

Postgraduate Diploma

Prevention of Eating Disorders





Postgraduate Diploma Prevention of Eating Disorders

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

Website: www.techtute.com/pk/psychology/postgraduate-diploma/postgraduate-diploma-prevention-eating-disorders

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01

Introduction

Bulimia has increased in recent years, with young women suffering the most from it. According to WHO statistics, 9 out of 10 female patients are under 35 years of age and a large proportion of them do not even reach the age of 18. Faced with this reality, psychologists must manage techniques that meet the needs of people with Eating Disorders (EDs at ages where there is not yet a full physical, emotional and cognitive development. In order to update the competencies of these professionals, TECH presents a 100% online program that analyzes different tools that guarantee a healthy relationship with food for adolescent girls. All this with the academic guidance of a teaching staff made up of the best specialists.





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You will delve into the characterization of body dysmorphia and how it affects the self-esteem of young people through an intensive program in 100% online mode”

Faced with increases in bullying cases, adolescents tend to suffer from Eating Behavior Disorders more frequently. Among them, Anorexia and Bulimia present alarming figures. In addition to social pressure, there are other factors such as inadequate eating habits, family dysfunction or the social pressure exerted by the media regarding an idealized body image. In this context, more effective therapeutic measures are required, aimed at the prevention and proper management of these conditions in young people.

To support professionals in this field, TECH will integrate the most cutting-edge content in this comprehensive Postgraduate Diploma. Accordingly, this curriculum will stand out in the academic landscape for its innovative approach and its emphasis on the development of professional competencies to address these psychological conditions and disorders. The curriculum will address how creating a supportive environment can make a significant difference in the lives of young people. In addition, the curriculum will establish strategies for both parents and educators to promote healthy relationships with food. After their intensive approach, graduates will be able to design helpful resources through implementation and follow-up strategies in EDs

On the other hand, TECH will use the revolutionary *Relearning* system to reinforce all these contents. This learning method will focus on the reiteration of the most important concepts, ensuring that students will assimilate them naturally and progressively. The only thing students will need is a device with Internet access to access their materials in a personalized way, without any restriction and 24 hours a day. In addition, you will have the possibility to download the entire syllabus to store it and visualize it in the future.

This **Postgraduate Diploma in Prevention of Eating Disorders** 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, Dietetics, Nutrition, among others
- ♦ Graphic, schematic, and practical contents which 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



You will be able to assess the needs of patients with Bulimia or Anorexia during adolescence and adjust the therapeutic resources available for intervention"

“

You will analyze the principles of the Health at Every Size approach through this comprehensive 450-hour course”

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 expand your skills and will be able to develop awareness campaigns on EDs that impact your patients and their environments.

You will have access to the advantages of the Relearning teaching system that guarantees the assimilation of complex concepts in a natural and progressive way.



02

Objectives

This curriculum is a unique opportunity for students to specialize in the approach to EDs. Thanks to the syllabus and supplementary materials, graduates will acquire the ability to understand and treat the complexities of this type of pathology. In addition, students will learn innovative techniques to promote the prevention of these diseases among young people.





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TECH's Major goal is you. That's why we guarantee your success in developing the program and taking advantage of all the content it provides”



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

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You will analyze the prevalence of EDs in men and women, considering gender aspects in their presentation and diagnosis, thanks to this curriculum”





Specific Objectives

Module 1. Adolescence, Body Image and Self-Esteem

- ♦ Determine the key characteristics of adolescence, addressing physical, cognitive and emotional changes, as well as social and emotional development
- ♦ Analyze body image perception, identifying influential factors and connecting it to self-esteem
- ♦ Identify the elements that impact self-esteem, highlighting positive characteristics and the consequences of low self-esteem
- ♦ Recognize the interrelationship between body image and self-esteem, identifying traits of body image problems and their link to mental disorders
- ♦ Encourage healthy eating and exercise practices for a positive relationship with food and the body
- ♦ Enhance emotional expression in building self-esteem, emphasizing its positive impact on mental well-being

