

Master's Degree Primary Care Nursing

TECH is a member of:



tech global
university



Master's Degree Primary Care Nursing

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

Website: www.techtute.com/us/nursing/master-degree/master-primary-care-nursing

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01

Introduction to the Program

Primary Care Nursing is essential for disease prevention, control, and the well-being of the population. At this level of care, nursing professionals not only ensure continuous patient monitoring but also lead community intervention strategies and health promotion efforts. According to the World Health Organization, more than 80% of healthcare needs can be addressed at this level, highlighting its impact on the efficiency of the healthcare system. In response to this, TECH offers a 100% online university qualification that incorporates the most innovative tools to optimize Primary Care Nursing in this context.



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Thanks to this 100% online Postgraduate Degree, you will master the most advanced strategies in Primary Care, applying cutting-edge tools for community-based approaches”

The role of Primary Care Nursing has significantly evolved in recent years, expanding its impact on the prevention and management of diseases in the community. In this field, nursing professionals must develop advanced skills in Epidemiological Surveillance, management of Chronic Pathologies, and Health Promotion. Furthermore, digital transformation has driven the incorporation of tools such as remote monitoring and electronic health records, optimizing the quality of care. However, staying up to date with these advancements presents a constant challenge for those working at this level of care.

Aware of this reality, TECH has designed this Master's Degree in Primary Care Nursing. It is a cutting-edge academic experience that provides professionals with the most updated competencies in this field. Through this university program, graduates will delve into optimized protocols for the care of patients with acute and chronic conditions, as well as the latest criteria on vaccination schedules and community intervention strategies. According to data from the Ministry of Health, Primary Care efficiently addresses the health needs of the population, highlighting the importance of having highly skilled specialists in this sector.

In this context, the curriculum thoroughly covers best practices in triage, the use of innovative methodologies for collecting and analyzing clinical data, and evidence-based intervention strategies to minimize risks in the community. All of this with a practical and multidisciplinary approach that ensures comprehensive updates.

TECH facilitates academic development through an innovative 100% online modality, with no rigid schedules and access to a wide variety of multimedia resources. Additionally, nurses will benefit from Relearning, a teaching method designed to solidify knowledge dynamically, improving retention and application in real clinical environments.

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

- ♦ The development of practical cases presented by experts in Primary Care 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
- ♦ The practical exercises where the self-evaluation process can be carried out to improve the learning process
- ♦ Special emphasis on innovative methodologies in Primary Care 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



You will enhance your skills by integrating technology into your daily practice and strengthening health promotion through Nursing

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You will lead multidisciplinary teams in the field of Primary Care thanks to the most innovative tools you will acquire in this exclusive qualification from TECH”

The teaching staff includes professionals from the field of Primary Care Nursing, who bring their practical experience to this program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide 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 have access to a library of educational resources available 24/7, with updated and high-quality materials to optimize your learning.

With the Relearning system, you will reinforce key knowledge without spending long hours studying, focusing on the most relevant concepts for your professional practice.



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 Wistuba, 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.

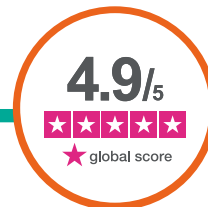
Leaders in employability

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.



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.



03 Syllabus

The syllabus of this Master's Degree in Primary Care Nursing provides an updated and multidisciplinary view of Nursing in this field, covering everything from healthcare system management to the latest advances in digital health. Through specialized modules, graduates will develop competencies in health promotion, disease prevention, and the advanced management of acute and chronic conditions. At the same time, they will strengthen their skills in managing complex chronic conditions, family care, and epidemiology, acquiring the necessary tools to lead innovative care strategies.



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You will develop advanced skills in assessing, diagnosing, and monitoring patients at the primary care level”

Module 1. Planning, Organization, and Management of Healthcare Systems in Primary Care

- 1.1. Healthcare Systems
 - 1.1.1. Functions and Components of Healthcare Systems
 - 1.1.2. Types of Healthcare Systems
 - 1.1.3. Comparison of Healthcare Systems
 - 1.1.4. Healthcare System
 - 1.1.5. Challenges of the European Union in Healthcare
 - 1.1.6. Challenges of the Healthcare System
- 1.2. Primary Care Health
 - 1.2.1. Definition of Primary Health Care (PHC)
 - 1.2.2. Attributes of PHC
 - 1.2.3. Structure of PHC in the National Health System (NHS)
 - 1.2.4. Primary Care Team
 - 1.2.5. PHC Service Portfolio
- 1.3. Leadership and Management of Primary Care Team
 - 1.3.1. Primary Care Team
 - 1.3.2. Teamwork in Primary Care
 - 1.3.3. Strategic Management and Leadership
 - 1.3.4. Management of the Primary Care Team
 - 1.3.5. Pillars for Changing the Leadership Model in Primary Care
- 1.4. New Models of Process Management
 - 1.4.1. Horizontal vs. Vertical Management
 - 1.4.2. Characteristics of Process Management
 - 1.4.3. Types of Processes
 - 1.4.4. Process Managers
 - 1.4.5. Continuous Improvement Cycle of Processes
- 1.5. Quality of Care
 - 1.5.1. Concept of Quality
 - 1.5.2. Quality of Care
 - 1.5.3. Quality Management Systems
 - 1.5.4. Continuous Quality Improvement
 - 1.5.5. Quality Accreditation





- 1.6. Quality from the Patient's Perspective;
 - 1.6.1. From Patient-Centered Care to Person-Centered Care
 - 1.6.2. Outcome and Experience Measurement Instruments: PREM, PROM
 - 1.6.3. How to Identify and Select the Most Suitable Measurement Instruments
 - 1.6.4. Shared Clinical Decision Making
- 1.7. Patient Safety in Primary Care
 - 1.7.1. Conceptual Framework for Patient Safety
 - 1.7.2. Key Concepts and Terminology
 - 1.7.3. Steps for Patient Safety in Primary Care
 - 1.7.4. Epidemiology of Adverse Events in Primary Care
 - 1.7.5. Theories and Models for Error Analysis
- 1.8. Clinical Management
 - 1.8.1. Concept and Fundamentals of Clinical Management
 - 1.8.2. Implementation Methodology
 - 1.8.3. Competency-Based Management
 - 1.8.4. Application of Clinical Management in Primary Care from Nursing Care
 - 1.8.5. Transformation of the Organizational and Management Model in Primary Care
- 1.9. Disruptive Innovation and Blue Ocean Strategies
 - 1.9.1. Blue Ocean Theory
 - 1.9.2. Application of Blue Ocean Theory in Primary Care
 - 1.9.3. Application of Blue Ocean Theory to Primary Care
 - 1.9.4. Disruptive Innovation in the Healthcare System and in Primary Care
 - 1.9.5. New Roles and Disruptive Competencies in Primary Care
- 1.10. The Future of Primary Care
 - 1.10.1. Innovating in Primary Care: Entry into the Spine Column
 - 1.10.2. Transforming the Entry Model
 - 1.10.3. Integrated Local Health Microsystems
 - 1.10.4. Pillars of a Future-Oriented Primary Care Model Focused on Value

