



# Master's Degree Neonatal Intensive Care and Neonatal Nursing

» Modality: online

» Duration: 12 months

» Certificate: TECH Global University

» Accreditation: 60 ECTS

» Schedule: at your own pace

» Exams: online

Website: www.techtitute.com/us/nursing/master-degree/master-neonatal-intensive-care-neonatal-nursing

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# tech 06 | Introduction to the Program

Neonatal Intensive Care Units are equipped with advanced technology to monitor and treat premature or critically ill newborns more effectively. In this environment, Neonatal Nursing professionals play a crucial role, providing treatment administration, continuous monitoring, and emotional support to families. Their work not only impacts the neonate's stability but also contributes to long-term development, reducing the risk of complications associated with prematurity and improving clinical prognosis.

In this context, TECH Global University presents this Master's Degree, which will address the fundamental and specialized aspects of neonatal care. The program will delve into the foundations of Neonatology, providing essential knowledge about the development and needs of the newborn. Additionally, it will focus on the admission of neonates to the Neonatal Intensive Care Unit (NICU), highlighting initial evaluation and the necessary interventions for stabilization. The application of these procedures has been shown to reduce neonatal morbidity by 30%, optimizing clinical outcomes.

As such, TECH has designed this comprehensive university program, 100% online, and tailored to the personal and professional obligations of graduates. It is based on the innovative Relearning methodology, which enhances knowledge retention through the repetition of key concepts.

Furthermore, a prestigious International Guest Director will deliver 10 exclusive Masterclasses.

This **Master's Degree in Neonatal Intensive Care and Neonatal 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 Neonatal Intensive Care and Neonatal 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 the self-assessment process can be carried out to improve learning
- Special emphasis on innovative methodologies in Neonatal Intensive Care and Neonatal 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



A renowned International Guest Director will deliver 10 rigorous Masterclasses on the latest advancements in Neonatal Intensive Care and Neonatal Nursing"



Thanks to the Relearning methodology you will be able to study all the contents of this program from the comfort of your home and without the need to move to a learning center"

The teaching staff includes professionals from the field of Neonatal Intensive Care and Neonatal Nursing, who contribute their work experience to this program, alongside 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 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 promote a humanized approach to neonatal care, integrating the family into the caregiving process and encouraging skin-to-skin contact.

You will implement neuroprotection strategies and developmental care, fostering neurological maturation.







## tech 10 | Why Study 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 syllabus





World's
No.1
The World's largest
online university

# 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.

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

Students have positioned TECH as the world's toprated 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.





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### Module 1. Important Aspects of Neonatology

- 1.1. Differences between Newborn, Child and Adolescent
- 1.2. Neonatal Stages
  - 1.2.1. Neonatal Stages by Gestational Age
  - 1.2.2. Neonatal Stages by Birth Weight
  - 1.2.3. Premature Newborns
  - 1.2.4. Post-Term Newborn
- 1.3. Anatomical and Physiological Characteristics of the Normal Newborn
  - 1.3.1. Newborn Somatometry
  - 1.3.2. Morphological Characteristics
  - 1.3.3. Physiological Characteristics
- 1.4. Complete Physical Examination of the Newborn
  - 1.4.1. Physical Examination Process
  - 1.4.2. General Observation
  - 1.4.3. Head and Neck Region
  - 1.4.4. Torso Region
  - 1.4.5. Limb Region
  - 1.4.6. Neurological Examination
- 1.5. Structure and Organization of the Neonatal Service
  - 1.5.1. Location of the Neonatology Service
  - 1.5.2. Equipment and Materials
  - 1.5.3. Human Resources
  - 1.5.4. Concept of Neonatal Intensive Care Unit (NICU)
    - 1.5.4.1. Calculation and Layout of Cribs
    - 1.5.4.2. Physical Space in a Neonatal Intensive Care Unit
    - 1.5.4.3. Equipment and Material in a Neonatal Intensive Care Unit
    - 1.5.4.4. Human Resources in a Neonatal Intensive Care Unit
    - 1.5.4.5. Profiles and Roles: "Nursing Team"
    - 1.5.4.6. Operating System: "Primary Nursing"

### Module 2. Admission of a Newborn in the Neonatal Unit or in the NICU

- 2.1. Reception of the Newborn (NB) in the Neonatal Unit
  - 2.1.1. Admission Criteria
  - 2.1.2. Admission Objectives
  - 2.1.3. Nursing Interventions
  - 2.1.4. Physical Examination of the Newborn
- 2.2. Arrival of the Newborn (NB) in the NICU
  - 2.2.1. Admission Criteria
  - 2.2.2. Admission Objectives
  - 2.2.3. Nursing Interventions
  - 2.2.4. Physical Examination of the Newborn
- 2.3. Neonatal Transport
  - 2.3.1. Transfer of the Pregnant Woman
  - 2.3.2 Neonatal Transfer
  - 2.3.3. Neonatal Transport Team
  - 2.3.4. Neonatal Transport Equipment

