

CECP 840/CPED 580: Mind-Body Connections

CREDITS: 1

INSTRUCTOR: Sarah Alexander, LCSW

CLASS DATES & TIMES: Saturday April 23, 2022 from 9:00 am to 5:30 pm
Sunday April 24, 2022 from 9:00 am to 5:30 pm

CATALOGUE DESCRIPTION

Mindfulness, yoga, and somatic approaches to improving body image, embodied experience, and introspective awareness and the ability to identify, feel, and regulate emotions - critical components of the treatment of eating disorders and negative body image.

COURSE STRUCTURE

This course is required for completion of the L&C Eating Disorders Certificate. L&C students may also take the course as an elective. This one-credit course meets across two consecutive days from 9:00 am to 5:30 pm and includes self-directed activities outside of the class sessions. The course will balance didactic presentation with experiential activities and learning. The course includes readings from texts and participation in in-class activities.

COURSE OBJECTIVES

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

1. Understand some basic principles of interpersonal neurobiology and how various emotions might lead to coping through disordered eating or an impacted relationship with one's body.
2. Be able to implement approaches to at least four different emotions with clients.
3. Understand different yogic approaches to reduce physiological arousal, improve interoceptive awareness and body acceptance.
4. Understand the benefits and potential risks of incorporating these approaches into the treatment of clients with eating disorders.

TEXTS (all are recommended, not required)

Arnold, C. (2012) *Decoding Anorexia: How Breakthroughs in Science Offer Hope for Eating Disorders*. London, UK: Routledge.

Costin, C. & Kelly, J. (2016). *Yoga and Eating Disorders: Ancient Healing for Modern Illness*. London, UK: Routledge.

McLaren, K. (2010). *The Language of Emotions: What Your Feelings Are Trying to Tell You*. Boulder, CO, US: Sounds True.

COURSE REQUIREMENTS AND EVALUATION

Assignments

1. Two 1-page reflection papers (one for each day of class). Possible prompts:
 - a. What about this material lights you up?
 - b. What do you want to know more about?
 - c. What isn't making sense?
 - d. How might you apply this material to your own personal or professional life?

2. One 3-5 page paper due by the last day of exams for the spring term (i.e. 5/5/22). Choose **ONE** of the following options:
- a. Option 1: Read and review one or more professional journal articles or books related to **ONE** of the following topics:
 1. Neurobiology and eating disorders;
 2. Incorporating yogic, somatic, and/or mindfulness-based approaches in the treatment of eating disorders;
 3. Working with emotions in the treatment of eating disorders; or
 4. Integration of two or more of the above-named topics.
 - b. Option 2: Apply what you learned in class in session with clients and write about the experience.

Evaluation Criteria

Class Participation	20%
Two 1-Page Reflection Papers	30%
One 3-5 Page Paper	50%

90-100%	A
80-89%	B
70-79%	C

Important Note about Grades:

- 1) **Class Participation:**
 - a. If you don't speak up in class, your participation grade is impacted. So, if you want a participation grade higher than a C, please ask questions and share your insights during class (not just in the introductions and small breakout groups).
 - b. If you know that you have a situation that is going to result in coming in late or leaving early from class it is important that you make arrangements with me **AHEAD OF TIME** for that. The only exceptions made to that rule would require a doctor's note.
- 2) The two 1-page Reflection papers are pass/fail grades.
 - a. If you hand them in **ON TIME** (i.e. by 9am the day following each day of class), you get an A on them.
 - b. If you hand them in late (or don't hand them in at all) you get an F on them.
 - c. When you email them to me, I will email you a response back indicating I've gotten them. If you don't get an email response from me by 15 minutes before the deadline, I haven't gotten them.
- 3) The one 3-5 page paper is graded on content (i.e. A, B, C, D, F). I am not a hard grader, but I am strict about the following:
 - a. If you know that you have a situation that is going to result in a late paper, it is important that you make arrangements with me **AHEAD OF TIME** for that. Without prior arrangements, a late paper will be reduced a letter grade for each 24-hour period it is late. The only exceptions made to that rule would require a doctor's note.

- b. When you email them to me, I will email you a response back indicating I've gotten it. If you don't get an email response from me by 15 minutes before the deadline, I haven't gotten it.
- 4) I put a lot of time and energy into creating class content and answering questions about the material during class. I do not put time or energy into chasing down papers or protecting people from the consequences of their own actions. You WILL get a poor (even failing) grade if you don't follow these guidelines.

CPSY DEPARTMENTAL 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 mean 1.5 hours for this 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

Day 1	Readings	Homework
<p>9am-5:30pm: overview of neurobiology and somatic approaches as they apply to eating disorders as well as an introduction to working directly with emotions.</p> <p>Guest Presenter: Kelly Mach, LPC</p>	<p>Arnold, C. (2012) <i>Decoding Anorexia: How Breakthroughs in Science Offer Hope for Eating Disorders. (Chapters 2 & 7)</i></p> <p>Costin, C. & Kelly, J. (2016). <i>Yoga and Eating Disorders: Ancient Healing for Modern Illness. (Chapters 2 & 3)</i></p>	<p>Required: 1-page reflection paper on Day 1 material (i.e. neurobiology and/or somatic approaches) emailed to me by 9am on Day 2 (i.e. 4/24/22).</p>
Day 2		
<p>9am-5:30pm: intro to emotions and deeper look at working with anger, shame, fear, anxiety, sadness, and happiness.</p> <p>Guest Presenter: Christine Bodwitch</p>	<p>McLaren, K. (2010). <i>The Language of Emotions: What Your Feelings Are Trying to Tell You. (Chapters 27, 6, then 12, 16, 20, & 24)</i></p>	<p>Required: 1-page reflection paper on Day 2 material (i.e. the emotions) emailed to me within 24 hours of class (i.e. by 9am on 4/25/21).</p> <p>Required: by the last day of exams for the Spring Term (i.e. by 9am on Thursday, 5/5/22) email me your 3-5 page paper,</p>

		applying neurobiological, emotion-based, and/or somatic approaches to the treatment of people who have eating disorders.
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NON-DISCRIMINATION POLICY

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 have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

POLICY ON CHILDREN IN CLASS

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitment to student, staff, and faculty parents.

- 1) All exclusively breastfeeding babies are welcome in class as often as necessary.
- 2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until this need has been met.
- 5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.