



INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

TENTO KURZ JE PODPOŘEN OPVK INZA

CZ.1.07/2.2.00/28.0238

Inovaci bakalářských studijních programů k lepší zaměstnatelnosti

Podzimní semestr 2012

Nový kurz vyučovaný v anglickém jazyce.

Eating- and Weight-Related Problems (EAWRP):

Risk Factors Assessment

Responsible for the course:

Name: Mgr. Carlos A. Almenara, PhD

Address: (MU FSS) Joštova, 10 – Office 2.53, Brno.

E - mail: carlos.almenara@mail.muni.cz

1. PERSONAL GOALS:

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

2. PURPOSE OF THE COURSE:

In most industrialized societies, big companies are obtaining profits from the marketing formula which matches thin-and-toned women or lean-and-muscular men with "success". Probably as a consequence of the promotion of this "ideal body", there is a lot of people investing time, money, and effort to enhance their physical appearance, and most of them are engaging in unhealthy behaviours.

On the other hand, the food industry is promoting the acquisition of unhealthy eating habits, while non traditional habits and modern facilities are promoting a sedentary life style. Also probably as a consequence, it has been a large increase of obesity.

This social scenario has created an oxymoronic situation. First, the excessive concern to attain a thin and muscular body is stigmatizing the obese and not muscular population. While public health efforts have the aim to decrease the obese population matching "fat" with "bad", they are probably stigmatizing the obese body and promoting a thin body, as well.

Psychologists need to correctly and critically identify this scenario. They also need to know and evaluate the different problems which emerge in the general population: body dissatisfaction, low body self-esteem, unhealthy and extreme weight control behaviours, unhealthy and extreme muscular enhancement techniques, misperception of body weight or body image, loss of control while eating, excessive or absence of exercise, excessive concern with body appearance, compulsive use of cosmetic procedures, etc.

Accordingly, this course has been created to give students a general but solid background on eating and weight related problems. Furthermore, this course deals with risk factors assessment, giving students the opportunity to know about psychological measurement in the general population.

3. COURSE GOALS AND OBJECTIVES:

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

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 and critically evaluate the more important theories like 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, anthropological and biological measures.
4. Successfully select the most proper psychological instrument to measure a specific EAWRP.
 - Critically review the appropriateness of a test prior to its use and follow the International Standards for Educational and Psychological Testing.

4. COURSE REQUIREMENTS:

- Classes are once every week. Classes are two hours long and they are divided as follows: first hour of lecture, being the teacher the most active, presenting the content and readings; second hour of seminar, being the students the more active, presenting and discussing the assignments.
- To access the final exam, it's needed to attend at least 80% of the seminars (i.e. 10 if 13 seminars 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:

Students are evaluated using a 5 points scale (A, B, C, D, E). To obtain the final score, I use the following calculation:

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

6. TEXTBOOKS AND ARTICLES:

Anderson, D. A., De Young, K. P., & Walker, C. (2009). Assessment of eating-disordered thoughts, feelings and behaviors. In D. B. Allison & M. L. Baskin (Eds.), *Handbook of assessment methods for eating behaviors and weight-related problems: Measures, theory, and research* (pp. 397–446). Los Angeles, CA: Sage.

Anderson, D. A., & Paulosky, C. A. (2004). Psychological assessment of eating disorders and related features. In J. K. Thompson (Ed.), *Handbook of eating disorders and obesity* (pp. 112–129). New Jersey: John Wiley & Sons.

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.

Calogero, R. M., & Thompson, J. K. (2010). Gender and body image. In J. C. Chrisler & D. R. McCreary (Eds.), *Handbook of gender research in psychology* (Vol. 2, pp. 153–184). New York, NY: Springer. doi:10.1007/978-1-4419-1467-5

Glanz, K., & Murphy, S. (2007). Dietary assessment and monitoring in real time. In A. Stone, S. Shiffman, A. Atienza, & L. Nebeling (Eds.), *The science of real-time data capture: Self-reports in health research* (pp. 151–168). New York, NY: Oxford University Press.

