



Postgraduate Diploma

Biopsychosocial Safety and Management of the Critically III Patient for Nursing

» Modality: online

» Duration: 6 months

» Certificate: TECH Technological University

» Schedule: at your own pace

» Exams: online

Website: www.techtitute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-biopsychosocial-safety-management-critically-ill-patient-nursing

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A report by the Spanish Cardiopulmonary Resuscitation Council reveals that approximately 3 million people die each year from out-of-hospital cardiac arrest worldwide. This serious public health problem can be prevented by early identification of risk factors, patient education and implementation of preventive measures. In this context, technological advances in Advanced Life Support are helping nurses to perform advanced monitoring to obtain accurate vital sign data. For example, through Ultrasound, nurses assess the presence of fluid in the abdomen to detect signs of deep vein thrombosis in the extremities. It is therefore essential for nursing staff to keep abreast of the latest technological advances in order to incorporate them into their routine care practice.

Faced with this circumstance, TECH has developed a pioneering Postgraduate Diploma in Safety and Biopsychosocial Management of the Critically III Patient for Nursing. Among its objectives is that professionals acquire solid skills in the management of emergency situations and in the application of Advanced Life Support techniques such as Mechanical Ventilation. To this end, the syllabus will provide the keys to handle innovative instruments such as extracorporeal circulation devices or echocardiography. In addition, the syllabus will analyze the approach to physical restraints in critically ill patients in order for graduates to safeguard the safety of individuals in intensive care settings. The didactic materials will equip graduates with a holistic approach that promotes the recovery of individuals, taking into account their individual needs and cultural context.

To reinforce such knowledge, TECH relies on the unique *Relearning* methodology. Through this system, students will reinforce understanding by repeating key concepts throughout the program, which will be presented in various audiovisual supports for a progressive and effective acquisition of knowledge.

This Postgraduate Diploma in Biopsychosocial Safety and Management of the Critically III Patient for Nursing contains the most complete and up-to-date scientific program on the market. The most important features include:

- Practice cases presented by experts in Advanced Life Support and Monitoring in the Critically III Patient
- 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



As this is a 100% online university program, you will have the flexibility to combine your studies with the rest of your daily commitments"



You will develop actions aimed at the participation of family members during the recovery process, helping patients to improve their psychological well-being"

The program's teaching staff includes professionals from the field who contribute their work experience to this educational 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 immersive education programmed to learn in real situations.

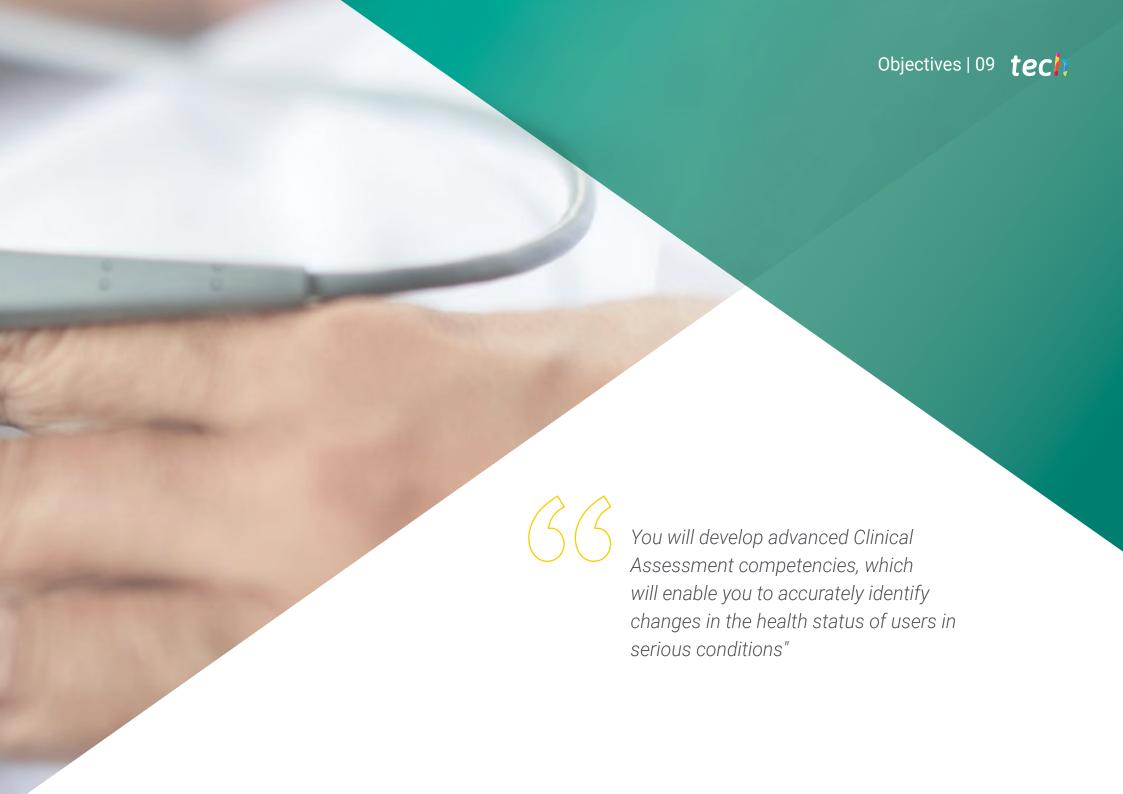
This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

