

# Postgraduate Diploma

## Nursing in Frequent Emergencies in Primary Care





## Postgraduate Diploma Nursing in Frequent Emergencies in Primary Care

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

Website: [www.techtitute.com/ Nursing./experto-universitario/experto Nursing- Emergencies- Lesions- Attention- Primary](http://www.techtitute.com/Nursing./experto-universitario/experto-Nursing-Emergencies-Lesions-Attention-Primary)

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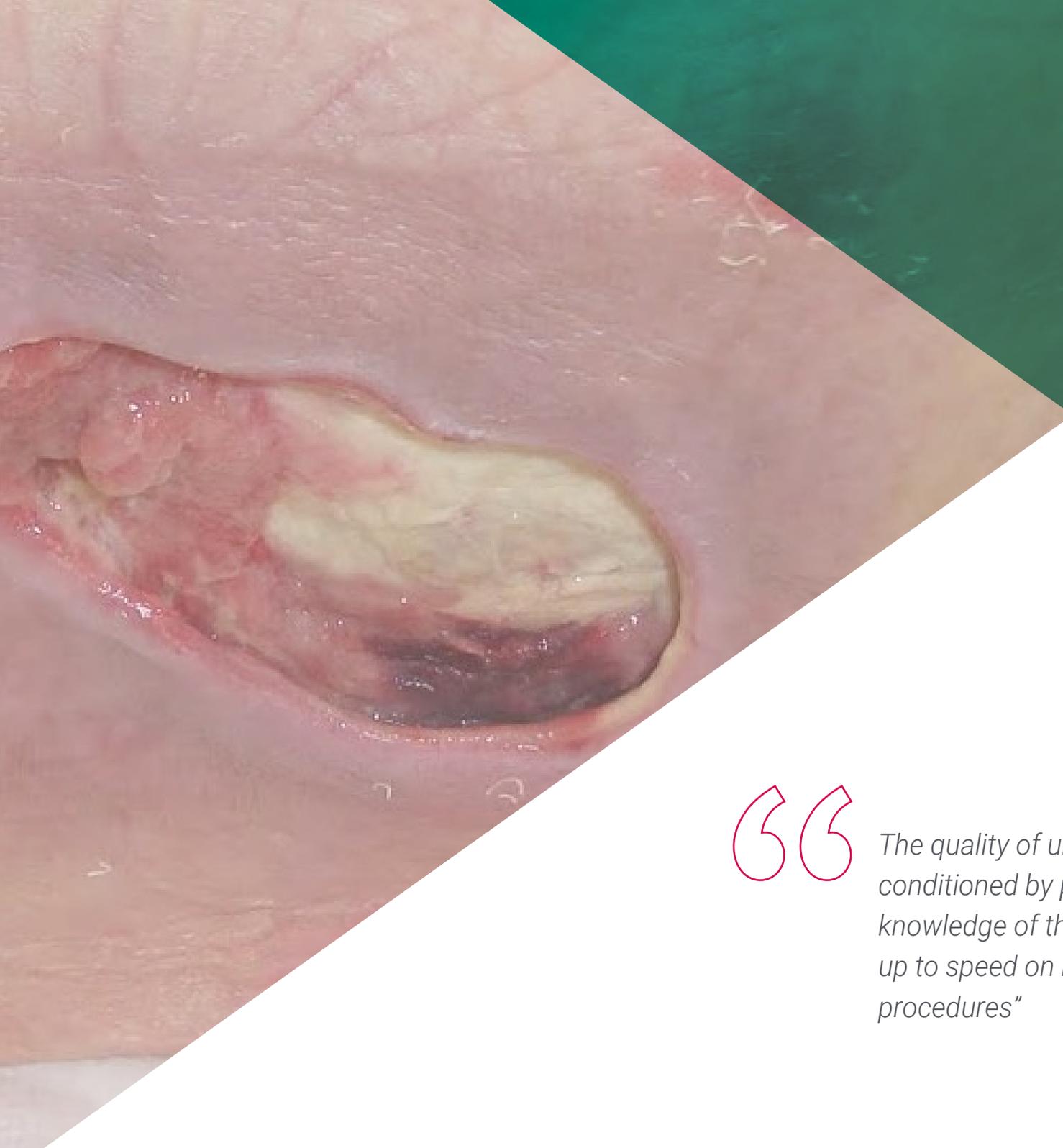
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# 01

# Introduction

Patients suffering from emergency situations should go to their primary care center, thus filtering out those frequent situations that require specialized care and those that can be treated at the health center. It is essential for Primary Care Nursing professionals to be up to date in emergency care procedures in order to act efficiently when faced with an urgent patient.





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*The quality of urgent patient care is conditioned by professionals having updated knowledge of the care they provide. Get up to speed on nursing and urgent care procedures”*

Primary Care is the gateway to the health system, sometimes receiving patients with potentially serious conditions that require immediate and complex action, generally with scarce resources, which makes the role of the Nursing professional and the rest of the health team that attends to emergencies in Primary Care a key one.

The Postgraduate Diploma in Nursing in Frequent Emergencies in Primary Care is a complete scientific program, updated based on the latest scientific evidence and the experience of renowned professionals in the field of Primary Care.

It includes comprehensive systematized action plans for the most frequent emergencies faced by nursing professionals in their daily clinical practice, helping them to make prompt and accurate decisions in these situations. It also addresses organizational aspects of pediatric emergency services and the provision of personnel and material, emphasizing their differential features.

In addition, it addresses the organizational aspects of emergency services, staffing and equipment, with emphasis on the differential characteristics of primary care versus specialized care.

“*Through this Postgraduate Diploma you will be able to update your knowledge in the care of patients with urgent pathologies in Primary Care, improve their prognosis and reduce sequelae and complications*”.

This **Postgraduate Diploma in Nursing in Frequent Emergencies in Primary Care** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- ◆ 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 with emergency pathologies of endocrinometabolic, cardiac, respiratory and infectious etiology in primary care settings
- ◆ Workshops on nursing techniques: interpreting electrocardiography or ultrasound in emergencies, mechanical ventilation, 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 in the selection of a refresher program for two reasons: in addition to updating your knowledge in the care of frequent emergencies in Primary Care, you will obtain a degree from the largest Digital University in the world, TECH”.*

The teaching staff includes leading nursing professionals, who contribute their work experience to this refresher program, in addition to other specialist professionals in primary healthcare.

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

The design of the program is based on Problem-Based Learning, by means of which the nursing professional must try to solve the different professional practice situations that arise throughout the program. To that end, they will be assisted by an innovative, interactive video system created by renowned and experienced experts in primary care emergencies who have extensive teaching experience.

*This program 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 development of the program as close as possible to the reality of nursing*



02

# Objectives

The program focuses on reviewing the main aspects of managing urgent pathology patients in primary care based on scientific evidence and the experience of recognized professionals.



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*This program will give you a sense of security when taking decisions and providing care, which will help you grow both personally and professionally”*



### General Objective

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- Update diagnostic and therapeutic procedures for the most frequent urgent and emergency situations that nurses usually deal with in Primary Care

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*Take the step to get up-to-date on the latest developments in nursing in frequent emergencies in primary care”*





## Specific Objectives

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### Module 1. Organizational Aspects of the Emergency Department

- ◆ Define the structure and organization of emergency services in primary care
- ◆ Understand the importance of medical records in the emergency department and understand the most relevant legal and ethical aspects of health care in emergencies in primary care
- ◆ Understand the role of healthcare professionals in Primary Care Emergencies

### Module 2. Nephrological and Urologic Emergencies

- ◆ Define the diagnostic criteria for acute renal failure
- ◆ Use appropriate treatment for acute renal colic
- ◆ Resolving an acute urinary retention situation in the Primary Health Care setting
- ◆ Identify the signs and symptoms of a patient with rhabdomyolysis
- ◆ Assess the criteria for referring a patient with a urinary tract infection

### Module 3. Endocrine Emergencies

- ◆ Interpret the fundamental alterations of glycemic metabolism
- ◆ Apply appropriate measures to reverse a diabetic ketoacidosis situation
- ◆ Recognize the semiology of an Addisonian crisis
- ◆ Distinguish between hypoglycemia and hyperglycemia, and apply appropriate treatment
- ◆ Delve into non-ketotic hyperosmolar comas

