

George Mason University
College of Education and Human Development
Graduate School of Education
Counseling and Development Program
EDCD 797.001: Overview of Eating Disorders
(1 credit) Spring 2014
Saturdays, March 8th and 22nd (9:00 to 4:30)
Robinson Hall A 105

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COURSE DESCRIPTION

A. Prerequisites/Co-requisites

Admission to CNDV program, EDCD 603

B. University Catalog Course Description

Advanced study of selected topics in education for students who have been admitted to the Counseling and Development program.

C. Expanded Course Description

Overview of Eating Disorders provides students with an overview of current issues facing adults and children who struggle with eating disorders and eating disorder related symptomatology, with a particular emphasis on defining, assessing, treating and preventing eating disorders from a multicultural perspective. Students will learn about the multiple risk factors that contribute to eating disorders as well as the psychological, physical, educational and societal ramifications of eating disorders.

COURSE OBJECTIVES /LEARNER OUTCOMES

1. Understand the physical, psychological, and sociocultural, impact of eating disorders in adults and children.
2. Gain an understanding of the etiology of eating disorders symptoms including risk factors.
3. Gain an understanding of assessment, treatment and interventions strategies to effectively identify adults and children struggling with eating disorders.
4. Acquire an awareness of the importance of the development of culturally relevant prevention and intervention programs to address eating disorder problems in school and community settings.
5. Understand advocacy and its role in working with eating disorder clients.

PROFESSIONAL STANDARDS

EDCD 797 is a special topics course and meets the requirement that all masters students take 2 credits of special topics course work. This 1-credit course will contribute to counseling students' knowledge of a particular population of clients.

EDCD 797 fulfills the requirements of the following professional organizations:

- Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling.
- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.

- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) core requirement described in Section II.K.e: Helping relationships: An understanding of counseling and consultation processes.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

REQUIRED TEXTS

Choate, L. H. (2013). *Eating disorders and Obesity: A Counselor's Guide to Prevention and Treatment*. Alexandria, VA: American Counseling Association.

RECOMMENDED READINGS

1. Costin, C. (2006). *The Eating Disorder Sourcebook: A comprehensive guide to the causes, treatments, and prevention of eating disorders* (3rd ed.). New York: McGraw-Hill.
2. Thompson, B. (1994). *A hunger so wide and so deep*. Minneapolis, MN:
3. Striegel-Moore, R.H., & Smolak, L. (Eds.). (2001). *Eating disorders: Innovative directions in research and practice*. Washington, DC: American Psychological Association.
4. Thompson, J.K., & Smolak, L. (Eds.). (2001). *Body image, eating disorders, and obesity in youth: Assessment, prevention and treatment*. Washington, DC: American Psychological Association.
Treatment. Alexandria, VA: American Counseling Association.
5. Schulherr, S. (2008). *Eating disorders for Dummies*. New Jersey: Wiley.

COURSE ASSIGNMENTS AND EXAMINATIONS

Course Structure:

Students should come to class prepared to actively participate in class discussion and activities. Class activities will include lecture, small group work, experiential exercises, and videos. **Students are expected to attend both classes, to come on time and to stay for the entire class. A lunch break and bathroom breaks will be incorporated during class time. Students who miss all or part of one class will not be able to pass the course.**

Course Requirements:

- **Active Participation** is expected in all class activities. Students are expected to attend all classes and come to class prepared having completed all reading and written assignments. Active participation is based on your presence in the class—one or more unexcused absence may result in course failure. [30 points].
- **Group Presentation to the class (Performance Based Assessment)**. The presentation will entail a 15-minute presentation to the class on the last day of class. Students (3 to 4 in a group) will prepare a handout (1-3 pages) that will include a summary of the focus or issues of the group you are targeting, a treatment plan or guidance lesson, and resources and references to share with the class. [40 points]. Target populations will be assigned on the first day of class.
- **Final Course Reflection paper (4 page maximum)**. This paper should be 3-4 pages (use APA style) and include what you have learned about eating disorders and yourself from the class and how it may affect you in your role (treatment, advocacy, prevention) as a school or community agency counselor. [30 points].

Summary of Grading System & Course Requirements

Class Participation 30 points

Group Presentation	40 points
Final Course Reflection Paper	30 points
TOTAL:	100 points

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A	97-100 points
A-	93-96 points
B+	88-92 points
B	84-87 points
C	75-83 points
F	74 points and below

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing>]
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Performance Criteria

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at:

http://gse.gmu.edu/programs/counseling/professional_performance.htm

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

PROPOSED CLASS SCHEDULE

DATE	TOPIC	ASSIGNMENTS DUE
3/8/14	Introductions/Lifelines Review of Syllabus Overview of Eating Disorders & Obesity /Risk Factors Assessment and Diagnosis of Eating Disorders Multicultural Perspectives in Eating Disorders Overview of Group Projects	Readings: Choate: Chapters 1,2,3,5,6,7
3/22/14	Treatment, Recovery, Advocacy and Prevention Supervision and Ethics Eating Disorder Cases Student Presentations	Readings: Choate: Chapters 4, 8 through 17 HBO Video Thin (Access and view online prior to class) Group Presentations
3/29/14	No class	Final Reflection Paper (Due on BB)

Group Presentation Rubric (Performance Based Assessment)

Areas to be evaluated	5 points	4-3 points	2-1 points
Active Participation for all group members (5 points)	All members equally involved	Partial participation by group members	No participation by group members
Potential Issues/sociocultural risks factors for target group fully identified (5 points)	All issues/risk factors identified for target group	Partial issues/risk factors identified	Little to no issues/risk factors identified
Comprehensive treatment plan/intervention plan for target group (5 points)	Treatment plan/intervention plan is comprehensive	Treatment plan/intervention plan is partially comprehensive	Treatment plan/intervention plan includes little to no details
Comprehensive resource guide/reference list provided (5 points)	Comprehensive resource guide/reference list provided	Partial resource guide/reference list provided	Little to no resources/references provided