



Eating Disorders Training for Foundation Trainees Scenario 2

www.beateatingdisorders.org.uk

Importance of Eating Disorders Training in Medical Education

“In 2012, Averil Hart, a 19 year old student died as a result of anorexia nervosa. Five different NHS services had missed multiple opportunities to save her life over five months.

“In its 2017 investigation, the Parliamentary Health Service Ombudsman(PHSO) found that Averil’s deterioration and death were avoidable and that she had been failed by each of the NHS organisations involved in her care and treatment.

Importance of Eating Disorders Training in Medical Education

“PHSO noted that the majority of medical professionals had received little or no training on eating disorders during their education and recommended that this be addressed.

This was re-emphasised when the House of Commons Public Administration and Constitutional Affairs Committee reviewed progress on the PHSO recommendations in 2019, calling for eating disorders to be covered effectively in both the undergraduate and postgraduate medical curricula.’

Professor Tim Kendall, National Clinical Director for Mental Health, NHS England, 2021



Interactive session

- Non-judgemental
- Learning experience
- No 'silly' questions
- Be bold



E-learning Module 2



- When to be worried: MARSIPAN & Junior MARSIPAN (MARSIPAN checklist)
- Who to refer to and what are the eating disorders pathways/guidelines available
- NICE-concordant eating disorders treatment approaches for children, young people & adults
- MDT input and liaison pathways in eating disorders: GPs/Primary care, Psychiatry A & E, AMU, Gastroenterology, Paediatrics

E-learning Module 2



- Understanding the ethical and legal principles of compulsory including mental health legislation.
- Fluid, electrolyte and nutrition management
- Recognising and management of refeeding syndrome and risk management
- What monitoring needs to be in place (e.g. bloods, weight, fluid balance) and how often
- Where to go for advice/support and what services are available in the community

Alfie

This scenario is about Alfred Moon, a 20 year-old man who collapsed at his University where he is studying Sports Science. He was brought by ambulance to the A&E department.

This young man has been purging and exercising excessively after consuming large quantities of food, mostly in the evenings and at night. This has led to cardiac complications due to abnormal electrolytes caused by his vomiting.

He seems anxious and is reluctant to engage in any conversation, insisting on leaving the A&E. He explains that he is concerned about his horses at the stables where he works part time and asks to be discharged urgently.

Your role in the scenario

You are the foundation trainee at the A &E, where Alfred Moon was brought in by ambulance as he had collapsed.

His vital signs and blood investigations were checked at triage and an ECG was requested due to low heart rate.

Your role in the scenario

The blood tests and ECG showed the following:

- Na⁺: 120 mmol/L
- K⁺: 2.7 mmol/L
- Blood Glucose 3 mmol/L
- Urea: 15 mmol/L
- Creatinine: 150 μ mol/min
- ECG: Sinus bradycardia with QTC 490 ms and flat T-wave

The medical team as well as the psychiatry liaison team have assessed Alfred and are recommending medical stabilisation.

Key points to consider during role-play

- How will you engage Alfie in a person centred, empathic way?
- How will you assess Alfie's physical concerns, manage his resistance to engage and communicate the need for further tests/referral?
- Which further tests would you conduct and why?
- What is the approach regarding family members and treatment of eating disorders?
- How will you address this approach with Alfie?

Key points to consider during role-play

- How would you assess consent for family members to be contacted/confidentiality?
- How do you assess capacity in eating disorder patients?
- How would you offer support to Alfie's carers?
- What are the limits of confidentiality in this scenario?
- What resources from the e-learning will you use during the role-play?

'This teaching package has been developed to ensure that all medical students and foundation trainees are trained to understand, identify and respond effectively when faced with a patient with a possible eating disorder.'

Dedicated to the memory of Averil Hart, it is the result of a collaboration between the eating disorder charity Beat, Health Education England and the Royal College of Psychiatrists' Faculty of Eating Disorders.

We want to ensure that no other family has to endure what Averil and her family have experienced. It is our hope that this will be a significant step to ensuring that avoidable deaths from eating disorders are consigned to the past.'

Professor Tim Kendall, National Clinical Director for Mental Health,
NHS England, 2021