

**WURZWEILER SCHOOL OF SOCIAL WORK  
YESHIVA UNIVERSITY  
MSW PROGRAM**

**Treatment of Eating Disorders  
SWK 6823**

**I. COURSE DESCRIPTION**

The Eating Disorders Elective class will provide students with a comprehensive overview of eating disorders as biopsychosocial disorders and will focus primarily on methods and approaches to treatment within the confines of therapeutic social work practice. Students will gain an understanding of the etiology of eating disorders and accompanying personality issues from a developmental perspective. Diagnostic criteria will be fully covered, and students will be able to identify specific eating disorders in their clinical practice. Students will become familiar with the underlying language of an eating disorder and available treatment options including the benefits of working in a treatment team with this population. Mandatory readings will be assigned as will a suggested reading list for students interested in further study. All aspects of high-quality treatment for eating disorders will be addressed and students will leave this class with a solid base for understanding the complexity of eating disorders from a clinical and societal perspective.

**II. LEARNING OBJECTIVES**

At the completion of this course, students will be able to:

1. Understand eating disorders as complex biopsychosocial disorders, with an emphasis on the medical risk and neurological and biological manifestation of eating disorders.
2. Identify the full range of specific eating disorders, including EDNOS, with the ability to differentiate among eating disorders based on diagnostic criteria and apply differential diagnosis to the full range of eating disorders.
3. Develop awareness of sociocultural issues which impact the etiology, course, treatment and recovery of eating disorders, including the role of the media, from a person in environment lens.
4. Understand the role of culture in the lived experience of eating disorders, exploring risk and protective factors from a resiliency and strengths perspective.
5. Develop awareness of the lived experiences of vulnerable populations with eating disorders, including access to resources, healthcare and cultural norms of influence.
  
6. Develop knowledge of foundation theories that contribute to understanding the etiology underlying eating disorders, including developmental theory to inform social work assessment of eating disorders with attention to safety risks among this population.

7. Demonstrate foundation social work practice skills for assessment, treatment planning and intervention in preparation for working with the eating disorder population.
8. Examine evidence-based treatment interventions for various eating disorders and treatment settings with regards to determining the level of care and appropriate intervention when engaging in treatment planning.
9. Understand the role of the social worker as part of the interdisciplinary team, and the value and the role of the interdisciplinary team in assessment and treatment of eating disorders.

### **III. INSTRUCTIONAL METHODS**

Coping with Loss is designed as a lecture/discussion course. Students are expected to actively participate in critical discussions and present relevant material. Films, and professional literature will be used to provide case examples and relevant didactic content.

### **IV. COURSE EXPECTATIONS AND GRADING**

Students are expected to attend all classes and to be on time. Class participation is important and there is an expectation that all students will complete the required readings and be prepared for class discussion. Class discussions are meant to enhance the student understanding of content; reading assignments will not be summarized or reviewed in class.

<b>Assignment</b>	<b>Grade Percentage</b>	<b>Due Date</b>
Assignment 1: Midterm Exam	35%	9 <sup>th</sup> Session
Assignment 2: Final	40%	13 <sup>th</sup> Session
Class Attendance, Participation & Discussions	25%	Ongoing

A letter grade (A, A-, B+, B, B-, C+, C or F) will be given based on: Quality, scholarship and timeliness of papers & Quality of class participation.

Grading: A= 94-100; A- = 90-93; B+ = 87-89; B= 83-86; B-=80-82; C+ = 75-79; C=70-74 F<74

## COURSE GRADING RUBRIC

<b>Class Participation</b>	Contributes to class discussions by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives <b>33 points</b>	Attends class regularly and <i>sometimes</i> contributes to the discussion in the aforementioned ways. <b>30 points</b>	Attends class regularly but <i>rarely</i> contributes to the discussion in the aforementioned ways. <b>27 points</b>	Attends class regularly but <i>never</i> contributes to the discussion in the aforementioned ways. <b>23 points</b>
<b>Attendance</b>	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed. <b>33 points</b>	Minimal lateness; almost never misses a class; no unexcused absences. No deadlines missed. <b>30 points</b>	Late to class semi-frequently; misses deadlines. <b>27 points</b>	Late to class frequently misses deadlines <b>23 points</b>
<b>Comportment</b>	Demonstrates excellence in communication, interpersonal skill, respect for the ideas of others and the learning environment, engages in reflective thinking, exemplifies empathy, honesty and integrity, shows respect for diversity, demonstrates ethical conduct, and conducts oneself with a professional demeanor. <b>33 points</b>	Occasionally exhibits excellence in comportment; is almost always respectful towards peers, and the learning environment <b>30 points</b>	Recurring comportment issues behaves in ways that are not always respectful of peers, and the learning environment <b>27 points</b>	Consistent comportment concerns; is often disrespectful to peers and the learning environment <b>23 points</b>