Do you want to enrich your daily practice with Standardized Care Protocols to minimize adverse risks? Achieve it through this program in only 450 hours.

The syllabus will incorporate real case studies and exercises to bring the development of the program closer to your daily clinical practice.







tech 10 | Objectives



General Objectives

- Analyze how management can provide critical care that improves patient and practitioner satisfaction
- Base management decision making on objective clinical data based on scientific research
- Propose a culture of innovation and safety within the critical care setting
- Identify the different ethical considerations in critical care units
- Generate curiosity for the use and incorporation of technological advances in Advanced Life Support for Nursing
- Compile the most used technological advances
- Justify the need to continue exploring new technological advances
- Examine the advantages of technological advances in Advanced Life Support
- Determine the ways of monitoring renal alterations in the pediatric and neonatal patient
- Compile the forms of monitoring of skin disorders in the pediatric and neonatal patient
- Identify ways to monitor neurological disorders in the pediatric and neonatal patient
- Substantiate the monitoring of digestive disorders in pediatric and neonatal patients





Specific Objectives

Module 1. Critical Care Quality and Safety for Nursing

- Determine the importance of integrated quality for nursing in the critically ill patient.
- Substantiate evidence-based practice and its clinical applicability
- Examine the key factors involved in patient safety in the Critical Care setting
- Establish the foundation for conducting research in the critical care setting
- Generate curiosity and reflective thinking in the context of innovation for daily critical care practice
- Analyze the use of clinical simulation in the critical care areas
- Develop common diagnoses that require assistance with Advanced Life Support for Nursing
- Analyze special circumstances requiring Advanced Life Support for Nursing care
- Propose ways to identify the root causes of the need for advanced life support
- Generate confidence in nursing professionals when acting in emergency circumstances
- Generate awareness of the importance of biopsychosocial and cultural management in Critical Care
- Define the most commonly used strategies for biopsychosocial and cultural management in nursing
- Demonstrate the importance of care beyond life and critical care units
- Specify strategies for improvement of critical care units for nurses

Module 2. Technological Advances in the Management of Advanced Life Support for Nursing

- Develop different diagnostic imaging protocols for Nursing
- Determine the echogenic techniques for Nursing
- Evaluate the use of mechanical equipment during the performance of Advanced Life Support
- Examine the importance of the development of telecare in Advanced Life Support

Module 3. Biopsychosocial and Cultural Management of Critical Care for Nursing

- Evaluate the results of the participation of family members and critically ill
 patients in their care
- Substantiate the need for self-care in nursing professionals
- Analyze the results of nursing leadership in the work climate of critical care units
- Demonstrate the importance of nursing professionals in ethical considerations within critical care units





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Management



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- Nurse of the Intensive Care Unit at Viamed Los Manzanos Hospital
- Radiodiagnostic Nurse at Alliance Medical
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- PhD in Nursing Sciences from the University Jaume I of Castellón
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Professors

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- CPR-DESA Instructor
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- Postgraduate Diploma in Emergency Health Care by the Public University of Navarra
- Postgraduate Certificate in Nursing from the University of Zaragoza



A unique, key, and decisive educational experience to boost your professional development"





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Module 1. Critical Care Quality and Safety for Nursing