Module 2. Clinical and Advanced Nursing Methodology

- 2.1. Conceptual Models of Nursing
 - 2.1.1. Introduction
 - 2.1.2. The Importance of Critical Thinking
 - 2.1.3. Classification of Models
 - 2.1.4. Nursing Theories
- 2.2. Nursing Theories and Models Most Used in Primary Care. Nursing Care Process
 - 2.2.1. Preliminary Considerations
 - 2.2.2. The Nursing Care Process (NCP)
 - 2.2.2. A Brief History of NCP
 - 2.2.3. Objectives and Properties of NCP
 - 2.2.4. Stages of NCP
- 2.3. Nursing care plan
 - 2.3.1. Concept and Structure
 - 2.3.2. Nursing Diagnoses, Outcome Criteria and Interventions
 - 2.3.3. Concept and Types of Taxonomy (NANDA, NIC, NOC)
 - 2.3.4. Collaborative or Independent Problems
- 2.4. Nutrition and Dietetics: Concept and Differentiation
 - 2.4.1. Classification of Food
 - 2.4.2. Diet Preparation. Therapeutic Diets
 - 2.4.3. Nursing Assessment and Care for People with Malnutrition, Dehydration, Anorexia, Bulimia, Obesity, and Overweight
 - 2.4.4. Enteral and Parenteral Feeding: Indications, Contraindications, Types of Diets, Administration Techniques, and Possible Complications
 - 2.4.5. Nasogastric Tube, PEG: Management and Care
- 2.5. Pharmacology
 - 2.5.1. General Classification of Medicines
 - 2.5.2. Use in Home and Primary Care Settings
 - 2.5.3. Absorption and Elimination of Medications
 - 2.5.4. Toxicity and Side Effects
 - 2.5.5. Pharmacovigilance
 - 2.5.6. Storage Conditions of Medicines
 - 2.5.7. Administration of Medicines. Precautions Before Administering a Drug. Routes of Administration: Definition and Types. Choice Points, Techniques, and Common Problems. Dosage Calculation
 - 2.5.8. Polypharmacy Patient Program
 - 2.5.9. Nursing Prescription
- 2.6. Clinical Bioethics and Decision Making. Legal Regulation
 - 2.6.1. Concept, History, and Evolution of Bioethics
 - 2.6.2. Professional Secrecy: Concept and Legal Regulation
 - 2.6.3. Health Information Rights, Privacy, and Respect for Patient Autonomy. Informed Consent
 - 2.6.4. Euthanasia
 - 2.6.5. Organ Transplantation
- 2.7. Clinical Interview and Therapeutic Relationship
 - 2.7.1. Communication and Interpersonal Relationship Techniques and Skills
 - 2.7.2. Clinical Interview
 - 2.7.3. Methods and Models of Behavior Change in Primary Care
 - 2.7.4. Patient Empowerment. The Expert Patient
- 2.8. Care in Different Community Settings
 - 2.8.1. Home Visits
 - 2.8.2. School Nursing
 - 2.8.3. Occupational Nursing
 - 2.8.4. Mental Health Nursing
- 2.9. Teaching and Education of Nursing Professionals
 - 2.9.1. Pedagogical Methods
 - 2.9.2. Transformational Pedagogy
 - 2.9.3. Mentoring
 - 2.9.4. Modeling New Professionals
- 2.10. The Challenge of Building Care Toward Excellence. Integration of the Specialist Nurse
 - 2.10.1. Integration of the Specialist Nurse
 - 2.10.2. Advanced Practice Nurse in Primary Care
 - 2.10.3. New Challenges in Primary Care
 - 2.10.4. Advanced Practice in Primary Care

Module 3. Community Health. Health Promotion

- 3.1. Health and Disease: Concept
 - 3.1.1. Healthcare Demographics. Demographic Indicators and Their Usefulness for Work: Birth Rate, Fertility, Mortality, Migration, Natural Growth
 - 3.1.2. Elements of Prioritization: Magnitude, Significance, Vulnerability, and Cost
 - 3.1.3. Determinants of Health: Influence on Individual and Collective Health, Nursing Interventions
 - 3.1.4. Health Promotion: Concept and Evidence
- 3.2. Salutogenesis Framework and Health Assets
 - 3.2.1. Personal, Family, and Community Health Assets
 - 3.2.2. Analysis of the Salutogenic Model
 - 3.2.3. Sense of Coherence
 - 3.2.4. An Asset-Based Model
- 3.3. Asset Mapping
 - 3.3.1. Theoretical Framework of Health Assets
 - 3.3.2. Methodology for Mapping Community Assets
 - 3.3.3. Design of Intervention Strategies Based on Identified Assets
 - 3.3.4. Analysis and Selection of Relevant Assets in the Community and Primary Care Settings
 - 3.3.5. Future Trends and Advances in the Use of Asset Maps in Primary Care Nursing
- 3.4. Community Health. Areas of Action and Functions
 - 3.4.1. Key Concepts in Public and Community Health
 - 3.4.2. Action Pillars
 - 3.4.3. Locus and Levels of Community Action from Primary Care
 - 3.4.2. Roles and Responsibilities of Nursing in Community Health in Primary Care
 - 3.4.5. Methodology for Evaluating Health Needs in the Community
- 3.5. Health Promotion Strategy
 - 3.5.1. Key Profiles
 - 3.5.2. Strategic Lines of Action
 - 3.5.3. Action Pillars of the Strategy
 - 3.5.4. Interventions to Select
 - 3.5.5. Evidence in Health Promotion

- 3.6. Primary Care Oriented to the Community
 - 3.6.1. Definition of Community-Oriented Primary Care
 - 3.6.2. Methodological Foundations of Community-Oriented Primary Care
 - 3.6.3. Community Health Diagnosis
 - 3.6.4. Coordination Between Primary Care and Public Health
 - 3.6.5. Local Health Network - Primary Care Network
- 3.7. Local Health Plans in a Pillar Primary Care System
 - 3.7.1. Conceptual Framework
 - 3.7.2. Situation Diagnosis
 - 3.7.3. General Strategic Plan
 - 3.7.4. Local Health Strategic Plan
 - 3.7.5. Integrated Local Health Network
- 3.8. Health Education. Empowerment of Citizens
 - 3.8.1. Principles and Approaches to Health Education Focused on Empowerment
 - 3.8.2. Effective Communication and Teaching Skills in Nursing for Health Education
 - 3.8.3. Participation and Informed Decision-Making by Citizens
 - 3.8.4. Design and Development of Educational Materials to Promote Citizen Empowerment
- 3.9. Transforming Society Through Salutogenic Care
 - 3.9.1. Transforming Society Through Salutogenic Care
 - 3.9.2. Advanced Nursing Practice in Community Care
 - 3.9.3. Empowerment of Individuals
 - 3.9.4. Holistic Approach to Care

Module 4. Disease Prevention

- 4.1. Disease Prevention
 - 4.1.1. Levels of Prevention
 - 4.1.2. Risk Factors at Different Stages of Life
 - 4.1.3. Childhood
 - 4.1.4. Youth
- 4.2. Preventive Activities in Childhood and Adolescence
 - 4.2.1. Child Health Plan
 - 4.2.2. Breastfeeding in Primary Care
 - 4.2.3. Promotion of Physical Activity
 - 4.2.4. Prevention of Traffic Accident Injuries
 - 4.2.5. Screening for Major Depression

