

CPED 578-01/CECP 878-01: Family Treatment of Eating Disorders

CREDITS: One
DATES: January 19, 2018 and March 2, 2018
TIMES: 9:00am – 5:30pm
INSTRUCTOR: Zanita B. Zody, PhD, LMFT
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CATALOGUE DESCRIPTION: This course will cover disordered eating and eating disorders in children and adolescents. Family therapy treatment strategies including the Maudsley method and other approaches will be discussed. Additional focus will be placed on ways to help families foster healthy eating and positive lifestyle choices.

COURSE STRUCTURE: This one-credit course meets two Saturdays and also includes an independent, reflection paper outside of the classroom. Class sessions will include didactic presentations, group discussions, and activities.

OBJECTIVES: At the end of the course, students should be able to:

1. List criteria and prevalence for DSM-defined eating disorders in children and adolescents.
2. Understand the physiological factors and medical risks associated with eating disorders in children and adolescents.
3. Have a thorough understanding of family-based therapy for the treatment of eating disorders and be able to describe at least three principles and three interventions.
4. Have an understanding of the process and special considerations involved in the nutritional rehabilitation of children and adolescents.

COURSE REQUIREMENTS AND EVALUATION:

Readings and Writings

1. Students should read the following prior to class on March 2nd
Treasure, J., Smith, G., and Crane, A. (2017). *Skills-based caring for a loved one with an eating disorder: The new Maudsley method.*
2. Students will complete a self-reflective “family body map” paper exploring their own relationship with food and weight through the lens of their family of origin, however they define that system.

Some reflection questions that can help you conceptualize your paper can be found below but no need to answer all of these questions specifically. Feel free to get creative and make this your own, digging deep enough to challenge yourself but not so deep that it leaves you feeling overly exposed (of course vulnerability is the place from which we grow so a certain degree of this can be extremely helpful). Please know that your papers will be kept completely confidential and evaluated with respect and honor for your process and willingness to share your personal reflections.

What messages did you receive from your childhood experiences either directly or indirectly? What were you taught about your body? About the relationship between your body and your worth or value? About good versus bad food? How did your family influence this? What about your larger social or cultural environment? How do these early experiences impact your current relationship with food, weight and your body? How do they impact your beliefs about others? Your relationships with others? How might you use these experiences as resources when working with clients? How might they make your work more challenging? After reflecting on these things, what are your

conclusions and take aways? Is there anything you might want to address or challenge? How might you do that?

Evaluation Criteria

Your paper will be graded based on your ability to reflect on your own early experiences and apply those to your current beliefs and future work. I also encourage you to edit your work! You will not be evaluated on any of the specific content nor on how transparent you choose to be about your personal story.

Family Road Map 50%

Class Participation 50%

90-100% A

80-89% B

70-79% C

60-69% D

0-59% F

CPED DEPARTMENTAL ATTENDANCE: Given the short duration of this course and the depth and breadth of material covered in each session, class attendance is required. Missing more than 10% of class time may result in failure to complete the class. This is equivalent to 1.5 hours of missed course time for this class. In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and any stated deadlines must be met.

Similarly, students are expected to be on-time for class and tardiness may be seen as an absence that requires make-up work.

Please contact me ahead of time should you need to be late or miss a portion of either class session.