

Professional Master's Degree

Clinical Management, Medical and Healthcare Administration



Professional Master's Degree Clinical Management, Medical and Healthcare Administration

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/medicine/professional-master-degree/master-clinical-management-medical-healthcare-administration

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01

Introduction

The current socio-economic context, together with the other factors influencing people's health, is making it all the more necessary to improve the managerial skills of those responsible for healthcare procedures. This program is aimed at preparing heads of service and those responsible for the medical management of hospital centers, developing skills and techniques that promote their leadership.





If you are a doctor, head of service or section, assistant, coordinator, director or manager in a hospital or outpatient care center, and you want to update and develop your management skills to respond to the current reality and context in your professional future, this is the perfect postgraduate program for you”

In the health structure, medical divisions are fundamental in performing different health processes, where the paradigm of Clinical Management is increasingly imposed, making it necessary to provide training in this area for physicians who develop or may reach positions of responsibility in health care, either in middle management, health care or in medical director and manager positions.

There are many new challenges in the sector which must be addressed, such as the approach to complex and chronic diseases, the relationships between professional groups, citizens (users, patients, clients) and providers and the development of new health technologies. There is also the need to increase efficiency in the use of resources to assume the new participative and transparent form of leadership; and to gain a position in the interdisciplinary team.

In order to contextualize the program, a review of health systems and policies, as well as the administrative process, is presented first, followed by considerations on the care and medical division and its role in the system. In the area of service management, the Clinical Management of Healthcare services, the management of the organization's people, talent, professionals, and the management of investments and economic evaluation stand out. Fundamental aspects in the daily activity of health managers.

It will also focus on all aspects related to the management of hospital and outpatient services and, specifically, on the quality of care in the centers and their different departments.

In addition, there will be a series of units focused on improving management skills in specific areas such as care for complexity and chronicity, alternatives to traditional hospitalization, the use of new technologies in the sector, evidence-based medicine and prudent prescribing, clinical safety, etc.

On the other hand, we will have modules on personal and health marketing from the development of personal branding, to the management of social networks and customer service and, finally, the research methodology required to work in Clinical Management will be assessed.

This **Professional Master's Degree in Clinical Management, Medical and Healthcare Administration** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Development of practical cases carried out by experts in health management and other specialties
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the situations that regularly occur in the hospital setting
- ♦ Presentation of practical workshops on procedures and decision making
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ Action protocols, where you can find the latest trends in health management
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ With a special emphasis on scientific methods and research methodologies in health management
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



The Professional Master's Degree in Clinical Management, Medical and Healthcare Administration, will qualify you to occupy a position of responsibility as head of service or section"

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This Professional Master's Degree is the best investment you can make when selecting a training program for two reasons: in addition to qualifying you as a clinical manager, you will obtain a qualification endorsed by TECH Technological University”

The teaching staff includes a team of prestigious healthcare management professionals, who bring their experience to this program, as well as renowned healthcare specialists, who complement the program by adding interdisciplinary elements.

The multimedia content developed with the latest educational technology will provide doctors with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning program to practice in real situations.

This program is designed around Problem-Based Learning, through which the physician must try to solve the different professional practice situations that arise throughout the program. For this purpose, they will be supported by an innovative interactive video system developed by renowned experts in the field of Health Management, with extensive teaching experience.

You will be able to complete the Professional Master's Degree 100% online, adapting it to your needs and making it easier for you to take it while you carry out your full-time healthcare activity.

Increase the quality of your management with this program and improve patient care.



02 Objectives

The Professional Master's Degree in Clinical Management, Medical and Healthcare Administration offers a detailed, state-of-the-art, professional training program from an eminently practical point of view, in a time where accredited knowledge is essential, including the latest trends in Leadership for Healthcare Services Managers.



