Postgraduate Diploma

Toxicological Emergencies caused by Frequently Used Products, Animals and Plants

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Postgraduate Diploma

Toxicological Emergencies caused by Frequently Used Products, Animals and Plants

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

Website: www.techtitute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-toxicological-emergencies-caused-frequently-used-products-animals-plants

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01

Introduction

Despite globalization and easy access to the Internet, there are multiple cases of poisoning by frequent use of products or by natural agents such as animals or plants. This may be due to lack of education or carelessness in a rural environment. In this sense, the emergency specialist must be aware of the methods of assessment and diagnosis of the patient in each consultation and the most effective treatments, according to the latency period of onset of clinical manifestations and clinical syndromes. In this sense, TECH has gathered a complete syllabus in this 100% online academic program, which will allow the graduate to have new knowledge and skills to act effectively in Toxicological Emergencies caused by Frequently Used Products, Animals and Plants, from the hands of the most experienced teachers.

With the study of this program you will be updated on the general therapeutic measures implemented in the face of poisoning by household products or natural agents"

The adverse effects of poisoning caused by frequently used products that are easily accessible from home or by natural agents such as animals and plants are diverse. In such situations, prior studies of the medical history of each patient are required, which are generally not available in the emergency room.

Therefore, it is important to make specific assessments according to the symptoms and signs of the affected person that the specialist must relate to the possible causes and therefore define the precise antidote. For these reasons, it is necessary for the specialist to be familiar with the advances of science in this regard and the updates regarding the assessment and treatment of the poisoned patient.

This Postgraduate Diploma brings together a syllabus of high academic level that contains in 5 study modules the most updated contents related to the initial assessment of the poisoned patient, the examinations to be performed, the different types of Toxicology such as hepatic, renal, hematological, neurological and psychiatric.

Also, the epidemiology of snake bites, animal bites, fish poisoning, insects such as wasps, bees and bumblebees. As well as poisoning caused by cleaning, personal hygiene and cosmetic products and their classification according to their toxicity.

Additionally, the graduate will also be able to make the diagnosis of suspected poisoning and diagnostic hypotheses of poisoning in rural areas by pesticides or phytosanitary products, thanks to the 100% online study developed by experts who have poured all their experience in the subject, within the content of this higher level program.

This **Postgraduate Diploma in Toxicological Emergencies caused by Frequently Used Products, Animals and Plants** 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 Toxicology in the Emergency Room
- 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 the self-assessment process can be carried out 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

In a practical way and with the guidance of expert teachers, you will recognize plants with toxic potential and their possible antidotes"

You will delve into the main clinical syndromes caused by the effect of snake venoms on humans"

You will be updated on the most effective diagnostic methods for the assessment of patients poisoned by frequently used products.

This Postgraduate Diploma has a team of highly qualified professionals with extensive experience in the area of Emergency Toxicology.

The program includes in its teaching staff professionals of the field who pour into this training the experience of their work, in addition to recognized specialists from reference societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive training programmed to train in real situations.

The design of this program focuses on Problem-Based Learning, in which the professional will have to try to solve the different professional practice situations that will arise throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

02

Objectives

This Postgraduate Diploma in Toxicological Emergencies caused by Frequently Used Products, Animals and Plants has been designed so that the specialist acquires, in a natural and progressive way, all the updates regarding the assessment and diagnosis of the patient with these conditions. So that they can make the most accurate decisions quickly and with the efficiency that the situation deserves. For this, throughout the academic course they will be guided by experienced teachers, who have poured all their experience in the syllabus of study.

With this Postgraduate Diploma you will be able to describe the possible serious poisonings produced by animals and plants, as well as by frequently used products and their treatment"

General Objective

- Define the basic and general principles of care for the severely poisoned patient
- Identify the main toxics available in our environment
- Describe the main signs and symptoms related to severe acute poisoning and its organ involvement
- Implement mechanisms to protect the severely poisoned patients and those around them
- Detect complications related to the related toxicant or to the patient's health status
- Explain the process of care, diagnosis and treatment of the severely poisoned patient in all its dimensions

TECH has the most prestigious teachers in each of its programs. Join the best and get up to date in Toxicological Emergencies"

Specific Objectives

Module 1. Assessment of the Poisoned Patient

- Explain the decontamination procedures in acute dermal intoxication
- Define the toxicity mechanisms in the men's and female genitourinary tract
- Identify the effects of xenobiotics
- Describe the ECG alterations in poisonings that produce cardiac involvement
- Recognize the possible arrhythmias to be detected in acute poisonings
- Manage the hematological involvement that occurs in acute poisonings

