

# Advanced Master's Degree Comprehensive Pediatric Nursing

Accreditation/Membership





## Advanced Master's Degree Comprehensive Pediatric Nursing

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Accreditation: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/nursing/advanced-master-degree/advanced-master-degree-comprehensive-pediatric-nursing](http://www.techtitute.com/us/nursing/advanced-master-degree/advanced-master-degree-comprehensive-pediatric-nursing)

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# 01

# Introduction to the Program

Pediatric nursing has undergone significant transformation in recent decades. New techniques, advanced protocols, and technological tools have revolutionized the care of young patients, requiring professionals to engage in continuous training. This field, which ranges from neonatology to pediatric emergency care, not only affects the quality of life of the patients but also that of their families, making it a fundamental pillar of the healthcare system. Achieving excellence in this area demands that nurses possess advanced, specialized training that enables them to address current challenges with confidence and competence. With this university program, TECH offers the most comprehensive and up-to-date knowledge in this dynamic and essential field of healthcare.



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*A comprehensive and 100% online program, exclusive to TECH, with an international perspective backed by our membership in the National League for Nursing"*

Pediatric Nursing is a key discipline in the comprehensive care of children, as it ensures the well-being of the most vulnerable patients through a clinical, human, and scientific lens. As medical and social advances demand increasingly specialized care, the role of pediatric nursing professionals becomes even more crucial. It is therefore essential that these professionals are equipped with both the theoretical foundations and practical tools required to address the clinical challenges unique to each stage of childhood development.

In response to this need, TECH has developed the Advanced Master's Degree in Comprehensive Pediatric Nursing. Through a comprehensive approach, this program explores essential areas such as neonatal clinical care, pediatric emergency and urgent care, childhood vaccination, the management of chronic illnesses in children, and emotional support for families. In addition, specific content is dedicated to infectious diseases, developmental disorders, and intervention strategies for prolonged hospital stays, all developed by leading experts in the field.

The program is delivered entirely online, offering maximum flexibility to balance academic training with professional and personal responsibilities. Through TECH's innovative Relearning methodology, students benefit from deep learning reinforced by intelligent and contextualized repetition of core concepts. All instructional materials are available in a variety of formats and can be accessed at any time from any device. Furthermore, the program includes a selection of high-level Masterclasses led by internationally renowned Guest Professors.

As a member of the **National League for Nursing (NLN)**, TECH offers students access to assessment tools, digital libraries, webinars, and conferences focused on nursing educational excellence. This membership promotes faculty development, engagement with leading experts in the field, and the opportunity to join high-impact academic and clinical networks.

This **Advanced Master's Degree in Comprehensive Pediatric Nursing** contains the most complete and up-to-date university program on the market. Its most notable features are:

- ◆ The development of practical cases presented by experts in Comprehensive Pediatric Nursing
- ◆ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ◆ Practical exercises where self-assessment can be used to improve learning
- ◆ Its special emphasis on innovative methodologies in the field of Comprehensive Pediatric Nursing
- ◆ 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



*Through the Masterclasses, you will receive direct training from highly esteemed professionals who will share their strategies, innovative methodologies, and most relevant success stories"*

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*You will reinforce your theoretical knowledge of comprehensive pediatric patient care through the wide range of practical resources offered in this university program”*

The teaching faculty includes professionals from the field of Comprehensive Pediatric Nursing who contribute their real-world experience to the program, along with 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 an immersive learning experience designed to prepare for real-life situations.

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

*You will gain access to the most innovative teaching methodology in today's academic landscape! TECH will offer you dynamic and effective training in Pediatric Nursing.*

*You will be able to study from anywhere in the world and at any time with this 100% online Advanced Master's Degree.*



02

# Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.



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*Study at the largest online university in the world and ensure your professional success. The future begins at TECH”*

**The world's best online university, according to FORBES**

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

**The best top international faculty**

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

**The world's largest online university**

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



**The most complete syllabuses on the university scene**

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills, and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

**A unique learning method**

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

**The official online university of the NBA**

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

**Leaders in employability**

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



**Google Premier Partner**

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



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**The top-rated university by its students**

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



**Leaders in employability**

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.

# 03 Syllabus

The didactic materials that make up this Advanced Master's Degree have been developed by a group of experts in the field of pediatric nursing. As a result, the syllabus addresses the most relevant areas of pediatric care, ranging from neonatology and pediatric emergencies to clinical nutrition and school nursing. This comprehensive approach will enable graduates to provide high-quality, evidence-based care tailored to the current needs of the healthcare environment. The syllabus will also explore the most advanced techniques and procedures, incorporating innovative multimedia resources—such as interactive videos and practical case studies—to facilitate dynamic learning that meets the demands of clinical practice.





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*You will master the most advanced techniques in Pediatric Nursing and take your professional career to the next level”*

### Module 1. Foundations and Fundamentals of Nursing in Child and Adolescent Care

- 1.1. Professional Secrecy
- 1.2. Pediatric Nurse Practitioner Profile
- 1.3. Pediatric Nursing Care Methodology
- 1.4. NANDA-NIC-NOC Nursing Process
- 1.5. Childhood Care
- 1.6. Adolescent Care
- 1.7. Child Abuse
- 1.8. Masterclass

### Module 2. Maternal-Child Follow-Up and Birth Care

- 2.1. Preconception Consultation. Pregnancy through Assisted Reproductive Techniques
- 2.2. Physical Activity During Pregnancy
- 2.3. Healthy Lifestyle Habits During Pregnancy
- 2.4. Stages of Pregnancy
- 2.5. Birth
- 2.6. Postpartum Recovery
- 2.7. Normal Newborn
- 2.8. Pathological Newborn
- 2.9. Puerperium
- 2.10. Mental Health During Pregnancy
- 2.11. Masterclass

### Module 3. Nursing Care for the Newborn

- 3.1. General Concepts of Perinatology
- 3.2. Physical Examination of the Newborn
- 3.3. Newborn Health Problems
- 3.4. Immediate Postnatal Nursing Care
- 3.5. Hygiene and Personal Care in the Newborn
- 3.6. Nursing Care of the Premature Newborn
- 3.7. Breastfeeding
- 3.8. Post-Term Newborn
- 3.9. Newborn Identification and Custody
- 3.10. Umbilical Cord Blood Donation

### Module 4. Care of the Healthy Child

- 4.1. Health Screenings
- 4.2. Scientific Evidence Behind Health Check-up Content
- 4.3. Child Development
- 4.4. Breastfeeding and Formula Feeding
- 4.5. Nutrition in Infants and Preschoolers
- 4.6. Nutrition in School-aged Children and Adolescents
- 4.7. Vaccinations
- 4.8. Four Key Concepts: Health, Promotion, Prevention, and Education
- 4.9. School Health
  - 4.9.1. Health as a Cross-Curricular Issue in Schools
  - 4.9.2. The Role of the School Nurse
  - 4.9.3. The School Nurse as Part of an Interdisciplinary Reality
- 4.10. Physical Activity as a Source of Health in Children

**Module 5. Care of the Child with Health Problems**

- 5.1. Dermatological Care in Pediatrics
- 5.2. Nutritional Disorders. Metabolism and Endocrine Issues
- 5.3. Pediatric Care in Digestive System-related Problems
  - 5.3.1. Pediatric Care in Digestive System-related Problems: Gastroesophageal Reflux
  - 5.3.2. Pediatric Care in Digestive System-related Problems: Celiac Disease
  - 5.3.3. Pediatric Care in Digestive System-related Problems: Constipation
- 5.4. Psychosocial Approach in Pediatrics: Autism Spectrum Disorder (ASD) and ADHD
- 5.5. Pediatric Care in Cardiovascular System-related Problems. Congenital Heart Disease
- 5.6. Pediatric Care in Respiratory System-related Problems
  - 5.6.1. Pediatric Care in Respiratory System-related Problems: Managing the Coughing Child. Chronic Cough
  - 5.6.2. Pediatric Care in Respiratory System-related Problems: Asthma Care in Children
- 5.7. Acute Headache in Childhood
- 5.8. Eyelid and Lacrimal Duct Pathology in Children
- 5.9. Pediatric Care in Urinary System-related Problems: Urinary Tract Infections: UTI
- 5.10. Limping in Children

**Module 6. Research Methodology in Pediatric Nursing**

- 6.1. Recovery of Quality Information Specialized in Health Sciences
  - 6.1.1. Development of a Bibliographic Search
  - 6.1.2. Knowledge of Different Information Sources: General Search Engines (Google Scholar, Scopus). Databases (PubMed, Embase, Cinahl) and Clearinghouse Clinical Practice Guidelines
  - 6.1.3. Designing Complex Search Strategies
  - 6.1.4. Refinement of Search Results
  - 6.1.5. Creating Bibliographic Alerts

- 6.2. Bibliographic Reference Management
  - 6.2.1. Introduction to Bibliographic Reference Managers
  - 6.2.2. Importing References into the Zotero Reference Manager
  - 6.2.3. Extracting Metadata from .pdf Files
  - 6.2.4. Use of Tags or Metatags to Classify the Bibliography
  - 6.2.5. Including References in the Text (Word). Vancouver Style
  - 6.2.6. Social Web and Group Work
- 6.3. Critical Reading on Outcomes Research
  - 6.3.1. Introduction. Critical Reading
  - 6.3.2. Some Basic Concepts in Epidemiology
  - 6.3.3. Qualitative Research Designs
  - 6.3.4. Quantitative Research Designs
  - 6.3.5. Instruments for Critical Reading
- 6.4. How to Prepare a Research Protocol
  - 6.4.1. Headings that Make Up the Protocol of a Research Project
  - 6.4.2. Editorial Staff Articles with Scientific Structure
  - 6.4.3. Writing a Case Report, Review, Qualitative Research Article, and a Thesis or Dissertation
  - 6.4.4. Style in Scientific Communication

**Module 7. Healthcare Organization in Response to Common Pediatric Emergencies**

- 7.1. Equipment in the Pediatric Emergency Department (PED)
  - 7.1.1. Differential Characteristics of PEDs
  - 7.1.2. Infrastructure, Staffing
  - 7.1.3. Material
- 7.2. Triage in Pediatrics
  - 7.2.1. Definition
  - 7.2.2. Classification Systems
- 7.3. Transport of Critical Pediatric Patient. In-hospital Transfer, Out-of-Hospital Transfer and ISOBAR
- 7.4. Neonatal and Pediatric Transportation

### Module 8. Advanced Pediatric and Neonatal Cardiovascular Support

- 8.1. Apparently Lethal Syndromes
  - 8.1.1. Sudden Infant Death
  - 8.1.2. Treatment
  - 8.1.3. Home Monitoring
- 8.2. Recognition and Management of Critically Ill Children
  - 8.2.1. Epidemiology, Etiology and Prevention of CRP in Childhood
  - 8.2.2. Pediatric Assessment Triangle (PAT) and its Utility
  - 8.2.3. Pediatric ABCDE Assessment
- 8.3. Basic Pediatric Cardiopulmonary Resuscitation
- 8.4. Advanced Pediatric Cardiopulmonary Resuscitation. Advanced Airway Management
- 8.5. Basic Concepts of Mechanical Ventilation
- 8.6. Infusion Routes and Drugs
- 8.7. Pediatric AVS Algorithms and Treatment of Arrhythmias
- 8.8. Neonatal Resuscitation
- 8.9. Stabilization, Post-Resuscitation and Neonatal Transportation

### Module 9. Invasive Techniques in Common Critically Ill Pediatric Patients

- 9.1. Peripheral and Central Vein Access
  - 9.1.1. Peripheral Route
  - 9.1.2. Central Route
- 9.2. Intraosseous Puncture
- 9.3. Capnography. Pulse Oximetry
- 9.4. Oxygen Therapy
- 9.5. Analgesia and Sedation
  - 9.5.1. Approaching Pain
  - 9.5.2. Procedure
  - 9.5.3. Reference Drugs in Analgesia and Sedation
- 9.6. Protocol for Child Death
- 9.7. Rapid Sequence Intubation

### Module 10. Cardiovascular Emergencies

- 10.1. Arrhythmias and Syncope
  - 10.1.1. Bradyarrhythmias Diagnosis and Treatment
  - 10.1.2. Tachyarrhythmias. Diagnosis and Treatment
- 10.2. Congenital Heart Disease
  - 10.2.1. Cyanotic Congenital Heart Disease
  - 10.2.2. Non-Cyanotic Congenital Heart Disease
  - 10.2.3. Diagnostic Approach
  - 10.2.4. Treatment
- 10.3. Hypertensive Crisis
  - 10.3.1. Diagnostic Guidance for Hypertension in Children and Adolescents
  - 10.3.2. Therapeutic Guidance for Hypertension in Children and Adolescents
- 10.4. Heart Failure
  - 10.4.1. Etiology
  - 10.4.2. Diagnosis
  - 10.4.3. Treatment. Mechanical Ventricular Assistance Techniques. Extracorporeal Membrane Oxygenation (ECMO)
- 10.5. Quick Reading of an ECG
- 10.6. Management of Tachyarrhythmias and Bradyarrhythmias: Electrical Cardioversion and Transcutaneous Pacing
- 10.7. Management of Defibrillable Arrhythmias: Defibrillation

