



College of Education and Human Development

Counseling & Development
 4400 University Drive, MS 1H1, Fairfax, Virginia 22030
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<http://gse.gmu.edu/counseling/>

EDCD 797.004:
Overview of Eating Disorders
1 Credit, Spring 2016
9 AM – 4:30 PM
Saturday, January 23 & Saturday, February 6
Krug Hall 107

PROFESSOR: **Regine M. Talleyrand, Ph.D.**

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COURSE DESCRIPTION

A. Prerequisites/Co-requisites

Admission to CNDV program, ED CD 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 master's 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.
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 Assignments/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 absences will result in course failure. [30 points].
- **Group Presentation to the class (Performance Based Assessment)**. The presentation will consist of 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]. Handout will be sent to Dr. Talleyrand prior to presentation so that it can be posted on Blackboard. 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 AND COURSE REQUIREMENTS

Class Participation	30 points
Group Presentation	40 points
<u>Final Course Reflection Paper</u>	<u>30 points</u>
TOTAL:	100 points

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

A	97-100 points
A-	94-96 points
B+	90-93 points

B	89-85	points
C	80-84	points
F	79	points and below

COURSE EXPECTATIONS

APA Format: Students in Counseling & Development courses are expected to use APA style (6th ed.) for written papers.

Electronic Devices

Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. **Laptops or tablets (e.g. iPads) are not permitted for the purpose of taking notes unless you have cleared it with the professor before the start of class. Notify the instructor prior to class if you have an situation that requires accommodation.**

Attendance

In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Due to the short nature of this class, **any unexcused absences will result in class failure.** Attendance is required for all classes. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements

Each student is expected to: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Assignments

Unless otherwise noted, the assignments for the course are to be **submitted via Blackboard which includes group presentation handout and final reflection paper.** Late assignments will be subject to a penalty of 20% for each day late. Additional assignments and/or assessments may be added at the instructor's discretion.

Plagiarism

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common

knowledge can sometimes be precarious, and what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism.

TK20 Performance-Based Assessment Submission Requirement

Not applicable to this course.

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/the-mason-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 Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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 GSE Syllabi

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
1/23/15	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
2/6/15	Treatment, Recovery, Advocacy and Prevention Supervision and Ethics Eating Disorder Cases Student Group Presentations	Readings: Choate: Chapters 4, 8 through 18 HBO Video Thin (Access and view online prior to class) Group Presentations (Handouts)
2/13/15	No class	Final Reflection Paper (Due on Blackboard)

Group Presentation Rubric (Performance Based Assessment)

Areas to be evaluated	4 points	3-2 points	1-0 points
Active Participation for all group members (10 points)	All members equally involved	Partial participation by some or all group members	No participation by some or all group members
Potential Issues/sociocultural risks factors for target group fully identified (10 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 (10 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 (10 points)	Comprehensive resource guide/reference list provided	Partial resource guide/reference list provided	Little to no resources/references provided