

Postgraduate Diploma

Nursing Care for Healthy Newborns





Postgraduate Diploma Nursing Care for Healthy Newborns

Course Modality: Online

Duration: 6 months.

Accreditation: TECH Technological University

18 ECTS

Teaching Hours: 450 hours.

Website: www.techitute.com/nursing/postgraduate-diploma/postgraduate-diploma-nursing-care-healthy-newborns

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01

Introduction

Neonatology is one of the most complex and specific areas of pediatrics, and requires specialized professionals to be able to care for these patients adequately, so constant updating of knowledge is essential. This Postgraduate Diploma is designed to keep the nursing professional trained and updated in the care of the healthy newborn, in a practical way and adapted to their needs.



A close-up photograph of a newborn baby's feet and hands. The baby's feet are in the foreground, with the toes curled. The hands are visible in the background, also curled. The skin is smooth and pinkish. The background is blurred, showing more of the baby's body.

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With the online Postgraduate Diploma in Nursing Care for Healthy Newborns you have the opportunity to update your knowledge in a practical way and without sacrificing the maximum scientific rigor, so as to incorporate the latest advances in nursing care for newborns.”

The newborn has, in the first weeks of life, the key organism growth process that will decide its development in the rest of the person's life. As in the elderly, their fragility in the neonatal stage gives initial care a much higher degree of importance than in the other stages, and may determine the state of well-being and functionality of the person throughout his or her life. It is for this reason that the specialization and updating of the professionals who care for children and their families is essential to guarantee an optimal and healthy development in all cases.

This program includes the most relevant aspects of the management of neurological examination, newborn feeding, as well as screening techniques for metabolic disorders and medical-legal aspects in neonatology.

The Postgraduate Diploma in Nursing Care for Healthy Newborns allows, in a practical way, to achieve this update of the most used procedures to contribute with quality and safety to the healthy growth of newborns in the first weeks of life.

This **Postgraduate Diploma in Nursing Care for Healthy Newborns** contains the most complete and up to date scientific program on the market. Development of clinical cases presented by experts in the different areas of multidisciplinary knowledge.

- ◆ Development of clinical cases presented by experts in the different specialties. The graphic, schematic, and eminently practical contents of which they are composed provide scientific and practical information on the disciplines that are essential for professional practice.
- ◆ New developments in nursing care of the newborn patient.
- ◆ Presentation of practical workshops on procedures, nursing care and diagnosis and treatment techniques.
- ◆ Algorithm-based interactive learning system for decision-making in the presented clinical situations.
- ◆ Practice guidelines for care of the healthy newborn. These guides follow the scientific and pedagogical criteria of the main scientific reference societies.
- ◆ All this will be complemented by 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.



Improve the care of your newborn patients with the specialization offered by the online Postgraduate Diploma in Nursing Care for Healthy Newborns"

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This Postgraduate Diploma may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in newborn care, you will obtain a Postgraduate Diploma from TECH Technological University."

Increase your professional opportunities by taking the Postgraduate Diploma in Nursing Care for Healthy Newborns

It includes clinical cases in a real simulation environment to bring the development of the program as close as possible to everyday practice.

Its teaching staff includes specialists of recognized prestige in the field of pediatrics, who bring to this specialization the experience of their work in the main health centers in the country.

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 an immersive training program to train in real situations.

This program is designed around Problem Based Learning, whereby the nursing professional must try to solve various typical professional practice situations that arise during the course. This will be done with the help of an innovative interactive video system developed by renowned experts in newborn patient care and with extensive teaching experience.

02

Objectives

This Postgraduate Diploma is oriented to achieve an effective update of the nursing professional's knowledge and procedures for the newborn, in order to provide quality care, based on the latest scientific evidence to ensure patient safety.



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This refresher program will create a sense of confidence in the delivery of Healthy child care that will help you grow both personally and professionally.”



