

Eating Disorders Project Proposal Submittal Process: All IC projects requesting funding will require the completion and submittal of three (3) forms:

- ☒ **Project Proposal Form – project scope & outcomes** (*included in this document*)
- ☒ **Project Guidelines Form – reflective document outlining desirable IC project attributes**
- ☒ **Project Budget Form – Excel spreadsheet to facilitate budget planning**

Instructions for Submitting Project Proposals:

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer rhumer@plymouth.edu
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

Project Funding Review Process: All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

Project level 3 3 credit release time for pre-professional eating disorders education:

Focus: Planning of Pre- Professional Eating Disorders Eating Disorders Education-Evidenced - Based program planning process conducted, leadership organizing, interviews with potential other disciplines, planning educational strategies sessions, implementing a pilot eating disorders sessions and development of an eating disorders short curriculum, evaluating the pilot sessions and refining for a launch of the program next year.

- The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

Deliverables: At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

Instructions for the PSU Integrated Cluster Project Proposal Form: Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

PSU Integrated Cluster Project Proposal Form the project will establish partnerships

Title: *Pre-Professional Eating Disorders Education*

Project Leadership: (Mardie Burckes-Miller, Project Director)

Project Description: The aim of the proposal is to develop an eating disorders certificate (4-6 hrs) of pre-professional eating disorders education for undergraduate and graduate students at Plymouth State University. The project will establish partnerships with a variety of academic disciplines. Currently healthcare and mental health professionals receive less than an hour of eating disorders education in their academic training. Recently passed federal legislation, the 21st Century Cures Act is the “first significant piece of legislation related to eating disorders to become law”(National Eating Disorders Association, 2016). This legislation will encourage future mental health, healthcare, and school professionals to be educated about eating disorders. Plymouth State strives to lead the way in this initiative at both the undergraduate and graduate levels.

Interviews of a variety of partners was conducted last spring as part of a pre-planning stage to determine interest of possible partners. Evidenced-based practices of program planning will be developed to initiate this project. Partnerships will be established this spring to provide a specialized eating disorders curricula for potential future professionals working with eating disorders clients and students. Partners identified at the undergraduate level will possibly include nursing, social work, health education and promotion and psychology. At the graduate level, programs will include clinical mental health counseling, school counseling, school psychology, addictions, and possibly the new physical therapy program. The education may also be delivered to interested pre-professional club meetings i.e. pre- medical, social work, psychology club, early childhood education, and health and wellness or other students on campus. The process will begin with establishing a leadership team for eating disorders education on campus. Needs assessment data for the priority population, students in classes or, will used in planning the pre-professional program. An action plan will be developed for this semester. This will be identified by the leadership team and might include raising awareness of the seriousness and life threatening issues of the three main eating disorders (anorexia nervosa, bulimia nervosa and

binge eating disorder). An educational plan will be created to develop strategies for an eating disorders curriculum which may lead to professional development i.e. short eating disorders certificate (4-6 hours). Goal statements and objectives will be written for the project. Graduate or undergraduate students may be engaged to help pilot an educational intervention with the project director by researching, developing lesson plans, delivery and evaluation of the project. The project will use findings of the pilot project to refine implementation as needed for delivery of the complete program next year.

This project continues the work of PSU's graduate Eating Disorders Institute (EDI) graduate program in being leader of the field in eating disorders education. This program will expand to undergraduate pre-professional programs and graduate programs with an eating disorders certificate of a few hours. Plymouth State University's graduate 15 credit program (over 100 hours of eating disorders education) is the only academic program in the country approved by the *International Association of Eating Disorders Professionals* to offer their eating disorders courses so professionals would be able to be eligible to take the national examination to become a Certified Eating Disorders Specialist. In PSU's URSA's 2015 report, the EDI program was chosen as one of 27 programs of 141 programs at the university which was rated as a program of distinction. This project of "*Pre-Professional Eating Disorders Education*" will continue its goal of being #1 in eating disorders education. The EDI program and this project will strive to train pre-professionals as a professional development initiative which will award an eating disorders certificate. Students at PSU will engage in eating disorders knowledge and skills which will increase their future as being a knowledgeable professional as part of a diverse team in

Project Goals and Outcomes:

Project Goals – Briefly identify and describe the objectives of this project for the first year.

1. Establish a leadership team of professionals in a variety of academic disciplines interested in eating disorders education for undergraduate and graduate students.
2. Use evidenced – based planning process to develop the program.
3. Develop a short eating disorders curriculum of 4-5 hours which will culminate in students being able to receive a professional development "eating disorders certificate."
4. Develop a pilot educational strategy to implement in the spring to 2-3 sessions of students.
5. Evaluate pilot sessions and refine for the future.
6. Increase knowledge of eating disorders for pre-professional undergraduate majors at Plymouth State University tailored to each group(nursing/medical , psychology/treatment, social work/treatment/prevention, mental health).
7. Increase knowledge of eating disorders for pre-professional graduate majors at Plymouth State University tailored to each group (mental health counseling, school counseling and prevention, addictions).

Objectives: By the end of the first semester:

1. Deliver a pilot eating disorders education workshop to 1-2 undergraduate pre-professional programs.
2. Deliver a pilot eating disorders education workshop to 1-2 graduate pre- professional programs.
3. Organize at least 2-3 meetings for the leadership team.
4. Create one scope and sequence for an eating disorders curriculum for a professional development eating disorders certificate.
5. Create one online module of a content area of the certificate program.
6. Write a one lesson plan of the eating disorders prevention module.

