

Family Based Treatment for Eating Disorders

Training Evaluation Summary

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We would like to thank the Foundation for Professionals in Services to Adolescents (FPSA) for their generosity in funding these training days. The funding made it possible to hold the training day and put them on in surroundings that encouraged networking.

The Family based Treatment for Eating Disorders took place over 2 days on the 6th & 7th March 2014. The training was delivered by Professor James Lock and Karen McMahon FBT Specialist Nurse, Greater Glasgow Health Board to 45 professionals across North of Scotland CAMHS and adult mental health services.

The training gave an overview of the history and background of Anorexia Nervosa and the family based treatment model which was developed at the Maudsley Hospital during the 1980s.

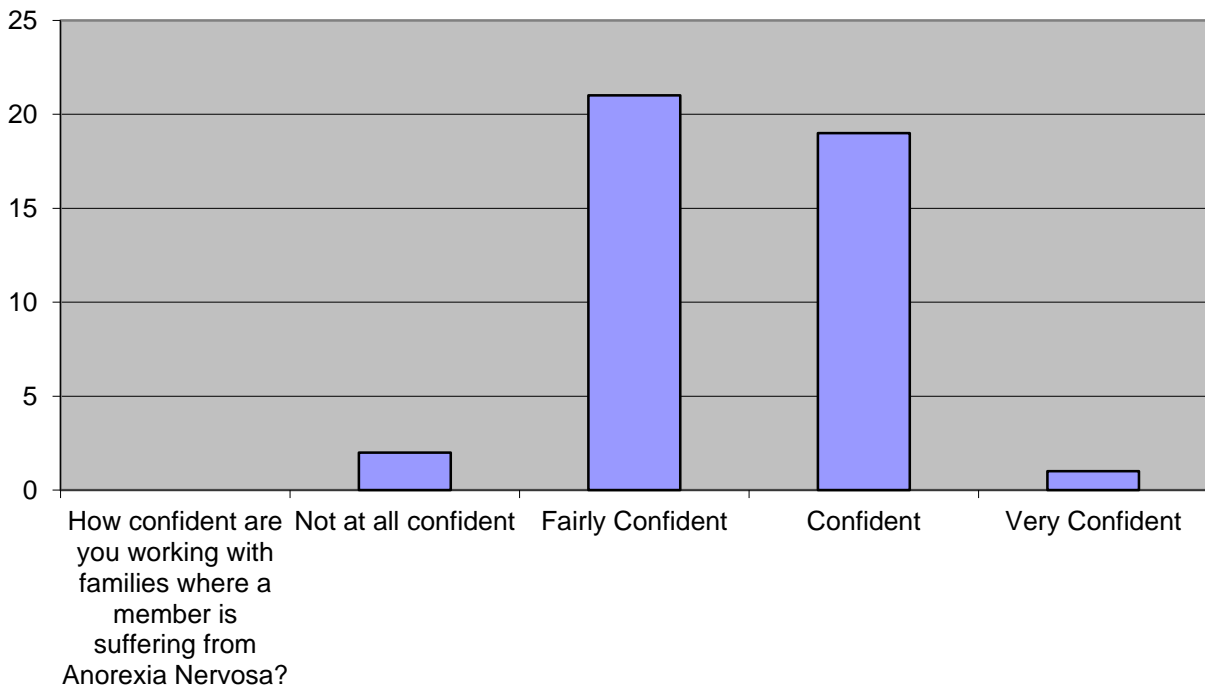
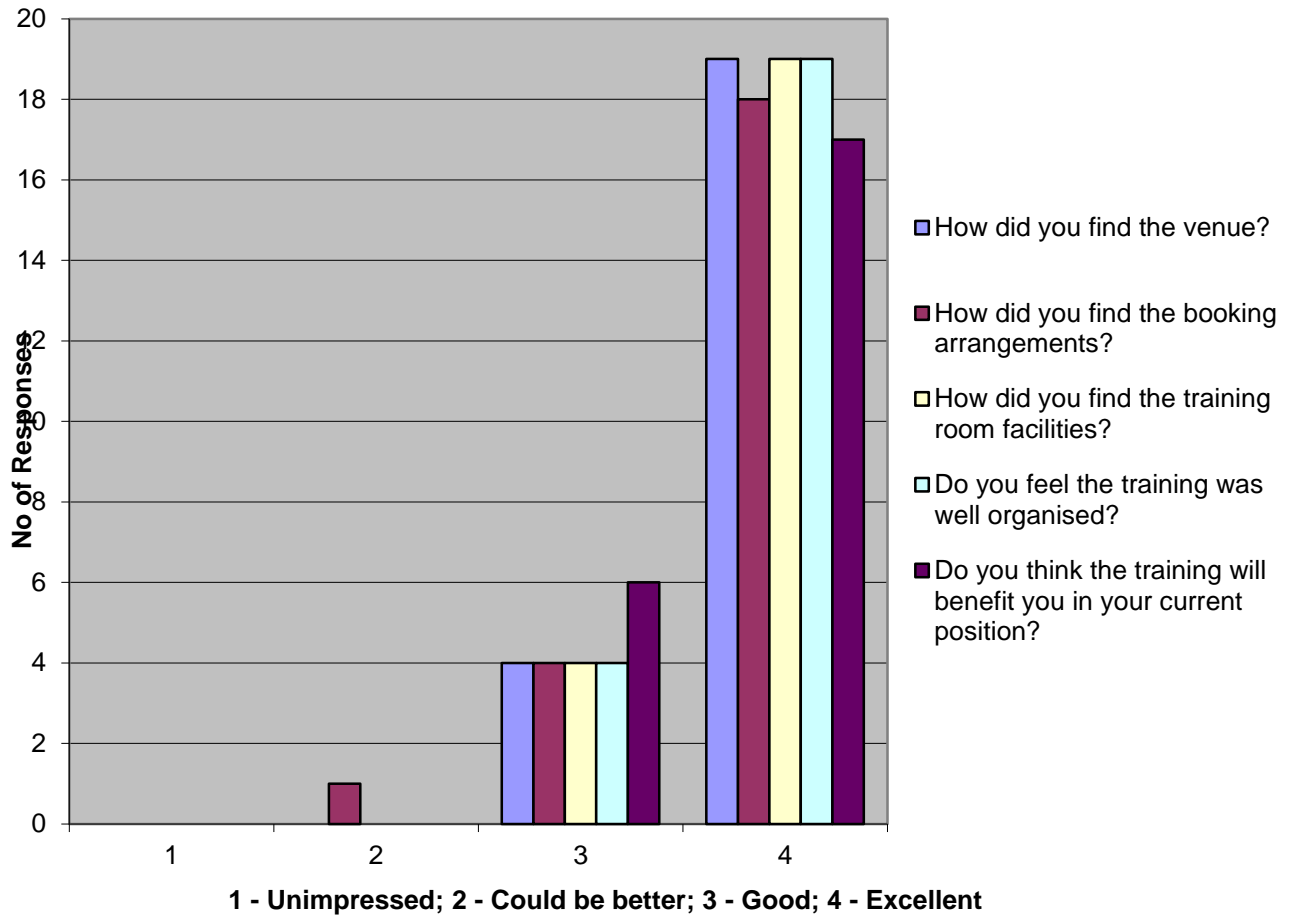
The evidence base to support the model and previous scientific research was also discussed. Further information showed the breakdown of the model into three phases, highlighting key points and goals. Role plays on each phase were played out with further explanations and the opportunity for questions.