Grilo, C. M. (2008). Structured instruments. In J. E. Mitchell & C. B. Peterson (Eds.), *Assessment of eating disorders* (pp. 79–97). New York, NY: The Guilford Press.

Hatahet, M. A., & Dhurandhar, N. V. (2004). Assessment of medical status and physical factors. In J. K. Thompson (Ed.), *Handbook of eating disorders and obesity* (pp. 372–392). New Jersey: John Wiley & Sons.

- Jones, D. C. (2011). Interpersonal and familial influences on the development of body image. In T. F. Cash & L. Smolak (Eds.), *Body image: A handbook of science, practice, and prevention* (2nd ed., pp. 110–118). New York, NY: The Guilford Press.
- Manios, Y., & Costarelli, V. (2011). Childhood Obesity in the WHO European Region. In L. A. Moreno, I. Pigeot, & W. Ahrens (Eds.), *Epidemiology of obesity in children and adolescents: Prevalence and etiology* (pp. 43–68). New York, NY: Springer.
- Nestle, M. (2007). Starting early: Underage consumers. In M. Nestle (Ed.), *Food politics: How the food industry influences nutrition and health* (pp. 175–196). London: University of California Press.
- Neumark-Sztainer, D. (2005). If it's not one thing, it's another: Dealing with a spectrum of weight-related problems. In D. Neumark-Sztainer (Ed.), *I'm, like, so fat! Helping your teen make healthy choices about eating and exercise in a weight-obsessed world* (pp. 3–22). New York, NY: The Guilford Press.
- Phelan, S., & Wadden, T. A. (2004). Behavioral assessment of obesity. In J. K. Thompson (Ed.), *Handbook of eating disorders and obesity* (pp. 393–420). New Jersey: John Wiley & Sons.
- Pomeroy, C. (2004). Assessment of medical status and physical factors. In J. K. Thompson (Ed.), *Handbook of eating disorders and obesity* (pp. 81–111). New Jersey: John Wiley & Sons.
- Pope, H. G., Phillips, K. A., & Olivardia, R. (Eds.). (2002a). The Fat-Free Mass Index (FFMI) and how to calculate it. *The Adonis complex: How to identify, treat, and prevent body obsession in men and boys* (pp. 245–246). New York, NY: Touchstone.
- Pope, H. G., Phillips, K. A., & Olivardia, R. (Eds.). (2002b). Do you have the Adonis complex? Two tests and their astonishing results. *The Adonis complex: How to identify, treat, and prevent body obsession in men and boys* (pp. 62–82). New York, NY: Touchstone.
- Puhl, R. M., & Heuer, C. A. (2009). The stigma of obesity: a review and update. *Obesity, 17*(5), 941–64. doi:10.1038/oby.2008.636
- Stein, K. F., & Paulson, P. E. (2007). Real-time data capture: Ecological momentary assessment of behavioral symptoms associated with eating disorders. In A. Stone, S. Shiffman, A. Atienza, & L. Nebeling (Eds.), *The science of real-time data capture: Self-reports in health research2* (pp. 169–188). New York, NY: Oxford University Press.
- Tiggemann, M. (2011). Sociocultural perspectives on human appearance and body image. In T. F. Cash & T. Pruzinsky (Eds.), *Body image: A handbook of science, practice, and prevention* (2nd ed., pp. 12–19). New York, NY: The Guilford Press.
- Upton, D., & Thirlaway, K. (2010). Being active. In D. Upton & K. Thirlaway (Eds.), *Promoting healthy behaviour: A practical guide for nursing and healthcare professionals* (pp. 68–95). Harlow: Pearson.

Wansink, B. (2009). Measuring food intake in field studies. In D. B. Allison & M. L. Baskin (Eds.), *Handbook of assessment methods for eating behaviors and weight-related problems: Measures, theory, and research* (2nd ed., pp. 327–345). Los Angeles, CA: Sage.

