

# Postgraduate Diploma

## Family Dynamics Intervention in Eating Disorders





## Postgraduate Diploma

### Family Dynamics Intervention in Eating Disorders

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 16 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-family-dinamics-intervention-eating-disorders](http://www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-family-dinamics-intervention-eating-disorders)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 16*

05

Methodology

---

*p. 20*

06

Certificate

---

*p. 28*

# 01

# Introduction

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 people who do not have a strong sense of self, food and body control is a solution, but it is also dangerous, as it is one of the few psychiatric illnesses that can lead to death by starvation or suicide, which seems to be on the rise these days.





“

*This Postgraduate Diploma is unique for presenting the latest advances in differential diagnosis, as well as in the processes of prevention and psychic work, within a multidisciplinary program, to be able to know and intervene in these eating disorders”*

Worthiness for more than just weight control is a fundamental element in determining a natural process of concern for being healthy in the face of mental illness. 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 people who do not have a firm sense of self, food and body control is a risky remedy, as they are one of the few psychiatric illnesses that can lead to death by starvation or suicide..

This Postgraduate Diploma is unique for presenting the latest advances in differential diagnosis, as well as in the processes of prevention and psychic work, within a multidisciplinary program, to be able to know and intervene in these eating disorders. It is therefore required an up-to-date knowledge in the field, which allows to address in a better way these specific cases that affect different people around the world.

This is a fully online Postgraduate Diploma with *Relearning* methodology, based on real cases and simulation. Therefore, students will be able to access first class content, developed by first class technology and without the need for presential attendance, or sessions with fixed schedules. A teaching model that will also allow you to distribute the teaching load according to your needs. An ideal method for professionals who wish to acquire quality education without neglecting other areas of their work or personal life.

This **Postgraduate Diploma in Family Dynamics Intervention in 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 psychology
- ♦ 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.
- ♦ Updates on Family Dynamics Intervention in Eating Disorders
- ♦ Decision-making on the clinical situations raised.
- ♦ With a special emphasis on evidence-based medicine and research methodologies in emergencies.
- ♦ 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



*Get your knowledge up-to-date through the Postgraduate Diploma in Family Dynamics Intervention in Eating Disorders in a practical way and adapted to your needs”*

“

*This Postgraduate Diploma is the best investment you can make in the selection of a refresher program for two reasons: in addition to getting your knowledge in Family Dynamics Intervention in Eating Disorders up-to-date, you will obtain a qualification from TECH Global 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, recognized 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 psychology with extensive teaching experience.

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

*Take the opportunity to learn about the latest advances in Family Dynamics Intervention in Eating Disorders.*



# 02

# Objectives

The main objective of the program is the development of theoretical and practical learning, so that the psychologist gets to master in a practical and rigorous way in the Family Dynamics Intervention in Eating Disorders.





“

*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

---

- 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

---

### Module 1. 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 2. 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



*Take the opportunity and take the step to get up-to-date on the latest developments in Family Dynamics Intervention in Eating Disorders”*

03

# Course Management

This program includes in its teaching staff health professionals of recognized prestige, who belong to the field of psychology, and who pour into this training the experience of their work, as well as the participation in its design and development of recognized specialists, members of national and international scientific societies of great prestige.





“

*Learn from leading professionals the latest advances  
in Family Dynamics Intervention in Eating Disorders”*

## Management



### Dr. 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



### 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 who recognize the course implications in the daily praxis of psychologists, aware of the relevance in current skills needed to treat patients with psychological disorders and are committed to quality teaching using new educational technologies.







“

*The Postgraduate Diploma in Family Dynamics Intervention in Eating Disorders contains the most complete and up-to-date program on the market”*

## Module 1. The Family in Eating Disorders

- 1.1. Study and Assessment of Family Functioning
  - 1.1.1. Family as a Trigger
  - 1.1.2. Clinical Role
  - 1.1.3. Family to Contain the Disorder
- 1.2. Identification of the Type of Family
  - 1.2.1. Functional Dependency and Functions
  - 1.2.2. Family Structure and Content
  - 1.2.3. Family Characteristics
- 1.3. Psychopedagogical Expertise
  - 1.3.1. School History
  - 1.3.2. General Development of the Students
  - 1.3.3. Teaching and Learning Process
  - 1.3.4. Influence of Family and Social Context
  - 1.3.5. Identification of Special Educational Needs
  - 1.3.6. Syllabus Proposal
- 1.4. Marital Separation
  - 1.4.1. Evaluation of Adults on an Individual Basis
  - 1.4.2. Individual Evaluation of Minors
  - 1.4.3. Family Environment Evaluation
    - 1.4.1. Interactions Analysis
    - 1.4.5. Conclusions
    - 1.4.6. Recommendations
- 1.5. Laboral Disability
  - 1.5.1. Deficiency, Disability and Handicap
  - 1.5.2. Civil Incapacity and Labor Incapacity
  - 1.5.3. Degrees of Permanent Disability
  - 1.5.4. Major Disability

