

# Postgraduate Diploma Hospital Research and Innovation for Nursing





## Postgraduate Diploma Hospital Research and Innovation for Nursing

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-hospital-research-innovation-nursing](http://www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-hospital-research-innovation-nursing)

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# 01

# Introduction

Major changes are currently taking place in the healthcare world. Many of them have been driven by increased investment in scientific research and others are based on the search for efficiency in the different hospital processes. Thus, the professional profile focused on research and innovation is very necessary and in demand in these times. For that reason, this program presents itself as a great option for the nurses who wish to catch up and focus their careers in these areas. Through a 100% online methodology and numerous multimedia resources, the nurse will be able to update and acquire all the tools to join various types of health research.





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*Research is essential nowadays. This program will allow you to learn the best methods to carry out scientific and innovation projects in the hospital environment with total efficiency”*

Research is essential in many areas. Today's world cannot be understood without scientific progress in areas such as engineering, physics and even linguistics. Healthcare is one of the most important fields in this regard, since its advances not only imply an improvement in the management of patients and diseases, but also in the management of hospital units and protocols. The pandemic situation has accelerated this process, resulting in a high demand for research nurses.

For this reason, TECH has designed this program, with which the nurses will be able to delve into aspects such as the comprehensive design of a scientific research, starting with the basics of evidence based nursing, through the search for scientific evidence in the hospital setting to the choice of a research question and the development of the research protocol.

In this way, and with an online teaching system, the professional will be fully prepared to create and participate in scientific research, assisting in the development and advancement of various treatments, approaches and protocols. All this, with a teaching staff composed of highly prestigious experts, and with the best multimedia materials: case studies, procedural videos, lectures, master classes or interactive summaries.

This **Postgraduate Diploma in Hospital Research and Innovation for Nursing** contains the most complete and up to date scientific program on the market. Its most notable features are:

- ♦ The development of case studies presented by experts in Hospital Nursing
- ♦ The graphic, schematic, and eminently 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
- ♦ 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



*Participate in the most innovative research thanks to this program, with which you will learn the best scientific techniques for data collection and analysis”*

“ *This program is developed in a 100% online format and will allow you to combine your work with your studies, since it is fully adapted to your professional circumstances”*

*One of the most sought after professional profiles today is that of a research nurse. Take advantage of the opportunity and enroll in this program.*

*You will have at your disposal the best teaching staff, who will bring you up to date in research and innovation through numerous multimedia resources.*

The program includes in its teaching staff professionals from the sector who bring to this training the experience of their work, as well as recognized specialists from leading societies and prestigious universities.

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

This program is designed around Problem Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year. For this purpose, you will be assisted by an innovative system of interactive videos made by renowned experts with extensive experience in therapeutic personal training.



# 02 Objectives

With this Postgraduate Diploma, the nurses will have all their professional objectives within their reach, since they will be able to update themselves in the most advanced hospital research techniques. In addition, they will be prepared to design and participate in innovation projects, so necessary nowadays to improve health processes, both in terms of pathologies and patients, as well as in terms of the organization of a health institution.







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*You are just one step away from achieving your goals. This Postgraduate Diploma will allow you to research and deepen your knowledge in the scientific field immediately”*



## General Objectives

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- ♦ Possess the necessary tools to carry out research and innovation projects in the hospital environment
- ♦ Master the professional aptitude to integrate and apply knowledge, skills and attitudes, developing good practices during their professional practice
- ♦ Establish evidence indicators as indicators of compliance with good practices together with instruments for measuring and assessing them
- ♦ Master nursing care as a basis for decision making in patient care
- ♦ Improve care for complex and chronic conditions by acquiring the necessary information on the interrelation and coordination with other health areas

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*Research is the present and the future of nursing: do not miss this opportunity and enroll”*





## Specific Objectives

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### Module 1. Hospital Care An immersion in the hospital environment

