

Using the National Framework for Eating Disorders Training in Workforce Development

This resource is designed for service and education leaders, training providers, and service providers. It aims to support these clinicians and leaders in eating disorder workforce development initiatives.

A model for upskilling the eating disorder mental health and dietetic workforce has been articulated through the development of the [ANZAED Eating Disorder Credential](#) (the Credential) eligibility criteria, illustrated in the diagram below.

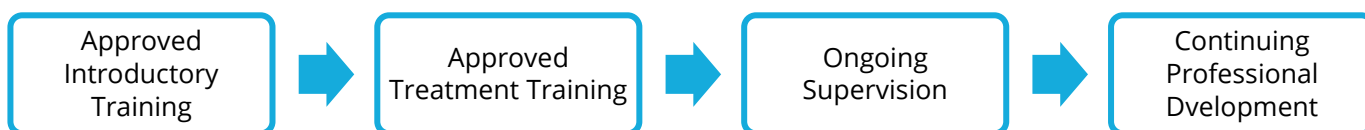


Figure 1. Model for upskilling the eating disorder and mental health dietetic workforce

The Credential criteria model provided the foundation for the development of the [National Framework for Eating Disorders Training – A guide for training providers](#) (the Training Framework). The Training Framework was developed by NEDC in collaboration with training providers across Australia and was designed to drive consistency and quality in eating disorders training within Australia, in particular those trainings required for the Credential.

The Training Framework is underpinned by national standards, including the [NEDC workforce core competencies](#) [1] and the [ANZAED clinical practice and training standards](#) [2, 3, 4]. It underpins the [NEDC Training Approvals](#), a process which is required for training to be eligible under the Credential pathway. The Framework covers specific standards for:

- Introduction to eating disorder training for health professionals
- Treatment model training for mental health professionals
- Evidence informed dietetic practice training for dietitians

How to use the Training Framework in your context

The Principles and Standards outlined in the Training Framework can be applied across training and skill development initiatives including:

- Eating disorder skill development and learning within tertiary education
- Post-graduate introductory eating disorders training and treatment model training
- Designing eating disorder-specific professional development requirements for new and existing staff working within health and mental health services
- As a competency framework to use within clinical supervision, mentoring, and/or communities of practice

The Training Framework has broad workforce development application for service and education leaders, training providers, and supervisors.

What is in the Training Framework?

The Training Framework outlines Guiding Principles, General Standards, and Content Standards to guide individuals and organisations in the development of training and learning activities which engage, inspire, and equips the workforce with the knowledge and skill to safely and effectively respond to, and provide treatment for, people experiencing eating disorders.

Guiding Principles

The Guiding Principles underlie the teaching and practice and inform the design and delivery of training. These include principles such as:

- Evidence-based and evidence-informed approaches
- Recovery-oriented, culturally safe and responsive care
- Scope of practice
- Consolidation and implementation of the skill and knowledge developed during training

Get started with the Guiding Principles

[Click here](#) to see a checklist of the Guiding Principles

General Standards

The General Standards are practical training components which are designed to strengthen participant learning, help consolidate knowledge and skill, and enhance clinical practice. These include evidence-based learning activities and training features including:

- Mixed styles of information presentation and learning opportunities
- Length of training
- Content area expertise (clinical and Lived Experience) in the development of training
- Specifying and accurately advertising training learning objectives

Get started with the General Standards

[Click here](#) to see a checklist of the General Standards

Content Standards

The Content Standards cover competency areas that must be addressed within each of the three types of training included within the Framework. This includes topics required for the trainee to be able to effectively identify, respond, engage, refer, and for some, provide treatment for people experiencing an eating disorder. These include evidence-based standards such as:

- Identification and assessment
- Working with families and supports
- Working with the care team
- Providing personalised care within the treatment approach

Get started with the Content Standards:
Introduction to eating disorders

[Click here](#) to see a checklist of the Content Standards – Introduction to eating disorders for health professionals

Get started with the Content Standards:
Evidence-based treatment model

[Click here](#) to see a checklist of the Content Standards – Evidence-based eating disorder treatment model

Get started with the Content Standards:
Evidence-informed dietetic practice

[Click here](#) to see a checklist of the Content Standards – Evidence-informed dietetic practice for eating disorders

Applying the Training Framework to workforce development activities

In addition to its application within the [NEDC Training Approvals](#), the Training Framework has broad application within the Australian context as a model for developing and maintaining skill to provide care for people experiencing eating disorders. This includes application within the tertiary education and technical training sectors, general health and mental health services, eating disorder-specific services, and clinical supervision.

Tertiary sector and other educational settings

The Guiding Principles, General Standards, and Content Standards can be used to develop educational programs within tertiary education settings (e.g., undergraduate, postgraduate, and professional and technical training programs). This would support the development of nationally consistent curricula and course content which prepares graduates to be career-ready and to go on to access professional pathways post-graduate.

Actions within educational settings

Using the Training Framework, the following processes could be adopted in curriculum and learning program design:

Task/audience	Process
Guiding Principles	Eating disorder-related tertiary curricula can be underpinned by the Guiding Principles to support skilled application of eating disorder knowledge and skill within treatment and care. This includes understanding stigma, working with families, working with diverse populations, and helping clinicians to plan for their further professional needs including supervision and additional training.
General Standards	The General Standards can support curriculum designers develop comprehensive and meaningful learning activities that support clinician learning and application of knowledge in eating disorders. This includes elements such as lived experience co-design, expertise of teacher, multiple teaching methods, and appropriate training length and format.
Content Standards	The Content Standards can guide the specification of content taught within educational programs. For example, a post-graduate mental health program might aim to incorporate all of the Introduction to Eating Disorders content so that students graduate meeting that requirement and having a well-defined learning pathway post studies. Further learning through placements can incorporate the Content Standards required for treatment provision.
Educators	Ensure that guest lecturers are familiar with the Training Framework and aim to align their lecture content with the Principles and Standards.

Health and mental health services – upskilling clinicians in eating disorders

Clinicians may join a health or mental health service with little or no experience to be able to identify the signs of an eating disorder, effectively engage with someone experiencing and eating disorder and support help-seeking or providing a treatment response. Others may join with a lot of experience.

The Credential criteria outline a learning pathway that can be adopted for all clinicians, regardless of whether they are seeking to become Credentialed. This supports services leaders and practitioners to provide staff with training and learning opportunities which support them to work proficiently within the area of eating disorders and within their scope of practice.

Learning pathways

The Credential criteria can be applied to clinician professional development pathways in the following ways:

Staff role and responsibility	Training and professional development needs
Clinicians required to identify and respond to eating disorders (not provide treatment)	Support staff to access Approved Introduction to Eating Disorders training: Introductory training aims to provide health professionals with the knowledge and skill to effectively identify, respond, engage, and refer people experiencing an eating disorder, and provides basic knowledge about treatment approaches for eating disorders. It is not aimed to equip a health professional with the knowledge and skill to be able to provide treatment for people living with an eating disorder. Introductory training is relevant to all professional disciplines that provide healthcare for people experiencing an eating disorders.

Staff role and responsibility	Training and professional development needs
Clinicians required to provide treatment for people experiencing eating disorders	<ul style="list-style-type: none"> • Support staff to access Approved Introduction to Eating Disorders training; and • Training in at least one evidence-based treatment model (mental health professionals); or • Training in evidence-informed dietetic practice (dietitians)
All clinicians	Support staff to access ongoing professional development: Regardless of their role across identification, assessment, and/or treatment of eating disorders, clinicians need access to further professional development and supervision to support the consolidation of learning and expanding and enhancing clinical work.

Actions for health and mental health services

Using the Training Framework, the following processes could be adopted to support staff upskilling:

Task	Process
Assess	Determine the level of learning required for staff. For example, do they need to be able to identify and respond, but not provide treatment for people experiencing eating disorders? Or are they providing the core eating disorder treatment? Based on their learning needs, staff are connected with the relevant trainings (see above recommendations for type of training based on level of experience).
Locate required training	Map the available trainings. For example, where can your clinician access Introduction to Eating Disorders training? What treatment model will your service provide and who provides training in this? Please see NEDC's Approved Training and Eating Disorders within Australia for further information.
Facilitate ongoing supervision and/or community of practice	Identify pathways to access supervision. This may be within your team or provided by an external service or clinician.

