

# Postgraduate Diploma Psychological Intervention in Emergencies





## Postgraduate Diploma Psychological Intervention in Emergencies

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

Website: [www.techtute.com/in/psychology/postgraduate-diploma/postgraduate-diploma-psychological-intervention-emergencies](http://www.techtute.com/in/psychology/postgraduate-diploma/postgraduate-diploma-psychological-intervention-emergencies)

# Index

01

Introduction

---

p. 4

02

Objectives

---

p. 8

03

Structure and Content

---

p. 12

04

Methodology

---

p. 18

05

Certificate

---

p. 26



# 01

# Introduction

Being involved in a crisis situation, such as a natural disaster, a traffic accident or a health emergency, can cause, in addition to physical consequences, serious psychological sequelae, which, on many occasions, do not manifest themselves immediately but in the long term, interfering negatively in the psychosocial development of the victims. Hence the importance of specialized intervention by psychology professionals in the management of the emotional context and in active work for the prevention of mental health deterioration. All these aspects are included in this complete program designed by experts in the sector and presented in a convenient and accessible 100% online format. Through 450 hours of the best content, graduates will be able to perfect their psychological intervention skills in emergency situations in a guaranteed way.



“

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

Human beings need to maintain, at all times, control of the situation they are living, so when an unexpected emergency situation occurs, a climate of stress is generated which, if not correctly managed from the outset, can lead to very serious consequences for the mental health of the victims. It is in this type of cases when post-traumatic stress disorders, prolonged grief or other clinical complications arise that seriously affect the cognitive-behavioral development of the patient and his or her environment.

Thanks to the exhaustive study by thousands of researchers in the field of psychology in crisis contexts psychology in crisis contexts, it has been possible to demonstrate the benefits of specialized intervention, highlighting the important role that these professionals play in emotional management and in the prevention of long-term sequelae. In order to enable more and more graduates to act on the basis of the most effective strategies and techniques for psychological intervention, TECH and its team of experts in the sector have developed this and its team of experts in the sector have developed this very complete program.

It is a multidisciplinary and exhaustive qualification that gathers the latest information related to the most information related to first aid protocols according to the different types of situations and the characteristics of the victims. Thanks to this, specialists will be able to implement in their practice the therapeutic strategies best suited to the context, favoring the treatment offered to the people involved.

For this purpose, they will have 450 hours of diverse and 100% online content, from the best theoretical and practical syllabus to diverse additional material, which will be available from the beginning of the program. In addition, it can be downloaded to any device with an internet connection for later consultation, even after the end of this wonderful educational experience.

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

- ♦ The development of practical cases presented by experts in Emergency Psychology
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where 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 work on the latest psychological first aid techniques, from the shock phase to the resolution and/or adaptation phase"*



“

*Thanks to this Postgraduate Diploma, you will be able to offer more effective emotional support to family members after a sudden or traumatic loss”*

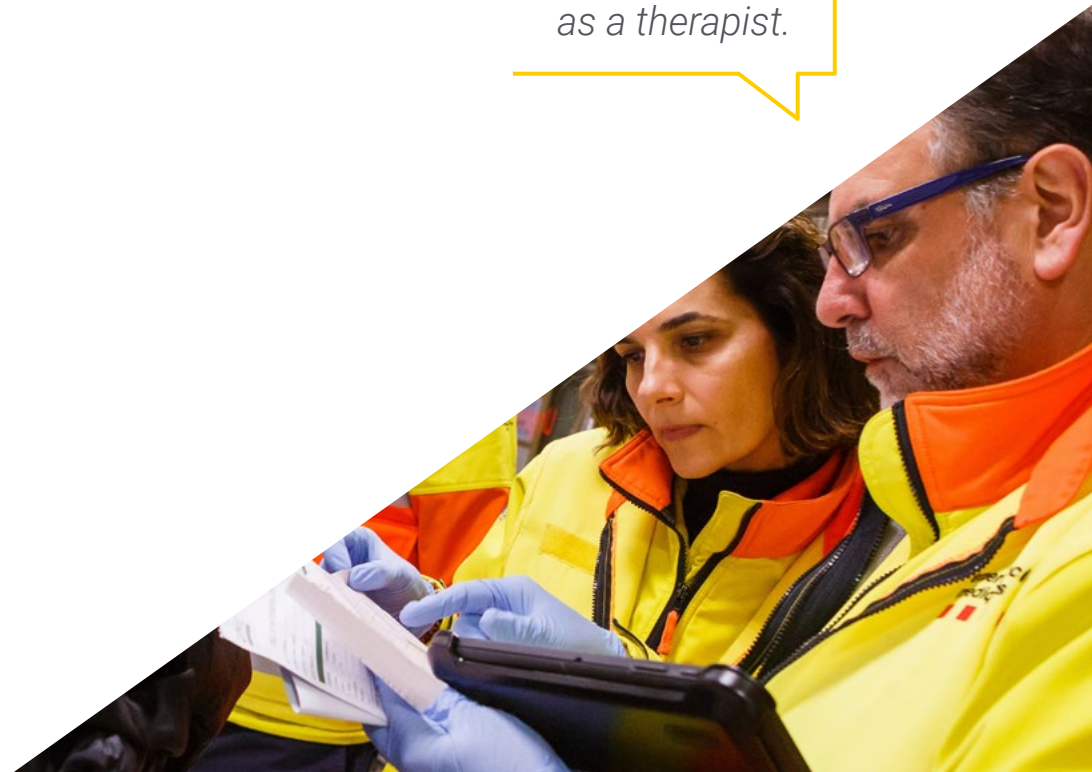
The program includes, in its teaching staff, professionals from the sector who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

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

The design of this program focuses on Problem-Based Learning, professionals should try to solve the different situations of professional practice that are posed to them throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

*TECH has optimized the Virtual Campus so that you can connect from any device with an Internet connection, whether a PC, tablet or phone.*

*A perfect program to perfect your specific skills in crisis intervention as a therapist.*



# 02

# Objectives

This Postgraduate Diploma in Psychological Intervention in Emergencies has been developed by TECH and its team of experts with the aim of providing specialists in this sector with all the information through which they can offer a more effective and adapted crisis intervention. To this end, they will have the best theoretical, practical and additional content, as well as the most innovative educational tools in the postgraduate educational sector.







“

*A program that delves into the intervention in situations with acute stress, anxiety and/or panic, showing the advantages and disadvantages of the use of the different therapeutic strategies available"*



## General Objectives

---

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



*Looking to improve your bad news delivery skills? With this Postgraduate Diploma, you will achieve it in a guaranteed way”*







## Specific Objectives

---

### Module 1. First Aid Protocol: Psychological First Aid

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

### Module 2. Action Protocols for Specific Situations I

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

### Module 3. Action Protocols for Specific Situations II

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

# 03

## Structure and Content

Among the most significant characteristics of TECH's qualifications, the following stand out the pioneering use of the prestigious, innovative and effective *Relearning* methodology in the development of its content. Thanks to this pedagogical strategy it is possible to offer programs in which the teaching load, and therefore the hours of study, have been considerably reduced, without sacrificing quality and effectiveness, considerably reduced, without sacrificing the quality and completeness of the training. and comprehensiveness of the training. Instead, the team of experts has selected hours of additional material presented in different formats, giving the educational experience a dynamic, innovative and unparalleled aspect.







“

*In the virtual campus, you will find hours of high-quality additional material to delve in a personalized way in the different aspects of the subject: from detailed videos to the latest research articles"*

## Module 1. First Aid Protocol: Psychological First Aid

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







- 1.9. Action Protocols
  - 1.9.1. Basic Principles of an Action Protocol
  - 1.9.2. Types of Action Protocols
- 1.10. Legislation and Emergency Plans
  - 1.10.1. Introduction to the Concept of Legislation
  - 1.10.2. Introduction to the Concept of Emergency Plans
  - 1.10.3. Importance of Legislation and Emergency Plans
  - 1.10.4. Effective Emergency Plans

## Module 2. Action Protocols for Specific Situations I

- 2.1. Intervention in Acute Stress, Anxiety and Panic
  - 2.1.1. Introduction to the Concept of Acute Stress, Anxiety and Panic
  - 2.1.2. Acute stress Intervention Process
  - 2.1.3. Anxiety Intervention Process
  - 2.1.4. Panic Intervention Process
- 2.2. Grief
  - 2.2.1. Concept of Grief
  - 2.2.2. Theories on Grief
  - 2.2.3. Manifestations of Normal Grief
- 2.3. Introduction and Types of Grief
  - 2.3.1. Stages of Grief
  - 2.3.2. Types of Grief
  - 2.3.3. Functions of Grief
- 2.4. Grief Crisis Intervention
  - 2.4.1. Importance of Intervention in Grief
  - 2.4.2. Grief Crisis Intervention Process
- 2.5. Delivering Bad News I
  - 2.5.1. Announcing Bad News
  - 2.5.2. Procedure for Communicating Bad News
  - 2.5.3. Stages of a Person Receiving Bad News



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





**Module 3. Action Protocols for Specific Situations II**

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



*Do not hesitate and choose a qualification with which you can demonstrate your commitment to the mental health of the population through a specialization based on the current needs of the sector"*

04

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



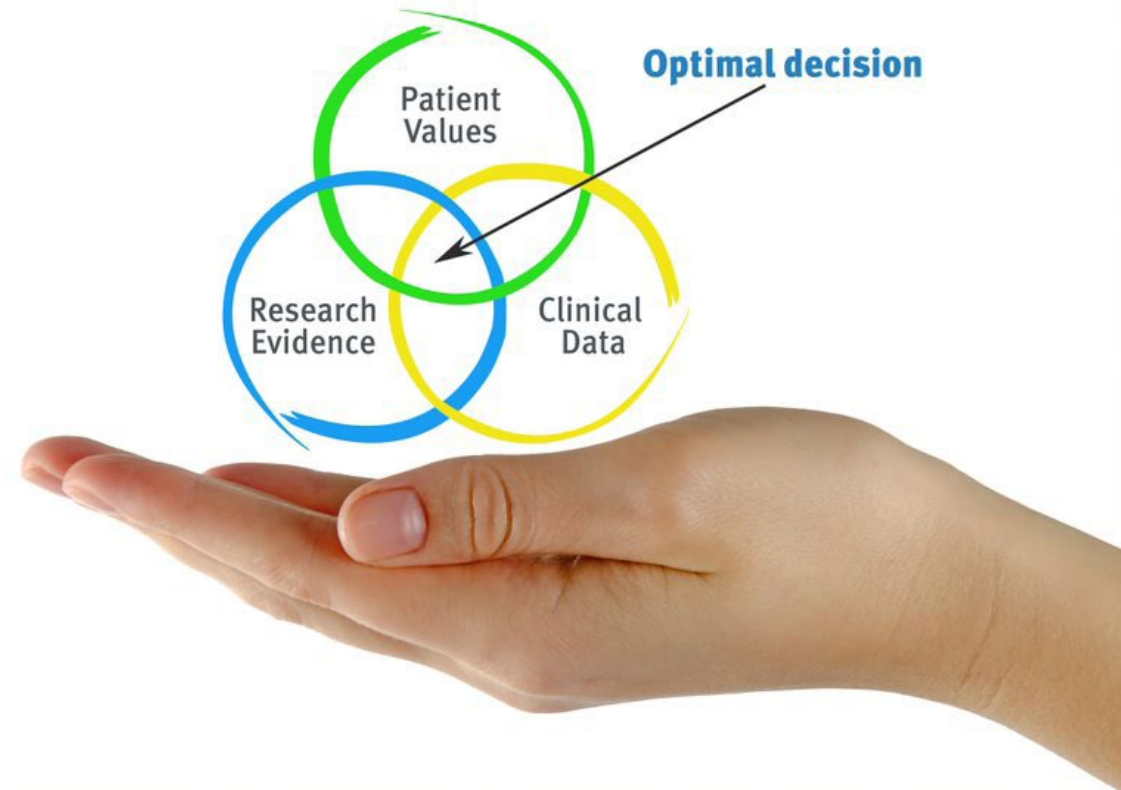
“

*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.



“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

*The psychologist will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*





At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.





This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

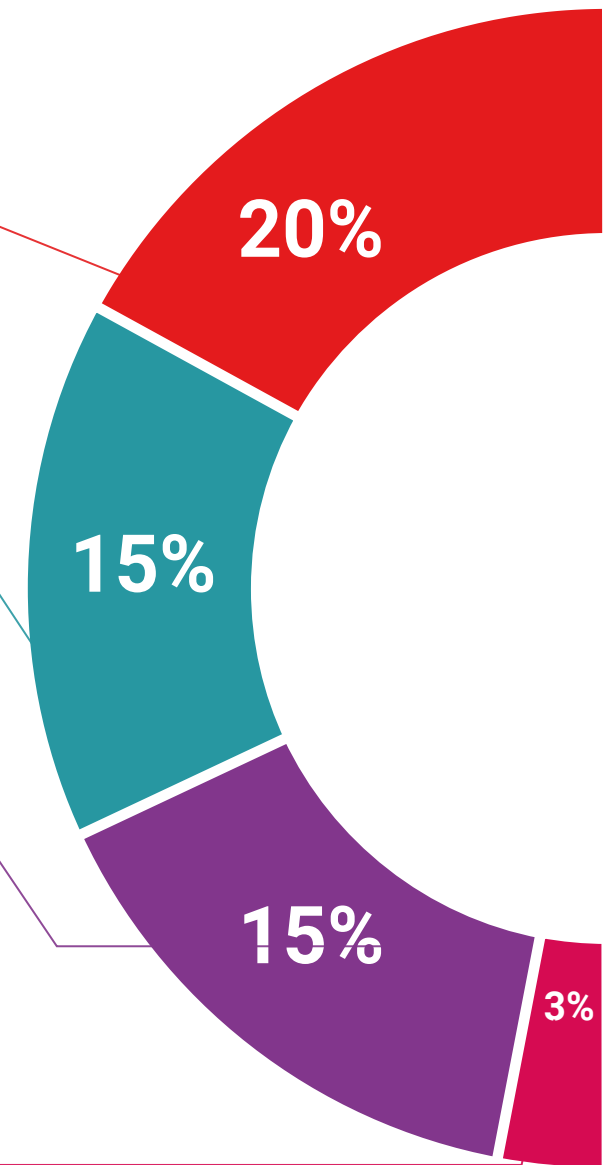
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

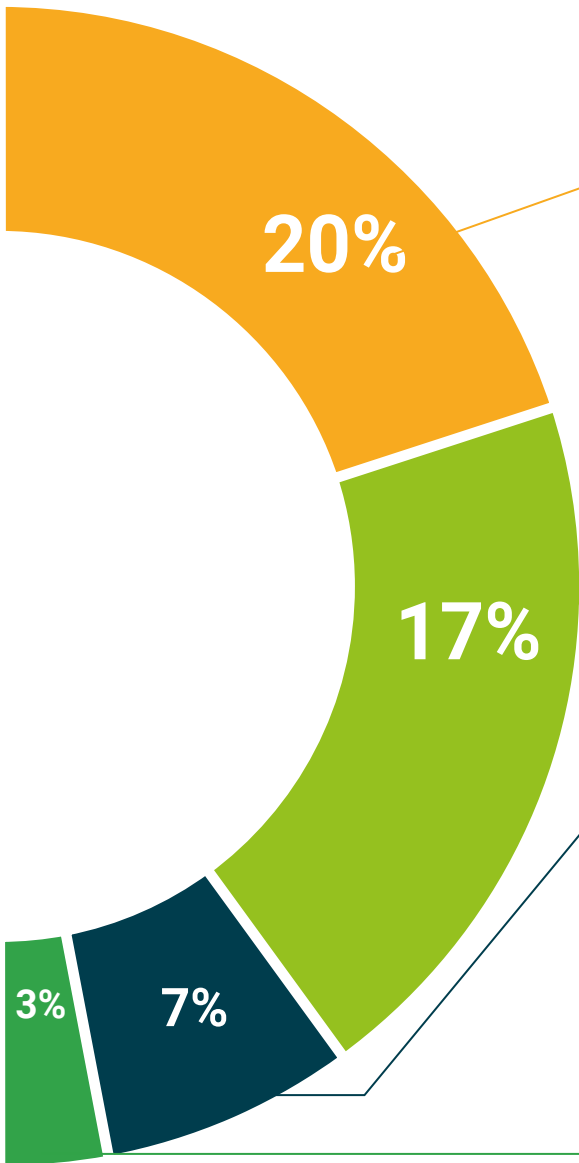
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



**Classes**

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



05

# Certificate

The Postgraduate Diploma in Psychological Intervention in Emergencies guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.





The image features two graduation caps (mortarboards) against a blue sky with light clouds. One cap is in the foreground, tilted upwards, and another is behind it, also tilted. The background is split into a blue sky on the left and a magenta/pink gradient on the right. The text is located in the white area at the bottom right.

“

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

This **Postgraduate Diploma in Psychological Intervention in Emergencies** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma**, issued by **TECH Technological University** via tracked delivery\*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Psychological Intervention in Emergencies**

Official N° of Hours: **450 h.**



\*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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



## Postgraduate Diploma Psychological Intervention in Emergencies

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



# Postgraduate Diploma Psychological Intervention in Emergencies

