



National Centre for Eating Disorders

# EXCELLENCE IN PRACTITIONER SKILLS FOR EATING DISORDERS

An 8 Day Diploma Training Course  
With Theory, Practical Tools and Experiential Content

How to work successfully with anorexia and bulimia nervosa, binge eating and obesity, and their associated conditions; body image disturbance, exercise addiction and carer issues.



With Deanne Jade  
London

For forthcoming dates see **booking form**

This is a stand-alone training, and is also the Foundation Module of the NCFED MASTER PRACTITIONER PROGRAMME. The other modules are the 3 day courses: **Essential Obesity – Psychological Approaches** and **Nutritional Interventions for Eating Disorders**. The details of these courses are on our website or you may call the Centre for further information.

## YOU

Are a health professional, who wishes to enhance your clinical skills with eating disorders and obesity. You desire up to date, evidence based CPD which will empower you with the knowledge and the practical skills to work, or work even better, with people who suffer from an eating disorder or a stubborn weight problem.

You are also open to experiencing new powerful change tools which are drawn from experimental therapies such as NLP and EFT.

You wish to understand eating disorders thoroughly, to fine-tune your ability to manage acute and chronic cases; and design treatment plans which acknowledge appropriate phases of therapy. You also wish to enhance the personal qualities which are valuable when working with this complex client group.



Approved by the British Psychological Society Learning Centre for the purposes of Continuing Professional Development when done as part of the Master Practitioner Programme

## BOOKING

complete **booking form**

call 0845 838 2040

visit [www.eating-disorders.org.uk](http://www.eating-disorders.org.uk)



## YOU WILL LEARN

- How to demonstrate your understanding of the different presentations of the eating disorders and their associated symptoms.
- How to compare, contrast and evaluate interpretations of eating disorders as mental health conditions within known models of aetiology and maintenance.
- Evidence based and other models of treatment suitable for the treatment of eating disturbance. How and when to utilise these models in treatment. We teach skills from cognitive behaviour therapy, schema therapy, DBT, TA, Motivational and Positive approaches. For the more adventurous, we demonstrate applications from NLP and EFT.
- How to adapt these approaches to eating recovery and to individual presentations of these disorders.
- How to design treatment plans which acknowledge appropriate phases of treatment.
- How to respond appropriately to individual client needs within each treatment phase and how to justify your selection of interventions.
- How and when to use appropriate resources such as alternative professional expertise and how to integrate your work with that of the other professionals involved in the recovery process.
- How to monitor responses to treatment.
- Self awareness and mastery of your own issues with food and weight.
- Therapist qualities deemed important and useful for working congruently with clients.
- How to structure ongoing professional development in this area of expertise.

## THE PROGRAMME

The following is an overview of the programme. While tightly structured, the content of each day may vary according to the needs of the group. There is a range of teaching formats; group presentation, individual and small group exercises, experiential home assignments, pre reading, role plays and learning videos.

### MODULE A NORMAL / ABNORMAL EATING

- Behavioural features of normal and disordered eating
- Meanings of food
- Psychological features of eating disorder
- Unifying features of eating disorder
- Therapist roles

### MODULE B HUNGER & APPETITE

This module is a detailed overview of the physiology of hunger and appetite, the relationship between nutrition, behaviour, appetite and mood.

- The generation of hunger
- The function of nutrients and calories
- Hunger regulation, influences on satiety
- Food and mood
- Appetite - behavioural influences
- Chocolate addiction
- Orbach's psychological hungers
- Hunger - psychological influences (overview)

### MODULE C EATING DISORDERS IN DETAIL

A full description of each eating disorder, aetiology, temporal evolution, client presentation and perspectives, side-effects and maintaining factors.

- Bio-psycho-social interpretations of eating problems
- Predisposing influences / risk factors
- The role and psychology of dieting
- Definitions, diagnostic features and effects of Anorexia nervosa, Bulimia nervosa, Binge eating disorder, Atypical presentation Orthorexia and the Night Eating Syndrome
- The evolution of eating disorders
- Maintaining (perpetuating) factors
- Ego-syntonic features of ED's

### MODULE D ASSESSMENT, OVEREATING DISORDERS

Experiential content, the preparation of a personal eating lifeline.