Module 2. Therapeutic Management of the Poisoned Patient: Life Support

- Undertake Screening Procedures for Patients with Smoke Inhalation Poisoning
- Determine the therapeutic approach to be carried out in the patient poisoned by inhalation of fumes or other respiratory agents
- Establish the differential diagnosis between the different toxic renal syndromes
- Identify the clinical pictures that can occur in poisoning with neurological involvement
- Describe the systemic repercussion of eye poisoning
- Know those toxics substances that cause hepatic affectation and its repercussion at the organic level
- Assess violent and self-injurious behaviors in relation to psychiatric toxicology

Module 3. Poisoning in Rural Areas by Pesticides or Phytosanitary Products

- Identify the toxicokinetics of herbicides, organochlorine, organophosphorus, organophosphorus and carbamates, pyrethroids and insect repellents
- Introduce specific treatments against these products in case of acute poisoning

Module 4. Household Poisoning from Cleaning Products, Personal Hygiene Products and Caustic Poisons

- Evaluate specific poisoning produced by substances such as soaps, shampoos, hair dyes, hairsprays and other hair products
- Manage general therapeutic measures against poisonings caused by household products
- Master the physiopathology of caustic poisonings and the protocols to intervene in patients suffering from them

Module 5. Poisoning from Natural Agents: Plants, Mushrooms and Animals

- Describe the possible serious poisonings produced by marine animals, arthropods, arachnids, tarantulas, scorpions, ants, hymenoptera, butterflies, termites, beetles, reptiles and their clinical approach
- Classify toxic mushrooms and their possible antidotes
- Recognize plants with toxic potential and their possible antidotes

03

Course Management

Thanks to the intervention of a team of specialists in Toxicological Emergencies, this program will have a high quality guarantee that will make possible an evolution in the performance of the specialist in a natural and progressive way. This academic program contains examples of real cases practiced by the experienced teachers, who throughout their careers have attended multiple patients poisoned by frequently used products, as well as by animals or plants. This is how, through their experience and research, a syllabus of high academic level is achieved, which the student will enjoy totally online.

TECH has brought together teachers of prestige and recognized trajectory for the elaboration of this program"

Management

Dr. Álvarez Rodríguez, Cesáreo

- Emergency Physician Head of the Emergency Unit of Verín Hospital
- Chairman of the Research and Teaching, Ethics and Medical Records Committee Verín Hospital
- Coordinator of the Toxicology Working Group of SEMES Galicia
- Scientific Secretary of the Galician Society of Emergency Medicine (SEMES Galicia)
- Vice-Secretary for Training of the Spanish Society of Emergency Medicine (SEMES)
- Director of Doctoral Thesis in the area of Clinical Toxicology (Extraordinary Award)
- Resident Intern. Virgen de la Concha General Hospital of Zamora
- Specialist in the Emergency Department Virgen de la Concha General Hospital of Zamora
- Resident Intern. Professional School of Sports Medicine of the University of Oviedo
- Primary Care Physician SERGAS
- PhD in Medicine and Surgery from the Autonomous University of Madrid
- Degree in Medicine and Surgery from the University of Santiago de Compostela with a Bachelor's Degree in Medicine and Surgery
- Physical Education and Sports Medicine Professional School of Sports Medicine of the University of Oviedo
- Research Sufficiency by the University of Salamanca
- Specialist in Family and Community Medicine
- University Expert in Health Promotion
- Advanced Life Support Instructor (American Heart Association Accredited)
- Member of the Editorial Board of the journal "Emergencias"

Professors

Dr. Burillo-Putze, Guillermo

- Specialist in Family and Community Medicine
- Researcher of the Department of Physical and Pharmacological Medicine of the University of La Laguna
- Former Coordinator of the Emergency Department of the University Hospital Complex of the Canary Islands
- Doctor in Medicine and Surgery from the University of La Laguna
- University Expert in Toxicology by the University of Sevilla
- Advanced Life Support Instructor Course of the School of Clinical Toxicology of Washington, USA
- Member of: European Register of Toxicologists, Spanish Association of Toxicology

Dr. Bajo Bajo, Angel Ascensiano

- Hospital Emergency Physician at the University Health Care Complex of Salamanca
- Associate Professor of Emergency Medicine at the University of Salamanca
- PhD in Medicine from the University of Salamanca
- Degree in Medicine and Surgery from the University of Salamanca.
- Certified in Emergency Medicine by the Spanish Society of Emergency Medicine (SEMES)
- Member of: Clinical Toxicology Section of the Spanish Association of Toxicology (AETOX), Clinical Toxicology Working Group of the Spanish Society of Emergency Medicine (SEMETOX), European Association of Poison Control Centres and Clinical Toxicology (EAPCCT), Founder of the Spanish Foundation of Toxicology (FETOC)

Mr. Carnero Fernandez, César Antonio

- Deputy Inspector of National Police
- TEDAX-NRBQ Specialist in the TEDAX-NRBQ Unit of the National Police

Ms. Giralde Martínez, Patricia

- Prehospital Emergency Physician in the Galician 061 Health Emergency Service
- Hospital Emergency Physician at the Montecelo Hospital
- Postgraduate University Professor in the course "Postgraduate Diploma in Urgencies and Emergencies" of the School of Health Sciences of the Complutense University of Madrid
- General Vice-Secretary of the Galician Society of Emergency Medicine (SEMES Galicia)
- Member of Scientific Committee of the XXI Conference on Clinical Toxicology and XI Conference on Toxicovigilance
- Graduate in Medicine and Surgery from the University of Santiago de Compostela
- Specialist in Family and Community Medicine
- Master's Degree in Urgencies, Emergencies and Catastrophes by CEU San Pablo University

Dr. Miguéns Blanco, Iria

- Doctor at the Emergency Department of the Gregorio Marañon General University Hospital
- Specialist in Prehospital Emergency Medicine in the Emergency Service of the Community of Madrid-SUMMA
- Specialist in Family and Community Medicine
- Graduate in Medicine and Surgery from the University of Santiago de Compostela
- Master's Degree in Emergency Medicine from the Complutense University of Madrid
- Master's Degree in Teaching and Digital Skills in Health Sciences by Cardenal Herrera CEU University
- Master's Degree in Healthcare Law and Bioethics from the University of Castilla-La Mancha
- SEMES national board member and director of Mujeres SEMES

Dr. Mayan Conesa, Plácido

- Emergency Coordinator at University Clinical Hospital of Santiago
- Emergency Physician at the University Hospital Complex of La Coruña
- Reviewer of the journal Emergencias
- Teacher of Advanced Life Support
- Graduate in Medicine and Surgery from the Universidad de Navarra
- Specialist in Family and Community Medicine
- Diploma of Advanced Studies from the University of La Coruña
- Member of SEMES (board of directors)

Dr. Maza Vera, María Teresa

- Undersecretary of Accreditation and Quality of SEMES
- Specialist in Hospital Emergency Medicine at the Álvaro Cunqueiro Hospital of Vigo
- Member of the Toxicology Working Group of SEMES Galicia
- Coordinator of the Scientific Committee of the XXIV Autonomic Congress SEMES Galicia
- Specialist in Family and Community Medicine
- Diploma of Advanced Studies in Health Sciences from the University of Vigo.

Mr. Rodríguez Domínguez, José María

- TEDAX-NRBQ Specialist in the TEDAX-NRBQ Unit of the National Police
- TEDAX-NRBQ teacher for national and international organizations
- Degree in Biology from the University of Santiago de Compostela

Dr. Suárez Gago, María del Mar

- Assistant Physician of the Emergency Department of the Verín Hospital
- Member of the Toxicology Working Group of SEMES Galicia
- Specialist in Internal Medicine
- VMER (Medical Emergency and Resuscitation Vehicle) accreditation of the Training Center of the National Institute of Medical Emergencies of Oporto (INEM)
- Degree in Medicine and Surgery University of the Basque Country

A unique, key, and decisive educational experience to boost your professional development"

04

Structure and Content

Through 6 months of study, the specialist will be able to keep up to date with all the updates regarding the evaluation of the patient poisoned by frequently used products, animals and plants, from the emergency department. With a completely online teaching system, which adapts to the needs of the student, being able to choose where, how and when to study. Therefore, they will have a virtual platform that contains a variety of multimedia resources to make the process more dynamic and provide the comfort and quality desired. Detailed videos, guides, images, complementary readings, *Testing* and much more will be available 24 hours a day.

A complete and updated syllabus that will allow you to effectively perform the urgent assessment of the poisoned patient"

Module 1. Assessment of the Poisoned Patient

1.1. Introduction to the Module
- 1.1.1. Medical History
  - 1.1.1.1. Medical History
  - 1.1.1.2. Physical Examination
  - 1.1.1.3. Complementary Evaluations
- 1.1.2. Toxic Syndromes
  - 1.1.2.1. Sympathomimetics
  - 1.1.2.2. Cholinergic Drugs
  - 1.1.2.3. Anticholinergics
  - 1.1.2.4. Serotonergic Drugs
  - 1.1.2.5. Opioids
  - 1.1.2.6. Sedative-Hypnotic Drugs
  - 1.1.2.7. Hallucinatory Drugs
- 1.1.3. Metabolic Acidosis in Toxicology
- 1.1.4. Diagnosis of Suspected Poisoning and Diagnostic Hypotheses
- 1.1.5. Conclusions and Key Points

1.2. Initial Assessment of Patients Suffering from Intoxication
- 1.2.1. Preliminary
  - 1.2.1.1. Introduction
  - 1.2.1.2. Index
  - 1.2.1.3. Objectives
- 1.2.2. Hepatic Toxicology
- 1.2.3. Renal Toxicology
- 1.2.4. Hematological Toxicity
- 1.2.5. Neurological and Psychiatric Toxicology
- 1.2.6. Conclusions and Key Points
- 1.2.7. Cardiovascular and Respiratory Toxicology

1.3. Toxic Organ Involvement
- 1.3.1. Preliminary
  - 1.3.1.1. Introduction
  - 1.3.1.2. Index
  - 1.3.1.3. Objectives
- 1.3.2. Reproductive and Perinatal Toxicology
- 1.3.3. Neonatal and Pediatric Toxicology
- 1.3.4. Geriatric Toxicology

1.4. Group Toxicology

Module 2. Therapeutic Management of the Poisoned Patient: Life Support

2.1. A Complete Overview of Poisoning Treatment

2.2. Life Support for Poisoned Patients: Cardiopulmonary Arrest
- 2.2.1. The Fundamental Pillars of Life Support in Cardiopulmonary Arrest
- 2.2.2. Respiratory Arrest and Ventilatory Support
- 2.2.3. Cardiorespiratory Arrest in Poisoned Patients
- 2.2.4. Conclusions and Key Points

2.3. Acute Respiratory Failure in Poisoned Patients and Therapeutic Management
- 2.3.1. Preliminary
- 2.3.2. Acute Respiratory Failure due to Airway Obstruction
- 2.3.3. Acute Respiratory Failure due to Hypoventilation
- 2.3.4. Acute Respiratory Failure due to Decrease in Inspiratory Oxygen Fraction
- 2.3.5. Acute Respiratory Failure due to Alveolocapillary Diffusion Impairment
- 2.3.6. Acute Respiratory Failure due to Altered Oxygen Transport or Tissue Oxygen Utilization
- 2.3.7. Acute Mixed Respiratory Failure
- 2.3.8. Conclusions and Key Points

2.4. Hemodynamic Stability and Instability in Poisoned Patients
- 2.4.1. Shock and its Different Types in Poisoned Patients
- 2.4.2. Therapeutic Management of Shock in Poisoned Patients
- 2.4.3. Hypotension and Hypertension in Poisoned Patients
- 2.4.4. Cardiac Arrhythmias in Acute Poisoning
- 2.4.5. Acute Coronary Syndrome in Poisoned Patients
- 2.4.6. Conclusions and Key Points

2.5. Neuropsychiatric Disorders Associated with Poisoning
- 2.5.1. Disorders of Consciousness Toxic Coma
- 2.5.2. Seizures.
- 2.5.3. Behavioral Disorder. Agitated Patient Management
  - 2.5.3.1. Etiology of Psychomotor Agitation. Toxicology-Related Causes
  - 2.5.3.2. Protective Measures for Healthcare Personnel
  - 2.5.3.3. Verbal, Mechanical and Pharmacological Restraint Measures
- 2.5.4. Conclusions and Key Points

Module 3. Pesticide or Phytosanitary Product Poisoning in Rural Areas

3.1. Introduction to the Module: General Aspects of Pesticide Poisoning
- 3.1.1. Concept of Pesticides
- 3.1.2. Classification of Pesticides
- 3.1.3. Preventive and Protective Measures for Workers
- 3.1.4. First Aid at the Poisoning Site

3.2. Insecticide Poisoning
- 3.2.1. Preliminary
  - 3.2.1.1. Introduction
  - 3.2.1.2. Index
  - 3.2.1.3. Objective
- 3.2.2. Organochlorines
- 3.2.3. Organophosphates
- 3.2.4. Carbamates
- 3.2.5. Pyrethroids
- 3.2.6. Conclusions and Key Points

3.3. Herbicide Poisoning
- 3.3.1. Preliminary
  - 3.3.1.1. Introduction
  - 3.3.1.2. Index
  - 3.3.1.3. Objective
- 3.3.2. Diquat
- 3.3.3. Paraquat
- 3.3.4. Conclusions and Key Points

3.4. Fungicide Poisoning
- 3.4.1. Conclusions and Key Points

3.5. Rodenticide Poisoning
- 3.5.1. Conclusions and Key Points

Module 4. Household Poisoning from Cleaning Products, Personal Hygiene Products and Caustic Poisons

4.1. Introduction to the Module

4.2. Poisoning from Cleaning, Personal Hygiene and Cosmetic Products
- 4.2.1. Classification According to Toxicity
- 4.2.2. Specific Poisonings
  - 4.2.2.1. Soaps and Shampoos
  - 4.2.2.2. Nail Polish and Nail Polish Remover
  - 4.2.2.3. Hair Substances: Hair Dyes, Hairsprays, Hair Softeners, etc.
  - 4.2.2.4. Others
- 4.2.3. General Therapeutic Measures and Controversies
- 4.2.4. Conclusions and Key Points

4.3. Caustic Poisoning
- 4.3.1. Introduction
- 4.3.2. Main Caustic Substances
- 4.3.3. Pathophysiology
- 4.3.4. Clinical Symptoms
- 4.3.5. Diagnosis
- 4.3.6. Acute and Late Complications
- 4.3.7. Treatment and Attitude to be Followed
- 4.3.8. Conclusions and Key Points

Module 5. Poisonings by Natural Agents: Plants, Mushrooms and Animals

5.1. Plant Poisoning
- 5.1.1. Classification According to Target Organ, Apparatus or System
  - 5.1.1.1. Gastrointestinal
  - 5.1.1.2. Cardiovascular
  - 5.1.1.3. Central Nervous System
  - 5.1.1.4. Others.
- 5.1.2. Conclusions and Key Points

5.2. Mushroom Poisoning
- 5.2.1. Epidemiology of Mushroom Poisoning
- 5.2.2. Pathophysiology
- 5.2.3. The Clinical History as a Fundamental Element for Diagnosis

5.2.4. Classification According to the Latency Period of Onset of Clinical Manifestations and Clinical Syndromes
5.2.4.1. Short Latency Syndromes
5.2.4.1.1. Acute Mushroom Gastroenteritis (Gastroenteritic, Resinoid or Lividian Syndrome)
5.2.4.1.2. Intolerance Syndrome
5.2.4.1.3. Delirium Syndrome (Mycoatropinic or Anticholinergic)
5.2.4.1.4. Muscarinic Syndrome (Mycocholinergic or Sweat Syndrome)
5.2.4.1.5. Hallucinatory Syndrome (Psychotropic or Narcotic)
5.2.4.1.6. Nitritoid Syndrome (Coprinic or Antabus Effect Syndrome)
5.2.4.1.7. Hemolytic Syndrome
5.2.4.2. Long-Latency Syndromes
5.2.4.2.1. Giromitrile Syndrome (Ogiromitrile)
5.2.4.2.2. Orellanic Syndrome (Cortinaric or Nephrotoxic)
5.2.4.2.3. Phalloid, Hepatotoxic or Cyclopeptide Syndrome
5.2.4.2.3.1. Etiology
5.2.4.2.3.2. Pathophysiology and Toxicokinetics
5.2.4.2.3.3. Clinical Symptoms
5.2.4.2.3.4. Diagnosis
5.2.4.2.3.5. Treatment
5.2.4.2.3.6. Prognosis
5.2.4.3. New Syndromes
5.2.4.3.1. Proximal Syndrome
5.2.4.3.2. Erythromelalgia or Achromelalgia
5.2.4.3.3. Rhabdomyolysis
5.2.4.3.4. Hemorrhagic Syndrome (or Szechwan's Syndrome)
5.2.4.3.5. Neurotoxic Poisoning
5.2.4.3.6. Encephalopathy
5.2.4.4. Conclusions and Key Points

5.3. Animal Poisoning: Snakes
5.3.1. Preliminary
5.3.1.1. Introduction
5.3.1.2. Index
5.3.1.3. Objectives
5.3.2. Epidemiology of Snake Bites
5.3.3. Classification of Snakes
5.3.4. Differences between Vipers and Snakes
5.3.5. The Poison Apparatus of Snakes
5.3.6. The Effect of Snake Venoms on Humans
5.3.7. Clinical Symptoms
5.3.7.1. Clinical Syndromes
5.3.7.1.1. Neurological Syndrome
5.3.7.1.2. Hemotoxic-Cytotoxic Syndrome
5.3.7.1.3. Cardiotoxic and Myotoxic Syndromes
5.3.7.1.4. Hypersensitivity Syndromes
5.3.7.2. Clinical Grading of the Intensity of the Poisoning
5.3.8. Treatment
5.3.8.1. Symptoms
5.3.8.2. Specific
5.3.9. Conclusions and Key Points

5.4. Animal Bites: Mammals
5.4.1. Preliminary
5.4.1.1. Introduction
5.4.1.2. Index
5.4.1.3. Objectives
5.4.2. Epidemiological Aspects
5.4.3. Clinical-Diagnostic Aspects
5.4.4. Therapeutic Aspects
5.4.4.1. Initial Management
5.4.4.2. Surgical Management: Suture
5.4.4.3. Antibiotic Prophylaxis
5.4.4.4. Tetanus Prophylaxis
5.4.4.5. Rabies Prophylaxis
5.4.4.6. Antiviral Prophylaxis: Anti-Hepatitis B and Anti-HIV
5.4.5. Conclusions and Key Points

5.5. Marine Animals
- 5.5.1. Fish Poisoning
  - 5.5.1.1. Stonefish
  - 5.5.1.2. Viperfish
  - 5.5.1.3. Stingray
- 5.5.2. Food Poisoning from Fish and Shellfish
  - 5.5.2.1. Paralytic Shellfish Poisoning
  - 5.5.2.2. Scombroidosis. Histamine Poisoning
  - 5.5.2.3. Pufferfish Poisoning
- 5.5.3. Coelenterate Poisoning
  - 5.5.3.1. Jellyfish Stings
  - 5.5.3.2. Physalia Physalis or the Portuguese Man o' War Sting
  - 5.5.3.3. Treatment
- 5.5.4. Conclusions and Key Points