### REQUIRED TEXTS

- Maine, M., McGilley, B. & Bunnell, D. (Ed.). (2010). *Treatment of eating disorders: Bridging the research-practice gap*. Academic Press. ISBN 978-0-12-375668-8.
- Costin, C. (2007). *The eating disorder sourcebook*. McGraw Hill Companies. ISBN-10 : 0071476857 (\$13.37 New, paperback on Amazon).

### Recommended Texts:

Costin, Carolyn; Grabb, Gwen Schubert (2012). *8 Keys To Recovery From An Eating Disorder* ISBN 978-0-393-70695-6 (pbk.) W.W. Norton & Company, Inc. (\$15.51 New on Amazon, Paperback)

### COURSE ASSIGNMENTS

#### Assignment 1: Midterm Exam (35%)

The midterm exam will be offered on Canvas during Week 7 of the semester. The exam consists of 20 multiple choice questions and two short answer essay questions. The exam is based on learning through this point of the semester. Students will receive a review session prior to the exam, in order to assist with test preparation.

## Assignment 2: Final Assignment (40%) - Due Session 13

Throughout the semester you have learned about various eating disorders, the biopsychosocial lens through which social workers understand eating disorders, and different approaches to treatment. For the final paper, choose one eating disorder to research, answering the questions below. Papers must be 5-7 pages, with 3 empirical references and adhere to APA 7<sup>th</sup> edition.

1. **Identify and summarize one eating disorder**, using the social work literature\*: (25 points)
  - A. Provide a brief summary of the DSM-5 criteria for this eating disorder (10pts)
  - B. Summarize the biopsychosocial characteristics of this eating disorder (15pts)
  
2. **Choose a population based on one factor of cultural diversity/identity**. For example, you may focus on population based on age, gender, sexual orientation, class, race, ethnicity, religion or co-morbid diagnosis (25 points)
  - A. According to the literature, report aspects of the unique experience of this eating disorder related to the population (element of diversity) you have chosen (10pts)
  - B. Report at least one risk factor and one protective factor of this specific cohort according to the literature (15pts)
  
3. **Report one intervention** that is cited in the literature as effective in treating the eating disorder you have chosen (evidence-based) and your identified population (30 points)
  - A. Provide a brief summary about the intervention and its major components (10pts)
  - B. What must be considered when determining the setting for carrying out this treatment intervention with for the eating disorder you have chosen? (i.e. outpatient, residential) (10pts)
  - C. Report and summarize what safety aspects must be considered related to the chosen eating disorder (consider medical complications as well as suicidality) (10pts)
  
4. **Case Application**: Imagine you are a social worker carrying out the intervention with an individual who is experiencing an eating disorder from the specific population that you have chosen to focus on in this paper (10points)
  - A. What challenges might you anticipate in the process of treatment? (5 pts)
  - B. Report your plan to manage these challenges based on what you have learned in this class (5 pts)
  
5. **APA and Scholarly Writing** (10 points)
  - All papers must follow APA guidelines (7<sup>th</sup> edition):
  - [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) (Links to an external site.)
  - Be sure to include a brief introduction and a brief conclusion to your paper.
  - Papers should be grammatically correct and professionally written, demonstrating critical thinking skills and conceptual application of course material.

\*Social work literature refers to empirical articles and course textbooks. Websites such as Wikipedia and the Mayo Clinic are not acceptable.

\***Grading Rubric for Papers**: Please see page 16 for Rubric

## **VI. EVALUATION**

Students are provided opportunity to evaluate doctoral courses. An evaluation form pertaining to the course and instructor will be conducted on-line. There will also be oral discussion of students' perspectives about the course. Evaluation is ongoing and students are encouraged to provide feedback about their learning needs throughout the semester.

**VII. OFFICE OF DISABILITIES SERVICES (ODS)** collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. <http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

## **VIII. E-RESERVES**

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is <http://yulib002.mc.yu.edu:2262/er.php>. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

### **ACCESSING E-RESERVES**

#### **FROM CANVAS**

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)

#### **FROM CAMPUS**

1. If you wish to access e-reserves from the library home page ([library.yu.edu](http://library.yu.edu)),
2. Use "**wurzweiler**" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: [gross@yu.edu](mailto:gross@yu.edu) or [ereserves@yu.edu](mailto:ereserves@yu.edu).