- 4.3. Lifestyle Recommendations
 - 4.3.1. Introduction
 - 4.3.2. Tobacco
 - 4.3.3. Alcohol
 - 4.3.4. Nutrition
 - 4.3.5. Physical Activity
 - 4.3.6. Traffic Accidents: Drugs and driving. Elderly People and Driving
- 4.4. Cancer Prevention Recommendations
 - 4.4.1. Introduction
 - 4.4.2. Primary Prevention
 - 4.4.3. Secondary Prevention
 - 4.4.4. Early Detection
 - 4.4.5. Recommendations According to Cancer Types
- 4.5. Infectious Disease Prevention
 - 4.5.1. General Recommendations
 - 4.5.2. General Rules for Administration
 - 4.5.3. Vaccination Schedule
 - 4.5.4. Women, Reproductive Age, and Pregnancy
 - 4.5.5. Vaccination in Immunocompromised Patients
 - 4.5.6. Vaccination for Travelers
 - 4.5.7. Triple Viral Vaccination
 - 4.5.8. Varicella Zoster Vaccination
 - 4.5.9. Hepatitis Vaccination
 - 4.5.10. Human Papillomavirus Vaccination
 - 4.5.11. DPT vaccination
 - 4.5.12. Flu Vaccination
 - 4.5.13. Pneumococcal Vaccination
 - 4.5.14. Meningococcal Vaccination
 - 4.5.15. COVID-19 Vaccination
- 4.6. Cardiovascular Preventive Recommendations
 - 4.6.1. Epidemiological Review
 - 4.6.2. Cardiovascular Risk Factors
 - 4.6.3. Hypertension
 - 4.6.4. Diabetes Mellitus
 - 4.6.5. Dyslipidemia
 - 4.6.6. Atrial Fibrillation
- 4.7. Preventive Activities for Women
 - 4.7.1. Pregnancy
 - 4.7.2. Contraception
 - 4.7.3. Menopause
- 4.8. Preventive Activities in Mental Health
 - 4.8.1. Prevention of Mental Health Disorders in Primary Care
 - 4.8.2. What Do We Understand by Mental Health?
 - 4.8.3. Promotion and Prevention of Mental Health
 - 4.8.4. Actions for Mental Health Promotion and Prevention
 - 4.8.5. Actions for Mental Health Promotion and Prevention During Pregnancy
 - 4.8.6. Mental Health Promotion for Women and Children During the Postpartum Period
 - 4.8.7. Mental Health Promotion in School-Aged Children
 - 4.8.8. Mental Health Promotion for Children with Parents with Psychiatric Illness
 - 4.8.9. Mental Health Promotion in the Event of the Loss of a Family Member or Close Friend
 - 4.8.10. Mental Health Promotion During Retirement
- 4.9. Preventive Activities in Older Adults
 - 4.9.1. Walking Aids
 - 4.9.2. Malnutrition in the Elderly
 - 4.9.3. Prevention of Social Isolation
 - 4.9.4. Deprescription in Older Adults
 - 4.9.5. Detection and Management of Frail Elderly Patients in Primary Care
 - 4.9.6. Cognitive Impairment and Dementia
- 4.10. Occupational Risk Prevention in Nursing
 - 4.10.1. Identification and Evaluation of Specific Occupational Risks in Primary Care Nursing
 - 4.10.2. Prevention and Control Measures for Biological Risks in Nursing Practice
 - 4.10.3. Ergonomics and Prevention of Musculoskeletal Injuries in Nursing Work
 - 4.10.4. Prevention of Risks Related to Load Handling and Patient Mobilization

Module 5. Care for Acute Diseases

- 5.1. Emergency Rooms and First Aid Kits
 - 5.1.1. Organizational Aspects of the Emergency Room
 - 5.1.2. Proper Equipment for First Aid Kits
 - 5.1.3. Emergency Bags
 - 5.1.4. Structured Triage
 - 5.1.5. Triage in Mass Casualty Incidents
- 5.2. Nursing Assessment and Care for Patients with Infectious Diseases
 - 5.2.1. Viral Hepatitis
 - 5.2.2. Tuberculosis
 - 5.2.3. HIV-AIDS
 - 5.2.4. Meningitis
 - 5.2.5. Sexually Transmitted Diseases (STDs)
 - 5.2.6. Other Infectious Diseases
 - 5.2.7. Nursing Care and Techniques in Infectious Diseases
- 5.3. Nursing Assessment and Care for Sick Children
 - 5.3.1. Acute Respiratory Failure
 - 5.3.2. Acute Gastrointestinal Problems
 - 5.3.3. Dehydration
 - 5.3.4. Seizure Crisis
 - 5.3.5. Other Common Problems
 - 5.3.6. Nursing Procedures and Techniques
- 5.4. Nursing Assessment and Care for Surgical Patients in Primary Care
 - 5.4.1. Preoperative Care
 - 5.4.2. Post-Surgery Care
 - 5.4.3. Nursing Procedures
 - 5.4.4. Drainage, Dressings, and Other Techniques
- 5.5. Nursing Assessment and Care for Chronic and Acute Wounds
 - 5.5.1. Concept
 - 5.5.2. Classification
 - 5.5.3. Acute Wounds
 - 5.5.4. Chronic Wounds with Risk Assessment Scales, Records, Preventive Measures, and Treatment
- 5.6. Minor Surgery in Primary Care
 - 5.6.1. Nursing Competencies in Minor Surgery
 - 5.6.2. Wound Healing
 - 5.6.3. Surgical Instruments
 - 5.6.4. Wound Repair
 - 5.6.5. Diagnostic Surgical Procedures
 - 5.6.6. Therapeutic Surgical Procedures
 - 5.6.7. Destructive Procedures for Skin Lesions
 - 5.6.8. Standardized Care Plans
- 5.7. Care in Emergencies and Disasters. Urgencies and Emergencies: Concept
 - 5.7.1. Concepts of Disaster and Emergency
 - 5.7.2. Differences Between Disaster and Emergency
 - 5.7.3. Concept of Mass Casualty Incident
 - 5.7.4. Healthcare Response in Disasters
 - 5.7.4.1. *In Situ*
 - 5.7.4.2. Areas of Action
 - 5.7.4.3. Triage
- 5.8. Nursing Assessment and Care for Acute Health Issues
 - 5.8.1. Psychomotor Agitation
 - 5.8.2. Aggression
 - 5.8.3. Asthma
 - 5.8.4. Seizures
 - 5.8.5. Dyspnea
 - 5.8.6. Severe Abdominal Pain
 - 5.8.7. Severe Headache
 - 5.8.8. Chest Pain
 - 5.8.9. Very High Fever
 - 5.8.10. Severe Dizziness
 - 5.8.11. Palpitations
 - 5.8.12. Allergic Reaction to Sting
 - 5.8.13. Acute Urinary Retention
 - 5.8.14. Gastrointestinal Bleeding
 - 5.8.15. Syncope

- 5.9. Nursing Assessment and Care in Critical Situations
 - 5.9.1. Polytrauma
 - 5.9.2. Burns
 - 5.9.3. Shock
 - 5.9.4. Poisoning
 - 5.9.5. Time-Dependent Pathologies
 - 5.9.5.1. Stroke Code
 - 5.9.5.2. Sepsis Code
 - 5.9.5.3. Asystole Donor Code
 - 5.9.5.4. Heart Attack Code
 - 5.9.6. Cardiopulmonary Arrest: Definitions and Response Measures. Basic and Advanced Cardiopulmonary Resuscitation
- 5.10. Care for Mild Acute Conditions
 - 5.10.1. Oral Canker Sore
 - 5.10.2. Emergency Contraception
 - 5.10.3. Burns
 - 5.10.4. Anxiety Crisis
 - 5.10.5. Diarrhea
 - 5.10.6. High Blood Pressure
 - 5.10.7. Epistaxis
 - 5.10.8. Wound
 - 5.10.9. Herpes
 - 5.10.10. Sore Throat
 - 5.10.11. Urinary Discomfort
 - 5.10.12. Animal Bite
 - 5.10.13. Red Eye
 - 5.10.14. Allergic Reaction to Insect Sting
 - 5.10.15. Common Cold
 - 5.10.16. Ingrown Nail