### Module 11. Respiratory Emergencies

- 11.1. Respiratory Pathology of Newborns
  - 11.1.1. Incomplete Pulmonary Fluid Reabsorption Syndrome
  - 11.1.2. Meconium Aspiration Syndrome
  - 11.1.3. Hyaline Membrane Disease
  - 11.1.4. Pneumothorax
  - 11.1.5. Pneumonia
  - 11.1.6. Apnea in Newborns
- 11.2. Airway Diseases
  - 11.2.1. Acute Pharyngotonsillitis
  - 11.2.2. Laryngitis or Croup
  - 11.2.3. Spasmodic Croup
  - 11.2.4. Otitis
  - 11.2.5. Sinusitis

- 11.3. Community-Acquired Pneumonia (CAP)
  - 11.3.1. Diagnosis
  - 11.3.2. Hospital Admission Criteria
  - 11.3.3. Latest Advances in Treatment
- 11.4. Managing a Child with a Persistent Cough. Chronic Cough
  - 11.4.1. Etiology
    - 11.4.1.1. Persistent Bacterial Bronchitis
    - 11.4.1.2. Asthma
    - 11.4.1.3. Gastroesophageal Reflux, etc.
  - 11.4.2. Treatment
- 11.5. Caring for Asthmatic Children
  - 11.5.1. Clinical Diagnosis. Functional Diagnosis
  - 11.5.2. Pharmacological Treatment. Non-Pharmacological Treatment
  - 11.5.3. Health Education
- 11.6. Inhalation Techniques. Oxygen Therapy
- 11.7. Thoracentesis and Chest Tube Placement
- 11.8. Forced Spirometry. Bronchodynamic Tests. PEF (Peak Expiratory Flow)

## Module 12. Pediatric Trauma and Osteoarticular Injuries

- 12.1. Initial Pediatric Trauma Care
  - 12.1.1. Types and Patterns of Injury in Pediatrics
  - 12.1.2. Primary and Secondary Assessment
  - 12.1.3. Spinal Cord Injuries
- 12.2. Head Trauma in Children
- 12.3. Lower Extremity Trauma
- 12.4. Upper Limb Trauma
- 12.5. Thoracic Trauma. Rib Fractures and Contusions
- 12.6. Limping
  - 12.6.1. Types of Lameness
  - 12.6.2. Treatment
  - 12.6.3. Referral Criteria
- 12.7. Classification of Pediatric Fractures
- 12.8. Mobilization and Immobilization Workshop

- 12.9. Active Mobilization Stimulation
- 12.10. Hyperpronation
- 12.11. Supination-Flexion
- 12.12. Radial Head Subluxation

## Module 13. Unintentional Injuries. Childhood Accidents

- 13.1. Wounds
- 13.2. Burns
- 13.3. Drowning
- 13.4. Stings and Bites
- 13.5. Drug and Non-drug Intoxications
- 13.6. Anaphylaxis
  - 13.6.1. Classification of Severity
  - 13.6.2. Diagnostic Procedures
  - 13.6.3. Treatment and Discharge Recommendations
- 13.7. Extraction of Foreign Body from the Ear
- 13.8. Extraction of Foreign Bodies from the Nose
- 13.9. Freeing of Trapped Penis or Scrotum
- 13.10. Incarcerated Inguinal Hernia Reduction
- 13.11. Reduction of Paraphimosis

## Module 14. Neurological Emergencies

- 14.1. Acute Ataxia
- 14.2. Alterations of Consciousness
- 14.3. Acute Headache
  - 14.3.1. Migraine
  - 14.3.2. Tension Headache
  - 14.3.3. Periodic Syndromes of Childhood
- 14.4. Epilepsies and Non-Epileptic Seizure Disorders in Childhood
  - 14.4.1. Epileptic Syndromes in Childhood and Adolescence
  - 14.4.2. General Treatment of Epilepsies
- 14.5. Bacterial and Viral Meningitis
- 14.6. Febrile Seizures
- 14.7. Puncture of the Ventriculoperitoneal Shunt Reservoir
- 14.8. Lumbar Puncture

### Module 15. Digestive Emergencies

- 15.1. The Infant with Food Refusal
- 15.2. Acute Abdominal Pain
- 15.3. Gastrointestinal Disorders
- 15.4. Acute Dehydration
  - 15.4.1. Isonatremic Dehydration
  - 15.4.2. Hyponatremic Dehydration
  - 15.4.3. Hypernatremic Dehydration
- 15.5. Acid-Base Balance Disorders
  - 15.5.1. Metabolic Acidosis. Respiratory Acidosis
  - 15.5.2. Metabolic Alkalosis. Respiratory Alkalosis
- 15.6. Celiac Disease
  - 15.6.1. Diagnostic Algorithm
  - 15.6.2. Treatment
- 15.7. Gastroesophageal Reflux (GER)
- 15.8. Constipation
- 15.9. Hepatitis
  - 15.9.1. HAV, HBV, HCV, HDV, HEV
  - 15.9.2. Autoimmune Hepatitis
- 15.10. Gastrointestinal Bleeding
- 15.11. Jaundice

### Module 16. Endocrine and Metabolic Emergencies

- 16.1. Emergencies in the Diabetic Patient
- 16.2. Hydroelectrolytic Alterations
- 16.3. Adrenal Insufficiency

### Module 17. Infectious Emergencies

- 17.1. Exanthematous Diseases
- 17.2. Whooping Cough and Pertussis Syndrome
  - 17.2.1. Pharmacological Treatment
  - 17.2.2. Control Measures
- 17.3. Febrile Syndrome without Focus
- 17.4. Sepsis. Septic Shock

- 17.5. Osteoarticular Infections
- 17.6. Fever and Neutropenia

### Module 18. Ophthalmic and Otolaryngologic Emergencies

- 18.1. Conjunctivitis and Blepharitis. Red Eye
  - 18.1.1. Most Frequent Infectious Pathology
  - 18.1.2. Non-Infectious Pathology
- 18.2. Eyelids and Lacrimal System
  - 18.2.1. Palpebral Alterations and Malformations
  - 18.2.2. Inflammatory Pathology
  - 18.2.3. Cysts and Tumors
  - 18.2.4. Lacrimal Pathology in Children
  - 18.2.5. Palpebral Traumatology in Infancy
- 18.3. Acute Pharyngotonsillitis. Acute Otitis Media Sinusitis
- 18.4. Extraction of Foreign Bodies from the Eye
- 18.5. Ophthalmologic Examination with Fluorescein
- 18.6. Eversion of the Upper Eyelid

### Module 19. Pediatric Dermatological Emergencies

- 19.1. Bacterial Infections in Pediatrics
  - 19.1.1. Contagious Impetigo
  - 19.1.2. Folliculitis, Furunculosis and Carbuncles
  - 19.1.3. Perianal Streptococcal Dermatitis
- 19.2. Viral Infections in Pediatrics
  - 19.2.1. Human Papillomavirus
  - 19.2.2. Molluscum Contagiosum
  - 19.2.3. Herpes Simplex
  - 19.2.4. Shingles
- 19.3. Mycotic Infections in Pediatric Dermatology
  - 19.3.1. Tinea
  - 19.3.2. Candidiasis
  - 19.3.3. Pityriasis Versicolor

- 19.4. Infestations in Pediatric Dermatology
  - 19.4.1. Pediculosis
  - 19.4.2. Scabies
- 19.5. Eczema. Atopic Dermatitis

## Module 20. Renal and Urological Emergencies

- 20.1. Urinary Infections
  - 20.1.1. Diagnostic Criteria
  - 20.1.2. Referral Indications
- 20.2. Hematuria
- 20.3. Renal Lithiasis and Renal Colic
- 20.4. Acute Scrotum
  - 20.4.1. Frequency in the Pediatric Age Group
- 20.5. Suprapubic Puncture
- 20.6. Bladder Catheterization
- 20.7. Reduction of Paraphimosis

## Module 21. Special Situations in Pediatric Emergencies

- 21.1. Children with Special Needs
  - 21.1.1. Tracheostomy and Home Mechanical Ventilation
  - 21.1.2. Gastrostomies and Feeding Tubes
  - 21.1.3. Peritoneal Ventriculo-Peritoneal Shunt Valves
  - 21.1.4. Central Catheters and Prosthetic Vascular Accesses
- 21.2. Medication in Pediatrics
- 21.3. Psychiatry in the Emergency Department
  - 21.3.1. Assessment and Initial Treatment
  - 21.3.2. Psychomotor Agitation and Violence
  - 21.3.3. Suicidal Behavior
  - 21.3.4. Psychotic Disorders
- 21.4. Child Abuse
  - 21.4.1. Attitude in the Emergency Room
  - 21.4.2. Assistance in the Case of Abuse
- 21.5. Techniques and Procedures. Mechanical Restraint of the Agitated or Aggressive Child

## Module 22. Admission of the Newborn to the Neonatal Ward or NICU

- 22.1. Reception of the Newborn (NB) in the Neonatal Ward
  - 22.1.1. Admission Criteria
  - 22.1.2. Admission Objectives
  - 22.1.3. Nursing Interventions
  - 22.1.4. Physical Examination of the Newborn
- 22.2. Arrival of the Newborn (NB) in the NICU
  - 22.2.1. Admission Criteria
  - 22.2.2. Admission Objectives
  - 22.2.3. Nursing Interventions
  - 22.2.4. Physical Examination of the Newborn
- 22.3. Neonatal Transport
  - 22.3.1. Transfer of the Pregnant Woman
  - 22.3.2. Neonatal Transfer
  - 22.3.3. Neonatal Transport Team
  - 22.3.4. Neonatal Transport Equipment

## Module 23. Neonatal Resuscitation

- 23.1. Neonatal Resuscitation
  - 23.1.1. Cardiovascular Risk Factors
  - 23.1.2. General Procedures in the Moments Prior to Delivery
- 23.2. Resuscitation Team
- 23.3. Neonatal Resuscitation Equipment
- 23.4. Resuscitation Procedures
- 23.5. Respiratory Assistance Methods
- 23.6. Cardiac Massage
- 23.7. Administration of Medication: Drugs and Fluids
- 23.8. Neonatal Cardiorespiratory Arrest Care
- 23.9. Special Situations for Resuscitation
- 23.10. Basic Principles for a Successful Resuscitation and Possible Complications that Could Arise During the Resuscitation

## Module 24. Principles of Drug Administration and Vascular Access in Neonatology

- 24.1. Principles of Drug Administration in the NICU
  - 24.1.1. Enteral Route
  - 24.1.2. Rectal Route
  - 24.1.3. Intramuscular Route
  - 24.1.4. Subcutaneous Route
  - 24.1.5. Intravenous Route
- 24.2. Specific Ways to Administer Drugs I: Rapid Intravenous Route
- 24.3. Specific Ways to Administer Drugs II: Intravenous Route with a Specific Infusion
- 24.4. Specific Ways to Administer Drugs III: Continuous Intravenous Route
- 24.5. Specific Ways to Administer Drugs IV: Peripheral Venous Route
  - 24.5.1. Necessary Equipment
  - 24.5.2. Procedure
  - 24.5.3. Maintaining the Line
  - 24.5.4. Removing the Line
  - 24.5.5. Possible Complications that Could Arise
- 24.6. Specific Ways of Administering Drugs V: Percutaneous Venous Route
  - 24.6.1. Indications
  - 24.6.2. Necessary Equipment
  - 24.6.3. Procedure
  - 24.6.4. Precautions
  - 24.6.5. Contraindications
  - 24.6.6. Complications
- 24.7. Specific Ways to Administer Drugs VI: Cannulation of the Umbilical Artery and Vein
  - 24.7.1. Indications
  - 24.7.2. Necessary Equipment
  - 24.7.3. Preparation
  - 24.7.4. Common Procedure for the Umbilical Artery and Umbilical Vein
  - 24.7.5. Contraindications
  - 24.7.6. Complications

- 24.8. Specific Ways to Administer Drugs VII: Cannulation of the Peripheral Artery
  - 24.8.1. Indications
  - 24.8.2. Necessary Equipment
  - 24.8.3. Procedure
  - 24.8.4. Extraction of a Catheter
  - 24.8.5. Precautions
  - 24.8.6. Contraindications
  - 24.8.7. Complications