- ◆ Master the organization and operation of health systems and hospital care
- ◆ Identify the defining characteristics of health systems
- ◆ Develop nurse's professional knowledge and skills in hospital governance, user rules and rights, and continuity of care
- ◆ Understand the functional plan that configures any hospital center in its essential and fundamental areas
- ◆ Delve into the integration of the facilities that make the operation of hospital infrastructures possible
- ◆ Demonstrate quality and health safety initiatives
- ◆ Professionalize health care service delivery models
- ◆ Understand the concept of care management
- ◆ Break down the levels of care management
- ◆ Organize the maintenance, upkeep of the hospital and hospital supplies
- ◆ Delve into the basic concepts and tools of clinical safety in the hospital
- ◆ Detect clinical safety risks and problems
- ◆ Improve patient safety
- ◆ Understand the principles of health and social care financing and use resources efficiently

### **Module 2. Nursing Process**

- ♦ Define the nursing process and its contribution to professional practice
- ♦ Apply the activities that comprise each stage of the nursing process
- ♦ Develop critical thinking to the stages of the nursing process
- ♦ Delve into the different nursing models
- ♦ Professionalize the initial assessment of patients based on human needs, functional health patterns and domains
- ♦ Identify the main health problems
- ♦ Develop diagnostic reasoning
- ♦ Apply comprehensive nursing care based on nursing interventions (ICN, ICN)
- ♦ Master the skills in the management of process assessment in order to adapt the results obtained
- ♦ Establish specific nursing care plans associated with the most frequent DRGs
- ♦ Incorporate self learning to continue progressing, as an instrument of development, innovation and professional responsibility through continuous training and in a context of humanization of care and safe practices
- ♦ Internalize the theoretical concepts and knowledge of nursing care as a basis for decision making in patient care
- ♦ Undertake comprehensive and systematic assessments using patient appropriate tools and frameworks
- ♦ Develop, evaluate and implement nursing care plans according to the needs of these groups and the expectations of the users

### **Module 3. Nursing Research and Innovation in the Hospital Setting**

- ♦ Generate a research culture among nursing professionals
- ♦ Value the importance of reflection on clinical practice and the search for answers through research
- ♦ Promote the generation and application of new scientific evidence oriented towards excellence in care, in a context of humanization of care and safe practices
- ♦ Enhance the training of professionals in their different fields of action through the acquisition of knowledge and skills in research in care
- ♦ Provide methodological tools to initiate research proposals
- ♦ Adopt knowledge that contributes to the development of evidence based care protocols
- ♦ Convey the main resources and strategies for searching for scientific evidence
- ♦ Promote the acquisition of skills in evidence based practice
- ♦ Generate a culture of scientific dissemination
- ♦ Promote multidisciplinary teamwork and institutional synergies
- ♦ Transmit the existing resources to carry out research proposals in nursing
- ♦ Encourage reflection on the need to translate research results into practice

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03

# Course Management

This faculty has been carefully chosen for their extensive experience in the field of research, so they will transfer to the nurse all their knowledge in this important area. In this way, the professionals will come into contact with real specialists with whom they will be able to keep abreast of the latest developments in the scientific method applied to hospital care.





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*Studying and updating yourself from the experience of the best professionals in the industry will help you become a more skilled nurse. Don't miss this great opportunity offered by TECH"*

## Management



### Ms. Santano Magariño, Almudena

- ♦ Head of Unit, Emergency and Critical Care Department, Gregorio Marañón General University Hospital, Madrid
- ♦ Assistant Director of Nursing at the Gregorio Marañón Hospital, Madrid
- ♦ Degree in Nursing from the Complutense University of Madrid
- ♦ Master's Degree in Health Care, Management and Care from the University of Santiago de Compostela
- ♦ Master's Degree in Health Services Management from the Superior Center for Management Studies. Complutense University of Madrid
- ♦ Master's Degree in Humanization in Health by the European University of Madrid
- ♦ Associate Professor of Nursing. Administration Nursing Services. Faculty of Health Sciences, Alfonso X University. Madrid