Student Learning Outcomes – Outline the expected student learning outcomes

1. Describe organizational steps in building a leadership team for development of a eating disorders mission for project and an eating disorders curriculum. (Student worker)
2. Increase a graduate student’s knowledge of eating disorders in clinical licensed mental health counseling, school psychology and school counseling.
3. Increase undergraduate students of eating disorders for pre- professional majors entering the field of psychology, nursing, social work and childhood education.
4. Increase knowledge of criteria of Diagnostic and Statistical Manual of Mental Disorders V of anorexia nervosa, bulimia nervosa and binge eating disorders.
5. Promote body acceptance entering various counseling, medical, and nutrition fields based on the Health at Every Size approach.
6. Decrease weight stigma among pre- professionals and professional in the mental health field, medical, nutrition and education fields.
7. Discuss the importance of decreasing body dissatisfaction to prevent eating disorders.
8. Identify components of a simple validated screening tool for eating disorders (SCOFF) that can be used by school professionals, mental health professionals, and medical professionals.

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement

This project is a new initiative which adds to Plymouth State University being on the “cutting edge” of eating disorders education with this cluster project being unique in serving both undergraduate and graduate pre-professional programs. It is an opportunity to delve into a new unexplored territory in the field of eating disorders education. The project aligns with the Mission of the University and the Health and Human Enrichment Integrated Cluster Project. Part of the University Mission includes enhancing “graduate professional development and healthier living” which is present in this proposal. It also directly aligns with the Health and Human Enrichment Cluster Mission to “support, promote, enhance the quality of life for all through education, research and partnerships.” Elements of the mission of the Health and Human Enrichment cluster are present in the facilitation of this intervention. The project will foster education across campus, disciplines, departments, graduate, undergraduate students by adding an important knowledge base of eating disorders to pre-professional academic training programs. Internal partnerships and external partnerships interested in research may be created. Quality of life of sufferers will be impacted by the eating disorders education of future professionals. The eating disorders education program provides an integration of eating disorders knowledge based on evidence-based practices in the areas of prevention, medical and treatment. The project advances one of the goals of the university, SU’s motto, Ut Prosim (that I may serve). The undergraduate and graduates students engaged in the process will also have an opportunity to enhance their professional development in a new curriculum area, eating disorders.

The National Eating Disorders Association (NEDA), states that 20 million women and 10 million men will suffer from an eating disorder at some point in their life. Anorexia has the highest death rate of any mental illness. Also, 25% of eating disorders are comprised of males who also make up 40% of Binge Eating Disorders. Eating Disorders affect all ages and Recovery Center reported that 13% of women over 50 also have eating disorders. Eating disorders often occur in college students at 18-25 years and for women and men of all ages. If national data is considered there may be at least 600 students on campus who may suffer from eating disorders as well as other university employees.

The “*Pre- Professional Eating Disorders Education Project*” can impact the eating disorders knowledge of future professionals to increase early recognition of these “serious mental illnesses with life-threatening medical and psychiatric morbidity(illness) and mortality(death)

regardless of an individual's weight.” (Academy of Eating Disorders(AED) Report, Eating Disorders: A Guide to Care, 2016)

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Mardie Burckes-Miller	Professor, Health Education and Promotion Director, Eating Disorders Institute graduate program, PSU Eating Disorders Committee	Director	Health Education and Promotion	margaret@plymouth.edu
Gary Goodnough			Counselor Education and School Psychology	ggoodno@plymouth.edu
Christine Flanders		School Psychology	Counselor Education and School Psychology	Caflanders1@plymouth.edu
Steven Flynn	Faculty Clinical Mental Health Counseling	Helping Center	Counselor Education and School Psychology	svflynn@plymouth.edu

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email
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Priya Prabhakar MD, MPH, MBA Associate Director, Walden Center for Education and Research	Walden Center for Education and Research Foundation	Collaboration professional eating disorders education, research	Eating Disorders	priya.prabhakar1@gmail.com
Stephanie Haines	Walden Center for Education and Research Foundation	Collaboration Prevention and eating disorders , speaker	Prevention Specialist Eating Disorders, PSU alumni M.Ed. Health Education, Eating Disorders, Lecturer PSU EDI	SHaines@waldenbehavioralcare.com

Student Participant Profile (Identify the student population/s to be engaged in the project. Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
Individuals	Participants	Graduate	School Counseling,	100

			Clinical Mental Health Counseling, School Psychology	
Individuals	Participants	Undergraduate	Nursing, Social Work, Psychology	100

IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
- This project DOES require IRB compliance (*complete below*)

IRB Approval Status:

IRB Approval Date:

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: 2/1/2016

Project Complete Date: 5/10/2017

Project Milestone	Milestone Description	Target Completion Date
Leadership team organized	Establishment of a leadership team	2/20/17
Leadership meetings	2-3 meetings with agenda notes	5/1/2017
Eating disorders Presentations	2-3 pilot educational sessions delivered and evaluated with graduate/ undergraduate students	5/1/2017
Showcase presentation	Pre- Professional Eating Disorders Education	5/1/2017

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: None required