

Professional Master's Degree Urgent and Emergency Psychology





Professional Master's Degree Urgent and Emergency Psychology

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/nursing/professional-master-degree/master-urgent-emergency-psychology

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01

Introduction

In clinical practice, health professionals are confronted with emergency cases resulting from irreparable accidents, suicides and even murders. In the order of care, the primary diagnosis prevails and must be supported by psychological as well as hospital care. Thus, there is a need for innovative biological and psychological therapeutic knowledge that is oriented towards modern nursing. For this reason, TECH has developed a complete program that delves into the management of stress in emergency situations, its protocols and its sequelae in those affected. All through a 100% online modality, perfect for implementing the best first aid protocols for specific situations into the therapeutic praxis.





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Thanks to this program you will delve into the role of the nurse and his/her psychological role when intervening in critical situations with a future approach”

The seriousness of the conditions that nurses are confronted with in the emergency area requires a much more demanding intervention than in other areas where a diagnosis and a clinical application are not requested so immediately. The importance of psychological support comes to the fore, for example, in cases of suicide or gender violence. Clinical care for the relatives of these victims must be very precise in the first instance, in order to be able to carry out a clinical service that stabilizes their post-traumatic stress and can evolve in their hospital follow-up afterwards.

Given the importance of integrating into this care an adequate management of the situation based on the emotional environment and acting preventively in the diagnosis and the possible occurrence of post-traumatic sequelae, TECH has developed a rigorous degree that focuses on urgencies and emergencies.

This is a complete educational guide to improve your health and psychological performance and, therefore, your professional and personal development.

It is a program comprising 1,500 hours of the best theoretical, practical and supplementary material, through which students will be able to build exhaustive knowledge of therapeutic strategies tailored to a range of crisis contexts and the specific needs of victims. In this sense, students will gain knowledge in the care of patients with intellectual disabilities, victims of sexual abuse or witnesses of the death of a family member. A degree focused on strengthening the psychosocial support and positive response to patients in the emergency department.

A 100% online degree, designed in cooperation with experts versed in the different areas of emergency health care, whose main objective is to expand and update the basic skills of psychological first aid of the graduates in Nursing. Throughout 12 months, students will discover the pedagogical future, enrolling in a degree that proposes flexible study schedules and that will be available on internet to streamline their educational experience.

This **Professional Master's Degree in Urgent and Emergency Psychology** 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 Psychology and Emergency Services
- ♦ 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



You will investigate post-traumatic stress situations and their long-term effects to understand the importance of first- and second-instance intervention”

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With this degree you will not only acquire the knowledge required to care for patients in the emergency department, but you will also identify burnout syndrome and other pathologies in your professional colleagues”

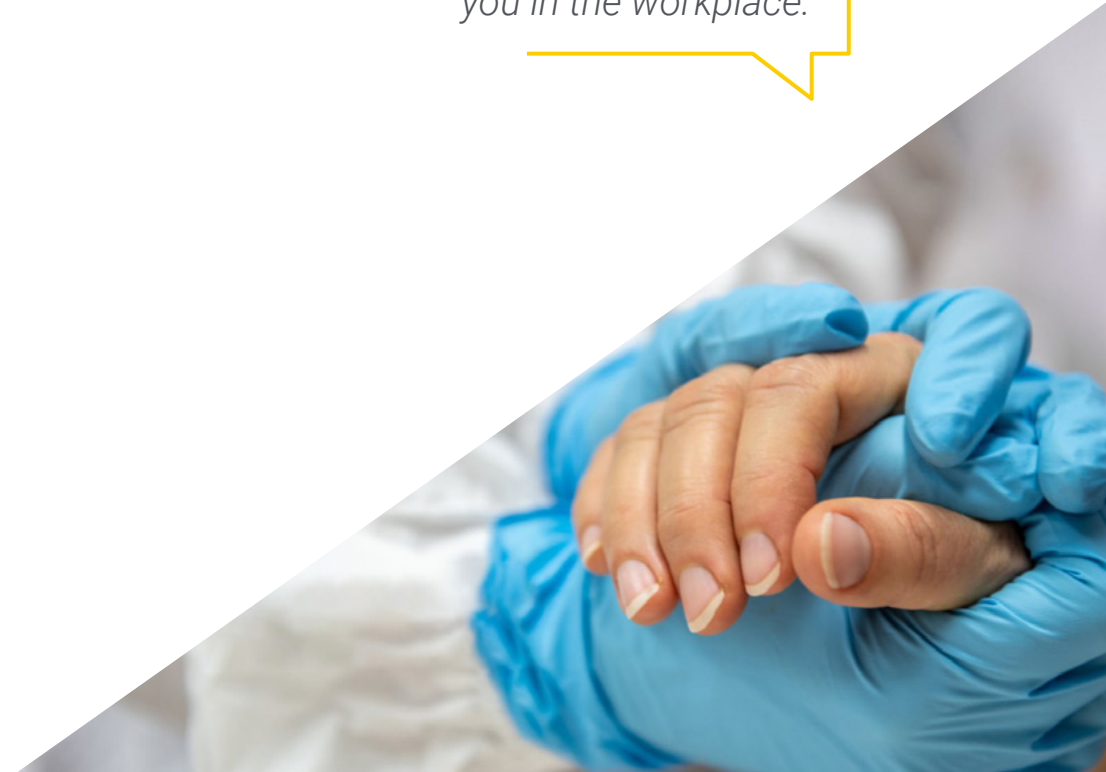
Includes in its teaching staff a team of professionals from the field who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

