

Postgraduate Certificate

Surgical Block Safety and High-Risk Areas for Nursing



Postgraduate Certificate Surgical Block Safety and High-Risk Areas for Nursing

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/nursing/postgraduate-certificate/surgical-block-safety-high-risk-areas-nursing

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01

Introduction

Safety in the surgical suite and high-risk areas is crucial in healthcare. According to the World Health Organization (WHO), it is estimated that 234 million surgical interventions are performed worldwide every year, with 10% of them associated with avoidable complications. To address this problem, TECH has designed a program with the aim of updating nursing professionals in risk prevention and management, ensuring safe and quality care in critical environments. The course is 100% online and uses the innovative pedagogical methodology of *Relearning*, allowing a flexible training adapted to the needs of the students. It also offers the possibility of organizing academic resources according to the individual preferences of each student.





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Boost your career in nursing, mastering the essential skills to ensure patient safety in the surgical block and high-risk areas with this prestigious Postgraduate Certificate"

Safety in the hospital environment, especially in the surgical suite and high-risk areas, is a vitally important aspect to ensure the quality of care and reduce the likelihood of adverse events. According to studies published in The Lancet, surgeries represent one of the areas where errors can have serious consequences, with an estimated 4.2 million people affected annually by avoidable complications. This scenario makes evident the need to train nursing professionals in skills and knowledge that will enable them to contribute to the safety and well-being of patients in these critical areas.

The Postgraduate Certificate in Surgical Block Safety and High-Risk Areas for Nursing, created by TECH, is proposed as a solution to this demand for specialized updating. This program focuses on improving and updating specific competencies in prevention, identification and management of risks associated with the surgical environment and high-risk areas. Throughout the course, students will address topics such as the fundamentals and strategies of the ERAS Program (Enhanced Recovery After Surgery Program), safety protocols and best practices in the care of critical patients, as well as effective communication techniques in complex situations.

One of the outstanding features of this course is its 100% online mode, which facilitates access to training for professionals who need to combine their studies with their work and personal responsibilities. In addition, the program employs the innovative pedagogical methodology of *Relearning*, an approach that promotes active learning and the acquisition of skills through problem solving and critical reflection.

This **Postgraduate Certificate in Surgical Block Safety and High-Risk Areas for Nursing** contains the most complete and up-to-date scientific program on the market.

Its most outstanding features are:

- ♦ The development of practical cases presented by experts in Nursing
- ♦ 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
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Take advantage of the Relearning pedagogical methodology for a more efficient learning"

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You will cover the most recent scientific postulates in the methods of care for sensitive surgical patients, such as those allergic to latex and SQM"

The program's teaching staff includes professionals from sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professionals with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.

You will be up to date on the latest advances in patient safety and healthcare quality with this 100% online program.

Through this Postgraduate Certificate you will be able to master the strategies of the ERAS program and Project Zero.



02 Objectives

This Postgraduate Certificate seeks to update nursing professionals in the most advanced methods for the management and control of safety in High Risk Areas. Through a 100% online methodology, participants will acquire skills and knowledge about programs such as Project Zero, environmental biosecurity, cleaning and disinfection, and the application of new decontaminant technologies, among other crucial topics. With a practical approach and based on the latest evidence, this program will enable students to improve patient care and safety in critical care settings.



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A 100% online program that will allow you to address laterality protocols and surgical safety checklists”

