

Postgraduate Certificate

Intervention Protocols in Crisis Situations for Nursing



Postgraduate Certificate

Intervention Protocols in Crisis Situations for Nursing

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 13 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/nursing/postgraduate-certificate/intervention-protocols-crisis-situations-nursing



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01

Introduction

The role of the psychology professional becomes increasingly significant when an individual faces an urgent, emergency, or catastrophic situation. The objective is to support the person throughout the process of recovering their mental health, preventing the extreme demands of the situation from leading to psychological defense mechanisms that may result in long-term psychopathology.

*If you want to improve, make a positive change
at a professional level and network with the best,
then this is the place for you.*



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Enhance your knowledge of Intervention Protocols in Crisis Situations through this program, where you will find the best didactic material featuring real clinical cases. Discover here the latest advances in the field to provide high-quality psychological practice”

When a person faces an immediate risk to their life or that of their loved ones, the brain functions in a way that is entirely different from its usual daily operation. It is a moment in which what is abnormal becomes normal and requires the assurance and competence of a professional who understands the situation and, more importantly, is capable of implementing concrete actions to lead the person through the emotional overflow they are experiencing. This professional must be able to contain their reactions while guiding them along the path toward regaining self-control and freedom of decision.

The strategies, tools, and skills you will develop by completing this Postgraduate Certificate are compatible with any psychotherapeutic model, allowing you to apply them to situations beyond emergencies—both in clinical practice and in managing individuals facing “complications” in other areas of life.



*Update your knowledge through
the Postgraduate Certificate in
Intervention Protocols in Crisis
Situations for Nursing”*

This **Postgraduate Certificate in Intervention Protocols in Crisis Situations for Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ◆ Development of more than 75 clinical cases presented by expert professionals
- ◆ The graphic, schematic, and practical contents of which they are composed provide scientific and practical information on the disciplines that are essential for professional practice
- ◆ New diagnostic and therapeutic developments on evaluation, diagnosis and intervention of the biological and neurological processes which explain mental illnesses
- ◆ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ◆ Algorithm-based interactive learning system for decision-making in the presented clinical situations
- ◆ With special emphasis on evidence-based psychology and research methodologies in psychology
- ◆ All 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

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This Postgraduate Certificate may be the best investment you can make when selecting a continuing education program for two reasons: not only will you update your knowledge in Intervention Protocols in Crisis Situations for Nursing, but you will also obtain a diploma for the Postgraduate Certificate awarded by TECH Global University”

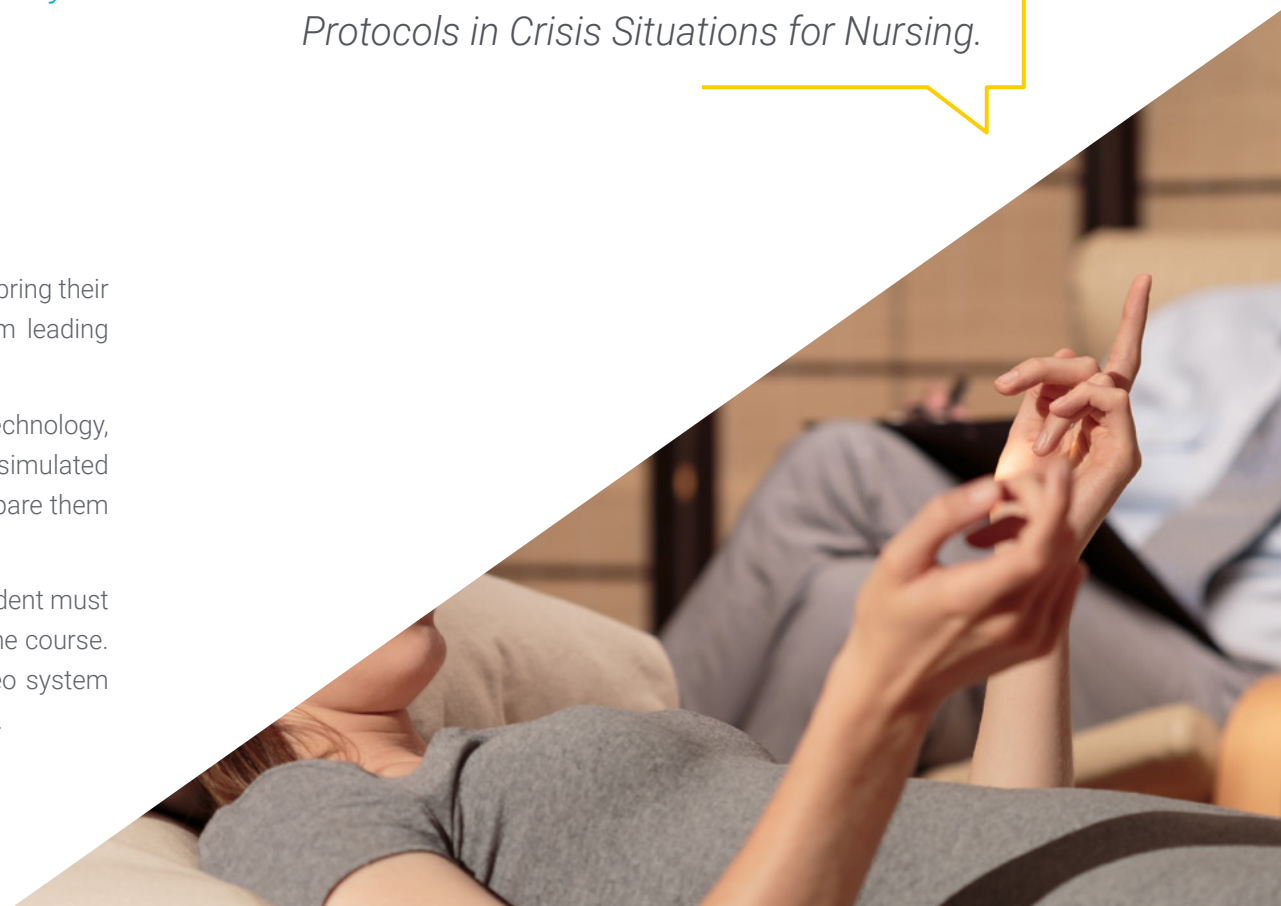
Increase your confidence in decision-making by updating your knowledge through this Postgraduate Certificate in Intervention Protocols in Crisis Situations for Nursing.

