Postgraduate Diploma
Diagnosis of Eating Disorders

tech *technological university*

Postgraduate Diploma
Diagnosis of Eating Disorders

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

Website: **www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-diagnosis-eating-disorders**

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01
Introduction

In a society characterized by advertising and its eagerness to promote consumption, beauty standards are detrimental to the most vulnerable public. The media sometimes put pressure on young people, urging them to stay slim at all costs. In some cases, these messages have such an impact on adolescents that they decide to engage in unhealthy practices that lead to Bulimia or Anorexia. In view of this, psychologists are very authoritative voices to help the population through personalized therapeutic plans. These professionals understand the suffering that patients go through and develop tools to provide them with well-being. In order to help to help these specialists, TECH has developed an advanced 100% online program to prevent Eating Disorders in educational environments in a 100% online modality.

You will delve into the different techniques to identify abnormal eating and emotional behaviors through this innovative curriculum"

In recent decades, Eating Disorders (ED) have been defined as one of the health conditions with the highest incidence in the world population, especially among young people. In this context, many scientific projects have endeavored to define its potential causes. As a result, advanced studies have appeared in relation to the genetic predispositions that may cause some of them. At the same time, experts have innovated in the analysis of other ailments such as Chronic Stress and its link with ED, involving innovative methods of biomarker measurement and cortisol evaluation in individuals.

Despite these advances, the inclusion of these new methods is still insufficient due to the low training of Psychology professionals regarding them. For this reason, TECH has implemented this Postgraduate Diploma with which students will get to be updated about the main trends in the Diagnosis of Eating Disorders. The curriculum covers mood pathologies, emphasizing the comorbidity of Bipolar Disorders. Numerous dysfunctional family dynamics and their relationship to the development of EDs are also discussed. The syllabus also addresses the DSM-5 criteria, so that students obtain the skills required for the determination of these disorders. In this way, graduates delve into multiple strategies aimed at further improving the lives of patients.

In addition, the academic itinerary is taught through the revolutionary Relearning teaching system. TECH is a pioneer in this methodology that encourages the natural and continuous repetition of key aspects of the syllabus, avoiding unnecessary memorization. At the same time, this program is accessible at any place or time, 24 hours a day. All that is required is a device with an Internet connection that allows the student to review the materials and different resources in multimedia format.

This **Postgraduate Diploma in Diagnosis of Eating Disorders** contains the most complete and up-to-date scientific program on the market. The most important features include:

- The development of practical cases presented by experts in Psychology, Nutrition, Dietetics, among others
- The graphic, schematic and practical contents with which it is conceived gather scientific and practical information on those disciplines that are essential for professional practice
- Practical exercises where self-assessment can be used 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

You will master the timely therapeutic approach to cases of binge eating disorders with this innovative program"

With TECH's Relearning method, you will learn complex concepts with less effort and more performance.

You will achieve your objectives thanks to TECH's didactic tools, including explanatory videos and interactive summaries.

"*Do you want to investigate the relationship between past traumas and the onset of Binge Eating Disorders? Get the most comprehensive and holistic view with this program*"

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

Its 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 an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

02
Objectives

This academic pathway will allow graduates to delve deeper into the causal and risk factors that contribute to the development of ED. In this way, students will acquire a solid basis for the correct evaluation of these pathologies. In addition, students will delve into the latest strategies aimed at achieving greater diagnostic accuracy. They will also gain a more detailed understanding of specific pathologies such as Anxiety and Post Traumatic Stress Disorder.

" A unique, key, and decisive educational experience to boost your professional development. Reach your goals with this program"

General Objectives

- Assess and diagnose Eating Disorders in an accurate and early manner
- Perform psychometric assessments for the diagnosis of EDs
- Conduct motivational interviewing: nutritional and psychological
- Understand in depth 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
- Utilize cognitive-behavioral therapy in treatment
- Implement the Acceptance and Commitment Therapy (ACT)
- Appropriate use of psychopharmaceuticals in the treatment of EDs
- Facilitate group therapy and social support for patients and their families
- Apply mindfulness and emotional self-regulation
- Promote a healthy body image and prevent EDs in educational settings
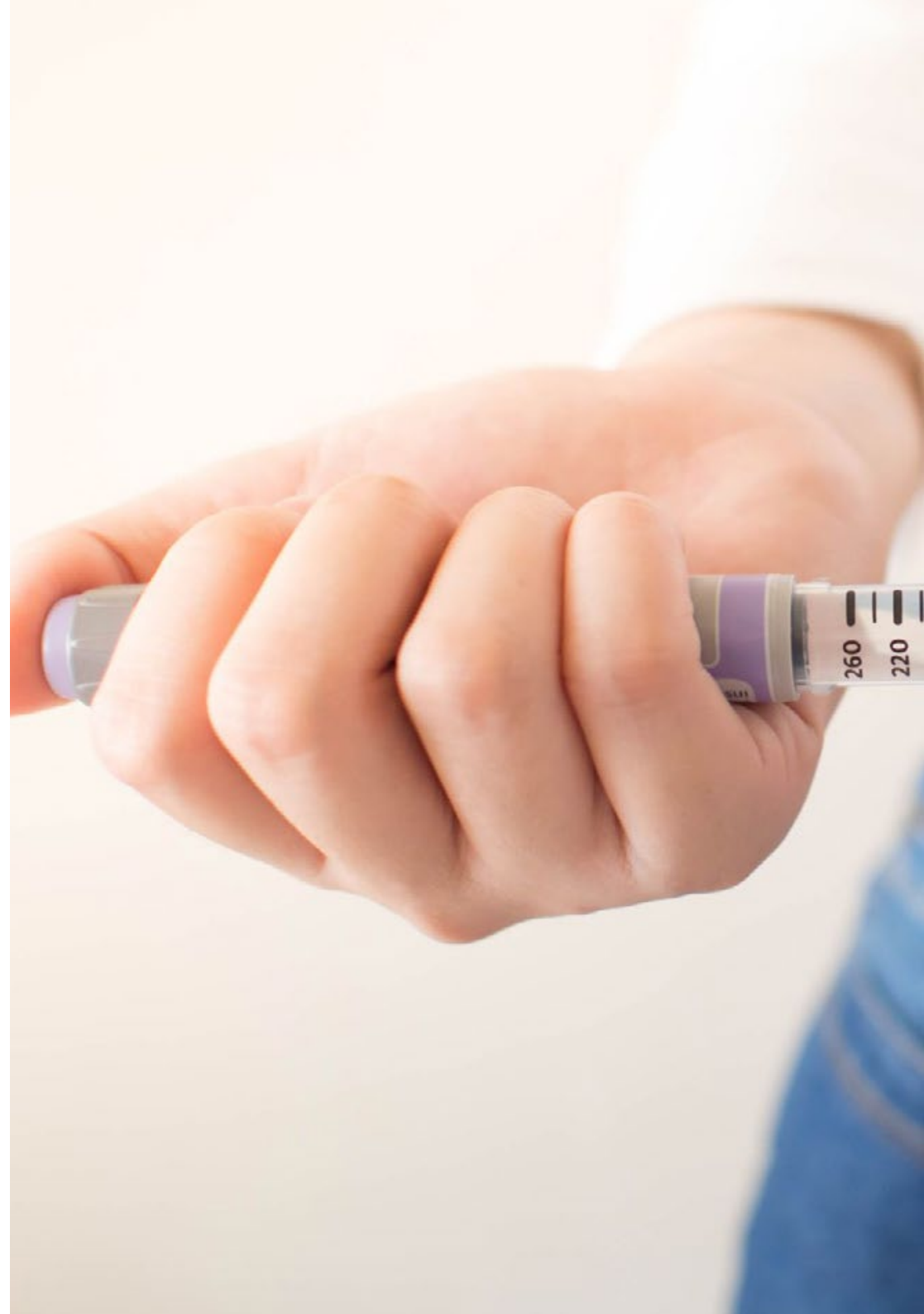
Specific Objectives

