

Postgraduate Certificate

Life Support Training in
the Critically Ill Patient



Postgraduate Certificate Life Support Training in the Critically Ill Patient

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

Website: www.techtute.com/us/medicine/postgraduate-certificate/life-support-training-critically-patient

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01

Introduction

The Life Support Plan is used in critical situations, such as cardiac arrest, where people's lives are in imminent danger. In this procedure, didactic communication plays a fundamental role in ensuring an effective response. For example, it makes it possible to check that members of the medical team understand the steps to follow during emergencies. In addition, communication serves to minimize the possibility of making mistakes in the Life Support application and provide a faster response. Aware of this, health professionals demand the creation of academic programs that delve into this subject and provide the most advanced resources. That's why TECH has developed 100% online program in response to this demand.





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You will master the methodology for the evaluation of the Life Support Plan, thanks to this avant-garde program"

Faced with the growing number of Cardiorespiratory Arrest, health experts face numerous cases in which they must practice resuscitation. For this procedure to be effective, it is essential that these professionals have extensive knowledge in this area and master the most contemporary techniques.

In this sense, the teaching programs in Advanced Life Support are of paramount importance for various reasons. One of the main reasons is that prompt attention to events, such as severe trauma, can make the difference between survival and recovery of patients. In turn, these programs keep experts up-to-date with the latest developments in resuscitation.

In order to support this work, TECH has implemented a comprehensive program dedicated to the Hospital Cardiopulmonary Resuscitation Plan. Designed by a teaching faculty of first level, the syllabus will delve into the methodological bases for the use of clinical simulation within the Life Support. In addition, the syllabus will provide guidelines for students to adapt both the methodology and the objectives for the selection of educational material. The program will also address various systems for conflict prevention during the learning process, avoiding tense situations.

Moreover, the program is based on the *Relearning* method, of which TECH is a pioneer. This system uses the reiteration of key contents in a natural way, ensuring that they remain in the memory of the graduates without the need to memorize. It should be noted that the only thing required to access the Virtual Campus is an electronic device with Internet access (cell phones, *tablets* or computers). In addition, students will be able to access a digital library full of additional didactic materials to enrich their educational experience.

This **Postgraduate Certificate in Life Support Training in the Critically Ill Patient** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Practice cases presented by experts in Advanced Life Support and Monitoring in the Critically Ill Patient
- ♦ 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



Relearning will allow you to learn with less effort and greater performance, getting more involved in your professional specialization"

“*You will learn through real cases and by solving complex situations in simulated learning environments”*

Looking to improve your didactic communication for the Life Support Plan? Get it with this qualification in just 6 weeks.

Update your knowledge of CPR through innovative multimedia content.

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

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

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.



02 Objectives

Thanks to this program, students will design programs in Life Support, depending on specific patients or specific situations. To do this, they will manage the new educational technologies applied to this area and will be able to effectively apply the SPICES model. In addition, they will have extensive knowledge about the most used methods for teaching Life Support.





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*Don't miss this unique opportunity
to boost your career with this
innovative program in 150 hours"*



General Objectives

- ♦ Develop the design of a program in Basic Life Support and Advanced Life Support
- ♦ Analyze the principles of academic programming
- ♦ Apply the system for the design of academic objectives
- ♦ Determine the basis for the design of life support programs depending on specific situations or patients
- ♦ Examine the most useful methodological and didactic resources for Life Support education
- ♦ Specify the evaluation programs and their application to the teaching of Life Support
- ♦ Establish the impact of new educational technologies applied to the teaching of Life Support





Specific Objectives

- Establish the phases and elements that constitute a formative program
- Implement the specific modifications of a generic educational program in order to adapt it to life support education
- Examine the main teaching methods used for life support teaching
- Apply the main teaching resources used in life support teaching
- Compile the principles of diagnostic evaluation and didactic evaluation, the principles of clinical simulation applied to life support teaching and the principles of the ABP (Problem-Based Learning) methodology
- Apply the SPICES model to Life Support teaching



You will reinforce your knowledge with the innovative Relearning methodology, achieving an effective assimilation of matter"

03

Course Management

In its maxim of offering the best quality education, TECH has a teaching staff of international prestige. These specialists have an extensive professional background, being part of renowned hospitals. In addition, they are characterized by having a deep knowledge of CPR and by offering the most advanced technological resources in the healthcare field. In this way, students will have the guarantees they need to update their skills and acquire new skills to provide quality services to their patients.



