

Master's Degree

Emergencies in Primary Care





Master's Degree Emergencies in Primary Care

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techitute.com/us/medicine/master-degree/master-emergencies-primary-care

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01

Introduction

The role of the family physician is key in emergency care services, and this program is designed to help professionals update their knowledge of Emergencies in Primary Care. In addition, it includes systematized action plans for the most frequent emergencies, helping them to make swift and accurate decisions when managing patients with urgent conditions.



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Specializing in the main developments in COVID-19 saves lives. We offer you the most updated specialization on the subject so that you can perform your activity with total security"

Emergency health care is an essential element in a health system, in which quality and ongoing care for individuals must be guaranteed. Primary care is the gateway to the health system, often receiving patients with potentially serious conditions that require immediate and complex treatment, often accompanied by minimal resources.

Taking into account the large number of hours a day that Primary Care (PC) doctors are available to attend to emergencies; the importance of these, the current demands of patients and of professionals themselves to perform higher quality work, more than justifies the fact that PC doctors today can and should intervene in all emergencies that may arise, regardless of the level of severity. For this reason, the role of the primary care emergency physician is key.

This Master's Degree includes the rules of action for the main urgent conditions that can be found in the treatment room on a regular basis and will be able to help doctors make swift and accurate decisions.

In addition, the program features the participation of one of the most important international figures in the field of Primary Care Emergency Medicine. As International Guest Director, Dr. Jesse M. Pines will bring his extensive experience to the program through a series of exclusive *Masterclasses* detailing the main innovations and developments in the field.

All knowledge is presented through high-quality multimedia content, analysis of clinical cases prepared by experts, classes, and video techniques that allow the exchange of knowledge and experience, maintain and update the format level of its members, create protocols for action and disseminate the most important developments in emergencies in primary care.

This **Master's Degree in Emergencies in Primary Care** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Practical cases presented by experts in emergencies in primary care
- ♦ 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.
- ♦ The latest developments in Emergencies in Primary Care
- ♦ Practical exercises where the process of self-assessment can be used to improve learning
- ♦ Emphasis on innovative methodologies in Emergencies in Primary Care
- ♦ 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



Take advantage of this unique opportunity to delve into the field of Emergencies in Primary Care with one of the most internationally recognized experts"

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This Master's Degree is the best investment you can make in the selection of a refresher program to update your knowledge in Emergencies in Primary Care"

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.

We have the best teaching material, an innovative methodology and 100% online learning, which will facilitate your study.

If you are looking for success in your profession, we can help you achieve it. We offer you the most complete specialization in Emergencies in Primary Care.



02 Objectives

The objective of this academic program is to provide the necessary tools for rapid and effective emergency care within Primary Care settings. Through a practical approach, it allows for the development of skills in identifying warning signs, applying updated protocols, and efficiently managing patients in critical situations. Additionally, the program aims to strengthen evidence-based decision-making, optimizing the response to emergencies of varying complexity. With a flexible and accessible methodology, it facilitates the acquisition of essential competencies to improve the quality of care and ensure precise interventions at the primary care level.



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You will develop effective strategies to stabilize and treat patients in complex emergencies within primary care”



General Objectives

- ♦ Develop advanced skills for the identification, evaluation, and management of emergencies in Primary Care, ensuring effective and safe interventions
- ♦ Apply updated protocols in the initial assessment, treatment, and follow-up of medical emergencies, ensuring a response based on the best available evidence
- ♦ Optimize decision-making in high-pressure clinical situations, strengthening professional judgment in urgent and life-threatening cases
- ♦ Identify warning signs in urgent pathologies and act swiftly to prevent complications and ensure patient stability
- ♦ Efficiently manage available resources in primary care settings, ensuring an appropriate response in environments with limitations
- ♦ Master techniques for stabilizing and transferring critically ill patients, ensuring safe transition to higher levels of care when necessary
- ♦ Incorporate differential diagnostic tools for accurate assessment in emergency situations, minimizing errors and optimizing treatment
- ♦ Improve coordination with other care levels and multidisciplinary teams, promoting comprehensive and continuous patient care
- ♦ Apply evidence-based criteria for emergency interventions, ensuring quality and effectiveness in each action
- ♦ Perfect the management of emergencies in specific populations, including pediatric, geriatric, and chronically ill patients
- ♦ Enhance the capacity to respond to life-threatening situations, ensuring a rapid, precise approach tailored to the patient's needs





Specific Objectives

Module 1. Organizational Aspects of the Emergency Department

- ♦ Analyze the structure and functioning of emergency services in Primary Care
- ♦ Evaluate the importance of coordination between care levels for continuity of care

