

# Postgraduate Diploma

Quality of Care and Humanization  
in Healthcare for Nursing



## Postgraduate Diploma Quality of Care and Humanization in Healthcare for Nursing

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-quality-care-humanization-healthcare-nursing](http://www.techtitute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-quality-care-humanization-healthcare-nursing)

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# 01

# Introduction

Quality of care and humanization in healthcare are focused on the individual needs and preferences of each patient. This means that health professionals must work in collaboration with the sick and their families to understand their needs and expectations, providing personalized care. For this reason, TECH has designed a program that allows the nursing professionals to maximize their knowledge on aspects such as the Benefits of Management by Values, Staff Care, Adequacy of Life Support Therapies and Reference Models in Quality and Excellence. All this, thanks to a 100% online modality and with the most complete and updated multimedia materials in the academic market.







*A complete TECH program that will provide you with the most advanced knowledge on Healthcare Quality Management Systems in Healthcare Institutions, in a 100% online modality"*

Quality of care and humanization are essential to ensure that patients receive effective and satisfactory health care in nursing. By focusing on the patient and working in collaboration with their families, the procedures meet the patient's physical, emotional and social needs. This translates into more effective and satisfying care, as well as better health and well-being for all.

For this reason, TECH has designed a program in Quality of Care and Humanization in Health Care for Nurses that seeks to provide students with the necessary skills and competencies to be able to carry out their work as nurses as efficiently as possible. Thus, throughout this program, aspects such as Quality Standards, Leadership and Talent Management, Bioethics, Confidentiality and Privacy or Humanization in Healthcare, among others, will be addressed.

All this, thanks to a convenient 100% online modality that allows students to organize their studies and schedules, being able to combine them with their other obligations. In addition, the curriculum has the most dynamic and complete didactic materials and practical activities available on the market.

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

- ♦ The development of case studies presented by healthcare experts in Quality of Care and Humanization in Health
- ♦ Graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection work
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Become an expert in Quality of Care and Humanization in Health in only 6 months and with total freedom of organization and schedules"*

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*Deepen in aspects such as the Humanization of Palliative Care and Bioethics, without time limits and without the need to travel”*

The program’s teaching staff includes professionals from sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

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

The design of this program focuses on Problem-Based Learning, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.

*Update your knowledge on Professional Wellness Management and Staff Care, from your Tablet, mobile or computer.*

*A unique program that will allow you to master one of the most promising areas in the field of Nursing.*



02

# Objectives

The objective of this program in Health Care Quality and Humanization for Nurses is to provide students with the most complete knowledge and skills so that they can carry out their health care work with the highest quality and efficiency in their jobs. All this, thanks to updated and innovative contents, based on the most rigorous sources, which is why they represent a unique opportunity in the current academic market.





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*Enroll now and enjoy the full availability of the latest advances in Quality of Care and Personalization of Care, thanks to TECH, the world's largest digital university"*



## General Objectives

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- ♦ Analyze the importance of humanization in health care, the need for respect for life, human dignity and a holistic understanding of the person made vulnerable by illness
- ♦ Identify situations and risk factors in the pediatric patient
- ♦ Determine the main preventive measures implemented in pediatric patient safety
- ♦ Justify the importance and guidelines of surgical safety in the public health setting by defining a minimum set of measures
- ♦ Promote safe working environments for patients and professionals
- ♦ Promote research, innovation and training in patient safety
- ♦ Analyze the management of adverse events and their improvement plans to avoid them
- ♦ Deepen in the concepts, methods and strategies for the improvement of patient safety in healthcare institutions
- ♦ Substantiate the best evidence on safety e biobanks and transfusion safety technologies
- ♦ Analyze patient safety strategies approached from different healthcare areas





## Specific Objectives

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### Module 1. Healthcare Quality Management Systems in Healthcare Institutions

- ♦ Analyze the different models and systems of quality management
- ♦ Update specialized knowledge on management by care processes
- ♦ Propose techniques and tools for quality improvement
- ♦ Develop the tools to carry out a continuous quality improvement cycle
- ♦ Determine the different models of quality certification in healthcare institutions
- ♦ Establish keys to excellence in healthcare institutions
- ♦ Identify the essential aspects for the development of effective leadership in healthcare professional teams

### Module 2. Quality of Care and Ethics in Healthcare Institutions

- ♦ Develop the four principles of bioethics
- ♦ Update knowledge on the application of the deliberative method to clinical decisions
- ♦ Examine the application of bioethics in end-of-life health care decisions
- ♦ Apply Ethics in Medical Research
- ♦ Deepen the key points of respect for the patient
- ♦ Analyze ethical actions in conflicting situations
- ♦ Value the figure of palliative care
- ♦ Establish the importance of ethical values in organ donation