Module 2. Development of Eating Disorders

- ♦ Analyze the emergence of the term "Eating Disorders" and explore the historical evolution that has influenced its understanding
- ♦ Describe changes in the societal perception of EDs and recognize key scientific advances related to these disorders
- ♦ Define global statistics on the incidence of EDs, identifying population groups most affected and assessing factors influencing their prevalence
- ♦ Identify factors contributing to childhood onset of EDs and explore changes in prevalence during adolescence and the transition to adulthood

- ♦ Assess differences in prevalence between males and females, considering gender aspects in the presentation and diagnosis of EDs, as well as their influence in special groups
- ♦ Recognize long-term medical and psychological complications of ED, assessing their impact on quality of life, daily functioning and untreated mortality risks

Module 3. Prevention in the family and school environment of EDs

- ♦ Address social pressure and beauty standards
- ♦ Create an environment that promotes self-acceptance
- ♦ Understand the principles of the Health at Every Size (HAES) approach
- ♦ Take steps to create a school environment that promotes mental health and positive body image
- ♦ Emphasize the role of parents and caregivers in promoting a healthy relationship with food

03

Course Management

In its mission to provide an education of excellence, TECH has teachers with extensive experience in the field of Psychology and the approach to disorders such as Bulimia or Anorexia. These professionals are characterized by encouraging the prevention and promotion of a healthy body image. In this sense, the academic program stands out for its transdiagnostic approach. The objective of this Postgraduate Diploma is that the preparation of professionals committed to the mental health and well-being of patients struggling with challenges related to Eating Behavior.



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Become a specialist in the prevention of EDs through the support of the most committed and specialized faculty"

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 Nutrition
- ♦ MSC in Eating Disorders and Obesity at the European University of Madrid

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

Ms. Ortiz, Maria Emilia

- ♦ Therapist of Personality Disorders and Eating Disorders at Institución Dialéctica Terapia
- ♦ Nutritionist and Dietitian
- ♦ Specialist in Eds and Conscious Eating
- ♦ Graduate of the University of Navarra
- ♦ Diploma in Renal Diseases

Ms. Matovelle, Isabella

- ♦ Specialist in Clinical Psychology
- ♦ Child Psychologist at the Hospital de los Valle
- ♦ Personnel selection specialist at Deloitte
- ♦ Integral Coaching at Red Global de Desarrollo Humano (Global Network of Human Development)
- ♦ Master in Clinical and Health Psychology at the Instituto Superior de Estudios Psicológicos
- ♦ Superior Institute of Psychological Studies
- ♦ Degree in Psychology from Universidad San Francisco of Quito



Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

04

Structure and Content

The present Postgraduate Diploma is structured into 3 complete modules, in which the prevention of EDs during adolescence is discussed in depth. The program will analyze how identity is constructed during this period, emphasizing family relationships and the influence of friendships. Along these lines, the curriculum will address the psychological risks faced by minors. In this way, graduates will be able to identify early on the possible problems that may develop in their eating behavior.



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You will delve into the most effective strategies to promote healthy eating among adolescents and young adults through this disruptive university degree”