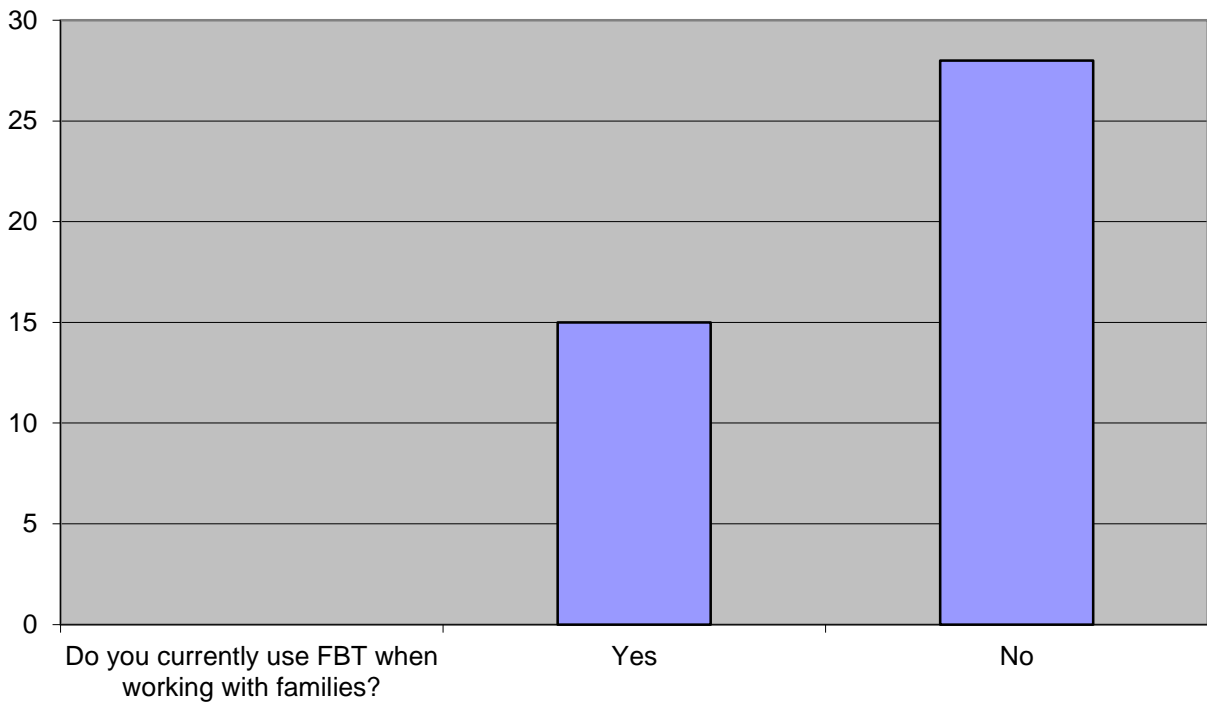
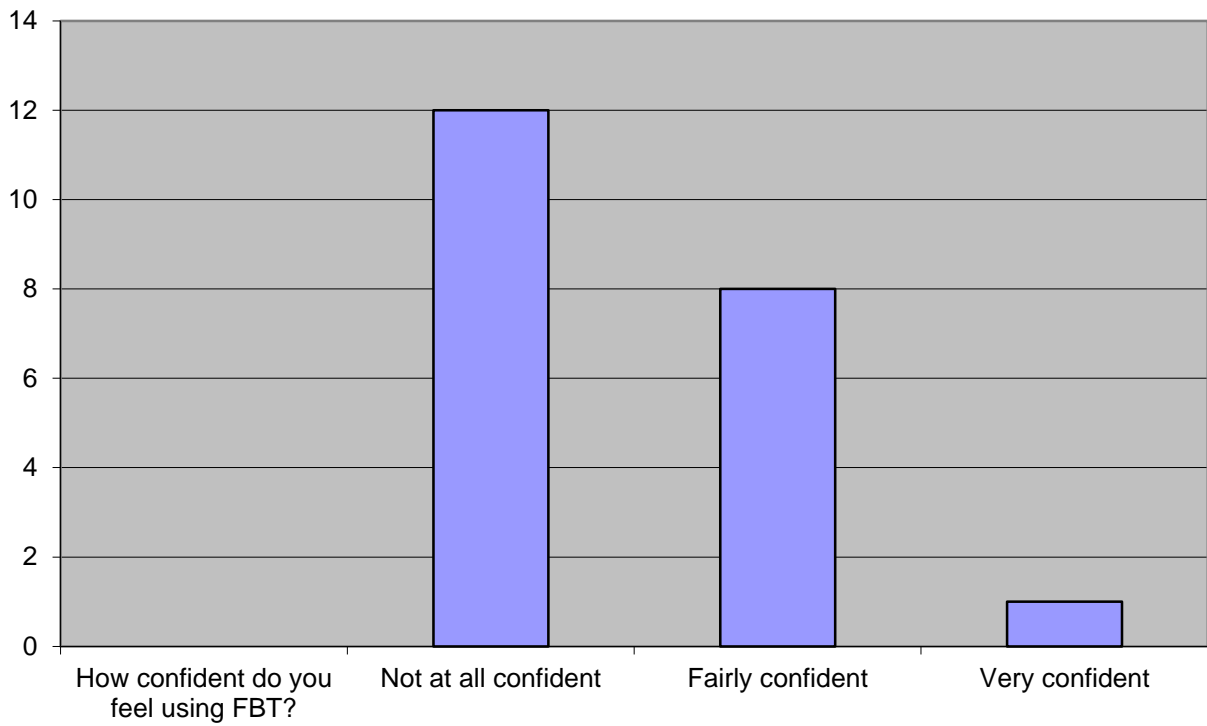
The training workshop finished with a consultation with Professor James Lock where individual health boards and sector teams within the North of Scotland had the opportunity to discuss issues surrounding the implementation of the model.

