

Hybrid Professional Master's Degree

Emergency Psychology





Hybrid Professional Master's Degree

Emergency Psychology

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

Accreditation: 60 + 4 ECTS

Website: www.techtitute.com/us/psychology/hybrid-professional-master-degree/hybrid-professional-master-degree-emergency-psychology

Index

01

Introduction

p. 4

02

Why Study this Hybrid Professional Master's Degree?

p. 8

03

Objectives

p. 12

04

Skills

p. 18

05

Educational Plan

p. 22

06

Clinical Internship

p. 32

07

Where Can I Do the Clinical Internship?

p. 38

08

Study Methodology

p. 42

09

Certificate

p. 50

01

Introduction

Individuals experiencing a crisis or emergency situation may suffer long-term effects, such as Post Traumatic Stress Disorder, depression or anxiety. Early intervention by Emergency Psychology can minimize these effects and improve the emotional and psychological well-being of affected individuals. To achieve this, professionals specialized in this field must have the most up-to-date knowledge in the area. Consequently, TECH has created this program, which will enable the student to identify and manage cutting-edge protocols for action in specific situations or cutting-edge techniques for intervention in sensitive contexts. In addition, it will do so through the compatibility of a theoretical learning 100% online with a practical experience in a first level clinical center.



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This Hybrid Professional Master's Degree allows you to master the psychological techniques and protocols to address specific crisis and health emergency situations”

In crisis and emergency situations, people may experience stress, anxiety, fear or sadness, among other disorders and negative emotions, significantly affecting their mental health. Therefore, Emergency Psychology is responsible for providing psychological support to the affected individuals, as well as to the professionals attending the emergency, in order to preserve their well-being and promote their recovery in the face of severe shocks. That is why psychologists with highly updated knowledge and skills in this field are greatly needed by health institutions.

Given this situation, TECH has created the Hybrid Professional Master's Degree in Emergency Psychology, which will enable students to position themselves at the forefront of this discipline and grow professionally in this sector. Throughout 12 months of intensive learning, students will be able to delve into cutting-edge strategies for the prevention and management of stress in emergency situations, group intervention techniques with responders or psychotherapeutic intervention with victims of traumatic contexts.

The Relearning methodology of this Hybrid Professional Master's Degree offers a great opportunity to personalize learning according to individual educational needs, which translates into optimal knowledge retention. In addition, the program has a fully online mode that allows students to adapt their learning to their personal schedules, which facilitates the reconciliation of their studies with their daily lives.

Once the theoretical part has been completed, the student will have the opportunity to carry out a 3-week practical internship in a state-of-the-art clinical environment. As part of a team made up of the most outstanding specialists in psychology, students will be able to apply all the knowledge acquired during the program in a real work environment.

This **Hybrid Professional Master's Degree in Emergency Psychology** contains the most complete and up-to-date scientific program on the market. The most important features include:

- More than 100 practical cases presented by psychologists specialized in emergencies cases
- Its graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- Updated protocols for psychological intervention in case of emergencies
- The latest techniques for intervention with victims of traumatic accidents
- Cutting-edge strategies to approach group therapies in Emergency Psychology
- All of this will be complemented by 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
- Furthermore, you will be able to carry out a internship in one of the best companies

“Enjoy a complete 100% online methodology that will enable you to study without leaving your home”

“Develop yourself as a professional in only 12 months of theoretical teaching and 3 months of practical learning”

In this proposal for a Master's Degree, of a professionalizing nature and blended learning modality, the program is aimed at updating specialists in Psychology. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical knowledge into psychological practice, and the theoretical-practical elements will facilitate the updating of knowledge and allow decision making in patient management.

Thanks to its multimedia content developed with the latest educational technology, they will allow the Psychology professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to specialize 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 throughout the program. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.

Get up to date with the best professionals in Emergency Psychology.

Enjoy a Relearning system that will allow you to learn at your own pace.



02

Why Study this Hybrid Professional Master's Degree?

In many fields of work, theoretical knowledge is not enough to achieve significant advancement and career progression. In the field of Emergency Psychology, it is essential not only to be up to date with the most innovative research techniques, but also to know how to apply them effectively in a real clinical context. In order to meet this need and enhance the student's skills, TECH has developed this program, which combines a high quality theoretical education with the opportunity to gain practical experience working in a leading hospital for a total of 120 hours.

Why Study this Hybrid Professional Master's Degree? | 09 **tech**



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TECH offers you an unparalleled opportunity to combine your excellent theoretical learning with an internship in a first class clinical center”

1. Updating from the latest technology available

The field of Emergency Psychology has undergone a remarkable evolution in recent years, improving assessment methods and intervention techniques with patients in critical situations. Therefore, TECH has created this program with the idea of favoring the acquisition of this updated knowledge by the student.

2. Gaining in-depth knowledge from the experience of top specialists

This Hybrid Professional Master's Degree has at its disposal a highly qualified faculty, which offers excellent educational resources to students throughout the theoretical teaching period. In the practical stage, students will have the opportunity to collaborate with an exceptional clinical team and work alongside experts in the field of Emergency Psychology, which will allow them to acquire significant skills in this field.

3. Entering first-class professional environments

TECH carries out a strict selection process of the centers where the internships of this Hybrid Professional Master's Degree program will be carried out, ensuring that students have access to prestigious hospital environments. Because of this, they will be able to be part of exceptional work teams, where they will be able to learn from the experience of highly trained experts in the field of Emergency Psychology.



4. Combining the best theory with state-of-the-art practice

In the educational field, it is common to find programs that are not adequately adapted to the needs of professionals, which translates into long teaching hours that can be difficult to reconcile with personal and work life. To effectively solve this problem, TECH has created an innovative learning model, which combines high quality theoretical education with internships in prestigious clinical settings.

5. Expanding the boundaries of knowledge

TECH provides students with the opportunity to carry out their internships in clinical centers of recognized quality. In this way, students will be able to learn from professionals with extensive experience in the field of Emergency Psychology.



You will have full practical immersion at the center of your choice"

03 Objectives

TECH has designed the Hybrid Professional Master's Degree in Emergency Psychology with the premise of providing students with the most advanced knowledge in the field. Throughout the course, they will acquire psychological first aid techniques, delve into the prevention and management of stress in extreme situations or delve into group therapy. All this, following a series of general and specific objectives for this program.



Achieve the objectives that TECH has created for this program and position and be as a leading professional in the field of Psychology"





General Objective

- The main purpose of this Hybrid Professional Master's Degree is to provide students with the most relevant and up-to-date knowledge and skills in the field. To achieve this goal, the program integrates a high quality theoretical education with a 3-week practicum in a prestigious hospital center. During this practical phase, students will have the opportunity to apply the acquired knowledge in a real environment, which will allow them to develop valuable skills for their daily professional performance



Be able to provide first level care to your patients in extreme situations thanks to this Hybrid Professional Master's Degree in Emergency Psychology”



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 body in response to the stress activation response
- Study the types of basic emotions and their role when the body 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 good result in crisis intervention work
- Study the present situation and the future of crisis intervention

04 Skills

Upon completion of the evaluations of this Hybrid Professional Master's Degree, the student will have acquired fundamental skills to perform in the field of Emergency Psychology with high rigor and updating. These skills will enable you to stand out in this area and to enjoy a successful career in the sector.



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Get updated skills in Emergency Psychology and stand out in this precise sector”



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



Become a reference professional in the field of Emergency Psychology through this Hybrid Professional Master's Degree"

05

Educational Plan

The structure of the curriculum for this program has been developed with the objective of providing the student with outstanding knowledge and skills in the field of Emergency Psychology. All the educational content you will access in this program is available in a wide variety of formats, such as videos, readings and interactive summaries. Thanks to a 100% online methodology, you will be able to adapt your learning to your personal and academic preferences, allowing you to manage your study schedules with flexibility.

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Enjoy a syllabus designed by the best specialists in Psychology”

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. Objectives and Purposes of Crisis Intervention
 - 1.6.1. Introduction to the Concept of Crisis
 - 1.6.2. Objectives and Purposes of Crisis Intervention
- 1.7. Common Mistakes in Intervention
 - 1.7.1. Main Errors in Emergency Intervention
 - 1.7.2. 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 Defense 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 an Influencing Factor in Crisis Situations
- 5.8. Intervention with Aggressive Patients
 - 5.8.1. Aggressive Patient Characteristics
 - 5.8.2. Key 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. Key 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 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. Keys 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 Organization
- 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

06

Clinical Internship

After completing the theoretical phase of the program, students will have the opportunity to carry out an internship in a prestigious hospital. During this period, they will be guided by a tutor, who will be available to provide guidance, advice and answer all their questions, thus ensuring that their learning is as effective as possible.

“

Do your internship in a first class hospital center and acquire the best skills in Emergency Psychology”

During the final stage of the Hybrid Professional Master's Degree, students will have the opportunity to complete an internship for 3 consecutive weeks, from Monday to Friday, in a first level hospital center. During this time, they will work in a real professional environment and will have the opportunity to apply the knowledge acquired throughout the program with their patients.

The objective of this practical phase is to improve and develop essential skills in the field of Emergency Psychology. Students will perform their tasks in a rigorous professional environment, which will allow them to improve their skills in dealing with patients in delicate situations.

This work experience in a high quality hospital is a unique opportunity to learn and acquire knowledge that will significantly improve the student's psychological practice, in an environment where the preservation of the patient's mental health is an essential concern.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other training partners that facilitate teamwork and multidisciplinary integration as transversal competencies for Psychological praxis (learning to be and learning to relate).



The procedures described below will be the basis for the practical part of the training, and their implementation will be subject to the center's own availability and workload, the proposed activities being the following:

Module	Practical Activity
Basic Skills and Psychological First Aid	Establish a communicative intervention with people who are in a situation of risk
	Provide emotional support in situations of loss and bereavement
Action Protocols in Specific Situations	Carry out a psychological intervention with people intoxicated by alcohol and drugs
	Carry out psychological intervention with people who are victims of sexual assault
	Carry out a psychological intervention with the victim of gender violence
Prevention and Management of Stress in Emergency Situations	Carry out strategies to prevent stress in critical situations
	Carry out an intervention with people suffering severe stress in an emergency situation
Group Techniques for Intervention with First Responders	Apply state-of-the-art group psychological techniques in intervention with responders
	Perform stress relief intervention in group therapies

“ Put yourself at the forefront of Emergency Psychology through this practical experience ”

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the students and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this educational entity undertakes to take out a liability insurance policy to cover

liability insurance to cover any eventuality that may arise during the stay at the internship center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Professional Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

07

Where Can I Do the Clinical Internship?

Students of this Hybrid Professional Master's Degree have the opportunity to complete their internships in renowned hospitals for 3 weeks, enjoying the opportunity to gain valuable skills for their career. In addition, these centers are located in different geographical areas, so that students can choose the one that best suits their personal needs.



“

Complement your theoretical education with an excellent practical experience in first level hospital centers”



The student will be able to complete the practical part of this Hybrid Professional Master's Degree at the following centers:



Psychology

Hospital HM Modelo

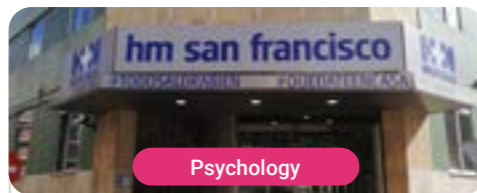
Country	City
Spain	La Coruña

Address: Rúa Virrey Osorio, 30, 15011, A Coruña

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Anaesthesiology and Resuscitation
- Spine Surgery



Psychology

Hospital HM San Francisco

Country	City
Spain	León

Address: C. Marqueses de San Isidro, 11, 24004, León

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Update in Anesthesiology and Resuscitation
- Nursing in the Traumatology Department



Psychology

Hospital HM Regla

Country	City
Spain	León

Address: Calle Cardenal Landázuri, 2, 24003, León

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Psychiatric Treatments Update in Minor Patients



Psychology

Hospital HM Nou Delfos

Country	City
Spain	Barcelona

Address: Avinguda de Vallcarca, 151, 08023, Barcelona

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Aesthetic Medicine
- Clinical Nutrition in Medicine



Psychology

Hospital HM Madrid

Country	City
Spain	Madrid

Address: Pl. del Conde del Valle de Súchil, 16, 28015, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Clinical Analysis
- Anaesthesiology and Resuscitation



Psychology

Hospital HM Montepíncipe

Country	City
Spain	Madrid

Address: Av. de Montepíncipe, 25, 28660, Boadilla del Monte, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Child Orthopedics
- Aesthetic Medicine



Psychology

Hospital HM Torreldones

Country	City
Spain	Madrid

Address: Av. Castillo Olivares, s/n, 28250, Torreldones, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Anaesthesiology and Resuscitation
- Hospital Pediatrics



Psychology

Hospital HM Sanchinarro

Country	City
Spain	Madrid

Address: Calle de Oña, 10, 28050, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Anaesthesiology and Resuscitation
- Sleep Medicine



Psychology

Hospital HM Puerta del Sur

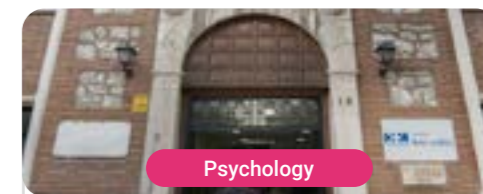
Country	City
Spain	Madrid

Address: Av. Carlos V, 70, 28938, Móstoles, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Pediatric Emergencies
- Clinical Ophthalmology



Psychology

Hospital HM Vallés

Country	City
Spain	Madrid

Address: Calle Santiago, 14, 28801, Alcalá de Henares, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Gynecologic Oncology
- Clinical Ophthalmology

08

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.

“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.



At TECH you will NOT have live classes (which you might not be able to attend)"



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.



TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want"

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.

“

The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”

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 assess 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.



The university methodology top-rated by its students

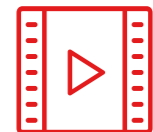
The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the quality of teaching, quality of materials, course structure and objectives is excellent. Not surprisingly, the institution became the best rated university by its students on the Trustpilot review platform, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.

As such, the best educational materials, thoroughly prepared, will be available in this program:



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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

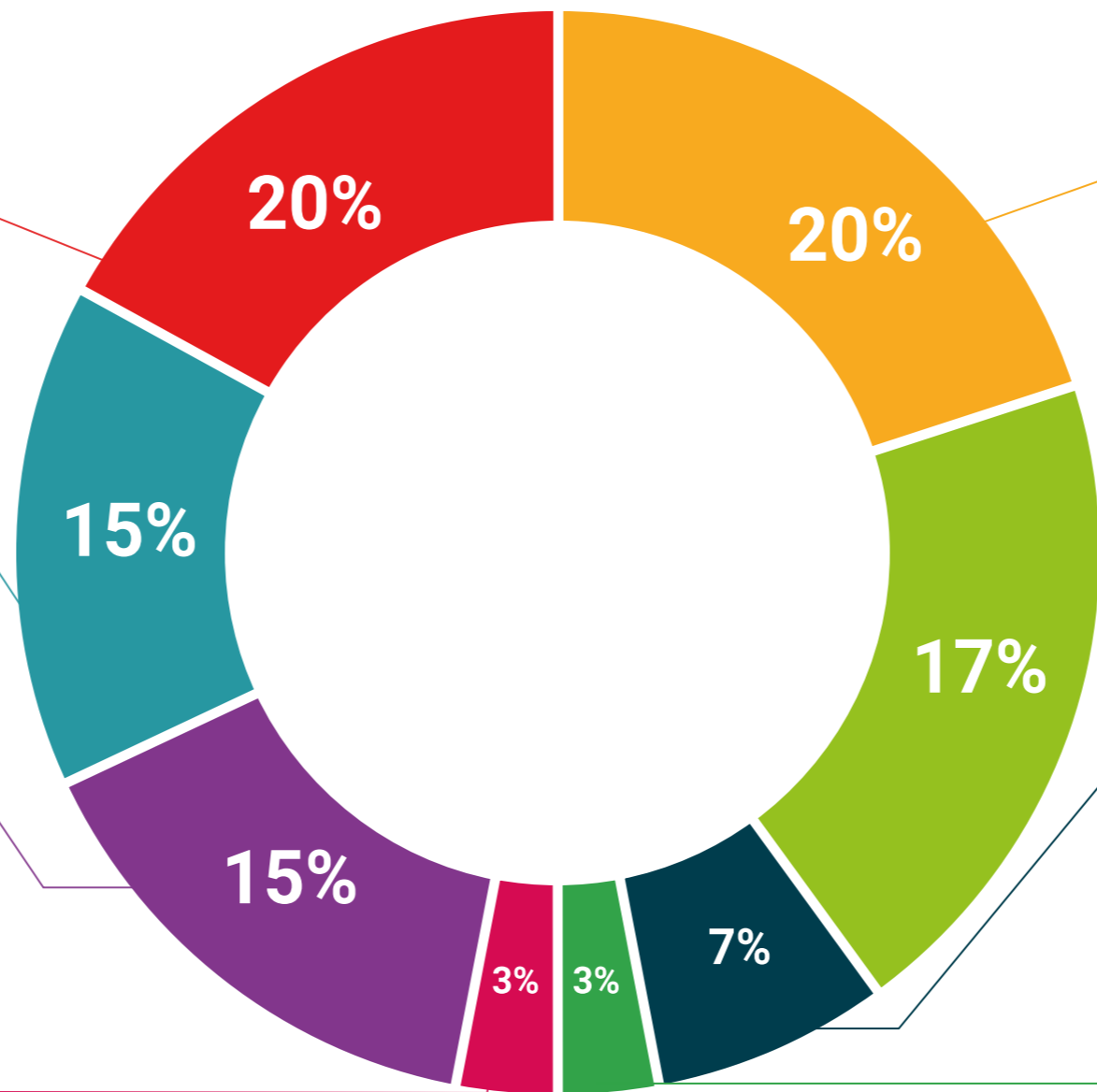
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.



Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



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 for 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.



09

Certificate

The Hybrid Professional Master's Degree in Emergency Psychology guarantees, in addition to the most rigorous and updated knowledge, access to a Hybrid Professional Master's Degree issued by TECH Global University.

“

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

This private qualification will allow you to obtain a **Hybrid Professional Master's Degree diploma in 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: **Hybrid Professional Master's Degree in Emergency Psychology**

Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Accreditation: **60 + 4 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 development language
 classroom



Hybrid Professional Master's Degree

Emergency Psychology

Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Certificate: **TECH Global University**

Accreditation: **60 + 4 ECTS**

Hybrid Professional Master's Degree Emergency Psychology

