



Psychology 5731
Special Topics: CBT-E for Eating Disorders
2016-2017 Course Outline

Department of Psychology
Lakehead University

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Course Description:

Cognitive Behaviour Therapy - Enhanced (CBT-E) is currently one of the leading, evidence-based psychological treatments for eating disorders. The purpose of this course is to help students develop an advanced understanding of the theory and research underlying CBT-E, and to establish competence in delivering CBT-E in a real-world setting.

Students will have the opportunity to participate in the CBT-E web-based training program designed by the creator of CBT-E, Dr. Christopher Fairburn. They will subsequently implement all stages of the CBT-E treatment protocol with one adult client who attends the CBT-E Clinic in the Department of Psychology (Davis' office). Students will fully participate in a treatment team for their designated client, and will serve on the treatment teams of two fellow colleagues. Class time will be comprised of: an introduction to the theoretical orientation of CBT-E (via. webinars), didactic discussions regarding the established research on CBT-E, weekly case conference meetings in which client progress will be reviewed, peer consultation (as necessary), and a colloquium presentation. Upon successful completion of the course, learners will be able to competently:

1. assess treatment-seeking LU students/staff with a DSM-5 eating disorder diagnosis (Bulimia Nervosa, Binge Eating Disorder) using appropriate interviews (SCID-5 CV, EDA-5) and questionnaires (EDE-Q, CIA, QIDS);
2. implement the CBT-E treatment protocol;
3. engage in case conferencing;
4. appreciate the theoretical and applied nuances of this form of evidence-based practice.

Required Texts and Materials:

1. Fairburn, C.G. (2008). *Cognitive Behavior Therapy and Eating Disorders*. New York: The Guilford Press.
2. Fairburn, C.G. (2013). *Overcoming Binge Eating* (2nd ed.). New York: The Guilford Press.
3. Video grade SDHC memory chip \geq 16 gb

Evaluation of Student Achievement:

1. CBT-E treatment implementation: Students are expected to successfully implement all stages of CBT-E with one client in the CBT-E Clinic, for a total of 20 treatment sessions. With the consent of the client, all sessions will be recorded for review by members of a student's treatment team. As per treatment protocol, treatment will begin with twice-weekly sessions for four weeks, followed by 10 weeks of once-weekly sessions. This will be followed by three concluding sessions held every two weeks. Finally, there a post-treatment review session will take place 20 weeks after the completion of treatment. Ratings of adherence to protocol will be made for each session by at student's treatment team in order to ensure fidelity to the treatment protocol. The treatment team will consist of a minimum of the student delivering treatment (the clinician), and two other team members (other students enrolled in the course). Adherence ratings will contribute 20% towards student's final grade.

2. Case conferencing. Students serving as clinicians are expected to attend weekly case conferencing meetings, give a brief summary of their client's progress, and to contribute to discussion about the progress of fellow students' clients. Students will be expected to present an extended presentation of their client's case on three separate occasions during the weekly case conference meetings as follows: upon conclusion of (1) stage 1 case formulation, (2) stage 2, and (3) stage 3. Each case presentation will contribute 15% towards students' final grades (for a total of 45% of their final grade). Attendance to all case conferences is mandatory. Students will be docked 5% for each case conference meeting not attended unless a valid reason is provided to Dr. Davis within 24 hours.

3. Case notes: Students must keep clear records of each session with their client using the framework of the SOAP acronym: Subjective (the client's subjective descriptions of their distress), Objective (your objective observations of the client's dress, presentation, etc.), Assessment (your assessment of progress), and Plan (the plan for next time or comments about the progress on the overall treatment plan). These will be securely stored in the CBT-E Clinic.

4. Post-treatment report: Students are expected to provide a write-up following completion of the treatment implementation outlining the overall outcome of the treatment. The report should include an assessment of client outcome with respect to pre- to post-symptom measures, as well as whether improvements were maintained by the final session at 20 weeks follow-up. A student's report should also reflect on the therapeutic alliance throughout the course of the treatment, noting any obstacles encountered that may have influenced client outcomes. Based upon these observations, students are to indicate specific areas necessitating improvement in their implementation of CBT-E and the steps they intend to take to further their competence in

implementing the treatment protocol. The post-treatment report will contribute towards 10% of a student's final grade.

5. Scoping review: Over the course of the semester, students will be expected to work with classmates collaboratively to produce a scoping review of the existing research on CBT-E. The review should contain information regarding the efficacy and effectiveness established, characteristics that predict treatment response, validation on special populations, interaction of CBT-E and medications, etc. The goal is to develop a sound empirical understanding of and basis for implementing CBT-E with their own clients. The scoping review will be an evolving document that will continue to be modified as more recent information becomes available. Contributions to the scoping review will comprise 15% of a student's final grade.

6. Colloquium presentation: Students will be expected to participate in a colloquium presentation to the Department of Psychology. During the presentation, students will present the findings from the scoping review, as well as anonymized case evidence gathered by students during their sessions with clients. The purpose of the presentation will be to disseminate information regarding CBT-E to other students and faculty. The presentation will be approximately 45 minutes in duration and a handout should be prepared for dissemination.

Time Commitment:

1. Formal didactic training, including:
 - a. 12 hours for CBT-E web-based training,
 - b. 20 hours of weekly case conference meetings (Friday 3:00 - 3:50pm),
 - c. 10 hours of classroom discussion relevant to the scoping review,
 - d. 1 hour giving a colloquium presentation,
2. Practical training, including:
 - a. 20 hours delivering CBT-E to a client over 20 sessions
 - b. 40 hours reviewing peer videos of therapy sessions (reviewing two full CBT-E cases of peers)

Grading Scheme:

Formal case conference presentations (3 x 15%)	45%
CBT-E adherence ratings and justifications	20%
Post-treatment case report	10%
Scoping review contributions	15%
Colloquium presentation	10%