

**ST: BODY IMAGE DISORDERS**  
**PSYC0554-501 (crn 41166), Spring 2016, PARTIALLY ONLINE January 26-May10**

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Texts: Cash, T. F. & Smolak, L. (Editors). (2011) *Body Image: A Handbook of Science, Practice, and Prevention*, 2<sup>nd</sup> Edition. New York: Guilford Press. ISBN-13: 978-1-60918-182-6.

Strong, M. (1998) *A Bright Red Scream: Self-mutilation and the Language of Pain*. London: Penguin Books. ISBN-10: 0140280537; ISBN-13: 9780140280531

Welcome to the partially online course ST: Body Image Disorders! This syllabus will give you some information on how the course is being structured, what you can expect from a partially online course, and what is expected from you. Our course will make use of a course management system called PLATO. If you haven't done so already, you might want to try the tutorial that is posted on the main web page for the on-line courses. You'll find it is helpful for understanding how the system works and some of the features we'll be using.

**IMPORTANT:** Please note that the course session formally begins on Jan. 26<sup>th</sup>, 2016, when we meet in person as a class at 5:00-6:20pm in Wilson 116. While material will be released for you on January 25<sup>th</sup>, 2016, beginning at 8:00 a.m., there is nothing due prior to the first class session. **YOU SHOULD HOWEVER GET THE BOOKS PRIOR TO OUR FIRST CLASS MEETING.** There is not an option of beginning any coursework before Jan. 26<sup>th</sup>. The course will formally end on May 10<sup>th</sup>. Our last in-person meeting will be on Tuesday, May 10<sup>th</sup>. I will be flexible with accepting your final work through May 17<sup>th</sup>. You will have four blocks of online work to complete, one after each of our in-person scheduled periods (see schedule page 6). I estimate you will need numerous hours to complete each block, which will include preparatory reading for the next in-person class meeting.

If you have a personal question, you may send me a message through the PLATO site or call my office at 413-572-5488 to leave a message. Email is the best way to contact me at [rhayes@westfield.ma.edu](mailto:rhayes@westfield.ma.edu). I typically check messages daily.

### Class Overview

Over the last 50 years, an increasing emphasis on physical attractiveness, thinness, and body image has occurred, both nationally and globally, and the study of *body image* has become a subfield of study in psychology. Concurrently, the population has become heavier, more at risk for physical health difficulties, and there has been an increased awareness of psychosocial disturbances related to body image. This course will briefly review the history of body image scholarship, and focus predominantly on a review of current research, assessment, and treatment strategies related to body image disturbances. The relationship between body image disturbances and eating disorders and/or body alterations will be discussed. Topics will include the image-related concerns of obesity, self-mutilation, the connection between sexual abuse and body image, and working with diverse populations from sociocultural perspectives on body image. Attention will also be given to working with children, adolescents and adults to prevent the destructive psychosocial and physical consequences of living with body image disturbance.

### What You Can Expect & What Is Expected Of You

**You can expect that I will be available to you many times throughout the defined session, which is January 26 – May 10, 2016, however not 24/7.** There are a number of ways to be in touch with me. Online office hours will be by appointment. For online office hours, you can contact me through the email link on the course page in PLATO. I am also available to schedule an electronic, phone, or in-person conversation with you that meets the needs of both our schedules.

If you email me, I will typically get a response to you within 24 hours, but always within 48 hours. If you have a question related to the course, one in which the response would benefit the entire class, I ask that you pose the question in the “Ask Dr. B” link of the main course page. All class members will then have access to the dialogue. Of course, if you have a more private matter you may contact me by one of the means above.

**You can expect that you will have considerable freedom to structure your own time with considerable control over when you do the course work.** In this course, you will be working with a set a material (A MODULE or BLOCK) presented to you. There will be four “blocks” of material. I will open each block as soon as it is developed, in case you want to work ahead. All four blocks will remain open through May 10<sup>th</sup>, so you can use the material for the preparation of your final examination. You can do the work at your own pace within each week, however **need to complete the current required block prior to the next in-person class meeting.** Please keep in mind that while you have significant flexibility in scheduling your work and participation, waiting until the last possible day (i.e., Monday night before an in-person class will not allow you (and I) the flexibility of interacting sufficiently with others in the course on your responses.

**You can expect that you will need to be proactive in your participation as a student.** You will be joining in discussions, posting information, and finding many different ways to be a part of the class. You can expect that some discussions may extend over numerous days, as your

student colleagues also engage in each module/block. Participation and discussions are done through “Threads”, otherwise known as “Discussions”, which are online. Since students will not be online all at the same time, it is possible that you can discuss an issue in real time with a student electronically, but also possible that you will have “delay-and-rejoin” experiences.

**Feedback from you throughout the course is a necessity.** As you have enrolled in a partially on-line course, I won’t know if you are having a problem with material or with this learning format unless you tell me. If you have technical difficulties, there are supports that can address them right away. If you are having difficulty grasping some material, additional support from me or tutoring can also be arranged. Please let me know immediately if there is a problem with which I can help – the sooner you tell me, the sooner I can help you fix the problem.

**You will need to visit the course web page frequently.** I’d recommend at least once every 24-48 hours (if only briefly), to at least check to see if there are messages or updates from me.

**You can expect that content will be presented to you in a variety of forms.** These include lectures, discussions both online and asynchronous, films, voiced-over PowerPoints, and reading files. It is important to note that this is not a correspondence course where you will only be sending me written material for a grade. You will be required to engage all formats provided within a block of material, as well as engage in discussion with your online classmates. Granted, that discussion may not always be in real time.

### Policies

#### Class Participation:

Participation is necessary for learning. Material presented will include additional material to the text book (all linked and available to you when you need it). This additional material may be on exams. Personal emergencies (e.g., death in the family, sickness) are recognized as valid reasons for being absent for an extended period of time, however it is **your responsibility** to let me know if your personal circumstances are keeping you away from this online course in a manner to which you cannot make the closing date of a block. Participation includes reading, listening, **interacting in discussions, offering your own viewpoints** and feedback, and taking part in group exercises, if applicable. Your participation is tracked electronically by me, and I have access to read and “drop in” on any and all forums built within this class structure.

**For the in-person class meetings, we have NINE: Jan 26; Feb 2, 23; Mar 1, 29; Apr 5, 19; May 3, 10. While you should endeavor to not miss any of them, missing 3 of the 9 will require an automatic academic withdrawal from the course (i.e., I withdraw you). Please plan accordingly and let me know of any date with which you feel there is a conflict.**

#### Academic Integrity:

Students are expected to demonstrate their own aptitudes when completing class assignments and examinations. Any student suspected of plagiarism, cheating, or other forms of academic dishonesty will be dealt with as outlined under WSU guidelines.

<http://www.wsc.ma.edu/prospective-students/campus-life/student-handbook/academic-life/academic-honesty-policy/>

These policies are subject to change. In the event that policies are changed, you will be notified in advance.

### **Class Structure**

The course makes use of a set of subunits called “blocks.” Each one is time-limited. You can do the work at your own pace: you can do it all at once, finishing the block work quickly, or you can do it at a slower pace. How you use your time is entirely up to you, so long as all the work is done for each block prior to the following in-person class meeting associated with it.

### **What Will I Find In Each Block? / What Work is Involved?**

Each block will have a clearly numbered set of activities so you’ll know what to do first, second, third, etc. The blocks will vary in content, but you can expect each of them to typically include:

*Instructor Guidance.* I will introduce you to each block and provide some guidance very early, i.e. “**a checklist**”. **It is important to follow the checklists as they are provided to you within the blocks.** You will likely have some kind of multimedia presentation from me, usually in the form of a narrated PowerPoint presentations, and there occasionally may be a film or some other online modality.

*Reading.* Readings will be provided in each block. There is no text book. You will find the appropriate links to this additional material in each block.

*Participation.* You will have 4 Discussion Forums in this course. Contributions to discussion forums should be thorough, respectful, and participatory. Please take the time to provide a well-thought-out response in each forum, as well as engage in dialogue during the week with other students on the topic(s). Discussions online are asynchronous (we are not all online at the same time). You will be asked to post a message for the rest of the class. You will be asked to return to the forum and respond to **several** classmates’ comments. Discussion Forums will *each last from 2-4 weeks*, depending on the length of the online block. A significant portion of your final grade (20%) will be based on this class participation which is online, as evidenced through your contributions to the discussion forum. **Class participation** defined as one or both of the following:

**Active, substantive participation on the class web page through discussion.** By "active" I mean you regularly contribute to the course through the class discussions that will be offered with each block. By "substantive" I mean you do all these things based on the reading and other block materials.

