I. TITLE: Eating Disorders & Self-Image Counseling

II. COURSE DESCRIPTION AND PREREQUISITE(S):
This 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.

III. COURSE OBJECTIVES:
The purpose of this course is to prepare graduate counseling students to help clients struggling with their ideal vis-à-vis real self. Etiology and diagnosis of eating disorders will be examined. Students will also learn how to treat for eating disorders and low or exaggerated self-image.

This course strives to meet the objectives as outlined in the CACREP Standards, noted in parenthesis. By the end of the course, 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 (CACREP Section II: G1c, G3d, G3g)
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 (CACREP Section II: G3e, G3h, G5a, G5g, G8a, G8e)
C. Describe the co-occurring psychological disorders and the treatment considerations typically associated with eating disorders (CACREP Section II: G3b, G3g, G5c)
D. Identify the medical and psychological implications of obesity and how it relates to eating disorders (CACREP Section II: G3b, G3g)
E. Understand how trauma and the dimensions of culture contribute to the development of eating disorders, as well as body image disturbances (CACREP Section II: G2c, G3b, G3c)
F. Apply family systems concepts when identifying effective treatment strategies for eating disorders and facilitating individual development using a team-based approach (CACREP Section II: G2d, G3d, G6d)
G. Learn effective methods of intervention for eating disorders when working in groups (CACREP Section II: G6b, G6d)
H. Gain insight into personal reactions regarding food and body image and how those reactions impact client development in the counseling relationship (CACREP Section II: G2b, G2e, G2f, G5b)

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:
A. Overview of Eating Disorders
1. Rising incidents of eating disorders
2. Research and future directions
3. Multicultural considerations

B. Diagnosis of Anorexia, Bulimia, Binge-eating Disorder and Their Variations
   1. Definitions
   2. Methods of assessment
   3. Medical complications
   4. Co-occurring psychological diagnoses
   5. Levels of intervention

C. Obesity in Relation to Eating Disorders
   1. Definition
   2. Medical complications
   3. Psychological consequences

D. Perspectives on Eating Disorders
   1. Family systems
   2. Socio-cultural aspects
   3. Biology and the role of genetics

E. Psychological and Social Considerations
   1. Trauma and abuse
   2. Gender
   3. Culture
   4. Body image disturbances
   5. Dieting

F. Approaches to Treatment in Teams
   1. Cognitive Behavioral
   2. Psychodynamic
   3. Behavioral
   4. Psychopharmacology
   5. Other forms of treatment
   6. Prevention

G. Counter-transference
   1. Body dissatisfaction
   2. Personal biases and blocks to effective treatment
   3. Personal experiences in relation to client issues
   4. Being therapeutic

H. Working with Families
   1. Determining family system type
   2. Facilitating individual development
   3. The effect of anger on families

V. INSTRUCTIONAL ACTIVITIES:
   A. Discussion
   B. In-Class Exercises
   C. Writing Assignments
D. Student Presentations

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

VII. TEXT AND RESOURCES:
Websites:
Eating Disorder Referral and Information Center: http://www.edreferral.com/
National Eating Disorders Association: www.nationaleatingdisorders.org/
A list of relevant references will be given at the beginning of class.

VIII. EVALUATION AND GRADING PROCEDURES:
Assignments should be submitted in a timely manner. **There will be penalty for late submission to the tune of 1% or more per week.** Students may appeal in writing before the due date, not after.

The following scale will be used:
A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  E = 0-59%

A. **Attendance and class & Blackboard participation (20%)** All students are expected to participate in class discussions, activities, and role plays. From a constructivist orientation, each member of the class contributes to the overall learning process.

B. Write a **6 page review (20%)** of the literature on eating disorders topic of your choice. Possible topics include 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. (CACREP Section II: G2a, G8a, G8e)

C. Write a **summary and clinical interpretation (10%)** 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. (CACREP Section II: G1c, G3c, G3e, G5g, G8a)

D. Summarize and present a peer-reviewed journal article addressing treatment issues for body image disturbances (20%). (CACREP Section II: G3e, G3g, G8a)

E. **Develop a program for the prevention of body image disturbances (15%).** 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. (CACREP Section II: G2d, G3h, G5a, G6d, G8e)
F. Consider your role in the eating disorder treatment team and how you may facilitate and hinder client progress. Write in a **personal self reflection journal weekly (15%)** to express your own reactions to course material, your relationship with food, and the issues associated with eating disorders. (CACREP Section II: G1c, G1i, G2b, G2e, G2f)

IX. ATTENDANCE POLICY:
This course adheres to the policy published in the MSU *Graduate Bulletin*. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

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 acknowledgement.

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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION 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 other 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

CACREP Counseling Program Specifics for CNS 760

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<thead>
<tr>
<th>Clinical Mental Health Counseling Objectives:</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>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.</td>
<td>Discussion, Interpretation, Program Development</td>
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<tr>
<td>Foundations A6 Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.</td>
<td>Discussion, Lit Review, Program Development</td>
</tr>
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<td>Foundations A7 Is aware of professional issues that affect clinical mental health counselors</td>
<td>Discussion, Lit Review, Reflection Journal</td>
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<tr>
<td>Foundations A9 Understands the impact of crisis, disasters, and other trauma-causing events on people.</td>
<td>Discussion, Lit Review, Interpretation, Program Development, Reflection Journal</td>
</tr>
<tr>
<td>Counseling, Prevention, &amp; 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.</td>
<td>Discussion, Program Development, Reflection Journal</td>
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<tr>
<td>Counseling, Prevention, &amp; Intervention C2 Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.</td>
<td>Discussion, Lit Review, Program Development</td>
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<td>Counseling, Prevention, &amp; Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.</td>
<td>Discussion, Lit Review, Interpretation, Program Development</td>
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<td>Intervention C7</td>
<td>Development</td>
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<td>Counseling, Prevention, &amp; Intervention C8</td>
<td>Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.</td>
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<tr>
<td>Diversity &amp; Advocacy E1</td>
<td>Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.</td>
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<tr>
<td>Diversity &amp; Advocacy E3</td>
<td>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.</td>
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<td>Diversity &amp; Advocacy F1</td>
<td>Maintains information regarding community resources to make appropriate referrals.</td>
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<tr>
<td>Diagnosis K2</td>
<td>Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.</td>
</tr>
<tr>
<td>Diagnosis L1</td>
<td>Demonstrates appropriate use of diagnostic tools to describe the symptoms and clinical presentation of clients with mental and emotional impairments.</td>
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