

CPED 572/CECP 833: Introduction to Eating Disorders

1 CREDIT
FALL 2020

INSTRUCTOR

Anne Cuthbert, M.A., LPC, LMHC
annecuthbert@lclark.edu, anne@foodisnottheenemy.com

TIME AND PLACE: 9:00 am to 5:30 pm on November 7 and 14.

OR 9:00 am to 5:30 pm on November 21 and December 5.

CATALOGUE DESCRIPTION

This course is an overview of the etiology of eating disorders, including biological, cultural, socio-economic and environmental factors. Assessment and diagnosis of eating disorders, appropriate levels of care and medical complications and barriers to treatment will be reviewed. Comprehensive treatment modalities will be considered from a team-based approach.

COURSE STRUCTURE

This is a one credit course. Didactic presentations will be balanced by group activities, media presentations and guest speakers who are experts in the field. Course activities include readings professional journals, group reflection exercises and experiential activities.

COURSE OBJECTIVES

At the end of the course, students will be able to identify/describe:

1. Criteria for each eating disorder as described in the DSM-V with an understanding of current and historical classification schemes.
2. Medical, biological, neurological, genetic, psychological, economic and socio-cultural issues that predispose, precipitate and maintain across the lifespan.
3. Recognition and cause for physical consequences and treatment of eating disorders.
4. Goals for appropriate medical and nutritional stabilization and treatment based on APA guidelines and accepted standards of care.
5. Appropriate screening instruments, biological measures, interviews and data that reflect evidence-based guidelines.
6. Effective theories of treatment such as CBT, DBT, ACT, FBT and intuitive eating to determine an appropriate and individualized treatment plan.
7. Misconceptions about weight, BMI, obesity, healthism and their impact on eating disorders.
8. Co-occurring psychological disorders and treatment options.
9. Effects of the current and empirical research on influences on eating behavior from a biological, cognitive and socio-cultural perspective.
10. Family based treatment concepts using effective strategies to meet the needs of individuals and families using a team-based approach.
11. Effective methods of early intervention and prevention.
12. Insight into personal reaction regarding food, weight, and body image and how these impacts the counseling relationship.
13. Barriers to treatment.

READINGS (all are optional and for your reference):

Sessions 1 and 2:

American Psychiatric Association Practice Guidelines (APA, 2006). *Treatment of patients with eating disorders. Quick Reference Guide.* downloadable online at [feast-ed .org](http://feast-ed.org) Clinical Guidelines and Resources <http://psychiatryonline.org/guidelines.a>

National Eating Disorder Centre Bulletin:

Body Equity

Men and Eating Disorders

Body Dissatisfaction and Maladaptive Eating Behaviors Among Transgender People

Faces of Disordered Eating: Food and Weight Preoccupation Among Black Women

Food and Weight Preoccupation in Midlife

ACT and Eating Disorders

The Best of Two Worlds: Integrating EBT with FBT and the New Maudsley Model in the Treatment of Eating Disorders

DBT and Eating Disorders

Treatment across the Lifespan

Exposing the Diet Myths

A Brief Review of Exercise in Eating Disorders Treatment

Meal Support

Bariatric Surgery and Eating Disorders

Fat as a Therapeutic Issue: Raising Awareness in Ourselves and our Clients

Becoming Critical Consumers; Prevention of Eating Disorders

All are downloadable at nedic.ca

Session 1:

Academy for Eating Disorders homepage: *Critical Points for Early Recognition and Medical Risk Management in the Care of Individuals with Eating Disorders*, 2012.

downloadable at feast-ed.org under Clinical Guidelines and Resources

Cleveland Clinic. *Eating Disorders* by Franco et al..

downloadable at www.clevelandclinicmeded.com/medicalpubs/diseasemanagement/psychiatry-psychology/eatingdisorders/

Academy for Eating Disorders Position Paper 2009. *Eating Disorders are Serious Mental Raising Awareness in Ourselves and our Clients*; 103.

Journal of Nutrition, Vol.135, Issue 6, June 2005. *They Starved So That Others Be Better Fed: Remembering Ancel Keys and the Minnesota Experiment.*

downloadable at feast-ed.org Clinical Guidelines and Resources.

American Journal of psychiatry 166:12, December 2009. p 1309-11. *Eating Disorders: Hope Despite the Risk.*

American Academy of Pediatrics. *Clinical Report-Identification and Management of Eating Disorders in Children and Adolescents*, 2012.

downloadable at feast-ed.org under Clinical Guidelines and Resources.

Pediatrics. *Children and Adolescents with Eating Disorders: the State of the Art*, 2003.

downloadable at feast-ed.org

American Dietetic Association Practice Paper. *Nutrition Intervention in the Treatment of Eating Disorders*.

Child Adolescent Psychiatric Clinical Annals of North America (2008) , 18: 159-173. *Family Interventions in Adolescent Anorexia Nervosa*, le Grange and Eisler.. et al.

downloadable at feast-ed.org Clinical Guidelines and Resources.

IAEDP White Paper. *The Language of Eating Disorders: What the ED Professional Needs to Know*. downloadable at IAEDP.org.

New England Journal of Medicine 2013; 368:446-454. *Myths, Presumptions and Facts about Obesity*, authored by Casazza, K. et al.

The Body Positive: Be Body Positive Group Curriculum sample.

downloadable thebodypositive.org

Journal of Feminist Scholarship: 1 Fall 2011. *Healthism and the Bodies of Women: Pleasure and Discipline in the War against Obesity*. Talia Welsh.

Nutrition Journal 2011,10:9 *Weight Science: Evaluating the Evidence for a Paradigm Shift*.

Bacon and Aphramour. www.nutritionj.com/content/10/1/9.

MedGenMed 2005;7 (3):13 *Health at Every Size: Toward a New Paradigm of Weight and Health*. authored by Robison ,J. Medscape website, article 16369239.

Journal of Nutrition Education and Behavior. Vol.50, No. 75, 2018. *Impact of HAES Curriculum Model on Weight Attitudes of College Students*. Drake,T.tdrake@bradley.edu

Journal of the HEIA, 2007.Vol.14, No, 1. *What Not to Do When Teaching About Eating Disorders*. Zali Yager.

Pediatrics Vol.138, No.3. *Preventing Obesity and Eating Disorders in Adolescents*. Neville Golden, MD.

International Journal of Eating Disorders. 2016. 49(9). 8393-862. *Prevention of Eating Disorders: A systematic review of randomized, controlled trials*. Watson et al.

feast-ed.org :

Down the Rabbit Hole; Coming to Terms with a Loved One's Eating Disorder
Family Guide to Neurobiology of Eating Disorders
Up to the Plate: The Importance of Nutrition to Understanding and Treating Eating Disorders
Port in a Storm; How to Choose a Treatment Team.
All downloadable at feast-ed.org.

Additional reading materials will be distributed in class.

COURSE REQUIREMENTS AND EVALUATION

In-Class Participation: You are expected to complete and be ready to discuss readings before each class. Course participants learn from each other. Your active engagement in class activities is therefore expected. **Please refrain from use of cell phones during class.**

Assignments and Projects: The assignments have been chosen to help provide an opportunity to deepen your knowledge about particular eating disorder topics that may be of interest to you and to provide an understanding of treatment options and resources that are available to clients.

1. **Practice:** Meet with someone outside of class and choose two exercises from the handout or from class slides. Take turns being the client and counselor. Write a summary of your experience in both client and counselor roles: What did you notice? What did you learn? How might you use this with clients?

Privacy will be respected.

2. **Read Minnesota Experiment / aka Bio of Human Starvation.** We will discuss this in class two.

GRADING:

Grades will be computed as follows:

Homework: 50%

Class Participation: 50%

A: 90-100%

B: 80-89%

C. 70-79%

ATTENDANCE POLICY

Class attendance is expected and required. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) 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 stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

COURSE SCHEDULE

This course meets 9:00 am to 5:30 pm on two Saturdays

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.