Module 1. Adolescence, Body Image and Self-Esteem

- 1.1. Cardiac Catheterization
 - 1.1.1. Characteristics of Adolescence
 - 1.1.1.1. Characteristics of Adolescence
 - 1.1.1.2. Typical Physical, Cognitive and Emotional Changes in Adolescence
 - 1.1.1.3. Social and Emotional Development
 - 1.1.2. Exploration of Identity Formation
 - 1.1.2.1. The Role of Friendships and Family Relationships
 - 1.1.2.2. Addressing the Typical Emotions of Adolescence: Rebelliousness and the Search for Independence
 - 1.1.2.3. Psychological Risks and Challenges
 - 1.1.2.4. Risk Factors: Bullying and Substance Abuse
 - 1.1.2.5. Identification of Possible Psychological Problems in Adolescence: Depression, Anxiety and Conduct Disorders
 - 1.1.2.6. Prevention: The Role of Mental Health Education in Schools. Importance of Early Detection of Conflicts
- 1.2. Body image
 - 1.2.1. Description of body image
 - 1.2.2. Construction of Body Image and Body Changes through the Life Cycle
 - 1.2.3. How Body Image Perception may Vary between Individuals
 - 1.2.4. Current Research and Studies Related to Body Image
 - 1.2.5. Influencing Factors on Body Image, Risk and Protective Factors
 - 1.2.5.1. Social and Cultural Factors
 - 1.2.5.2. Beauty over Time: Evolution of the Ideals of Beauty
- 1.3. Self-esteem
 - 1.3.1. Description of Self-Esteem
 - 1.3.2. Factors Influencing Self-Esteem: Family Relationships, Culture and Personal Experiences
 - 1.3.3. Characteristics of Healthy Self-Esteem: Self-Confidence, Resilience, and Self-Love
 - 1.3.4. Consequences of Low Self-Esteem on Mental Health, Interpersonal Relationships, Academic and Work Performance, and Quality of Life



- 1.4. Relationship between Body Image and Self-Esteem
 - 1.4.1. Development of Self-esteem and Self-image in Relation to the Body
 - 1.4.2. Influencing Factors
 - 1.4.2.1. Influence of Body Image on Self-Esteem
 - 1.4.2.2. Influence of Media and Culture on Beauty Standards
 - 1.4.2.3. Social Pressure and Comparisons with Others
 - 1.5. Common Body Image Problems in Mental Health
 - 1.5.1. Characteristic Features of Body Image Problems
 - 1.5.2. Connection between Negative Body Image and Disorders such as Anxiety and Depression
 - 1.5.3. Tools for measuring BI
 - 1.5.4. Interventions for BI
 - 1.5.5. Body image-Related Disorders
 - 1.5.5.1. Body Dysmorphia
 - 1.5.5.2. Eating Disorders
 - 1.5.5.3. Importance of Early Detection and Diagnosis
 - 1.5.5.4. Prevention and Education: Strategies to Promote Healthy Body Image in Society and in Schools from Early Ages
 - 1.6. Psychosocial Factors in Adolescence
 - 1.6.1. Influence of the Family on Adolescent Development
 - 1.6.2. the importance of Sexual and emotional education in Adolescence
 - 1.6.3. Role of Technology and Social Networks in the Lives of Adolescents
 - 1.7. Intervention Strategies in Problems of Self-esteem
 - 1.7.1. Cognitive Therapy Techniques to Improve Self-Esteem
 - 1.7.2. Promotion of Resilience in Adolescents
 - 1.7.3. Support Groups and their Impact on Adolescent Self-Esteem
 - 1.8. Development of a Positive Body Image
 - 1.8.1. Encouraging a Healthy Relationship with Food and Exercise
 - 1.8.2. strategies for dealing social pressure and beauty standards
 - 1.8.3. The Importance of Personal Acceptance and Authenticity
 - 1.9. Prevention of Emotional Disorders in Adolescents
 - 1.9.1. Identification of Early Risk Factors
 - 1.9.1.1. Traumatic Experiences
 - 1.9.1.2. Family History
 - 1.9.1.3. School and Academic Stress
 - 1.9.1.4. Interpersonal Relationship Problems
 - 1.9.1.5. Substance abuse
 - 1.9.1.6. Hormonal Fluctuations in Adolescence
 - 1.9.1.7. Early Identification of Risk The Factors
 - 1.9.1.8. How to Address Conversations about Weight in a Positive Way
 - 1.10. Self Expression and Creativity in Adolescence
 - 1.10.1. Art as a Therapeutic Tool for Exploring Identity
 - 1.10.2. Promotion of Emotional Expressions in Adolescence
 - 1.10.3. The Importance of Self Expression in Self-esteem Construction
- ## Module 2. Development of Eating Disorders
- 2.1. Etymology of Eating Behavior Disorders (EDs)
 - 2.1.1. Origin of the term "Eating Disorders"
 - 2.1.2. Eating Disorders in Today's Clinical Setting
 - 2.1.3. Evolution of the Understanding of EDs Over Time
 - 2.2. Eating Disorders over Time
 - 2.2.1. Historical Milestones in the Identification and Understanding of EDs
 - 2.2.2. Changes in the Social Perception of EDs Over Time
 - 2.2.3. Scientific Advances that have Contributed to the Understanding of EDs
 - 2.3. Epidemiology
 - 2.3.1. Global Statistics on the Incidence of EDs
 - 2.3.2. Most Affected Population Groups and their Geographical Distribution
 - 2.3.3. Factors Influencing the Variability in the Prevalence of EDs
 - 2.4. Prevalence of EDs in Adolescents and Young Adults
 - 2.4.1. Specific Data on Prevalence in Age Groups
 - 2.4.2. Changes in Prevalence during Adolescence and the Transition to Adulthood
 - 2.4.3. Factors that may Contribute to Childhood Onset of EDs