## Professors

### Dr. Solís Muñoz, Montserrat

- ♦ Head of the Health Care Research Unit, Nursing Area, Puerta de Hierro Majadahonda University Hospital
- ♦ PhD from the Complutense University (Madrid)
- ♦ Head of the Nursing and Health Care Research Group of the Puerta de Hierro Segovia de Arana Health Research Institute (IDIPHISA)
- ♦ Project evaluator for various national (ANEP) and regional evaluation agencies
- ♦ Codirector of the Nursing Goals Journal

### Ms. Esteve Ávila, María del Mar

- ♦ University Diploma in Nursing at Puerta de Hierro Majadahonda Hospital in the Psychiatry Unit
- ♦ Diploma in Nursing at the Alfonso X el Sabio Teaching Unit in Móstoles
- ♦ Master's Degree in Research in Nursing Sciences
- ♦ MBA in Healthcare Management IMF Formación in conjunction with Camilo José Cela University
- ♦ Mental Health Nursing Specialty. José Germain de Leganés Psychiatric Institute



**Mr. Cazallo Navarro, Pablo**

- ◆ Nurse at Puerta de Hierro University Hospital in the Hospitalization Unit
- ◆ Nurse of the Quality Unit and Head of the Risk Management Functional Unit of the Puerta de Hierro Majadahonda University Hospital
- ◆ Supervisor of the Quality and Patient Safety Unit of the Puerta de Hierro Majadahonda University Hospital
- ◆ Nursing Supervisor of the COVID-19 IFEMA Hospital
- ◆ Master's Degree in Health Management and Planning for Health Managers, organized by the SEDISA Foundation and taught by the European University of Madrid
- ◆ University Expert in " Urgencies and Emergencies", taught by the International School of Health Sciences and approved by the Distance University of Madrid - UDIMA
- ◆ University Expert "Management and Leadership of Nursing Services", given by the International School of Health Sciences and approved by the Distance University of Madrid
- ◆ University Expert "Human Resources Management in Nursing", taught by the National Distance Education University (UNED)

**Ms. Sánchez Sevillano, Beatriz**

- ◆ Supervisor in the hematology hospitalization unit and nuclear medicine unit. Puerta de Hierro University Hospital, Madrid
- ◆ Diploma in Nursing from the University of Salamanca
- ◆ Degree in Nursing from the University of Salamanca
- ◆ University nursing expert in hematopoietic progenitor transplantation by ADEIT University of Valencia

**Ms. Quiñones, Noemi**

- ◆ Internal Medicine Functional Unit Supervisor at the Puerta de Hierro Hospital
- ◆ Nurse in the Pneumology Unit
- ◆ Author of the "Adult Patient Care Pathways Manual" "Route of Care to the Patient with Respiratory Pathology" (Fuden-Enfo Ediciones)
- ◆ University Diploma in Nursing from the Autonomous University of Madrid

**Mr. Sánchez Herrero, Héctor**

- ◆ Research Nurse Health Care Research Unit. Puerta de Hierro University Hospital
- ◆ Coordinator of the Mentoring Group of the Spanish Society of Epidemiology
- ◆ Vice-president of the Spanish Group of Young Epidemiologists
- ◆ Degree in Nursing from the University of Salamanca
- ◆ Master's Degree in Public Health from the National School of Health, Carlos III Institute of Health



*The leading professionals in the field have come together to offer you the most comprehensive knowledge in this field, so that you can develop with total guarantees of success"*

# 04

## Structure and Content

In order to achieve the proposed objectives, this Postgraduate Diploma in Hospital Research and Innovation for Nursing has prepared a complete and in depth syllabus in this field. Thus, over 3 modules, the professional will learn about the most recent advances in issues such as scientific writing and its dissemination in different media, innovation in care and professional responsibility or in the scientific technical drafting of a research protocol.



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*This program will make you a great researcher by providing you with the best scientific techniques in the fields of nursing and hospital care"*

## Module 1. Hospital Care

- 1.1. Disease and Health
  - 1.1.1. Health Determinants
  - 1.1.2. Coping With the Disease
  - 1.1.3. Semiology and Basic Terminology
- 1.2. The Healthcare System and Health
  - 1.2.1. Structure and Organization of a Healthcare System
    - 1.2.1.1. Financing
    - 1.2.1.2. Regulation
    - 1.2.1.3. Management and Provision of Services
    - 1.2.1.4. Provision of Services
  - 1.2.2. Health System Models
- 1.3. Organization of Health Systems
  - 1.3.1. Health Management of the Territory in the Autonomous Communities
    - 1.3.1.1. Primary Care
    - 1.3.1.2. Hospital Care
  - 1.3.2. The Demand for Care
    - 1.3.2.1. Health Care Pathways
  - 1.3.3. Health Professionals
- 1.4. Hospital Care Organizational Aspects
  - 1.4.1. Location and Types of Hospitals
  - 1.4.2. Governing Bodies
  - 1.4.3. Hospital Annual Operating Plan: Program Contract
  - 1.4.4. Structure Functional Plan Areas of a Hospital
  - 1.4.5. Hospital Facilities and Equipment Hospital Maintenance
  - 1.4.6. Management of Material Resources
  - 1.4.7. Management of Human Resources
  - 1.4.8. Hospital Pharmacy





- 1.5. Hospital Care Regulatory Aspects
  - 1.5.1. Structure, Rules and Functional Content of Positions
  - 1.5.2. Confidentiality
  - 1.5.3. Informed Consent
  - 1.5.4. User Rights and Guarantees
  - 1.5.5. Anticipated Wishes
  - 1.5.6. Self Protection Plans
- 1.6. Hospital Care Quality
  - 1.6.1. Quality of Hospital Care
  - 1.6.2. Components of Hospital Care that Determine its Level of Quality
    - 1.6.2.1. Quality of Care Criteria
    - 1.6.2.2. Systems for Measuring Quality of Care
- 1.7. Clinical Safety in Hospital Care
  - 1.7.1. Variations in Practice Risks of the Hospitalized Patient
  - 1.7.2. Epidemiology and Impact of Adverse Events in the Hospitalized Patient
  - 1.7.3. Quality of Care and Patient Safety Strategies
    - 1.7.3.1. Patient Security
    - 1.7.3.2. Hospitalized Patient Safety Objectives and Strategies
    - 1.7.3.3. Hospitalized Patient Safety Plan
- 1.8. Care Process Management
  - 1.8.1. Management of Clinical Procedures
  - 1.8.2. Management of Patient Care Procedures
  - 1.8.3. Process Management Methodology Clinical Guides
- 1.9. Patient Care Management
  - 1.9.1. Levels of Care Management
  - 1.9.2. Decision Making and Change Management
  - 1.9.3. Evaluation of Nursing Care
  - 1.9.4. Patient Empowered and Active in Care Management
- 1.10. Social and Health Coordination and Hospital Care
  - 1.10.1. Current Health Coordination Model
  - 1.10.2. Facilitating Measures for Health Coordination

## Module 2. Nursing Process

- 2.1. Methodology of Care
  - 2.1.1. The Nursing Process
  - 2.1.2. Structure of the Nursing Process
- 2.2. Critical Thinking in Nursing
  - 2.2.1. Thinking Skills
  - 2.2.2. Clinical Judgement
- 2.3. Nursing Assessment
  - 2.3.1. Clinical Interview
  - 2.3.2. Physical Exploration
  - 2.3.3. Functional Patterns and Requirements
  - 2.3.4. Data Validation, Registration and Analysis
- 2.4. Nursing Diagnoses
  - 2.4.1. NANDA Taxonomy
  - 2.4.2. Association of Diagnoses to Functional Health Patterns
  - 2.4.3. Association of Diagnostics to Basic Human Needs
  - 2.4.4. Keys to the Formulation of Nursing Diagnoses
- 2.5. Care Planning
  - 2.5.1. Plan
  - 2.5.2. Types of Care Plans: Individualized and Systematized
  - 2.5.3. Planning Phases: Prioritization, Outcome Selection and Intervention Planning
  - 2.5.4. Prioritization Criteria
- 2.6. Outcome Criteria (NOC)
  - 2.6.1. Structure and Management of the NOC Taxonomy
  - 2.6.2. Criteria for the Selection of Expected Results
- 2.7. Nursing Interventions (NIC)
  - 2.7.1. Structure and Management of the NIC Taxonomy
  - 2.7.2. Criteria for the Selection of Interventions