#### **FROM OFF-CAMPUS**

1. Go to the library's online resources page: [http://www.yu.edu/libraries/online\\_resources.asp](http://www.yu.edu/libraries/online_resources.asp)
2. Click on E-RES; you will be prompted for your **Off Campus Access Service login** and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: [gross@yu.edu](mailto:gross@yu.edu) or [ereserves@yu.edu](mailto:ereserves@yu.edu).

### **USING E-RESERVES**

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe

Acrobat Reader software. You can download it FREE at [www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html)

## **IX. PLAGIARISM**

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes **plagiarism** and is a violation of academic standards. The School will not condone **plagiarism** in any form and will impose sanctions to acts of **plagiarism**. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. **Plagiarism** occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also **plagiarism** to use the ideas and/or work of another student and present them as your own. It is **NOT plagiarism** to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

[www.grammarly.com/plagiarism\\_checker](http://www.grammarly.com/plagiarism_checker)

[www.dustball.com/cs/plagiarism.checker](http://www.dustball.com/cs/plagiarism.checker) [www.plagtracker.com](http://www.plagtracker.com)

[www.plagium.com/](http://www.plagium.com/)

[www.plagscan.com/seesources/](http://www.plagscan.com/seesources/)

[www.duplichecker.com/](http://www.duplichecker.com/)

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

## **X. HIPAA**

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis,

race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

## **XI. FERPA & OTHER UNIVERSITY POLICIES**

Wurzweiler's policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found **here**.

Drug-Free University Policy can be found **here**.

Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found **here**.

The University's Computer Guidelines can be found **here**.

## **COURSE OUTLINE**

### **Session 1: Introduction to Eating Disorders and Clinical Classification**

- Introduction to eating disorders and general overview of DSM-5 category eating disorders.
- Understand what the category of eating disorders according to the DSM and general clinical classification.
- Identify how eating disorders are differentiated in a manner that will inform practice.

### **Assigned Readings:**

- DSM 5 – Feeding and Eating Disorders (pages 329-354).
- Michalska, A., Szejko, N., Jakubczyk, A., & Wojnar, M. (2016). Nonspecific eating disorders-a subjective review. *Psychiatria Polska*, 50(3), 497-507.
- Zam, W., Saijari, R., & Sijari, Z. (2018). Overview on eating disorders. *Progress in Nutrition*, 20(2-S), 29-35.

### **Session 2: Understanding Eating Disorders from a Biopsychosocial Perspective**

- Begin exploring the theoretical conceptualization of eating disorders.
- Develop a biopsychosocial perspective of eating disorders, exploring the goodness of fit for social work practice with this population.
- Examine the neurobiology of eating disorders, including genetic predisposition and nature v. nurture perspectives in the field.

### **Assigned Readings:**

- \*Main Text, Chapter 1: A Perfect Biopsychosocial Storm
- \*Verschuere, M., Luyckx, K., Kaufman, E. A., Vansteenkiste, M., Moons, P., Sleuwaegen, E., ... & Claes, L. (2017). Identity processes and statuses in patients with and without eating disorders. *European Eating Disorders Review*, 25(1), 26-35.
- \*Rodgers, R. F., Paxton, S. J., & McLean, S. A. (2014). A biopsychosocial model of body image concerns and disordered eating in early adolescent girls. *Journal of youth and adolescence*, 43(5), 814-823.
- \*Fitzsimmons-Craft, E. E. (2011). Social psychological theories of disordered eating in college women: Review and integration. *Clinical psychology review*, 31(7), 1224-1237.

- Mazzeo, S. E., & Bulik, C. M. (2009). Environmental and genetic risk factors for eating disorders: what the clinician needs to know. *Child and adolescent psychiatric clinics of North America*, 18(1), 67-82.
- von Hausswolff-Juhlin, Y., Brooks, S. J., & Larsson, M. (2015). The neurobiology of eating disorders—a clinical perspective. *Acta Psychiatrica Scandinavica*, 131(4), 244-255.

**TEDx Talk with Dr. Laura Hill: Eating Disorders from the Inside Out**

[https://www.youtube.com/watch?v=UEysOExcwrE&feature=emb\\_imp\\_woyt](https://www.youtube.com/watch?v=UEysOExcwrE&feature=emb_imp_woyt)

**Podcast:**

<https://emilyprogram.com/blog/episode-8-the-neurobiology-of-eating-disorders/>

**Session 3: Health at Every Size and the Value of Weight Neutrality**

- Society and Eating Disorders: What's Weight got to do with it?
- Understanding Health at Every Size (HAES) as a model for social work practice.
- Examining the role of weight in overall health
- Explore the role of body image culturally and mainstream media

**Assigned Readings:**

- \*Main Text, Chapter 2: What's Weight Got to Do with It?
- \*Bacon, L., & Aphramor, L. (2011). Weight science: Evaluating the evidence for a paradigm shift. *Nutrition Journal*, 10(1), 1-13.
- \*Main Text, Chapter 4: Are Media an Important Medium for Clinicians? Mass Media, Eating Disorders, In the Bolder Model of Treatment, Prevention, and Advocacy.
- Sepúlveda, A. R., & Calado, M. (2012). Westernization: the role of mass media on body image and eating disorders. In *Relevant topics in eating disorders*. IntechOpen.
- Rodgers, R. F., Berry, R., & Franko, D. L. (2018). Eating disorders in ethnic minorities: An update. *Current psychiatry reports*, 20(10), 90.
- Soh, N. L., Touyz, S. W., & Surgenor, L. J. (2006). Eating and body image disturbances across cultures: A review. *European Eating Disorders Review: The Professional Journal of the Eating Disorders Association*, 14(1), 54-65.

**Video:** Angie Tillman, RD: The Principles of "Health at Every Size"

<https://www.youtube.com/watch?v=Uy07TkTeE3Y>

**Web Resource:**

[The Health At Every Size Approach: HAES Principles](#)

**Session 4: Anorexia Nervosa and Introduction to the Role of Medical Assessment**

- Understand anorexia nervosa (AN) in-depth, beginning with clinical understanding of this disorder
- Recognize the emotional and behavioral signs of anorexia nervosa, as well as physical health effects of AN

- Explore and begin understanding the critical role of medical assessment and considerations for safety related to medical risk interconnected with EDs.

### **Assigned Readings:**

- \*In textbook, Maine, M., McGilley, B.H. & Bunnell, D. (Eds). (2010). Treatment of Eating Disorders: Bridging the Research-Practice Gap, **Chapter 6: “Medical Assessment of Eating Disorders”**.
- \*Strober, M & Johnson, C. (2012). The need for complex ideas in anorexia nervosa: Why biology, environment, and psyche all matter, why therapists make mistakes and why clinical benchmarks are needed for managing weight correction. *International Journal of Eating Disorders*; 45:155-178.
- \*Fogarty, S., & Ramjan, L. M. (2016). Factors impacting treatment and recovery in Anorexia Nervosa: qualitative findings from an online questionnaire. *Journal of eating disorders*, 4(1), 18.
- Frank, G. K., Shott, M. E., & DeGuzman, M. C. (2019). Recent advances in understanding anorexia nervosa. *F1000Research*, 8.
- Abbate-Daga, G., Amianto, F., Delsedime, N., De-Bacco, C., & Fassino, S. (2013). Resistance to treatment and change in anorexia nervosa: a clinical overview. *BMC psychiatry*, 13(1), 294.
- Peterson, K., & Fuller, R. (2019). Anorexia nervosa in adolescents: An overview. *Nursing2019*, 49(10), 24-30.

### **Videos:**

Anorexia Recovery Story: How I Survived an Eating Disorder

<https://www.youtube.com/watch?v=MprkgCuCu80>

Inside the Eating Disordered Mind

[https://www.youtube.com/watch?time\\_continue=69&v=DJo4OWtpcYU&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=69&v=DJo4OWtpcYU&feature=emb_logo)

### **Web Resources:**

<https://eating-disorders.org.uk/information/why-people-get-eating-disorders/>

<https://www.beateatingdisorders.org.uk/your-stories/perfectionism-recovery-anorexia/>

## **Session 5: Bulimia Nervosa, Binge Eating Disorder and Orthorexia**

- Binge Eating Disorder in-depth
- Understanding Bulimia Nervosa in-depth
- Orthorexia in-depth

### **Assigned Readings:**

- \*Bernacchi, D. L. (2017). Bulimia nervosa: A comprehensive analysis of treatment, policy, and social work ethics. *Social work*, 62(2), 174-180.
- Dingemans, A., Danner, U., & Parks, M. (2017). Emotion regulation in binge eating disorder: A review. *Nutrients*, 9(11), 1274.
- \*Koven, N. S., & Abry, A. W. (2015). The clinical basis of orthorexia nervosa: emerging perspectives. *Neuropsychiatric disease and treatment*, 11, 385.
- Mandal, P., Arumuganathan, S., Sagar, R., & Srivastava, P. (2013). A classical case of bulimia nervosa from India. *Indian journal of psychological medicine*, 35(3), 309.

