



## **Course Syllabus: When the Scale Defines the Student: Understanding Eating Disorders**

**Number of Credits:** 1\*

**Course Instructors:** Mark Busch & Becky Smith

### **Course Description:**

Media has always had an impact on how citizens see themselves and interact with the world around them. Over the past several years however, with the additions of social media and streaming services, students are more immersed in media and it's expectations than ever before. Poor body image, peer pressure, and marginalization are just a few of the many contributing factors in eating disorders among students. The concept of student voice has been raised more and more in the field of education. Today's teachers and administrators are seeing an increase in students with specific mental health needs and unhealthy coping behaviors, including "extremes, developing abnormal eating habits that threaten their well-being and even their lives." (American Psychological Association, 2017)

This course will cover the subject of eating disorders impacting students, and why educators should have a working knowledge of warning signs and intervention strategies. Participants will be guided through different eating disorders and causes, and be given ideas on how to support students in their school who may be coping with eating disorders.

### **Learning Objectives:**

Upon completion of this course, students will be able to:

- Identify the different types of eating disorders, as well as signs and symptoms
- Demonstrate an awareness of the role body image, media, and mental health plays in eating disorders

- Create a plan to encourage open conversations about issues related to body image, mental health and eating disorders in the classroom
- Develop strategies to support students who are coping with eating disorders

### **\* Course Requirements:**

To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

### **Other Course Information:**

#### **Getting Started**

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

#### **Participation**

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

## Research

### **The Oxford Handbook of Eating Disorders (Oxford Library of Psychology) 1<sup>st</sup> Edition**

W. Stewart Agras (Editor)

**Description:** *The Oxford Handbook of Eating Disorders* reviews current research and clinical developments through synthetic chapters written by experts from various fields of study and clinical backgrounds. Epidemiologic studies suggest that eating disorders are not only common but have increased in prevalence in recent decades, and this handbook refines and updates the state of research. The book is divided into four sections: phenomenology and epidemiology of the eating disorders, approaches to understanding the disorders, assessment and comorbidities of the disorders, and prevention and treatment.

**ISBN-10:** 0195373626

### **The Eating Disorders Sourcebook: A Comprehensive Guide to the Causes, Treatments, and Prevention of Eating Disorders**

Carolyn Costin M.A. M.Ed. M.F.C.C. (Author)

**Description:** Anorexia, bulimia, binge eating, exercise addictions . . . these disorders can be devastating, but they are in no way unbeatable. Therapist Carolyn Costin, herself recovered from anorexia, brings three decades of experience and the newest research in the field together, providing readers with the latest treatments, from medication and behavioral therapy to alternative remedies.

**ISBN-10:** 0071476857

**INTASC Standards that are addressed in this course:**

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

### Assignment Checklist

Week	Topic/Activity	In Class	Out of Class
	<b><u>Getting to Know the Class:</u></b> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!		3 hrs
<b>1</b>	<b><u>The Basics</u></b>		

	<b>Discussion:</b> Introductions – In this activity, participants will have the opportunity to introduce themselves to their cohort, and state why they are interested in learning more about eating disorders. In addition, they are encouraged to build their user profile, so fellow participants can get to know them better.	1.5 hrs	
	<b>Discussion:</b> What are Eating Disorders? – In this activity, participants will read articles explaining what eating disorders are, and highlighting some of the main classifications of eating disorders. They will also watch a webinar by the instructor and complete a quiz on the basics of eating disorders and how they impact students.	1.5 hrs	3hrs
	<b>Discussion:</b> Anorexia Nervosa and Bulimia Nervosa – In this activity, participants will read articles explaining the differences between the two most commonly known eating disorders, as well as signs and symptoms. Additionally, participants will be asked to complete a quiz on Anorexia Nervosa and Bulimia Nervosa, and how to recognize warning signs in students.	1.5hrs	2.5hrs
	<b>Discussion:</b> Other Specified Feeding or Eating Disorders – In this activity, participants will explore both video and written resources on Eating Disorders Not Otherwise Specified (EDNOS). They are then assigned a quiz on EDNOS, and how they can impact students.	1.5hrs	3.5hrs
<b>2</b>	<b><u>Diving Deeper</u></b>		

	<b>Discussion:</b> Binging – In this activity, participants will review resources on binging and why it is so harmful, especially to students. They will also read some of the causes linked to binging, and how educators can support students who struggle with this eating disorder. After reviewing course materials, participants are asked to complete a quiz related to resources.	1.5hrs	3.5hrs
	<b>Discussion:</b> Body Image & The Media – In this activity, participants will be tasked with exploring different media outlets, and reflecting on their reactions to the portrayal of beauty and fitness. They will then review a webinar from the instructor, and submit a reflection of their findings.	1.5hrs	3.5hrs
	<b>Discussion:</b> Marginalized Populations – In this activity, participants will read articles and watch videos on the increased prevalence of eating disorders that marginalized populations experience. They will then complete a quiz on marginalized populations and the reasons they are at higher risk for experiencing eating disorders.	1.5hrs	2.5hrs
<b>3</b>	<b><u>Supporting Students</u></b>		
	<b>Discussion:</b> Mental Health & Eating Disorders – In this activity, participants will read about mental health issues that can coincide with eating disorders. They will also read on different treatments for eating disorders, focusing on those that have been the most impactful in studies. They will then take a quiz on unit resources and	1.5hrs	2.5hrs

	materials, and how educators can support students with mental health issues and unhealthy coping mechanisms.		
	<b>Discussion:</b> Supporting Students– In this activity, participants will read on the importance of supporting students coping with eating disorders. They will also read on strategies that educators can implement to start conversations in the classroom about eating disorders and how students can support each other. Last, they will take a quiz on best practices.	1.5hrs	3hrs
	<b>Final Assignment:</b> Create a Plan to Support Students with Eating Disorders – In the final assignment, participants will create a comprehensive plan to support students with eating disorders in their classrooms and school community, and how they will use the information they learned to create safe and supportive learning environments for all students.	1.5hrs	3hrs
	Total Class Time	15 hours	30 hours

### Coursework

Participants can earn up to 100 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
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7 Quizzes (5 points each)	35
1 Introduction and 3 Discussions (10 points each)	40
Final Implementation Plan/Paper	25
<b>Total</b>	<b>100</b>

**Grading Scale – Graduate Credit**

100-90% (100-90 points)	A
89-80% (89-80 points)	B
79-70% (79-70 points)	C
69-60% (69-60 points)	D
59%-Below (<59 points)	F

**Grading Scale - License Renewal Credit**

100-80% (100-80 points)	P
79%-Below (<79 points)	NP

**Student Requirements**

Students are required to:

- Participate in ALL discussion forums
- Complete a reflection
- Complete all quizzes
- Complete a final implementation plan

**Americans with Disabilities Act:**



If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

**Grading Rubrics for Individual Activities**

**1 Introduction & 3 Discussions(40 points possible)**

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It’s highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it’s important to make posts in a timely manner to benefit from peer responses.

<b>Grading Rubric for Discussion Forums</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Makes connections to the other content and real=life that are supported by reference(s) and example(s)	2
	Offers new ideas, connections, or applications	2
	Expresses and justifies personal opinion	2
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	2
<b>Participation (Responses to at least 2 peer posts)</b>	Responds to other posts (when available)	2

<b>Total Points Possible</b>	10
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**Final Assignment (25 points possible)**

The final assignment is a critical part of this course. Participants must complete a two-page final assignment. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the final assignment, but additional details will be provided within the course.

<b>Grading Rubric for Implementation Plan</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	2
<b>Mechanics</b>	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
<b>Implementation</b>	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		<b>25</b>

