

COURSE GUIDE

4.1 CRISIS INTERVENTION

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**MASTER IN RESPECT OF SUPPORT AND
COUNSELLING**

2018-2019



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PRELIMINARY REMARKS:

The teaching of this course is online. As specified in the section on Teaching Methodology of this guide, it is interactive teaching mediated primarily audiovisual resources.

1.-DATA OF THE SUBJECT

TITLE: 4.1. CRISIS INTERVENTION		3 ECTS
NAME OF MODULE: CRISIS INTERVENTION AND RESILIENCE		3 ECTS
CHARACTER COMPULSORY	CURSE: 2017-18 SEMESTER: 1º	
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2.- SUMMARY OF THE SUBJECT

This course aims to convey the importance of psychological intervention to crises, and emergency disasters, from the consideration that those experiences are highly traumatic experiences in the individual needed to be tapped as soon as possible in order not to generate subsequent sequels in the subject that condition the rest of his life. It aims to highlight the work of the emergency-psychologist as one of the latest specials and more projection, while transmitting any traumatic experience can become an experience of personal growth if properly prepared.

CONTENTS:

Attitudes and skills for helping relationship in emergencies, crises and adversity

- 1- The phenomenon of crisis. Clarifying terminology.
- 2- The relationship of help in critical situations.
- 3- Core staff Scheme psychological support.
- 4- Psychological first aid. Application techniques
- 5- Attention to vulnerable groups in critical situations (children, elderly, mentally handicapped, etc.)
- 6- The care assistant. Stress prevention and self-care assistant in crisis

3.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

Basics competencies [BC]
<p>CB7 - To be able to apply the acquired knowledges and the ability of problems resolution in new environments inside wider contexts (or multidisciplinary contexts).</p> <p>CB10 -To have the learning abilities that let the students go on studying in a self-directed or autonomous way.</p>
General competencies [GC]
<p>CG4 - Apply the key elements of the relationship-counseling for specific intervention in conflict multidisciplinary contexts</p> <p>CG5 - Analyze the intervention of helping relationship-counseling applying the same improvements that affect the new learning</p> <p>CG7 - Develop new knowledge and techniques Relationship Counselling help and suitable for intervention</p> <p>CG8 - Mastering the skills and techniques and social skills necessary to foster a climate that facilitates the relationship, and that is participatory and promoter of change in crisis</p>
Specific Competencies [SC]
<p>CE1 - Identify, understand and deepen the concept of helping relationship-counseling as well as their key elements, differentiating it from other forms of therapy or help people.</p> <p>CE3 - Distinguish the limits of the aid relationship and key criteria for pointing out the need for further assistance strategies.</p> <p>CE4 - promote the person who aids, strategies for self-help and learning in situations of adversity</p>

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<p>CE9 - Develop attitudes and skills effective for intervention with groups of people within the helping relationship</p> <p>CE10 - Identify key ethical issues in existing intervention aid relationship-counseling</p>	
Learning outcomes	COMPETENCIES
RA1. The student understands the concept of emotional intelligence.	CB7 CB8 CG4 CG8 CE1 CE4 CE10
RA2. The student identifies the elements of emotional intelligence	CB7 CB10 CG4 CG5 CG8 CE4 CE9
RA3. The student makes an assertive expression of their thoughts and feelings.	CB7 CG4 CG7 CG8 CE4 CE9
RA4. The student identifies the emotions that come into play in the relationship and recognizes its importance in the process.	CB10 CE1 CE3
RA5. The student identifies the criteria for applying the Relationship Counselling and support in the geriatric field.	CG4 CE4 CE9
RA6. The student identifies strategies for prevention and intervention in the burn-out	CB7 CG8 CE4

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4.- METHODOLOGY

E-PRESENCIAL / ONLINE WORK TRAINING ACTIVITIES			
ACTIVITY	TEACHING METHODOLOGY LEARNING	Relationship with learning outcomes	ECTS
MASTER CLASSES	<p>a) With the real-time participation of students: Synchronous learning (in principle this means that both students and teachers are simultaneously connected through their respective computers) using multimedia resources via interactive web conferencing. Synchronous learning has the obvious advantage of providing immediate access and feedback from the lecturer. Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.</p> <p>b) Asynchronous learning using videotaped lectures by the lecturer or an invited expert.</p>	RA1 RA2 RA3 RA4 RA5 RA6	0.6
WORKSHOPS (GUIDED ACTIVITIES EXCEPT SEMINARS)	<p>METHODOLOGY OF TEACHING AND LEARNING: Synchronous learning (teaching that, in principle, requires that students and teachers are simultaneously at their respective computers) using multimedia resources via interactive web conferencing.</p> <p>The main objective of these practical classes is to help achieve a deep understanding of the theories and</p>	RA1 RA2 RA3 RA4 RA5	0.5