Make the most of the opportunity to learn about the latest advances in Intervention Protocols in Crisis Situations for Nursing.

The teaching staff includes professionals from the field of psychology, who bring their experience to this training program, as well as renowned specialists from leading scientific societies.

Thanks to its multimedia content, developed with the latest educational technology, professionals will benefit from situated and contextual learning—simulated environments designed to provide immersive learning experiences that prepare them for real-life situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise during the course. To achieve this, you will have the support of an innovative interactive video system created by renowned experts in the field with extensive teaching experience.



02 Objectives

The program is oriented towards achieving the development of theoretical-practical learning, so that the specialist is able to keep their knowledge up-to-date in order to practice their profession with complete safety.



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This training program is designed to help you update your knowledge of Intervention Protocols in Crisis Situations, employing the latest educational technology to contribute effectively and safely to decision-making, diagnosis, treatment, and patient care”



General Objectives

- ♦ Identify the factors that lead a person to develop a crisis, as well as their different reactions during the various phases of a traumatic crisis
- ♦ Master general intervention skills and strategies that enable professionals to help affected individuals successfully navigate each phase of the crisis
- ♦ Master specific psychological support techniques that facilitate action in the different critical situations that may arise during an intervention
- ♦ Manage specific intervention protocols for diverse situations, while being able to develop personalized ones adapted to the changing and variable nature of emergencies
- ♦ Master self-protection guidelines and strategies for responders to ensure the safety of the student in case of intervention
- ♦ Design intervention techniques for responders and be capable of conducting a post-emergency group session



Take advantage of this opportunity and take the step to stay up to date with the latest developments in Intervention Protocols in Crisis Situations for Nursing”





Specific Objectives

- ◆ Analyze and assess which reactions are normal and which are not in an emergency situation
- ◆ Distinguish the different phases that a person goes through during a traumatic crisis
- ◆ Master the guidelines of psychological first aid to intervene effectively in each phase experienced by a person in crisis
- ◆ Develop the ability to engage in empathetic listening and manage silences with a person in crisis
- ◆ Master persuasive communication techniques to manage emergency situations and guide the patient to a safe place
- ◆ Acquire negotiation strategies that allow the student to maintain leadership in high-tension situations
- ◆ Identify children's differential reactions in critical situations and master intervention strategies adapted to their needs
- ◆ Understand the stress response resulting from emergency interventions, providing responders with skills to prevent pathological stress
- ◆ Master specific relaxation and breathing techniques
- ◆ Present information to the media in an effective and appropriate manner
- ◆ Conduct an initial assessment of the possible medical pathologies a patient may present, being able to provide first-response intervention and refer the case when necessary

03

Course Management

This program includes highly regarded health professionals in the field of psychology in its teaching staff, who bring the experience of their work to this training.

