

Postgraduate Diploma

Treatment of Eating Disorders





Postgraduate Diploma Treatment of Eating Disorders

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-treatment-eating-disorders

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01

Introduction

Eating Disorders (EDs) affect people all over the world. For example, surveys reveal that Anorexia Nervosa has one of the highest mortality rates among psychiatric disorders given the suicide risks it generates. Given this situation, psychologists play an important role in society to prevent and address mental health problems. In this context, it is essential that they regularly update their knowledge and apply to their procedures the most effective therapies for proper management with innovative treatments such as Cognitive-Behavioral Therapy. To contribute to this task, TECH implements a pioneering 100% online program, which will offer the most advanced tools to face challenges associated with diet.





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You'll delve into the benefits of dance in motion at the world's best digital university according to Forbes”

More and more organizations in the healthcare field are demanding the incorporation of ED experts. This is due to the increase of these psychological conditions, motivated by factors such as traumatic experiences or social pressure. In this sense, institutions want to integrate psychologists into their departments who are able to detect these conditions early and provide the necessary support during the recovery processes. This opens up a wide range of job opportunities for these health professionals.

With the aim of delving deeper into the most modern therapeutic procedures, TECH will develop this Postgraduate Diploma aimed at psychologists who wish to broaden their techniques. Under a faculty specialized in this subject, the academic itinerary will delve into how to diagnose disorders accurately. Students will be able to use different therapeutic approaches based on scientific evidence. The syllabus will also enable them to implement successful therapies, among which social support stands out. Likewise, graduates will promote a healthy body image and encourage the prevention of EDs among young people as a risk group.

To consolidate all these contents, TECH is based on the innovative Relearning system. This teaching method is based on the repetition of key contents, to guarantee a progressive and natural learning process. In addition, the only thing graduates will need is a device with Internet access to access the study materials remotely, at the time or place of their choice. In addition, the Virtual Campus will be available at all times and will allow users to download the contents so that they can consult them whenever they wish. In short, this program will provide psychologists with the indispensable the indispensable specialization to broaden their professional profile.

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

- ♦ The development of case studies presented by experts in psychology, Dietetics and Nutrition, 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



Get the most out of mindfulness techniques and improve the emotional state of users through the innovative contents of this program"



Looking to enhance your your therapeutic skills? Get specialized in motivation and coaching of ED cases through this Postgraduate Diploma"

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 apply the most advanced strategies to treat feeding resistance thanks to this 100% online program.

With the Relearning system you will integrate the concepts in a natural and progressive way. Forget about memorizing!



02

Objectives

This program will provide students with a broad vision of eating disorders. For this purpose, the academic itinerary will offer the most updated and complete contents of the academic market. Likewise, students will be up to date with all the advances that have emerged in this health field. In this way, psychologists will make the best diagnoses while providing the most effective treatments to their patients.



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In just 6 months you will give your career the boost it needs, in the approach to pathologies of eating behavior”



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



You will have access to a library full of multimedia resources in different audiovisual formats, to guarantee dynamic learning"





Specific Objectives

Module 1. Transdiagnostic Multidisciplinary Integrated Treatment

- ♦ Understand the fundamental principles of the transdiagnostic approach to in the treatment of Eating Disorders (EDs)
- ♦ Recognize the crucial role of health professionals in comprehensive treatment, fostering interdisciplinary collaboration and understanding the specific roles of each specialist in the treatment of eating disorders
- ♦ Acquire skills for nutritional assessment in patients with EDs, planning adapted and balanced diets, and addressing resistance to eating effectively
- ♦ Establish the different levels of care, from outpatient to intensive treatment, and apply criteria for selecting the appropriate level including ongoing assessment of severity
- ♦ Define medical and psychological parameters for the identification of critically ill patients, using assessment tools and scales, and fostering collaboration between professionals to establish a diagnosis of critical illness

