

**MURRAY STATE UNIVERSITY****DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING****COURSE PREFIX: CNS****COURSE NUMBER: 760****CREDIT HOURS: 3****I. TITLE: Eating Disorders and Body Image Counseling****II. COURSE DESCRIPTION AND PREREQUISITE(S):**

Course provides an overview of the etiology, diagnosis and treatment of eating disorders, including anorexia nervosa, bulimia, and binge eating disorder. Treatment is considered from a team-based approach to include psychological, cognitive, and physiological processes. Obesity and its relationship with eating disorders as well as self-image will also be addressed.

**Prerequisite(s):** none

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Council for Accreditation of Counseling & Related Education Programs (CACREP) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. describe the signs and symptoms of anorexia, bulimia, and binge-eating disorder, as well as identify appropriate resources for diagnosis (Section II: G.1.c, G.3.d, G.3.g; Section III: C2);
- B. conceptualize cases and formulate treatment plans for case studies involving eating disorders based on the effectiveness of current modes of intervention and prevention within a treatment team (Section II: G.3.e, G.3.h, G.5.a, G.5.g, G.8.a, G.8.e; Section III CMHC: C1, C2);
- C. describe the co-occurring psychological disorders and the treatment considerations typically associated with eating disorders (CACREP Section II: G.3.b, G.3.g, G.5.c);
- D. identify the medical and psychological implications of obesity and how it relates to eating disorders (Section II: G.3.b, G.3.g; Section III CMHC: C1, C2);
- E. understand how trauma and the dimensions of culture contribute to the development of eating disorders, as well as body image disturbances (Section II: G.2.c, G.3.b, G.3.c; Section III CMHC: A9);
- F. apply family systems concepts when identifying effective treatment strategies for eating disorders and facilitating individual development using a team-based approach (Section II: G.2.d, G.3.d, G.6.d);
- G. learn effective methods of intervention for eating disorders when working in groups (Section II: G.6.b, G.6.d; Section III CMHC: C1); and
- H. gain insight into personal reactions regarding food and body image and how those reactions impact client development in the counseling relationship (Section II: G.2.b, G.2.e, G.2.f, G.5.b; Section III CMHC: A3).

**IV. CONTENT OUTLINE:**

- A. Overview of Eating Disorders
- B. Diagnosis of Anorexia, Bulimia, Binge-eating Disorder and Their Variations
- C. Obesity in Relation to Eating Disorders
- D. Perspectives on Eating Disorders
- E. Psychological and Social Considerations
- F. Approaches to Treatment in Teams
- G. Working with Families

**V. INSTRUCTIONAL ACTIVITIES:**

- A. Discussion
- B. In-Class Exercises
- C. Reading Assignments
- D. Research Paper
- E. Guest Speakers

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

None

**VII. TEXT(S) AND RESOURCES:**

- A. Required Text:

Fairburn, C., & Brownell, K. *Eating disorders and obesity: A comprehensive handbook*. New York, NY: Guilford Press.

B. Websites:

Eating Disorder Referral and Information Center: <http://www.edreferral.com/>

National Eating Disorders Association: [www.nationaleatingdisorders.org/](http://www.nationaleatingdisorders.org/)

**VIII. EVALUATION AND GRADING PROCEDURES:**

A. Course Requirements:

Class Attendance and Participation	10%
Research Paper	20%
Case Study	10%
Article Summary	10%
Program Development	15%
Reflection Journals	15%
Final Exam	20%

B. Grading Scale:

A = 92 – 100

B = 82 – 91

C = 72 – 81

E = Below 72

C. Assignment Descriptions:

1. Class Attendance & Participation (10%): All students are expected to participate in class discussions, activities, and role plays.
2. Research Paper (20%): Write an 8-10 page paper based on a topic related to eating disorders (i.e. eating disorders in males, nutritional consequences of eating disorders, the role of family in the development of eating disorders, and eating disorders among athletes). Include at least 6 references from professional journals. Use APA style within the paper and for your reference list. Present your findings to the class. (Section II: G.8.a, G.8.e; Section III CMHC: C1, C2, C5)
3. Case Study (10%): Write a summary and clinical interpretation after viewing a video-taped case on eating disorders. Discuss the implications for treatment and how each member of the treatment team would effectively intervene. Consider the appropriate level of treatment, research-based forms of effective treatment, nutrition, how the family could be included in treatment, and the continuum of care in considering follow up treatment. (Section II: G.1.c, G.3.c, G.3.e, G.5.g, G.8.a; Section III CMHC: A3, AC5)
4. Article Summary (10%): Summarize and present a peer-reviewed journal article addressing treatment issues for body image disturbances (Section II: G.3.e, G.3.g, G.8.a, G.8.e)
5. Program Development (15%): Develop a program for the prevention of body image disturbances. Identify the population you are targeting, the setting for your program, the objectives, the program activities and rationale to meet the objectives. Also include an assessment component in your program to assess progress in achieving the objectives. Consider culture, gender, and trauma when developing your program. Include references. (Section II: G.2.d, G.3.h, G.5.a, G.6.d, G.8.e)
6. Reflection Journal (15%) keep a weekly journal to express your own reactions to course material, your relationship with food, and the issues associated with eating disorders. Consider your role in the eating disorder treatment team and how you may facilitate and hinder client progress. (Section II: G.1.c, G.1.i, G.2.b, G.2.e, G.2.f; Section III CMHCA: A3)
7. Final Exam (20%) Exam will consist of multiple choice, short answer and essay questions covering etiology, assessment, diagnosis and treatment of eating disorders, obesity and body image disorders (Section II: G.1.c, G.3.c, G.3.e, G.5.g, G.8.a; Section III CMHC A3, A6, A9, C1, C2, C5)

