

I. COURSE DESCRIPTION:

- A. Department Information:
Division: Social Science and Human Development
Department: Human Services
Course ID: HUMSV 175
Course Title: Introduction to Eating Disorders
Units: 3
Lecture: 3 Hours
Laboratory: None
Prerequisite: None
- B. Catalog Description: An introduction to the description, explanation, and treatment of eating disorders (e.g., bulimia, anorexia). Includes patterns of compulsive eating, chronic dieting, and the history and attitudes toward eating disorders. Biological, psychoanalytic, behavioral, and other theoretical perspectives and treatment approaches are surveyed. This course qualifies for continuing education credit for nurses. Provider approved by the California Board of Registered Nursing, provider number 01480, for 45 contact hours.
- C. Schedule Description: An introduction to the description, explanation, and treatment of eating disorders including bulimia, anorexia, bulimarexia, and compulsive eating. Provider approved by the California Board of Registered Nursing, provider number 01480 for 45 contact hours.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of the course the student should be able to:

- A. Define and characterize each of the diseases and their effects on the individual and the family unit;
- B. Describe observations of subjects and interpret them relative to influences on and relation to:
1. Family involvement
 2. Abuse related to sexual identity
 3. Other compulsive behaviors, i.e. drugs, etc.
- C. Explain the theories of the etiology, and the biological, psychosocial, and cognitive/behavioral aspects of eating disorders
- D. Apply problem solving to the relationships of the individual and food, the family, associates, environment, work, and leisure activities;
- E. Discuss the fundamental role of the counselor in the treatment process and be prepared to educate and refer the subject, following assessment, using the proper referral procedures, to the proper referral sources.

IV. COURSE CONTENT:

- A. History and Background of Eating Disorders
1. Myths about fat
 2. Cultural variables/changing times
 3. Fat as a friend
 4. Fat as an enemy
 5. Fat as measurement
 6. Obesity
- B. Theoretical Perspectives
1. Biological theories
 - a) Theories of hunger
 - b) Theories of satiety

- c) Genetics
 - d) Onset age and fat cell theory
 - e) Set point theory
 - f) Exercise
 - g) Gender
2. Psychological Theories
 - a) Psychoanalytic
 - b) External clue hypothesis
 - c) Social learning
 - d) Food and coping mechanisms
 3. Fat as a Feminist Issue
 - a) The gender bias
 - b) Special health problems of overweight women
 - c) The new feminine ideal
 4. Fat as Discrimination
 - a) Fat and social class
 - b) Fat and mortality
 - c) Fat and pop psychology
 5. Traditional Treatments
 - a) Medication
 - b) Psychotherapy
 - c) Behavior modification
 - d) Surgery
 - e) Exercise and nutrition
- C. Definitions, Characteristics, Etiology, and treatment
1. How to identify and evaluate the presence of each or several eating disorders based on the symptomology present in the subject.
 - a) Anorexia nervosa
 - b) Bulimia
 - c) Compulsive overeating
 - d) Bulimarexia
 2. Related areas and influences: How to recognize and understand the relational involvement of external and internal factors with the eating disorder(s) of the subject.
 - a) Family involvement
 - b) Other compulsive behaviors
 - c) Sexual identity and abuse
 3. Theories of Etiology: Methods of conceptualization and discussion of the various concepts in research specific to eating disorders
 - a) Biological
 - b) Psychosocial
 - c) Cognitive/behavioral
 4. The Referral Treatment Process: Identifying and relating to various types of community resources available for the assessment and treatment of eating disorders
 - a) Intervention and referral
 - b) Screening and evaluation
 - c) Assessment
 - d) Case management
 - e) Individual counseling
 - f) Group and family counseling
 - g) Aftercare and follow-up
 - h) Modalities
 5. Recurrence/Relapse prevention
 6. Future perspectives
 - a) Research directions

- b) Demographics and sociological implications
- c) Permanent weight loss
- d) Careers in weight control services

V. METHODS OF INSTRUCTION:

Will vary from instructor to instructor, but may include the following list. There must be at least one evaluated written assignment.

- 1. Lecture
- 2. Directed discussion
- 3. Group projects and presentations
- 4. Audio-visual aids
- 5. Field trips

VI. TYPICAL ASSIGNMENTS:

- A. With the completion of each module, answer essay questions and/or take a multiple-choice exam pertaining to the topic covered.
- B. Read assigned textbook chapter, current articles, etc.
- C. Visit an Eating Disorder Unit and discuss observations.
- D. Present an oral and/or written report on given topic.

VII. EVALUATION (S):

Based on clarity of thought and expression and on application of course concepts. May include those listed below. Grading may be comparative within a class, or may be based on an absolute standard. Must include at least one evaluated written assignment.

- A. Methods of Evaluation
 - 1. Objective tests
 - 2. Essay tests
 - 2. In-class and out-of-class writing assignments
 - 3. Term projects
- B. Frequency of Evaluation
 - 1. Examinations, one mid-term and one final
 - 2. Weekly quizzes
 - 3. Term paper
- C. Typical Exam Questions:
 - 1. What is anorexia and what is it's effect on the individual.
 - 2. What role does the family play in the prevention and/or the continuation of the disease?
 - 3. Explain the role of sexual abuse and eating disorders.
 - 4. What is the primary role of the counselor?
 - 5. List some of the biological theories and discuss each.

VIII. TYPICAL TEXT (S):

Siegel, Michelle. Surviving an Eating Disorder. N.Y: Harper-Collins, 2000

Cash & Pruzinsky. Body Image: A Handbook of Theory, Research, and Clinical Practice. N.Y: Guilford Publications, 2002

Fairburn & Brownell. Eating Disorders and Obesity: Second Edition: A Comprehensive Handbook. N.Y: Guilford Publications, 2001

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None