

CPED 578-21/878-31

Family Treatment of Eating Disorders

CREDITS: One

DATES: August 4th and 11th (see breakout of synchronous/asynchronous below) NOTE: this is a change from the previous schedule.

INSTRUCTOR: Dianne Lamberty Rogers LMFT CADCI she/her

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971-270-0030

If you have a disability that may impact your academic performance or participation in this course, please contact the Center for Community Engagement (cce@lclark.edu or 503-768-6040) to discuss the accommodations that you need.

NOTE: If you are a Lewis & Clark graduate student and currently enrolled in an academic degree program, please contact the Office of Student Accessibility in Albany Quadrangle (503-768-7192 or access@lclark.edu). 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.

CATALOGUE DESCRIPTION: This course will cover 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 help families foster healthy eating and positive lifestyle choices.

COURSE STRUCTURE: This one-credit course meets on two separate days and will include both synchronous and asynchronous class time. On the first day, the class (Aug 4th) we will meet as a group virtually from 10am to 3:30 pm and then students will be given 3:30-5:30 pm to work on their self-reflection paper/asynchronous videos/readings. We will come back together as a group from 10-3:30 again on the following Friday. Due to the fact that our class is meeting right at the end of session #2, you will have from 3:30-5:30 to complete your self-reflection paper. That paper will be due by August 14th.

Students are expected to be present on Zoom during class discussions. If your situation is such that you can't participate in the virtual classroom with your camera on, please be in touch with me prior to the start of class. Class sessions will include didactic presentations, group discussions, and activities.

Prior to class starting students should read as much of the text Skills-Based Caring for a Loved One with an Eating Disorder: The New Maudsley Method 2nd edition as possible. There is a copy on reserve at the library and E-book available if you prefer.

OBJECTIVES: At the end of the course, students should be able to:

1. List criteria and prevalence for DSM-defined eating disorders in children and adolescents.
2. Understand the physiological factors and medical risks associated with eating disorders in children and adolescents.

3. Have a thorough understanding of family-based therapy for the treatment of eating disorders and be able to describe at least three principles and three interventions.
4. Have an understanding of the process and special considerations involved in the nutritional rehabilitation of children and adolescents.
5. Explore the intersectionality of identities in the prevalence and treatment of eating disorders in vulnerable populations.
6. Reflect on your own biases and learned experience that might impact your ability to support families impacted by eating disorders.

COURSE MATERIALS:

Skills-based caring for a loved one with an eating disorder : the new Maudsley method

Janet Treasure, Graíinne Smith and Anna Crane.
Abingdon, Oxon ; New York, N.Y. : Routledge; 2nd ed.; 201

Asynchronous Work

[; Where identities converge: The importance of intersectionality in eating disorders research](#)

<https://www.nationaleatingdisorders.org/blog/decentering-narrative-trans-folks-body-image-and-eds>

<https://www.thetrevorproject.org/research-briefs/eating-disorders-among-lgbtq-youth-feb-2022/>

<https://www.youtube.com/watch?v=GwsaEJiucdk>

<https://www.youtube.com/watch?v=4aQG-mY176c>

<https://www.verywellmind.com/race-racism-and-eating-disorders-5076344>

<https://www.nationaleatingdisorders.org/blog/why-your-teen-probably-won%E2%80%99t-want-do-fbt-and-why-you-should-feel-free-do-it-anyway>

COURSE REQUIREMENTS AND EVALUATION:

- 1) During the class time we will have breakout rooms for small discussions. Students will turn in electronic versions of their takeaways from these small discussions in a journal

format at the end of class. Students are awarded the credit for these responses based on completion not on content.

- 2) Students will complete a self-reflective “family body map” informal writing piece exploring their own relationship with food and weight through the lens of their family of origin, however they define that system. Some reflection questions that can help you conceptualize your paper can be found below but no need to answer all of these questions specifically. Feel free to get creative and make this your own, digging deep enough to challenge yourself but not so deep that it leaves you feeling overly exposed (of course vulnerability is the place from which we grow so a certain degree of this can be extremely helpful). Please know that your papers will be kept completely confidential and evaluated with respect and honor for your process and willingness to share your personal reflections. **The paper is due by August 14th.**

- What messages did you receive from your childhood experiences either directly or indirectly? What were you taught about your body?
- About the relationship between your body and your worth or value? About good versus bad food?
- How did your family influence this?
- What about your larger social or cultural environment?
- How do these early experiences impact your current relationship with food, weight and your body?
- How do they impact your beliefs about others?
- Your relationships with others?
- How might you use these experiences as resources when working with clients? How might they make your work more challenging?
- After reflecting on these things, what are your conclusions and takeaways?
- Is there anything you might want to address or challenge?
- How might you do that?

Evaluation Criteria for the paper: Your paper will be graded based on your ability to reflect on your own early experiences and apply those to your current beliefs and future work. You will not be evaluated on any of the specific content nor on how transparent you choose to be about your personal story. **This is not intended to be a polished paper and grammar will not be graded. Embrace imperfection in this writing.**

Family Road Map 50%
Class Participation 30%
Journal prompts 20%

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

CPED DEPARTMENTAL ATTENDANCE: Given the short duration of this course and the depth and breadth of material covered in each session, class attendance is required. Missing more than 10% of class time may result in failure to complete the class. This is equivalent to 1.5 hours of missed course time for this class. 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 any stated deadlines must be met.

Similarly, students are expected to be on-time for class and tardiness may be seen as an absence that requires make-up work. Please contact me ahead of time should you need to be late or miss a portion of either class session.

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies: ·

Nondiscrimination: https://graduate.lclark.edu/student_life/handbook/

Standards for professional student conduct and academic integrity:

<https://docs.lclark.edu/graduate/policyprocedures/academic/>

Sexual misconduct: https://www.lclark.edu/about/title_ix_compliance/

If you have any questions regarding these policies, please speak to your instructor for clarification.

Asynchronous Work

<https://www.nationaleatingdisorders.org/blog/decentering-narrative-trans-folks-body-image-and-eds>

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