- 1.6. Gender Violence
  - 1.6.1. Psychological Violence
  - 1.6.2. Psychological Consequences of Violence
- 1.7. Abuse
  - 1.7.1. Confirmation
  - 1.7.2. Psychological Consequences
  - 1.7.3. Causal Nexus
- 1.8. Psychological Appraisal of Family Members
- 1.9. Juvenile Expertise
- 1.10. Expert Guardian and Custody
- 1.11. Adoption Expertise
- 1.12. New Expressions of Eating Disorders
- 1.13. Toxicomania

## Module 2. Clinical features and manifestations of eating disorders

- 2.1. Body Weight Rejection
- 2.2. Fear of Gaining Weight
- 2.3. Weight Perception Disorder
- 2.4. Psychophysiological Patterns in Anorexia
  - 2.4.1. Concept
  - 2.4.2. Purpose
  - 2.4.3. Structure
- 2.5. Restraint and Purges
  - 2.5.1. Laxatives
  - 2.5.2. Diuretics
  - 2.5.3. Purges
  - 2.5.4. Special Cooking Treatment
  - 2.5.5. Increased Physical Activity

- 2.6. Dynamism
  - 2.6.1. Increased Study Hours
  - 2.6.2. Reduced Sleeping Hours
  - 2.6.3. Irritability
  - 2.6.4. Depression
- 2.7. Cognitive Symptoms
  - 2.7.1. Obsessive Worrying
  - 2.7.2. Fear of Gaining Weight
  - 2.7.3. Denial of Feelings of Hunger
  - 2.7.4. Sexual Disinterest
  - 2.7.5. Disinterest in Recreational Activities
- 2.8. Physiological Symptoms
  - 2.8.1. Anaemia
  - 2.8.2. Leukopenia
  - 2.8.3. High Levels of Urea
  - 2.8.4. Metabolic Alkalosis
  - 2.8.5. Metabolic Acidosis
  - 2.8.6. Hyperadrenocorticism
  - 2.8.7. High Levels of Estrogens
  - 2.8.8. Sinus Bradycardia
  - 2.8.9. Constipation
  - 2.8.10. Hypotension
  - 2.8.11. Dry Skin
- 2.9. Behavioral Symptoms of Bulimia
  - 2.9.1. Binge Eating
  - 2.9.2. Dietary Restriction
  - 2.9.3. Food Storage
  - 2.9.4. Binge Drinking
  - 2.9.5. Polytoxicomania
  - 2.9.6. Vomiting
  - 2.9.7. Refusal to Swallow
- 2.10. Cognitive Symptoms of Bulimia
  - 2.10.1. Fear of Gaining Weight
  - 2.10.2. Poor Reasoning
  - 2.10.3. Fear of Losing Control
  - 2.10.4. Depressive Thoughts
  - 2.10.5. Low self-esteem
  - 2.10.6. Persistent Feeling of Emptiness
  - 2.10.7. Difficulty in Understanding Personal Interaction Cues
- 2.11. Physiological Symptoms
- 2.12. Urinary System
- 2.13. Genital System



*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.