Module 2. Evidence-based psychological and psychopharmacologic intervention

- ♦ From diagnosis to recovery and maintenance of the ED patient
- ♦ Understand the principles of motivational interviewing in the context of Eating Disorders (EDs), developing therapeutic skills to foster motivation and change in patients
- ♦ Evaluate the types of psychotropic drugs used in the treatment of EDs, considering indications, prescription and the efficacy and safety of pharmacotherapy
- ♦ Establish the principles of humanistic therapies and their application in EDs, promoting self-acceptance and self-reflection in the patient and evaluating the effectiveness of these therapies

- ♦ Analyze the role of the family in the treatment of ED, exploring the approach of third generation therapies and applying specific strategies to involve the family
- ♦ Clarify the benefits and dynamics of group therapies in EDs, analyzing types of therapeutic groups and examples of successful programs
- ♦ Explore creative therapies, dance movement therapy and coaching as new treatments in EDs, broadening the spectrum of therapeutic approaches
- ♦ Understand the stages of recovery in EDs, evaluate factors that influence successful recovery, analyze the process of adaptation and behavioral change, and explore strategies for relapse prevention and long-term maintenance

Module 3. Nutritional Treatment in the ED Patient

- ♦ Identify nutritional treatment goals according to the findings of the nutritional assessment
- ♦ Identify nutritional imbalances and specific deficiencies in patients with EDs what are the mandatory and complementary examinations
- ♦ Establish nutritional goals adapted to each type of ED, such as Anorexia, Bulimia or Binge Eating Disorder
- ♦ Design individualized dietary plans that are adjusted to the needs, preferences of the patient and sociocultural aspects of the family. Review the concept of food insecurity
- ♦ Apply principles of nutritional therapy to address dysfunctional eating patterns in patients with Binge Eating Disorder
- ♦ Recognize the importance of consistent nutritional follow-up throughout the treatment of EDs

03

Course Management

TECH is committed to providing educational excellence through the world-class faculty of this program of study. These psychology professionals who make up this teaching staff have an extensive work background, forming part of recognized institutions. For this reason, the syllabus that makes up this program has a deep knowledge on the subject and offers the best tools for students to develop their skills throughout the course.





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The experts who make up this teaching team are at the forefront in the field of diagnosis and treatment of ED”

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

Mr. Andrade Rommel

- ♦ Therapist of Personality Disorders and Eating Disorders at Institución Dialéctica Terapia
- ♦ Medical specialist in psychiatry from the University of Antioquia
- ♦ Epidemiologist from Universidad CES
- ♦ Specialist in Dialectical Behavioral Therapy from FORO Foundation and Behavioral Tech
- ♦ Specialist in Eating Disorders Management by FORO Foundation and Oxford University
- ♦ Specialist in Transference-based psychotherapy from TFP Chile

