



iaedp™ Institute Core Course  
Core Course 3: Nutrition Treatment for  
Eating Disorders

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### Course Information

#### **Course Goals and Expected Learning Outcomes:**

This course outlines the unique and key roles of the registered dietitian who specializes in the treatment of the eating disorder (ED) population. Nutrition therapy, assessment, physiological consequences, goals, levels of care and practical strategies will be discussed. Attention will be given to creating awareness for all professionals as to how the Nutrition Therapist/Registered Dietitian Nutritionist (RDN) uses therapeutic modalities such as Cognitive Behavioral Therapy (CBT), Acceptance Commitment Therapy (ACT), Meal Support (MST) and Exposure Response Therapy (ERT).

Completion of this course is intended to meet one requirement for the iaedp™ Certification.

#### **Learning Objectives- Participants will be able to:**

- Delineate the key roles of the registered dietitian who specializes in the treatment of the eating disorder population
- Understand and list the nutrition therapy goals, comprehensive nutrition assessment, refeeding issues and specific medical concerns created by eating disorder behaviors within the levels of care for each eating disorder diagnosis
- Discuss how therapeutic modalities such as CBT, DBT and ACT are incorporated into the nutrition care process

#### **Course Materials:**

[These texts are recommended for full certification and associate designee]

- ❖ These books are written for a consumer audience and recommended for giving to patients.
- Academy for Eating Disorders. (2020). *Guidebook for nutritional treatment of eating disorders* (1<sup>st</sup> ed.). Reston, VA: Academy for Eating Disorders.  
[https://higherlogicdownload.s3.amazonaws.com/AEDWEB/27a3b69a-8aae-45b2-a04c-2a078d02145d/UploadedImages/Publications\\_Slider/FINAL\\_AED\\_Purple\\_Nutrition\\_Book.pdf](https://higherlogicdownload.s3.amazonaws.com/AEDWEB/27a3b69a-8aae-45b2-a04c-2a078d02145d/UploadedImages/Publications_Slider/FINAL_AED_Purple_Nutrition_Book.pdf)
- Hackert, A. N., Kniskern, M. A., & Beasley, T. (2020). Academy of Nutrition and Dietetics: revised 2020 standards of practice and standards of professional performance for registered dietitian nutritionists (competent, proficient, and expert) in eating disorders. *Journal of the Academy of Nutrition and Dietetics*, 120(11), 1902-1919. [https://jandonline.org/article/S2212-2672\(20\)30904-7/pdf](https://jandonline.org/article/S2212-2672(20)30904-7/pdf)
- Herrin, M. & Larkin, M. (2013). *Nutrition counseling in the treatment of eating disorders* (2nd ed.). New York: Brunner-Routledge.

- Tribole, E. & Resch, E. (2020). *Intuitive eating: a revolutionary anti-diet approach*. (4thed.). New York, NY: St. Martin's Essentials.
- ❖ Crosbie, C. & Sterling, W. M. (2018). *How to nourish your child through an eating disorder: a simple, plate-by-plate approach to rebuilding a healthy relationship with food*. New York, NY: The Experiment.
- ❖ Harrison, C. (2019). *Anti-diet: reclaim your time, money, well-being and happiness through intuitive eating*. London, UK: Yellow Kite.
- Harrell, B. (2020). Binge Eating Disorder: Diagnosis and Intervention. *BHN In the Know*. Vol3 Issue 3.
- [https://mcusercontent.com/8b31568ca9632856072425fe4/files/2da45397-c158-47a9-9916-dc5a5aad1863/Binge\\_Eating\\_Disorder\\_with\\_quiz.pdf](https://mcusercontent.com/8b31568ca9632856072425fe4/files/2da45397-c158-47a9-9916-dc5a5aad1863/Binge_Eating_Disorder_with_quiz.pdf)
- Kronberg, S. (2016) *The comprehensive learning/teaching handout manual for eating disorders* (2<sup>nd</sup> edition). New York: Wellness Publishing.  
<https://sondrakronberg.com/handout-cd/>
- Quesnel, D. A., Cooper, M., & Dobinson, A. (2020). *Safe exercise at every stage (SEES) guidelines*. <https://static1.squarespace.com/static/5b6112bd365f028c9256b26d/t/5eac82a48b1c8d1dfe26d410/1588363961224/SEES+full+guideline+-+2020.pdf>  
Note: These guidelines are for use in adults only, not adolescents.
- ❖ Schauster, H. (2018). *Nourish: how to heal your relationship with food, body, and self*. Sommerville, MA: Hummingbird Press.
- Setnick, J. (2017). *Academy of Nutrition and Dietetics pocket guide to eating disorders* (2nded.). Chicago, Ill: Academy of Nutrition and Dietetics.

