

# 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.techtitute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-therapeutic-techniques-emergency-psychology](http://www.techtitute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-therapeutic-techniques-emergency-psychology)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Structure and Content

---

*p. 12*

04

Methodology

---

*p. 18*

05

Certificate

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*p. 26*

# 01

# Introduction

Traumatic images typically arise in individuals experiencing a crisis triggered by a critical situation. Yet, stress can also manifest through the escalation of existing tension or upon receiving distressing news. The mental and physical well-being of these patients primarily depends on the professionals providing care and their expertise. For this reason, TECH has designed a program that delves into psychotherapeutic strategies with victims of extreme situations and the responsibilities of healthcare providers in emergencies, all within a 6-month duration. This degree is offered entirely through an online modality, enabling Nursing graduates to excel in crisis intervention situations and enhance clinical services.





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*With this 100% online Postgraduate Diploma, incorporating the most effective therapeutic techniques for psychological intervention in emergency situations will become a straightforward and dynamic task in your practice”*

The engagement of healthcare professionals in the cognitive-behavioral development of the patient and their environment extends well beyond providing care in the emergency area of a hospital center. This intervention will have a significant impact on their subsequent traumatic development. Hence, the specific knowledge of specialists is crucial in the evolution of patients' crises both in the short and long term. For this reason, it is vital for professionals working in this field to pursue the continuous updating of the most innovative and effective therapeutic techniques in emergency psychology.

To steer the professional careers of nurses towards effectively handling emergency situations like accidents, sudden deaths, or catastrophes, and to reduce post-traumatic sequelae in patients, TECH has designed this Postgraduate Diploma in Therapeutic Techniques in Emergency Psychology. This program will empower them to update and broaden their knowledge of the most innovative and effective clinical techniques.

This program is a comprehensive and dynamic degree that encompasses the most comprehensive information on the latest advancements in this field. The Postgraduate Diploma consists of 600 hours of theoretical, practical, and supplementary material, providing graduates with an opportunity to delve into prevention strategies and stress management in emergency situations, as well as crisis therapies for psychotherapeutic intervention with victims of traumatic situations. Furthermore, the program adopts a theoretical-practical approach, enabling specialists to seamlessly integrate what they have learned into their professional practice.

To achieve this, students will have access to the finest syllabus, crafted by a team of specialists in psychology and emergency services with extensive experience in participating in protocols within crisis contexts. Moreover, the convenient and accessible 100% online format of this degree will enable graduates to enhance and update their professional skills without the requirement of attending in-person classes or adhering to fixed schedules.

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 program includes the development of case studies presented by experts in psychology and emergency services
- ♦ The program incorporates graphic, schematic, and practical contents that offer both scientific and practical information on the disciplines crucial 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, opportunities to ask questions to experts, discussion forums for addressing controversial topics, and individual reflection papers
- ♦ Content that is accessible from any fixed or portable device with an internet connection



*A degree meticulously designed by experts in Emergency Psychology, providing an opportunity to explore the intricacies of stress prevention strategies”*

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*Are you still unfamiliar with the debriefing process? Pay close attention during this listening period to enhance the healthcare service for emergency patients”*

*A degree tailored to your needs, equipping you to become a highly qualified specialist capable of applying both group and individual therapeutic techniques.*

*In just 6 months, you will master vicarious traumatization in professionals who attend to a multitude of emergencies.*

The teaching staff of this program comprises professionals from the sector who bring their valuable work experience to the training, alongside recognized specialists from reference societies and prestigious universities.

The program utilizes multimedia content developed with the latest educational technology to provide professionals with a situated and contextual learning experience. By leveraging a simulated environment, participants can engage in immersive education that closely replicates real-life situations.

The program is designed with a strong emphasis on Problem-Based Learning (PBL), where professionals are challenged to solve various real-life professional practice situations that arise throughout the academic course. To support this approach, the program incorporates an innovative interactive video system developed by renowned experts.



