

Advanced Master's Degree Integrative Medicine for Nursing





Advanced Master's Degree Integrative Medicine for Nursing

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/nursing/advanced-master-degree/advanced-master-degree-integrative-medicine-nursing

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01

Introduction

This program in Integrative Medicine for Nursing is a specialization with a great scientific, technical, teaching and practical scope that offers you all the necessary knowledge to be part of the health vanguard in this area of intervention.

This specialization has compiled, in a program of exceptional quality, all the advances that have been made in this area in recent times, with the highest criteria of scientific rigor, always based on evidence. Everything you need to know, in one place and with all the facilities for your learning.



A close-up photograph of several acupuncture needles lying on a dark, textured stone surface. The needles are thin and have a coiled section near the tip. The background is blurred, showing green foliage. The image is partially obscured by a dark green geometric shape in the top right corner and a white geometric shape in the bottom right corner.

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This Advanced Master's Degree is oriented to the attainment of the most up-to-date knowledge in Integrative Medicine, in a single specialization and through a high impact course"

In recent years integrative medicine has become the most useful tool to develop a comprehensive medicine adapted to this new vision; a specialty that encompasses conventional and complementary medicine, striving for synergies between different disciplines.

One of the essential aspects that changes the classic paradigm in this type of medical care is the change in the position of the patient, who ceases to be a passive individual and becomes the active object of his or her own well-being. This way the patient actively participates in his or her healing while the specialist exercises, in this medical modality, a different form of listening. This new healthcare model offers the possibility of reducing traditional medication by incorporating tools that allow us to decrease iatrogenesis and improve the prognosis of chronic diseases.

The field of integrative medicine is an emerging field of Health Sciences. In many developed countries there is a large percentage of the population that uses CAM at least once in their lifetime: 48% in Australia, 70% in Canada, 42% in the USA, 38% in Belgium and 75% in France.

In countries such as the United Kingdom, Germany, Belgium, Holland and the Nordic countries, natural and complementary medicine is being incorporated into traditional health structures, following the conceptual line of this Advanced Master's Degree.

The process of integration of both Medicines has led different organizations to invest in human and economic capital to investigate the impact it could have on health and Social Security in many countries, with the aim of demonstrating the possibilities, limitations and significance of alternative medicine, establishing a common scientific framework, harmonizing legislation and helping to control health costs.

Rapid advances and the need for constant updating in all these aspects require the professional to make an intense effort to remain at the forefront. An effort that may be too great to be assumed by working professionals, without the help of an updated online specialization such as this Advanced Master's Degree, elaborated by experts with extensive experience in the sector.

This **Advanced Master's Degree in Integrative Medicine for Nursing** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ◆ Clinical cases presented by experts in the different specialties
- ◆ Graphic, schematic, and practical contents with the latest scientific and healthcare information
- ◆ What's New in Integrative Medicine for Nursing
- ◆ Presentation of practical workshops on procedures, diagnosis, and treatment techniques
- ◆ Real images in high resolution and practical exercises where the self-evaluation process can be carried out to improve learning
- ◆ Algorithm-based interactive learning system for decision-making in the presented clinical situations
- ◆ Special emphasis on test-based medicine and research 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



This Advanced Master's Degree is an excellent professional growth tool that will allow you to give your career the boost it needs"

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Its contents, developed by professionals in the sector, will allow you to assimilate the knowledge quickly and easily, learning with examples and real therapeutic situations"

Its teaching staff is made up of leading professionals in the sector. Practising professionals who bring their experience to this training program, as well as renowned specialists from leading scientific societies.

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 an immersive training program to train in real situations.

The design of the program is based on Problem-Based Learning, by means of which the nursing professional must try to solve the different practice situations that arise throughout the course. To do so, the nurse will be assisted by an innovative interactive video system developed by recognized experts in the field of Integrative Medicine with extensive teaching experience.

An Advanced Master's Degree developed to provide a broad and up-to-date response to the needs of professionals in this area of intervention.

This Advanced Master's Degree is designed for you to update your knowledge in Integrative Medicine in Nurses, with the use of the latest educational technology, to contribute with quality and safety to decision making, care and patient support.



02

Objectives

The main objective of this Advanced Master's Degree in Integrative Medicine for Nursing is to offer you a specialization with 360° quality: the most complete syllabus, first class teachers, a highly efficient methodology and a teaching staff of experts in the field. A combination that will lead you to achieve your goals in the easiest possible way, with total compatibility with your professional and personal life.





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With this specialization, you will obtain each and every one of the competencies necessary to develop a high-quality intervention in integrative medicine”



General Objectives

- ◆ Acquire the knowledge and skills required to assess the suitability of each discipline in the clinical setting, so as to provide quality care based on scientific evidence
- ◆ Acquire up-to-date knowledge of the Health Sciences Professional in the various fields of Integrative Medicine and Health
- ◆ Promote work strategies based on the integrative approach and multimodal rehabilitation as a reference model for achieving excellence in care
- ◆ Promote the acquisition of technical skills and abilities through an effective multimedia system
- ◆ Encourage professional stimulation through continuing education and research
- ◆ Acquire the knowledge and skills required to assess the suitability of each discipline in the clinical setting, so as to provide quality care based on scientific evidence
- ◆ Acquire up-to-date knowledge of Health Sciences Professionals in the various fields of Integrative Medicine
- ◆ Promote work strategies based on the integrative approach and multimodal rehabilitation as a reference model for achieving excellence in care
- ◆ Promote the acquisition of technical skills and abilities through an effective multimedia system
- ◆ Encourage professional stimulation through continuing education and research



Specific Objectives

- ◆ Identify cultural, socioeconomic, and historical factors that shape population health disparities
- ◆ Demonstrate social and cultural competence in the context of a comprehensive care plan
- ◆ Reflect the reduction in economic expenditure and improvement in quality of life related to the introduction of IM
- ◆ Study how the political, economic, and social macrosystem shapes the health system, determines access to resources, and influences the role of health professionals and the patient
- ◆ Examine ways in which integrative practitioners can participate in community-based health programs, identify barriers to access, and develop health resources for underserved populations
- ◆ Address the need to bring Integrative Medicine into the Public Health System
- ◆ Define the clinical practice model, contextualized to the individual's health situation and appropriate goal setting
- ◆ Know the different philosophical systems of Integrative Medicine from an anthropological perspective
- ◆ Recognize the pathophysiological processes that are common to all chronic diseases.
- ◆ Know the diagnostic tools useful in these processes
- ◆ Explain basic aspects related to the module
- ◆ Analyze the efficacy of Genomic Medicine in clinical practice, pattern recognition, and evaluation of metabolic networks
- ◆ Describe the importance of isolating patterns of meaning within complex signals and the complexity of analyzing large datasets