- \*Hutson, P. H., Balodis, I. M., & Potenza, M. N. (2018). Binge-eating disorder: clinical and therapeutic advances. *Pharmacology & therapeutics*, 182, 15-27.

### **Web Resources:**

#### ***Lived Experience/Personal Accounts:***

<https://caras-corner.com/2018/08/29/a-day-in-the-life-orthorexia/> (Links to an external site.)

<https://www.nationaleatingdisorders.org/blog/neda-writers-share-orthorexia-stories>

#### ***Professional Organizations:***

National Eating Disorders Collaboration: Binge Eating Disorder

<https://www.nedc.com.au/eating-disorders/eating-disorders-explained/types/binge-eating-disorder/>

Eating Disorder Hope: Orthorexia

<https://www.eatingdisorderhope.com/information/orthorexia-excessive-exercise>

#### **Video:**

Compulsive Overeating Overview

<https://www.youtube.com/watch?v=iPTCVvgY0mA&t=4s>

### **Session 6: Social Work Assessment and Eating Disorders**

- Understanding critical aspects of social work assessment with eating disorders with emphasis on person-in-environment lens
- Explore assessment instruments for evaluation of eating disorders
- Tuning-in during social work assessment: the role of family, environment and client defense mechanisms

### **Assigned Readings:**

- \***Chapter 7, " Assessing the Situation"**, In textbook, Costin, C. (2007). *The Eating Disorders Sourcebook: A Comprehensive Guide To The Causes, Treatments, And Prevention Of Eating Disorders* (3rd Edition). Macgraw-Hill.
- Mairs, R., & Nicholls, D. (2016). Assessment and treatment of eating disorders in children and adolescents. *Archives of Disease in Childhood*, 101(12), 1168-1175.
- \*Anderson, D. A., Schaumberg, K., Reilly, E. E., & Anderson, L. M. (2015). Research tools for assessing eating disorders. In L. Smolak & M. P. Levine (Eds.), *The Wiley handbook of eating disorders* (Vol. 2, pp. 537–554). Chichester, UK: John Wiley & Sons.
- \*Harrington, B. C., Jimerson, M., Haxton, C., & Jimerson, D. C. (2015). Initial evaluation, diagnosis, and treatment of anorexia nervosa and bulimia nervosa. *American Family Physician*, 91(1), 46-52.

- Surgenor, L. J., & Maguire, S. (2013). Assessment of anorexia nervosa: an overview of universal issues and contextual challenges. *Journal of eating disorders*, 1(1), 29.
- Podar, I., & Allik, J. (2009). A cross-cultural comparison of the eating disorder inventory. *International Journal of Eating Disorders*, 42(4), 346-355.

### **Web Resources:**

- Knapp, M. ( N.d.). *How do social workers help with eating disorders?* NASW Help Starts Here. Retrieved from <http://www.helpstartshere.org/?p=308> (Links to an external site.)
- McNicoll, A. (2014). *Social work on an eating disorders unit: 'It was so powerful to see the girl leave the hospital and start dreaming again'*. Retrieved from: <https://www.communitycare.co.uk/2014/10/15/social-work-eating-disorders-unit-powerful-see-girl-leave-hospital-start-dreaming/>

### **Video:**

Eating Disorders Screening and Assessment

<https://www.youtube.com/watch?v=R2ep0nnVpn4>

### **Screening Instruments and Measures for Evaluating EDs:**

- Eating Attitude Test
- Eating Disorder Inventory

### **Session 7: The Role of Nutrition in Eating Disorders (Midterm)**

- Identify the role of nutrition in recovery and understand that the dietitian is a key component of recovery.

### **Assigned Readings:**

- Maine, M., McGilley, B.H. & Bunnell, D. (2010). *Treatment of eating disorders: Bridging the research-practice gap. Chapter 8, Nutritional Impact on the Recovery Process.*
- Ozier, A. D., & Henry, B. W. (2011). Position of the American Dietetic Association: nutrition intervention in the treatment of eating disorders. *Journal of the American Dietetic Association*, 111(8), 1236-1241.
- Freeland-Graves, J. H., & Nitzke, S. (2013). Position of the academy of nutrition and dietetics: total diet approach to healthy eating. *Journal of the Academy of Nutrition and Dietetics*, 113(2), 307-317.