General Objectives

- ♦ Manage nursing care oriented to the satisfaction of the needs derived from the newborn's health problems and the prevention of complications, guaranteeing a safe and quality practice.
 - ♦ Provide comprehensive newborn care from an ethical and legal perspective.
 - ♦ Decide effectively and efficiently the different procedures, diagnostic tests and treatments derived from the different health problems in the newborn taking into account the different levels of care.
 - ♦ Assess and provide comprehensive care to the neonate with a surgical process to assist in the optimal restoration of health and identify, intervene and/or refer for possible complications.
 - ♦ Update the use of medical devices and/or drugs, assessing the expected benefits and associated risks.
 - ♦ Develop the ability to apply theoretical knowledge in daily practice.
- ♦ Assess the entire examination process, sequence of physical examination and complete physical examination of the newborn, focusing primarily on the head and neck region, the torso and the limbs.
 - ♦ Incorporate the realization of the complete neurological examination into routine practice.
 - ♦ Define the technique for the physical examination of the newborn upon arrival in the neonatal ward.
 - ♦ Understand the reception of the newborn in the NICU, the admission criteria, its objectives and the necessary nursing interventions.
 - ♦ Classify the criteria and objectives for admission of a neonate to the NICU; as well as the necessary nursing interventions.
 - ♦ Evaluate the technique of physical examination of the newborn upon arrival in the NICU.
 - ♦ Organize the types of neonatal transfers, their objectives and purpose.
 - ♦ Recognize the etiopathogenesis of prematurity.
 - ♦ Explain the differential diagnosis of the premature newborn.
 - ♦ Update the procedure for the reception of low birth weight premature infants.
 - ♦ Describe the clinical manifestations and complications of the preterm infant.
 - ♦ Describe the different types of respiratory, neurological, ophthalmological, cardiovascular, digestive, immunological, metabolic, hematological and endocrinological pathology of the premature newborn.
 - ♦ Identify the complications, management and prognosis of the preterm infant.
 - ♦ Differentiate the sequelae that could appear, as well as their monitoring.
 - ♦ Control all aspects of the premature newborn's recovery period, the procedure for discharging them from hospital and their aftercare.
 - ♦ Explain the rules of conduct, nutrition, necessary pharmacological supplements, as well as neuropsychological and somatometric follow-up, and preventive measures against respiratory infections.



Specific Objectives

- ♦ Identify the anatomical and physiological differences between the neonate, the child and the adolescent (pediatric ages).
- ♦ Differentiate between the different neonatal stages, as well as neonatal stages by gestational age and neonatal stages by birth weight.
- ♦ Revise the anatomical and physiological characteristics of a normal newborn.
- ♦ Describe the somatometry of the newborn, as well as its morphological and physiological characteristics.

- ♦ Point out the vaccinations to be administered to premature newborns.
- ♦ Revise the general aspects of neonatal dermatology; its embryology and histology.
- ♦ Differentiate between skin care patterns of the newborn.
- ♦ Differentiate between transient benign skin lesions: erythema toxicum neonatorum, transient neonatal pustular melanosis, mili, miliaria, neonatal acne, subcutaneous fat necrosis, mongolian or Baltz spot, nevustelangiectatic or maternal nevi.
- ♦ Describe the most common skin infections in the newborn: oral candidiasis (thrush), neonatal cutaneous candidiasis, impetigo neonatorum, staphylococcal scalded skin syndrome and neonatal chickenpox.
- ♦ Review what is involved in the feeding of the NB.
- ♦ Explain the infant's requirements and feeding objectives.
- ♦ Describe the procedure and benefits of breastfeeding.
- ♦ Identify other types of feeding applicable in the Neonatal Unit and NICU such as enteral nutrition and parenteral nutrition.
- ♦ State the indications and contraindications for enteral nutrition and parenteral nutrition.
- ♦ Analyze the recommendations for the management of enteral nutrition and parenteral nutrition administration routes.
- ♦ Differentiate the components of parenteral nutrition.
- ♦ Propose the preparation and administration of parenteral nutrition.
- ♦ Formulate the pattern of withdrawal of parenteral nutrition.
- ♦ Recall the generalities in neonatal neurology, embryology and anatomy of the nervous system.
- ♦ Perform a thorough neonatal neurological examination.
- ♦ Describe the different metabolopathies.
- ♦ Determine the different criteria for including a metabolopathy in neonatal screening.
- ♦ Manage screening techniques, as well as management during heel prick.
- ♦ Organize the types of screening for the different metabolopathies.
- ♦ Review the healthcare system, its regulations and norms.
- ♦ Analyze the code of ethics and deontology of the medical and nursing professional organization.
- ♦ Explain how information should be given to the patient and family members.
- ♦ Incorporate the use of informed consent into routine practice.
- ♦ Identify treatment refusal.
- ♦ Apply professional secrecy.
- ♦ Evaluate the data protection law (LOPD).
- ♦ Define the law for organ donation.