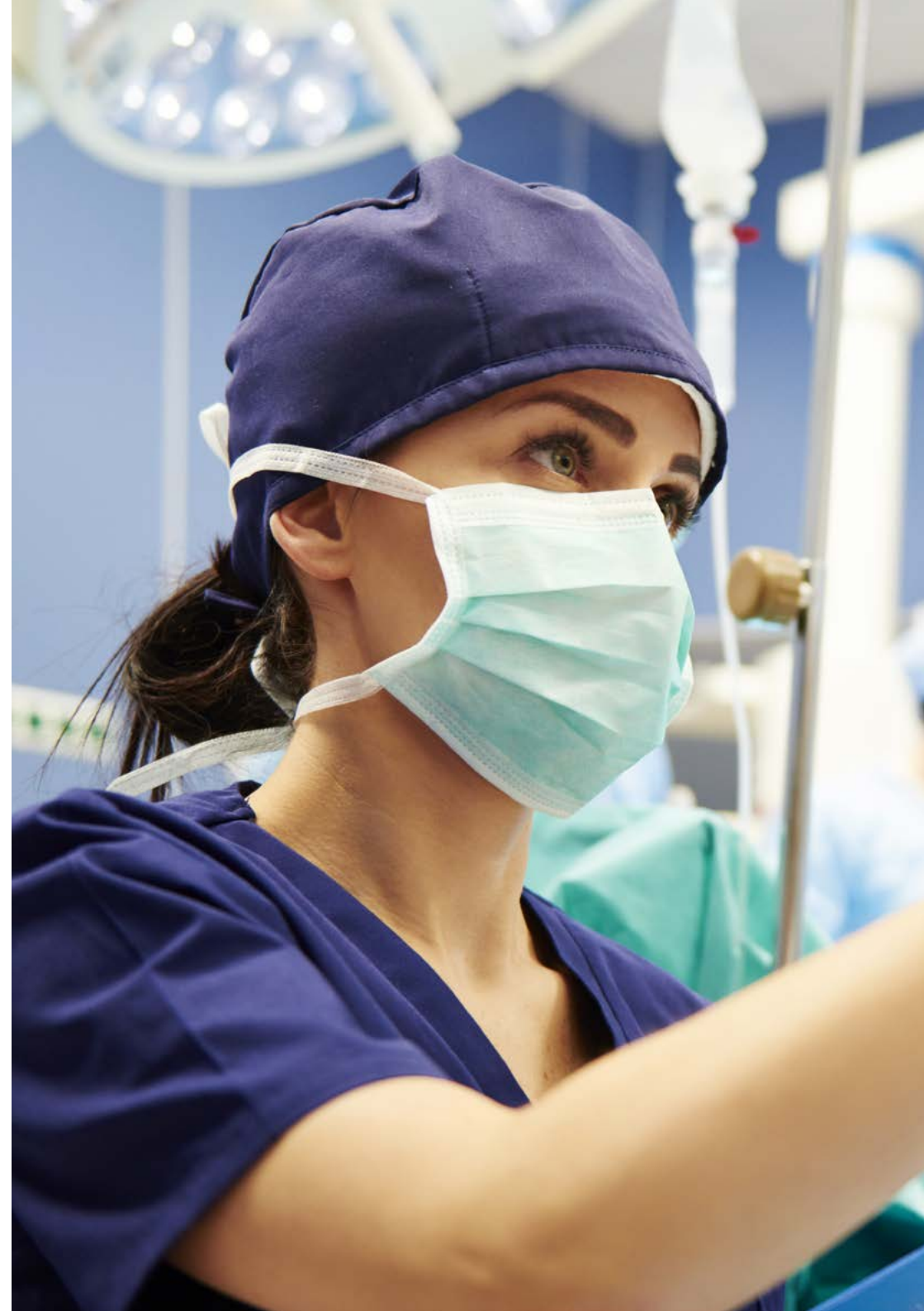


General Objectives

- ♦ Justify the importance and guidelines of surgical safety in the public health setting by defining a minimum set of measures
- ♦ Analyze the management of adverse events and their improvement plans to avoid them
- ♦ Delve into the concepts, methods and strategies for the improvement of patient safety in healthcare institutions
- ♦ Analyze patient safety strategies approached from different healthcare areas



Achieve your goals and improve your essential skills to ensure patient safety in critical environments"





Specific Objectives

- ◆ Update the functional and structural characteristics of the Surgical Block directly related to patient safety
- ◆ Analyze the interventions that professionals must carry out to ensure the safety of patients receiving surgical treatment, essential to contribute to the reduction of adverse effects related to the same
- ◆ Analyze the situations in the surgical practice environment susceptible to risk for the patient and the most common risks
- ◆ Examine the different activities, methods and tools for the improvement of surgical safety
- ◆ Develop the different programs and strategies as a tool for the improvement of surgical safety, as well as their level of implementation in the surgical area
- ◆ Identify the role of healthcare professionals in strategies to improve patient surgical safety
- ◆ Establish different safety controls that can be performed in any operating room

03

Course Management

The group of professionals that make up the teaching staff of this outstanding Postgraduate Certificate has been rigorously selected by TECH, thus guaranteeing high quality teaching for the students. This team is composed of experts in patient safety in critical environments, whose experience and trajectory allow them to be in tune with the most recent advances in the area. Students will have the unique opportunity to acquire up-to-date knowledge and efficient practices in patient safety from leaders in the field, enriching their training and professional performance.





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A high-level teaching team that will lead you to discover the current trends in patient safety in the development of diagnostic tests”

Management



Dr. Paredes Esteban, Rosa María

- ♦ Head of the Department and Director of the Pediatric Surgery Clinical Management Unit of the Reina Sofia University Hospital of Cordoba
- ♦ Specialist in Pediatric Surgery at the Reina Sofia University Hospital in Cordoba, Spain
- ♦ Specialist in Pediatric Surgery at the Medical-Surgical Hospital of Jaén
- ♦ Head of Pediatric Surgery Training, Reina Sofia University Hospital, Cordoba
- ♦ Coordinator of the Bioethics Commission of the Spanish Society of Pediatric Surgery
- ♦ Vice-President of the Health Care Ethics Committee of the province of Cordoba
- ♦ Coordinator of the Vascular Anomalies Committee of the Reina Sofia University Hospital of Cordoba
- ♦ Coordinator of the Bioethics Committee for Living Donor Transplantation
- ♦ PhD in Medicine and Surgery from the University of Granada
- ♦ Degree in Medicine and Surgery from the University of Granada
- ♦ Postgraduate Diploma in Communication with the Pediatric Patient
- ♦ Postgraduate Diploma in Clinical Management
- ♦ University Diploma of Specialization in Quality and Patient Safety in Health Care Institutions
- ♦ University Diploma of Specialization in Bioethics
- ♦ Member of: European Society of Pediatric Endoscopic Surgery, Spanish Society of Pediatric Surgery, Editorial Committee of the journal of the Spanish Society of Pediatric Surgery and Scientific Evaluation Committee of the Spanish Society of Pediatric Surgery

Professors

Ms. López Cabrera, Estefanía

- ♦ Supervisor of Preventive Medicine and Public Health at the Reina Sofia University Hospital in Cordoba.
- ♦ Occupational Nurse Specialist at the Occupational Health Unit of the Reina Sofia University Hospital in Córdoba.
- ♦ Professor in the area of Preventive Medicine and Public Health at the Reina Sofia University Hospital in Córdoba.
- ♦ Collaborating Professor, Department of Preventive Medicine and Public Health, University of Córdoba.
- ♦ Professional Master's Degree Official in Occupational Risk Prevention from the University of Cordoba.
- ♦ Professional Master's Degree in Occupational Health in the Health Care Environment by the European University Miguel de Cervantes
- ♦ Professional Master's Degree in Pharmacotherapy for Nursing from the University of Valencia.
- ♦ Professional Master's Degree in Health Management from the University Isabel I of Burgos.
- ♦ Postgraduate Certificate in Nursing from the University of Cordoba

Dr. Marín González, Beatriz

- ♦ Specialist in Preventive Medicine and Public Health
- ♦ Specialist in Family and Community Medicine
- ♦ PhD in Medicine
- ♦ Professional Master's Degree in Research Methodology in Health Sciences from the OCU
- ♦ Professional Master's Degree in Emergency Medicine from the University of Cordoba

- ♦ Professional Master's Degree in Public Health from the University Granada
- ♦ Postgraduate Diploma in Pediatric Emergencies Catholic University of Valencia
- ♦ Antimicrobial Resistance Expert

Mr. Rubio Osuna, Francisco

- ♦ Nurse in the Clinical Management Unit of Preventive Medicine and Public Health of the Reina Sofia University Hospital of Cordoba
- ♦ Professional Master's Degree in Emergency Nursing. University Rey Juan Carlos
- ♦ Professional Master's Degree in Nutrition and Metabolism from the University of Cordoba
- ♦ Professional Master in Pharmacotherapy for Nursing by the University of Valencia
- ♦ Graduate in Nursing from the University of Cordoba

Dr. Gras García, Elena María

- ♦ Specialist in Preventive Medicine and Public Health
- ♦ COVID-19 protocol coordinator during the SARS-CoV2 pandemic at the Ayora Health Center System
- ♦ PhD in Medicine from the Autonomous University of Madrid
- ♦ Professional Master's Degree in Public Health and Health Management at the Andalusian School of Public Health
- ♦ Studies in Public Health and Intercultural Collective Health at the National University of Colombia

Dr. Salcedo Leal, Inmaculada

- ◆ Professor Head of Department of Preventive Medicine and Public Health at the Reina Sofía University Hospital in Córdoba
- ◆ Evaluator of the Bank of State Evaluation Agency (MINECO)
- ◆ Interlocutor in the Junta de Andalucía in the Phase Reduction of Isolation and Social Distancing Measures
- ◆ Associate Professor in the Department of Medical and Surgical Sciences, School of Medicine and Nursing, University of Córdoba
- ◆ PhD in Medicine and Surgery from the University of Cordoba
- ◆ Specialist in Preventive Medicine and Public Health at the Reina Sofia Hospital in Cordoba
- ◆ Specialist in Family and Community Medicine at the Virgen Macarena Hospital in Seville and the Pino Montano Health Center in Seville
- ◆ Professional Master's Degree in Public Health and Health Administration from the Andalusian School of Public Health of Granada
- ◆ Postgraduate Diploma in Quality from Health Institutions by the Andalusian School of Public Health of Granada
- ◆ Member of: President of the National Commission of the Specialty of Preventive Medicine and Public Health, Vice-President of the Spanish Society of Preventive Medicine, Public Health and Health Management (SEMPSPGS), Vice-President of the Andalusian Society of Preventive Medicine, Public Health and Health Management (SAMPSPGS), Spokesperson of the Ministry of Health and Families of the Andalusian Regional Government in the Coronavirus expert group and Spokesperson of the High Impact Public Health Alerts Council



Dr. Díaz Romero, Salvador

- ♦ Specialist in Preventive Medicine and Public Health
- ♦ Collaborating teacher with the Preventive Medicine and Public Health Service of the Reina Sofia University Hospital in teaching at the University of Cordoba
- ♦ Graduate in Medicine at the University of Valladolid
- ♦ Professional Master's Degree in Public Health and Health Management at the Andalusian School of Public Health

Dr. González Morales, Laura

- ♦ Specialist in Preventive Medicine at Reina Sofia University Hospital
- ♦ Specialist in Preventive Medicine at Nuestra Señora del Prado University Hospital
- ♦ Specialist in the Poniente de Almería Health District
- ♦ Professional Master's Degree in Public Health and Health Management from the National School of Public Health Carlos III, Institute

Ms. Moñiz Diez, Ana María

- ♦ Researcher at the Department of Preventive Medicine and Public Health
- ♦ Author and co-author of several scientific articles
- ♦ Speaker at International Congresses
- ♦ Professional Master's Degree in Genetics and Evolution, University of Granada
- ♦ Degree in Biotechnology by the University of Granada

Ms. Romero Romero, Lucía

- ♦ Nurse in the Tracking Unit at the Reina Sofia University Hospital in Cordoba
- ♦ Nurse in the Internal Medicine Clinical Management Unit in the COVID-19 Units at the Reina Sofia University Hospital in Cordoba
- ♦ Postgraduate Diploma in Hemodialysis and Renal Transplantation for Nursing at the Antonio de Nebrija University
- ♦ Professional Master's Degree in Occupational Risk Prevention, specializing in Industrial Hygiene, University of Cordoba
- ♦ Postgraduate Diploma in Mechanical Ventilation and Airway Care for Nurses, Antonio de Nebrija University
- ♦ Postgraduate Diploma in Polytraumatized and Monitoring in ICU for Nursing by the Antonio de Nebrija University
- ♦ Graduate in Nursing from the University of Cordoba

04

Structure and Content

This program has been designed and structured so that students can address the most relevant topics related to Surgical Block Safety and High-Risk Areas for Nursing. During 150 hours the students will delve into the methods of microbiological sampling of environmental biosafety in controlled environments, the methods of application of new decontaminant technologies, as well as safe practices to reduce the risk in the development of diagnostic tests.





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Combine interactive learning with the flexibility of academic resource organization through this program, and get up to speed on new decontaminant technologies”

Module 1. Patient Safety in the Surgical Block. High Risk Areas

- 1.1. ERAS Program (Enhanced Recovery After Surgery Program)
 - 1.1.1. Vision and conceptualization of the ERAS program
 - 1.1.2. ERAS Strategies
 - 1.1.3. ERAS practical application and results
- 1.2. Project Zero
 - 1.2.1. Background on the development of Zero Projects
 - 1.2.2. Types of Zero Projects
 - 1.2.3. Evolution of infections according to the results obtained in the Zero Projects
- 1.3. Environmental Biosafety in Controlled Environment Rooms
 - 1.3.1. Environmental biosafety in controlled environments. Contextualization and terminology
 - 1.3.2. Classification of hospital areas
 - 1.3.3. Environmental biosafety microbiological sampling methods
- 1.4. Safe Operating Rooms
 - 1.4.1. Intraoperative Discipline
 - 1.4.2. Situations requiring indication of mandatory microbiological control
 - 1.4.3. Operating Room Circuits in Pandemic Situations
- 1.5. Proper Cleaning and Disinfection
 - 1.5.1. Operating Room Cleaning and Disinfection
 - 1.5.2. Surgical area spaces. Frequency of cleaning
 - 1.5.3. Cleaning and disinfection procedures in the surgical area
 - 1.5.3.1. Products and methods
- 1.6. Application of New Decontaminant Technologies
 - 1.6.1. UV radiation
 - 1.6.2. Hydrogen peroxide
 - 1.6.3. Quarternary ammoniums
 - 1.6.4. Other decontaminants
 - 1.6.4.1. Vaporized ozone system, copper, silver





- 1.7. Shelf life, preservation and storage of sanitary material
 - 1.7.1. Maintenance of surgical instruments
 - 1.7.2. Transport, conservation and storage of surgical instruments
 - 1.7.3. Quality control of surgical instruments
- 1.8. Identification. Check List. Laterality Protocol
 - 1.8.1. Safety in surgery
 - 1.8.2. Surgical safety checklist (Check list)
 - 1.8.3. Laterality protocol
- 1.9. Safe practices in Diagnostic Tests
 - 1.9.1. Diagnostic Validity and Reliability
 - 1.9.2. Safe Practices to Reduce Risks
 - 1.9.3. Risk and failure analysis. Error Investigation
- 1.10. Safety in the sensitive surgical patient
 - 1.10.1. Patients allergic to latex
 - 1.10.2. Multiple chemical sensitivity (MCS)
 - 1.10.3. Isolation measures in the surgical block

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You will access a high quality program through a 100% online methodology”

05

Methodology

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

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



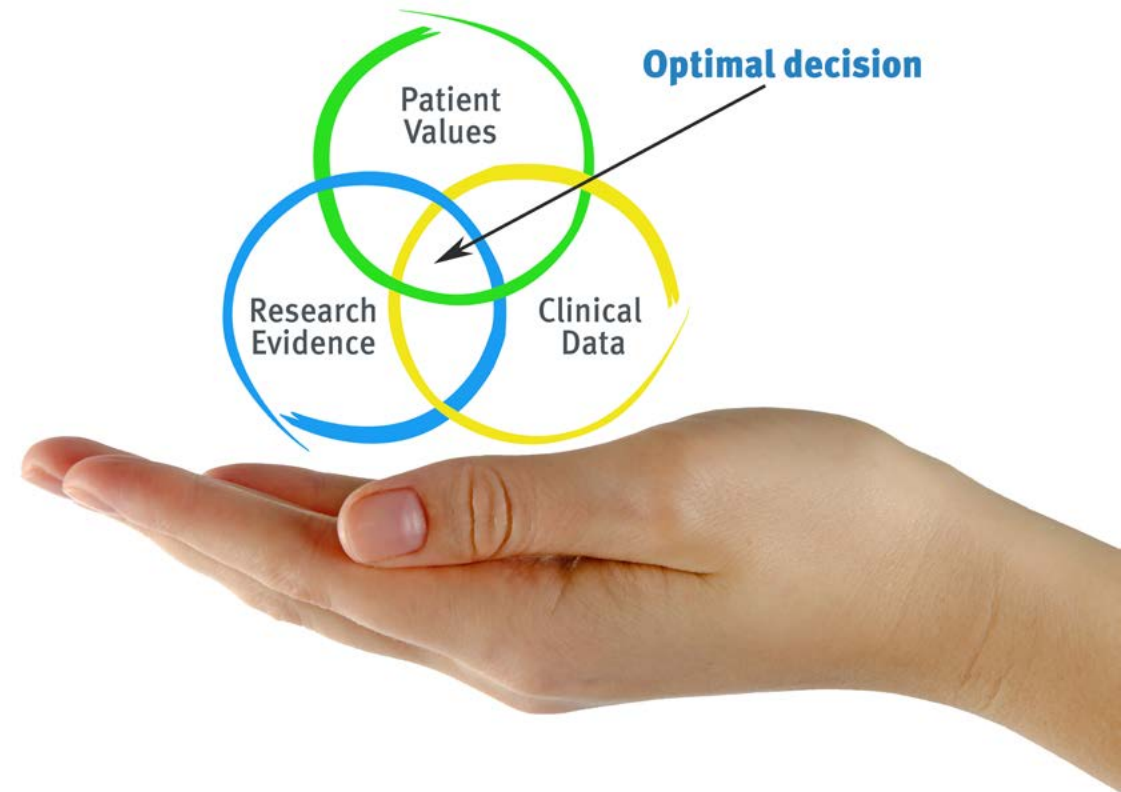
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Nursing School we use the Case Method

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

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



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

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

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

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



Relearning Methodology

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

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



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

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

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

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

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

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



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



Study Material

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

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



Nursing Techniques and Procedures on Video

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



Interactive Summaries

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

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



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

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

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

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



06 Certificate

The Postgraduate Certificate in Surgical Block Safety and High-Risk Areas for Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This **Postgraduate Certificate in Surgical Block Safety and High-Risk Areas for Nursing** contains the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via **tracked delivery***.

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

Title: **Postgraduate Certificate Surgical Block Safety and High-Risk Areas for Nursing**
Official No. of Hours: **150 h.**



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



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Postgraduate Certificate

Surgical Block Safety and High-Risk Areas for Nursing