Module 1. Etiology of Eating Disorders: Causal and risk factors

- Establish in detail the factors that predispose, precipitate and maintain the development of EDs

- Delve into which brain areas are linked to the regulation of hunger, satiety and emotions and to analyze neurochemical differences, including the function of serotonin, dopamine and other neurotransmitters in people with EDs

- Address the interplay between genetic and environmental factors in the genesis of ED, analyze the contribution of twin studies to understanding the heritability of ED and identify related genes

- Analyze the influence of emotional factors, such as stress, anxiety and depression on predisposition to ED and investigate the relationship between early trauma and vulnerability to ED in adulthood

- Discriminate the impact of beauty standards and social pressure on body image perception and their triggering role in EDCs and explore how a community's food culture may influence attitudes toward food and the body

- Investigate how the media and social networks promote unrealistic beauty ideals and contribute to the development of EDs

- Consider how EDs may manifest differently in different cultures, considering factors such as bariatric surgery

Module 2. Classification and diagnostic criteria of EDs

* Assess the transdiagnostic approach and its usefulness in the diagnosis and treatment of EDs, exploring recent advances in the understanding and classification of these disorders

* Analyze the pathophysiology of dietary restraint and its relevance in the diagnosis of ED, describing the clinical presentation in different age groups

* Identify diagnostic criteria for Anorexia Nervosa, Bulimia Nervosa and Binge Eating Disorder, as well as other restricting disorders such as ARFID

* Understand the concepts of EDNOS (Eating Disorder Not Otherwise Specified) and common mistakes in the assessment and diagnosis of ED

* Detect common errors in the assessment and diagnosis of EDs and understand the importance of differential diagnosis in EDs and address the challenges of patients with comorbidities

* Discuss possible future revisions in diagnostic criteria and their implications and understand how these new

Module 3. Comorbidities of Eating Disorders with other psychopathologies

- Assess the comorbidity of Bipolar, Cyclothymia and other mood disorders with EDs
- Determine the bidirectional relationship between Depression and Eating Disorders (EDs), identifying shared symptoms and differences in the diagnosis of the two conditions
- Analyze the interaction between Anxiety and EDs, identifying common types of Anxiety associated with these disorders
- Recognize comorbidity with borderline personality disorders and other personality types, analyzing their relationships with EDs
- Associate the relationship between substance abuse and EDs, identifying shared risk factors and differences in comorbidity, and developing intervention strategies
- Compare the prevalence of self-injury and suicide in patients with ED, identifying risk and protective factors in cases of comorbidity
- Estimate the importance of a comprehensive approach to the comorbidity of EDs with other psychopathological disorders

You are looking at a flexible degree, which will allow you to study while doing other work or personal activities"

03

Course Management

TECH's philosophy is based on offering the highest quality education and this is reflected in the selection of this prestigious teaching staff. These professionals have a broad professional background, with extensive knowledge in the field of psychology. In addition, they keep abreast of all the advances that have occurred in this field of care, which makes them the most suitable experts to address the issues of this academic pathway.

Get up to date in the diagnosis of eating disorders with the support of the best experts in the field"

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 Psychologist 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 EDs
- Nutrition and Dietetics from the Catholic University of Bogota
- Postgraduate Certificate in Functional Nutrition
- MSC in Eating Disorders and Obesity at the European University of Madrid

Dr. Paulisis, Juana
- Psychiatry Resident at the Hospital Torcuato de Alvear
- Specialist in Eating Disorders from Wesley Hospital
- Coordinator of the Therapeutic Center La Casita
- Master's Degree in Psychoneuropharmacology from Favaloro University
- Psychiatrist from the University of Buenos Aires
- Author of the book "The New Eating Disorders"

