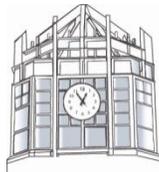


# LINDENWOOD UNIVERSITY

## COURSE SYLLABUS

Lindenwood University offers values-centered programs leading to the development of the whole person—an educated, responsible citizen of a global community. Lindenwood University is committed to: providing an integrative, liberal arts curriculum; offering professional and pre-professional degree programs; focusing on the talents, interests, and future of the student; supporting academic freedom and the unrestricted search for truth; affording cultural enrichment to the surrounding community; promoting ethical lifestyles; developing adaptive thinking and problem-solving skills; and furthering lifelong learning. Lindenwood is an independent, public-serving liberal arts university that has an historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of truth.

### Conceptual Framework



*“Teaching and Leading as an Art and a Science”*

### LINDENWOOD UNIVERSITY

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#### Course Description:

Special Topics: Eating Disorders: Identifying, Diagnosing and Treatment

#### Course Time

Tuesdays 5:30-8:00pm

#### Instructors:

Libby Lyons, MSW, LCSW and Sarah Gleason, RD

#### Office Address

Office Hours Advising – By appointment

#### Email:

[ELyons@Lindenwood.edu](mailto:ELyons@Lindenwood.edu)

## **Course Description**

This course explores the world of eating disorders within the area of counseling and assessment. Areas of focus will include eating disorder theories, co-occurring disorders, treatment modalities and frameworks for treatment. This will include anorexia nervosa, bulimia nervosa, binge eating disorder, and co-occurring disorders. Nutritional counseling will be covered within the semester. Personal perceptions, social media influence, family therapy, and body image will be examined in the role of eating disorders. This course requires participation and students engaging in group, class, and individual projects and activities.

## **Required Reading and Textbooks**

Garner, David M and Garfinkel, Paul E (1997). *Handbook of Treatment for Eating Disorders, second edition*. The Guilford Press

Fairburn, Christopher G. (2008). *Cognitive Behavior Therapy and Eating Disorders*. The Guilford Press

Mitchell, James E and Peterson, Carol B. (2005). *Assessment of Eating Disorders*. The Guilford Press

Setnick, Jessica (2011). *Eating Disorders ADA Pocket Guide*.

## **Optional Books**

Cash, Thomas F, PhD. (2008). *The Body Image Workbook Second Edition*. New Harbinger Publications, Inc.

Mehler, Philip S., Anderson, Arnold E. (2010). *Eating Disorder: A Guide to Medical Care and Complications, 2<sup>nd</sup> Edition*.

## **Objectives:**

1. To properly identify Anorexia Nervosa, Bulimia Nervosa, and Eating Disorder Otherwise Not Specified according to the DSM IV/V.
2. Utilize effective counseling theoretical framework to diagnose and treat eating disorders
3. Understand co-occurring disorders such as mood disorders, anxiety disorders, attachment disorders, personality disorders.
4. Development and growth of those diagnosed with eating disorders throughout the life span
5. Have a basic understanding of nutritional counseling and nutritional education in working with those with eating disorders
6. Legal and Ethical issues with clients. This include refusal of care, termination, HIPPA, and Chronic Eating Disorder Behaviors.
7. Basic understanding of difference between inpatient and outpatient treatment settings
8. Knowledge of assessment tools.

### **Assessment Guidelines:**

Assessment is an ongoing process that enables us to improve our teaching and learning, and meet the accreditation requirements of the higher learning Commission. Our assessment procedures identify the objectives and competencies being taught, measure how well faculty are teaching and suggest ways to improve teaching to increase students mastery of the material and important skills. The results of the assessment procedures are included in an annual report produced by the University. We appreciate the cooperation of students and faculty in this positive initiative to improve the quality of education at Lindenwood University. Assessment procedures include: comprehensive examinations, skills assessment by instructions, university and internship site supervisions, various skill and theory based demonstrating competencies, and program assessment by graduates and their employers.

