

# Postgraduate Certificate Psychological Approach to Eating Disorders





## Postgraduate Certificate

### Psychological Approach to Eating Disorders

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

Website: [www.techtitute.com/us/psychology/postgraduate-certificate/psychological-approach-eating-disorders](http://www.techtitute.com/us/psychology/postgraduate-certificate/psychological-approach-eating-disorders)

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# 01

# Introduction

Dieting is an achievement associated with feelings of self-rejection and control over body desires and other areas of their lives. In addition to pressures on women to fulfill themselves, to be useful, independent and competitive and also to maintain their traditional role of wife, housewife and mother, although all this is not sufficient for the development of AN or BN, it does create an environment for the expression of these disorders in the case of individual predisposition.



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*The food itself is very important, but so is the thinking associated with it. This is why it is important to acquire in-depth knowledge in this area”*

The reality of eating disorders has been changing over the last thirty years. Nowadays, there are many different groups of individuals who are very concerned about their figure, both women and men, although eating disorders are still more common in women. Anorexia Nervosa (AN) or Bulimia Nervosa (BN) generally affect more women, although the same is not true for Bigorexia, where the percentage of men is three times that of women. It is for this reason that in order to manage this type of pathology, it is essential to have a trained psychologist who delves into the cognitive aspects that make the patient make these negative decisions.

In its contribution to the field, TECH Technological University has designed this program in order to provide the psychology professional with new knowledge regarding the management of these disorders, delving into fields such as the elimination of body image distortion and coaching for personal growth. Therefore, the students will acquire a series of necessary knowledge for a better deployment of the praxis.

This is a fully online Postgraduate Certificate with Relearning methodology, based on real cases and simulation. This will allow the professional to obtain a more immersive experience, combined with first class audiovisual resources. It is worth emphasizing that as this is a 100% virtual program, it will not require on-site classes or transfers to centers, only a device with an Internet connection will be needed.

This **Postgraduate Certificate in Psychological Approach to Eating Disorders** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Development of clinical cases presented by courses in Psychology
- ♦ 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
- ♦ Updates on the diagnostic and therapeutic performance in the Psychological Approach to Eating Disorders
- ♦ Decision-making on the clinical situations raised
- ♦ With a special emphasis on evidence-based medicine and research methodologies in emergencies
- ♦ All this will be complemented with theoretical lessons, course questions, discussion forums on controversial issues and individual reflection papers
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Keep your knowledge up-to-date through the Postgraduate Certificate in Psychological Approach to Eating Disorders, in a practical way and adapted to your needs”*

“

*This Postgraduate Certificate is the best investment you can make in the choice of a refresher program for two reasons: in addition to keeping your knowledge in the Psychological Approach to Eating Disorders up-to-date, you will obtain a qualification from TECH Technological University”*

Forming part of the teaching staff is a group of professionals in the world of Psychology who bring to this training their work experience, as well as a group of renowned specialists, recognized by esteemed scientific communities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare in real situations.

This program is designed around Problem-Based Learning, through which the Psychologist must try to solve the different professional practice situations that arise during the course. For this reason, you will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of psychology with extensive teaching experience.

*The Postgraduate Certificate includes real clinical cases and exercises to bring the Psychological Approach to Eating Disorders closer to the psychologist's clinical practice.*

*Make the most of this opportunity to learn about the latest advances in Psychological Approach to Eating Disorders.*



02

# Objectives

The main objective of the program is the development of theoretical and practical learning, so that the psychologist gets to master in a practical and rigorous way the Psychological Approach to Eating Disorders.





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*This program will provide you with the skills to carry out your psychological praxis with confidence and will help you to grow both personally and professionally”*



## General Objectives

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- Describe the fundamentals of psychodiagnosis of Eating Disorders
- Conduct reports as a health professional or within the Eating Disorders setting
- Describe the different sub-specialties in the field of eating disorders
- Identify the family profiles of eating disorders
- Describe the workings of the mind within the context of eating disorders
- Develop intervention procedures in eating disorders
- Use multidisciplinary protocols to guide the psychosocial intervention of eating disorders
- Research into studies on eating disorders
- Apply instruments to discriminate between simulation and lying, as well as to know how to contain the emotional state of the patient performing
- Explain from the code of ethics the procedures used to help with Eating Disorders