#### Module 4. Trauma and Neurosurgical Emergencies

- ♦ Analyze the different traumatologic conditions in Primary Care emergencies
- ♦ Recognize the general guidelines for action in case of upper and lower limb trauma
- ♦ Adequate use of the integral plan of action in accordance with the Polytrauma Code
- ♦ Differentiate the severity of different spinal injuries

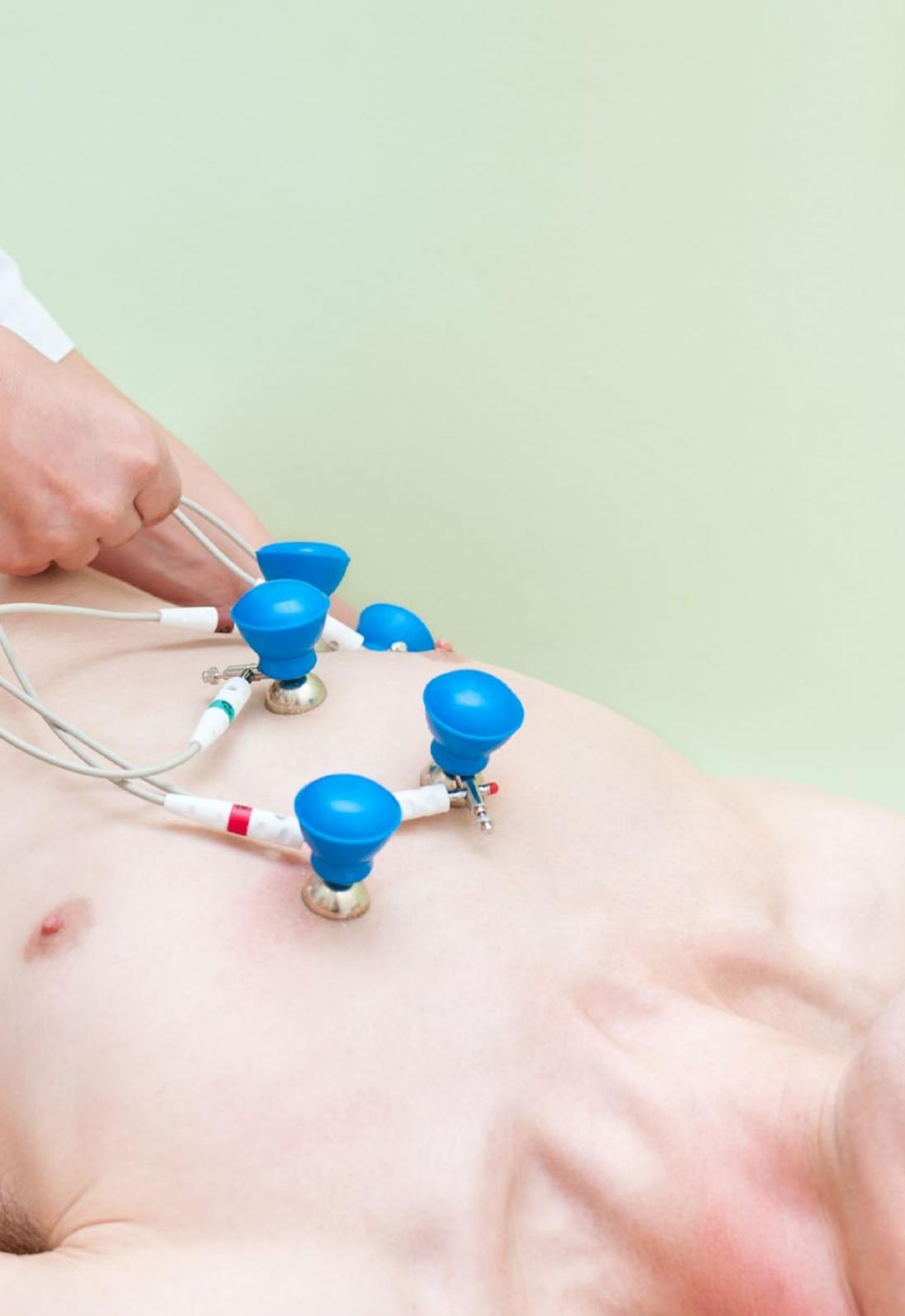
#### Module 5. Vascular Emergencies

- ♦ Identify acute arterial limb ischemia
- ♦ Apply treatment in case of deep vein thrombosis
- ♦ Interpret the potential severity of venous insufficiency
- ♦ Delve into aneurysmal disease and existing treatments

