

Open journal systems and undergraduate research; facilitating a research culture & digital literacy

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LEEDS
BECKETT
UNIVERSITY

Preparing our students for work

and for life

Repository Services & Open Access engagement


Eating Disorders Awareness Week 2015: 23rd - 27th February

Eating Disorders Awareness Week

Eating Disorders Awareness Week (EDAW) is an annual event devoted to highlighting eating disorders and discussing different recovery strategies. Latest evidence shows that as many as 1 in 10 people will experience partial or full symptoms of an eating disorder at some point in their lives. The aim of the event is to challenge stereotypes and the stigma which people with disordered eating sometimes face.

The purpose of EDAW is to ensure symptoms are spotted early, which in turn impacts on the time taken to recover from disordered eating, and to guarantee that people have better access to services and treatment the necessary support to lead them on the road to recovery. The University is promoting the week by holding a series of free talks and activities to highlight issues around body image and well being. [Click here to find out how Leeds Beckett supports EDAW.](#)

The list below is a selection of current research outputs from our University relating to eating disorders, and illustrates the important contribution our academics are making towards the future management of disordered eating. You can also find related books that are in stock in the Library.

Student Minds


EDAW is supported by Student Minds, the UK's student mental health charity

Research outputs

Journal articles

- Entwistle, P., Abayomi, J., Johnson, B., Sparkes, A.C. and Davies, I. (2014) Unconscious Agendas in the Aetiology of Refractory Obesity and the Role of Hypnosis in their Identification and Resolution – A New Paradigm for Weight Management Programmes, or a Paradigm Revisited? *International Journal of Clinical and Experimental Hypnosis*, 82 (3), pp. 330-359. (Article)
DOI: [10.1080/00207144.2014.901085](#)
- Philpot, U. (2013) Eating disorders in young people with diabetes: Development, diagnosis and management. *Journal of Diabetes Nursing*, 17 (8), pp. 228-232. [Publisher URL](#)
- Woolhouse, M., Day, K., Rickett, B. and Milnes, K. (2012) 'Cos girls aren't supposed to eat like pigs are they?' Young women negotiating gendered discursive constructions of food and eating. *JOURNAL OF HEALTH PSYCHOLOGY*, 17 (1) January, pp. 48-66.
DOI: [10.1177/1359105311406151](#)
- Day, K. (2010) I. Pro-anorexia and 'Binge-drinking': Conformity to Damaging Ideals or 'New', Resistant Femininities? *FEMINISM & PSYCHOLOGY*, 20 (2) May, pp. 242-248.
DOI: [10.1177/0959353509351856](#)
- Day, K. and Keys, T. (2008) Starving in cyberspace: a discourse analysis of pro-eating-disorder websites. *Journal of Gender Studies*, 17 (1), pp. 1-15. [Publisher URL](#), DOI: [10.1080/09589230701838321](#)
- Dixey, R., Sahota, P., Atwal, S. and Turner, A. (2001) Children talking about healthy eating: Data from focus groups with 300 9-11-year-olds. *Nutrition Bulletin*, 26 (1) June, pp. 71-79. (Journal Article)
- Dixey, R. (1998) Healthy eating in schools, overweight and 'eating disorders': Are they connected? *Educational Review*, 50 (1) February, pp. 29-35. (Journal Article)
- Dixey, R. (1998) Healthy eating in schools and "eating disorders" - Are "healthy eating" messages part of the problem or part of the solution? *Nutrition and Health*, 11 (1) December, pp. 49-58. (Journal Article)


Book chapters

- Hill, A.J., Heywood-Everett, S. and Philpot, U. (2013) Eating Disorders: Bulimia Nervosa. In: *Encyclopedia of Human Nutrition*, 3rd Edition. Elsevier, pp. 126-131. DOI: [10.1016/B978-0-12-375083-9.00084-2](#)
- Fawcner, H.J. (2012) Pregnancy and eating disorders. In: Martin, C.R. ed. *Perinatal Mental Health: A clinical guide*. Keswick: M&K Update Ltd.
- Day, K. and Keys, T. (2009) Anorexia/bulimia as resistance and conformity in pro-Ana and pro-Mia virtual conversations. In: BURNS, M. and MALSON, H. eds. *Critical Feminist Approaches to Eating Dis/Orders*. London: Routledge. [Publisher URL](#)
- Day, K. and Keys, T. (2008) Starving in cyberspace: The construction of identity on


EDAW Twitter

Tweets by @beatED

Beat Retweeted

 **tunbridgewellsforum** @tforum


Fri 13th January - music for #2017 to raise awareness of @beatED - charity of the year for @Mayor_TWBC - who will be saying a few words too