Ms. Cucalón, Gabriela
- Nutritionist at the Gabriela Cucalon Nutrition Center
- Certificate of completion of professional skills learning in Intuitive Eating
- Certification in Eating Disorders from the University of Jalisco
- Master of Science in Human Nutrition from Drexel University
- Degree in Human Nutrition from Universidad San Francisco of Quito
- Author of the book "Healthy eating and carbohydrate counting for people with Type I Diabetes"

Ms. Moreno, Melissa
- Specialist in Nutrition
- Laboratory Technician from the Faculty of Life Sciences (ESPOL)
- Degree in at Nutrition and Dietetics, Escuela Superior Politécnica del Litoral
- Author of the book Healthy eating and carbohydrate counting for people with Type I Diabetes

Ms. Zuniga, Antonella
- Specialist in Clinical Psychology
- Behavioral Analyst at the Austism Society of North Carolina
- Master's Degree in Eating Disorders from the European University of Madrid
- Clinical Psychologist from the Catholic Pontificia University of Ecuador
- Member of the Ecuadorian Association of for Psychologists

Take the step to get up to speed on the latest developments in Eating Disorders Disorders Diagnosis"

Structure and Content

This program will provide students with new skills to improve their professional practice, such as active listening and effective communication. In addition, the curriculum will analyze common errors in the diagnosis of mental illnesses and will offer optimal strategies to achieve greater accuracy in this process. In addition, the curriculum will address cases related to pathologies such as personality disorders and substance abuse. In this way, students will gain specific knowledge to address these comorbidities effectively.

" Don't miss the opportunity to boost your career through this innovative program. And in as little as in 6 months!"

Module 1. Etiology of Eating Disorders: Causal and Risk Factors

1.1.   Predisposing, Precipitating, and Maintenance Factors
1.1.1.   Predisposing Factors
1.1.2.   Precipitating Factors
1.1.3.   Maintenance Factors
1.2.   Neurobiological Predisposition of Behavior
1.2.1.   Brain Areas Involved in the Regulation of Hunger, Satiety and Emotions
1.2.2.   Influence of Brain Structures on the Manifestation of EDs
1.2.3.   Exploration of Neurochemical Differences in the Brain of Individuals with ED: Serotonin, Dopamine and Other Neurotransmitters in the Regulation of Eating Behavior
1.3.   Genetic Factors in the Etiology of EDs
1.3.1.   Twin Studies Related to EDs and Their Functions
1.3.2.   Gene Identification Related to EDs and Their Functions
1.3.3.   Interaction Between Genetic and Environmental Factors in the Development of EDs
1.4.   Psychological and Emotional Factors in the Etiology of EDs
1.4.1.   Role of Low Self-esteem and Body Dissatisfaction in the Development of EDs
1.4.3.   Emotional Factors Such as Stress, Anxiety and Depression in the Predisposition to EDs
1.4.4.   Research on the Relationship between Past Trauma and the Onset of EDs
1.5.   Influence of Social and Cultural Factors in the Etiology of EDs
1.5.1.   Impact of Beauty Standards and Social Pressure on Body Image Perception as a Triggering Factor for EDs
1.5.2.   Role of the Media and Social Networks in the Promotion of Unrealistic Beauty Ideals and the Development of EDs
1.5.3.   Research on How EDs May Manifest Differently in Different Cultures
1.5.4.   Other Important Factors. Bariatric Surgery: a Solution or a Risk Factor in EDs

