

# Postgraduate Certificate Psychological Assessment of Eating Disorders





## Postgraduate Certificate Psychological Assessment of Eating Disorders

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

Website: [www.techtitute.com/us/psychology/postgraduate-certificate/psychological-assessment-eating-disorders](http://www.techtitute.com/us/psychology/postgraduate-certificate/psychological-assessment-eating-disorders)

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# 01

# Introduction

The growing cultural change focused on the concern for personal image places food and slimness in the spotlight. Therefore, in several recent studies carried out in different countries around the world, it was concluded that a large part of the female population goes on diets constantly and their main motivation is slimness. For this reason, it is essential for the professional to have the necessary tools to help people who suffer from such a common disorder in today's society. In this context, TECH has designed a complete program in which the student will delve into the descriptive syndromic diagnosis of these diseases. All this in a completely online format, in which the student will be the one who decides the time and place of study.





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*Expand your knowledge in the Psychological Assessment of Eating Disorders with an exclusive first level university qualification. Only at TECH”*

The increased incidence of eating disorders may be due to several causes such as being misdiagnosed, the fame of miracle diets, or social pressure, among many others. Extreme dieting is considered an achievement associated with feelings of self-rejection and control over body desires and other areas of their lives. Individuals with extreme attitudes towards food control are very heterogeneous and differential diagnostic studies do not always detect Anorexia Nervosa (AN) or Bulimia Nervosa (BN). For this reason, it is necessary for personnel to be constantly up-to-date for the development of their practice.

It is not surprising that centers increasingly require more and more qualified personnel to meet the high demand. Therefore, psychologists have an excellent opportunity to study a university program that will enable them to establish multiple diagnoses and comorbidity, understanding the internalized, externalized and specific problems presented by this type of patients.

This way, in only 6 weeks of 100% online education, you will be able to implement the use of cutting-edge tools in your professional development. In addition, you will find the most up-to-date syllabus on the market presented in different audiovisual formats and you will have access to dozens of hours of additional multidisciplinary material. This is a unique learning opportunity through the exclusive *Relearningsystem*, based on the reiteration of the most important concepts throughout the program, so you will integrate the knowledge in a natural way and reducing the long hours of study so frequent in traditional education.

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

- ♦ Clinical cases presented by experts in the different specialties
- ♦ 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
- ♦ New developments in the assessment and performance of the expert's report
- ♦ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ♦ With special emphasis on evidence-based psychology and research methodologies in Psychology
- ♦ 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



*Expand your knowledge through the Postgraduate Certificate in Psychological Assessment of Eating Disorders and adapted to your needs”*

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*This Postgraduate Certificate may be the best investment you can make when selecting a refresher program for two reasons: in addition to updating your knowledge in Psychological Assessment of Eating Disorders, you will obtain a qualification endorsed TECH Technological University"*