Embed View on Twitter

Wellbeing Pinterest Board

Leeds Beckett Library Wellbeing



Key titles



Understanding Your Eating by Julia Buckroyd

Call Number: 616.8528
BUC and ebook available



Eating and Its Disorders by John R. Fox (Editor); Ken Goss (Editor)

Call Number: Ebook available



The Psychology of Eating by Jane Ogden

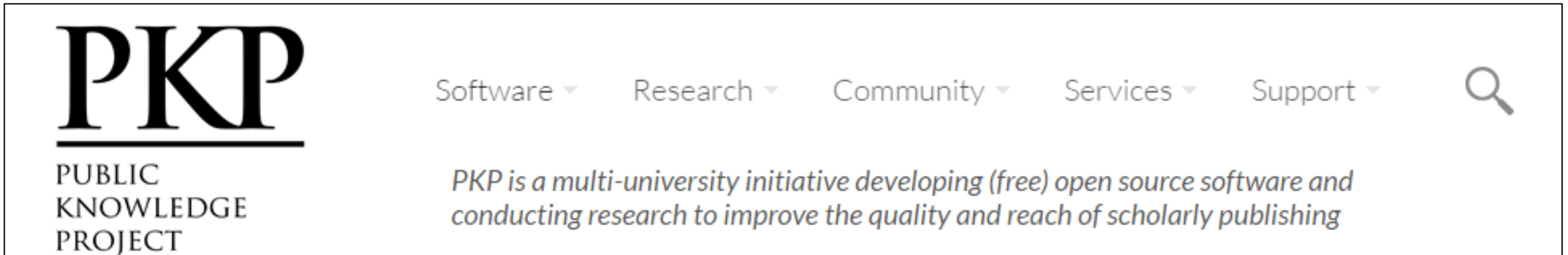
Call Number: In stock at Headingley and City 616.8526 OGD



Eating Behaviour by Terry Dovey

Call Number: Ebook and Print in stock at 616.8526 DOV

Open Journal Systems (OJS)



The image shows a screenshot of the Public Knowledge Project (PKP) website header. On the left is the PKP logo, consisting of the letters 'PKP' in a large, bold, serif font, underlined, with the words 'PUBLIC KNOWLEDGE PROJECT' stacked vertically below it. To the right of the logo is a navigation menu with five items: 'Software', 'Research', 'Community', 'Services', and 'Support', each followed by a small downward-pointing triangle. Further to the right is a magnifying glass icon representing a search function. Below the navigation menu is a descriptive sentence: 'PKP is a multi-university initiative developing (free) open source software and conducting research to improve the quality and reach of scholarly publishing'.

PKP
PUBLIC
KNOWLEDGE
PROJECT

Software ▾ Research ▾ Community ▾ Services ▾ Support ▾

PKP is a multi-university initiative developing (free) open source software and conducting research to improve the quality and reach of scholarly publishing

Collaborate: Libraries in Learning Innovation

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No 1 (2016)

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Critical Student
Reflections on
Contemporary
Society and Social
Futures
2016 Issue 4

School of Social
Sciences



Why create a journal?

- **High standard of work (Academic staff motivation)**
- **Open Access**
 - Dissemination research outputs to a wider audience
 - Research Excellence Framework engagement
- **Student employability**
 - Experience of academic publication & standards
 - Making CVs stand out

Why create a journal?

- Experience of writing for publication to encourage research/ masters/ further study?
- Peer reviewed – Appreciation of the publication process; quality of information sources
- Connecting theory to real life
- Alumni relationship

Institutional Strategic drivers

- **Excellent education experience (TEF)**
 - Quality of teaching and assessment
 - New experience for the students
- **Research & academic enterprise (REF)**
 - Fostering a research culture across the Uni at all levels
- **Community of great people**
 - Student produced & peer reviewed
- **Sustainable resources**
 - Contributing to wider resources
 - Free

Additional strategic drivers

- Graduate attributes & **digital literacy**
- Conversations around open access, research, cost of information, quality of information, ethical use, copyright and creative commons licencing
- Putting digital literacy into practice with tangible rewards

Feedback

“It was one of the most **enjoyable assignments** throughout the course, as we had a lot of freedom to write on a subject and theory of preference.....

I think the most valuable aspect of this assignment was learning the ability to synthesise theory with observation.

