

NUTR 5350 – 3 Cr. Hrs.  
Eating Disorders: Prevention and Treatment  
Spring 2008

*Instructor:* Carolyn Hollingshead, Ph.D., R.D., LCSW  
*Office:* HPER N 224D  
*Classroom:* HPER N 226  
*Class Schedule:* Thursday, 4:35-7:00 pm  
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*Prerequisite:* H EDU 3350 or Instructor Consent  
*Textbook:* Levine, M. and Smolak, L. The Prevention of Eating Problems and Eating Disorders. Lawrence Erlbaum Associates, Mahwah, New Jersey. 2006.

- Course Objectives:*
1. To understand the definition and terminology of prevention as it relates to eating disorders and describe prevention strategies for those at risk
  2. To gain insight into perspectives on risk factors, familial, biological, historical and social influences that contribute to the development of eating disorders and the role that plays in treatment and prevention
  3. To examine treatment approaches to treating eating disorders and body image disturbances and to identify clinical, educational, and community resources for prevention/treatment of eating disorders
  4. To compare prevention and treatment theories and approaches utilized by nutritionists, physicians, nurses and counselors in eating disorders
  5. To critically examine the research aspects of prevention and treatment of eating disorders
  6. To enhance competency in working with clients/patients with eating disorders through practical experience in prevention or treatment programs.

*Course Schedule*

1/10/08      **Introduction to Prevention and Treatment, Definition of Eating Disorders, and Important Controversies**  
**Readings: Chapter 1, 2 and 3**

[www.adolescenthealth.org/PositionPaper\\_Eating\\_Disorders\\_in\\_Adolescents.PDF](http://www.adolescenthealth.org/PositionPaper_Eating_Disorders_in_Adolescents.PDF) Read before coming to class\*\*\*\*\*

[www.studygs.net](http://www.studygs.net) Writing Position Papers \*\*\*\*\*

[www.thecoo.edu](http://www.thecoo.edu) Critiques \*\*\*\*\*

[www.utoronto.ca](http://www.utoronto.ca) Reading and writing critiques\*\*\*\*\*

[www.healthypeople.gov](http://www.healthypeople.gov)

[www.drugabuse.gov/Infobox/lessons.html](http://www.drugabuse.gov/Infobox/lessons.html) \*\*\*\*\*

[www.whitehousepolicy.gov/prevent/practice.html](http://www.whitehousepolicy.gov/prevent/practice.html)

[www.aecf.org/kidscount/databook](http://www.aecf.org/kidscount/databook).

**Discussion Question:** Are eating disorders really increasing in numbers or do we just have better methods of tracking and identifying? There appears to be a “silent epidemic” in obesity and will that trigger an increase in disordered eating and eating disorders?

1/17/08

**Etiology and Adaptive Functions in Prevention and Treatment**

**Readings:** Chapter 4 Developmental Psychopathology

[www.renfrew.org](http://www.renfrew.org) Research and eating disorder

[www.eatingdisorderscoalition.org](http://www.eatingdisorderscoalition.org)

[www.aedweb.org](http://www.aedweb.org) Prevention Special Interest Group

**Discussion Question:** What are some of the areas where we can do prevention research?

1/24/08

**Assessment and Program Planning Principles for Eating Disorders and Body Dissatisfaction Prevention and Treatment**

**Readings:** Chapter 7 Non-specific Vulnerability-Stressor Model

**Discussion Question:** The role of self-report questionnaires in assessment and components of program planning and the role of resiliency. Should we replace prevention with resiliency training? Is the pursuit of thinness a way of dealing with emotional problems in our lives?

1/31/08

**Cultural Norms, Obsessions About the Body and Dying to be Thin: The prevention of eating disorders and Federal policy (Congressional Briefing)**

**Readings:** Chapter 6 Social Cognitions

**Discussion Questions:** Culture Change: The Western Toxin?, How can we modify the culture of body dissatisfaction? Ethnographic research and public policy

2/7/08

**Families, Risk Factors, Family Therapy and Eating Behavior**

**Guest Speaker:**

**Video:** “Perfect Illusions”

**Readings: Chapter 5 Risk Factors As Guides to Prevention Program Design**

[www.strengtheningfamilies.org](http://www.strengtheningfamilies.org) Access this site by going to Model Programs and choose one program to discuss in class

[www.dadsanddaughters.org](http://www.dadsanddaughters.org)

**Discussion Questions:** Is mother blaming a problem? What role do fathers play in treatment and prevention of eating disorders?

2/14/08

**Eating Disorders: Exercise Addiction, Female Athlete Triad, Muscle Dysmorphia, Middle-Age Women**

**Guest Speaker:**

**Readings: Chapter 8 Feminist-Empowerment-Relational Model**

**Discussion Question:** What role does exercise play in eating disorders? Special considerations in prevention and treatment.

2/21/08

**Media: The Impact On Eating Disorders and Body Image**

[www.girlpower.gov](http://www.girlpower.gov) Access this site and read about Go Girls

[www.edap.org](http://www.edap.org) Access this site and read about media

**Readings: Chapter 13 Media Literacy As Prevention**

**Discussion Question:** Can we really make a difference in what the media does to encourage/discourage eating disorders?

2/28/08

**New Treatment Modalities including Expressive Therapies such as Art, Dance and Music, Spirituality and Alternative Therapy**

**Readings: Chapter 9 Review of Research**

**Discussion Question:** How can we evaluate new treatment methods?

3/6/08

**Individual and Group Therapy**

**Readings: Chapter 10 Lessons From the Field I: Curriculum and Program Development**

**Discussion Question:** How effective are the treatment modalities

3/13/08

**Nutrition, Nutrition Therapy and Results**

**Readings: Chapter 11 Lessons From the Field II**

**Discussion Questions:** Do we need new models for nutrition therapy and prevention in eating disorders? Are we learning from the research? Is there a gap between research and practice?

3/20/08

**NO CLASS !!!! SPRING BREAK !!!!!!!**

3/27/08

**Medical Assessment and Role of Psychiatrist**

**Readings: Chapter 12 Changing the Ecology**

**Discussion Question:**

4/3/08

**Prevention in Diverse Settings**

**Guest Speaker: SPEAK team**

**Readings: Chapter 14 Deciding the Level of Prevention: Universal, Selective or Targeted**

**Discussion Question:** Are models for prevention different for different settings?

4/10/08

**Treatment/Prevention Evaluation, Research and Evidence-Based Interventions**

**Readings: Chapter 15 Conclusions**

**Guest Speaker:** New Life Center

**Discussion Question:** How reliable are the outcome results from research studies and how can we really use that information? Would outcomes be better if we were to define, assess and match appropriate level care (see article from Remuda)

4/17/08

**Presentation/Discussion on Student's Research Project (5 minutes) and Group Project reports (10 minutes)**

**NO FINAL**

#### **ASSIGNMENTS:**

1. Research Paper – **7-10 pages in length** that involves independent research and offers an in-depth examination and discussion of a topic of your interest in the field of eating disorders. Paper should be fully referenced (cited) and include a bibliography (at least 5 items) listing all sources used. No more than **ONE (1)** Internet source may be used as a reference in the paper. **Each student will give a summary on the last day of the class meeting including the specific topic and important research findings. An example of how to do your presentation will be given in class prior to the last evening.**

**Due April 3**

2. Individual Reflective Journal – These will be done in class randomly. Entries may include personal observations, goals for further study, questions to be addressed in class discussions and other items appropriate to the reading material and student interest. Students will submit a brief written summary (not to exceed 4 double spaced pages in length of learning experiences through their journal writing. Include in this summary a brief description of (a) learning achieved in this course; (b) personal growth experiences; and (c) interest in further study regarding eating disorders. **Due April 10**

3. Participation – Each student will find an article from a peer-reviewed journal regarding a topic of interest and complementing the subject for the evening and co-facilitate the discussion **using the critique format** with the instructor. Each student should come prepared to discuss the question with some knowledge of the information about the subject (preferably from a research article they may have read, personal and professional knowledge and ideas about potential ways to address this problem if possible. The schedule below is approximate.

Structure for class 4:35-5:30 pm Lecture, guest speaker, activity  
 5:30-5:40 pm Break  
 5:40-6:00 pm Student/s presentation  
 6:00-6:50 pm Discussion

4. Group projects – Students will form small groups (3-4) and can choose one of the following projects which will also be presented at the last class. These project presentations will be no longer than 10 minutes.
  - (a) Prevention program for a specific target group
  - (b) List of community resources
  - (c) Involvement in EDAP in February
  - (d) Another project after talking with the instructor

**The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Union Building, 581-5020 (VT/TDD) to make arrangements for accommodations.**

***GRADING:***

Individual Reflective Journal	50 points
Group Project	50 points
Research Paper	100 points
Participation	<u>50 points</u>
	250 points

**Grading Scale:**

94-100%	A	70-73%	C
90-93%	A-	66-69%	C-
86-89%	B+	62-65%	D+
82-85%	B	59-61%	D
78-81%	B-	55-58%	D-
74-77%	C+	Below 55%	E