

ADS R125: TREATMENT OF EATING DISORDERS

Originator

lois_zsarnay1

College

Oxnard College

Discipline (CB01A)

ADS - Addictive Disorders Studies

Course Number (CB01B)

R125

Course Title (CB02)

Treatment of Eating Disorders

Banner/Short Title

Treatment of Eating Disorders

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course introduces students to the assessment and treatment of eating disorders as co-occurring with alcohol/drug addiction and abuse. Students will develop an understanding of the variety of eating disorders and the complexity of treating clients who have them. Treatment settings, including inpatient, day treatment, and outpatient options and the roles of eating disorder treatment personnel within those settings will be discussed. Various philosophies regarding etiology and treatment for clients with eating disorders will be explored and students will be taught to evaluate the efficacy of treatment."

Taxonomy of Programs (TOP) Code (CB03)

2104.40 - *Alcohol and Controlled Substances

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

B - Advanced Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ADS R115

Entrance Skills

Entrance Skills

Understand the characteristics of eating disorders and how they develop.

Prerequisite Course Objectives

ADS R115-Identify the cultural pressures that perpetuate eating disorders behavior

ADS R115-Discuss the characteristics of eating disorders

ADS R115-Identify the nutritional needs of recovering individuals

ADS R115-Identify the principles of sound nutrition

ADS R115-Relate what happens to the body with abusive behavior with regard to nutritional status

ADS R115-Identify the nutritional needs of the chemical abusing pregnant woman

Requisite Justification

Requisite Type

Prerequisite

Requisite

ADS R115

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Identify three generally accepted theories on etiology of eating disorders. |
| 2 | Identify two psychometrically validated screening/assessment instruments for the treatment of eating disorders and obesity. |
| 3 | Identify three accepted treatment theories of eating disorders. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Demonstrate understanding of how to assess and screen for anorexia nervosa, bulimia nervosa, binge eating disorder and other eating disorders as defined in Diagnostic & Statistical Manual of Mental Disorders, 5th Ed. (DSM-5). |
| 2 | Analyze various theories of etiology & treatment of eating disorders. |
| 3 | Evaluate roles and importance of all eating disorder treatment personnel (MDs, PhDs, Counselors, Registered Dietitians, Registered Nurses). |
| 4 | Articulate and apply knowledge of intervention methods used in treating eating disorders. |

Course Content**Lecture/Course Content**

1. Review of Nutrition & Eating Disorder Basics:
 - a. Overview
 - b. Terms
 - c. Key concepts
2. Overview of Eating Disorders
 - a. Diagnosis, assessment and treatment planning for Anorexia Nervosa
 - b. Diagnosis, assessment and treatment planning for Bulimia Nervosa
 - c. Diagnosis, assessment and treatment planning for Binge Eating Disorder and Eating Disorder Not Otherwise Specified
 - d. Medical Complications of Eating Disorders
3. Treatment of Anorexia Nervosa
 - a. Cognitive-Behavioral Therapy for Anorexia Nervosa
 - b. Specialist supportive clinical management for Anorexia Nervosa
 - c. Cognitive Remediation Therapy for Anorexia Nervosa
 - d. Family-Based treatments for adolescents with Anorexia Nervosa
 - i. Single-Family Approaches
 - ii. Multi-Family Approaches
 - e. Pharmacotherapy for Anorexia Nervosa
 - f. Nutritional rehabilitation for Anorexia Nervosa
 - g. In-patient and day hospital treatment for Anorexia Nervosa
 - h. Compulsory (Involuntary) treatment for Anorexia Nervosa
 - i. The chronically ill patient with Anorexia Nervosa
 - i. Development
 - ii. Phenomenology
 - iii. Therapeutic considerations
4. Treatment of Bulimia Nervosa and Binge Eating Disorder
 - a. Cognitive-Behavioral Therapy for Bulimia Nervosa
 - b. Interpersonal Psychotherapy for Bulimia Nervosa and Binge-Eating Disorder
 - c. Dialectical Behavior Therapy for Bulimia Nervosa and Binge-Eating Disorder
 - d. Integrative Cognitive-Affective Therapy for Bulimia Nervosa
 - e. Psychodynamic Therapy for Eating Disorders
 - f. Self-Help approaches for Bulimia Nervosa and Binge-Eating Disorder
 - g. Family-Based Treatment for Adolescents with Bulimia Nervosa
 - h. Pharmacotherapy for Bulimia Nervosa
 - i. Pharmacotherapy for Binge-Eating Disorder
5. Special Topics in Treatment
 - a. Treatment of childhood eating difficulties and disorders
 - b. Obesity treatment for Binge-Eating Disorder in the obese