Experience of being an editor:

I recall a democratic process of deciding the order of the critical reflection journal..... This was good experience; **working as a team** to produce a document that would hopefully prove as **conducive examples for future students**, and good representations of the **standard of teaching** at leeds metropolitan (beckett) university”. (Jamie)

Feedback

“Creating work for a journal that is going to be read beyond that of the marking purposes, opens up a whole new dynamic to your module and to your degree.....Having a journal written and created by student's combats the age old perspective from academics that there is nothing we can learn from students. Working on this journal therefore felt **empowering**, many of us got to talk more freely and express what we had learnt in a less rigid way. We felt we were being listened to, further than that we felt that our work was of genuine interest and therefore discussed topics that we were passionate and interested about” (Amy).

Feedback

Due to our work being published, I've been able to link to it on my **LinkedIn and share it with people**. I've been able to show our work to people otherwise not interested in Sociology, and due to my work being linked to an every day issue (eating disorders), it allows people to relate much more.

The fact that our work was published has made me proud of what I achieved and is a permanent reminder of university as a whole. People who I've met since university have been able to view what we did and the work we wrote without me even knowing them during.

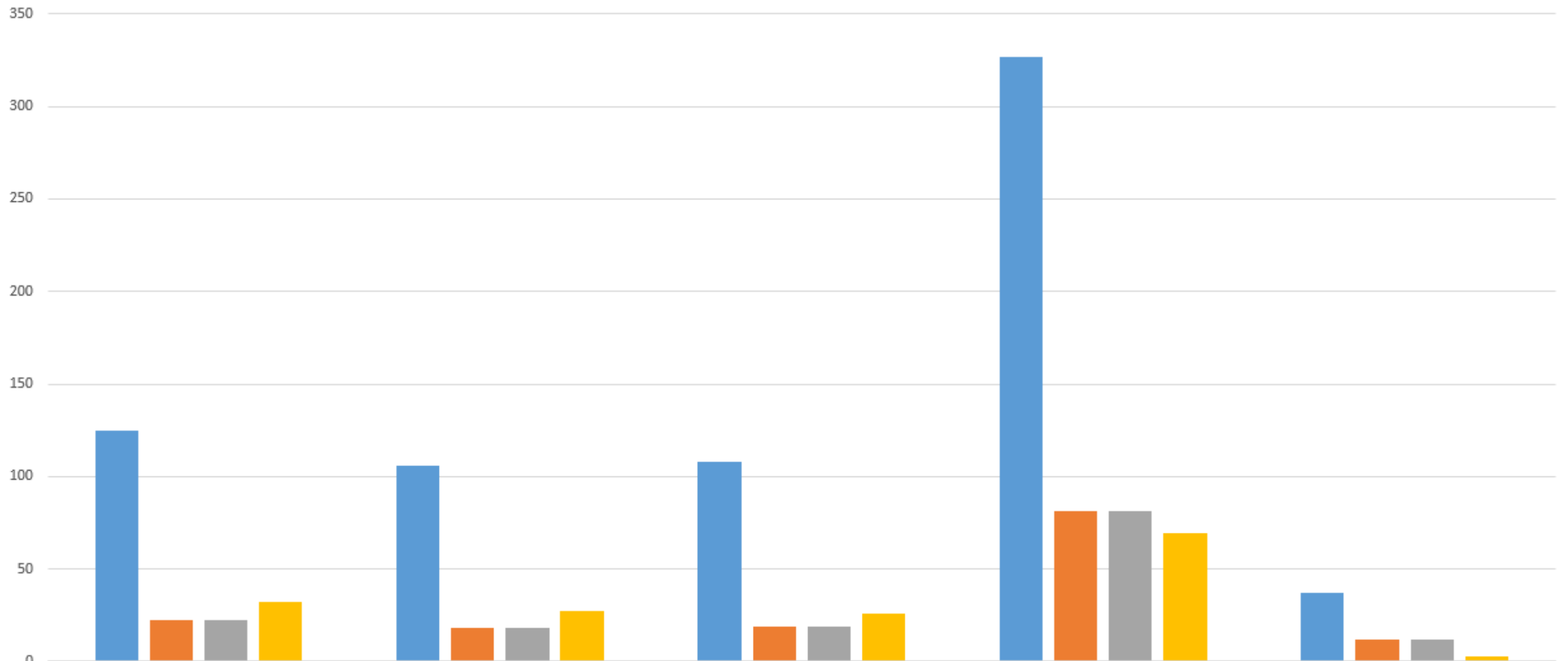
It's a reminder that subjects like Sociology, which I went into thinking would be unrelatable to real life and would mainly be old theories, **is always possible to be linked to real, modern life**.

