

Postgraduate Diploma

Psychological Intervention in Emergencies





Postgraduate Diploma Psychological Intervention in Emergencies

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

Website: www.techtitute.com/in/medicine/postgraduate-diploma/postgraduate-diploma-psychological-intervention-emergencies

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01

Introduction

Unexpected situations such as accidents, natural disasters or health emergencies often cause, in addition to physical damage, serious psychological consequences for the people involved. For these types of cases, the intervening agents must possess a series of skills that allow them to act on the basis of the victim's mental state, guaranteeing their safety and optimizing the assistance processes. For medical specialists who want to get up to date on the therapeutic guidelines for effective first aid, as well as for the application of the best psychological first aid strategies, TECH has developed this program. And it is a 100% online qualification that will allow them to update their knowledge for effective listening and communication in just 450 hours of educational experience.





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Want to delve into the most effective first aid protocols? Enroll in this Postgraduate Diploma and opt for an educational program with which you will achieve guaranteed professional excellence”

Medical professionals who have been involved in crisis or emergency situations will be aware that the mental clarity of the individuals involved can be severely affected by unexpected exposure to a traumatic event. This may interfere with their ability to collaborate, making it difficult for the emergency team to assist. That is why doctors (who are usually the first contact with the victim) must be up to date with the protocols of psychological stabilization through the application of techniques and guidelines previously recommended by experts in psychology.

Therefore, if specialists have come to TECH with the aim of getting up to date in this field, with this Postgraduate Diploma, they will be able to achieve it in just 6 months. The university's team of psychology graduates has developed a dynamic and comprehensive program through which graduates will be able to update their knowledge of psychotherapeutic recommendations for intervention in specific emergency situations (loss, accidents, suicide) and with different types of patients (relatives of missing persons, victims of sexual assault or gender violence, children, the elderly, among others). In addition, they will work on the latest aspects of first aid protocols.

This will be supported by 450 hours of additional material, from the syllabus and real clinical cases, to detailed videos, dynamic summaries, research articles and much more! Everything will be available from the beginning of the teaching activity, so specialists will be able to organize their schedule to get the most out of the program. Therefore, this is a unique opportunity to get up to date in the area of psychological intervention in emergencies through a 100% online qualification.

This **Postgraduate Diploma in Psychological Intervention in Emergencies** contains the most complete and up-to-date scientific program on the market. The most important features include:

- The development of practical cases presented by experts in Emergency 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
- Practical exercises where self-assessment can be used 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 access the Virtual Campus from any device with an internet connection, which will allow you to take advantage of free time during your shifts to work on your update"

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The team of psychologists at TECH has selected real clinical cases for this Postgraduate Diploma, so that you can put your skills into practice in a dynamic and concrete way”

The program’s teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow professionals to learn in a contextual and situated learning environment, i.e., a simulated environment that will provide immersive education programmed to prepare in real situations.

The design of this program focuses on Problem-Based Learning, by means of which professionals must try to solve the different professional practice situations that are presented to them throughout the academic year. For this purpose, students will be assisted by an innovative interactive video system developed by renowned experts.

Including psychological triage in your skills will allow you to assist victims of emergency situations in a more personalized way.

A qualification through which you will be able to perfect your specific skills for crisis intervention.



02 Objectives

TECH is aware that medical professionals do not have much time to update their knowledge. However, this is a priority for them. For this reason, it has decided to create this program in order to provide all those specialists interested in the field of psychological intervention in emergencies with the latest and most complete information to ensure that they are up to date. In this way, they will also be able to work on perfecting their skills to act in specific situations based on the recommendations of the best experts in psychology.





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The syllabus of this Postgraduate Diploma also includes a comprehensive review of various emergency plans, so you can update your action protocols"



General Objectives

- Develop a broad and specialized knowledge of the importance of preventive psychological intervention in crisis situations
- Know in detail the latest strategies and therapeutic techniques for the management of the patient victim of an emergency context
- Serve as a guide for graduates to update their knowledge in a comprehensive and guaranteed manner



Physicians are constantly faced with delivering bad news. For that reason, with this Postgraduate Diploma, you will be able to perfect your communication skills in this type of situation”





Specific Objectives

Module 1. First Aid Protocol: Psychological First Aid

- ◆ Know when a psychological crisis occurs and the consequences for the individual
- ◆ Study and distinguish first aid protocol stages in Emergency Psychology
- ◆ Know the main action protocols in emergency situations