### Module 3. Humanization of Healthcare

- ♦ Promote Humanization in Healthcare
- ♦ Analyze the fundamental axes for humanized care: the patient and their family, the healthcare personnel and the organizational structure
- ♦ Investigate the humanization of health care for particularly vulnerable patients
- ♦ Update knowledge in order to draw up a humanization plan
- ♦ Examine the value-based management model



*Enhance your professional profile in the field of Nursing and gain access to the prestigious positions you have always dreamed of, thanks to TECH and its excellent team of professionals"*

03

# Course Management

TECH has selected the best professionals who are part of its team of experts in Nursing, to create a Postgraduate Diploma in Quality of Care and Humanization in Healthcare for Nursing of the highest quality. These specialists have an extensive background and outstanding experience, which has allowed them to obtain successful positions in the healthcare field. Thus, the students will be able to get the best out of a process in which they will receive constant support.







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*TECH's prestigious team of experts will be responsible for you to obtain a successful update in the field of Healthcare Quality and Humanization"*

## Management



### Dr. Paredes Esteban, Rosa María

- ♦ Head of Service and Director of the Pediatric Surgery Clinical Management Unit of the Reina Sofia Hospital
- ♦ Specialist in Pediatric Surgery Reina Sofia Hospital
- ♦ Specialist in Pediatric Surgery at the Medical-Surgical Hospital of Jaén
- ♦ Responsible for Pediatric Surgery training at the Reina Sofia Hospital
- ♦ President of the Spanish Society of Pediatric Surgery
- ♦ Coordinator of the Bioethics Commission of the Spanish Society of Pediatric Surgery
- ♦ Coordinator of the Vascular Anomalies Committee of the University Hospital Reina Sofía
- ♦ Coordinator of the Living Donor Transplant Commission (Renal and Hepatic) of Córdoba
- ♦ PhD in Medicine and Surgery from the University of Granada
- ♦ Degree in Medicine and Surgery from the University of Granada
- ♦ Member of European Society of Pediatric Endoscopic Surgery, Spanish Society of Pediatric Surgery, Editorial Committee of the journal of the Spanish Society of Pediatric Surgery, Scientific Evaluation Committee of the Spanish Society of Pediatric Surgery

## Professors

### Ms. Castro Ruz, María José

- ◆ Deputy Director of Nursing at the Reina Sofia University Hospital in Cordoba
- ◆ Coordinator of Reference Units of the Ministry of Health and Social Policy of the Queen Sofia University Hospital
- ◆ Coordinator of the ERAS program for Colorectal and Hepatobiliary Surgery at the University Hospital Reina Sofía
- ◆ Coordinator of the GERM program for Bariatric Surgery and Gynecologic and Hematologic Surgery at the Queen Sofia University Hospital
- ◆ Coordinator of the ASCO-QOPI certification program of the Medical Oncology unit of the University Hospital Reina Sofia
- ◆ Member of the Standard Operating Procedures review group of the University Hospital Reina Sofía
- ◆ Lecturer at the Andalusian School of Public Health
- ◆ Lecturer in training related to continuous quality improvement at the University Hospital Reina Sofía
- ◆ University Diploma in Nursing from the University of Cordoba
- ◆ Postgraduate Diploma in Health Services Management, University of Granada
- ◆ Postgraduate Diploma in Quality Management and Patient Safety, University of Granada
- ◆ Specialization in certification model and continuous quality improvement of the American Society of Medical Oncology: ASCO
- ◆ Intermediate Technician in Occupational Risk Prevention
- ◆ ISQua (International Society for Quality in Health Care) certified evaluator
- ◆ Member of President of the Gender Violence Commission of the Hospital Universitario Reina Sofía, Secretary of the Commission for Equal Opportunities between Men and Women of the Hospital Universitario Reina Sofía, Member for Spain in the elaboration of the ISO/CD 22336 standard: Security and resilience-Organizational resilience-Guidelines for resilience policy and strategy, Secretary of the Sociedad Andaluza de Calidad Asistencial. SADECA, Member of working groups for the revision of the Criteria for the Designation of Reference Units of the Ministry of Health (CSUR)

### Dr. Romero de Castilla Gil, Rafael Javier

- ◆ Hospital Emergency Physician
- ◆ Quality Coordinator of the Hospital of Montilla
- ◆ Coordinator and teacher of the health personnel of the Alto Guadalquivir Health Agency
- ◆ PhD in Medicine and Surgery from the University of Cordoba
- ◆ Specialist in Family and Community Medicine
- ◆ Master's Degree in Quality Management in Health Services, University of Murcia
- ◆ Postgraduate Certificate in Integral Management of Health Services by UNED
- ◆ Postgraduate Diploma in Health Services Evaluation and Research by the UNED
- ◆ Director of Quality Management Systems by AENOR
- ◆ Specialist's Degree in Healthcare from the University of Granada