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

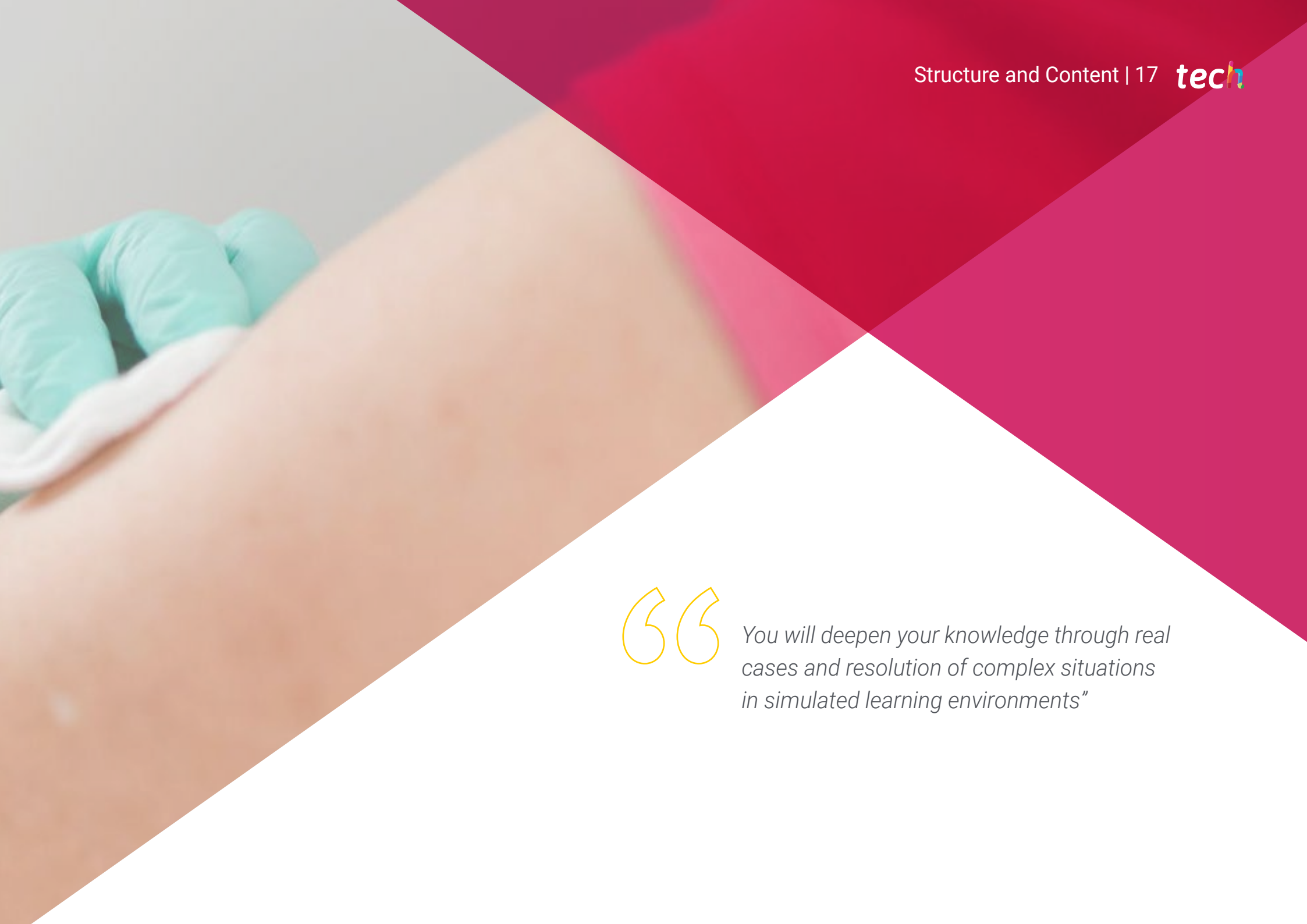


04

Structure and Content

This curriculum will be a unique opportunity to acquire the necessary skills for the evaluation, diagnosis, and treatment of the EDs. The syllabus will delve into the comprehensive treatment of these pathologies, with an innovative approach for students to correctly manage critical patients according to their severity. In this line, the program will address psychopharmacological intervention based on scientific evidence. To this end, the teaching staff will analyze resources such as personal interviews to humanistic therapies. In addition, special emphasis will be placed on nutritional intervention in young patients, recognizing the importance of nutritional education in adolescents.






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You will deepen your knowledge through real cases and resolution of complex situations in simulated learning environments”