03

Course Management

This program includes in its teaching staff renowned nursing professionals of neonatal intensive care units, who develop their clinical practice in major hospitals, and who bring the experience of their work to this specialization.

In addition, medical specialists who are members of national and international scientific societies participate in its design and development, complementing the teaching staff in an interdisciplinary manner.





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Learn from leading professionals the latest advances in the care of the healthy newborn.”

Management



Dr. López Ruiz, María Amparo

- Degree in Medicine and Surgery from the University of Valencia
- Doctor of Medicine "Cum Laude" from the University CEU Cardenal Herrera with the Thesis: "Analysis of medication in pediatric population attending an Emergency Department."
- University expert in Neonatology: "Care in the Premature Newborn." 30 ECTS
- University Professor of Nursing, Medicine and Pharmacy. Faculty of Biomedical Sciences. CEU Cardenal Herrera University - Moncada (Valencia)
- Professor of the online Master in Pediatric Emergencies for Nurses. CEU Cardenal Herrera University -- Health Class
- Professor of the Professional Master's Degree in Advanced Esthetic and Laser Techniques. CEU Cardenal Herrera University - Moncada (Valencia) and NISA Hospitals Foundation (Valencia)
- Postgraduate course director: "Diploma in neonatal nursing and neonatal intensive care". CEU Cardenal Herrera University - Moncada (Valencia) and NISA Hospitals Foundation (Valencia). Course 2014, 2015, 2016
- Postgraduate course coordinator: "First Aid, Cardiopulmonary Resuscitation and Emergency Situations Course". CEU Cardenal Herrera University - Moncada (Valencia)
- Erasmus coordinator for Medicine. CEU Cardenal Herrera University since 2014.
- Personal tutor for international medical students. CEU Cardenal Herrera University - Moncada (Valencia). Course 2014 - 2015
- Entrepreneurship tutor for Medicine. CEU Cardenal Herrera University - Moncada (Valencia). Course 2014 - 2015
- Practice coordinator for Medicine. CEU Cardenal Herrera University - Moncada (Valencia). Course 2015 - 2016
- Coordinator for Medicine. CEU Cardenal Herrera University - Moncada (Valencia). Course 2016 - 2017
- NESTLÉ Award for best Oral Communication, XXIV National Congress of the Spanish Society of Outpatient Pediatrics and Primary Care; held in Murcia, from 14 to 17 October 2010; for the work: "Analysis of the use of Analgesic-Antipyretics in pediatric patients attending an emergency department."



Professors

Dr. López Peña, Rafael

- ◆ Degree in Medicine and Surgery from the University of Valencia
- ◆ Doctor of Medicine "Cum Laude" from the University of Valencia.
- ◆ Pediatrician, Specialist in PICU and NICU
- ◆ Postgraduate in Neonatology

Dr. Rojas Otero, Lucila

- ◆ Degree in Medicine and Surgery from the University of Zaragoza
- ◆ Pediatrician, Specialist in PICU and NICU.
- ◆ Postgraduate in Neonatology

Dr. Moreno, Lucrecia

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- ◆ Vice-Dean of Pharmacy. Cardenal Herrera University CEU
- ◆ Doctor of Medicine "Cum Laude" from the University of Valencia.
- ◆ Professor. Cardenal Herrera University CEU

Dr. Sanahuja Santafé, M^a Amparo

- ◆ Degree in Pharmacy from the University of Valencia
- ◆ University Professor. Cardenal Herrera University CEU
- ◆ Doctor of Medicine "Cum Laude" from the University of Valencia.

