

# Postgraduate Certificate

## Adolescence, Body Image and Self-Esteem





## Postgraduate Certificate Adolescence, Body Image and Self-Esteem

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/psychology/postgraduate-certificate/adolescence-body-image-self-esteem](http://www.techtute.com/us/psychology/postgraduate-certificate/adolescence-body-image-self-esteem)

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# 01

# Introduction

Adolescence is considered one of the most complicated stages of human transition. During this period, hormonal and emotional changes are experienced that can lead to psychological problems. An example of this is low self-esteem, a product of factors such as social pressure for the canons of beauty.

of beauty. In fact, some minors resort to the consumption of harmful substances, such as tobacco, believing that these will allow them to have a slim figure without the need for diets. Faced with this serious situation, TECH provides an updated and exclusive program in which professionals dedicated to this area of care can update their skills in an intensive way. For this purpose, they have at their disposal 100% online studies and a highly qualified teaching staff.

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*You will thoroughly analyze cognitive therapy techniques and contribute to improving the self-esteem of adolescents with this Postgraduate Certificate"*

More and more families are turning to psychologists to try to find a solution to adolescent rebelliousness. Although it is a common feeling during youth, the truth is that it can lead to additional problems that sometimes go unnoticed. For example, this emotion can be a sign of behavioral disorders such as depression or anxiety. In this sense, children are also subjected to various pressures because of their friendships and studies. It is therefore necessary for mental health experts to delve deeper into the risk factors facing adolescents and to diagnose potential problems early on.

In this context, TECH will provide professionals in the sector with an advanced program dedicated to updating their knowledge and skills. The academic itinerary will delve into the essence of adolescence, taking into account aspects such as family relationships, the development of self-esteem or eating disorders. Under the guidelines of a teaching staff specialized in this subject, students will address various intervention strategies for self-esteem problems. As a result, their work will focus on promoting a healthy relationship with food and exercise. They will also be qualified to help young people to combat pathologies such as Body Dysmorphia through the promotion of resilience and the most appropriate personalized treatments in each particular case.

In addition, the program will be based on the innovative *Relearning* system, a method consisting of the reiteration of the key aspects of the syllabus in a gradual and natural way. In this way, they will not have to resort to traditional tactics such as memorization. In addition, students will access the Virtual Campus from any device with Internet access and will have at their disposal innovative materials, complementary readings and numerous multimedia resources such as explanatory videos, interactive summaries, infographics, among others. These didactic tools will enrich the program, providing essential knowledge and skills in the practice of this professional area.

This **Postgraduate Certificate in Adolescence, Body Image and Self-Esteem** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Psychology and Dietetic Nutrition, among others
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*This is a flexible university qualification that is compatible with the most demanding Daily responsibilities”*

“

*Do you want to master the most advanced strategies to face social pressure? TECH offers them to you in just 6 weeks”*

The program's teaching staff includes professionals from the sector who contribute their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program's design focuses on Problem-Based Learning, through which the professional must try to solve the different professional practice situations that arise during the academic program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

*You will delve into the development of conversations about weight in a positive way through state-of-the-art therapeutic techniques, focused on children and adolescents.*

*You will reinforce your knowledge through the innovative Relearning methodology in which TECH is a pioneer.*



# 02

# Objectives

This program has been designed with the idea in mind to provide psychologists with the most advanced knowledge in managing the emotions of the youngest children. Students have within their reach multiple skills that will allow their development of work competencies. In this way, they will apply the most effective strategies to prevent minors from suffering from EDs or related pathologies such as depression or even substance abuse.







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*You will have access to the most updated didactic contents of the pedagogical market in Adolescence, Body Image and Self-Esteem”*



## General Objectives

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- ♦ Assess and diagnose Eating Disorders in an accurate and early manner
- ♦ Rate the causal factors of EDs
- ♦ Identify and manage medical and psychological comorbidities
- ♦ Design and implement personalized therapeutic plans for patients with EDs
- ♦ Employ evidence-based therapeutic approaches
- ♦ Manage critically ill patients with ED effectively
- ♦ Establish the group therapy and social support for patients and their families
- ♦ Promote a healthy body image and prevent EDs in educational settings



*Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"*





## Specific Objectives

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- ♦ Determine the key characteristics of adolescence, addressing physical, cognitive and emotional changes, as well as social and emotional development
- ♦ Analyze body image perception, identifying influential factors and connecting it to self-esteem
- ♦ Identify the elements that impact self-esteem, highlighting positive characteristics and the consequences of low self-esteem
- ♦ Recognize the interrelationship between body image and self-esteem, identifying traits of body image problems and their link to mental disorders
- ♦ Encourage healthy eating and exercise practices for a positive relationship with food and the body
- ♦ Enhance emotional expression in building self-esteem, emphasizing its positive impact on mental well-being

# 03

# Course Management

To maintain intact the high educational level that characterizes all TECH programs, this program has high caliber teachers. These professionals have an extensive professional background, in addition to being specialized in dealing with school-age children. In this sense, these experts have developed a curriculum for students to acquire the necessary knowledge and skills to apply in their working life. In this way, graduates will promote nutritional practices so that children have a positive relationship with both food and their bodies.