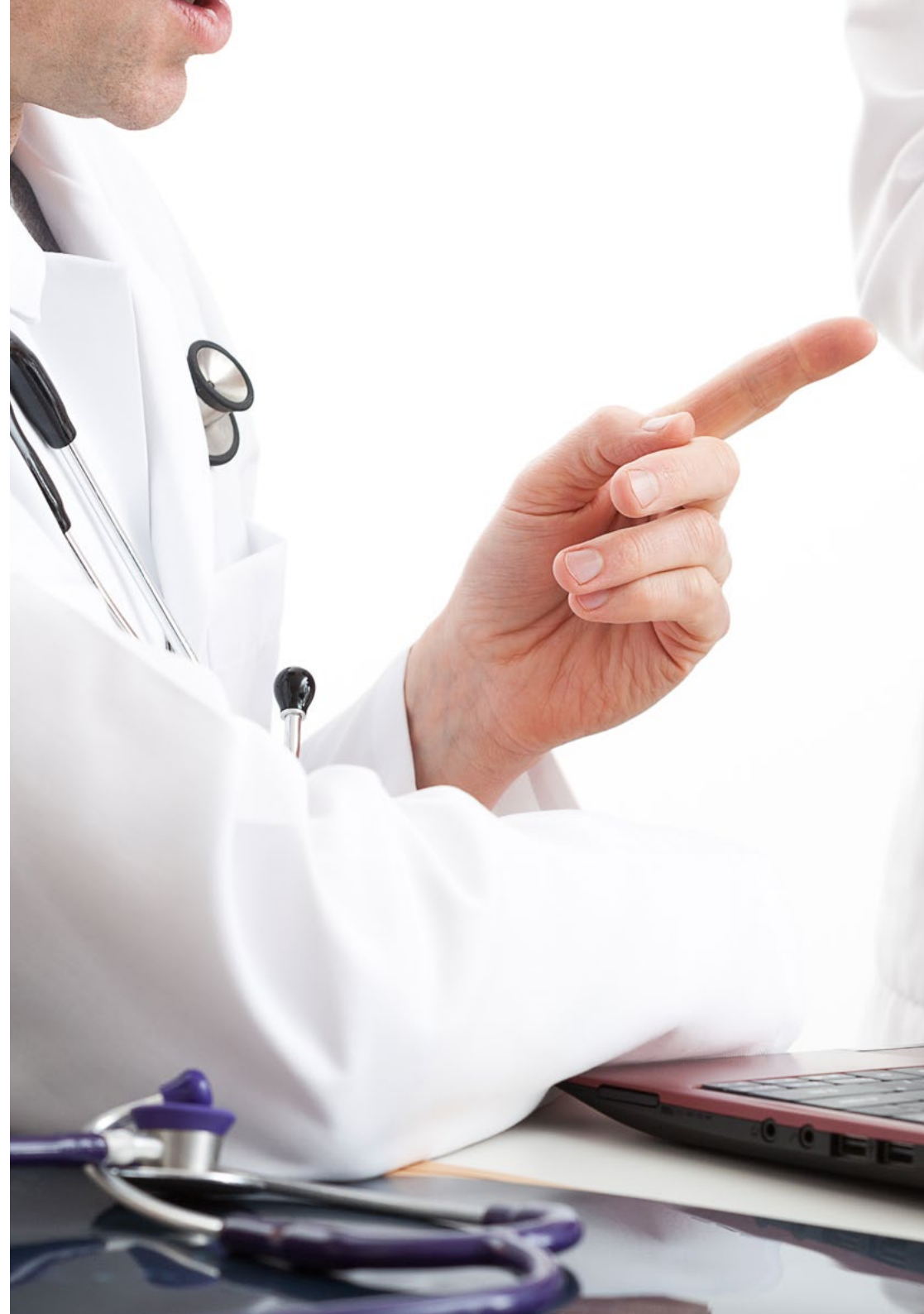
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This program will generate a sense of confidence in the performance of Medical and Clinical Management, and will help you grow professionally”



General objectives

- ♦ Analyze the theories and models of the organization and working of healthcare systems, focusing on their political, social, legal and economic foundations and their organizational structure
- ♦ Improve knowledge and professional skills in health management from a Clinical Management perspective, while becoming familiar with the practical methodological tools that apply to the critical areas of both institutional and everyday health management
- ♦ Approach Clinical Management from the criteria of efficacy, efficiency, effectiveness, equity, performance and profitability and the solution of problems through the adequate use of information systems
- ♦ Describe the principles of clinical management that facilitate planning, organization, management and assessment at a center, service or healthcare unit
- ♦ Demonstrate and assess advanced initiatives and experiences in Clinical and Health Management
- ♦ Train professionals to improve their problem-solving and decision-making using basic skills in daily clinical and healthcare management





Specific objectives

Module 1. Management and Economic Assessment

- ♦ Understand and know how to carry out an economic analysis of the functioning of health institutions and the economic behavior of the agents involved in health systems
- ♦ Incorporate the fundamental concepts of the techniques and instruments of economic evaluation applied to management practices in healthcare systems
- ♦ Incorporate integrated procurement systems from a centralized purchasing perspective for efficient and multidisciplinary operation

Module 2. People and Talent Management

- ♦ Establish the rights and duties of a medical entity in the management of people
- ♦ Get to know the right to collective bargaining, representation and institutional participation
- ♦ Recognize and develop the professional talent of people by integrating new tools for employability in the public and private sectors

Module 3. Clinical Management

- ♦ Understand, interpret, transmit and apply regulatory norms for the activities and functions of health professionals in Clinical Management, in accordance with the legal framework of the health sector
- ♦ Recognize and know how to apply and interpret health law in order to contextualize clinical practice in terms of professional and social responsibility, as well as the ethical aspects associated with health care

Module 4. Planning and Control of Health Organizations

- ♦ Gain knowledge about the main models of health systems in the world as a formal structure whose objective is the provision of services aimed at contributing to people's health
- ♦ Establish the elements and actors of the health system with reference to the different groups that adopt different roles according to their participation and role in it
- ♦ Discover the controversy between public and private healthcare in the description of the new management formulas in the healthcare system

Module 5. Medical and Healthcare Management Department in the Health System

- ♦ Differentiate between classical medical management and healthcare management
- ♦ Delve into the information systems for documentation management
- ♦ Understand bioethics and humanization in medical practice

Module 6. Quality Management

- ♦ Analyze and apply techniques, styles and methods to define, conduct and lead professional-talent management policies in health institutions
- ♦ Recognize, apply and know how to evaluate the usefulness in the clinical context of the different management tools that can be applied to the context of healthcare practice
- ♦ Lead patient quality and safety systems, applied to the context of Clinical Management units

Module 7. Competency Management

- ♦ Understand how to assess performance in competency-based management and know how to establish different assessment protocols in clinical management
- ♦ Get to know different methods and techniques to be applied in the assessment of professionals
- ♦ Acquire instructions for the evaluation interview as a meeting between the evaluator and the evaluated from different perspectives