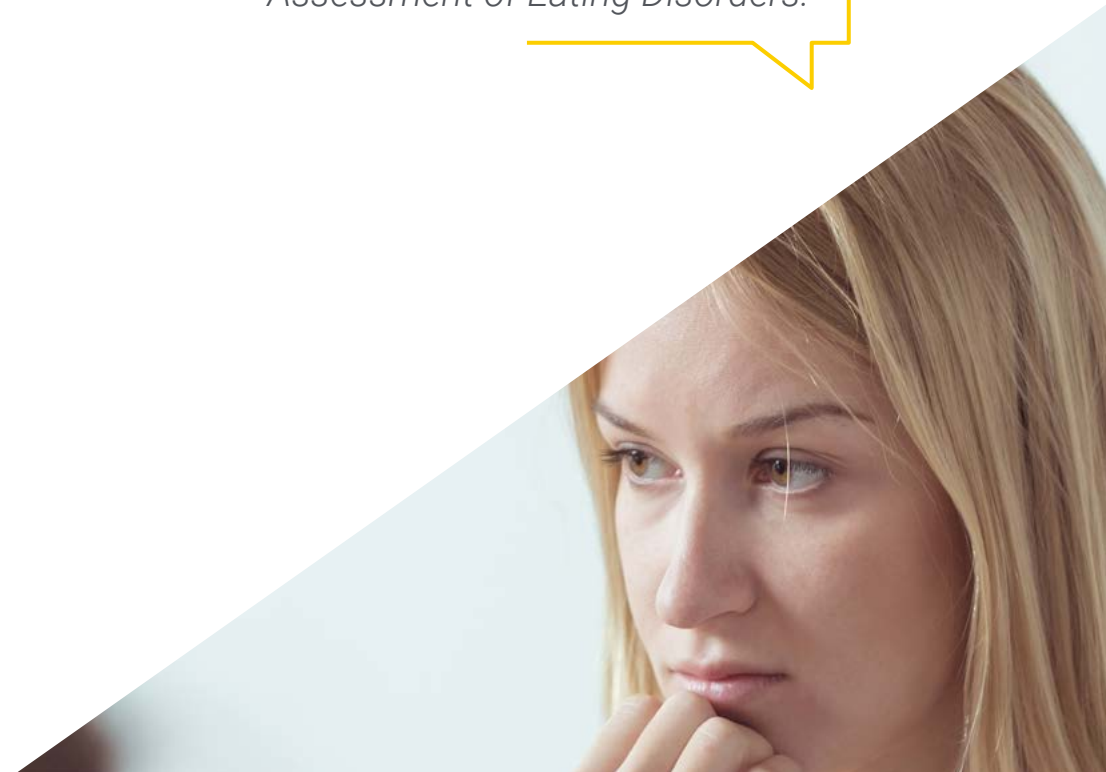
Forming part of the teaching staff is a group of professionals in the world of Psychology who bring to this training their work experience, as well as a group of renowned specialists, recognised by esteemed scientific communities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare in real situations.

This program is designed around Problem-Based Learning, where students must try to solve the different professional practice situations that arise during this academic course. For this reason, you will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of radiology with extensive teaching experience.

*The program includes real clinical cases and exercises to bring the development of the Postgraduate Certificate closer to the psychologist's clinical practice.*

*Make the most of this opportunity to learn about the latest advances in Psychological Assessment of Eating Disorders.*



02

# Objectives

The main objective of the program is the development of theoretical and practical learning, so that the psychologist can master in a practical and rigorous way the Psychological Assessment of Eating Disorders.