Silvestre Castelló, Dolores

- ◆ Degree in Chemistry from the University of Valencia
- ◆ Associate Professor of Nutrition and Bromatology. Cardenal Herrera University CEU
- ◆ Doctor of Chemical Sciences "Cum Laude" from the University of Valencia.
- ◆ Graduate in Food Technology (Consejo Superior Investigaciones Científicas)
- ◆ Postgraduate Degree in Nutrition, Dietetics and Diet Therapy (University of Navarra)

Iranzo Cobo del Cabo, Rosana

- ◆ Degree in Nursing
- ◆ University Professor- Nursing Degree. Cardenal Herrera University CEU.

Dr. Bendala Tufanisco, Elena

- ◆ Degree in Medicine and Surgery from the University of Valencia
- ◆ Degree in Biology from the University of Valencia
- ◆ Doctor of Biochemistry and Molecular Biology "Cum Laude" from the University of Valencia.
- ◆ Faculty of Biomedical Sciences. Faculty of Health Sciences. Cardenal Herrera University - CEU

Roldán del Amo, Adela

- ◆ Diploma in Nursing.
- ◆ Pediatric nurse. NICU and PICU. Accident and Emergency Care
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- ◆ Doctor of Medicine "Cum Laude" from the University of Valencia.
- ◆ Specialist in Child Neurology
- ◆ Attending Physician. Pediatrics and PICU-Neonatal Service. NISA.
- ◆ Postgraduate in Neonatology

Dr. Navarro Marí, Rosa María

- ◆ Degree in Medicine and Surgery from the University of Valencia
- ◆ Pediatrician.
- ◆ Attending Physician. Pediatrics and PICU-Neonatal Service. NISA.
- ◆ Postgraduate in Neonatology

Dobón García, Ana María

- ◆ Degree in Law from the University of Valencia
- ◆ Lawyer specializing in Medical and Health Law

Juan Hidalgo, Alicia

- ◆ Degree in Psychology from the University of Valencia
- ◆ Clinical Psychologist
- ◆ University professor in the Psychology Faculty. University of Valencia



04

Structure and Content

The structure of the contents has been designed by the team of professionals knowledgeable about the implications of specialization in daily nursing practice in the neonatal intensive care unit, aware of the relevance of current specialization in the professional, ensuring the approach of the main issues in the current development of care for the critical newborn patient.



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The Online Postgraduate Diploma in Nursing Care for Healthy Newborns contains the most complete and up to date scientific program on the market.”

Module 1. Important Aspects of Neonatology

- 1.1. Differences between Newborn, Child and Adolescent.
- 1.2. Neonatal Stages.
 - 1.2.1. Neonatal Stages at Gestational Age.
 - 1.2.2. Neonatal Stages for Birthweight.
 - 1.2.3. Premature Newborns.
 - 1.2.4. Post Term Newborn.
- 1.3. Anatomical and Physiological Characteristics of a Normal Newborn.
 - 1.3.1. Newborn Somatometry.
 - 1.3.2. Morphological Characteristics.
 - 1.3.3. Physiological Characteristics.
- 1.4. Complete Physical Examination of the Newborn.
 - 1.4.1. Physical Examination Process.
 - 1.4.2. General Observation.
 - 1.4.3. Head and Neck Region.
 - 1.4.4. Torso Region.
 - 1.4.5. Limb Region.
 - 1.4.6. Neurological examination.
- 1.5. Structure and Organisation of the Neonatal Service.
 - 1.5.1. Location of the Neonatology Service.
 - 1.5.2. Equipment and Materials.
 - 1.5.3. Human Resources
 - 1.5.4. Concept of Neonatal Intensive Care Unit (NICU).
 - 1.5.4.1. Calculation and Layout of Cribs.
 - 1.5.4.2. Physical Space in a Neonatal Intensive Care Unit.
 - 1.5.4.3. Equipment and Material in a Neonatal Intensive Care Unit.
 - 1.5.4.4. Human resources in a Neonatal Intensive Care Unit.
 - 1.5.4.5. Profiles and Roles: "Nursing Team"
 - 1.5.4.6. Operating System "Primary Nursing"





Module 2. Admission of a Newborn in the Neonatal Ward or in the NICU.

