

# Postgraduate Diploma

Respiratory and Cardiovascular  
Infections in the Emergency  
Department for Nursing



## Postgraduate Diploma

### Respiratory and Cardiovascular Infections in the Emergency Department for Nursing

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

Website: [www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-respiratory-cardiovascular-infections-emergency-department-nursing](http://www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-respiratory-cardiovascular-infections-emergency-department-nursing)

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# 01

# Introduction

Nursing professionals working in the Emergency Department face a multitude of challenges every day that they must be able to solve correctly. One of the most important actions of these healthcare professionals is when they have to attend to people with infections that, due to their seriousness, must be taken to the emergency department. Therefore, it is important that they have a constant updating of their knowledge, which allows them to attend patients in a correct and beneficial way for their health.





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*This training will generate a sense of confidence in the performance of healthcare praxis, which will help you grow personally and professionally”*

New infectious diseases are emerging all the time, joining those already known and for which new treatments must be found to cure them. Sometimes, the symptoms of these diseases are so severe and unknown that patients go directly to the Emergency Department, where nurses must deal with cases of great relevance and for which they need a higher training.

For this reason, TECH has proposed this specialization of the highest academic level, specifically for nurses, which deals with respiratory and cardiovascular pathologies. Thus, a program has been developed that includes the classic aspects in the management of infectious pathology by apparatus or organs, but also new items that are essential for the correct management of infectious diseases in the current scenario of globalization of health.

Thus, we will deal with the management of infectious diseases in Emergency Departments from the point of view of early diagnosis and treatment, often empirical, but we will also include an update on imported pathology, especially in those entities that require urgent action and/or present a potential transmission capacity in our environment.

Likewise, we will dedicate an important part of our educational program to the concept of risk prevention, derived from the care of infectious diseases, both for health personnel and the population, delving into the measures that can be adopted in the Emergency Department to minimize them.

On the other hand, being a 100% online training, the professional will have the ability to decide when and from where to study, without commitments or obligations, thus being able to combine their study time with the rest of their daily obligations.

This **Postgraduate Diploma in Respiratory and Cardiovascular Infections in the Emergency Department for Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of clinical cases presented by experts in Respiratory and Cardiovascular Infections
- ♦ The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional
- ♦ Therapeutic developments on the intervention in Respiratory and Cardiovascular Infections.
- ♦ Practical exercises where to carry out the self-assessment process to improve learning
- ♦ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ♦ Its special emphasis on research methodologies
- ♦ 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



*Increase your training in the treatment of people with Respiratory and Cardiovascular Infections in a comfortable way and with all the guarantees of obtaining a quality and up-to-date specialization"*

“

*With this high-level program, you will be able to identify the main human pathogens in our environment”*

Its teaching staff includes professionals from the nursing field, who contribute their work experience to this training, as well as renowned specialists from leading scientific societies.

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 experience designed to train for real-life situations.

The design of this program focuses on Problem-Based Learning, by means of which the nurse must try to solve the different professional practice situations that arise throughout the academic year. To this end, the professional will be assisted by an innovative interactive video system developed by recognized experts in the field of Respiratory and Cardiovascular Infections in the Emergency Department for Nursing and with extensive teaching experience.

*Increase your decision-making confidence by updating your knowledge with this University Expert course”*

*Take the opportunity to learn about the latest advances in Respiratory and Cardiovascular Infections in the Emergency Department for Nursing and improve the care of your patients”*



# 02 Objectives

The Postgraduate Diploma in Respiratory and Cardiovascular Infections in the Emergency Department for Nursing is aimed at facilitating the performance of the professional dedicated to the treatment of urgent infectious pathology in all areas but, above all, in the Emergency Department.



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*We offer you a unique opportunity to train with the best and achieve the goal of obtaining a higher qualification”*



## General Objectives

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- Provide the theoretical knowledge necessary to understand the environment in which professional care is given to patients with infectious diseases
- Provide the appropriate treatment in the different cases of infectious diseases
- In-depth study of each of the areas in which professionals must specialize in order to practice with knowledge in the care of infectious pathologies





## Specific Objectives

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### Module 1 Update on Infectious Diseases

- ♦ Define virulence factors and toxins
- ♦ Identify the main human pathogens in our environment
- ♦ Explain the different current scenarios of infection in the Emergency Department
- ♦ Describe the etiopathogenic profiles of bacterial infections
- ♦ Describe the etiopathogenic profiles of viral infections
- ♦ Describe the etiopathogenic profiles of fungal infections
- ♦ Describe the etiopathogenic profiles of microbacterial infections
- ♦ Describe the etiopathogenic profiles of parasitic infections