It was **fun and great experience working together** to get it published. It was a great way to see university out! (Jack)

Practicalities

- Small team/ time restrictions
 - **Journal Manager**
 - **Journal Editor**
 - Section Editor
 - Reviewer
- Training videos
- Marketing – social media, direct contact, academic staff and alumni, open days.
- Inform British Council for Undergraduate Research
- Copyright

Critical Reflections; views per month

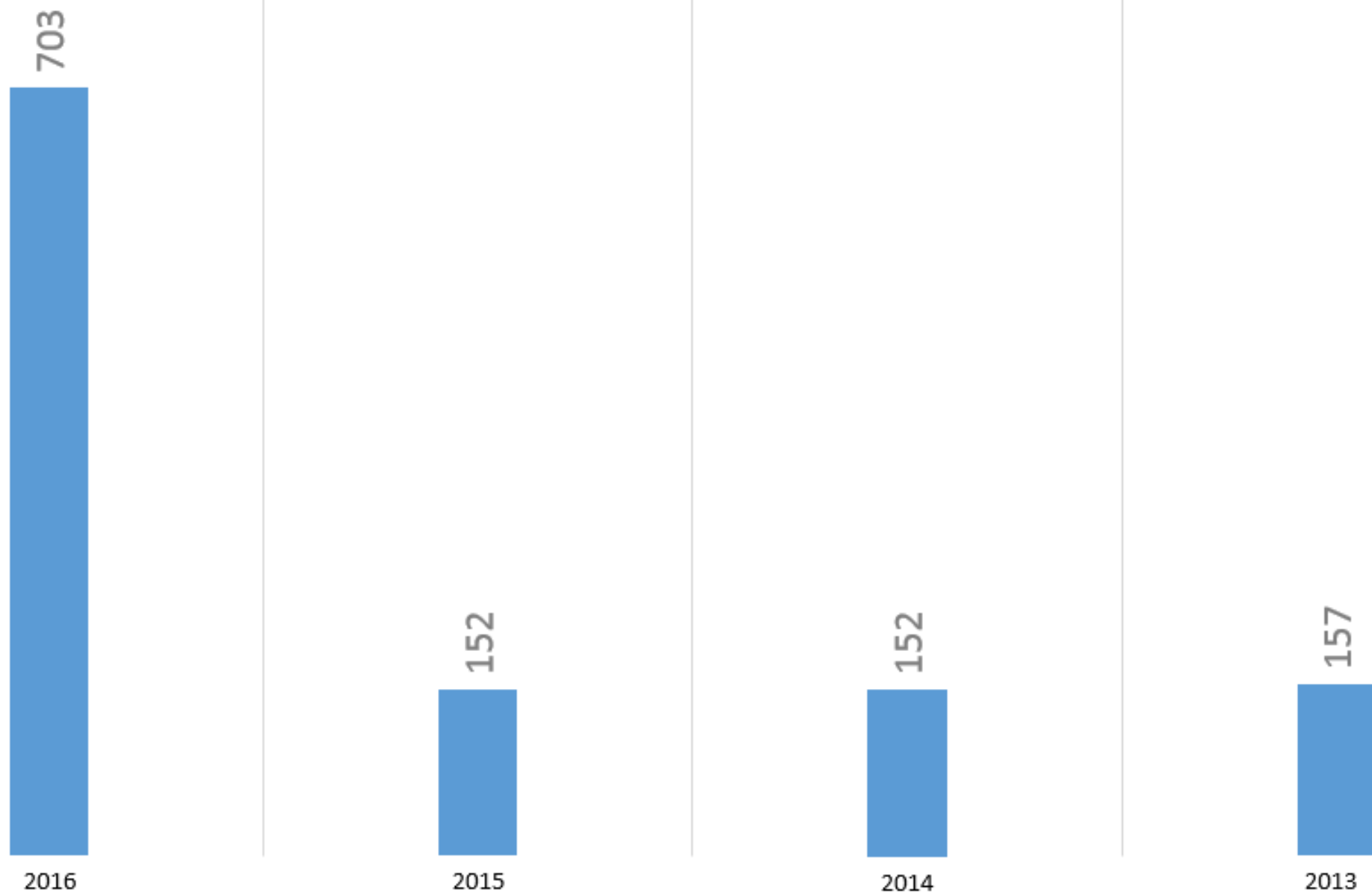


	September	October	November	December	January
2016	125	106	108	327	37
2015	22	18	19	81	12
2014	22	18	19	81	12
2013	32	27	26	69	3

