

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **HLTH 644**

### **DIABETES, OBESITY AND EATING DISORDERS**

#### **COURSE DESCRIPTION**

This course examines the societal, family and psychological influences on eating behaviors, their contribution to the development of Type 2 Diabetes, Anorexia and Bulimia and a review of treatment options.

#### **RATIONALE**

Diabetes, obesity, and eating disorders are at epidemic proportions in the U.S. and around the world. The epidemiologies of the three are tightly interwoven. Understanding these conditions and the interfaces between them is central to planning interventions and public health policies.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Online websites, articles, and videos
- B. Computer with basic audio/video output equipment
- C. Internet access (broadband recommended)
- D. Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Describe the epidemiologies of diabetes, obesity, and eating disorders in the U.S. and other regions of the world.
- B. Discuss the physical, social, psychological, and spiritual dimensions of diabetes, obesity, and eating disorders and the nature of the co-morbidity that exists between these conditions.
- C. Investigate the socioeconomic and cultural dynamics surrounding the treatment and prevention of diabetes, obesity, and eating disorders.

- D. List management resources for patients and families afflicted by diabetes, obesity, and eating disorders and describe and discuss the relative advantages and disadvantages of each.
- E. Evaluate current public health policies on diabetes, obesity, and eating disorders.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings, online article readings, and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student will complete 4 Discussion Board Forums. Each discussion will consist of a thread of 400–500 words including at least 2 references and at least 2 replies of 200–250 words including at least 1 reference. Each reference must be cited according to current AMA format. The instructor is looking for substantial, thoughtful, and critical discussions.

- D. Program Evaluations (2)

The student will assume the role of a public health official tasked to investigate and evaluate 2 treatment/management programs for consistency and compliance with current federal, state and local public health policies, regulations, and recommendations. In the first program evaluation, groups will be assigned to a camp website related to the treatment, management, and/or prevention of diabetes. The group will assess the summer camp and develop a PowerPoint presentation to evaluate the camps effectiveness.

For the second program evaluation, the student will choose a local community program specializing in the treatment, management, and/or prevention of either obesity or eating disorders. In a group, the student will construct an assessment tool. Then, the student will visit the local facility to evaluate the program’s effectiveness with it. The student will create a PowerPoint presentation discussing the visit and evaluation of the program. The presentation must analyze and explain the scientific aspects of the public health policies and regulations regarding management of the situation created by the program evaluation.

- E. Quizzes (8)

There will be a quiz in each module/week that covers the corresponding reading and study. Each quiz will: be open-book/open-notes, contain 25 true/false and multiple-choice questions, and have a 1-hour time limit.

**VI. COURSE GRADING AND POLICIES**

- A. Points

Course Requirements Checklist

10

Discussion Board Forums (4 at 50 pts ea)	200
Program Evaluations	
Assessment Tools (1 at 100 pts; 1 at 90 pts)	190
Facility Selection	10
PowerPoint Presentations (2 at 100 pts ea)	200
Quizzes (8 at 50 pts ea)	400
<b>Total</b>	<b>1010</b>

B. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport)

## ***COURSE SCHEDULE***

### **HLTH 644**

Textbook: Smolak & Thompson, *Body Image, Eating Disorders, and Obesity in Youth* (2009).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b> <i>Obesity Basics</i>	Smolak & Thompson: Ch. 8, pgs. 157-173 1 presentation 1 video 2 websites	Course Requirements Checklist Class Introductions DB Forum 1 Quiz 1	10  0 50 50
<b>2</b> <i>A Big Problem</i>	Smolak & Thompson: Chapter 5, pgs. 97-102, Chapter 12, pgs. 241-260 & Chapter 14, pgs. 281-302 1 presentation 2 videos 2 websites	DB Forum 2 Quiz 2	50 50
<b>3</b> <i>Being Sweet Isn't Good</i>	1 presentation 1 video 4 websites	PE 1 – Assessment Tool Peer Evaluation of Group Work Quiz 3	100 0  50
<b>4</b> <i>A Multitude of Complications</i>	1 presentation 1 video 4 websites	PE 1 – PowerPoint Presentation Peer Evaluation of Group Work Quiz 4	90  0  50
<b>5</b> <i>Widespread Prevention</i>	1 presentation 1 video 4 websites	PE 2 – Facility Selection DB Forum 3 Quiz 5	10 50 50
<b>6</b> <i>Mirrors Lie</i>	Smolak & Thompson: Chapters 1-4, pgs. 17-96 & Chapter 7, pgs. 135-155 1 presentation 2 videos	PE 2 – Assessment Tool Peer Evaluation of Group Work Quiz 6	100 0  50
<b>7</b> <i>Finding Normal</i>	Smolak & Thompson: Chapter 5, pgs. 102-112, Chapter 6, pgs. 113-134 & Chapter 13, pgs. 261-279 1 presentation 1 video	DB Forum 4 Quiz 7	50 50
<b>8</b> <i>Lifting the Burden</i>	1 presentation 3 websites	PE 2 – PowerPoint Presentation Quiz 8	100  50
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

PE = Program Evaluation

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.