

CECP 840/CPED 580: Mind-Body Connections

CREDITS: 1

INSTRUCTOR: Sarah Alexander, LCSW

CLASS DATES & TIMES: Friday January 19, 2024 from 10am to 4pm PST
Saturday January 20, 2024 from 10am to 4pm PST
Sunday January 21, 12, 2024 from 10am to 4pm PST

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 **online** course meets across **three consecutive days from 10am to 4pm Pacific Standard Time** 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 the impact of a malnourished brain on the therapeutic process.
2. Be able to implement approaches to at least three 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.

Required Texts: There are **no required texts** out of consideration for students' time and financial constraints. If the material covered in class lights you up, however, there is a growing number of really good texts I recommend you take the time to immerse yourself in.

Recommended Texts:

- Aposhyan, S. (2004). *Body-mind psychotherapy: Principles, techniques, and practical applications*. New York, NY: W. W. Norton & Company.
- Arnold, C. (2012) *Decoding anorexia: How breakthroughs in science offer hope for eating disorders*. London, UK: Routledge.
- Barrett, L. F. (2020). *7 ½ lessons about the brain*. Boston, MA: Houghton Mifflin Harcourt.
- Biasetti, A. S. (2018). *Befriending your body: A self-compassionate approach to freeing yourself from disordered eating*. Boulder, CO, US: Shambhala Publications.
- Cook-Cottone, C. (2020). *Embodiment and the treatment of eating disorders: The body as a resource in recovery*. New York, NY: Sheridan Books.
- Costin, C. & Kelly, J. (2016). *Yoga and eating disorders: Ancient healing for modern illness*.

- London, UK: Routledge.
- Foye, U., Hazlett, D. E., & Irving, P. (2018). The body is a battleground for unwanted and unexpressed emotions: Exploring eating disorders and the role of emotional intelligence. *Eating Disorders*, 27(3), 321–342.
- Gaudiani, J. L. (2018). *Sick enough: A guide to the medical complications of eating disorders*. New York, NY, US: Routledge.
- Klein, M. C. & Guest-Jelley, A. (Eds). (2014). *Yoga and body image: 25 personal stories about beauty, bravery, and loving your body*. Woodbury, MN: Llewellyn Publications.
- Legg, R. (2009). If I am thin, I am safe: Speaking through the body following trauma. In Oulanova, O., Stein, I., Rai, A., Hammer, M., & Poulin, P. (Eds.), *Within and beyond borders: Critical multicultural counseling in practice* (pp. 84-92). *Critical multicultural series*. Toronto, ON: University of Toronto, OISE.
- McBride, H. L. & Kwee, J. L. (Eds). (2019). *Embodiment and eating disorders: Theory, research, prevention, and treatment*. New York, NY: Routledge.
- McLaren, K. (2023). *The Language of Emotions: What Your Feelings Are Trying to Tell You*. Revised Edition. Boulder, CO, US: Sounds True.
- Piran, N. (2017). *Journeys of embodiment at the intersection of body and culture: The developmental theory of embodiment*. London, UK: Elsevier.
- Price, C. J. & Hooven, C. (2018). Interoceptive awareness skills for emotion regulation: Theory and approach of mindful awareness in body-oriented therapy (MABT). *Frontiers in Psychology*. 9:798.
- Seubert, A. & Viridi, P. (Eds). (2019). *Trauma-informed approaches to eating disorders*. New York, NY, US: Springer Publishing Company.

COURSE REQUIREMENTS AND EVALUATION

Assignments

1. Three 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 three weeks from the last day of class (**i.e. NOON on 2/11/24**). This is NOT a reflection paper (though there is a fair amount of reflection in Option #2, you are reflecting on work you did with a client in that option, not merely reflecting on your impressions of the class material in general). 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%
Three 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** you get an A/pass on them.
 - b. If you hand them in late (or don't hand them in at all) you get an F/fail 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 10 minutes before the deadline, assume I haven't gotten them and resend 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 at least **ONE WEEK BEFORE THE DEADLINE** for that. Without prior arrangements, a late paper will be reduced a letter grade for each 24-hour period it is late, beginning 1 minute past the deadline. 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 10 minutes before the deadline, assume I haven't gotten it and resend it.