Module 2. Action Protocols for Specific Situations I

- ◆ Know the action protocols for specific crisis situations
- ◆ Study the grief process in depth, types of grief and how to intervene for cases of normal and pathological grief
- ◆ Know the intervention processes for specific crisis and emergency situations

Module 3. Action Protocols for Specific Situations II

- ◆ Know the key considerations to intervene with patients in high-risk situations
- ◆ Study the intervention process for patients in specific crisis situations
- ◆ Study the importance of therapeutic support for patients with problematic life situations

03

Structure and Content

TECH is a pioneer in the use of the Relearning methodology for the development of its programs. This is a pedagogical strategy that consists of reiterating the most important concepts throughout the syllabus, favoring a natural and progressive updating of the graduates' knowledge. In addition, this technique gives great importance to the resolution of simulated situations, so that in this Postgraduate Diploma, real clinical cases have been included, so that specialists can, in addition to updating their knowledge, perfect their skills in psychological intervention in emergency contexts.





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You will be able to download the entire contents of this program and consult it, even after its completion”

Module 1. First Aid Protocol: Psychological First Aid

- 1.1. Concept of Psychological Crisis
 - 1.1.1. Introduction to the Concept of Crisis Psychological
 - 1.1.2. Severity of Psychological Crisis
 - 1.1.3. Factors Affecting the Emergence of Psychological Crises
- 1.2. Triggering Factors
 - 1.2.1. Introduction to the Triggering Factor Concept
 - 1.2.2. Types of Triggering Factors
- 1.3. Psychological First Aid
 - 1.3.1. Concept of Psychological First Aid
 - 1.3.2. Components
 - 1.3.3. First Aid with People under the Influence of Alcohol and other Drugs
 - 1.3.4. Monitoring
- 1.4. Psychological Triage
 - 1.4.1. What is Triage?
 - 1.4.2. Psychological Triage
 - 1.4.3. Triage Classification
- 1.5. Impact or Shock Phase
 - 1.5.1. Introduction to the Concept of Impact or Shock
 - 1.5.2. Principles and Assessment of the Impact Phase
 - 1.5.3. Performance in the Impact Phase
- 1.6. Reaction Phase
 - 1.6.1. Introduction to the Concept of Reaction
 - 1.6.2. Principles of the Reaction Phase
 - 1.6.3. Types of Reaction
 - 1.6.4. Performance in the Reaction Phase
- 1.7. Resolution and/or Adaptation Phase
 - 1.7.1. Psychological Adaptation
 - 1.7.2. Principles of Resolution and/or Adaptation Phase
 - 1.7.3. Factors Affecting Adaptation





- 1.8. Specific Skills for Crisis Intervention
 - 1.8.1. Therapist Skills
 - 1.8.2. Specific Skills of Crisis Therapists
- 1.9. Action Protocols
 - 1.9.1. Basic Principles of an Action Protocol
 - 1.9.2. Types of Action Protocols
- 1.10. Legislation and Emergency Plans
 - 1.10.1. Introduction to the Concept of Legislation
 - 1.10.2. Introduction to the Concept of Emergency Plans
 - 1.10.3. Importance of Legislation and Emergency Plans
 - 1.10.4. Effective Emergency Plans

Module 2. Action Protocols for Specific Situations I

- 2.1. Intervention in Acute Stress, Anxiety and Panic
 - 2.1.1. Introduction to the Concept of Acute Stress, Anxiety and Panic
 - 2.1.2. Acute Stress Intervention Process
 - 2.1.3. Anxiety Intervention Process
 - 2.1.4. Panic Intervention Process
- 2.2. Grief
 - 2.2.1. Concept of Grief
 - 2.2.2. Theories on Grief
 - 2.2.3. Manifestations of Normal Grief
- 2.3. Introduction and Types of Grief
 - 2.3.1. Stages of Grief
 - 2.3.2. Types of Grief
 - 2.3.3. Functions of Grief
- 2.4. Grief Crisis Intervention
 - 2.4.1. Importance of Intervention in Grief
 - 2.4.2. Grief Crisis Intervention Process

