

Postgraduate Diploma

Nursing Care for Healthy and At-Risk Newborns





Postgraduate Diploma Nursing Care for Healthy and At-Risk Newborns

- » 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-nursing-care-healthy-at-risk-newborns

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01

Introduction

It is essential that nurses know the characteristics of healthy newborns, as well as all the physiological changes and adaptations that occur in the first hours and days after birth.

The early detection of risk situations in the adaptation of the newborn to extrauterine life, carrying out diagnostic, control, referral and follow-up activities, is very important. For this reason, taking appropriate emergency measures is one of the essential educational pillars for nurses.





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If you want to be the best in your profession, you can't stop learning. Here, we offer you the most comprehensive Postgraduate Diploma in Nursing Care for Healthy and At-Risk Newborns"

Thanks to this Postgraduate Diploma, nurses will learn about situations that deviate from normality in relation to newborns and the frequent problems that may arise with breastfeeding. It is important that, even though nurses' expertise may be healthy children, the delay in the age of the pregnant woman, assisted reproduction techniques and poor health behaviors leading to an increase in fetal and maternal pathologies, health professionals can expand their field of knowledge in order to prevent certain problems.

The mother-child bond is fundamental in postpartum care development, so nursing professionals must have thorough knowledge of the most important aspects of newborn care.

On the other hand, breastfeeding is inherent and inseparable from the postpartum stage. Nursing professionals who carry out their care, promotion and prevention work, both in hospital care and primary care, should be up to date on all issues related to breastfeeding in order to guide the mother right from the first latch in the delivery room.

Therefore, this program is essential for any health care provider working with both mothers and babies during the postpartum period.

This program may be useful for students seeking an initial postgraduate specialization program, specifically in the care of studies, or for people who are developing their profession in this field and decide to catch up by studying a fully up and to-date program that includes all the new developments in force up to the date of its release and which, in addition, is committed to continuous updating to include all future developments.

It is, therefore, not just another qualification for your professional profile, rather, a real learning tool to approach the specialty topics in a modern, objective way and with the ability to make a judgment based on today's most cutting-edge literature.

This **Postgraduate Diploma in Nursing Care for Healthy and At-Risk Newborns** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- ♦ The development of practical cases presented by experts in newborn care
- ♦ 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
- ♦ Latest advances in Nursing Care for Healthy and At-Risk Newborns
- ♦ Practical exercises where self-assessment can be used to improve learning.
- ♦ Its special emphasis on innovative methodologies in newborn care
- ♦ 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



Combine your studies with your professional work while increasing your knowledge in the field of postpartum care thanks to this 100% online Postgraduate Diploma

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This Postgraduate Diploma is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Nursing Care for Healthy and At-Risk Newborns, you will obtain a qualification from TECH Technological University"

The teaching staff includes professionals from the field of Postpartum Nursing, who contribute their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

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

This program is designed around Problem-Based Learning, whereby professionals must try to solve the different professional practice situations that arise throughout the program. For this purpose, professionals will be assisted by an innovative interactive video system developed by renowned and experienced experts in Nursing Care for Healthy and At-Risk Newborns.

We offer you the best teaching and latest educational technology so that you can expand your knowledge without any complications.

Nursing professionals are responsible for newborn care, so they must know how best to care for healthy and at-risk newborns perfectly.



02 Objectives

This Postgraduate Diploma in Nursing Care for Healthy and At-Risk Newborns is oriented to prepare nursing professionals for their daily work in the field of postpartum care.





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If you want to specialize in the postpartum period, this is your best option to learn about the latest advances in the field”



General Objectives

- ♦ Update and expand midwives' knowledge in the field of postpartum care in the hospital, health center and at home
- ♦ Obtain an integrated vision of the care required by women and their children during the postpartum period
- ♦ Understand the postpartum phase from a global and biopsychosocial point of view
- ♦ Facilitate the performance of midwives dedicated to women's and newborn care in the postpartum phase
- ♦ Help provide quality postpartum care based on scientific evidence
- ♦ Contribute to midwives' decision-making process in difficult situations
- ♦ Have the tools to achieve a multidisciplinary management in postpartum nursing
- ♦ Acquire the professional skills required to offer a quality and up-to-date healthcare practice
- ♦ Apply the knowledge obtained when solving problems that may arise in practical situations in healthcare