### Module 2 The Microbiology Laboratory in the Emergency Department

- ♦ Describe the process of collecting specimens
- ♦ Define which specimens are most commonly requested in the Emergency Department
- ♦ Explain the collection of specimens in patients with devices
- ♦ Describe the management of specimens in the laboratory
- ♦ Explain the clinical significance of bacterial resistance
- ♦ Define the techniques available for emergency diagnoses
- ♦ Describe the interpretation of preliminary results
- ♦ Explain the analytical interpretation of different types of samples
- ♦ Define the procedures in hospitals without on-call microbiologists
- ♦ Explain the diagnostic techniques that can possibly be performed in the emergency department laboratory

### Module 3 Infections of Organs and Apparatus (III): Lower Airway, Intra-abdominal

- ♦ Explain the diagnosis and treatment of acute bronchitis in the Emergency Department
- ♦ Explain the diagnosis and treatment of Acute Chronic Obstructive Pulmonary Disease (AECOPD) in the Emergency Department
- ♦ Explain the diagnosis and treatment of Community-acquired pneumonia (CAP) in the Emergency Department
- ♦ Explain the diagnosis and treatment of Healthcare-associated pneumonia (HAP) in the Emergency Department
- ♦ Explain the diagnosis and treatment of Empyema in the Emergency Department
- ♦ Explain the diagnosis and treatment of a Pulmonary Abscess in the Emergency Department
- ♦ Explain the diagnosis and treatment of Pulmonary Tuberculosis in the Emergency Department
- ♦ Explain the diagnosis and treatment of Gastroenteritis in the Emergency Department
- ♦ Explain the diagnosis and treatment of Liver and Biliary Tract infections in the Emergency Department
- ♦ Explain the diagnosis and treatment of Cholecystitis and Cholangitis in the Emergency Department
- ♦ Explain the diagnosis and treatment of Liver Abscess in the Emergency Department
- ♦ Explain the diagnosis and treatment of Acute Hepatitis in the Emergency Department
- ♦ Explain the diagnosis and treatment of Pancreatitis in the Emergency Department
- ♦ Explain the diagnosis and treatment of Appendicitis in the Emergency Department

- ♦ Explain the diagnosis and treatment of Diverticulitis and Perirectal abscess in the Emergency Department
- ♦ Explain the diagnosis and treatment of Typhlitis in the Emergency Department
- ♦ Explain the diagnosis and treatment of Peritonitis in the Emergency Department
- ♦ Explain the diagnosis and treatment of an Intraperitoneal Abscess in the Emergency Department

#### **Module 4 Infections of Organs and Apparatus (IV): Cardiovascular, CNS**

- ♦ Explain the diagnosis and treatment of Endocarditis and Intravascular Infections in the Emergency Department
- ♦ Explain the diagnosis and treatment of septic thrombophlebitis in the emergency department
- ♦ Explain the diagnosis and treatment of intravascular devices infections in the Emergency Department
- ♦ Explain the diagnosis and treatment of tunneled and non-tunneled catheter infection in the emergency department
- ♦ Explain the diagnosis and treatment of pacemaker infections in the Emergency Department
- ♦ Explain the emergency department diagnosis and treatment of infection of other devices Explain the diagnosis and treatment of pericarditis and myocarditis in the Emergency Department
- ♦ Explain the diagnosis and treatment of mediastinitis in the Emergency Department
- ♦ Explain the diagnosis and treatment of meningitis in the Emergency Department
- ♦ Explain the diagnosis and treatment of encephalitis in the Emergency Department Explain the diagnosis and treatment of myelitis in the Emergency Department
- ♦ Explain the diagnosis and treatment of brain abscess in the emergency department



- Explain the diagnosis and treatment of subdural empyema, epidural abscess and intracranial thrombophlebitis in the Emergency Department
- Explain the diagnosis and treatment of CSF shunt infections in the Emergency Department

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*Make the most of this opportunity and take the step to get up to date on the latest developments in Respiratory and Cardiovascular Infections”*

03

# Course Management

The program includes in its teaching staff reference specialists in Respiratory and Cardiovascular Infections in the Emergency Department for Nursing and other related areas, who bring to this training the experience of their work. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.