- 2.1. Arrival of the Newborn (NB) in the Neonatal Ward.
 - 2.1.1. Admission Criteria.
 - 2.1.2. Admission Objectives.
 - 2.1.3. Nursing Interventions.
 - 2.1.4. Physical Examination of the Newborn.
- 2.2. Arrival of the Newborn (NB) in the NICU.
 - 2.2.1. Admission Criteria.
 - 2.2.2. Admission Objectives.
 - 2.2.3. Nursing Interventions.
 - 2.2.4. Physical Examination of the Newborn.
- 2.3. Neonatal Transport.
 - 2.3.1. Transfer of the Pregnant Woman.
 - 2.3.2. Neonatal Transfer.
 - 2.3.3. Neonatal Transport Team.
 - 2.3.4. Neonatal Transport Equipment.

Module 3. Premature Child.

- 3.1. Etiopathogenesis of Prematurity.
- 3.2. Differential diagnosis of Premature Newborns.
- 3.3. Arrival of an Underweight Premature Newborn.
- 3.4. Clinical Features and Complications of a Premature Newborn.
 - 3.4.1. Respiratory Pathology.
 - 3.4.2. Neurological Pathology.
 - 3.4.3. Ophthalmologic Pathology.
 - 3.4.4. Cardiovascular Pathology.
 - 3.4.5. Digestive Pathology.
 - 3.4.6. Immunological pathology.
 - 3.4.7. Metabolic pathology.
 - 3.4.8. Hematologic pathology.
 - 3.4.9. Endocrinologic pathology
 - 3.4.10. Complications.

- 3.5. Care Procedure and Prognosis of a Premature Newborn.
 - 3.5.1. Sequelae and Follow-up Monitoring.
- 3.6. Aspects to be Monitored During the Recovery Period, Discharge and Aftercare.
 - 3.6.1. Hospital Discharge.
 - 3.6.2. Rules of Conduct.
 - 3.6.3. Food.
 - 3.6.4. Pharmacological Supplements.
 - 3.6.5. Neuropsychological and Somatometric Monitoring.
 - 3.6.6. Prevention of Respiratory Infections.
 - 3.6.7. Vaccinations for Premature Newborns.

Module 4. General Skin Care in Neonatology

- 4.1. General Aspects of Neonatal Dermatology.
 - 4.1.1. Embryological Recall.
 - 4.1.2. Histologic Recall.
- 4.2. Newborn Skin Care Practices.
- 4.3. Transient Benign Skin Lesions.
 - 4.3.1. Erythema Toxicum Neonatorum.
 - 4.3.2. Transient Neonatal Pustular Melanosis.
 - 4.3.3. Milia.
 - 4.3.4. Miliaria.
 - 4.3.5. Neonatal Acne.
 - 4.3.6. Subcutaneous Fat Necrosis.
 - 4.3.7. Dermal Melanocytosis
 - 4.3.8. Nevustelangiectásicos o nevi materno.
 - 4.3.9. Harlequin Coloring.
- 4.5. Infections in a Newborn.
 - 4.5.1. Oral Candidiasis (thrush).
 - 4.5.2. Neonatal Cutaneous Candidiasis.
 - 4.5.3. Neonatal Impetigo.
 - 4.5.4. Staphylococcal Scalded Skin Syndrome.
 - 4.5.5. Neonatal Chickenpox.