#### Module 6. Ophthalmologic Emergencies

- ♦ Explain the main acute ENT and ophthalmologic diseases
- ♦ Indicate the appropriate treatment for pink eye
- ♦ Use appropriate complementary tests to detect acute vision loss
- ♦ Master treatment when an ocular aggression occurs





### **Module 7. Otolaryngologic Emergencies**

- ◆ Compare the differences between anterior and posterior epistaxis
- ◆ Analyze the different treatments for vertigo
- ◆ Delve into sudden deafness and communication with patients

### **Module 8. Environmental Emergencies**

- ◆ Manage intoxicated patients and injuries caused by environmental agents
- ◆ Discriminate between the different treatments to be applied in case of bites and stings
- ◆ Correctly apply treatment in case of electrocution
- ◆ Delve into heat stroke and how to act in case of emergency

### **Module 9. Geriatric Emergencies**

- ◆ Differentiate the pathophysiological characteristics of elderly patients
- ◆ Identify the types of pathologies that can affect geriatric patients
- ◆ Master the drugs to be administered to geriatric patients according to their needs

03

# Course Management

The program includes in its teaching staff of Nursing professionals of reference in the field of Primary Care emergencies, who pour into this training the experience of their work. In addition, other specialists of recognized prestige have participated in the creation of the contents, completing the program in an interdisciplinary manner.





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*Learn the latest advances in emergency situations  
in primary care from leading professionals”*

## International Guest Director

As National Director of Clinical Innovation at US Acute Care Solutions, Jesse M. Pines, M.D., is one of the most recognized figures in the field of Emergency Medicine and Healthcare Services. In fact, among his accomplishments is the creation and implementation of the first governmental alternative payment model (ED EQUIP, in Maryland) to reduce the total cost of care. In addition, it leads the development and implementation of Telemedicine programs covering a wide range of specialties, including Emergency, Psychiatry and Intensive Care Units, among others.

His extensive experience in medical leadership, large database study design and Big Data research has led him to publish over 350 peer-reviewed articles and writing seven books in these areas. His work has been recognized internationally in different renowned media, including TIME Magazine, the Wall Street Journal and Slate Magazine.

His more than two decades of experience have earned him several leadership positions at George Washington University. Among them, he is the Director of the Center for Health Innovation and Research, also leading the Research Fellowship program and the Center for Healthcare Quality.

Thus, throughout his career, Dr. Jesse M. Pines has received multiple awards, both for the articles he has published and for his own work and contribution to the field of Emergency Medicine. He is also the Chair of the American College of Emergency Physicians (ACEP) New Practice Models Task Force, holding various positions in ACEP, the Society for Academic Emergency Medicine and the American Academy of Emergency Medicine.



## Dr. Jesse M. Pines

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- National Director of Clinical Innovation, US Acute Care Solutions, USA
- Allegheny Health Network Emergency Physician
- Professor of Emergency Medicine at The George Washington University
- Professor of Emergency Medicine at Drexel University
- Director of the Medical Research Fellowship Program at George Washington University.
- Director of the Center for Health Innovation and Research at George Washington University
- Doctor of Medicine from Georgetown University
- Master's Degree in Business Administration, Georgetown University
- Master's Degree in Clinical Epidemiology from the University of Pennsylvania.



*Thanks to TECH you will be able to learn with the best professionals in the world"*

## International Guest Director

Barbara Maliszewski is an outstanding leader in the field of nursing, with extensive experience and an impressive track record in emergency healthcare management. In fact, her tireless work has led her to continually strive for quality improvement in hospital emergency departments.

She has held roles as Senior Director of Nursing at Johns Hopkins Hospital and Johns Hopkins Bayview Medical Center. In this role, she has strategically coordinated the Emergency and Critical Care Transport departments, implementing initiatives that optimize operations and oversee nursing practices. As such, she has been instrumental in developing and implementing programs of excellence in these services, as well as overseeing staff performance management.

In addition to her professional work, Barbara Maliszewski has dedicated her time and effort to collaborate with various associations, including the Emergency Nurses Association, whose primary mission is to promote excellence in Emergency Nursing worldwide. She has also helped to promote the highest standards of quality care and treatment for emergency patients.

Throughout her career, Barbara Maliszewski has been recognized for her professional excellence and contribution to nursing research. In fact, she has participated in numerous presentations and published in renowned nursing journals, addressing key topics such as quality in the emergency department and sex trafficking detection in clinical settings. In addition, her work has had a significant impact on Nursing practice and has contributed to the advancement of emergency medical care internationally.



## Dr. Maliszewski, Barbara

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- Senior Director of Nursing at Johns Hopkins Hospital and Johns Hopkins Bayview Medical Center
- Deputy Director of Nursing at Johns Hopkins Bayview Medical Center, Department of Emergency Medicine and Critical Care Transport
- Nurse Practitioner at Johns Hopkins Bayview Medical Center, Department of Surgery
- Journal of Clinical Nursing Reviewer
- Master of Science in Nursing, Towson University
- Bachelor of Science in Nursing from the University of Maryland
- Member of: Emergency Nurses Association

“

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

## Management



### Dr. Francisco Vicente Roig D'Cunha-Kamath

- ♦ Hospital Emergency Physician at the Clinical University Hospital of Valencia.
- ♦ Assistant Physician in the Emergency Medicine Department at Valencia Clinical University Hospital
- ♦ Physician at the from Valencia Health and Community Foundation.
- ♦ Professor of Human Anatomy in the European University of Valencia.
- ♦ Doctor for the ASCIRES group
- ♦ Degree in Medicine from the University of Valencia
- ♦ Specialist via MIR in Family and Community Medicine

## Professors

### Ms. Ana Forés

- ♦ Nurse in the Health and Community Foundation
- ♦ Member of the Intensive Care Unit of the Doctor Peset University Hospital
- ♦ Technical Laboratory Specialist
- ♦ Postgraduate Certificate in Nursing
- ♦ Diploma in Business Nursing
- ♦ Professional Master's Degree in Prevention and Treatment of Addictive Behaviors
- ♦ Postgraduate Diploma in Pedagogical Aptitude (CAP)

### Dr. José Vicente Brasó Aznar

- ♦ Chief of Section of the Emergency Medicine Service at the la Ribera University Hospital..
- ♦ Hospital Emergency Physician
- ♦ Associate Professor of Emergency Medicine in the Faculty of Medicine of the University of



04

# Structure and Content

The content has been designed and structured by a team of professionals who recognize the importance of training in emergency primary care nursing, who are aware of the relevance of current knowledge to provide quality patient care, and who are committed to teaching through new educational technologies.





*This Postgraduate Diploma in Nursing in Frequent Emergencies in Primary Care contains the most complete and up-to-date scientific program on the*

### Module 1. Organizational Aspects of the Emergency Department

- 1.1. Organization of the Emergency Department in Primary Care. Adequate Stocking of First Aid Kits
- 1.2. Role of the Healthcare Professional in Primary Care Emergencies
- 1.3. Medicolegal Management Issues in Primary Care Emergency Departments
- 1.4. Triage in Primary Care Emergency Departments

### Module 2. Nephrological and Urologic Emergencies

- 2.1. Acute Kidney Failure
- 2.2. Acute Urinary Retention
- 2.3. Renal Colic
- 2.4. Acute Scrotum
- 2.5. Rhabdomyolysis

### Module 3. Endocrine Emergencies

- 3.1. Hyperglycemia
  - 3.1.1. Diabetic ketoacidosis
  - 3.1.2. Hyperosmolar Nonketotic Coma
- 3.2. Hypoglycemia
- 3.3. Addisonian Crisis
- 3.4. Other Endocrine Emergencies