Additionally, renowned specialists—members of prestigious national and international scientific societies—have participated in the design and development of the program.



“

This Postgraduate Certificate in Intervention Protocols in Crisis Situations for Nursing contains the most complete and up-to-date scientific program on the market”

Management



Dr. De Dios González, Antonio

- Psychologist
- Instructor of Crisis Intervention and Psychological Support for the Spanish Red Cross
- Coordinator of the Psychosocial ERIE of the Red Cross in Malaga
- Director of Avatar Psychologists
- Director of the Psychology Department of the Hospital Quirón de Marbella
- Member of the National Network of Psychologists for the psychological care of victims of terrorism
- Collaborates with EPES 061 Andalucía in the psychological care of its professionals
- In addition to different teams of the Red Cross, he has trained the teams of the Colleges of Psychologists of Asturias, La Rioja, Aragón, Extremadura and Castilla la Mancha
- Master's Degree in Time-Limited Psychotherapy and Health Psychology from the European Institute of Time-Limited Psychotherapies
- EMDR Therapist for the EMDR Association of Spain
- Transpersonal Therapist of the Spanish School of Transpersonal Development

Coordinator



Dr. Aguado Romo, Roberto

- Psychologist specialized in Clinical Psychology
- European specialist psychologist in Psychotherapy
- Managing Director of the evaluation and psychotherapy centers in Madrid, Bilbao, and Talavera de la Reina
- Author of Time-Limited Psychotherapy
- Researcher at CerNet, Emotional Network, and European Institute for Time-Limited Psychotherapies



Faculty

Dr. Redondo Lozano, María

- ◆ Doctor specializing in Family and Community Medicine
- ◆ Specialist in Emergency Health Transport of SUMMA 112 of the Community of Madrid
- ◆ Trainer in the field of health emergencies for the Red Cross and other organizations
- ◆ Tutor in outpatient care for residents of Family Medicine

Dr. Fischer, Rocío

- ◆ Graduate in Pedagogy
- ◆ Red Cross Psychosocial ERU Representative, with intervention in the refugee crisis on the Island of Chios and Samos
- ◆ Also part of the psychosocial team that the Red Cross sent to Peru after the 2007 earthquake
- ◆ Formerly Delegate of the International Committee of the Red Cross (ICRC) in Lebanon and Sudan and Emergency Coordinator of the Spanish Red Cross in Haiti and Ethiopia
- ◆ Coordinated the Psychosocial ERIE of the Red Cross in Malaga participating in numerous interventions

Dr. Figueredo Ravira, Antonia Isabel

- ◆ Health Psychologist Psychologist at the Hospital Quirón in Marbella. Previously, Psychologist for the Crisis Intervention Team of the Red Cross in Malaga. Specialist in Limited Time Psychotherapy in Anxiety, Affective and Chronic Pain disorders by IEPTL

Dr. González, Mónica

- ◆ Psychologist in charge of the Department of Child and Adolescent Psychology of the Quirón Hospital and Avatar Psychologists in Marbella
- ◆ Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapy

04

Structure and Content

The structure of the content has been designed by a team of professionals well-versed in the implications of training for the psychologist's daily practice. They are fully aware of the importance of up-to-date preparation in order to provide effective care to patients with mental disorders or psychological needs, ensuring high-quality teaching through the use of new educational technologies.





“

Learn from leading professionals about the latest advances in Intervention Protocols in Crisis Situations for Nursing”

Module 1. Intervention Protocols in Specific Situations I

- 1.1. Intervention in Acute Stress, Anxiety and Panic
 - 1.1.1. Specific Objectives
 - 1.1.2. Reactions of Individuals Experiencing Acute Stress and Anxiety
 - 1.1.3. Intervention Guidelines
 - 1.1.3.1. Appropriate Approach
 - 1.1.3.2. Synchronization and Guidance
 - 1.1.3.3. Physical Contact
 - 1.1.3.4. Protect
 - 1.1.3.5. Respecting Decisions
 - 1.1.3.6. Breathing and Relaxation Techniques
 - 1.1.3.7. Task Engagement
 - 1.1.4. Management of Physiological Symptoms
- 1.2. Delivering Bad News
 - 1.2.1. Specific Objectives
 - 1.2.2. Before the Intervention
 - 1.2.3. Process of Communicating Bad News
 - 1.2.4. Reactions After Receiving the News
 - 1.2.5. Specific Psychological Support
 - 1.2.6. Specific Tools
 - 1.2.7. Common Mistakes to Avoid
- 1.3. Crisis Intervention in Grief
 - 1.3.1. Specific Objectives
 - 1.3.2. Stages of the Grieving Process
 - 1.3.3. Normal vs. Pathological Grief
 - 1.3.4. Specific Psychological Support
 - 1.3.5. Support Through the Different Stages
- 1.4. Intervention with Aggressive Patient
 - 1.4.1. Specific Objectives
 - 1.4.2. Self-Management
 - 1.4.3. Self-Protection Guidelines
 - 1.4.4. Specific Communication Strategies
 - 1.4.5. Specific Psychological Support

- 1.5. Intervention and Management of the Suicidal Patient Outside the Hospital Setting
 - 1.5.1. Specific Objectives
 - 1.5.2. Risk Factors
 - 1.5.3. Characteristics of the Suicidal Individual
 - 1.5.4. Myths and Facts About Suicide
 - 1.5.5. Types of Suicide
 - 1.5.6. General Principles for Intervention
 - 1.5.7. Management of the Low-Risk Patient
 - 1.5.8. Management of the High-Risk Patient
- 1.6. Intervention with Family Members of Missing Persons
 - 1.6.1. Specific Objectives
 - 1.6.2. Key Considerations
 - 1.6.3. Intervention with Families of Missing Persons

Module 2. Intervention Protocols in Specific Situations II

- 2.1. Intervention with Victims of Gender-Based Violence
 - 2.1.1. Specific Objectives
 - 2.1.2. Considerations for the Initial Intervention
 - 2.1.3. Considerations for Follow-Up
 - 2.1.4. Communication with Victims of Gender-Based Violence
 - 2.1.5. Specific Psychological Support
- 2.2. Intervention with Victims of Sexual Assault
 - 2.2.1. Specific Objectives
 - 2.2.2. Considerations for the Initial Intervention
 - 2.2.3. Specific Psychological Support
- 2.3. Support During the Identification of Deceased Persons
 - 2.3.1. Specific Objectives
 - 2.3.2. Before the Intervention
 - 2.3.3. Key Information to Know
 - 2.3.4. Support Process During Identification
 - 2.3.5. Common Mistakes to Avoid

- 2.4. Crisis Intervention with Children
 - 2.4.1. Specific Objectives
 - 2.4.2. Children's Reactions to a Critical Situation
 - 2.4.3. Age-Related Factors
 - 2.4.4. Intervention Tools
 - 2.4.5. Communicating Bad News to Children
 - 2.4.6. Intervention in Grief with Children
 - 2.4.7. Managing Anxiety in Children
- 2.5. Crisis Intervention with Patients Intoxicated by Substances
 - 2.5.1. Specific Objectives
 - 2.5.2. Effects of the Most Common Substances
 - 2.5.3. Characteristics of the Intoxicated Patient
 - 2.5.4. Specific Psychological Support
- 2.6. Crisis Intervention with the Psychiatric Patient
 - 2.6.1. Specific Objectives
 - 2.6.2. Characteristics of the Person Experiencing a Psychotic Episode
 - 2.6.3. Intervention Guidelines
- 2.7. Crisis Intervention with Older Adults
 - 2.7.1. Specific Objectives
 - 2.7.2. The Aging Process
 - 2.7.3. Reactions of Older Adults in Emergency Situations
 - 2.7.4. Specific Intervention Guidelines for Older Adults
- 2.8. Crisis Intervention with Individuals with Visual Impairments
 - 2.8.1. Specific Objectives
 - 2.8.2. Characteristics of Individuals with Visual Impairments
 - 2.8.3. Specific Intervention Guidelines
- 2.9. Crisis Intervention with Individuals with Hearing Impairments
 - 2.9.1. Specific Objectives
 - 2.9.2. Characteristics of Individuals with Hearing Impairments
 - 2.9.3. Specific Intervention Guidelines
- 2.10. Crisis Intervention with Individuals with Physical Disabilities
 - 2.10.1. Specific Objectives
 - 2.10.2. Characteristics of Individuals with Physical Disabilities
 - 2.10.3. Specific Intervention Guidelines
- 2.11. Crisis Intervention with People with Intellectual Disabilities
 - 2.11.1. Specific Objectives
 - 2.11.2. Characteristics of Individuals with Intellectual Disabilities
 - 2.11.3. Specific Intervention Guidelines
- 2.12. Crisis Intervention with Individuals with Speech Disabilities
 - 2.12.1. Specific Objectives
 - 2.12.2. Characteristics of Individuals with of Speech Disabilities
 - 2.12.3. Specific Intervention Guidelines
- 2.13. Crisis Intervention with Immigrants
 - 2.13.1. Specific Objectives
 - 2.13.2. Cultural Awareness and Approach
 - 2.13.3. Emotional State of Immigrants in Critical Situations
 - 2.13.4. Specific Intervention Skills
 - 2.13.5. Applied Non-Verbal Communication



A unique, essential and decisive learning experience to boost your professional development"

05 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.