Module 6. Care for Chronic Diseases. Nursing Techniques and Procedures

- 6.1. Psychology in Primary Care
 - 6.1.1. Depression
 - 6.1.2. Anxiety
 - 6.1.3. Stress
 - 6.1.4. Sleep Disorders
- 6.2. Nursing Assessment and Care for Patients with Chronic Cardiovascular Problems
 - 6.2.1. Heart Failure
 - 6.2.2. Hypertension. Standardized Nursing Processes for Hypertension Patients
 - 6.2.3. Nursing Procedures and Techniques: ECG. MAPA and AMPA, INR. Ankle-Brachial Index. Vascular Access and Peripheral Systems, EASI Monitoring System
 - 6.2.4. Electrical Cardioversion. Pacemaker. Defibrillators
- 6.3. Nursing Assessment and Care for Patients with Endocrinological Issues
 - 6.3.1. Diabetes. Self-Monitoring. Diet in Diabetic Patients. Other Issues: Dyslipidemia. Thyroid Pathology. Obesity
 - 6.3.2. Hypoglycemic Treatments and Insulin
 - 6.3.3. Standardized Nursing Processes for Diabetes Patients
 - 6.3.4. Diabetic Foot Care and Examination
 - 6.3.5. Retinography
- 6.4. Nursing Assessment and Care for Patients with Chronic Respiratory Problems
 - 6.4.1. Chronic Obstructive Pulmonary Disease (COPD): Standardized Nursing Processes for COPD Patients
 - 6.4.2. Asthma
 - 6.4.3. Nursing Procedures: Pulse Oximetry, Spirometry, Bronchodilator Test, Arterial Blood Gas, Co-oximetry, Oxygen Therapy, and Other Techniques
 - 6.4.4. Inhaler Management, Aerosol Therapy
 - 6.4.5. Respiratory Rehabilitation
- 6.5. Nursing Assessment and Care for Patients with Chronic Neurological Problems
 - 6.5.1. Stroke
 - 6.5.2. Epilepsy
 - 6.5.3. Cognitive Impairment
 - 6.5.4. Dementia
 - 6.5.5. Parkinson's Disease

- 6.6. Nursing Assessment and Care for Patients with Renal Issues
 - 6.6.1. Main Renal and Urological Problems. Nursing Procedures and Techniques
 - 6.6.2. Urinary Catheterization: Concept, Indications, and Contraindications
 - 6.6.3. Management of Urinary Catheterization in the Family and Community Setting
- 6.7. Nursing Assessment and Care for Patients with Musculoskeletal Issues
 - 6.7.1. Main Locomotor System Problems
 - 6.7.2. Bandages
 - 6.7.3. Immobilization
 - 6.7.4. ther Techniques
- 6.8. Nursing Assessment and Care for Patients with Gastrointestinal Problems
 - 6.8.1. Main Digestive Issues
 - 6.8.2. Nursing Procedures and Techniques in the Management of Ostomies
 - 6.8.3. Gastric Tubes
 - 6.8.4. Enemas and Irrigations
 - 6.8.5. Rectal Examination
 - 6.8.6. Fecaloma Removal
 - 6.8.7. Abdominal Paracentesis
- 6.9. Nursing Assessment and Care for Patients with Oncological Problems: Procedures and Techniques
 - 6.9.1. Antineoplastic Drugs: Classification and Side Effects
 - 6.9.2. Adjuvant Medications
 - 6.9.3. Handling of Cytostatic Medications in Primary Care, Reservoirs, and Infusers
 - 6.9.4. Emotional Support for Patients and Families
- 6.10. Nursing Assessment and Care for Patients with Infectious Diseases
 - 6.10.1. Hepatitis
 - 6.10.2. Tuberculosis
 - 6.10.3. AIDS
 - 6.10.4. Meningitis
 - 6.10.5. Sexually Transmitted Diseases (STDs)
 - 6.10.6. Nursing Procedures and Techniques: Blood Culture Urine Culture Stool Culture Prevention and Control Measures

Module 7. Complex and Advanced Chronicity. Frailty and the Sociosanitary Model

- 7.1. The Challenge of Complex Chronicity
 - 7.1.1. Justification
 - 7.1.2. Conceptual Foundations
 - 7.1.3. Vertical, Horizontal, and Triple Integration
 - 7.1.4. New principles
- 7.2. Conceptual Foundations of Chronicity and Dependence
 - 7.2.1. Multimorbidity as a Heterogeneous and Prevalent Reality
 - 7.2.2. Frailty as a Cross-Cutting Concept in the Assessment of Older People and/or Those with Chronic Health Issues
 - 7.2.3. People with Complex Health Needs
 - 7.2.4. People with Advanced Complexity and Palliative Care Needs
- 7.3. Chronicity Care Models
 - 7.3.1. *Chronic Care Model*
 - 7.3.2. Expanded CCM
 - 7.3.3. Innovative Care for Chronic Diseases
 - 7.3.4. Guided Care Model
 - 7.3.5. Kaiser Permanente. Population Stratifiers
- 7.4. Evaluation Frameworks for the Redesign of Health Systems. From the Triple to the Quintuple Aim
 - 7.4.1. Value-Oriented Integrated Evaluation
 - 7.4.2. Influence of Chronicity on Healthcare Systems
 - 7.4.3. Triple Aim
 - 7.4.4. Quadruple Aim
 - 7.4.5. Quintuple Aim
- 7.5. The Sociosanitary Model
 - 7.5.1. Socio-Demographic Context
 - 7.5.2. Organizational Context
 - 7.5.3. New Challenges
 - 7.5.4. Emerging Visions
- 7.6. Case Manager Nursing Model. The Community Case Manager Nurse
 - 7.6.1. Theoretical Framework
 - 7.6.2. Definitions
 - 7.6.3. Justification
 - 7.6.4. Basic Elements of Case Management
 - 7.6.5. Challenges in Case Management

- 7.7. Comprehensive Geriatric Assessment
 - 7.7.1. Clinical Assessment. Multimorbidity
 - 7.7.2. Functional Assessment
 - 7.7.3. Cognitive Assessment
 - 7.7.4. Assessment of Therapeutic Adherence and Polypharmacy
 - 7.7.5. Affective Assessment
 - 7.7.6. Social Assessment
 - 7.7.7. Nutritional Assessment
- 7.8. Geriatric Syndromes
 - 7.8.1. Geriatric Syndromes
 - 7.8.2. Immobility
 - 7.8.3. Acute Confusional Syndrome
 - 7.8.4. Falls
 - 7.8.5. Urinary Incontinence
 - 7.8.6. Malnutrition
 - 7.8.7. Insomnia
 - 7.8.8. Mild Cognitive Impairment
- 7.9. Nursing Assessment and Care for Palliative Care Patients
 - 7.9.1. Introduction to Palliative Care
 - 7.9.2. Terminality Criteria
 - 7.9.3. Complexity Criteria
 - 7.9.4. Care for Patients at Home
 - 7.9.5. Subcutaneous Route
 - 7.9.6. Communication in Palliative Care
- 7.10. How to Develop a Person-Centered Model to Address Chronicity
 - 7.10.1. Identification of Complex Chronic Patients
 - 7.10.2. Multidimensional Assessment
 - 7.10.3. Situational Diagnosis
 - 7.10.4. Individualized Shared Intervention Plan (ISIP)
 - 7.10.5. Active and Ongoing Follow-Up Plan

Module 8. Life Cycle. Family Approach and Social Determinants

- 8.1. Nursing Assessment and Care for Healthy Children Aged 0 to 14 Years
 - 8.1.1. "Healthy Child Program". Metabolic Tests. Stages of Child Development
 - 8.1.2. Development and Growth Parameters Evolutionary Response. Health Promotion Measures in Different Stages: Hygiene, Nutrition, Diet, and Dental Care
 - 8.1.3. Hygiene and Oral Health: Prevention of Dental Caries
 - 8.1.4. Prevention of Childhood Accidents. Detection of Abuse
- 8.2. Care for Adolescents and Their Families
 - 8.2.1. Health Promotion for Adolescents from Biological, Psychological, and Social Aspects, Both Individually and as a Group in the Community
 - 8.2.2. Detection of Potential Sexual Development Issues
 - 8.2.3. Eating Disorders and Body Image, Antisocial Behavior, Violence and Abuse, Alcohol and Tobacco Use, Drug Addiction. Non-Substance Addictions. Gender Identity
 - 8.2.4. Effective Family Coping with Risk Situations (Pregnancy, Drug Addiction, Violence)
- 8.3. Nursing Care for Women
 - 8.3.1. Health Promotion in Different Life Stages. Climacteric
 - 8.3.2. Sexual, Reproductive, and Gender Health: Sex Education. Reproduction. Contraceptive Methods. Voluntary Pregnancy Termination
 - 8.3.3. Nursing Assessment and Care for Pregnant Women: Physiological Changes. Maternal Education
 - 8.3.4. Nursing Assessment and Care for Pregnant Women: Physiological Changes. Maternal Education. Most Common Problems During Pregnancy
 - 8.3.5. Nursing Assessment and Care for the Postpartum Woman: Physiological and Psychological Changes. Breastfeeding
- 8.4. Nursing Assessment and Care for the Elderly
 - 8.4.1. Introduction
 - 8.4.2. Main Changes in the Aging Process
 - 8.4.3. Prevention of Accidents. Dietary Habits. Self-Care
 - 8.4.4. Main Problems
 - 8.4.5. Assessment of Family and Social Situation
- 8.5. Care for Families: Family Structure, Dynamics, Types, and Family Life Cycle
 - 8.5.1. Concept and Strategy of Family Intervention
 - 8.5.2. Health Promotion Programs and Prevention of Family Problems
 - 8.5.3. The Family as Health Managers
 - 8.5.4. Family Assessment Instruments: Genogram, Specific Questionnaires (Family APGAR, Social Support, Stressful Life Events)

