

## **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

American Psychiatric Association Practice Guidelines (APA, 2006). *Treatment of patients with eating disorders. Quick Reference Guide*. downloadable online at [feast-ed.org](http://feast-ed.org) Clinical Guidelines and Resources or <http://psychiatryonline.org/guidelines.apa>

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](http://feast-ed.org) under Clinical Guidelines and Resources

Pediatrics. *Children and Adolescents with Eating Disorders: the State of the Art*, 2003.

downloadable at [feast-ed.org](http://feast-ed.org)

American Dietetic Association Practice Paper. *Nutrition Intervention in the Treatment of Eating Disorders*.

IAEDP White Paper. *The Language of Eating Disorders: What the ED Professional Needs to Know*. downloadable at [IAEDP.org](http://IAEDP.org)

Nutrition Journal 2011,10:9 *Weight Science: Evaluating the Evidence for a Paradigm Shift*. Bacon and Aphramour. [www.nutritionj.com/content/10/1/9](http://www.nutritionj.com/content/10/1/9).

MedGenMed 2005;7 (3):13 *Health at Every Size: Toward a New Paradigm of Weight and Health*. authored by Robison ,J. Medscape website, article 16369239.

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](http://todaysdietitian.com/pdf/courses/Hudnall) Mindful Eating

[feast-ed.org](http://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](http://feast-ed.org).

### **Recommended Texts**

Herrin,M and Larkin, M. (2013) *Nutrition Counseling in the Treatment of Eating Disorders* (2nd Edition) New York: Brunner-Routledge

*Intuitive Eating*(Third Edition).Tribole E, Resch E. St. Martin Griffin: 2012O'Toole, J.K. (2010)

*Give Food a Chance: A New View on Childhood Eating Disorders*. Portland. Or. Perfectly Scientific Press

## **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. **Refection 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%

<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>	<b>Due</b>
<p data-bbox="203 268 454 304"><b>Saturday, June 22</b></p> <p data-bbox="203 346 649 382">Quick Review of Eating Disorders</p> <p data-bbox="203 420 662 455">Nine Truths about Eating Disorders</p> <p data-bbox="203 493 609 562">Role of Medical Nutrition Counseling in Eating Disorders</p> <p data-bbox="203 600 657 636">Treatment Team and Collaboration</p> <p data-bbox="203 674 522 709">The Science of Nutrition</p> <p data-bbox="203 747 584 783">Principles of Nutritional Care</p> <p data-bbox="203 821 560 890">Nutritional Assessment and Treatment Goals</p> <p data-bbox="203 928 479 963">Weight Determinants</p> <p data-bbox="203 1001 289 1037">Lunch</p> <p data-bbox="203 1075 662 1182">Guest Speaker: Julie Foster, DC Outreach Director, Monte Nido and Affiliates</p> <p data-bbox="203 1220 630 1289">Nutritional Needs throughout the Lifespan</p> <p data-bbox="203 1327 511 1396">Nutritional and Medical Consequences</p> <p data-bbox="203 1434 662 1503">Nutritional Restoration in Levels of Care</p>		<p data-bbox="979 268 1206 338">Reflection and Take home exam</p>	<p data-bbox="1263 268 1365 304">Sunday</p>

**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

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**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.