- 2.5. Social and Psychological Impact of EDs
 - 2.5.1. Effects on Interpersonal and Family Relationships
 - 2.5.2. Consequences on Quality of Life and Emotional Well-Being
 - 2.5.3. Stigma and Discrimination Associated with EDs
- 2.6. Gender Differences in the Manifestation of EDs and Special Groups
 - 2.6.1. Exploration of Differences in Prevalence between Men and Women
 - 2.6.2. Gender Considerations in the Presentation and Diagnosis of EDs
 - 2.6.3. Influence of Gender Norms on the Manifestation of EDs
 - 2.6.4. EDs in Special Groups
 - 2.6.4.1. Eds in Athletes
 - 2.6.4.2. Normalization of Risky Behavior
 - 2.6.4.3. Bigorexia
 - 2.6.4.4. Orthorexia
 - 2.6.4.5. EDs in Pregnancy
 - 2.6.4.6. EDs in Diabetes
 - 2.6.4.7. ED-DMT1
 - 2.6.4.8. EDs in the LGBTI Community
 - 2.6.4.9. Chronic Patient Management
- 2.7. Consequences of Not Treating EDs
 - 2.7.1. Long-term Medical and Psychological Complications
 - 2.7.2. Impact on Quality of Life and Daily Functioning
 - 2.7.3. Mortality Risks Associated with Untreated EDs
- 2.8. Barriers to Diagnosis and Treatment of EDs
 - 2.8.1. Common Barriers to Early Identification of EDs
 - 2.8.2. Limited Access to Health Care Services
 - 2.8.3. Stigma and Lack of Public Awareness as Barriers to Seeking Help
- 2.9. Myths and Realities of EDs
 - 2.9.1. Exploration of Common Myths Surrounding EDs
 - 2.9.2. Clarification of Misinterpretations
 - 2.9.3. The Importance of Education and Awareness in Demystifying EDs



- 2.10. Recovery in EDs
 - 2.10.1. Understanding the Nature and Complexity of EDs as Mental Illnesses
 - 2.10.2. Recovery as a Process, an Individual Pathway
 - 2.10.3. Setting Realistic Goals in the Recovery Process
 - 2.10.4. Demystifying the Belief that EDs are Incurable
 - 2.10.5. Factors Influencing Recovery
 - 2.10.6. Recovery Testimonials