Module 8. Patient Safety

- ♦ Place the definition of patient safety in the current context
- ♦ Recognize the risks of infections associated with nursing care, especially in the care of venous accesses
- ♦ Identify the risk of falls in order to anticipate and monitor falls in the hospitalized patient

Module 9. Quality Accreditation in Healthcare

- ♦ Integrate the ability to analyze the different healthcare benefits
- ♦ Develop methodological and instrumental skills in epidemiological research and the assessment of centers, services, technologies and the health programs

Module 10. Management of Special and Hospitalization Services

- ♦ Understand the processes of an emergency department in order to carry out a correct planning and control of the service
- ♦ Analyze the Intensive Care Unit as a physical structure with human resources
- ♦ Analyze other models of special units or services such as hemodialysis, hemodynamic, stroke or pain units

Module 11. Management of Central Services

- ♦ Apply health accreditation approaches to different types of organizations and health centers
- ♦ Develop methodological and instrumental skills to adequately use the different health information systems in Management and Administration decisions in clinical units
- ♦ Interpret and appropriately apply the most appropriate tools in each context for valuation and clinical decision making
- ♦ Design and lead improvement, innovation and transformation processes in the units, services and centers

Module 12. Management of Transversal and Primary Services

- ♦ Improve knowledge of the conceptual basis of Primary Care (PC) and its role in the National Health System (NHS)
- ♦ Review health legislation related to Primary Health Care
- ♦ Understand the health structures of Primary Care
- ♦ Understand the characteristics of the Primary Care Team (PCT)
- ♦ Gain knowledge about the portfolio of Primary Care services
- ♦ Point out the importance of health planning

Module 13. Management of Outpatients Services

- ♦ Get to know the outpatient care services, the agencies involved and the patient care circuit
- ♦ Learn how to calculate and manage human and material resources
- ♦ Acquire techniques and patient selection for palliative care at home
- ♦ Understand the overload to which the main caregiver is exposed

Module 14. Leadership Management

- ♦ Learn the dynamics and influence flows that occur within a group to guide them towards achievement
- ♦ Differentiate between intrinsic and extrinsic motivation to explain the behaviors necessary to achieve a given goal
- ♦ Establish the differences between motivation and satisfaction and their different theories
- ♦ Understand coaching as a methodological model whose aim is to motivate each person through techniques that achieve maximum performance

Module 15. Decision Making and Time Management

- ♦ Identify, understand and integrate managerial skills into daily health management procedures
- ♦ Manage scientific databases for carrying out reviews and bibliographic searches of scientific studies
- ♦ Conduct a critical and in-depth study on the complexity and chronicity of care and assistance in the health system
- ♦ Communicate result findings after having analyzed, evaluated, and synthesized the data

Module 16. Creating a Personal Brand

- ♦ Understand the concept of personal branding and establish its importance as a business presentation and reputation
- ♦ Get to know the job interview to apply for a management position from a personal branding point of view

Module 17. Internal Communication in Management

- ♦ Know the fundamentals of communications theory
- ♦ Know and identify the obstacles to effective internal communication within the healthcare organization
- ♦ Appreciate the importance of internal transparency within the organization
- ♦ Identify the keys to good face-to-face verbal communication with professionals
- ♦ Learn how to make the most of technological tools and manage them efficiently
- ♦ Know the basic techniques for non-verbal communication

Module 18. Communication and Marketing in Health

- ♦ Gain knowledge about the basic concepts of marketing
- ♦ Identify the main historical and current references
- ♦ Identify the peculiarities of marketing in the healthcare world

Module 19. Teaching and Research Management. Research and Innovation: R&D&I in the Healthcare Environment

- ♦ Introduce the student to the concept of clinical epidemiology and the benefits of applying epidemiological method to clinical questions
- ♦ Define the most important characteristic of clinical trials as an experimental design
- ♦ Describe the main observational studies and their most important measures of disease frequency and exposure-disease association
- ♦ Define the peculiarity of diagnostic assessment studies and their indicators
- ♦ Describe the different forms of prognostic studies
- ♦ Explain the most important potential biases in epidemiological studies

03 Skills

After passing the assessments of the Professional Master's Degree in Clinical Management, Medical and Health Care Administration, you will have acquired the professional skills necessary to carry out quality hospital management and up to date based on the latest international trends.



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With this program you will be able to better manage resources, lead people and improve procedures in your healthcare institution”



General skills

- ♦ Possess knowledge and understanding that provides a basis or opportunity to develop and/or apply original ideas, often in a research context
- ♦ Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the area of study
- ♦ Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- ♦ Know how to communicate conclusions, knowledge, and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way
- ♦ Acquire the learning skills that will enable further studying in a largely self-directed or autonomous manner
- ♦ Develop within the profession in terms of working with other health professionals, acquiring skills to work as a team
- ♦ Recognize the need to maintain your professional skills and keep them up to date, with special emphasis on autonomous and continuous learning of new information
- ♦ Develop the capacity for critical analysis and research in your professional field





Specific skills

- ♦ Plan health services and structures from a Clinical Management perspective, taking into account the differences in organizational models and experiences of the National Health System and other international entities, providing for the trends and future needs of the health system
- ♦ Identify Clinical and Health Management tools and resources, favoring both the best possible quality of care and the optimal management of available care resources, including both social and economic costs, based on continuity of care
- ♦ Improve attention to complexity and chronicity by acquiring the necessary information on their interrelation and coordination with the area of health
- ♦ Incorporate the novelties of program contracts in a health department, as well as the design of budgets and subsequent cost control, assessing and interpreting financial and socioeconomic results of the various clinical processes
- ♦ Assess the medical and healthcare division using bioethical criteria and good health governance, in a multi and interdisciplinary manner
- ♦ Carry out the functions of health manager generating individual and collective critical reflection of each style of work, both individual and teamwork, within the organizational health setting
- ♦ Acquire the fundamentals and principles of health economics applied to the field of clinical management in the areas of clinical management, professional-talent management and economic management
- ♦ Develop an up-to-date management of users-patients-clients with the main elements and systems of care quality management and clinical safety, improving the satisfaction and loyalty of both the people-patients-clients and the professionals who care for them and their work environment
- ♦ Define and use the basic concepts of Clinical and Healthcare management for organizing the various inpatient services, central services, special services and hospital support services, as well as primary care and outpatient care, in a complex and chronic patient management environment
- ♦ Describe the actors in the field of health and their current and future relationships with health professionals, especially physicians, as well as the main aspects of our health system, with its current and future developments
- ♦ Apply leadership management tools, decision making and, in short, management skills, even favoring the generation of an adequate "personal brand" and starting from communication and marketing, both external and internal to the health organization



A unique specialization course that will enable you to acquire superior education for development in this field"

04

Structure and Content

The structure of the syllabus has been designed by a team of professionals knowledgeable about the implications of specialization in clinical management and administration, aware of the relevance of current specialization and committed to quality teaching through new educational technologies.





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This Professional Master's Degree in Clinical Management, Medical and Healthcare Administration contains the most complete and up-to-date scientific program on the market”

Module 1. Management and Economic Assessment

- 1.1. Funding Models
 - 1.1.1. Payment Models and Actors in the Health System
 - 1.1.2. Payment Models to Professionals
 - 1.1.3. Ideal Payment Model. Payment Models and Incentive Models
 - 1.1.4. Assess Incentive Efficacy
- 1.2. Cost Calculation
 - 1.2.1. Financial Assessment Fundamentals
 - 1.2.2. Critiques of the Fundamentals of Welfare Economics
 - 1.2.3. Classification of Accounting According to Purpose
 - 1.2.4. Defining and Classifying Costs
 - 1.2.5. Financial Assessments Used in Healthcare
 - 1.2.6. Cost Centers
 - 1.2.7. Process and Patient Cost
 - 1.2.8. Cost Analysis by Diagnosis-Related Groups (DRG)
- 1.3. Efficiency and Sustainability of Health Systems
 - 1.3.1. Definitions
 - 1.3.2. Macroeconomic Sustainability
 - 1.3.3. Factors Putting Upward Pressure on Public Health Spending, Compromising Its Sustainability
 - 1.3.4. Use in Health Services. Supply and Demand
- 1.4. Management Agreements
 - 1.4.1. Strategic Planning as a Starting Point
 - 1.4.2. The Management Agreement or Program Contract
 - 1.4.3. Contents Normally Included in Management Agreements
 - 1.4.4. Management Agreements and Differential Compensation
 - 1.4.5. Limitations and Aspects to Consider in a Management by Objectives System
- 1.5. Budget and Purchasing
 - 1.5.1. Budget Concept and Budgetary Principles
 - 1.5.2. Types of Budgets
 - 1.5.3. Budget Structure
 - 1.5.4. Budget Cycle
 - 1.5.5. Purchasing and Procurement Management
 - 1.5.6. Management of Public Service Procurement

- 1.6. Purchasing, Contracting and Supplies
 - 1.6.1. Integrated Procurement Systems. Centralized Purchasing
 - 1.6.2. Management of Public Service Contracting: Tenders and Agreements. Purchasing and Procurement Commissions
 - 1.6.3. Hiring in the Private Sector
 - 1.6.4. Supply Logistics
- 1.7. Staffing and Performance Calculations
 - 1.7.1. Estimated Healthcare Staffing Requirements
 - 1.7.2. Staffing Calculation
 - 1.7.3. Allocate Time for Healthcare Activity
- 1.8. Budget Management
 - 1.8.1. Budget. Concept
 - 1.8.2. Public Budget
- 1.9. Negotiation with Suppliers
 - 1.9.1. Negotiation with Suppliers

Module 2. People and Talent Management

- 2.1. Personnel Assessment and Talent Development. Social and Institutional Climate
 - 2.1.1. People Assessment
 - 2.1.2. Talent Development
 - 2.1.3. Social and Institutional Climate
- 2.2. Visibility in Clinical and Healthcare Management: Blogs and Networks
 - 2.2.1. The Digital Revolution in Healthcare Practice and Clinical Management. Description of New Digital Tools
 - 2.2.2. Experiences with Networks and Blogs of Health Professionals



Module 3. Clinical Management

- 3.1. Patient Classification Systems
 - 3.1.1. Diagnosis-Related Groups (DRGs)
 - 3.1.2. Patient Classification Systems
 - 3.1.3. Essential Resources
- 3.2. Definitions and Regulation of Clinical Analysis Management
 - 3.2.1. Definition of Clinical Governance
 - 3.2.2. Evolution of Clinical Management in the National Health System
 - 3.2.3. The Contract-Program and Clinical Management
 - 3.2.4. Current Status and Controversies
- 3.3. Processes and Protocols in Clinical Management. Handling Scientific Evidence
 - 3.3.1. Variability in Medical Practice
 - 3.3.2. Scientific Evidence
 - 3.3.3. Clinical Management
 - 3.3.4. Processes, Procedures, Clinical Pathways and Clinical Management Units
- 3.4. Models and Clinical Management Units: Interhospital Units
 - 3.4.1. What Can Be Considered in a Clinical Management Unit: Interhospital
 - 3.4.2. Requirements of Interhospital Clinical Management Units
 - 3.4.3. Importance of Leadership in Interhospital Clinical Management Units
 - 3.4.4. Human Resources, Continuing Education, Research and Teaching
 - 3.4.5. Patients and Companions. Humanization in Healthcare
 - 3.4.6. Processes in Interhospital Clinical Management Units
 - 3.4.7. The Indicators of these Interhospital Units
 - 3.4.8. Management by Objectives and Improvement
- 3.5. Prudent Pharmacological Prescribing. Electronic Prescribing
 - 3.5.1. Good Prescribing Standards
 - 3.5.2. Principles for Prudent Prescribing
 - 3.5.3. Tools for Prudent Pharmacological Prescribing
 - 3.5.4. Prescribing Quality Indicators
- 3.6. Complementary Test Prescribing
 - 3.6.1. Management of Requests
 - 3.6.2. Information Systems Integration Model for the Management of Diagnostic Tests
 - 3.6.3. Benefits of a Request Manager
 - 3.6.4. Lean Method

Module 4. Planning and Control of Health Organizations

- 4.1. Actors in the National Health System
 - 4.1.1. Sustainability of the National Health System
 - 4.1.2. The Actors in the Healthcare System
 - 4.1.3. The Taxpayer
 - 4.1.4. The Patient
 - 4.1.5. The Professional
 - 4.1.6. Purchasing Agency
 - 4.1.7. The Buyer
 - 4.1.8. The Manufacturing Institution
 - 4.1.9. Conflicts and Interests

Module 5. Medical and Healthcare Management Department in the Health System

- 5.1. Classical Medical Management VS. Healthcare Management
 - 5.1.1. Classic Medical Management
 - 5.1.2. Medical Healthcare Management
- 5.2. Management Information Systems and Electronic Medical Records
 - 5.2.1. Control Panels
 - 5.2.2. Electronic Medical Records
 - 5.2.3. Assisted Prescription Systems
 - 5.2.4. Other Useful Information Systems in Health Management
- 5.3. Continuity of Care: Integration of Primary Care, Hospital Care and Social Healthcare
 - 5.3.1. The Need for Healthcare Integration
 - 5.3.2. Integrated Health Organizations. Initial Bases
 - 5.3.3. Starting an OSI
- 5.4. Bioethics and Humanization in Medical Practice
 - 5.4.1. Current Status of Dehumanization in the Healthcare System
 - 5.4.2. Quality Management
 - 5.4.3. Humanizing Quality Management
 - 5.4.4. Humanization Programs

- 5.5. Medical and Healthcare Management: Relationships
 - 5.5.1. Management Role
 - 5.5.2. Active Participation Management
 - 5.5.3. Management Objectives
 - 5.5.4. Regulation of the Relationship Between Medical Management and Executive Management
 - 5.5.5. Professional Management Systems
- 5.6. Public Health, Health Promotion and Disease Prevention for Healthcare Directorates, Hospitals and Health Areas
 - 5.6.1. What is Public Health
 - 5.6.2. Health Promotion
 - 5.6.3. Disease Prevention
 - 5.6.4. Foreign or International Health
 - 5.6.5. The Challenges of Public Health
- 5.7. Transformation of the Healthcare Model. The Triple Aim
 - 5.7.1. Continuity of Healthcare Strategy
 - 5.7.2. Social Health Strategy
 - 5.7.3. Efficiency, Health and Patient Experience

Module 6. Quality Management

- 6.1. Quality in Healthcare
 - 6.1.1. Quality Care
 - 6.1.2. Health and Quality Activity Records
- 6.2. Quality of Healthcare Programs
 - 6.2.1. Quality of Healthcare

Module 7. Competency Management

- 7.1. Performance Evaluation. Competency Management
 - 7.1.1. Definition of Competencies
 - 7.1.2. Performance Evaluation Procedure. Implementation
 - 7.1.3. Functions
 - 7.1.4. General and Specific Skills
 - 7.1.5. Feedback from Professions to Improve Performance and Self-Assessment
 - 7.1.6. Training Itinerary Design for Skills Development
 - 7.1.7. Intrinsic and Extrinsic Motivation to Improve Performance. Methods
 - 7.1.8. Most Important Principles of Change
- 7.2. Methods and Techniques. Competency Management
 - 7.2.1. The Assessment Interview. Instructions for the Assessor
 - 7.2.2. General Principles of Motivational Interviewing
 - 7.2.3. Motivational Interview
 - 7.2.4. Communication Strategies
 - 7.2.5. Miller's Pyramid

Module 8. Patient Safety

- 8.1. Patient Safety: Historical Evolution
 - 8.1.1. Introduction and Definition. Background and Current Status
 - 8.1.2. Unequivocal Patient Identification. Localization and Traceability Systems
 - 8.1.3. Patients at Risk of Developing Pressure Ulcers (PUs)
 - 8.1.4. Infection Risks Associated to Nursing Care. Venous Access Care
 - 8.1.5. Risk of Falling. Fall Prevention and Monitoring in Hospitalized Patients
- 8.2. Nosocomial Infections
 - 8.2.1. Care for Nosocomial Infection
 - 8.2.2. Hospital Infection Control and Surveillance Programs and Networks
 - 8.2.3. Asepsis, Disinfection and Sterilization