Metabolic tests in the Newborn

Module 5. Newborn feeding: Breastfeeding / Formula Feeding and Feeding of Admitted Newborns

- 5.1. General Aspects of a Newborn's diet.
- 5.2. Requirements and Feeding Objectives of the Breastfeeding Infant.
- 5.3. Breastfeeding.
- 5.4. Enteral Nutrition.
 - 5.4.1. Indications for Enteral Feeding.
 - 5.4.2. Contraindications for Enteral Feeding.
 - 5.4.3. Enteral Feeding Methods.
- 5.5. Parenteral nutrition
 - 5.5.1. Indications for Parenteral Feeding.
 - 5.5.2. Contraindications for Parenteral Feeding.
 - 5.5.3. Vein Administration Routes.
 - 5.5.4. Recommendations for the Monitoring of Administration Routes.
 - 5.5.5. Components of Parenteral Nutrition.
 - 5.5.6. Preparation and Administration of Parenteral Nutrition.
 - 5.5.7. Controls.
 - 5.5.8. Complications.
 - 5.5.9. Withdrawal of Parenteral Nutrition.

Module 6. Neonatal Neurological Examination

- 6.1. General Aspects of Neonatal Neurology.
 - 6.1.1. Embryology of the Nervous System.
 - 6.1.2. Basic Notions of the Nervous System Anatomy.
- 6.2. Neonatal Neurological Examination Technique.

Module 7. Other Neonatal Pathologies: Metabolopathies, Chromosomopathies and Neonatal Oncology.

- 7.1. Metabolopathies.
 - 7.1.1. Criteria for Listing a Metabolopathy in Neonatal Screening.
 - 7.1.2. Screening Techniques: Procedure for the Heel Prick Test.
 - 7.1.3. Different Types of Screening for the Various Metabolopathies.

- 7.2. Most Common Chromosomopathies.
 - 7.2.1. Aneuploidies.
 - 7.2.1.1. Trisomy 21 (Down Syndrome).
 - 7.2.1.2. Trisomy 18 (Edwards Syndrome).
 - 7.2.1.3. Trisomy 13 (Patau's Syndrome).
 - 7.2.1.4. Turner Syndrome (45XO) o monosomy X.
 - 7.2.1.5. Klinefelter Syndrome (47XXY).
 - 7.2.2. Major Structural Changes.
 - 7.2.3. Study of Chromosomal Alterations.
- 7.3. Neonatal Oncology.
 - 7.3.1. Neuroblastoma.
 - 7.3.2. Wilms Tumour.
 - 7.3.3. Teratomas.

Module 8. Medical-Legal Aspects in Neonatology.

- 8.1. Code of Ethics and Deontology.
- 8.2. Keeping the Patient Informed.
- 8.3. Informed Consent.
- 8.4. Refusal of Treatment.
- 8.5. Professional Secrecy.
- 8.6. Organic Data Protection Law (LOPD)
- 8.7. Organ Donation.



A unique, key, and decisive Professional master's degree experience to boost your professional development."

05

Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***. This teaching system is used 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 Re-learning, 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 clinical situation, what would you do? Throughout the program, you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Nurses learn better, faster, and more sustainably over time.

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



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



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 university program.



Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

Our University is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing 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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success, in all specialties regardless of from the workload. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Re-learning 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 (we learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

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



In this Postgraduate Diploma you will have access to the best educational material, prepared with you in mind:



Study Material

After a complex production process, we transform the best content into high-quality educational and audiovisual multimedia. We select the best syllabus and make it available to you. Everything you need to acquire in-depth knowledge of a discipline, from A to Z. Lessons written and chosen by specialists in each of the disciplines.



Surgical techniques and clinical procedures on video

We bring you closer to the newest techniques, to the latest scientific advances, to the forefront of nursing news. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