#### Module 4. Trauma and Neurosurgical Emergencies

- 4.1. Locomotor System Trauma and Hemorrhage
- 4.2. Lower Extremity Trauma
- 4.3. Upper Extremity Trauma
- 4.4. Cranioencephalic Trauma
- 4.5. Thoracic Trauma.
- 4.6. Vertebral Trauma and Spinal Cord Injury.
- 4.7. Lower Back Pain and Lumbosciatica
- 4.8. Abominal and Pelvic Trauma
- 4.9. Trauma during Pregnancy
- 4.10. Special Traumas
- 4.11. Out-of-Hospital Major Trauma Care. Polytrauma Code
- 4.12. Burns
- 4.13. Workshop on Mobilization and Immobilization of Trauma Patients
- 4.14. Workshop on Functional Bandages
- 4.15. Suture Workshop
- 4.16. Plaster Workshop
- 4.17. Acute and Chronic Wound Care Workshop

#### Module 5. Vascular Emergencies

- 5.1. Acute Limb Ischemia
- 5.2. Deep Vein Thrombosis (DVT)
- 5.3. Venous Insufficiency
- 5.4. Aneurysmal Disease

#### Module 6. Ophthalmologic Emergencies

- 6.1. Eyelid and Lacrimal System Diseases
- 6.2. Pink Eye
- 6.3. Sudden Loss of Vision.
- 6.4. Eye Injuries.

#### Module 7. Otolaryngologic Emergencies

- 7.1. Infectious Processes in ENT
- 7.2. Foreign Objects in ENT.
- 7.3. Epistaxis.
- 7.4. Vertigo.
- 7.5. Sudden Loss of Hearing.

#### Module 8. Environmental Emergencies

- 8.1. Heat Illness
- 8.2. Bites and Stings.
- 8.3. Anaphylaxis.
- 8.4. Electrocutation.
- 8.5. Dysbarism.

#### Module 9. Geriatric Emergencies

- 9.1. Geriatric Emergencies I
- 9.2. Geriatric Emergencies II

# 05

# Methodology

This 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.





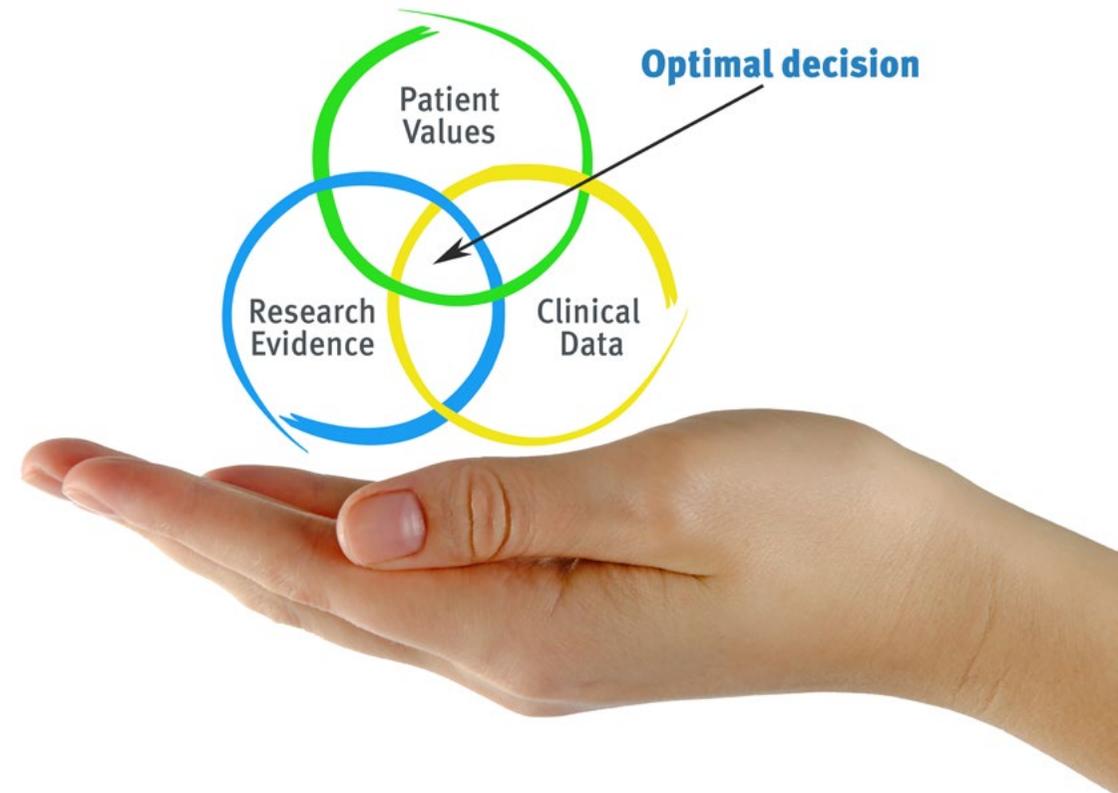
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization”*