5.6. Invertebrates
- 5.6.1. Preliminary
  - 5.6.1.1. Introduction
  - 5.6.1.2. Index
  - 5.6.1.3. Objectives
- 5.6.2. Insects: Wasps, Bees and Bumblebees
- 5.6.3. Arachnids
  - 5.6.3.1. Spiders
  - 5.6.3.2. Scorpions
  - 5.6.3.3. Ticks
- 5.6.4. Conclusions and Key Points

05

Methodology

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

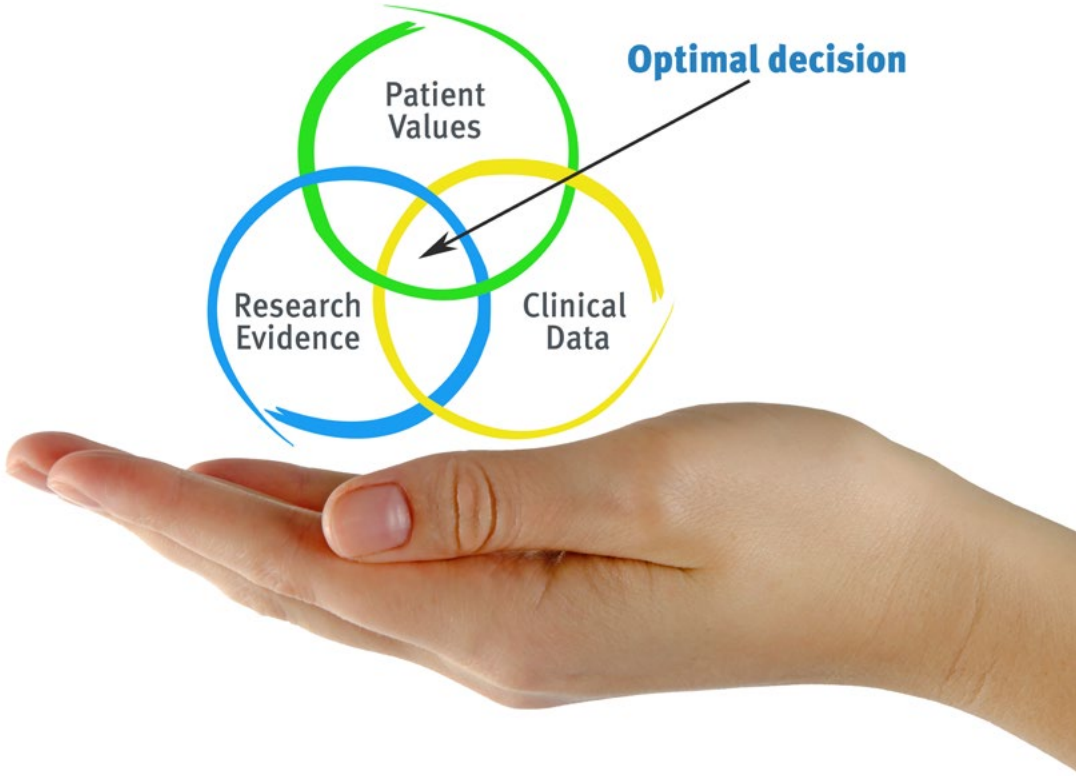
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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.

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:

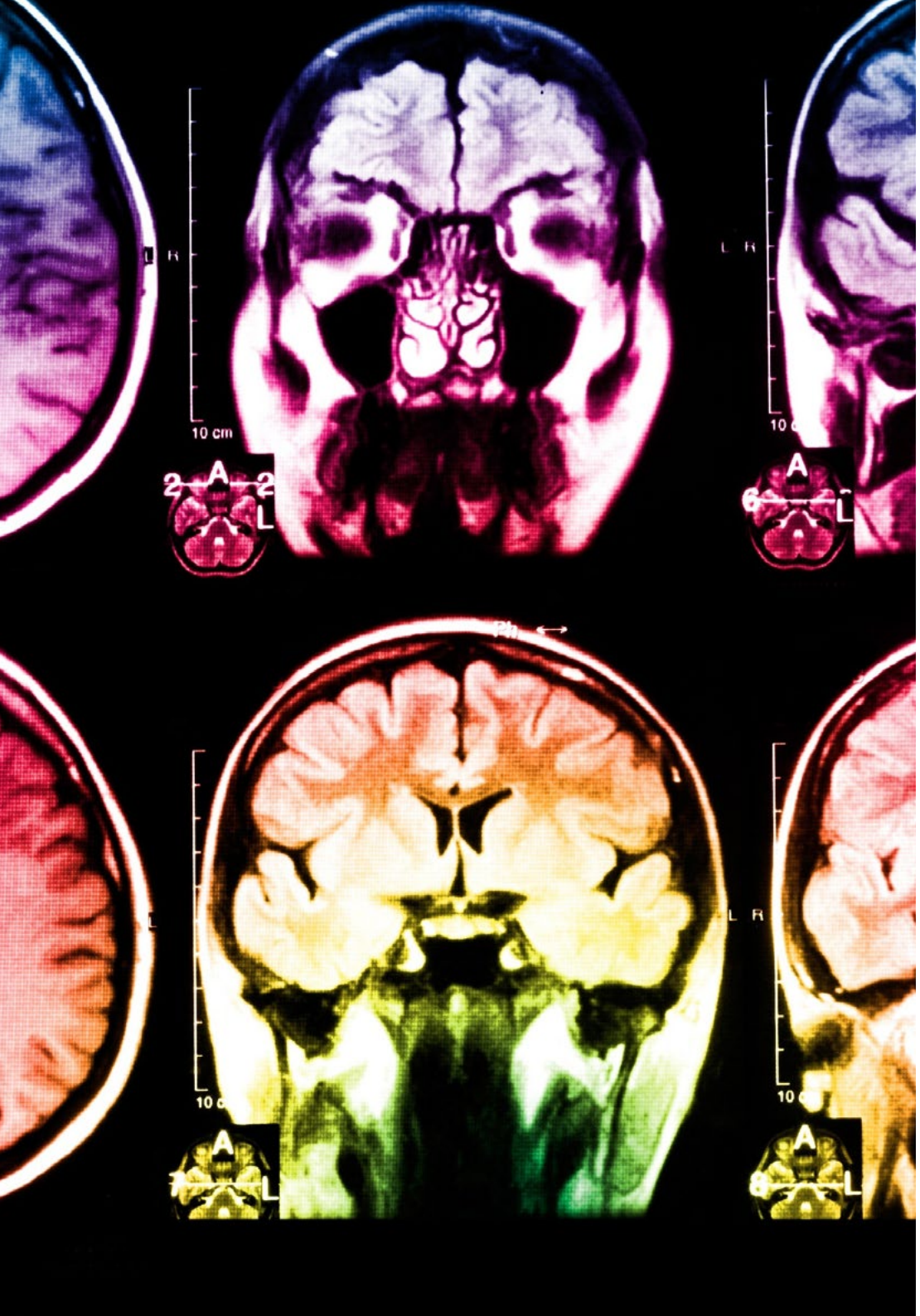
1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better 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.