- 8.6. Family Intervention Instruments
 - 8.6.1. Family Guidance
 - 8.6.2. Interventions with Families in Crisis Situations: Grief, Family Members with Addictive Behaviors, Mental Illness, End of Life, New Family Members, Relationship Issues
 - 8.6.3. The Home as a Space for Coexistence and Health Determinant
 - 8.6.4. Detection of Domestic Violence and Intervention
 - 8.6.5. Positive Parenting
- 8.7. Nursing Assessment and Care for People with Disabilities and Special Needs
 - 8.7.1. Introduction
 - 8.7.2. Care for People with Special Needs
 - 8.7.3. Care for People with Mental Health Issues
 - 8.7.4. Mobility
 - 8.7.5. Postural Care
- 8.8. Nursing Assessment and Care for People with Cultural Diversity, Transculturality
 - 8.8.1. The Migration Phenomenon
 - 8.8.2. Care for Families
 - 8.8.3. Care for the Community
 - 8.8.4. Transculturality
- 8.9. Care to Build Healthy Families
 - 8.9.1. Age-appropriate Dietary Habits
 - 8.9.2. Age-appropriate Physical Activity
 - 8.9.3. Support for Adolescents
 - 8.9.4. Open and Respectful Communication
- 8.10. Care to Build Resilient Families (Education for an Emotionally Safe Lifestyle)
 - 8.10.1. Assessment of Risk and Protective Factors
 - 8.10.2. Emotional and Psychological Support
 - 8.10.3. Promotion of Coping Skills
 - 8.10.4. Promotion of Effective Communication

Module 9. Regulations, Epidemiology and Research in Primary Care

- 9.1. Protection of Health Data
 - 9.1.1. Laws Governing Health Data
 - 9.1.2. Legal Principles
 - 9.1.3. Patient Rights Management
 - 9.1.4. Practical Application of Legal Principles
- 9.2. Hygiene in Healthcare Facilities
 - 9.2.1. General Concepts
 - 9.2.2. Disinfectants and Antiseptics
 - 9.2.3. Sterilization: Procedures, Preparation and Types of Materials for Sterilization, Sterilization Methods
 - 9.2.4. Handling and Storage of Sterile Materials
 - 9.2.5. Sanitary Waste Management
- 9.3. Research Methodology
 - 9.3.1. Scientific Knowledge
 - 9.3.2. Types of Research
 - 9.3.3. Bibliographic References
 - 9.3.4. International Standards: Vancouver and APA
- 9.4. Evidence-Based Nursing
 - 9.4.1. Concept and Background of Evidence-Based Nursing
 - 9.4.2. Elements of Evidence-Based Practice
 - 9.4.3. Stages of Scientific Evidence
 - 9.4.4. Applied Research: Analytical and Descriptive Studies Used
- 9.5. Information Sources and Searches
 - 9.5.1. Documentary Sources
 - 9.5.2. Scientific Journals
 - 9.5.3. Databases
 - 9.5.4. Metasearch Engines
 - 9.5.5. Bibliographic Review
- 9.6. Biostatistics
 - 9.6.1. Types of Variables
 - 9.6.2. Descriptive Statistics
 - 9.6.3. Inferential or Analytical Statistics
 - 9.6.4. Frequency Measurement

- 9.6.5. Measures of Association
- 9.6.6. Impact Measures
- 9.6.7. Validity and Reliability
- 9.6.8. Sensitivity and Specificity
- 9.7. Epidemiological Approach to Health Issues
 - 9.7.1. Concept of Epidemiology
 - 9.7.2. Applications of Epidemiology
 - 9.7.3. Measuring Epidemiological Phenomena
 - 9.7.4. Stages of the Epidemiological Method
 - 9.7.5. Classification of Epidemiological Studies
 - 9.7.6. Types of Epidemiological Studies
 - 9.7.6.1. Descriptive Observational Studies: Case Study. Cross-Sectional Studies. Correlation Studies
 - 9.7.6.2. Analytical Observational Studies: Prospective and Retrospective Cohorts, Case-Control Studies
 - 9.7.6.3. Experimental Intervention Study: Randomized Clinical Trial, Cross-over Clinical Trial, Randomized and Non-randomized Community Trials
- 9.8. Methodological Structure of a Scientific Paper
 - 9.8.1. Conceptual Phase
 - 9.8.2. Design and Planning Phase (Methodological)
 - 9.8.3. Empirical Phase
 - 9.8.4. Analytical Phase
 - 9.8.5. Dissemination Phase
- 9.9. Research Methodologies and Approaches in Nursing
 - 9.9.1. Differences Between Qualitative and Quantitative Research
 - 9.9.2. Qualitative Research: Types of Studies. Data Collection Techniques. Analysis and Interpretation in Qualitative Research
 - 9.9.3. Quantitative Research
 - 9.9.4. Sample and Study Population
 - 9.9.5. Errors and Biases
- 9.10. Validity of Diagnostic Methods
 - 9.10.1. Validity of Tests
 - 9.10.2. Reliability of Tests
 - 9.10.3. Sensitivity and Specificity
 - 9.10.4. ROC Curve
 - 9.10.5. Predictive Values
 - 9.10.6. Odds Ratios

Module 10. Advances in the Digital Health System

- 10.1. Digital Health
 - 10.1.1. *E-Health*
 - 10.1.2. The Digitization of Health and Healthcare Companies
 - 10.1.3. Digitization of Primary Care
 - 10.1.4. Electronic Health Records
 - 10.1.5. Big Data in Health
- 10.2. Telemedicine and Telehealth
 - 10.2.1. Telemedicine
 - 10.2.2. Technological Advances in Telemedicine
 - 10.2.3. Advantages, Challenges, and Applications of Telemedicine
 - 10.2.4. The Challenge of Caring in a Technified Environment
- 10.3. Computer Applications in Patient Care
 - 10.3.1. Computer Applications in Patient Care
 - 10.3.2. Alert Systems and Reminders
 - 10.3.4. Remote Patient Monitoring
 - 10.3.5. Implications for Patient Education and Empowerment
- 10.4. The Internet of Things in Healthcare. Sensors and Smart Devices for Primary Care Use
 - 10.4.1. Smart Medication Management
 - 10.4.2. The IoT
 - 10.4.3. Smart Healthcare Centers
 - 10.4.4. Sensors and Smart Devices for Primary Care Use
- 10.5. AI-Based Healthcare. Implications for Primary Care Nurses
 - 10.5.1. AI-Assisted Healthcare
 - 10.5.2. Predictive and Preventive Medicine
 - 10.5.4. Chatbots and Virtual Assistants in Healthcare
 - 10.5.5. Implications for Primary Care Nurses
- 10.6. Robotics and Nursing in Primary Care
 - 10.6.1. Concepts
 - 10.6.2. Application
 - 10.6.3. Advantages
 - 10.6.4. Challenges