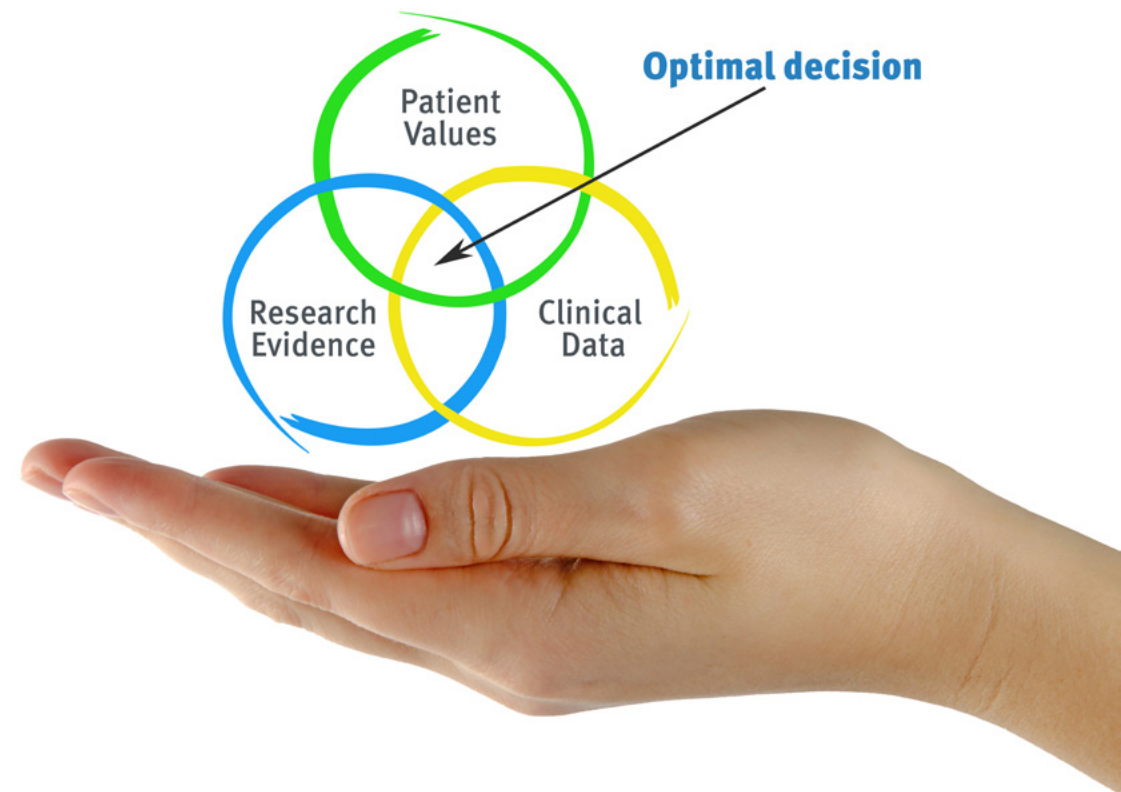
“

*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.



06

# Certificate

The Postgraduate Diploma in Family Dynamics Intervention in Eating Disorders guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.





“

*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 **Postgraduate Diploma in Family Dynamics 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.

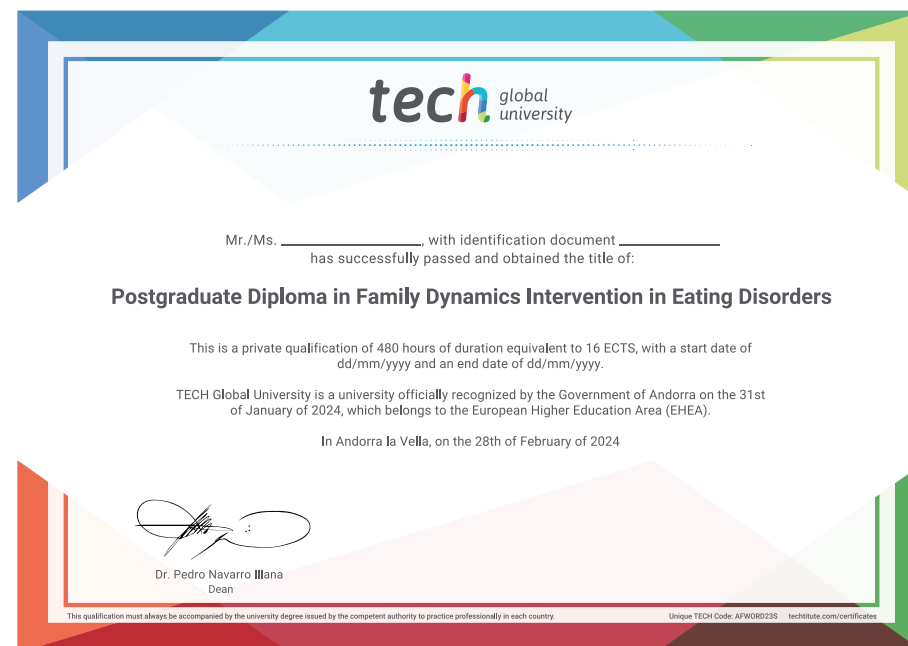
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Family Dynamics Intervention in Eating Disorders**

Modality: **online**

Duration: **6 months**

Accreditation: **16 ECTS**



\*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.



## Postgraduate Diploma

### Family Dynamics Intervention in Eating Disorders

- » Modality: **online**
- » Duration: **6 months**
- » Certificate: **TECH Global University**
- » Credits: **16 ECTS**
- » Schedule: **at your own pace**
- » Exams: **online**

# Postgraduate Diploma

## Family Dynamics Intervention in Eating Disorders