## Specific Objectives

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- ♦ Describe the structure of the intervention process
- ♦ Acquire the skills to perform the intervention according to the patient's profile
- ♦ Manage stressful situations that may arise in the process
- ♦ Refer and detect abnormalities in this type of patients
- ♦ Ensure that the professional is trained to intervene in these disorders

“

*Take the opportunity and take the step to get up to date on the latest developments in the Psychological Approach to Eating Disorders”*

# 03

# Course Management

This program includes highly regarded health professionals in the field of psychology in its teaching staff, who bring their work experience to this program. In addition, renowned specialists, members of prestigious national and international scientific communities, are involved in designing and preparing the program.



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*Learn from leading professionals,  
the latest advances in Psychological  
Approach to Eating Disorders”*

## Management



### Dr. Gascón Martín, Laura

- ♦ Director of the Assessment and Psychotherapy Center of Talavera de la Reina
- ♦ Forensic and Legal Psychology Specialist
- ♦ Psychologist of Courts 1 and 2 of Toledo
- ♦ Coordinator in Toledo of the emergency intervention and psychological assistance plan
- ♦ Coordinator of the national gender violence plan of the Society for Time-Limited Psychotherapies
- ♦ Master in Time-Limited Psychotherapy and Health Psychology
- ♦ Adult Psychotherapy Expert



### Dr. Aguado Romo, Roberto

- ♦ President of the European Institute for Time-Limited Psychotherapy Psychologist in private practice
- ♦ Researcher in Time Limited Psychotherapy
- ♦ Guidance team coordinator for many schools
- ♦ Author of several books on Psychology
- ♦ Communicator and expert in Psychology in the media
- ♦ University courses and postgraduate studies teacher
- ♦ President of the European Institute of Time-Limited Psychotherapies
- ♦ Master's Degree in Clinical and Health Psychology
- ♦ Specialist in Clinical Psychology
- ♦ Selective Dissociation Targeting Specialist

## Professors

### Dr. De Dios González, Antonio

- ♦ Director of Avatar Psychologists
- ♦ Director of the Psychology Department of the Hospital Quirón in Marbella
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies
- ♦ Transpersonal Therapist by the Spanish School of Transpersonal Development
- ♦ EFT Specialist by the World Center for EFT
- ♦ Master's Degree in Neuro-Linguistic Programming (NLP) by Richard Bandler's Society of Neuro-Linguistic Programming
- ♦ Specialist in Clinical Hypnosis and Relaxation

### Dr. Fernandez, Angel

- ♦ European specialist psychologist in Psychotherapy from the EFPA
- ♦ Health Psychologist
- ♦ Master's Degree in Clinical and Health Psychology
- ♦ Director of the Evaluation and Psychotherapy Center of Madrid
- ♦ Tutor in charge of the Psychodiagnosis and Psychological Intervention area of the CEP
- ♦ Author of the TEN technique
- ♦ Head of studies on the Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Specialist in Clinical Hypnosis and Relaxation

### Dr. Martínez Lorca, Manuela

- ♦ Doctorate in Psychology, University of Castilla-La Mancha
- ♦ Health Psychologist
- ♦ Lecturer in the Department of Psychology at the UCLM
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies. Specialist in Clinical Hypnosis and Relaxation

### Dr. Otero, Verónica

- ♦ European specialist psychologist in Psychotherapy at the CEP health center in Bilbao
- ♦ Head of the children and youth area of intervention with PTL in the CEP of Bilbao
- ♦ Master in Time-Limited Psychotherapy and Health Psychology
- ♦ Child and Adolescent Specialist

### Dr. Zabala Baños, María del Carmen

- ♦ PhD in Psychology, University of Castilla La Mancha
- ♦ Health Psychologist. Master's Degree in Clinical and Health Psychology
- ♦ Master in Time-Limited Psychotherapy and Health Psychology
- ♦ Psychosocial and Work Rehabilitation Specialist
- ♦ Specialist in Clinical Hypnosis and Relaxation

# 04

# Structure and Content

The structure of the contents has been designed by a team of professionals with knowledge of the implications of training in daily psychological praxis, aware of the current relevance of specialization in order to be able to act before the patient with mental pathology and committed to quality teaching through new educational technologies.



