

Abstract

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Mental Health Policy**Should People with Anorexia Nervosa be Compulsorily Hospitalised against their Will?****ECP0001****Pro Perspective**

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Four sets of arguments are supporting the idea that compulsory admissions should be possible in anorexia nervosa, as much as it is other in psychiatric disorders. Indeed, if nobody challenges the use of compulsory treatments for patients with acute schizophrenia or a manic episode, it is because the usual rationale for compulsory admission relies on (1) the severity of the disorder (a need), (2) the capacity of hospitalisation to really improve patients and prognosis (a utility), associated to the fact that (3) the disorder alters the capacity to spontaneously ask for care (a rationale), and (4) the possible danger of the present medical conditions for others (a protection). We will explain that these four points are clearly being equivalent for anorexia nervosa compared to other psychiatric disorders, with some subtleties that modify their expression, but not the spirit of these rationales. We will then propose that a much easier way to understand the paucity of use of this hospitalisation modalities is related to the strange position of anorexia nervosa, a metabo-psychiatric disorder, namely a complex disorder at the interface of somatic and psychiatric disorder. We will conclude in promoting a step-by-step procedure to reduce the risk of abuse, and facilitate the paradoxical “acceptance” of a “forced” hospitalisation.

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Educational**Transitioning Toolkit for Senior Trainees and Junior Specialists****ECP0002****Last Steps as a Trainee, First Steps as a Consultant Specialist**

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The transition from being a senior trainee to a qualified specialist presents a variety of challenges under normal circumstances, with the pandemic further disrupting the experience of trainees. This presents an environment where the acquisition of key competencies, both clinical skills and wider capabilities, becomes more demanding for trainees and where training organisers need to re-evaluate their programmes to consider the different opportunities available. This introduction to the interactive session will consider how the experience in the United Kingdom led to new ways of delivering training, the challenges faced and consider the key skills new specialists need to be effective clinical leaders as they move into a senior role.

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