



ISEA Professional Development Academy
In partnership with Iowa Safe Schools

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

Number of Credits: 1*

Course Instructors: Cindy Swanson, Joshua Merritt & 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 its 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) 1st 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

Day	Topic/Activity	In Class	Out of Class
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1	<u>The Basics</u>		
8:00-9:30am	Discussion: Introductions – 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, there will be an overview of the syllabus, course expectations, and opportunity to ask initial questions.	1.5 hrs	
9:30-10:30am	Discussion: 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 discuss	1hr	
10:30-11:45am	Discussion: 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.	1.25hrs	
11:45-12:30pm	Discussion: 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.	.75hrs	
12:30-1:15pm	<u>Lunch</u>	.75hrs	

1:15-4:00pm	Discussion: 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.	2.75hrs	
	Homework: Marginalized Populations – Participants will read articles and research independently the increased prevalence of eating disorders that marginalized populations experience. They will prepare their findings for the next class meeting and for their final implementation		15 hrs
2	<u>Supporting Students</u>		
8:00-8:45am	Review: Participants will share their thoughts on take-home readings, their thoughts on the course materials, and any related events in the news or media that relate to course material.	.75hrs	
8:45-11:00am	Discussion: 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.	2.25hrs	

11:00-11:45am	LUNCH		
11:45-1:45pm	Discussion: 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 discuss how educators can support students with mental health issues and unhealthy coping mechanisms.	2.5hrs	
1:45-4:00pm	Discussion: 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. Group discussion and reflection will follow.	2.25hrs	
	Final Assignment: 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.		15hrs
	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
Final Implementation Plan/Paper	100
Total	100

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

Final Assignment (100 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.

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of course.	20
	Offers new ideas, connections, or applications	20
	Expresses and justifies personal opinion	5
	Discusses Overall Implications	10

Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	5
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	10
Implementation	Clearly states ideas to use in the future	10
	States resources to be used	10
	Is realistic in their approach – understands limitations may exist	10
Total Points Possible		100