### **Attendance Policy:**

All students at Lindenwood University are expected to attend all classes and class activities for which they have enrolled. More than two absences per course and/or excessive tardiness in coming to class may result in a significant grade penalty. Excessive absences may result in a failure in the course. Class assignments are expected to be completed according to schedule whether absences are excused or unexcused. If classes are missed, a student is expected to make up the work to the satisfaction of the instructors concerned. At times, absence from class may be unavoidable as in instances of prolonged illness, hospitalization, or participating in an approved student activity. A student who has been hospitalized should submit a doctor's verification to the registrar, who will notify instructors.

### **Participation**

Attendance and Participation: 25% of Course Grade. In order for all students to benefit from this course, each member of this class must contribute his or her time and ideas. Participation includes both class attendance and active involvement in class discussions and activities. Active involvement entails completion of readings for each class meeting, coming to class prepared with reactions and questions. Please note that quality rather than quantity of discussion is important.

This class involves self-analysis, and sharing of personal and professional experiences and reactions. It is vital that all members of the class be actively involved in creating an atmosphere that enables people to take risks and be active learners in a comparatively safe environment. Please maintain appropriate decorum as graduate level learners, and demonstrate tolerance for your fellow students, as well as for all speakers and presenters. During this course the dignity and worth of all personas will be affirmed.

### **Professional Class Expectations**

This class is designed to prepare students for a professional career. In keeping with this standard, please remember to attend regularly, turn all cell phones and pager off (or on vibrate) and to be on time to class. In compliance with the standards of conduct established by Lindenwood University, it

is requested that you refrain from wearing hats inside of classrooms and that you do not bring your children to class.

## **Academic Honesty**

Academic honesty is the foundation of any educational institution. It is the responsibility of each student, professor, and administrator at Lindenwood University to uphold the honor of the institution by acting honestly and truthfully in all situations. To act otherwise is to undermine the contract of good faith on which productive study and the open exchange of ideas is based. Therefore, students wishing to maintain formal membership in a learning community must display the high level of integrity expected of all its members. Academic dishonesty is an exceptionally serious offense to oneself and one's colleagues. Academic dishonesty may result in a lessened or failing grade on the work/test or failure in the course. The official Academic Honesty Policy of Lindenwood University is as follows:

*Academic honesty is the foundation of any educational institution. It is the responsibility of each student, professor, and administrator at Lindenwood University to uphold the honor of the institution by acting honestly and truthfully in all situations.*

*To this goal, Lindenwood University has developed the following policy on academic honesty.*

- 1) *When a graduate student has been found guilty of cheating or plagiarizing, the instructor should contact the Provost in order to determine if the student has been reported previously.*
- 2) *If the student is a first time offender, the name of the student will be turned in to the Office of the Dean of the respective division. The plagiarized paper or evidence of cheating, along with supporting documents, will be placed in a file and the name of the student will be sent to the Provost to be added to the list of all reported cases. The classroom professor will speak with the student and explain, if necessary, what led to the charge of cheating or plagiarizing. The effect of the offense on the student's grade will be determined by the professor and will be stated in the syllabus for that course.*
- 3) *Additionally, if a graduate student is reported for cheating or plagiarizing, he/she will be placed on academic probation and will be required to sign a academic honesty contract.*
- 4) *If the graduate student chooses to be dishonest a second time, the student will be expelled from the university with no possibility of appeal.*

*\*Plagiarism is defined as "the presentation of someone else's ideas or words as your own. Whether deliberate or accidental, plagiarism is a serious offense" (Fowler and Aaron 680).*

*Each of the following is a type of plagiarism and must be avoided in all academic work:*

- *Copying directly from a source without quotations and source citation;*
- *Paraphrasing or summarizing another's idea without attribution;*
- *Changing a sentence's structure but copying words;*
- *Changing a sentence's words but copying its basic structure;*
- *Using audio, video or other media sources without acknowledgement;*
- *Submitting a paper written by another student and claiming it as your own;*
- *Using information obtained through interviewing an expert on the subject without attribution;*
- *Purchasing or downloading a paper from another source and claiming it as your own;*
- *Collaborating excessively on an essay with another person;*

- *Submitting an essay that was previously written for another class without the consent of both professors (Plagiarism Defined 1).*

#### References

Fowler, H. R. & Aaron, J. E. (2004). *The little, brown handbook*. New York:

Pearson Longmann Press.