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgment.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

### CACREP Counseling Program Specifics for CNS 760

<b>Clinical Mental Health Counseling Objectives:</b>		<b>Assessment</b>
Foundations A3	Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	Discussion, Interpretation, Program Development
Foundations A6	Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	Discussion, Lit Review, Program Development
Foundations A7	Is aware of professional issues that affect clinical mental health counselors	Discussion, Lit Review, Reflection Journal
Foundations A9	Understands the impact of crisis, disasters, and other trauma-causing events on people.	Discussion, Lit Review, Interpretation, Program Development, Reflection Journal
Counseling, Prevention, & Intervention C1	Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	Discussion, Program Development, Reflection Journal
Counseling, Prevention, & Intervention C2	Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	Discussion, Lit Review, Program Development
Counseling, Prevention, & Intervention C7	Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	Discussion, Lit Review, Interpretation, Program Development
Counseling, Prevention, & Intervention C8	Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Discussion, Lit Review, Program Development
Diversity & Advocacy E1	Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	Discussion, Lit Review, Program Development
Diversity & Advocacy E3	Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	Discussion, Lit Review
Diversity & Advocacy F1	Maintains information regarding community resources to make appropriate referrals.	Program Development
Diagnosis K2	Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.	Discussion, Program Development
Diagnosis L1	Demonstrates appropriate use of diagnostic tools to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Discussion, Interpretation, Program Development

## Course Schedule and Assignments

Date	Topic	Readings & Assignments	CACREP Standards
May 28, Tuesday	Overview of eating disorders and body image issues	Ch 27, 29	Section III CMHC: C1
May 30 Thursday	Assessment & Diagnostic criteria for Anorexia Nervosa, Bulimia, Binge-eating Disorder and variations.	Ch 28, 30, 31,  <b>Article Summary</b>	Section II: 6.3.e ; Section III CMHC: C2  Section II: G.3.e, G.3.g, G.8.a, G.8.e
June 4, Tuesday	Medical and physical aspects of Eating Disorders; Co-occurring psychological diagnoses, addictions & personality issues	34, 35, 36	Section II: G.3.g; Section III CMHC: A6
June 6, Thursday	Etiology of Eating Disorders: Family systems Socio-cultural aspects Biological and genetic issues	Ch 14, 15, 16, 17  <b>Case Study</b>	Section III CMHC: C2  Section II: G.1.c, G.3.c, G.3.e, G.5.g, G.8.a; Section III CMHC: A3, AC5
June 11, Tuesday	Etiology of Eating Disorders Continued : Trauma & abuse, Gender Culture, Body image disturbances, dieting	Ch. 14, 15, 16, 17, 18, 33	Section II: G.3.c; Section III CMHC: A9, C1
June 13 Thursday	Types of Treatment Centers Approaches to Treatment: Cognitive Behavioral Psychodynamic Behavioral Psychopharmacology	Ch 54, 55, 58, 59, 60, 63, 64,  <b>Research Paper</b>	Section II G.1.c, G.3.e, G.6.d; Section III CMHC: C5  Section II: G.8.a, G.8.e; Section III CMHC: C1, C2, C5

June 18 Tuesday	Approaches to Treatment Continued: Post modern approaches Humanistic Narrative Family Systems	Ch 56, 57, 64,65,66,67  <b>Reflection Journal</b>	Section II: G1c, G1i, G2b, G2e, G2f, G.3.e, G.6.d; Section III CMHC: C5  Section II: G.1.c, G.2.b, G.2.e, G.2.f; Section III CMHCA: A3
June 20 Thursday	Body Image Issues	Ch 19 & 21, 108	Section II: G.2.b, G.2.e, G.2.f, G.5.b
June 25 Tuesday	Body Image Issues & Obesity	Ch 20, 92,99,101  <b>Body Image Prevention</b>	Section II: G.2.d, G.3.h, G.5.a, G.6.d, G.8.e; Section III CMHC: C1, C5
June 27 Thursday	Obesity & Body Image Continued	pp-507-551 <b>Final Exam</b>	Section II: G1c, G3c, G3e, G5g, G8a;Section III CMHC A3, A6, A9, C1, C2, C5

