CPED 577: Nutrition and Eating Disorders
1 CREDIT
SUMMER 2019

INSTRUCTOR
Jacqueline Abbott, DrPH, RDN, LD, CEDS  jabbott@lclark.edu
Assistant: Keelie Korseness, MS. RDN.

TIME AND PLACE:  9:00 am to 5:30 pm on June 22 and 23, 2019

CATALOGUE DESCRIPTION
This course will cover an overview of nutrition principles and therapy pertaining to eating disorders. Students will learn standards of nutritional rehabilitation for underweight clients; how to structure eating for clients with bulimia nervosa and binge eating disorder and principles of intuitive and mindful eating. Feeding dynamics and family based therapy will be reviewed. Students will have the opportunity to examine their own relationship with food and personal wellness.

COURSE STRUCTURE
This is a one credit course. Didactic presentations will be balanced by group activities, media presentations and guest speakers who are experts in the field. Course activities include most current professional journal readings, group reflection exercises and experiential activities.

COURSE OBJECTIVES
At the end of the course, students will be able to identify/describe:

1. Three roles of the registered dietitian nutritionist and the therapist as part of a collaborative comprehensive treatment team throughout all levels of care.
2. Three components of a nutrition assessment and identify nutritional and medical consequences of each eating disorder.
3. Appropriate medical and nutritional stabilization and treatment based on APA guidelines and accepted standards of care.
4. Three screening instruments, biological measures, interviews and data that reflect evidence based guidelines for nutritional assessment and rehabilitation.
5. Nutrient basics and determination of "healthy weight".
6. Misconceptions about weight, BMI, obesity, dieting behaviors, exercise and healthism
7. The Rule of 3, BEST and Eating Competency and Normalization of Eating Behaviors.
8. Family based treatment strategies and meal structuring concerns.
9. Three principles of intuitive eating.
10. Insight into personal reaction regarding food, weight and body image and how these impact the counseling relationship
11. Nutrition care for specific populations and how to limit barriers.
12. Five effective medical therapy skills that facilitate change.

Required Readings

Academy for Eating Disorders homepage:
*Nine Truths about Eating Disorders
Critical Points for Early Recognition and Medical Risk Management in the Care of Individuals with Eating Disorders*, 2012.
also downloadable at feast-ed.org under Clinical Guidelines and Resources


Today's Dietitian Mindful Eating in *Nutritional Counseling for eating Disorders: What Research Has To Say* by Marsha Hudnall, MS,RDN todaysdietitian.com/pdf/courses/Hudnall Mindful Eating

feast-ed.org :
*Family Guide to Neurobiology of Eating Disorders
Up to the Plate: The Importance of Nutrition to Understanding and Treating Eating Disorders*
downloadable at feast-ed.org.

**Recommended Texts**


**COURSE REQUIREMENTS AND EVALUATION**
**In-Class Participation:** You are expected to complete and be ready to discuss readings before each class. Your participation is an integral component for us all to learn from each other.

**Assignments and Projects:** The assignments have been chosen to help provide an opportunity to deepen your knowledge about particular eating disorder topics that may be of interest to you and to provide an understanding of treatment options and resources that are available to clients.

1. **Reading Review:** Choose 2 required readings. Write a 1-2 page for each and consider the topic in relation to either your own experience with food, weight, body size, health or as a case history of one or more of the patients/clients whom you have treated.

2. **Reflection Journal.** The purpose of this assignment is to help you consider your role in the eating disorder treatment team and how you might facilitate client progress with the help of information gleaned from this course. It would be helpful to keep a journal throughout the course of your reactions to the treatment modalities of nutritional and medical management of eating disorders reviewed. What information has been most helpful to you? What are the pros and cons of treatment options? Write a brief summary of your impressions.

3. **Take Home Quiz:** on all medical and nutritional information presented in Session 1.

4. **Class Participation:** We encourage discussion following each presentation. We learn from each other.

**GRADING:**

- Reading Review 25%
- Personal Reflection 25%
- Take Home Exam 25%
- Class Participation 25%

A: 90-100%
B: 80-89%
C. 70-79%
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<td>Reflection and Take home exam</td>
<td>Sunday</td>
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<td>Quick Review of Eating Disorders</td>
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<td>Nine Truths about Eating Disorders</td>
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<td>Role of Medical Nutrition Counseling in Eating Disorders</td>
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<td>The Science of Nutrition</td>
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<td>Principles of Nutritional Care</td>
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<td>Nutritional Assessment and Treatment Goals</td>
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<td>Weight Determinants</td>
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<td>Lunch</td>
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<td>Guest Speaker: Julie Foster, DC Outreach Director, Monte Nido and Affiliates</td>
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<td>Nutritional Needs throughout the Lifespan</td>
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<td>Nutritional and Medical Consequences</td>
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<td>Nutritional Restoration in Levels of Care</td>
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**Sunday, June 23**

Reflection Review

Role of Family Based Treatment

Treatment Strategies
Jacque Mular, MS, RD, MFTI
Assistant Clinical Director, Eating Disorder Recovery Center Portland

Health at Every Size

   POTLUCK

Healthism

Body Trust

Non Diet Approach

Normal, Mindful Intuitive Eating

Eating Competency and Division of Responsibility

Nutritional Care in Lifestyle and Medical Considerations

Resources
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.

COURSE SCHEDULE
This course meets 9:00 am to 5:30 pm on Saturday, June 22 and Sunday, June 23.

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 have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requiring accommodations, staff in that office will notify me of the accommodations for which you are eligible.