**Active, substantive contributions to class participation by making contributions.** Recommending a link to everyone to a newspaper article relating to class discussions, recommending something you've found on television or the web that is interesting, showing an example from experiences (general life experience, observations of behavior, through a job, internship, volunteer work, and so on) relating to our work all count as class participation as well.

**Active, substantive contributions to class participation by feedback to classmate comments.** Feedback can be light-hearted, additive, complementary, but should always be respectful. Brief is fine for your responses, however your own posts should be thorough.

Please note: Your grade for class participation will be assigned by me, based on my evaluation of your contribution through the criteria mentioned above (It will receive a point value between 0-5) for each discussion (total of 20 points toward your final grade). I'll be happy to give you feedback at any time on this part of your grade. By remaining in the course, you are giving your consent to that evaluation.

“A” level participation means you are both active and substantial in each block (4-5 points);  
 “B” level participation means you are active, but do so without substance from the material (2-3 points);  
 “C” level participation means you do the same as “B” but with less regularity (1 point);  
 Extremely low or non-participation will result in 0 points.  
 Participation that is so “last minute” that it cannot benefit others may result in a lower grade.

*“Inundation” Journals.* If you have not already recognized the gravity of messages contributing to body image around us, this project is meant to increase your awareness. Students will keep a journal of the messages they view and observe related to body image. Messages may be subtle or blatant. Journals may be hand-written or word-processed. **From Jan. 26 through May 3, a minimum of 2 entries per week, are required.** Date of each entry should be noted. Each entry should provide information on what was observed, your interpretation of its relevance to body image, and a brief reflection from you. You may provide more than the minimum 2 entries per week. You are free to be more creative, providing weblinks and other information. Journal will be collected on May 3<sup>rd</sup> for grading. They will be returned to you with an external comment page from me. I will be the only one reading your journal, however it is a graded and read product (i.e., it is not a personal diary, per se).

*“Inundation” Journal Presentations.* Students will have 5-10 minutes (10 min. max) to present what they select are some of their more striking journal entries to the class (May 3<sup>rd</sup> or May 10<sup>th</sup>, as assigned). If observations are about known individuals not in the general media, anonymity should be assured. Presentations can be via PowerPoint and/or web material, however should be prepared to NOT be longer than 10 minutes maximum. In other words, choose 2-3 observation/entries to share with the class, that’s all.

### **Will There Be An Examination?**

*Examination.* Yes. A final examination will be essay in nature. While it will broadly cover readings *and additional material presented online*, the final essay examination will center on topics that an applied clinician will find useful. *Example* questions will be provided during our in-class meetings. **The examination may be completed “open book”, i.e., you may use all material available to you.** However, you must not communicate with each other about

examinations (honor system).

If you have a learning need which requires any accommodation through the Banacos Academic Center at Westfield State University, you should additionally notify me, in private, at the beginning of the course so we might discuss how an accommodation may be made for you.

### Grading

<b>“Inundation” Journals</b>	<b>25%</b>
<b>Presentation of Self-Selected Journal Entries</b>	<b>10%</b>
<b>Class Participation through Discussion Forums</b> Total of 4 Discussion Forums	<b>20%</b>
<b>Class Participation during In-person class Meetings</b> Total of 9 In-Class Meetings; Pre-preparation is obvious	<b>15%</b>
<b>Final Examination</b>	<b>30%</b>