Module 1. Transdiagnostic Multidisciplinary Integrated Treatment

- 1.1. Transdiagnostic Approach in the Therapeutic Management of the Patient
 - 1.1.1. Principles of the Transdiagnostic Approach in the Treatment of EDs
 - 1.1.2. Advantages of an Approach that Transcends Diagnostic Categories
 - 1.1.3. Integration of Transdiagnostic Therapeutic Techniques in Clinical Practice
- 1.2. Interdisciplinary Collaboration in the Treatment of EDs
 - 1.2.1. Role of Health Professionals in Integrated Treatment
 - 1.2.2. Interdisciplinary Collaboration in the Treatment of EDs
 - 1.2.3. Roles and Responsibilities of Psychologists, Physicians, Nutritionists, and Other Health Professionals
 - 1.2.4. Importance of Coordination and Communication between Specialists
- 1.3. Transdiagnostic Treatment: Psychology
 - 1.3.1. Individualized Intervention Strategies
 - 1.3.2. Family Involvement for Changes in Family Dynamics
 - 1.3.3. Benefits and Strategies of Group Therapy in the Transdiagnostic Context
- 1.4. Transdiagnostic Treatment: Nutrition
 - 1.4.1. Nutritional Assessment in ED Patients
 - 1.4.2. Planning of Balanced Diets Adapted to Each Case
 - 1.4.3. Strategies to Address Feeding Resistance
- 1.5. Treatment of Medical Complications
 - 1.5.1. Identification and Management of Medical Conditions Associated with EDs
 - 1.5.2. Comprehensive Evaluation of Physical Health in Patients with EDs
 - 1.5.3. Strategies for the Management of Medical Co-morbidities during the Treatment of EDs
- 1.6. Levels of Treatment and Evaluation of Severity
 - 1.6.1. Outpatient, Inpatient (Day Hospital), Home Hospitalization and IOFT (Intensive Outpatient Family Treatment) levels of care
 - 1.6.2. Criteria for Choosing the Appropriate Level of Treatment
 - 1.6.3. Continuous Severity Evaluation
- 1.7. Critical Patient with ED
 - 1.7.1. Identification of Signs and Symptoms of the Critically Ill Patient in ED
 - 1.7.2. Risks Associated with Critical Condition in EDs
 - 1.7.3. Importance of Immediate Assessment and Care in Critically Ill Patients



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- 1.8. Criteria for Determining a Critical Patient
 - 1.8.1. Medical and Psychological Parameters for the Identification of Critically Ill Patients
 - 1.8.2. Assessment Tools and Scales Used in the Determination of Severity
 - 1.8.3. Collaboration between Professionals to Establish a Diagnosis
 - 1.9. Clinical and Nutritional Management of the Critically Ill Patient
 - 1.9.1. Hemodynamic Stabilization Strategies in Critically Ill Patients with EDs
 - 1.9.2. Enteral and Parenteral Nutrition as Options in Nutritional Management
 - 1.9.3. Specific Medical and Psychological Interventions for Critically Ill Patients
 - 1.10. Strategies for Relapse Prevention and Maintenance of Well-Being
 - 1.10.1. Identification of Risk Factors for Relapse in EDs
 - 1.10.2. Development of Personalized Relapse Prevention Strategies
 - 1.10.3. Importance of Self-care and Ongoing Care to Maintain Mental and Emotional Health after Treatment

Module 2. Evidence-Based Psychological and Psychopharmacological Intervention: from Diagnosis to Recovery and Maintenance of the ED Patient

- 2.1. Motivational Interviewing and Therapeutic Skills in the Management of ED: A Strategic Dialogue
 - 2.1.1. Principles of Motivational Interviewing in the Context of EDs
 - 2.1.2. Therapeutic Skills to Foster Motivation and Change
 - 2.1.3. Strategies for Strategic Dialogue in the intervention with patients with EDs
- 2.2. Use of Psychopharmaceuticals in ED patients
 - 2.2.1. Types of Psychotropic Drugs Used in the Treatment of EDs and their Mechanisms of Action
 - 2.2.2. Indications and Considerations in the Prescription of Psychotropic Drugs
 - 2.2.3. Evaluation of the Efficacy and Safety of Pharmacotherapy in EDs
- 2.3. Cognitive-Behavioral Therapy in ED Treatment
 - 2.3.1. Fundamentals of Cognitive Behavioral Therapy as applied to EDs
 - 2.3.2. Roles of the Therapist and the Patient in the Intervention
 - 2.3.3. Development of a Specific Intervention and Change Plan
 - 2.3.4. Cognitive and Behavioral Techniques used in Transdiagnostic Treatment
 - 2.3.5. Outcomes and Effectiveness of Cognitive-Behavioral Therapy in patients with EDs