Indiana State University (2004, June 15). *Plagiarism tutorial: Indiana State*

*University library*. Retrieved from

<http://panther.indstate.edu/tutorials/plagiarism/defined3.html>

#### **Academic Honesty Policy**

Academic dishonesty is a serious offense to oneself and one's colleagues. Students wishing to maintain formal membership in the Lindenwood learning community must display the high level of integrity expected of all its members. According to Lindenwood University's Academic Honesty policy, names of students found guilty of cheating or plagiarizing will be sent to the University Provost. A first offense of academic dishonesty may result in a reduced or failing grade on the assignment or test or failure in the course. A second offense will result in expulsion from the University.

#### **Cheating**

Cheating shall be defined by Lindenwood University as "disseminating or receiving answers, data, or other information by any means other than those expressly permitted by the instructor.

Examples of cheating include, but are not limited to, the following:

- a. Copying answers, data, or other information (or allowing others to copy) during an examination, quiz, or laboratory experiment or on homework or any other academic exercise.
- b. Assuming another individual's identity or allowing another person to do so on one's own behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student's grade or academic standing.
- c. Using any device, implement, or other form of study aid during an examination, quiz, laboratory experiment, or any other academic exercise without the faculty member's permission."

Source for quotation: <http://www.deltacollege.edu/dept/ar/catalog/cat0910/index.htm>

#### **Lying/Deception**

Deception, in either written or oral form, directed at University personnel by a student for the purpose of improving his/her own academic standing or that of another student is subject to disciplinary action as part of the Lindenwood University Academic Integrity policy.

**Assignments may be subjected to a program such as Turn It In at the discretion of the course instructor to confirm that the work is original to the student. Papers with a similarity score beyond 25% will be evaluated for plagiarism**

**Please be certain to cite any sources, even your class text books, in APA style. Please cite all sources in the body of your paper, and include the source on the references page. Please consult the APA Publication Manual for guidance in citing your sources.**

## **Course Requirements**

*The instructor maintains the right to make needed additions or subtractions to the syllabus if it is deemed necessary.*

When engaging in readings and other assignments or activities, please reflect on how you can personally and professionally utilize this information. When writing papers, remain focused on the assigned questions or issue. Be specific, detailed, and (when appropriate), provide evidence to support your opinions, concepts, and arguments. Papers will be graded on the basis of quality of expression, clarity, and strength of support for your arguments, as well on evidence that the student is challenging him or herself and attempting to achieve growth as a professional.

## **Attendance and Participation-25 Points**

### **Mid-Term Paper-20 Points**

**Graduate Students:** Take one therapeutic modality from class and apply a case study (provided), from Session1 to Termination. (8-10 pages minimum).

1. Include step process of therapeutic modality
2. Attach treatment planning
3. Create goals for client
4. Show how use therapeutic modality; how would the therapist run the session; goals for client and self, etc.

**Undergraduate Students:** Take case study (provided) and discuss clients PIE, cultural issues, demographics and family history, addictions, etc., and talk about what factors play into the eating disorder. Can utilize genograms if need too. (3-4 pages)

1. Client history and assessment
2. Client's family history
3. Clients demographics and cultural aspects
4. Factors that play into eating disorder
5. How would you assess/treat/refer client if in your office/agency?

### **Class Activity (outside class) - 10 points**

February 24-March 2<sup>nd</sup> Eating Disorder Awareness Week. Theme: "Everybody Knows Somebody" (from NEDA website).