Module 2. Classification and diagnostic criteria of EDs

2.6.   Psychometric Assessment and Diagnostic Tests

    2.6.1.   Use of Psychometric Scales and Questionnaires in the Assessment of EDs

    2.6.2.   Relevant Clinical and Medical Tests in the Diagnosis of EDs

    2.6.3.   Incorporation of Psychometric Assessment as an Integral Part of the Diagnostic Assessment

2.7.   Approach to Atypical Anorexia Nervosa and Other Subtypes

    2.7.1.   Identification of Atypical Features in Anorexia Nervosa

    2.7.2.   Differences Between Subtypes of Anorexia Nervosa and Their Clinical Management

    2.7.3.   Tools for the Diagnosis and Treatment of Atypical Cases

2.8.   Difficulties in the Diagnosis and Treatment of Comorbid Disorders

    2.8.1.   Identification of Comorbid EDs with Other Psychological Disorders

    2.8.2.   Challenges in the Diagnosis and Treatment of Patients with ED and Comorbidities

    2.8.3.   Specific Therapeutic Approaches to Treat Co-morbid ED cases

2.9.   New Perspectives in the Diagnosis and Classification of EDs

    2.9.1.   Recent Advances in the Understanding and Classification of EDs

    2.9.2.   Discussion of Possible Future Revisions in Diagnostic Criteria

    2.9.3.   Implications of New Perspectives on the Clinical Management of EDs

2.10.   Role of the Clinical Interview in the Diagnosis of EDs

    2.10.1.   Effective Interviewing Techniques for Obtaining Diagnostic Information

    2.10.2.   The Interview as a Tool for Identification of Eating and Emotional Behaviors

    2.10.3.   Importance of Empathic Communication and Building a Therapeutic Relationship in the Interview

    2.10.4.   Therapist Skills

    2.10.5.   Managing Resistance

    2.10.6.   Caring for the Caregiver

Module 3. Comorbidities of Eating Disorders with other Psychopathologies

3.1.   Depression and Eating Disorders

    3.1.1.   Bidirectional Relationship between Depression and EDs

    3.1.2.   Shared Symptoms and Differences in Diagnosis

    3.1.3.   Intervention Strategies in Cases of Comorbidity

3.2.   Anxiety and Eating Disorders

    3.2.1.   Interaction between Anxiety and EDs

    3.2.2.   Types of Anxiety Commonly Associated with EDs

    3.2.3.   Therapeutic Approach for Anxiety and ED Comorbidity

3.3.   Mood Disorders in EDs

    3.3.1.   Comorbidity of Bipolar Disorders and EDs

    3.3.2.   Cyclothymia and its Relationship with Eating Disorders

    3.3.3.   Strategies for Management of Comorbidity between Mood Disorders and EDs

3.4.   Personality Disorders and ED

    3.4.1.   Comorbidity of Borderline Personality Disorders and EDs

    3.4.2.   Other Personality Disorders and their relationship with EDs

    3.4.3.   Specific Therapies to Treat Personality and ED comorbidities

3.5.   Eating and Substance Abuse Disorders

    3.5.1.   Relationship between Substance Abuse and EDs

    3.5.2.   Risk Factors and differences in Comorbidities

    3.5.3.   Treatment Approaches for Patients with EDs and Substance Abuse Comorbidity

3.6.   Impulse-Control and Eating Disorders

    3.6.1.   Comorbidity of Disorders such as Kleptomania and EDs

    3.6.2.   Impulsivity and its Role in Compulsive Eating in EDs

    3.6.3.   Cognitive and Behavioral Therapies to Address Impulsivity and ED comorbidity

Acquire knowledge without geographic limitations or preset timing through TECH. Make the most of this opportunity and enroll"

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.