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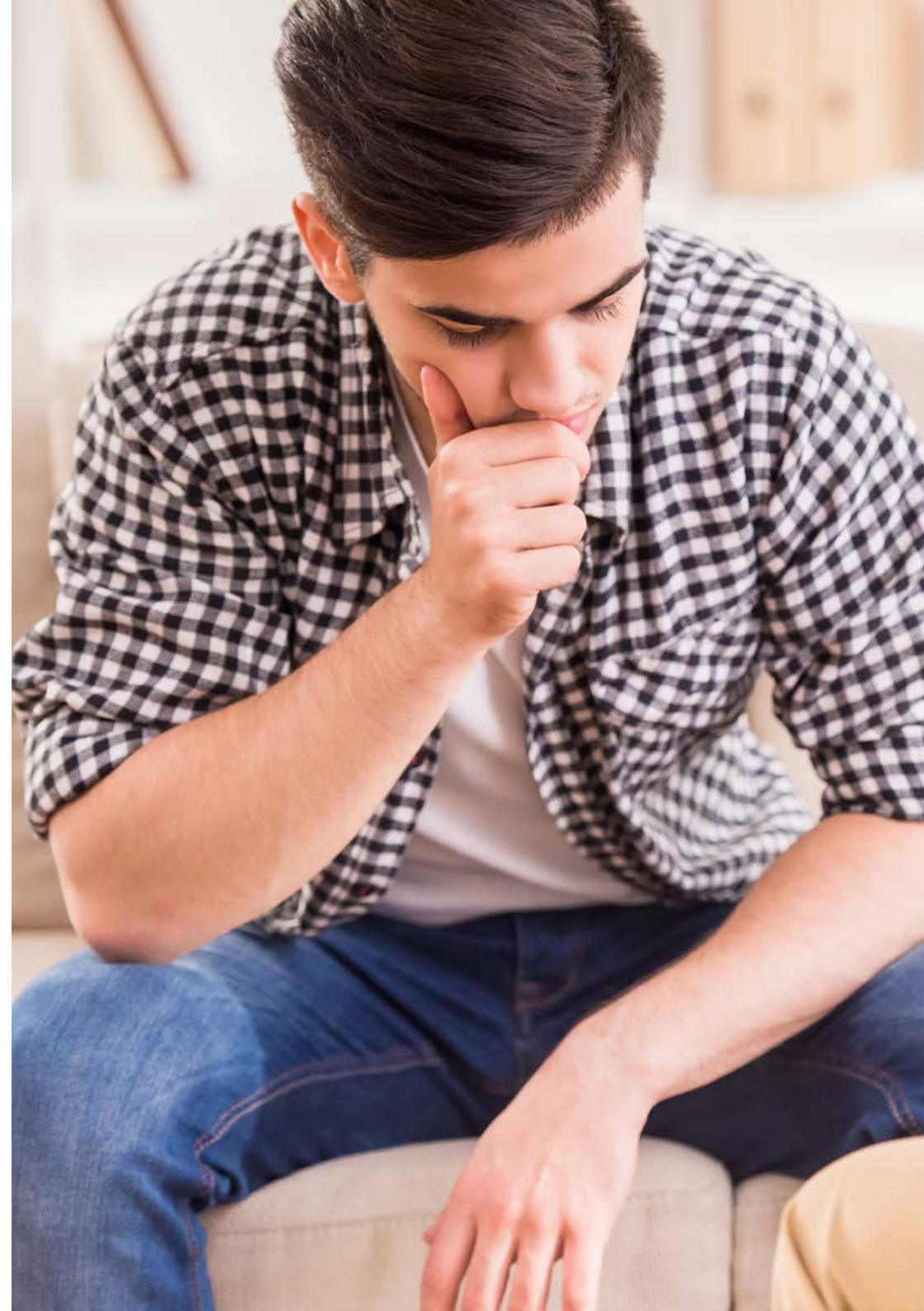
*This updating program will provide you with a sense of confidence in the practice of psychology, which will help you grow both personally and professionally”*



## General Objectives

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- ♦ Describe the fundamentals of psychodiagnosis of Eating Disorders
- ♦ Conduct reports as a health professional or within the Eating Disorders setting
- ♦ Describe the different sub-specialties in the field of eating disorders
- ♦ Identify the family profiles of eating disorders
- ♦ Describe the workings of the mind within the context of eating disorders
- ♦ Develop intervention procedures in eating disorders
- ♦ Use multidisciplinary protocols to guide the psychosocial intervention of eating disorders
- ♦ Research into studies on eating disorders
- ♦ Apply instruments to discriminate between simulation and lying, as well as to know how to contain the emotional state of the patient performing
- ♦ Explain from the code of ethics the procedures used to help with Eating Disorders





## Specific Objectives

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- ♦ Develop skills to establish an appropriate link in the performance of psychodiagnosis
- ♦ 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

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*Make the most of this opportunity and take the step to get up to date on the latest developments in Psychological Assessment of Eating Disorders”*

03

# Course Management

This program includes highly regarded health professionals in the field of psychology in its teaching staff, who bring their work experience to this program. In addition, renowned specialists, members of prestigious national and international scientific communities, are involved in designing and preparing the program.





