Postgraduate Certificate
Classification and Diagnostic Criteria of EDs

tech *technological university*

Postgraduate Certificate
Classification and Diagnostic Criteria of EDs

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

Website: **www.techtitute.com/pk/psychology/postgraduate-certificate/classification-diagnostic-criteria-eds**

Index

01

Introduction

The latest scientific studies reveal that Anorexia Nervosa affects approximately 9% of the world's population. This is a clear evidence of the problem that Eating Disorders (EDs) represent in society. Faced with this situation, patients turn to mental health experts capable of making differential diagnoses and applying the most effective therapeutic procedures according to the patients' needs. In this context, the classification of these conditions is of utmost importance for experts to identify problems holistically. This, in turn, allows more efficient and personalized treatments to be cfound. In this context, TECH has developed this100% online program for students to design and apply personalized recovery plans.

"

Keep up to date with recent advances in the classification of EDs with this exclusive and up-to-date TECH course"

In a society characterized by the prevalence of EDs, more and more organizations in the health area demand the incorporation of highly qualified psychologists. Especially, they are looking for professionals with high communication skills to connect emotionally with patients. Among the most effective tools to meet this objective are dietary-nutritional interviews. Through this resource, psychologists detect dietary and even emotional behaviors of the population. By developing these conversations in a motivational way, the experts encourage a change in eating habits and achieve a strong will on the part of the users to have a strong will to achieve it.

In view of this, TECH implements advanced training that will enable graduates to carry out effective communication processes. In this way, they will establish relationships of mutual trust with patients and immerse themselves in a path towards the modification of preset eating patterns. With the support of a distinguished faculty, the agenda will delve into the pathophysiology of dietary restriction and its relevance in diagnosis. In addition, the training will delve into the DSM-5 system to identify pathologies such as ARFID.

On the other hand, the academic itinerary is taught through the Relearning learning system. You will have access to a learning system based on repetition, guarantee natural and progressive teaching throughout the entire syllabus. This consists of the repetition of the key contents, guaranteeing a natural and progressive teaching throughout the entire syllabus. In this way, they will enter the Virtual Campus to enrich themselves with the most updated and complete didactic materials available in the academic market. In addition, you will be able to download the modules to view them whenever you wish, from anywhere in the world.

This **Postgraduate Certificate in Classification and Diagnostic Criteria of EDs** 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, etc

- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice

- Practical exercises where the self-assessment process can be carried out to improve learning

- Its special emphasis on innovative methodologies

- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments

- Content that is accessible from any fixed or portable device with an Internet connection

This qualification will enable you to treat Co-morbid ED cases. Enroll and immediately boost your career!"

You will delve deeper into Atypical Anorexia Nervosa to perform the most comprehensive approaches.

You will evaluate EDs with the most effective psychometric scales and questionnaires thanks to this innovative program.
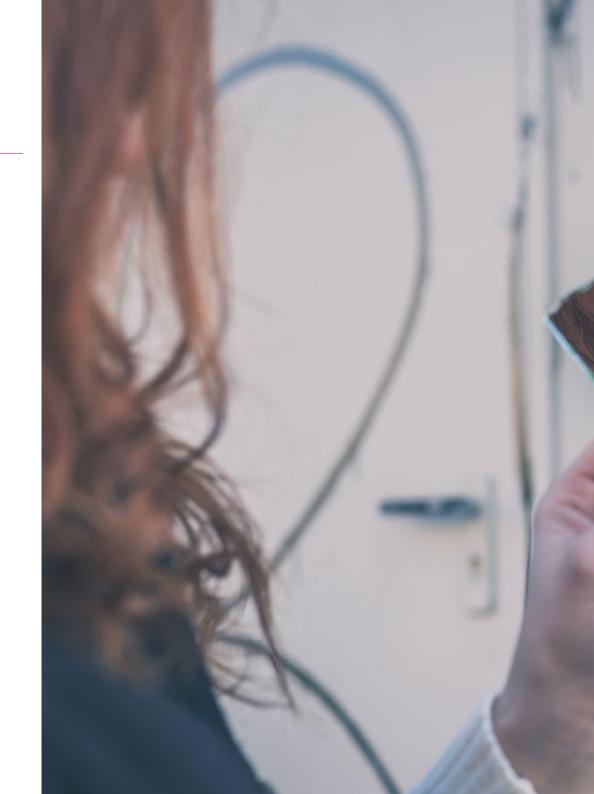
" *Forget about memorizing! With the Relearning system you will integrate the concepts in a natural and progressive way"*

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

The purpose of this program is to provide students with a solid foundation in the classification and diagnostic criteria of EDs. Through the syllabus, students will acquire a transdiagnostic perspective to develop the necessary competencies for the meticulous evaluation of these mental disorders. In addition, they will detect the most frequent errors in the diagnosis of EDs and address the challenges of patients with comorbidities.

