

Hybrid Professional Master's Degree

Psychological Intervention in Eating Disorders





Hybrid Professional Master's Degree

Psychological Intervention in Eating Disorders

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

60 + 4 ECTS Credits

Website: www.techtute.com/us/psychology/hybrid-professional-master-degree/hybrid-professional-master-degree-psychological-intervention-eating-disorders

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01

Introduction

Eating Disorders are an increasingly common mental health problem in today's society. For this reason, TECH's Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders is a valuable option for psychology professionals interested in specializing in this field. This program is offered 100% online, allowing students to complete their studies from anywhere in the world. In addition, professionals will have the opportunity to carry out practical training in a reference clinical center with specialized tutors, which will allow them to acquire the experience and skills necessary to intervene in real cases of Eating Disorders.



“

Become an eating disorders specialist and help improve the quality of life of people suffering from eating disorders with this exclusive TECH program”

Eating disorders (ED) are currently one of the most prevalent mental health problems in our society. Lack of information, media influence and social pressure are just some of the reasons contributing to its growing incidence. In this context, TECH's Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders offers a complete and up to date training in psychological intervention in ED.

This program is offered 100% online, allowing students to complete their learning from anywhere in the world. During the theoretical part of the program, students will study the psychosocial aspects of ED, psychological intervention in these disorders, clinical manifestations, the social environment and the family of the patient with these disorders, as well as the psycho-diagnosis and evaluation of ED. In addition, they will be supported by a team of highly qualified and experienced professionals in the area.

One of the most outstanding features of this program is the opportunity it offers students to carry out Internship Programs in a reference clinical center with specialized tutors. This will allow them to acquire the experience and skills necessary to intervene in real cases of eating disorders. In addition, this practical training will allow them to apply the theoretical knowledge acquired during the program and enrich their education.

Psychological intervention in ED is a constantly evolving area and it is vital to keep up to date. TECH's Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders offers an innovative and quality program that covers the latest research and advances in the field of EDD. In addition, this program adapts to the needs of the students, allowing them to work and study at the same time.

This **Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Development of more than 100 clinical cases presented by clinical psychology professionals with different studies specialized in the area of Eating Disorders Intervention and university professors with extensive experience in the interventionist environment
- ♦ 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
- ♦ The most complete and updated curriculum in psychological intervention in TCA
- ♦ The program's approach is comprehensive and multidisciplinary, addressing psychological, nutritional, medical and social aspects of ED
- ♦ The program is supported by a team of highly qualified and experienced professionals in the area, who will be at the students' disposal to solve any doubts or queries they may have
- ♦ All of this will be complemented by 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
- ♦ In addition, you will be able to carry out a clinical internship in one of the best hospitals in the world

“*Take a 3-week intensive program in a prestigious center and acquire all the knowledge to grow personally and professionally*”

In this Professional Master's Degree proposal, of professionalizing character and blended learning modality, the program is aimed at updating Psychology professionals who develop their therapies for psychological intervention in Eating Disorders, and who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical knowledge into psychological practice, and the theoretical-practical elements will facilitate the updating of knowledge and allow decision making in patient management.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the Psychology professional to obtain situated and contextual learning, that is to say, a simulated environment that will provide immersive learning programmed to train in real situations. The design of this program is based on Problem-Based Learning, by means of which students must try to solve the different professional practice situations that arise throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

Get a comprehensive and up-to-date education in Psychological Intervention in Eating Disorders with this TECH-exclusive specialization program.

Update your knowledge through the Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders, in a practical way and adapted to your needs.



02

Why Study this Hybrid Professional Master's Degree?

Due to the increasing prevalence of eating disorders worldwide, taking the Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders is essential today. The teaching offered in this program allows psychology professionals to acquire the necessary skills to intervene effectively in the prevention, diagnosis and treatment of these disorders. In addition, the blended wpractice, allowing students to apply their knowledge in real-life situations and develop clinical skills in a controlled environment. Therefore, this program is essential for those looking to further their career in Clinical Psychology and want to specialize in the treatment of eating disorders.





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Increase your job opportunities and become a reference in the field of eating disorders with TECH's Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders"

1. Updating from the latest technology available

In recent years, the field of Psychological Intervention in Eating Disorders has undergone a revolution thanks to the incorporation of technological advances. In response to this trend, TECH has created an Internship Program that will allow specialists to enter a state-of-the-art clinical environment and access cutting-edge technology in the field of Clinical Psychology. The objective is to provide professionals with the necessary tools to apply these advances in their daily practice and improve the quality of life of their patients.

2. Gaining In-Depth Knowledge from the Experience of Top Specialists

Through a theoretical-practical approach, students will learn firsthand how to effectively address eating disorders. In addition, the program's blended learning environment allows them to apply this knowledge in real clinical situations and develop practical skills. Upon completion, students will have acquired the necessary tools to diagnose and treat eating disorders and improve the quality of life of their patients, thanks to the input given by the most knowledgeable tutors.

3. Entering First-Class Clinical Environments

TECH carefully selects the centers available for its Internship Programs. In this way, specialists are assured access to prestigious clinical settings in the area of Psychological Intervention in patients with Eating Disorders. This allows them to experience first-hand the day-to-day work of a rigorous and exhaustive area of work, and to always apply the latest scientific advances in their methodology.





4. Combining the Best Theory with State-of-the-Art Practice

In today's academic market, many educational programs are not designed to fit the daily needs of the specialist, and often require an extensive teaching load that is not compatible with personal and professional life. To address this problem, TECH offers a new 100% hands-on learning model that allows students to learn and apply the most advanced procedures in Psychological Intervention in only 3 weeks. In this way, professionals can acquire valuable skills and apply them directly to their clinical practice, without sacrificing their personal or professional lives in the process.

5. Expanding the Boundaries of Knowledge

TECH offers specialists the opportunity to carry out their Internship Program in prestigious centers not only nationally, but also internationally. This unique opportunity allows professionals to expand their frontiers and update their knowledge with the best in the area of Psychological Intervention, working in first class hospitals in different continents. Thanks to the flexibility of TECH, the world's largest digital university, students can choose the center that best suits their needs and career goals.