# 02 Objectives

The program in Therapeutic Techniques in Emergency Psychology has been designed to expand and update the knowledge of Nursing graduates, enabling them to effectively handle various traumatic episodes in their patients using the latest techniques. In this way, nurses will have the opportunity to delve into the most recent therapeutic techniques for stress management in traumatic situations, along with understanding the impact of stress and emergency situations on emergency personnel. All of this will be focused on the latest technology and included in a reference guide, providing students the flexibility to access and consult the contents at any time.





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*A degree that will educate you about the initial reactions to trauma and its subsequent process and consequences on the patient”*



## General Objectives

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- ♦ Gain comprehensive knowledge of the latest developments related to the effective intervention of psychologists in crisis or emergency situations
- ♦ Delve into a specialized exploration of various therapeutic techniques for stress management in traumatic situations
- ♦ Acquire a comprehensive and exhaustive understanding of the most effective and innovative intervention strategies with first responders



*This program includes a special section dedicated to investigating the profile of health professionals who apply tools to combat psychological harm and their role in prevention”*





## Specific Objectives

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### Module 1. Prevention and Management of Stress in Emergency Situations

- ♦ Comprehend the impact of stress and emergency situations on emergency personnel
- ♦ Study the psychological impact of exposure to emergency situations on emergency professionals
- ♦ Learn the main stress management and psychological impact prevention techniques for emergency personnel

### Module 2. Group Techniques for Intervention with First Responders

- ♦ Learn and study the primary group techniques for intervention with first responders
- ♦ Explore and study the key individual techniques for intervention with first responders
- ♦ Differentiate group techniques from individual techniques
- ♦ Comprehend about Peer Support Systems
- ♦ Understand the consequences of poor intervention

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

- ♦ Comprehend the principles of crisis therapy and crisis intervention
- ♦ Identify and differentiate between various coping styles in traumatic situations
- ♦ Gain awareness of the types of trauma and the effects and consequences of traumatic situations on individuals
- ♦ Conduct a comprehensive study of Ellis' Rational Emotive Therapy for the treatment of trauma

### Module 4. The Crisis Intervention Team

- ♦ Conduct a detailed study of the profile of psychologists specializing in crisis intervention for urgent care and emergencies
- ♦ Conduct a thorough study of the various professions that comprise a crisis intervention team
- ♦ Acquire knowledge and understanding of the primary guidelines to ensure effective practices in crisis intervention
- ♦ Study the present situation and the future of crisis intervention

03

# Structure and Content

This program has been meticulously developed in collaboration with a team of emergency medicine professionals with extensive experience in the clinical setting. Indeed, this degree incorporates the simulation of real cases, enabling students to learn how to act in professional practice with the guidance of experts. Furthermore, students are provided with 600 hours of the finest theoretical, practical, and supplementary material to enhance their studies. All of this has been condensed into this 100% online degree, allowing nursing specialists to develop their knowledge and update their professional skills for intervention in emergency situations within a span of just 6 months.





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*An innovative program that equips you to address the critical framework of experts around you while caring for patients with post-traumatic stress”*

## 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 Therapy
  - 3.8.1. Introduction to Ellis' Rational Emotive Therapy
  - 3.8.2. Uses of Ellis' Rational Emotive Therapy
  - 3.8.3. Advantages and Disadvantages of Ellis' Rational Emotive 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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*Enroll now and elevate yourself to become a highly competent professional equipped with future knowledge in crisis intervention”*



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.





