



Eating- and Weight-Related Problems (EAWRP): Risk Factor Assessment (Syllabus - Spring 2014)

Type of Completion: Z (fulfilled or not)

Credits: 3

Course language: English

Responsible for the course:

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1. PERSONAL GOALS:

My major goal as teacher is to inspire my students to learn and think critically.

2. PURPOSE OF THE COURSE:

Eating- and weight-related problems (EAWRP) refer to a spectrum of behaviours and disorders related to eating, weight, and body image. This spectrum ranges from apparently mild problems such as moderate body dissatisfaction, disordered eating patterns, minimal or excessive physical activity, mildly underweight or overweight, to more extreme problems such as severe body dissatisfaction, eating disorders, exercise dependence, lack of physical activity, and morbid obesity.

Most of those apparently mild problems are common among general population (e.g. dieting to lose weight). They might start during developmental years (e.g. adolescence) and they could be a risk factor for the development of most extreme problems (e.g. eating disorders).



Psychologists have to correctly and critically identify these risk factors. In order to do that, they have to acquire the necessary knowledge and skills to use proper theoretical frameworks and suitable psychological instruments across epidemiological, preventive, and clinical settings.

Accordingly, this course is aimed to provide students the knowledge and skills necessary to critically identify and evaluate risk factors of eating- and weight-related problems, using up-to-date information and an evidence-based approach.

3. COURSE GOALS AND OBJECTIVES:

The overall goal of this course is that students acquire the knowledge and skills necessary for the risk factor assessment of eating- and weight-related problems (EAWRP).

At the end of the course, students will be able to:

1. Identify the general concepts of EAWRP.
 - Identify core concepts like body dissatisfaction, body image, eating disorders, obesity, healthy eating, physical activity, etc.
2. Know the most important theories about EAWRP.
 - Identify the more important theories of EAWRP such as the cognitive-behavioral model, the sociocultural model, and the objectification theory.
3. Know the different kinds of instruments to measure the different aspects of EAWRP (cognitive, behavioral, social, and biological).
 - Identify and differentiate screening instruments, self-reports, interviews, real-time data capture, and biological measures.
4. Critically select and successfully use the most proper psychological instrument to measure a specific EAWRP.
 - Critically review the appropriateness of a test prior to its use. Successfully use a test and knows the Standards for Educational and Psychological Testing.

4. COURSE REQUIREMENTS:

- This course is delivered in English, and students should have at least an intermediate level (B1) in this language.
- Classes are once every week. Classes are two academic hours long (45 minutes each one) and they are divided as follows: first hour of lecture,



being the teacher the most active, presenting the session's content; second hour of seminar, being the students the more active, presenting and discussing the assignments.

- To access the final exam, it's necessary to attend at least 80% of the classes (i.e. 9 out of 12 classes in total).
- I encourage students to participate in classroom: asking questions, answering, or making a comment or observation. For those who feel shy speaking in public, I encourage them to participate. And those who feel confident speaking in public, I encourage them to shape the classroom atmosphere as warm and inviting as possible.
- Read the assigned papers before the seminar session, this is very important. The assigned papers have been carefully selected to give you a background of information for the topic covered in the session.
- I will monitor the participation during each seminar. Your opinion is important.

5. EVALUATION:

The grading scale for this course is "zápočet" (Z), which means that you will obtain a grade of "Z" (*Započteno*) if you pass the course or a grade of "N" (*Nezapočteno*) if you don't.

To obtain this final grade (Z or N), students are evaluated using a 5 points scale (A, B, C, D, E). In this way, students obtaining an "E" in the total score fail to pass the course.

To obtain the total score, I use the following calculation:

- 40% mandatory assignments.
- 25% participates in class.
- 35% Final exam (Multichoice answer quiz with 20 questions)

6. READINGS:

Ata, R. N., Rojas, A., Ludden, A. B., & Thompson, J. K. (2011). Factors influencing body image during adolescence. In V. R. Preedy, R. R. Watson, & C. R. Martin (Eds.), *Handbook of behavior, food and nutrition* (Vol. 5, pp. 3221–3239). New York, NY: Springer.

Bauman, A. E., Reis, R. S., Sallis, J. F., Wells, J. C., Loos, R. J. F., & Martin, B. W. (2012). Correlates of physical activity: Why are some people physically active and others not? *Lancet*, *380*(9838), 258–71. doi:10.1016/S0140-6736(12)60735-1

Birch, L. L., Savage, J. S., & Ventura, A. (2007). Influences on the development of children's eating behaviours: From infancy to adolescence. *Canadian Journal of Dietetic Practice and Research*, *68*(1), s1–s56.

Cash, T. F. (2011). Cognitive-behavioral perspectives on body image. In T. F. Cash & L. Smolak (Eds.), *Body image: A handbook of science, practice, and prevention* (pp. 39–47). New York, NY: The Guilford Press.

