



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING
Department of Counseling Psychology
Professional Mental Health & Addiction Counseling

CPSY 579: Capstone Class for Eating Disorder Certificate Program

CREDITS: 2

DATES: JULY 13, 20; AUGUST 3, 10, 2013

INSTRUCTOR: Susannah Castle, Psy.D.

OFFICE:

CATALOGUE DESCRIPTION

This course will provide students with the opportunity to demonstrate the knowledge accumulated from the prior three courses in order to receive certification in eating disorder treatment. The course will meet for four Saturdays. The first three Saturdays will cover topics touched on in the first three courses in greater depth (adolescents, personal accounts, minority populations, substance abuse and eating disorders and an overview of effective clinical practice) and give students an opportunity to practice therapeutic skills related to eating disorders. Students will be working on an in-depth research paper or project while in the class (with approval from the professor), which they will present on the last Saturday of the course.

COURSE OBJECTIVES

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

1. Be able to clearly define 4 ways to collaborate with family members in the treatment of eating disorders.
2. Describe and practice 3 motivational and commitment strategies to use with adolescents in the treatment of eating disorders.
3. Be able to describe the prevalence of eating disorders in minority populations, special considerations and barriers to treatment.
4. Be able to describe four particular treatment techniques and considerations for clients with eating disorders and co-occurring substance abuse disorders.
5. Be able to describe four treatment techniques and considerations for clients with eating disorders and co-occurring history of sexual abuse.
6. Describe how a feminist approach can be helpful in the treatment of eating disorders.
7. Be able to articulate qualities that would make an expert eating disorder clinician and their own individual approach to treatment.
8. Complete and present an in-depth research project/paper on a topic of their choice.

COURSE DESCRIPTION

This two credit course meets on two weekends and includes self-directed and on-line activities outside of the class sessions. During the weekend meetings, didactic presentations will be balanced by group activities, video presentations, and guest speakers. Course activities include readings from texts, professional journals, guest speaker handouts, reflection exercises and in-class presentations.

TEXTS

Treasure, J., Schmidt, U., Macdonald, P. (2008) *Clinician's Guide to Collaborative Care*. New Harbinger Publications:

Lock, J., LeGrange, D. (2005) *Help Your Teenager Beat an Eating Disorder*. The Guilford Press.

Ruskay Rabinor, J. (2002) *A Starving Madness: Tales of Hunger, Hope and Healing in Psychotherapy*. Gurze Books.

Covington Armstrong, S. (2009) *Not All Black Girls Know How to Eat: A Story of Bulimia*. Chicago Press.

Maine, M., Davis, W. and Shure, J. (2008) *Effective Clinical Practice in the Treatment of Eating Disorders: The Heart of the Matter*. Routledge.

Optional

Costin, C., Schubert Grabb, G (2011) *8 Keys to Recovery From an Eating Disorder: Effective Strategies from Therapeutic Practice and Personal Experience*. Routledge.

Assignments and Projects

Reflection Papers

Students will submit two 3 page reflection papers for the second and third classes. The papers will cover any insights gleaned from the classes, discussion and readings and on how they plan to incorporate them into their practice.

In Class Practice

Students will be graded on their in-session practice of varying treatment techniques for the treatment of eating disorders. Students can choose from practicing family based techniques or techniques with adolescents the first day, creating cognitive dissonance around the thin ideal or employing other feminist techniques in practice the second day and/or using motivational and commitment strategies around co-occurring substance use disorders the third day.

Presentations and Papers and/or Write Ups.

Students will either do an in-depth 10 page research paper and or project on an eating-disorder related topic while in the course on which they will present at the last class. Students will have projects/topics approved by the professor and will be graded on the quality of both their presentations and/or project write-ups.

COURSE REQUIREMENTS AND EVALUATION

Evaluation Criteria:

Reflection Papers	15%
In Class Practice	20%
Presentations	30%
Papers and/or Project Write-ups	35%

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

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. 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

Session 1	Readings	Assignments	Due
Adolescents and Eating Disorders – an in-depth look at prevention and treatment. Collaborating with families in the treatment of eating disorders. Guest presentation: Hilary Kinavey, LPC	Clinician’s Guide to Collaborate Care Help Your Teenager Beat an Eating Disorder Journal Articles	In-class role play around working with a family In-class role play on doing commitment and motivational strategies with a teenager Reflection paper due in next session	

and Dana Sturtevant, MS, RD, LD of Be Nourished		reflecting on personal journey with eating, body issues.	
Session 2			
Substance abuse and eating disorders. Sexual abuse and eating disorders Feminist perspectives in the treatment of eating disorders. Afternoon field trip to visit The Center at Heron Hill to experience Equine Assisted Psychotherapy	The Starving Mind Not All Black Girls Know How to Eat Journal Articles	In-class role plays around creating cognitive dissonance around the thin ideal and/or other commitment strategies for adult women. Reflection paper due next session exploring topics discussed.	Confirm with professor topic of paper and or design of project
Session 3			
Personal accounts of eating disorders and recovery. Eating disorders in minority populations and treatment access. Becoming an expert clinician.		In-class role plays on working with co- occurring substance use disorders or other co-occurring disorders.	
Session 4			
In-class presentations			Reflection papers Topic papers and/or project write ups.

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.