## Module 25. Thermal Regulation, Pain Management, and Sedation in the Newborn

- 25.1. Thermal Management in the Newborn
  - 25.1.1. Introduction of Thermoregulation
  - 25.1.2. Neutral Thermal Environment
  - 25.1.3. First Hours of Life
  - 25.1.4. Effects of Thermal Environment on a Newborn
  - 25.1.5. Guidelines for Assessing the Temperature of a Newborn
  - 25.1.6. Hypothermia in a Newborn with Hypoxic-ischemic Encephalopathy as a Neuroprotective
    - 25.1.6.1. Mechanisms of Action for Hypothermia
    - 25.1.6.2. Neuroprotection with Hypothermia Following Hypoxic-Ischemic Injury
    - 25.1.6.3. Indications of Hypothermia
    - 25.1.6.4. Contraindications of Hypothermia
    - 25.1.6.5. Exit Criteria Once Hypothermia has Begun
- 25.2. Pain Management in a Newborn
  - 25.2.1. Physiology of Pain in a Newborn
  - 25.2.2. Short and Long-Term Consequences of Pain
  - 25.2.3. Measurement of Pain in a Newborn
  - 25.2.4. Treatment of Pain in a Newborn
  - 25.2.5. Pain Management in Some Common Procedures in the NICU
- 25.3. Sedation of a Newborn
  - 25.3.1. Anesthetic Drugs
  - 25.3.2. Hypnotic/ Sedative Drugs
  - 25.3.3. Withdrawal Syndrome in a Newborn

## Module 26. Nursing Interventions: Family Care, Perinatal Death and Neonatal Development.

- 26.1. Family-Centred Care: Ways to Promote and Rebuild Family
- 26.2. The Family in the Neonatal Unit and NICU Setting
- 26.3. Nursing Interventions in the Neonatal Unit and NICU Setting
- 26.4. Perinatal Death: the Pain and the Grieving Process
- 26.5. The Intervention of Professionals in the NICU in Perinatal Death
- 26.6. Impact of the NICU Environment on Development
- 26.7. Neonatal Care Focused on Development
- 26.8. Interventions on the Macroenvironment of the Newborn
- 26.9. Interventions on the Microenvironment of the Newborn
- 26.10. Involvement of Nurses in Hospital Discharge

## Module 27. Clinical Nutrition and Hospital Dietetics

- 27.1. Management of Hospital Nutrition Units
  - 27.1.1. Nutrition in the Hospital Setting
  - 27.1.2. Food Safety in Hospitals
  - 27.1.3. Planning and Managing Hospital Diets. Dietary Code
- 27.2. Hospital Basal Diets
  - 27.2.1. Pediatric Basal Diet
  - 27.2.2. Ovo-Lacto-Vegetarian and Vegan Diet
  - 27.2.3. Diet Adapted to Cultural
- 27.3. Therapeutic Hospital Diets
  - 27.3.1. Uniting Diets
  - 27.3.2. Personalized Menus
- 27.4. Bidirectional Drug-Nutrient Interaction

## Module 28. Physiology of Pediatric Nutrition

- 28.1. Influence of Nutrition on Growth and Development
- 28.2. Nutritional Requirements in the Different Periods of Childhood
- 28.3. Nutritional Assessment in Children
- 28.4. Physical Activity Evaluation and Recommendations
- 28.5. Nutrition During Pregnancy and Its Impact on the Newborn

- 28.6. Current Trends in Premature Newborn Nutrition
- 28.7. Nutrition in Lactating Women and Its Impact on the Infant
- 28.8. Nutrition of Newborns with Intrauterine Growth Delay
- 28.9. Breastfeeding
  - 28.9.1. Breast Milk as a Functional Food
  - 28.9.2. Process of Milk Synthesis and Secretion
  - 28.9.3. Reasons for it to be Encouraged
- 28.10. Human Milk Banks
  - 28.10.1. Milk Bank Operation and Indications
- 28.11. Concept and Characteristics of the Formulas Used in Infant Feeding
- 28.12. The Transition to Diversified Feeding. Complementary Feeding During the First Year of Life
- 28.13. Feeding 1–3 Year Old Children
- 28.14. Feeding During the Stable Growth Phase. Schoolchild Nutrition
- 28.15. Adolescent Nutrition. Nutritional Risk Factors
- 28.16. Child and Adolescent Athlete Nutrition
- 28.17. Other Dietary Patterns for Children and Adolescents. Cultural, Social, and Religious Influences on Infant Nutrition
- 28.18. Prevention of Childhood Nutritional Diseases. Objectives and Guidelines

## Module 29. Artificial Nutrition in Pediatrics

- 29.1. Concept of Nutritional Therapy in Pediatrics
  - 29.1.1. Assessment of Patients in Need of Nutritional Support
  - 29.1.2. Indications
- 29.2. General Information about Enteral and Parenteral Nutrition
  - 29.2.1. Enteral Pediatric Nutrition
  - 29.2.2. Parenteral Pediatric Nutrition
- 29.3. Dietary Products Used for Sick Children or Children with Special Needs
- 29.4. Implementing and Monitoring Patients with Nutritional Support
  - 29.4.1. Critical Patients
  - 29.4.2. Patients with Neurological Pathologies
- 29.5. Artificial Nutrition at Home
- 29.6. Nutritional Supplements to Support the Conventional Diet
- 29.7. Probiotics and Prebiotics in Pediatric Nutrition

### Module 30. Pediatric Malnutrition

- 30.1. Pediatric Malnutrition and Undernutrition
  - 30.1.1. Psychosocial Aspects
  - 30.1.2. Pediatric Assessment
  - 30.1.3. Treatment and Follow-up
- 30.2. Nutritional Anemias
  - 30.2.1. Other Nutritional Anemias in Childhood
- 30.3. Vitamin and Micronutrient Deficiencies
  - 30.3.1. Vitamins
  - 30.3.2. Micronutrients
  - 30.3.3. Detection and Treatment
- 30.4. Fats in Pediatric Nutrition
  - 30.4.1. Essential Fatty Acids
- 30.5. Childhood Obesity
  - 30.5.1. Prevention
  - 30.5.2. Impact of Childhood Obesity
  - 30.5.3. Nutritional Treatment

### Module 31. Childhood Nutrition and Non-Digestive Pathologies

- 31.1. Eating Difficulties and Disorders in Children
  - 31.1.1. Physiological Aspects
  - 31.1.2. Psychological Aspects
- 31.2. Eating Disorders
  - 31.2.1. Anorexia
  - 31.2.2. Bulimia
  - 31.2.3. Other
- 31.3. Inborn Errors of Metabolism
  - 31.3.1. Principles for Dietary Treatment
- 31.4. Nutrition in Dyslipidemias
  - 31.4.1. Nutritional Mechanisms to Prevent Dyslipidemias
  - 31.4.2. Nutritional Approaches for Treating Dyslipidemias

- 31.5. Nutrition in the Diabetic Child
  - 31.5.1. Repercussions of Diabetes on the Child's Nutrition
  - 31.5.2. Mechanisms to Avoid Related Malnutrition
- 31.6. Nutrition in Autistic Children
  - 31.6.1. Repercussions of These Alterations on the Child's Nutrition
  - 31.6.2. Mechanisms to Avoid Related Malnutrition
- 31.7. Nutrition in Children with Cancer
  - 31.7.1. Repercussions of Disease and Treatments in the Child's Nutrition
  - 31.7.2. Mechanisms to Avoid Related Malnutrition
- 31.8. Nutrition in Children with Chronic Pulmonary Pathology
  - 31.8.1. Repercussions of These Alterations on the Child's Nutrition
  - 31.8.2. Mechanisms to Avoid Related Malnutrition
- 31.9. Nutrition in Children with Nephropathy
  - 31.9.1. Repercussions of These Alterations on the Child's Nutrition
  - 31.9.2. Mechanisms to Avoid Related Malnutrition
  - 31.9.3. Special Diets
- 31.10. Nutrition in Children with Food Allergies and/or Intolerances
  - 31.10.1. Special Diets
- 31.11. Childhood and Bone Pathology Nutrition
  - 31.11.1. Mechanisms for Good Bone Health in Childhood

### Module 32. Newborn Feeding: Breastfeeding, Formula Feeding, and Feeding of the Hospitalized Newborn

- 32.1. General Aspects of a Newborn's Diet
  - 32.1.1. Requirements and Feeding Objectives of the Breastfeeding Newborn
  - 32.1.2. Breastfeeding
  - 32.1.3. Enteral Nutrition
- 32.2. Indications for Enteral Feeding
  - 32.2.1. Contraindications for Enteral Feeding
  - 32.2.2. Enteral Feeding Methods

- 32.3. Parenteral Nutrition
  - 32.3.1. Indications for Parenteral Feeding
  - 32.3.2. Contraindications for Parenteral Feeding
  - 32.3.3. Vein Administration Routes
  - 32.3.4. Recommendations for the Monitoring of Administration Routes
  - 32.3.5. Components of Parenteral Nutrition
  - 32.3.6. Preparation and Administration of Parenteral Nutrition
  - 32.3.7. Controls
  - 32.3.8. Complications
  - 32.3.9. Withdrawal of Parenteral Nutrition

### Module 33. Nursing Methodology in Vaccines

- 33.1. History of Nursing in Immunization
- 33.2. The Nursing Care Process
  - 33.2.1. Stages Within the Nursing Care Process
- 33.3. Vaccination Within the Nursing Process (NP)
- 33.4. Most Commonly Used Nursing Diagnoses in Vaccination
  - 33.4.1. Most Common NANDA Diagnoses in the Vaccination Process
- 33.5. Nursing Interventions in the Vaccination Process
  - 33.5.1. Most Frequent NIC Used in the Vaccination Process
- 33.6. Existing Types of Prevention and Application in the Vaccination Process
  - 33.6.1. Primary Prevention in the Vaccination Process
  - 33.6.2. Secondary Prevention in the Vaccination Process
  - 33.6.3. Tertiary Prevention in the Vaccination Process
  - 33.6.4. Quaternary Prevention in the Vaccination Process
- 33.7. Immunization in Nursing Specialization
- 33.8. Nursing Update on Immunization

### Module 34. Child Vaccination

- 34.1. Global Immunization Vision and Strategy (GIVS)
- 34.2. Pediatric Vaccine Schedules
  - 34.2.1. Characteristics of a Vaccination Schedule
  - 34.2.2. Vaccination Schedules in the Paediatric Population
- 34.3. Vaccination Between 0-12 Months
  - 34.3.1. Recommended Vaccines in the Paediatric Population Between 0-12 Months
- 34.4. Vaccination Between 12 Months - 4 Years Old
  - 34.4.1. Recommended Vaccines in Paediatric Population Between 12 months and 4 Years Old
- 34.5. Vaccination Between 4– 14 Years Old
  - 34.5.1. Recommended Vaccines in the Paediatric Population Between 4-14 Years Old
- 34.6. Adolescent Vaccination
  - 34.6.1. Recommended Vaccines in Adolescent Pediatric Population
- 34.7. Vaccination of the Premature Infant
  - 34.7.1. Characteristics Specific to Vaccination of the Preterm Infant
  - 34.7.2. Recommended Vaccines in Pre-term Pediatric Population
- 34.8. Non-pharmacological Methods in Pain Control
  - 34.8.1. Breastfeeding as a Nonpharmacologic Method for Vaccination Pain
- 34.9. Vaccine Adaptation in Children
  - 34.9.1. Calendar Correction in Children
  - 34.9.2. Calendar Correction in Immigrant Children
- 34.10. Myths and False Beliefs in Childhood Immunization

## Module 35. The Future of Vaccines

- 35.1. Vaccines in Development
  - 40.1.1. Different Vaccines Currently in Development
- 35.2. Vaccines and the Media
- 35.3. Reverse Vaccinology: Genome
  - 35.3.1. What Is the Genome
  - 35.3.2. Concept of Reverse Vaccinology
- 35.4. Global Vaccination Strategy
- 35.5. Anti-vaccine Movements. Situation and Approach
- 35.6. Vaccines and COVID-19
  - 35.6.1. Current Updates on Vaccines and COVID-19
- 35.7. *Vaccine Safety Network*
- 35.8. Vaccine Web Query
- 35.9. Vaccine Website Credibility
  - 35.9.1. Tips for Checking the Reliability of a Vaccine Website
- 35.10. Tips for Finding Reliable Information Online
  - 35.10.1. Practical Tips for Finding Reliable Online Health Information





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*Don't wait any longer—take the next step in your career to become a nurse specialized in comprehensive pediatric patient care”*

# 04

# Teaching Objectives

This Advanced Master's Degree from TECH has been designed with the primary goal of providing nursing professionals with the specific tools they can apply in their daily practice. Thanks to the training received here, specialists will achieve a superior level of knowledge, which will be essential for their professional development. Ultimately, this university program represents a unique learning opportunity that will mark a turning point in the careers of its graduates, propelling them to improve their employability options and professional advancement.