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 student will be assisted by an innovative interactive video system created by renowned and experienced experts.

The Professional Master's Degree includes the simulation of real cases in which you will have to intervene through group and individual techniques depending on the case.

Adopt the Peer Support posture to carry out your profession providing emotional support to those around you in the workplace.



02 Objectives

In its line towards educational excellence, TECH has been equipped with innovative tools and an expert teaching team in emergencies to develop this degree. The main objective of this Professional Master's Degree is to expand and update the theoretical knowledge of health professionals so that they not only offer a quality clinical service, but also know how to integrate psychological intervention techniques to ensure the mental and physical well-being of those affected. All this is possible through a degree that analyzes the heterogeneous episodes of psychological crisis and the consequences for the individual in each case.





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A degree that gives you the keys and principles to care for patients with intellectual disabilities in the emergency department”



General Objectives

- ♦ Provide students with a complete vision of an emergency or catastrophe situation that will allow them to move safely and comfortably in a real emergency intervention
- ♦ Understand the neurological reaction of a person in a state of crisis in order to implement effective intervention methods
- ♦ Know about the factors that contribute to a state of crisis in individuals and reactions in different phases of a traumatic crisis
- ♦ Master general intervention skills and strategies to help those affected cope successfully with each of the phases
- ♦ Master specific psychological support techniques that enhance performance in the different critical situations that may be encountered in an intervention
- ♦ Manage specific intervention protocols for different situations, being able to adapt them to the variable and changing situation of the emergency
- ♦ Master self-protection measures and strategies for responders that guarantee the safety of the students in the event of an intervention
- ♦ Be familiar with intervention techniques for responders and be able to conduct a group post-emergency session
- ♦ Develop skills for handling equipment in emergency situations
- ♦ Know and put into practice first aid guidelines to manage the most frequent physical pathologies in a crisis intervention





Specific Objectives

Module 1. The Importance of Psychosocial Support in Emergencies and Catastrophes

- ◆ Learn about the origins of Emergency Psychology
- ◆ Study the differences between emergencies, disasters and urgent care situations, and the most common types
- ◆ Be aware of the importance of the psychologist in emergencies, and distinguish the different roles involved when an emergency event occurs

Module 2. The Concept of Stress, Associated Human Response and the Aftermath of the Critical Situation

- ◆ Study the biochemical and biological processes associated with stress and the consequences for the organism in response to the stress activation response
- ◆ Study the types of basic emotions and their role when the organism is in a stressful situation
- ◆ Know how the stress response progresses in the individual
- ◆ Study the threshold theory and psychological response mechanisms when the individual is in a stressful situation

Module 3. Basic Skills and Psychological First Aid

- ◆ Learn about therapeutic techniques to provide targeted psychological support
- ◆ Be aware of the importance of emotional support in situations of loss and bereavement
- ◆ Know the differences between normal grief and pathological grief
- ◆ Study the role of first aid in crises and emergencies

Module 4. 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 5. 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 6. 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

Module 7. Prevention and Management of Stress in Emergency Situations

- ◆ Understand the impact of stress and emergency situations on emergency personnel
- ◆ Study the psychological impact of exposure to emergency situations on emergency and urgent care professionals
- ◆ Learn the main stress management and psychological impact prevention techniques for emergency personnel

Module 8. Group Techniques for Intervention with First Responders

- ◆ Know and study the main group techniques for intervention with first responders
- ◆ Know and study the main individual techniques for intervention with first responders
- ◆ Differentiate group techniques from individual techniques
- ◆ Know about Peer Support Systems
- ◆ Know the consequences of poor intervention



Module 9. Crisis Therapy Psychotherapeutic intervention with victims of traumatic situations

- ♦ Study the principles of crisis therapy and crisis intervention
- ♦ Differentiate between different coping styles in traumatic situations
- ♦ Be aware of types of trauma and the effects and consequences of traumatic situations for individuals
- ♦ Study Ellis' Rational Emotive Therapy for the treatment of trauma