- 1.1. Integrated Quality for Nursing
 - 1.1.1. Information Transfer at Shift Changeover
 - 1.1.2. Use of Checklists
 - 1.1.3. Nursing Reception Plans
- 1.2. Evidence-Based Practice for Nursing
 - 1.2.1. Ongoing Training
 - 1.2.2. Critical Care Quality Indicators
 - 1.2.3. Good Practices and Protocolization
- 1.3. Patient Safety for Nursing
 - 1.3.1. Incident Recording
 - 1.3.2. Common Adverse Effects in Nursing
 - 1.3.3. Barriers and Facilitators
- 1.4. Management of Physical Restraints in Critically III Patients for Nursing
 - 1.4.1. Types of Containments
 - 1.4.2. Indications
 - 1.4.3. Results
- 1.5. Quantitative Research in Critical Care for Nursing
 - 1.5.1. Approach
 - 1.5.2. Data Collection
 - 1.5.3. Data Analysis
- 1.6. Critical Care Research Statistics for Nursing
 - 1.6.1. Databases
 - 1.6.2. Statistical Tests
 - 1.6.3. Interpretation
- 1.7. Qualitative Research in Critical Care for Nursing
 - 1.7.1. Approach
 - 1.7.2. Data Collection
 - 1.7.3. Data Analysis



Structure and Content | 19 tech

- 1.8. Dissemination of Results for Nursing
 - 1.8.1. Forms of Presentations
 - 1.8.2. Places of Presentation of Results
 - 1.8.3. Key Tools
- 1.9. Innovation in the Area of Critical Care for Nursing
 - 1.9.1. Alarm Systems for Specific Illnesses
 - 1.9.2. Systems that Activate Rapid Response Teams
 - 1.9.3. Integrative Assessment before Admission (Emergency Department) and After Admission (Hospitalization)
- 1.10. Clinical Simulation in Critical Care for Nursing
 - 1.10.1. Development Methods
 - 1.10.2. Advantages and Disadvantages.
 - 1.10.3. Evaluation Methods

Module 2. Technological Advances in the Management of Advanced Life Support for Nursing

- 2.1. Use of Echocardiography for Vascular Access Cannulation for Nursing
 - 2.1.1. The use of ultrasound
 - 2.1.2. Indications
 - 2.1.3. Nursing Technique
- 2.2. Use of the Echocardiogram in Advanced Life Support for Nursing
 - 2.2.1. Indications
 - 2.2.2. Diagnostic Phase for Nursing
 - 2.2.3. Advanced Diagnostic Phase for Nursing
- 2.3. Technologies in Advanced Life Support for Nursing
 - 2.3.1. Surgical Control
 - 2.3.2. Use of Endovascular Balloon Intra-aortic Resuscitation (REBOA)
 - 2.3.3. Use of Extracorporeal Circulation Devices (ECMO) in AVR
- 2.4. Prediction of Neurological Outcome after CPR for Nursing
 - 2.4.1. Imaging Tests
 - 2.4.2. Use of Biomarkers
 - 2.4.3. Electroencephalogram: Evoked Potentials

- 2.5. FEER Protocol for Nursing
 - 2.5.1. Diagnostic Phase
 - 2.5.2. Resuscitation Phase
 - 2.5.3. Resuscitation or Prognosis Phase
- 2.6. Use of Transesophageal Echocardiography for Nursing
 - 2.6.1. Indications
 - 2.6.2. Technique
 - 2.6.3. Basic Interpretation for Nursing
- 2.7. Echocardiography Protocols in Advanced Life Support for Nursing
 - 2.7.1. Rapid Ultrasound in Shock (RUSH)
 - 2.7.2. Focused Echocardiographic Evaluation in Life support (FEEL)
 - 2.7.3. Cardiac Arrest Ultrasound exam (CAUSE)
 - 2.7.4. Extended Focused Assessment with Sonography in Trauma (E-FAST)
 - 2.7.5. Basic Lung Ultrasound Examination (BLUE)
- 2.8. Mechanical Aids During Advanced Life Support for Nursing
 - 2.8.1. Use and Evolution
 - 2.8.2. Indications and Types
 - 2.8.3. Results Obtained
- 2.9. Teleassistance for Advanced Life Support for Nursing
 - 2.9.1. The Role of Nursing
 - 2.9.2. Use and Indications
 - 2.9.3. Results for Advanced Life Support
- 2.10. Other Technological Advances for Nursing
 - 2.10.1. Real-Time Feedback Devices
 - 2.10.2. Use of Unmanned Aerial Vehicles
 - 2.10.3. Video Recordings

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Module 3. Biopsychosocial and Cultural Management of Critical Care for Nursing

- 3.1. Implementation of Family Involvement for Nursing
 - 3.1.1. Open Doors
 - 3.1.2. Involvement in Caregiving
 - 3.1.3. Supporting the Needs of Family Members
- 3.2. Management of Communication between Healthcare Professional, Family and Patient
 - 3.2.1. Team of Professionals
 - 3.2.2. The Family
 - 3.2.3. The Patient
- 3.3. Patient Wellness Management
 - 3.3.1. Biological Criteria
 - 3.3.2. Psychological Criteria
 - 3.3.3. Social and Emotional
- 3.4. Care Management of the Nursing Professionals Themselves
 - 3.4.1. Burnout Syndrome in Nursing
 - 3.4.2. Prevention
 - 3.4.3. Health promotion
- 3.5. Post-critical Care Syndrome Monitoring: The Role of Nursing
 - 3.5.1. Prevention
 - 3.5.2. Monitoring
 - 3.5.3. Assessment
- 3.6. Palliative Care for Nursing
 - 3.6.1. Accompaniment
 - 3.6.2. Recommendations for the Control of Physical Symptoms
 - 3.6.3. Treatment and Care Limitation Protocol
- 3.7. Humanized Infrastructure: the Role of the Nursing Profession
 - 3.7.1. Ensuring Patient Privacy and Comfort
 - 3.7.2. Ensuring the Privacy and Comfort of the Family
 - 3.7.3. Ensuring the Privacy and Comfort of Professionals





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- 3.8. Nursing Leadership in Critical Care Units
 - 3.8.1. Middle Management
 - 3.8.2. Multidisciplinary team
 - 3.8.3. Types of Leadership and Conflict Management
- 3.9. Work Environment in Critical Care for Nursing
 - 3.9.1. Relevance of Work Climate in Critical Care Nursing
 - 3.9.2. Tools for Its Adequate Development
 - 3.9.3. Assessment of Work Climate in Critical Care Nursing
- 3.10. Ethics for Nursing
 - 3.10.1. Critical Care Bioethics: Research and Practice for Nursing.
 - 3.10.2. Ethics Committees and Nurse Involvement
 - 3.10.3. Health Science Research Protocols for Nursing

