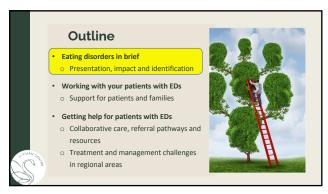


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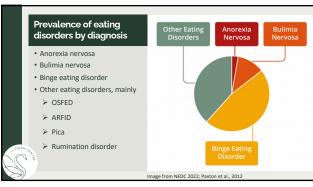
Eating disorders are common

• 4% point prevalence and 9% lifetime prevalence (Deloitte Access Economics, 2015, NEDC, 2017)

• Eating disorders, when combined with disordered eating, are estimated to affect 16.3% of the Australian population (Hay, Girosi and Mond, 2015)

Examples of disordered eating behaviours
Infrequent/irregular binge eating
Strict dieting
Skipping meals regularly
Skipping meals regularly
Self-worth based on body shape and weight
Skipping meals regularly
Self-induced vomiting
Fasting or chronic restrained eating

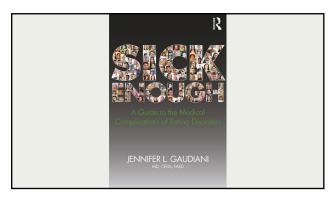
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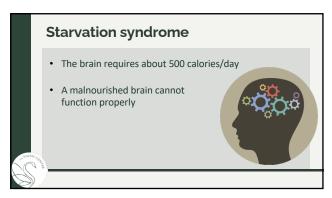


Unhappy
with weight
or shape

Feel gullty
and confused
about how
to eat

Image from NECC 2022 (nedc.com au) – Divordered eating and disting fact sheet





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What we see in patients

Constant/frequent thoughts of food
Decreased flexibility in thinking
Increased detail focus
Negative/dysregulated emotions
Poor memory
Reduced social skills

Outline

• Eating disorders in brief

• Presentation, impact and identification

• Working with your patients with EDs

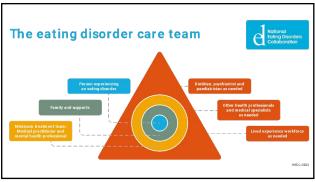
• Support for patients and families

• Getting help for patients with EDS

• Collaborative care, referral pathways and resources

• Treatment and management challenges in regional areas

10



Involving family

Are generally highly invested in the person's recovery

Usually recognize the need for change

Emotional and practical support

Help to access treatment

Can provide additional observations and information to the treatment team

Can be upskilled in their understanding of the ED and in communication with their loved one

Psychoeducation about EDs

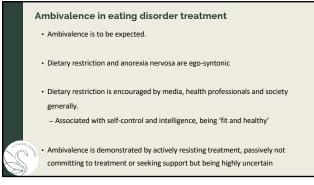
Communication style (reflective listening, de-escalation of anger/anxiety, problem solving)

Supporting therapy goals

Eating disorders families Australia (EDFA) - https://edfa.org.au

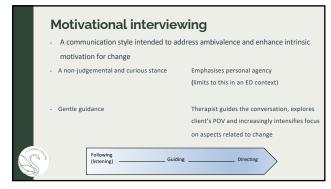
The Butterfly Foundation and Butterfly National Help Line - https://butterfly.org.au

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Motivating patients

Communication: Use open questions and reflective listening

Encourage 'action before motivation'

Acknowledge all changes made and attempted and emphasise:

Effort

Information gained

Practice effects

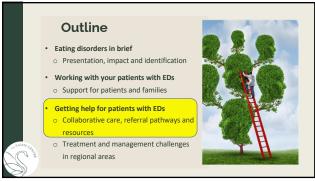
Value of persistence (e.g., every drip of water will eventuall fill the bucket)

Collaborate on goals that are meaningful to the client

What is negatively impacting wellbeing/QoL and how can this be improved?

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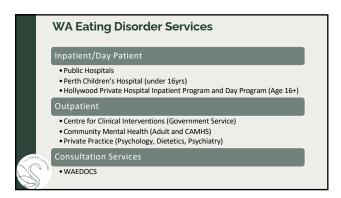


Collaborative Care of Eating Disorders

What challenges might arise in working collaboratively with outpatient eating disorders?

What benefits might come from collaborative care?

19 20



WAEDOCS

State-wide service Monday-Friday 9-4pm
For advice and assistance with patients: Western Australian Eating Disorders Outreach and Consultation Service (WAEDOCS) - 1300 620 208
https://www.nmhs.health.wa.gov.au/Hospitals-and-Services/Mental-Health/Specialties/Eating

What they do

What they do not do

Strive to ensure individuals receive optimal best practice care & where possible are managed close to home

Based at SCGH – MDT, Psychiatrist, Psychologist, NP, CNS(MH), Dietitian, (2.8 FTE)

Providing consultation, mentoring, support, education & training

Providing resources to guide safe practice in all settings

21 22



Treatment Resources

Butterfly Foundation – butterfly.org.au

National Eating Disorders Collaboration (NEDC) – nedc.com.au

InsideOut Institute – insideoutinstitute.org.au

23 24



Eating disorder treatment and management plan (EDP)

Alternative to MHCP

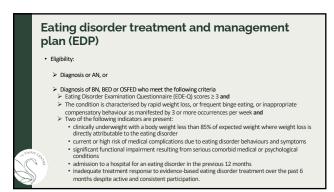
Emphasises a model of stepped care and multidisciplinary care

Developed by GP, psychiatrist or pediatrician

Valid for 12 months from the date it is created

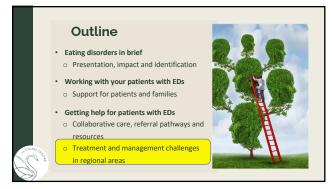
Allows rebates for up to 20 dietetic and 40 psychological treatment sessions / 12

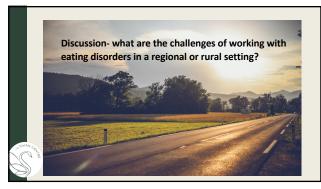
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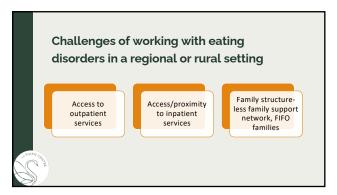
ANZAED- Australia New Zealand Academy of Eating Disorders
Credentialing program- clinicians who have met requirements for eating disorder training and experience
connected - ANZAED Eatino Disorder Credential - Find a Treatment Provider.

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Best approaches for managing eating disorders in a regional or rural setting

• Know what services are available

• Recruit a team with ED knowledge (if possible)

• Work collaboratively

• Seek out WAEDOCS support

• Involve schools

Encourage family to widen their support

systems

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