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Integrated Approach for Eating Disorders Prevention [Project Proposal]

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PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

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 1 ½ credit release time for Body Project: 10 hours of recruitment/marketing of participants/ facilitators, 32 hours of training each facilitator group each semester for 2 semesters. Love Your Body Week: weekly meetings 4 hours- November –December and 20 hours in the month of February for planning and implantation of week of activities.

Total project hours (72 hours)

- 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

Title: Integrated Approach for Eating Disorders Prevention

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

Project Description: The project will focus on an integrated approach of education and prevention of eating disorders in two areas. This project is a continuation of successful programs which have been at Plymouth State University for 9-20 years. The two areas include an empirically based dissonance eating disorders prevention program and second the implementation of National Eating Disorders Awareness Week.

The Body Project is a dissonance-based body-acceptance intervention designed to help high school and college-age women resist sociocultural pressures to conform to the thin-ideal and reduce their pursuit of thinness. A reduction in thin-ideal internalization should result in improved body satisfaction and improved mood, reduced use of unhealthy weight-control behaviors, and decreased binge eating and other eating disorder symptoms.”(<http://wwwbodyprojectsupport.org/>) The program has been researched and evaluated for 20 years. The National Eating Disorders Association believes that early intervention and prevention is crucial and launched the Body Project in 2016 as one of their initiatives.

The program does reduce body dissatisfaction, unhealthy dieting, thin ideal internalization, negative moods and eating disorder symptoms. This short intervention consists of 3 to 4 hours in a workshop format which has been shown to also reduce the risk of future onset of eating disorders as well as future onset of obesity. In the sessions participants argue against the thin/body ideal, engaging conversation and role-plays on topics such as fat talk free, media, peer influences and other factors which influence feelings about a person’s body. The program includes discussions, verbal, written, and behavioral exercises which critique the thin/perfect ideal. The program gives women and men the tools, skills and strategies to confront the unrealistic beauty standards and promotes the development of a positive body image. The research suggests that for every 100 adolescent women who receive this short intervention, nine fewer cases of eating disorders should occur in the subsequent 3 year follow-up(a 60 % reduction in the number of expected cases) (Stice, Marti, Spoor, et.al, 2008).

This program has been conducted on campus since 2008 and will continue in this integrated eating disorders program over the next three years. The new “Helping Center” will be used as one of our sites to conduct facilitator training and Body Project sessions. Students in the graduate Eating Disorder Institute program, clinical mental health counseling students and undergraduate students and faculty /staff will serve as peer facilitators. It also will provide an opportunity for graduate students and faculty /staff to mentor students.

The hope is to disseminate this program widely throughout the university over the first year to two years and to disseminate it into the Plymouth community (Plymouth Regional High School, Holderness School) in the third year.

Various organizations will be targeted for this intervention: sororities/fraternities, athletic teams, first year students, resident directors and community advisors in residence halls, first year orientation sessions, majors and graduate programs(graduate- eating disorders program, clinical mental health counseling, school psychology(undergraduate - social work, health education and promotion), psychology, nursing), clubs(marketing, volunteer club, dance team and others). All male and female students as well as employees will invited to participate.

A secondary part of the project is to have interested students from the above groups to implement as an extra- curricular event under the guidance of a certified eating disorders specialist activity of Plymouth State University’s 20th year for Love Your Body Week(National Eating Disorders Awareness Week) in February of 2017. PSU will continue to partner with the National Eating Disorders Association in implementing Love Your Body Week. The project will involve expanding our presence would like to expand our presence into the community for the third year and into the future. Future partners for the third year of this project might include Genesis Behavioral Health and a counselor attending the Eating Disorders Institute North Country Professional Development grant and the Pemi -Youth Center.

Project Goals and Outcomes:

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

Goals:

- 1. Reduce the risk for future onset of eating disorders on the Plymouth State University campus.**
- 2. Improve the quality of life of men and women at Plymouth State University.**
- 3. Provide opportunities for undergraduate students and graduate students in the clinical mental health counseling program to become facilitators of the “Body Project ”, an empirically based dissonance based eating disorders prevention program.**
- 4. Implement Plymouth State University’s 20th Love Your Body Week (National Eating Disorders Awareness Week February 19-24, 2017.)**

Objectives: By the end of the first year:

1. Conduct at least 4 “Body Project” programs during the Fall and Spring semesters.
2. Offer facilitator training to at least 10 undergraduate and graduate students at least twice during the 2016-17 year.
3. Collaborate with the “Helping Center” by conducting at last three facilitator training sessions during the 2016-17 school year in Samuel Hall Building.
4. Collaborate with at least 15 undergraduate students and graduate students across campus in various organizations in the implementation of the 20th “Love Your Body Week” (National Eating Disorders Awareness Week) at Plymouth State.

Student Learning Outcomes – Outline the expected student learning outcomes

1. Decrease body dissatisfaction after the program.
2. Argue against the thin ideal/perfect ideal in our society for both men and women.
3. Promote body acceptance behaviors.
4. Write a letter of costs associated in pursuing the body ideal/thin ideal.
5. Promote a social change across campus of body acceptance and healthy at every size.
6. Develop a collaboration in the area of body acceptance and eating disorders prevention of undergraduate/graduate students across disciplines and organizations.

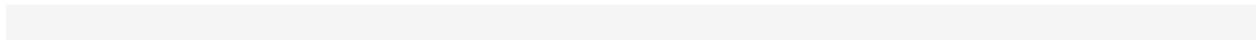
Rationale and Impact:

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 project aligns with the Mission of the University and the Health and Human Enrichment Integrated Cluster Project. It fosters collaboration across campus, disciplines, departments, graduate, undergraduate students, faculty/ staff and immersion academic opportunities. The Helping center on campus is interested in being a site for our project and having their clinical mental health students have the opportunity to be trained as facilitators to conduct the Body Project program and work on eating disorders prevention activities as part of Love Your Body Week. Campus partners will be involved in the first two years with community partners added in the third year of the project.

The project advances one of the goals of the university, SU's motto, Ut prosim (that I may serve). Students facilitating the Body Project provide a service to the students attending the program and the campus. The students also have an opportunity to enhance their professional development in a new academic area and be able to lead a group using a dissonance based approach while focusing on healthy living. Students are engaged in real learning experiences and applying skills to life situations by the exploration of factors which cause body dissatisfaction which may lead to eating disorders. Elements of the mission of the Health and Human Enrichment cluster are present in the facilitation of this intervention. Quality of life is one of the by areas which will be impacted. Creating dissonance when arguing against the thin-ideal enhance this area. The program provides integration of eating disorders prevention based on evidence-based practices.

A 2006 survey by the National Eating Disorders association found that nearly 20% of the more than 1000 students surveyed, both male and female said they had previously had an eating disorder (NEDA). Also, 25% of eating disorders are comprised of males who also make up 40% of Binge Eating Disorders. Eating Disorders effect 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 therefore we could make a difference with an increase of educational awareness, prevention, early detection, treatment and activism on our campus and community. 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 members.

The "Integrative Eating Disorders Prevention" project can impact behaviors and make a difference in the of lives of students and faculty/ staff on campus and community members by increasing quality of life and decreasing eating disorders.

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
Nicole Demers	Graduate clinical mental health counseling student	Facilitator	Graduate student	ndemers@plymouth.edu
Kayla Gould	Undergraduate	Facilitator	Undergraduate student	kjpg1006@plymouth.edu
Steven Flynn	Faculty Clinical Mental Health Counseling	Helping Center	Counselor Education and School Psychology	svflynn@plymouth.edu
Elizabeth Shehadi	Counselor, PSU Eating Disorders Committee	Michael L. Fischler Counseling Center	Counseling Center	eashehadi@plymouth.edu

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

Name	Organization	Project Role	Discipline/ Specialty	Email
	National Eating Disorders Association	Resources for LYB Week and Proud to be Me materials and eating disorders 2017 packet	Eating Disorders	

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	facilitator	Undergraduate	Health education and promotion, nursing, business, social work	4
Individuals	facilitator	Graduate	Eating Disorders Institute/Health Education ,Clinical mental health counseling,	4
Individuals	facilitator	alumni	N/A	2

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: 11/20/2016

Project Complete Date: 5/1/2017

Project Milestone	Milestone Description	Target Completion Date
Body Project	3 sessions delivered with graduate and undergraduate students at the Helping Center	5/1/2017
20th Love Your Body Week	Successful week of attendance of 100's of students.	5/1/2017
Collaboration of graduate and undergraduate students working together for a social cause.	Implementation of multiple sessions of the Body Project in a variety of settings.	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:

All facilitators must attend the program as participants, have an interview by the Project Director and attend facilitator training hours, and be available for meetings 45 minutes before and after each session to review the session strengths and challenges to work on.