Module 2. Cardiac Emergencies

- ♦ Identify and manage the main Acute Coronary Syndromes in Primary Care
- ♦ Implement strategies for the stabilization and timely referral of patients with Cardiovascular Pathology

Module 3. Advanced Cardiovascular Support and Invasive Techniques in Emergencies

- ♦ Develop skills in applying advanced cardiopulmonary resuscitation maneuvers
- ♦ Manage devices and invasive techniques in critical situations, such as advanced airway management

Module 4. Respiratory Emergencies

- ♦ Apply protocols for the treatment of Asthma, Exacerbated COPD, and Pneumonia in Emergencies
- ♦ Evaluate the need for oxygen therapy and non-invasive ventilation in critical situations

Module 5. Neurological Emergencies

- ♦ Apply action protocols for Neurological Headaches and Altered Levels of Consciousness
- ♦ Differentiate urgent neurological conditions from pathologies that can be treated on an outpatient basis

Module 6. Digestive Emergencies

- ♦ Apply treatment strategies for urgent Gastrointestinal Pathologies, such as pancreatitis and intestinal obstruction
- ♦ Evaluate the need for referral in cases of severe complications

Module 7. Nephrological and Urological Emergencies

- ♦ Evaluate signs of Urinary Retention and Electrolyte Imbalances
- ♦ Coordinate the referral of patients with complex Nephro-Urological Pathologies

Module 8. Pediatric Emergencies

- ♦ Apply protocols for managing Fever, Dehydration, and Febrile Seizures
- ♦ Implement strategies for the stabilization and safe referral of pediatric patients

Module 9. Endocrine Emergencies

- ♦ Apply protocols for treating Diabetic Coma and Ketoacidosis
- ♦ Coordinate the initial management of Acute Metabolic Disorders

Module 10. Ophthalmologic Emergencies

- ♦ Identify warning signs in Urgent Ocular Pathologies
- ♦ Implement referral criteria to ophthalmology in critical cases

Module 11. Otolaryngologic Emergencies

- ♦ Evaluate the need for urgent interventions in upper airway obstruction
- ♦ Coordinate the referral of urgent ENT pathologies requiring hospital resolution

Module 12. Trauma and Neurosurgical Emergencies

- ♦ Apply protocols for the initial treatment of Cranioencephalic Trauma
- ♦ Evaluate signs of neurological compromise in Spinal Injuries

Module 13. Vascular Emergencies

- ♦ Apply protocols for the initial treatment of Arterial Ischemia and Embolism
- ♦ Evaluate signs of potentially life-threatening vascular emergencies, such as Ruptured Aneurysms

Module 14. Gynecological Emergencies

- ♦ Identify warning signs in Gynecological Bleeding and Ectopic Pregnancy
- ♦ Apply protocols for managing Obstetric Emergencies, such as Preeclampsia and Imminent Delivery

Module 15. Psychiatric Emergencies

- ♦ Apply protocols for containment and stabilization in Psychiatric Emergencies
- ♦ Evaluate the risk of violence or self-harm in patients with Acute Mental Health Disorders

Module 16. Environmental Emergencies

- ♦ Identify and manage conditions caused by environmental intoxications and exposure to extreme temperatures
- ♦ Apply protocols for treating heatstroke, hypothermia, and severe burns

Module 17. Dermatological Emergencies

- ♦ Diagnose and treat severe skin reactions such as Stevens-Johnson Syndrome
- ♦ Implement referral criteria for urgent dermatological pathologies

Module 18. Hematological Emergencies

- ♦ Evaluate signs of spontaneous bleeding and severe hematological disorders
- ♦ Coordinate the stabilization and referral of patients with severe hematological pathologies

Module 19. Oncological Emergencies

- ♦ Identify signs of emergencies in oncology patients
- ♦ Coordinate the urgent referral of patients with critical oncological complications

Module 20. Infectious Emergencies

- ♦ Diagnose and manage severe infections such as sepsis and meningitis in emergency settings
- ♦ Evaluate signs of infections with high risk of contagion and complications

Module 21. Toxicological Emergencies

- ♦ Diagnose and treat acute poisoning from medications, drugs, and chemicals
- ♦ Evaluate signs of severe toxicity and its systemic effects

Module 22. Geriatric Emergencies

- ♦ Diagnose and manage urgent pathologies in elderly patients
- ♦ Implement strategies for comprehensive and compassionate care for older adults

Module 23. Pharmacology in Emergencies

- ♦ Identify priority medications used in emergencies and their indications
- ♦ Apply safe medication administration protocols in critical situations

Module 24. Evidence-Based Medicine

- ♦ Analyze the importance of scientific evidence in decision-making in emergencies
- ♦ Apply evidence-based tools in the diagnosis and treatment of emergencies

Module 25. Current Status of Coronavirus Infections

- ♦ Identify clinical signs and progression of Coronavirus infections in emergency settings
- ♦ Apply updated protocols in the management of COVID-19 patients and associated complications

03 Skills

After passing the assessments on the Master's Degree in Emergencies in Primary Care, the professional will have acquired the necessary professional skills for quality, up-to-date care based on the most recent scientific evidence.



