

Postgraduate Diploma Medical Emergencies for Nursing





Postgraduate Diploma Medical Emergencies for 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/nursing/postgraduate-diploma/postgraduate-diploma-medical-emergencies-nursing

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01

Introduction

Medical emergencies are time-dependent pathological processes and require a rapid and effective response. The professionalization of the emergency corps, especially in the case of nursing, allows a high level of quality to be achieved in health care in the out-of-hospital context. This Postgraduate Diploma is aimed at updating the professional's knowledge so that they can provide quality emergency care.





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The prognosis of people in an emergency situation is conditioned by the up-to-date knowledge of the professionals who care for them and their actions at the moment of treating them. Learn how to identify, initially treat and transport patients with emergency pathologies"

In a medical emergency, time is a critical factor. The prognosis of the pathologies that we consider emergencies is directly related to the time that elapses since they begin until they are treated. It is essential, therefore, that professionals keep themselves constantly up to date in order to adequately attend to the different medical emergencies in any situation.

The Postgraduate Diploma in Medical Emergencies for Nursing is designed so that the nursing professional can update their knowledge to provide quality patient care in emergency situations, based on the latest scientific evidence.

Thus, upon completion of the course, the student will be able to prioritize situations, solve problems and make decisions in the care and provision of care for the critically ill patient, both in adult and pediatric patients.



Through this Postgraduate Diploma you will be able to update your knowledge in patient care in medical emergencies, improve prognosis and reduce sequelae and complications"

This **Postgraduate Diploma in Medical Emergencies for Nursing** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ◆ Clinical cases presented by experts
- ◆ 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.
- ◆ Diagnostic and therapeutic innovations in treating patients in an emergency situation. It includes the most frequent pathologies, the primary care actions and the transfer of the patient to the specialized center
- ◆ It also includes nursing procedures such as: emergency electrocardiography, emergency pharmacology, gynecological emergencies and childbirth, protocol of action in case of mistreatment and abuse, etc.
- ◆ Presentation of practical workshops on procedures, diagnosis, and treatment techniques
- ◆ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course.
- ◆ Includes theoretical lectures, questions to the expert, discussion forums on controversial issues and individual reflection papers.
- ◆ Content that is accessible from any fixed or portable device with an Internet connection

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This Postgraduate Diploma may be the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in medical emergency care, you will obtain a diploma from TECH Technological University"

Its teaching staff includes leading nursing professionals, who bring to this specialization the experience of their work, as well as other professionals who specialize in the various fields of emergency medical care.

Thanks to its multimedia content developed with the latest educational technology, it will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the student will must try to solve the different professional practice situations that arise during the course. For this reason, you will be assisted by an innovative, interactive video system created by renowned and experienced experts in emergencies and with extensive teaching experience.

This Postgraduate Diploma offers training in simulated environments, which provides an immersive learning experience designed to train for real-life situations.

It includes clinical cases to bring the program's degree as close as possible to the reality of care in Nursing.



02 Objectives

The Postgraduate Diploma is oriented towards a review of the main aspects of managing patients in emergency situations, based on scientific evidence and on the experience of renowned specialists.





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This specialization will give you a sense of security when making decisions in procedures to care for patients in emergency situations, which will help you grow both personally and professionally”



General Objective

- ♦ Update the nursing professional's knowledge in the procedures for patient care in medical emergencies, based on the latest scientific evidence, in order to try to reduce mortality and improve their prognosis

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Make the most of the opportunity and take the step to get up-to-date on the latest developments in Medical Emergencies for Nursing”





Specific Objectives

Module 1. General Aspects

- ◆ Identify the life-threatening pathophysiological processes.
- ◆ Describe the different conditions that cause chest pain and apply the appropriate protocols in each case
- ◆ Recognize the different signs and symptoms typical of ischemic heart disease.
- ◆ Apply the specific procedures in Acute Coronary Syndrome and assess the possibility of prehospital fibrinolysis.
- ◆ Know how to address congestive heart failure and acute pulmonary edema
- ◆ Know how to address cardiac tamponade and pericardial effusion
- ◆ Identify the behavior of a patient with dyspnea in the emergency room.

