George Mason University
College of Education and Human Development
Counseling Program

EDCD 797.DL1 – Overview of Eating Disorders
1 Credit, Spring 2021
Saturday, March 13th and Sunday, March 14th 9:00 AM – 4:30 PM – Synchronous Online

Faculty
Name: Dr. Regine Talleyrand, Ph.D.
Office Hours: By appointment
Office Location: Krug Hall Suite, 202 (Counseling Office). Closed for spring due to Covid-19 – Staff
                    will be working remotely. For assistance, email your faculty advisor or
                    dwest6@gmu.edu.
Office Phone: 703-993-2087 (Counseling Office)
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Prerequisites/Co-requisites
Admission to Counseling program, EDCD 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 perspective that involves *all*
populations. 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 online (76% or more) using a synchronous format via Blackboard Learning
Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course
site (Zoom link) using your Mason email name (everything before @masonlive.gmu.edu) and email
password. **The Bb course site will be available on March 1st; I also will send via email all enrolled
students the course syllabus and course Zoom link at that time.**

**Under no circumstances, may candidates/students participate in online class sessions (either by phone
or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such
online participation requires undivided attention to course content and communication.**

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's
  supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-
  browsers

  To get a list of supported operation systems on different devices see:

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [1] time per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Course 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)
None

Required Readings
See Course Content on Bb for Course Readings, Course Videos, and Course PowerPoints.

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

- **Assignments and/or Examinations**

  ▪ **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. [50 points].

  ▪ **Course Reflection paper (5-page maximum; APA format required).** This reflection paper should include what you have learned about eating disorders as a future counselor **(include at least three ED concepts learned and cite at least 2- 3 references from our course readings to support what you have learned)**, as well as information learned about yourself from the class content/class discussions and implications in your counselor role (assessment, treatment, advocacy, and/or prevention) as a school or community agency/clinical mental health counselor. [50 points]. **Due Sunday, March 21st by 11:59pm—upload to Blackboard. Reflection Paper rubric provided at the end of the syllabus.**

- **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 (final course grades will not appear on Patriot Web until April due to timing of course)**

Class Participation	50 points
Course Reflection Paper	50 points
TOTAL:	100 points

In accordance with the George Mason University Grading Policy, the following grades may be achieved:
A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Students must adhere to program professional dispositions:
https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 606, 601, 525, 603, 604, 656 654, 652, 658	602, 606, 609, 601, 525, 603, 604, 656 613, 611, 626	2
Intermediate	608, 750, 660, 628, 619, 610, 797	608, 751, 660, 628, 619, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should except to achieve this rank.

- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.

- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.

- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Date	Topic/Learning Experiences	Readings and Assignments Due on date
Saturday 3/13/21 9 to 430	Introduction/Lifelines Overview of Eating Disorders & Obesity Risk Factors, Assessment and Diagnosis of Eating Disorders Multicultural Perspectives in Eating Disorders	Blackboard Course Content Readings/Video (s) 1. Choate Textbook Chapters (1 through 3, 5 through 7 2. Dying to Be Thin Video and Choose one video related to Males and ED's
Sunday 3/14/21 9 to 430	Treatment, Recovery, Advocacy and Prevention Supervision and Ethics, Counseling Strategies Eating Disorder Cases Class Wrap Up	Blackboard Course Content Readings/Video (s) 1. Choate Textbook Chapters (4, 8 through 18 2. Treatment Documentaries (Thin, Males in ED Treatment)
Sunday 3/21/21	Final Course Reflection papers due on Blackboard at 11:59pm	Course Reflection Paper due (Upload to Bb Assignments)

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

Counseling Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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 https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://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 https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

EDCD797.DL1 Course Reflection Paper Rubric. Talleyrand

Criteria	Excellent A/A-	Competent B+/B	Meets Minimal Requirements B-	Unsatisfactory C and Below
Identify at least 3 areas of increased awareness of eating disorders including minimum of 2-3 citations from course readings (20 points)	Counselor's increased awareness of eating disorders is comprehensively (3 areas) stated including citation of two-three peer-reviewed resources to support statements	Increased awareness of eating disorders (3 areas) is mentioned but not fully (less than 2) supported by citations	Increased awareness of EDs inadequately (less than 3 areas) stated or supported by citations.	No statement of increased awareness of ED's
Counselor Implications (Assessment, Treatment, Prevention & Advocacy) (20 points)	Implications for counselors are clearly stated	Good/Adequate implications for counselors	Inadequate implications for counselors	No mention of counseling implications
Personal Awareness/ Reflection/] Insights (7 points)	Excellent reflection/insights of course content from a personal perspective	Good/adequate reflections/insights of course content from a personal perspective	Inadequate/Poor reflections of course content from a personal perspective	No personal reflections of course content
Writing Style/ APA Style Adheres to Page Limits (3 points)	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