1. Research NEDA website and bring to class on February 26<sup>th</sup> one thing you liked about the site.
2. Choose one activity from NEDA website to complete during Eating Disorder Awareness Week. Bring proof of what completed to March 5<sup>th</sup> class.

[www.NationalEatingDisorders.org](http://www.NationalEatingDisorders.org)

## **Final Class Presentation/Write Up- 25 Points**

**Graduate Students:** You will pair up with a partner to present a role-play scenario. One person will role-play the therapist. One person will role-play the client. Each individual will have 10-15 minutes to each take a turn in role play. Role-play will begin between therapist/client at Sessions 3-10. The therapist will choose which treatment modality they would like to use. Client can choose to create their own 'story.'

Points to Consider:

Is trust established or not?

Is client passive, resistant, willing, and aggressive, etc during session?

Prior to the presentation, counseling students will turn in their detailed notes from their pseudo session including overview and treatment plan. These must follow a Note Taking Format (SOAP, etc.) and be typed.

Goals:

1. To see that student has learned therapeutic style steps
2. To demonstrate therapeutic-client relationship by showing compassion, validation, unconditional non-judgment, and empathetic skills,
3. Show proper referrals, if needed (i.e., trauma, nutrition, medical).

**Undergraduate Students:** Will present for 10 minutes on a case study. You will be given an pseudo agency that you will be working for and the case study will be your client.

1. How would you work with this client?
2. Referrals?

Undergraduate Students need to provide a 3 page paper outlining their case study.

## **Nutrition Project- 20 Points**

**All Students:** You will write a 5 page paper on:

1. Discuss the diet industry and its effect on society's beliefs on weight and body image.
2. How dieting affects a person who has an eating disorder.
3. List types of carbohydrate, fat and protein and discuss how a restricted amount of any (or all) these nutrients affects one's ability to think/concentrate. Discuss physical symptoms of restricted intake of these nutrients as well.
4. Discuss the typical protocols of assessing weight: who should do weigh, how often, should the patient know...
5. Physical activity: can/should people with eating disorders be allowed to exercise?

6. List 10-15 signs/symptoms you might see or hear a client talk about that would indicate she/he needs to be seen by an RD who specializes in ED.

**Extra Credit**-1 point for every article brought in and presented/discussed with the class, on current research with eating disorder counseling, treatment facilities, nutrition, and trends. Total of 10 articles will be accepted. Total of 10 points can be earned for extra credit.

### **Total 100 Points**

### **Grading Procedures**

|                         |                |
|-------------------------|----------------|
| A (including A- and A)  | 100pts-90pts   |
| B (including B-, B, B+) | 89pts-80pts    |
| C (including C-, C, C+) | 79pts-70pts    |
| F                       | 69pts or below |

### **Grading Criteria**

Assignments are graded based on:

1. Written in APA format
2. Graduate level writing (grammar, spelling, organization, etc.)
3. Compliance to requirements
4. Thoughtfulness and thoroughness
5. Reflections and insights
6. Evidence that students are challenging themselves to grow personally.

### **Classroom Protocol**

To maximize classroom and campus success for each student, and to insure a positive learning environment, the following conduct is expected of all students:

- Attend all scheduled classes and be on time for classes. If you are late, please enter the room quietly.
- Appropriate dress is required.
- Coffee and soft drinks may be permitted by your class instructor; however, empty containers must be properly disposed of after class. Tobacco may not be used at any time during class.
- Participation in class discussion and activities is required. Students should be prepared to be active participants in all classroom activities. Talking during class is limited to class discussions only.
- Please do not bring your children to class. This practice is against University rules and you will be asked to leave class.

Turn all cell phones/pagers off (or on vibrate). Text messaging is not permitted during class.