#### Module 3. Neonatal Resuscitation

- 3.1. Neonatal Resuscitation
  - 3.1.1. Cardiovascular Risk Factors
  - 3.1.2. General Procedures in the Moments Prior to Delivery
- 3.2. Resuscitation Team
- 3.3. Neonatal Resuscitation Equipment
- 3.4. Resuscitation Procedures
- 3.5. Respiratory Assistance Methods
- 3.6. Cardiac Massage
- 3.7. Administration of Medication: Drugs and Fluids
- 3.8. Neonatal Cardiorespiratory Arrest Care
- 3.9. Special Situations for Resuscitation
- 3.10. Basic Principals for a Successful Resuscitation and Possible Complications that Could Arise During the Resuscitation

### Module 4. Pharmacology in Neonatology

- 4.1. General Aspects of Neonatal Pharmacology
- 4.2. Modifications in the Reaction of Drugs in Newborns
- 4.3. Pharmacokinetics in Neonatology
  - 4.3.1. Absorption of Drugs
  - 4.3.2. Distribution of Drugs
  - 4.3.3. Binding of Drug to Plasma Proteins According to Development
  - 4.3.4. Metabolism or Biotransformation of Drugs in the Child
  - 4.3.5. Excretion of Drugs in Neonatology
- 4.4. Pharmacodynamics in Neonatology
- 4.5. Dosage Guidelines
  - 4.5.1. Excipients Used in Neonatal Formulations
  - 4.5.2. Therapeutic Guidelines
- 4.6. Drug Interactions
  - 4.6.1. Types of Pharmalogical Interactions
  - 4.6.2 Interaction Risk Prevention
- 4.7. Use of Drugs in Neonatology

# **Module 5.** Principles of Medication Administration and Vascular Access in Neonatology

- 5.1. Principles of Medication Administration in the Neonatal Intensive Care Unit (NICU)
  - 5.1.1. Enteral Route
  - 5.1.2 Rectal Route
  - 5.1.3. Intramuscular Route
  - 5.1.4. Subcutaneous Route
  - 5.1.5. Intravenous Route
- 5.2. Specific Ways to Administer Drugs I: Rapid Intravenous Route
- 5.3. Specific Ways to Administer Drugs II: Intravenous Route with a Specific Infusion
- 5.4. Specific Ways to Administer Drugs III: Continuous Intravenous Route

- 5.5. Specific Ways of Administering Drugs IV: Peripheral Venous Route
  - 5.5.1. Necessary Equipment
  - 5.5.2. Procedure
  - 5.5.3. Maintaining the Line
  - 5.5.4. Removing the Line
  - 5.5.5. Possible Complications that Could Arise
- 5.6. Specific Ways of Administering Drugs V: Percutaneous Venous Route
  - 5.6.1. Indications
  - 5.6.2. Necessary Equipment
  - 5.6.3. Procedure
  - 5.6.4. Precautions
  - 5.6.5. Contraindications
  - 5.6.6. Complications
- 5.7. Specific Ways to Administer Drugs VI: Cannulation of the Umbilical Artery and Vein
  - 5.7.1. Indications
  - 5.7.2. Necessary Equipment
  - 5.7.3. Preparation
  - 5.7.4. Common Procedure for the Umbilical Artery and Umbilical Vein
  - 5.7.5. Contraindications
  - 5.7.6. Complications
- 5.8. Specific Ways to Administer Drugs VII: Cannulation of the Peripheral Artery
  - 5.8.1. Indications
  - 5.8.2. Necessary Equipment
  - 5.8.3. Procedure
  - 5.8.4. Extraction of a Catheter
  - 5.8.5. Precautions
  - 5.8.6. Contraindications
  - 5.8.7. Complications

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### Module 6. Premature Child

- 6.1. Etiopathogenesis of Prematurity
- 6.2. Differential Diagnosis of Premature Newborns
- 6.3. Arrival of an Underweight Premature Newborn
- 6.4. Clinical Features and Complications of a Premature Newborn
  - 6.4.1. Respiratory Pathology
  - 6.4.2. Neurological Pathology
  - 6.4.3. Ophthalmologic Pathology
  - 6.4.4. Cardiovascular Pathology
  - 6.4.5. Gastrointestinal Pathology
  - 6.4.6. Immunological Pathology
  - 6.4.7. Metabolic Pathology
  - 6.4.8. Hematologic Pathology
  - 6.4.9. Endocrinologic pathology
  - 6.4.10. Complications
- 6.5. Care Procedure and Prognosis of a Premature Newborn
  - 6.5.1. Sequelae and Follow-up Monitoring
- 6.6. Aspects to be Monitored During the Recovery Period, Discharge and Post Care
  - 6.6.1. Hospital Discharge
  - 6.6.2. Rules of Conduct
  - 6.6.3. Nutrition
  - 6.6.4. Pharmalogical Supplements
  - 6.6.5. Neuropsychological and Somatometric Monitoring
  - 6.6.6. Prevention of Respiratory Infections
  - 6.6.7. Vaccinations for Premature Newborns