Module 2. Medical-Surgical Emergencies in Adults (I)

- ◆ Understand the basic workings of an emergency coordination center.
- ◆ Handle patients with asthma, bronchospasm, and exacerbation of chronic obstructive pulmonary disease.
- ◆ Recognize the symptoms of the main acute vascular disorders.
- ◆ Treat a patient with suspected aortic dissection.
- ◆ Identify the main immunological emergency pathologies and manage patients suffering from anaphylactic reactions
- ◆ Manage intoxicated patients and injuries caused by environmental agents
- ◆ Understand the medical-legal documents and how to act in situations of gender violence and child abuse.

Module 3. Medical-Surgical Emergencies in Adults (II)

- ◆ Identify the main emergency neurological disorders.
- ◆ Describe the out-of-hospital care for neurological vascular disorders and code stroke.
- ◆ Learn the immediate action in cases of syncope, acute confusional syndrome, headache, coma and vertigo
- ◆ Differentiate the main causes of acute abdomen and how to manage acute abdominal pain.

- ◆ Differentiate between the concepts of accidents, emergencies and disasters
- ◆ Identify the fundamentals of emergency health care.
- ◆ Apply clinical and non-clinical professional skills in emergency and disaster medicine

Module 4. Other Emergencies

- ◆ Use medical records in the emergency department and understand the most relevant legal and ethical aspects of health care in emergencies.
- ◆ Prioritize, organize and manage patient care in the most efficient way through triage.
- ◆ Identify the equipment and the communication systems in an EMS.
- ◆ Describe the concept of continuity of care and hospital transfer.
- ◆ Perform and interpret electrocardiograms in emergency situations
- ◆ Apply protocols for medical care in cases of heart rhythm alterations.
- ◆ Recognize the principle pathologies of the gastrointestinal tract and the related consequences.
- ◆ Understand the fundamental alterations of glycemic metabolism.
- ◆ Understand the main consequences of electrolyte alterations.
- ◆ Focus on the main acute ENT and ophthalmologic diseases
- ◆ Adequately resolve a psychomotor agitation crisis.
- ◆ Categorize the risk of a self-harm attempt.
- ◆ Handle drugs frequently used in emergency medicine
- ◆ Identify the different traumatology conditions in emergency situations.
- ◆ Describe the action of health professionals in different types of traumas and their correct usage.
- ◆ Specify the priority actions to be taken in polytraumatized patients.
- ◆ Select the best option when mobilizing and immobilizing a trauma patient.
- ◆ Identify the different urgencies and emergencies in pediatrics.
- ◆ Highlight the priority actions in emergency pediatric situations.

03

Course Management

The materials have been created by a team of renowned professionals, both in the area of hospital and out-of-hospital emergency care, who carry out their professional work in the main hospital centers and emergency care units in the country. Bringing to the program the experience they have gained throughout their careers.





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*Learn about the latest advances in
emergency and catastrophe nursing
from leading professionals”*

Directeur invité international

Dr. Fadi Salah Issa has become one of the world's leading experts in the field of **Emergency Medicine**. For more than 20 years he has developed a tireless work in this subspecialty of **Urgencies and Emergencies**.

A work that starts from his performance as an emergency physician at the **King Faisal Specialist Hospital & Research Centre**, where he implemented a new system and rapid care facility that reduced waiting times for patients. This allowed him to improve care and more efficiently handle complex cases of oncology, transplant patients and congenital diseases. Thanks to his deep interest in providing the best healthcare response to disaster situations, Salah Issa has turned his efforts to academia and research, promoting specialized and continuous education for medical professionals.

In this regard, he is the **Director of Education for the Disaster Medicine Fellowship** at the **BIMC Medical Harvard Medical School**. A role that joins the co-supervision of the **European Disaster Medicine Thesis Board** at the **University of Eastern Piedmont**. His impact in this area has been positive, contributing to the better preparation of health workers. In addition, his concern for humanitarian work has led him to become involved in the **World Association of Disaster and Emergency Medicine (WADEM)**, where he serves as chairman of the special interest group against terrorism.

In this line, his scientific studies also include his analysis of **attacks on educational institutions**, the prevention of post-traumatic stress and the promotion of the resilience of healthcare personnel in the face of **COVID-19**, **anti-terrorist medicine** and the analysis of variability in the training of expatriate pre-hospital providers in Bahrain.



Dr. Salah Issa, Fadi

- Emergency Physician specialized in Emergency Medicine
- Co-supervisor of the European Disaster Medicine Thesis Board at the University of Eastern Piedmont
- Director of Education for the BIMC Disaster Medicine Fellowship at Harvard Medical School BIMC Physicians
- Director of Disaster Preparedness Education Initiatives at Harvard Medical School BIDMC Physicians
- Research Fellowship in Disaster Medicine at Harvard Medical School
- Emergency Physician at King Faisal Specialist Hospital & Research Centre
- Team Leader and Emergency Physician at Armed Forces Hospitals-Southern Region, Khamis Mushayt, KSA
- Bachelor of Medicine and Surgery, University of Medicine and Pharmacology, Cariova, Romania
- Disaster Medicine and Emergency Management from Harvard Medical School Medical Doctors in BIDMC
- Master's Degree in Disaster Medicine from the University of Piemonte Orientale, Italy
- Chairman of the Counterterrorism Special Interest Group of the World Association of Disaster and Emergency Medicine (WADEM)
- Fellow of the Academy of Harvard Medical School

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

Guest Directors



Ruiz López, Daniel

- ♦ Nursing Supervisor in the Adult Emergency Department of the La Paz University Hospital (Madrid)
- ♦ Diploma in Nursing (DUE), University School of Nursing, Cordoba
- ♦ Master's Degree in Nursing Management. Cardenal Herrera University
- ♦ University Expert in Nursing in the Hospital Emergency Department. Cardenal Herrera University
- ♦ University Expert in Management Skills for Nursing. Cardenal Herrera University
- ♦ University Expert in Quality Management for Nursing. Cardenal Herrera University
- ♦ University Expert in Management and Services Supervision for Nursing. Cardenal Herrera University
- ♦ University Expert in Direction and Management of Health Services for Nurses. Cardenal Herrera University
- ♦ Training Course for Trainers and Auditors in Triage Manchester. Spanish Triage Group



Ms. Souto Novas, Ana María

- ♦ Emergency Supervisor at La Paz University Hospital
- ♦ University Diploma in Nursing from the Universidad Pontificia of Salamanca
- ♦ Master's Degree in Integration and Critical Problem Solving in Nursing from the University of Alcalá
- ♦ Degree in Social and Cultural Anthropology from the Autonomous University of Madrid
- ♦ Advanced Training in Dialysis Techniques for Nurses
- ♦ University Expert in Accidents and Emergencies from the Complutense University of Madrid.
- ♦ Training Course on Out-of-Hospital Emergencies from the Complutense University of Madrid
- ♦ University Expert in Management and Services Leadership for Nursing
- ♦ Priority Triage in the Emergency Department. Manchester System

Co-Direction



Roig D'Cunha-Kamath, Francisco Vicente

- ◆ Member of the Primary Care team at Lliria Health Center from June to October 2001.
- ◆ Member of the Primary Care team at Burjassot Health Center during the month of June, 2001.
- ◆ Member of the Primary Care team at Massanasa Health Center during the month of July, 2001.
- ◆ Attending physician in the Emergency Department at Requena General Hospital during the months of July and August, 2001.
- ◆ Attending physician in the Emergency Department at Valencia Clinical University Hospital from November 2001 to November 2003 as an attending physician on a continuous care contract with periods of full contract and from November 2003 to the present date on a full time contract.
- ◆ Doctor at Unión de Mutuas from December 2001 to June 2002.
- ◆ Doctor at the Parqueluz II Residence in Catarroja from its creation in 2002 until November 2003.
- ◆ Doctor of the Ascires group, currently in charge of the general medicine/family and community medicine office of the Ascires group in the Valencia area.

Professors

Ms. Gómez Lage, Laura

- ♦ Adult Emergency Supervisor at La Paz University Hospital
- ♦ Degree in Nursing from the Complutense University of Madrid
- ♦ University Expert in the Nursing Processes and Interventions of Pediatric Patients in Life Threatening Situations
- ♦ University Expert in the Emotional Development and Upbringing of a Child
- ♦ Pharmacology Residency in Emergency Medicine
- ♦ Nursing Basics in Emergencies

Ms. Chamizo Alberto, Leticia

- ♦ Nurse in the Emergency Services of La Paz University Hospital
- ♦ Diploma in Nursing from the Red Cross School, Autonomous University of Madrid
- ♦ Expert in Out-of-Hospital Emergency Care at the School of Health Sciences, Complutense University, Madrid
- ♦ Qualifying certificate for Manchester Triage at HU La Paz
- ♦ Basic Life Support and Advanced Life Support Course
- ♦ Course on Initial Care of the Polytraumatized Patient; Nursing action response to the main traumas of a polytraumatized patient and monitoring of the critically ill patient.





