1. COURSE INFORMATION

1.1. Credit Hours: This is a 3 credit hour course and consequently you should devote approximately 9 hours per week to this course.

1.2. Semester and Year: Spring, 2018

1.3. Course Prerequisite: Introductory Psychology

2. INSTRUCTOR INFORMATION

2.1. Instructor Contact Information

- Jaime Williams, MS, MSEd
- Instructor
- Virtual
- Office Hours: Anytime (via email)
- Email: jlwilliams@ufl.edu

Teaching Assistants:

Jade Thomas: jadethomas@ufl.edu
Madiha Ali: madihamali@ufl.edu

You’re assigned TAs based on your last name:

Last name A to L: Jade Thomas: (jadethomas@ufl.edu)
Last name M to Z: Madiha Ali (madihamali@ufl.edu)

3. TEXTBOOK AND COURSE MATERIALS

3.1. Required Textbook(s):
All required course materials are included in the course e-pack bundle available at https://classcenter.net/
These materials include an e-copy of your text, and series of “Interviews with the Experts” videos, all of which will be used in the course throughout the semester.

3.2. Supplementary Book(s) and Article(s):
Additional resources (optional) are included in each of your eight major lessons.

3.3. Technology Requirement

- The online course is designed to operate effectively on your laptop or Smart Phone.

4. COURSE DESCRIPTION

4.1. Instructor Course Description
Eating Disorders provides an introduction to the characteristics and criteria associated with a variety of forms of disordered eating. It covers Pica, Avoidant-Restrictive Food Intake Disorder, anorexia nervosa, bulimia, binge eating disorder, and compulsive overeating, among others, and overviews key features of their causes, presentation, and treatment. Special attention is dedicated to understanding eating disorders in women, men, athletes, and multicultural populations. Attention is given to critical factors in the development and maintenance of eating disorders. These include personality features and family characteristics, as well as sexual orientation sociocultural, genetic, and family influences. Further, the medical and physiological consequences of eating disorders will be covered. Treatment strategies for those with eating disorders are also reviewed, including nutritional, psychological, and pharmacological forms of treatment. Finally, strategies for preventing eating disorder are explored.
4.2. Recommendations for Success
To succeed in this course, I suggest that you carefully read the text, complete all required class assignments, review the PowerPoint slides, and keep up with the course schedule. If you do that, you will maximize your performance in the course and, hopefully, have fun along the way!

5. COURSE OBJECTIVES
The course objectives are:
1. Be able to identify the range of eating disorders, their characteristics and criteria
2. Be able to describe several factors that contribute to the development and maintenance of disordered eating
3. Learn how eating disorders manifest in different populations
4. Identify several treatment strategies for those with eating disorders
5. Become familiar with the professional and scientific literature related to understanding and treating disordered eating

6. TEACHING AND LEARNING METHODS

6.1. Delivery Method
This course is delivered through the Virtual College. Thus, you will not be required to attend classes on campus or log in for class on a computer at a specific time during the day. Canvas will be used as the primary delivery method. Although the course is structured in terms of specific due dates for exams and assignments, the course also allows for flexibility. For example, you can complete the readings at any time of the day or night, in your office or on the road. The flexibility allows you to pace yourself and work at convenient times, while meeting assigned deadlines.

6.2. Instructional Approach
I approach this course with high enthusiasm in relation to the material and the learning process- I hope you will, too! The content of this course is designed to have practical utility in the field, and I hope it will be useful to you in your future work in psychology.

7. COURSE SCHEDULE
This schedule is tentative and might change during the semester. Students will be notified of the changes through announcements or emails at the Canvas course site. If time is mentioned in the course, it refers to the Eastern Standard Time Zone.

The table below contains information on the eight lessons, readings, assignments, and due dates. If you have any questions, feel free to email me!

<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date</th>
<th>Readings, Activities &amp; Assignments</th>
</tr>
</thead>
</table>
| 1 & 2 (Lesson 1) | 1/8/18 | Topics:  
- Introduction and Types of Eating Disorders  
Readings:  
- Eating Disorders Chapter 1- When Food Becomes the Enemy  
- Eating Disorders Chapter 2- Types of Eating Disorders: Part 1  
Lectures:  
- Lecture 1 – Anorexia Nervosa (AN) and Bulimia Nervosa (BN)  
- Lecture 2 – Binge Eating, Compulsive Eating and Chronic Dieting |
<table>
<thead>
<tr>
<th>Discussions:</th>
<th>Videos:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• DQ 1</td>
<td>• View Interview with Experts 1: <em>Abby</em>—<em>Determined to be Thin.</em></td>
</tr>
</tbody>
</table>