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*Learn from leading professionals the latest advances in Psychological Assessment of Eating Disorders”*

## Management



### Ms. Gascón Martín, Laura

- ♦ Health psychologist and director of the Talavera de la Reina Evaluation and Psychotherapy Center.
- ♦ Forensic and Legal Psychology Specialist
- ♦ Psychologist of Courts 1 and 2 of Toledo
- ♦ Coordinator in Toledo of the emergency intervention and psychological assistance plan
- ♦ Coordinator of the national gender violence plan 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 for 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 postgraduate studies teacher.
- ♦ President of the European Institute of Time-Limited Psychotherapies
- ♦ Master's Degree in Clinical and Health Psychology
- ♦ Specialist in Clinical Psychology
- ♦ Selective Dissociation Targeting Specialist

## Professors

### Dr. De Dios González, Antonio

- ♦ Director of Avatar Psychologists
- ♦ Director of the Psychology Department of the Hospital Quirón in Marbella
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies.
- ♦ Transpersonal Therapist by the Spanish School of Transpersonal Development
- ♦ EFT Specialist by the World Center for EFT
- ♦ Master's Degree in Neuro-Linguistic Programming (NLP) by Richard Bandler's Society of Neuro-Linguistic Programming
- ♦ Specialist in Clinical Hypnosis and Relaxation

### Dr. Fernandez, Angel

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

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

### Dr. Otero, Verónica

- ♦ European specialist psychologist in Psychotherapy at the CEP health center in Bilbao
- ♦ Head of the children and youth area of intervention with PTL in the CEP of Bilbao
- ♦ Master in Time-Limited Psychotherapy and Health Psychology
- ♦ Child and Adolescent Specialist

### Dr. Zabala Baños, María Carmen

- ♦ PhD in Psychology, University of Castilla La Mancha
- ♦ Health Psychologist. Master's Degree in Clinical and Health Psychology
- ♦ Master in Time-Limited Psychotherapy and Health Psychology
- ♦ Psychosocial and Work Rehabilitation Specialist
- ♦ Specialist in Clinical Hypnosis and Relaxation

04

# Structure and Content

The structure of the contents has been designed by a team of professionals knowledgeable about the implications of education in the daily practice of psychologists, aware of the current relevance of specialization to be able to act before the patient with mental pathology or psychological needs with quality teaching through new educational technologies.







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*This Postgraduate Certificate in Psychological Assessment of Eating Disorders contains the most complete and up-to-date program on the market”*

## Module 1. Psychodiagnosis and Assessment of Eating Disorders

- 1.1. Active Interview (CHSV)
  - 1.1.1. Information Theory
  - 1.1.2. Communication Channels
  - 1.1.3. Communication System
- 1.2. Axioms of the Interview
  - 1.2.1. It is Impossible Not To Communicate
  - 1.2.2. Content and Relationship
  - 1.2.3. Affective Value
  - 1.2.4. Digital and Analog Communication
  - 1.2.5. Symmetry & Asymmetry
- 1.3. Exploring Communication
  - 1.3.1. Verbal Communication
  - 1.3.2. Non-Verbal Communication
  - 1.3.3. Double Bond
  - 1.3.4. Psychopathology of Communication
  - 1.3.5. A Gesture is Worth a Thousand Words
- 1.4. Medical History
  - 1.4.1. Personal
  - 1.4.2. Family
  - 1.4.3. Generational
- 1.5. Medical History
  - 1.5.1. Psychopathological Biography
  - 1.5.2. Biography of Medical Diseases
  - 1.5.3. Biography Social Problems
- 1.6. General Structure of the Mental Examination
  - 1.6.1. Non-Verbal Communication and Emotions
  - 1.6.2. Communication Around the Table
- 1.7. Semiology
  - 1.7.1. Signs
  - 1.7.2. Symptoms
- 1.8. Epistemology of Diagnosis
  - 1.8.1. Descriptive Syndromic Diagnosis Versus Disease
  - 1.8.2. Nosology Categorical Vs. Dimensional Diagnosis
- 1.9. Multiple Diagnoses and Comorbidity
- 1.10. Clinical vs. Research Criteria
- 1.11. Expert Interview
- 1.12. Projective Techniques in Expert Appraisal
- 1.13. Rorschach Test
  - 1.13.1. Application
  - 1.13.2. Presentation of Sheets
  - 1.13.3. Reaction Time
  - 1.13.4. Time of the Patient in Front of the Sheet
  - 1.13.5. The Survey
  - 1.13.6. Rorschach Assessment
- 1.14. Expressive Techniques
- 1.15. Drawing (HTP)
  - 1.15.1. From the House
  - 1.15.2. Tree
  - 1.15.3. Person
- 1.16. Free Drawing
- 1.17. Family Drawing
- 1.18. Max Lüscher Color Test
- 1.19. T.A.T. Thematic Apperception Test
- 1.20. Wechsler Intelligence Test
  - 1.20.1. WISC-IV
  - 1.20.2. WAIS-IV
- 1.21. Raven's Progressive Arrays
- 1.22. The Goodenough Test
- 1.23. The Personality Test

