Understanding and Working with Disordered Eating in Psychotherapy: Facilitator Pack

THE TALKING THERAPIES UK FACILITATOR PACKS



Understanding and Working with Disordered Eating in Psychotherapy: Facilitator Pack

Teaching the course to a group

A facilitator pack · 4 sessions · for trainers

TALKING THERAPIES UK

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First edition, 2026.

This pack accompanies the course “Understanding and Working with Disordered Eating in Psychotherapy” on Talking Therapies UK Training & CPD and its course book. It is drawn from the course and is kept current with it: whenever the course changes, the pack is set again.

This printing was set on 27 October 2026 from the course as it stood that day.

A note on teaching from this pack. It supports qualified trainers and supervisors teaching within their competence. Running the course from it does not award the course’s CPD certificate, which participants gain by completing the course online.

Set in Poppins and Roboto, the Talking Therapies UK typefaces.

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How to use this pack

This pack is for trainers and supervisors who teach the Talking Therapies UK course "Understanding and Working with Disordered Eating in Psychotherapy" to a group: a session for each of its 4 modules, with timed plans, the points to draw out, group activities and discussion questions, the course's assessment with answers, an attendance register and an evaluation form.

Part 1 sets out the course and how to plan it. Part 2 has a timed plan for each session, built from the course's own modules, lessons and practice tasks; read it with the module it teaches. Part 3 holds the course's assessment with its answers, an attendance register and an evaluation form.

What this pack covers

- Plan the course as 4 sessions
- Follow a timed plan for each session
- Draw out each lesson's key points
- Run each lesson's practice task as a group activity
- Check understanding with the course's own questions
- Keep a register and gather evaluations

PART 1

Planning the course

What the course covers, who it is for, and how to run it.

CHAPTER 1

About Understanding and Working with Disordered Eating in Psychotherapy

Understanding and Working with Disordered Eating in Psychotherapy – A Clinical Guide for Counsellors and Psychotherapists offers a rigorous, intermediate-level exploration of the complex presentation of disordered eating within a CBT framework. Over six CPD hours, participants will be guided through four interlinked modules that together build a comprehensive skill set for safe, evidence-informed practice in both private and NHS settings.

The first module, Foundations and Clinical Conceptualisation, invites learners to map the full spectrum of disordered eating, from sub-clinical concerns to formally diagnosed eating disorders. By examining current NICE diagnostic criteria and the latest revisions of the DSM-5, participants will develop a nuanced understanding of how cognitive distortions, affect regulation difficulties, and interpersonal maintenance factors intertwine to sustain maladaptive eating patterns. Practical case formulation exercises will enable clinicians to integrate formulation with assessment tools such as the PHQ-9 and GAD-7, ensuring that each client's unique psychological landscape is accurately captured.

Risk Assessment and Ethical Practice, the second module, equips practitioners with a systematic protocol for evaluating both physical and psychological risk. Learners will acquire competence in interpreting medical indicators, recognising signs of electrolyte imbalance, and applying tiered safety planning that aligns with NHS safeguarding standards and private practice ethical guidelines. The module also addresses consent, confidentiality, and the delicate balance of autonomy and protection when working with clients whose insight may be compromised.

In Evidence-Based Therapeutic Interventions, participants will master core CBT-ED techniques, including regular eating, exposure to feared foods, and cognitive restructuring of weight- and shape-related thoughts. Complementary Compassion-Focused Therapy (CFT) strategies are introduced to foster self-compassion, reduce shame, and counteract the harsh self-criticism that often fuels relapse. Role-play and video-demonstrations provide hands-on experience in pacing interventions, monitoring progress with validated outcome measures, and adapting protocols for comorbid mood or anxiety disorders.

The final module, The Therapeutic Relationship and Multi-Disciplinary Working, explores relational dynamics that can either impede or enhance recovery. Learners will examine transference, counter-transference, and the therapeutic alliance within the context of eating disorder work, and will develop collaborative skills for engaging dietitians, physicians, and community services. By the end of the course, participants will leave with a robust, ethically grounded toolkit that enables them to deliver compassionate, effective psychotherapy for disordered eating, confident in their ability to assess risk, formulate cases, implement CBT-ED and CFT interventions, and work seamlessly within a broader clinical network.

By the end of the course, participants will be able to

- Differentiate between various clinical presentations of disordered eating and eating disorders using current diagnostic frameworks.
- Assess physical and psychological risk effectively, implementing robust safeguarding and referral protocols.
- Integrate evidence-based therapeutic interventions, such as CBT-ED and CFT, into clinical practice.
- Navigate complex therapeutic dynamics, including ambivalence, resistance, and countertransference.
- Apply ethical and legal principles regarding client autonomy, capacity, and multi-disciplinary collaboration.

Who it is for

The course is pitched at practitioners with a foundation in the subject who want to apply it with more confidence.

At a glance

- 4 sessions of about 90 minutes, one for each of the course's modules.
- The online course is accredited for 6 hours of CPD.
- Each participant needs the course book, or access to the online course, for reading between sessions.

CHAPTER 2

Planning the sessions

Run one session for each module, a week or a fortnight apart, so that participants can read the module and try its practice task between sessions. The sessions can also be run as a block over two or three days.

OVERVIEW

The course at a glance

Session	Module	Lessons	Time
1	Foundations and Clinical Conceptualisation	2	90 minutes
2	Risk Assessment and Ethical Practice	2	90 minutes
3	Evidence-Based Therapeutic Interventions	3	90 minutes
4	The Therapeutic Relationship and Multi-Disciplinary Working	2	90 minutes

The group

- Six to sixteen participants: enough for small-group work, few enough for everyone to contribute.
- Agree ground rules at the first session: confidentiality, respect for different experience, and how participants will speak about their own clients (with nothing that could identify them).
- Ask before the course about access needs, and send any reading a week ahead.

What you need

- A copy of this pack, and the course book or the online course for each participant.
- A flipchart or whiteboard, and space for groups of three or four to work.
- Printed copies of the attendance register and the evaluation form in Part 3, which you may copy for the groups you run.

Keeping it safe

Training about psychological difficulties can bring up participants' own experience. Say at the start that anyone may step out, have someone available to talk to afterwards, and know where to point a participant who is struggling: their GP, their own supervisor or employee assistance programme, or Samaritans on 116 123.