### Ms. Castellano Zurera, María del Mar

- ◆ Researcher specialized in health
- ◆ Researcher of the project "Ethical commitment of the service providers of the Agency of Social Services and Dependency of Andalusia"
- ◆ Specialist in Hospital Pharmacy
- ◆ Master's Degree in Quality Management in Health Services from the University of Murcia
- ◆ PhD in Biochemistry, Toxicology, Legal Medicine and Food Sciences
- ◆ Degree in Pharmacy from the University of Seville
- ◆ Member of Vice-president of the Health Committee of the Spanish Quality Association

**Ms. Román Fuentes, Mercedes**

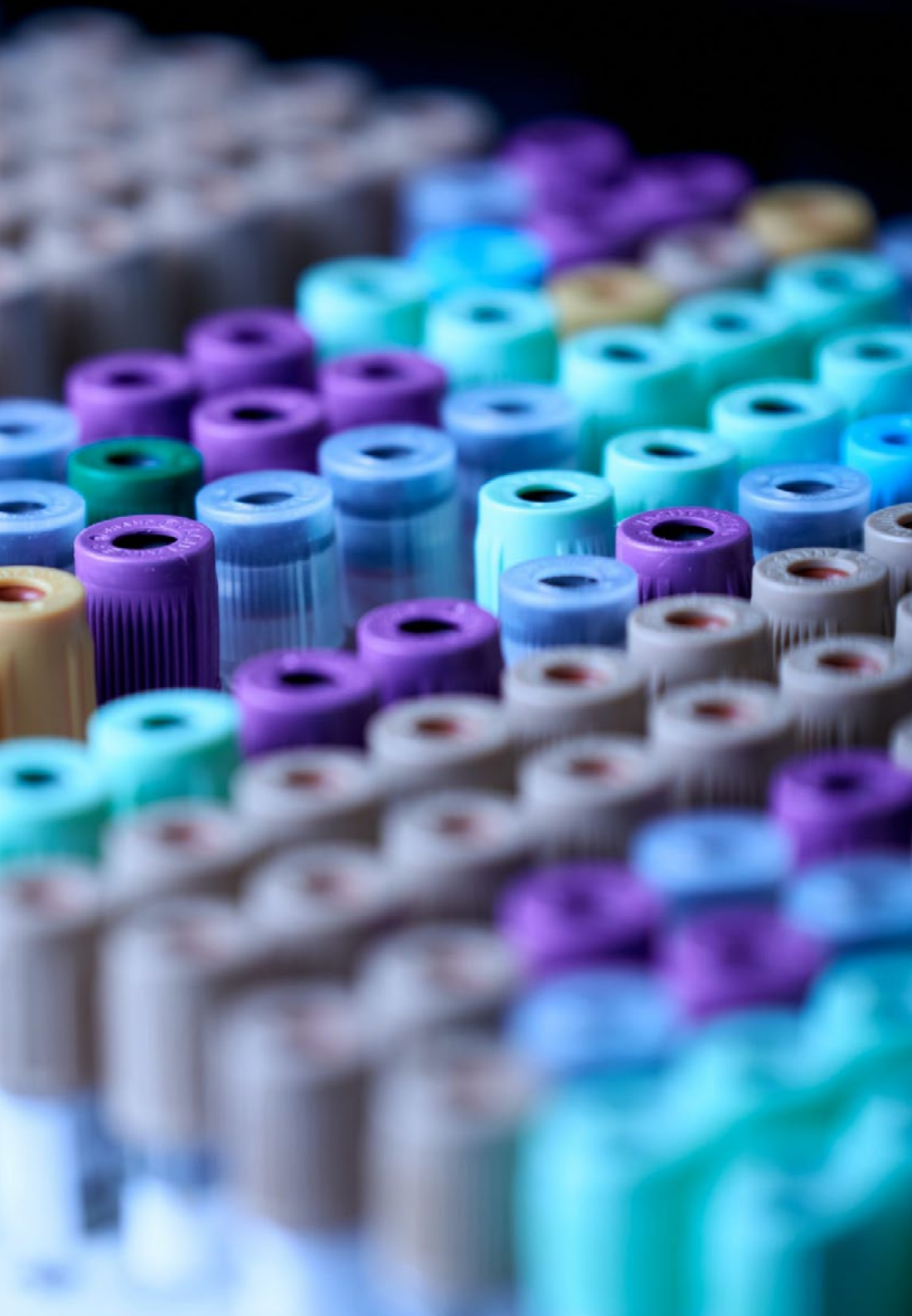
- ♦ Administrative Technician in the Quality Unit of the Virgen Macarena University Hospital
- ♦ Degree in Pharmacy from the University of Seville
- ♦ Expert in Sanitary Orthopedics, University of Seville
- ♦ Expert in Management and Operation of Water Treatment Plants by the University of Granada
- ♦ Specialization Diploma in Quality and Safety in Health Institutions University of Granada

**Ms. Casasola Luna, Natalia Araceli**

- ♦ Technician of the Quality Unit of the Virgen Macarena University Hospital
- ♦ Evaluator and project manager for the Andalusian Health Quality Agency (ACSA)
- ♦ Evaluator of Continuing Education Activities for the Health Quality Agency of Andalusia (ACSA)
- ♦ Evaluator of ERN (European Reference Networks) for the European Union, through the ACSA
- ♦ Lead auditor for the UNE-EN ISO/IEC 17025 and UNE-EN ISO 15189 standards (clinical laboratories) for the National Accreditation Entity (ENAC)
- ♦ Specialist in Clinical Analysis at the University Hospital La Princesa
- ♦ Degree in Chemistry at the University of Extremadura
- ♦ Certificate of Pedagogical Aptitude (CAP) from the University of Extremadura







**Dr. Santamaría Olmo, Rafael**

- ◆ Nephrology Specialist Physician
- ◆ Researcher at the Maimonides Institute of Biomedical Research of Cordoba (IMIBIC)
- ◆ Responsible for assistance and management of the Unit of Arterial Hypertension and Vascular Risk in the Nephrology CMU of the Reina Sofia University Hospital of Cordoba
- ◆ Associate Professor at the Faculty of Medicine of the University of Cordoba
- ◆ PhD in Medicine and Surgery from the University of Cordoba
- ◆ Master's Degree in Hospital Management from the University of Alcalá de Henares
- ◆ Master's Degree in Atherothrombotic disease and diagnosis by non-invasive techniques from the University of Lérida
- ◆ Graduate in Medicine and Surgery, University of Cordoba
- ◆ Postgraduate Diploma in Fabry Disease by the University of Alcalá de Henares

**D. Cruz Salgado, Óscar**

- ◆ Quality Unit Technician at the Virgen Macarena University Hospital
- ◆ Degree in Nursing from the University of Seville
- ◆ Master's Degree in Quality Management in Health Services from the University of Murcia
- ◆ Specialization Diploma in Quality and Patient Safety in Health Institutions from the Andalusian School of Public Health
- ◆ Postgraduate Diploma in Nursing Services Management, Universidad Nacional de Educación a Distancia (National University of Distance Education)
- ◆ Postgraduate Diploma in Care for patients and caregivers by the University of Seville
- ◆ Senior Technician in Occupational Risk Prevention
- ◆ Specialist in Ergonomics and Applied Psychosociology

### **Ms. Palop del Río, Ángela**

- ♦ Responsible for the Certification of Health and Social Services Centers and Units at the Health Quality Agency of Andalusia
- ♦ Responsible for the management of the evaluation of Centers, Services and Reference Units (CSUR) of the National Health System
- ♦ Responsible for the implementation of the ACSA certification model in Portugal and Brazil
- ♦ Responsible for the European Commission Project for the evaluation of the first 24 European Reference Networks for Rare Diseases
- ♦ Lecturer in the Improvement Course for the Evaluation of Action Plans and Establishment of Performance Indicators. Andalusian Institute of Public Administration
- ♦ Teacher of the Diploma of Specialization in Quality and Patient Safety in Health Institutions. Andalusian School of Public Health
- ♦ Graduate in Pharmacy from the University of Granada
- ♦ Official Postgraduate Master's Degree in Quality Management in Health Services by the University of Murcia
- ♦ Specialist Certificate: Fundamentals of the External Evaluation Survey by the International Society for Quality in Health Care (ISQua)
- ♦ Specialist in Microbiology and Parasitology

### **D. Pajares Conde, Diego**

- ♦ Head of the Professional Services Unit at the University Hospital Reina Sofía
- ♦ Administrative Economic and General Services Director of the Southern Health Management Area of Córdoba of the Andalusian Health Service
- ♦ Deputy Director General of Personnel of the Andalusian Health Service of Andalusia
- ♦ Deputy Director of Planning and Programs. North Cordoba Health Management Area
- ♦ Master's Degree in Public Health and Health Management from the Andalusian School of Public Health of the University of Granada
- ♦ Master in Health Economics and Management of Health Organizations by the Andalusian School of Public Health of the University of Granada
- ♦ Degree in Psychology from the University of Granada
- ♦ Postgraduate Certificate in Nursing from the University of Cadiz
- ♦ Diploma of Advanced Studies (DAS) in the program: "Planning, Management and Economic-Social Environment of the Company", at the Faculty of Economics and Business Administration of the University of Cordoba