### Syllabus

Date(s)	Format	Topic / Due
Jan 26 Feb 2	In-Class	Introduction; The Global Epidemic
Jan 26-Feb 22	ONLINE	Conceptual Foundations; <b>Complete all work on Checklist #1</b>
Feb 23 Mar 1	In-Class	Developmental Perspectives
Feb 23-Mar 28	ONLINE	Dysfunctions & Disorders; <b>Complete Checklist #2</b>
Mar 29 Apr 5	In-Class	Individual & Cultural Differences
Apr 5-Apr 18	ONLINE	Body Image Assessment; <b>Complete Checklist #3</b>
Apr 19	In-Class	Electing / Attempting to Change Bodies
Apr 19-May 2	ONLINE	Changing Minds: Psychosocial Interventions; <b>Complete Checklist #4</b>
May 3 May 10	In-Class	Journal Presentations; Self-Mutilation
Final Examination provided may 3 <sup>rd</sup> ; returned electronically by May 10 <sup>th</sup>		

**Checklists will be added to the following pages and may be updated before a block opens.**

### Checklist #1 : January 26<sup>th</sup> – February 22<sup>nd</sup>

- Read** *Sociocultural Perspectives on Human Appearance and Body Image*, pp. 12-18
- Read** *Evolutionary Perspectives on Human Appearance and Body Image*, pp. 20-26
- Read** *Genetic and Neuroscientific Perspectives on Body Image*, pp. 29-36
- Read** *Cognitive-Behavioral Perspectives on Body Image*, pp. 39-46
- Read** *Feminist Perspectives on Body Image*, pp. 48-54
- Read** *Positive Psychology Perspectives on Body Image*, pp. 56-63
  
- Participate in Discussion Forum 1:** After completing the above reading, address the following 4 questions in your participation of Discussion Forum #1:
  - (1) Which conceptual foundation(s) strike you as the most reasonable and/or rational? Why?
  - (2) Which conceptual foundation(s) had you not deeply considered before reading this section of the text, yet you found intriguing?
  - (3) Protecting the anonymity of those you observe, what statements and/or behaviors have you observed that provide circumstantial support for one or more of the cultural foundations?
  - (4) As a counselor, what are some open-ended, non-leading questions you could ask children, adolescents and/or adults that would help you understand a client's view of their own body image?

#### **Remember to revisit the forum and respond to several classmates.**

- Begin** your "Inundation Journal", making a minimum of 2 entries this week.

Pre-Preparation for February 23<sup>rd</sup> & March 1<sup>st</sup>:

- Watch** *America the Beautiful* (104 min).
- Watch** *Miss Representation* (90 min).
- Watch** *Bigger, Stronger, Faster* (107 min).

## Checklist #2: February 23<sup>rd</sup> – March 28<sup>th</sup>

- Read** *Body Image and Social Functioning*, pp. 263-269
- Read** *Body Image and Sexual Functioning*, pp. 271-277
- Read** *Body Image and Anorexia Nervosa*, pp. 279-285
- Read** *Body Image and Bulimia Nervosa*, pp. 288-293
- Read** *Body Image and Binge-Eating Disorder*, pp. 296-303
- Read** *Body Image and Body Dysmorphic Disorder*, pp. 305-312
- Read** *Body Image and Appearance – and Performance-Enhancing Drug Use*, pp. 314-319

- Read** *DSM-V* material devoted to the following diagnoses:

1. *Body Dysmorphic Disorder, DSM-V* pp. 242-247 **(attached in link)**

[Note: Listed with chapter on Obsessive-Compulsive and Related Disorders]

Chapter *Feeding and Eating Disorders* **(attached in link)**, w/special attention to:

2. *Anorexia Nervosa*, pp. 338-345
3. *Bulimia Nervosa*, pp. 345-350
4. *Binge-Eating Disorder*, pp. 350-353

- Watch** *Body Dysmorphic Disorder*, Part I (6 min) and Part II (7 min).
- Read** one bodybuilder's perspective of "a good disease" on the [bodybuilder.com](http://bodybuilder.com) link.
- Watch** *Fear of Fat: Eight Stories of Eating and Weight* (61 min).
- Watch** *I'm a Child Anorexic* (57 min).
- Watch** *If You Could See What I See* (50 min).
- Record** entries in your "Inundation Journal", making a minimum of 2 entries this week.
- Participate in Discussion Forum 2:** Part of the difficulty with decreasing anabolic steroid use, and or substances like Human Growth Hormone (HGH), is the reality that they work to produce significant muscle mass and body reshaping. The health risks seemingly are not prominent as a deterrent to many who entertain using these substances. Should an individual have the right to make this choice for themselves? In other words, why should these substances be outlawed? Don't adults have a choice to use tobacco and alcohol? Why don't we give the same choice to other categorical substances (e.g., marijuana, cocaine, anabolic steroids)? As a therapist, what considerations do you have to have working with a client who uses these substances? *Return and respond to several other classmates.*

Pre-Preparation for March 29<sup>th</sup> & April 5<sup>th</sup>:

- Watch** *Steroids: Big Muscles, Bigger Problems* (25 min).
- Watch** *Body Image for Boys* (18 min).