### Module 7. Thermal Regulation, Pain Management, and Sedation in the Newborn

- 7.1. Thermal Management in the Newborn
  - 7.1.1. Introduction of Thermoregulation
  - 7.1.2. Neutral Thermal Environment
  - 7.1.3. First Hours of Life
  - 7.1.4. Effects of Thermal Environment on a Newborn





- 7.1.5. Guidelines for Assessing the Temperature of a Newborn
- 7.1.6. Hypothermia in the Newborn with Hypoxic-Ischemic Encephalopathy as a Neuroprotective Measure
  - 7.1.6.1. Mechanisms of Action for Hypothermia
  - 7.1.6.2. Neuroprotection with Hypothermia Following Hypoxic-Ischemic Injury
  - 7.1.6.3. Indications of Hypothermia
  - 7.1.6.4. Contraindications of Hypothermia
  - 7.1.6.5. Exit Criteria Once Hypothermia has Begun
- 7.2. Pain Management in a Newborn
  - 7.2.1. Physiology of Pain in a Newborn
  - 7.2.2. Short and Long-Term Consequences of Pain
  - 7.2.3. Measurement of Pain in a Newborn
  - 7.2.4. Treatment of Pain in a Newborn
  - 7.2.5. Pain Management in Some Common Procedures in the NICU
- 7.3. Sedation of a Newborn
  - 7.3.1. Anesthetic Drugs
  - 7.3.2. Hypnotic/ Sedative Drugs
  - 7.3.3. Withdrawal Syndrome in a Newborn

### Module 8. Electrolyte and Metabolic Disorders in the Newborn

- 8.1. Fluids and Electrolytes in a Newborn
  - 8.1.1. Hydroelectrolyte Balance
  - 8.1.2. Insensible Water Losses
  - 8.1.3. Electrolytes
    - 8.1.3.1. Sodium (Na)
    - 8.1.3.2. Potassium (K)
    - 8.1.3.3. Calcium (Ca)
  - 8.1.4. Glucose
- 8.2. Fluid Balance in Neonates Admitted to the Intensive Care Unit (ICU)
  - 8.2.1. Patient Monitoring
  - 8.2.2. Adequate Water Balance
  - 8.2.3. Goals for Fluid Management in Newborns Weighing Less Than 1,500 g
  - 8.2.4. Phases of Fluid Management in Newborns Weighing Less Than 1,500 g

- 3.2.5. Alternative Ways of Calculating Water Balance in a Critically III Newborn
  - 8.2.5.1. Calculation of Insensible Losses (IL) or Insensible Gains (IG)
  - 8.2.5.2. Calculation of Insensible Losses (IL) with Weight Gain
  - 8.2.5.3. Calculation of Insensible Losses (IL) with Weight Loss
- 8.3. Very Premature Newborns and Hyperosmolar State
  - 8.3.1. When Should Fluids be Restricted in a Very Premature Newborn?
  - 8.3.2. When Should the Need for Fluids be Increased in a Very Premature Newborn?

# **Module 9.** Newborn Feeding: Breastfeeding, Formula Feeding, and Feeding of the Hospitalized Newborn

- 9.1. General Aspects of a Newborn's Diet
- 9.2. Requirements and Feeding Objectives of the Breastfeeding Newborn
- 9.3. Breastfeeding
- 9.4. Enteral Nutrition
  - 9.4.1. Indications for Enteral Feeding
  - 9.4.2. Contraindications for Enteral Feeding
  - 9.4.3. Enteral Feeding Methods
- 9.5. Parenteral Nutrition
  - 9.5.1. Indications for Parenteral Feeding
  - 9.5.2. Contraindications for Parenteral Feeding
  - 9.5.3. Vein Administration Routes
  - 9.5.4. Recommendations for the Monitoring of Administration Routes
  - 9.5.5. Components of Parenteral Nutrition
  - 9.5.6. Preparation and Administration of Parenteral Nutrition
  - 9.5.7. Controls
  - 9.5.8. Complications
  - 9.5.9. Withdrawal of Parenteral Nutrition

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# **Module 10.** Nursing Interventions: Family Care, Perinatal Death and Neonatal Development