- Purpose of assessment
- Useful information
- An eating lifeline
- Diagnosis
- Case conceptualisation / formulation
- Assessing motivation
- Building rapport
- Criteria for recovery
- Co-morbidity
- Building provisional treatment plans
- Eating disorder assessment scales

### MODULE E ENGAGEMENT & EARLY ISSUES

Experiential content, exercise on habit leverage and applications for a range of treatment levels.

- Phases of therapy ; when, what and why
- Useful early approaches for obese, bulimic, and laxative using clients
- Enhancing motivation, ready willing and able
- Behavioural interventions for bulimic disorders, resource building (stimulus control, behaviour chains, stress management, problem solving skills)
- Education: what the client needs to know, and when

### MODULE F NUTRITIONAL INTERVENTIONS, BINGE & BULIMIC DISORDERS

- The case for nutritional interventions
- Legitimising hunger
- The low blood sugar plan
- Nutritional therapy: how to
- Reframing foods
- Super-foods

## MODULE G ANOREXIA NERVOSA IN DEPTH

This module includes a film presentation which illustrates many teaching points.

- Explanations of anorexia (AN)
- Phases of therapy
- Assessment
- Engagement and motivation
- Maintaining factors
- Re-feeding in anorexia
- Targets for therapy: rigidity, perfectionism, and the anorexic mind-set
- Family issues and the role of family therapy
- Crisis management
- Chronic patients
- Managing relapse

## MODULE H WORKING WITH FOOD RECORDS

Experiential content, food record analysis, food meanings and associations and script work.

- Food diary analysis
- Eliciting triggers
- Introduction to managing triggers
- Lifestyle interventions
- Lifestyle balance
- Food script, childhood influences

## MODULE I EMOTIONAL EATING

- The emotional brain
- The nature and function of emotions
- Emotions and values
- Trauma, abuse and neglect
- Shame based behaviour
- Emotional triggers – depression, anxiety, anger, loneliness, guilt
- Eating disorder and PTSD
- Cognitive Emotional Behaviour Therapy
- Reclaiming personal boundaries

## MODULE J COGNITIVE APPROACHES

Experiential work, socratic questioning, role plays, deconstruction and reconstruction, hot-seating.

- Common attitude traps and mind-sets
- The rationale for cognitive therapy for eating disorders
- Thoughts, feelings and behaviour – the relationship
- Anorexia; beliefs, values and cognitive styles
- Working with ego-syntonic beliefs
- Bulimic behaviours; beliefs, values and cognitive styles
- Automatic fattening thoughts
- Managing “excuses”
- Socratic interventions
- Schema focussed applications

## MODULE K SELF ESTEEM & BODY IMAGE

Experiential content; elicitation of body image attitudes; critical experiences; visualisation; the walk of power and grace.

## PART 1 Body image

- Description, aspects and manifestation
- Gender and ethnic distinctions
- Body image and self worth, the connection
- Critical influences on body image
- Body image cognitions
- Thought Shape Fusion
- Behavioural interventions
- Body image therapy
- Weighing behaviour, and weighing the client
- The size and weight of the therapist

## PART 2 Self worth and Assertion

Experiential content, assertions, continuum work, the Bill of (eating) Rights.

- Core beliefs in eating disorders
- Self worth in aetiology
- Assertiveness deficits
- Rebuilding self worth
- Meta types of eater

## MODULE L RELAPSE PREVENTION

- Resistance and sabotage
- Models of relapse
- The psychology of relapse
- The Abstinence Violation Effect
- Relapse management – prevention, interruption and recovery mastery
- Managing urges and cravings
- Mindfulness approaches

## MODULE M UTILISATION

- Drugs for eating disorders and obesity
- Useful homework assignments

## MODULE N OBESITY – OVERVIEW

A film presentation in this module illustrates some important teaching points.