*You will have full practical immersion
at the center of your choice"*

03

Objectives

The overall objective of TECH's Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders is to provide students with a solid and up-to-date education in the diagnosis and treatment of eating disorders. In addition, the program seeks to deepen in the theoretical and practical aspects of Psychological Intervention, as well as in the most effective therapeutic techniques and tools in the treatment of these disorders. To achieve these objectives, the Professional Master's Degree has other specific objectives, such as the acquisition of skills for the assessment and diagnosis of eating disorders, among others discussed in detail below:



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Discover an innovative and quality specialization that will allow you to intervene in real cases of eating disorders with the Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders of TECH"

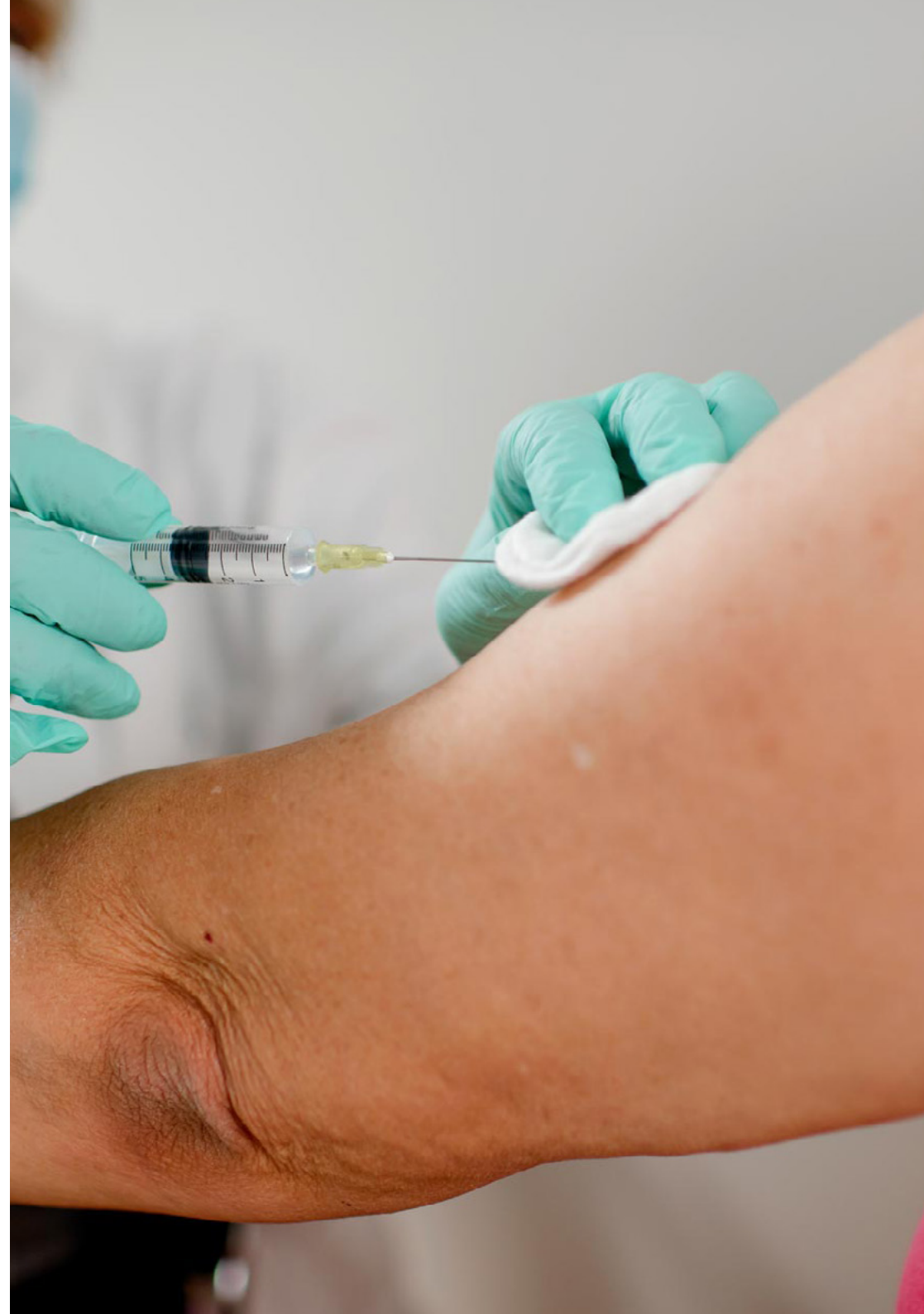


General Objective

- The Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders has the general objective of updating the knowledge and skills of the professional in the diagnosis and treatment of eating disorders through a 100% practical training in a prestigious and technologically advanced hospital environment. Professional Master's Degree students will have the opportunity to learn from renowned specialists in the field of Psychological Intervention, which will allow them to perfect and expand their competencies in the medical care of their patients with eating disorders. The Professional Master's Degree's practical approach will enable your clinical practice to



Discover an innovative and quality specialization that will allow you to intervene in real cases of eating disorders with the Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders of TECH"





Specific Objectives

Module 1. Evolution and Current Status of Eating Disorders

- ♦ Teach the student the psycho-diagnostic instruments that are currently approved by scientific research

Module 2. Psychodiagnosis and assessment of Eating Disorders

- ♦ Develop skills to establish an appropriate link in the performance of psycho-diagnosis
- ♦ Manage the interferences that occur in intervention, knowing how to differentiate the desirability of the subject being evaluated from their real psychological state
- ♦ Discriminate the most appropriate battery of instruments for each case
- ♦ Structure appropriate assessment protocols according to the ages and the area to be assessed

Module 3. Personality and Eating Disorders

- ♦ Analyze the implications for each of the patients
- ♦ Verify the implication within the professional framework of psychologists
- ♦ Address new perspectives of psychological assessment of these disorders

Module 4. The Family in Eating Disorders

- ♦ Reflect on the patient's subjective mobilizing factors
- ♦ Identify the role of the family and its emotional contribution in the psychological treatment
- ♦ Delve into emotional relationships and, on that basis, identify the role of each party for the improvement of the patient

Module 5. Clinical features and manifestations of eating disorders

- ♦ Identify the main characteristics of a patient with an eating disorder a priori
- ♦ Develop a guide to identify the main anomalies that occur in a diagnosed patient
- ♦ Design an action plan for the patient with the disorder in the event of a relapse

Module 6. Psychological Intervention in Eating Disorders

- ♦ 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

Module 7. Psychosocial Aspects of Eating Disorders

- ♦ Incorporate the intervention into a multidisciplinary framework
- ♦ Review with standardized protocols the entire procedure
- ♦ Incorporate the process into the framework of a welfare society framed in the needs of aesthetics and current stylistic orders

04 Skills

After passing the evaluations of the Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders, the professional will have acquired the professional skills necessary for quality care, and updated based on the latest scientific evidence and with the experience gained from the hand of the most versed teachers in each case study analyzed.