- 8.3. Prevention
 - 8.3.1. Primary and Secondary Prevention. Types and Examples
 - 8.3.2. Preventing and Detecting Adverse Events in Preparing and Administering Medication
 - 8.3.3. Screening Programs: Breast Cancer. Management
 - 8.3.4. Screening Programs: Colon Cancer. Management
 - 8.3.5. Vaccination Program Management. Childhood vaccination
 - 8.3.6. Vaccination Program Management. Flu Vaccination
 - 8.3.7. FMEA (Failure Mode and Effects Analysis). Root Cause Analysis
- 8.4. Notification and Registration System
 - 8.4.1. Notification and Registration System
 - 8.4.2. Adverse Event Reporting and Registration System
- 8.5. Secondary and Tertiary Victims
 - 8.5.1. Health Professionals when Faced with Adverse Events
 - 8.5.2. Recovery Trajectory and Emotional Support
 - 8.5.3. Impact on Corporate Image

Module 9. Quality Accreditation in Healthcare

- 9.1. Accreditation in Healthcare
 - 9.1.1. Quality Management Systems: Accreditation, Certification and Excellence Models
- 9.2. Joint Commission International
 - 9.2.1. History
 - 9.2.2. The Joint Commission International
- 9.3. EFQM Model
 - 9.3.1. Criteria in Models for Excellence
 - 9.3.2. The Reder Logic Scheme
 - 9.3.3. Update of the EFQM Excellence Model
- 9.4. ISO Accreditation
 - 9.4.1. Rules Are Used as a Standard for Certification
 - 9.4.2. Healthcare System Accreditation Status
 - 9.4.3. Accreditation in Perspective: Main Theoretical-Practical Conflicts

Module 10. Management of Special and Hospitalization Services

- 10.1. Emergency Services Management
 - 10.1.1. Processes of Emergency Services
 - 10.1.2. Service Planning and Control
 - 10.1.3. Human Resources
 - 10.1.4. Teaching in the Emergency Department
- 10.2. ICU Management
 - 10.2.1. Intensive Care Definition
 - 10.2.2. ICU. Physical Structure
 - 10.2.3. Human Resource Allocation
 - 10.2.4. Material Resources: Technology and Equipment. Monitoring
 - 10.2.5. ICU Without Walls and Innovation Models
 - 10.2.6. Safety Management in ICU. Zero Projects, Quality Indicators. Information Transfer
 - 10.2.7. Humanization in ICUs
- 10.3. Surgical Unit Management
 - 10.3.1. The Surgical Unit. Physical Structure, Organization and Channels
 - 10.3.2. Coordination of Operating Rooms. Surgical Performance and Operation Indicators. Surgical Scheduling. Performance Improvement
 - 10.3.3. Calculation of Human Resources in a Surgical Department
 - 10.3.4. Material Resource Calculation: Surgical Block Sizing and Operation
 - 10.3.5. Safety Management in a Surgical Department. Surgical CHECK LIST. Surgical Hand Washing
 - 10.3.6. Asepsis and Sterilization in Operating Rooms. Environmental Monitoring of the Operating Room
- 10.4. Management of Hospitalization Units
 - 10.4.1. What are Hospitalization Units
 - 10.4.2. Requirements of Hospitalization Units
 - 10.4.3. Importance of Leadership in the Hospitalization Units
 - 10.4.4. Human Resources, Continuing Education, Teaching and Research
 - 10.4.5. Patients and Companions
 - 10.4.6. Processes: Strategic, Operational and Structural
 - 10.4.7. Hospitalization Unit Indicators
 - 10.4.8. The Role of Primary Care and Other Healthcare Facilities
 - 10.4.9. Management by Objectives and Improvement



- 10.5. Other Units and Special Services
 - 10.5.1. Alternatives to Conventional Hospitalization: Day Hospital (DH)
 - 10.5.2. Alternatives to Conventional Hospitalization: Day Hospital Units Integrated in Other Units
 - 10.5.3. Alternatives to Conventional Hospitalization: Home Hospitalization
 - 10.5.4. Alternatives to Conventional Hospitalization: Short Stay Units

Module 11. Management of Central Services

- 11.1. Admission and Clinical Documentation Service
 - 11.1.1. Admissions and Clinical Documentation Services
 - 11.1.2. Bed Management
 - 11.1.3. Medical Record Archive
 - 11.1.4. Digitization and Indexation
 - 11.1.5. Metadata Definition
- 11.2. Radio Diagnostic Services Management
 - 11.2.1. Radiology Service Definition
 - 11.2.2. Structure and Organization of the Diagnostic Radiology Service
 - 11.2.3. Radiological Information Systems (RIS)
 - 11.2.4. Radiological Request Circuit
 - 11.2.5. Patients' Rights
 - 11.2.6. Teleradiology
- 11.3. Laboratory Management
 - 11.3.1. Pre-Analytical Phase
 - 11.3.2. The Analytical Phase
 - 11.3.3. The Post-Analytical Phase
 - 11.3.4. Point-Of-Care Testing (POCT)
- 11.4. Hospital and Primary Care Pharmacy Management
 - 11.4.1. Planning and Organization of Pharmacy Services: Physical Structure, Organization and Channels
 - 11.4.2. Human and Material Resources. Different Competencies and Functions
 - 11.4.3. Procurement Management and Pharmacotherapy Management Process
 - 11.4.4. Hospital Dispensing Systems: Plant Stock, Unit Dose, Automated Systems
 - 11.4.5. Sterile Medication Preparation Area: Hazardous and Non-Hazardous
 - 11.4.6. Pharmaceutical Care to Outpatients and Ambulatory Patients
 - 11.4.7. Primary Care Pharmacy and Healthcare Coordination in Pharmacotherapy