Specific Objectives

Module 1. Newborns

- ♦ Improve knowledge related to the different newborn classifications based on the different established parameters.
- ♦ Gain further knowledge on the adaptation of the different devices and systems of newborns in its extrauterine life
- ♦ Improve healthy newborn management and identify abnormal situations based on the general examination criteria
- ♦ Know and manage care required by newborns in different areas
- ♦ Design sessions for parents on how to care for their newborns
- ♦ Improve the management of the main reasons for parental consultation in nursing professionals' consultations on newborn problems
- ♦ Update the aspects related to the prevention of sudden infant death.

Module 2. Breastfeeding

- ♦ Identify the Importance of breastfeeding
- ♦ Expand knowledge of breast anatomy, breast milk formation and its properties
- ♦ Identify those situations in which breastfeeding is not recommended in order to avoid risky situations for newborns
- ♦ Assess the normal patterns of correct intake
- ♦ Enable nurses to provide simple, effective and evidence-based health education to mothers who wish to breastfeed
- ♦ Know the relationship between breastfeeding and mother-child bonding
- ♦ Update knowledge regarding the different techniques for extracting breast milk and the proper guidelines for its safe storage
- ♦ Have a broad understanding of the objectives and strategies of the IHAN within the National Health System

Module 3. Special Situations

- ♦ Have an in-depth knowledge of the characteristics and care required by post-mature babies
- ♦ Broaden knowledge about the characteristics and care required by infants born with low birth weight or IUGR
- ♦ Identify potential short- and long-term complications of premature, postmature, low birth weight and IUGR infants
- ♦ Improve the management of the care needs of neonates with hypoxic-ischemic encephalopathy
- ♦ Identify situations of risk of HIE in order to prevent it and provide early and effective care at birth
- ♦ Learn about the care required by infants with perinatal infection
- ♦ Be aware of the specific needs in the care of newborns whose mothers have used drugs during pregnancy and/or childbirth
- ♦ Learn the techniques to offer correct breastfeeding support to premature infants
- ♦ Identify and know the most frequent problems that appear in the course of breastfeeding
- ♦ Update treatment of breastfeeding-related problems
- ♦ Know the evidence-based protocols recommended for problems associated with breastfeeding



A boost to your professional profile that will give you the competitiveness of the best prepared professionals in the labor market"

03

Course Management

The program includes in its teaching staff reference experts in childbirth, who pour their work experience into this program. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.





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We have an excellent team of professionals that will help you to be the best in Nursing Care for Healthy and At-Risk Newborns”

Management



Ms. Grolimund Sánchez, Verónica

- Midwife at Gregorio Marañón General University Hospital, Madrid. Specialized in high-risk pregnancy and childbirth
- Diploma in Nursing from the Autonomous University of Madrid
- Red Cross Nursing School
- Nursing Specialist in Obstetrics and Gynecology
- Professor in Nursing Teaching specializing in Obstetrics and Gynecology at Gregorio Marañón General University Hospital since 2013.
- Teaching collaborator at Gregorio Marañón General University Hospital, tutoring and supervising EIR rotations in Family and Community Care
- Lecturer in the practical course on obstetric emergencies Obstetric Hemorrhage
- Nurse in special services such as emergency, URPA, ICU and neonatal ICU



Ms. Pallarés Jiménez, Noelia

- Midwife. Gregorio Marañón University Hospital
- University Diploma in Nursing at the University of Zaragoza
- Specialty in Obstetric-Gynecological Nursing (Midwife) at the Midwifery Teaching Unit of Catalonia, University of Barcelona.
- Postgraduate degree in sexual health Educational and community intervention University of Lérida Foundation
- Collaborating professor of the Midwifery Resident Teaching Unit of the University Hospital Gregorio Marañón as an expert in the area of maternal and newborn nursing
- Midwife in Primary Care in Barcelona. Catalan Institute of Health
- Midwife at the Barcelona Clinical University Hospital
- Obstetrical-Gynecological Specialty at the Germans Trias i Pujol Hospital in Badalona as a Midwife Resident.
- Nurse in the postpartum ward at the Miguel Servet University Hospital in Zaragoza