### **Course Requirements:**

1. This self-study course may be taken at the individual learner's pace but all parts (webinar, modules, and course test) must be finished within 90 days to successfully complete the course. There is no instructor contact information, however questions regarding the course can be directed to email noted at the top of the syllabus. Requests to extend the completion deadline longer than 90 days can be sent to the same emails.
2. Read/become familiar with the information presented in each of the required texts [certification only].
3. Modules/Assignments – Accompanying tests require a passing score of 80%, but can be retaken to achieve this score.
  - a. Watch *Exercise in Eating Disorders Treatment* module and answer accompanying questions in test.com.
  - b. Complete the *Starved Brain* reading and answer accompanying questions in test.com.

4. The last step is the Course 1 test, which includes material from the Core Course presentation and all of the modules/assignments. A passing score of 80% is required for completion of the Core Course. (Virtual symposium attendees will be given instructions on how to access the course test). The test can be retaken within the 90 day period to achieve a passing score.
5. When you are notified that you have passed, please save the notification to submit with your certification application.

### **Workshop/Webinar Outline Course 3:**

- 1) Overview of Nutrition Therapy –Perspectives, Roles, Goals
  - a. The RDN Scope of Practice
  - b. CEDRD Role on Treatment Team and in different levels of care
  - c. Impact of nutritional culture and ED development/weight stigma
  - d. Nutrition therapy treatment goals
  - e. Recovery definition
- 2) The Nutrition Assessment (handout): History, Medical, Reported
  - a. Physical/Medical
  - b. Medical and Psychological History
  - c. Food Intake Assessment
  - d. Current Physical Symptoms
  - e. Current Behaviors
  - f. Beliefs and Social Influences
- 3) Variables and Determination of Weight Goals
  - a. Normal adolescent growth
  - b. Body Mass Index pros and cons
  - c. Weight checks process and meaning
- 4) Identification of Nutritional/Medical Issues
  - a.
- 5) Meal Structuring and Planning
  - a. Development of meal plan structures
  - b. Addressing food fears
  - c. Ensuring adequate intake
  - d. Hunger awareness
  - e. Meal support
  - f. Intuitive Eating
- 6) Nutrition Education
  - a. Religion/faith/spirituality
  - b. Orthorexia
  - c. Health at Every Size principles
- 7) Nutritional treatment for medical issues
  - a. Gastrointestinal complications
  - b. Metabolic considerations
- 8) Nutrition therapy for specific eating disorders diagnoses
  - a. Anorexia (AN)
  - b. Bulimia nervosa (BN)
  - c. Binge Eating Disorder (BED)
  - d. Avoidant Restrictive Food Intake Disorder (ARFID)
  - e. Rumination Disorder / Pica
- 9) Nutrition therapy for specific populations
  - a. Celiac, diabetes, food allergies

- b. Pregnancy
  - c. Bariatric surgery
  - d. Autism spectrum disorder, complicated dieting history
  - e. Athletes/Dancers
  - f. Models Actors
  - g. Religious dietary practices
  - h. LGBTQIA
  - i. Vegetarian Vegan
  - j. Cultural considerations
- 10) Case conceptualization
- 11) Therapeutic modalities
- a. Collaboration between the Nutrition Therapist and Psychotherapist
  - b. ACT/DBT/CBT
  - c. ERT
  - d. FBT
- 12) Case Study