



LEWIS & CLARK COLLEGE

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

MHCA 579: Eating Disorders Capstone

CREDITS: 2

DATES: JULY 12 & 19 AUGUST 9 & 16, 9:00-5:30

INSTRUCTORS:

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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 the treatment of eating disorders. The course will meet for four Saturdays. The first three Saturdays will involve in-depth exploration and analysis of topics touched on in the first three courses. Throughout this course, emphasis will be placed on the practice of therapeutic skills related to the treatment of people with eating disorders. Students will be working on a research paper and presentation throughout the term (with approval from the instructors), which they will present during the last Saturday of the course.

COURSE OBJECTIVES

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

1. Be able to clearly articulate strengths and deficiencies of the APA Clinical Practice Guidelines, as well as the ethical concerns that may arise for clinicians when working with these populations and determining levels of care.
2. Be able to identify, explore, and challenge personal interests, values, and countertransference issues in working with these populations.
3. Be able to describe the prevalence of eating disorders across demographic domains (e.g. class, gender, sex, race, socioeconomic status, age), along with special considerations and barriers to treatment.
4. Be able to describe the most common co-morbid disorders within different eating disorder populations.
5. Be able to describe the etiological factors that are supported by research for the development of various types of eating disorders.
6. Describe the current evidence-based treatment modalities available for anorexia restricting and binge-purge type, bulimia nervosa, and binge eating disorder for both children and adults, male and female.

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 a research paper and presentation on a topic of their choice.

COURSE STRUCTURE

This two-credit course meets on four Saturdays and will also include participation at an eating disorder treatment facility outside of the class sessions. Throughout the classes, there will be a balance of experiential activities and didactic presentations. In-class activities include readings from texts, and professional journals; guest speakers; group exploration and reflection exercises; individual and group presentations. Outside of the classroom, students will work on their own individual research or project; additionally, each student will participate in staff meeting, group therapy, and meals at a local eating disorder treatment center.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any time missed in class 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 instructors, 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.

TEXTS

Brumberg, J.J. (2000). *Fasting girls: The History of anorexia nervosa*. New York: Vintage.

Pope, H., Phillips, K., & Olivardia, R. (2002). *The Adonis complex: How to identify, treat and prevent body obsession in men and boys*. New York: Free Press.

COURSE REQUIREMENTS AND EVALUATION

Assignments and Projects

The assignments have been chosen to help provide an opportunity to increase your knowledge and expertise in topic areas specific to the treatment of people with eating disorders.

Reflection Presentations: 15 points

1. For the first session students are expected to come prepared with one three-page paper that will be the initial foundation to their final semester project. This paper is a project or research proposal, which should include justification as to why this topic needs further exploration and/or

application. The paper should include at least five references. Students will be expected to present to the class a summary of their proposal and current findings. **Due: July 12th**

2. During the second week students will continue to build on their research and project development by presenting updated information they have acquired over the weeks. Students will conduct a 15-minute presentation on their recent findings, share with the class five additional references, and answer questions the group has about their process. The presentation can include research done throughout the week, reflections from assigned readings, or insights gained from class discussions. The students will share with peers how the information relates to the development of their final project and peers will be able to provide ongoing feedback during this process. **Due: July 19th**

3. Students will be expected to have completed their visit(s) to the clinic by August 2nd. For the third class students are to write a reflection paper on their experience; specifically, the paper should include observations of the groups, meals, and clients, personal values, judgments, and any countertransference that came up, along with how the experience relates to your final project. **Due: August 2nd**

Participation at EDCP: 20 points

On the first day of class students will sign up for a time to actively participate at the Eating Disorder Center of Portland as a counselor. Students will be expected to sign confidentiality agreements before attending EDCP and will be provided with basic instructions before visiting. Students will observe group therapy and sit for one meal during their visit.

Objectives: Each student will be expected to turn in a list of their individual objectives prior to each visit to EDCP. These objectives will help guide your work while at EDCP & will inform your reflection paper about your overall experience.

Completed by: August 9th

Class participation: 25 points

Students will be graded on their in-class participation and application of learned material via role plays, group discussions, and constructive debates. Participation will be evaluated in a variety of ways, some of which include the following: 1) Provides and receives critical feedback; 2) engages in lively and constructive debate; 3) consistently asks questions of both peers and instructors; and 4) fully and consistently engages in active listening.

Final Project: 40 points

Students will write a 10-page paper on an eating disorder related topic, which they will present during the final class. This project is designed to encourage students to consider what they are most passionate in the field of eating disorders and to foster the exploration and sharing of these topics with peer support. Students will have projects/topics approved by the instructors by the end of the first session and will be graded on the quality of both their write-ups along with their presentation.

Paper Options:

1. Argumentative Research Paper: This paper requires the student to provide persuasive evidence to validate and justify assertions made about a particular topic relevant to the field of eating disorders.
2. Analytical Research Paper: This paper requires the student to take a neutral position as an eating disorder relevant topic is explored in depth.
3. Group Treatment Curriculum: This paper requires the student to create a group treatment curriculum for a specific eating disorder population. Research must be conducted to justify your choice of group topic and validate any assertions made or therapeutic techniques employed.

Due: August 9th

Grading

Reflection Papers	15%
Clinic Experience	20 %
Class Participation	25 %
Final Project	40 %

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

COURSE SCHEDULE

SESSION 1 – 7/12	Readings	In-Class	Due
Personal values and interests	<i>Trauma Stewardship</i> , Introduction & Part 1	Students present on project topic	Reflection Paper #1
Countertransference	Qualitative Analysis of Job Burnout (2012)	Group activity Guest Speaker	
Clinical implications and ethical concerns relating to treatment and case management	APA Guidelines AED Position Paper (2008)	Case studies Sign up for clinic shift	

SESSION 2 – 7/19	Readings	In-Class	Due
Etiological factors	<i>Fasting Girls</i>	Presentations	Presentation #2
Evidence-based treatment modalities -Co-morbid disorders	Residential Treatment (2006) The Myths of Motivation (2011)	Guest speaker Role play Video	
SESSION 3 – 8/2	Readings	In-Class	Due
Minority ED populations, considerations and barriers to treatment	Minority population article <i>The Adonis Complex</i> , Ch. 6, 8, 10	Presentations Group lunch Client Panel	Reflection Paper #3
Further treatment considerations	Maintaining Change (2004) Coping Strategies and Recovery (2004)		
SESSION 4 – 8/9	Readings	In-Class	Due
In class presentations			Group Presentations (30-45 minutes each)
Certification Ceremony			

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 an instructor as soon as possible.