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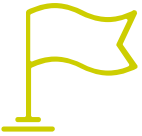
Through this program you will learn about the most frequent emergency situations of patients in the primary care setting"



General Skills

- ♦ Possess and understand knowledge that allows originality in the development and/or application of ideas, often in a research context
- ♦ Know how to apply the acquired knowledge and problem solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their 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 related to the application of their knowledge and judgments
- ♦ Know how to communicate their conclusions, knowledge and reasons to specialized and non-specialized audiences in a clear and unambiguous way
- ♦ Acquire study skills that will enable further study in a largely self-directed or autonomous manner





Specific Skills

- ♦ 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 the field of their profession
- ♦ Use theoretical concepts and medical knowledge for problem solving and decision-making in patient care in critical and emergency situations in Primary Care
- ♦ Relate the main aspects of research for comprehensive patient care in emergency and urgent care
- ♦ Understand the concept of continuity of care and the devices and protocols established to guarantee it
- ♦ Understand the basic functioning of the health system, in order to be able to refer and transfer a patient to other areas of specialization according to suitability criteria
- ♦ Recognize vital emergencies and apply measures to solve them in Primary Care
- ♦ Skillfully use the most commonly used treatment and diagnostic techniques in out of hospital emergencies
- ♦ Assume duties in the field of critical and emergency care in primary care
- ♦ Adapt their decision-making to the current situation, environment, time, and available resources
- ♦ Work with patients that have been diagnosed with or present symptoms of Coronavirus, complying with all safety measures
- ♦ Perform diagnostic tests to detect possible cases of Coronavirus



Take advantage of the opportunity and take the step to get up-to-date on the latest developments in the approach to primary health care"

04

Course Management

The program includes in its teaching staff renowned experts in Emergencies in Primary Care, who have contributed their work experience to this program. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner.



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*Leading professionals in the field have come together to teach you the latest advances
Emergencies in Primary Care"*

International Guest Director

As National Director of Clinical Innovation at US Acute Care Solutions, Jesse M. Pines, M.D., is one of the most recognized figures in the Emergency Medicine and Healthcare Services field.. In fact, his accomplishments include the creation and execution of the first governmental alternative payment model (ED EQUIP, in Maryland) to reduce the total cost of care. In addition, he leads the development and implementation of Telemedicine programs covering a wide variety of specialties, including the ER, Psychiatry and Intensive Care Units, among others.

His extensive experience in medical leadership, large database study design and Big Data research has led him to publish over 350 peer-reviewed articles and writing seven books in these areas. His work has been recognized internationally in various reputable media outlets, including TIME Magazine, the Wall Street Journal and Slate Magazine.

His more than two decades of experience have earned him several leadership positions at George Washington University. Among them, he was the Director of the Center for Health Innovation and Research, also leading the Research Fellowship program and the Center for Healthcare Quality.

Therefore, throughout his career, Dr. Jesse M. Pines has received multiple awards, both for the articles he has published and for his own work and contribution to the **field of Emergency Medicine**. He is also the Chairman of the American College of Emergency Physicians (ACEP) Task Force on New Models of Professional Practice, holding various positions in the ACEP itself as well as in the Society for Academic Emergency Medicine and the American Academy of Emergency Medicine.



Dr. Pines, Jesse M.

- National Director of Clinical Innovation at US Acute Care Solutions, United States
- Emergency Physician at Allegheny Health Network
- Professor of Emergency Medicine at George Washington University
- Professor of Emergency Medicine at Drexel University
- Director of the Medical Research Fellowship Program, George Washington University
- Director of the George Washington University Center for Health Research and Innovation
- M.D., Georgetown University
- Master of Business Administration from Georgetown University
- M.S. in Clinical Epidemiology, University of Pennsylvania



Thanks to TECH you will be able to learn with the best professionals in the world"

Management



Dr. Roig D'Cunha-Kamath, Francisco Vicente

- ♦ Hospital Emergency Physician at Valencia University Clinical Hospital
- ♦ Assistant Physician in the Emergency Medicine Department at Valencia Clinical University Hospital
- ♦ Physician of the CIBE of Valencia Health and Community Foundation
- ♦ Professor of Human Anatomy in the European University of Valencia
- ♦ Doctor for the ASCIRES group
- ♦ Degree in Medicine from the University of Valencia
- ♦ Specialist via MIR in Family and Community Medicine

