Eating disorders have the highest mortality rate of any psychiatric disorder. Despite this, there appears to be limited teaching on the topic in both medical schools and postgraduate medical training programmes. Role-play has been shown to be a useful strategy for enhancing communication skills and promoting learning amongst medical students, particularly when structured feedback is incorporated.

**METHODS:**
- Final year medical students were invited to attend role-play workshops on the theme of eating disorders.
- 4 workshops were repeated over a 1 month period.
- The sessions consisted of 2 scripted scenarios (anorexia nervosa, bulimia nervosa).
- Students role-played in pairs, switching roles between scenarios.
- Formative feedback was provided by medical education fellows who observed the interactions.
- The workshop was evaluated using anonymised paired pre- and post-workshop feedback forms with both quantitative and qualitative components to ascertain if medical student’s felt more confident assessing patients with eating disorders after the role-play workshop.

**RESULTS:**

**Quantitative:**
- The mean confidence rating was 2.76 pre-workshop and 4.24 post-workshop.
- A paired T test gave a p-value of 0.000000041.

**Qualitative:**

<table>
<thead>
<tr>
<th>Feedback themes</th>
<th>Pre-workshop</th>
<th>Post-workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Useful lesson format</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>

This intervention has shown that role-play not only increases student confidence around assessment of patients with eating disorders, but is perceived as an enjoyable and useful lesson format. Weaknesses include a self-selecting sample of students and a relatively small sample size.

**DISCUSSION:**

This intervention has shown that role-play not only increases student confidence around assessment of patients with eating disorders, but is perceived as an enjoyable and useful lesson format. Weaknesses include a self-selecting sample of students and a relatively small sample size.

**CONCLUSION:**

Role-play based learning is an experiential, effective and enjoyable way of teaching medical students to assess patients with eating disorders. The format could be readily utilised to increase student exposure to eating disorder assessment, diagnosis and management.

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**REFERENCES:**

**FREE TEXT FEEDBACK MAPPED INTO A WORD-CLOUD:**

- Confidence: “It was really good to make me feel more confident with the difficult and unusual psychiatric histories” (S14)
- Usefulness: “Very useful to have a go at acting as doctor, patient and observer, and get targeted feedback - good for OSCE and real-life!” (S6)