- 10.1. Family-Centred Care: Ways to Promote and Rebuild Family
- 10.2. The Family in the Neonatal Unit and NICU Setting
- 10.3. Nursing Interventions in the Neonatal Unit and NICU Setting
- 10.4. Perinatal Death: the Pain and the Grieving Process
- 10.5. The Intervention of Professionals in the NICU in Perinatal Death
- 10.6. Impact of the NICU Environment on Development
- 10.7. Neonatal Care Focused on Development
- 10.8. Interventions on the Macroenvironment of the Newborn
- 10.9. Interventions on the Microenvironment of the Newborn
- 10.10. Involvement of Nurses in Hospital Discharge

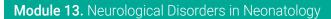
# **Module 11.** Respiratory Pathophysiology and Respiratory Disorders in Neonatology

- 11.1. Pulmonary Development
  - 11.1.1. Pulmonary Embryology
  - 11.1.2. Review of Pulmonary Anatomy
- 11.2. Respiratory Physiology
- 11.3. Newborn Respiratory Problems
- 11.4. Involvement of Nursing Staff in Treating a Newborn with a Respiratory Disorder
- 11.5. Mechanical Ventilation
  - 11.5.1. Nursing Care in Mechanical Ventilation
  - 11.5.2. Forms of Ventilation
    - 11.5.2.1. Non-Invasive Ventilation (NIV)
    - 11.5.2.2. Invasive Ventilation
- 11.6. Types of Materials for Administering Oxygen
- 11.7. Endotracheal Intubation and Extubation
  - 11.7.1 Endotracheal Intubation
  - 11.7.2. Extubation Process
- 11.8. Cricothyroidotomy or Coniotomy
- 11.9. Tracheotomy

### Module 12. Cardiac Disorders and Congenital Heart Disease in Neonatology

- 12.1. General Aspects of the Cardiovascular System
  - 12.1.1. Cardiac Embryology
  - 12.1.2. Reminder of Cardiac Anatomy
- 12.2. Syndromic Classification of Congenital Heart Disease
  - 12.2.1. Cyanotic Congenital Heart Disease
  - 12.2.2. Congenital Heart Diseases Without Cyanosis
  - 12.2.3. Congenital Heart Disease Leading to Cardiogenic Shock
- 12.3. "Getting to Know" Congenital Heart Disease
  - 12.3.1. Transposition of the Main Arteries
  - 12.3.2. Isolated Ventricular Inversion or Corrected Transposition of the Main Arteries
  - 12.3.3. Tetralogy of Fallot
  - 12.3.4. Hypoplastic Left Heart Syndrome
  - 12.3.5. Infradiaphragmatic Total Pulmonary Venous Drainage
  - 12.3.6. Interruption of the Aortic Arch
  - 12.3.7. Aortic Coarctation
  - 12.3.8. Aortic Stenosis
  - 12.3.9. Pulmonary Stenosis
  - 12.3.10. Ebstein's Disease
  - 12.3.11. Complex Heart Disease with Heart Failure Without Pulmonary Stenosis
  - 12.3.12. Congenital Heart Defects with Left-to-Right Shunts
- 12.4. Nursing Care for the Cardiac Newborn
  - 12.4.1. Nursing Assessment and Interventions in Patients with Congenital Heart Disease
  - 12.4.2. Nursing Care Plans
- 12.5. Preoperative and Postoperative Cardiac Surgery
  - 12.5.1. Pre-Operative Care
  - 12.5.2. Postoperative Care
  - 12.5.3. Bacterial Endocarditis





- 13.1. General Aspects of Neonatal Neurology
  - 13.1.1. Embryology of the Nervous System
  - 13.1.2. Basic Notions of the Nervous System Anatomy.
- 13.2. Neonatal Neurological Examination
- 13.3. Neonatal Seizures
- 13.4. Neonatal Intracranial Hemorrhages
- 13.5. Hydrocephalus
- 13.6. Cerebral Hypothermia
- 13.7. Hypoxic-Ischemic Encephalopathy

### Module 14. Neonatal Digestive Disorders

- 14.1. General Aspects of Neonatal Gastroenterology
  - 14.1.1. Emryology of the Digestive System
  - 14.1.2. Reminder of the Anatomy of the Digestive System
- 14.2. Procedures for Handling Nasogastric and Orogastric Tubes
- 14.3. Gastroesophageal Reflux
- 14.4. Esophageal Atresia
- 14.5. Necrotizing Enterocolitis
- 14.6. Ostomy Care

## Module 15. Hematologic Disorders in Neonatology

- 15.1. General Aspects of Hematology
- 15.2. Neonatal Anemia
- 15.3. Fetal Hydrops
- 15.4. Neonatal Hiperbilirrubinemia
- 15.5. Polycythemia
- 15.6. Thrombocytopenia
- 15.7. Blood Transfusion and Blood By-Products in the Neonatal Period



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### Module 16. Renal Disorders in Neonatology

- 16.1. General Aspects of Neonatal Nephrology
  - 16.1.1. Embryology of the Renal System
  - 16.1.2. Review of the Anatomy of the Renal System
- 16.2. Nephrological Pathology in the Newborn
  - 16.2.1. Neonatal Bladder Catheterization
- 16.3. Urine Infection in the Newborn
- 16.4. Peritoneal Dialysis in the Newborn

### Module 17. Neonatal Shock

- 17.1. Introduction to Neonatal Shock
- 17.2. Phases of Neonatal Shock
- 17.3. Types of Shock
- 17.4. Clinical Signs of Neonatal Shock
- 17.5. How to Address Neonatal Shock
- 17.6. Basis of Treatment for Neonatal Shock
- 17.7. Nursing Interventions for Neonatal Shock17.7.1. Algorithm for Managing Neonatal Shock
- 17.8. Neonatal Sepsis and Septic Shock
  - 17.8.1. Introduction to Neonatal Sepsis
  - 17.8.2. Etiopathogenesis
  - 17.8.3. Etiology
  - 17.8.4. Clinical
  - 17.8.5. Diagnosis
  - 17.8.6. Treatment



### Module 18. Neonatal Preoperative and Postoperative Care

- 18.1. Nursing Care in Neonatal Surgery
  - 18.1.1. General Preoperative Care
  - 18.1.2. General Postoperative Care
- 18.2. Most Common Surgical Procedures
  - 18.2.1. Choanal Atresia
  - 18.2.2. Esophageal Atresia with Tracheoesophageal Fistula
  - 18.2.3. Diaphragmatic Hernia
  - 18.2.4. Abdominal Wall Defects
  - 18.2.5. Necrotizing Enterocolitis
  - 18.2.6. Imperforate Anus
- 18.3. Nursing Interventions in Neonatal Preoperative and Postoperative Care

### Module 19. General Skin Care in Neonatology

- 19.1. General Aspects of Neonatal Dermatology
  - 19.1.1. Embryological Recall
  - 19.1.2. Histologic Recall
- 19.2. Newborn Skin Care Practices
- 19.3. Transient Benign Skin Lesions
  - 19.3.1. Toxic Erythema of the Newborn
  - 19.3.2. Transient Neonatal Pustular Melanosis
  - 19.3.3. Milia
  - 19.3.4. Miliaria
  - 19.3.5. Neonatal Acne
  - 19.3.6. Subcutaneous Fat Necrosis
  - 19.3.7. Mongolian Spot or Baltz Spot
  - 19.3.8. Telangiectatic Nevi or Maternal Nevi
  - 19.3.9. Harlequin Coloration
- 19.4. Infections in the Newborn
  - 19.4.1. Oral Candidiasis (Thrush)
  - 19.4.2. Neonatal Cutaneous Candidiasis
  - 19.4.3. Neonatal Impetigo
  - 19.4.4. Staphylococcal Scalded Skin Syndrome
  - 19.4.5. Neonatal Varicella

# **Module 20.** Other Neonatal Pathologies: Metabolic Disorders, Chromosomal Disorders, and Neonatal Oncology

- 20.1. Metabolic Disorders
  - 20.1.1. Criteria for Including a Metabolic Disorder in Neonatal Screening
  - 20.1.2. Screening Technique: Management During Heelstick Procedure
  - 20.1.3. Different Types of Screening for Different Metabolic Disorders
- 20.2. Most Common Chromosomal Disorders
  - 20.2.1. Aneuploidies
    - 20.2.1.1. Trisomy 20 (Down Syndrome)
    - 20.2.1.2. Trisomy 18 (Edwards Syndrome)
    - 20.2.1.3. Trisomy 13 (Patau Syndrome)
    - 20.2.1.4. Turner Syndrome (45XO) or Monosomy X
    - 20.2.1.5. Klinefelter Syndrome (47XXY)
  - 20.2.2. Major Structural Alterations
  - 20.2.3. Study of Chromosomal Alterations
- 20.3. Neonatal Oncology
  - 20.3.1 Neuroblastoma
  - 20.3.2. Wilms Tumor
  - 20.3.3. Teratomas



You will delve into relevant topics for neonatal nurses, such as Neonatal Shock"



# tech 24 | Teaching Objectives



# **General Objectives**

- Update nursing professionals on the procedures for optimal neonatal care
- Address the stabilization, nursing diagnosis, and care of neonates with a modern, evidence-based approach



Promote research in Neonatal Nursing and Neonatal Intensive Care, driving continuous improvement in neonatal care"





## **Specific Objectives**

### Module 1. Important Aspects of Neonatology

- Categorize neonatal stages, as well as neonatal stages by gestational age and neonatal stages by weight at birth
- Determine the differences which exist in the pediatric age group between a newborn, a child and an adolescent