Professors

Mr. Burgueño Antón, Adrián

- ♦ Specialist in Gynecology and Obstetrics
- ♦ Supervisor in Maternal-Child Surgical Block at La Paz University Hospital
- ♦ University Diploma in Nursing
- ♦ Master's Degree in Health Management
- ♦ Surgical Nurse: Obstetrics and Gynecology. La Paz University Hospital
- ♦ Nurse Specialist: Midwife La Paz University Hospital
- ♦ UAM Collaborating Professor
- ♦ Midwifery Resident Internship Tutor

Ms. García Rodríguez, Laura

- ♦ Midwife at Fundación Jiménez Díaz Hospital
- ♦ Midwife at the Goya Health Center
- ♦ University Diploma in Nursing from E.U.E La Paz. Autonomous University of Madrid
- ♦ Expert in Emergency Nursing at FUDEN. Madrid
- ♦ Nurse specialist in Obstetrics and Gynecology at La Paz University Hospital in Madrid. UD. Teacher in Madrid

Ms. Gutiérrez Munuera, Marta

- ♦ Midwife. Infanta Leonor Hospital
- ♦ Diploma in Nursing from the Autonomous University of Madrid. Puerta De Hierro EUE Hospital
- ♦ Specialist in obstetrics and gynecology, Albacete University Hospital Complex
- ♦ Midwife. Gregorio Marañón University Hospital
- ♦ Nurse at the Argüelles Specialty Center
- ♦ Nurse in hospitalization of traumatology and pneumology. Puerta De Hierro Hospital

Ms. Hernando Orejudo, Isabel

- ♦ Midwife at the University Hospital San Carlos in Obstetric Emergency Units, Delivery Room, High Obstetric Risk, fetal physiopathology and breastfeeding.
- ♦ IRN in Obstetric-Gynecological Nursing Midwifery Teaching Unit of Madrid, Hospital of San Carlos
- ♦ Outpatient Nurse at La Paz University Hospital
- ♦ University Diploma in Nursing (DUE) University School of Nursing Puerta de Hierro Autonomous University of Madrid
- ♦ Breastfeeding Consultant at the San Carlos Clinical Hospital
- ♦ Contributor in the implementation of the Obstetric Pain Guide at Hospital San Carlos
- ♦ Author of 'Protocolo de Atención al parto normal' en Hospital San Carlos

Ms. López Collado, Irene

- ♦ Obstetric Gynecological Nurse

Ms. Matesanz Jete, Consuelo

- ♦ Midwife. General Hospital of Segovia
- ♦ Midwife at Gregorio Marañón General University Hospital
- ♦ University Diploma in Nursing from the University of Alcalá, Spain
- ♦ Nurse specialized in Obstetrics and Gynecology
- ♦ Master's Degree in Gender and Health, Rey Juan Carlos University.
- ♦ Certified Naces Method Professional
- ♦ Teaching collaborator in the Ceuta Midwifery Teaching Unit. Gregorio Marañón

Ms. Martín Jiménez, Beatriz

- ♦ Midwife in the delivery room and emergency obstetrics services at Getafe University Hospital
- ♦ University Diploma in Nursing Alcalá de Henares University
- ♦ Specialist in Obstetric-Gynecological Nursing, Midwifery Teaching Unit UAM (Gregorio Marañón)
- ♦ Nurse in the Neonatology and Flying Satellite Units in Infanta Leonor University Hospital
- ♦ Midwife in the services of Delivery Room, Emergency OG and Obstetric High Risk Hospitalization at Gregorio Marañón General University Hospital
- ♦ Teacher in postgraduate training Obstetrics and Gynecology Nurse Practitioners and Pediatrics Nurse Practitioners

Ms. Ramírez Sánchez-Carnerero, Rosa María

- ♦ Midwife at the Hospital Virgen de Altagracia de Manzanares
- ♦ University Diploma in Nursing (D.U.E. University School of Nursing of Ciudad Real. University of Castilla-La Mancha. (UCLM)
- ♦ Obstetric - Gynecological Nurses: Midwife. Catalonia Midwifery Teaching Unit
- ♦ Graduate in Social and Cultural Anthropology
- ♦ Master's Degree in Social and Health Research
- ♦ Resident midwife at the Midwifery Teaching Unit of Catalonia, Virgen de la Cinta Hospital, Tortosa
- ♦ Collaborating teacher at the midwifery teaching unit in Alcázar de San Juan (Ciudad Real)



**Ms. Sánchez Boza, Pilar**

- ♦ Midwife at Gregorio Marañón University Hospital
- ♦ Diploma in Nursing from the Pontificia de Comillas University of Madrid
- ♦ Professional Master's Degree in Humanitarian Health Aid from the University of Alcalá de Alcalá de Henares
- ♦ Postgraduate Diploma in Emergencies and Emergencies accredited by the School of Health Sciences University Center attached to the Complutense University of Madrid
- ♦ Attending professor at European University as a professor of the subject "Women's Care" and assistant professor in adult care II, child and adolescent care in the Nursing Degree
- ♦ Midwife in Mauritania with Rotary Club in humanitarian aid project
- ♦ Sex Coach at Fundación Sexpol (sex education talks), university centers (Alcalá de Henares University and European University of Madrid) and health centers (Espronceda, Villablanca)
- ♦ Speaker at annual conferences against gender violence for SUMMA

Ms. Triviño de la Cal, Cristina

- ♦ Specialist in Obstetrics and Gynecology at Gregorio Marañón Hospital
- ♦ University Diploma in Nursing the Autonomous University of Madrid, Madrid
- ♦ Lecturer at the I Conference for Midwives: approach and care in bereavement and loss in the life cycle of women, organized by FUDEN
- ♦ Teacher in the physiological childbirth workshop given to the Obstetrics team of the Hospital Universitario de Getafe
- ♦ Teacher in workshop accredited for professionals by the Laín Entralgo Agency in "Perinatal Bereavement Support" in hospitals in Madrid, Ávila, Salamanca, Segovia, Valladolid and Palma de Mallorca
- ♦ Teacher at the Gregorio Marañón and Salamanca Units

04

Structure and Content

The structure of the contents has been designed by the best professionals in postpartum nursing, with extensive experience and recognized prestige in the profession, backed by the volume of reviewed, studied and diagnosed cases, and with extensive knowledge of new technologies applied to healthcare.



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This Postgraduate Diploma in Nursing Care for Healthy and At-Risk Newborns contains the most complete and up-to-date scientific program on the market”

Module 1. Newborns

- 1.1. Introduction to Neonatology: Concept and Classification
 - 1.1.1. Neonatology Periods
 - 1.1.2. Classification of Newborns: by Birthweight or Gestation Period
 - 1.1.3. Classification of At-Risk Newborns
 - 1.1.4. Gestational Age Identification: The Farr Method and The Dubowitz Method. The Capurro Method and The Ballard Method
- 1.2. Adaptation to Extrauterine Life according to different Systems
 - 1.2.1. Respiratory Adaptation: First Breath
 - 1.2.2. Cardiovascular Adaptation: Circulation, Hemoglobin and Coagulation. Ductus Arteriosus and Foramen Ovale Closure
 - 1.2.3. Newborn Thermoregulation
 - 1.2.4. Gastrointestinal
 - 1.2.5. Renal
 - 1.2.6. Hormonal and Immunological
 - 1.2.7. Hepatic and Glucose Metabolism
- 1.3. Immediate Newborn Care: Midwifery Care in the Immediate Postpartum Period
 - 1.3.1. Newborn Assessment: Apgar Score
 - 1.3.2. Prophylaxis
 - 1.3.3. Behavior Phases (Periods of Alertness, Adaptation and Rest, Search and Established Lactation)
 - 1.3.4. Skin to Skin
 - 1.3.5. Midwifery Care in the Immediate Postpartum Period
- 1.4. Newborn Physical Examination
 - 1.4.1. Skeletal System
 - 1.4.2. Skin and Subcutaneous Tissue
 - 1.4.3. Cardiorespiratory System
 - 1.4.4. Abdomen
 - 1.4.5. Thorax
 - 1.4.6. Genitourinary System
 - 1.4.7. Upper and Lower Extremities
 - 1.4.8. Neurology



- 1.5. Newborn Care
 - 1.5.1. Hygiene and Bathing
 - 1.5.2. The Umbilical Cord
 - 1.5.3. Urination and Meconium
 - 1.5.4. Attire
 - 1.5.5. Pacifier
 - 1.5.6. Hospital Visits
 - 1.5.7. Nutrition
- 1.6. Newborn Thermal Regulation and Physical Environment
 - 1.6.1. Newborn Temperature Regulation
 - 1.6.2. Newborn Heat Production
 - 1.6.3. Newborn Heat Loss
 - 1.6.4. Heat Loss Prevention Methods
 - 1.6.5. Consequences of Thermal Changes on Newborns
 - 1.6.6. Importance of the Physical Environment: Exposure to Light, Day-Night Rhythm, Noise and Tactile Stimuli
- 1.7. Common Reasons for Consultation
 - 1.7.1. Crying
 - 1.7.2. Milk Allergy
 - 1.7.3. Gastroesophageal Reflux
 - 1.7.4. Delayed Vomiting
 - 1.7.5. Inguinal Hernia
 - 1.7.6. Hemangiomas
 - 1.7.7. Lacrimal Stenosis and Lacrimal Occlusion
 - 1.7.8. Sleep
- 1.8. Screening and Parameters of Neonatal Development and Growth
 - 1.8.1. Metabolic, Auditory and Visual Screening
 - 1.8.2. Growth Parameters (Weight, Lengths and Perimeters)
 - 1.8.3. Development Parameters

- 1.9. Common Problems
 - 1.9.1. Metabolic Dysfunctions: Hypoglycemia and Hypocalcemia
 - 1.9.2. Respiratory Problems: Hyaline Membrane Disease, Apnea, Transient Tachypnea, Meconium Aspiration Syndrome
 - 1.9.3. Hyperbilirubinemia: Physiological, Pathological and Kernicterus
 - 1.9.4. Gastroesophageal Reflux: Infantile Colic
 - 1.9.5. Febrile Seizures
- 1.10. Prevention of NB Accidents: Prevention of Sudden Death

Module 2. Breastfeeding

- 2.1. Anatomy
 - 2.1.1. Embryonic Development
 - 2.1.2. Mature Mammary Glands
 - 2.1.3. Mammary Glands in Pregnancy
 - 2.1.4. Mammary Glands in Lactation
- 2.2. Physiology of Lactal Secretion
 - 2.2.1. Mammogenesis
 - 2.2.2. Lactogenesis I and II
 - 2.2.3. Lactogenesis III/Lactopoiesis
 - 2.2.4. Endocrine Control of Lactic Secretion
- 2.3. Breast Milk Composition
 - 2.3.1. Milk Types and Composition
 - 2.3.2. Comparison between Colostrum-Ripened Milk and Cow Milk
- 2.4. Effective Breastfeeding
 - 2.4.1. Signs of a Good Grip
 - 2.4.2. Newborn Normal Patterns: Micturition, Stool and Weight Gain
- 2.5. Latch Assessment
 - 2.5.1. LATCH Score
 - 2.5.2. European Union Observations on Latching
 - 2.5.3. Breastfeeding Postures

- 2.6. Nutrition and Supplementation
 - 2.6.1. Maternal Nutrition and Supplementation
 - 2.6.2. Supplementation for Newborns. 2017 Clinical Practice Guideline Recommendations
- 2.7. Breastfeeding Contraindications
 - 2.7.1. Maternal Complications
 - 2.7.2. Newborn Complications
 - 2.7.3. Pharmacological Suppression
- 2.8. Breastfeeding and Bonding
 - 2.8.1. Skin to Skin: The Importance of the First Hours after Birth
 - 2.8.2. Co-Sleeping
 - 2.8.2.1. Benefits
 - 2.8.2.2. Guidelines for Safe Co-Sleeping
 - 2.8.3. Tandem Breastfeeding
- 2.9. Milk Extraction and Preservation
- 2.10. Weaning Initiative for the Humanization of Childbirth and Breastfeeding (HCB)