### **Dr. Díaz Romero, Salvador**

- ♦ Specialist in Preventive Medicine and Public Health
- ♦ Collaborating teacher with the Preventive Medicine and Public Health Service of the Reina Sofia University Hospital in teaching at the University of Cordoba
- ♦ Graduate in Medicine at the University of Valladolid
- ♦ Master's Degree in Public Health and Health Management at the Andalusian School of Public Health

**Dr. Salvatierra Velázquez, Ángel**

- ♦ Chief of Thoracic Surgery and Lung Transplant Service, Reina Sofia University Hospital
- ♦ Head of the Lung Transplant Group of the Reina Sofia Hospital of Cordoba
- ♦ PhD in Medicine and Surgery from the University of Cadiz
- ♦ Master's in Clinical Unit Management
- ♦ Member of the Andalusian Association of Surgeons, Board of Pharmacy of the Reina Sofia Hospital in Cordoba, Editorial Board of the Association of Pneumologists of Southern Spain. NEUMOSUR, Editorial Board of the Journal of Respiratory Pathology, Institutional Relations Committee of the Spanish Society of Pneumology and Thoracic Surgery (SEPAR), Royal Academy of Medicine and Surgery of Seville

**D. Toro Santiago, Joaquín**

- ♦ Head of Service Integrated Training Unit at the Reina Sofia University Hospital in Cordoba
- ♦ Supervisor of Pediatric Surgery at the Pediatric Intensive Care Unit and Pediatric Emergency Department of the Reina Sofia University Hospital
- ♦ Pediatric Nursing Teaching Unit Coordinator
- ♦ Associate Professor at the University of Cordoba
- ♦ Lecturer of the Master in Nursing Care of the Hospitalized Patient at the University of Barcelona
- ♦ University Diploma in Nursing from the University of Cordoba
- ♦ Pediatric Nurse Specialist

**Mr. Morán Fernández, Eduardo**

- ♦ Critical Care and Emergency Care Specialist at the Infanta Margarita de Cabra Hospital
- ♦ Collaborating Professor of the subject "Professional Ethics" at the Faculty of Nursing of the University of Córdoba
- ♦ Basic, intermediate and advanced life support instructor according to the National CPR Plan
- ♦ Master's Degree in Bioethics from the Complutense University of Madrid
- ♦ Degree in Medicine and Surgery from the Complutense University of Madrid

**Dr. Pérez Adrián, María del Carmen**

- ♦ Advanced Palliative Care Resource Physician at the Reina Sofia University Hospital in Cordoba
- ♦ Specialist in Family and Community Medicine
- ♦ Clinical tutor of the Department of Medicine of the University of Cordoba, Spain
- ♦ Lecturer of the Master's Degree in Emergency and Urgent Care of the Sick of the University of Cordoba
- ♦ Teaching Collaborator of the Postgraduate Training Program at the Family and Community Medicine Teaching Unit of Córdoba
- ♦ Master's Degree in Palliative Care from the University of Valladolid
- ♦ Master's Degree in Bioethics, University of Valencia
- ♦ Degree in Medicine and Surgery from the University of Cordoba

**Dr. Robles, Juan Carlos**

- ♦ Chief of Sections Intensive Care Unit of the Reina Sofia University Hospital
- ♦ Transplant Coordinator, Reina Sofia University Hospital
- ♦ PhD by the Faculty of Medicine of the University of Granada
- ♦ Degree in Medicine and Surgery from the Faculty of Medicine of Granada
- ♦ Degree from the Faculty of Medicine of the University of Granada



**Ms. Ruiz Palomino, Aurora**

- ♦ Pediatric Nurse Specialist
- ♦ Associate Professor of Nursing at the University of Córdoba
- ♦ Official Master's Degree in Social and Cultural Gerontology from the University of Jaén
- ♦ Master's Degree in Pharmacology and Pharmacotherapy for Nursing from the University of Valencia
- ♦ Specialization Diploma in Care Management and Advanced Nursing Practices from the University of Granada
- ♦ University Diploma in Nursing from the University of Granada

**D. López Guijo, Carlos Javier**

- ♦ Coordinator of Operating Room, Sterilization and Major Outpatient Surgery at Hospital San Juan de Dios of Córdoba
- ♦ Postgraduate Diploma in Surgical Instrumentation in Orthopaedic Surgery and Traumatology Nursing by the Camilo José Cela University
- ♦ Postgraduate Diploma in the Management of the Polytraumatized for Nursing by the Antonio de Nebrija University
- ♦ Graduate in Nursing from the University of Cordoba
- ♦ Superior Degree in Diagnostic Imaging and Nuclear Medicine

**Ms. López Luque, Sonia**

- ♦ Nurse at the San Juan de Dios Hospital in Cordoba
- ♦ Labor tutor for Nursing students at the University of Extremadura and European University of Madrid
- ♦ Diploma of Nursing from the University of Cordoba
- ♦ Specialist Diplom in Nursing Services Management
- ♦ Specialist Technician in Radiodiagnosis by the Ramón y Cajal Institute of Córdoba
- ♦ Operator of X-Ray Installations for Radiodiagnostic purposes





