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# Pre-Professional Eating Disorders Education Phase I

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**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](mailto: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** - Reallocation of teaching load for 3 credit work responsibilities [schedule permits this reallocation – scheduled course in load will not be running due to low enrollment].

**Focus: Design phase 1 of a Pre-professional Eating Disorders Eating Education program.**

**Deliverables:** Plans for educational modules which can be used in varied applications for eating disorders education. Allied health care professionals, counselors and teachers).

**Title:** Pre-Professional Eating Disorders Education – Phase 1

**Project Leadership:** Mardie Burckes-Miller

**Project Description:** The aim of the project is to develop an eating disorders training module for of pre-professional students to provide eating disorders education. This training would be applicable for both undergraduate and graduate students at Plymouth State University and elsewhere. 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. The outcome of this project will provide a means to expand educational opportunities to undergraduate pre- professional programs and graduate programs with an eating disorders micro-certificate of a few hours.

In the Spring of 2017, the aim is formalize partnerships with faculty members from disciplines that educate health care or counseling graduates. Currently there is a dearth of training in all of the health care disciplines for recognizing the signs and symptoms of eating disorders and responding appropriately. Healthcare and mental health professionals receive less than an hour of eating disorders education. The PSU Eating Disorders Institute is on the “cutting edge” in fostering ED education. The proposed educational module(s) will serve to address what will be a growing need for educating health care professionals. Recently, federal legislation addressing the need for this form of training was passed in the 21<sup>st</sup> Century Cures Act. This is the “first significant piece of legislation

related to eating disorders to become law” (National Eating Disorders Association, 2016). This legislation is evidence for the need for education to be provided to future mental health, healthcare, and school professionals in this critical health concern. 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 to determine interest of the identified partners. The project will include Leadership Team meetings to determine the content of learning modules and most effective means of delivery. The content of the modules will provide for 4-6 hours of education in eating disorders with the potential for a “micro-certificate” awarded upon successful completion of learning assessments by participants.

The learning modules will be designed based on evidence-based practice for health education and content will be grounded in guidelines from the American Psychological Association for eating disorders identification. Additionally, content will be developed with the leadership team and customized to address the varied needs of the professionals being trained. Modules will include student outcomes, list of competencies in eating disorders which students will acquire, a pre-activity for experiential learning, learning outcomes for real life experiences, and culminating experience and post activity/resources. Modules will address knowledge of eating disorders bio-psycho-social illness, eating disorders prevention, weight stigma, and specialty perspectives such as medical aspects for (nursing) or treatment modalities for Clinical Mental Health Counseling students. The project will use findings of the pilot project to refine implementation as needed production of final modules next year,

Graduate or undergraduate students may be engaged to help pilot the educational intervention with the project director conducting any needed background research, developing module plans, and pre-post learning assessments. UG student participants for testing the learning module(s) will be recruited from nursing, social work, health education and promotion and psychology and from graduate clinical mental health counseling, school counseling, school psychology, addictions, and possibly the new physical therapy program.

Graduate project assistant will gain experience on many phases of planning this year, needs assessment, group meetings of leadership partners, and recruitment and talking to undergraduate and graduate students, development of modules and piloting a few sessions of the modules of the eating disorders curricula. The graduate students working on the project will increase their knowledge of becoming a professional who is able to work effectively as a team with a diversity of professionals in eating disorders. They will also attend an eating disorders conference to enhance their knowledge.

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.

### **Project Goals and Outcomes:**

**Project Goals** – Increase opportunities for allied health, pre-professional students to participate in eating disorders education.

### **Objectives: By the end of the first semester:**

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 educational content for learning modules
3. Pilot learning modules to UG and & Grad students. Use pre and post assessments
4. Evaluate pilot sessions to provide steps for future refinement.

## **Student Learning Outcomes** – for student program assistants

1. Describe the six components of the generalized planning model for health education programs.
2. Describe at least 3 components or educational strategies to be included in educational experiences for UG & Grad students.
3. Describe the critical element in learning assessments.
4. Describe at least two ways to conduct a systematic literature search for evidence based practice in health education.

### **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**

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 effect all ages and Eating Disorder 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 at PSU alone who may suffer from eating disorders as well as other university employees. Clearly, eating disorders is a huge health concern.