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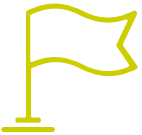
This program will allow you to acquire mastery of the new diagnostic and therapeutic procedures in Psychological Intervention in Eating Disorders"



General Skills

- ♦ Define the concept of Emotion-Based Psychotherapy and its applications in Eating Disorders
- ♦ Learn how the brain and learning processes works
- ♦ Master the concept of Eating Disorders, their classification and functioning
- ♦ Acquire the knowledge and basic tools to generate a good therapeutic bond
- ♦ Understand health from the biopsychosocial model: What is Psychoneuroimmunology? What systems are involved? And their interrelation?
- ♦ Understand what a traumatic memory consists of and handle the different techniques of emotional processing
- ♦ Find out what the differences in Eating Disorders are
- ♦ Relate body language to the expression and treatment of emotions through body-based therapies to help Eating Disorders
- ♦ Understand and work from a broader perspective of personal growth beyond the body
- ♦ Manage emotions and their functionality in systems with more than one patient: group therapies, their use and purpose





Specific Skills

- ♦ Learn about Eating Disorders and their historical evolution
- ♦ Discover the scientific basis of Eating Disorders and their relevance in the life of three
- ♦ Manage the different psychological guidance that works with Eating Behavior Disorders
- ♦ Understand and master the basics of Eating Disorders
- ♦ Learn about eating disorders, their origins, as well as their individual and group indications
- ♦ Learn about Time-Limited Psychotherapy as a working model focused on Eating Disorders
- ♦ Understand how the three brain systems function from a physiological and functional perspective
- ♦ Learn how the brain functions throughout a person's development
- ♦ Relate brain functioning to the stress response and survival
- ♦ Learn about the different intelligences that develop in the reptilian brain from Elaine Austin de Beauport's model. Functionality, dominance and limitations
- ♦ Learn about the different intelligences that develop in the mammalian brain Functionality, dominance and limitations
- ♦ Learn about the different intelligences that develop in the human brain Functionality, dominance and limitations
- ♦ Master the different types of learning and the role of emotion in learning
- ♦ Discover the basic desires as universal emotional needs in human beings
- ♦ Understand how the self-concept is generated through the learning processes and the links to reference persons
- ♦ Identify the different contexts in which the self-concept develops
- ♦ Discover what emotional schemes and limiting beliefs are, how they are generated and what impact they have on self-concept and emotional well-being
- ♦ Manage emotions, their function, their platform of action and the neurological structures involved in each of them
- ♦ Understand the influence of emotion in the different cognitive processes of Eating Disorders
- ♦ Relate brain functioning, emotional states and eating disorders in children
- ♦ Discover what emotional intelligence is and the need to work on it in order to provide a good therapeutic service
- ♦ Master and apply different self-management techniques
- ♦ Understand the difference between empathy and sympathy The importance of mirror neurons in emotional communication
- ♦ Master the therapist-patient bond through U-techniques and the escort or referent position
- ♦ Manage language for effective and therapeutic communication from the NLP approach
- ♦ Understand the Psyche-S. Nervous-S. Endocrine-S. Immune axis and its multifunctional communication
- ♦ Explore, in-depth, the relationship between the nervous system and the endocrine system
- ♦ Relate stress and its biochemistry to the consequences on the immune system

05

Course Management

The teaching team that directs the Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders is formed by specialists of reference in the field of Psychological Intervention in Eating Disorders, who contribute their experience in the development of the program. In this way, students have the opportunity to learn from the best professionals and acquire up-to-date knowledge and skills applicable to their clinical practice.





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You will be guided by the most distinguished teachers in the area of Psychological Intervention in Eating Disorders, both in the theoretical study and in the Internship Program"

Management



Dr. Gascón Martín, Laura

- ♦ Director of the assessment and psychotherapy center of Talavera de la Reina
- ♦ Specialist in Forensic and Legal Psychology
- ♦ Psychologist of the Courts 1 and 2 of Toledo
- ♦ Coordinator of the Emergency Intervention and Psychological Assistance Plan in Toledo
- ♦ Coordinator of the gender violence plan at the national level 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 of 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 studies teacher
- ♦ Master's Degree in Clinical and Health Psychology
- ♦ Specialist in Clinical Psychology
- ♦ Selective Dissociation Targeting Specialist

Professors

Dr. Otero, Verónica

- ♦ Psychologist Specialist in Psychotherapy. Bilbao-Casco Viejo Health Center
- ♦ Head of Children and Youth Area of intervention with PTL. Bilbao-Casco Viejo Health Center
- ♦ Degree in Psychology. Deusto University
- ♦ Master in Time-Limited Psychotherapy and Health Psychology
- ♦ Child and Adolescent Psychologist
- ♦ Specialist in Reciprocal Interaction Therapy
- ♦ Certified Psychotherapist. Spanish Federation of Psychotherapists' Associations
- ♦ EuroPsy Certificate as Specialist Psychologist
- ♦ EuroPsy Certificate as Specialist Psychotherapist

Dr. De Dios González, Antonio

- ♦ Director of Avatar Psychologists
- ♦ Director of the Psychology Department of Quirónsalud Hospital in Marbella
- ♦ Director of the Clinical and Health Area of Iridia Hispania
- ♦ Trainer at the Spanish Red La Cross
- ♦ Specialist in Clinical Hypnosis and Relaxation
- ♦ EFT Specialist by the World Center for EFT
- ♦ Transpersonal Therapist in the Spanish School of Transpersonal Development
- ♦ Bachelor in Psychology at the Complutense University of Madrid
- ♦ Master's degree in Time-Limited Psychotherapy and Health Psychology in the European Institute of Time-Limited Psychotherapies
- ♦ Master's Degree in Neuro-Linguistic Programming (NLP Chalfont Richard Bandler's Society of Neuro-Linguistic Programming)

Dr. Fernández, Ángel

- ♦ Director of the Evaluation and Psychotherapy Center of Madrid
- ♦ European specialist psychologist in Psychotherapy from the EFPA
- ♦ Health Psychologist
- ♦ Master's Degree in Clinical and Health Psychology
- ♦ 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

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

Dr. Zabala Baños, María del Carmen

- ♦ Health Psychologist with expertise in Psychosocial Rehabilitation and Occupational Therapy
- ♦ Researcher of the Department of Nursing, Physical Therapy and Occupational Therapy. Castilla La Mancha University
- ♦ Doctor of Psychology. Castilla La Mancha University
- ♦ Master's Degree in Clinical and Health Psychology
- ♦ Master in Time-Limited Psychotherapy and Health Psychology

06

Educational Plan

The curriculum of the Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders has been designed to meet the requirements of clinical psychology, with the objective of providing students with a global and internationally applicable perspective of Psychological Interventions in Eating Disorders. The modules of the program cover all fields of work involved in the development of their functions, both in the public and private spheres. Starting with Module 1, students will be able to expand their knowledge and acquire the necessary skills to develop professionally with the support of a team of experts in the field.