- 2.4. Acceptance and Commitment Therapy (ACT) in the Treatment
 - 2.4.1. Fundamentals of Acceptance and Commitment Therapy and its Application in EDs
 - 2.4.2. Strategies to Promote Acceptance of Thoughts and Emotions in Treatment
 - 2.4.3. Integration of ACT Therapy with Other Approaches in Transdiagnostic Management
- 2.5. Systemic Model
 - 2.5.1. Family Dynamics
 - 2.5.2. Communication within the Family System
 - 2.5.3. Family Roles
 - 2.5.4. Family Therapy
 - 2.5.5. Couples Therapy within the Systemic Approach
- 2.6. Family-Based Treatment and Third Generation Therapies
 - 2.6.1. The Role of the Family in the Treatment of EDs
 - 2.6.2. Third-generation Therapy Approach in the Management of EDs
 - 2.6.3. Specific Strategies to Involve the Family and Apply Third-generation Therapies
- 2.7. Complementary Therapies in the Treatment of EDs
 - 2.7.1. Mindfulness and Emotional Self-regulation in the Treatment of the ED
 - 2.7.1.1. Scientific Evidence and Results of Intuitive Eating in Patients with ED
 - 2.7.1.2. Appropriate Time to Start Intuitive Eating and Factors to Consider
 - 2.7.1.3. Effects of Emotional Self-Regulation on Recovery
 - 2.7.1.4. Practical Mindfulness Techniques for Patients
 - 2.7.1.5. Outcomes and Effectiveness of full care in patients with EDs
 - 2.7.2. Group Therapies in the Treatment of EDs
 - 2.7.2.1. Benefits and Dynamic of Group Therapy in EDs
 - 2.7.2.2. Types of Therapeutic Groups and Their Application in Treatment
 - 2.7.2.3. Examples of Successful Group Therapy Programs in the Management of EDs
 - 2.7.2.4. Creation of Support Networks and Therapeutic Communities
- 2.8. New Treatments
 - 2.8.1. Creative Therapies
 - 2.8.2. Dance Movement Therapy
 - 2.8.3. Coaching

- 2.9. Phases of Recovery in EDs
 - 2.9.1. Intervention and treatment Stages
 - 2.9.2. Factors that Affect Recovery Success
 - 2.9.3. Adaptation Process and Behavioral Changes and Relapse Prevention Strategies
 - 2.9.4. Maintaining the long-term Recovery
- 2.10. Patient Motivation and Commitment
 - 2.10.1. Quality and Continuity of Treatment
 - 2.10.2. Social Support and Care Networks: Role of Family, Friends, and Support Group in Recovery
 - 2.10.3. Addressing Underlying Factors (Trauma, Coexisting Disorders)

Module 3. Nutritional Treatment in the ED Patient

- 3.1. Nutritional Assessment
 - 3.1.1. Medical History
 - 3.1.2. Anthropometric Assessment - Methods of Assessment of Nutritional Status in Patients with EDs
 - 3.1.3. Identification of Nutritional Imbalances and Deficiencies
 - 3.1.4. Importance of Individualized Assessment in the Treatment
- 3.2. Nutritional Treatment Food Planning in EDs
 - 3.2.1. Nutritional Goals in AN, BN, TA and EDNOS
 - 3.2.1.1. Design of a Food Plan Appropriate to the Patient's Needs
 - 3.2.2. Considerations for Weight Restoration and Normalization of Nutrition
 - 3.2.3. Adaptation of Feeding to the Specific Symptoms of each ED
- 3.3. Nutritional Therapy and Food Education
 - 3.3.1. Principles of the Transdiagnostic Approach in the Treatment of EDs
 - 3.3.2. Food Education to Promote the Understanding of Healthy Habits (group therapy)
 - 3.3.3. Strategies to Address the Dysfunctional Relationship with Food
 - 3.3.4. Mealtime Management Strategies for Parents
- 3.4. Ongoing Nutritional Monitoring and Support
 - 3.4.1. Importance of Nutritional Monitoring throughout Treatment
 - 3.4.2. Monitoring of Weight Evolution and Eating Habits
 - 3.4.3. Strategies to Maintain Motivation and Adherence to the Eating Plan
 - 3.4.4. Addressing Common Challenges in Nutritional Recovery



