

## **CPED 578: Family Therapy in the Treatment of Eating Disorders**

CREDITS: 1

DATES: SECTION 1: 2/14/21, 2/21/21, & 3/7/21      SECTION 2: 4/4/21, 4/11/21, & 4/18/21

TIMES: 10AM-3PM

INSTRUCTOR: Xander Hayden, LPC

CONTACT: haydena@lclark.edu

Zoom ID: TBD-forthcoming via email.

### CATALOGUE DESCRIPTION

This course will cover treatment recommendations for children and adolescents experiencing disordered eating through a biopsychosocial lens. Evidence-based family therapy treatment and other approaches will be discussed. Additional focus will be placed on ways to help families foster healthy eating and positive lifestyle choices.

### COURSE STRUCTURE

This course is required for completion of the L&C Eating Disorders Certificate. L&C students may also take the course as an elective. This one-credit course will meet on Zoom on three Sundays. Class time is scheduled from 10AM-3PM and will include both synchronous and asynchronous activities on Zoom as well as Moodle, therefore actual class time on Sunday will likely run from 10AM-1PM and self-directed and online activities will fulfill the additional class time requirement to help minimize Zoom-related fatigue. The course will balance didactic presentations with group activities, online discussions, and will require a final paper to meet the requirements for course completion.

### COURSE OBJECTIVES

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

1. List the criteria for and prevalence of the different eating disorders in children and adolescents per the DSM-5.
2. Understand the physiological factors involved and medical risks associated eating disorders in children.
3. Have a thorough understanding of family-based therapy and be able to describe at least three principals and three interventions.
4. Have an understanding of the process of nutritional rehabilitation of children.

### TEXTS

O'Toole, J. (2015). *Give food a chance: A new view on childhood eating disorders*. London: Jessica Kingsley.

Taylor, S. R. (2018). *The body is not an apology: The power of radical self-love*. Oakland, CA: Berrett-Koehler.

*Diagnostic and statistical manual of mental disorders: DSM-5.* (2017). Arlington, VA: American Psychiatric Association.

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

Available for download at: <http://psychiatryonline.org/guidelines.aspx>

Golden NH, Schneider M, Wood C, AAP COMMITTEE ON NUTRITION. Preventing Obesity and Eating Disorders in Adolescents. *Pediatrics.* 2016;138(3):e20161649

Available for download at:

<https://pediatrics.aappublications.org/content/pediatrics/early/2016/08/18/peds.2016-1649.full.pdf>

### COURSE REQUIREMENTS AND EVALUATION

#### Assignments and Projects

1. Moodle discussion based on assigned reading: students will write a brief reflection (3/4 page or roughly 100 words) AND comment on one other student's post *prior* to each class. Prompts will be posted via Moodle to encourage student participation.
2. Literature review OR final reflection paper: Students can choose between two options for the final paper.
  - Option #1: students will read a journal article or book related to the treatment of eating disorders of disordered eating in children. The review is to be submitted in written format on the second class. APA style is to be used and it should be at least two pages long.
  - Option #2: students will complete a two-page self-reflective "family body map" paper exploring their own relationship with food and weight through the lens of their family of origin, however they define that system. *\*More information on this to come via Moodle and in class.*

#### EVALUATION CRITERIA

Moodle discussion/brief reflection papers x3	40%
Literature review/final paper	40%
Class participation	20%

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.

NON-DISCRIMINATION POLICY

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 Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

COURSE SCHEDULE

Session 1	Readings	Assignment	Due
Foundational elements of ED’s: child & adolescent dx & biological etiology of ED’s.	<i>Browse</i> APA & AAP guidelines as well as DSM-5 diagnostic criteria (pages 329-355). O’Toole: chapters 3, 4, 7, 8 Taylor: Prologue & ch.1	Complete readings and Moodle discussion.	Prior to start of session 1 class.
<u>Session 2</u> Family based therapy & other approaches & interventions with children. (Psychosocial focus)	O’Toole: ch.11, 12 Taylor: ch.2, 3	Complete readings and Moodle Discussion.	Prior to start of session 2 of class.
<u>Session 3</u> Preventative strategies w/ children & adolescents.	O’Toole: ch.13, 14 Taylor: ch.4 & 5.	Complete readings and Moodle Discussion.	Readings & Moodle Discussion due prior to class 3. Final paper due after session 3.