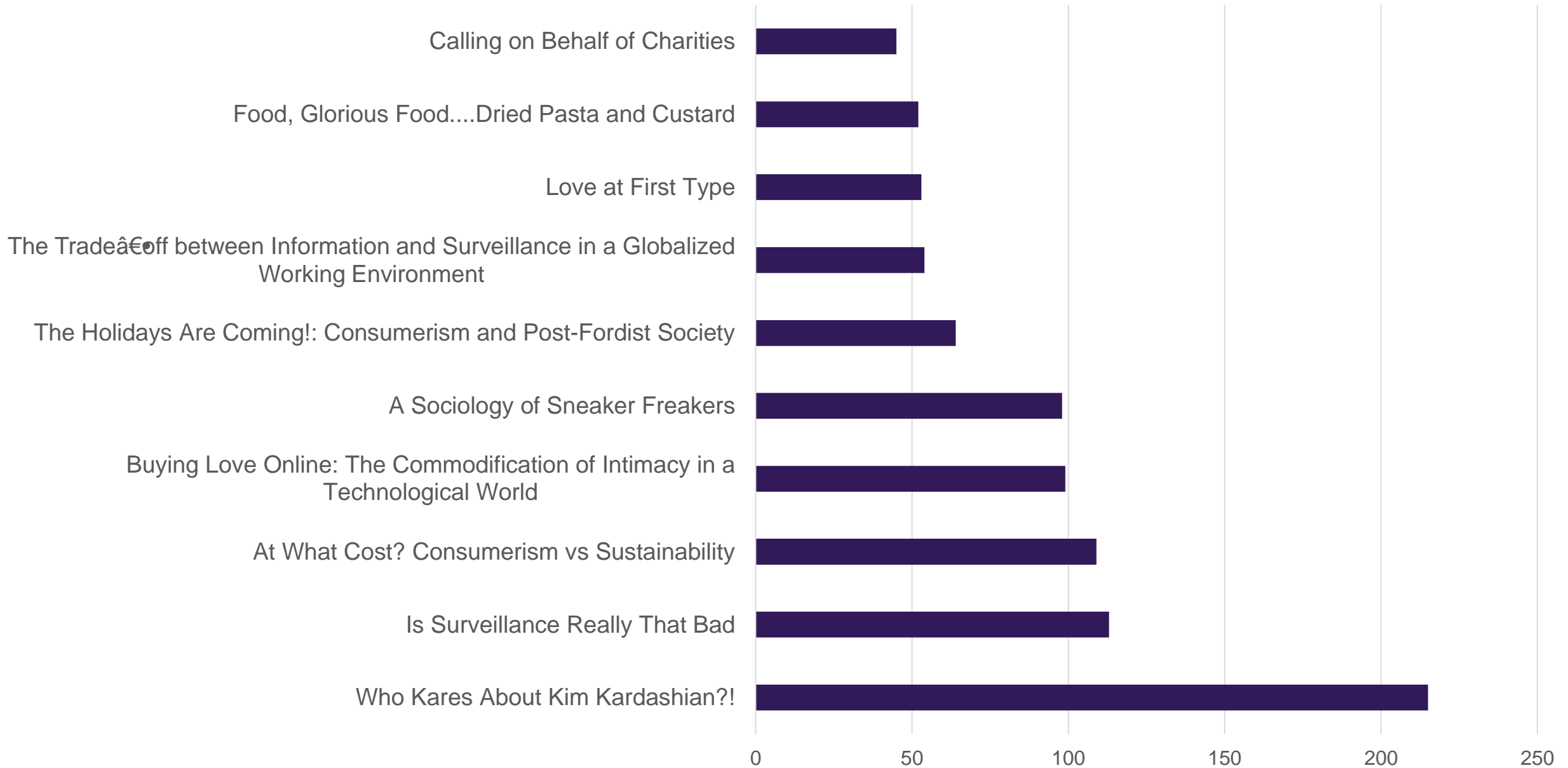
■ 2016 ■ 2015 ■ 2014 ■ 2013

CRITICAL REFLECTIONS; VIEWS PER EDITION

NUMBER OF VIEWS



Critical Reflections; top 10 article downloads 2013-2016



Personal reflection

- Hard work but worth it
- Benefits for librarians
 - Connection with subject
 - Better able to support students
 - Opportunities for digital literacy discussions/ sessions
- Altruistic satisfaction in helping students
- Shock at how popular it is!!!!
- Who is viewing it?

Future

- Library management of OJS
 - Centralised: facilitating access to information
 - Ties in with digital literacy skills teaching
 - Gives us a hook for sessions
 - Interest from other subjects in health; Health Education England (NHS)
 - Multidisciplinary rather than subject specific journal?
- Research bodies e.g. Centre for Men's Health & vocational courses to create an evidence based culture
- Investigate funding: research investigation & peer reviewers
 - Gather data from students via survey/ questionnaire/ focus group
- We're all set for the next edition

Questions?