# Postgraduate Diploma

## Advanced Intensive Care Nursing

tech technological university

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# Postgraduate Diploma
## Advanced Intensive Care Nursing

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

Website: **www.techtitute.com/us/dentistry/postgraduate-diploma/postgraduate-diploma-advanced-intensive-care-nursing**

# Index

01

# Introduction

The healthcare area has undergone a major transformation due to the pandemic caused by the coronavirus, especially in the care of patients with respiratory problems. In addition, protocols have been improved, monitoring devices have been improved and techniques for the prevention of pressure ulcers in critically ill patients have been developed. A constant evolution that leads the nurses to be up to date to perform their work in Intensive Care Units. Promote this update, TECH has developed this 6-month program in 100% online format and with numerous multimedia teaching materials. A Postgraduate Diploma that will allow you to keep up to date with progress in Hemodynamic, Neurological, Digestive and Nutritional and Respiratory monitoring and support.

*Get a unique and effective academic experience around Advanced Intensive Care Nursing thanks to TECH"*

Well known technological advances have improved the equipment used in Intensive Care Units, which, in addition, have seen their introduction accelerated due to the pandemic caused by COVID-19. This scenario is coupled with the integration of supports for other types of patients with neurological or digestive disorders.

In this context, the healthcare professional must be aware of the most significant advances, the improvement of protocols or the progress of techniques for drug administration, intubation or patient monitoring. This Postgraduate Diploma in Advanced Intensive Care Nursing of 600 teaching hours is in this line.

A program that presents a solid theoretical framework, without neglecting the practical approach, which will allow the graduate to obtain an update of direct application in their daily care practice. Thus, through innovative and high quality didactic material, the nurse will delve into monitoring and hemodynamic support, advanced care of patients with respiratory, neurological, digestive and nutritional problems.

In addition, thanks to the Relearning method, the professional will progress through the syllabus in a natural way, consolidating the key concepts in a much simpler way, reducing the long hours of study and memorization.

The nurse is thus faced with an intensive yet flexible academic proposal. All they need is a digital device with an Internet connection to view, at any time of the day, the content hosted on the virtual platform. Thus, without classroom attendance, or classes with restricted schedules, the student has greater freedom to self-manage their time and reconcile a level degree with their daily activities.

This **Postgraduate Diploma in Advanced Intensive Care Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

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

*Access to an updating process of 600 teaching hours, completely compatible with your daily responsibilities"*

*Inquire, when and where you want, in the improvement of techniques and procedures in the care of patients with Neurological and Neuromuscular Disorders"*

*You will have access to scientific literature that will keep you up to date with the most recent scientific evidence in Intensive Care.*

*Learn from the comfort of your home about the advances in care for patients with digestive-nutritional problems.*

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 professional 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 professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

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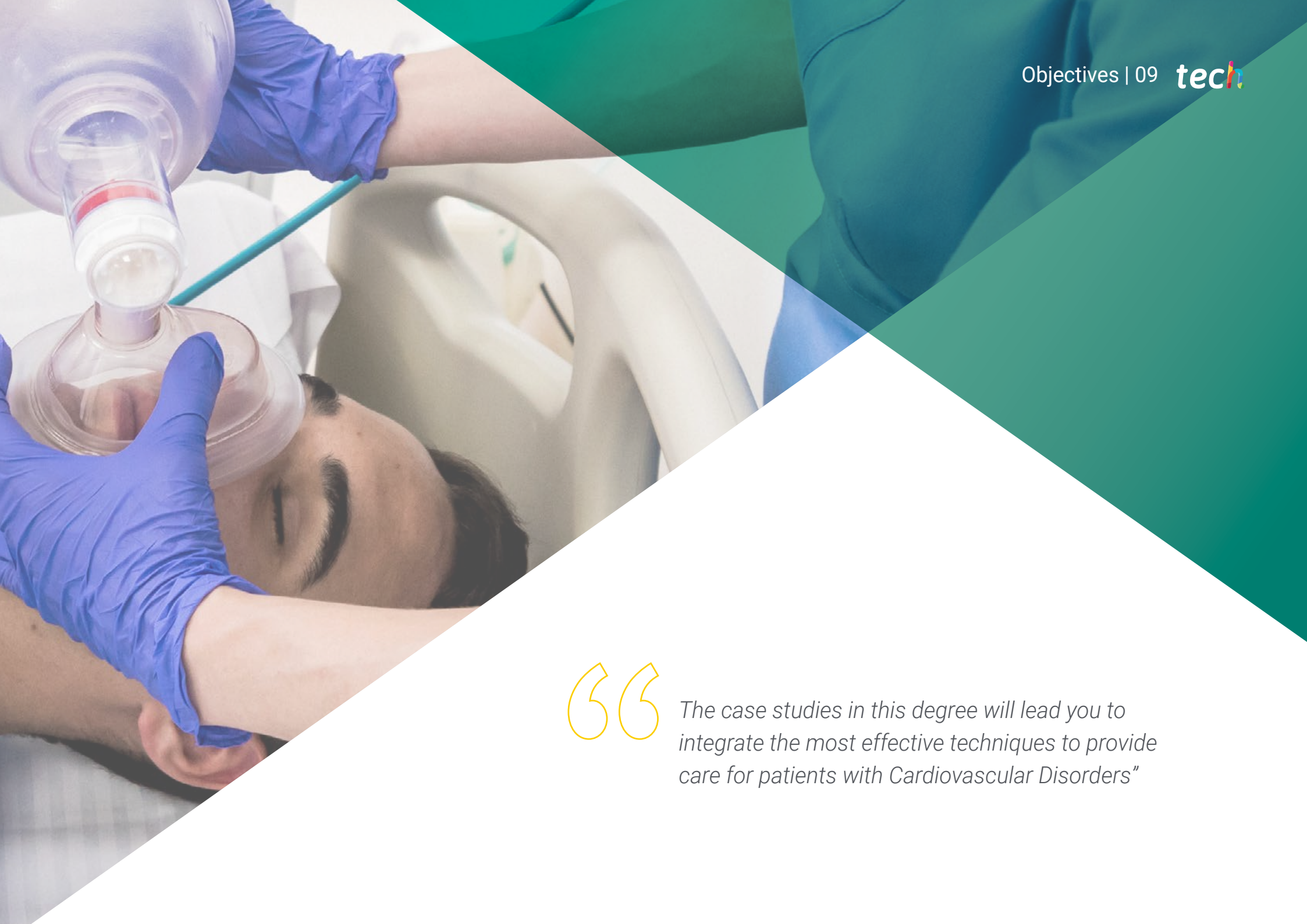
# Objectives

