# Postgraduate Diploma
## Development of Eating Disorders
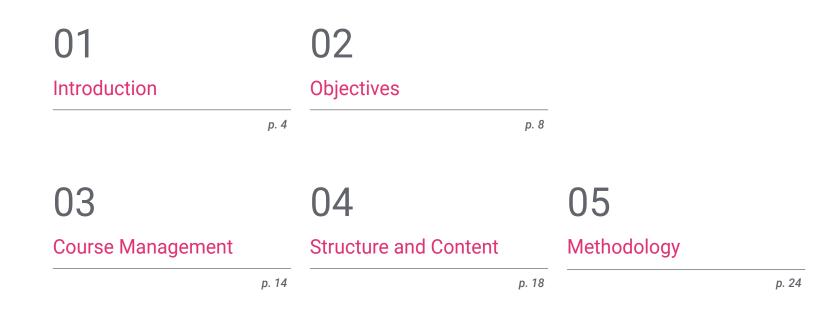
# Postgraduate Diploma
## Development of Eating Disorders

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

Website: **www.techtitute.com/pk/psychology/postgraduate-diploma/postgraduate-diploma-development-eating-disorders**

# Index

# 01
# Introduction

Eating Disorders (ED) are closely linked to the sleep of those affected. In this sense, they usually suffer episodes of Anxiety and Stress that produce Insomnia. This can also lead to other negative consequences for patients, such as gastrointestinal problems and even changes in body weight. Faced with this situation, it is essential that users dealing with these difficulties seek the support of psychologists with a high level of specialization. TECH is committed to this program with this innovative academic itinerary. So, through its study modules, professionals will delve into the different subpathologies that affect problems such as Bulimia. In addition, the program is based on a 100% online methodology for greater student flexibility.

*Do you want to delve into the processes of intervention of patients with ED in cases of comorbidities such as bipolar disorders? Achieve it 100% online with this Postgraduate Diploma"*

Mental health plays a crucial role in the lives of citizens, since it allows them to have a full life. However, a large part of the population overlooks medical attention and chooses to suffer alone from disorders related to eating behavior. An example of this is Cyclothymia. As a result, these citizens suffer from depressive symptoms such as deep sadness, coming to think that their existence has no meaning. In this context, psychologists have the responsibility to dialogue with their patients in order to identify these pathologies and address them through the most appropriate treatments.

In tune with this, TECH has designed this Postgraduate Diploma that will allow graduates to address all the complexities that underlie EDs. Under the support of specialized teachers in this field, students are provided with a curriculum that offers a highly transdiagnostic approach. The syllabus addresses in depth interactions between these pathologies and other disorders such as obsessive-compulsive spectrum disorders or substance abuse. As a result, graduates can acquire specific knowledge about these comorbidities and how to intervene in them. Also, the program emphasizes the prevalence in different age groups, as well as the social and psychological impacts triggered by EDs.

Likewise, the program is developed from the implementation of the revolutionary *Relearning* teaching method. This system, pioneered by TECH, consists of repeating key content to ensure progressive and natural learning. This means that students do not have to worry about memorizing at any time and the skills are assimilated in a flexible and gradual way. In addition, to reinforce knowledge, the program has a library full of audiovisual resources. Among them, there are explanatory videos, interactive summaries, infographics, etc.On the other hand, case studies and complementary readings are included, which facilitate the development of the academic itinerary.

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

- The development of practical cases presented by experts in Psychology, Nutrition, Dietetics and 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

*You will set more realistic goals for your patients' recovery with this unique curriculum"*

*Incorporate into your daily practice the latest trends in monitoring and treatment of renal problems in patients with EDs.*

" *In this program, you will be able to download in-depth videos, clinical case analyses, interactive summaries and more interesting supplementary material"*

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

The program's teaching staff includes professionals from the field who contribute their work experience to this educational 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 is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

## 02
# Objectives

Thanks to this program, graduates will delve into the development of the main disorders related to Eating Behavior. In this way, they will be able to diagnose and intervene in this field in a more precise way. Students will specialize in pathologies such as Orthorexia or Vigorexia. Therefore, they will be able to carry out personalized therapeutic plans according to the needs of their patients, using the most effective and innovative therapies.

*A multidisciplinary and dynamic Postgraduate Diploma, perfect to update your knowledge in the field of eating disorders"*

## 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. Development of Eating Disorders**

- Analyze the emergence of the term "Eating Disorders" and explore the historical evolution that has influenced its understanding

- Describe changes in the societal perception of EDs and recognize key scientific advances related to these disorders

- Define global statistics on the incidence of EDs, identifying population groups most affected and assessing factors influencing their prevalence

- Identify factors contributing to childhood onset of EDs and explore changes in prevalence during adolescence and the transition to adulthood

- Assess differences in prevalence between males and females, considering gender aspects in the presentation and diagnosis of EDs, as well as their influence in special groups

- Recognize long-term medical and psychological complications of ED, assessing their impact on quality of life, daily functioning and untreated mortality risks

**Module 2. Medical and Emotional Complications of ED - Organs and Systems Affected by ED**

- Understand the impact on metabolism, hormone function, risk of osteoporosis and bone weakness in people with EDs

- Determine changes in skin, hair and dental problems caused by malnutrition in patients with ED and apply preventive measures

- Analyze the impact of ED on the brain, identify neuropsychiatric symptoms and assess the risk of brain damage

- Recognize loss of muscle mass and weakness, assess risks for osteoporosis and bone fractures, and develop physical rehabilitation strategies

- Detect kidney damage due to dehydration and electrolyte imbalances, assess risk of acute renal failure, and implement treatment and monitoring measures

- Recognize vulnerability to infections and immunosuppression in patients with EDs and develop strategies to strengthen the immune system in recovery

*No rigid schedules or evaluation timelines: that's what this TECH program is all about"*

**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

# 03 Course Management

In its commitment to offer the most complete and updated programs in the academic market, TECH offers students a prestigious teaching staff. The professionals that make up this curriculum stand out for their work experience, which has allowed them to develop their activities in recognized institutions in the health sector. Likewise, their concern for social welfare has led them to keep abreast of the latest trends in the field of psychology. In this way, students have the guarantees they need to deepen their knowledge and acquire new competencies aimed at improving their professional practice.

*You will handle the latest advances in the procedures for dealing with post-traumatic stress, under the guidance of an experienced teaching staff"*

## 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. 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

**Mr. Andrade, Rommel**

- Medical specialist in psychiatry from the University of Antioquia
- Epidemiologist from Universidad CES
- Specialist in Dialectical Behavioral Therapy from FORO Foundation and Behavioral Tech
- Specialist in Eating Disorders Management by FORO Foundation and Oxford University
- Specialist in Transference-based psychotherapy from TFP Chile

**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

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# Structure and Content

This TECH program is supported by experts in Clinical Psychology, Nutrition and Medicine. As a result, the curriculum will offer a comprehensive view of EDs. Key aspects such as etiology, risk factors, emotional complications and comorbidities will be addressed. Accordingly, graduates will develop specific competencies to help patients suffering from EDs.

In this sense, they will apply strategies based on scientific evidence and promote their prevention in both educational and family environments.

**tech**

*This program delves into the analysis of clinical cases to bring graduates closer to the reality of psychological care in the field of EDs"*