**Quizzes and Assignments:**

- Chapter 1 Quiz  
- Chapter 2 Quiz  
- Lecture 1 Quiz  
- Lecture 2 Quiz  
- Interview with Experts Reflection Sheet Assignment 1

**All Weeks 1 and 2 Assignments are Due on 1/22/18 by 11:59 pm Eastern Time**

<table>
<thead>
<tr>
<th>3 &amp; 4 (Lesson 2)</th>
<th>1/23/18</th>
<th>Topics:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Diagnostic Development and the DSM-5</td>
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**Readings:**

- Eating Disorders Chapter 3: Types of Eating Disorders-Part 2

**Lectures:**

- Lecture 3 – The Reconceptualization of Eating Disorders in the DSM-5  
- View PowerPoints that accompany Lecture 3  
- Lecture 4- Cut to the Bone

**Discussions:**

- • DQ 2

**Videos:**

- View Interview with Experts 2- Savannah: What are Friends For?

**Quizzes and Assignments:**

- Chapter 3 Quiz  
- Lecture 3 Quiz  
- Lecture 4 Quiz  
- Interview with Experts Reflection Sheet Assignment 2

**Project:**

- Project 1: Dying to Be Thin Video and Reflection Sheet

**All Weeks 3 and 4 Assignments are Due on 2/5/18 by 11:59 pm Eastern Time**
| 5 & 6 (Lesson 3) | 2/6/18 | Topics:  
- Risk Factors and Underlying Causes  
Readings:  
- Eating Disorders Chapter 4-Risk Factors and Underlying Causes  
Lectures:  
- Lecture 5 – Personality Variables and Genetics: The Influence on Eating Disorders  
- Lecture 6- Family and Cultural Characteristics and Eating Disorders  
- Lecture 7- Eating Disorders and Multicultural Populations  
Discussions:  
- DQ 3  
Videos:  
- View Interview with Experts 3: Valeria-Latina Overcoming Bulimia  
Quizzes and Assignments:  
- Chapter 4 Quiz  
- Lecture 5 Quiz  
- Lecture 6 Quiz  
- Lecture 7 Quiz  
- Interview with Experts Reflection Sheet Assignment 3  

All Weeks 5 and 6 Assignments are Due on 2/19/18 by 11:59 pm Eastern Time

| 7 & 8 (Lesson 4) | 2/20/18 Reminder, these two weeks end with Spring Break! | Topics:  
- Special Populations and Eating Disorders  
Readings:  
- Eating Disorders Chapter 5- Sexual Orientation and Eating Disorders  
- Eating Disorders Chapter 6- Dancers, Athletes, and making Weight  
Lectures:  
- Lecture 8 – Sexual Orientation: The Influence of Sexual Orientation and Eating Disorders  
- Lecture 9- Eating Disorders and Athletes  
- Lecture 10- Men and Eating Disorders |
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<tr>
<th>Discussions:</th>
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<tr>
<td>• DQ 4</td>
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<td>Videos:</td>
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<tr>
<td>• View Interview with Experts 4- <em>Dr. Roberta Seldman- On Athletes and Eating Disorders</em></td>
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<tr>
<td>• View Interview with Experts 5- Corynn: Binge Eating Disorder</td>
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<tr>
<td>Quizzes and Assignments:</td>
</tr>
<tr>
<td>• Chapter 5 Quiz</td>
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<tr>
<td>• Chapter 6 Quiz</td>
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<tr>
<td>• Lecture 8 Quiz</td>
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<td>• Lecture 9 Quiz</td>
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<tr>
<td>• Lecture 10 Quiz</td>
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<tr>
<td>• Interview with Experts Reflection Sheet Assignment 4</td>
</tr>
<tr>
<td>• Interview with Experts Reflection Sheet Assignment 5</td>
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<tr>
<td>Project:</td>
</tr>
<tr>
<td>• Project 2: Through True Eyes Video and Reflection Sheet</td>
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</table>