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*An entirely innovative academic path  
that will make a lasting impact on your  
specialization in Pediatric Nursing”*



## General Objectives

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- ♦ Develop skills to provide comprehensive nursing care to children at various stages of development
- ♦ Apply pediatric assessment strategies to identify health problems in children and adolescents
- ♦ Develop competencies in managing pediatric emergencies and critical situations
- ♦ Apply family-centered care principles to improve pediatric care
- ♦ Develop skills in the prevention and treatment of common childhood diseases
- ♦ Apply health education strategies to promote healthy habits in children and their families
- ♦ Develop competencies in managing developmental disorders and disabilities in children
- ♦ Apply pediatric nutrition principles to ensure the physical well-being of children
- ♦ Develop skills in managing pain in children, applying appropriate analgesic techniques
- ♦ Apply nursing principles in caring for children with chronic and complex diseases
- ♦ Develop competencies in managing pediatric mental health, including emotional and behavioral disorders
- ♦ Apply intervention approaches to manage children with infectious and contagious diseases
- ♦ Develop skills in administering pediatric medications and managing pharmacotherapy
- ♦ Apply care and rehabilitation strategies for children with neurological and musculoskeletal conditions
- ♦ Develop competencies in managing children with acute and chronic respiratory illnesses
- ♦ Apply nursing principles for the care and support of children with oncological conditions
- ♦ Develop skills in pediatric care during medical emergencies and urgent situations
- ♦ Apply nursing techniques to care for children with dermatological conditions
- ♦ Develop competencies in pediatric oral health care and prevention of dental diseases
- ♦ Apply nursing principles for prenatal care and maternal-infant health
- ♦ Develop skills to perform preventive health interventions in childhood
- ♦ Apply approaches for managing childhood obesity and eating disorders in children
- ♦ Develop competencies in caring for children with metabolic and endocrine disorders
- ♦ Apply nursing principles in caring for children with cardiovascular and respiratory disorders
- ♦ Develop skills in managing pediatric patients with renal and urological diseases
- ♦ Apply intervention strategies for children with sleep disorders and disruptive behaviors
- ♦ Develop competencies in educating parents about managing their children's health
- ♦ Apply nursing principles in caring for children with allergies and autoimmune diseases
- ♦ Develop skills in providing emotional and psychological support to children and their families
- ♦ Apply prevention and infection control approaches in the pediatric environment to prevent epidemic outbreaks



## Specific Objectives

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### Module 1. Foundations and Fundamentals of Nursing in Child and Adolescent Care

- ◆ Update the principles of nursing in the care of children and adolescents
- ◆ Analyze nursing processes in medical procedures for children and adolescents

### Module 2. Maternal-Child Follow-Up and Birth Care

- ◆ Identify and define the stages of pregnancy and childbirth, and the role of nursing staff at each stage
- ◆ Delve into postpartum procedures and high-quality care for infant well-being
- ◆ Delve into postpartum procedures and high-quality care for maternal well-being
- ◆ Conduct a brief postpartum maternal-child diagnosis

### Module 3. Nursing Care for the Newborn

- ◆ Determine newborn assessment tests
- ◆ Understand the comprehensive care provided to newborns

### Module 4. Care of the Healthy Child

- ◆ Describe various health examinations and check-ups for healthy children at different developmental stages
- ◆ Develop a list of vaccines and identify their scheduling

### Module 5. Care of the Child with Health Problems

- ◆ Establish the vaccination schedule and vaccination in special circumstances
- ◆ Identify the main health complications in newborns

### Module 6. Research Methodology in Pediatric Nursing

- ◆ Explore the latest updates in pediatric nursing research
- ◆ Develop comparisons to analyze the different existing methodologies

### Module 7. Healthcare Organization in Response to Common Pediatric Emergencies

- ◆ Describe the procedures that nursing staff can carry out
- ◆ Safely resolve potentially dangerous situations

### Module 8. Advanced Pediatric and Neonatal Cardiovascular Support

- ◆ Identify the newborn patient and assess their heart condition
- ◆ Learn how to provide first aid in case of complications in pediatric patients

### Module 9. Invasive Techniques in Common Critically Ill Pediatric Patients

- ◆ Define a guide for first aid and treat the patients as cautiously as possible
- ◆ Identify the main invasive techniques

### Module 10. Cardiovascular Emergencies

- ◆ Perform a quick general check of the patient's condition
- ◆ Identify the instruments involved in cardiac processes

### Module 11. Respiratory Emergencies

- ◆ Develop the correct sequence of basic cardiopulmonary resuscitation (CPR) maneuvers
- ◆ Develop advanced CPR maneuvers according to the latest recommendations in life support

### Module 12. Pediatric Trauma and Osteoarticular Injuries

- ◆ Review the joints most prone to injury
- ◆ Identify priorities in evaluation and treatment in traumatized children and the unique characteristics of pediatric patients

### **Module 13. Unintentional Injuries. Childhood Accidents**

- ♦ Define a guide for first aid and treat the patients as cautiously as possible
- ♦ Identify the injury and its possible treatment
- ♦ Develop a preventive guide for the injuries most commonly occurring
- ♦ Specify methods for managing and treating wounds and burns

### **Module 14. Neurological Emergencies**

- ♦ Develop a preventive guide to identify proper care to prevent neurological diseases
- ♦ Conduct periodic evaluations to assess the patient's diagnosis
- ♦ Establish correlations between the types of brain injury and their clinical manifestations
- ♦ Describe the diagnostic process, evaluation, and care of a pediatric patient with traumatic brain injury

### **Module 15. Digestive Emergencies**

- ♦ Identify the main digestive emergencies
- ♦ Review the diets followed by the patient.
- ♦ Lay the foundation for managing children or adolescents with acute poisoning
- ♦ Identify the most risky foods that lead to digestive pathologies

### **Module 16. Endocrine and Metabolic Emergencies**

- ♦ Identify the main treatments for proper endocrine development.
- ♦ Identify the main problems affecting the metabolism of the patient

### **Module 17. Infectious Emergencies**

- ♦ Identify the main infections and their onset in young patients
- ♦ Identify the main tools to combat infections when they occur
- ♦ Develop an action guide for treating infections
- ♦ Analyze specific protocols for pediatric patients with fever based on age

### **Module 18. Ophthalmic and Otolaryngologic Emergencies**

- ♦ Understand the main ophthalmic complications a patient may experience
- ♦ Define the most common techniques and treatments for prevention

### **Module 19. Pediatric Dermatological Emergencies**

- ♦ Identify the main issues within the nephrourological system
- ♦ Develop a preventive plan for the renal system

### **Module 20. Renal and Urological Emergencies**

- ♦ Establish the organizational and management differential characteristics of Pediatric Emergency Services
- ♦ Describe the preparation and procedure for sedoanalgesia and its development

### **Module 21. Special Situations in Pediatric Emergencies**

- ♦ Define the concept of pain, its types, and evaluation methods
- ♦ Recognize emergencies from most to least urgent in pediatric patients

**Module 22. Admission of the Newborn to the Neonatal Ward or NICU**

- ♦ Determine how a Neonatal Intensive Care Unit (NICU) is structured, including crib arrangements, required physical space, equipment, and necessary human resources
- ♦ Identify the profiles and roles of the "nursing team" and their operational system: "Primary Nursing"
- ♦ Describe medication administration guidelines in Neonatology
- ♦ Establish criteria and objectives for the admission of a newborn to the NICU, as well as necessary nursing interventions

**Module 23. Neonatal Resuscitation**

- ♦ Form a resuscitation team and select the necessary equipment for neonatal resuscitation
- ♦ Gain up-to-date knowledge about resuscitation procedures
- ♦ Incorporate the latest recommendations for neonatal resuscitation techniques, considering neonatal risk factors and general measures prior to delivery
- ♦ Detect special resuscitation situations and the basic principles of successful resuscitation.

**Module 24. Principles of Drug Administration and Vascular Access in Neonatology**

- ♦ Update techniques necessary for maintaining and removing lines and managing potential complications
- ♦ Determine precautions, contraindications, and complications that may arise with specific medication administration methods
- ♦ Describe different techniques for cannulating the umbilical artery and vein in newborns
- ♦ Update catheter removal procedures, precautions, contraindications, and potential complications

**Module 25. Admission of the Newborn to the Neonatal Ward or NICU**

- ♦ Describe thermal control in newborns, thermoregulation, and the application of neutral thermal environments
- ♦ Incorporate guidelines for assessing the temperature of a newborn into nursing practice
- ♦ Apply hypothermia in newborns with hypoxic-ischemic encephalopathy as a neuroprotective measure, including the neuroprotective mechanisms of hypothermia
- ♦ Differentiate between the indications and contraindications for hypothermia

**Module 26. Nursing Interventions: Family Care, Perinatal Death and Neonatal Development**

- ♦ Explain family-centered care and methods to promote and restore family bonds
- ♦ Evaluate the importance of the family within the Neonatal Unit and NICU environment
- ♦ Establish strategies to cope with perinatal death, the role of professionals in this process, grief, and its stages
- ♦ Relate the impact of the NICU environment on newborn development
- ♦ Objectively apply developmental-centered neonatal care, including interventions on the macro and microenvironment of the newborn
- ♦ Update interventions for nursing staff upon hospital discharge

**Module 27. Clinical Nutrition and Hospital Dietetics**

- ♦ Acquire teamwork skills as part of a multidisciplinary and interdisciplinary unit consisting of professionals and staff involved in diagnostic evaluation and treatment of dietetics and nutrition
- ♦ Gain technical knowledge on managing systems and equipment necessary for nutritional support in critically ill patients

### Module 28. Physiology of Pediatric Nutrition

- ♦ Review current trends in the nutrition of preterm newborns
- ♦ Describe current trends in the nutrition of children with intrauterine growth restriction and the implications of nutrition on metabolic diseases
- ♦ Reflect on the role of human milk as a functional food
- ♦ Review the physiology of breastfeeding

### Module 29. Artificial Nutrition in Pediatrics

- ♦ Apply the sciences of food and nutrition to pediatric dietetics practice
- ♦ Update dietary treatment for oral cavity pathologies in children
- ♦ Update knowledge on new formulas used in infant feeding
- ♦ Identify children at nutritional risk who require specific support
- ♦ Evaluate and monitor follow-up for children receiving nutritional support
- ♦ Apply acquired knowledge on artificial nutritional evaluation in Pediatrics

### Module 30. Pediatric Malnutrition

- ♦ Identify children suffering from malnutrition
- ♦ Explain the correct nutritional support for malnourished children
- ♦ Describe nutritional requirements during different childhood stages
- ♦ Identify the impact of maternal nutrition during pregnancy and breastfeeding on intrauterine growth and neonatal and infant development





**Module 31. Childhood Nutrition and Non-Digestive Pathologies**

- ◆ Determine the management of children with gastroesophageal reflux
- ◆ Reflect on the etiology, implications, and treatment of childhood obesity
- ◆ Understand the implications of nutrition in the growth process and in the prevention and treatment of various childhood pathologies
- ◆ Determine dietary management for adults with chronic kidney failure and on dialysis

**Module 32. Newborn Feeding: Breastfeeding, Formula Feeding, and Feeding of the Hospitalized Newborn**

- ◆ Describe the feeding requirements for infants and the objectives of their nutrition
- ◆ Update procedures and benefits of breastfeeding

**Module 33. Nursing Methodology in Vaccines**

- ◆ Identify the different stages of the nursing care process and apply it to the vaccination process
- ◆ Integrate the vaccination process within the nursing care process in a theoretical-practical way
- ◆ Know in depth the most appropriate standardized nursing diagnoses according to the current methodology within the vaccination process
- ◆ Apply the most appropriate nursing interventions for each situation within the vaccination process according to the NIC classification

### Module 34. Child Vaccination

- ♦ Gain an in-depth understanding of the numerous pediatric immunization schedules existing in our healthcare environment and the main differences between them
- ♦ Integrate the bases on which the concept of the paediatric vaccination schedule is based within the disease prevention and health promotion strategies of the different health systems
- ♦ Differentiate the stages of vaccination at the pediatric level, from primary vaccination to booster vaccines
- ♦ Specialize in the main vaccines, their characteristics and the correct vaccination schedule for the pediatric population aged 0 and 12 months

### Module 35. The Future of Vaccines

- ♦ Understand the different vaccines currently under development worldwide and the stage of the process they are in
- ♦ Relate the vaccination process to how it is presented to the world through various media outlets
- ♦ Establish the foundations of the concept of reverse vaccinology and understand the concept of the genome
- ♦ Identify the different vaccination strategies existing worldwide by the different existing organizations and their most important differences





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*Update yourself holistically in pediatric nursing with TECH and advance your healthcare career Immediately”*

# 05

## Career Opportunities

This Advanced Master's Degree not only represents an opportunity for academic growth but will also become a powerful tool for accessing new and valuable professional opportunities. Thanks to the depth of the content covered and the comprehensive approach of the university program, graduates will be prepared to excel in neonatal units, pediatric emergency services, pediatric hospitalization wards, or primary care centers focused on children. Ultimately, this academic path will open the doors to a wide range of career possibilities.





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*You will apply evidence-based approaches to improve quality of life and clinical outcomes for pediatric patients”*

### Graduate Profile

The graduate will be a highly skilled professional capable of addressing the specific needs of pediatric patients, from newborns to adolescents. Additionally, they will possess in-depth knowledge of clinical methodologies, advanced techniques, and technological tools necessary to ensure comprehensive, high-quality care. Moreover, this expert will be prepared to lead multidisciplinary teams, design personalized intervention protocols, and promote evidence-based nursing that positively impacts child health.

*You will combine a deep theoretical understanding with practical skills in managing advanced care and applying specialized clinical techniques.*

- ◆ **Effective Communication Skills:** Adapt language and communication style to different ages and levels of comprehension of pediatric patients and their families
- ◆ **Time and Clinical Environment Management:** Efficiently manage time, organize activities, and resolve conflicts in pediatric settings
- ◆ **Critical Thinking and Problem-Solving:** Analyze complex clinical situations, identify problems, and generate innovative solutions
- ◆ **Digital Competency:** Master digital tools for clinical documentation, communication, and the design of interactive materials tailored to pediatric patients



After completing the university program, you will be able to apply your knowledge and skills in the following positions:

1. **Neonatal Intensive Care Unit (NICU) Nurse:** Responsible for providing direct care and clinical monitoring of critically ill newborns, applying specific intensive care protocols.
2. **Pediatric Emergency Nurse:** In charge of initial assessment, stabilization, and treatment of children requiring immediate attention for acute conditions or accidents.
3. **Pediatric Hospitalization Nurse:** Oversees the comprehensive care of pediatric patients during their hospital stay, coordinating with the medical team and supporting families.
4. **Primary Care Pediatric Nurse:** Involved in prevention activities, vaccination, monitoring growth and development, and promoting child health education in healthcare centers.
5. **School Health Program Coordinator:** Designs strategies for health promotion in educational settings, including hygiene, nutrition, and disease prevention campaigns.
6. **Pediatric Palliative Care Nurse:** Provides care and support to children with chronic or terminal illnesses, focusing on quality of life and emotional support for families.
7. **Pediatric Rehabilitation Nurse:** Collaborates in the physical and functional recovery processes of children with temporary or permanent disabilities, working in interdisciplinary teams.
8. **Health Education Officer in Pediatrics:** Leads workshops, talks, and informational activities aimed at parents, caregivers, and communities on child care and disease prevention.



# 06

## Software Licenses Included

TECH is a leading reference in the academic world for combining the latest technology with teaching methodologies to enhance the teaching-learning process. To achieve this, it has established a network of alliances that allows it to access the most advanced software tools used in the professional world.



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*Upon enrolling, you will receive, completely free of charge, academic credentials for the following professional software applications”*

TECH has established a network of professional alliances with the leading providers of software applied to various professional fields. These alliances allow TECH to access hundreds of software applications and licenses, making them available to its students.

The academic software licenses will allow students to use the most advanced applications in their professional field, so they can become familiar with them and master their use without incurring additional costs. TECH will manage the contracting process to ensure that students have unlimited access to the software throughout their time in the Advanced Master's Degree in Comprehensive Pediatric Nursing, and they will be able to use it completely free of charge.

TECH will provide free access to the following software applications:



### i-Diet

Another exclusive benefit of this university program is free access to **i-Diet**, a nutritional assessment tool valued at **180 euros**. This flexible platform allows users to modify food and recipe databases, as well as add new elements intuitively.

**i-Diet** is designed to adapt to different professional needs, enabling the customization of nutritional plans from the first day of the course. The tool incorporates artificial intelligence in its calculations, developed with the support of the Department of Mathematical Modeling at ETSIMO, ensuring precision and scientific rigor in every assessment.

#### Key Features:

- ♦ **Editable Database:** Access to food and recipes with full customization options
- ♦ **AI-Powered Calculations:** Optimized algorithms for precise and efficient evaluations
- ♦ **Over 1,000 Supervised Recipes:** Content developed by dietitian-nutritionist Cristina Rodríguez Bernardo
- ♦ **Multiple Body Measurements:** Compatible with BIA, ultrasounds, infrared, skinfold calipers, and circumferences
- ♦ **Intuitive Interface:** Easy to use both in consultations and for clinical follow-up

Free **access to i-Diet** during the course provides an invaluable opportunity to apply theoretical knowledge, improve nutritional decision-making, and strengthen the technical skills of professionals.

## DietoPro

As part of our commitment to comprehensive and applied training, all students enrolled in this program will receive **free access** to the **DietoPro** license, specialized in nutrition and valued at approximately **30 euros**. This platform will be available throughout the course. Its use enriches the learning process, facilitating the immediate implementation of the knowledge acquired.

It is an advanced solution that allows users to create personalized plans, record and analyze daily intake, and receive recommendations tailored to each individual. Its intuitive interface and solid technological foundation provide a practical experience aligned with current standards of well-being and digital health.

### Key Features:

- ♦ **Personalized Nutrition Planning:** Design meal plans tailored to specific goals, preferences, and requirements
- ♦ **Diet Tracking and Monitoring:** Facilitate nutritional control through dynamic reports and detailed nutrient analysis
- ♦ **Intelligent Suggestions:** Use artificial intelligence to propose adjustments and personalized recommendations
- ♦ **Integration with Health Devices:** Compatible with wearables and fitness apps for a comprehensive view of physical health
- ♦ **Educational Resources:** Access to content, guides, and expert advice to reinforce healthy habits and promote continuous learning

This **free license** offers a unique opportunity to explore professional tools, solidify theoretical knowledge, and make the most of a high-value practical experience.

## Nutrium

Accessing **Nutrium**, a professional platform valued at **200 euros**, is a unique opportunity to optimize patient management. This advanced system allows users to record medical histories, schedule appointments, send reminders, and conduct online consultations, facilitating communication through its mobile app.

Additionally, this exclusive and **free-access** license provides tools for tracking nutritional goals, enabling clients to update their progress in real time. This enhances treatment adherence and improves the effectiveness of dietary recommendations.

### Key Features of Nutrium:

- ♦ **Complete Client Management:** Detailed records, appointment scheduling, and automatic reminders
- ♦ **Continuous Communication:** Online consultations and a mobile app for patients
- ♦ **Nutritional Goal Monitoring:** Tools to set and track specific objectives
- ♦ **Real-Time Updates:** Patients can directly report their progress
- ♦ **Treatment Efficiency:** Improved adherence and better outcomes for dietary plans

This platform, available **at no cost** during the program, will allow students to apply their knowledge practically, supporting a comprehensive and efficient approach to nutrition.

07

# Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



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*TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”*

## The student: the priority of all TECH programs

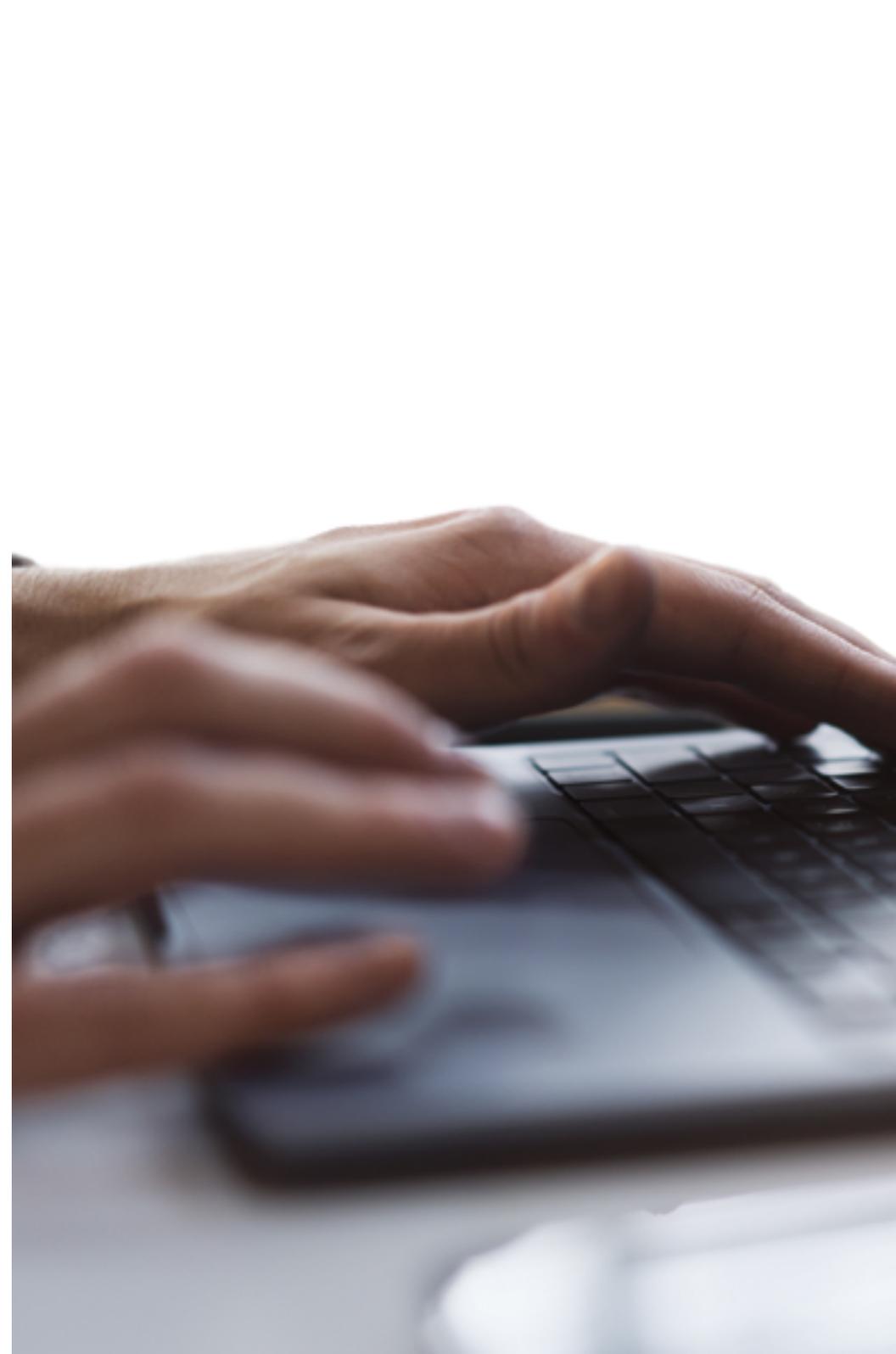
In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes  
(which you might not be able to attend)”*



### The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“

*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want”*

## Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



## Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

*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.*



## A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



*The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”*

### 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 assess 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.

## The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

*Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.*

*You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.*



As such, the best educational materials, thoroughly prepared, will be available in this program:



### 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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



### Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



### Interactive Summaries

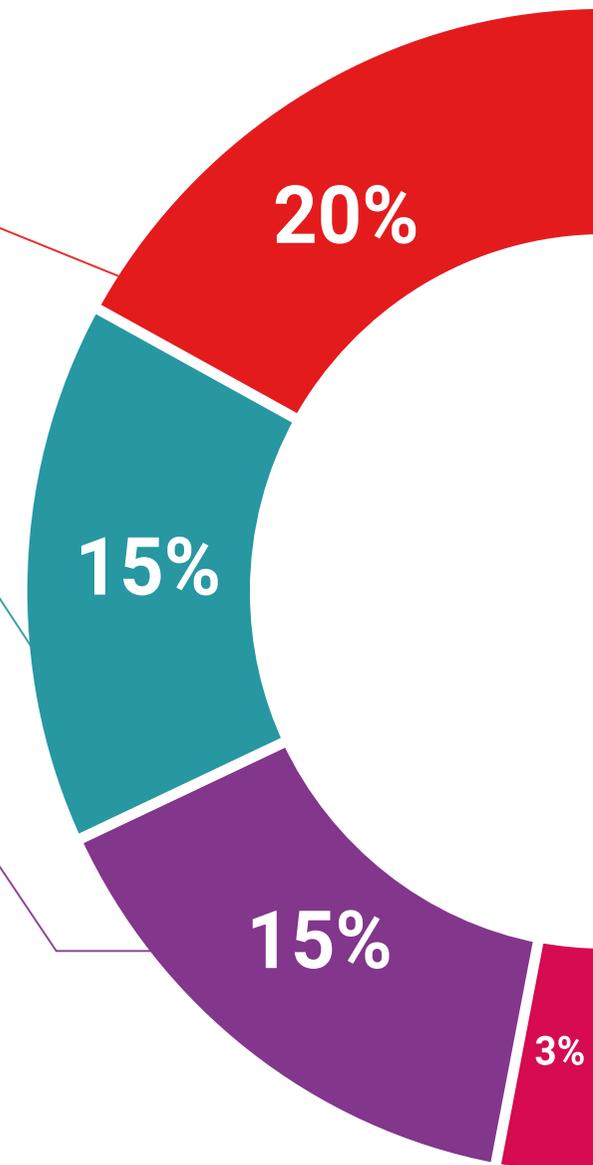
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