#### Module 2. Admission of a Newborn in the Neonatal Unit or in the NICU

- Describe the guidelines for drug administration in neonatology
- Establish criteria and objectives for the admission of a newborn to the NICU, as well as necessary nursing interventions

#### Module 3. Neonatal Resuscitation

- Form a resuscitation team and select the necessary equipment for neonatal resuscitation
- Incorporate the latest recommendations on neonatal resuscitation techniques, assessing neonatal risk factors, as well as general measures in the moments leading up to childbirth

### Module 4. Pharmacology in Neonatology

- Differentiate the specific ways of administering drugs, the necessary equipment and its procedure
- Incorporate the different dosage guidelines applicable to nursing practice



# Module 5. Principles of Medication Administration and Vascular Access in Neonatology

- Update the necessary techniques for maintaining the airway, its removal, and the potential complications that may arise
- Determine the precautions, contraindications, and potential complications that may occur during medication administration.
- Describe the different techniques to cannulate the umbilical artery or vein in a newborn
- Update catheter removal procedures, precautions, contraindications, and potential complications

#### Module 6. Premature Child

- Describe the etiopathogenesis of prematurity
- Assess the differential diagnosis of premature newborns

### Module 7. Thermal Regulation, Pain Management, and Sedation in the Newborn

- Describe thermal control in newborns, thermoregulation, and the application of neutral thermal environments
- Incorporate newborn temperature assessment guidelines into nursing practice

### Module 8. Electrolyte and Metabolic Disorders in the Newborn

- Control the water balance in neonatals admitted to the intensive care unit
- Acquire up-to-date knowledge of newborn monitoring procedures

# Module 9. Newborn Feeding: Breastfeeding, Formula Feeding, and Feeding of the Hospitalized Newborn

- Explain what a newborn diet consists of
- Describe the feeding requirements for infants and the objectives of their nutrition

# Module 10. Nursing Interventions: Family Care, Perinatal Death and Neonatal Development

- Explain family-centred care, as well as the ways to promote and rebuild the family bond
- Establish strategies for coping with perinatal death, the role of professionals in such cases, the grieving process, and its stages

# Module 11. Respiratory Pathophysiology and Respiratory Disorders in Neonatology

- Identify the modalities of respiratory assistance
- Revise the process of lung development, embryology and pulmonary anatomy

#### Module 12. Cardiac Disorders and Congenital Heart Disease in Neonatology

- Update the technique for Cardiac Massage
- Identify the differences in the approach to Neonatal Cardiac Arrest versus Pediatric Cardiac Arrest in older patients.

### Module 13. Neurological Disorders in Neonatology

- Revise the general aspects of neonatal neurology, embryology and the nervous system anatomy
- Acquire up-to-date knowledge of the intervention procedures in a newborn with neonatal seizures

#### Module 14. Neonatal Digestive Disorders

- Revise the general aspects of neonatal gastroenterology: embryology and the anatomy of the digestive tract
- Incorporate Ostomy care techniques into nursing practice

### Module 15. Hematologic Disorders in Neonatology

- Gain up-to-date knowledge of the range analysis of neonatal hyperbilirubinemia parameters
- Describe other pathologies of neonatal hematology: polycythemia and thrombocytopenia

### Module 16. Renal Disorders in Neonatology

- Revise the general aspects of neonatal nephrology: embryology and anatomy of the renal system
- Initiate peritoneal dialysis in the newborn

#### Module 17. Neonatal Shock

- Describe the main signs of neonatal shock
- Differentiate the distinct phases of neonatal shock and the types of shock

### Module 18. Neonatal Preoperative and Postoperative Care

• Determine the nursing involvement required in neonatal preoperative and postoperative care

### Module 19. General Skin Care in Neonatology

- Revise the general aspects of neonatal dermatology, its embryology and histiology
- Establish newborn skin care practices

# Module 20. Other Neonatal Pathologies: Metabolic Disorders, Chromosomal Disorders, and Neonatal Oncology

- Differentiate the various metabolopathies
- Establish the different criteria for listing a metabolopathy in neonatal screening





# tech 30 | Career Opportunities

#### **Graduate Profile**

Graduates of this TECH program will be highly qualified to work in Neonatal Intensive Care Units and specialized Neonatology services. They will possess the necessary skills to provide intensive care to newborns, manage emergencies, and apply stabilization and advanced life support protocols. Additionally, they will master vascular access management, medication administration, and assist in surgical and postoperative procedures. They will also be prepared to offer emotional support to families and address high-emotion situations, such as perinatal death, ensuring humanized and high-quality care.

Distinguishing Toxic Erythema of the Newborn, a self-limiting skin rash, to avoid confusion with dermatological infections.