Professors

Dr. Brasó Aznar, José Vicente

- ♦ Section Chief of the Emergency Medicine Department of the La Ribera University Hospital
- ♦ Hospital Emergency Physician
- ♦ Associate Professor of Emergency Medicine in the Faculty of Medicine of the University of Valencia



05

Structure and Content

The approach to emergencies in primary care requires speed, precision, and a well-founded clinical judgment. For this reason, this university program has been structured to offer a practical and up-to-date approach, covering everything from identifying urgent pathologies to efficiently managing available resources. Each module integrates action strategies based on the best available evidence, facilitating decision-making in critical situations. Additionally, with a 100% online methodology, it allows flexible access to interactive content and clinical cases, ensuring continuous and adaptable updates to meet the demands of the medical environment.



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You will manage emergencies with updated protocols, advanced intervention techniques, and a practical approach that optimizes decision-making”

Module 1. Organizational Aspects of the Emergency Department

- 1.1. Organization of the Emergency Department in Primary Care. Adequate Stocking of First Aid Kits
- 1.2. Role of the Healthcare Professional in Primary Care Emergencies
- 1.3. Medico-Legal Issues in the Management of Primary Care Emergency Services

Module 2. Cardiac Emergencies

- 2.1. Workshop: Reading and Interpreting an Electrocardiogram
- 2.2. Syncope
- 2.3. Acute Chest Pain
- 2.4. Acute Coronary Syndrome
 - 2.4.1. Non-ST-Elevation Acute Coronary Syndrome (NSTEMI)
 - 2.4.2. ST-Elevation Acute Coronary Syndrome (STEMI)
 - 2.4.3. The Heart Attack Code
- 2.5. Atrial Fibrillation
- 2.6. Hypertensive Crisis
- 2.7. Pericarditis
- 2.8. Heart Failure
- 2.9. Acute Pulmonary Edema
- 2.10. Shock
- 2.11. Positive Ventilation Workshop: Boussignac CPAP



Module 3. Advanced Cardiovascular Support and Invasive Techniques in Emergencies

- 3.1. General Overview
- 3.2. Basic Life Support and AED in Adults
- 3.3. Adult Advanced Life Support
 - 3.3.1. Advanced Airway Management
 - 3.3.2. Treatment of Arrhythmias
 - 3.3.3. Infusion Routes and Drugs
 - 3.3.4. Rapid Intubation Sequence Workshop
- 3.4. Basic Pediatric Life Support
- 3.5. Pediatric Advanced Life Support
 - 3.5.1. Recognition and Management of the Critically Ill Child
 - 3.5.2. Advanced Airway Management
 - 3.5.3. Basic Concepts of Mechanical Ventilation in Pediatrics
 - 3.5.4. Infusion Routes and Drugs in Pediatric CPR
 - 3.5.5. Pediatric VAS Algorithms and Arrhythmia Treatment
- 3.6. Neonatal Resuscitation
 - 3.6.1. Post-resuscitation Stabilization and Neonatal Transport
- 3.7. Life Support in Special Cases
- 3.8. Invasive Procedures and Techniques in the Emergency Department

Module 4. Respiratory Emergencies

- 4.1. Acute Dyspnea
- 4.2. Acute Chronic Obstructive Pulmonary Disease (ACOPD)
- 4.3. Acute Bronchial Asthma
- 4.4. Pneumonia
- 4.5. Pneumothorax
- 4.6. Pulmonary Thromboembolism (PTE)
- 4.7. Hemoptysis
- 4.8. Workshop: Non-Invasive Mechanical Ventilation. BiPap

Module 5. Neurological Emergencies

- 5.1. Acute Confusional Syndrome
- 5.2. Stroke
- 5.3. Headaches
- 5.4. Central Nervous System (CNS) Infections: Meningitis Encephalitis and Brain Abscess
- 5.5. Coma
- 5.6. Seizures

Module 6. Digestive Emergencies

- 6.1. Acute Pancreatitis
- 6.2. Acute Gastrointestinal Bleeding
- 6.3. Acute Abdominal Pain
- 6.4. Intestinal Obstruction
- 6.5. Acute Gastroenteritis
- 6.6. Acute Biliary Disease
- 6.7. Proctology Emergencies

Module 7. Nephrological and Urological Emergencies

- 7.1. Acute Kidney Failure
- 7.2. Acute Urinary Retention
- 7.3. Renal Colic
- 7.4. Acute Scrotum
- 7.5. Rhabdomyolysis