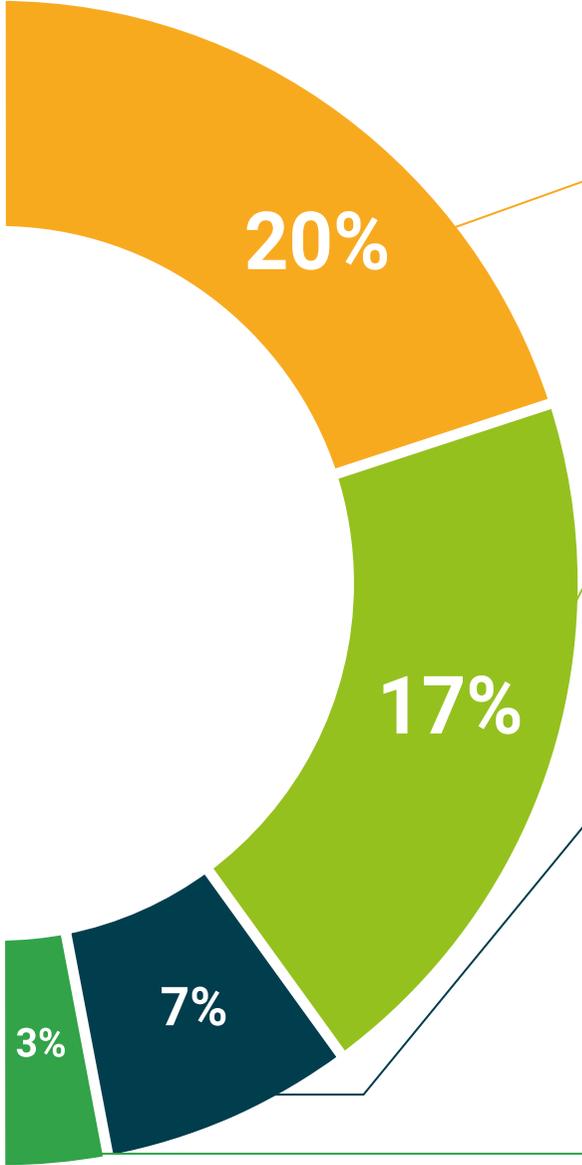
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





**Case Studies**

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



**Testing & Retesting**

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



**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 for 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

# Teaching Staff

In its commitment to providing elite education for all, TECH has renowned professionals to ensure that students acquire solid knowledge in Comprehensive Pediatric Nursing. For this reason, this Advanced Master's Degree is supported by a highly qualified team with extensive experience in the field, who will provide students with the best tools to develop their skills throughout the course. In this way, students are assured of the guarantees needed to specialize internationally in a vital sector that will propel them toward professional success.





“

*You will succeed alongside the best and acquire the knowledge and competencies required to stand out in specialized pediatric care”*

## International Guest Director

Lara Al-Dandachi is one of the few **registered dietitians** in California, and the rest of the United States, to hold a **triple certification** in Diabetes Care **specialty CDES**, Advanced Diabetes Management **BC-ADM** and in **Obesity** with Subspecialty Weight Management (CSOWM). Her work as a **clinical nutritionist** has led her to lead projects such as UCLA Health's Gonda Diabetes Prevention Program, which has received **special recognition** from the **Center for Disease Control and Prevention (CDC)** and has allowed her to work with multiple cohorts.

In addition, she coordinates the **Obesity Reduction Program (PRO)** as **Director of Nutrition**. From that group, she is in charge of developing and updating the professional curriculum for **overweight education in adults and adolescents**, as well as training new dietitians. In all of these settings, she counsels her patients on how to improve their lifestyle by incorporating **healthy eating habits**, **increased physical activity** and the fundamentals of **Integrative Medicine**.

At the same time, Al-Dandachi continually seeks to stay at the forefront of **clinical research** in Nutrition. She has attended the **Harvard Blackburn Course in Obesity Medicine** twice. In those participations, she has received the Certificate of Training in Pediatric and Adult Obesity through the **Commission on Dietetic Registration (CDR)**, the accrediting agency of the **American Academy of Nutrition and Dietetics**.

Also, her mastery of this healthcare field allows her to provide **personalized care** to patients with rare conditions such as latent **Autoimmune Diabetes** in adulthood. She has also worked in her Public Health internship as a volunteer, collaborating with **underprivileged populations** in initiatives for HIV education and prevention, the *Head Start* program , among others.



## Ms. Al-Dandachi, Lara

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- Nutrition Director of the Obesity Reduction Program at UCLA Health, California, United States
- Clinical Dietitian with CareMore Health Plan
- Director of Nutrition at Hollywood Presbyterian Medical Center
- Clinical Dietitian at Sodexo Health Care Services
- Clinical Dietitian at Beverly Hospital
- Master's Degree in Public Health at Loma Linda University
- Bachelor of Science in Nutrition Science and Dietetics at the American University of Beirut

“

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

## International Guest Director

Dr. Todd Florin is a recognized Pediatric Emergency Physician and clinical epidemiologist, expert in Lower Respiratory Tract Infections in children, especially in the field of Bronchiolitis and Pneumonia. In addition, at international level, he is a leader in the use of biomarkers and predictive analysis to improve the diagnosis and treatment of these conditions.

In this way, he has served as Director of Research in Emergency Medicine at the Ann & Robert H. Lurie Children's Hospital in Chicago. Moreover, at the same hospital, he has directed the Grainger Research Program in Pediatric Emergency Medicine, where he has led key projects, such as the CARPE DIEM study (*Catalyzing Ambulatory Research in Pneumonia Etiology and Diagnostic Innovations in Emergency Medicine*), a pioneering investigation of community-acquired Pneumonia, as well as other global studies, such as PERN, focused on understanding the severity of Pneumonia and the impact of COVID-19 in children.

Dr. Todd Florin has also received numerous awards for his outstanding medical and research work, including the Young Investigator Award from the *Academic Pediatric Association*, and has been recognized for his research leadership and mentorship at renowned institutions such as Cincinnati Children's Hospital Medical Center. His vision of combining translational science with clinical care has driven significant advances in the management of Pediatric Respiratory Infections.

In fact, his work has been endorsed by prestigious institutions such as the National Heart, Lung and Blood Institute and the National Institute of Allergy and Infectious Diseases. Likewise, his focus on Precision Medicine has transformed the way Respiratory Infections in children are managed, contributing to the reduction of unnecessary antibiotic use.



## Dr. Florin, Todd

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- ♦ Director of Emergency Medicine Research, Ann & Robert H. Lurie Children's Hospital, Chicago, United States
- ♦ Chief of the Grainger Research Program in Pediatric Emergency Medicine at Ann & Robert H. Lurie Children's Hospital
- ♦ Assistant Physician, Division of Emergency Medicine, Ann & Robert H. Lurie Children's Hospital
- ♦ Principal Investigator of the *Catalyzing Ambulatory Research in Pneumonia Etiology and Diagnostic Innovations in Emergency Medicine Study (CARPE DIEM)*
- ♦ Director of Strategy and Operations at the Society for Pediatric Research
- ♦ Specialist in Pediatric Emergency Medicine at the Children's Hospital of Philadelphia
- ♦ Doctor of Medicine from the University of Rochester
- ♦ Master's Degree in Clinical Epidemiology by the the University of Pennsylvania
- ♦ B.A. in Music from the University of Rochester
- ♦ Young Investigator Award from the Academic Pediatric Association
- ♦ Member of: *Academic Pediatric Association, American Academy of Pediatrics, Pediatric Infectious Diseases Society, Society for Academic Emergency Medicine, Society for Pediatric Research*

## International Guest Director

Dr. Roxana Diehl is a leading **neonatologist** of international renown, who has held high positions of great responsibility, such as **Deputy Director of the Neonatal Intensive Care Unit (NICU)** at the **Lyon University Hospital in France**. Indeed, this expert has been a key player in the field of **Neonatology**, with a solid academic training and an exemplary professional career, contributing significantly in the **clinical field**.

Throughout her career, she has held several relevant positions in prestigious institutions. For example, she has served as a **Hospital Physician in Neonatology**, also at the University Hospital of Lyon, also excelling during her **Fellowship in Neonatology**, at the **Saint-Étienne Nord Hospital**, where she has been recognized for her dedication to **intensive neonatal care**. In addition to this, she has experience as a **pediatrician** at the **Marie Curie Hospital in Bucharest, Romania**.

In addition to her **clinical practice**, Dr. Roxana Diehl has been an influential figure in the development of **policies and protocols** within the **NICU**. As a **referring physician** in the **Prenatal Diagnostic Center** and a member of the **Ethics Committee**, she has played a crucial role in making complex medical decisions and promoting ethical standards in **neonatal care**. Likewise, her commitment to the continuous improvement of medical care has led her to actively participate in innovative projects, including her role as **referring physician** for the **Mobile Neonatal Unit**.

Additionally, her academic merits have been equally impressive, having earned multiple **university degrees** in specialized areas such as **Neonatal Developmental Care, Fetal Medicine** and **Psychoperinatal Care**. These academic achievements, coupled with her clinical experience, have established her as an expert in her field, capable of influencing and improving neonatal practices globally.



## Dr. Diehl, Roxana

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- Deputy Director of Neonatal Intensive Care, Lyon University Hospital, France
- Hospital Physician in Neonatology, NICU, Lyon University Hospital
- Fellowship in Neonatology at the Hôpital Saint-Étienne Nord
- Pediatrician at Marie Curie Hospital in Bucharest, Romania
- University Degree in Neonatal Developmental Care from the University of Lyon
- University Degree in Fetal Medicine, University of Lyon
- University Degree in Psychoperinatal Care, University of Montpellier
- University Degree in Neonatology from the University of Saint-Étienne
- Residency in Pediatrics from the University of Saint-Étienne

“

*Do you want to update your knowledge with the highest educational quality? TECH offers you the most updated content in the academic market, designed by authentic experts of international prestige”*

## Management



### Ms. Alfaro Ramírez, Concepción

- ♦ Diploma in Nursing from the University Catholic of Valencia
- ♦ Specialist Nurse in Pediatric Nursing
- ♦ Nursing Supervisor for Pediatric Services at 9 de Octubre Hospital in Valencia.
- ♦ University Professor in: Diploma in Neonatal Nursing and Neonatal Intensive Care CEU - Cardenal Herrera University, Moncada, Valencia
- ♦ Professor in "Child Nutrition Course" at Nisa Hospitals Foundation



### Ms. Roldán del Amo, Adela

- ♦ Specialist in Pediatric Nursing
- ♦ Pediatric Nurse in the Pediatric Hospitalization Unit at Vithas Nisa 9 de Octubre Hospital.
- ♦ University Professor in the areas of Neonatal Nursing and Neonatal Intensive Care, First Aid, Cardiopulmonary Resuscitation and Emergency Situations
- ♦ University Diploma in Nursing from the University School of Nursing Nuestra Señora de los Desamparados in Valencia



### **Dr. Auni3n Lavarías, María Eugenia**

- ♦ Pharmacist and Clinical Nutrition Expert
- ♦ Author of the reference book in the field of Clinical Nutrition "Dietary Management of Overweight in the Pharmacy Office". (Panamericana Medical Publishing House)
- ♦ Pharmacist with extensive experience in the public and private sector.
- ♦ Pharmacist in Valencia Pharmacy
- ♦ Pharmacy Assistant in the British pharmacy and health and beauty retail chain Boots, UK.
- ♦ Degree in Pharmacy and Food Science and Technology. University of Valencia.
- ♦ Direction of the University Course "Dermocosmetics in the Pharmacy Office"



### **Ms. Ortiz Vela, María del Mar**

- ♦ School Nurse at the Virgen de la Luz Special Education School. Elche, Spain
- ♦ President of the Spanish Scientific Society of School Nursing.
- ♦ Member of the Official College of Nursing of Alicante.
- ♦ Emergency Nurse at the General University Hospital of Elche.
- ♦ Master's Degree in Nursing Sciences from the University of Alicante
- ♦ University Specialist in Health Education
- ♦ University Specialist in Prevention and Drug Addictions
- ♦ Technician in Promotion of Health
- ♦ Member of the scientific Spanish Society of School Nursing



### Dr. López Ruiz, María Amparo

- ♦ Pediatric medicine Doctor
- ♦ Area Supervisor in Health of Castilla y León (SACYL)
- ♦ Coordinator of Medicine at CEU Cardenal Herrera University.
- ♦ University Professor of Nursing, Medicine and Pharmacy, specifically in the areas of:
- ♦ Pediatric Emergencies, Neonatal Nursing, Intensive Care, First Aid, Cardiopulmonary Resuscitation and Emergency Situations, and Advanced Aesthetic and Laser Techniques.
- ♦ Coordinator of Medicine in Erasmus Internships for Medicine and at CEU Cardenal Herrera University.
- ♦ Personal Tutor for international students of Medicine at CEU Cardenal Herrera University.
- ♦ Entrepreneurship tutor for Medicine at the University CEU Cardenal Herrera
- ♦ Nestlé Award for Best Oral Communication at the XXIV National Congress of the Spanish Society of Outpatient Pediatrics and Primary Care, held in Murcia, for the paper: "Analysis of the use of Analgesic-Antipyretics in pediatric patients attending an emergency department"
- ♦ Doctor Cum Laude in Outstanding Medicine by the University CEU Cardenal Herrera with the Thesis: "Analysis of medication use in pediatric population visiting an Emergency Department"
- ♦ Degree in Medicine and Surgery from the University of Valencia
- ♦ Expert in Neonatology: Premature Newborn Care



