

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

EDCD 797.001 – Overview of Eating Disorders
1 Credit, Spring 2018

Saturday 2/3/18 and Sunday 2/4/18 9:00 am – 4:30 pm – Krug Hall Room 107 – Fairfax Campus

Faculty

Name: Dr. Regine Talleyrand, Ph.D.
Office Hours: Wednesdays, 3-4:30 or by appointment
Office Location: Krug Hall 201A-Fairfax Campus
Office Phone: 703-993-2087 (C&D Office)
Email Address:

Prerequisites/Co-requisites

Admission to CNDV program, EDCE 603

University Catalog Course Description

Advanced study of selected topics in education for students.

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

This course is designed to enable students to do the following:

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. Upon completion of this course, students will have met the following professional standards:

- Section II.K.e: Helping relationships: An understanding of counseling and consultation processes.

Required Readings

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 both classes and come to class prepared having completed all reading and written assignments. Active participation is based on your presence in the class—given the nature of the class (weekend course) missing any of the two classes will result in course failure. [30 points].
- **Mini Research Paper (4 page maximum) (Performance Based Assessment)**. Students will review 2-3 articles focused on eating disorders and a topic related to their interest (e.g., eating disorders in athletes), will summarize briefly the research and provide implications for counselors. [40 points]. **Due Sunday, February 11 by 11:59pm—upload to Blackboard**
- **Final Reflection paper (2 page maximum)**. This brief paper should 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]. **Due Sunday, February 11 by 11:59pm—upload to Blackboard**
- **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
Mini Research Paper	40 points
<u>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.

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Date	Topic/Learning Experiences	Readings and Assignments Due on date
Saturday 2/3/18 9 to 430	Introduction/Lifelines Review of Syllabus Overview of Eating Disorders & Obesity Risk Factors, Assessment and Diagnosis of Eating Disorders Multicultural Perspectives in Eating Disorders	Choate: Chapters 1,2,3,5,6,7
Sunday 2/4/18 9 to 430	Treatment, Recovery, Advocacy and Prevention Supervision and Ethics Eating Disorder Cases	Choate: Chapters 4, 8 through 18 View HBO video “Thin” (see youtube link below) https://www.youtube.com/watch?v=AL3FeQU4HjU
Sunday 2/11/18	No class—final papers due on Blackboard at 11:59pm	Research Paper due (BB) Reflection Paper due (BB)

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

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://catalog.gmu.edu/policies/honor-code-system/>).
- 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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://course-support.gmu.edu/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

EDCD797.001 Mini Research Paper Rubric. Talleyrand

Criteria	Excellent A/A-	Competent B+/B	Meets Minimal Requirements B-	Unsatisfactory C and Below
Introduction to the topic and rationale for choosing topic (5pts)	Topic/problem statement and rationale is clearly identified and articulated	Topic/ problem Statement/rationale is adequately identified	Topic/problem statement/rationale not fully/and or inadequately identified	Topic/problem statement/rationale not identified at all
Literature Review (10 pts)	Excellent review of the literature/theory presented as it relates to chosen topic.	Good/Adequate Literature Review of the literature	Inadequate Literature Review	Poor or no review of the literature
Counseling Implications (10pts)	Excellent discussion of counseling implications as it relates to the topic.	Good/Adequate Discussion of Counseling/Research Implications as it Relates to the Topic	Inadequate/Poor Discussion of Counseling/research Implications as it Relates to the Topic	Poor or No Discussion on Counseling Implications as it Relates to the Topic.
Writing Style/ APA Style (5pts) Adheres to Page Limits	No spelling and grammatical errors, 0-1 APA errors.	Minimal Spelling and Grammatical Errors, 2-3 APA errors	Several spelling and/or Grammatical Errors, More than 3 APA errors	Major Grammatical and/or Spelling Errors, More than 3 APA errors