Module 8. Pediatric Emergencies

- 8.1. Acute Febrile Episode
- 8.2. Febrile Seizures
- 8.3. Abdominal Pain
- 8.4. Gastrointestinal Disorders
- 8.5. Respiratory Tract Diseases
- 8.6. Acute Headache
- 8.7. Child Abuse
- 8.8. Limping
- 8.9. Initial Care for the Polytraumatized Child

Module 9. Endocrine Emergencies

- 9.1. Hyperglycemia
 - 9.1.1. Diabetic Ketoacidosis
 - 9.1.2. Hyperosmolar Nonketotic Coma
- 9.2. Hypoglycemia
- 9.3. Addisonian Crisis
- 9.4. Other Endocrine Emergencies

Module 10. Ophthalmologic Emergencies

- 10.1. Eyelid and Lacrimal System Diseases
- 10.2. Red Eye
- 10.3. Sudden Loss of Vision
- 10.4. Ocular Injuries

Module 11. Otolaryngologic Emergencies

- 11.1. Infectious Processes in ENT
- 11.2. Foreign Objects in ENT
- 11.3. Epistaxis
- 11.4. Vertigo.
- 11.5. Sudden Deafness

Module 12. Trauma and Neurosurgical Emergencies

- 12.1. Musculoskeletal Trauma and Hemorrhages
- 12.2. Lower Limb Trauma
- 12.3. Upper Limb Trauma
- 12.4. Cranioencephalic Trauma
- 12.5. Thoracic Trauma
- 12.6. Spinal Trauma and Spinal Cord Injury
- 12.7. Lower Back Pain and Lumbosciatica
- 12.8. Abominal and Pelvic Trauma
- 12.9. Trauma during Pregnancy
- 12.10. Special Traumas
- 12.11. Out-of-Hospital Major Trauma Care. Polytrauma Code
- 12.12. Burns
- 12.13. Workshop on Mobilization and Immobilization of Trauma Patients
 - 12.13.1. Workshop on Functional Bandages
 - 12.13.2. Suture Workshop
 - 12.13.3. Plaster Workshop
 - 12.13.4. Acute and Chronic Wound Care Workshop

Module 13. Vascular Emergencies

- 13.1. Acute Limb Ischemia
- 13.2. Deep Vein Thrombosis (DVT)
- 13.3. Venous Insufficiency
- 13.4. Aneurysmal Disease

Module 14. Gynecological Emergencies

- 14.1. Gynecological Emergencies
 - 14.1.1. Gynecological Abdominal Pain
 - 14.1.2. Vulvovaginal Infectious Disease
- 14.2. Pregnancy, Delivery and Postpartum Emergencies
 - 14.2.1. Genital Bleeding
 - 14.2.2. Hypertensive Emergencies in Pregnancy
 - 14.2.3. Drugs in Pregnancy and Lactation
- 14.3. Protocol for Rape Victim Care

Module 15. Psychiatric Emergencies

- 15.1. Psychotic Symptomatology. Hallucinations
- 15.2. Suicidal Crisis Intervention
- 15.3. Nursing Care for Psychomotor Agitation
- 15.3. Behavioral Disorders. Psychomotor Agitation
- 15.4. Alcohol Withdrawal Syndrome
- 15.5. Neuroleptic Malignant Syndrome
- 15.6. Anxiety Crisis. Panic Attack
- 15.7. Workshop: Mechanical Restraint of an Agitated Patient

Module 16. Environmental Emergencies

- 16.1. Heat Illness
- 16.2. Bites and Stings
- 16.3. Anaphylaxis
- 16.4. Electrocutation.
- 16.5. Dysbarism.

Module 17. Dermatological Emergencies

- 17.1. Hypersensitivity Lesions
- 17.2. Skin Emergencies
- 17.3. Skin Infections

Module 18. Hematological Emergencies

- 18.1. Anemia Syndrome in the Emergency Department
- 18.2. Hemotherapy
- 18.3. Thrombopenia. Hemostasis Disorders
- 18.4. Anticoagulation and Thromboprophylaxis

Module 19. Oncological Emergencies

- 19.1. Basic Management of Patients with Oncological Emergencies
- 19.2. Febrile Syndrome in Oncology Patients (Special Attention to Febrile Neutropenia)
- 19.3. Pain and Terminal Sedation
 - 19.3.1. Types of Pain
 - 19.3.2. Pain Management
 - 19.3.3. Terminal Sedation
- 19.4. Acute Complications of Chemotherapy Treatment

Module 20. Infectious Emergencies

- 20.1. Risk Exposure and Exposure to Potentially Contaminated Material
- 20.2. Fever in H.I.V. Patient with Respiratory Outbreak
- 20.3. Fever of Unknown Origin
- 20.4. Urinary Tract Infections
- 20.5. Fever and Rash