- 10.7. New Approaches to Care Delivery: Value-Based Care and Personalized Care
 - 10.7.1. Value-Based Care
 - 10.7.2. Personalized Care
 - 10.7.3. Value Concept
 - 10.7.4. Assessment Methods
- 10.8. Caring in the Digital, Technified, Robotic, and AI-Based Era. The Challenge of Humanization
 - 10.8.1. Patient-Centered Care
 - 10.8.2. AI
 - 10.8.3. Therapeutic Relationship
 - 10.8.4. Education in the Digital Era
- 10.9. E-Learning. New Technologies Applied to Health Education and Teaching
 - 10.9.1. *E-Learning*
 - 10.9.2. New Technologies Applied to Health Education
 - 10.9.3. New Technologies Applied to Teaching
 - 10.9.4. Designing Online Courses
- 10.10. Innovating in Primary Care
 - 10.10.1. Innovation in Primary Care
 - 10.10.2. New Roles for a New Nursing Profession
 - 10.10.3. Innovative Primary Care Models
 - 10.10.4. Personalized Medicine in Primary Care



You will enhance your ability to manage chronic diseases with advanced nursing techniques in Primary Care, understanding their impact on healthcare management"

04

Teaching Objectives

A key aspect of this university degree is its objectives, which are focused on equipping professionals with the necessary skills to lead healthcare from an integrated, evidence-based approach. Graduates will be prepared to manage complex challenges, apply health promotion strategies, and optimize Primary Care organization. Furthermore, they will develop advanced skills in clinical data management, epidemiology, and healthcare regulations. Thanks to this specialization, professionals will be able to provide quality care, tailored to the community's needs and the sector's advancements.



“

You will improve the organization of Primary Care services by developing key competencies in clinical data management, epidemiology, and healthcare regulations”

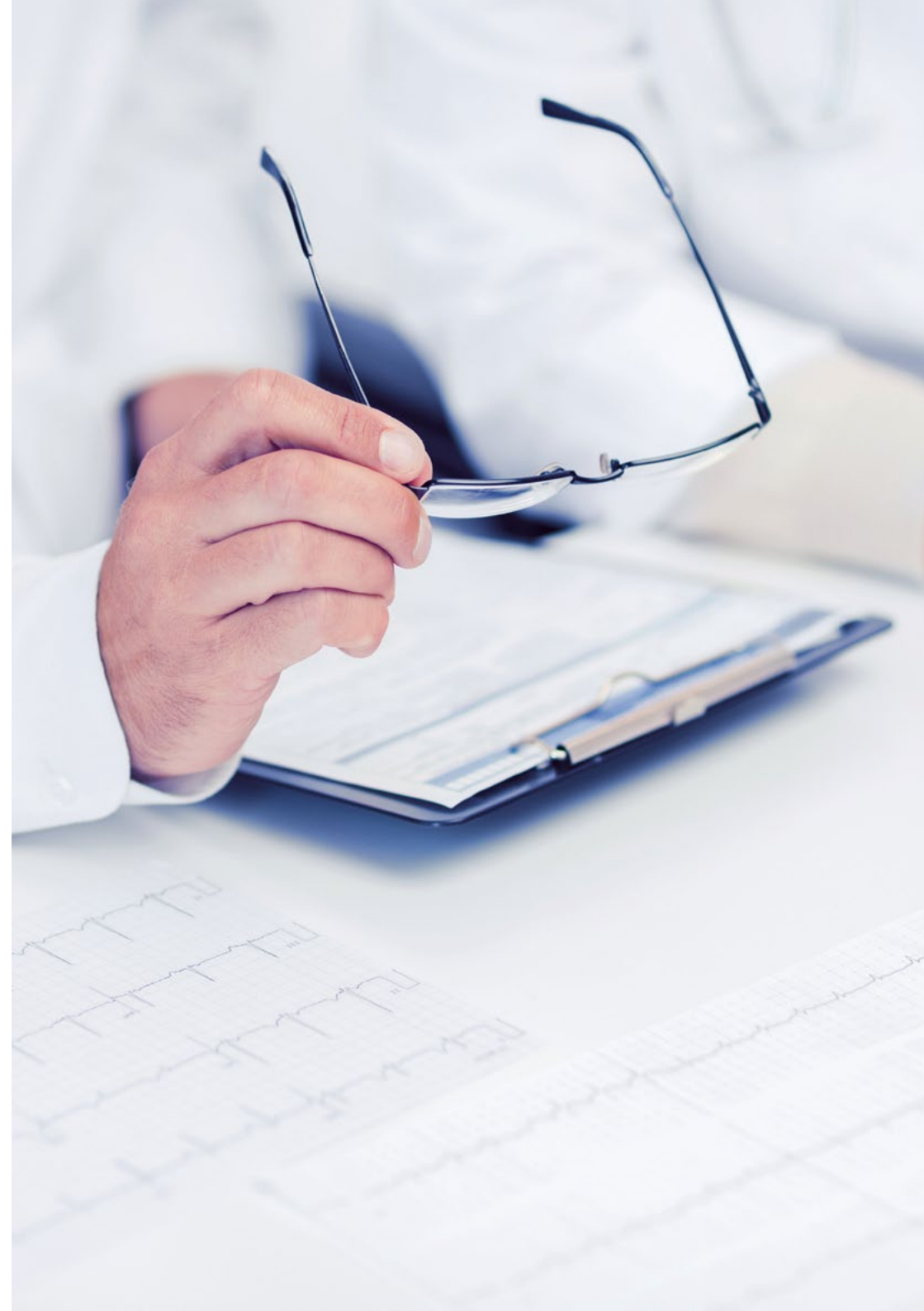


General Objectives

- ♦ Develop knowledge of the healthcare aspects in Primary Care, both for individuals, families, and groups, as well as the interactions that occur among them
- ♦ Expand the professional domains of Primary Care Nursing and acquire knowledge for greater visibility, prestige, and a higher level of work autonomy
- ♦ Stay up to date with trends in advanced nursing practice in Primary Care
- ♦ Promote best practices, based on scientific evidence, in response to research advances in treatments and technology
- ♦ Develop advanced competencies in the management of care in the Imaging Diagnosis and Treatment area



You will optimally manage prevalent chronic conditions such as Diabetes, Hypertension, and Chronic Obstructive Pulmonary Disease (COPD)”





Specific Objectives

Module 1. Planning, Organization, and Management of Healthcare Systems in Primary Care

- ♦ Dive into the structures of the Healthcare System
- ♦ Differentiate between models of organization for Primary Care teams

Module 2. Clinical and advanced nursing methodology

- ♦ Distinguish between different nursing conceptual models as a guide for the care process in clinical practice
- ♦ Accurately gather relevant objective and subjective data for assessing the health status or situation of patients

Module 3. Community Health. Health Promotion

- ♦ Develop knowledge and skills in utilizing tools for health promotion
- ♦ Manage different approaches for working in health promotion and community health, focusing on actions from the health center

Module 4. Disease Prevention

- ♦ Address protective measures against accidents, fostering personal autonomy and preventing dependence
- ♦ Describe complications arising from altered health situations

Module 5. Care for Acute Diseases

- ♦ Delve into diagnostic and therapeutic procedures for the most common emergency and urgent situations that nurses usually address in Primary Care
- ♦ Explore the effective management of life support resources and emergency care techniques in the community setting

Module 6. Care for Chronic Diseases. Nursing Techniques and Procedures

- ♦ Perform nursing interventions related to the most prevalent chronic diseases, based on current evidence
- ♦ Prevent the deterioration of functional capacity, improve quality of life, and reduce the progression to advanced chronic illness

Module 7. Complex and Advanced Chronicity. Frailty and the Sociosanitary Model

- ♦ Deepen understanding of the conceptual foundations of chronicity and dependence
- ♦ Manage the main models of care for chronicity

Module 8. Life Cycle. Family Approach and Social Determinants

- ♦ Use systemic strategies to formulate hypotheses, intervene, and evaluate family situations
- ♦ Determine the scope of family dynamics in the health and illness process of its members

Module 9. Regulations. Epidemiology and Research in Primary Care

- ♦ Delve into key concepts of the scientific method, including hypothesis formulation, statistical errors, sample size calculation, and statistical methods related to hypothesis testing
- ♦ Search and select specific clinical documentation for their specialty

Module 10. Advances in the Digital Health System

- ♦ Address the impact of digitalization in Primary Care from the perspective of improving access, quality of care, efficiency, equity, security, and sustainability of the system
- ♦ Evaluate and analyze ICTs as facilitators for the development of future healthcare, helping implement new management and care models

05 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.