Fitzsimmons-Craft, E. E. (2011). Social psychological theories of disordered eating in college women: Review and integration. *Clinical Psychology Review*, *31*(7), 1224–37. doi:10.1016/j.cpr.2011.07.011



- García-García, I., Narberhaus, A., Marqués-Iturria, I., Garolera, M., Rădoi, A., Segura, B., ... Jurado, M. A. (2013). Neural responses to visual food cues: Insights from functional magnetic resonance imaging. *European Eating Disorders Review*, *21*(2), 89–98. doi:10.1002/erv.2216
- Kashubeck-West, S., Saunders, K., & Huang, H. (2012). Measures of eating disorder symptoms and body image disturbance. In K. L. Goodheart, J. R. Clopton, & J. J. Robert-McComb (Eds.), *Eating disorders in women and children: Prevention, stress management, and treatment* (2nd ed., pp. 75–98). Boca Raton, FL: CRC Press.
- Le Grange, D., Lock, J. D., Loeb, K., & Nicholls, D. (2010). Academy for Eating Disorders position paper: The role of the family in eating disorders. *The International Journal of Eating Disorders*, *43*(1), 1–5. doi:10.1002/eat.20751
- Neumark-Sztainer, D. R. (2007). Addressing the spectrum of adolescent weight-related problems: Engaging parents and communities. *The Prevention Researcher*, *14*(3), 11–14.
- Ogden, J. (2007). Diet and health. In S. Ayers, A. Baum, C. McManus, S. Newman, K. Wallston, J. Weinman, & R. West (Eds.), *Cambridge handbook of psychology, health and medicine* (2nd ed., pp. 75–79). New York, NY: Cambridge University Press.
- Ogden, J. (2010). An integrated model of diet. In J. Ogden (Ed.), *The psychology of Eating: From healthy to disordered behavior* (2nd ed., pp. 276–287). Chichester, UK: John Wiley & Sons.
- Ogden, J. (2012). Eating behaviour. In J. Ogden (Ed.), *Health psychology* (5th ed., pp. 101–131). Berkshire, UK: Open University Press.
- Pavlova, B., Uher, R., Dragomirecka, E., & Papezova, H. (2010). Trends in hospital admissions for eating disorders in a country undergoing a socio-cultural transition, the Czech Republic 1981-2005. *Social Psychiatry and Psychiatric Epidemiology*, *45*(5), 541–50. doi:10.1007/s00127-009-0092-7
- Puhl, R. M. (2011). Weight stigmatization toward youth: A significant problem in need of societal solutions. *Childhood Obesity*, *7*(5), 359–363. doi:10.1089/chi.2011.0500.pers
- Sigmundová, D., El Ansari, W., Sigmund, E., & Frömel, K. (2011). Secular trends: A ten-year comparison of the amount and type of physical activity and inactivity of random samples of adolescents in the Czech Republic. *BMC Public Health*, *11*, 731. doi:10.1186/1471-2458-11-731
- Smolak, L. (2009). Risk factors in the development of body image, eating problems, and obesity. In L. Smolak & J. K. Thompson (Eds.), *Body image, eating disorders, and obesity in youth: Assessment, prevention, and treatment* (2nd ed., pp. 135–155). Washington DC: American Psychological Association.
- Stankov, I., Olds, T. S., & Cargo, M. (2012). Overweight and obese adolescents: What turns them off physical activity? *The International Journal of Behavioral Nutrition and Physical Activity*, *9*(1), 53. doi:10.1186/1479-5868-9-53
- Túry, F., Güleç, H., & Kohls, E. (2010). Assessment methods for eating disorders and body image disorders. *Journal of Psychosomatic Research*, *69*(6), 601–11. doi:10.1016/j.jpsychores.2009.05.012

7. RECOMMENDED REFERENCE BOOKS

- Acevedo, E. O. (Ed.). (2012). *The Oxford handbook of exercise psychology*. New York, NY: Oxford University Press.
- Allison, D. B., & Baskin, M. L. (Eds.). (2009). *Handbook of assessment methods for eating behaviors and weight-related problems: Measures, theory, and research* (2nd ed.). California: Sage.



Buckworth, J., Dishman, R. K., O'Connor, P. J., & Tomporowski, P. D. (Eds.). (2013). *Exercise psychology* (2nd ed.). Champaign, Illinois: Human Kinetics.

Cash, T. F. (Ed.). (2012). *Encyclopedia of body image and human appearance*. London: Elsevier.

Cawley, J. (Ed.). (2011). *The oxford handbook of the social science of obesity*. New York, NY: Oxford University Press.

McVey, G. L., Levine, M. P., Piran, N., & Ferguson, B. (Eds.). (2012). *Prevention of eating-related and weight-related disorders: Collaborative research, advocacy, and policy change*. Ontario: Wilfrid Laurier University Press.

Reel, J. J. (Ed.). (2013). *Eating disorders: An encyclopedia of causes, treatment, and prevention*. Santa Barbara, CA: ABC-CLIO.

Rumsey, N., & Harcourt, D. (Eds.). (2012). *Oxford handbook of the psychology of appearance*. Oxford, UK: Oxford University Press.

Smolak, L., & Thompson, J. K. (Eds.). (2009). *Body image, eating disorders, and obesity in youth: Assessment, prevention, and treatment* (2nd ed.). Washington, DC: American Psychological Association.