Module 10. The Crisis Intervention Team

- ♦ Study the profile of the psychologist specializing in crisis intervention for urgent care and emergencies
- ♦ Study the different professions that make up a crisis intervention team
- ♦ Know and learn the main guidelines to ensure effective practices in crisis intervention
- ♦ Study the present situation and the future of crisis intervention

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This Professional Master's Degree will make you a more competitive and competent in your healthcare profession by acquiring specific therapeutic skills for each case in emergencies”

03 Skills

This program has been designed to enable nurses to work comprehensively on perfecting their professional skills in the field of psychological management in crisis contexts. Thus, the specialists will delve into the psychosocial intervention services, the main errors in emergency intervention and the consequences that can lead to an incorrect psychological application on those affected. In addition, after completing the degree, the professionals will be prepared to deal with emergencies resulting from cases of gender violence or missing persons and to be able to intervene with coping techniques with the traumatic event.





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Are you inclined towards personalized health care? Be part of the clinical evolution and manage different emergency cases by providing emotional support to patients”



General Skills

- ♦ Understand the importance of psychosocial intervention in emergencies and disasters
- ♦ Understand the reactions of a person placed in a critical situation
- ♦ Be able to offer initial psychological support
- ♦ Master the basic communication and negotiation skills for the management of individuals in crisis
- ♦ Master the specific skills needed for effective crisis intervention
- ♦ Create and implement action protocols adapted to the specific situations leading to an emergency situation
- ♦ Offer strategies for prevention and management of stress caused by the situations faced by emergency professionals
- ♦ Develop group interventions for the emotional ventilation of professionals involved in difficult emergency situations
- ♦ Understand the fundamentals of the most effective models and techniques used in crisis therapy
- ♦ Enable professionals to manage a psychosocial emergency team
- ♦ Master strategies for dealing with the media in an emergency situation
- ♦ Evaluate and intervene in minor medical pathologies that arise as a consequence of emergency situations





Specific Skills

- ♦ Raise awareness in professionals of the importance of psychological support in emergencies and disasters
- ♦ Distinguish between the particular characteristics of urgent care situations, emergencies and disasters
- ♦ Identify the different people affected by disaster and levels of severity
- ♦ Learn why psychosocial support is important in emergencies and disasters
- ♦ Discriminate the different moments of psychosocial intervention
- ♦ Understand the psychologist's role in an emergency and their relationship with the rest of the people involved
- ♦ Understand the objectives of the intervention and its purpose
- ♦ Master the basic principles of crisis intervention
- ♦ Know and avoid the most common mistakes in emergency intervention
- ♦ Understand what stress is and its general characteristics
- ♦ Understand the neurological functioning of the brain in a critical situation
- ♦ Differentiate between the different types of stress
- ♦ Understand the development of the stress response and the consequences for the individual
- ♦ Learn about the different symptoms of human stress responses to various degrees of stress
- ♦ Identify the psychological defense mechanisms that a person deploys when faced with a situation that overwhelms them
- ♦ Assess what is considered normal and what is not among the reactions of a person in a critical situation
- ♦ Understand the concept of psychological crisis and its characteristics
- ♦ Discover the factors that trigger a psychological crisis
- ♦ Identify the characteristics of a person in the impact phase and the intervention guidelines to deal with them
- ♦ Help the patient make sense of the traumatic event
- ♦ Know and master your own emotions in the face of a difficult challenge
- ♦ Facilitate proactivity in patient response
- ♦ Create a climate of trust in the relationship with the affected person



You will be able to improve your healthcare skills in immediate care, through the best theoretical, practical and additional content with TECH Global University"

04

Structure and Content

The content of this Professional Master's Degree in Emergency Psychology has been designed by a group of experts in psychological intervention in crisis situations and immediate care. Thanks to their experience in this field, they not only provide rigorous theoretical knowledge, but also guidelines for action experienced in health clinics. In addition, the teachers have included hundreds of hours of high-quality additional material in a variety of formats: detailed videos, research articles, complementary reading, among many other tools. All presented in a 100% online format and compatible with any electronic device with an internet connection.





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Expand your experience in the management of first aid with patients under the effects of drugs, thanks to the support of a teaching team based on emergencies”