**D. Raya Serrano, Antonio Luis**

- ♦ Director of Nursing, Hospital San Juan de Dios de Córdoba
- ♦ Master's Degree in Integrated Health Services Management from the ESADE Business School
- ♦ Expert in Nursing Services Management by the UNED
- ♦ University Diploma in Nursing from the San Juan de Dios University School of Nursing of the Universidad Pontificia de Comillas
- ♦ Senior Technician in Occupational Risk Prevention specializing in Security
- ♦ Senior Technician in Occupational Risk Prevention specializing in Hygiene

**Ms. Jaen Toro, Mercedes**

- ♦ Nurse Case Manager at the Reina Sofia University Hospital in Cordoba
- ♦ Nurse in the Andalusian Health Service of the Andalusian Regional Government
- ♦ Associate Professor of Health Sciences at the University of Córdoba, School of Medicine and Nursing
- ♦ Graduate in Nursing from the University of Cordoba

**Ms. Casares Landauro, Laura**

- ♦ Coordinator of the Early Childhood Care Center of the Hospital San Juan de Dios of Córdoba
- ♦ Teacher of Hearing and Language by the School of Magistery Sagrado Corazón, center attached to the University of Cordoba
- ♦ Degree in Pedagogy from the University of Granada
- ♦ Master's Degree in Business Administration, specializing in Healthcare Management from IMF Business School of the University of Nebrija
- ♦ Master's Degree from Early Onset Care by the University of Granada
- ♦ Master's Degree in Research Designs and Applications in Psychology and Health, University of Granada

**Ms. Yuste Bustos, Francisca**

- ♦ Nursing Supervisor of the Digestive, Resuscitation and ICU Service at the San Juan de Dios Hospital in Cordoba
- ♦ Graduate in Nursing from the University of Jaén
- ♦ Postgraduate Diploma in Prevention of Occupational Risks
- ♦ Postgraduate Diploma in intravenous therapy and vascular accesses
- ♦ Advanced life support certification
- ♦ Certification fundamental Critical Care Support Certificate of Successful Completion, presented by the Society of Critical Care Medicine
- ♦ Member of the expert panel and author of the guide "Clinical Practice Guide on the use of central venous catheters insertion peripheral insertion (PICC) in the critical patient
- ♦ Positive Manager Award by the Optimistic Hospital Foundation in 2019 and 2020
- ♦ Scientifically Endorsed by the Spanish Society of Intensive Care Nursing and Coronary Units (SEEIUC)

# 04

# Structure and Content

The structure and all the didactic resources of this Postgraduate Diploma in Quality of Care and Humanization in Healthcare for Nursing have been designed by the outstanding professionals that make up TECH's team of renowned experts in Nursing. In this way, very complete and updated multimedia materials have been created, based on the most efficient pedagogical methodology, *Relearning*, which allows students to assimilate the essential concepts in a natural and progressive way.



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*Improve your quality of care with the most innovative multimedia materials and go deeper into those aspects of the syllabus that interest you most, thanks to a wide variety of additional information available on the Virtual Campus”*

## Module 1. Healthcare Quality Management Systems in Healthcare Institutions

- 1.1. Quality of Care Methodology for Quality Management
  - 1.1.1. Quality of Care
  - 1.1.2. Quality Dimensions
  - 1.1.3. Methodology for Quality Management
- 1.2. Quality Management Systems
  - 1.2.1. Components of Quality Management System
  - 1.2.2. Quality Costs
  - 1.2.3. Reference models in Quality and Excellence
  - 1.2.4. Quality Management in Healthcare Institutions
- 1.3. Quality Control Excellence as a Quality Model
  - 1.3.1. Quality Control Audit
  - 1.3.2. Evaluation cycle. Quality Components
  - 1.3.3. Continuous Quality Improvement
  - 1.3.4. Excellence as a Quality Model
    - 1.3.4.1. The Principle of Excellence
- 1.4. Quality Assessment and Improvement Method
  - 1.4.1. Identification
  - 1.4.2. Analysis
  - 1.4.3. Continuing Improvement
  - 1.4.4. Monitoring
- 1.5. Processes for the improvement of Health Care
  - 1.5.1. Process Management
  - 1.5.2. Design of Assistance Processes
  - 1.5.3. Quality Standards
    - 1.5.3.1. Evaluation of the Assistance Processes
- 1.6. Strategies for Improving Effectiveness and Applying Evidence in Clinical Practice
  - 1.6.1. Clinical Practice Guideline. Evidence-Based Tools
  - 1.6.2. Good clinical practice: Standards, Monitoring
  - 1.6.3. Assessment of Results to Clinical Practice