You will develop the motivational skills necessary to encourage your patients during the recovery processes"

General Objectives

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

Analyze the criteria according to the DSM-5 at the world's best digital university according to Forbes"

Specific Objectives

- 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 the Clinical Management of EDs

03
Course Management

This program is formed by a group of experts in the field of disorders related to body image distortion. These professionals have an extensive work background, being part of prestigious health entities. In their commitment to improve the quality of life, they pour into this training their years of experience and skills so that students can perfect their diagnostic skills.

"

Learn from the best professionals in the health sector and benefit from their experience in the reality of this profession"

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 training 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

04
Structure and Content

This program is designed to provide students with a wide range of assessment tools to detect EDs. Therefore, the academic itinerary will provide effective strategies to promote the cooperation of users (among which the nutritional interview stands out). In this sense, the syllabus will place special emphasis on techniques to promote communication processes with empathy and closeness. In this way, specialists and patients will have constructive therapeutic relationships. The training will also address the skills that define a good therapist. For example, it will encourage assertive listening, introspection and open-mindedness.

" *You will expand your professional praxis with the most effective strategies for diagnosing EDs thanks to this comprehensive curriculum"*

Module 1. Classification and Diagnostic Criteria of EDs

1.1. Transdiagnostic Model of EDs

    1.1.1. Nutritional Interview as an Assessment Tool

    1.1.2. Motivational Interviewing in the Context of EDs

    1.1.3. Transdiagnostic Approach and its Utility in the Diagnosis and Treatment of EDs

1.2. DSM-5 Diagnostic Criteria

    1.2.1. Pathophysiology of Food Restriction and its Relevance in Diagnosis

    1.2.2. Anorexia Nervosa and Other Restrictive Disorders: ARFID (avoidant restrictive food intake disorder) and FAD (food avoidance disorder)

    1.2.3. Bulimia Nervosa: Diagnostic Criteria and Clinical Features

1.3. Expanding the Classification of EDs

    1.3.1. Binge Eating Disorder: Diagnostic Criteria and Differentiation from Other EDs

    1.3.2. Atypical Anorexia: Characteristics and Diagnostic Considerations

    1.3.3. Other EDs: EDNOS (Eating Disorder Not Otherwise Specified) and FAD (Food Avoidance Disorders)

1.4. Common Errors in Diagnostic Criteria

    1.4.1. Identification of Common Errors in the Assessment and Diagnosis of EDs

    1.4.2. The Importance of Differential Diagnosis in EDs and Other Eating Disorders

    1.4.3. Strategies to Improve Diagnostic Accuracy and Avoid Biases

1.5. Clinical and Psychopathological Aspects of EDs

    1.5.1. Clinical Presentation of EDs in different Age Groups

    1.5.2. Exploration of Variability in Severity and Symptoms of EDs

    1.5.3. Impact of Comorbidity with Other Mental Disorders on the Diagnosis and Treatment of EDs

1.6. Psychometric Assessment and Diagnostic Tests

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

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

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

You will be able to access the Virtual Campus of this program at any time and download the contents to consult them whenever you want. Enroll now!"

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"

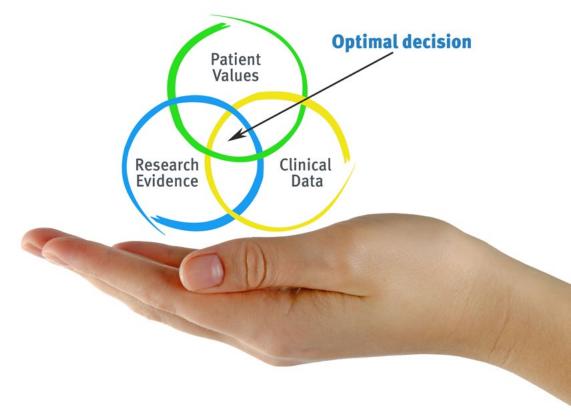## At TECH we use the Case Method

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.

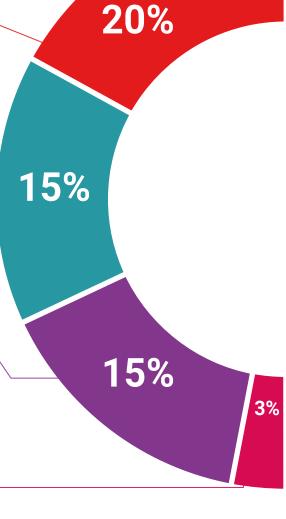### Latest Techniques and Procedures on Video

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%

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.

06
Certificate

The Postgraduate Certificate in Classification and Diagnostic Criteria of Eds guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 Certificate in Classification and Diagnostic Criteria of EDs** contains the most complete and up-to-date program on the market.

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

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

Title: **Postgraduate Certificate in Classification and Diagnostic Criteria of EDs**

Official Nº of Hours: **150 h.**

tech technological university

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

POSTGRADUATE CERTIFICATE
in

Classification and Diagnostic Criteria of EDs

This is a qualification awarded by this University, equivalent to 150 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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