## 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

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 prepared more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. Our educational 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

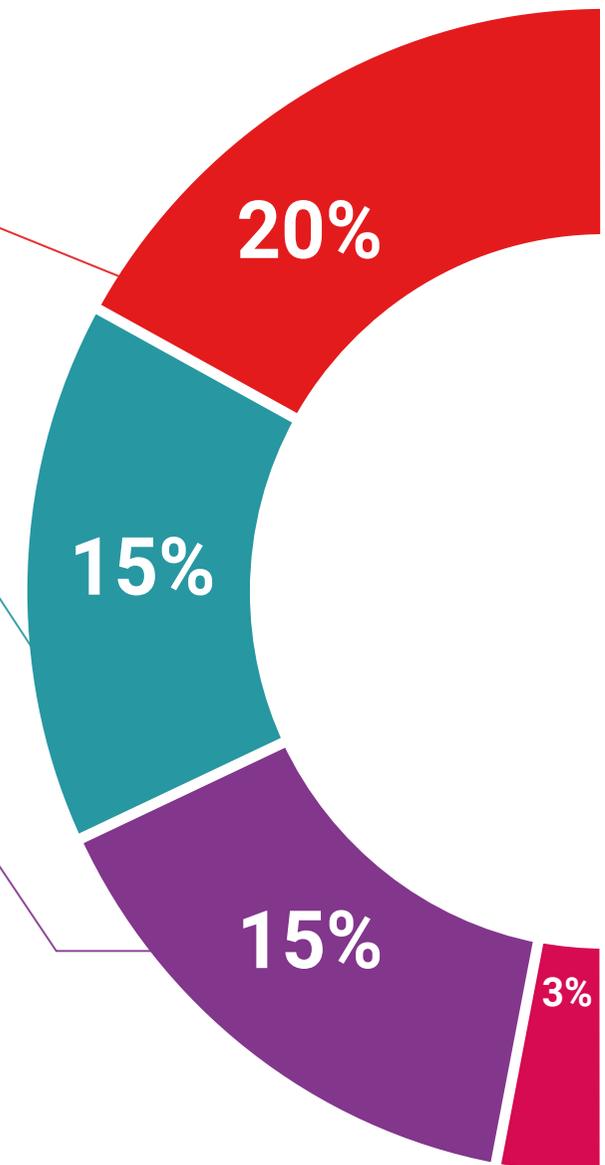
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

