



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

Department of Counseling Psychology

-Professional Mental Health & Addiction Counseling

CPED 578/CECP 839: Family Therapy in the Treatment of Eating Disorders

CREDITS: 1

DATES: March 9 and April 6, 2019 9:00am - 5:30pm

INSTRUCTOR: Jennifer VanDuker, LPC

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CATALOGUE DESCRIPTION

This course covers the topic of disordered eating and eating disorders in children and adolescents. Family therapy treatment strategies—including the Maudsley method and other approaches—will be discussed. Additional focus will be placed on ways to foster healthy eating and positive lifestyle choices in families.

COURSE STRUCTURE

This one-credit course meets two Saturdays and includes self-directed and on-line activities outside of the class sessions. The course will balance didactic presentations with group activities, and guest speakers.

COURSE OBJECTIVES

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

1. Be able to list the criteria for and prevalence of eating disorders in children and adolescents per the DSM V.
2. Understand the physiological factors and medical risks associated with eating disorders in children.
3. Have a thorough understanding of family-based therapy and be able to describe at least three principles and three interventions.
4. Have an understanding of the process of nutritional rehabilitation of children.

RECOMMENDED TEXTS/READINGS

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

Lock, J., le Grange, D., Agras, W.S., and Dare, C. (2000). *Treatment Manual for Anorexia, First Edition. A Family Based Approach*. Guilford Publications: New York.

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

COURSE REQUIREMENTS AND EVALUATION

Assignments and Projects

1. Literature Review

Evaluation Criteria

Literature Review	60%
Class Attendance & Participation	40%

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

LITERATURE REVIEW ASSIGNMENT

Read and review at least 3 professional journal articles, book chapters, or one book related to the treatment of eating disorders or disordered eating in pediatric population.

- Due in written format at the start of our next meeting: 9am 4/6/2019
- 3-5 pages in length
- APA style format

CPED 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.

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 contact the instructor as soon as possible.

COURSE SCHEDULE

Session 1	Readings	Assignment	Due
Review of DSM-5 criteria for Eating Disorders, assessment, and Level of Care. Overview of medical complications and risk factors, nutritional rehabilitation, warning signs, and etiology.	DSM-5 APA Practice Guidelines Additional readings emailed prior to class.	Literature Review	Session 2, start of class
Session 2			
Family-Based Treatment; principles, interventions, challenges, and ethical considerations	Readings emailed prior to class.		

A NOTE ON SEXUAL MISCONDUCT

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibits discrimination on the basis of sex. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at our school.

Our school encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our school can respond appropriately.

If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or have questions about school policies and procedures, please contact our Title IX Coordinator, which can be found on our school's website.

Our school is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.

As a teacher, I am also required by our school to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.