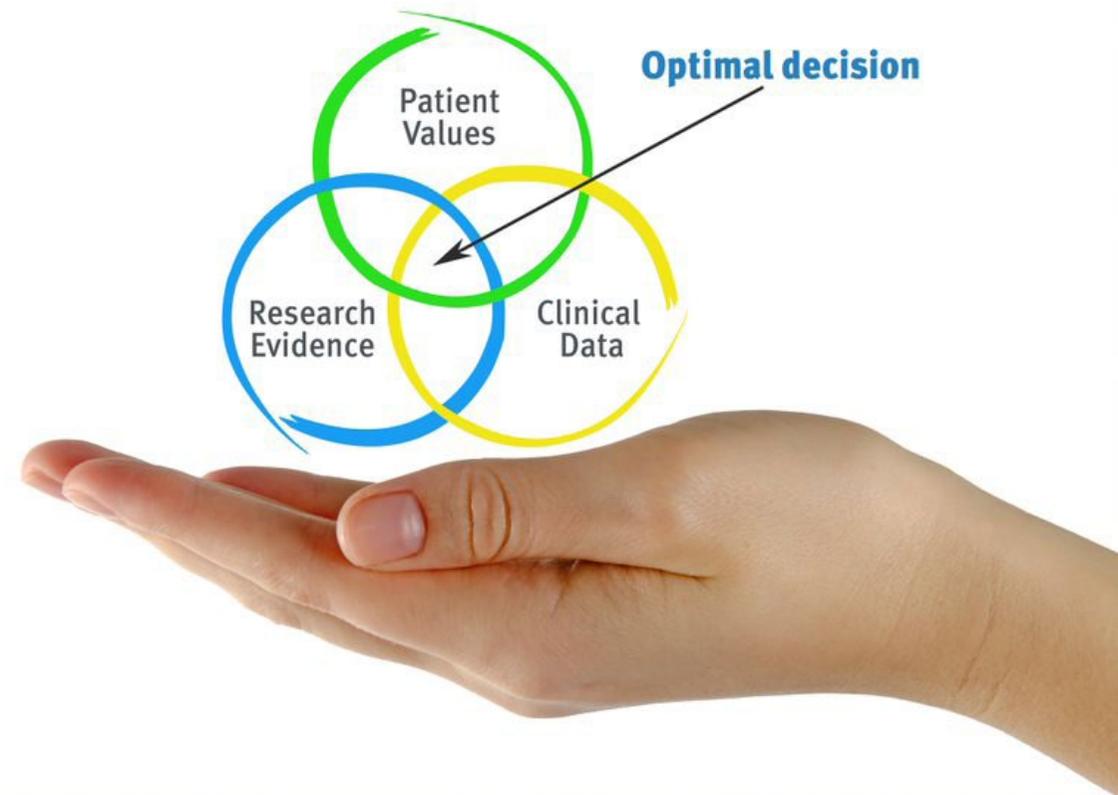
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH Nursing School we use the Case Method