Clinical supervision

Supervision, mentoring, and communities of practice support the establishment and maintenance of, and implementation of knowledge and skill. The Training Framework can provide a structure to supervision in helping the clinician reflect on areas that they may be struggling with and want to explore further through supervision. The specific Principles and Standards adopted in this process will vary depending on the experience of the clinician.

Actions for using the Training Framework to inform clinical supervision

Using the Training Framework, the following practices could be adopted to support clinical supervision:

Task/audience	Process
Clinicians new to eating disorders	The Content Standards for introduction to eating disorders (pg. 24), evidence-based treatment models (pg. 31), and evidence-informed dietetic practice (pg. 36), can be used to structure supervision. Discussion in supervision can be scaffolded by each of the learning areas, supporting the clinician to reflect on the practical application of these in clinical practice and to identify areas that may need further learning, practice, and/or training.
Clinicians experienced in eating disorders	The Content Standards can be used to comprehensively review and build on micro-skills required within the model such as engaging a person that is ambivalent about treatment or addressing aspects of confidentiality or risk. The Guiding Principles could be used to deepen clinician knowledge across key areas of practice such as working with families and working with diverse populations.
Guiding Principles	The Guiding Principles should underpin practice for all clinicians. These Principles can be used throughout the course of supervision to identify areas of learning and skill development focus such as deepening skills to work in culturally safe and sensitive ways, enhancing capability to work safely and effectively with Aboriginal and Torres Strait Islander peoples, and to develop practice in addressing the impact of stigma on people experiencing eating disorders.
Applying specific frameworks and diagrams to clinical practice	The stepped system of care and the care team diagrams articulated within the Training Framework can be used to explore practice approaches, work through clinical and care team dilemmas, and deepen understanding of how these frameworks apply to care for people experiencing eating disorders. For example, identifying referral pathways for a person needing a greater intensity of treatment.
Professional responsibility (pg. 18):	Information regarding professional responsibility outlined within the Training Framework can support clinicians to reflect more broadly about their work in eating disorders and to identify other training and learning activities they may need to help consolidate their skill, work within their scope of practice, and uphold their professional responsibilities.

I am a training provider, but don't provide trainings that are relevant to the Credential. How is the Training Framework relevant to me?

The Guiding Principles outlined in the Training Framework have been designed to underpin all training relevant to eating disorders. These principles support the application of new knowledge and skill to the unique experiences of eating disorders and the learning needs of the professional.

Get started with the Guiding Principles

[Click here](#) to see a checklist of the Guiding Principles

Actions for all eating disorders training

Using the Training Framework, the following processes could be adopted to support the development of eating disorder training:

- All new or updated training relevant to eating disorders should align with the Guiding Principles. Use [this checklist](#) to support training development.

If you have any questions about the Training Framework and applying the Principles and Standards to your work, please reach out to the NEDC team at training@nedc.com.au

References

- [1] National Eating Disorder Collaboration (2018) Workforce core competencies for the safe and effective identification of and response to eating disorders. <https://nedc.com.au/research-and-resources/show/workforce-core-competencies-a-competency-framework-for-eating-disorders-in-australia>
- [2] Heruc, G., Hart, S., Fleming, S., Casey, A., Sutherland, F., Jeffrey, S., Roberton, M., & Hurst, K. (2020). ANZAED practice and training standards for dietitians providing eating disorder treatment. *Journal of Eating Disorders*, 8, 77. <https://jeatdisord.biomedcentral.com/articles/10.1186/s40337-020-00334-z>
- [3] Heruc, G., Hurst, K., Casey, A., Fleming, K., Freeman, J., Fursland, A., et al (2020). ANZAED eating disorder treatment principles and general clinical practice and training standards. *Journal of Eating Disorders*, 8, 63. <https://jeatdisord.biomedcentral.com/articles/10.1186/s40337-020-00341-0>
- [4] Hurst, K., Heruc, G., Thornton, C., Freeman, J., Fursland, A., Knight, R., et al (2020). ANZAED practice and training standards for mental health professionals providing eating disorder treatment. *Journal of Eating Disorders*, 8, 58. <https://jeatdisord.biomedcentral.com/articles/10.1186/s40337-020-00333-0>