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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.

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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 teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, 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.

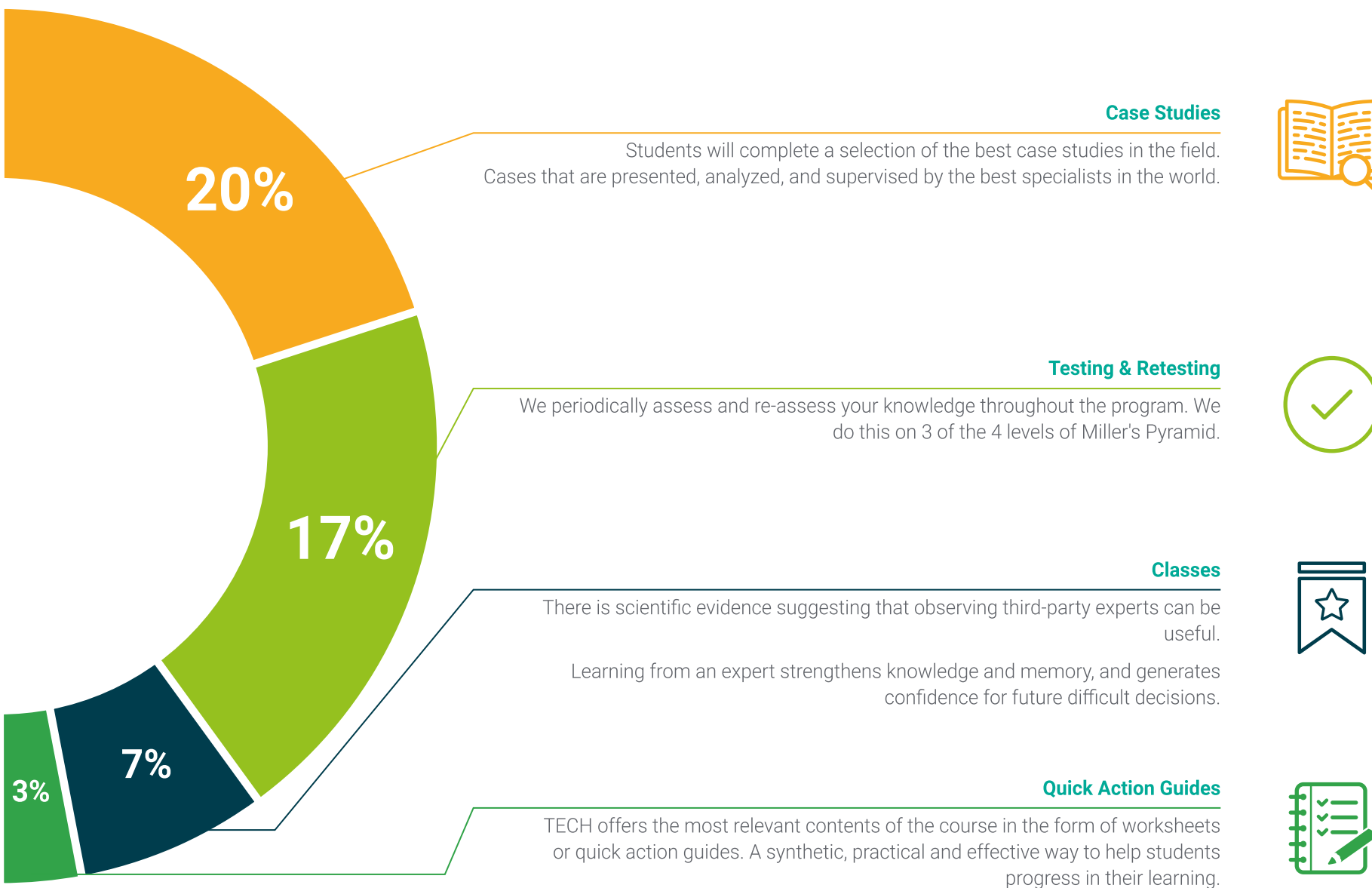
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06 Certificate

The Postgraduate Certificate in Intervention Protocols in Crisis Situations for Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Certificate in issued by TECH Global University.



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

This private qualification will allow you to obtain a diploma for the **Postgraduate Certificate in Intervention Protocols in Crisis Situations for Nursing** 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.

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Intervention Protocols in Crisis Situations for Nursing