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This curriculum will provide you with the most up-to-date knowledge according to the latest scientific evidence and the experience of the experts who have participated in its design”

Module 1. Evolution and Current Status of Eating Disorders

- 1.1. Substantive Considerations
- 1.2. History of Eating Behaviors
- 1.3. Dynamics of Illness in Eating Disorders
- 1.4. Evolutionary Relationship between Food and Affection
 - 1.4.1. Equating Giving Milk with Love
 - 1.4.2. Utility of Food in the Social Relationship
 - 1.4.3. Food Reference Relationship
 - 1.4.4. Fasting and Culture
 - 1.4.5. Fasting Women and Hunger Artists
 - 1.4.6. History of Anorexia Nervosa
 - 1.4.7. Historical Development of the Concept of Bulimia
- 1.5. Historical Classifications of Eating Disorders
 - 1.5.1. DSM-IV
 - 1.5.2. ICD 10
 - 1.5.3. DSM-V
- 1.6. Constructs Related to Eating Disorders
 - 1.6.1. Neurotic Disorders
 - 1.6.2. Patoplasty
 - 1.6.3. Nerve Atrophy
 - 1.6.4. Gastric Hysteria
 - 1.6.5. Hunger Strike
 - 1.6.6. Paternal Anorexia
 - 1.6.7. Obsessive and Hysterical Anorexia
- 1.7. Evolution of Eating Disorders
 - 1.7.1. Subject's Mental Functions
 - 1.7.2. Biological Imbalances
 - 1.7.3. Interaction of the Subject in their Microcontext, Mesocontext and Macrocontext
- 1.8. Social Perspective of Eating Disorders

Module 2. Psychodiagnosis and assessment of Eating Disorders

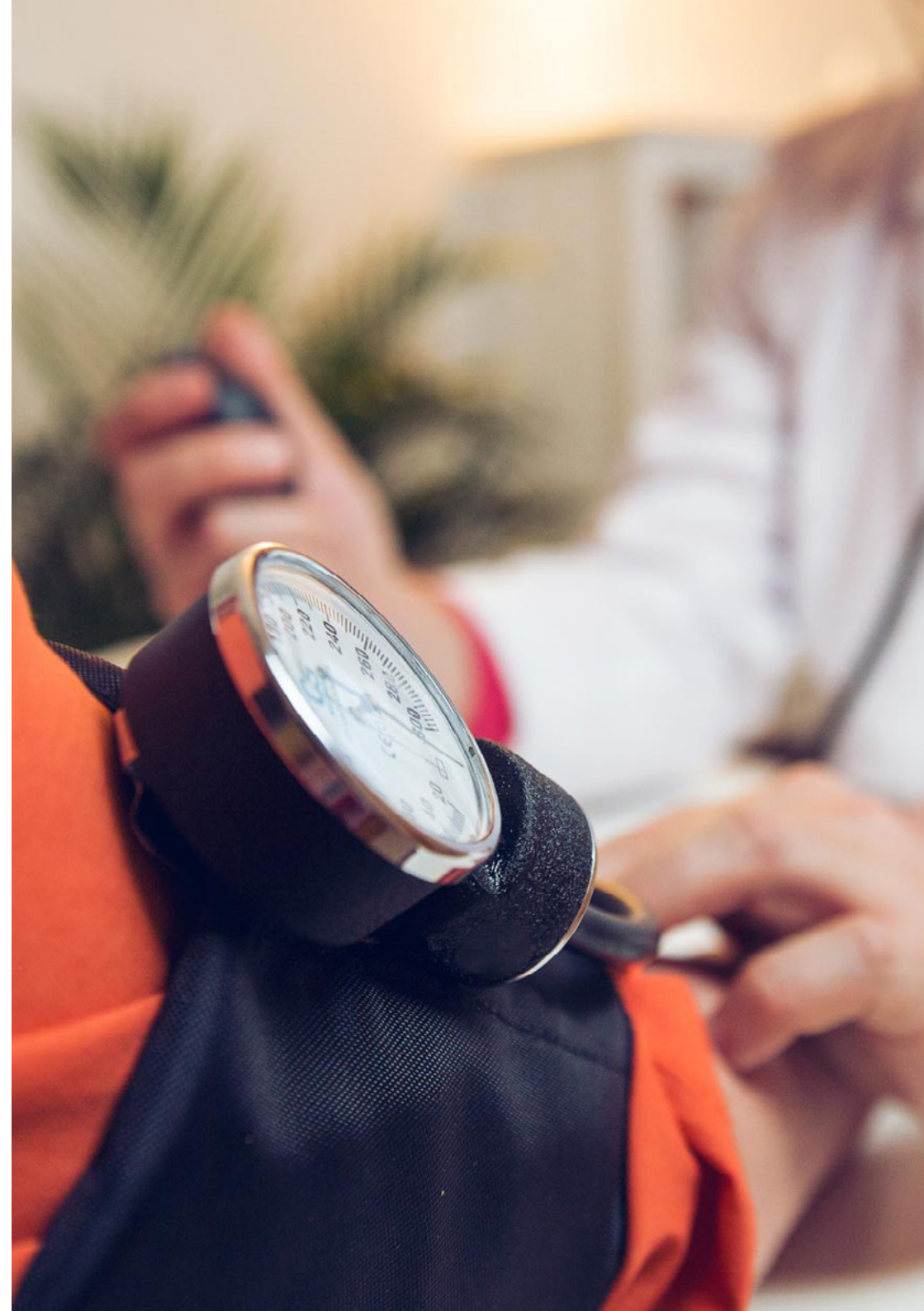
- 2.1. The interview in a Clinical and Expertise Setting
 - 2.1.1. Information Theory
 - 2.1.2. Communication Channels
 - 2.1.3. Communication System
- 2.2. Axioms of the Interview
 - 2.2.1. It is Impossible Not To Communicate
 - 2.2.2. Content and Relationship
 - 2.2.3. Affective Value
 - 2.2.4. Digital and Analog Communication
 - 2.2.5. Symmetry and Asymmetry
- 2.3. Exploring Communication
 - 2.3.1. Verbal Communication
 - 2.3.2. Non-Verbal Communication
 - 2.3.3. Double Bond
 - 2.3.4. Psychopathology of Communication
 - 2.3.5. A Gesture is Worth a Thousand Words
- 2.4. Medical History
 - 2.4.1. Personal
 - 2.4.2. Family
 - 2.4.3. Generational
- 2.5. Medical History
 - 2.5.1. Psychopathological Biography
 - 2.5.2. Biography of Medical Diseases
 - 2.5.3. Biography Social Problems
- 2.6. General Structure of the Mental Examination
 - 2.6.1. Non-Verbal Communication and Emotions
 - 2.6.2. Communication Around a Table
- 2.7. Semiology
 - 2.7.1. Signs
 - 2.7.2. Symptoms

- 2.8. Epistemology of Diagnosis
 - 2.8.1. Descriptive Syndromic Diagnosis Against the Disease
 - 2.8.2. Nosology Categorical Versus Dimensional Diagnosis
- 2.9. Multiple Diagnoses and Comorbidity
- 2.10. Clinical vs. Research Criteria
- 2.11. Expert Interview
- 2.12. Projective Techniques in Expert Appraisal
- 2.13. Rorschach Test
 - 2.13.1. Application
 - 2.13.2. Presentation of Sheets
 - 2.13.3. Reaction Time
 - 2.13.4. Time of the Patient in Front of the Sheet
 - 2.13.5. The Survey
 - 2.13.6. Rorschach Assessment
- 2.14. Expressive Techniques
- 2.15. Drawing (HTP)
 - 2.15.1. From the House
 - 2.15.2. Tree
 - 2.15.3. Person
- 2.16. Free Drawing
- 2.17. Family Drawing
- 2.18. Max Lüscher Color Test
- 2.19. Thematic Apperception Test TAT
- 2.20. Wechsler Intelligence Test
 - 2.20.1. WISC-IV
 - 2.20.2. WAIS-IV
- 2.21. Raven's Progressive Arrays
- 2.22. The Goodenough Test
- 2.23. The Personality Test
- 2.24. Millon Multiaxial Clinical Millon Inventory (MCMI-III)
 - 2.24.1. Modifying Scales: Desirability and Alteration Index
 - 2.24.2. Basic Personality Scales: Schizoid, Avoidant, Depressive, Depressive, Dependent, Histrionic, Narcissistic, Antisocial, Aggressive-Sadistic, Compulsive, Passive-Aggressive, Self-Destructive
 - 2.24.3. Severe Personality Scales: Schizotypal, Borderline and Paranoid
 - 2.24.4. Moderate Clinical Syndromes: Anxiety, Hysteriform, Hypomania, Depressive Neurosis, Alcohol Abuse, Drug Abuse, P-Trauma Stress D
 - 2.24.5. Severe Clinical Syndromes: Psychotic Thinking, Major Depression and Psychotic Delirium
- 2.25. 16 Cattell PF-5
 - 2.25.1. Agreeableness, Reasonableness, Stability, Dominance, Encouragement, Attention to Standards, Boldness, Sensitivity, Vigilance, Abstraction, Privacy, Apprehension, Openness to Change, Self-sufficiency, Perfectionism and Tension. Incorporates a "Social Desirability" (SI), an "Infrequency" (IN) and an "Acquiescence" (AQ) Scale to Control for Response Bias
- 2.26. "BASC - Behavioral Assessment System for Children and Adolescents"
 - 2.26.1. Internalized problems: Depression, Anxiety, Social Anxiety, Somatic Complaints, Obsessive-Compulsion and Post-Traumatic Symptomatology
 - 2.26.2. Externalized Problems: Hyperactivity and Impulsivity, Attention Problems, Aggressiveness, Defiant Behavior, Anger Control Problems, Antisocial Behavior
 - 2.26.3. Specific Problems: Developmental Delay, Eating Behavior Problems, Learning Disabilities, Schizotypy, Substance Abuse, etc
- 2.27. Personality Assessment Inventory PAI and Children's Personality Questionnaire CPQ
 - 2.27.1. 11 Clinical Scales (Somatic Complaints, Anxiety, Anxiety-Related Disorders, Depression, Mania, Paranoia, Schizophrenia, Borderline Traits, Antisocial Traits, Alcohol Problems, Drug Problems)
 - 2.27.2. 5 Scales of Consideration for Treatment (Aggression, Suicidal Thoughts, Stress, Lack of Social Support, and Refusal of Treatment)
 - 2.27.3. 2 Scales of Interpersonal Relationships (Dominance and Agreeableness)
 - 2.27.4. 30 Subscales Providing More Detailed Information
 - 2.27.5. Children's Personality Questionnaire CPQ Reserved/Open, Low/High Intelligence, Emotionally Affected/Stable, Calm/Excitable, Submissive/Dominant, Sober/Enthusiastic, Unconcerned/Conscientious, Cohibited/Entrepid, Hard/Soft Sensitivity, Confident/Doubting, Simple/Astute, Serene/Apprehensive, Less or More Integrated and Relaxed/Tensed

- 2.28. Clinical Analysis Questionnaire-CAQ and Anxiety Questionnaire. State-Trait Anxiety Inventory in Children (STAIC) and in Adults (STAI)
- 2.29. Multifactor Self-Assessment Test of Child Adjustment - TAMAI
- 2.30. Brief Symptom Checklist-SCL-90 R and Credibility Study of the Narrative
 - 2.30.1. CBCA System (Criteria Based Content Analysis)
 - 2.30.2. The Statement Validity Assessment (SVA) Udo Undeutsch
 - 2.30.3. SVA = Interview + CBCA + Validity Checklist

Module 3. Personality and Eating Disorders

- 3.1. Role of Personality in Eating Disorders
 - 3.1.1. Implication of Personality in the Onset of these Disorders
 - 3.1.2. Personality and Treatment Fit
 - 3.1.3. Prognosis and Personality
 - 3.1.4. Early Detection
 - 3.1.5. Appreciation and Appraisal
- 3.2. Comorbidity: Personality Disorders and Eating Disorders
 - 3.2.1. Analysis of Eating Behavior according to Personality Disorder
 - 3.2.2. Epidemiological Figures
 - 3.2.3. Prognosis According to Type of Personality Disorder
 - 3.2.4. Axis II in the DSM IV-TR and Eating Disorders
 - 3.2.5. DSM-5 and the Relationship between Personality and Eating Disorders
- 3.3. Clinical Implications of Personality Disorders in Pathological Eating Disorders
 - 3.3.1. Personality and Anorexia Nervosa
 - 3.3.2. Personality and Bulimia Nervosa
 - 3.3.3. Personality and Compulsive Overeating
- 3.4. Borderline Personality Disorder
- 3.5. Narcissistic Disorder
- 3.6. Histrionic Disorder
- 3.7. Dependency Disorder
- 3.8. Paranoid Disorder
- 3.9. Antisocial Disorder
- 3.10. Schizoid Disorder
- 3.11. Schizotypal Disorder
- 3.12. Avoidant Disorder



- 3.13. Alexithymia and Eating Disorders
 - 3.13.1. Personal Space
 - 3.13.2. Personal Time
 - 3.13.3. The Procedure
 - 3.13.4. Clothing
 - 3.13.5. Decoration of the Hearing Room
 - 3.13.6. The Language Used
 - 3.13.7. The Protagonists
 - 3.13.8. Experts and Witnesses
 - 3.14. Family Diagnosis: The Family as a System
 - 3.14.1. Family Rules, Rituals, Homeostasis
 - 3.14.2. Crisis, Morphogenesis and Change
 - 3.14.3. Family Typology, Adaptation, Evolutionary Cycle
 - 3.14.4. Barriers, Centripetal and Centrifugal Functions
 - 3.14.5. Typology of Dysfunctional Families
 - 3.15. Psychological Assessment in Eating Disorders
 - 3.15.1. Scientific Document
 - 3.15.2. Comprehensive Language
 - 3.15.3. Degree of Certainty
 - 3.15.4. Uses
 - 3.15.5. Ethical Standards
 - 3.16. Relationship with Other Groups in the event of a Possible Admission not Accepted by the Patient
- 4.3. Psychopedagogical Expertise
 - 4.3.1. School History
 - 4.3.2. General Development of the Students
 - 4.3.3. Teaching and Learning Process
 - 4.3.4. Influence of Family and Social Context
 - 4.3.5. Identification of Special Educational Needs
 - 4.3.6. Syllabus Proposal
 - 4.4. Marital Separation
 - 4.4.1. Evaluation of Adults on an Individual Basis
 - 4.4.2. Individual Evaluation of Minors
 - 4.4.3. Family Environment Evaluation
 - 4.4.4. Interactions Analysis
 - 4.4.5. Conclusions
 - 4.4.6. Recommendations
 - 4.5. Work Disability
 - 4.5.1. Deficiency, Disability and Handicap
 - 4.5.2. Civil Incapacity and Labor Incapacity
 - 4.5.3. Degrees of Permanent Disability
 - 4.5.4. Major Disability
 - 4.6. Gender-Based Violence
 - 4.6.1. Psychological Violence
 - 4.6.2. Psychological Consequences of Violence
 - 4.7. Abuse
 - 4.7.1. Confirmation
 - 4.7.2. Psychological Consequences
 - 4.7.3. Causal Nexus
 - 4.8. Psychological Appraisal of Family Members
 - 4.9. Juvenile Expertise
 - 4.10. Expert Guardian and Custody
 - 4.11. Adoption Expertise
 - 4.12. New Expressions of Eating Disorders
 - 4.13. Toxicomania


Module 4. The Family in Eating Disorders

- 4.1. Study and Assessment of Family Functioning
 - 4.1.1. Family as a Trigger
 - 4.1.2. Clinical Role
 - 4.1.3. Family to Contain the Disorder
- 4.2. Identification of the Type of Family
 - 4.2.1. Functional Dependency and Functions
 - 4.2.2. Family Structure and Content
 - 4.2.3. Family Characteristics

Module 5. Clinical features and manifestations of eating disorders

- 5.1. Body Weight Rejection
- 5.2. Fear of Gaining Weight
- 5.3. Weight Perception Disorder
- 5.4. Psychophysiological Patterns in Anorexia
 - 5.4.1. Concept
 - 5.4.2. Purpose
 - 5.4.3. Structure
- 5.5. Restraint and Purges
 - 5.5.1. Laxatives
 - 5.5.2. Diuretics
 - 5.5.3. Purges
 - 5.5.4. Special Cooking Treatment
 - 5.5.5. Increased Physical Activity
- 5.6. Dynamism
 - 5.6.1. Increased Study Hours
 - 5.6.2. Reduced Sleeping Hours
 - 5.6.3. Irritability
 - 5.6.4. Depression
- 5.7. Cognitive Symptoms
 - 5.7.1. Obsessive Worrying
 - 5.7.2. Fear of Gaining Weight
 - 5.7.3. Denial of Feelings of Hunger
 - 5.7.4. Sexual Disinterest
 - 5.7.5. Disinterest in Recreational Activities



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- 5.8. Physiological Symptoms
 - 5.8.1. Anemia
 - 5.8.2. Leukopenia
 - 5.8.3. High Levels of Urea
 - 5.8.4. Metabolic Alkalosis
 - 5.8.5. Metabolic Acidosis
 - 5.8.6. Hyperadrenocorticism
 - 5.8.7. High Levels of Estrogens
 - 5.8.8. Sinus Bradycardia
 - 5.8.9. Constipation
 - 5.8.10. Hypotension
 - 5.8.11. Dry Skin
 - 5.9. Behavioral Symptoms of Bulimia
 - 5.9.1. Binge Eating
 - 5.9.2. Dietary Restriction
 - 5.9.3. Food Storage
 - 5.9.4. Binge Drinking
 - 5.9.5. Polytoxicomania
 - 5.9.6. Vomiting
 - 5.9.7. Refusal to Swallow
 - 5.10. Cognitive Symptoms of Bulimia
 - 5.10.1. Fear of Gaining Weight
 - 5.10.2. Poor Reasoning
 - 5.10.3. Fear of Losing Control
 - 5.10.4. Depressive Thoughts
 - 5.10.5. Low self-esteem
 - 5.10.6. Persistent Feeling of Emptiness
 - 5.10.7. Difficulty in Understanding Personal Interaction Cues
 - 5.11. Physiological Symptoms
 - 5.12. Urinary System
 - 5.13. Genital System

Module 6. Psychological Intervention in Eating Disorders

- 6.1. Admission Criteria in Anorexia Nervosa
 - 6.1.1. Persistent Weight Loss in Less Than Three Months
 - 6.1.2. Severe Water and Electrolyte Disorders
 - 6.1.3. Cardiac Arrhythmias
 - 6.1.4. Outpatient Treatment Failure
 - 6.1.5. Overt Refusal to Eat
- 6.2. Admission Criteria in Bulimia Nervosa
 - 6.2.1. Self-Harm Idea
 - 6.2.2. Severe Depression Associated With Delirious Activity
 - 6.2.3. Toxic Psychosis
 - 6.2.4. Binge Eating and Uncontrollable Vomiting
 - 6.2.5. Medical Complications
 - 6.2.6. Family Incompetence
- 6.3. Criteria for Admission to Day Hospital in Anorexia and Bulimia Nervosa
 - 6.3.1. Serious Malnutrition
 - 6.3.2. Somatic Complications
 - 6.3.3. Absence of Family Support
 - 6.3.4. Episodes of Voracity and Vomiting
 - 6.3.5. Not Being Aware of the Disease
- 6.4. Psychological Intervention in the Normalization Phase of Eating Behavior
 - 6.4.1. Awareness of the Disease
 - 6.4.2. Establishing the Therapeutic Relationship
 - 6.4.3. Nutritional Psycho-education
- 6.5. Cognitive Restructuring of the Patient
 - 6.5.1. Reduction of Anxiety Levels
 - 6.5.2. Elimination of Obsessive Thoughts
 - 6.5.3. Elimination of Practicing Rituals
 - 6.5.4. Minimize the Risk of Occurrence of Occasional Crises
 - 6.5.5. Encourage Diverting Attention to Other Non-Pathological Areas of the Patient
 - 6.5.6. Prevent the Practice of Purging Behaviors
 - 6.5.7. Dichotomous Thinking
 - 6.5.8. Thought Interpretation
 - 6.5.9. Catastrophic Visions
- 6.6. Renutrition and Replenishment
 - 6.7. Acquisition of Resources and Basic Needs of Coping
 - 6.7.1. Self-Esteem Improvement
 - 6.7.2. Social Skills Training
 - 6.7.3. Body Image Work
 - 6.7.4. Relaxation Training
 - 6.7.5. Exposure to the Body in the Mirror
- 6.8. Eliminating Body Image Distortion
 - 6.8.1. Psychomotor Techniques
 - 6.8.2. Silhouette Adjustment Exercises
- 6.9. Relapse Prevention
 - 6.9.1. Preparation for Discharge
 - 6.9.2. Control Sessions
- 6.10. Mediation
 - 6.10.1. Mediator is Present, Does Not Have an Influence
 - 6.10.2. Arbitration Decision-Making by Listening to the Parties
 - 6.10.3. Neutral Evaluation Draw Consequences From the Data Obtained
- 6.11. Coaching and Psychology
 - 6.11.1. Equalities
 - 6.11.2. Differences
 - 6.11.3. Contradictions
 - 6.11.4. Impersonation
 - 6.11.5. Declaring Bankruptcy
 - 6.11.6. Stripping Off the Masks
 - 6.11.7. Re-Engineering Ourselves
 - 6.11.8. Focusing on the Task
- 6.12. Facing Challenges that can be Taken on
 - 6.12.1. Locus of Control
 - 6.12.2. Expectations

- 6.13. Clear Goals
 - 6.13.1. Definition of Where We Are
 - 6.13.2. Definition of Where we Want to Go
- 6.14. Feeding Back on the Activity
 - 6.14.1. Placing the Attitude in Action and not in Anticipatory Thinking
 - 6.14.2. Verbalizing Small Achievements
 - 6.14.3. Be Flexible and Allow for Frustration
- 6.15. Administrate Time
 - 6.15.1. Difference Between Chronological Time and Mental Time
 - 6.15.2. Ability to Do Something at this Time
- 6.16. Conflict Management
 - 6.16.1. Emotional Management
 - 6.16.2. Saying What I Think, but From HOME Emotions
- 6.17. Dialogue With Beliefs
 - 6.17.1. Self-Dialogue
- 6.18. Emotional Management
 - 6.18.1. Identifying Emotions
 - 6.18.2. Identifying Suitable Emotions
 - 6.18.3. Changing Emotions for Others

Module 7. Psychosocial Aspects of Eating Disorders

- 7.1. Ethnic Eating Disorders
- 7.2. Eating Disorders Spectrum Disorders
- 7.3. Comorbidity in Eating Disorders and Social Pressure
- 7.4. Risk Groups
- 7.5. Psychopathology of the Microcontext and Impact on Eating Disorders
- 7.6. Family's Socioeconomic Position
- 7.7. Autonomy Over the Family

- 7.8. Psychopathology of the Mesocontext and Impact on Eating Disorders
- 7.9. Impact on the Family and the Outside
- 7.10. Abuse and Rape
- 7.11. Deprivation of Attention
- 7.12. Autonomous Self
- 7.13. School
- 7.14. Neighbourhood
- 7.15. Psychopathology of the Macrocontext and Impact on Eating Disorders



This program will allow you to advance your career in a comfortable way and with the quality you desire”

07

Clinical Internship

After passing the online theoretical period, the program includes a practical training period in a reference clinical center. The student will have at his/her disposal the support of a tutor who will accompany them throughout the process, both in the preparation and in the development of the internship in a reference clinical center.





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Carry out your clinical internship in a leading clinical center and build a powerful professional background”

The Internship Program of this program of Psychological Intervention in Eating Disorders consists of a clinical internship in a reference clinical center, lasting 3 weeks, from Monday to Friday, with 8 consecutive hours of practical learning with an assistant specialist. This stay will allow you to see real patients alongside a team of professionals of reference in the area, applying the most innovative diagnostic procedures and planning the latest generation of therapy in each psychological pathology related to eating behavior.

In this training proposal, completely practical in nature, the activities are aimed at developing and perfecting the competencies necessary for the provision of psychological care in areas and conditions that require a high level of qualification, and are oriented towards specific training for the practice of the activity, in an environment of safety for the patient and high professional performance.

It is undoubtedly an opportunity to learn by working in the innovative hospital of the future, accompanied by the most experienced specialists. This is a new way of understanding and integrating health processes, and this program is a unique opportunity of expansion for the professional who lives this innovative experience in the improvement of professional competencies.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of the professors and other fellow trainees that facilitate teamwork and multidisciplinary integration as transversal competencies for clinical Psychology practice (learning to be and learning to relate).



The procedures described below will form the basis of the practical part of the training, and their completion is subject to both the suitability of the patients and the availability of the center and its workload, with the proposed activities being as follows:

Module	Practical Activity
Psychological Intervention in Eating Disorders	Conduct individual therapy sessions with patients with eating disorders
	Develop and implement specific psychological intervention programs for each type of eating disorder
	Practice therapeutic behavior modification techniques to treat eating disorders
	Observe and participate in group therapy sessions for patients with eating disorders
Clinical features and manifestations of eating disorders	Conduct clinical interviews with patients with eating disorders
	Observe and analyze the different clinical manifestations of eating disorders
	Participate in the evaluation and follow-up of patients with eating disorders
	Analyze and discuss real clinical cases related to eating disorders
Psychodiagnostics and Assessment of Eating Disorders	Conduct psychological testing to assess for the presence of eating disorders
	Analyze and discuss the results of psychological tests used in the evaluation of eating disorders
	Participate in the preparation of clinical reports related to eating disorders
	Practicing diagnostic evaluation in patients with eating disorders
Attention to the family in Eating Disorders	Conduct therapy sessions with family members of patients with eating disorders
	Observing and analyzing family dynamics in patients with eating disorders
	Participate in the development of intervention programs aimed at the family of patients with eating disorders
	Develop skills for the care and support of the family of patients with eating disorders

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for trainees will have broad coverage and will be taken out prior to the start of the practical training period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Professional Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: The Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

08

Where Can I Do the Clinical Internship?

The Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders includes a practical internship in a renowned clinical center, where students will have the opportunity to apply their knowledge in the treatment of eating disorders. To make it more accessible to professionals, TECH offers the option of doing the Internship Program in various national and international centers, demonstrating its commitment to quality and affordable education for all. By choosing the right center, students will have the opportunity to work with real patients, under the guidance of experts in the field of Psychological Intervention in Eating Disorders.






