



mind your health



Approved Centre

Counselling & Psychotherapy  
Central Awarding Body

# Level 5 Diploma in Working Therapeutically with Eating Disorders

This course will bring together theory and creative exercises for enriching a helping relationship and prepare the candidate to work with this complex mental health disorder sensitively and with nuance. This course is CPCAB-approved, and accredited, and each candidate will be completing a portfolio of work throughout the course. Successful completion of all criteria within it will result in this qualification.

## Topics covered in this course

- The complexity of eating disorders
- Myths and misconceptions of Eating Disorders
- Biopsychosocial Model
- Triangle of Insight
- CBT-E
- Body-image and self-esteem
- Nutritional Awareness
- Psychological vs. Medical approach



## Criteria

- Criteria for attending are either a Level 4 Diploma and preferably part of a membership body such as the BACP, NCPS, UKCP or similar membership bodies.
- For those outside of the UK, who may have studied in a different format then please know that we will gladly accept all applicants. We will carry out individual interviews with you to gauge your suitability for the course.
- Those with an international counselling background, who may have a few gaps missing, will be able to attend our Level 3 Certificate in Counselling at a reduced fee to bridge such gaps – before attending our Level 5 Diploma All candidates who accept a place on this Level 5 will at a minimum have a foundation in therapeutic approaches given the robust nature of this course.

## Course delivery

**Length:** 100 GLHs, 370 hours self-guided learning

**No. of delegates:** 15 maximum

### Course materials:

- ✓ weekly handouts
- ✓ learning aids provided

### Assignments:

Candidates will regularly be assessed throughout the course.

This will be via group discussions, handouts, Learning Reviews and individual presentations at the end of the course.

*Please note :this course is tailored for working with adults over the age of 18yrs (not children).*

*It is a demanding course, both academically and personally, and we encourage each of you to receive support outside of the course as we delve into the complexity of this subject matter.*

For further information or to book, please contact George Peterkin at:

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# Level 5 Diploma in Working Therapeutically with Eating Disorders – course content

## DAY 1:

### 'Myths & Misconceptions' and 'Principles of working therapeutically'

An introductory class to understand the format of learning, assignments and administration. Candidates will then be exploring the myths & misconceptions around eating disorders, as well as exploring our own experiences of eating disorders. We will finish this first lesson reflecting on definitions & principles of working therapeutically with eating disorders including food meanings, associations and mental health.

## DAY 2:

### 'Causes & Effects' and 'Role of Research & Statistics'

You are introduced to the different factors that can cause an eating disorder, as well as the symptoms and effects of the eating disorder including physical, emotional and psychological consequences. You will also explore as a group the role of research and statistics play in supporting those with eating disorders and begin to understand things such as co-morbidities and treatment options.

## DAY 3:

### 'Integrative frameworks' and the 'Counselling Process'

You will be encouraged to explore different frameworks that can be applied to therapeutic support for an eating disorder, such as Triangle of Insight and CBT-E. Candidates will also reflect on the 3-phase model for the counselling process.

## DAY 4:

### 'Theoretical approaches'

You will continue exploring the different frameworks and theoretical approaches such as Person Centred, Psychodynamic, Gestalt and several others. Candidates will be encouraged to reflect on how these theories can be applied to eating disorders to understand the client's implicit processes.

## DAY 5:

### 'Beginning Phase' and 'Assessment & Motivation for Change'

You will begin to understand what recovery from an eating disorder may look like, and also acknowledge the cycle of change that occurs. Candidates will also reflect on how we assess risk factors, work safely and ethically with eating disorders and most importantly begin to explore assessment and the motivation for change for our clients.

## DAY 6:

### 'Stabilisation' and the 'Therapeutic Relationship'

Candidates will work together to understand the challenges that may come up for the practitioner as they establish boundaries and trust with a client. You will also reflect on the qualities a therapist must have, as well as competencies and resources and understanding things such as projection, transference & countertransference that may occur during the therapeutic relationship.

## DAY 7:

### 'Trauma informed practice'

Candidates will reflect on the interaction & connection between eating, trauma, attachment injury and dissociation. You will begin to explore trauma-driven eating disorders alongside the 3-Phase Trauma Model. The polyvagal theory will also be introduced in this module.

## DAY 8:

### 'Exploration of the Cognitive Aspects'

As a group, you will reflect on what the client may think and believe about themselves, other people, the world and indeed their relationship with food. Psychoeducation will also be explored when it comes to thinking styles and 'cognitive traps / distortions.'

## DAY 9:

### 'Exploration of the Emotional Aspects'

As a group, you will reflect on emotional regulation as well as dysregulation and co-regulation. You will be invited to also reflect on attachment styles & patterns of relating and how they might influence a client with an eating disorder.

## DAY 10:

### 'Exploration of the Behavioural Aspects'

As a group, you will explore behavioural aspects such as delay and desensitisation, and how clients may 'surf the wave' when it comes to compulsions. You will be invited reflect on how self-soothing may occur with other non-food related activities.

## DAY 11:

### 'Exploration of the Higher Meaning or Transpersonal Aspects'

You will be invited to explore how you will work with clients in the quest for a higher meaning and non-eating disorder values as well as a search for meaning and purpose. You will be reflecting on how we will help a client to dismantle the eating disorder and reconstruct their core and true self.

## DAY 12:

### 'Body image' and 'Self-concept'

Both as a group, but also as individuals, you will explore the barriers when it comes to self-concept, body shame and guilt as well the concerns around body weight, shape and size. You will be introduced to the Winnicott theory of True self vs false self and how we may apply this when working with clients.

## DAY 13:

### 'Self-esteem'

Building on from week 12, you will begin to explore self-esteem and the origins of low self-esteem and low self-worth. As a group, you will explore techniques for working with self-esteem with our clients.

## DAY 14:

### 'Identity, culture and media'

A deep dive into exploring the role eating disorders plays into society. Certain topics that will be explored are gender roles, sexual orientation, men and eating disorders as well as the impact of social media and its promotion of eating disorders.

## DAY 15:

### 'End Phase' – Recovery & Relapse Prevention

You will explore, and understand, how to work with clients when it comes to dealing with triggers and setbacks. You will understand how maintenance and relapse prevention works and be equipped to help clients manage their own self-sabotage and resistance mechanisms when they occur.

## DAY 16 & 17:

### Case Review Presentations

As individuals, you will be presenting a case review, which you have prepared, which reflects a sound underpinning of the integrated theory and skills you have explored throughout the course.

## DAY 18 to 20:

### Group Creative Presentations

In smaller groups, you will present to the whole class a presentation on a topic of your choice. This topic will bring in your own personal experiences, insights gained from the course, how you will apply theory to practice and even what plans you have in the future to further develop.

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