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*A program created for professionals who aspire to excellence and that will allow you to acquire new skills and strategies in a fluent and effective way"*

## Management



### Ms. Espinosa Sánchez, Verónica

- ♦ Coordinator of the Psychology Service of the Hospital de Los Valles
- ♦ Accredited Expert by the Judiciary Council of the Educator
- ♦ Psychological Advisor to Patients in Medical Surgical Procedures in APP Veronica Espinosa
- ♦ Specialist in Cognitive Psychotherapy by the Albert Ellis Institute of New York
- ♦ Professional Master's Degree in Management and Human Talent Management from the Rey Juan Carlos University
- ♦ Neuropsychologist, Catalunya Open University
- ♦ Clinical Psychology from the Catholic Pontificia University of Ecuador

## Professors

### Ms. Ruales, Camila

- ♦ Specialist in Nutrition
- ♦ Degree in Psychology and Human Nutrition from Universidad San Francisco of Quito
- ♦ Postgraduate Certificate in Functional Criteria Nutrition
- ♦ MSC in Eating Disorders and Obesity at the European University of Madrid

### Ms. Beltrán, Yaneth

- ♦ Founder of Feed your Purpose, LLC
- ♦ Co-founder of Home for Balance physiotherapy group, LLC
- ♦ Instructor of the online course Food and Mood
- ♦ Specialist in the Treatment of Eating Disorders
- ♦ Nutrition and Dietetics from the Catholic University of Bogota
- ♦ Postgraduate Certificate in Functional Criteria Nutrition
- ♦ MSC in Eating Disorders and Obesity at the European University of Madrid



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Breakfast</b> 1 egg added sugar dried milk and butter 2 slices wholemeal toast with peanut butter Skinny latte Small glass (150ml) orange juice Lunch Baked potato with wholesome vegetables and chicken Salad a dried apricots Evening meal Low fat chicken curry with small potatoes and broccoli and kale Dinner Bran flakes, semi- skimmed milk and dried banana Tea	<b>Breakfast</b> 1 pear Evening meal Vegetarian baked potato with broccoli and kale Dinner Bran flakes, semi- skimmed milk and dried banana Tea	<b>Breakfast</b> Small can of reduced sugar baked beans on 1 slice of wholemeal toast Skinny latte Lunch Lentil soup, hum- mus and salad on a wholemeal roll Dinner Chicken and chutney and salad Evening meal 2 tangerines Lentil soup and baked potato with broccoli and kale Low fat chicken curry with small potatoes and broccoli and kale Dinner Bran flakes, semi- skimmed milk and dried banana Tea	<b>Breakfast</b> 2 fortified wheat bran flakes, semi- skimmed milk and chopped banana Small glass (150ml) orange juice Lunch Honey, rocket and red pepper on a wholemeal wrap Dinner Low fat yogurt, cucumber Evening meal Lentil soup and baked potato with broccoli and kale Low fat chicken curry with small potatoes and broccoli and kale Dinner Bran flakes, semi- skimmed milk and dried banana Tea	<b>Breakfast</b> 2 slices of grilled tomato and scrambled eggs Small glass (150ml) orange juice Lunch Thin crust Margherita pizza Dinner Low fat chicken curry with small potatoes and broccoli and kale Evening meal Fruit salad Dinner Low fat chicken curry with small potatoes and broccoli and kale Dinner Bran flakes, semi- skimmed milk and dried banana Tea	<b>Breakfast</b> 1 apple Small glass (150ml) orange juice Lunch Baked potato with wholesome vegetables and chicken Salad a dried apricots Evening meal Low fat chicken curry with small potatoes and broccoli and kale Dinner Bran flakes, semi- skimmed milk and dried banana Tea	<b>Breakfast</b> 1 apple Small glass (150ml) orange juice Lunch Baked potato with wholesome vegetables and chicken Salad a dried apricots Evening meal Low fat chicken curry with small potatoes and broccoli and kale Dinner Bran flakes, semi- skimmed milk and dried banana Tea