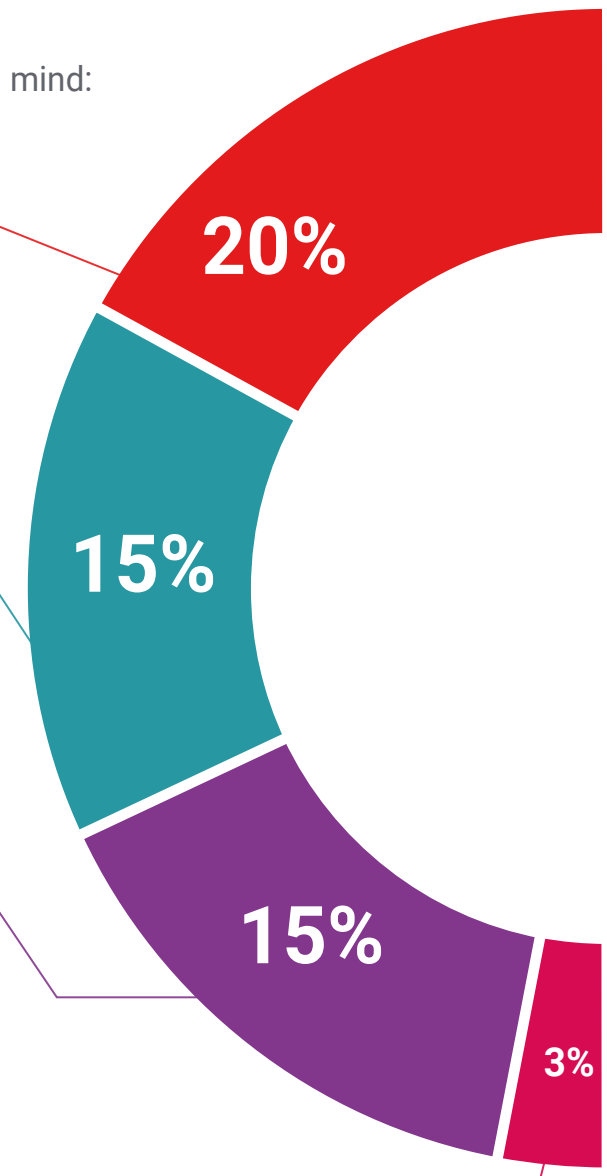
Interactive Summaries

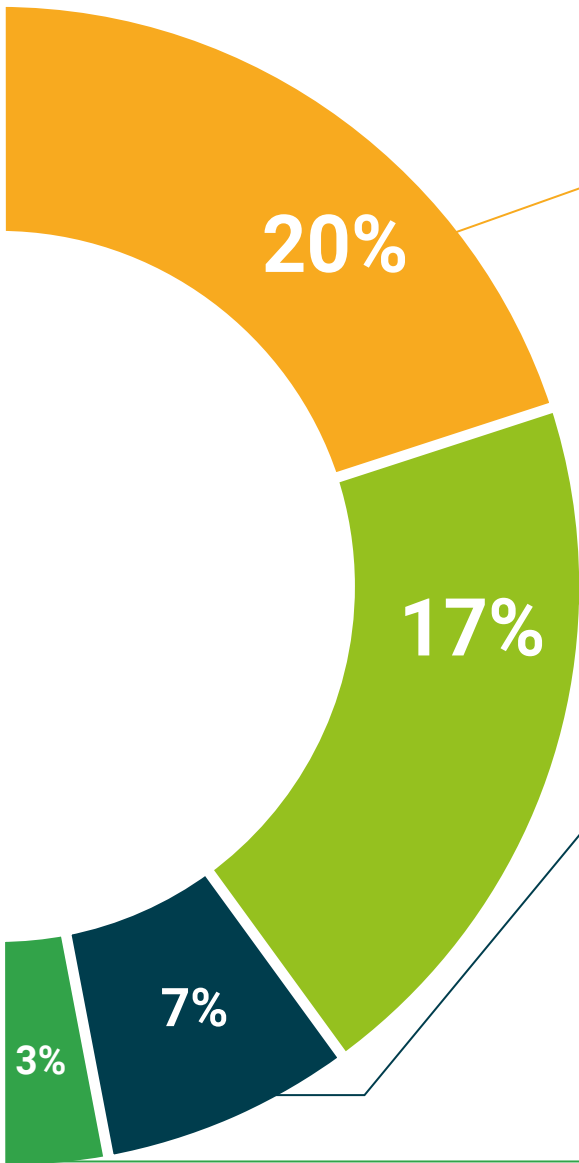
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge. This unique training system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... in our virtual library you will have access to everything you need to complete your training.