Module 3. Prevention of EDs in the Family and School Environment

- 3.1. Education in the Promotion of a Healthy Body Image
 - 3.1.1. Promotion of a Positive Perception of the Body and Body Image
 - 3.1.2. Strategies to Address Social Pressure and Beauty Standards
 - 3.1.3. Creating an Environment that Promotes Self-Acceptance
- 3.2. Health at Every Size (HAES) program and Balanced Eating
 - 3.2.1. Principles of the Health at Every Size (HAES) Approach
 - 3.2.2. Promotion of a Healthy Relationship with Feeding and Exercise
 - 3.2.3. Teaching the Importance of Respect for Different Body Shapes and Measurements
- 3.3. Education in Schools and Educational Centers
 - 3.3.1. Educational and Awareness of EDs
 - 3.3.2. Integration of Education about ED in the School Curriculum
 - 3.3.3. Collaboration with Educators and Counselors to Promote Prevention
 - 3.3.4. Measures to Create a School Environment that Promotes Mental Health and Positive Body Image
- 3.4. Family Involvement in the Prevention
 - 3.4.1. Role of Parents and Caregivers in Promoting a Healthy Relationship with Food
 - 3.4.2. Effective Parent-Child Communication about Mental Health and Nutrition
 - 3.4.3. Resources and Support for Families in the Prevention of EDs
- 3.5. Media and Social Networking Strategies
 - 3.5.1. Responsible Use of Body Images in the Media
 - 3.5.2. Awareness Campaigns in Social Networks
 - 3.5.3. Collaboration with Influencers and Public Figures in the Promotion of Prevention

- 3.6. Evaluating the Effectiveness of Prevention Programs
 - 3.6.1. Methods and Metrics for Measuring the Impact of Programs
 - 3.6.2. Identification of Areas for Improvement and Adaptation of Strategies
 - 3.6.3. Importance of Community Feedback in Evaluation
- 3.7. Interdisciplinary Collaboration in Prevention
 - 3.7.1. Joint Work of Health Professionals, Educators and Community
 - 3.7.2. Examples of Successful Interdisciplinary Collaboration Initiatives
 - 3.7.3. Fostering a Community Support Network in the prevention of EDs
- 3.8. Promoting Healthy Eating and Exercise Habits
 - 3.8.1. Promoting a Balanced and Adequate Diet for Growth and Development
 - 3.8.2. Importance of Physical Activity as Part of a Healthy Lifestyle
 - 3.8.3. Strategies to Promote the Adoption of Healthy Habits in the Family and School Environment
- 3.9. Implementation of a Community Prevention Program - "I Love Myself as I Am" Campaign
 - 3.9.1. Steps to Develop an Effective ED Prevention Program
 - 3.9.2. Needs and Resource Assessment in the Community
 - 3.9.3. Strategies for Implementing and Monitoring the Prevention Program
 - 3.9.4. Implementation of a Talk to the Community as Part of the "I Love Myself as I Am" Campaign
- 3.10. Is Relapse Feasible?
 - 3.10.1. Identification of Warning Signs and Personal Triggers: Stress and Challenging Events
 - 3.10.2. Recognizing Changes in Behavior and Mood for Relapse Prevention
 - 3.10.3. Support Networks: Family, Caregivers
 - 3.10.4. Addressing Relapse: Re-establishing Therapeutic Communication for Adjustment of the Treatment Plan
 - 3.10.4.1. Coping Strategies and Skills
 - 3.10.4.2. Development of Healthy Coping Mechanisms
 - 3.10.4.3. Self-control and Self-regulation Skills
 - 3.10.4.4. Understanding that Relapse Is Not Failure
 - 3.10.4.5. Focus on Resilience and Perseverance



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Looking to update your skills for the prevention and intervention of young people with Depression or Anxiety? Achieve it through TECH!"

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 Diploma in Prevention of Eating Disorders guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in Prevention 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 Diploma** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Postgraduate Diploma in Prevention of Eating Disorders**

Official N° of Hours: **450 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.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present quality

online training

development languages

virtual classroom

tech technological
university

Postgraduate Diploma

Prevention of Eating Disorders

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Postgraduate Diploma

Prevention of Eating Disorders