7. 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). This course will use this database which contains more than 150 references covering different topics on eating, body image and weight related problems in the general population. Students can go to the following website and sign up:

<http://mnd.ly/zdWz5t>

Course Calendar (September to December: 12-week lectures; 1-week exam):

Date	Topics and activities	Readings (due on this date)	Assignments (due on this date)
<i>THEME ONE: GENERAL INTRODUCTION</i>			
1st	Course information and general introduction: What are EAWRP?		
2nd	Statistics about Body Dissatisfaction, Weight Control, Binge Eating, etc.	"If it's not one thing, it's another" (Neumark-Sztainer, 2005) "Childhood obesity in the WHO European region" (Manios & Costarelli, 2011)	Find an article about any of these studies: HSBC, NHANES III, HELENA, YRBSS. Then, choose 1 or 2 questions they used to measure EAWRP (including physical activity).
3rd	Health and Social Concerns: Unhealthy Eating, Sedentary Behavior, Obesity and stigmatization.	"Being active" (Upton & Thirlaway, 2010); "Starting early: Underage consumers" (Nestle, 2007)	Use Puhl's article (Puhl & Heuer, 2009) to find an instrument which measures any of these topics: weight-biased stigmatization, antifat attitudes, weight-related teasing, etc.
4th	The Cognitive-Behavioral Model	"Cognitive-behavioral perspective on body image" by Cash (2002, 2011)	Find an article written by Thomas F. Cash, go to the <i>Method</i> section and look for an instrument which assess some aspect of body image. Finally, describe what measures the instrument you selected.
5th	The Sociocultural Model Including the Tripartite Influence Model (parents, peers, and media)	"Sociocultural perspectives on human appearance and body image" (Tiggemann, 2011); "Factors influencing body image during adolescence" (Ata, Rojas, Ludden, & Thompson, 2011)	Select an item from any of these scales: SATAQ-3, PACS, MMIS, SIAQ-A, IBSS-R. We'll discuss the item in class.
6th	The Objectification Theory	"Gender and Body Image" (Calogero & Thompson, 2010)	Bring the abstract of an article which evaluates body objectification in adolescents.

Course Calendar (September to December: 12-week lectures; 1-week exam) (CONTINUED)

Date	Topics and activities	Readings (due on this date)	Assignments (due on this date)
<i>THEME TWO: ASSESSMENT OF EAWRP</i>			
7th	Screening of EAWRP using self-report measures and structured interviews: SCOFF, EAT-26, EDI-3, EDE, BULIT-R, EDDS.	Psychological assessment of eating disorders and related features (Anderson & Paulosky, 2004); Structured instruments (Grilo, 2008)	Present a brief report article which displays data on the prevalence of ED/EAWRP and uses the SCOFF or EAT-26 or EDI-3
8th	Self-report measures of EAWRP: Cognitions, attitudes, thoughts, feelings, behaviors.	Assessment of eating-disordered thoughts, feelings and behaviors (Anderson, De Young, & Walker, 2009)	We'll discuss the instruments presented during the first hour.
9th	Medical assessment of EAWRP: General considerations	Assessment of medical status and physical factors (Pomeroy, 2004) –only pp.81-83-; (Hatahet & Dhurandhar, 2004) –only pp.372-377-; The Fat-Free Mass Index (FFMI) and how to calculate it (Pope, Phillips, & Olivardia, 2002a)	How physical activity should be measured? Support your answer with a brief research
10th	Nutritional Assessment of EAWRP General considerations	Measuring food intake in field studies (Wansink, 2009); Behavioral assessment of Obesity (Phelan & Wadden, 2004) –pp.399-401-; Dietary assessment and monitoring in real time (Glanz & Murphy, 2007)	Collect data on all foods you consumed the past 24 hours. Keep this information as private, we just discuss about this method and the results obtained with it
11th	Family assessment of EAWRP	Interpersonal and familial influences on the development of body image (Jones, 2011)	Present an article about the influences of family and peers in the stigmatization of obese adolescents
12th	Special topics in the assessment	Do you have the Adonis complex? Two	Find an article using an instrument which

of EAWRP: Body image disturbance,
Ecological Momentary Assessment,
Measuring attitudes toward obese
people, etc.

tests and their astonishing results
(Pope, Phillips, & Olivardia, 2002b);
Real-time data capture: Ecological momentary
assessment of behavioral symptoms associated
with eating disorders (Stein & Paulson, 2007)

measures attitudes toward obese people

13th

EXAM