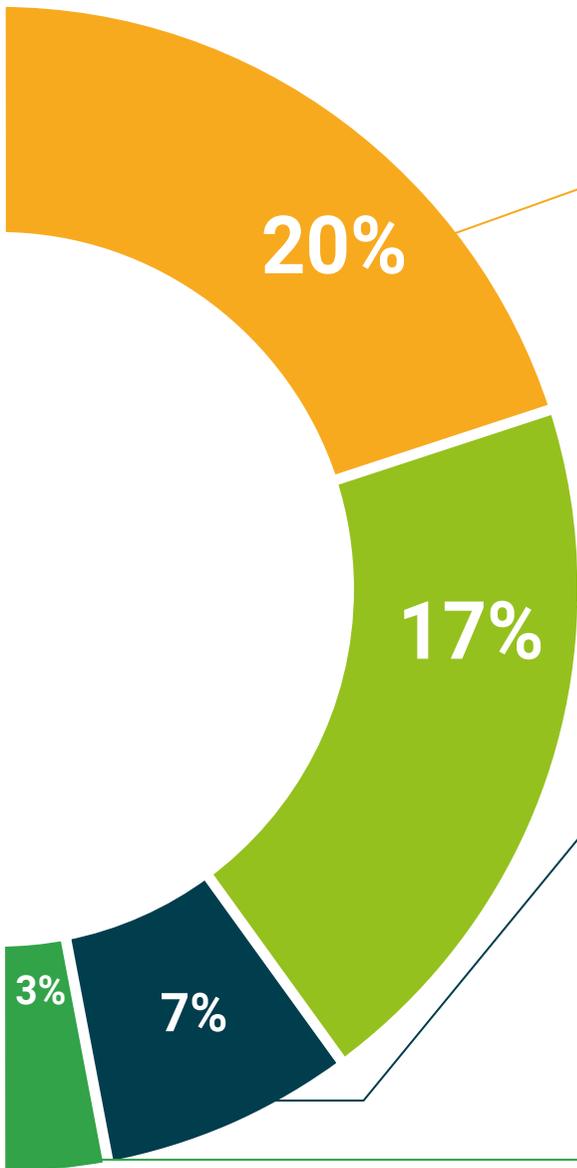
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### 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

The student's knowledge is periodically assessed and re-assessed throughout the program, through evaluative and self-evaluative activities and exercises: in this way, students can check how they are doing in terms of 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 Nursing in Frequent Emergencies in Primary Care guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.





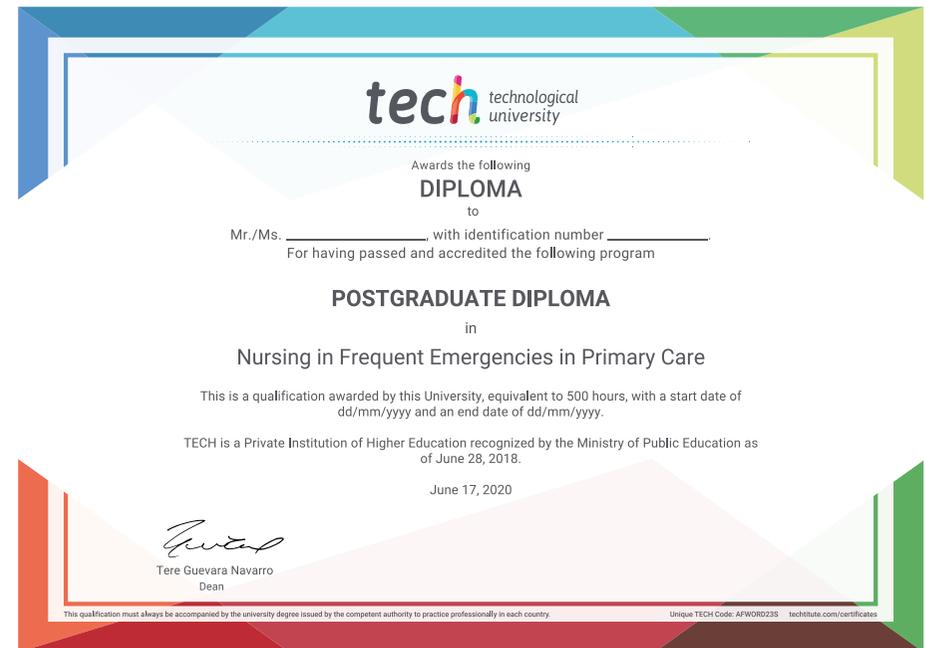
*Successfully complete this program  
and receive your university qualification  
without having to travel or fill out laborious*

This **Postgraduate Diploma in Nursing in Frequent Emergencies in Primary Care** 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 in Frequent Emergencies in Primary Care**  
Official N° of Hours: **500 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.



## Postgraduate Diploma

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

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