### Ms. Hernández Solís, Andrea

- ♦ Family and Community Nurse in the Madrid Health Service (SERMAS).
- ♦ Nurse in the Intensive Care Unit of the Puerta de Hierro University Hospital of Majadahonda
- ♦ Nurse Specialist in Family and Community Nursing at Getafe University Hospital
- ♦ Teacher in the Foundation for the Development of Nursing (FUDEN)
- ♦ Diploma in Nursing from the Autonomous University of Madrid

## Teachers

### Mr. Estevez García, Adolfo

- ♦ Specialized Nurse in Out-of-Hospital Urgencies and Emergencies
- ♦ Nurse in the Emergency Department, San Carlos Clinical Hospital, Madrid
- ♦ Laboratory technician specialized in Anatomic Pathology
- ♦ Teacher Collaborator of Practices of the Faculty of Nursing, Physiotherapy and Podiatry at the Complutense University of Madrid
- ♦ Degree in Nursing from the European University of Madrid
- ♦ Specialist in Emergency Nursing and Outpatient Emergencies from the European University of Madrid
- ♦ Course on Pediatric Triage at Gregorio Marañón Hospital

### Mr. Cozar López, Gabriel

- ♦ Emergency Nurse and Researcher
- ♦ Nurse in the Emergency Department at Clinical Hospital San Carlos
- ♦ Collaborator with the Health Research Institute at the Clinical Hospital San Carlos in Madrid
- ♦ Degree in Nursing from the University of Alcalá
- ♦ Master's Degree in Urgencies, Emergencies and Critical Care in Nursing from the European University of Madrid.
- ♦ Teaching Member of the Foundation for Nursing Development

**Ms. Lorenzo Salinas, Almudena**

- ♦ Emergency Nurse Practitioner
- ♦ Nurse in the Emergency Department at the San Carlos Clinical Hospital in Madrid
- ♦ Bachelor's Degree in Nursing from the Jiménez Díaz Foundation University School of Nursing
- ♦ Expert in Urgencies and Emergencies by the School of Health Sciences of the Nursing Collegiate Organization, Center attached to the Complutense University of Madrid.
- ♦ Course in Nursing in the neonatal adaptation to extrauterine life.

**Ms. Espílez Laredo, Irene**

- ♦ Nurse Practitioner in Intensive Care and Emergency Medicine
- ♦ Nurse in the Emergency Department at the San Carlos Clinical Hospital in Madrid
- ♦ Degree in Nursing from the Complutense University of Madrid.
- ♦ Master's Degree in Intensive Care from the University of Avila
- ♦ Pediatric Specialist in life-threatening situations with CODEM
- ♦ Expert in Out-of-Hospital Accidents and Emergencies
- ♦ Higher Diploma in Clinical Laboratory Technician from the Puerta de Hierro University Hospital

**Ms. Iranzo Cobo del Prado, Rosana**

- ♦ Nurse in the Pediatric Hospitalization Service at La Fe University and Polytechnic Hospital. Valencia
- ♦ Lecturer in the Nursing Bachelor's Degree at CEU Cardenal Herrera University
- ♦ Graduate in Nursing.

**Dr. Sanahuja Santafé, Maria Amparo**

- ♦ Specialist in Pharmacology
- ♦ Research expert in Cell Biology
- ♦ PhD Coordinator
- ♦ Associate Professor of the Pharmacy Department at the Faculty of Health Sciences, CEU Cardenal Herrera University
- ♦ Co-author of various publications, including the work Medicinal Potential of Our Plants. Past, Present, and Future, winner of the RÖEL Award by the Valencian Medical Institute
- ♦ Doctor of Pharmacy

**Dr. Moreno Royo, Lucrecia**

- ♦ Researcher and professor
- ♦ Professor of Pharmacology at CEU Cardenal Herrera University
- ♦ Honorary Member of the Valencian Medical Institute
- ♦ British Medical Journal Case Reports Reviewer
- ♦ PhD in Pharmacy from the University of Valencia
- ♦ Degree in Pharmacy from the University of Valencia
- ♦ Honors: 21st Sandalio Miguel-María Aparicio Prize, awarded by the Domus Cultural Institution Foundation, 1st Prize in the Distribution section for the *Neuroprotected Cities* project, by the Go Health Awards, Prize from the Royal Academy of Medicine and Surgery of Valencia.
- ♦ Member of the Scientific Committee of: Young Pharmaceutical Care Spain, Ars Pharmaceutica, Community Pharmacists and Pharmaceutical Care

**Ms. Alonso Pérez, Marta**

- ◆ Nurse Practitioner in Intensive Care and Emergency Medicine
- ◆ Nurse in the Emergency Department at Clinical Hospital San Carlos in Madrid
- ◆ Degree in Nursing from the Complutense University of Madrid.
- ◆ Master's Degree in Intensive Care Nursing from CEU San Pablo University
- ◆ University Expert in Nursing Processes and Interventions for Pediatric Patients in Life-Threatening Situations by the University of Ávila
- ◆ Expert in Out-of-Hospital Accidents and Emergencies with FUDEN
- ◆ Diploma in Advanced Cardiopulmonary Resuscitation in Pediatrics and Neonatal

**Ms. Lospitao Gómez, Sara**

- ◆ Intensive Care and Interventional Cardiology Nurse at Fuenlabrada University Hospital (HUF)
- ◆ Nurse of the Post-Surgical Intensive Care Unit (PICU) of Cardiac Surgery at the 12 de Octubre University Hospital (HUF)
- ◆ Coronary Intensive Care Unit Nurse at the 12 de Octubre University Hospital
- ◆ Nurse of the Interventional Cardiology Unit (Hemodynamics, EEF and Implants).
- ◆ Responsible for the #TEAyudamos program at HUF and member of the #JuntosXEICáncer group.
- ◆ Instructor in Advanced Life Support by the National CPR Plan of the Spanish Society of Intensive Care Medicine, Critical Care and Coronary Units (SEMICYUC).
- ◆ Member of: Care Sub-Commission (HUF), Care Commission (HUF), Student Services of the Ulcers and Wounds Working Group (HUF).

**Mr. Mora Rivero, Jorge**

- ◆ Emergency Nurse Practitioner
- ◆ Emergency Nurse at the General University Hospital of Elche.
- ◆ University tutor for clinical training
- ◆ Professional teaching experience in University Masters and Postgraduate Courses
- ◆ Degree in Nursing from the University of Alicante
- ◆ Master's Degree in Nursing Sciences
- ◆ University Expert in Primary Care Emergencies
- ◆ Degree in Emergency Medical Transportation (SAMU)

**Ms. Balboa Navarro, Ana**

- ◆ Emergencies Service Nurse at the General University Hospital of Elche
- ◆ Teacher in academic institutions
- ◆ Instructor of Basic Life Support and Advanced Cardiovascular Life Support by the Spanish Society of Emergency Medicine and American Heart Association (SEMES-AHA)
- ◆ Pediatric and Neonatal CPR Instructor for the Spanish Group of Pediatric and Neonatal CPR (GERCPPN).
- ◆ American Academy of Pediatrics and American College of Emergency Physicians
- ◆ Diploma in Nursing from the University of Alicante
- ◆ Master' Official in Nursing Sciences, University of Alicante

**Ms. Juan Hidalgo, Alicia**

- ♦ Clinical psychologist in private practice
- ♦ Teacher in university studies on Psychology
- ♦ Degree in Psychology from the University of Valencia

**Ms. López Ruiz, María Amparo**

- ♦ Bachelor's Degree in Medicine and Surgery. University of Valencia
- ♦ Pediatric Services NISA 9 de Octubre Hospital. Valencia
- ♦ Postgraduate course director: "Diploma in Neonatal Nursing and Neonatal Intensive Care" at CEU Cardenal Herrera- Moncada University (Valencia) and NISA Hospitals Foundation (Valencia).

**Dr. López Peña, Rafael**

- ♦ Pediatrician and Neonatology Specialist
- ♦ Pediatrician and Specialist in the Pediatric Intensive Care Unit and Neonatal Intensive Care Unit
- ♦ Pediatrics Specialist at La Fe University and Polytechnic Hospital
- ♦ Doctor of Medicine, Cum Laude, from the University of Valencia
- ♦ Bachelor's Degree in Medicine and Surgery from the University of Valencia
- ♦ Expert in Neonatology

**Ms. Dobón García, Ana María**

- ♦ Lawyer expert in Health Law and Family Law
- ♦ Professional lawyer in professional practice in Valencia
- ♦ Legal mediator in several law firms in Valencia
- ♦ Degree in Law from the University of Valencia

**Dr. Rojas Otero, Lucila**

- ♦ Specialist Pediatrician
- ♦ Pediatrician and Specialist in the Pediatric Intensive Care Unit (PICU) and Neonatal Intensive Care Unit (NICU)
- ♦ Pediatrics Specialist in the Pediatric Medicine Clinic at Vithas Valencia 9 de Octubre Hospital
- ♦ Degree in Medicine and Surgery from the University of Zaragoza
- ♦ Expert in Neonatology

**Ms. Antón García, Gema**

- ♦ Nurse of the Obstetrics Service at the General University Hospital of Elche.
- ♦ Clinical practice tutor of Obstetrics at the General University Hospital of Elche.
- ♦ University Diploma in Nursing (DUE) at the University School of Nursing. Alicante, Spain
- ♦ Professional experience in childbirth and neonatology

**Dr. Bendala Tufanisco, Elena**

- ♦ Researcher Specialized in Retina and Diabetes
- ♦ Teacher of Biomedical Sciences of the Faculty of Health Sciences at CEU Cardenal Herrera University
- ♦ Physician at the University of Kansas Medical Center.
- ♦ Researcher at the Valencian Foundation for Advanced Studies.
- ♦ Researcher at the Premios Rey Juan Carlos I Foundation.
- ♦ Degree in Medicine and Surgery from the University of Valencia
- ♦ Degree in Biology from the University of Valencia
- ♦ Doctor of Biochemistry and Molecular Biology, Cum Laude, from the University of Valencia

**Ms. Ribes Roldán, Sandra**

- ◆ Nurse at Vithas Valencia 9 de Octubre Hospital
- ◆ Lecturer in postgraduate studies related to nursing.
- ◆ Graduate in Nursing.

**Dr. Silvestre Castelló, Dolores**

- ◆ Specialist in Nutrition, Dietetics and Diet Therapy
- ◆ Associate Professor of Nutrition and Bromatology at CEU Cardenal Herrera University
- ◆ Regular collaborator of the Valencian School for Health, as a teacher in the postgraduate courses of Nutrition
- ◆ Chemical Sciences PhD from the University of Valencia.
- ◆ Diploma in Food Technology from the Consejo Superior de Investigaciones Científicas (CSIC).
- ◆ Postgraduate Degree in Nutrition, Dietetics and Diet Therapy by the University of Navarra

**Dr. Julve Chover, Natalia**

- ◆ Specialist in Pediatric Neurology
- ◆ Head of the Pediatrics, Neuropediatrics, and Neonatal and Pediatric Intensive Care Units at IMED Valencia Hospital
- ◆ Attending Physician in the Pediatrics Service and Pediatric Intensive Care Unit for Neonates at Vithas Nisa Hospital
- ◆ Doctor of Medicine, Cum Laude, from the University of Valencia
- ◆ Degree in Medicine and Surgery from the University of Valencia
- ◆ Specialist in Child Neurology
- ◆ Expert in Neonatology

**Dr. Navarro Marí, Rosa María**

- ◆ Specialist in Pediatrics at Vithas 9 de Octubre Hospital and Vithas Valencia Consuelo Hospital
- ◆ Attending Physician in the Pediatrics Service and Neonatal and Pediatric Intensive Care Unit at Vithas Nisa Hospital
- ◆ Bachelor's Degree in Medicine and Surgery from the University of Valencia
- ◆ Expert in Neonatology
- ◆ Diploma in Pediatric Medicine from the Departmental School of Pediatrics, Valencia
- ◆ Specialist Medical Degree in Pediatrics and its Specific Areas from the Ministry of Education and Science
- ◆ Advanced Cardiopulmonary Resuscitation Diploma accredited by the Spanish Group of Pediatric and Neonatal Cardiopulmonary Resuscitation
- ◆ University Expert in Neonatology by the Catholic University of Valencia.
- ◆ Master's Degree in Neonatology from the Spanish Society of Neonatology (SENEO)

**Mr. Sendra Más, Juan Amaro**

- ◆ Assistant Physician of the Emergency Service at the Vega Baja Hospital. Alicante, Spain
- ◆ Emergency Physician in the Specialized Medical Unit (UME 1)
- ◆ Doctor in the Emergency Medical Attention Service (SAMU)
- ◆ Medical Helicopter Doctor
- ◆ Degree in Medicine and Surgery from the University of Alicante.
- ◆ Specialist in Family and Community Medicine
- ◆ Accredited Professor of the Spanish Society of Emergency Medicine
- ◆ Member of the Spanish Society of Emergency Medicine.