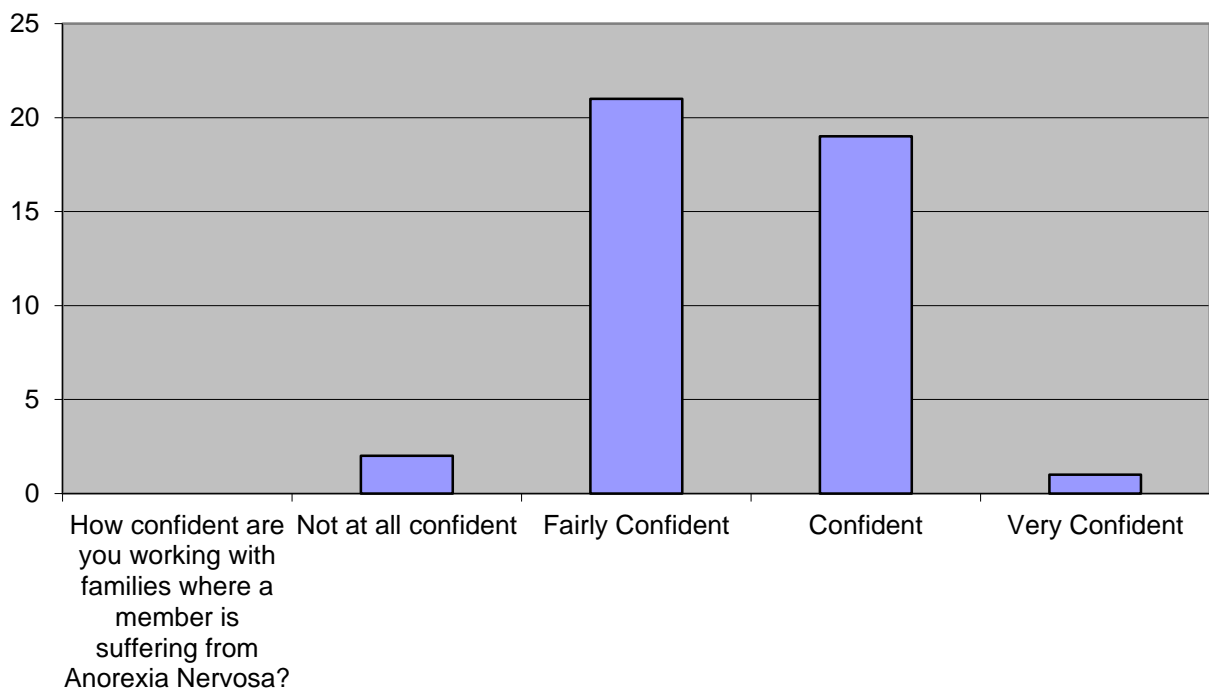
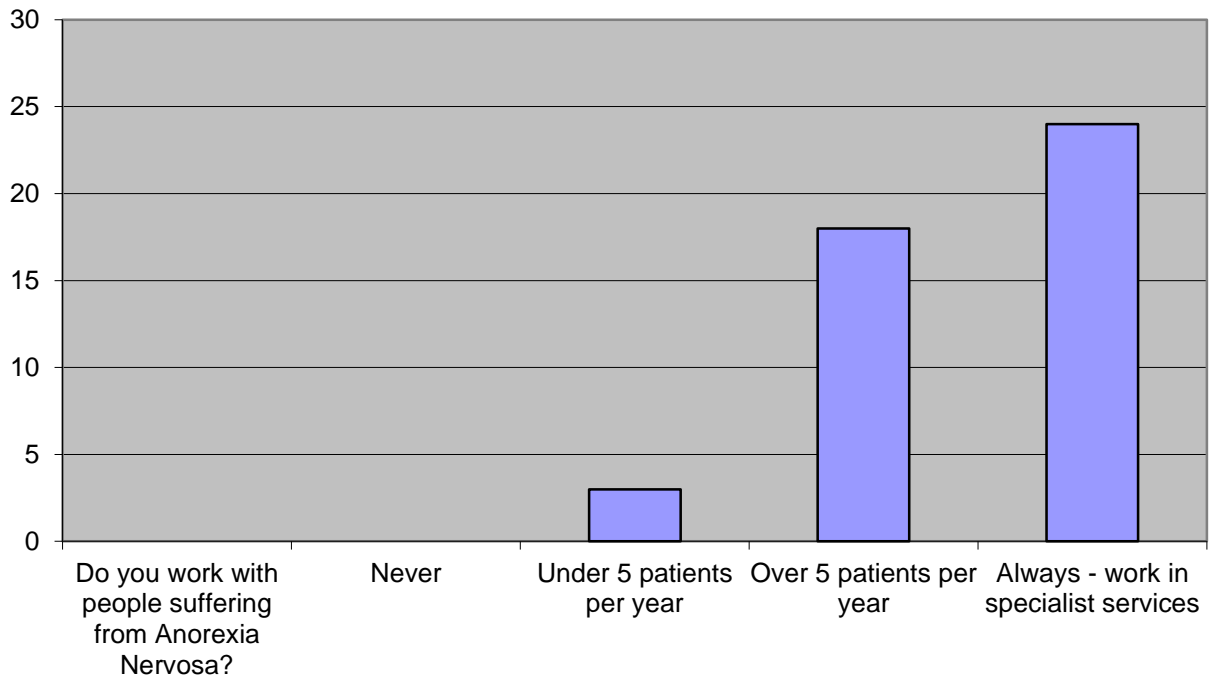
Overall feedback from the Maudsley Model family therapy training was very positive. On completing the 2 days, individuals were asked to rate the organisation of the training. They had also been asked rate their level of confidence using FBT **prior** to the training and their involvement in treating patients suffering from Anorexia Nervosa – we plan to follow up these questions in one year to evaluate participant's level of confidence and activity post training.