### Checklist #3: April 5<sup>th</sup> – April 18<sup>th</sup>

- Read** *Crucial Considerations in the Assessment of Body Image*, pp. 129-136
- Read** *Body Image Assessment in Children*, pp. 138-144
- Read** *Perceptual Measures of Body Image for Adolescents and Adults*, pp. 146-152
- Read** *Attitudinal Assessment of Body Image for Adolescents and Adults*, pp. 154-158
- Skim** available assessments in Table 18.1, pp. 159-167
  
- In the file **Recognizing Child Abuse:**
  - Watch** the clip *Recognizing Child Abuse: Physical Abuse* (13 min.)
  - Watch** the clip *Recognizing Child Abuse: Neglect & Emotional Abuse* (13 min.)
  - Watch** the clip *Recognizing Child Abuse: Sexual Abuse* (18 min.)
  
- Record** entries in your “Inundation Journal”, making a minimum of 2 entries this week.

Pre-Preparation for April 19<sup>th</sup>:

- Read** *Report of the APA Task Force on the Sexualization of Girls (Executive Summary)*
- (Optional)** *Report of the APA Task Force on the Sexualization of Girls (Full Report)*
- Watch** *Taboo: Body Perfect* (47 min.)
- Watch** *The Future of Our Body 2: The Future of (Series 2)* (25 min.)
  
- Participate in Discussion Forum 3:** Spend some time exploring online yourself, and offer to the class (and me) a couple of interesting resources that have not been offered through your textbook or on this site by me. Resources can be films, short contributions (e.g., you-tube finds), websites, clinical aids, etc. Enjoy your exploration. *Return and respond to several other classmates.*

### Checklist #4: April 19<sup>th</sup> – May 2<sup>nd</sup>

- Read** *Cognitive-Behavioral Approaches to Body Image Change*, pp. 415-422
- Read** *Experiential Approaches to Body Image Change*, pp. 424-432
- Read** *School-Based Psychoeducational Approaches to Prevention*, pp. 434-439
- Read** *Computer-Based Approaches to Prevention*, pp. 442-448
- Read** *Ecological and Activism Approaches to Prevention*, pp. 451-458
- Read** *Public Policy Approaches to Prevention*, pp. 460-466
  
- Record** final entries in your “Inundation Journal”, making a minimum of 2 entries this week.
  
- In the file **A Sample of Proactive Psychosocial & Community Actions; Government Actions** you will find numerous weblinks to peruse and explore. In no way is this file exhaustive, and is meant to give you a sample of the interventions, resources, and voices for change that are around the globe today.
  
- The file **Recent Research Contributions** holds several empirical works since 2012 that might interest you, all related to treatment and prevention. These are not assigned reading, but placed here for your benefit and resource.
  
- The file **National & International Associations** I have placed some of the major *players* in body image. They are also given to you here only as a resource, with no assignment attached.
  
- Pre-Preparation for May 3<sup>rd</sup> & May 10<sup>th</sup>:
  - Read** DSM 5 material devoted to *Nonsuicidal Self-injury*, pp. 803-806.
  - Watch** *Cutting: Addicted to Self-Injury* (11 min.)
  - Watch** *Cut Up Kids: The Epidemic of Self-Harm* (59 min.)
  - Prepare your presentation** of a couple journal observations. Remember – 10 minutes MAX.
  - Have your journal prepped** for hand-in on May 3<sup>rd</sup>.
  
- Participate in Discussion Forum 4:** Watching films pertaining to self-injury is un-nerving for many individuals. For the people that might have difficulty watching without an aversive reaction, what (specifically) is difficult about viewing this material? In other words, why is it uncomfortable? Return and respond to several other classmates.