This Postgraduate Diploma has been designed by an excellent teaching team with consolidated careers in the healthcare field, especially in Intensive Care Units in reference hospitals. Based on their in-depth knowledge, a program has been developed that offers nurses an effective update on the most notorious methods, techniques and advances in Intensive Care. All this, moreover, from a theoretical-practical perspective and of great application in their daily performance.



*The case studies in this degree will lead you to integrate the most effective techniques to provide care for patients with Cardiovascular Disorders"*

## General Objectives

- Synthesizing data to inform the assessment of the critically ill patient
- Collecting data to inform the assessment of the critically ill patient
- Use data to inform the assessment of the critically ill patient
- Plan care collaboratively and in a patient-centered manner
- Incorporate the latest evidence-based practice in critical care nursing
- Act effectively in pressurized and demanding situations
- Contextualize each action to the situation at hand

*Numerous clinical case studies will provide you with a comprehensive view of the care and management of the Intensive Care patient"*

## Specific Objectives

### Module 1. Hemodynamic monitoring and support. Advanced care of the patient with hemodynamic problems

- Provide nursing care in Cardiovascular Disorders
- Manage fluids and vasoactive drugs to aid circulation, including vasopressor and inotropic drugs
- Initiate and perform appropriate techniques to measure cardiac output and derived hemodynamic variables
- Perform cardiac pacing with pacemakers
- Perform cardiopulmonary resuscitation
- Perform in the post resuscitation period
- Perform defibrillation and cardioversion according to resuscitation protocols
- Cannulate an arterial catheter and remove specimens

### Module 2. Rehabilitation monitoring and support. Advanced care of the patient with Rehabilitation problems

- Provide nursing care in Respiratory Disorders
- Initiating, managing and managing patients undergoing invasive mechanical ventilation
- Initiate, manage and manage patients undergoing non-invasive mechanical ventilation
- Manage the airway in processes that may be compromised
- Comprehensively assess the airway
- Set up and operate oxygen administration equipment

### Module 3. Neurological monitoring and support. Advanced care of the patient with Neurologic problems

- Provide nursing care in Neurological and Neuromuscular Disorders
- Assess and measure the patient's level of analgesia
- Measure the patient's level of sedation
- Assess and measure the patient's level of relaxation
- Apply measurement scales for assessment and intervention
- Initiate and perform monitoring in all related and interventional variables that relate to the patient's neurological status

### Module 4. Digestive and nutritional monitoring and support. Advanced care of the patient with digestive-nutritional problems

- Provide nursing care in gastrointestinal, metabolic and endocrine disorders
- Correctly recognize glucose disturbances
- Assess and implement nutritional support
- Initiate and carry out monitoring in everything related to and involving variables related to the patient's nutritional and metabolic status

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# Course Management

In order to maintain its philosophy based on the quality of the content of its degrees, TECH has carried out a thorough selection process of each and every one of its teachers. In this sense, students have the guarantee of access to advanced content, based on the experience of health care professionals who have performed their work in Intensive Care Units. In addition, given its proximity, the graduate will be able to resolve any questions they may have about the study plan that makes up this Postgraduate Diploma.

*Upgrade your skills with real experts in Intensive Care in only 6 months”*

## Management

### Ms. Fernández Lebrusán, Laura

- Nurse in the Medical ICU at the Puerta De Hierro Hospital
- ICU Nurse at the Hospital Universitario del Sureste
- Surgical ICU Nurse at Hospital General Universitario Gregorio Marañón
- ICU Nurse at the Hospital Quirón Salud
- Associate Teacher at the University Francisco of Vitoria
- Graduate in Nursing at the Francisco de Vitoria University
- Professional Master's Degree in Critical Care and Intrahospital Emergency Care
- HEMS Specialist (Helicopter Emergency Medical Services), University of Alicante
- Advanced Clinical Simulation Instructor by Francisco de Vitoria University

## Professors

### Ms. López Álvarez, Ana María

- Nurse in the Intensive Care Unit of La Paz University Hospital
- Nurse in the 3rd Resuscitation Unit of General Surgery, Maxillofacial, Neurosurgery, Urological H. La Paz
- Nurse in the Intensive Care Unit, H. Puerta de Hierro H. La Paz
- Nurse in the General Surgery Unit H. La Paz Hospital
- Instructor of ICU Simulation in UFV
- Postgraduate Certificate in Nursing at the University School of Nursing Puerta de Hierro (UAM)

### Dr. Pérez Redondo, Marina

- Transplant Coordinator of at the Puerta De Hierro Hospital
- Assistant Physician of the Intensive Care Medicine Medicine Department at the Puerta de Hierro Majadahonda University Hospital
- Member of the Intensive Care Medicine Research Group in the areas of Cardiovascular, Digestive and Rheumatology Biopathology
- Scientist Collaborator, Faculty of Medicine, Autonomous University of Madrid (UAM)
- Degree in Medicine and Surgery from the University of Santiago de Compostela

### Ms. Juncos Gonzalo, Mónica

- Head of the Surgical ICU Nursing Unit at the Hospital General Universitario Gregorio Marañón, Madrid
- ICU Nurse at the Hospital General Universitario Gregorio Marañón, Madrid, Spain
- ICU Nurse at the Southeast Hospital
- Critical Care Nurse Pool at the Hospital General Universitario Gregorio Marañon
- Researcher in the project "Assessment of analgesia, sedation, restraints and delirium in patients admitted to adult Intensive Care Units in Spain"
- Researcher in the project "Adaptation and validation of frailty scales in critically ill patients admitted to Critical Care Units in Spain"
- Degree in Nursing from the Complutense University of Madrid
- Professional Master's Degree in Human Resources Management from the European University of Madrid
- Postgraduate Diploma in Nursing Management and Leadership by the Catholic University of Avila
- Postgraduate Diploma in Processes and Interventions by the Catholic University of Avila
- Member of the Spanish Society of Intensive Care Nursing and Coronary Units (SEEIUC), Spanish Wound Society (SEHER), Spanish Society of Anesthesia, Resuscitation and Pain Therapy Nursing (A-SEEDAR)

**Dr. González González, Elena**

- Assistant Physician of the Intensive Care Department, Torrejón University Hospital
- Assistant Physician of the Intensive Care Department, Getafe University Hospital
- Transplant Coordinator of the Hospital Universitario de Torrejón
- Pulmonary and Critical Care Division in the Northwestern Memorial Hospital in Chicago
- Clinical Simulation Instructor
- PNRCP SVA SVI Instructor
- Director and teacher of Advanced Life Support courses
- Degree in Medicine from the Autonomous University Madrid
- President of the CPR Committee of the Hospital Universitario de Torrejon

**Ms. Sánchez Hernández, Mónica**

- Nurse in the Post-Surgical Critical Care Unit (UCPQ) at the "Puerta de Hierro" Majadahonda University Hospital
- Responsible for Patient Safety and referral nurse in Chronic Wound Care
- Nurse in Primary Care substitutes in several Area V Centers
- Collaborating Nurse in the Center for Vascular Ulcer Cures (CCUV)
- Clinical teaching collaborator at the UAM
- Postgraduate Certificate in Nursing from the Escuela Universitaria de Enfermería Puerta de Hierro, a center attached to the Universidad Autónoma de Madrid
- Member of the Commission of Dermal Ulcers, Commission of Pressure Ulcers and Chronic Wounds

**Mr. Martín De Castro, Javier**

- Coronary Intensive Care Unit Nurse at the Hospital Universitario de la Hospital Universitario 12 de Octubre
- Nurse in the Post-Surgical Intensive Care Unit at the Puerta de Hierro Hospital
- Nurse in the Intensive Care Unit at the Ruber Juan Bravo Hospital Graduate in Nursing
- Professional Master's Degree in Critical Illness and Emergencies at Universitat de Barcelona
- Postgraduate Diploma in Nursing Processes and Interventions for Pediatric Patients in Life-Threatening Situations
- Expert in Simulation Instructor: Improving teamwork through TeamSTEPPS®

**Ms. Gil Hernández, Cristina**

- Nurse at the Ramón y Cajal University Hospital
- Nurse in Primary Care Management
- Nurse at San Francisco de Asis University Hospital
- Nurse at the Móstoles University Hospital
- Researcher in the BPSO Working Group at Hospital Sureste
- Graduate in Nursing from the Complutense University of Madrid
- Expert in Out-of-hospital Emergencies and Emergencies, Universidad Complutense de Madrid Expert in School Health, Universidad Católica de Ávila

**Dr. Domínguez Pérez, Laura**

- Attending physician at the Acute Cardiac Care Unit and Clinical Cardiology Unit at Hospital Universitario 12 de Octubre
- Research stay at the Montreal Cardiology Institute
- Specialist in Cardiology at the Carlos III Hospital
- Doctorate in Medical Sciences from the Complutense University of Madrid
- Professional Master's Degree in Advances in Cardiology
- Professional Master's Degree in Acute Cardiac Care
- Expert in Diabetes Mellitus 2 and Cardiovascular Diseases
- Expert in Atrial Fibrillation
- Member of the Spanish Society of Intensive Care Medicine, Critical Care and Coronary Units

**Mr. Sánchez Álvarez, Armando**

- Nurse in polytrauma and emergency ICU at Hospital Universitario 12 de Octubre
- Nurse in Medical ICU in Hospital Ramón y Cajal
- Medical ICU and Surgical Rea at Hospital Severo Ochoa de Leganés
- General Emergency Nurse at Hospital Universitario La Paz
- Master's Degree in Critical Care at Universidad Rey Juan Carlos
- Postgradute Diploma in Hospital and Outpatient Emergencies and Emergencies, Escuela de Ciencias de la Salud, Madrid

**Mr. Buenavida Camarero, Javier**

- Nurse in the Medical ICU of the Hospital Universitario Puerta de Hierro Majadahonda
- Nurse at Móstoles University Hospital
- Nurse at University Hospital of Getafe
- Professional Master's Degree in Critical Illness and Emergencies given by the University of Barcelona

**Mr. Domínguez García, Sergio**

- Nurse in the Dental ICU of the Hospital Universitario Puerta de Hierro Majadahonda
- Nurse in Intensive Care Unit of Infanta Elena University Hospital
- Nurse in Acute Geriatrics Unit of the Hospital General Universitario Gregorio Marañon
- Nurse in Intensive Care Unit of Jiménez Díaz Foundation Hospital
- Professional Master's Degree in Respiratory and Mechanical Ventilation by the University of Valencia
- Master's Degree in Critical Care at Universidad Rey Juan Carlos
- Collaborating member of CPR in SEEIUC

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# Structure and Content

TECH provides the healthcare professional with a set of innovative pedagogical tools, housed in the virtual library, accessible 24 hours a day. In this way, the graduate has the freedom to self-manage his or her access time to the four modules that make up this program. In this way, you will get a complete, dynamic update on the most recent advances in monitoring, follow-up and patient care in Intensive Care from the field of Nursing.

*The Relearning method will help you to achieve an effective update in an agile way, reducing the long hours of study"*

## **Module 1.** Hemodynamic monitoring and support. Advanced care of the patient with hemodynamic problems

1.1. EKG monitoring and telemetry + noninvasive HD monitoring
- 1.1.1. Electrocardiography
- 1.1.2. Arrhythmias
- 1.1.3. Warning signs and alarms

1.2. Temperature Monitoring
- 1.2.1. Temperature measurement: central and peripheral thermometer, SV
- 1.2.2. Methods to decrease it: Artic Sun and Coolgard, IV
- 1.2.3. Methods to increase it

1.3. Invasive monitoring I
- 1.3.1. Arterial catheter
- 1.3.2. Central Venous Pressure (CVP)
- 1.3.3. Nursing care

1.4. Invasive monitoring II: CG, PAP and other parameters
- 1.4.1. Swan Ganz
- 1.4.2. PiCCO System
- 1.4.3. VolumeView
- 1.4.4. LiDCO
- 1.4.5. Monitoring

1.5. Percutaneous Circulatory Assistances: Counterpulsation Balloon (BCiA), Impella CP + 2.5, ECMO VA
- 1.5.1. Indications
- 1.5.2. Operation
- 1.5.3. Assessment and nursing care

1.6. Non-percutaneous circulatory assists: HeartMate, Impella 5.0, Levitronix, Berlin-Heart Excor, ECMO VA
- 1.6.1. Indications
- 1.6.2. Operation
- 1.6.3. Assessment and nursing care

1.7. Pacemaker
- 1.7.1. Transcutaneous or external
- 1.7.2. Transvenous
- 1.7.3. Epicardial

1.8. Advanced Life Support (ALS) in the critically ill patient
- 1.8.1. Action Protocol
- 1.8.2. Changes and differences with respect to other units
- 1.8.3. Post-resuscitation care

1.9. The Heart Attack Code. Reception and in-hospital follow-up
- 1.9.1. Reception of the patient
- 1.9.2. Primary assessment and intervention
- 1.9.3. Catheterization
- 1.9.4. Follow-up and nursing care

1.10. Administration of frequently used drugs
- 1.10.1. Vasoactive drugs: types
- 1.10.2. Pharmacodynamics and pharmacokinetics
- 1.10.3. Special considerations in administration and withdrawal

## **Module 2.** Rehabilitation monitoring and support. Advanced care of the patient with Rehabilitation problems

2.1. Basic monitoring of the respiratory pattern
- 2.1.1. SpO2
- 2.1.2. FR
- 2.1.3. Capnography

2.2. Oxygen therapy systems
- 2.2.1. Low Flow
- 2.2.2. High Flow
- 2.2.3. Humidification

2.3. Mechanical Ventilation. The starting point
- 2.3.1. Physiology and pathophysiology
- 2.3.2. Difference between ventilation and perfusion
- 2.3.3. Mechanical concepts
- 2.3.4. Gasometry. Interpretation and patient follow-up

2.4. Invasive Mechanical Ventilation I
- 2.4.1. Indications and objectives
- 2.4.2. Modalities of total ventilatory support
- 2.4.3. Modalities of partial ventilatory support

2.5. Invasive Mechanical Ventilation II
- 2.5.1. Zero Pneumonia
- 2.5.2. Endotracheal tube and nasotracheal tube. Nursing care
- 2.5.3. Tracheostomy cannula. Nursing care

2.6. Noninvasive Mechanical Ventilation
- 2.6.1. Indications and objectives
- 2.6.2. Contraindications
- 2.6.3. Ventilatory support modes

2.7. Noninvasive Mechanical Ventilation II
- 2.7.1. Choice of devices
- 2.7.2. Nursing care

2.8. Extracorporeal membrane oxygenation system: ECMO
- 2.8.1. Implantation and operation
- 2.8.2. Assessment and nursing care
- 2.8.3. Weaning

2.9. Extracorporeal CO2 removal
- 2.9.1. Indications and operation
- 2.9.2. Hemolung
- 2.9.3. Prolung

2.10. Administration of inhaled drugs
- 2.10.1. Types and recommendations
- 2.10.2. AnaConDa system
- 2.10.3. Nitric Oxide

**Module 3.** Neurological monitoring and support. Advanced care of the patient with neurological problems

3.1. Neurocritical patient
- 3.1.1. Nursing care and intervention
- 3.1.2. Neurological and pupillary assessment
- 3.1.3. Pupillometer
- 3.1.4. Scales

3.2. Code Stroke Reception and in-hospital follow-up
- 3.2.1. Reception of the patient
- 3.2.2. Primary assessment and intervention
- 3.2.3. Fibrinolysis
- 3.2.4. Follow-up and nursing care

3.3. External Ventricular Drainage (EVD)
- 3.3.1. Management and operation
- 3.3.2. Nursing care
- 3.3.3. Assessment and interpretation

3.4. Invasive Monitoring
- 3.4.1. PIC
- 3.4.2. Pathway System
- 3.4.3. Interpretation and nursing performance

3.5. Sedation management in the critically ill patient
- 3.5.1. Most frequent medication
- 3.5.2. RASS scales
- 3.5.3. RAMSAY Scale
- 3.5.4. SAS Scale
- 3.5.5. MAAS Scale

3.6. Sedation Monitoring
- 3.6.1. BIS
- 3.6.2. INVOS
- 3.6.3. Interpretation and nursing performance

3.7. Management of analgesia in the critically ill patient
- 3.7.1. Most frequent medication
- 3.7.2. EVA Scale
- 3.7.3. ESCID Scale

3.8. Monitoring of Analgesia
- 3.8.1. ANI
- 3.8.2. NOL
- 3.8.3. Interpretation and nursing performance

3.9. Management and monitoring of muscle relaxants in the critically ill patient
- 3.9.1. Most frequent medication
- 3.9.2. TOF
- 3.9.3. Interpretation and nursing performance

3.10. Delirium management in intensive care units
- 3.10.1. Prevention and identification
- 3.10.2. CAM-ICU Scale
- 3.10.3. Associated Complications

**Module 4.** Digestive and nutritional monitoring and support. Advanced care of the patient with digestive-nutritional problems

4.1. Indications and nutritional considerations according to the patient's needs
- 4.1.1. Selection of the access route for TMN according to the patient's characteristics
- 4.1.2. Application
- 4.1.3. Early implantation of nutrition in the critically ill patient

4.2. Types of Nutrition
- 4.2.1. Enteral Nutrition
- 4.2.2. Parenteral Nutrition
- 4.2.3. Mixed nutrition

4.3. Enteral nutrition devices
- 4.3.1. SNG/SOG
- 4.3.2. PEG
- 4.3.3. Nursing Care



4.4. Nutritional assessment and risk of malnutrition in the critically ill patient
- 4.4.1. Classification
- 4.4.2. Screening tools
- 4.4.3. Nutritional Supplements

4.5. Monitoring and follow-up of nutritional treatment
- 4.5.1. Bioelectrical impedance
- 4.5.2. Muscle and visceral ultrasound
- 4.5.3. Caloric-protein requirements

4.6. Dysphagia and other problems associated with the critically ill patient
- 4.6.1. Early Prevention and Detection
- 4.6.2. Types of dysphagia Prospective Foresight
- 4.6.3. Associated Complications

4.7. Metabolism in the critically ill patient
- 4.7.1. Metabolic response to stress
- 4.7.2. Biomarkers
- 4.7.3. Morphofunctional assessment of the critically ill patient

4.8. Management and monitoring of nutritional therapy in special situations
- 4.8.1. Glycemic control in the ICU
- 4.8.2. Patients with hemodynamic instability
- 4.8.3. Patients with ARDS or prone position
- 4.8.4. Traumatic/critically burned patient

4.9. Monitoring for efficacy and safety of nutritional support
- 4.9.1. Importance of biochemical monitoring
- 4.9.2. Most important monitoring parameters
- 4.9.3. Refeeding Syndrome

4.10. Elimination devices: Flexi-seal
- 4.10.1. Indications and Contraindications
- 4.10.2. Handling and implantation
- 4.10.3. Nursing care

05

# Methodology

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

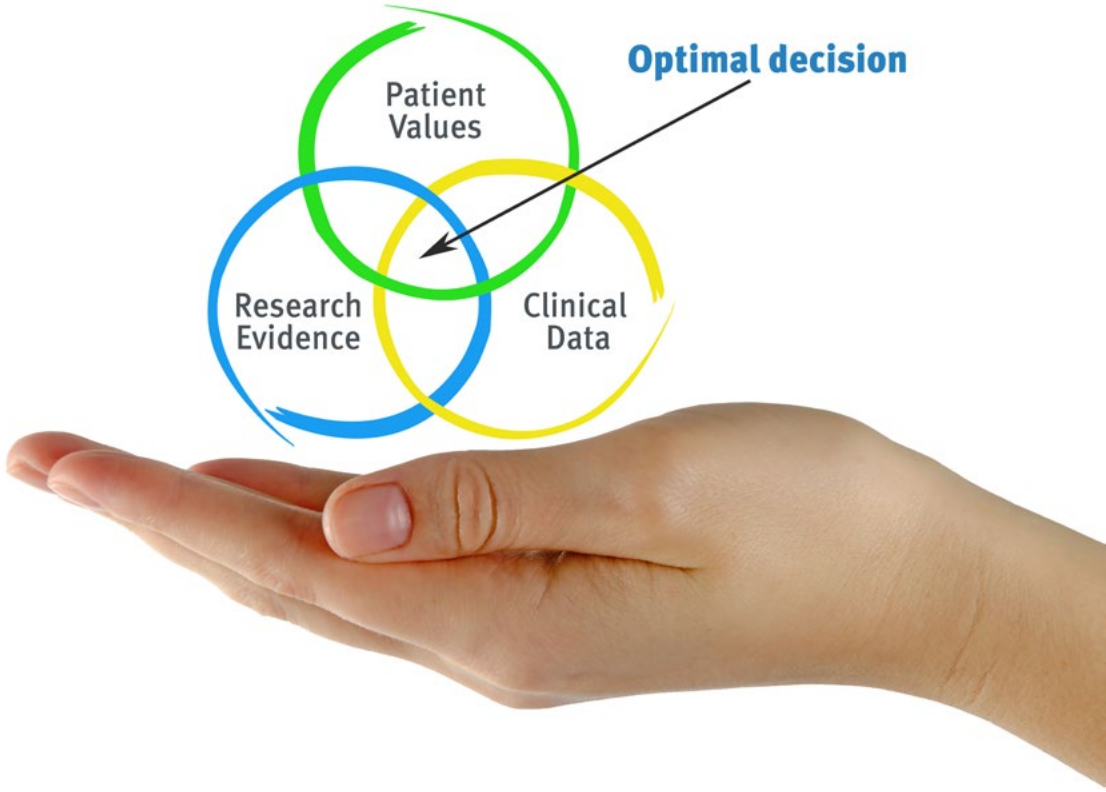
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

## At TECH Nursing School we use the Case Method

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

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




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

*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:**

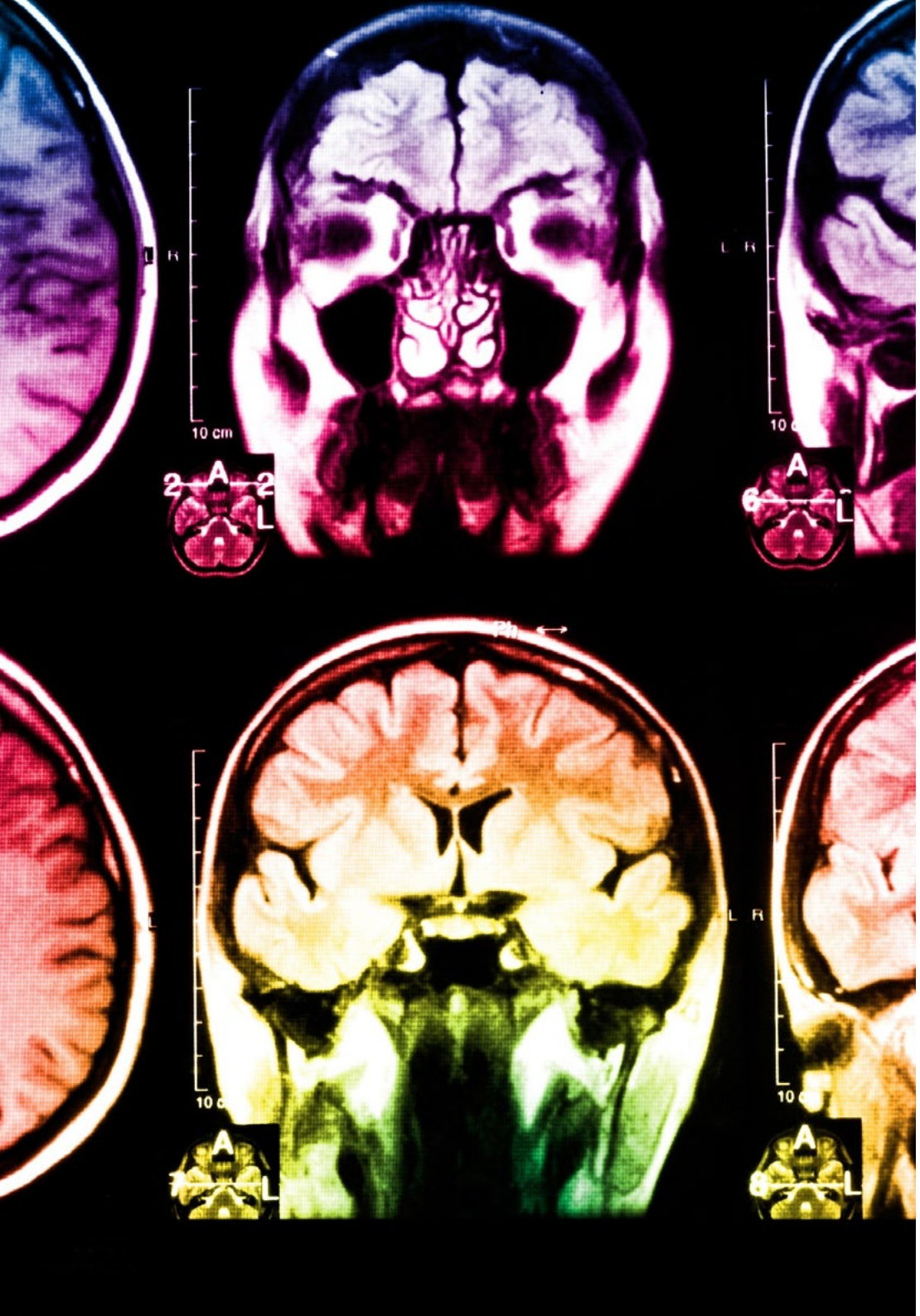
1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into 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.

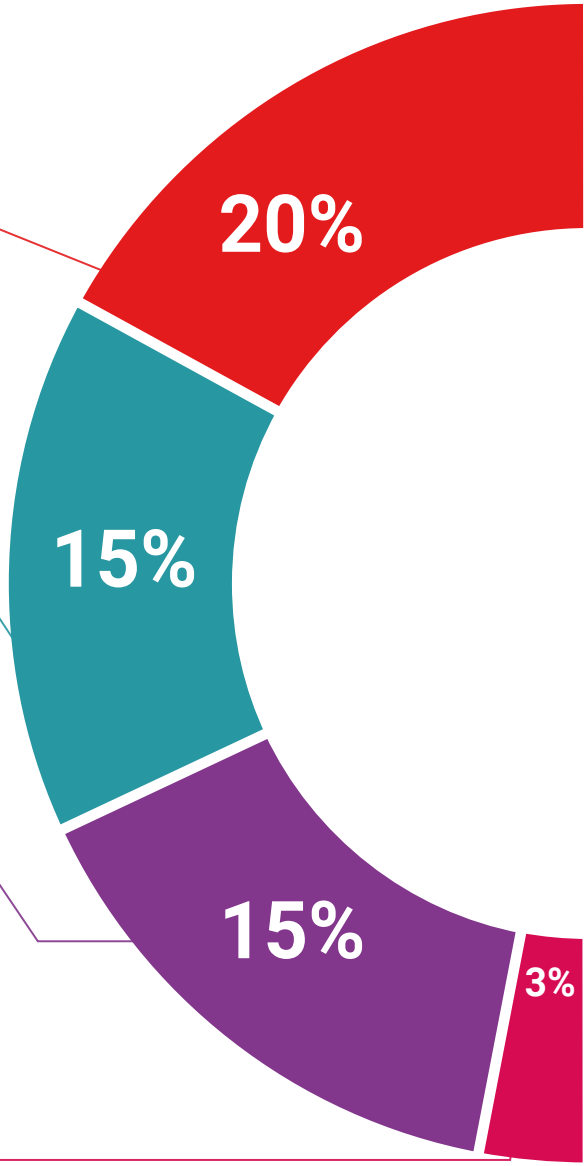
### Interactive Summaries

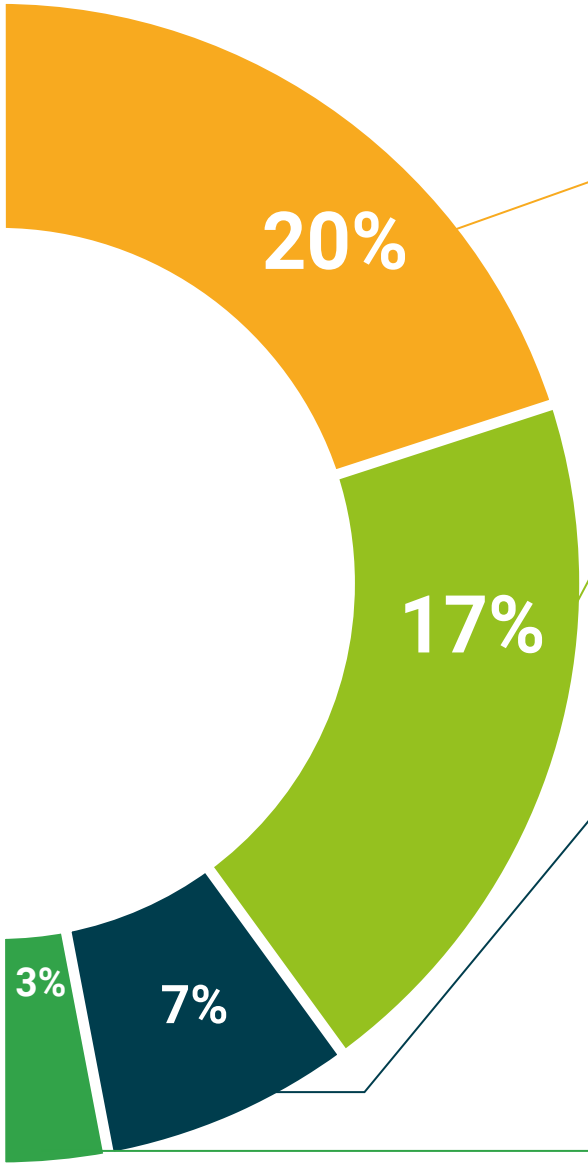
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

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# Certificate

The Postgraduate Certificate in Advanced Intensive Care Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.

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

This **Postgraduate Diploma in Advanced Intensive Care 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 Diploma** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Postgraduate Diploma in Advanced Intensive Care Nursing**

Official N° of Hours: **600 h.**


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Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Advanced Intensive Care Nursing

This is a qualification awarded by this University, equivalent to 600 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro

Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

*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 Diploma
## Advanced Intensive Care Nursing

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

# Postgraduate Diploma

## Advanced Intensive Care Nursing

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