A total of 41 questionnaires were returned: the feedback was as follows

Family Based Treatment Training 6th/7th March 2014







There was also space for comments on the evaluation form – these were overwhelmingly positive with comments focussing on the organisation/venue, content and delivery and the opportunity to network with colleagues from across the North of Scotland to share practice.

Some of the comments are listed below –

“I thought that the venue was excellent, and that we were very well catered for. The two days ran very smoothly and were very well organised. The training itself was hugely beneficial for my work. Professor Locke and Karen provided a stimulating and informative package, which meant a very rich learning experience. It was an extremely positive experience. Thank you!”

“It was a really helpful and meaningful training event. In addition to the very good quality of training, it was a great opportunity to liaise and establish relationships with other professionals/services”.

“This was a very informative and thought provoking 2 day course. The practical aspects (video clips/role playing) were very useful to back up the theory. It gave me more clarity as to when and how FBT could be used and I was very reassured that the point was clearly made that medical monitoring is essential.”

“This was the best training I have been on for a very long time. The organisation was excellent, the venue was superb (particularly the catering and the view). The training itself was so inspiring and I only wish more people could have had the opportunity I did. A lot of hard work went into this event and it was evident in its flawlessness.”

Follow up from the training

Following on from the training there has been groups set up in each area of CAMHS by local clinicians to support each other in the use of FBT. These groups are discussing the challenges and learning from using the FBT model. It is planned to have bi-monthly regional meetings to allow further networking and sharing of practice and a yearly national FBT meeting where clinicians across Scotland can come together. This will allow for agreement on data collection, sharing learning and good practice and taking forward further educational/supervisory needs.