“

Complete your theoretical education with the best practical stay in the market. Only in this way will you achieve success in your daily practice"



The student will be able to take the practical part of this Hybrid Professional Master's Degree in the following centers:



Psychology

Hospital HM Modelo

Country	City
Spain	La Coruña

Address: Rúa Virrey Osorio, 30, 15011, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Anaesthesiology and Resuscitation
- Palliative Care



Psychology

Hospital HM Rosaleda

Country	City
Spain	La Coruña

Address: Rúa de Santiago León de Caracas, 1, 15701, Santiago de Compostela, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Hair Transplantation
- Orthodontics and Dentofacial Orthopedics



Psychology

Hospital HM La Esperanza


Country	City
Spain	La Coruña

Address: Av. das Burgas, 2, 15705, Santiago de Compostela, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Oncology Nursing
- Clinical Ophthalmology



Psychology

Hospital HM San Francisco

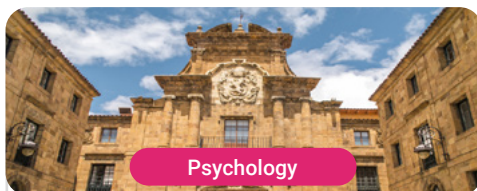
Country	City
Spain	León

Address: C. Marqueses de San Isidro, 11, 24004, León

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Update in Anesthesiology and Resuscitation
- Trauma Nursing



Psychology

Hospital HM Regla


Country	City
Spain	León

Address: Calle Cardenal Landázuri, 2, 24003, León

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Update on Psychiatric Treatment in Minor Patients



Psychology

Hospital HM Montepríncipe

Country	City
Spain	Madrid

Address: Av. de Montepríncipe, 25, 28660, Boadilla del Monte, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Palliative Care
- Aesthetic Medicine



Hospital HM Torrelodones

Country: Spain
City: Madrid

Address: Av. Castillo Olivares, s/n, 28250, Torrelodones, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

- Related internship programs:**
- Anaesthesiology and Resuscitation
 - Palliative Care



Hospital HM Sanchinarro

Country: Spain
City: Madrid

Address: Calle de Oña, 10, 28050, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

- Related internship programs:**
- Anaesthesiology and Resuscitation
 - Palliative Care



Policlínico HM Gabinete Velázquez

Country: Spain
City: Madrid

Address: C. de Jorge Juan, 19, 1° 28001, 28001, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

- Related internship programs:**
- Clinical Nutrition in Medicine
 - Aesthetic Plastic Surgery



Psychology

Policlínico HM La Paloma

Country: Spain
City: Madrid

Address: Calle Hilados, 9, 28850, Torrejón de Ardoz, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Advanced Operating Room Nursing
- Orthodontics and Dentofacial Orthopedics



Psychology

Policlínico HM Moraleja

Country: Spain
City: Madrid

Address: P.º de Alcobendas, 10, 28109, Alcobendas, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Rehabilitation Medicine in Acquired Brain Injury Management



Psychology

Policlínico HM Sanchinarro

Country: Spain
City: Madrid

Address: Av. de Manoteras, 10, 28050, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Gynecological Care for Midwives
- Nursing in the Digestive Tract Department





Psychology

Policlínico HM Virgen del Val

Country	City
Spain	Madrid

Address: Calle de Zaragoza, 6, 28804, Alcalá de Henares, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Diagnosis in Physiotherapy
- Physiotherapy in Early Care



Psychology

Policlínico HM Rosaleda Lalín

Country	City
Spain	Pontevedra

Address: Av. Buenos Aires, 102, 36500, Lalín, Pontevedra

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Advances in Hematology and Hemotherapy Neurological Physiotherapy



Psychology

Policlínico HM Imi Toledo

Country	City
Spain	Toledo

Address: Av. de Irlanda, 21, 45005, Toledo

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Electrotherapy in Rehabilitation Medicine
- Hair Transplantation

09

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.



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.



10

Certificate

The Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders guarantees students, in addition to the most rigorous and up-to-date education, access to a Hybrid Professional Master's Degree qualification issued by TECH Global University.





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

This private qualification will allow you to obtain a **Hybrid Professional Master's Degree diploma in Psychological Intervention in Eating Disorders** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (**official bulletin**). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

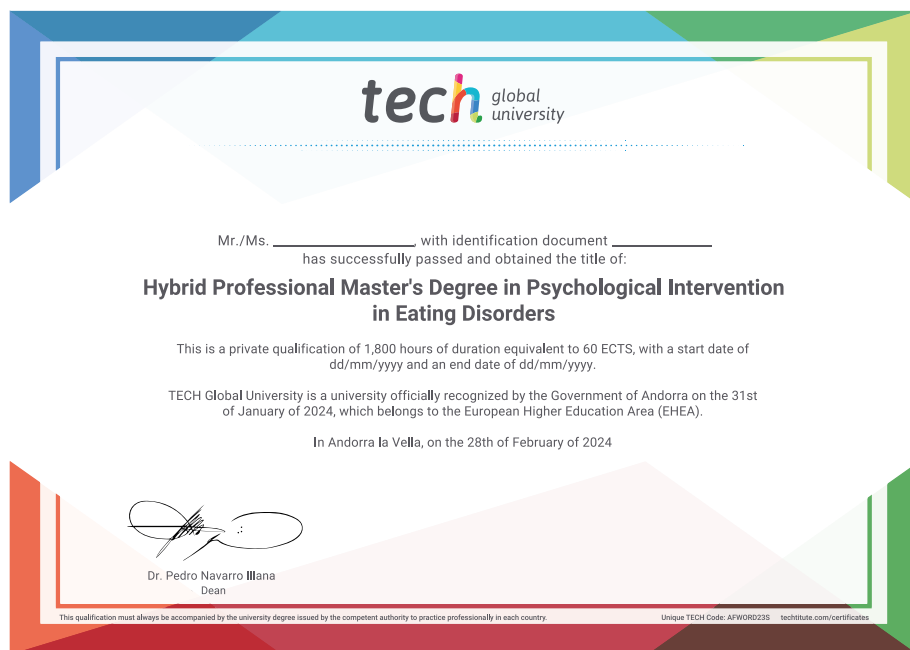
Title: **Hybrid Professional Master's Degree in Psychological Intervention in Eating Disorders**

Course Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Certificate: **TECH Global University**

Recognition: **60 + 4 ECTS Credits**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University 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 global
university

Hybrid Professional Master's
Degree

Psychological Intervention
in Eating Disorders

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

60 + 4 ECTS Credits

Hybrid Professional Master's Degree

Psychological Intervention in Eating Disorders