Module 3. Special Situations

- 3.1. Premature Newborns
 - 3.1.1. Definition: Etiology
 - 3.1.2. Prematurity and Morphology Characteristics (Dubowitz Score, Ballard Score)
 - 3.1.3. Early and Late Complications of Prematurity
 - 3.1.4. Care for the Parents of Premature Infants: Impact of Prematurity on Parents
 - 3.1.5. Early and Late Complications
- 3.2. Postmature Newborns
 - 3.2.1. Definition: Etiology
 - 3.2.2. Clinical Symptoms
 - 3.2.3. Main Complications
 - 3.2.4. General Care.

- 3.3. Low Birth Weight of Newborns and IUGR
 - 3.3.1. Definition: Etiology
 - 3.3.2. Clinical Symptoms
 - 3.3.3. Main Complications
 - 3.3.4. General Care
- 3.4. Hypoxic–Ischemic Encephalopathy
 - 3.4.1. Essential and Specific Criteria for the Diagnosis of Hypoxic-Ischemic Encephalopathy
 - 3.4.2. Management of Hypoxic-Ischemic Encephalopathy
- 3.5. Perinatal Infection: Sepsis
 - 3.5.1. Early or Vertical Infection
 - 3.5.2. Late or Nosocomial Infections
 - 3.5.3. Neonatal Sepsis
 - 3.5.4. Special Considerations for Major Infections: Listeria, Cytomegalovirus, Toxoplasma, Rubella, Chicken Pox and Syphilis
- 3.6. Midwifery Care for an Infant of a Substance-Abusing Mother
 - 3.6.1. Classification of Drugs according to WHO (Opium and Derivatives, Barbiturates and Alcohol, Cocaine, Amphetamines, LSD and Cannabis) and according to Pharmacology (CNS Stimulants, CNS Depressants and Psychedelics)
 - 3.6.2. Effects of Prenatal Substance Abuse on the Newborn
 - 3.6.3. Neonatal Care and Surveillance
 - 3.6.4. Fetal Alcohol Syndrome
- 3.7. Features of Breastfeeding in Premature Newborns
 - 3.7.1. Sucking Reflex and Prematurity
 - 3.7.2. Breast Milk, Donated Milk and Formula Milk
 - 3.7.3. Special Techniques and Positions
 - 3.7.4. Relactator Use



- 3.8. Breastfeeding Problems in Special Situations
 - 3.8.1. Drowsy Newborns
 - 3.8.2. Breastfeeding Strike
 - 3.8.3. Ankyloglossia
 - 3.8.4. Fetal Disorders: Down Syndrome, Pierre-Robin Syndrome and Cleft Lip
- 3.9. Mother-Related Breastfeeding Problems I
 - 3.9.1. Flat, Inverted and Pseudo-Inverted Nipple
 - 3.9.2. Poor Grip
 - 3.9.3. Nipple Cracks and Infections
 - 3.9.4. Delayed Lactogenesis II
- 3.10. Mother-Related Breastfeeding Problems II
- 3.11. Mastitis: Culture Extraction
- 3.12. Abscess
- 3.13. Hypogalactia
- 3.14. Ingurgitation

“ *This specialization will allow you to comfortably advance in your career* ”

