

A paediatric nurse training package on eating disorders: A service evaluation



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1. Background

- Specialist ED services frequently work closely with the paediatric team. Therefore, PNs are key members of the extended care team who ensure safe physical risk management.
- PNs require a shared understanding of (1, 2):
 - Care and timely communication between services.
 - Comorbid medical conditions which may result from or be co-existing with an ED.
 - Indicators that prompt a paediatric admission e.g., high risk of refeeding and medical instability.

2. Aims & Hypothesis

- This service evaluation aimed to provide suggestions to the current paediatric nurse (PN) training package provided by East London Community Eating Disorders Service for Children and Young People (EL-CEDS-CYP) resulting from the scarcity of ED training for PNs (3).
- ED specific training ensures PNs provide competent care to ED patients when admitted to a paediatric ward.
- The PN training package together with the learnings of this service evaluation can be showcased disseminated to interested trusts.

3. Methodology

Mixed methodology:

- A retrospective qualitative and quantitative data analyses of post-training package feedback forms.
- A thematic analysis (see Figure 1) of 2 focus groups (FG) and 2 semi-structured interviews of ED professionals who developed or delivered the training.

Figure 1. shows the thematic analysis procedure used (4).

1. Verbatim transcription – allowed for accuracy and familiarisation.

2. Code data extracts on Microsoft Excel with their participant ID (include surrounding data for context).

3. Inductive theme identification

- Determine themes from the quotes extracted from the data.
- Produce a thematic analysis map to determine inter-theme relations.

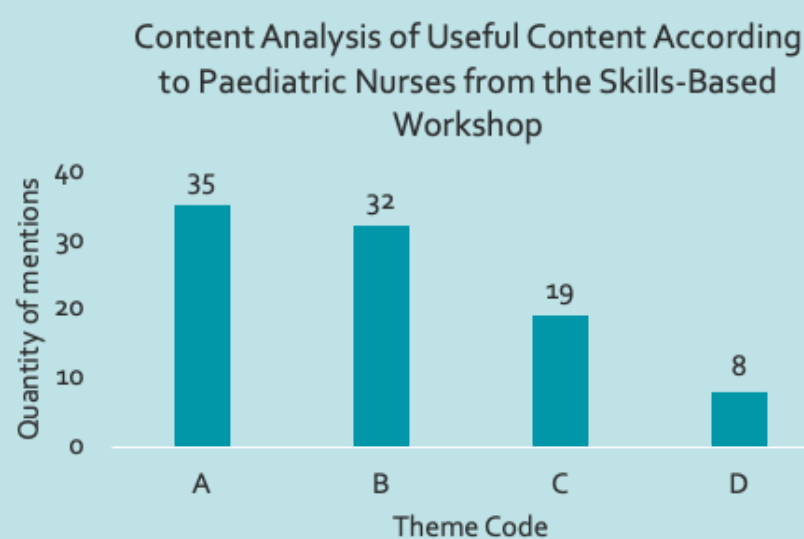
4. Themes were refined – removal of insignificant themes or division of broad themes.

5. Definition/naming of themes.

6. Themes provided recommendations for EL-CEDS-CYP

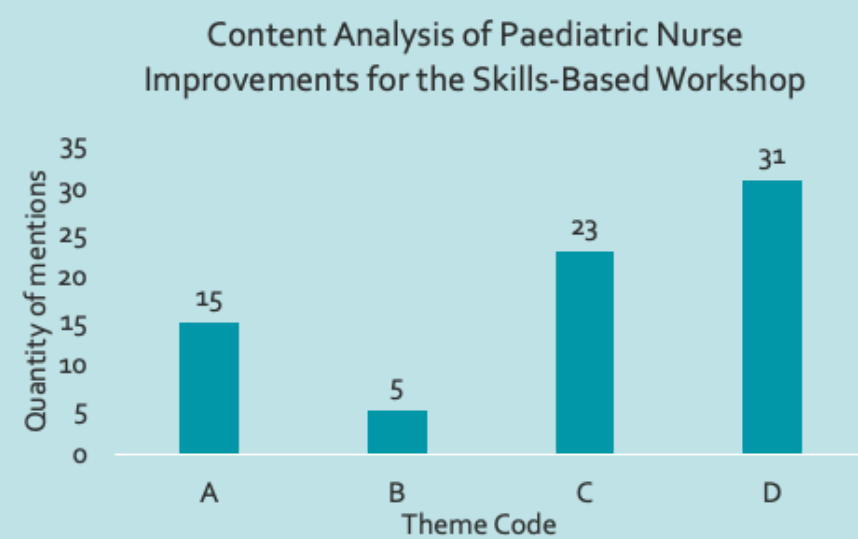
4. Results

Figure 2. A bar chart to show the frequency of useful content themes devised from a content analysis of the feedback forms completed by PNs further to the skills-based workshop. A = presentation, B = discussion, C = practical tips and D = overall.



The workshop improved the confidence and understanding 'very much' for 39 PNs, 62.90% of the cohort.