- ♦ Review access to complementary medicine therapies in hospital settings
- ♦ Understand what can be disclosed, to whom, for what reason and what is needed for disclosure
- ♦ Identify community resources and referral network for patients requiring specialized care
- ♦ Safe disposal of toxic waste and preventing re-accumulation
- ♦ Analyze the relationship between the peripheral and central nervous system with the digestive tract and the immune system
- ♦ Develop customized, clinically meaningful omics-based solutions, with a focus on lifestyle and wellness-centered solutions
- ♦ Discuss the right of the individual as a patient to free access to Integrative Medicine.
- ♦ Review the legal context of the application of Integrative Medicine, how to assess risk and mitigate cases of malpractice
- ♦ Understand common ethical issues that arise in current clinical practice
- ♦ Reflect on the need for academic and professional organization according to the regulatory framework of some European countries
- ♦ Analyze Neural therapy and Ozone Therapy
- ♦ Learn the clinical advances in integrative nutrition such as the Anti-Inflammatory and Ketogenic Diets
- ♦ Analyze the importance of nutrition in pregnancy and supplementation, as well as breastfeeding during the first months of the baby's life
- ♦ Learn about mucosal inflammatory syndrome and the most prevalent pediatric diseases
- ♦ Establish and develop a methodology for a school for parents
- ♦ Study the changes that women go through during puberty, their stage of fertility and pregnancy
- ♦ Understand the new challenges that women go through during maternity
- ♦ Review recurrent pathologies in gynecology such as candidiasis, polycystic ovarian syndrome and endometriosis
- ♦ Address advances in chronological ageing research and measures for healthy aging
- ♦ Analyze changes in the neurological diseases that have the greatest impact on this population, such as Alzheimer's or Parkinson's disease
- ♦ Study the evidence for integrative medicine treatment of neurological and psychiatric diseases
- ♦ Review the epidemiology, pathophysiology, and mechanisms underlying mood disorders and mental illnesses
- ♦ Understand the effectiveness of Body-Mind techniques such as yoga and Psychoanalysis in the therapeutic approach
- ♦ Understand what can be disclosed, to whom, for what reason and what is needed to disclose cases
- ♦ Reflect on the need for academic and professional organization according to the regulatory framework of some European countries
- ♦ Discuss the right of the individual as a patient to free access to Integrative Medicine.
- ♦ Identify the available platforms to handle patient databases
- ♦ Analyze SEO and SEM positioning techniques as well as algorithms

03 Skills

After passing the assessments on the Advanced Master's Degree in Integrative Medicine for Nursing, the professional will have acquired the skills required to operate in this field, with the security and reliability of the best scientific and technical update. This qualification will translate into a high-quality practice that will have a direct impact on patient care and on the professional positioning of the student, who will become a highly valuable professional figure for any organization.



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At the end of this Advanced Master's Degree in Integrative Medicine for Nurses you will be able to integrate in your work, each and every one of the aspects that you will learn on the program, thanks to the help and guidance of the best experts in the online teaching panorama"



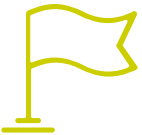
General Skills

- ♦ Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- ♦ Apply 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 linked to the application of their knowledge and judgments
- ♦ Students should be able to communicate their conclusions -and the ultimate knowledge and rationale behind them- to specialized and non-specialized audiences in a clear and unambiguous manner
- ♦ Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous



A process that will turn your effort into success thanks to an online learning system created to be integrated into your daily life in a real and feasible way”





Specific Skills

- ♦ Formulate strategies and individualized health plans
- ♦ Define the different interdisciplinary referral models and teams within and outside the public health system
- ♦ Gather a complete medical history from a holistic approach
- ♦ Indicate efficient strategies for health prevention, promotion, and research
- ♦ Organize a network coordination system to facilitate therapeutic management of the patient
- ♦ Define the treatment approach required by the patient according to the different techniques used
- ♦ Describe the multiple disciplines that make up Integrative Medicine and Health and know how to prescribe each of these disciplines
- ♦ Apply diagnostic techniques based on clinical semiology
- ♦ Analyze, from the biological model, the different mechanisms underlying the individual's pathology and determine the pathophysiological process
- ♦ Detoxification strategies for different pathways
- ♦ Determine kinetic chain affectation and the different psycho-behavioral implications.
- ♦ Define the constitutional model and patient diathesis
- ♦ Define the metabolic pathways involved in the patient's pathology in order to know when, how and which supplementation can reverse the dysfunctions
- ♦ Describe the role of different neurotransmitters and the impact on the gut-brain axis, as well as their involvement in the symptoms
- ♦ Point out the differences in autoimmune dysfunctions
- ♦ Point out the implications of glandular alterations on global health
- ♦ Describe the symptomatology associated with microbiota dysfunction and establish an initial diagnostic approach
- ♦ Explain the different diagnostic techniques in Integrative Medicine and Health
- ♦ Determine the type of analysis and complementary tests for the correct diagnosis of the case
- ♦ Formulate strategies and individualized health plans
- ♦ Define the different interdisciplinary referral models and teams within and outside the public health system
- ♦ Gather a complete medical history from a holistic approach
- ♦ Indicate efficient strategies for health prevention, promotion, and research
- ♦ Organize a network coordination system to facilitate therapeutic management of the patient
- ♦ Define the treatment approach required by the patient according to the different techniques used
- ♦ Describe the multiple disciplines that make up Integrative Medicine and know how to prescribe each of these disciplines
- ♦ Apply diagnostic techniques based on clinical semiology
- ♦ Determine through genetic testing the different polymorphisms involved in chronic pathologies

- ♦ Diagnose microbiota dysfunction and be able to indicate the appropriate supplementation for the different pathological variants
- ♦ Explain the patient's degree of injury through complementary tests
- ♦ Indicate the different channels for managing the various types of tests
- ♦ Explain the effect of biomechanical problems through cadence analysis
- ♦ Understand health dysfunction through chronobiological signs
- ♦ Diagnose food intolerances
- ♦ Establish and manage an environmental warning system and report to the competent management bodies
- ♦ Conduct a diagnosis of the patient's home environment
- ♦ Indicate foods appropriate to the genetic specificity of the individual
- ♦ Determine which drugs and other therapeutic products may interact with an individual's genetic health
- ♦ Indicate specific treatments and products for the treatment of oxidative stress
- ♦ Create *anti*-aging health strategies
- ♦ Prescribe specific dietary therapy for chronic pathology
- ♦ Indicate a handbook of products suitable for different health situations
- ♦ Develop strategies to indicate Neural therapy techniques to patients
- ♦ Incorporate new Integrative Medicine techniques in clinical practice
- ♦ Describe the properties of ozone in medicine and identify situations susceptible to ozone therapy
- ♦ Implement strategies to improve the quality of life of patients through new ways of working
- ♦ Describe human health from a global and dynamic concept
- ♦ Reduce side effects arising from routine clinical practice





- ◆ Develop strategies to improve iatrogenic rates
- ◆ Measure the improvement and evolution of patients and their clinical processes in margins of efficacy and efficiency
- ◆ Decrease the amount of pharmacological treatment of patients in consultation.
- ◆ Reducing patient chronicity
- ◆ Determine the techniques and devices necessary for the specific approach in each pathology
- ◆ Addressing subclinical pathologies by applying new taxonomy
- ◆ Define the characteristics of adjuvant treatment in the management of chronic disease
- ◆ Introduce pioneering techniques in Integrative Medicine in the approach to cancer
- ◆ Implement strategies to try to ensure the patient is proactive with regard to their health history
- ◆ Develop strategies to try to improve the child's and family's quality of life throughout the life cycle
- ◆ Define new strategies for an integrative approach in pediatrics
- ◆ Define a vademecum of products for use in children appropriate for each health problem
- ◆ Implement strategies to decrease the cases of medial iatrogenia in children
- ◆ Implement strategies to enhance improvement rates in the margins of effectiveness and efficiency of improvement in chronicity
- ◆ Promote the improvement of children's mental health through childcare and the environment
- ◆ Acquire the tools to design and build parenting schools
- ◆ Promote women's autonomy in health care
- ◆ Address the most recurrent pathologies in gynecology from the field of Integrative Medicine

04

Course Management

The teaching staff of this Advanced Master's Degree is one of its fundamental values. Handpicked from among the best in the industry, they form a group of renowned experts who know not only the theoretical aspects of this type of work, but also each and every one of its aspects and the different situations in which professionals may find themselves. In addition, other specialists of renowned prestige participate in its design and development, completing the program in an interdisciplinary manner. A team of top-level professionals who will be your allies to help you make the leap to reach the highest level of competence in your profession.



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An impressive cadre of teachers, drawn from different areas of expertise, will guide you through the entire process"

Management



Dr. Menassa, Alejandra

- ◆ Internal Medicine Physician
- ◆ President of the Spanish Society of Integrative Health and Medicine and Health (SESMI)
- ◆ Head of CMI's Mental Health Unit
- ◆ Psychoanalyst and Professor at Grupo Cero School of Psychoanalysis
- ◆ Member of SEMI (Spanish Society of Internal Medicine)
- ◆ Expert in ozone therapy in Internal Medicine from the University of Havana
- ◆ Master's Degree in Evaluation of Bodily and Psychosocial Damage by the European Institute



Mr. Rodríguez, Pedro

- ◆ Master's Degree in Clinical Nutrition
- ◆ University Master's Degree Mental Health
- ◆ Postgraduate Immunonutrition
- ◆ University Specialist Osteopathy, Kinesiology and Acupuncture Nurse
- ◆ Founder of Medintegra
- ◆ Yoga Therapy & Mindfulness Teacher Trainer. Head of the health area of the CAI Alicante City Council
- ◆ Professor of g-SE endorsed by the American College of Sport Medicine
- ◆ Clinical Tutor at the Faculty of Health Sciences of Alicante

Professors

Ms. Alonso Moreno, Mar

- ♦ Naturopathic expert in - Naturopathic Biological Methods
- ♦ Expert in Quantum Biophysics
- ♦ Bioresonance, Bioenergetics, and gut microbiota trainer

Ms. Almela, Marta Alonso

- ♦ Diploma in Nutrition and Bachelor's Degree in Food Science. Master's Degree in Orthomolecular Nutrition
- ♦ Graduate in Traditional Chinese Medicine
- ♦ Nutritionist in an Integrative Medicine Clinic for Nurses

Ms. Aldana Martinez, Natalia Sofia

- ♦ Surgeon
- ♦ Specialist in Alternative Therapies - Traditional Chinese Medicine
- ♦ Master's Degree in Alternative Medicine focused on Homeopathy. Research Professor in MTCl, Acupuncture, and Homeopathy. Researcher in MTCl
- ♦ Member of the MTCl Américas Network. General editor for BVS MTCl Américas

Ms. Barrena, María José

- ♦ Biochemistry with professional practice in the health sector and in the development of Membrane Lipidomics in Mature Erythrocytes as a complementary analytical tool for the knowledge of the functional state of people and their specific nutrition
- ♦ Founder of Intermedical Solutions

Ms. Benito, Susana

- ♦ Degree in Medicine and Surgery from the University of Alcalá
- ♦ Physician specializing in Rehabilitation and Physical Medicine
- ♦ Physician at Infanta Leonor Hospital, Madrid, in the Locomotor System from 1998 to date
- ♦ Specialist in Neurosensorial Posturology at the Superior School of Posturology Phillippe Villeneuve
- ♦ ESI Academy collaborating teacher in the Master's Degree in Integrative Supplementation

Ms. Cuevas, Manuela

- ♦ Degree in Medicine and Surgery from the UAB In 1983
- ♦ Master's Degree in Biopathology and Preventive Gynecology: UAB (1995)
- ♦ Postgraduate Diploma in Homeopathy (1988)
- ♦ International title in Medicine. Anthroposophics (2012)
- ♦ Author of the following books: Moon Woman, Solar Woman and Human Papilloma Virus and Women's Health
- ♦ Treatment from integrative gynecology

Ms. De la Puerta, Lola

- ♦ Degree in Medicine
- ♦ Official accreditation of the Official College of Physicians of Madrid, for the practice of the specialties Aesthetic Medicine and Biological and Anti-Aging Medicine
- ♦ Member of the Spanish Society of Anti-Aging and Longevity Medicine, the Spanish Society of Integrative Medicine, the Spanish Society of Biological and Anti-Aging Medicine, the Spanish Society of Cosmetic Medicine and Surgery and the Association of Microbiological Therapy
- ♦ Member of the expert medical team on the “International Scientific Forum for the usefulness of food-IgG, in chronic inflammatory diseases”

Ms. Esmel Esmel, Neus

- ♦ PhD, Nurse and Anthropologist
- ♦ Master’s Degree in Nurses Sciences
- ♦ Expert in Reflexotherapy, Flower Therapy and Bioenergetic Therapies
- ♦ Member of SESMI

Ms. Garcia Gutierrez, Rosario

- ♦ Master's Degree in Biological Medicine and Aging from the University of Alcalá, Spain.
- ♦ Family Physician
- ♦ Master's Degree in Advanced Aesthetic and Laser Techniques from CEU Cardenal Herrera University
- ♦ Family physician Master's Degree in Biological Medicine and Aging from the University of Alcalá, Spain. Master's Degree in Advanced Aesthetic and Laser Techniques from CEU Cardenal Herrera University

