



Eating- and Weight-Related Problems (EAWRP): Risk Factors Assessment

Responsible for the course:

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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 are 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 (EAWRP). 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 image, body dissatisfaction, 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 Standards for Educational and Psychological Testing.

4. COURSE REQUIREMENTS:

- Classes are once every week. Classes are two academic hours long and they are divided as follows: first hour (50 minutes) of lecture, being the teacher the most active, presenting the content and readings; second hour (50 minutes) 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:

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

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

Glover, T., & Sharma, S. (2012). Physiological assessment of eating disorders. In J. Fox & K. Goss (Eds.), *Eating and its disorders* (pp. 42–60). Chichester, West Sussex: John Wiley & Sons.

Hilbert, A., Rief, W., Tuschen-Caffier, B., De Zwaan, M., & Czaja, J. (2009). Loss of control eating and psychological maintenance in children: An ecological momentary assessment study. *Behaviour Research and Therapy*, *47*(1), 26–33. doi:10.1016/j.brat.2008.10.003

- 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., 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.
- 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.
- Sánchez-Carracedo, D., Neumark-Sztainer, D. R., & López-Guimerà, G. (2012). Integrated prevention of obesity and eating disorders: barriers, developments and opportunities. *Public Health Nutrition, 1*–15. doi:10.1017/S1368980012000705
- 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. 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 400 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 (February to May: 13 weeks, 1 holiday: 1st April):

Week	Topics	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 obesity, body dissatisfaction, weight control, binge eating, etc.	"Addressing the spectrum of adolescent weight-related problems" (Neumark-Sztainer, 2007)	Individual presentations
3rd	Health and social concerns: unhealthy eating, sedentary behavior, obesity and stigmatization.	"Correlates of physical activity: Why are some people physically active and others not?" (Bauman et al., 2012)	Individual presentations
4th	I - How EAWRP develop? The Cognitive-Behavioral Model	"Cognitive-behavioral perspectives on body image" (Cash, 2011)	Individual presentations
5th	II - How EAWRP develop? The Sociocultural Model (Tripartite Influence Model: parents, peers, and media)	"Factors influencing body image during adolescence" (Ata, Rojas, Ludden, & Thompson, 2011)	Individual presentations
6th	III - How EAWRP develop? The Objectification Theory	"Social psychological theories of disordered eating in college women: Review and integration" (Fitzsimmons-Craft, 2011)	Individual presentations

Course Calendar (February to May: 13 weeks, 1 holiday: 1st April) (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.	First 4 pages of: "Assessment methods for eating disorders and body image disorders" (Túry, Güleç, & Kohls, 2010)	Group presentation of "Risk factors in the development of body image, eating problems, and obesity" (Smolak, 2009)
8th	Self-report measures of EAWRP: Cognitions, attitudes, thoughts, feelings, behaviors.	The rest of pages from: "Assessment methods for eating disorders and body image disorders" (Túry et al., 2010)	Individual presentations
9th	Medical assessment of EAWRP: General considerations	"Physiological assessment of eating disorders" (Glover & Sharma, 2012)	Group presentation of "Measures of eating disorder symptoms and body image disturbance" (Kashubeck-West, Saunders, & Huang, 2012)
10th	Nutritional Assessment of EAWRP: General considerations	"Loss of control eating and psychological maintenance in children" (Hilbert, Rief, Tuschen-Caffier, De Zwaan, & Czaja, 2009)	Individual presentations
11th	Family assessment of EAWRP: General considerations	"AED position paper: The role of the family in eating disorders" (Le Grange, Lock, Loeb, & Nicholls, 2010)	Individual presentations
12th	Special topics in the assessment of EAWRP: Body image disturbance, Fat-Free Mass Index, and others.		Group presentation of "Integrated prevention of obesity and eating disorders" (Sánchez-Carracedo, Neumark-Sztainer, & López-Guimerà, 2012)
13th	EXAM		