Module 1. The Importance of Psychosocial Support in Emergencies and Catastrophes

- 1.1. Introduction and History of Emergency Psychology
 - 1.1.1. Introduction to the Concept of Emergency Psychology
 - 1.1.2. How did Emergency Psychology Arise?
 - 1.1.3. Emergency Psychology Today
- 1.2. Emergencies, Urgencies and Catastrophes
 - 1.2.1. Differences between the Concepts of Emergencies, Urgent Care and Disasters
 - 1.2.2. Main types of Emergencies, Urgent Care and Disasters
- 1.3. Different Phases and Roles Involved in Emergencies
 - 1.3.1. Emergency Phases
 - 1.3.2. Roles Involved in Emergencies
- 1.4. The Importance of Psychological Support in Emergencies
 - 1.4.1. Introduction to Psychological Support
 - 1.4.2. Psychological Support in Emergency Psychology
 - 1.4.3. The Importance of Psychological Support in Emergencies
- 1.5. Instances of Psychosocial Intervention
 - 1.5.1. Introduction to the Concept of Psychosocial Intervention
 - 1.5.2. Psychosocial Intervention in Psychology
 - 1.5.3. Instances or Stages of Psychosocial Intervention in Emergency Psychology
- 1.6. Introduction to the Concept of Emergency Plans
- 1.7. Objectives and Purposes of Crisis Intervention
 - 1.7.1. Introduction to the Concept of Crisis
 - 1.7.2. Objectives and Purposes of Crisis Intervention
- 1.8. Common Mistakes in Intervention
 - 1.8.1. Main Errors in Emergency Intervention
 - 1.8.2. Psychological Consequences of Erroneous Intervention for those Involved



Module 2. The Concept of Stress, Associated Human Response and the Aftermath of the Critical Situation

- 2.1. Basic Emotions
 - 2.1.1. Introduction to the Concept of Emotion
 - 2.1.2. Emotion vs. Feelings
 - 2.1.3. Main Basic Emotions
- 2.2. Human Behavior in Emergency Situations
 - 2.2.1. The ABC Model
 - 2.2.2. Context of Emergency Situations
 - 2.2.3. Transactions
- 2.3. What is Stress?
 - 2.3.1. Introduction to the Concept of Stress
 - 2.3.2. Types of Stress
 - 2.3.3. Stress Characteristics and Determining Factors
- 2.4. Biology and Biochemistry of the Stress Response
 - 2.4.1. The Biological and Biochemical Stress Response
 - 2.4.2. Arousal
 - 2.4.3. Theories on Stress
- 2.5. Anxiety
 - 2.5.1. Definition of Anxiety
 - 2.5.2. Anxiety Disorders
 - 2.5.3. Differences between Stress and Anxiety
- 2.6. Development of the Stress Response
 - 2.6.1. How Does the Stress Response Develop?
 - 2.6.2. Sources of Stress
 - 2.6.3. Factor Affecting the Stress Response
- 2.7. Consequences of the Stress Response
 - 2.7.1. Individual Stress
 - 2.7.2. Signs and Symptoms of Stress in the Individual
 - 2.7.3. Main Consequences of Stress

- 2.8. Psychological Strategies to Control Stress
 - 2.8.1. Techniques to Modify Physiological Activation
 - 2.8.2. Techniques to Modify Cognitive Activation
 - 2.8.3. Techniques to Modify Motor Activation
- 2.9. Psychological Defence Mechanisms Associated with the Critical Situation
 - 2.9.1. Introduction to Defense Mechanisms
 - 2.9.2. Main Psychological Defense Mechanisms
- 2.10. Threshold Theory
 - 2.10.1. Introduction to Threshold Theory
 - 2.10.2. Seyle's Model
 - 2.10.3. General Adaptation Syndrome

Module 3. Basic Skills and Psychological First Aid

- 3.1. Self-Management, The Management of One's Own Emotions
 - 3.1.1. What is Self-Management?
 - 3.1.2. The Self-Management of Emotions
 - 3.1.3. Managing Emotions
- 3.2. Being proactive
 - 3.2.1. Concept of Proactivity
 - 3.2.2. Hypothesis of Proactivity
 - 3.2.3. Adaptation
- 3.3. Concept of Listening
 - 3.3.1. Introduction to the Concept of Listening
 - 3.3.2. Types of Listening
 - 3.3.3. Active Listening in Psychological Therapy
- 3.4. Applied Communication Skills
 - 3.4.1. Introduction to Communicative Skills
 - 3.4.2. Main Communication Skills
 - 3.4.3. Components
- 3.5. Communication Techniques
 - 3.5.1. Technique for Communication in Emergency Situations
 - 3.5.2. Communication Strategies
 - 3.5.3. Assertive Communication

- 3.6. Communication to Children in Emergency Situations
 - 3.6.1. First Contact
 - 3.6.2. Direct Attention
 - 3.6.3. The Intervention
 - 3.6.4. Subsequent Recall
- 3.7. Communication with other Groups
 - 3.7.1. Special Groups
 - 3.7.2. Communication with the Elderly
 - 3.7.3. Communication with Disabled People
 - 3.7.4. Communication with Foreign People
- 3.8. Importance and Objectives of First Aid
 - 3.8.1. Introduction to the Concept of First Aid
 - 3.8.2. Main Objectives of First Aid
 - 3.8.3. Why is First Aid Important?
- 3.9. Introduction to Basic Concepts
 - 3.9.1. Commonly used Terms in Emergency Situations
 - 3.9.2. Common Emergency Situations
- 3.10. Most Common Pathologies in Psychosocial Emergency Situations
 - 3.10.1. Pathologies in Emergency Situations
 - 3.10.2. Pathological Development after the Crisis

Module 4. First Aid Protocol: Psychological First Aid

- 4.1. Concept of Psychological Crisis
 - 4.1.1. Introduction to the Concept of Crisis Psychological
 - 4.1.2. Severity of Psychological Crisis
 - 4.1.3. Factors Affecting the Emergence of Psychological Crises
- 4.2. Triggering Factors
 - 4.2.1. Introduction to the Triggering Factor Concept
 - 4.2.2. Types of Triggering Factors
- 4.3. Psychological First Aid
 - 4.3.1. Concept of Psychological First Aid
 - 4.3.2. Components
 - 4.3.3. First aid with People under the Influence of Alcohol and other Drugs
 - 4.3.4. Monitoring

- 4.4. Psychological Triage
 - 4.4.1. What is Triage?
 - 4.4.2. Psychological Triage
 - 4.4.3. Triage Classification
- 4.5. Impact or Shock Phase
 - 4.5.1. Introduction to the Concept of Impact or Shock
 - 4.5.2. Principles and Assessment of the Impact Phase
 - 4.5.3. Performance in the Impact Phase
- 4.6. Reaction Phase
 - 4.6.1. Introduction to the Concept of Reaction
 - 4.6.2. Principles of the Reaction Phase
 - 4.6.3. Types of Reaction
 - 4.6.4. Performance in the Reaction Phase
- 4.7. Resolution and/or Adaptation Phase
 - 4.7.1. Psychological Adaptation
 - 4.7.2. Principles of Resolution and/or Adaptation Phase
 - 4.7.3. Factors Affecting Adaptation
- 4.8. Specific Skills for Crisis Intervention
 - 4.8.1. Therapist Skills
 - 4.8.2. Specific Skills of Crisis Therapists
- 4.9. Action protocols
 - 4.9.1. Basic Principles of an Action Protocol
 - 4.9.2. Types of Action Protocols
- 4.10. Legislation and Emergency Plans
 - 4.10.1. Introduction to the Concept of Legislation
 - 4.10.2. Introduction to the Concept of Emergency Plans
 - 4.10.3. Importance of Legislation and Emergency Plans
 - 4.10.4. Effective Emergency Plans

Module 5. Action Protocols for Specific Situations I

- 5.1. Intervention in Acute Stress, Anxiety and Panic
 - 5.1.1. Introduction to the Concept of Acute Stress, Anxiety and Panic
 - 5.1.2. Acute stress Intervention Process
 - 5.1.3. Anxiety Intervention Process
 - 5.1.4. Panic Intervention Process
- 5.2. Grief
 - 5.2.1. Concept of Grief
 - 5.2.2. Theories on Grief
 - 5.2.3. Manifestations of Normal Grief
- 5.3. Introduction and Types of Grief
 - 5.3.1. Stages of Grief
 - 5.3.2. Types of Grief
 - 5.3.3. Functions of Grief
- 5.4. Grief Crisis Intervention
 - 5.4.1. Importance of Intervention in Grief
 - 5.4.2. Grief Crisis Intervention Process
- 5.5. Delivering Bad News I
 - 5.5.1. Announcing Bad News
 - 5.5.2. Procedure for Communicating Bad News
 - 5.5.3. Stages of a Person Receiving Bad News
- 5.6. Delivering Bad News II
 - 5.6.1. Professional Skills in the Delivery of Bad News
 - 5.6.2. Factors that Affect the Delivery of Bad News
 - 5.6.3. Specific Considerations for Communicating Bad News to Children and Other Groups
- 5.7. Emotional Support in the Event of Loss
 - 5.7.1. Emotional Support
 - 5.7.2. Loss
 - 5.7.3. Emotional Support as a Influencing Factor in Crisis Situations

- 5.8. Intervention with Aggressive Patients
 - 5.8.1. Aggressive Patient Characteristics
 - 5.8.2. Keys Points for Intervention for Patients with Aggressive Behaviors
 - 5.8.3. Therapist Skills for Dominating the Therapeutic Scenario for Patients with Aggressive Behaviors
 - 5.8.4. Intervention Techniques with Aggressive Patients
- 5.9. Intervention and Management of the Suicidal Outpatient
 - 5.9.1. Suicide
 - 5.9.2. Therapeutic skills for the Management of the Suicidal Outpatient
 - 5.9.3. Intervention with Patients at Risk of Suicide
- 5.10. Intervention with Family Members of Missing Persons
 - 5.10.1. Factors to Take into Account in the Management of Missing Persons Family Members
 - 5.10.2. Techniques for Coping with Traumatic Events
 - 5.10.3. Intervention Process