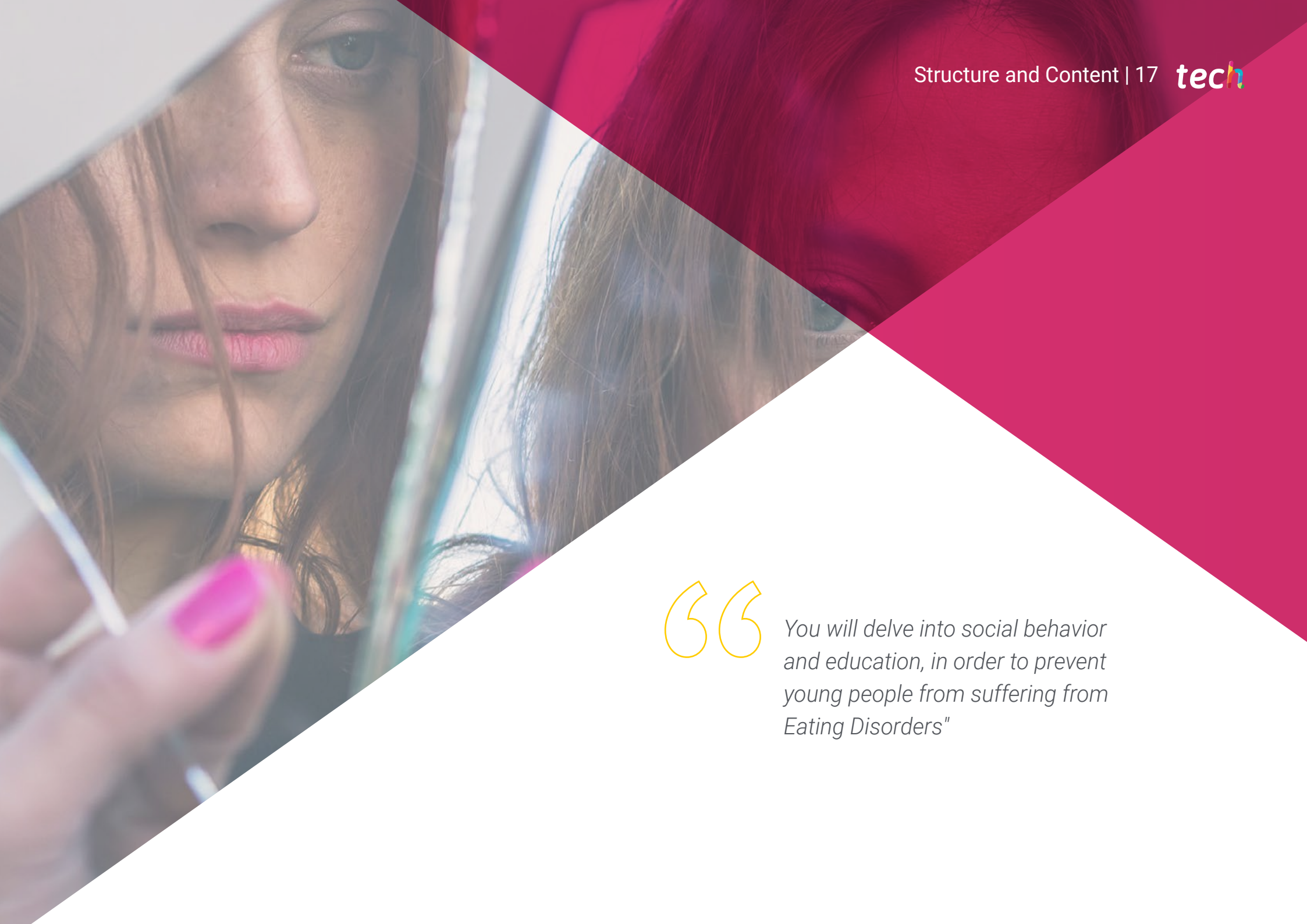
# 04

## Structure and Content

Through this program, TECH will provide students with the latest scientific evidence in the field of psychology, dealing with severe cases of Eating Disorders. Under the supervision of a faculty expert in this field, students will delve into various strategies to promote a healthy body image in society from an early age. Furthermore, the syllabus addresses the Role of Technology and Social Networks in the Lives of Adolescents. In addition, the curriculum will analyze in detail the influence of the media on beauty standards.







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*You will delve into social behavior and education, in order to prevent young people from suffering from Eating Disorders”*