- c. Eating problems and bariatric surgery
 - d. Treatment of psychiatric comorbidities
 - e. Treatment of Night-Eating Syndrome
 - f. Treatment for body image disturbances
 - g. Caring for someone with an eating disorder
 - h. New technologies in treatments for eating disorders
6. Research Issues
- a. Evaluating the efficacy of eating disorder treatments: research design and statistical issues
 - b. Assessment of eating disorder treatment efficacy

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Essays
 Group projects
 Individual projects
 Objective exams
 Oral presentations
 Quizzes
 Role playing
 Reports/papers
 Research papers
 Treatment plans

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Computer-aided presentations
 Class activities
 Class discussions
 Case studies
 Distance Education
 Demonstrations
 Field trips
 Group discussions
 Guest speakers
 Lecture
 Role-playing
 Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will discuss various theories of etiology & treatment of eating disorders.
 Instructor will give case study examples to reinforce the concepts of working with eating disorders in treatment settings.
 Guest speakers will present on treatment of eating disorders in their program.
 Students will break into pairs/small groups to apply knowledge of intervention methods used in treating eating disorders.

Representative Course Assignments

Writing Assignments

1. Writing a term paper summarizing at least 3 evidence based treatment theories for eating disorder.

Critical Thinking Assignments

Students will break into pairs/small groups to apply knowledge of intervention methods used in treating eating disorders then present to the class.

Reading Assignments

1. Reading in the class textbook and other reliable sources of information.

Other assignments (if applicable)

1. Researching evidence based best practices for their mid-term & final papers.

Outside Assignments

Representative Outside Assignments

1. Library inquiry activities and assignments.
2. Research for term papers.

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Choate, Laura H. *Eating Disorders and Obesity, A Counselor's Guide to Prevention & Treatment* (1st edition or latest edition). (2013) New York Amer Counseling Assn, Wiley. 1556203195

Resource Type

Textbook

Description

American Psychiatric Association . *Desk Reference to Diagnostic Criteria from DSM-5*. (5th edition or latest edition). (2013) American Psychiatric Publishing.

Resource Type

Other Instructional Materials

Description

Multi-media presentations and videos.

Distance Education Addendum

Definitions

Distance Education Modalities

- Hybrid (51%–99% online)
- Hybrid (1%–50% online)
- 100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills

Video Conferencing Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills.

100% online Modality:**Method of Instruction****Document typical activities or assignments for each method of instruction**

Synchronous Dialog (e.g., online chat)

Instructor will have live on-line chat with students

Asynchronous Dialog (e.g., discussion board)

Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well

Other DE (e.g., recorded lectures)

Instructor will use recorded lectures and videos demonstrating counseling skills

Video Conferencing

Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills.

Examinations**Hybrid (1%–50% online) Modality**

Online

On campus

Hybrid (51%–99% online) Modality

Online

On campus

Primary Minimum Qualification

ADDICTION PARAPROFESSIONAL TRG

Additional Minimum Qualifications**Minimum Qualifications**

Psychology

Additional local certifications required

Masters in Psychology

Review and Approval Dates**Department Chair**

08/26/2020

Dean

08/26/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000592649

DOE/accreditation approval date

MM/DD/YYYY