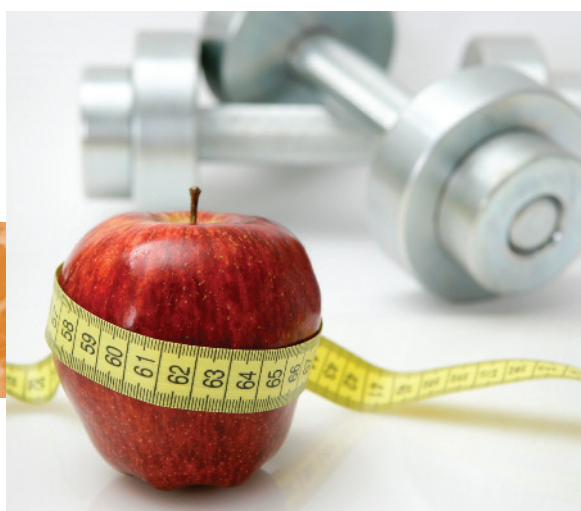
- The distinction between counselling for obesity and eating problems
- Treatments for obesity, overview
- Myths and causes
- Good and bad diets
- What works, and what does not
- Phases of treatment for obesity
- Preparation, readiness, weight loss and maintenance
- Evidence based principles for obesity therapy
- Coaching for change

## FINAL MODULE

Putting it all together. You will practice constructing personalised case conceptualisations and formulating treatment plans. There will also be the opportunity to address topics of personal interest, such as eating disorder prevention, working in schools, helping carers and developing an eating disorder service in your area.

## DIPLOMA

We award a certificate of attendance to all delegates. To gain the Diploma involves completion of an essay (min. 3000 words) within 6 months of the course conclusion. You may submit either a case plan for a real client, or a reflective study, based on material taught on this course. The marking fee is £75. This Diploma work is optional, but why not validate your expertise!



## COURSE TUTOR

**Deanne Jade**, a psychologist, is principal and founder of **NCFED**, the UK's largest independent eating disorder service. She is acknowledged as a leading expert in the treatment of eating disorders and weight control. Deanne is a Fellow of the Royal Society of Medicine, and a member of many professional organisations, including the European Health Psychology Society, the National Obesity Forum and an All-Party Parliamentary Group on Obesity. She has assisted the NICE guideline development process for eating disorders, obesity and obesity surgery. Deanne features frequently on TV, radio and national published media. She is respected both for her knowledge and for her ability to deliver powerful material in a style that is easy to absorb.

## ENDORSEMENTS

*"I thought I knew everything about eating disorders, I didn't know how much more there was to learn and to do."* Carol Stratton

*"Your work in bringing higher awareness of all aspects of eating disorders to professionals, methodically synthesising the important variant strands, outlining achievable protocols, bringing it all together in an elegant and gracious style is of great value - and it has been an invaluable learning opportunity for me both on a personal and professional level."* Jennifer Ratcliffe

*"It has been a long time since I have had a tutor with such a wealth of knowledge as yourself. Your delivery in presentation was inspiring, and showed your love and passion for the field."*  
James Lamper

*"May I say how much I appreciated your beautiful use of language and expression."* Gregory Szanto

*"As always, your generosity in sharing a lifetime of knowledge and expertise is breathtaking."* Dawn Hastings

*"Thank you for an excellent training experience. I learned loads (and had a super time)."* Tania Blom

## A NOTE ABOUT EXPERIENTIAL LEARNING

The course provides ample time for experiential work using taught material to focus on therapist qualities needed for working with this client group; and, at the very least, to minimise the risk of unhelpful projections. Some delegates experience powerful transformations in their own relationship with food, leading to changed eating patterns and confronting even long-standing weight problems in some cases.

All delegates are permitted to withdraw from activities which feel challenging, and if powerful emotions arise from exercises in the room, the course tutor will help the delegate to manage these feelings so that he or she may complete the training in comfort.

## TO BOOK:

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