## Weekly Personal Reaction Rubric

	Exceeds Expectations 5	Meets Expectations 4	Below Expectations 3	Does not Meet Expectations 1	Gr ad e
<b>Reaction to Group</b>	Consistently keeps a well written and thoughtful weekly journal that clearly expresses your 1)own reactions to course material, 2) your relationship with food, and 3) the issues associated with eating disorders	Consistently keeps a weekly journal that expresses your 1)own reactions to course material, 2) your relationship with food, and 3) the issues associated with eating disorders.	Journal entries lack depth of miss some of these areas 1)own reactions to course material, 2) your relationship with food, and 3) the issues associated with eating disorders.	Journal not consistently kept or fails to cover required areas.	/1 0
<b>Applicati on to Self</b>	Clearly demonstrates thoughtful consideration of your role in an eating disorder treatment team and how you may facilitate and/or hinder client progress.	Demonstrates consideration of your role in an eating disorder treatment team and how you may facilitate and/or hinder client progress.	Shows some consideration of your role in an eating disorder treatment team but discussion is weak and not clear.	Discussion is poor and misses the point of assignment.	

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Comments:**

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## Eating Disorder Case Study Rubric

Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP Section II: G1j; CAEP: 1h)</b>	Student provides a <b>sophisticated description of at least three</b> ethical issues that may be of concern; <b>integrate</b> the identified ethical issues with the ACA/ASCA code of ethics; provide a <b>developed description</b> of possible legal concerns	Students provide an <b>accurate description of three</b> ethical issues present in the case; <b>correlate</b> the ethical issues with three standards in the ACA/ASCA Code of Ethics; provide <b>possible legal issues</b> that may impact the counseling process.	Candidates provide a <b>minimal description</b> of ethical issues in the case; provide a <b>weak connection</b> to the ACA/ASCA Code of Ethics; identify <b>generic</b> legal issues without providing a description; provides only 1-2 ethical issues.	Candidates <b>inappropriately identify</b> ACA/ASCA ethical standards that may impact the counselor; provides only 1-2 ethical issues; <b>list</b> issues that may be of concern without description; <b>minimally or does not</b> identify legal issues.	
<b>ethical and legal considerations for Helping Relationships (CAEP: 5g)</b>	Students provide a <b>well-developed reflection</b> of appropriate techniques/methods that consider the impact of diversity on the client population; <b>integrate</b> the proposed techniques/ methods into the impact on the counseling process; demonstrate <b>superior understanding</b> of developmental impact on the client; <b>appropriately identifies methods</b> that would reduce barriers .	Students adequately <b>reflect and integrate</b> appropriate techniques/methods to overcome the concerns; appropriately consider working through <b>personal barriers to diversity</b> ; demonstrate <b>essential understanding</b> of human development by <b>explaining</b> how their proposed methods would lead to creating a helping relationship.	Students provide a <b>limited integration</b> of techniques or methods that consider the impact of diversity on clients; demonstrate an <b>unclear understanding</b> of methods to reduce barriers to the counseling process; demonstrates <b>minimal or no understanding</b> of the developmental process for either client or counselor.	Student's demonstrate a <b>confused understanding</b> or <b>fail to integrate</b> techniques that consider the impact of diversity or development on clients; identify methods or techniques that are <b>superficial</b> and not research based; provide a generic response; <b>do not focus</b> on overcoming the ethical or legal concerns.	
<b>Professional Writing</b>	Students demonstrate <b>refined level</b> of writing that excellently adheres to <b>APA format</b> , including margins, font, cover page, running head, appropriate citations, appropriate sentence and paragraph	Student's demonstrate <b>appropriate level</b> of writing that adheres to <b>APA format</b> , with few mistakes in margins, font, cover page, running head, citations, sentence and paragraph structure, and reference page.	Student's level of writing <b>mostly do not adhere to APA format</b> with inappropriate margins, font, cover page, running head, citations, sentence and paragraph structure, and reference page.	Student's writing is <b>inappropriate and missing APA formatting</b> , such as no citations, cover page or reference page; makes <b>repeated mistakes</b> from previous papers.	