tech

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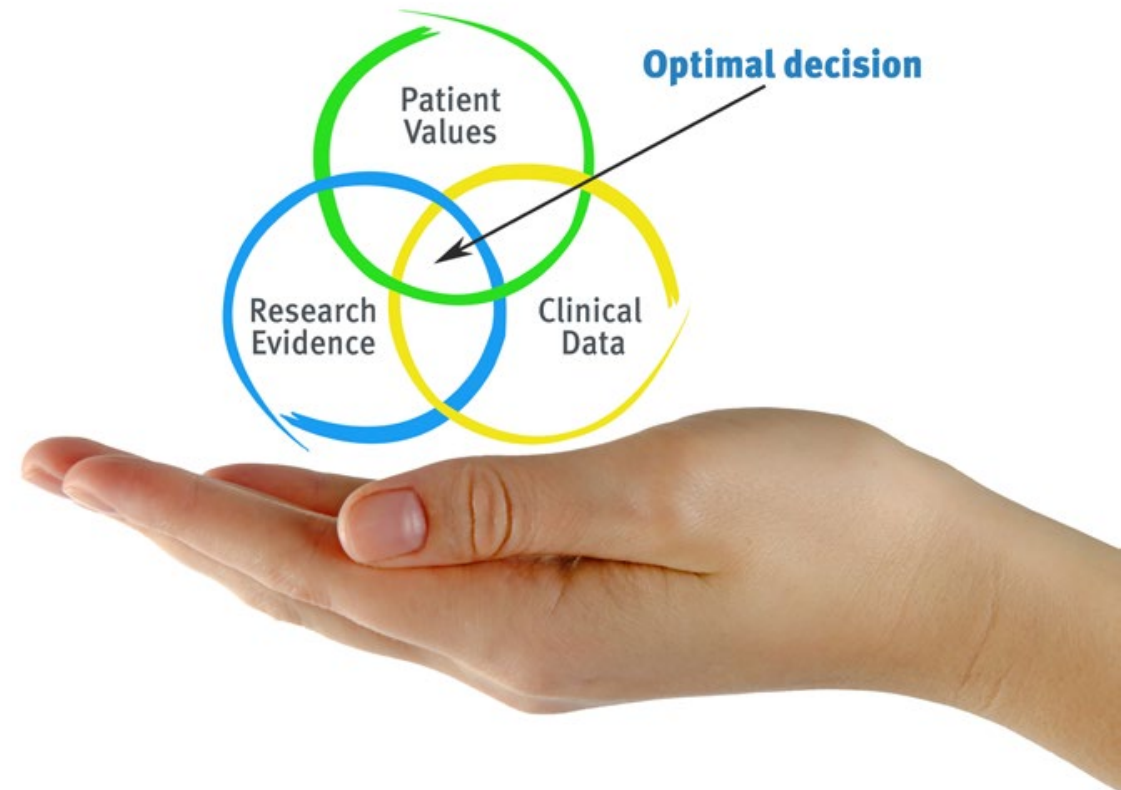
According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that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

> *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.

01
learning from evidence

02
relearning from evidence

03
testing

04
learning from an expert

05
neurocognitive context dependent learning

06
Von-Restorff effect

07
case based learning through storytelling

08
competencies testing (retesting)

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.

20%

15%

15%

3%

20%

17%

7%

3%
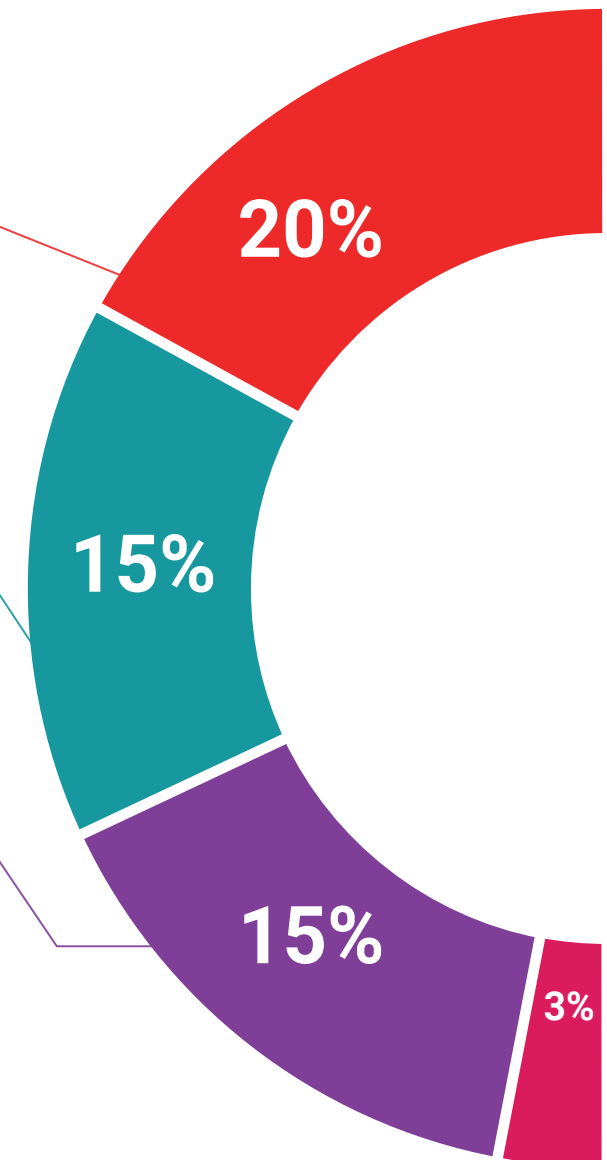
Expert-Led Case Studies and Case Analysis

