

# Postgraduate Certificate

## Etiology of Eating Disorders: Causal and Risk Factors





## Postgraduate Certificate Etiology of Eating Disorders: Causal and Risk Factors

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

Website: [www.techtitute.com/in/psychology/postgraduate-certificate/etiology-eating-disorders-causal-risk-factors](http://www.techtitute.com/in/psychology/postgraduate-certificate/etiology-eating-disorders-causal-risk-factors)

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# 01

# Introduction

During the last decades, there have been numerous updates regarding Eating Disorders (EDs). In this sense, psychologists face the challenge of keeping abreast of these advances to make comprehensive approaches. This is an arduous task, which requires commitment to the study and to the patients. However, it is critical to understanding the underlying factors that contribute to these conditions in different individuals. For this reason, TECH has developed a cutting-edge program where these professionals have the opportunity to update their skills with respect to the latest criteria on causal factors that precipitate the emergence of EDs. In addition, the program is developed through a 100% online methodology for the convenience of the students.



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*Do you want to delve deeper into dysfunctional family dynamics and their impact on EDs? This program will provide you with the most advanced strategies to achieve this successfully"*

Behind eating disorders, sometimes traumatic experiences are hidden. For example, post-traumatic stress situations can lead to unrestrained appetite disorders. As a result, people suffering from these pathologies experience abrupt changes in their size that bring with them feelings of guilt. More often than not, these people choose to suffer from these difficulties in silence, for fear of being ridiculed by others. It is therefore essential for mental health experts to debunk false beliefs, based on the impossibility of curing EDs.

In this context, TECH offers a pioneering university program focused on the Etiology of EDs. Its objective is to provide students with a thorough understanding of the causal and risk factors that lead to the development of these conditions. In this way, graduates will gain in-depth knowledge of the therapeutic approach to these patients and will manage the treatment in the most effective way possible in each case. To achieve this, the syllabus covers everything from biological aspects to psychological and family factors. The program will also address the influence of education and food culture in the etiology of EDs. In this sense, it will delve into the risk groups most prone to suffer from these pathologies, among which adolescents stand out.

It should be noted that the curriculum is based on the innovative *Relearning* system. This learning system, of which TECH is a pioneer, is based on the reiteration of key contents. As a result, students have a gradual and natural learning process, without the need to retain information in a forced way. Moreover, they will only need a device with Internet access to access the Virtual Campus, which will be available 24 hours a day. In addition to the didactic materials, students will enjoy complementary materials to nourish their knowledge (such as clinical cases, additional readings and infographics).

This **Postgraduate Certificate in Etiology of Eating Disorders: Causal and Risk Factors** contains the most complete and up-to-date educational 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



*No preset schedules  
or evaluation timetables:  
this is the flexible academic  
program of TECH”*



*You will promote campaigns on social networks aimed at normalizing all kinds of figures, thus demystifying unattainable ideals of beauty”*

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.

*You will understand Brain Areas Involved in the Regulation of Hunger, Satiety and Emotions.*

*You will delve deeply into the factors of Stress and Trauma in the etiology of EDs.*



# 02

# Objectives

This program will allow graduates to understand in detail the aspects that predispose and maintain the development of EDs. Through a comprehensive module, students will understand the neurochemical differences, including the role of serotonin and dopamine in patients with EDs. In this sense, they will be qualified for the management of therapeutic dynamics that promote healthy eating and an adequate mental health for the well-being of people.







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*You will design intervention programs, as well as apply different techniques at a practical level. Join TECH and achieve professional excellence!”*



## General Objectives

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- ♦ 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



*You will develop a stimulating learning experience that will take you to a higher level of diagnosis and intervention in EDs"*





## Specific Objectives

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- ♦ Establish in detail the factors that predispose, precipitate and maintain the development of EDs
- ♦ Delve into which brain areas are linked to the regulation of hunger, satiety and emotions and analyze neurochemical differences, including the function of serotonin, dopamine and other neurotransmitters in people with EDs
- ♦ Address the interplay between genetic and environmental factors in the genesis of ED, analyze the contribution of twin studies to understanding the heritability of ED and identify related genes
- ♦ Analyze the influence of emotional factors, such as stress, anxiety and depression on predisposition to ED and investigate the relationship between early trauma and vulnerability to ED in adulthood
- ♦ Discriminate the impact of beauty standards and social pressure on body image perception and their triggering role in EDCs and explore how a community's food culture may influence attitudes toward food and the body
- ♦ Investigate how the media and social networks promote unrealistic beauty ideals and contribute to the development of EDs
- ♦ Consider how EDs may manifest differently in different cultures, considering factors such as bariatric surgery

# 03

# Course Management

In its efforts to specialize the best specialists in the medical sector, TECH has selected a teaching staff of international prestige. These experts in TCA have a long history of research and professional application. For this reason, they have developed a curriculum characterized by offering quality teaching materials. In this way, graduates have the guarantees they need to keep up to date with advances and obtain new skills to enrich their psychological approach.