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

*With TECH, nurses can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



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

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

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

1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

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

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



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

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

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

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

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



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



### Study Material

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

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



### Nursing Techniques and Procedures on Video

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



### Interactive Summaries

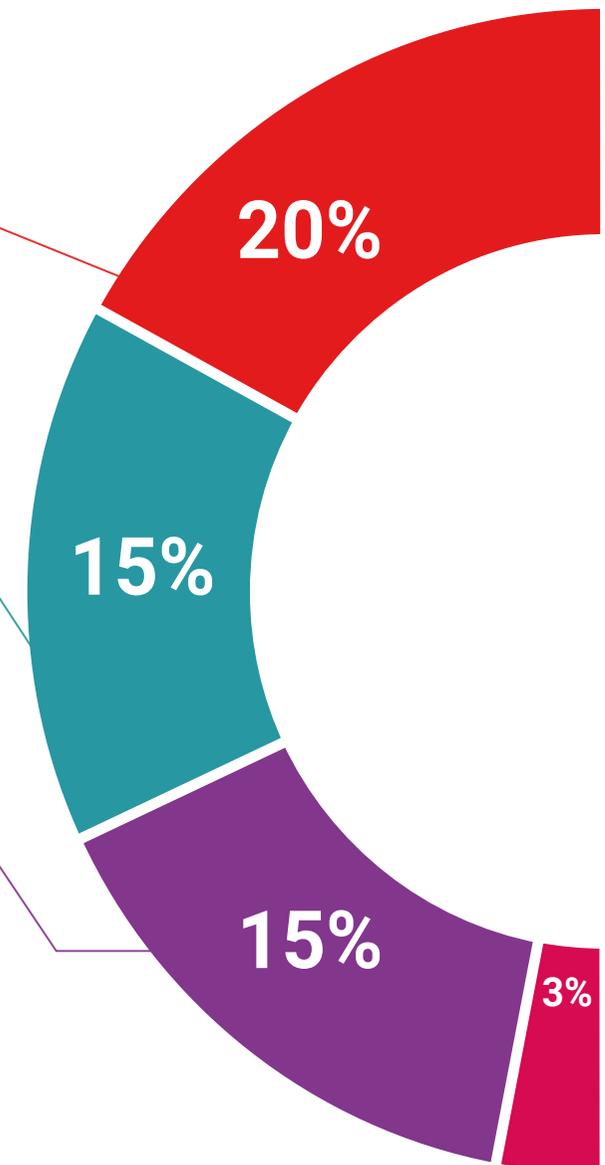
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

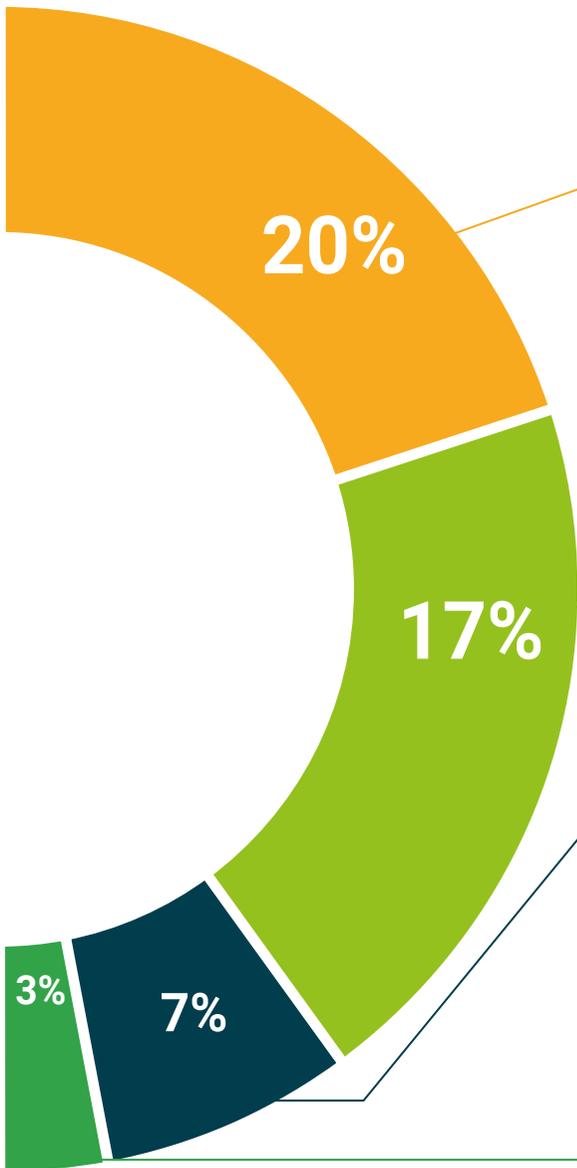
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### Additional Reading

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





#### Expert-Led Case Studies and Case Analysis

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



#### Testing & Retesting

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



#### Classes

There is scientific evidence suggesting that observing third-party experts can be useful. Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Quick Action Guides

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



05

# Certificate

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



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*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 diploma 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  
development language  
virtual classroom

**tech** technological  
university

**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

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## Therapeutic Techniques in Emergency Psychology