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	<p>concepts presented in lectures.</p> <p>Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.</p>	RA6	
(INDIVIDUAL OR GROUP) TUTORIALS	<p>METHODOLOGY OF TEACHING AND LEARNING: Individual interview via skype and virtual group interactions via web conferencing:</p> <p>a) For the analysis of the literature;</p> <p>b) For the reparation of assessments;</p> <p>c) For the monitoring of the course progress</p>	RA1 RA2 RA3 RA4 RA5 RA6	0.3
AUTONOMOUS TRAINING ACTIVITIES			
ACTIVIDAD	TEACHING METHODOLOGY LEARNING	Relationship with learning outcomes	ECTS
STUDY, TASK PREPARATION AND TESTING.	<p>Autonomous work: Student study of the proposed bibliography.</p> <p>Preparation of required tasks: reading, text analysis, case study, preparation of tests, realization of memories, etc.</p> <p>Work done on the university platform.</p> <p>Autonomous search of data in libraries, on the Internet, etc.</p>	RA1 RA2 RA3 RA4 RA5 RA6	1.6
COMPETITION ACQUISITION EVALUATION SYSTEM AND QUALIFICATION SYSTEM			
EVALUATION INSTRUMENT	LEARNING RESULTS EVALUATED	PERCENTAGE MAXIMUM GRANTED	
E1. Attendance and participation in the activities of synchronous communication		10%	

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E2. Making deliverables activities		80%
E3. Ongoing assessments using multiple choice questions		10%
TOTAL		100%

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5.- DESCRIPTION OF CONTENTS

CONTENTS	COMPETENCIES
<p>LESSON 12: CONCEPT IN CRISIS</p> <ul style="list-style-type: none"> – Intervention emergency psychology. – Concept of crisis, emergency and disasters. – The emergency-psychologist Profile. 	<p>CB7 CB10 CG4 CG5 CE1 CE3</p>
<p>LESSON 13: THE CRISIS AS AN OPPORTUNITY</p> <ul style="list-style-type: none"> – Duality, life and dead. – Experience of life crises as personal growth experience. – Importance of individual introspection 	<p>CB7 CB10 CG4 CG5 CE1 CE3 CE4 CE9</p>
<p>LESSON 14: KEYS TO CRISIS INTERVENTION AND DISASTERS</p> <ul style="list-style-type: none"> – Psychological impact on victims. – Reactions and sequelae. – Psychological first aid. – Principles of immediate intervention. – Communication of bad news. – Impact on participants. – Technical oriented intervention teams. – Performance in special situations. 	<p>CB7 CB10 CG4 CG5 CG7 CG8 CE1 CE3 CE4 CE9 CE10</p>

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<ul style="list-style-type: none"> – Emergency procedure multiple victims. – The official psychological resources for intervention. – Sample significant interventions. 	
<p>SEMINARY</p>	

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6.- TEMPORARY ORGANIZATION

<p>LESSON 12: CONCEPT IN CRISIS</p> <ul style="list-style-type: none"> – Intervention emergency psychology. – Concept of crisis, emergency and disasters. – The emergency-psychologist Profile. 	9 of January
<p>LESSON 13: THE CRISIS AS AN OPPORTUNITY</p> <ul style="list-style-type: none"> – Duality, life and dead. – Experience of life crises as personal growth experience. – Importance of individual introspection 	14 of January
<p>LESSON 14: KEYS TO CRISIS INTERVENTION AND DISASTERS</p> <ul style="list-style-type: none"> – Psychological impact on victims. – Reactions and sequelae. – Psychological first aid. – Principles of immediate intervention. – Communication of bad news. – Impact on participants. – Technical oriented intervention teams. – Performance in special situations. – Emergency procedure multiple victims. – The official psychological resources for intervention. – Sample significant interventions. 	15, 16, 29 an 30 of January

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SEMINARY	31 January
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7.- REFERENCE BIBLIOGRAPHY

7.1.- Basic Bibliography.

Text of the subject, prepared by the Dr.D. Mariano Navarro Serer accessible on the Virtual Classroom

7.2.- Complementary Bibliography

Robles Sánchez, José Ignacio. Medina Amor, José Luis (2002). *Intervención Psicológica en las Catástrofes*. Madrid. Síntesis

Cuadernos de Crisis

www.cuadernosdecrisis.com

Fernández Millán, Juan M. (2005). *Apoyo Psicológico en Situaciones de Emergencia*. Madrid: Pirámide.

Pacheco Tabuenca, Teresa. (Coord.) (2012). *Atención Psicológica en Emergencias*. Madrid. Síntesis.

Parada Torres, Enrique. (Coord.) (2008). *Psicología y Emergencia. Habilidades psicológicas en las profesiones de socorro y emergencia*. Bilbao: Desclée de Brouwer.

WEB PSICOEMERGENCIAS-CV

www.psicooemergenciascv.org

WEB SEPADEM

www.sepadem.com