- 1.24. Millon's Clinical Multiaxial Inventory (MCMII-III)
  - 1.24.1. Modifying Scales: Desirability and Index of Alteration
  - 1.24.2. Basic Personality Scales: Schizoid, Avoidant, Depressive, Dependent, Histrionic, Narcissistic, Antisocial, Aggressive-Sadistic, Compulsive, Passive-Aggressive, Self-Destructive
  - 1.24.3. Severe Personality Scales: Schizotypal, Borderline and Paranoid
  - 1.24.4. Moderate Clinical Syndromes: Anxiety, Hysteriform, Hypomania, Depressive Neurosis, Alcohol Abuse, Drug Abuse, P-Trauma, Post Traumatic Stress
  - 1.24.5. Severe Clinical Syndromes: Psychotic Thinking, Major Depression and Psychotic Delirium
- 1.25. Cattell's 16 PF-5
  - 1.25.1. Agreeableness, Reasonableness, Stability, Dominance, Encouragement, Attention to Standards, Boldness, Sensitivity, Vigilance, Abstraction, Privacy, Apprehension, Openness to Change, Self-sufficiency, Perfectionism and Tension. Incorporate a Social Desirability (SD), an Infrequency (IN) and an Acquiescence (AQ) Scale to Control Response Bias
- 1.26. "BASC - Behavioral Assessment System for Children and Adolescents"
  - 1.26.1. Internalized problems: Depression, Anxiety, Social Anxiety, Somatic Complaints, Obsessive-Compulsion and Post-Traumatic Symptomatology
  - 1.26.1. Externalized Problems: Hyperactivity and Impulsivity, Attention Problems, Aggressiveness, Defiant Behavior, Anger Control Problems, Antisocial Behavior
  - 1.26.3. Specific Problems: Developmental Delay, Eating Behavior Problems, Learning Disabilities, Schizotypy, Substance Abuse, etc..
- 1.27. Personality Assessment Inventory PAI and Children's Personality Questionnaire CPQ
  - 1.27.1. 4 Validity Scales (Inconsistency, Infrequency, Negative Impression, Positive Impression)
  - 1.27.2. 11 Clinical Scales (Somatic Complaints, Anxiety, Anxiety-Related Disorders, Depression, Mania, Paranoia, Schizophrenia, Borderline Traits, Antisocial Traits, Alcohol Problems, Drug Problems)
  - 1.27.3. 5 Scales of Consideration for Treatment (Aggression, Suicidal Thoughts, Stress, Lack of Social Support, and Refusal of Treatment)
  - 1.27.4. Two Scales of Interpersonal Relationships (Dominance and Agreeableness)
  - 1.27.5. 30 Subscales Providing More Detailed Information
- 1.27.6. Children's Personality Questionnaire: CPQ- Reserved/Open, Low/High Intelligence, Emotionally Affected/Stable, Calm/Excitable, Submissive/Dominant, Sober/Enthusiastic, Unconcerned/Conscientious, Inhibited/Intrepid, Hard/Soft Sensitivity, Confident/Doubtful, Simple/Astute, Serene/Apprehensive, Less or More Integrated, and Relaxed/Tensed
- 1.28. Clinical Analysis Questionnaire-CAQ and Anxiety Questionnaire. State-Trait Anxiety Inventory in Children (STAIC) and in Adults (STAI)
- 1.29. Multifactor Self-Assessment Test of Child Adjustment - TAMAI
- 1.30. Brief Symptom Checklist-SCL-90 R and Credibility Study of the Narrative
  - 1.30.1. CBCA System (Criteria-Based Content Analysis)
  - 1.30.2. *The Statement Validity Assessment (SVA) Udo Undeutsch*
  - 1.30.3. SVA = Interview + CBCA + Validity Checklist



*A unique, key, and decisive educational experience to boost your professional development"*

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.