Module 21. Toxicological Emergencies

- 21.1. General Management of Acute Poisoning
- 21.2. Alcohol Poisoning
- 21.3. Drug Poisoning
 - 21.3.1. Analgesic Poisoning
 - 21.3.2. Digitalis Poisoning
 - 21.3.3. Other Poisoning (Lithium, Ethylene Glycol, Methanol, Beta-Blockers)
 - 21.3.4. Psychotropic Drug Poisoning
- 21.4. Drug Overdose
- 21.5. Caustic Poisoning
- 21.6. Carbon Monoxide Poisoning
- 21.7. Poisoning from Organophosphate, Carbamate and Organochlorine Insecticides

Module 22. Geriatric Emergencies

- 22.1. Geriatric Emergencies I
- 22.2. Geriatric Emergencies II



Module 23. Pharmacology in Emergencies

- 23.1. Pain Management
- 23.2. Sedoanalgesia in Emergencies
- 23.3. Adverse Effects to Medications

Module 24. Evidence-Based Medicine

- 24.1. How to Develop a Health Research Protocol
 - 24.1.1. Sections Comprising a Research Project Protocol
 - 24.1.2. Writing Scientific Articles
 - 24.1.3. Writing a Case Report, Review, Research Article
 - 24.1.4. Style in Scientific Communication
- 24.2. Master's Final Project: Academic Work Based on Bibliographic Review and Research
 - 24.2.1. The Importance of the Master's Final Project
 - 24.2.2. Proposal and Feasibility of the Master's Final Project
 - 24.2.3. Recommendations for Developing the Master's Final Project
 - 24.2.4. Recommendations for Developing the Master's Final Project
 - 24.2.5. Presentation and Defense of the Master's Final Project

Module 25. Current Status of Coronavirus Infections

- 25.1. Discovery and Evolution of Coronaviruses
- 25.2. Main Microbiological Characteristics and Members of the Coronavirus Family
- 25.3. Epidemiological Changes in Coronavirus Infections from Discovery to the Present
- 25.4. The Immune System and Coronavirus Infections
- 25.5. Pathogenesis and Pathophysiology of Coronavirus Infections
- 25.6. Risk Groups and Transmission Mechanisms of Coronaviruses
- 25.7. Natural History of Coronavirus Infections
- 25.8. Updated Microbiological Diagnosis of Coronavirus Infections
- 25.9. Current Biosafety Measures in Microbiology Laboratories for Coronavirus Sample Handling
- 25.10. Up-to-Date Management of Coronavirus Infections
- 25.11. Future Challenges in Prevention, Diagnosis, and Therapy of Coronavirus Infections

06 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.



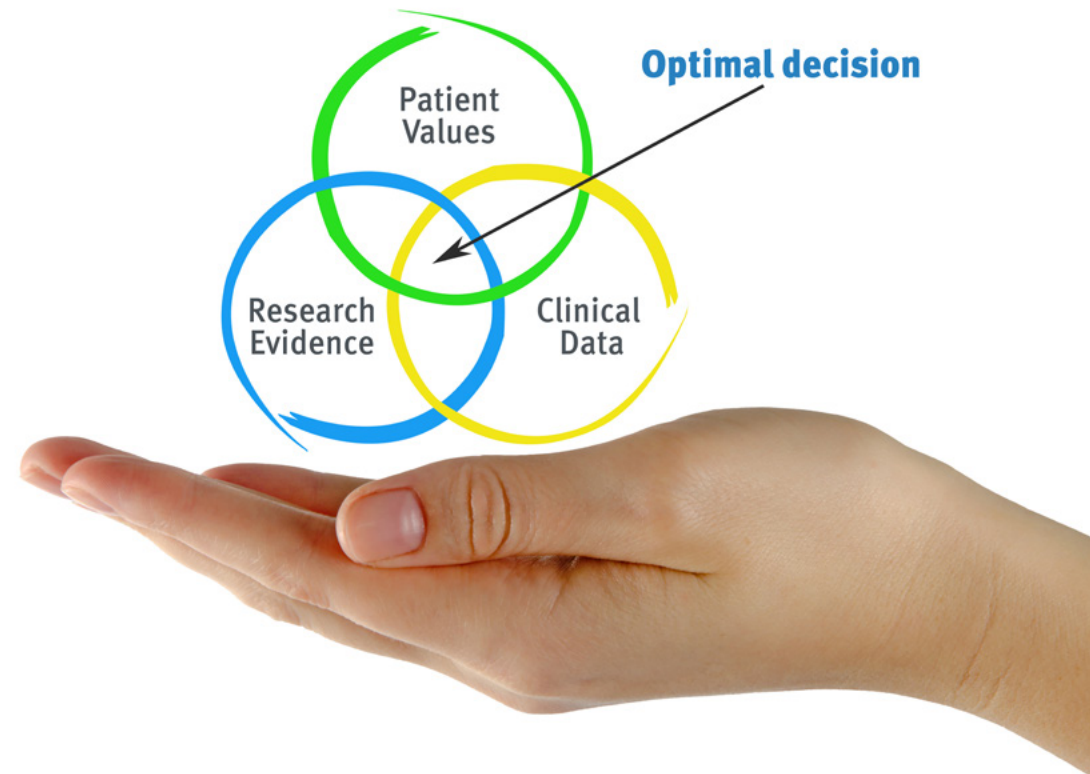
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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. Gervas, 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.