**All Weeks 7 and 8 Assignments are Due on 3/5/18 by 11:59 pm Eastern Time**

<table>
<thead>
<tr>
<th>9 &amp; 10 (Lesson 5)</th>
<th>3/6/18</th>
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</thead>
<tbody>
<tr>
<td>Topics:</td>
<td></td>
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<tr>
<td>• Pregnancy and Medical Complications</td>
<td></td>
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<tr>
<td>Readings:</td>
<td></td>
</tr>
<tr>
<td>• Eating Disorders Chapter 7: The Effects of Pregnancy and Medical Complications</td>
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<tr>
<td>Lectures:</td>
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<tr>
<td>• View Lecture 11 – Medical Complications of Eating Disorders: Health Hazards, Medical Evaluation and the Role of the Physician</td>
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<tr>
<td>• View Lecture 12- Pregnancy and Eating Disorders</td>
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<tr>
<td>Discussions:</td>
<td></td>
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<tr>
<td>• DQ 5</td>
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<tr>
<td>Videos:</td>
<td></td>
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<tr>
<td>• View Interview with Expert 6- Edwina: Eating Struggles of All Sorts</td>
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<tr>
<td>Quizzes and Assignments:</td>
<td></td>
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<tr>
<td>• Chapter 7 Quiz</td>
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<tr>
<td>• Lecture 11 Quiz</td>
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<tr>
<td>• Lecture 12 Quiz</td>
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<tr>
<td>Week</td>
<td>Topics</td>
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</table>
| 11 & 12 (Lesson 6) | Research, Treatments, and Cognitive-Behavioral Therapies- The Way Forward | 3/20/18 | • Interview with Experts Reflection Sheet Assignment 6  
All Weeks 9 and 10 Assignments are Due on 3/19/18 by 11:59 pm Eastern Time (Reminder- Spring Break is March 5-9th) |
| 13 & 14 (Lesson 7) | Treatments and Nutrition | 4/3/18 | • Interview with Experts Reflection Sheet Assignment 7  
All Weeks 11 and 12 Assignments are Due on 4/2/18 by 11:59 pm Eastern Time  
|   | Readings: |   | Eating Disorders Chapter 8: Psychodiagnosis and Research Methodologies for Eating Disorders  
Eating Disorders Chapter 9: Psychological Treatments and Cognitive Behavioral Therapy  
Lectures: | View Lecture 13 – Psychological Treatments of Eating Disorders  
View Lecture 14- Cognitive Behavioral Therapy: Treatment for Eating Disorders  
Discussions: | DQ 6  
Videos: | View Interview with Experts 7- Nikki: Overcoming Trauma and Anorexia- with a Little Help from her Friends  
Quizzes and Assignments: | Chapter 8 Quiz  
Chapter 9 Quiz  
Lecture 13 Quiz  
Lecture 14 Quiz  
Interview with Experts Reflection Sheet Assignment 7  
Project: | Project 3: Eating Disorders Awareness PowerPoint Campaign  
Eating Disorders Chapter 10- Medication and Hospitalization |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Lectures</th>
<th>Discussions</th>
<th>Videos</th>
</tr>
</thead>
</table>
| 4/17/18    | Prevention, Recovery and Resources          | Eating Disorders Chapter 12: Preventing and Recovering from Eating Disorders  
Eating Disorders Recommended Resources | View Lecture 16 – Prevention of Eating Disorders: Designing Eating Disorders Outreach in Academic Settings | DQ 8        | View Interview with Experts 11- Dr. Roberta Seldman: About Holistic Treatment |
| 3/15 & 16  (Lesson 8) | 4/16/18 by 11:59 pm Eastern Time | Eating Disorders Chapter 12: Preventing and Recovering from Eating Disorders  
Eating Disorders Recommended Resources |                                                                   |             |                                                                         |
|            |                                             |                                                           |                                                                          |             |                                                                         |

**Eating Disorders Chapter 11- Nutrition and Eating Disorders**

**Lectures:**
- View Lecture 15- The Role of Nutrition in Eating Disorders

**Discussions:**
- DQ 7

**Videos:**
- View Interview with Experts 8- Melissa: Pursuing “Tiny” Can Cause Big Problems
- View Interview with Experts 9- Dr. Greg Neimeyer: The “Third Son”: A Case of Avoidant-Restrictive Food Intake Disorder
- View Interview with Experts 10- Alex: The “Third Son” in his Own Words

**Quizzes and Assignments:**
- Chapter 10 Quiz
- Chapter 11 Quiz
- Lecture 15 Quiz
- Interview with Experts Reflection Sheet Assignment 8
- Interview with Experts Reflection Sheet Assignment 9
- Interview with Experts Reflection Sheet Assignment 10

**All Weeks 13 and 4 Assignments are Due on 4/16/18 by 11:59 pm Eastern Time**
8. ASSESSMENT METHODS AND GRADING SCALE

Assignment Outline

Chapter Quizzes (Total 240 Possible Points)
There are 12 chapter quizzes for a total of 20 points each.