- 11.5. Hospitality, Complementary and Voluntary Services Management
 - 11.5.1. Hospital Food
 - 11.5.2. Linen Service
 - 11.5.3. Hospital Volunteering

Module 12. Management of Transversal and Primary Services

- 12.1. Primary Healthcare
 - 12.1.1. Primary Healthcare Resolution Capacity
 - 12.1.2. Community Healthcare: Health Programs
 - 12.1.3. Emergency and Continuous Care. PAC Model and Special Emergency Services Model
- 12.2. Complex-Chronic Patient Management
 - 12.2.1. Chronicity Care Models
 - 12.2.2. From the Strategy for Chronic Care to Chronic Patient Management
 - 12.2.3. Chronicity and Social Healthcare
- 12.3. Experiences in Patient Empowerment: Active Patients, School of Patients
 - 12.3.1. Patient Empowerment and Nursing Input
 - 12.3.2. Peer Support
 - 12.3.3. Self-Care and Self-Care Support
 - 12.3.4. Health Education and Self-Management Education
 - 12.3.5. Self-Management Projects. Features
 - 12.3.6. Self-Management Projects. International Experiences

Module 13. Management of Outpatients Services

- 13.1. Management of Outpatient Services: Day Hospitals and Outpatient Consultations
 - 13.1.1. Organization and Operation of the Day Hospital
 - 13.1.2. Oncohematologic Day Hospital Management
 - 13.1.3. Organization and Management of Outpatient Consultation
- 13.2. Management of Outpatient Services
 - 13.2.1. Historical Evolution
 - 13.2.2. Emergency Coordination Centers
 - 13.2.3. Human Resources and Skills. Team Involved
 - 13.2.4. Health Care Network Devices Coordination
 - 13.2.5. Emergency Quality Indicators
 - 13.2.6. Disasters Planning. Disaster Management

- 13.3. Home Care: Models
 - 13.3.1. Home Hospitalization Types and Concepts
 - 13.3.2. Criteria for Patient Selection
 - 13.3.3. Calculating and Managing Human and Material Resources
 - 13.3.4. Palliative Care at Home. Techniques and Patient Selection
 - 13.3.5. Family Support and Bereavement Management
 - 13.3.6. Managing Primary Caregiver Overload. Family Claudication
- 13.4. Mental Health, Addictive Behavior and Social Work
 - 13.4.1. Introduction to Mental Health
 - 13.4.2. Comprehensive Care
 - 13.4.3. Diagnostic and Therapeutic Techniques and Procedures Common to All Devices
 - 13.4.4. Transversality and Continuity of Care in the Healthcare Setting
 - 13.4.5. Social Work

Module 14. Leadership Management

- 14.1. Team Leadership
 - 14.1.1. Concept of Leadership
 - 14.1.2. Steps for Successful Leadership
 - 14.1.3. Qualities of a Leader
 - 14.1.4. Activities to Be Carried Out by the Leader
 - 14.1.5. Seven Habits of Successful People and Leadership
- 14.2. Motivation
 - 14.2.1. Intrinsic and Extrinsic Motivation
 - 14.2.2. Differences between Motivation and Satisfaction: Different Theories
- 14.3. Delegation
 - 14.3.1. What is Delegation?
 - 14.3.2. Ways of Assessing Delegation: Tasks
 - 14.3.3. Non-Delegable Functions
- 14.4. Executive Coaching
 - 14.4.1. Development

Module 15. Decision Making and Time Management

- 15.1. Decision-Making
 - 15.1.1. Decision-Making as an Organizational Process
 - 15.1.2. Decision Process Phases
 - 15.1.3. Features of any Decision
- 15.2. The Decision Process. Techniques
 - 15.2.1. Management Schools. History
 - 15.2.2. The Framework of the Management and Decision-Making Function
 - 15.2.3. Types of Decisions
 - 15.2.4. Characteristics of a Good Decision
 - 15.2.5. Key Points to Consider in Decision-Making
 - 15.2.6. The Logical Reasoning Process
 - 15.2.7. Decision Support Tools
- 15.3. Time, Stress and Happiness Management
 - 15.3.1. Introduction to Stress in Managerial Positions
 - 15.3.2. General Guidelines for Preventing and/or Reducing the Experience of Stress
 - 15.3.3. Effective Time Management
 - 15.3.4. Agenda Planning
 - 15.3.5. Personal Time and Professional Time, in Search of Happiness

Module 16. Creating a Personal Brand

- 16.1. Public Profile
 - 16.1.1. Presenting Ourselves to the World. Our Digital Footprint
 - 16.1.2. Digital Reputation. Positive References
 - 16.1.3. The Cover Letter in 2.0
- 16.2. The Job Interview to Apply for a Managerial Position
 - 16.2.1. The Interview
 - 16.2.2. Methods for a Successful Interview