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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

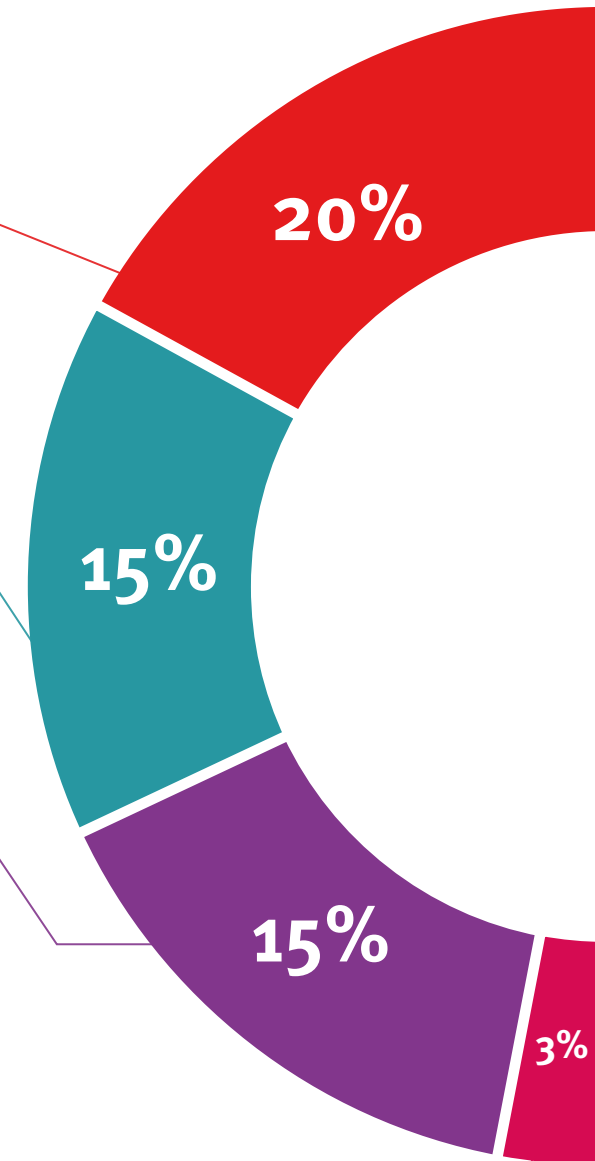
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

