ABSTRACT

Eating disorders are on the rise among adolescents in North America along with an increase in mortality rates due to complications associated with the disorder. Eating disorders also have a profound effect on families. Feelings of anxiety and depression, stress, and burnout are commonly associated with caring for an adolescent with an eating disorder. In addition to this, many families feel isolated and blamed by health-care professionals and receive little support, collaboration, or education about the disorder. Simultaneously, health-care professionals also struggle with feelings of frustration, stress, burnout, and judgemental attitudes towards families due to the lack of knowledge and understanding of eating disorders. There are gaps in the knowledge of health-care professionals, both in terms of understanding the disorder, and supporting patients and families of adolescents with eating disorders.

This dissertation endeavoured to fill this gap. My main research question was "what contributions arise from writing a memoir about the impact on a family of a female adolescent with an eating disorder and the family’s encounters with health-care professionals?" My sub-questions were: a) "what is the outcome of sharing that memoir with health-care professionals?" and b) "how can this memoir contribute to a collaborative approach to treating eating disorders that respects and includes the family?"

A qualitative study encompassing a two part design was used. Part one comprised the creation of a memoir of my journey through my daughter’s experience of an eating disorder from my perspectives as a mother, my interactions with health-care professionals, and my role as a health-care professional caring for adolescents with eating disorders. Part two involved the reading of the memoir by seven participants, all pediatric nurses whose practice included the care of adolescents with eating disorders. Through an online focus group, participants responded to predetermined questions and to each other’s answers. Through this study, the value of a memoir was apparent as a way for nurses to reflect on their caring practice and to identify barriers to providing effective care. The memoir proved to be a catalyst for bringing additional resources to support nurses’ caring practice.

BIOGRAPHICAL NOTES

Place of Birth: Victoria, British Columbia, Canada
Academic Studies: BSN. University of British Columbia, 2004
Current Position: Senior Instructor, School of Nursing, UBC Okanagan

GRADUATE STUDIES

Field of Study: Doctor of Education – Educational Leadership & Policy
Courses
EDST 690 Ed.D. Thesis
EDST 602B Doctoral Seminar
LLED 580A Problems in Education-Directed Study II
EDST 508B Review of Research in Educational Studies II
LLED 580A Problems in Education-Directed Study I
EDST 577 Social Context of Educational Policy
EDST 508D Review of Research in Educational Studies I
EDST 593A Ethics in Educational Leadership
EDST 601A Doctoral Seminar

AWARDS


PUBLICATIONS


SELECTED PRESENTATIONS

Presented to: BC Schizophrenia Society and Mental Illness Family Support Centre
At: Vernon, British Columbia, Canada

interprofessional education in child welfare for pre-licensure nursing, social work, and
education students.
Presented to: Collaborating Across Borders III International Conference (Refereed)
At: Tucson, Arizona.

Effective Interprofessional Practice in Child Welfare
Presented to: UBC Okanagan Research Week Presentations
At: Kelowna, BC

SUPERVISORY COMMITTEE
Dr. Carl Leggo
Dr. Shauna Butterwick
Dr. Barbara Pesut

PROGRAMME

The Final Oral Examination
For the Degree of
DOCTOR OF EDUCATION
(Educational Leadership and Policy)

CATHRINE ROBINSON

BSN, University of British Columbia, 2004
MSN, University of British Columbia, 2007

Monday, February 23, 2015, 4:00 pm
Room 200, Graduate Student Centre
Latecomers will not be admitted

“Can Memoir Contribute to a More Collaborative Approach to
Treating Eating Disorders that Respects and Includes the Family?”

EXAMINING COMMITTEE

Chair:
Dr. Theresa Rogers (Language and Literacy Education)

Supervisory Committee:
Dr. Carl Leggo, Research Supervisor (Language and Literacy
Education)
Dr. Shauna Butterwick, Co-Supervisor (Educational Studies)

University Examiners:
Dr. Marla Buchanan (Counselling Psychology)
Dr. Daniel Pratt (Educational Studies)

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Daphne Cockwell School of Nursing
University of Victoria
Ryerson University
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