### **Session 8: The Family System, Family Dynamics and Eating Disorders**

- Exploring and understanding the family dynamics of eating disorders.
- Identifying the role of the family environment, system and family relationships play in disordered eating.
- Family as a risk or protective factor in eating disorders.

### Assigned Readings:

- Maine, M., McGilley, B. & Bunnell, D. (Ed.). (2010). *Treatment of eating disorders: Bridging the research-practice Gap*. Academic Press. **Chapter 20: When Helping Hurts: The Role of the Family and Significant Others in the Treatment of Eating Disorders.**
- Darrow, S. M., Accurso, E. C., Nauman, E. R., Goldschmidt, A. B., & Le Grange, D. (2017). Exploring types of family environments in youth with eating disorders. *European Eating Disorders Review*, 25(5), 389-396.
- Cerniglia, L., Cimino, S., Tafà, M., Marzilli, E., Ballarotto, G., & Bracaglia, F. (2017). Family profiles in eating disorders: family functioning and psychopathology. *Psychology research and behavior management*, 10, 305
- Le Grange, D., Lock, J., Loeb, K., & Nicholls, D. (2010). Academy for eating disorders position paper: The role of the family in eating disorders. *International Journal of Eating Disorders*, 43(1), 1.

### Podcast:

<https://www.emilyprogram.com/blog/episode-23-raffaelas-story/>

#### ***Episode description:***

"When an eating disorder affects a child or adolescent, it affects the child's parents and caregivers as well. In this episode, Raffaella discusses the impact of her daughter's eating disorder on her family. She describes how she continues to fight alongside her daughter, navigating treatment and the challenges associated with it. She addresses the confusion, isolation, frustration, and exhaustion commonly felt in this situation, and emphasizes the importance of patience, self-care, and a strong support system" (Retrieved from <https://emilyprogram.com/blog/episode-23-raffaelas-story/> (Links to an external site.))

### Video:

Parents and Eating Disorders Treatment

<https://www.youtube.com/watch?v=axSo3aQdfvo&t=7s>

### **Session 9: The Role of the Treatment Team and Levels of Care for Eating Disorders**

- Differentiate among the levels of care in the treatment of eating disorders
- Identify factors that determine the level of care recommended for a client with an eating disorder
- Further understanding the role of the interdisciplinary treatment team

### Assigned Readings:

- In textbook: Costin, C. (2007). *The eating disorders sourcebook*. **Chapter 15, When Outpatient Treatment Isn't Enough**
- In textbook: Maine, M., McGilley, B. & Bunnell, D. (Ed.). (2010). *Treatment of eating disorders: Bridging the research-practice gap*. **Chapter 11: "Outpatient Treatment of Anorexia Nervosa Following Weight Restoration Practical and Conceptual Issues"**.
- Anderson, L. K., Reilly, E. E., Berner, L., Wierenga, C. E., Jones, M. D., Brown, T. A., ... & Cusack, A. (2017). Treating eating disorders at higher levels of care: Overview and challenges. *Current psychiatry reports*, 19(8), 48.

- Geller, J., Isserlin, L., Seale, E., Iyar, M. M., Coelho, J. S., Srikameswaran, S., & Norris, M. (2018). The Short Treatment Allocation Tool for Eating Disorders: current practices in assigning patients to level of care. *Journal of eating disorders*, 6(1), 1-6.

### **Web Resources**

Levels of Care Guidelines for Patients: <https://www.nationaleatingdisorders.org/toolkit/parent-toolkit/level-care-guidelines-patients> (Links to an external site.)

When Does a Client Need a Higher Level of Care

<https://emilyprogram.com/blog/when-does-a-client-need-a-higher-level-of-care/>

What Level of Eating Disorder Treatment is Right for me?

<https://www.verywellmind.com/levels-of-eating-disorder-treatment-4134267>

Treatment Settings and Levels of Care

<https://anad.org/levels-of-care/>

Determining the Best Level of Care for Eating Disorder Treatment

<https://www.eatingdisorderhope.com/blog/eating-disorder-levels-care-determining-treatment>

### **Video:**

#### **Assessment of Eating Disorders by the UCLA Treatment Team**

Listen to the UCLA outpatient team, which includes a pediatrician, psychologist and dietician, discuss assessment of a adolescent presenting with an eating disorders. The social worker role would be akin to the role of the psychologist on this team.

<https://www.youtube.com/watch?v=arQQX1Ki3zw&t=1s>

### **Session 10: Intersectionality and Eating Disorders with Diverse Populations, including Males, Ethnic and Sexual Minority Groups**

- Identifying the how social position and intersectionality contribute to the experience of an eating disorder related to sexual orientation, race, religion, spirituality, ethnic identity, gender and age.
- Understanding the lived experiences of males with eating disorders.
- Exploring the experience of ethnic and sexual minorities with eating disorders.

### **Assigned Readings:**

- \*Maine, M; McGilley, B; Bunnell, D. (Ed.). (2010). *Treatment of eating disorders: Bridging the research-practice gap*, **Chapter 8: Men with Eating Disorders**
- \*Costin, C. (2007). *The eating disorders sourcebook*. **Chapter 2: Young, White and Female: Myth or Reality?**
- National LGBT Health Education Center. (2018). *Addressing Eating Disorders, Body Dissatisfaction, and Obesity Among Sexual and Gender Minority Youth*. Supported by Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS).

- Marques, L., Alegria, M., Becker, A. E., Chen, C. N., Fang, A., Chosak, A., & Diniz, J. B. (2011). Comparative prevalence, correlates of impairment, and service utilization for eating disorders across US ethnic groups: Implications for reducing ethnic disparities in health care access for eating disorders. *International Journal of Eating Disorders*, 44(5), 412-420.
- Weinberger-Litman, S. L., Rabin, L. A., Fogel, J., Mensinger, J. L., & Litman, L. (2016). Psychosocial mediators of the relationship between religious orientation and eating disorder risk factors in young Jewish women. *Psychology of Religion and Spirituality*, 8(4), 265.

### **Web Resources**

- Eating Disorders in LGBTQ Populations: <https://www.nationaleatingdisorders.org/learn/general-information/lgbtq>
- Persons of Color and Eating Disorders: <https://www.nationaleatingdisorders.org/people-color-and-eating-disorders>
- Eating Disorders Among Minorities: <https://toledocenter.com/eating-disorders/eating-disorders-among-minorities/>

### **Videos:**

Eating disorders are black women's issues too – The Guardian  
<https://www.youtube.com/watch?v=YVqCZCf7Xnc>

One 13 year old Boy's Struggle with an Eating Disorder -NPR  
<https://www.youtube.com/watch?v=OQqVbxp2yRc>

Eating Disorders and the LGBTQ Community – Walden Behavioral Care  
<https://www.youtube.com/watch?v=vujvl0zGS7c&t=1s>

## **Session 11: Social Work Practice and Individual Therapy with Eating Disorders: Key components and Overview of Approaches**

- Identify major practice components and dynamics of individual therapy with eating disorders, including the importance of the therapeutic alliance.
- Conceptualize the process of recovery with eating disorders, the uniqueness of the individual.
- Obtain a broad understanding of the major treatment approaches for eating disorders.

### **Assigned Readings:**

- \*Costin, C. *Eating disorders sourcebook*. **Chapter 9, Individual Therapy, Putting the Eating Disorder out of a job.**
- \*Maine, M., McGilley, B.H. & Bunnell, D. (2010). *Treatment of eating disorders: Bridging the research-practice gap*. **Chapter 12, Recipe for recovery: Necessary Ingredients for the Client's and Clinician's Success.**
- Costin, C. *Eating disorders sourcebook*. **Chapter 8, Treatment Philosophies and Approaches.**

## **Session 12: Evidence-Based Practice with Eating Disorders: Acceptance and Commitment Therapy and Mindfulness-Based Approaches**

- Understanding the major components of acceptance and commitment therapy for treatment of eating disorders.
- Learn about the use of mindfulness-based approaches in the treatment of eating disorders.

### **Assigned Readings:**

- Maine, M., McGilley, B.H. & Bunnell, D. (2010). *Treatment of eating disorders: Bridging the research-practice gap. Chapter 10, New Pathways: Applying Acceptance and Commitment Therapy to the Treatment of Eating Disorders\*\*\**
- Kristeller, J. L., Baer, R. A., & Quillian-Wolever, R. (2006). Mindfulness-based approaches to eating disorders. *Mindfulness-guide to evidence base and applications*, 75.
- Maine, M., McGilley, B.H. & Bunnell, D. (2010). *Treatment of eating disorders: Bridging the research-practice gap. Chapter 23, The Case for Integrating Mindfulness in the Treatment of Eating Disorders*

### **Guided Mindfulness Exercise:**

Jon Kabat-Zinn, PhD

<https://www.youtube.com/watch?v=8HYLyujZKno>

### **Web Resources:**

<https://contextualscience.org/act>

<https://www.eatingrecoverycenter.com/recovery-centers/levels-of-care/adult/acceptance-and-commitment-therapy> (Links to an external site.)

<https://www.mirror-mirror.org/act-eating-disorder-treatment.htm>

### **Video Recourse:**

General Overview: Acceptance and Commitment Therapy (ACT) Skills - Video Lecture (Not Specific to ED)

<https://www.youtube.com/watch?v=q9OIRG5fed0>

### **The Eating Disorder Recovery Podcast with Dr. Anderson:**

Using Defusion to Detach from Eating Disorder Thoughts (ACT)

<https://www.youtube.com/watch?v=owJ4Qw8ukmA>

## **Session 13: Evidence-Based Practice with Eating Disorders: Integrated Relational/Motivational Approach**

- Understanding key components and skills of the Integrated Relational/Motivational Approach, an evidence-based treatment for eating disorders.

### **Assigned readings:**

- \*Maine, M., McGilley, B.H. & Bunnell, D. (2010). *Treatment of eating disorders: Bridging the research-practice gap*. **Chapter 19, Mutuality and Motivation in the Treatment of Eating Disorders\*\*\***
- Tantillo, M., Sanftner, J., & Hauenstein, E. (2013). Restoring connection in the face of disconnection: An integrative approach to understanding and treating anorexia nervosa. *Advances in Eating Disorders*, 1(1), 21-38.
- Sanftner, J. L., Tantillo, M., & Seidlitz, L. (2004). A pilot investigation of the relation of perceived mutuality to eating disorders in women. *Women & Health*, 39(1), 85-100.
- Tantillo, M., McGraw, J. S., Lavigne, H. M., Brasch, J., & Le Grange, D. (2019). A pilot study of multifamily therapy group for young adults with anorexia nervosa: Reconnecting for recovery. *International Journal of Eating Disorders*, 52(8), 950-955.

### **Web Resources:**

<https://www.nedc.com.au/eating-disorders/treatment-and-recovery/stages-of-change/> (Links to an external site.)

<https://www.edcatalogue.com/understanding-stages-change-recovery-process/> (Links to an external site.)

<https://eatingdisordersreview.com/motivational-interviewing/>

### **Videos:**

Eating Disorders and Stages of Change

<https://www.youtube.com/watch?v=lx2Cq5v9gAQ>

Meant for Each Other: Motivational Interviewing and the Health At Every Size® Principles with Ellen Glover, PhD, RD, LDN

<https://www.youtube.com/watch?v=S6oT7HNtJGk>

### **Session 14: Exploring Mind/Body Experiential Therapies and Course Wrap-up!**

- Explore Mind/Body Experiential Therapies
- Wrap up course!

### **Assigned Readings:**

- Maine, M., McGilley, B.H. & Bunnell, D. (2010). *Treatment of eating disorders: Bridging the research-practice gap*. **Chapter 24. The Use of Holistic Methods to Integrate the Shattered Self**
- Costin, Carolyn. *The Eating Disorders Sourcebook (Sourcebooks)* (p. 283). McGraw-Hill Education. Kindle Edition, **Chapter 16, Alternative Approaches to Treatment Eating Disorders**

### **Web Resources:**

<https://www.eatingdisorderhope.com/blog/nutritional-rehabilitation-understanding-process-long-term-recovery> (Links to an external site.)

<https://www.eatingrecoverycenter.com/blog/2016/09/22/power-yoga-eating-disorder-treatment-recovery-lisa-mareb> (Links to an external site.)

<https://www.eatingdisorderhope.com/recovery/self-help-tools-skills-tips/family-support-in-nutritional-rehabilitation> (Links to an external site.)

<https://www.rosewoodranch.com/nutritional-therapy/> (Links to an external site.)

<https://www.eatingrecoverycenter.com/patients/what-to-expect/meal-planning-and-food-choices> (Links to an external site.)

**Videos:**

Interview with Carolyn Costin about yoga and eating disorders  
<https://www.youtube.com/watch?v=GAuzFp3osuQ&t=2s>

Dr Melissa Atkinson: Mindfulness-based interventions for body image and eating disorder prevention  
<https://www.youtube.com/watch?v=O0hbPJ8dl3Q>