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

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

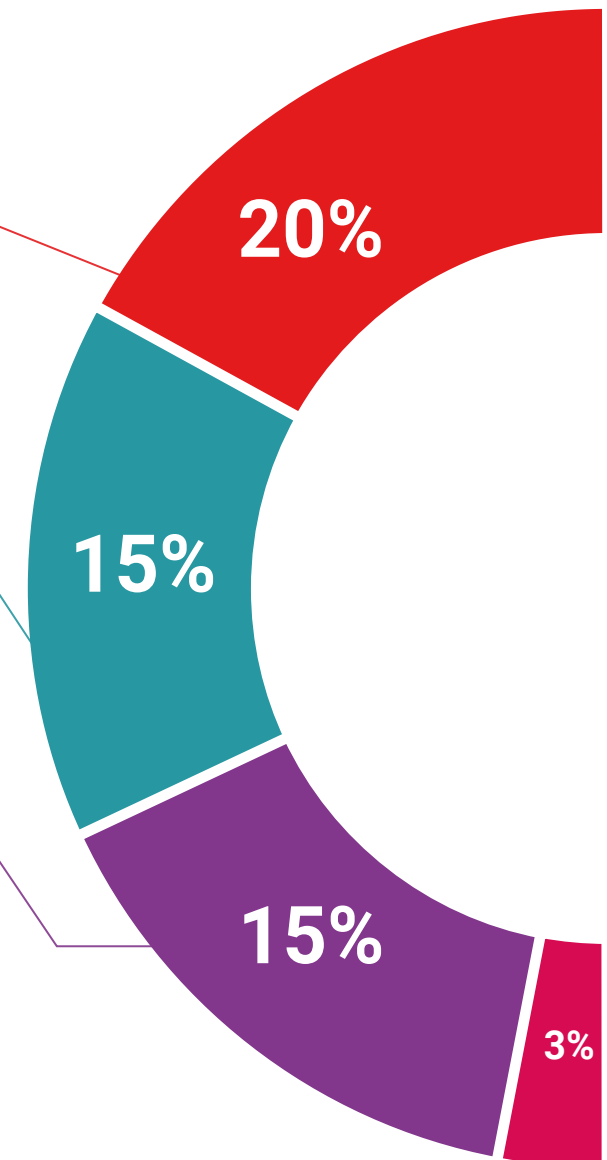
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

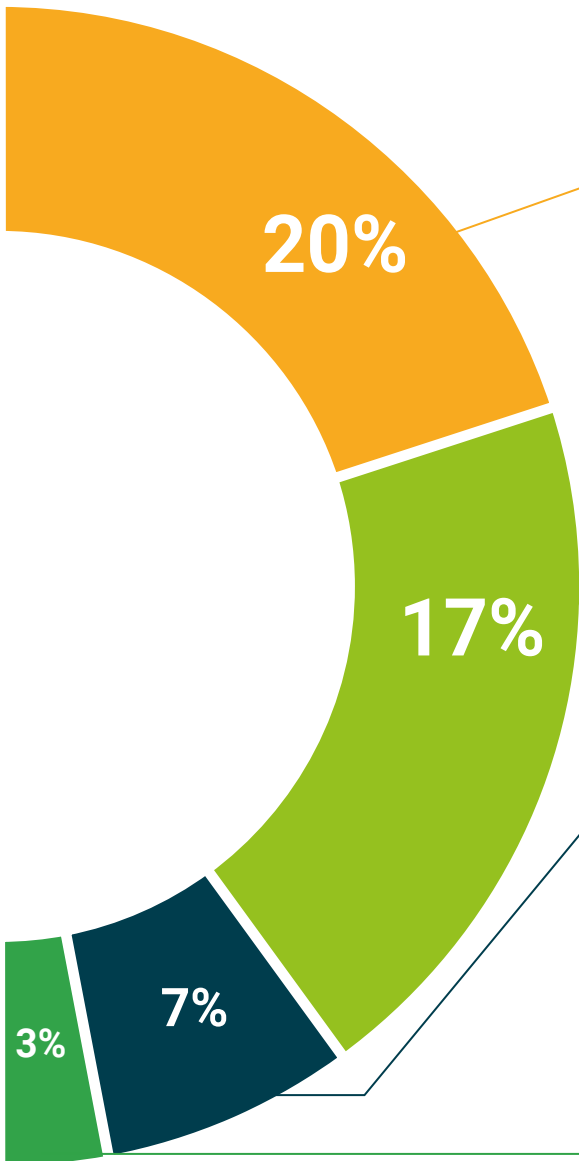
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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

This Postgraduate Diploma in Nursing Care for Healthy and At-Risk Newborns guarantees students, in addition to the most rigorous and up-to-date education, access to a 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 Diploma in Nursing Care for Healthy and At-Risk Newborns** 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 Nursing Care for Healthy and At-Risk Newborns**
Official N° of Hours: **450**.



*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 Nursing Care for Healthy and At-Risk Newborns

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

Postgraduate Diploma

Nursing Care for Healthy and At-Risk Newborns