8. ONLINE RESOURCES:

Tests and Measures in the Social Sciences (Compiled by Helen Hough, Health Sciences Librarian, University of Texas at Arlington). This database contains information on about 12,000 measures available in 128 compilation volumes. There is a database version in RefShare and is also available on this website:

<http://libraries.uta.edu/helen/test&meas/testmainframe.htm>

Educational Testing Service (ETS) - Test Collection. The ETS Test Collection is a database of more than 25,000 tests and other measurement devices. Contains information about tests from the early 1900s to the present, and is considered the largest compilation of such materials in the world.

http://www.ets.org/test_link/about/

Mendeley – Eating and Weight Related Problems Group (EAWRP). Students are encouraged to use this bibliographic database specifically created for those interested in EAWRP and those interested in this course. The database contains more than 800 references covering different topics on eating, body image and weight related problems. Students can access the database after sign up here:

<http://mnd.ly/zdWz5t>



Facebook – Eating and Weight Related Problems Group (EAWRP). Students may participate through this Facebook group. This group is public and open to anyone, and provides up-to-date news, scientific findings and miscellaneous information related to EAWRP.

<http://fb.me/EAWRP>



Course Calendar (February to May: 12-week lectures; 1-week exam, 1 holiday: April 21):

Week	Topics	Readings (due on this date)	Assignments (due on this date)
(1) Feb. 17	Course information and general introduction. What are EAWRP? The spectrum of EAWRP, DSM-V Criteria, BMI cut-off points,	(1) "Addressing the spectrum of adolescent [EAWRP]" (Neumark-Sztainer, 2007)	
(2) Feb. 24	Risk Factors of EAWRP; Prevalence and trends of EAWRP.	(1) "Risk factors in the development of [EAWRP]" (Smolak, 2009) / (2) "Secular trends [in physical activity]" (Sigmundová, El Ansari, Sigmund, & Frömel, 2011) / (*) "Trends in hospital admissions for ED" (Pavlova, Uher, Dragomirecka, & Papezova, 2010)	Group Activities
(3) March 3	Biopsychosocial consequences of EAWRP: (1) Health consequences; (2) Individual and social consequences (body dissatisfaction, weight bias victimization –stigma-, psychosocial adjustment).	(2) Weight stigmatization toward youth (Puhl, 2011)	Group Activities
(4) March 10	Neurobehavioral approach to EAWRP: Signs, symptoms, brain functioning.	(1) Neural responses to visual food cues (García-García et al., 2013)	Group Activities
(5) March 17	Family and EAWRP: Parental influences (pre and post natal), social trends and parenting, family functioning. Assessment methods.	(1) "AED position paper: The role of the family in eating disorders" (Le Grange, Lock, Loeb, & Nicholls, 2010) / (2) "Influences on the development of children's eating behaviours" (Birch, Savage, & Ventura, 2007)	Group Activities
(6) March 24	The Psychology of Eating Patterns: Food choices, food frequency, food intake, decision making, mindless/mindful eating. Assessment methods.	(1) Diet and health (Ogden, 2007) / (2) An integrated model of diet (Ogden, 2010) / (*) "Eating behaviour" (Ogden, 2012)	Group Activities

(*) These readings are optional



Course Calendar (February to May: 12-week lectures; 1-week exam, 1 holiday: April 21) (CONTINUED)

Date	Topics and activities	Readings (due on this date)	Assignments (due on this date)
(7) March 31	The psychology of physical activity and sedentary behavior: An overview. Assessment methods.	(1) "Correlates of physical activity" (Bauman et al., 2012) / (2) Overweight and obese adolescents (Stankov, Olds, & Cargo, 2012)	Group Activities
(8) April 7	I. The Objectification Theory. Gender and EAWRP, body surveillance, body shame, body anxiety. Assessment methods.	"Social psychological theories of disordered eating in college women: Review and integration" (Fitzsimmons-Craft, 2011)	Group Activities
(9) April 14	II. The Cognitive-Behavioral Model. Body image attitudes and investment. Assessment methods.	"Cognitive-behavioral perspectives on body image" (Cash, 2011)	Group Activities
(10) April 28	III. The Sociocultural Model (Tripartite Influence Model: parents, peers, and media). Internalization, pressures, gender. Assessment methods.	"Factors influencing body image during adolescence" (Ata, Rojas, Ludden, & Thompson, 2011)	Group Activities
(11) May 5	Psychological assessment of EAWRP (Part 1): Basics of screening; SCOFF, EAT-26, EDI-3, EDE (chEDE, EDE-Q, YEDE-Q), BULIT-R.	"Assessment methods for eating disorders and body image disorders" (Túry, Güleç, & Kohls, 2010)	Group Activities
(12) May 12	Psychological assessment of EAWRP (Part 2): Self-reports advantages and disadvantages; MBSRQ, QEWP-A, KEDS, McKnight Risk Factor Survey IV. International Guidelines for Test Use	"Measures of eating disorder symptoms and body image disturbance" (Kashubeck-West, Saunders, & Huang, 2012)	Group Activities
May 19 or 26	EXAM		