Lecture Quizzes (Total 320 Possible Points)
There are 16 lecture quizzes for a total of 20 points each.

Interviews with Experts Reflection Sheets (Total 330 Possible Points)
There are 11 interviews for a total of 30 points each.

Discussion Questions (Total 40 Possible Points)
There are 8 discussion questions for a total of 5 points each.

Projects (Total 200 Possible Points)
There are 4 projects for a total of 50 points each.

Total: 1,130 Possible Points

Grading

Final Grade Breakdown

<table>
<thead>
<tr>
<th>Grading Criteria/Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>240 Points/21%</td>
</tr>
<tr>
<td>Lecture Quizzes</td>
<td>320 Points/28%</td>
</tr>
</tbody>
</table>

All Weeks 15 and 16 Assignments are Due on 4/30/18 by 11:59 pm Eastern Time
<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews with Experts Reflection Sheets</td>
<td>330</td>
<td>29%</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>40</td>
<td>4%</td>
</tr>
<tr>
<td>Projects</td>
<td>200</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,130</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale in Percentages**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 and Up</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69</td>
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<tr>
<td>D</td>
<td>64 – 66</td>
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<tr>
<td>D-</td>
<td>60 – 63</td>
</tr>
<tr>
<td>F</td>
<td>59 and Below</td>
</tr>
</tbody>
</table>

**10. COURSE POLICIES**

10.1. Assignment Due Date: Assignment due dates are listed in the course schedule. Late work is not accepted. Therefore, I encourage you to complete assignments and submit them ahead of schedule to ensure that deadlines are met. Computer/internet problems are not a valid reason for late work.

10.2. Procedures for Assignment Submission: Quizzes are completed on the Canvas site. Assignments and Reflection Sheets are completed in Word and uploaded to the Canvas site. Please name document files by assignment and last name e.g., Assignment 2 Neimeyer.

10.3. Exam Make-ups: You will not be allowed to make-up quizzes and assignments, so please look ahead and plan on timely (or early!) submissions. See section 12.3.

**11. UNIVERSITY POLICIES**

11.1. Academic Honesty Policy
The University of Florida Honor Code outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Student Honor Code and for living up to their pledge to “hold ourselves and our peers to the highest standards of honesty and integrity.”

I am not willing to give a passing grade to those who do not abide by the UF honor code. Any student who cheats or helps another student cheat will receive an **E (Fail)** in this class. When students enroll at the University of Florida, they commit themselves to the standard drafted and enacted by students.

**Preamble:** In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The
quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It should be clear that academic dishonesty, such as cheating, is NOT tolerated at the University of Florida. Cheating is defined in the University Handbook, and it is the student’s responsibility to be familiar with its many forms (including plagiarism). If there is a suspected academic honesty violation, the Student Honor Code Procedures will be followed.

11.2. Statement of Accessibility and Services for Students with Disabilities
If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565. If you have a documented disability and will require special accommodation on the first exam you must contact me.

11.3 Withdrawal Policy
Dropping is defined as dropping an individual course or courses but not all courses in a term. Failure to attend a class does not constitute a drop.

During Drop/Add
Courses can be dropped or added during drop/add without penalty.

Classes that meet for the first time after drop/add closes can be dropped without penalty or fee liability if the request is submitted by the end of the next business day after the first class meeting. Students first must drop the course with their college advising office and then submit a written explanation to the Office of the University Registrar. This does not apply to laboratory sections.

After Drop/Add but Prior to the Drop Deadline
After drop/add, students may drop a course with the approval of her or his college until the drop deadline listed in the academic calendar. A grade of W will appear on the transcript, and students are liable for course fees.

- All drops after drop/add must be completed by the drop deadline with the student’s college advising office and are subject to the following restrictions:
  - Students get two drops in their first 60 credits attempted at UF. Credits attempted are defined as:
  - Credits carried excluding credits taken prior to the first term of degree-seeking enrollment,
  - plus S/U credits, and repeats of satisfactory grades.
  - Full-term withdrawals from all courses and dropped courses do not count in credits carried.
  - Students get two additional drops in the second 60 credits attempted. Unused drops do not carry over from the first 60 credits attempted to the second 60 credits attempted.
  - Students entering UF as transfer students with an A.A. degree from a Florida public college or with 60 or more transfer credits earned from another college or university only get two drops.
  - Students with disabilities who need to drop a course due to disability-related reasons are allowed to petition for additional drops. More information is available from the Disability Resource Center.
  - Students who can document extenuating circumstances may petition their college for additional drops. Approval to drop a course must be obtained from the student’s college.