**Mr. Martínez Dolz, Jesús**

- ♦ Nurse Expert in Neonatal Care and Pediatric Intensive Care
- ♦ Pediatric Nurse at La Fe University and Polytechnic Hospital
- ♦ Pediatric Nurse at Nisa 9 Hospital
- ♦ Pediatric Nurse at the Virgen del Consuelo Hospital
- ♦ Pediatric Nurse at the University Clinical Hospital of Valencia.
- ♦ Degree in Nursing from the University of Valencia

**Ms. Martínez González, María del Carmen**

- ♦ Psychologist at Fisioclinic Sonia del Río
- ♦ Psychologist and Researcher
- ♦ Training Consultant for the Valencian Health Agency
- ♦ Training Consultant at Systems Maintenance Services Europe
- ♦ Human Resources Consultant
- ♦ Degree in Psychology from Miguel Hernández University. Elche, Spain
- ♦ Master's Degree in Human Resources Management by FUNDESEM Business School

**Ms. Mascarell Torres, Natalia**

- ♦ School Nurse Expert in Functional Diversity
- ♦ School Nurse in Primary Education Centers
- ♦ Nurse at the Les Talaies Occupational Center and Residence
- ♦ Diploma in Nursing

**Dr. Barberán Valero, Sebastián**

- ♦ Respiratory Obstruction and Cardiovascular Arrest Pediatrician
- ♦ Pediatrician at Pasarela Medical Center
- ♦ Pediatrician at Alzira Health Center
- ♦ Autonomous representative of the Spanish Group of Pediatric and Neonatal CPR
- ♦ Coordinator of the Journal of the Spanish Society of Pediatric Emergencies
- ♦ Secretary of the Valencian Pediatrics Society
- ♦ Member of the Spanish Society of Pediatric Emergencies

**Ms. Marcos, Ángela**

- ♦ School Nurse at Virgen de La Luz School
- ♦ Diploma in Nursing
- ♦ Master's Degree in School Nursing
- ♦ Higher Technician in Dietetics and Nutrition
- ♦ Volunteer at the Association for the Mentally Handicapped of Alicante (APSA).

**Dr. Neipp López, María del Carmen**

- ♦ Deputy Vice-Rector for Studies in the Accreditation of Degrees in Psychology
- ♦ Psychology Professor
- ♦ Vice-Dean of Psychology at the Faculty of Social and Health Sciences.
- ♦ European Doctorate in Psychology from the Miguel Hernández University
- ♦ Degree in Psychology from the Pontifical University of Salamanca

**Dr. Martín Peñalver, Ricardo**

- ♦ School Nurse Specialist
- ♦ Master's Degree in School Nursing from the University of Barcelona
- ♦ Master's Degree in Chronic Patient Care in Primary Care from the University of Barcelona.
- ♦ University Specialist in Gerontology and Geriatric Nursing by the the University of Alicante
- ♦ University Specialist in Nursing Research by the University of Alicante
- ♦ University Specialist in Nursing Management Services by the University of Alicante
- ♦ Postgraduate Certificate in Nursing
- ♦ Secretary of the Valencian Association of Diabetes Educators
- ♦ Member of the College of Nursing of Alicante

**Ms. Rodrigues Fernández, Erica**

- ♦ Nurse Pediatrician and Neonatology Specialist
- ♦ Neonatal Nurse at the Alcorcón Foundation University Hospital
- ♦ Pediatric Nurse at La Rivota Health Center
- ♦ Radiology Room Nurse in Puerta de Hierro Majadahonda University Hospital.
- ♦ Intensive Care Nurse at the Puerta de Hierro Hospital Majadahonda
- ♦ Diploma in Nursing from the Autonomous University of Madrid

**Dr. Pérez Losa, Rosa**

- ♦ EMS Emergency Coordinator. Catalonia, Spain
- ♦ Dissemination Secretary of the Spanish Society of Emergency Medicine (SEMES)
- ♦ Specialized Nurse in Health Education 2.0
- ♦ Editor and creator of audiovisual content of Health Education  
  
at "El Blog de Rosa"
- ♦ Co-organizer of the Audiovisual Communication and Health Conference.
- ♦ PhD in Audiovisual Language in Health Education
- ♦ Degree in Anthropology
- ♦ Diploma in Nursing
- ♦ Master's Degree in Health Education
- ♦ Postgraduate University Professor in Emergencies
- ♦ University Professor of Innovation, Technology and Health 2.0
- ♦ Member of the Innovation and Technology Group at the College of Nursing of Barcelona

**Ms. Carmona Moreno, Alicia**

- ♦ School Nurse at Mas Camarena Educational Complex. Bétera, Spain
- ♦ Provincial coordinator of the ENSE group. Valencia, Spain
- ♦ Master's Degree in Nursing School by the Catholic University of Valencia.
- ♦ Member of the Spanish Society of School Nursing.

**Ms. Ferrer Calvo, María Aranzazu**

- ♦ School nurse at Highlands El Encinar school Madrid
- ♦ University Diploma in Nursing at the Pontificia de Comillas University. Madrid, Spain
- ♦ University Expert in School Nursing by San Pablo CEU University.
- ♦ Basic Life Support provider course for health professionals within the SEMES-AHA Cardiovascular Care program.
- ♦ Advanced Provider Course of the International Trauma Life Support given by the Illustrious Official College of Physicians of Madrid.
- ♦ Postgraduate Course in Nursing in Primary and Specialized Care given by the the Foundation for the Development of Nursing (FUDEN).
- ♦ Postgraduate Course in Medical-Surgical Nursing by the Foundation for the Development of Nursing (FUDEN).
- ♦ Postgraduate Course in Maternal and Infant Nursing by the Foundation for Nursing Development (FUDEN).
- ♦ Primary School Teacher Degree with a major in English at the International University of La Rioja
- ♦ Training Course for Teachers of Spanish as a Foreign Language by the Foundation for the Research and Development of Spanish Culture (FIDESCU)

**Dr. Antona Rodríguez, Alfonso**

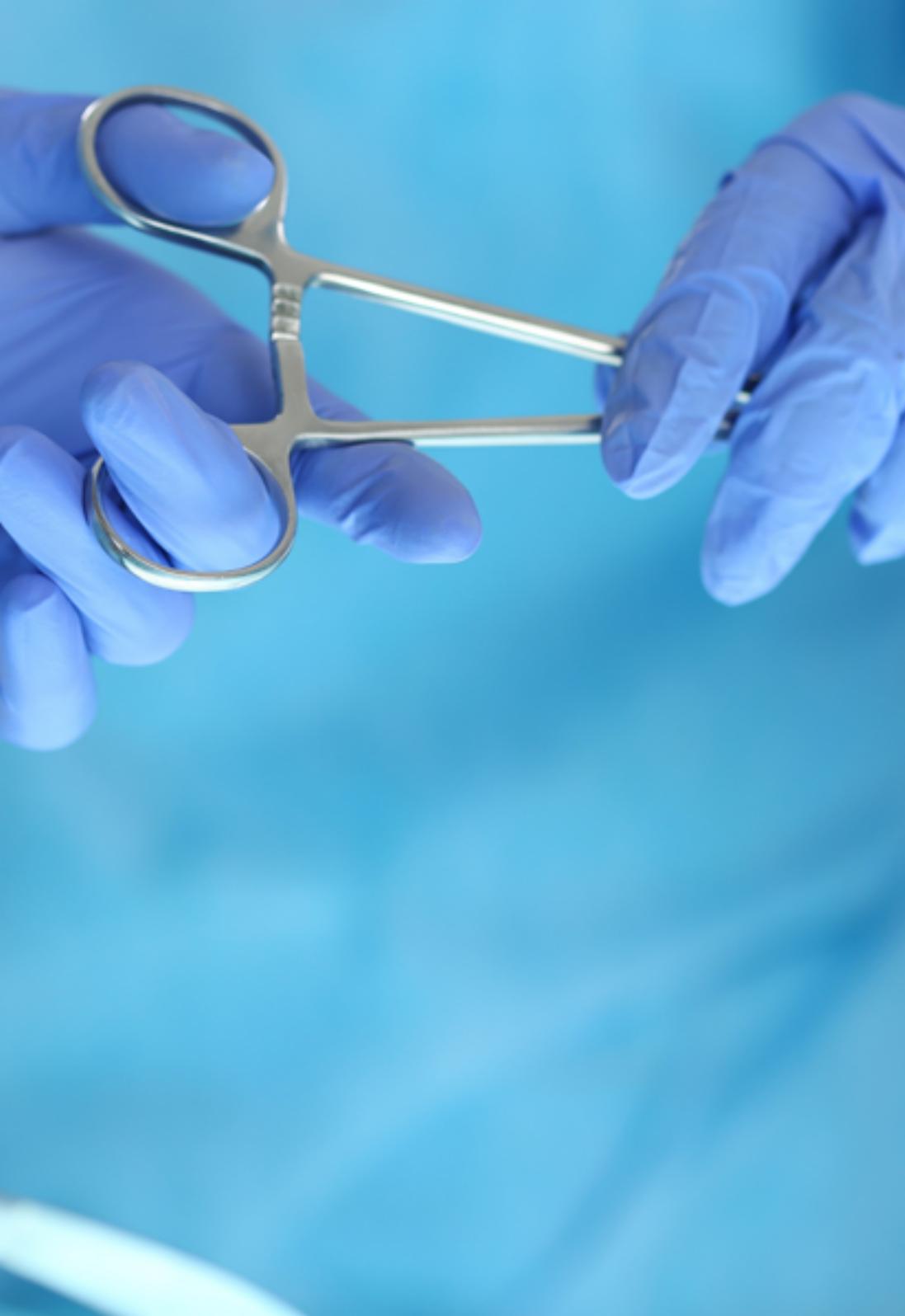
- ♦ Head of International Projects and Development Cooperation in the Madrid City Council
- ♦ Technical advisor to the General Directorate of Public Health of the Madrid City Council
- ♦ Nursing Degree in Social and Cultural Anthropology
- ♦ Master's Degree in Human Sexuality

**Dr. Manrique Martínez, Ignacio**

- ♦ Director of the Valencian Paediatrics Institute (IVP)
- ♦ President of the Spanish Group of Pediatric and Neonatal CPR (GERCPPN).
- ♦ Head of the Pediatric Emergency Department at Vithas Valencia 9 de Octubre Hospital
- ♦ Head of the Short Stay and Pediatric Hospitalization Unit at the 9 Octubre Hospital
- ♦ Head of the Pediatrics Service at IMED Hospital. Valencia, Spain
- ♦ Director of the Advanced Pediatric Life Support (APLS) Course, at the American Academy of Pediatrics
- ♦ Director of the Advanced Pediatric Life Support (APLS) Course, at the American Academy of Pediatrics and the American College of Emergency Physicians
- ♦ Director of Advanced Pediatric and Neonatal Cardiopulmonary Resuscitation Courses for the Spanish Group of Pediatric and Neonatal CPR
- ♦ Bachelor's Degree in Medicine and Surgery
- ♦ Specialist in Pediatrics and Specific Areas
- ♦ Accreditation as a Specialist in Pediatric Emergencies by the Spanish Association of Pediatrics (AEP)

**Mr. Sáez Cárdenas, Salvador**

- ♦ Nurse specialized in Health Pedagogy
- ♦ Co-author of *Health Education. Techniques for working with small groups*
- ♦ Professor in the Nursing Department at the University of Lleida
- ♦ Coordinator of the Master's Degree in Health Education at the University of Lleida.
- ♦ Diploma in Nursing from the University of Lleida
- ♦ Degree in Pedagogy

**Ms. Trescastro López, Silvia**

- ◆ Nurse in the General University Hospital of Alicante
- ◆ Nurse dedicated to School Nutrition and Dietetics.
- ◆ Collaborator in School Nursing Projects in Centers of Primary and Secondary Education

Schools

- ◆ Master's Degree in Nursing School by the Catholic University of Valencia.

**Ms. Anula Morales, Irene**

- ◆ Specialist Nurse in the Mental Health Unit at Puerta de Hierro Majadahonda University Hospital (HUPHM)
- ◆ Specialist Nurse in Mental Health at the Foundation for the Development of Nursing (FUDEN)
- ◆ Specialist Nurse in the Medium-Stay Unit for Adolescents with Severe Mental Disorders at Casta Salud
- ◆ Specialist Nurse in the Acute Psychiatry Unit at Jiménez Díaz Foundation University Hospital
- ◆ Nurse in the Short-Term Pediatric-Adolescent Hospitalization Unit at HUPHM
- ◆ Diploma in Nursing from the Autonomous University of Madrid

**Ms. Vicente Ortiz, Anna**

- ◆ School Nurse at the Miguel de Cervantes Special Education School. Elda, España
- ◆ Master's Degree in Nursing School by the Catholic University of Valencia.
- ◆ Master's Degree in Nursing School by the University of Barcelona.
- ◆ Diploma in Nursing from the University of Alicante

08

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The Advanced Master's Degree in Comprehensive Pediatric Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Advanced Master's Degree issued by TECH Global University.



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Modality: **online**

Duration: **2 years**

Accreditation: **120 ECTS**



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- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Accreditation: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

# Advanced Master's Degree Comprehensive Pediatric Nursing

Accreditation/Membership