“

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

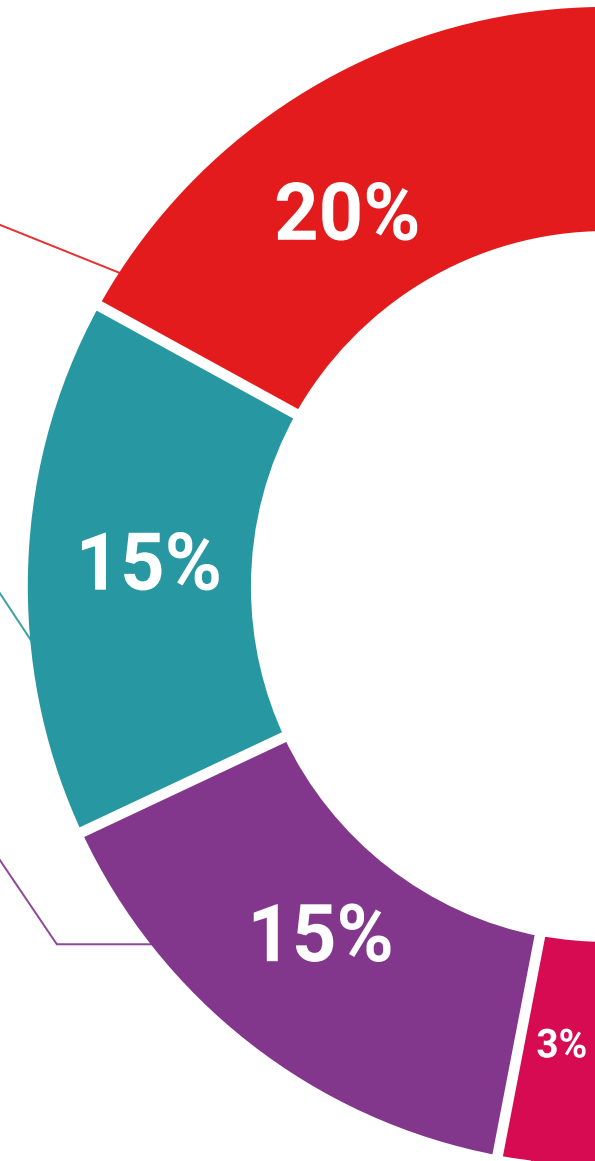
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

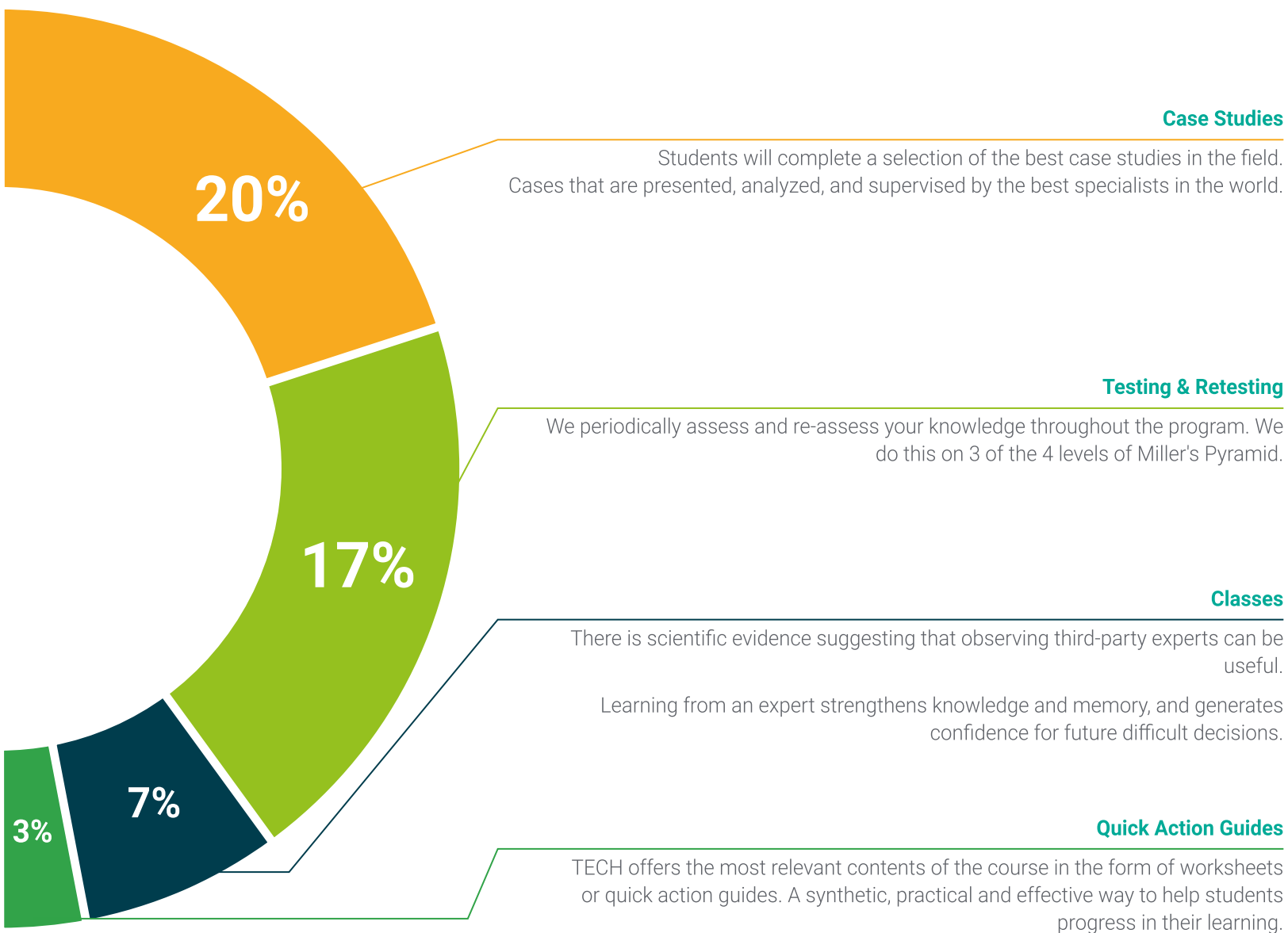
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06

Teaching Staff

The teaching staff for this Master's Degree in Primary Care Nursing consists of specialists with a distinguished career in Primary Care, including clinical care, health community management, and research. Their experience encompasses the implementation of prevention strategies, management of chronic diseases, and the development of innovative care models. They have also led healthcare digitalization projects and resource optimization in the healthcare field.