- 2.5. Delivering Bad News I
 - 2.5.1. Announcing Bad News
 - 2.5.2. Procedure for Communicating Bad News
 - 2.5.3. Stages of a Person Receiving Bad News
- 2.6. Delivering Bad News II
 - 2.6.1. Professional Skills in the Delivery of Bad News
 - 2.6.2. Factors that Affect the Delivery of Bad News
 - 2.6.3. Specific Considerations for Communicating Bad News to Children and Other Groups
- 2.7. Emotional Support in the Event of Loss
 - 2.7.1. Emotional Support
 - 2.7.2. Loss
 - 2.7.3. Emotional Support as an Influencing Factor in Crisis Situations
- 2.8. Intervention with Aggressive Patients
 - 2.8.1. Aggressive Patient Characteristics
 - 2.8.2. Keys Points for Intervention for Patients with Aggressive Behavior
 - 2.8.3. Therapist Skills for Dominating the Therapeutic Scenario for Patients with Aggressive Behavior
 - 2.8.4. Intervention Techniques with Aggressive Patients
- 2.9. Intervention and Management of the Suicidal Outpatient
 - 2.9.1. Suicide
 - 2.9.2. Therapeutic skills for the Management of the Suicidal Outpatient
 - 2.9.3. Intervention with Patients at Risk of Suicide
- 2.10. Intervention with Family Members of Missing Persons
 - 2.10.1. Factors to Take into Account in the Management of Missing Persons Family Members
 - 2.10.2. Techniques for Coping with Traumatic Events
 - 2.10.3. Intervention Process



Module 3. Action Protocols for Specific Situations II

- 3.1. Intervention with Victims of Gender Violence
 - 3.1.1. Introduction to Domestic Violence
 - 3.1.2. Principles of Intervention with Patients Victims of Gender Violence
 - 3.1.3. Skills and Knowledge for Targeted Intervention
 - 3.1.4. Intervention Procedure
- 3.2. Intervention with Victims of Sexual Assault
 - 3.2.1. Introduction to the Concept of Sexual Assault
 - 3.2.2. Trauma in the Victims of Sexual Assault
 - 3.2.3. Skills and Knowledge for Targeted Intervention
 - 3.2.4. Procedures for Intervention with Victims of Sexual Assault
- 3.3. Intervention with People Intoxicated by Alcohol and Drugs
 - 3.3.1. Drug Use
 - 3.3.2. Drug Classification
 - 3.3.3. Intervention with Consumers
- 3.4. Crisis Intervention with Children
 - 3.4.1. The Therapeutic Process with Children
 - 3.4.2. Key Considerations and Principles in Therapeutic Intervention with Infants
 - 3.4.3. Effective tools for Intervention with Children
- 3.5. Crisis Intervention with the Psychiatric Patient
 - 3.5.1. Introduction to the Concept of the Psychiatric Patient
 - 3.5.2. The Role of the Psychologist in Crisis Intervention with a Psychiatric Patient
 - 3.5.3. Keys Considerations and Principles of Effective Intervention
- 3.6. Crisis Intervention with the Elderly
 - 3.6.1. Elderly People in the Psychologist's Office
 - 3.6.2. Key Considerations and Principles for Crisis Intervention with Infants
- 3.7. Crisis Intervention with People with Intellectual Disabilities
 - 3.7.1. Introduction to Intellectual Disability
 - 3.7.2. Key Considerations and Principles for Crisis Intervention with Patients with ID
 - 3.7.3. Tools for Interventions with People with ID
- 3.8. Crisis Intervention with Immigrants
 - 3.8.1. Trauma and Stress for Immigrants
 - 3.8.2. Key Considerations and Principles for Crisis Intervention with Immigrants
- 3.9. Accompaniment in the Identification of Corpses
 - 3.9.1. Therapeutic Support
 - 3.9.2. Accompaniment in the Identification of Corpses
 - 3.9.3. Funeral and Burial Ceremony
- 3.10. Psychological Support for Technicians
 - 3.10.1. Upon Completion of the Intervention
 - 3.10.2. Preventing Fatigue
 - 3.10.3. Shifts and Breaks
 - 3.10.4. Coping Strategies



No other university will offer you the same as TECH and with such a high level of teaching quality. That is why it is the best option to expand and update your knowledge. Are you betting on excellence?"

04

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 you will experience a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gervas, 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 physician'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. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
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.

This 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, a real revolution with respect to the mere study and analysis of cases.

Professionals will learn through real cases and by resolving 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).

With this methodology, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. 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 specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to 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 TECH's 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.



Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. 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 on the usefulness of learning by observing experts. The system known as 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.



05 Certificate

The Postgraduate Diploma in Psychological Intervention in Emergencies 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 Psychological Intervention in Emergencies** contains the most complete and up-to-date scientific 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 Psychological Intervention in Emergencies**

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
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education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom



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