- Specialized Neonatology Care: Ability to manage intensive neonatal care, including ventilatory support, medication administration, and advanced monitoring
- Managing Critical Situations: Ability to act quickly in neonatal emergencies, applying up-to-date resuscitation and stabilization protocols
- Ethical Commitment and Humanization of Care: Competencies in supporting families, assisting in perinatal grief, and promoting the well-being of the neonate
- **Multidisciplinary Teamwork:** Ability to collaborate with neonatologists, respiratory therapists, and other specialists in neonatal care





# Career Opportunities | 31 tech

After completing the Master's Degree, you will be able to use your knowledge and skills in the following positions:

- **1. Specialized Nurse in Neonatal Intensive Care:** Responsible for the care of critically ill newborns within intensive care units, applying advanced life support techniques.
- **2. Nurse in Neonatology and Pediatrics Units:** A professional responsible for the monitoring and comprehensive care of hospitalized neonates, ensuring safe and effective care.
- **3. Perinatal Care Coordinator:** Tasked with designing strategies to improve the quality of neonatal care and support families through the perinatal grief process.
- **4. Neonatal Procedures Supervisor:** A specialist in the implementation of vascular access protocols, neonatal nutrition, and medication administration in the NICU.
- **5. Consultant in Neonatal Patient Safety and Quality:** A professional leading initiatives to optimize safety in the management of neonates in hospitals and specialized clinics.
- **6. Specialist in Neonatal Transport:** Responsible for the safe transfer of critically ill neonates, ensuring stabilization and continuity of care during transport.
- 7. Nurse in Neonatal Clinical Research: A professional participating in studies and innovation projects in neonatal care, contributing to the development of new evidencebased clinical practices.



Study Neonatal Acne and its relationship with maternal hormonal stimulation, ensuring proper management without aggressive interventions"



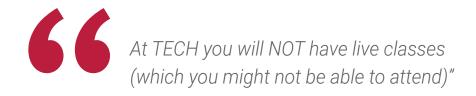


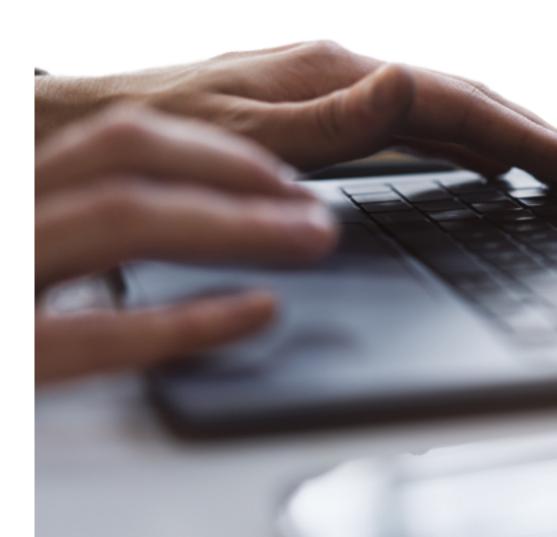
### The student: the priority of all TECH programs

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.







## 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"

# tech 36 | Study Methodology

#### 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.



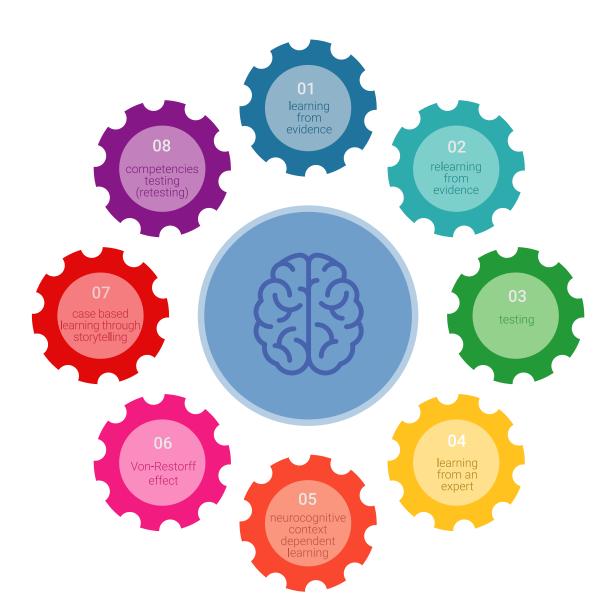
## Relearning Methodology

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.