## Module 1. Development of Eating Disorders

1.1.    Etymology of Eating Behavior Disorders (EDs)
    1.1.1.    Origin of the term "Eating Disorders"
    1.1.2.    Eating Disorders in Today's Clinical Setting
    1.1.3.    Evolution of the Understanding of EDs Over Time
1.2.    Eating Disorders over Time
    1.2.1.    Historical Milestones in the Identification and Understanding of EDs
    1.2.2.    Changes in the Social Perception of EDs Over Time
    1.2.3.    Scientific Advances that have Contributed to the Understanding of EDs
1.3.    Epidemiology
    1.3.1.    Global Statistics on the Incidence of EDs
    1.3.2.    Most Affected Population Groups and their Geographical Distribution
    1.3.3.    Factors Influencing the Variability in the Prevalence of EDs
1.4.    Prevalence of EDs in Adolescents and Young Adults
    1.4.1.    Specific Data on Prevalence in Age Groups
    1.4.2.    Changes in Prevalence during Adolescence and the Transition to Adulthood
    1.4.3.    Factors that may Contribute to Childhood Onset of EDs
1.5.    Social and Psychological Impact of EDs
    1.5.1.    Effects on Interpersonal and Family Relationships
    1.5.2.    Consequences on Quality of Life and Emotional Well-Being
    1.5.3.    Stigma and Discrimination Associated with EDs

## Module 2. Medical and Emotional Complications of ED– Organs and Systems Affected by ED

2.1.   Effects on the Cardiovascular System
  2.1.1.   Alterations in Heart Rate and Blood Pressure
  2.1.2.   Risk of Arrhythmias and Myocardial Damage
  2.1.3.   Impact of Malnutrition on Cardiovascular Health
2.2.   Gastrointestinal Complications
  2.2.1.   Damage to the Esophagus and Stomach Lining
  2.2.2.   Risk of Perforation and Bleeding in the Esophagus
  2.2.3.   Symptoms and Consequences of Bulimia Nervosa on the Gastrointestinal System
2.3.   Electrolyte and Metabolic Disorders
  2.3.1.   Imbalances in Potassium and Sodium Levels
  2.3.2.   Impact on Metabolism and Hormone Function
  2.3.3.   Risk of Osteoporosis and Bone Weakness in EDs
2.4.   Dermatological and Dental Conditions
  2.4.1.   Changes in the Skin and Hair due to Malnutrition
  2.4.2.   Effects on Dental Health, such as Enamel Erosion and Tooth Decay
  2.4.3.   Prevention and Management of Dermatologic and Dental Problems in EDs
2.5.   Endocrine and Hormonal Complications
  2.5.1.   Hypothalamus-pituitary-gonadal Axis Dysfunction
  2.5.2.   Amenorrhea and its Consequences in Women with EDs
  2.5.3.   Risk of Infertility and Reproductive Problems
2.6.   Central Nervous System Disorders
  2.6.1.   Impact on Brain and Cognitive Function
  2.6.2.   Neuropsychiatric Symptoms, such as Depression and Anxiety
  2.6.3.   Risk of Brain Damage in Severe ED Cases
2.7.   Muscular and Skeletal System Affectation
  2.7.1.   Loss of Muscle Mass and Muscle Weakness
  2.7.2.   Osteoporosis and Bone Fractures in EDs
  2.7.3.   Physical Rehabilitation and Therapy to Address Muscular and Skeletal Problems

2.8.   Complications in the Renal System
  2.8.1.   Damage to the Kidneys due to Dehydration and Electrolyte Imbalances
  2.8.2.   Risk of Acute Renal Failure in Severe EDs
  2.8.3.   Monitoring and Treatment of Renal Problems in Patients with EDs
2.9.   Impact on the Immune System
  2.9.1.   Vulnerability to Infections and Diseases due to Immunosuppression
  2.9.2.   Risk of Severe Complications in Cases of Immunodeficiency in EDs
  2.9.3.   Strategies for Strengthening the Immune System in Recovery
2.10.   Psychological Complications in EDs
  2.10.1.   Comorbid Emotional Disorders, such as Depression and Anxiety
  2.10.2.   Impact on Self-esteem and Body Image Perception
  2.10.3.   Development of Eating Disorders as a Coping Mechanism

## 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

# 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.

> *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%**

**3%**

**7%**

## 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 Development 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 Development of 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 Diploma** issued by **TECH Technological University** via tracked delivery*.

The certificate 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 Development of Eating Disorders**

Official Nº of Hours: **450 h.**

tech technological university

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

**POSTGRADUATE DIPLOMA**
in

Development 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 certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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