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

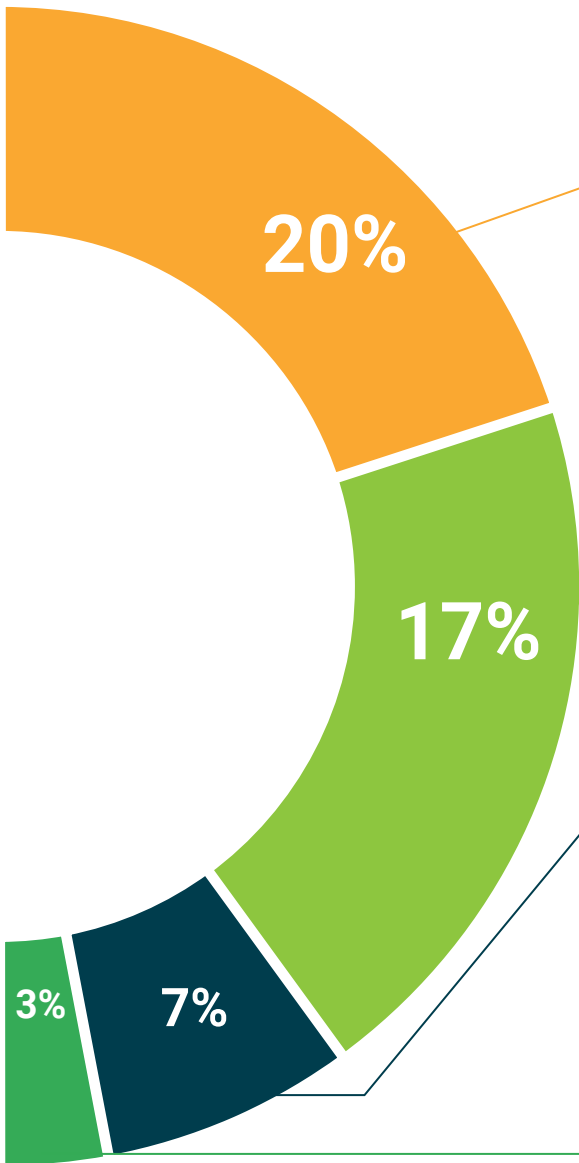We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.

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.

Certificate

The Postgraduate Diploma in Diagnosis of Eating Disorders guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.

"

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

This **Postgraduate Diploma in Diagnosis of Eating Disorders** contains the most complete and up-to-date scientific program on the market.

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

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

Title: **Postgraduate Diploma in Diagnosis of Eating Disorders**

Official Nº of Hours: **450 h.**

tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.
For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Diagnosis of Eating Disorders

This is a qualification awarded by this University, equivalent to 450 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country.
Unique TECH Code: AFWORD23S   techtitute.com/certificates

*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.

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