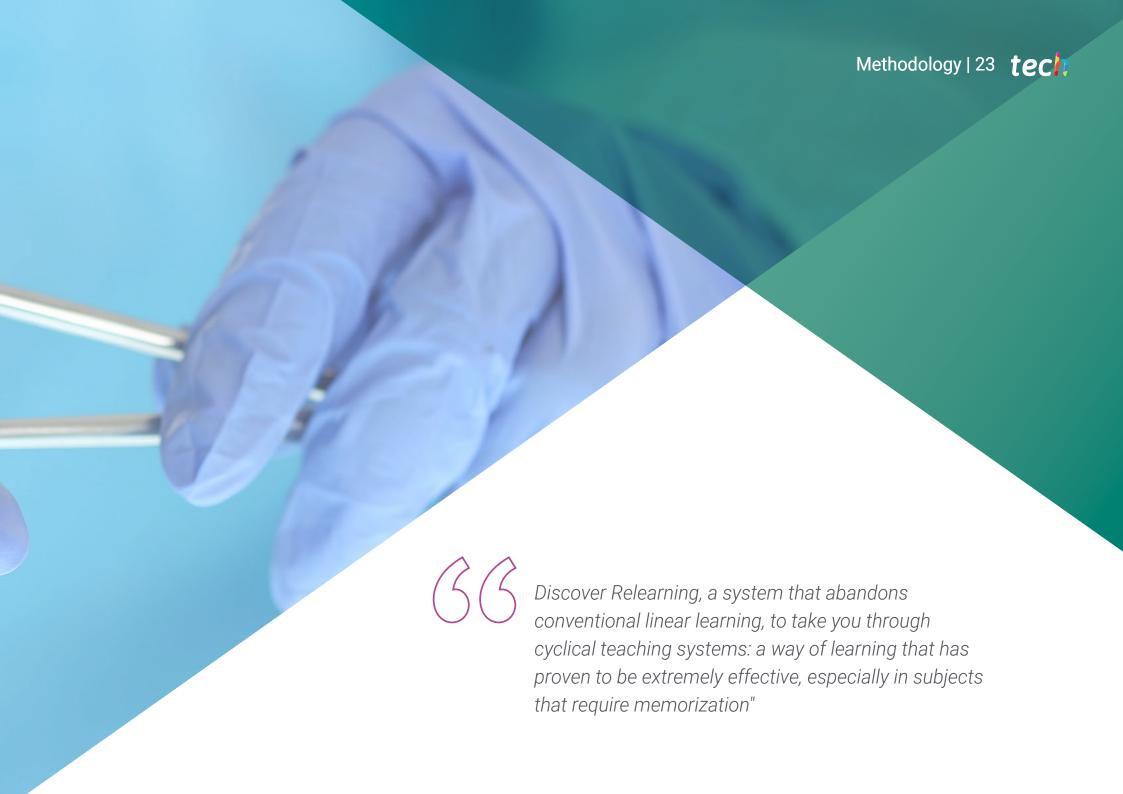


This Postgraduate Diploma has a wide range of multimedia resources such as videos and infographics, allowing a more didactic learning. Enroll now!"



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.

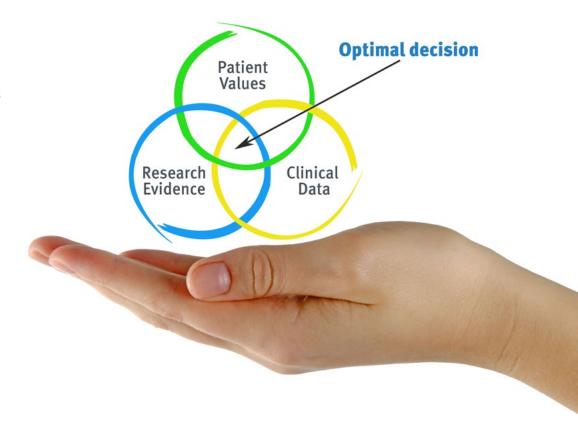


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At TECH Nursing School we use the Case Method

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:

- 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.



Methodology | 27 tech

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

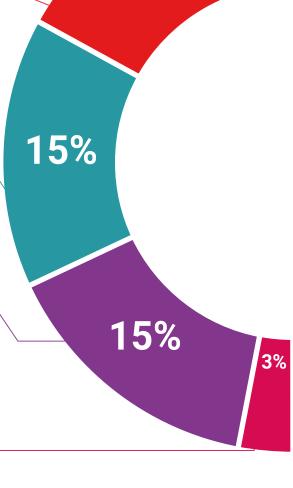
We introduce you to the latest techniques, to the latest educational advances, to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch them as many times as you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



Effective learning ought to be contextual. Therefore, TECH presents real cases in which



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.





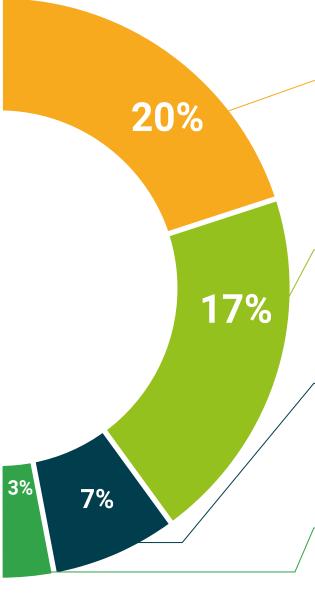
There is scientific evidence suggesting that observing third-party experts can be useful.

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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This Postgraduate Diploma in Biopsychosocial Safety and Management of the Critically III Patient for Nursing contains the most complete and up-to-date 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 Biopsychosocial Safety and Management of the Critically III Patient for Nursing

Modality: online

Duration: 6 months



Biopsychosocial Safety and Management of the Critically III Patient for Nursing

This is a qualification awarded by this University, equivalent to 450 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

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country

Jnique TECH Code: AFWORD23S techtitute.com/certi

^{*}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.

health confidence people

education information tutors
guarantee accreditation teaching
institutions technology learning



Postgraduate Diploma Biopsychosocial Safety and Management of the Critically III Patient for Nursing

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