## **Accommodations**

Students with disabilities who require special accommodations should contact Ms. Tonie Isenhour Rincon Gallardo, the Coordinator for Campus Accessibility Services, at 636.949.4784 and notify the instructor before the end of the second week of class. Reasonable accommodations will be made to ensure that students with disabilities have a fair opportunity to perform at their potentials in this class. Students are responsible for providing the instructor with documentation of the disability and the need for accommodations.

## **Syllabus for Special Topics: Eating Disorders: Identifying, Diagnosing, and Treatment**

### **Week 1 January 29th**

Welcome and Introductions

Course Overview

Perception and Stereotypes of Eating Disorders

Dove Video (You Tube): Beauty Distorted

Individual Perceptions of Eating Disorders (Class Participation)

History of Eating Disorders, Chapter 1-2 HTED

Anorexia Nervosa, Bulimia Nervosa, EDNOS

DSM-IV Definition of Eating Disorders, Chapter 2 AED

Any DSM-V changes

Eating Disorder Awareness Week

Ideas/Class Project or Activity

Introduction to Nutrition with Eating Disorders

Sarah Gleason

### **Week 2 February 5th**

Assessment with Eating Disorders, Chapter 4 HTED/Chapter 1 AED/CBED Chapter 4

Pocket Guide to Eating Disorders Chapter 2-7

Interview Chapter 3 AED

Weight and Body Image

Weight Control Measures

History

Family Assessments chapter 9 AED

Types of Assessments-Handouts Chapter 4-7AED

**Week 3 February 12th**

Cognitive Behavioral Treatment CBTED Chapter 2-3

Bulimia Nervosa –Chapter 6 HTED

Anorexia Nervosa-Chapter 7 HTED

ACT Therapy-New Trend

**Week 4 February 19th**

Maudsley Approach AED Chapter 9

Nutrition aspect

Therapeutic Aspect

Treatment Team Seats

Role Play

**Week 5 February 26th**

Psycho-Educational Principles in Treatment Chapter 8 HTED

Causes of Eating Disorders

Cultural Context for Eating Disorders

Weight Control Methods

Healthy Body Weight

Nutritional Standards

Medical Standards

Physical, Visual Clinical Symptoms with AN and BN

Starvation Effects on those with Eating Disorders

Video

**Week 6 March 5<sup>th</sup>**

**MIDTERMS DUE**

Nutritional Counseling- Chapter 9 HTED

Pocket Guide to Eating Disorders – Chapter 9

Nutritional Counseling

Anorexia Nervosa

Bulimia Nervosa

EDNOS

**Week 7 March 12<sup>th</sup>**

Cognitive Behavioral Body Image Therapy-Chapter 10 HTED and CBTED

Dove Beauty Pressure Video (You Tube)

Body Image and Eating Disorders

Clinical Features of Poor Body Image

Clinical Guidelines for treating poor body image

Assessing Body Image Chapter 10 AED

Media Across Social Publications

Guest Speaker Mike S.

**Week 8 March 19<sup>th</sup> CLASS STARTS AT 5PM**

**\*Nutrition Project Due\***

Special Populations with Eating Disorders Chapters 22-28 HTED

Sexual Abuse and Other Trauma

Substance Abuse and Dependence

Co-Morbid Medical Issues

Personality Disorders

Pre-pubertal Eating Disorders

Refusal of Care Chapter 26 HTED

Legal issues

Ethical issues

Clinical Issues

**Week 9 March 26th**

Treatment Planning Chapter 12 AED

**Week 10 April 9th**

Case Studies

Short Presentation

Treatment Team Table Observation:

Class Dinner –Please bring your own dinner to eat w/ professors in class.

**Week 11 April 16th**

Panel of Professionals to Present:

McCallum Place

St. Louis Children's Hospital Adolescent Program

St. Louis Behavioral Health

**Week 12 April 23rd**

Final Presentations Due

**Week 13 April 30th**

Final Presentations Due

**Week 14 May 7th**

Class Potluck and Discussion on personal changes from class; things learned; and growth noticed