & Trauma*, 28(4), 445-462.
2. Hay, P. (2020). Current approach to eating disorders: a clinical update. *Internal Medicine Journal*, 50(1), 24-29.
3. Norris, M. L., Spettigue, W. J., & Katzman, D. K. (2016). Update on eating disorders: Current perspectives on avoidant/restrictive food intake disorder in

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- children and youth. *Neuropsychiatric Disease and Treatment*, 12, 213.
4. Treasure, J., Duarte, T.A., & Schmidt, U. (2020) Eating Disorders. *Lancet*, 395(10227), 899-911.
5. Latzer, Y., & Stein, D. (2019). Introduction: Novel perspectives on the psychology and psychotherapy of eating disorders. *Journal of Clinical Psychology*, 75(8), 1369-1379.

Additional Reading Material:

1. וייסבלאי, א. (2010). הפרעות אכילה בקרב ילדים ובני נוער: תיאור התופעה, מניעתה ואיתורה. ירושלים: הכנסת.
2. טרבס, ג., שטנגר, ו., וגור, א. (2013). סוגיות בטיפול בהפרעות אכילה בישראל. חברה ורווחה, לג, 121-140.
3. לצר, י. ושטיין, ד. (2011). הפרעות אכילה. מתוך: צ. מרום, א. גלבוע-שכטמן, נ. מור, י. מאירס (עורכים), טיפול קוגניטיבי-התנהגותי במבוגרים: עקרונות טיפוליים. תל אביב: דיונון. עמ' 175-196.
4. רועה, ד.ת. רוט, ש., ופניג, ס. (2003). צמצום התובנה למחלת האנורקסיה כביטוי ליחס אמביוואלנטי להחלמה. שיחות, י"ח(3), 247-253.
5. Abbate-Daga, G., Marzola, E., Amianto, F., & Fassino, S. (2016). A comprehensive review of psychodynamic treatments for eating disorders. *Eating and Weight Disorders - Studies on Anorexia, Bulimia and Obesity*, 21(4), 553-580.
6. Agras, W.S., Fitzsimmons-Craft, E.E., & Wilfley, D.E. (2017). Evolution of cognitive-behavioral therapy for eating disorders. *Behaviour Research and Therapy*, 88, 26-36.
7. Alexander, J. (2016). A life wasted: A patient's perspective. In S. Touyz,, D. Le Grange,, P. Hay, & H. Lacey (Eds). *Managing severe and enduring anorexia nervosa: A clinician' guide*. Editors: Stephen Touyz, Daniel Le Grange, Phillipa Hay and Hubert Lacey. Routledge: NY.
8. Argyrides, M., & Ioannou, C. (2016). Eating Disorders in athletes, in N. Morton, Ed., *Eating disorders in the 21st century. Eating disorders: Prevalence, risk factors and treatment options*. New York: Nova Science Publishers, 149-172.
9. Bachner-Melman, R., & Zohar, A. H. (2019). Potential risk and protective factors for eating disorders in haredi (ultra-orthodox) Jewish women. *Journal of Religion and Health*, 58, 2161-2174.
10. Bachner-Melman, R., Lev-Ari, L., Zohar, A., & Linketsky, M. (2021). The Eating Disorders Recovery Questionnaire: Psychometric properties and validity. *Eating and Weight Disorders*, 26, 1881-91.
11. Baudinet, J., Simic, M., & Eisler, I. (2022). From treatment models to manuals: Maudsley single-and multi-family therapy for adolescent eating disorders. In *Handbook of Systemic Approaches to Psychotherapy Manuals: Integrating Research, Practice, and Training* (pp. 349-372). Cham: Springer International Publishing.
12. Behar, R., Arancibia, M., Sepúlveda, E., & Muga, A. (2016). Child sexual abuse as a risk factor in eating disorders, in N. Morton, Ed., *Eating disorders in the 21st century. Eating disorders: Prevalence, risk factors and treatment options*. New York: Nova Science Publishers, 149-172.
13. Douzenis, A. & Michopoulos, I. (2015). Involuntary admission: The case of anorexia nervosa. *International Journal of Law and Psychiatry*, 39, 31-35.

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14. Eisler, I., Lock, J., & le Grange, D. (2010). Family-based treatments for adolescents with anorexia nervosa: Single-family and multifamily approaches. In C.M. Grilo & J.E. Mitchell (Eds.), *The treatment of eating disorders: A clinical handbook* (pp.150-174). New York: The Guilford Press.
15. Fixsen, A., Kossewska, M., & Bardey, A. (2023). I'm Skinny, I'm Worth More: Fashion Models' Experiences of Aesthetic Labor and Its Impact on Body Image and Eating Behaviors. *Qualitative Health Research*, 33(1-2), 81-91.
16. Hail, L. & Le Grange, D. (2018). Bulimia nervosa in adolescents: Prevalence and treatment challenges. *Adolescent Health, Medicine and Therapeutics*, 9,11-16.
17. Halmi, K. A. (2009). Salient components of a comprehensive service for eating disorders. *World Psychiatry*, 8(3), 150.
18. Hay, P. & Morris, J. (2016). Eating disorders. Editor: Paz Toren; In: J.M. Rey (ed), *IACAPAP e-Textbook of Child and Adolescent Mental Health*. Geneva: International Association for Child and Adolescent Psychiatry and Allied Professions.
- תרגום לעברית: ד"ר עדי חנוך-לוי, טל גילון מן, דניאל שטיין
19. Lock, J., & Le Grange, D. (2019). Family-based treatment: Where are we and where should we be going to improve recovery in child and adolescent eating disorders. *International Journal of Eating Disorders*, 52(4), 481-487.
20. Parker, L. L., & Harriger, J. A. (2020). Eating disorders and disordered eating behaviors in the LGBT population: a review of the literature. *Journal of Eating Disorders*, 8(1), 1-20.
21. Peebles, I., Cronje, J. L., Clark, L., Sharpe, H., & Duffy, F. (2023). Experiences of inpatient eating disorder admissions: A systematic review and meta-synthesis. *Eating Behaviors*, 101753.
22. Westerberg, D.P., & Waitz, M. (2013). Binge Eating Disorder. *Osteopathic Family Physician*, 5(6), 230-233.
23. Wetzler, S., Hackmann, C., Peryer, G., Clayman, K., Friedman, D., Saffran, K., ... & Pike, K. M. (2020). A framework to conceptualize personal recovery from eating disorders: A systematic review and qualitative meta-synthesis of perspectives from individuals with lived experience. *International Journal of Eating Disorders*, 53(8), 1188-1203.
24. Wonderlich, S. A., Bulik, C. M., Schmidt, U., Steiger, H., & Hoek, H. W. (2020). Severe and enduring anorexia nervosa: Update and observations about the current clinical reality. *International Journal of Eating Disorders*, 53(8), 1303-1312.
25. Zipfel, S., Giel, K. E., Bulik, C. M., Hay, P., & Schmidt, U. (2015). Anorexia nervosa: aetiology, assessment, and treatment. *The Lancet Psychiatry*, 2(12), 1099-1111.

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 60 %
Presentation / Poster Presentation / Lecture/ Seminar / Pro-seminar / Research proposal 20 %
Other 20 %

Additional information:

Presentation (case report or presentation on a topic of interest) and personal journal are not compulsory and the grade(s) will be included in the final grade only if greater than the grade for the final paper. If neither are completed the final paper is 100% of the final grade.

For a more detailed course plan including details about course requirements, see Moodle (file entitled "Course program and assignments").