- 3.5. Weight Regain and Nutritional Restoration
 - 3.5.1. Targets and Approaches to Weight Regain in Patients with EDs
 - 3.5.2. Management of Resistance to Weight Gain
 - 3.5.3. Prevention and Management of Refeeding Syndrome
- 3.6. Nutritional Adaptation to Medical Comorbidities
 - 3.6.1. Nutritional Approach in Patients with Medical Comorbidities
 - 3.6.2. Specific Considerations for Patients with Diabetes, Cardiac Problems, etc
 - 3.6.3. Interdisciplinary Collaboration in the Management of Comorbidities
- 3.7. Nutrition in cases of *Binge Eating Disorder*, (BED)
 - 3.7.1. Nutritional Strategies for the Control of Binge Eating Episodes
 - 3.7.2. Management of Satiety and Self-Regulation of Eating in BED
 - 3.7.3. Prevention of Weight Gain in BED Recovery
- 3.8. Nutritional Approach in Anorexia Nervosa
 - 3.8.1. Weight Restoration and Normalization of Eating in Anorexia Nervosa
 - 3.8.2. Supplements and *Refeeding* in Severe Cases
 - 3.8.3. Specific Nutritional Therapy for Symptoms of Anorexia Nervosa
- 3.9. Nutritional Strategies in Bulimia Nervosa
 - 3.9.1. Controlling Binge Eating and Purging
 - 3.9.2. Addressing Excessive Food Intake and Compensatory Behaviors
 - 3.9.3. Nutrition in Recovery from Bulimia Nervosa
- 3.10. Nutritional Intervention in Feeding Disorders in Childhood and Adolescence
 - 3.10.1. Nutritional Approach in Young ED Patients
 - 3.10.2. Management Strategies in the Transition to Adulthood
 - 3.10.3. Prevention and Food Education in Adolescents

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 Treatment of 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.



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

This program will allow you to obtain your **Postgraduate Diploma in Treatment of 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.

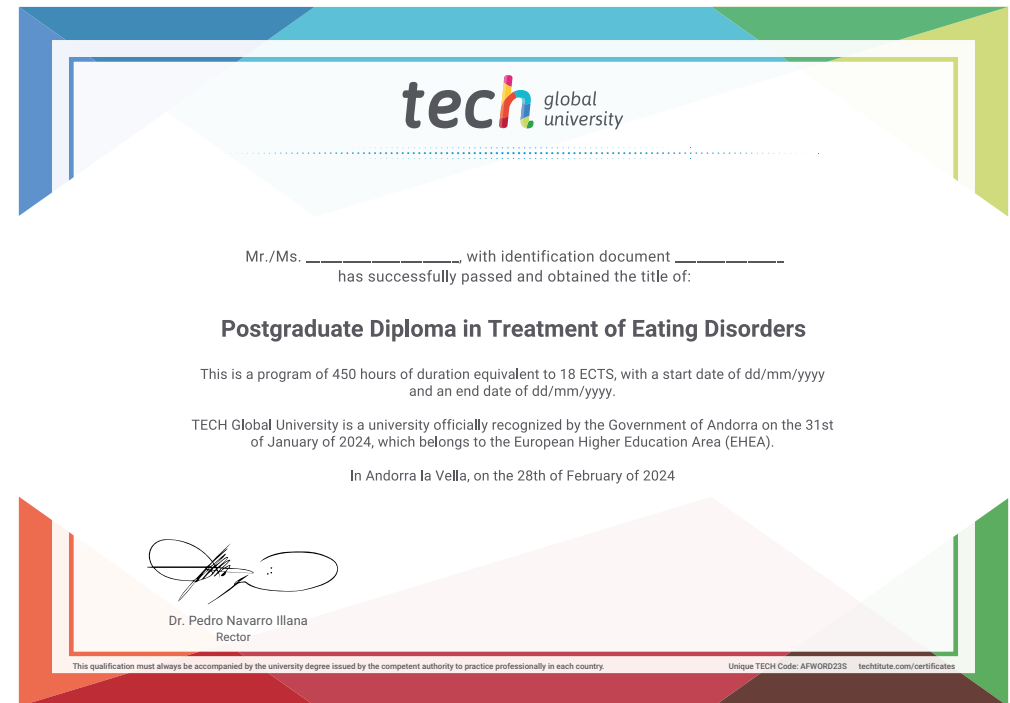
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **6 months**

Accreditation: **18 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.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present quality

online treatment

development languages

virtual classroom

tech global
university

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