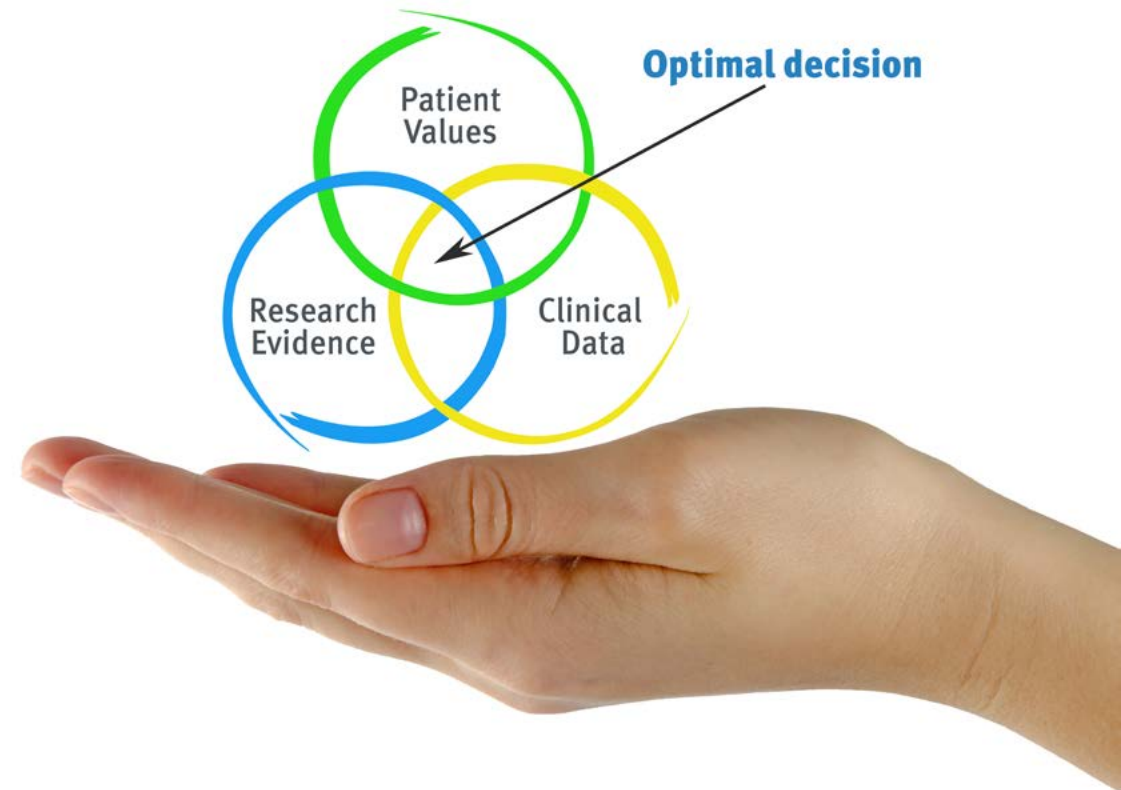
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## 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 adapted in 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 assess and re-assess 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 Psychological Assessment of Eating Disorders guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



The image features two graduation caps (mortarboards) against a blue sky with light clouds. One cap is in the foreground on the left, and another is slightly behind it on the right. The background is split diagonally into a white lower-left section and a magenta upper-right section.

“

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

This **Postgraduate Certificate in Psychological Assessment of Eating Disorders** contains the most complete and up-to-date program on the market.

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

The diploma 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 Psychological Assessment of Eating Disorders**

Official N° of Hours: **250 h.**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development languages  
virtual classroom



## Postgraduate Certificate Psychological Assessment of Eating Disorders

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

# Postgraduate Certificate

## Psychological Assessment of Eating Disorders