Module 6. Action Protocols for Specific Situations II

- 6.1. Intervention with Victims of Gender Violence
 - 6.1.1. Introduction to Domestic Violence
 - 6.1.2. Principles of Intervention with Patients Victims of Gender Violence
 - 6.1.3. Skills and Knowledge for Targeted Intervention
 - 6.1.4. Intervention Procedure
- 6.2. Intervention with Victims of Sexual Assault
 - 6.2.1. Introduction to the Concept of Sexual Assault
 - 6.2.2. Trauma in the Victims of Sexual Assault
 - 6.2.3. Skills and Knowledge for Targeted Intervention
 - 6.2.4. Procedures for Intervention with Victims of Sexual Assault
- 6.3. Intervention with People Intoxicated by Alcohol and Drugs
 - 6.3.1. Drug Use
 - 6.3.2. Drug Classification
 - 6.3.3. Intervention with Consumers

- 6.4. Crisis Intervention with Children
 - 6.4.1. The Therapeutic Process with Children
 - 6.4.2. Key Considerations and Principles in Therapeutic Intervention with Infants
 - 6.4.3. Effective tools for Intervention with Children
- 6.5. Crisis Intervention with the Psychiatric Patient
 - 6.5.1. Introduction to the Concept of the Psychiatric Patient
 - 6.5.2. The Role of the Psychologist in Crisis Intervention with a Psychiatric Patient
 - 6.5.3. Keys Considerations and Principles of Effective Intervention
- 6.6. Crisis Intervention with the Elderly
 - 6.6.1. Elderly People in the Psychologist's Office
 - 6.6.2. Key Considerations and Principles for Crisis Intervention with Infants
- 6.7. Crisis Intervention with People with Intellectual Disabilities
 - 6.7.1. Introduction to Intellectual Disability
 - 6.7.2. Key Considerations and Principles for Crisis Intervention with Patients with ID
 - 6.7.3. Tools for Interventions with People with ID
- 6.8. Crisis Intervention with Immigrants
 - 6.8.1. Trauma and Stress for Immigrants
 - 6.8.2. Key Considerations and Principles for Crisis Intervention with Immigrants
- 6.9. Accompaniment in the Identification of Corpses
 - 6.9.1. Therapeutic Support
 - 6.9.2. Accompaniment in the Identification of Corpses
 - 6.9.3. Funeral and Burial Ceremony
- 6.10. Psychological Support for Technicians
 - 6.10.1. Upon Completion of the Intervention
 - 6.10.2. Preventing Fatigue
 - 6.10.3. Shifts and Breaks
 - 6.10.4. Coping Strategies

Module 7. Prevention and Management of Stress in Emergency Situations

- 7.1. Characteristics of Emergency Situations, Influencing Factors and Critical Psychological Impact Situations
 - 7.1.1. Introduction to Psychological Impact
 - 7.1.2. Characteristics of Emergency Situations Influencing Psychological Impact
- 7.2. Psychological Impact on the Professional
 - 7.2.1. Trauma
 - 7.2.2. Vicarious Traumatization
 - 7.2.3. Disaster
 - 7.2.4. Relationship between Trauma and Disaster
- 7.3. Protective and Risk Factors in Trauma
 - 7.3.1. Protective Factors in Trauma
 - 7.3.2. Risk Factors in Trauma
- 7.4. Coping
 - 7.4.1. Empathy Fatigue
 - 7.4.2. Prevention
 - 7.4.3. Adaptation Mechanisms
- 7.5. Consequences of Psychological Impact
 - 7.5.1. Main Consequences of Psychological Impact
 - 7.5.2. Psychological Impact as a Factor in Post-traumatic Stress Disorder
 - 7.5.3. Treatment
- 7.6. Occupational Stress
 - 7.6.1. Conceptualization of Stress
 - 7.6.2. Risk Factors in Stress
 - 7.6.3. Consequences of Occupational Stress
- 7.7. Effects of Stress on Emergency Personnel
 - 7.7.1. Sources of Stress in Emergency Personnel
 - 7.7.2. Factor Affecting of Stress in Emergency Personnel
 - 7.7.3. Effects of Stress on Emergency Personnel

- 7.8. Pathologies that may Arise
 - 7.8.1. Post-Traumatic Stress and Secondary Post-Traumatic Stress
 - 7.8.2. Burnout Syndrome
 - 7.8.3. Countertransference
- 7.9. Pathologies in Emergency Personnel
 - 7.9.1. Post-Traumatic Stress and Secondary Post-Traumatic Stress
 - 7.9.2. Burnout Syndrome
 - 7.9.3. Countertransference
 - 7.9.4. Differences
- 7.10. General Techniques and Healthy Habits
 - 7.10.1. General Techniques for Stress Prevention and Management
 - 7.10.2. Healthy Habits as an Influential Factor
 - 7.10.3. Sleep

Module 8. Group Techniques for Intervention with First Responders

- 8.1. The First Responders
 - 8.1.1. The First Responder
 - 8.1.2. Types of First Responders
 - 8.1.3. The Importance of Intervention
- 8.2. Group Techniques vs. Individual Techniques
 - 8.2.1. Introduction to the Concept of Group Techniques vs. Individual Techniques
 - 8.2.2. Main Group Techniques for Intervention with First Responders
 - 8.2.3. Main Individual Techniques for Intervention with First Responders
- 8.3. Physiological Stress Management Techniques
 - 8.3.1. Main Physiological Stress Management Techniques
 - 8.3.2. Efficacy of Physiological Stress Management Techniques
 - 8.3.3. New Physiological Stress Management Techniques
- 8.4. Cognitive-Behavioral Techniques for Stress Management
 - 8.4.1. Introduction to Cognitive-Behavioral Techniques
 - 8.4.2. Main Cognitive-Behavioral Techniques for Stress Management
- 8.5. When to To Do Group Intervention with First Responders
 - 8.5.1. The Importance of Group Intervention
 - 8.5.2. Advantages of Group Intervention
 - 8.5.3. When is Group Intervention with First Responders Appropriate?
 - 8.5.4. Risks of Group Intervention
- 8.6. Peer Support Systems
 - 8.6.1. Introduction to the Concept of Peer Support Systems
 - 8.6.2. Types of Peer Support Systems
 - 8.6.3. Application in Children and Teenagers
- 8.7. Defusing
 - 8.7.1. What is Defusing?
 - 8.7.2. Technique Objectives
 - 8.7.3. Advantages and Disadvantages of Defusing
- 8.8. Debriefing
 - 8.8.1. What is Debriefing?
 - 8.8.2. Technique Objectives
 - 8.8.3. Technique Stages
 - 8.8.4. Advantages and Disadvantages of Debriefing
- 8.9. Relaxation
 - 8.9.1. What is Relaxation?
 - 8.9.2. Technique Objectives
 - 8.9.3. Advantages and Disadvantages
- 8.10. Demobilization
 - 8.10.1. What is Demobilization?
 - 8.10.2. Technique Objectives
 - 8.10.3. Advantages and Disadvantages

Module 9. Crisis Therapy Psychotherapeutic Intervention with Victims of Traumatic Situations

- 9.1. Trauma
 - 9.1.1. Trauma
 - 9.1.2. Main Types of Trauma
 - 9.1.3. Post-Traumatic Stress Disorder
- 9.2. The Traumatic Event
 - 9.2.1. Initial Reactions to Trauma
 - 9.2.2. Secondary Reactions to Trauma
 - 9.2.3. Explanatory Models
- 9.3. Trauma Assessment
 - 9.3.1. How is Trauma Assessed?
 - 9.3.2. Main Trauma Assessment Tools and Instruments
- 9.4. Long-Term Effects of Trauma on the Victim
 - 9.4.1. Short-Term Effects vs. Long-Term Effects
 - 9.4.2. Main Long-Term Effects of Trauma
- 9.5. Risks of Poor Intervention
 - 9.5.1. Features of Poor Intervention
 - 9.5.2. General Consequences of a Poor Intervention
 - 9.5.3. Specific Consequences of a Poor Intervention
- 9.6. Crisis Therapy vs. Crisis Intervention
 - 9.6.1. Introduction to Crisis Therapy
 - 9.6.2. Introduction to Intervention in Crisis
 - 9.6.3. Key Considerations and Principles of Crisis Therapy
 - 9.6.4. Objectives of Crisis Therapy
- 9.7. Primary and Secondary Intervention
 - 9.7.1. What is Primary Intervention?
 - 9.7.2. Principles and Key Considerations for Primary Intervention
 - 9.7.3. What is Secondary Intervention?
 - 9.7.4. Principles and Key Considerations for Secondary Intervention

- 9.8. Ellis' Rational Emotive Therapy
 - 9.8.1. Introduction to Ellis' Rational Emotive Therapy
 - 9.8.2. Uses of Ellis' Rational Emotive Therapy
 - 9.8.3. Advantages and Disadvantages of Ellis' Rational Emotive Therapy
- 9.9. Coping Styles
 - 9.9.1. Types of Coping Styles
 - 9.9.2. Dysfunctional Coping Mechanisms for Trauma
- 9.10. Resilience
 - 9.10.1. Resilience: Concept and Characteristics
 - 9.10.2. Protective Factors and Resilience Enablers
 - 9.10.3. Harmful or Anti-Resilient Factors

Module 10. The Crisis Intervention Team

- 10.1. Profile of the Psychologist in a Crisis Intervention Team
 - 10.1.1. The Emergency Psychologist in Crisis
 - 10.1.2. Key Characteristics of the Psychologist in a Crisis Intervention Team
 - 10.1.3. The Role of the Psychologist in a Crisis Intervention Team
- 10.2. Other Roles within a Crisis Intervention Team
 - 10.2.1. Structure of Crisis Intervention Teams
 - 10.2.2. Types of Professionals within a Crisis Intervention Team
 - 10.2.3. Management and Coordination of Crisis Intervention Teams
- 10.3. Early Warning
 - 10.3.1. Prudent Attitudes
 - 10.3.2. Population Preparation
 - 10.3.3. Preparation of the Intervention Team
- 10.4. Crisis
 - 10.4.1. Crisis
 - 10.4.2. Types of Crisis
 - 10.4.3. Reaction



- 10.5. The Event
 - 10.5.1. General Event Appraisal
 - 10.5.2. Intervention Levels
 - 10.5.3. General Event Organisation
- 10.6. Guidelines to Ensure Effective Teamwork
 - 10.6.1. Introduction to Teamwork
 - 10.6.2. Characteristics of Effective Teamwork
 - 10.6.3. Guidelines to Ensure Effective Teamwork
- 10.7. The Importance of Building Trust and Safety for Effectiveness
 - 10.7.1. Introduction to the Concept of Trust and Safety in Psychological Intervention
 - 10.7.2. Tools and Techniques for Trust and Safety Creation
 - 10.7.3. The Role of the Psychologist in Building Trust and Safety in Therapy and Psychological Intervention
- 10.8. Conflict Resolution within the Team
 - 10.8.1. Types of Conflict in the Team
 - 10.8.2. Techniques and Tools for Conflict Resolution within the Team
 - 10.8.3. The Process of Conflict Resolution within the Team
- 10.9. Communication and Media Relations
 - 10.9.1. Communication in Crisis Intervention
 - 10.9.2. The media
 - 10.9.3. Communication of Emergencies and Disasters with the Media
- 10.10. Present Situation and the Future of Crisis Intervention
 - 10.10.1. Present Situation of Crisis Intervention
 - 10.10.2. The Future of Crisis Intervention and Emergency Psychology

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 Nursing School we use the Case Method

In a given situation, what should a professional do? 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. Nurses learn better, faster, and more sustainably over time.

With TECH, nurses can experience a learning methodology 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, in an attempt to recreate the real conditions in professional nursing 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. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
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 case studies 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 nurse 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).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. 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 really 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.



Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, 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 them as many times as you want.



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 Professional Master's Degree in Urgent and Emergency Psychology guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree diploma issued by TECH Global University.



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*Successfully complete this program
and receive your degree without having
to travel or fill out laborious paperwork”*

This private qualification will allow you to obtain a **Professional Master's Degree diploma in Urgent and Emergency Psychology** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

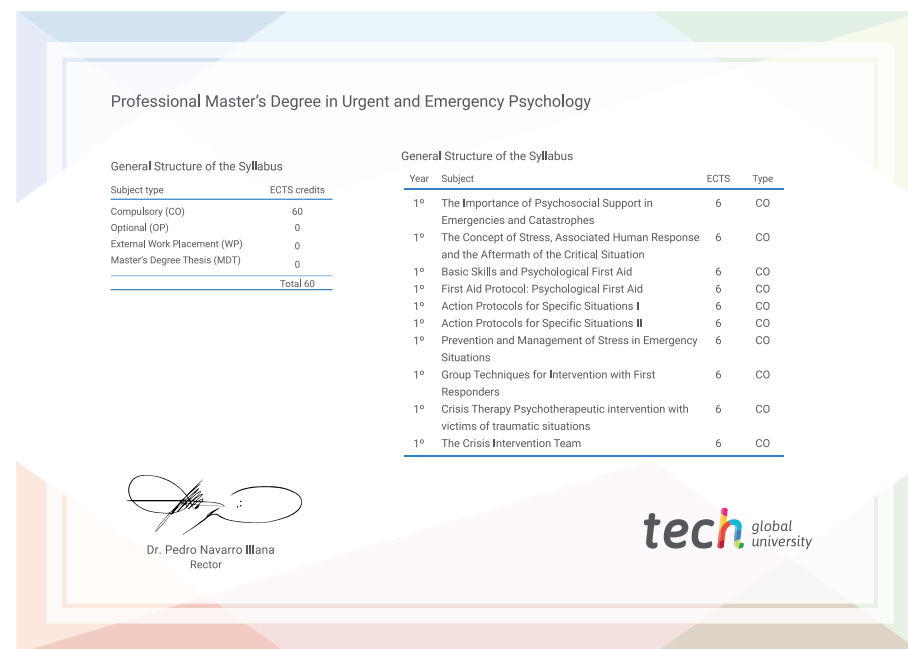
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Urgent and Emergency Psychology**

Modality: **online**

Duration: **12 months**

Accreditation: **60 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
development language
virtual classroom



Professional Master's Degree

Urgent and Emergency Psychology

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree Urgent and Emergency Psychology