## Module 1. Adolescence, Body Image and Self-Esteem

- 1.1. Cardiac Catheterization
  - 1.1.1. Characteristics of Adolescence
    - 1.1.1.1. Characteristics of Adolescence
    - 1.1.1.2. Typical Physical, Cognitive and Emotional Changes in Adolescence
    - 1.1.1.3. Social and Emotional Development
  - 1.1.2. Exploration of Identity Formation
    - 1.1.2.1. The Role of Friendships and Family Relationships
    - 1.1.2.2. Addressing the Typical Emotions of Adolescence: Rebelliousness and the Search for Independence
    - 1.1.2.3. Psychological Risks and Challenges
    - 1.1.2.4. Risk Factors: Bullying and Substance Abuse
    - 1.1.2.5. Identification of Possible Psychological Problems in Adolescence: Depression, Anxiety and Conduct Disorders
    - 1.1.2.6. Prevention: The Role of Mental Health Education in Schools. Importance of Early Detection of Conflicts
- 1.2. Body Image
  - 1.2.1. Description of Body Image
  - 1.2.2. Construction of Body Image and Body Changes through the Life Cycle
  - 1.2.3. How Body Image Perception may Vary between Individuals
  - 1.2.4. Current Research and Studies Related to Body Image
  - 1.2.5. Influencing Factors on Body Image, Risk and Protective Factors
    - 1.2.5.1. Social and Cultural Factors
    - 1.2.5.2. Beauty over Time: Evolution of the Ideals of Beauty
- 1.3. Self-esteem
  - 1.3.1. Description of Self-Esteem
  - 1.3.2. Factors Influencing Self-Esteem: Family Relationships, Culture and Personal Experiences
  - 1.3.3. Characteristics of Healthy Self-Esteem: Self-Confidence, Resilience, and Self-Love
  - 1.3.4. Consequences of Low Self-Esteem on Mental Health, Interpersonal Relationships, Academic and Work Performance, and Quality of Life



- 1.4. Relationship between Body Image and Self-Esteem
  - 1.4.1. Development of Self-esteem and Self-image in Relation to the Body
  - 1.4.2. Influencing Factors
    - 1.4.2.1. Influence of Body Image on Self-Esteem
    - 1.4.2.2. Influence of Media and Culture on Beauty Standards
    - 1.4.2.3. Social Pressure and Comparisons with Others
- 1.5. Common Body Image Problems in Mental Health
  - 1.5.1. Characteristic Features of Body Image Problems
  - 1.5.2. Connection between Negative Body Image and Disorders such as Anxiety and Depression
  - 1.5.3. Tools for measuring BI
  - 1.5.4. Interventions for BI
  - 1.5.5. Body image-Related Disorders
    - 1.5.5.1. Body Dysmorphia
    - 1.5.5.2. Eating Disorders
    - 1.5.5.3. Importance of Early Detection and Diagnosis
    - 1.5.5.4. Prevention and Education: Strategies to Promote Healthy Body Image in Society and in Schools from Early Ages
- 1.6. Psychosocial Factors in Adolescence
  - 1.6.1. Influence of the Family on Adolescent Development
  - 1.6.2. The importance of Sexual and emotional education in Adolescence
  - 1.6.3. Role of Technology and Social Networks in the Lives of Adolescents
- 1.7. Intervention Strategies in Problems of Self-esteem
  - 1.7.1. Cognitive Therapy Techniques to Improve Self-Esteem
  - 1.7.2. Promotion of Resilience in Adolescents
  - 1.7.3. Support Groups and their Impact on Adolescent Self-Esteem
- 1.8. Development of a Positive Body Image
  - 1.8.1. Encouraging a Healthy Relationship with Food and Exercise
  - 1.8.2. Strategies for dealing social pressure and beauty standards
  - 1.8.3. The Importance of Personal Acceptance and Authenticity
- 1.9. Prevention of Emotional Disorders in Adolescents
  - 1.9.1. Identification of Risk Factors Early Onset
    - 1.9.1.1. Traumatic Experiences
    - 1.9.1.2. Family History
    - 1.9.1.3. School and Academic Stress
    - 1.9.1.4. Interpersonal Relationship Problems
    - 1.9.1.5. Substance abuse
    - 1.9.1.6. Hormonal Fluctuations in Adolescence
    - 1.9.1.7. Early Identification of Risk The Factors
    - 1.9.1.8. How to Address Conversations about Weight in a Positive Way
- 1.10. Self Expression and Creativity in Adolescence
  - 1.10.1. Art as a Therapeutic Tool for Exploring Identity
  - 1.10.2. Promotion of Emotional Expressions in Adolescence
  - 1.10.3. The Importance of Self Expression in Self-esteem Construction



*This program will broaden your horizons as a psychologist, allowing you to grow personally and professionally. Don't miss this opportunity and join now"*

05

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

*The psychologist will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*





At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



**Classes**

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

# Certificate

The Postgraduate Certificate in Adolescence, Body Image and Self-Esteem guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”*

This **Postgraduate Certificate in Adolescence, Body Image and Self-Esteem** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery\*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate in Adolescence, Body Image and Self-Esteem**

Official N° of Hours: **150 h.**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

**tech** technological  
university

personalized service innovation

knowledge present  
adolescence, Body Image  
and Self-Esteem

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

development language

virtual classroom

# Postgraduate Certificate

Adolescence, Body Image  
and Self-Esteem