

**George Mason University**  
**College of Education and Human Development**  
**Counseling and Development**

EDCD 797.001 – Eating Disorders

1 Credit, Spring 2017

Saturday, February 4<sup>th</sup> 9:00 AM – 4:30 PM Krug Hall Room 107 – Fairfax

Saturday, March 4<sup>th</sup> 9:00 AM – 4:30 PM Krug Hall 107 - Fairfax

**Faculty**

Name: Dr. Regine Talleyrand, Ph.D.

Office Hours: Wednesdays, 3 - 4:30 PM

Office Location: Krug Hall Room 201A

Office Phone:

Email Address:

**Prerequisites/Corequisites**

Admission to the CNDV program, EDCE 603

**University Catalog Course Description**

Advanced topics in education

**Course Overview**

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 Delivery Method**

This course will be delivered using a lecture format.

**Learner Outcomes or Objectives**

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 (CACREP)**

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.

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **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].

- **Other Requirements**

**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.**

- **Grading**

|                                      |                  |
|--------------------------------------|------------------|
| 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 |

### **Professional Dispositions**

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

## Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

| DATE    | TOPIC   | ASSIGNMENTS DUE   |
|---------|---|---|
| 1/21/17 | Introductions/Lifelines<br>Review of Syllabus<br>Overview of Eating Disorders & Obesity /Risk Factors<br>Assessment and Diagnosis of Eating Disorders<br>Multicultural Perspectives in Eating Disorders<br>Overview of Group Projects | <b>Readings:</b><br><b>Choate: Chapters 1,2,3,5,6,7</b>   |
| 2/4/17  | Treatment, Recovery, Advocacy and Prevention<br>Supervision and Ethics<br>Eating Disorder Cases<br>Student Group Presentations  | <b>Readings:</b><br><b>Choate: Chapters 4, 8 through 18</b><br><br><b>HBO Video Thin (Access and view online prior to class)</b><br><br><b>Group Presentations (Handouts)</b> |
| 2/11/15 | No class  | <b>Final Reflection Paper (Due on Blackboard by 11:59pm)</b>  |

## 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                     |

## **Core Values Commitment**

The College of Education and 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/>.

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive

programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**