	structure, and reference page.				
<b>10% of course grade</b>					<b>/10%</b>

<b>CACREP Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Developing Standards</b>	<b>Does Not Meet Standards</b>	<b>Score</b>
<b>Section II Research and Program Evaluation: G.8.a.</b>	Student thoroughly describes the importance of research to advance the counseling profession. = 6	Student describes the importance of research to advance the counseling profession. =4	Student partially describes the importance of research to advance the counseling profession. =2	Student fails to describe the importance of research to advance the counseling profession. = 0	
<b>Section II Research and Program Evaluation: G.8.e.</b>	Student thoroughly describes evidenced based articles and how they serve to advance the field of counseling. = 6	Student describes evidenced based articles and how they serve to advance the field of counseling. =4	Student partially describes evidenced based articles and how they serve to advance the field of counseling. =2	Student fails to describe evidenced based articles and how they serve to advance the field of counseling.	
<b>Section III CMHC Counseling, Prevention, and Intervention: C9</b>	Student thoroughly describes professional issues related to the practice of counseling. = 6	Student describes professional issues related to the practice of counseling. =4	Student partially describes professional issues related to the practice of counseling. =2	Student fails to describe professional issues related to the practice of counseling. = 0	
<b>Section III CMHC Diversity and Advocacy: E3; Research and Evaluation: I1; SC Research and Evaluation: I1</b>	Student thoroughly demonstrates an understanding of current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations. Student shows clear understanding of how to critically evaluate relevant literature. = 6	Student demonstrates an understanding of current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations. Student shows understanding of how to critically evaluate relevant literature. =4	Student partially demonstrates an understanding of current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations. Student partially shows understanding of how to critically	Student fails to demonstrate an understanding of current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations. Student fails to show understanding of how to critically evaluate relevant literature. = 0	

			evaluate relevant literature. =2		
<b>10% possible</b>					<b>/10%</b>

Program Development

<b>CATEGORY</b>	<b>5 Exceeds Standards</b>	<b>4 Meets Standards</b>	<b>3 Below Standards</b>	<b>1 Does Not Meet Standards</b>	<b>Score</b>
<b>Justification</b> CACREP Section II: G. 6.d	Expertly establishes clear rationale with ample data and citations to support proposal.	Uses data/citations to justify type of program.	Unclear rationale for type of program	Does not give a rationale for program..	
<b>Program Description</b> CACREP Section II: G. 6.a	Description of program is well detailed and very professional.	Clearly outlines the goal of the program,.	Partially describes program. Missing elements	Fails to address majority of description requirements.	
Informed Consent CACREP Section II: G. 1.j	Consent form clearly addresses population. Professional in look, language and content.	Written form, outlining, client's rights, limits of confidentiality, benefits & risks to counseling.	Discussed verbally but not in written format and or incomplete description	No description or minor cursory mention of informed consent	
<b>Professional Writing</b>	Students demonstrate <b>refined level</b> of writing that excellently adheres to <b>APA format</b> , including margins, font, cover page, running head, appropriate citations, appropriate sentence and paragraph structure, and reference page.	Student's demonstrate <b>appropriate level</b> of writing that adheres to <b>APA format</b> , with few mistakes in margins, font, cover page, running head, citations, sentence and paragraph structure, and reference page.	Student's level of writing <b>mostly do not adhere to APA format</b> with inappropriate margins, font, cover page, running head, citations, sentence and paragraph structure, and reference page.	Student's writing is <b>inappropriate and missing APA formatting</b> , such as no citations, cover page or reference page; makes <b>repeated mistakes</b> from previous papers.	
<b>Total Points Possible: 50</b>					<b>/50</b>

Research Paper

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Developing Standards</b>	<b>Does Not Meet Standards</b>
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	Demonstrates complete understanding Eating disorder issues; Sophisticated description of the impact on student achievement	Demonstrates adequate understanding of three eating disorder issues; Proper description of the impact on student achievement	Minimal understanding of eating disorder issues; Limited description of the impact on student achievement	Does not or confused description of eating disorder issues that impact student achievement
	Precise description of two issues that impact treatment	Satisfactory description of two issues that impact treatment.	Less than complete identification of issues that impact treatment.	Does not or unclear description of treatment issues
	Articulate understanding of the impact on student personal/social, and academic functioning	Clear understanding of the impact on student personal/social, and academic functioning	Minimal understanding of the impact on student functioning	Incomplete or unclear understanding of the impact on student functioning
<b>Professional Writing</b>	Student demonstrates refined level of writing that excellently adheres to APA format, including margins, font, cover page, running head, appropriate citations, appropriate sentence & paragraph structure, and reference page.	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page.	Level of writing mostly does not adhere to APA format with inappropriate margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page.	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page.
<b>15% of total grade</b>				