



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 23 & 30 AUGUST 6 & 13, 9:00-4:00

INSTRUCTORS:

Katie Fraser, MS, LPC fraser@lclark.edu

GUEST CO-INSTRUCTORS:

Sarah Stevens, MS, PhD Candidate

Lynae Klinginsmith, RD

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 instructor), 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. 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 Nervosa 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 extensive coursework outside of the classroom. Throughout the classes, there will be a balance of experiential activities and didactic presentations. In-class activities include discussion of assigned readings, 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. In order to understand the different treatments available in Portland, the different philosophies and techniques employed, we will tour two different treatment facilities: the Kartini Clinic, and Providence Saint Vincents Eating Disorder Program.

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.

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 a paper (one page) that lists at least three topics that they are interested in researching. This list will be turned in to the instructor so please make sure that it is legible and professional. Students will then discuss their interests as a class and will use the discussion to decide on a research topic. **Due: July 23rd**

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 submit a 3-page project proposal which should include justification as to why their topic of choice needs further exploration and/or application. The paper should include at least five references. Time will be allocated at the end of each class to address any questions or concerns students may have in regards to their research project. **Due: July 30th**

Participation during facility tours: 10 points

We will tour Providence Saint Vincents Eating Disorder program on July 23rd, and the Kartini Clinic on July 30th.

Objectives: Each student will be expected to actively participate in the tour by being critical evaluators, asking questions that elicit greater understanding about what is and what is not provided, and why.

Class participation: 30 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: 45 points

Students will write a 5 to 7 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. **Due: August 13th**

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 13th

Grading

Drafts	15%
Facility Experiences	10 %
Class Participation	30 %
Final Project	45 %

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

COURSE SCHEDULE

SESSION 1 – 7/23	Readings	In-Class	Due
Class overview	Syllabus	Syllabus Review	List of research ideas
Personal values and interests	The dilemma of the wounded healer (2012)	Group activity	
Transference and countertransference	ACT and Relational Frame Theory	Discussion	
Conceptualization and language use	Qualitative Analysis of Job Burnout (2012)	Group activity	
Clinical implications and ethical concerns relating to treatment and case management	AED Position Paper (2008)		
	The Myths of Motivation (2011)	St Vincent's Tour 3:00 to 4:30pm	
SESSION 2 – 7/30	Readings	In-Class	Due
Etiological factors	<i>Fasting Girls</i>	Presentations	Proposal
Evidence-based treatment modalities	APA Guidelines	Recovery Panel	
-Co-morbid disorders	Residential Treatment (2006)	Case Studies	
Minority ED populations, considerations and barriers to treatment	TBA	Video	

Funding recovery & wellness			
SESSION 3 – 8/1	Readings	In-Class	Due
Further treatment considerations	It Doesn't Happen Here (2007) TBA	Process & Check-In Clinician Panel Underserved Populations Sustaining Change	
SESSION 4 – 8/8	Readings	In-Class	Due
In class presentations Certification Ceremony			Group Presentations (30-45 minutes each)

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.