- 2.8. Implementation
  - 2.8.1. Implementation of the Care Plan
  - 2.8.2. Phases of Care Plan Execution
  - 2.8.3. Methods of Organization of Nursing Work
  - 2.8.4. Records
- 2.9. Assessment
  - 2.9.1. Assessment Tools
- 2.10. Innovation of the Care Process
  - 2.10.1. Innovation in Products and Care Units
  - 2.10.2. Innovation in Care and Professional Responsibility
  - 2.10.3. Evidence-Based Care

## Module 3. Nursing Research and Innovation in the Hospital Setting

- 3.1. Evidence-Based Nursing
  - 3.1.1. Clinical Implications and Benefits of Applying Evidence to Care in the Hospital Setting
  - 3.1.2. Evidence-Based Practice Skills of Nurses
- 3.2. Search for Scientific Evidence
  - 3.2.1. The Design of Search Strategies
  - 3.2.2. Resources and Sources of Information
- 3.3. From the Research Question to the Development of a Research Protocol
  - 3.3.1. Research Question
  - 3.3.2. Scientific Technical Drafting of a Research Protocol
  - 3.3.3. Preparation of Documents for Approval by the Clinical Research Ethics Committee (CEIC) or Medicines Ethics Committee (CEIM)
  - 3.3.4. Relevance of the CV of the Main Researcher and the Research Team



- 3.4. Methodological Designs
  - 3.4.1. Epidemiological Research
  - 3.4.2. Qualitative Research
  - 3.4.3. Mixed Methods
  - 3.4.4. Design and Validation of Instruments
- 3.5. Critical Reading of Scientific Articles
  - 3.5.1. Critical Reading of Scientific Articles
  - 3.5.2. Quality of Evidence Assessment
- 3.6. Statistics Applied to Nursing Research
  - 3.6.1. Descriptive and Inferential Statistics
  - 3.6.2. Preparation of Tables, Figures and Graphs
  - 3.6.3. Interpretation of the Results of a Scientific Article
- 3.7. The Development of Evidence Based Protocols and their Implementation
  - 3.7.1. The Development of Evidence Based Clinical Protocols and their Implementation in Clinical Practice
  - 3.7.2. Research Contributions to the Humanization of Care
- 3.8. Scientific Writing and Dissemination in Different Media
  - 3.8.1. Scientific Publications and Strategies for Deciding Where to Publish
  - 3.8.2. Other Considerations for the Different Scientific Dissemination Media
- 3.9. Opportunities and Resources for Development of Studies and Research
  - 3.9.1. Support Units and Health Research Institutes
  - 3.9.2. Center's Own Resources and External Funding Possibilities

05

# Methodology

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

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







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

## At TECH Nursing School we use the Case Method

In a given situation, what should a professional do? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Nurses learn better, faster, and more sustainably over time.

*With TECH, nurses can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, in an attempt to recreate the real conditions in professional nursing practice.

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*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.



*The nurse will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



### Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch them as many times as you want.



### Interactive Summaries

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

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



### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



#### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.  
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

# Certificate

The Postgraduate Diploma in Hospital Research and Innovation for Nursing guarantees, in addition to the most rigorous and up to date training, access to a certificate issued by TECH Global University.







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

This private qualification will allow you to obtain a diploma for the **Hospital Research and Innovation for Nursing** endorsed by TECH Global University, the world's largest online university.

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

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

Title: **Hospital Research and Innovation for Nursing**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
online training  
development language  
classroom



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