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*Learn from leading professionals,  
the latest advances in  
procedures in the field of  
Respiratory and Cardiovascular  
Infections in the Emergency  
Department for Nursing"*

## Management



### Dr. García del Toro, Miguel

- ♦ PhD in Medicine from the University of Valencia
- ♦ Head of the Infectious Diseases Unit at the General University Hospital Consortium of Valencia.
- ♦ 50 national and international publications in journals and books, 33 of them indexed in Pubmed and/or Scopus.
- ♦ President Congress of the National Group for the Study of Hepatitis of the Society of Infectious Diseases and Clinical Microbiology 2017.
- ♦ More than 200 communications at national and international congresses in the specialty of Infectious Diseases, HIV and Viral Hepatitis.
- ♦ Main investigator of some twenty clinical trials and/or research projects.



### Ms. García Rodríguez, Magdalena

- ♦ Degree in Medicine and Surgery
- ♦ Specialist in Internal Medicine
- ♦ Attending Physician in the Infectious Diseases Unit and the Consorcio General Hospital Valencia
- ♦ Head of the International Health and Travel Advice Section
- ♦ Author of several publication and research projects
- ♦ Founding member and advisor of the Chagas Disease Association of the Valencian Community
- ♦ Member of a vaccine study group for the Spanish Society of Infectious Diseases and Clinical Microbiology.
- ♦ Member of a Malaria study group for the Spanish Society of Infectious Diseases and Clinical Microbiology.



### **Ms. Ricart Olmos, María del Carmen**

- ♦ Degree in Medicine and Surgery
- ♦ Specialist in Internal Medicine
- ♦ Attending Physician in the Infectious Diseases Unit and the Consorcio General University Hospital, Valencia
- ♦ Author of several publication and research projects
- ♦ Editor of the Consensus Document on Age and Human Immunodeficiency Virus Infection Expert Group of the Secretariat of the National AIDS Plan (SPNS), Spanish Society of Geriatrics and Gerontology (SEGG)
- ♦ Master's Degree in Infectious Diseases in Intensive Care

04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best hospitals and universities, aware of the relevance of this specialization in order to intervene in the treatment and monitoring of Respiratory and Cardiovascular Infections in the Emergency Department for Nursing and committed to quality teaching through new educational technologies.



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*This Postgraduate Diploma contains the most complete and up-to-date scientific program on the market"*

## Module 1 Update on Infectious Diseases

- 1.1. Principles of Infection
  - 1.1.1. Virulence Factors and Toxins
  - 1.1.2. Defensive Mechanisms of the Host
- 1.2. Main Human Pathogens in our Environment
  - 1.2.1. Current Epidemiology of the Infection
  - 1.2.2. Data on a Worldwide Level
  - 1.2.3. Data in our Environment
  - 1.2.4. Microbial Resistance
- 1.3. Current Scenarios of Infection in the Emergency Department
  - 1.3.1. Elderly Patients
  - 1.3.2. Oncology Patients
  - 1.3.3. Chronic Renal Patients on Dialysis
  - 1.3.4. Transplant Recipient
  - 1.3.5. HIV Infection
  - 1.3.6. Travelers and Immigrants
- 1.4. Etiopathogenic Profiles of Infection
  - 1.4.1. Bacterial Infections
  - 1.4.2. Viral Infections
  - 1.4.3. Fungal Infections
  - 1.4.4. Microbacterial Infections
  - 1.4.5. Parasitic Infections

## Module 2 The Microbiology Laboratory in the Emergency Department

- 2.1. Process of Sample Collection
  - 2.1.1. General Considerations for Taking, Conserving and Transporting the Samples for Microbiological Study
  - 2.1.2. Material for Sample Collection
- 2.2. Management of Samples in the Laboratory
  - 2.2.1. Receiving Samples
  - 2.2.2. Processing
  - 2.2.3. Methods and Techniques used for Microbiological Diagnosis According to the Main Infectious Syndromes



- 2.3. Techniques Available for Emergency Diagnoses
  - 2.3.1. Bacteria
  - 2.3.2. Virus
  - 2.3.3. Fungi
  - 2.3.4. Mycobacteria
  - 2.3.5. Parasites
- 2.4. Interpretation of Preliminary Results
  - 2.4.1. Interpretation of Microbiological Diagnostic Tests
- 2.5. Procedures in Hospitals Without On-call Microbiologists
  - 2.5.1. Disadvantages of Not Having an On-call Microbiologist
  - 2.5.2. Advantages of Having an On-call Microbiologist
  - 2.5.3. On-call Care without a Microbiologist

### Module 3 Infections of Organs and Apparatus (III): Inferior Airway, Intra-abdominal

- 3.1. Acute Bronchitis
  - 3.1.1. Definition
  - 3.1.2. Clinical Manifestations
  - 3.1.3. Diagnosis
  - 3.1.4. Treatment
- 3.2. Acute Chronic Obstructive Pulmonary Disease (ACOPD)
  - 3.2.1. Definition
  - 3.2.2. Diagnosis
  - 3.2.3. Treatment
  - 3.2.4. Attitude to Clinical Failure
  - 3.2.5. Key Concepts
- 3.3. Community-Acquired Pneumonia (CAP)
  - 3.3.1. Concept
  - 3.3.2. Pathophysiology
  - 3.3.3. Epidemiology
  - 3.3.4. Etiology
  - 3.3.5. Clinical manifestations
  - 3.3.6. Diagnostic Attitude
  - 3.3.7. Antibiotic Treatment
- 3.4. Healthcare-Associated Pneumonia (HAP)
  - 3.4.1. Concept
  - 3.4.2. Healthcare-Associated Pneumonia Versus Community-Acquired Pneumonia due to Resistant Pathogens (CAP-PR)
  - 3.4.3. Etiology
  - 3.4.4. Microbiological Diagnosis
  - 3.4.5. Empirical Treatment
  - 3.4.6. Prognosis
- 3.5. Pneumonic Pleural Effusion and Empyema
  - 3.5.1. Clinical Symptoms
  - 3.5.2. Staging
  - 3.5.3. Imaging Tests
  - 3.5.4. Laboratory Studies: Pleural Fluid Analysis
  - 3.5.5. Pathophysiology Staging
  - 3.5.6. Bacteriology
  - 3.5.7. Prognosis
  - 3.5.8. Treatment
- 3.6. Pulmonary Abscess
  - 3.6.1. Definition
  - 3.6.2. Etiology
  - 3.6.3. Pathophysiology
  - 3.6.4. Clinical Manifestations
  - 3.6.5. Diagnosis
  - 3.6.6. Treatment
- 3.7. Pulmonary Tuberculosis
  - 3.7.1. Etiology
  - 3.7.2. Clinical Manifestations
  - 3.7.3. Diagnosis
  - 3.7.4. Treatment
- 3.8. Gastroenteritis
  - 3.8.1. Etiology
  - 3.8.2. Clinical Manifestations and Physical Examination
  - 3.8.3. Laboratory Data and Imaging Tests.
  - 3.8.4. Diagnosis
  - 3.8.5. Treatment

- 3.9. Liver and Biliary Tract Infections
  - 3.9.1. Bacterial Infections which Affect the Liver
  - 3.9.2. Viral Infections which Affect the Liver
  - 3.9.3. Parasitic Infections which Affect the Liver
  - 3.9.4. Fungal Infections which Affect the Liver
- 3.10. Cholecystitis and Cholangitis
  - 3.10.1. Acute Cholecystitis
  - 3.10.2. Acute Cholangitis
- 3.11. Liver Abscesses
  - 3.11.1. Concept and General Characteristics
  - 3.11.2. Classification and Etiopathogenesis
  - 3.11.3. Pyogenic Hepatic Abscesses
  - 3.11.4. Amoebic Liver Abscesses
- 3.12. Acute Hepatitis
  - 3.12.1. Definition
  - 3.12.2. Etiology
  - 3.12.3. Clinical Manifestations and Physical Examination
  - 3.12.4. Laboratory Data
  - 3.12.5. Diagnosis
  - 3.12.6. Severe Acute Hepatitis
  - 3.12.7. Severe Acute Liver Failure
  - 3.12.8. Treatment
- 3.13. Pancreatitis
  - 3.13.1. Etiology
  - 3.13.2. Diagnosis
  - 3.13.3. Classification
  - 3.13.4. Severity Prediction and Prognostic
  - 3.13.5. Treatment
  - 3.13.6. Infectious Complications
- 3.14. Appendicitis
  - 3.14.1. Epidemiology
  - 3.14.2. Aetiopathogenesis.
  - 3.14.3. Microbiology
  - 3.14.4. Diagnosis
  - 3.14.5. Differential Diagnosis
  - 3.14.6. Treatment
  - 3.14.7. Preoperative Antibiotic Prophylaxis
  - 3.14.8. Postoperative Antibiotic Treatment
  - 3.14.9. Post-surgery Complications
- 3.15. Diverticulitis and Perirectal Abscess
  - 3.15.1. Definition of Diverticulitis
  - 3.15.2. Pathogenesis.
  - 3.15.3. