Application for approval of training

Introduction to eating disorders for health professionals

The National Framework for Eating Disorders Training: A guide for training providers (The Framework) has been designed to support and guide training providers in the design, structure, and content of eating disorder training for mental health professionals and dietitians. Please ensure that you have read the Framework prior to completing your application.

Training providers seeking approval of their training must use the Framework and provided application form for their application. Please ensure that you have selected the form relevant to training in introduction to eating disorders (green), evidence-based treatment model (orange), or evidence-informed dietetic practice (red). Training providers are required to address each **General Standard** and **Content Standard** via this form. Detailed instructions are included within each section of the form.

Further information can be found on the NEDC website **here.**

National
Eating Disorders
Collaboration

Evidence Experience Expertise

Application for approval of training

Introduction to eating disorders for health professionals

Training Details

Date of application	
Name of training provider/s and/or training organisation	
Name of training	

General Standards

Please provide evidence that your training meets each of the General Standards using no more than 150 words per Standard.

General Standard	Evidence
1. Clinical experience involved in planning, developing, delivering, and evaluating training	Summary of training provider/s experience: *You may provide NEDC with a copy of your CV in place of a written summary*
	I confirm that I meet the eligibility criteria for the ANZEAD Eating Disorder Credential

General Standard	Evidence
2. Lived experience, family and/or support contribution to training	Summary of lived experience input into training development and/or delivery (please ensure all information provided is deidentifed): Slide or page number/s: I confirm that I have sought and obtained consent to use any materials that have been developed by someone with lived experience
3. Inclusion of preparatory activity/ activities to improve educational value	This Standard is not required to be met for Introduction to Eating Disorders training.
4. Learning outcomes are described in the description of training and at the commencement of training	Summary of learning outcomes: *Please provide NEDC with any links or documents related to learning outcomes*

General Standard	Evidence
5. A mixed training format of didactic, interactive, and experiential approaches	Summary of teaching and learning approaches: *You can indicate within the Standard Checklist (pages 7-20) where mixed format occurs in place of providing a written description* Slide or page number/s:
6. Assessment of learning	Summary of assessment of learning activities and outcomes: *Please provide NEDC with any links or documents related to assessment activities*
7. Evaluation of training: participant feedback	Summary of evaluation of training: *Please provide NEDC with any links or documents related to training evaluation*

General Standard	Evidence
8. Duration of training for face-to-face and online trainings	Please indicate the duration (or expected duration) of your training:
9. Evidence-based and evidence-informed approaches	Indication of referencing within training. For example, reference list or references included on slides
	ġ confirm that the training incorporates the most recent evidence and is aligned to evidence-base and evidence-informed treatment guidelines

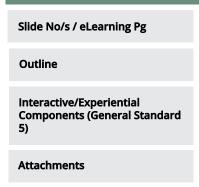# Introduction to eating disorders for health professionals

Content Standards

For each Content Standard, please provide the following information:

- Which slide (live training) or section (self-paced training) the Standard is covered
- A brief outline of the content covered (optional)
- A description of any interactive/experiential activities related to the Standard (e.g. video, case discussion, group work, quiz) (if applicable)
- A list of any supporting resources or attachments provided to the clinician to support their learning (e.g. clinical resources) (if applicable)

Please see an example below.

1a. Understand the current diagnostic criteria for eating disorders and the clinical features of related appearance, feeding, and eating conditions, and equip practitioners to be able to distinguish differential diagnoses
Slide No/s / eLearning Pg
Outline
Interactive/Experiential Components (General Standard 5)
Attachments

Content Standards

Please enter your responses for each of the Content Standards below.

1a. Understand the current diagnostic criteria for eating disorders and the clinical features of related appearance, feeding, and eating conditions, and equip practitioners to be able to distinguish differential diagnoses

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Outline

Interactive/Experiential Components (General Standard 5)

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For NEDC Internal Use

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Needs Further Information

1b. Be able to describe eating disorders, their progression and impact on a person's psychological and physical health, function, and quality of life

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Outline

Interactive/Experiential Components (General Standard 5)

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For NEDC Internal Use

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Needs Further Information

1c. Understand the risk factors that contribute to the development of eating disorders, including awareness of populations at high risk for developing an eating disorder

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Outline

Interactive/Experiential Components (General Standard 5)

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1d. Be able to describe the range of physical complications related to eating disorders and understand medical risks associated with eating disorder behaviours across diagnostic presentations, including the risk of death

Slide No/s / eLearning Pg

Outline

Interactive/Experiential Components (General Standard 5)

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1e. Be able to explain the impact of rapid weight loss, and/or very low BMI on cognition and overall health, including information on starvation syndrome

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Outline

Interactive/Experiential Components (General Standard 5)

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1f. Be aware of health and mental health conditions which can co-exist with eating disorders. This includes but not limited to diabetes, Polycystic ovarian syndrome, mood disorders, anxiety disorders, post-traumatic stress disorder and trauma, substance use, autism spectrum disorder, obessive compulsive disorder, and non-suicidal self-injury.

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Outline

Interactive/Experiential Components (General Standard 5)

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For NEDC Internal Use

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Needs Further Information

1g. General knowledge of developmentally appropriate eating, nutritional principles, and relationships with food and how these relate to disordered eating and eating disorders

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Outline

Interactive/Experiential Components (General Standard 5)

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For NEDC Internal Use

Meets

Needs Further Information

1h. Understand the concept and experience of recovery for a person, relating to the opportunity for choice and being able to live a meaningful, satisfying, and purposeful life

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2a. Be able to recognise the signs of disordered eating and eating disorders

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Interactive/Experiential Components (General Standard 5)	

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Needs Further Information	

2b. Be able to screen for eating disorders using valid and reliable screening tools

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Needs Further Information	

2c. Use assessment tools and tests as appropriate for the diagnostic presentation and the professional discipline of the treating clinician (e.g., EDE-Q, EDI, RMI, HEADSS, EAT-26, BEDS-7)

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Needs Further Information

2d. Contribute to the comprehensive assessment of children, adolescents, and adults in relation to eating disorders and within the scope of usual professional role. For further information, please see Table 1 of ANZAED practice and training standards for mental health professionals providing eating disorders treatment (5. Mental health assessment), and Table 1 of ANZAED practice and training standards for dietitians providing eating disorders treatment for specific areas of assessment (3.1 Nutrition assessment).

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Needs Further Information

2e. In completing the assessment, using a strengths-based approach, collaborating with the person to identify their strengths, risks for relapse, and individual needs for support

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Interactive/Experiential Components (General Standard 5)

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Needs Further Information

3a. Demonstrate an empathetic understanding of ambivalence and fear of change as they relate to recovery in people experiencing an eating disorder and understand strategies to overcome barriers to self-disclosure a person may experience. Be aware of the complex interplay between therapeutic alliance, readiness for change, self-efficacy, and early behaviour change.

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Outline

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Needs Further Information

3b. Understand the role of families and supports in assessment, engagement, treatment, and recovery support for children, adolescents, and adults

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Outline

Interactive/Experiential Components (General Standard 5)

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3c. Engage family and supports and work collaboratively with them throughout the assessment and referral process

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Interactive/Experiential Components (General Standard 5)	
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3d. Work within the limitations of confidentiality if the person experiencing an eating disorder does not want family or supports involved in care and treatment

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4a. Understand the significance and importance of a multidisciplinary team (MDT) in treatment and the role of each member. At a minimum, the MDT should consist of a medical practitioner (GP or other) and a mental health professional (i.e., those professions eligible for the Credential). A dietitian is also often part of the treatment team. Other professions that may be involved in the treating team include (but are not limited to) psychiatrists, paediatricians, dental practitioners, exercise physiologists, other health professionals and medical specialists, and peer support workers. Please see Appendix A of the Training Framework for further information.

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Needs Further Information

4b. Have a working knowledge of medical, mental health, nutritional and psychiatric impacts of eating disorders and associated treatment approach for each area.

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Outline

Interactive/Experiential Components (General Standard 5)

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For NEDC Internal Use

Meets

Needs Further Information

4c. Understand how to establish a care team consistent with the person's eating disorder diagnosis and treatment model being delivered, including the range of professions required to safely address all aspects of illness. The roles of each member and process for communication should clearly be documented, and a care team coordinator nominated if appropriate.

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Interactive/Experiential Components (General Standard 5)

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Needs Further Information

5a. Demonstrate knowledge of the stepped system of care for people experiencing an eating disorder and be able to apply this to the local context to identify and map services and systems available (e.g., acute medical hospitalisation, specialist eating disorder programs and units, intensive outpatient, peer mentoring). This includes indicators for referral for a higher or lower level of care and the aim of each level of care. See Appendix B of the Training Framework for further information.

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Needs Further Information

5b. Understand the need for a personalised approach for all individuals, including culturally safe, inclusive and respectful practice

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For NEDC Internal Use

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Needs Further Information

5c. Demonstrate knowledge of supports and resources available for people experiencing eating disorders and their families and supports. This should include information on Medicare services available across all types of eating disorders, and lived experience supports.

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Interactive/Experiential Components (General Standard 5)

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Needs Further Information

5d. Understand processes for and be able to support referral, communication, and transfer between services and service providers to address a person's physical, psychological, and nutritional needs, ensuring continuity of care.

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Interactive/Experiential Components (General Standard 5)

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Needs Further Information

5e. Identify signs of risk (medical and psychiatric) and be able to link the person in with appropriate psychiatric and medical review and/or support, including referral to a hospital emergency department

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Needs Further Information

6a. Understand the importance of early intervention for people experiencing an eating disorder

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For NEDC Internal Use

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Needs Further Information

6b. Awareness and knowledge of the standards for safe treatment. See ANZAED clinical practice & training standards for mental health professionals and dietitians providing eating disorders treatment and ANZAED eating disorder treatment principles and general clinical practice and training standards.

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Needs Further Information

6c. Knowledge of the clinical practice guidelines for treatment of DSM-5 feeding and eating disorders. At a minimum, treatment should be specific to the person's age, diagnosis, and stage of illness.

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Interactive/Experiential Components (General Standard 5)

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For NEDC Internal Use

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Needs Further Information

7a. Understand the importance of and be able to provide psychoeducation relevant to a person's clinical presentation. Communication and information should be provided to the person experiencing an eating disorder, families, and supports. See Table 1 of ANZAED eating disorder treatment principles and general clinical practice and training standards for further information.

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Needs Further Information	

7b. Describe a range of evidence supported treatment modalities for eating disorders and their relevance to individual needs including CBT-E, CBT-Guided Self Help, FBT, SSCM, MANTRA, FPT, IPT. See recommendations for treating eating disorders (ED) summarised from current treatment guidelines taken from ANZAED eating disorder treatment principles and general clinical practice and training standards. NOTE: these models will be updated in line with recent evidence.

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Needs Further Information	

7c. Knowledge of specific evidence-based pharmacological treatments for eating disorders

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Attachments	

Additional information

Please ensure that you attach all relevant and supporting documents to support your application for approval of training. Please contact training@nedc.com.au if you have any questions about detail to include.

Additional attachments and supporting documents	
I confirm that this training incorporates the most recent evidence and is aligned with evidence-based and evidence-informed treatment guidelines	
PowerPoint slides (if applicable)	Attachment name/s:
Link to eLearning module (if applicable)	Attachment name/s:
Clinical resources provided to trainees	Attachment name/s:
Evidence of clinical experience of training provider	Attachment name/s:
Evidence of lived experience input to training	Attachment name/s:
Evidence of learning outcomes	Attachment name/s:
Evidence of assessment of learning	Attachment name/s:
Evidence of training evaluation	Attachment name/s: