

Postgraduate Diploma

Therapeutic Techniques in Emergency Psychology





Postgraduate Diploma Therapeutic Techniques in Emergency Psychology

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

Website: www.techtute.com/in/medicine/postgraduate-diploma/postgraduate-diploma-therapeutic-techniques-emergency-psychology

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01

Introduction

Stress is usually the main protagonist in emergency contexts. The consequences derived from its suffering can be seriously detrimental to the patient's condition, being represented through psychological crises with which their physical and mental health can be affected. However, a medical intervention specialized in specific therapeutic techniques for crises and emergencies can help to improve the situation, benefiting the recovery of the person's mental clarity and positively influencing their management. To get up to date in this field, specialists can count on the program that TECH and its team of experts in psychology have designed exclusively for this purpose. This is an immersive, dynamic and cutting-edge qualification with which graduates will be able to work on perfecting their skills for the prevention and management of stress in crisis situations in a 100% online way.





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A qualification that will allow you to master the most innovative and effective psychological guidelines for the prevention and management of stress in emergency situations in a 100% online way"

Emergency situations are characterized not only by the serious physical consequences they can have on the people involved, but also by the psychological consequences they often have, especially in the long term. Having to face a traumatic situation unexpectedly causes, in most cases, a state of shock in the victims, which hinders the work of the emergency teams. That is why perfectly managing strategies for the prevention and control of stress in emergency contexts has become a requirement that medical professionals must include in their catalog of skills.

And in order to facilitate their update in this field, TECH has decided to create a qualification that collects the latest and most comprehensive information related to therapeutic techniques in emergency psychology applied to the performance of the physician. Through 600 hours of diverse content, specialists will be able to learn in detail the latest advances in the most effective protocols to reduce the impact of a traumatic situation. Thanks to this, they will be able to work on improving their communication skills, implementing the most effective strategies of the moment in their practice.

In addition, this university gives you the opportunity to design your own academic calendar, since with its convenient and flexible 100% online format, you will not have to attend classes or adapt to strict schedules. In this way, you will be able to perfectly balance the Postgraduate Diploma with the activity of your practice. It is, therefore, a unique opportunity to update your knowledge through a qualification adapted to your needs and the demands of the emergency medicine sector.

This **Postgraduate Diploma in Therapeutic Techniques in 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 Emergency Psychology
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Would you like to be up to date with the latest developments related to the application of Defusing and Debriefing in emergency contexts? Enroll in this Postgraduate Diploma to achieve it in 6 months"

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By enrolling in this Postgraduate Diploma, you will guarantee access to 600 hours of the best teaching content, elaborated, in this case, by expert psychologists in emergency intervention"

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

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

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

Among the most outstanding aspects of this program is its high degree of specialization when dealing with group intervention techniques with participants.

A qualification without schedules or access limits: you can connect at any time and from your cell phone, tablet or computer.



02 Objectives

The objective of this Postgraduate Diploma is that medical specialists can get the most out of the 6 months in which the qualification is developed. For this, TECH will provide not only the most complete and up-to-date information related to the therapeutic techniques of psychological intervention in emergency situations, but also the best and most innovative teaching tools. In this way, updating your knowledge will become an easy task to perform, and you will be able to balance it with the activity of your practice thanks to the convenient 100% online format of the program.





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If one of your objectives is to improve your skills in creating a climate of trust and confidence for patients, this Postgraduate Diploma will provide you with the keys to achieve this"



General Objectives

- ♦ Know in detail the latest developments related to the effective intervention of the psychologist in crisis or emergency situations
- ♦ Delve in a specialized way into the different therapeutic techniques for stress management in traumatic situations
- ♦ Develop a broad and exhaustive knowledge of the most effective and innovative intervention strategies with first responders



Among the highlights of this program is the inclusion of clinical cases based on real emergency situations, with which you will be able to put into practice the strategies developed in this Postgraduate Diploma"





Specific Objectives

Module 1. 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 2. 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 3. 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 Behavior Therapy for the treatment of trauma

Module 4. 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

03

Structure and Content

TECH and its team of experts in emergency intervention have developed this qualification in such a way that the graduates who access it can find the most complete and innovative information. It is, therefore, the result of weeks of arduous research, but thanks to which it has been possible to shape a program with which medical specialists will be able to update their knowledge in the control and psychological stabilization of victims of traumatic contexts in a guaranteed way.





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In addition, this program delves into healthy habits for the prevention of stress in recurrent responders in emergency situations"

Module 1. Prevention and Management of Stress in Emergency Situations

- 1.1. Characteristics of Emergency Situations, Influencing Factors and Critical Psychological Impact Situations.
 - 1.1.1. Introduction to Psychological Impact
 - 1.1.2. Characteristics of Emergency Situations Influencing Psychological Impact
- 1.2. Psychological Impact on the Professional
 - 1.2.1. Trauma
 - 1.2.2. Vicarious Traumatization
 - 1.2.3. Disaster
 - 1.2.4. Relationship between Trauma and Disaster
- 1.3. Protective and Risk Factors in Trauma
 - 1.3.1. Protective Factors in Trauma
 - 1.3.2. Risk Factors in Trauma
- 1.4. Coping
 - 1.4.1. Empathy Fatigue
 - 1.4.2. Prevention
 - 1.4.3. Adaptation Mechanisms
- 1.5. Consequences of Psychological Impact
 - 1.5.1. Main Consequences of Psychological Impact
 - 1.5.2. Psychological Impact as a Factor in Post-traumatic Stress Disorder
 - 1.5.3. Treatment
- 1.6. Occupational Stress
 - 1.6.1. Conceptualization of Stress
 - 1.6.2. Risk Factors in Stress
 - 1.6.3. Consequences of Occupational Stress
- 1.7. Effects of Stress on Emergency Personnel
 - 1.7.1. Sources of Stress in Emergency Personnel
 - 1.7.2. Factor Affecting of Stress in Emergency Personnel
 - 1.7.3. Effects of Stress on Emergency Personnel
- 1.8. Pathologies that may Arise
 - 1.8.1. Post-Traumatic Stress and Secondary Post-Traumatic Stress
 - 1.8.2. Burnout Syndrome
 - 1.8.3. Countertransference

- 1.9. Pathologies in Emergency Personnel
 - 1.9.1. Post-Traumatic Stress and Secondary Post-Traumatic Stress
 - 1.9.2. Burnout Syndrome
 - 1.9.3. Countertransference
 - 1.9.4. Differences
- 1.10. General Techniques and Healthy Habits
 - 1.10.1. General Techniques for Stress Prevention and Management
 - 1.10.2. Healthy Habits as an Influential Factor
 - 1.10.3. Sleep

Module 2. Group Techniques for Intervention with First Responders

- 2.1. The First Responders
 - 2.1.1. The First Responder
 - 2.1.2. Types of First Responders
 - 2.1.3. The Importance of Intervention
- 2.2. Group Techniques vs. Individual Techniques
 - 2.2.1. Introduction to the Concept of Group Techniques vs. Individual Techniques
 - 2.2.2. Main Group Techniques for Intervention with First Responders
 - 2.2.3. Main Individual Techniques for Intervention with First Responders
- 2.3. Physiological Stress Management Techniques
 - 2.3.1. Main Physiological Stress Management Techniques
 - 2.3.2. Efficacy of Physiological Stress Management Techniques
 - 2.3.3. New Physiological Stress Management Techniques
- 2.4. Cognitive-Behavioral Techniques for Stress Management.
 - 2.4.1. Introduction to Cognitive-Behavioral Techniques
 - 2.4.2. Main Cognitive-Behavioral Techniques for Stress Management.
- 2.5. When to Do Group Intervention with First Responders
 - 2.5.1. The Importance of Group Intervention
 - 2.5.2. Advantages of Group Intervention
 - 2.5.3. When is Group Intervention with First Responders Appropriate?
 - 2.5.4. Risks of Group Intervention

- 2.6. Peer Support Systems
 - 2.6.1. Introduction to the Concept of Peer Support Systems
 - 2.6.2. Types of Peer Support Systems
 - 2.6.3. Application in Children and Teenagers
- 2.7. Defusing
 - 2.7.1. What is Defusing?
 - 2.7.2. Technique Objectives
 - 2.7.3. Advantages and Disadvantages of Defusing
- 2.8. Debriefing
 - 2.8.1. What is Debriefing?
 - 2.8.2. Technique Objectives
 - 2.8.3. Technique Stages
 - 2.8.4. Advantages and Disadvantages of Debriefing
- 2.9. Relaxation
 - 2.9.1. What is Relaxation?
 - 2.9.2. Technique Objectives
 - 2.9.3. Advantages and Disadvantages.
- 2.10. Demobilization
 - 2.10.1. What is Demobilization?
 - 2.10.2. Technique Objectives
 - 2.10.3. Advantages and Disadvantages

Module 3. Crisis Therapy Psychotherapeutic Intervention with Victims of Traumatic Situations

- 3.1. Trauma
 - 3.1.1. Trauma
 - 3.1.2. Main Types of Trauma
 - 3.1.3. Post-Traumatic Stress Disorder
- 3.2. The Traumatic Event
 - 3.2.1. Initial Reactions to Trauma
 - 3.2.2. Secondary Reactions to Trauma
 - 3.2.3. Explanatory Models

- 3.3. Trauma Assessment
 - 3.3.1. How is Trauma Assessed?
 - 3.3.2. Main Trauma Assessment Tools and Instruments
- 3.4. Long-Term Effects of Trauma on the Victim
 - 3.4.1. Short-Term Effects vs. Long-Term Effects
 - 3.4.2. Main Long-Term Effects of Trauma
- 3.5. Risks of Poor Intervention
 - 3.5.1. Features of Poor Intervention
 - 3.5.2. General Consequences of a Poor Intervention
 - 3.5.3. Specific Consequences of a Poor Intervention
- 3.6. Crisis Therapy vs. Crisis Intervention
 - 3.6.1. Introduction to Crisis Therapy
 - 3.6.2. Introduction to Intervention in Crisis
 - 3.6.3. Key Considerations and Principles of Crisis Therapy
 - 3.6.4. Objectives of Crisis Therapy
- 3.7. Primary and Secondary Intervention
 - 3.7.1. What is Primary Intervention?
 - 3.7.2. Principles and Key Considerations for Primary Intervention
 - 3.7.3. What is Secondary Intervention?
 - 3.7.4. Principles and Key Considerations for Secondary Intervention
- 3.8. Ellis Rational Emotive Behavior Therapy
 - 3.8.1. Introduction to Ellis Rational Emotive Behavior Therapy
 - 3.8.2. Uses of Ellis Rational Emotive Behavior Therapy
 - 3.8.3. Advantages and Disadvantages of Ellis Rational Emotive Behavior Therapy
- 3.9. Coping Styles
 - 3.9.1. Types of Coping Styles
 - 3.9.2. Dysfunctional Coping Mechanisms for Trauma
- 3.10. Resilience
 - 3.10.1. Resilience: Concept and Characteristics
 - 3.10.2. Protective Factors and Resilience Enablers
 - 3.10.3. Harmful or Anti-Resilient Factors

Module 4. The Crisis Intervention Team

- 4.1. Profile of the Psychologist in a Crisis Intervention Team
 - 4.1.1. The Emergency Psychologist in Crisis
 - 4.1.2. Key Characteristics of the Psychologist in a Crisis Intervention Team
 - 4.1.3. The Role of the Psychologist in a Crisis Intervention Team
- 4.2. Other Roles within a Crisis Intervention Team
 - 4.2.1. Structure of Crisis Intervention Teams
 - 4.2.2. Types of Professionals within a Crisis Intervention Team
 - 4.2.3. Management and Coordination of Crisis Intervention Teams
- 4.3. Early Warning
 - 4.3.1. Prudent Attitudes
 - 4.3.2. Population Preparation
 - 4.3.3. Preparation of the Intervention Team
- 4.4. Crisis
 - 4.4.1. Crisis
 - 4.4.2. Types of Crisis
 - 4.4.3. Reaction
- 4.5. The Event
 - 4.5.1. General Event Appraisal
 - 4.5.2. Intervention Levels
 - 4.5.3. General Event Organisation
- 4.6. Guidelines to Ensure Effective Teamwork
 - 4.6.1. Introduction to Teamwork
 - 4.6.2. Characteristics of Effective Teamwork
 - 4.6.3. Guidelines to Ensure Effective Teamwork
- 4.7. The Importance of Building Trust and Safety for Effectiveness
 - 4.7.1. Introduction to the Concept of Trust and Safety in Psychological Intervention
 - 4.7.2. Tools and Techniques for Trust and Safety Creation
 - 4.7.3. The Role of the Psychologist in Building Trust and Safety in Therapy and Psychological Intervention





- 4.8. Conflict Resolution within the Team
 - 4.8.1. Types of Conflict in the Team
 - 4.8.2. Techniques and Tools for Conflict Resolution within the Team
 - 4.8.3. The Process of Conflict Resolution within the Team
- 4.9. Communication and Media Relations
 - 4.9.1. Communication in Crisis Intervention
 - 4.9.2. The Media
 - 4.9.3. Communication of Emergencies and Disasters with the Media
- 4.10. Present Situation and the Future of Crisis Intervention
 - 4.10.1. Present Situation of Crisis Intervention
 - 4.10.2. The Future of Crisis Intervention and Emergency Psychology

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Don't miss the opportunity to get up to date on the latest techniques for the intervention with responders and enroll in a program that guarantees you a complete and dynamic update”

04 Methodology

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

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



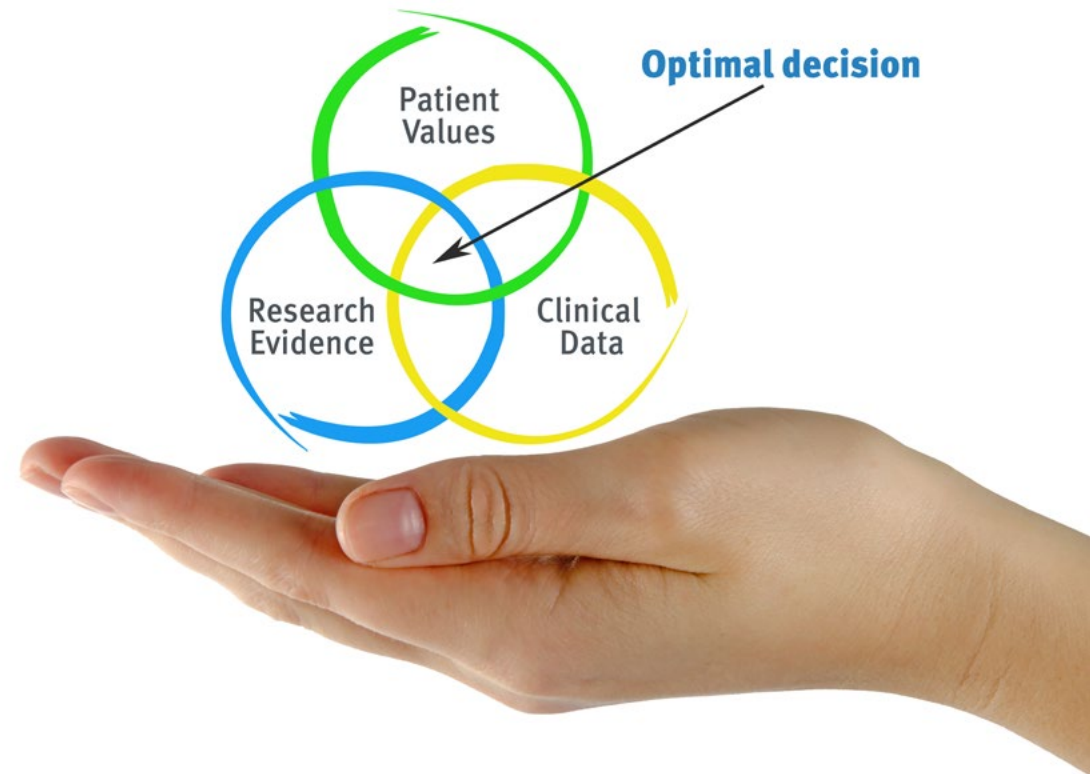
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH we use the Case Method

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

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



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

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

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

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



Relearning Methodology

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

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

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



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

With this methodology, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

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

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



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



Study Material

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

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



Surgical Techniques and Procedures on Video

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



Interactive Summaries

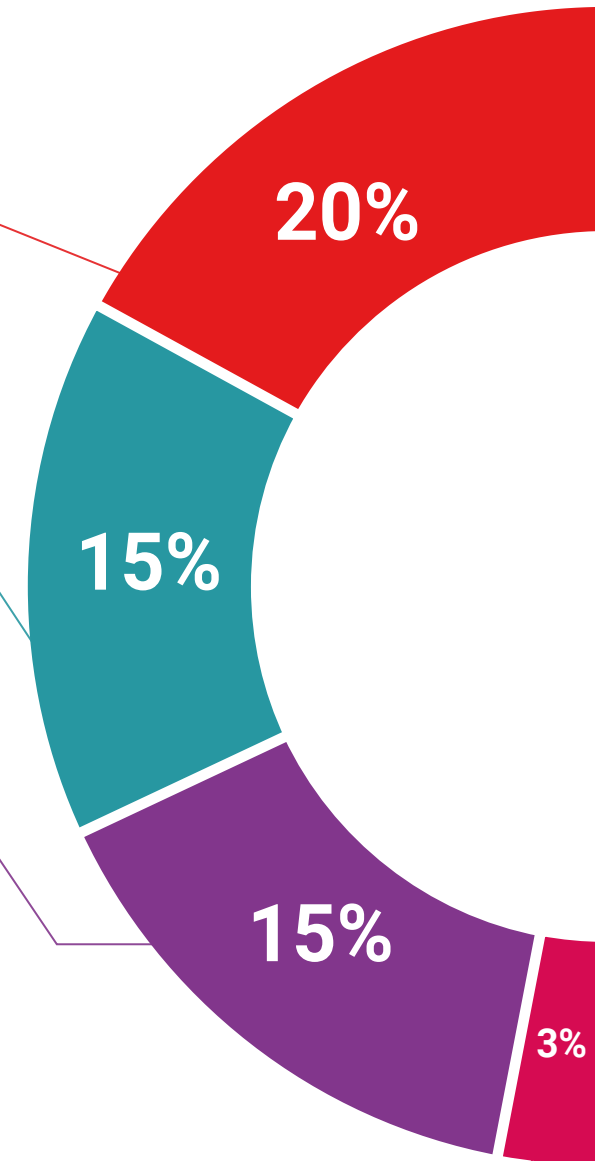
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

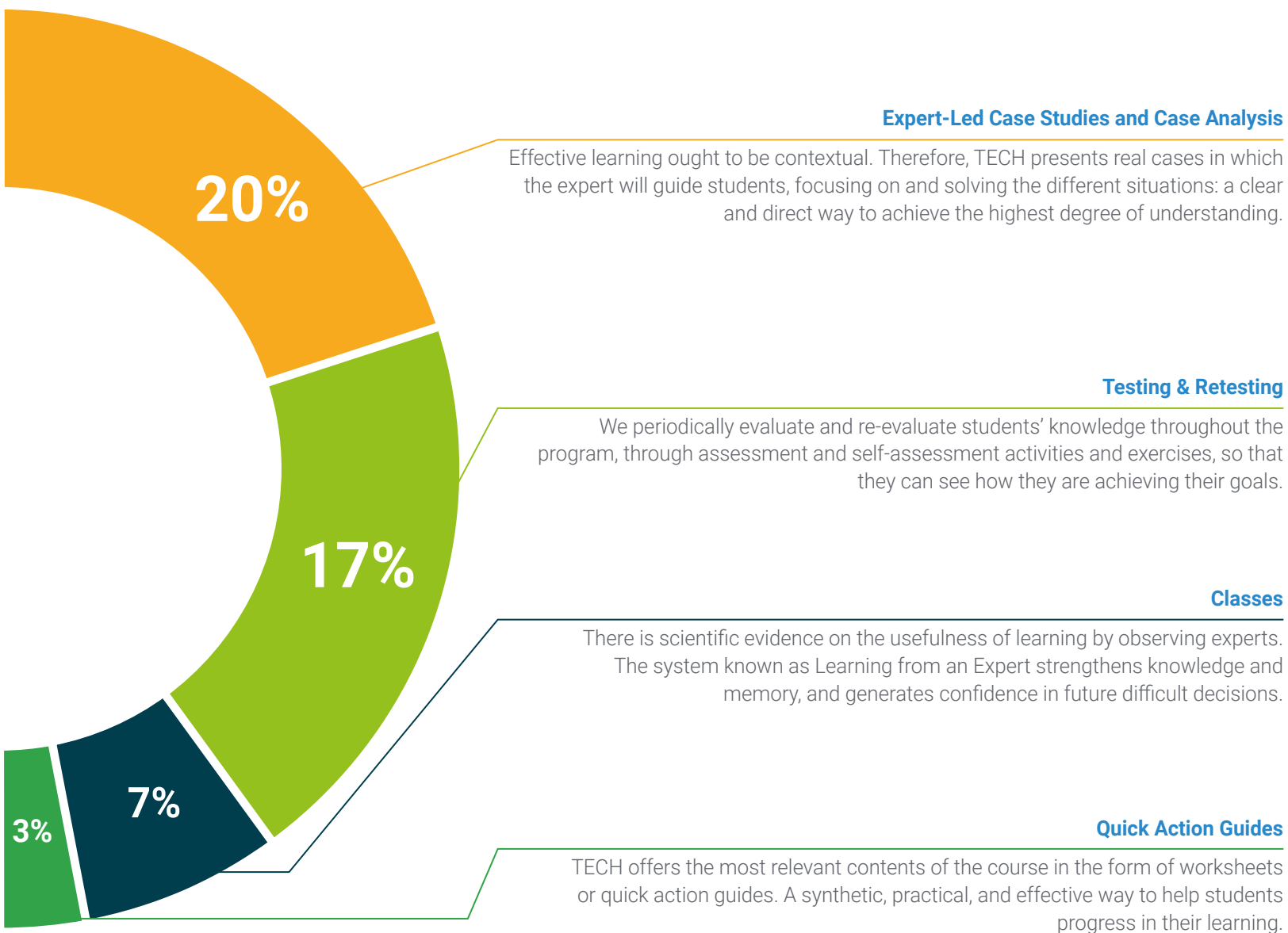
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





05 Certificate

The Postgraduate Diploma in Therapeutic Techniques in Emergency Psychology guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.





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

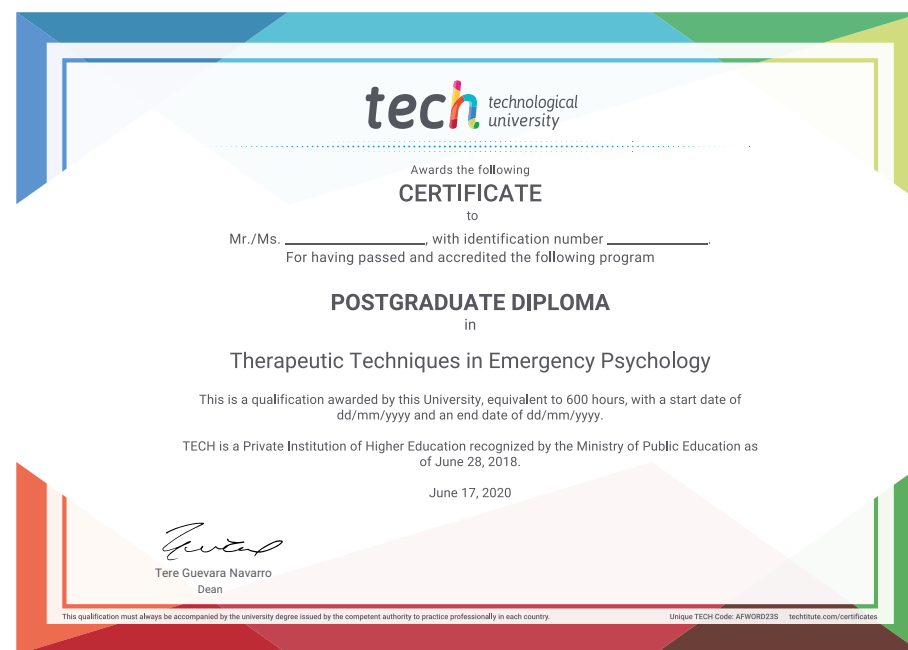
This **Postgraduate Diploma in Therapeutic Techniques in Emergency Psychology** contains the most complete and up-to-date scientific program on the market.

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

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

Title: **Postgraduate Diploma in Therapeutic Techniques in Emergency Psychology**

Official N° of Hours: **600 h.**



*Apostille Convention. In the event that the student wishes to have their paper diploma 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
online training
development language
virtual classroom



Postgraduate Diploma
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- » Modality: online
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Postgraduate Diploma

Therapeutic Techniques in Emergency Psychology