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A syllabus made by specialists and a teaching material of the highest level will be the key to a successful professional career"

Management



Dr. Antonio Cardenas Cruz

- Head of the Intensive Care Medicine Department, Motril Hospital
- Director of the Clinical Unit of Critical Care and Emergency Management of the Poniente University Hospital
- Institute Director of Continuing Education of the Andalusian Society of Intensive Care Medicine and Coronary Universities
- Training Program Director for Life Support Trainers of the IAVANTE Line of the Progreso y Salud Foundation of the Consejería de Salud y Consumo de la Junta de Andalucía (Andalusian Regional Government)
- Training Program Director for Sedation the IAVANTE Line of the Progreso y Salud Foundation of the Consejería de Salud y Consumo de la Junta de Andalucía (Andalusian Regional Government)
- Head of Critical Care and Emergency Department, Hospital Universitario de Poniente
- Professor of Medicine
- Degree in Medicine and Surgery from the UGR
- PhD in Medicine and Surgery, UGR
- Specialist in Intensive Care Medicine

Professors

Dr. Vasserot Vargas, Francisco Javier

- ♦ Medical Specialist in Intensive Care Medicine at Poniente University Hospital
- ♦ Medical emergency health care
- ♦ Professional Master's Degree in Methodology of the investigation in Health Sciences
- ♦ Degree in Medicine from the University of Granada

Dr. De la Hoz García, Celia

- ♦ Specialist in Intensive Care Medicine at the Virgen de las Nieves University Hospital
- ♦ Degree in Medicine and Surgery from the University of Granada
- ♦ Author of several scientific articles, published in specialized Spanish journals
- ♦ Speaker at National Congresses, where she has presented her scientific work

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Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

04

Structure and Content

This academic itinerary, which has 150 hours of training, will provide students with the conceptual bases that govern life support teaching. The syllabus will delve into factors such as the establishment of teaching resources and the diagnostic evaluation program. In turn, it will delve into the different logistical supports (scientific, audiovisual, simulation and physical) necessary to serve users. The concept of academic *Debriefing* and its behavioral aspects will also be analyzed.



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You will delve into different factors associated with Advanced Life Support (ALS) at the best digital university, in the world, according to Forbes"

Module 1. Life Support Training in the Critically Ill Patient

- 1.1. Life Support Training Programs
 - 1.1.1. Life Support Training Programs
 - 1.1.2. Programming, Definition of Objectives and Establishment of Didactic Resources
 - 1.1.3. Diagnostic and Didactic Evaluation Program
- 1.2. Advanced Life Support Training Programs
 - 1.2.1. Advanced Life Support Training Programs
 - 1.2.2. Programming, Definition of Objectives and Establishment of Didactic Resources
 - 1.2.3. Diagnostic and Didactic Evaluation Program
- 1.3. Training Programs in Special Situations and Patients
 - 1.3.1. Training Programs in Special Situations and Patients
 - 1.3.2. Programming, Definition of Objectives and Establishment of Didactic Resources
 - 1.3.3. Diagnostic and Didactic Evaluation Program
- 1.4. Logistical Resources Applied to Life Support Education
 - 1.4.1. Logistical Resources Applied to Life Support Education
 - 1.4.2. Analysis of the Different Media: Scientific, Audiovisual, Simulation and Physics
 - 1.4.3. Methodological and Objective-based Adaptation for the Selection of the Teaching Material
- 1.5. Methodology of Life Support Teaching Training
 - 1.5.1. Training methodology
 - 1.5.2. Method and Didactic Style
 - 1.5.3. Expository Method and Demonstrative Method
- 1.6. Didactic Communication of the Life Support Plan
 - 1.6.1. Didactic Communication
 - 1.6.2. Diagram of the Didactic Communication
 - 1.6.3. Didactics of Expression and Didactics of Interpretation
- 1.7. Methodology for the Evaluation of the Life Support Plan
 - 1.7.1. Methodology for the Evaluation
 - 1.7.2. Classification of the Evaluation
 - 1.7.3. Integrated Life Support Workshops as a Tool for Didactic Evaluation





- 1.8. Conflict Management in Teaching
 - 1.8.1. Conflict Management in Teaching
 - 1.8.2. Conflict Prevention Systems
 - 1.8.3. Methodology for Conflict Management Established
- 1.9. Clinical Simulation
 - 1.9.1. Clinical Simulation
 - 1.9.2. Methodological Bases for the Use of Clinical Simulation in Life Support Training
 - 1.9.3. Didactic Evaluation within the Clinical Simulation Model
- 1.10. Academic *Debriefing* and Behavioral Aspects within Life Support (LS) Education
 - 1.10.1. Academic *Debriefing* and Behavioral Aspects
 - 1.10.2. Classification and Methodological Basis: Basis for Emotional Self-Management
 - 1.10.3. Application within Life Support Teaching



Flexibility with a 100% online format to adapt to busy professional agendas"

05

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. 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 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.





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 on the usefulness of learning by observing experts. The system known as 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.



06 Certificate

The Postgraduate Certificate in Life Support Training in the Critically Ill Patient 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 Certificate in Life Support Training in the Critically Ill Patient** contains the most complete and up-to-date scientific on the market.

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

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

Title: **Postgraduate Certificate in Life Support Training in the Critically Ill Patient**
Official N° of Hours: **150 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 languages
virtual classroom



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

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