Ms. Garcia Alonso, Maria Luisa

- ♦ Degree in Pharmacy
- ♦ Specialist in Clinical Analysis
- ♦ Professional Master's Degree in drug addiction from the Complutense University of Madrid
- ♦ Master's Degree in Business Management and Administration from Institute of Business Administration (Business Institute)
- ♦ Master's Degree and member of the teaching team on the Master's Degree in Evidence-based Integrative Supplementation at ESI
- ♦ Trainer at the Spanish Association of Microimmunotherapy (AEMI)
- ♦ Nutribiotica trainer, giving seminars on microbiota and intestinal markers

Ms. González, Mónica

- ♦ Nurse. Acupuncturist from the College of Nurses of Alicante
- ♦ Holistic Therapist
- ♦ Bioneuroemotion Assistant
- ♦ 20 years working in a hospital
- ♦ More than 10 years in the area of natural and integrative health
- ♦ Founder of the Atenea Association of Natural and Energetic Therapies

Dr. Hernández, Leonardo

- ♦ University Professor and Researcher at MATC
- ♦ Surgeon from the National University of Colombia
- ♦ Master's Degree in Alternative Medicine, Homeopathy Area, National University of Colombia
- ♦ Specialist in University Teaching and Research
- ♦ Postgraduate training in Neural Therapy, Traditional Chinese Medicine, Ozone Therapy, Syntergetics and Homotoxicology

Dr. Horta, Luis

- ♦ Family Physician
- ♦ Advanced Diploma in Homeopathy
- ♦ Professor of Health Information Systems and Ultrasound in SERMAS
- ♦ Internship teacher for 5th and 6th year students at the University of Alcalá
- ♦ Family and Community Medicine Resident Tutor DA SERMA

Ms. I De la Rosa, Laia Masllorens

- ♦ Nurse
- ♦ Professional Master's in Integrative Medicine in Nurses
- ♦ Polarity Therapy
- ♦ Postgraduate in family and community Nurses
- ♦ Co-founder and Deputy Director of ISIC-Institute for Integrative and Conscious Health

Ms. Lajo, Teresa

- ♦ Physician specializing in endocrinology and nutrition
- ♦ Master's Degree in Administration and Management of Health Services and Cognitive Behavioral Therapy. Head of the department of endocrinology of the Moncloa University Hospital
- ♦ Professor of Endocrinology at the European University

Ms. Maroto, Maria Jose

- ♦ External Collaborator at CMI - Integrative Medicine Clinic for Nurses for the area of integrative aesthetic medicine
- ♦ Degree in Medicine and Surgery from the University of Oviedo
- ♦ Advanced Specialization Course in Aesthetic Medicine by the Spanish School of Aesthetic Medicine
- ♦ Diploma in Homeopathy from the Spanish Center of Homeopathy, Boiron
- ♦ Diploma in Dermocosmetics from the Complutense University of Madrid

Dr. Mejias, Sergio

- ♦ Degree in Medicine
- ♦ Specialist in Cardiology "Doctor in Medicine" from the School of Medicine of the University of Navarra

Ms. Muñoz Calero, Pilar

- ♦ President of the Alborada Foundation
- ♦ Co-Director of the Extraordinary Chair of Pathology and Environment at the Complutense University of Madrid
- ♦ Teaching collaborator of the Faculty of Medicine at the Complutense University of Madrid
- ♦ Degree in Medicine from the Complutense University of Madrid, specialized in Pediatrics, Neonatology, Stomatology, and Addictions
- ♦ Expert in Environmental Medicine

Dr. Naranjo, Tomas Álvaro

- ♦ Degree in Medicine and Surgery
- ♦ Doctor in Pathological Anatomy
- ♦ Specialist in the study of the immune system and its tumors
- ♦ Immunopathologist
- ♦ Specialized in Syntergetic Medicine and scholar in the field of Bioenergetic and Vibrational Medicine
- ♦ Graduate in Clinical Psychology, and interested in the world of Psychology and Transpersonal Psychotherapy
- ♦ Expert in Psychoneuroimmunology and Energy Psychology techniques

Mr. Portales, Sergio

- ◆ Degree in Medicine and Surgery from the National University of Mexico and the University of Alcalá de Henares
- ◆ Specialist in Intensive Care Medicine
- ◆ Diploma in Acupuncture
- ◆ Former Professor in Medical Physiology. Diploma in Gestalt Psychotherapy. Former President of the Matritense Hahnemannian Society
- ◆ Integrative (Homeopathy, Acupuncture, Kinesiology, Bioresonance etc) in Private Practice

Ms. Rojas, Pilar

- ◆ Physician Specialist in Rheumatology and Family Medicine
- ◆ Psychoanalyst of the Grupo Cero School of Psychoanalysis
- ◆ Director of the Clinical Department at Grupo Cero
- ◆ Member of SESMI

Ms. Sánchez, Sonia

- ◆ Psychology Graduate
- ◆ Expert in Clinical Psychology
- ◆ Training in EMDR (Eye Movement Desensitization and Reprocessing) European Association
- ◆ Training in Gestalt therapy. Diploma in Social Education

Ms. Serra, Mireia

- ◆ Degree in Philosophy and Literature (UAB), Music Therapist (URL)
- ◆ Doctor in Clinical Psychology (URL)





Ms. Vargas Sánchez, Maria Jose

- ◆ Medical specialist in Anesthesiology, Resuscitation, and Pain Therapeutics
- ◆ University Diploma in Nurses
- ◆ ACTP Coach by ICF at EEC (European School of Coaching) and collaborating member
- ◆ Mentor/coach in cardiac coherence by HeartMath Institute
- ◆ Vice President of the Spanish Reiki Federation (Reiki Master and Professional Reiki Therapist)

Mr. Verdaguer, Xevi

- ◆ Psycho-neuroimmunologist
- ◆ Specialist in Micro-Immunology
- ◆ Clinical Hypnosis
- ◆ Director of the Postgraduate course accredited by the University of Barcelona: PNIE or PsychoNeuroImmunoEndocrinology
- ◆ Physiotherapist college No- 1468
- ◆ Graduate in Physiotherapy from UCAM, MURCIA
- ◆ Posturologist
- ◆ Acupuncture
- ◆ Specialist in Cranio-Mandibular and Cranio-Cervical Osteopathy

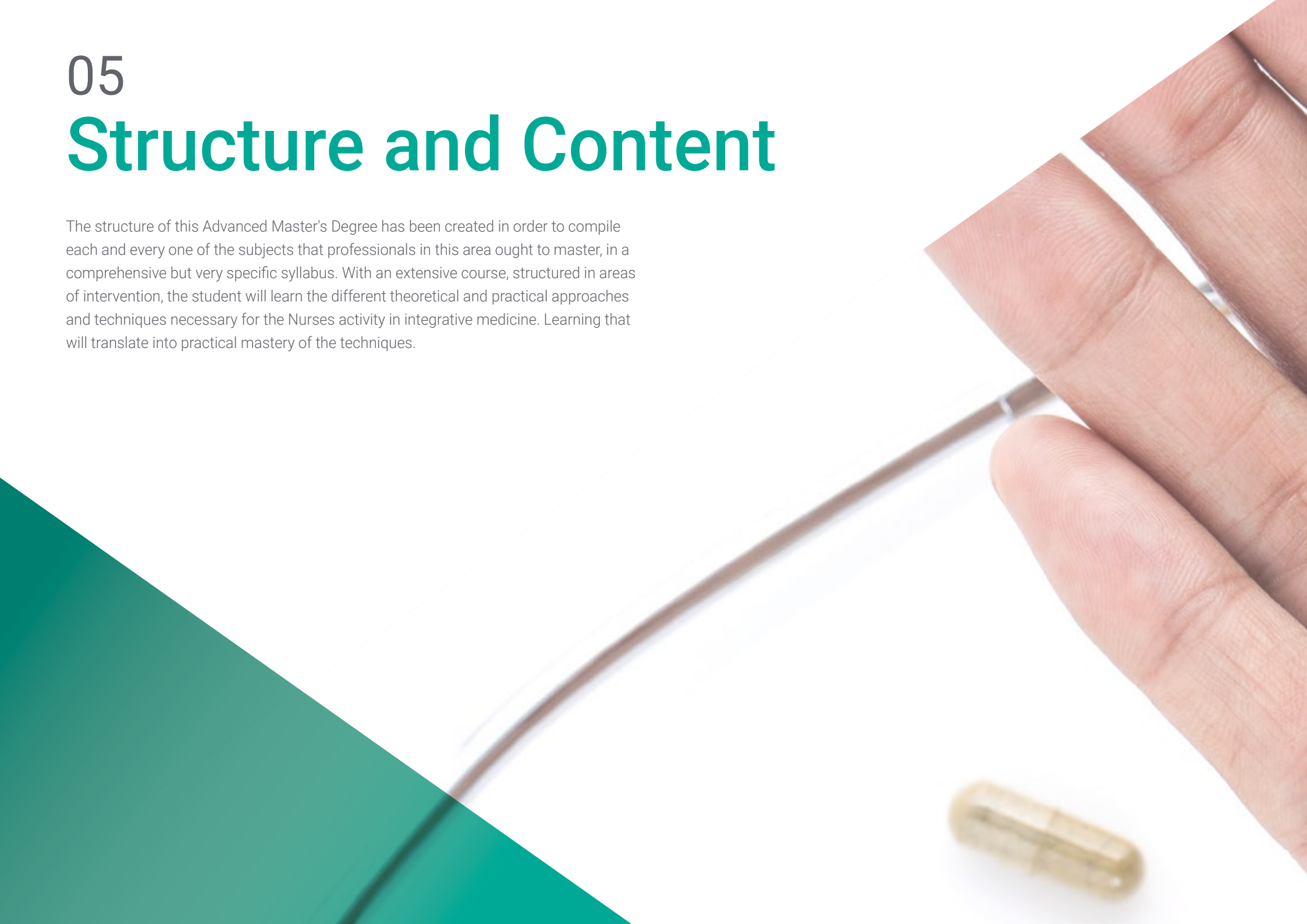
Ms. Zorrilla, Marta

- ◆ Physiotherapist
- ◆ Manager of the Marta Zorrilla Center

05

Structure and Content

The structure of this Advanced Master's Degree has been created in order to compile each and every one of the subjects that professionals in this area ought to master, in a comprehensive but very specific syllabus. With an extensive course, structured in areas of intervention, the student will learn the different theoretical and practical approaches and techniques necessary for the Nurses activity in integrative medicine. Learning that will translate into practical mastery of the techniques.





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This Advanced Master's Degree contains the most complete and up-to-date scientific program on the market”

Module 1. Introduction to Integrative Medicine

- 1.1. History of Integrative Medicine
 - 1.1.1. History of Integrative Medicine
- 1.2. Foundations and Indications
 - 1.2.1. Foundations of Integrative Medicine
 - 1.2.2. Indications
- 1.3. How to Develop a Health Plan for the Patient?
 - 1.3.1. The Health Plan: How to Develop It?
- 1.4. Health Sociology
 - 1.4.1. Aspects of the Social Macrosystem that Affect Human Health
 - 1.4.2. Social Aspects that Impact Access to the System
 - 1.4.3. Limitations to Practicing Integrative Medicine
- 1.5. Medical History and Comprehensive Evaluation of the Person
 - 1.5.1. Medical History from the IM's Perspective
 - 1.5.2. Comprehensive Assessment: Objectives and Results
- 1.6. Integrative Approach from a Social Work Perspective
 - 1.6.1. Social Work and IM
 - 1.6.2. Integrative Approach from the Basis of Social Work
- 1.7. Biological and Psychological stages in Humans. Age-Related Developmental Aspects.
 - 1.7.1. Biological and Psychological stages in Humans
 - 1.7.2. Age-Related Developmental Aspects

Module 2. Integrative Medicine and Health Prevention

- 2.1. Prevention, Health Education and Lifestyles
 - 2.1.1. Preventive Nutrition
- 2.2. Physical Activity and Sport
- 2.3. The Patient as a Proactive Individual
 - 2.3.1. The Role of Nurses in Health and Integrative Medicine
- 2.4. Community Networks as a Pillar of Prevention and Health Promotion
 - 2.4.1. Community Pharmacies
 - 2.4.2. Health Centers
 - 2.4.3. The Family Network
 - 2.4.4. GAM

Module 3. Approaches and Strategies

- 3.1. Biological Model
 - 3.1.1. The Interrelation of Physiological Systems
 - 3.1.2. Mitochondrial Physiology and Dysfunction
 - 3.1.3. Chronic Inflammation and Mucosal Permeability Syndromes
 - 3.1.4. Implication of Immune System Disorders in Chronic Pathologies
 - 3.1.4.1. Autoimmunity
 - 3.1.5. The Role of Oxidative Stress
 - 3.1.6. Microbiota
 - 3.1.7. The Physiology of Detoxification
- 3.2. Systemic Approach
 - 3.2.1. Gestalt
 - 3.2.2. Transgenerational
- 3.3. Psychoanalytical Approach
- 3.4. Cosmogony of Oriental Medicine
 - 3.4.1. Anthropological and Philosophical Aspects
 - 3.4.1.1 Kinanthropometry and Relationship with Kinetic Chains
 - 3.4.2. Acupoints from Human Embryology
 - 3.4.3. Scientific Foundations of Contemporary Acupuncture
 - 3.4.4. Microsystems
 - 3.4.4.1 Foot Reflexology
 - 3.4.4.2 Auricular Reflex Zone Technique
 - 3.4.4.3 Other Disciplines (Yamamoto Cranial Acupuncture YNSA)
- 3.5. Constitutional Imagery, Archetype and Diathesis

Module 4. Pathophysiology

- 4.1. Metabolic Networks
 - 4.1.1. Main Metabolic Pathways and their Clinical Implication:
 - 4.1.1.1. Carbohydrate Metabolism
 - 4.1.1.2. Fat Metabolism
 - 4.1.1.3. Protein Metabolism
- 4.2. Inflammation
 - 4.2.1. Main Inflammatory Mediators and their Pathways
 - 4.2.2. Microbiota and Inflammation
 - 4.2.3. Inflammation in Chronic Pathologies
- 4.3. Immunity
- 4.4. Neuropsychiatry and Biological Decoding
 - 4.4.1. Main Neurotransmitters and their Functions
 - 4.4.2. Gut-Brain Axis
 - 4.4.3. Brain/Immune System Interactions
 - 4.4.4. Microbiota and Depression

Module 5. Diagnosis, Clinical and Complementary Analyses

- 5.1. Clinical Examination and Contact
 - 5.1.1. Medical History
 - 5.1.2. Semiological Aspects of the IM
 - 5.1.2.1. Pulsology
 - 5.1.2.2. Neurofocal Dentistry, Oral Health, and TMJ
 - 5.1.2.3. Posturology and Kinetic Chains
 - 5.1.2.4. Chronobiology
 - 5.1.2.5. Chronobiology from Biochemistry
- 5.2. Erythrocyte Fatty Acids
- 5.3. Bone Metabolism
- 5.4. Heavy Metal Test
 - 5.4.1. Heavy Metal Testing, Timeliness and Performance
 - 5.4.2. Heavy Metal Testing Objectives
- 5.5. Study of Intestinal Microbiota and Intestinal Permeability

- 5.6. Genetic Tests
 - 5.6.1. Performance of Genetic Tests
 - 5.6.2. Relevance and Usefulness in IM
- 5.7. Food Intolerance
 - 5.7.1. Detection and Approach
 - 5.7.2. Anamnesis in Intolerance
- 5.8. Allergies GSE, Celiac Disease
- 5.9. Health Technology
 - 5.9.1. Bioresonance
 - 5.9.2. Thermography
- 5.10. Other Diagnostic Techniques

Module 6. Environmental Medicine

- 6.1. Basic Concepts of Toxicology
- 6.2. Diseases Caused by Environmental Factors
 - 6.2.1. Respiratory Allergies
 - 6.2.2. Cardiovascular Disease and Heavy Metals
 - 6.2.3. Cancer and Autoimmune Diseases as an Environmental Disease
 - 6.2.4. Chronic Fatigue Syndrome
 - 6.2.5. Central Sensitization Syndrome
 - 6.2.5. Fibromyalgia
- 6.3. Electromagnetism
 - 6.3.1. Electrosmog
- 6.4. Chemical and Nutritional Sensitivities
 - 6.4.1. Chemical Sensitivity
 - 6.4.2. Food Sensitivity
- 6.5. Endocrine Disruptors
 - 6.5.1. Definition
 - 6.5.2. Endocrine Disruptors
- 6.6. Creating Optimal Environments for the Restoration of Health
 - 6.6.1. Sick Building Syndrome
 - 6.6.2. Tools for the Prevention and Detection of Unhealthy Environments

Module 7. Approach to Frequent Chronic Diseases in Integrative Medicine I

- 7.1. Environmental Illnesses
 - 7.1.1. Fibromyalgia
 - 7.1.2. Chronic Fatigue
 - 7.1.3. Electrosensitivity
 - 7.1.4. Multiple Chemical Sensitivity
- 7.2. Dermatology
- 7.3. Digestive System
 - 7.3.1. Gastritis
 - 7.3.2. Liver Diseases
 - 7.3.3. Adult Celiac Disease
- 7.4. Respiratory System
- 7.5. Neurology
 - 7.5.1. Migraines
 - 7.5.2. Epilepsy
 - 7.5.3. CVA
 - 7.5.4. Peripheral Neuropathies

Module 8. Approach to Frequent Chronic Diseases in Integrative Medicine II

- 8.1. Oncology
 - 8.1.1. Molecular Mechanisms.
- 8.2. Diet Therapy in Cancer
- 8.3. Approach Techniques in Oncology
 - 8.3.1. Oncothermia and Hyperthermia
 - 8.3.2. Metabolic Treatment
 - 8.3.3. Endovenous Techniques
 - 8.3.4. Supplementation and Interactions
 - 8.3.5. Aromatherapy
 - 8.3.6. Mind-body Techniques
- 8.4. Palliative Care
- 8.5. Endocrine
 - 8.5.1. Obesity



- 8.5.2. Thyroid Disease
 - 8.5.2.1. Hypothyroidism
 - 8.5.2.2. Hyperthyroidism
 - 8.2.2.3. Thyroid Physiology and Multinodular Goiter. Solitary Thyroid Nodule
- 8.5.3. Adrenal Gland Disorders
- 8.5.4. Insulin Resistance and Diabetes
- 8.6. Locomotor System.
 - 8.6.1. Osteoarticular Pathology
 - 8.6.2. Rachis Pathology
 - 8.6.2.1. Movement Sciences Approach
 - 8.6.2.2. Visceral Osteopathy Approach
 - 8.6.3. Pain Relieving Techniques
 - 8.6.3.1. Arthritis
 - 8.6.3.2. Other Injuries. Arthralgia and Myalgia
- 8.7. Nephrology
 - 8.7.1. Lithiasis Renal
 - 8.7.2. Glomerulonephritis
 - 8.7.3. Chronic Renal Insufficiency
- 8.8. Infectious Diseases
 - 8.8.1. Lyme Disease
 - 8.8.2. Slow Virus Disease
 - 8.8.2.1. EBV, CMV, HSV, VZV
- 8.9. Cardiovascular

Module 9. Ethical and Legal Aspects

- 9.1. Cooperation in the Practice of ICTM (Bioethics)
- 9.2. Ethics in Clinical Decision-Making
 - 9.2.1. The Code of Conduct
- 9.3. Legislation, Scopes of Action
 - 9.3.1. Informed Consent
 - 9.3.2. European Regulation GDPR 2018
 - 9.3.3. Professional Competencies

Module 10. Genomic Medicine

- 10.1. Introduction to Genomic Medicine
- 10.2. Polymorphisms. Epigenetics
- 10.3. Nutritional Genomics
 - 10.3.1. Nutrigenomics.
 - 10.3.2. Functional food
 - 10.3.3. Personalized Diet Therapy
- 10.4. Pharmacogenomics
- 10.5. Biomedicine. Biochemistry Overview

Module 11. Advances in Integrative Medicine Techniques

- 11.1. Platelet Factors
- 11.2. Neural Therapy
- 11.3. Microimmunotherapy.
- 11.4. Mycology and Immunomodulation
- 11.5. Ozone Therapy
 - 11.5.1. Biochemical Principles and Ozone Mechanism of Action
 - 11.5.2. Clinical Evidence
- 11.6. Orthomolecular Supplementation, Phytotherapy and Interactions
 - 11.6.1. Phytotherapy.
- 11.7. Advances in Integrative Nutrition
 - 11.7.1. Anti-Inflammatory Diet
 - 11.7.2. Ketogenic Diet
 - 11.7.3. Fasting
 - 11.7.4. Diet Therapy to Rebalance Microbiota

Module 12. Integrative Medicine and Pediatrics

- 12.1. Introduction to Integrative Pediatrics
- 12.2. The First 1000 Days of Life
 - 12.2.1. The Importance of Nutrition During Pregnancy. Supplementation
 - 12.2.2. The Importance of Breastfeeding
 - 12.2.3. Most Important Childhood Nutritional Deficits
- 12.3. Nutrition
 - 12.3.1. From 2 Years Onwards: The Harvard Plate
- 12.4. Nutritional Disorders
- 12.5. Mucosal Inflammation Syndrome. Pathophysiology of the Most Prevalent Pediatric Diseases
- 12.6. Dysbiosis and Pediatric Uses of Probiotics
- 12.7. Child Integrative Oncology
- 12.8. School for Parents
- 12.9. Childhood Mental Disorders

Module 13. Women's Health in Integrative Medicine

- 13.1. Puberty
- 13.2. Fertility and Pregnancy
 - 13.2.1. Motherhood and its Challenges. Feeding
 - 13.2.2. Complementary Techniques to Support IVF
 - 13.2.2.1. Acupuncture
 - 13.2.2.2. Wellness Therapy (Supplementation, Body-Mind, Balneotherapy...)
- 13.3. Recurring Diseases in Gynecology
 - 13.3.1. Candidiasis.
 - 13.3.2. Recurrent Cystitis
 - 13.3.3. Myomas
 - 13.3.4. Polycystic Ovary Syndrome
 - 13.3.5. Endometriosis
 - 13.3.6. VPH infection
 - 13.3.7. Dysmenorrhea, Premenstrual Syndrome and Premenstrual Dysphoric Disorder
 - 13.3.8. Fibrocystic Mastopathy
- 13.4. Menopause
 - 13.4.1. Most Frequent Problems
 - 13.4.2. Integrative Medicine Approach

Module 14. Gerontology and Pathologies related to Oxidative Stress

- 14.1. Advances in Chronological Age Research
 - 14.1.1. Aging Population
- 14.2. Measures for Active and Healthy Aging
 - 14.2.1. Health Antiaging
- 14.3. Neurology
 - 14.3.1. Alzheimer's Disease and Cognitive Deterioration
 - 14.3.1.1. Parkinson's Disease
 - 14.3.1.2. Sensory Dysfunction
 - 14.3.2. Biomechanics
 - 14.3.2.1. Arthritis and Osteoarthritis
 - 14.3.2.2. Osteoporosis and Sarcopenia
 - 14.3.2.2.1. Muscles as a Metabolic Organ

Module 15. Mental Health and the Helping Relationship

- 15.1. Life History
 - 15.1.1. Pathochrony
- 15.2. Epidemiology and Prevalence of Mental Illness in the Population
 - 15.2.1. Epidemiology in Mental Illness
 - 15.2.2. Prevalence of Mental Pathology in the Population
- 15.3. Advances in Neuropsychiatry
 - 15.3.1. Neuropsychiatry in the 21st Century
- 15.4. Illness as a Pathway
 - 15.4.1. Coping with Illness
 - 15.4.2. Psychological Impact of Illness
- 15.5. Introduction to Coaching
 - 15.5.1. Powerful Questions
 - 15.5.2. Coaching Tools
- 15.6. Effectiveness of Mind-Body Techniques in the Therapeutic Approach
 - 15.6.1. Yoga and Mindfulness
 - 15.6.2. Breathing Techniques
 - 15.6.3. Sound Therapy. Music Therapy
 - 15.6.4. Cardiac Coherence
 - 15.6.5. Bioenergetic Techniques
 - 15.6.6. Art Therapy and Creative Processes
 - 15.6.7. Psychoanalysis

Module 16. Research

- 16.1. Evidence-Based Medicine in Integrative Medicine.
- 16.2. Fundamentals of Applied Research in TCAM
- 16.3. Collaborative Work, Networks, and Resources in TQM Research

Module 17. Information and Communication Technologies Applied to Integrative Medicine

- 17.1. Legal Aspects Related to the Application of ICT in Integrative Medicine for Nursing
 - 17.1.1. European Regulation GDPR 20117
- 17.2. Use of Biometric Tools
 - 17.2.1. Use and Function of Biometric Tools
- 17.3. Application of Digital Clinical Self-Questionnaires
 - 17.3.1. Regulations
 - 17.3.2. Data Exploitation
- 17.4. Use of Digital Medical History
 - 17.4.1. Management of Digital Files
 - 17.4.2. Structure and Collection of the Digital Medical History
- 17.5. Platforms and Databases for Health Professionals
 - 17.5.1. Specific Platforms for Healthcare Professionals
 - 17.5.2. Databases.
- 17.6. Create and Manage Your Own Digital Structure
 - 17.6.1. Related Economic Aspects
 - 17.6.2. Web Design and Development
- 17.7. Search Engines and Marketing Strategies
 - 17.7.1. Positioning.
 - 17.7.2. SEO
 - 17.7.3. SEM
 - 17.7.4. Algorithms
- 17.8. Videoconsultation
 - 17.8.1. Positive and Negative Aspects
 - 17.8.2. Implementation in Consultation
- 17.9. Software Models of Interactions Based on Genomic Medicine
 - 17.9.1. Software Models
 - 17.9.2. Genomic Medicine and its Interaction with Development Software

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 Nursing School we use the Case Method

In a given situation, what should a professional do? 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. Nurses learn better, faster, and more sustainably over time.

With TECH, nurses can experience a learning methodology 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, in an attempt to recreate the real conditions in professional nursing 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. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
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 case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The nurse will learn through real cases and by solving 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 we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. 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 really 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.



Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, 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 them as many times as you want.