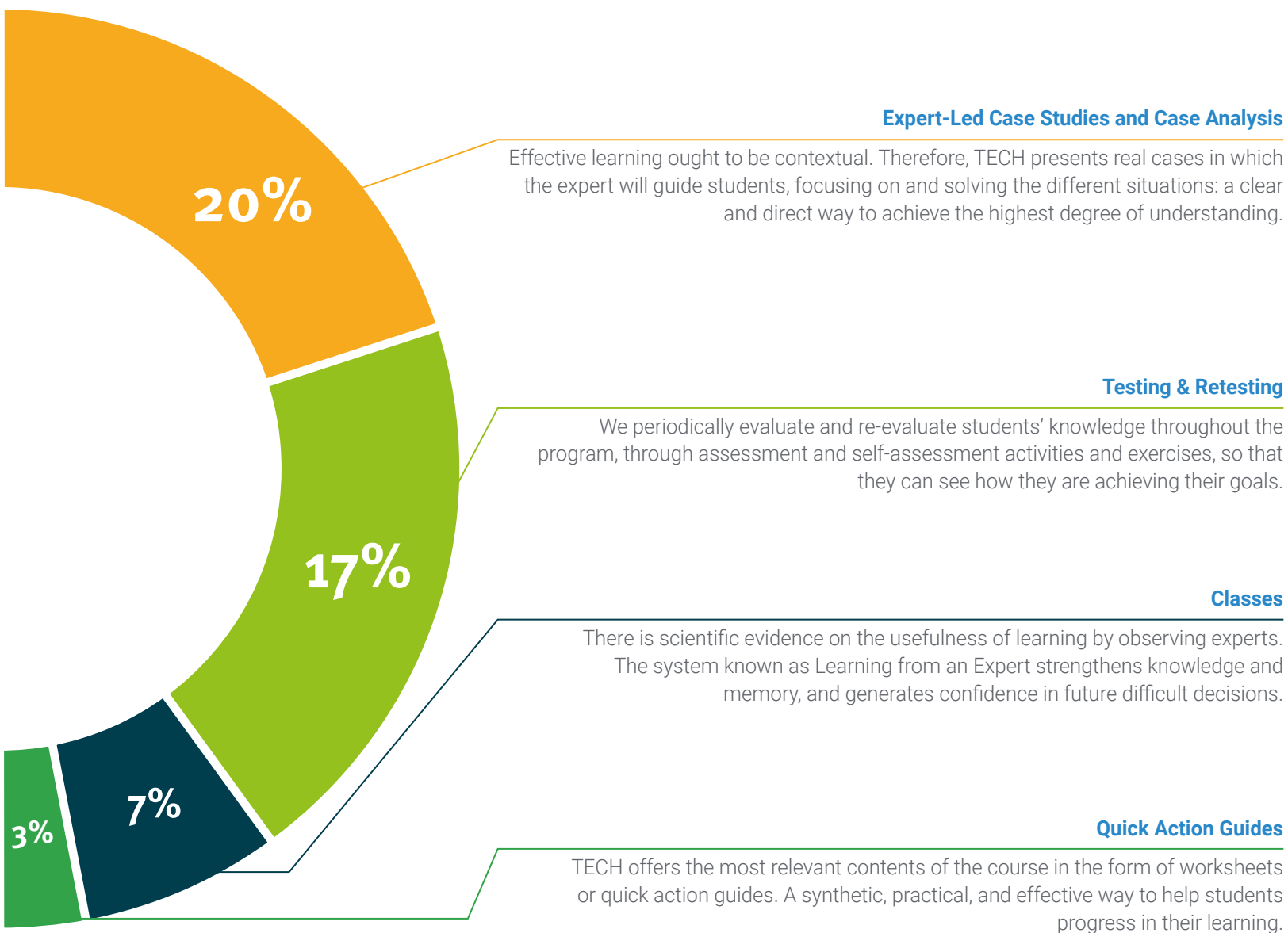
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





07 Certificate

The Master's Degree in Emergencies in Primary Care guarantees students, in addition to the most rigorous and up-to-date education, access to a Master's Degree issued by TECH Global University.



“

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This private qualification will allow you to obtain a **Master's Degree diploma in Emergencies in Primary Care** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

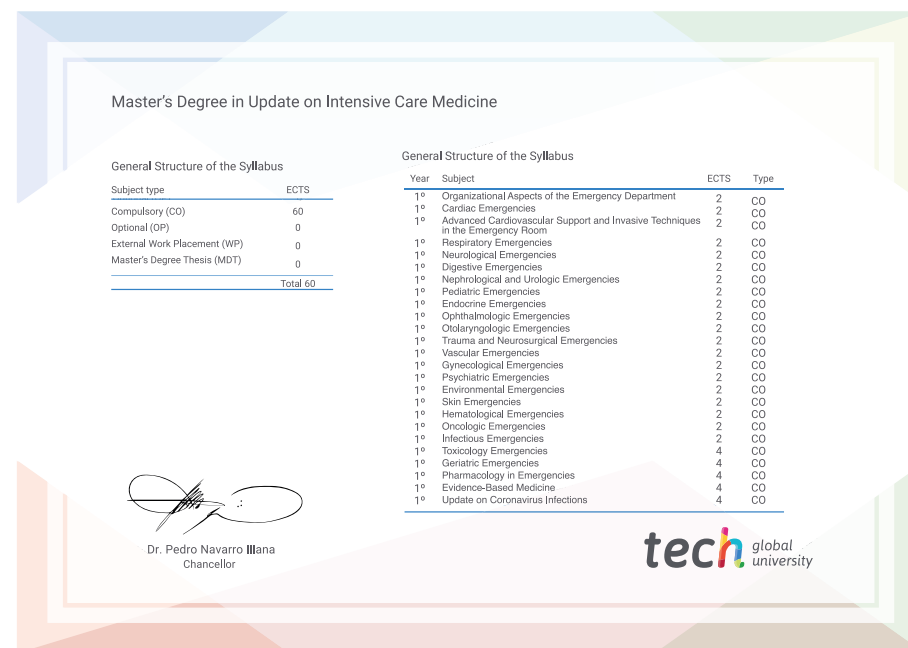
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Emergencies in Primary Care**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





Master's Degree Emergencies in Primary Care

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Master's Degree

Emergencies in Primary Care