- 1.7. Planning a Continuous Improvement Plan
  - 1.7.1. The PDCA cycle
  - 1.7.2. Planning, Implementation
  - 1.7.3. Checking and Performance
- 1.8. External Evaluation and Accreditation Models
  - 1.8.1. External Evaluation in Quality Management
  - 1.8.2. Accreditation Models
  - 1.8.3. Accreditation in the healthcare field
- 1.9. Leadership and People Management for Quality Improvement
  - 1.9.1. Leadership and Talent Management in Healthcare Organizations
  - 1.9.2. Principles of Motivation in Professionals in Healthcare Organizations
  - 1.9.3. Effective People Management Tools for Quality Improvement
- 1.10. Assessment of the Quality of Care and Management within the hospital
  - 1.10.1. Quality management within the hospital environment
  - 1.10.2. Structure, process and results in the evaluation of quality management in hospitals
  - 1.10.3. Models and standards of excellence in Quality Management in the hospital environment

## Module 2. Quality of Care and Ethics

- 2.1. Ethics and Bioethics. Principles
  - 2.1.1. Principles of Bioethics
  - 2.1.2. Fundamentals and Methodology in Bioethics
  - 2.1.3. Deliberative method
- 2.2. Ethics of healthcare organizations
  - 2.2.1. Main lines of the ethics of healthcare organizations
  - 2.2.2. Bioethics Committees
  - 2.2.3. Figure of the bioethics consultant
- 2.3. Confidentiality and privacy
  - 2.3.1. Right to confidentiality of information and health data
  - 2.3.2. The right to respect your physical privacy and to be treated with dignity
  - 2.3.3. The Patient's Right to Clinical Information
  - 2.3.4. Conflicts from Interests

- 2.4. Ethics of clinical decisions
  - 2.4.1. Informed Consent
  - 2.4.2. Informed consent by proxy
  - 2.4.3. Capacity and competence
- 2.5. Ethics of health care decisions at the beginning of life
  - 2.5.1. Preimplantation genetic diagnosis
  - 2.5.2. Ethical principles in abortion
  - 2.5.3. Limitation of Therapeutic Effort in the Neonatology
- 2.6. Ethics of health care decisions at the end of life
  - 2.6.1. Death
  - 2.6.2. Decisions at the end of life. The Ethical Principle of Autonomy
  - 2.6.3. Advance planning of decisions
  - 2.6.4. Living wills as a support document for end-of-life decisions
- 2.7. Adequacy of the therapeutic effort and refusal of treatment
  - 2.7.1. Ethical decision making at the end of life
  - 2.7.2. Adequacy of life-sustaining therapies
  - 2.7.3. Refusal of treatment
  - 2.7.4. Decision making in the minor patient
- 2.8. Ethics and research
  - 2.8.1. Ethics and research Relevant documents
  - 2.8.2. Ethical evaluation of health research
  - 2.8.3. Operation of Research Ethics Committees
- 2.9. Value of palliative care
  - 2.9.1. Palliative Care
  - 2.9.2. Objectives of palliative care
  - 2.9.3. Aims of palliative medicine
- 2.10. Ethics and Transplantation
  - 2.10.1. Ethics in the process of organ donation and transplantation
  - 2.10.2. Ethical considerations in living-donor transplantation
  - 2.10.3. Transplantation in controlled asystole. Ethical analysis