Interactive Summaries

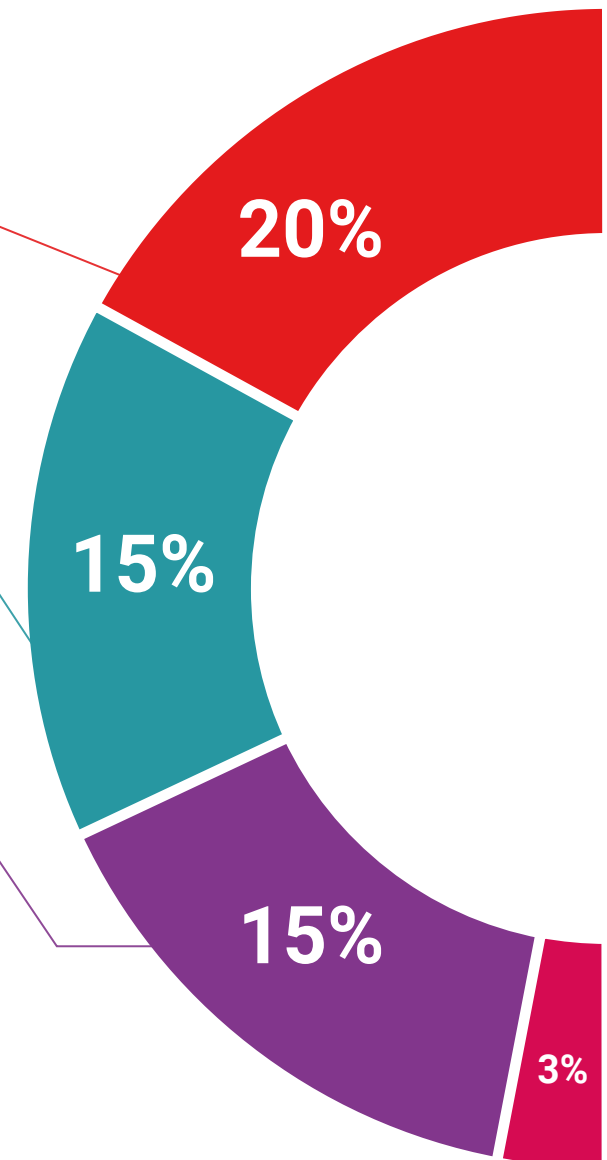
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

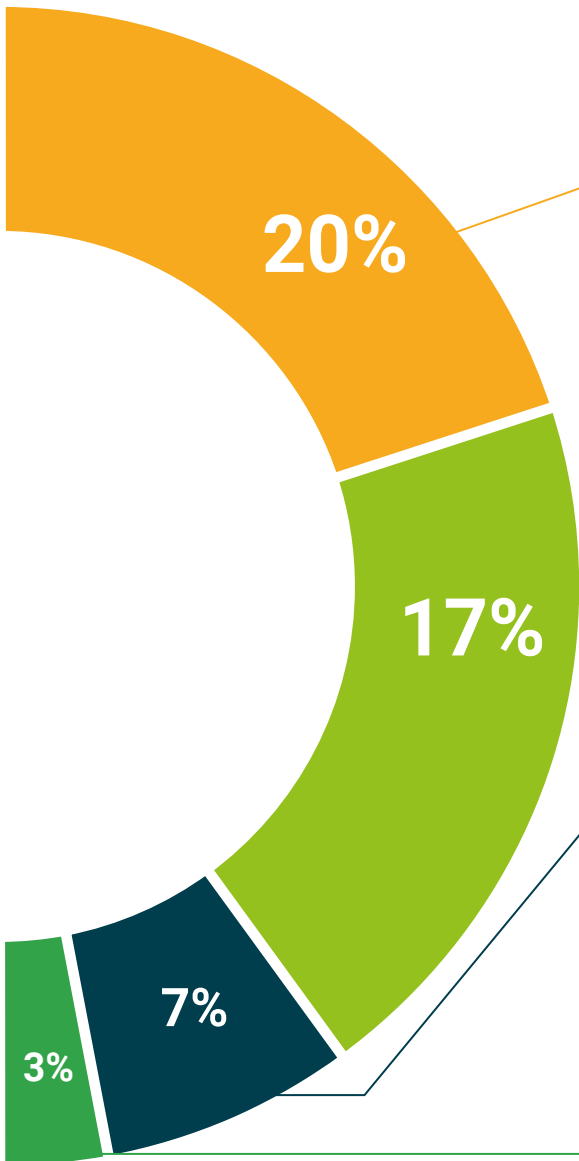
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 suggesting that observing third-party experts can be useful.

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.



07 Certificate

The Advanced Master's Degree in Integrative Medicine for Nursing guarantees, in addition to the most rigorous and updated training, access to an Advanced Master's Degree issued by TECH Technological University.



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*Successfully complete this training program
and receive your certificate without travel or
laborious paperwork"*

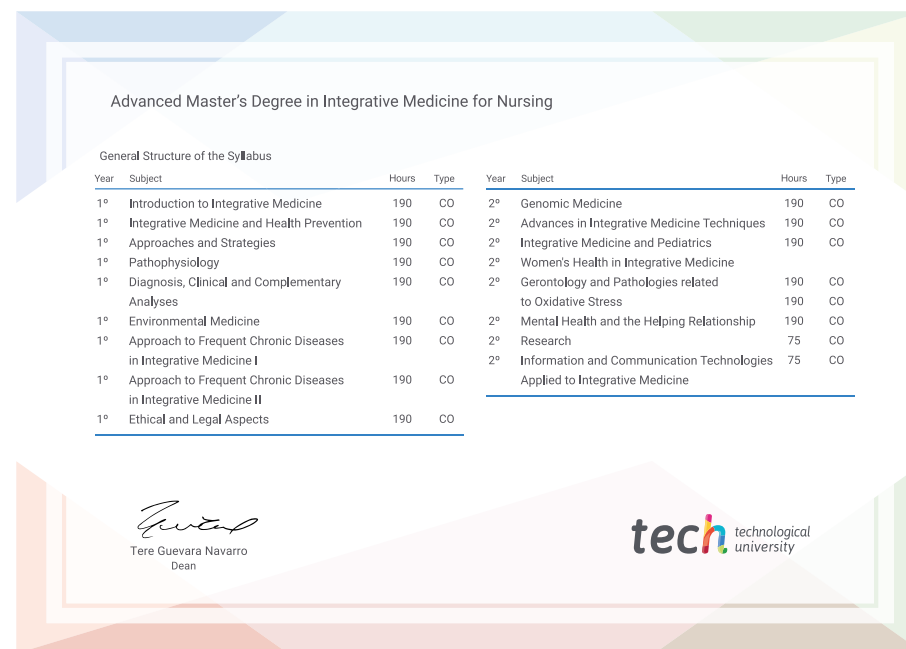
This **Advanced Master's Degree in Integrative Medicine for Nursing** contains the most complete and up to date scientific program on the market.

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

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

Title: **Advanced Master's Degree in Integrative Medicine for Nursing**

Official N° of hours: **3,000 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.



Advanced Master's Degree

Integrative Medicine
for Nursing

- » Modality: **online**
- » Duration: **2 years**
- » Certificate: **TECH Technological University**
- » Dedication: **16h/week**
- » Schedule: **at your own pace**
- » Exams: **online**

Advanced Master's Degree Integrative Medicine for Nursing