PSU hosts several allied health pre-professional programs of study, none of which at this time, include eating disorders specifically in the content of their training and faculty members have indicated that there is a need for training on this topic among nurses, athletic trainers, counselors, and social workers. This project has the potential to create a tool to provide at least a minimally adequate training for these future professionals.

This project is a new initiative and continues to keep PSU on the “cutting edge” of eating disorders education. It is an opportunity to delve into a new unexplored territory in the field of eating disorders education. It also directly aligns with the Health and Human Enrichment Cluster Mission to “support, promote, and enhance the quality of life for all through education, research and partnerships.” The project will engage experts across the HHE cluster to develop an educational tool which has the potential for cross cluster application. The project used both internal and external partnerships interested in fostering collaboration and promoting ED education. The long term impact of this education has the potential to improve the quality of life for both practitioners and their patients.

## Project Team

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

<b>Name</b>	<b>Position/ Title</b>	<b>Project Role</b>	<b>Discipline/ Specialty</b>	<b>Email</b>
Mardie Burckes-Miller Ed.D	HHP Professor & Director of the Eating Disorders Institute for Graduate program. PSU Eating Disorders Committee	Principle project coordinator Establish and coordinate steering team Direct design process for educational modules Facilitate implementation of pilot delivery of module(s) , Recruit and mentoring graduate students to participate in design and testing of module.	Certified Health Education Specialist Certified Eating Disorders Specialist Fellow – Academy of Eating Disorders	margaret@plymouth.edu
Gary Goodnough Ph.D.	Clinical Mental Health Counseling Program, (CMHC) Dept. Chair,	Steering team member Recruit pilot module participants. Provide module feedback	Counselor Education and School Psychology	Ggoodno@plymouth.edu
Christina Flanders Psy D.	Assistant Professor CMHC – Counselor Education and School Psychology	Leadership team Provide input and feedback on content for ED education modules.	Counselor Education and School Psychology	Caflanders1@plymouth.edu
Steven Flynn Ph.D.	Associate Prof. CMHC Director Helping Center, Coordinator Couples and Family Therapy	Steering Committee team Provide input and feedback on module for use at the Helping Center Source for graduate student participants	Counselor Education and School Psychology	svflynn@plymouth.edu

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

<b>Name</b>	<b>Organization</b>	<b>Project Role</b>	<b>Discipline/ Specialty</b>	<b>Email</b>
Priya Prabhakar MD, MPH, MBA	Associate Director, Walden Center for Education and Research Researcher, Boston University , Department of Brain and	Collaborating consultant Project evaluation	Medical aspects and public health policy around Eating Disorders	Priya.prabhakar@gmail.com

	Psychological Sciences			
Stephanie Haines M.Ed. CHES Health Education Eating Disorders	Prevention Specialist Walden Center for Education and Research Foundation PSU Lecturer Graduate Eating Disorders Institute program	Collaboration and design consulting for modules	Prevention Specialist Eating Disorders	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)

<b>Class/ Student Organization/ Individuals</b>	<b>Role in Project</b>	<b>Academic Level (Undergraduate or Graduate)</b>	<b>Academic Discipline</b>	<b>Total Student Population</b>
Individuals Pre- professional classes	Steering team  Content research  Technology assistants	Graduate	School Counseling, Clinical Mental Health Counseling, School Psychology  Marketing	2
Students in pre-professional courses	Test subjects/learners in module delivery	Undergraduate	Nursing, Social Work, Psychology	30
Angela Crump  Kathleen McPherson  Tanya Shawley	Graduate students	Research and teaching assistants, co-teaching for module testing and development	Clinical Mental Health Counseling, Eating Disorders Institute Option	3

**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

<b>Project Milestone</b>	<b>Milestone Description</b>	<b>Target Completion Date</b>
Leadership team organized	Establishment of a leadership team	2/20/17
Leadership meetings	2-3 meetings with agenda notes	5/1/2017
Content for module(s) identified	Training topic, information delivery, technology to be used all identified	
Eating disorders Presentations	2-3 pilot educational sessions delivered and evaluated with graduate/ undergraduate students	5/1/2017
Showcase presentation	Draft or first version of teaching module completed (audiovisual elements, etc.)	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**