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

Note:

1. You will be invited to partake in a number of guided meditations throughout the course. You may, of course, opt not to participate in these guided meditations (not engaging in them will not impact your grade). You may opt to have your camera on or off while I am conducting the guided meditations. I will make an audio recording of the guided meditations available by the end of class so that you can refer back to them later. These audio recordings will only contain the portion where I alone am speaking; they will not include students' contributions to the conversation before or after the guided meditation. No other audio or video recordings of class are allowed.
2. You will be invited to move your body on Day 2 and Day 3 of class; you may, of course, opt not to move your body (not moving your body will not impact your grade). You may opt to have your camera on or off while moving or not moving your body during this portion of class.
3. Other than these two exceptions, the expectation is that you keep your camera on during the entire class. If you have a special situation that requires your camera to be off, please communicate that to me either in email or in a Zoom chat message.

Day 1 (“Mind”)	Readings	Homework
<p>10am-4pm: overview of neurobiology as it applies to eating disorders and the effects of malnutrition on the brain, as well as an introduction to working with emotions.</p>	<p>Arnold, C. (2012) Decoding anorexia: How breakthroughs in science offer hope for eating disorders. (Chapters 2 & 7)</p> <p>Barrett, L. F. (2020). 7 ½ lessons about the brain.</p> <p>Gaudiani, J. L. (2018). Sick enough: A guide to the medical complications of eating disorders.</p> <p>McBride, H. L. & Kwee, J. L. (Eds). (2019). Embodiment and eating disorders: Theory, research, prevention, and treatment. (Chapters 13, 16, & 17)</p> <p>Price, C. J. & Hooven, C. (2018). Interoceptive awareness skills for emotion regulation: Theory and approach of mindful awareness in body-oriented therapy (MABT).</p>	<p>Required: 1-page reflection paper on Day 1 material emailed to me by 9am on Day 2 (i.e. Saturday 1/20/24).</p>
<p>Day 2 (“Body”)</p>		
<p>10am-4pm: overview of embodiment and</p>	<p>Biasetti, A. S. (2018). Befriending your body: A self-</p>	<p>Required: 1-page reflection paper on Day 2 material emailed</p>

<p>yoga in the treatment of eating disorders as well as an introduction to 3 popular somatic therapy modalities.</p> <p>Guest Presenter: Bethany Batsell, yoga instructor</p>	<p>compassionate approach to freeing yourself from disordered eating.</p> <p>Costin, C. & Kelly, J. (2016). Yoga and eating disorders: Ancient healing for modern illness. (Chapters 2 & 3)</p> <p>Klein, M. C. & Guest-Jelley, A. Yoga and body image: 25 personal stories about beauty, bravery, and loving your body.</p> <p>Piran, N. (2017). Journeys of embodiment at the intersection of body and culture: The developmental theory of embodiment. (Chapters 1 & 7)</p> <p>Seubert, A. & Viridi, P. (Eds). (2019). Trauma-informed approaches to eating disorders. (Chapters 13, 16, & 22)</p>	<p>to me by 9am on Day 3 (i.e. Sunday 1/21/24).</p>
<p>Day 3 (“Connections”)</p>		
<p>10am-4pm: learning to work empathically with anger, fear, and panic.</p> <p>Guest Presenter: Chris Bodwitch, Dynamic Emotional Integration trainer and movement educator with a degree in dance, training in theatrical clown, and Soma Yoga</p>	<p>Foye, U., Hazlett, D. E., & Irving, P. (2018). The body is a battleground for unwanted and unexpressed emotions: Exploring eating disorders and the role of emotional intelligence. <i>Eating Disorders</i>, 27(3), 321–342.</p> <p>McLaren, K. (2023). The Language of Emotions: What Your Feelings Are Trying to Tell You. (Chapters 30, 6, then 12, 16, 17, & 22)</p>	<p>Required: 1-page reflection paper on Day 3 material emailed to me within 24 hours of class (i.e. by 9am on Monday 1/22/24).</p> <p>Required: by three weeks from the last day of class (i.e. by NOON on Sunday, 2/11/24) email me your 3-5 page paper, applying neurobiological, emotion-based, and/or somatic approaches to the treatment of people who have eating disorders.</p>

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.