## Module 3. Humanization of Healthcare

- 3.1. Humanization in Healthcare
  - 3.1.1. Humanization in Healthcare
    - 3.1.1.1. International Regulatory Framework
  - 3.1.2. Starting elements. Steps to Action
  - 3.1.3. Humanization strategic plans
- 3.2. Patient and Family Well-being and Comfort Management
  - 3.2.1. Patient experience-centered care culture
  - 3.2.2. Infrastructure, resources and technology
  - 3.2.3. Humanizing care tools
    - 3.2.3.1. Personalization of care
    - 3.2.3.2. Privacy
    - 3.2.3.3. Autonomy
    - 3.2.3.4. Shared decision making
- 3.3. Person-Centered Care Model
  - 3.3.1. Systems of Care. Evolution
  - 3.3.2. PCA model
  - 3.3.3. Professionals New roles and care teams
  - 3.3.4. Support and consensus groups
- 3.4. Tools to Humanize. Communication Empathy
  - 3.4.1. Values to humanize the healthcare environment
  - 3.4.2. Interpersonal relationships. Holistic and integral care
  - 3.4.3. Communication and Empathy
  - 3.4.4. Measuring the degree of humanization. Control systems
- 3.5. Humanization of the Intensive Care Unit
  - 3.5.1. How to Humanize an Intensive Care Unit
  - 3.5.2. Staff Care
  - 3.5.3. Patient, Family, Citizenship
  - 3.5.4. Humanization of the Architecture of the Intensive Care Unit
- 3.6. Humanized Care of the Terminally Ill
  - 3.6.1. Humanization of Health Care at the End of Life
  - 3.6.2. Care at the end of life, at home
  - 3.6.3. Palliative care in the hospital. How to humanize this care
- 3.7. Management of Professional Well-being
  - 3.7.1. Welfare of professionals
    - 3.7.1.1. Factors that alter the well-being of professionals
    - 3.7.1.2. Disorders present in the alteration of professional well-being
    - 3.7.1.3. Leader and group relationship in the work environment
    - 3.7.1.4. Techniques to improve professional well-being
    - 3.7.1.5. Tools for measuring professional well-being
- 3.8. Values-based Management Model
  - 3.8.1. Values-based Management
  - 3.8.2. Phases of the Values-based Management Implementation Process
    - 3.8.2.1. Phase I. Definition of Values
    - 3.8.2.2. Phase II. Communication
    - 3.8.2.3. Phase III. Alignment
  - 3.8.3. Benefits of Management by Values
  - 3.8.4. The Pillars of Value-Based Management in Healthcare Institutions
- 3.9. Humanization in the Care of Special Patients
  - 3.9.1. International Normative Framework
  - 3.9.2. Recognition of the Personal Autonomy Principle
  - 3.9.3. Strategic lines and humanizing actions
    - 3.9.3.1. Humanized spaces
    - 3.9.3.2. Humanizing actions in consultation and emergency rooms
    - 3.9.3.3. Humanizing actions in hospital admissions
    - 3.9.3.4. Humanizing actions for accompanying and family members
  - 3.9.4. Humanization plan for professionals: Care for the Professional
  - 3.9.5. Models of Humanization Plans and Guidelines
- 3.10. Impact of Covid-19 on the Humanization of Health Care
  - 3.10.1. Impact and transformation in the organizational and care structure of the health care system
  - 3.10.2. Impact of Covid-19 on communication
  - 3.10.3. More humanized infrastructure. Main strategic lines of action



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

The Postgraduate Diploma in Quality of Care and Humanization in Healthcare for Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.





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

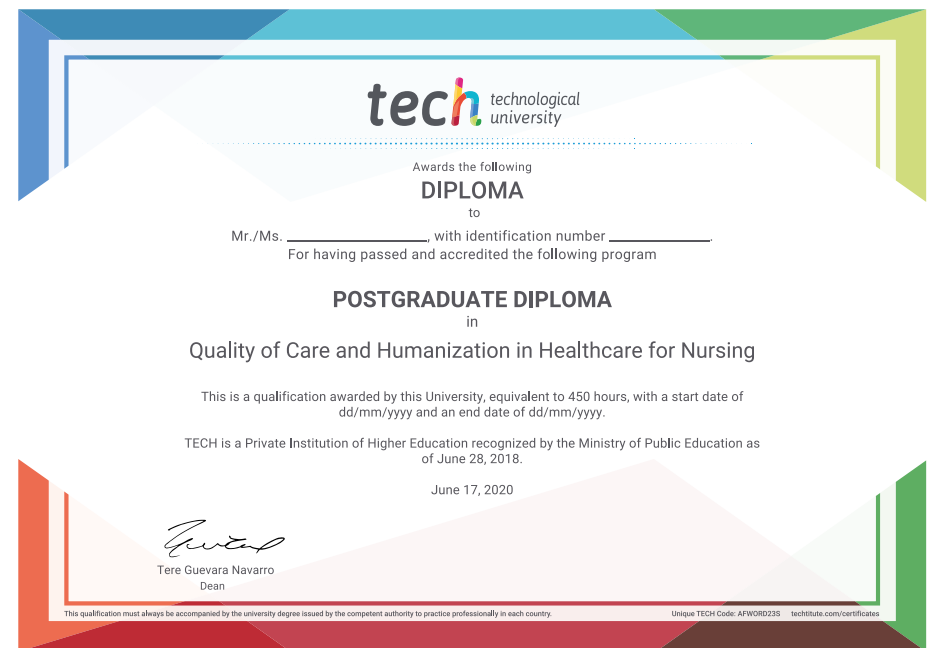
This **Postgraduate Diploma in Quality of Care and Humanization in Healthcare for Nursing** contains the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery\*.

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

Title: **Postgraduate Diploma in Quality of Care and Humanization in Healthcare for Nursing**

Official N° of Hours: **450 h.**



\*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 preservation  
development languages  
virtual classroom



**Postgraduate Diploma**  
Quality of Care and Humanization  
in Healthcare for Nursing

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Diploma

Quality of Care and Humanization  
in Healthcare for Nursing