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*This Postgraduate Certificate in Psychological Approach to Eating Disorders contains the most complete and up-to-date scientific program on the market”*

## Module 1. Psychological Intervention in Eating Disorders

- 1.1. Admission Criteria in Anorexia Nervosa
  - 1.1.1. Persistent Weight Loss in Less Than Three Months
  - 1.1.2. Severe Water and Electrolyte Disorders
  - 1.1.3. Cardiac Arrhythmias
  - 1.1.4. Outpatient Treatment Failure
  - 1.1.5. Overt Refusal to Eat
- 1.2. Admission Criteria in Bulimia Nervosa
  - 1.2.1. Self-Harm Idea
  - 1.2.2. Severe Depression Associated With Delirious Activity
  - 1.2.3. Toxic Psychosis
  - 1.2.4. Binge Eating and Uncontrollable Vomiting
  - 1.2.5. Medical Complications
  - 1.2.6. Family Incompetence
- 1.3. Criteria for Admission to Day Hospital in Anorexia and Bulimia Nervosa
  - 1.3.1. Serious Malnutrition
  - 1.3.2. Somatic Complications
  - 1.3.3. Absence of Family Support
  - 1.3.4. Episodes of Voracity and Vomiting
  - 1.3.5. Not Being Aware of the Disease
- 1.4. Psychological Intervention in the Normalization Phase of Eating Behavior
  - 1.4.1. Awareness of the Disease
  - 1.4.2. Establishing the Therapeutic Relationship
  - 1.4.3. Nutritional Psycho-education
- 1.5. Cognitive Restructuring of the Patient
  - 1.5.1. Reduction of Anxiety Levels
  - 1.5.2. Elimination of Obsessive Thoughts
  - 1.5.3. Elimination of Practicing Rituals
  - 1.5.4. Minimize the Risk of Occurrence of Occasional Crises
  - 1.5.5. Encourage Diverting Attention to Other Non-Pathological Areas of the Patient
  - 1.5.6. Prevent the Practice of Purging Behaviors
  - 1.5.7. Dichotomous Thinking
  - 1.5.8. Thought interpretation-Guidance
  - 1.5.9. Catastrophic Visions



- 1.6. Renutrition and Replenishment
- 1.7. Acquisition of Resources and Basic Needs of Coping
  - 1.7.1. Self-Esteem Improvement
  - 1.7.2. Social Skills Training
  - 1.7.3. Body Image Work
  - 1.7.4. Relaxation Training
  - 1.7.5. Exposure to the Body in the Mirror
- 1.8. Eliminating Body Image Distortion
  - 1.8.1. Psychomotor Techniques
  - 1.8.2. Silhouette Adjustment Exercises
- 1.9. Relapse Prevention
  - 1.9.1. Preparation for Discharge
  - 1.9.2. Control Sessions
- 1.10. Mediation
  - 1.10.1. Mediator is Present, Does Not Have an Influence
  - 1.10.2. Arbitration Makes Decisions by Listening to the Parties
  - 1.10.3. Neutral Evaluation Draw Consequences From the Data Obtained
- 1.11. Coaching and Psychology
  - 1.11.1. Equalities
  - 1.11.2. Differences
  - 1.11.3. Contradictions
  - 1.11.4. Impersonation
  - 1.11.5. Declaring Bankruptcy
  - 1.11.6. Stripping Off the Masks
  - 1.11.7. Re-Engineering Ourselves
  - 1.11.8. Focusing on the Task
- 1.12. Facing Challenges that can be Taken on
  - 1.12.1. Locus of Control
  - 1.12.2. Expectations
- 1.13. Clear Goals
  - 1.13.1. Definition of Where We Are
  - 1.13.2. Definition of Where We Want to Go

- 1.14. Feeding Back on the Activity
  - 1.14.1. Placing the Attitude in Action and not in Anticipatory Thinking
  - 1.14.2. Verbalizing Small Achievements
  - 1.14.3. Be Flexible and Allow for Frustration
- 1.15. Time Management
  - 1.15.1. Difference Between Chronological Time and Mental Time
  - 1.15.2. Ability to Do Something at this Time
- 1.16. Conflict Management
  - 1.16.1. Emotional Management
  - 1.16.2. Saying What I Think, but From C.A.S.A. Emotions
- 1.17. Dialogue With Beliefs
  - 1.17.1. Self-Dialogue
- 1.18. Emotional Management
  - 1.18.1. Identifying Emotions
  - 1.18.2. Identifying Suitable Emotions
  - 1.18.3. Changing Emotions for Others



*A unique, key, and decisive experience to boost your professional development"*

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.