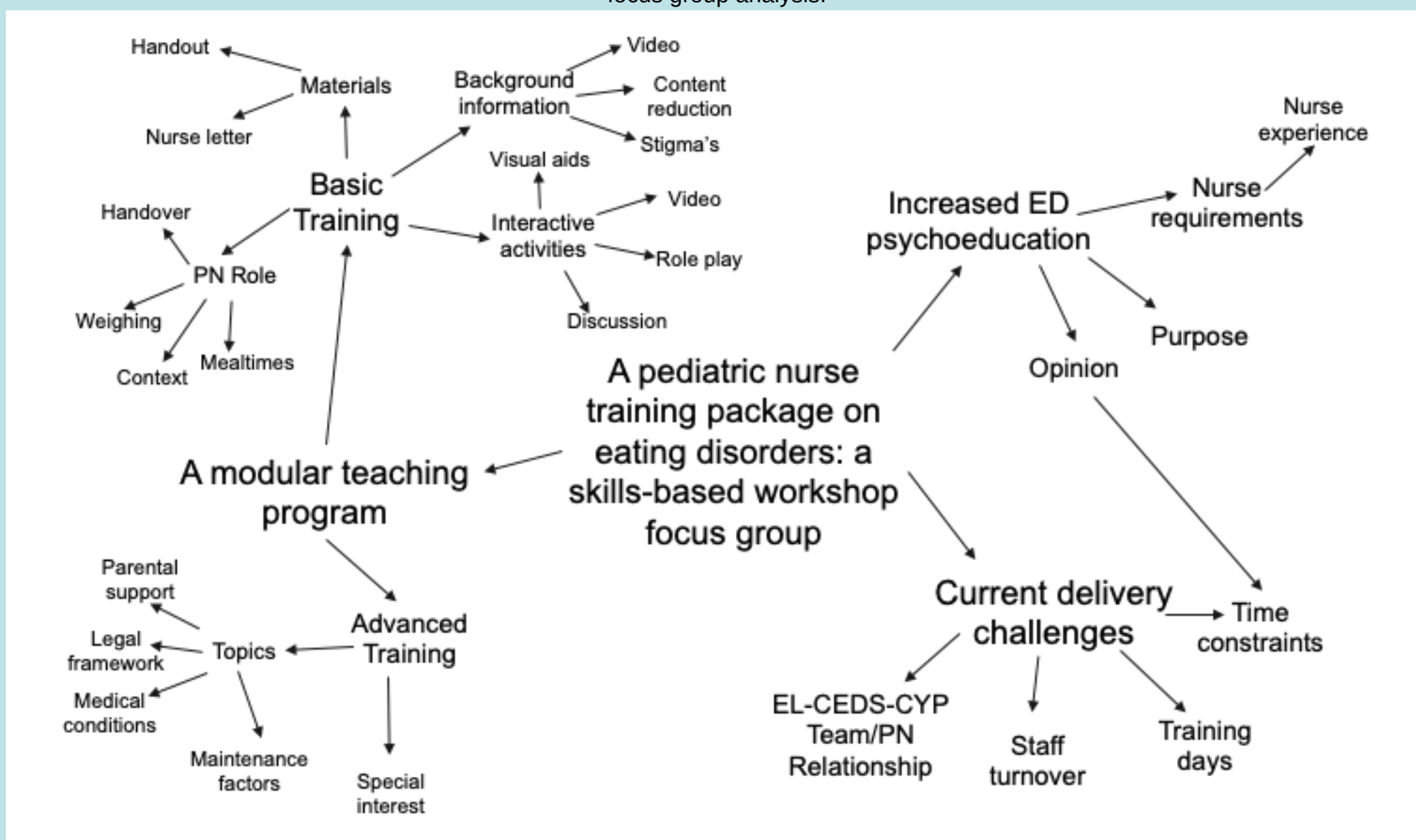
Figure 3. A bar chart to show the frequency of useful content themes devised from a content analysis of the feedback forms completed by PNs further to the skills-based workshop. A = time, B = group activities, C = materials and D = no change required.



40 of the PNs rated the overall impression of the workshop as 'very good', totalling 63.49% of the cohort.

5. Conclusion

Figure 4. A thematic analysis tree used to determine the themes and subthemes, as well as their relationship to each other within the focus group analysis.



	Basic Training	Advanced Training
Introduction	Group mind map of eating disorder types	Group mind map of maintenance factors
Eating disorder topics	<ul style="list-style-type: none"> Stigmas Medicated signs and symptoms Role of a nurse: <ul style="list-style-type: none"> Weighing Handover Mealtime support Compensatory behaviours 	<ul style="list-style-type: none"> Refeeding syndrome Parental support Legal frameworks NG tube feeding Mental health act Self care
Resources	<ul style="list-style-type: none"> PN handout Pre-reading Further reading Referral letter example 	<ul style="list-style-type: none"> Pre-reading Further reading Referral letter example
Interactive Activities	<ul style="list-style-type: none"> Mind map Role play Videos Discussion Case studies 	<ul style="list-style-type: none"> Mind map Role play Videos Discussion Case studies

- A modular program, including a basic and an advanced session, is advised.
- Advanced training attendees would become 'eating disorder champions' to act as a support for PNs.

6. Limitations & Future Recommendations

- Focus groups with PN staff had to be cancelled due to the COVID-19 pandemic and the resulting pressure on paediatric hospital staff.
- Some voices were heard more than others in FGs.
- 1:1 interviews were held with some EL-CEDS-CYP staff who could not join the main 2 FG due to increased workload during the pandemic.
- Patient and carer participation groups to determine their perspective on the impact of training on PN support.
- It is hoped that this service evaluation will allow for improved clinical practice from PNs towards paediatric ED inpatients.

7. References

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8. Acknowledgements

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