“

*You will have access to a university
program designed by renowned
experts in Primary Care Nursing”*

Management



Dr. Sánchez Castro, Juan José Augusto

- ♦ Head of Primary Care Service at A Estrada Health Center
- ♦ Specialist in Family and Community Medicine in the Galician Health Service
- ♦ Executive Director of Infomercados Financial Services
- ♦ Master's Degree in Business Valuation from Center for Financial Studies (CEF)
- ♦ Diploma in Health by the Ministry of Health and Consumption
- ♦ Degree in Medicine and Surgery from the University of Santiago de Compostela

Teachers

Ms. Cobas Couto, Elvira

- ♦ Community Care Nurse Specialist
- ♦ Entrepreneurship consultant and coach
- ♦ Lecturer at the University of A Coruña
- ♦ Master's Degree in Community Nursing from the University of A Coruña
- ♦ Master's Degree in Research Methods in Health Sciences, University of Alcalá
- ♦ Degree in Nursing from the José Timoteo Montalvao Machado de Chaves School of Nursing

Ms. González López, Claudia

- ♦ Specialist Nurse in Mental Health
- ♦ Nurse in the Child Psychiatry Service of the CE Argüelles Jiménez Díaz Foundation Hospital
- ♦ FUDEN Inclusive Coordinator in the Research Department
- ♦ Teacher at University School of Nursing in Pontevedra
- ♦ Master in Health Care and Research at the University of A Coruña
- ♦ Diploma in Nursing from the University of Santiago de Compostela

Mr. Negreira Rodríguez, Samuel

- ♦ Nurse Specialist with Human Resources orientation
- ♦ Occupational Nurse at Previlabor
- ♦ Company Nurse at NEXGRUP S.A
- ♦ Nurse Assistant at Surgical Hospital Model of A Coruña
- ♦ Nurse Assistant at CUF Infante Santo Hospital of Lisboa
- ♦ Nurse Assistant at the Arquitecto Marcide Hospital Complex
- ♦ Master's Degree in Occupational Risk Prevention from the University of A Coruña
- ♦ Specialization in Occupational Safety, Hygiene, Ergonomics and Applied Psychosociology, European University Miguel de Cervantes
- ♦ Expert in management of technical guides of the "Healthy Company" and "Prevention Management OHSAS 18001" seals
- ♦ Degree in Nursing in A Coruña University

Mr. Alcántara Espinosa, Jorge Miguel

- ♦ Biostatistics Specialist in Biostatnet
- ♦ Specialist in Biostatistics at the Santiago de Compostela Health Research Institute
- ♦ Nurse in Clinic Hospital of Santiago de Compostela
- ♦ Nurse at DomusVi Spain
- ♦ Master's Degree in Informatics and Biostatistics from the Oberta de Catalunya University
- ♦ Master's Degree in Big Data and e-health
- ♦ Degree in Nursing from the University of Cadiz

Ms. López García, Salomé

- ♦ Resident Nurse in Family and Community Nursing at the Institut Català de la Salut
- ♦ Specialist Nurse in Family and Community Nursing
- ♦ Nurse at the Catalan Health Service
- ♦ Graduated in Nursing from the University of Santiago de Compostela

Ms. Ruano Ginés, Teresa

- ♦ Manager of a Company Providing Care for Families with Children with Eating Disorders
- ♦ Clinical Nurse for the Costa del Sol Public Health Agency
- ♦ Specialist in Chronic Disease Management
- ♦ Master's Degree in Health Management
- ♦ Master's Degree in Coaching, Emotional Management, and Mindfulness
- ♦ Bachelor's Degree in Nursing from the University of Cádiz

Dr. Sánchez Cernadas, Carmen

- ♦ Specialist in Primary Care
- ♦ Medical Professional at the University Hospital Center of Santiago
- ♦ Expert in Elevation of Transaminases in Patients with ANCA Vasculitis
- ♦ Graduate in Medicine from the University of Santiago de Compostela

Ms. Fernández Melcón, Lucía

- ♦ Nurse in Clinic University Hospital of Santiago de Compostela
- ♦ Degree in Nursing from the Pontifical University of Salamanca

Ms. Matalobos Luis, María Teresa

- ♦ Primary Care Nurse Specialist
- ♦ Coordinator of Service at A Estrada Health Center
- ♦ Graduated in Nursing from the University of Santiago de Compostela

Ms. Doval Cajaraville, Patricia

- ♦ Work Nurse at Ibersys Seguridad y Salud S.L
- ♦ Master's Degree in Occupational Risk Prevention from the Oberta de Vitoria University
- ♦ Grade in Nursing from the University of Santiago de Compostela

Ms. Novegil Castro, Berta

- ♦ Primary Care Nurse Specialist
- ♦ Nurse in Galician Health Service
- ♦ Grade in Nursing from the University of Santiago de Compostela
- ♦ Superior Technician in Oral Health

Ms. Martín Ventoso, Carlota

- ♦ Primary Care Nurse Specialist
- ♦ Nurse in Galician Health Service
- ♦ Graduate in Nursing from University School of Nursing of Lugo

Ms. Neira Varela, Noemi

- ♦ Nurse at A Estrada Health Center
- ♦ Nurse in Galician Health Service
- ♦ Master's Degree in Oncology Nursing in Barcelona
- ♦ Graduated in Nursing from the Povisa University School





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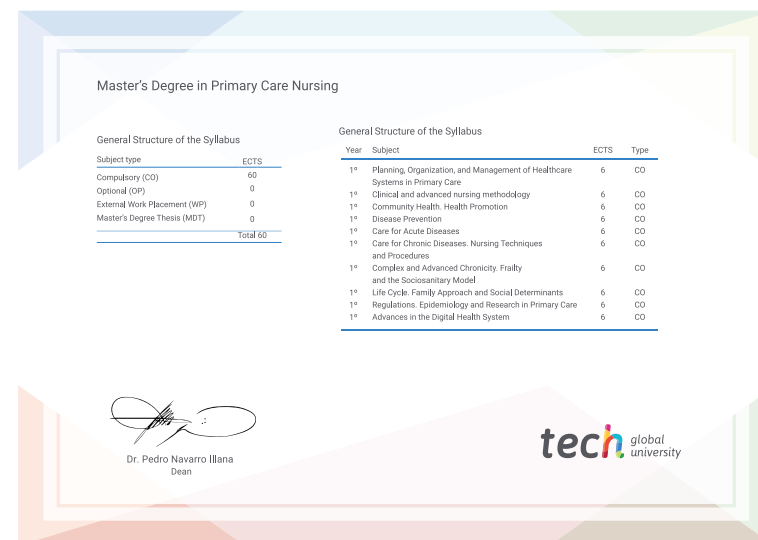
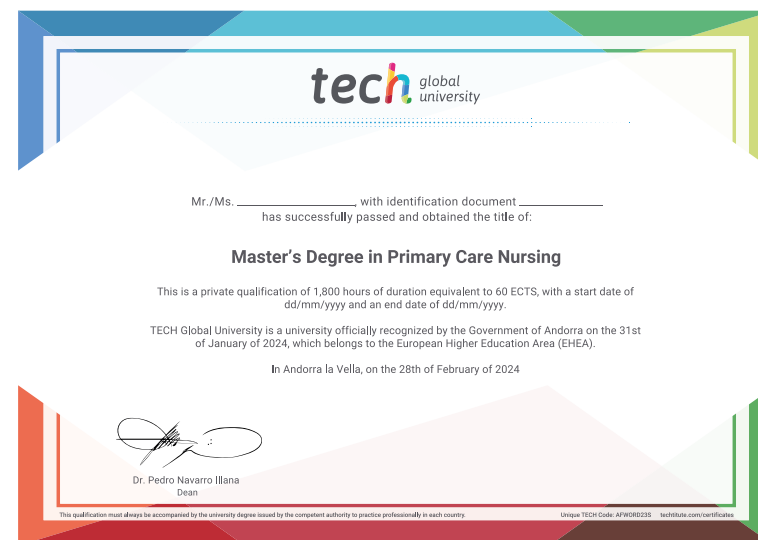


Title: **Master's Degree in Primary Care Nursing**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





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- » Modality: online
- » Duration: 12 months
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Master's Degree

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