Expert-led case studies and case analysis

Through the narratives of expert professionals, it is possible to acquire a high degree of understanding of the most frequent problematic situations. The professional's healthcare practice is not alien to the context in which it takes place. If we want to train ourselves to improve our professional practice, this training must be situated within the context in which it takes place.



Testing & Re-Testing

We periodically evaluate and re-evaluate your knowledge throughout this program through activities and evaluative exercises.



Classes

There is scientific evidence on the usefulness of third-party expert observation. Learning from an expert strengthens knowledge and recall, and generates confidence in our future difficult decisions



Quick Action Guides

One of the most important functions of our team is to select those contents considered essential and present them in the form of worksheets or quick action guides to facilitate their understanding.



06

Certificate

The Postgraduate Diploma in Nursing Care for Healthy Newborns guarantees you, in addition to the most rigorous and up to date specialization, access to a Postgraduate Diploma issued by TECH Technological University.





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Successfully complete this specialisation and receive your university degree without travel or laborious paperwork”.

This **Postgraduate Diploma in Nursing Care for Healthy Newborns** contains the most complete and up to date scientific program on the market.

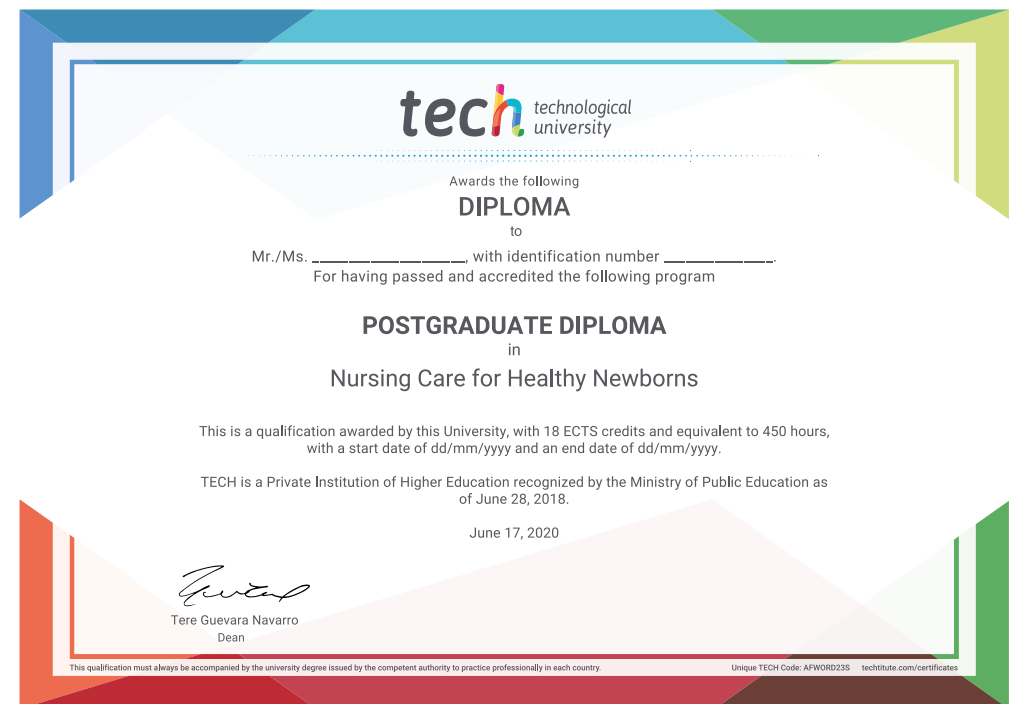
After the student has passed the evaluations, they will receive their corresponding Postgraduate Diploma issued by **TECH Technological University**.

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

Title: **Postgraduate Diploma in Nursing Care for Healthy Newborns**

ECTS: 18

Official Number 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.

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



Postgraduate Diploma
Nursing Care for Healthy
Newborns

Course Modality: Online

Duration: 6 months.

Accreditation: TECH Technological University

18 ECTS

Teaching Hours: 450 hours.

Postgraduate Diploma

Nursing Care for Healthy Newborns