Ms. Forés Rivas, Ana

- ◆ Member of the Intensive Care Unit of the Dr. Peset University Hospital
- ◆ University Diploma in Nursing
- ◆ Diploma in Corporate Nursing
- ◆ Master's Degree in the Prevention and Treatment of Addictive Behaviors
- ◆ Technical Laboratory Specialist
- ◆ Certificate of Pedagogical Aptitude (CAP)
- ◆ Health and Community Foundation. 7/2006-2012 and 6/2017 until present

Vega Vega, Luis

- ◆ Nurse in the Emergency Services of HU La Paz
- ◆ Degree in Nursing from the Red Cross School
- ◆ Expert in out-of-hospital care and Master of Nursing in Emergency and Critical Care at the European University of Madrid
- ◆ University Expert in Comprehensive Management of Adults in Infectious Diseases Care Processes
- ◆ Instructor of Basic Life Support and First Aid
- ◆ Manchester Triage Enabling Course
- ◆ Active member of the Red Cross ERIE Health Care

Dr. Brasó Aznar, José Vicente

- ◆ Hospital Emergency Physician
- ◆ Associate Professor of Emergency Medicine at the Faculty of Medicine of the University of Valencia.
- ◆ Head of Department Emergency Medicine. Ribera University Hospital

04

Structure and Content

The structure of the contents has been designed by a team of professionals who recognise the implications of specialization in nursing in emergency care, aware of the relevance of current training to treat the patient with severe conditions and are committed to teaching through new educational technologies.





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This Postgraduate Diploma in Severe Trauma Care for Nursing contains the most complete and up-to-date scientific program on the market”

Module 1. General Aspects

- 1.1. Definitions and Concepts.
- 1.2. Comprehensive Study of Health Emergencies
- 1.3. Bioethics and Legislation in Accidents and Emergencies
 - 1.3.1. Bioethics
 - 1.3.2. Legislation

Module 2. Medical-Surgical Emergencies in Adults (I)

- 2.1. Cardiovascular Emergencies
 - 2.1.1. Ischemic Heart Disease
 - 2.1.2. Cardiac Contractility Disorders: CHF, PAD, Cardiogenic Shock, Cardiac Tamponade
 - 2.1.3. Vascular Emergencies
 - 2.1.4. Inflammatory-Infectious Disorders: Pericarditis, Myocarditis, Endocarditis
 - 2.1.5. Aortic Dissection and Aneurism
 - 2.1.6. Deep Vein Thrombosis
 - 2.1.7. Pulmonary Embolism
 - 2.1.8. Pulmonary Hypertension
 - 2.1.9. Acute Peripheral Vascular Disease
 - 2.1.10. Hypertensive Crisis
- 2.2. Respiratory Emergencies
 - 2.2.1. Anatomophysiological Review of the Respiratory System
 - 2.2.2. Acute Respiratory Failure
 - 2.2.3. ARDS
 - 2.2.4. Asthma and Asthmatic Status
 - 2.2.5. Bronchitis, Bronchiolitis, Pneumonia
 - 2.2.6. Exacerbation of Chronic Obstructive Pulmonary Disease
 - 2.2.7. Pleuritis and Pleural Effusion
- 2.3. Neurological Emergencies
 - 2.3.1. Anatomophysiological Review of the Nervous System
 - 2.3.2. Neurological Assessment of a Critically Ill Patient. Most Common Scales
 - 2.3.3. Vascular Disorders: Stroke, Transient Ischemic Attack, Subarachnoid Hemorrhage, Subdural and Extradural Hematoma, Venous Thrombosis of the Sinuses

- 2.3.4. Inflammatory-Infectious Disorders: Meningitis, Encephalitis, Meningococcal Sepsis, Peripheral Facial Paralysis, Trigeminal Neuralgia
- 2.3.5. Syncope, Coma, Headache, Acute Confusional Syndrome, Dizziness, Vertigo
- 2.3.6. Vertigo.
- 2.3.7. Seizures and Status Epilepticus
- 2.3.8. Intracranial Hypertension
- 2.4. Digestive Emergencies
 - 2.4.1. Anatomophysiological Review of the Digestive System
 - 2.4.2. Acute Abdomen and Abdominal Pain
 - 2.4.3. Vascular Disorders: Esophageal Varices, Ischemic Colitis, Hemorrhage, Gastrointestinal, Mesenteric Ischemia
 - 2.4.4. Inflammatory-Infectious Disorders: reflux esophagitis. Caustic Injuries. Appendicitis, cholecystitis, cholangitis, diverticulitis, exacerbations and complications of inflammatory bowel diseases, gastritis, gastroenteritis, peptic ulcer, hepatitis, pancreatitis, peritonitis. Acute Complications of Cirrhosis. Fulminant Liver Failure and Hepatorenal Syndrome
 - 2.4.5. Trauma and Mechanical Problems: foreign bodies, esophageal rupture and tear, hernia strangulation, intestinal obstruction and occlusion. Gastric Volvulus
 - 2.4.6. Acute Anal Disease

Module 3. Medical-Surgical Emergencies in Adults (II)

- 3.1. Nephrourological Emergencies
 - 3.1.1. Anatomophysiological Review of the Genitourinary System
 - 3.1.2. Renal and Excretory System Lithiasis
 - 3.1.3. Urinary Retention
 - 3.1.4. Inflammatory/ Infectious Disorders
 - 3.1.5. Acute Renal Failure
 - 3.1.6. Hematuria
 - 3.1.7. Acute Scrotal Syndrome: Testicular Torsion
 - 3.1.8. Acute Urethral Disease
- 3.2. Endocrinometabolic and Hydroelectrolytic Emergencies
 - 3.2.1. Thyroid Diseases
 - 3.2.2. Acid-base Balance Disorders
- 3.3. Hematological, Immunological and Infectious Emergencies
 - 3.3.1. Allergies and Anaphylactic Reactions

- 3.3.2. Sepsis and Septic Shock
- 3.3.3. Febrile Syndrome
- 3.4. Intoxications
 - 3.4.1. General Aspects of an Intoxicated Patient
 - 3.4.2. Attitude toward the Most Common Intoxications: Alcohol, Sedatives and Hypnotics, Hallucinogens and Designer Drugs, Antidepressants, AAS and Paracetamol, Corrosive Drugs and Others
- 3.5. Obstetrical-Gynecological Emergencies
 - 3.5.1. Inflammatory-Infectious Disorders: Mastitis, Pelvic Inflammatory Disease, Vulvovaginitis.
 - 3.5.2. Hemorrhages
 - 3.5.3. Pregnancy and Postpartum Emergencies
 - 3.5.4. Emergency Delivery Assistance
 - 3.5.5. Sexual Abuse
- 3.6. Psychiatric Emergencies
 - 3.6.1. Psychopathology
 - 3.6.2. Psychomotor Agitation
 - 3.6.3. Acute Alcoholic Disease
 - 3.6.4. Self-Harm Attempt
 - 3.6.5. Anxiety Attack
 - 3.6.6. Neuroleptic Malignant Syndrome

Module 4. Other Emergencies

- 4.1. Pediatric Emergencies
 - 4.1.1. Infantile Colic
 - 4.1.2. Fever Syndrome in Children
 - 4.1.3. Febrile Seizures
 - 4.1.4. Abdominal Pain, Vomiting, Diarrhoea
 - 4.1.5. Child Abuse
 - 4.1.6. Transport of Critical Pediatric Patients
- 4.2. Otolaryngologic Emergencies
 - 4.2.1. Angioedema, Epiglottitis, Laryngitis, Paratonsillar Abscess

- 4.2.2. Foreign Bodies in ENT
- 4.2.3. Epistaxis
- 4.2.4. Angioedema
- 4.2.5. Acute Hearing Loss
- 4.3. Ophthalmologic Emergencies
 - 4.3.1. Anatomy Recap of the Eye
 - 4.3.2. Non-painful Red Eye
 - 4.3.3. Painful Red Eye
 - 4.3.4. Extraocular Foreign Body
 - 4.3.5. Intraocular Foreign Bodies
- 4.4. Skin Emergencies
- 4.5. Terminal Patient in Emergencies
 - 4.5.1. Emergency Complications in Terminal Patients
 - 4.5.2. Attention to the Situation in the Last Few Days of a Terminal Patient's Life
- 4.6. Encephalic Death and Organ and Tissue Donation Process



A unique, key, and decisive training experience to boost your professional development”

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. 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.

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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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

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 adapted in 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 Diploma in Medical Emergencies for Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in Medical Emergencies 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 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 Medical Emergencies for Nursing**

Official N° of Hours: **550 hours**.



*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.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
classroom



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