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*The best teaching team and the most complete syllabus will help you in the process of becoming a prestigious Psychologist”*

## Management



### **Ms. Espinosa Sánchez, Verónica**

- ♦ Coordinator of the Psychology Service of the Hospital de Los Valles
- ♦ Accredited Expert by the Judiciary Council of the Educator
- ♦ Psychological Advisor to Patients in Medical Surgical Procedures in APP Veronica Espinosa
- ♦ Specialist in Cognitive Psychotherapy by the Albert Ellis Institute of New York
- ♦ Professional Master's Degree in Management and Human Talent Management from the Rey Juan Carlos University
- ♦ Neuropsychologist, Catalunya Open University
- ♦ Clinical Psychologist from the Catholic Pontificia University of Ecuador

## Professors

### Ms. Ruales, Camila

- ◆ Specialist in Nutrition
- ◆ Degree in Psychology and Human Nutrition from Universidad San Francisco of Quito
- ◆ Postgraduate Certificate in Functional Nutrition
- ◆ MSC in Eating Disorders and Obesity at the European University of Madrid

### Ms. Beltrán, Yaneth

- ◆ Founder of Feed your Purpose, LLC
- ◆ Co-founder of Home for Balance physiotherapy group, LLC
- ◆ Instructor of the online course Food and Mood
- ◆ Specialist in the Treatment of EDs
- ◆ Nutrition and Dietetics from the Catholic University of Bogota
- ◆ Postgraduate Certificate in Functional Criteria Nutrition
- ◆ MSC in Eating Disorders and Obesity at the European University of Madrid

### Dr. Paulisis, Juana

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

# 04

## Structure and Content

This program is designed by a distinguished teaching staff, aware of the importance of updating knowledge in daily practice. In this sense, the syllabus of this program will delve into everything related to psychological intervention in eating disorders. Students will analyze the biological, emotional and cultural aspects in order to acquire a comprehensive view of the causal factors of these mental disorders. Likewise, the program will emphasize how traumatic experiences can interfere in the genesis of EDs. As a result, graduates will be able to address these pathologies in their professional practice.





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*With TECH's Relearning system you will reinforce your knowledge in a natural way, without resorting to the effort of memorization”*

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

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





- 1.6. Family Influence in the Etiology of EDs
  - 1.6.1. Types of Family Dynamics
  - 1.6.2. Exploration of Dysfunctional Family Dynamics and Their Relationship to the Development of EDs
  - 1.6.3. Role of Parental Influence in the Formation of Attitudes Toward Food and the Body
- 1.7. Socio-economic Factors and Access to Food in the Etiology of EDs
  - 1.7.1. Research on How Food Availability and Economic Resources May Influence Eating and EDCs
  - 1.7.2. Economic Barriers to Healthy Eating and its Impact on Mental Health
  - 1.7.3. Strategies to Address Socioeconomic Inequality in the Prevention and Treatment of EDs
- 1.8. Stress and Trauma Factors in the Etiology of EDs
  - 1.8.1. Examination of How Chronic Stress May Contribute to the Development of EDs
  - 1.8.2. Research on the Relationship between Early Trauma and Vulnerability to ED in Adulthood
- 1.9. Influence of Education and Food Culture on the Etiology of EDs
  - 1.9.1. Impact of Education on Eating Habits on the Development of EDCs
  - 1.9.2. Exploration of how a Community's Food Culture May Influence Attitudes Toward Food and the Body
  - 1.9.3. Relationship between the Distorted Perception of Body Image and the Development of EDs
  - 1.9.4. Role of Body Dissatisfaction and the Search for "Perfection" in the Onset of EDs
- 1.10. Etiology of EDs in Different Age Groups
  - 1.10.1. Risk Factors for the Development of EDs in Childhood and Adolescence
  - 1.10.2. Etiology of ED in Young Adults and the Transition to Adulthood
  - 1.10.3. Special Considerations in the Etiology of EDs in Older Adults

05

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

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



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

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*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

*The psychologist will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*





At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Retesting

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



#### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

# Certificate

The Postgraduate Certificate in Etiology of Eating Disorders: Causal and Risk Factors guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

This **Postgraduate Certificate in Etiology of Eating Disorders: Causal and Risk Factors** 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 Etiology of Eating Disorders: Causal and Risk Factors**  
Official N° of Hours: **150 h.**



\*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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## Etiology of Eating Disorders: Causal and Risk Factors

