



**LEWIS & CLARK COLLEGE**

---

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

---

**MHCA 575: Treatment Modalities for Eating Disorders**

---

CREDITS: 2

DATES: Saturday January 17 and 31 and February 7 and 14, 2015 from 9:00 to 5:30

INSTRUCTOR: Kirsten McAteer, LPC, NCC – [kmcateer@lclark.edu](mailto:kmcateer@lclark.edu)

(503) 515-1791

CATALOGUE DESCRIPTION

This course will present a review of the research supported treatment modalities for anorexia nervosa, bulimia nervosa, and binge eating disorder. Focus will be centered upon the theory, diagnosis, assessment, treatment and method of evaluation for each treatment modality presented. Students will be provided with an opportunity to participate in variety of experiential strategies related to each treatment.

COURSE STRUCTURE

This two credit course meets on four Saturdays 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 possible guest speakers. Course activities include readings from texts, professional journals and in-class presentations.

COURSE OBJECTIVES

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

1. Discuss how their own dieting/eating disorder history, food beliefs/rules, and body image could show up in their interactions with clients.
2. List six cognitive distortions and alternatives that could be used in individual, family and/or group therapy.
3. Practice three CBT strategies, two ACT and three DBT.
4. Describe the Maudsley Method and other issues pertaining to family therapy.
5. Create a treatment plan for three clients who meet criteria for each of the following: anorexia nervosa, bulimia nervosa, eating disorder NOS (with co-occurring depression, anxiety disorder, borderline personality disorder, substance use and/or trauma).

Grillo, C. & Mitchell, J. (2010) *The treatment of eating disorders: A clinical handbook*. Guilford Press: New York.

Maine, M., McGilley, H. & Burnell, D. (2010). *Treatment of eating disorders: Bridging the gap*. Academic Press: Maryland Heights, MO.

Maine, M., Davis, W. & Shure, J. (2009). *Effective Clinical Practice in the Treatment of Eating Disorders*. Routledge, Taylor & Francis Group New York.

American Psychiatric Association Practice Guidelines (APA, 2006). *Treatment of patients with eating disorders*.

Available and downloadable online at <http://psychiatryonline.org/guidelines.aspx>

## COURSE REQUIREMENTS AND EVALUATION

### **Assignments and Projects**

1. Literature Review: Students are to read and review a professional journal article or book related to the treatment of eating disorders or disordered eating. The book review is to be submitted in written format on the third class. APA style is to be used and it should be at least two pages long.
2. Group project. In groups of two or more, students will demonstrate an intervention from one of the treatment modalities discussed or another treatment modality with the consent of the instructor. Presentations will take approximately 20 to 30 min. and include a role play followed by brief instruction and time for questions and answers.
3. Students will create and turn in treatment plans for three hypothetical clients with anorexia nervosa, bulimia nervosa, and eating disorder NOS. At least two of the clients should have one or two additional co-morbidities that are to be included in the treatment plan.
4. Exam.

### **Evaluation Criteria**

Literature Review	25%
Group Project	20%
Treatment Plans	25%
Exam	30%

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

## 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 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. **Please note: you must be prepared to attend all four days as missing a day would mean missing 25% of the course.**

COURSE SCHEDULE

<b>Session 1</b>	<b>Readings</b>	<b>Assignment</b>	<b>Due</b>
Review of DSMV Criteria for Eating Disorders and Related Disorders Assessment of Appropriate Level of Care Qualities of ED therapist Enhanced CBT Strategies	Effective Clinical Practice in the Treatment of Eating Disorders: Chapters 1, 3, 12 13, 14, and 15. Treatment of Eating Disorders: A Clinical Handbook: Chapters 5, 7 & 14 Treatment of Eating Disorders: Bridging the Research Practice Gap: Chapter 4, 12 APA Practice guidelines for Treatment of Patients with Eating Disorders 3 <sup>rd</sup> . Edition	Choose groups and treatment modalities for group projects	
<b>Session 2</b>			
Acceptance and Commitment Therapy, Dialectical Behavior Therapy, IPT	Effective Clinical Practice in the Treatment of Eating Disorders: Chapter 16. Treatment of Eating Disorders: A Clinical Handbook: Chapters 15, 16, 18 Bridging the Research Practice Gap: Chapters 9,10,16		
<b>Session 3</b>			
Psychodynamic therapy, Family-based therapy and other strategies (art therapy, mindfulness based, holistic, self-help) Incorporating exercise into ED treatment	Effective Clinical Practice in the Treatment of Eating Disorders: Chapters 2, 5, 6, 7, 9 and 10. Treatment of Eating Disorders: A Clinical Handbook: Chapter 8, 20, 29, 30 Bridging the Research Practice Gap: Chapters 19, 20,21, 22, 23, 24, 25		50% of group projects  Literature Review

<b>Session 4</b>			
Review – putting it all together. Overview of resources available for clients and families.			Rest of group projects, treatment plans, exam

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.