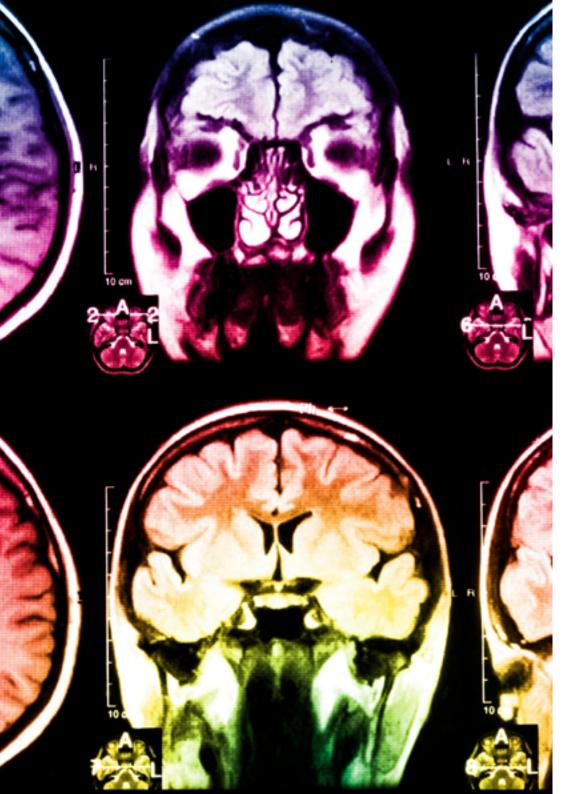


The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

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.



## tech 40 | Study Methodology

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**

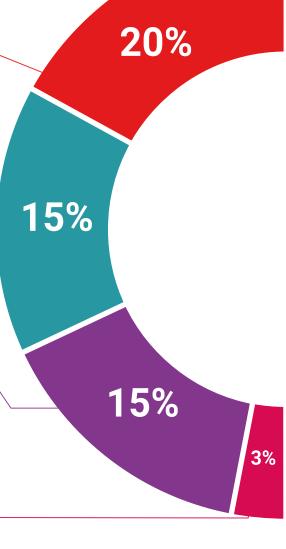
You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



#### **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.

## Study Methodology | 41 tech



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**

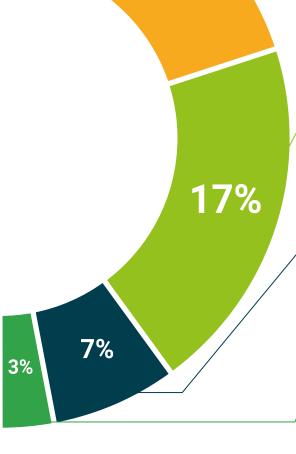
There is scientific evidence suggesting that observing third-party experts can be useful.



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.









### **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

- 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



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

## Management



## 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
- Bachelor's Degree in Medicine and Surgery from the University of Valencia
- Expert in Neonatology: Premature Newborn Care

### **Teachers**

## 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

## 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

## 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 and Prize of 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

## 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 Potencial Medicinal de Nuestras Plantas. Recursos del Pasado, Presente y Futuro, which won the RÖEL Award from the Valencian Medical Institute
- Doctor of Pharmacy

## tech 48 | Teaching Staff

### 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 Spanish National Research Council (CSIC)
- Postgraduate Degree in Nutrition, Dietetics and Diet Therapy by the University of Navarra

#### 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. 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.
- Bachelor's 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. Roldán del Amo, Adela

- Specialist Pediatric Nurse
- 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.

#### Mr. Ribes Roldán, Sandra

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

#### Ms. Alfaro Ramírez, Concepción

- Specialist Pediatric Nurse
- Nursing Supervisor of the Pediatrics Service of the Vithas Valencia 9 de Octubre Hospital
- University Professor in the "Diploma in Neonatal Nursing and Neonatal Intensive Care" at the CEU Cardenal Herrera University.
- Teacher in the Child Nutrition Course of the Nisa Hospitals Foundation.
- Diploma in Nursing from the University Catholic of Valencia

## 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
- Bachelor's 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)

### 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

### Mr. Martínez Dolz, Jesús

- 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



A unique, essential and decisive learning experience to boost your professional development"





## tech 52 | Certificate

This private qualification will allow you to obtain a **Master's Degree in Neonatal Intensive Care** and **Neonatal 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.

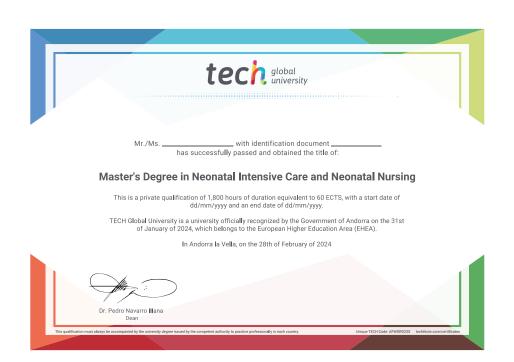
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: Master's Degree in Neonatal Intensive Care and Neonatal Nursing

Modality: online

Duration: 12 months

Accreditation: 60 ECTS





<sup>\*</sup>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.

health confidence people information tutors guarantee accreditation teaching technology learning



# Master's Degree Neonatal Intensive Care and Neonatal Nursing

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