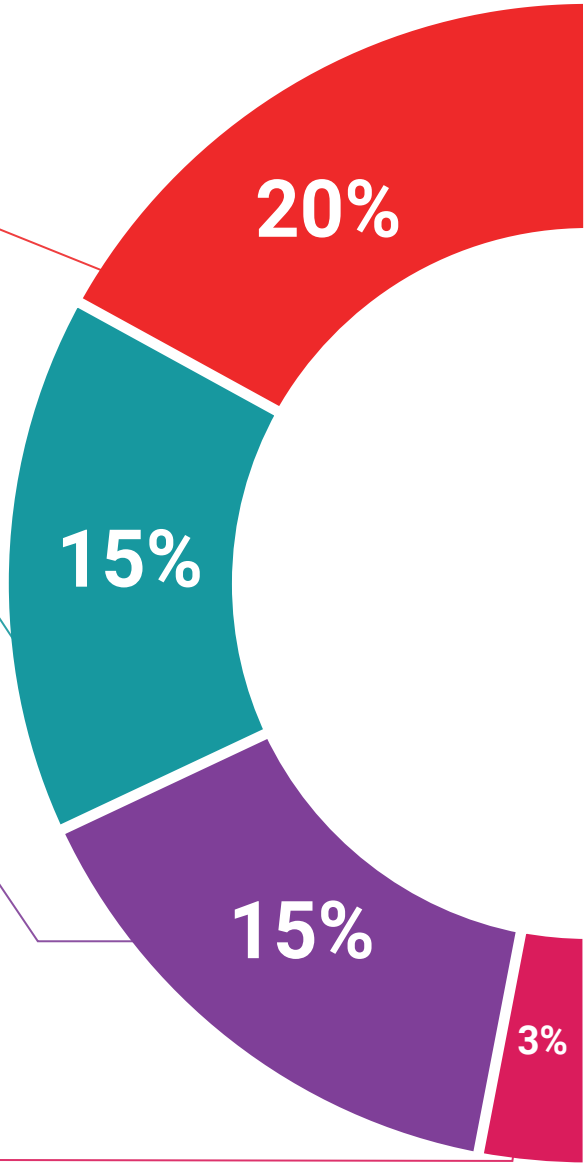
Interactive Summaries

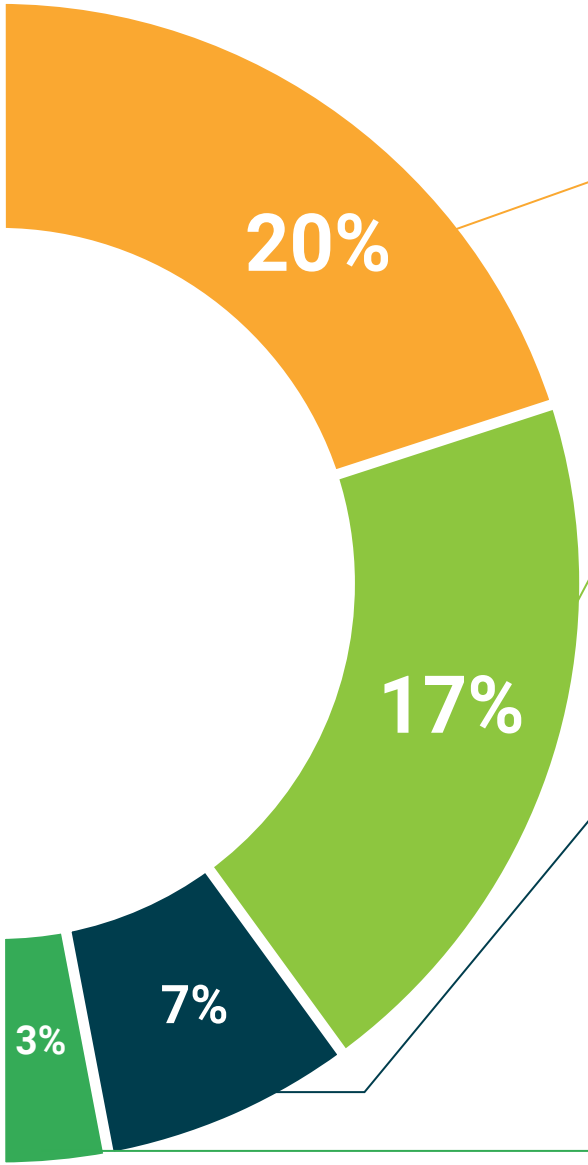
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Diploma in Toxicological Emergencies caused by Frequently Used Products, Animals and Plants 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"

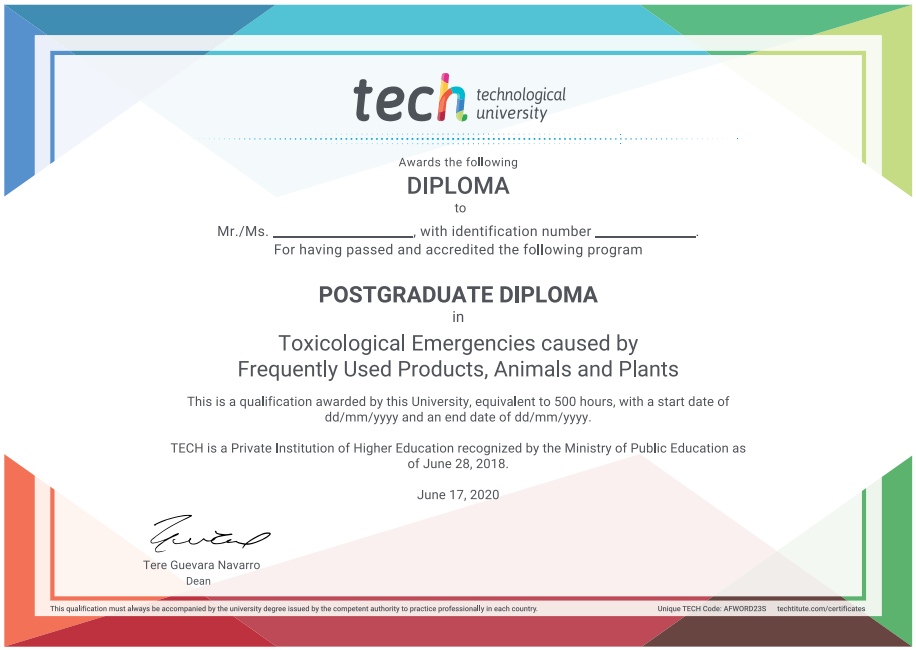
This **Postgraduate Diploma in Toxicological Emergencies caused by Frequently Used Products, Animals and Plants** contains the most complete and up-to-date scientific on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate 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 Toxicological Emergencies caused by Frequently Used Products, Animals and Plants**

Official Nº of Hours: **500 h.**


tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Toxicological Emergencies caused by Frequently Used Products, Animals and Plants

This is a qualification awarded by this University, equivalent to 500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

*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.

tech technological university

Postgraduate Diploma

Toxicological Emergencies caused by Frequently Used Products, Animals and Plants

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

Postgraduate Diploma

Toxicological Emergencies caused by Frequently Used Products, Animals and Plants

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