Module 17. Internal Communication in Management

- 17.1. Communication
 - 17.1.1. Conceptual Approach
 - 17.1.2. Internal Communication in Health Organization Do You Have a Plan?
 - 17.1.3. How to Create Internal Communication Plan
 - 17.1.4. Tools Evolution. From the Internal Circulation Note to the Corporate Social Network
- 17.2. Meetings
 - 17.2.1. Conceptual Approach
 - 17.2.2. Management Meetings and Time Management
 - 17.2.3. Scheduled Team Meeting Architecture. A Proposal
 - 17.2.4. Keys to Successful Meeting Preparation
 - 17.2.5. Meeting Management
- 17.3. Conflict Management
 - 17.3.1. Conceptual Approach
 - 17.3.2. Labor Conflicts
 - 17.3.3. The Change. Main Source of Conflict with Management
 - 17.3.4. Conflict Management in Health Teams

Module 18. Communication and Marketing in Health

- 18.1. Marketing and Social Media
 - 18.1.1. Conceptual Approach
 - 18.1.2. Health Services Marketing
- 18.2. Communication in Organizations
 - 18.2.1. Conceptual Approach
 - 18.2.2. What to Communicate in the Healthcare Organization?
 - 18.2.3. ICTs as a Key Communication Tool in Clinical Management
- 18.3. Relationships with Social Agents Users and Suppliers
 - 18.3.1. Financing and Underwriting
 - 18.3.2. Regulation Actors in the System
 - 18.3.3. Relationship Map, What do they Expect from Each Other

- 18.4. Corporate Social Responsibility. Good Healthcare Governance
 - 18.4.1. Responsibility and Ethics in the Organizations
 - 18.4.2. Principles and Commitments to Develop Social Responsibility in the National Health System
 - 18.4.3. Good Healthcare Governance
 - 18.4.4. Good Governance Practices

Module 19. Teaching and Research Management. Research and Innovation: R&D&I in the Healthcare Environment

- 19.1. Research Methodology: Epidemiology and Research Study Designs and Biases
 - 19.1.1. Epidemiology and Clinical Epidemiology
 - 19.1.2. Main Study Designs in Clinical Research
 - 19.1.3. Quality of the Studies: Reliability and Validity. Biases
- 19.2. Sources of Information for Research and Sourcing Strategies. Databases
 - 19.2.1. Clinical Research Questions
 - 19.2.2. Information Sources
 - 19.2.3. Where and How to Search for Information
 - 19.2.4. Searching
 - 19.2.5. Databases
- 19.3. Critical Reading of Articles
 - 19.3.1. Phases in Critical Reading
 - 19.3.2. Tools for Critical Reading
 - 19.3.3. Main Mistakes
- 19.4. Research Projects: Financial Resources. Product and Patents Development
 - 19.4.1. Spanish Biomedical Research Model BORRAR
 - 19.4.2. Research Project Design
 - 19.4.3. Funding in Research
 - 19.4.4. Exploitation of Research Results
- 19.5. Communication and Diffusion of Research Findings
 - 19.5.1. Research Reports
 - 19.5.2. Choosing a Journal for Publication
 - 19.5.3. Some Style Recommendations

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 Professional Master's Degree in Clinical Management, Medical and Healthcare Administration guarantees you, in addition to the most rigorous and up-to-date training, access to a Professional Master's Degree issued by TECH Technological University.





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*Successfully complete this program
and receive your university degree
without travel or laborious paperwork”*

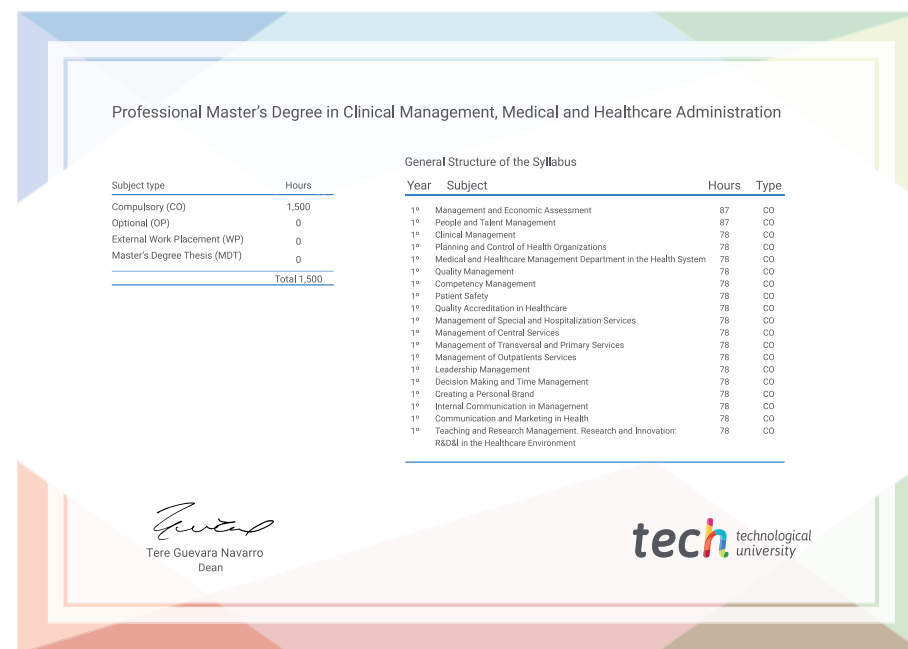
This **Professional Master's Degree in Clinical Management, Medical and Healthcare Administration** contains the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Professional Master's Degree in Clinical Management, Medical and Healthcare Administration**

Official N° of hours: **1,500 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.



Professional Master's Degree

Clinical Management,
Medical and Healthcare
Administration

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree

Clinical Management, Medical and Healthcare Administration