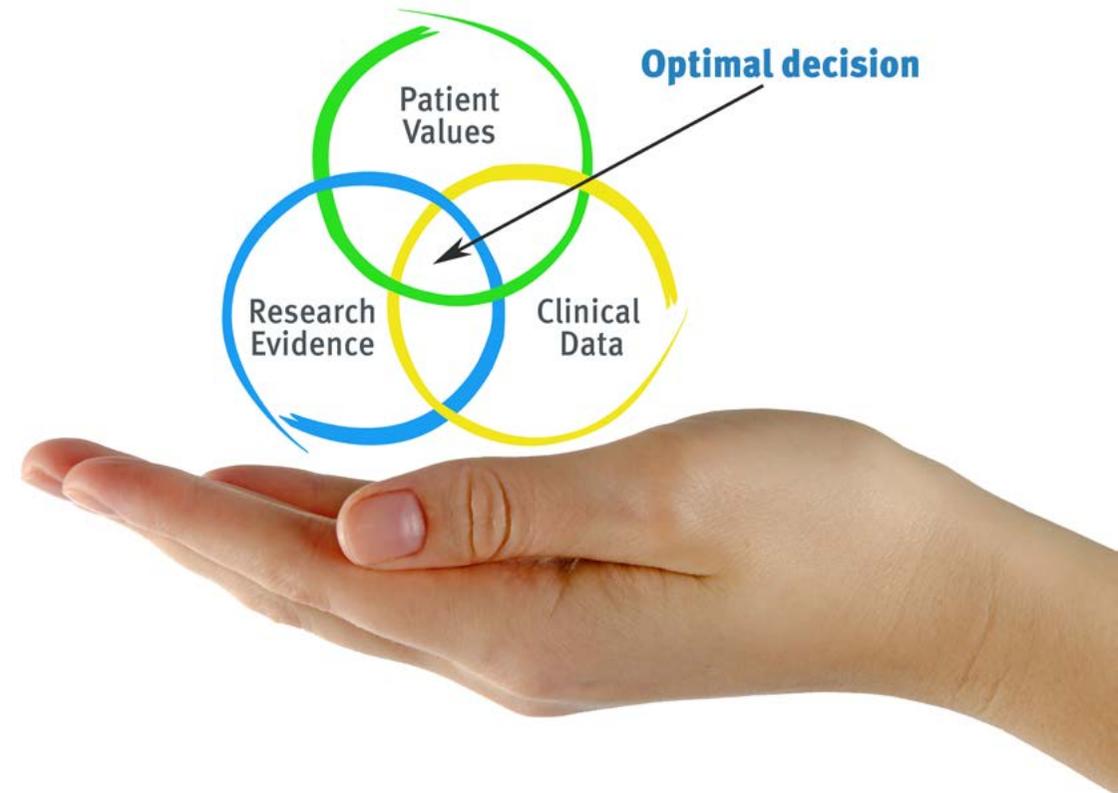
“

*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 Psychological Approach to Eating Disorders guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



The image features two graduation caps against a blue sky with light clouds. One cap is in the foreground, tilted upwards, and another is behind it. The background is split into a blue sky on the left and a magenta-to-white gradient on the right.

“

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

This **Postgraduate Certificate in Psychological Approach to Eating Disorders** 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 Psychological Approach to Eating Disorders**  
Official N° of Hours: **250 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  
personalized service innovation  
knowledge present  
online training  
development language  
virtual classroom



## Postgraduate Certificate Psychological Approach to Eating Disorders

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- » Dedication: 16h/week
- » Schedule: at your own pace
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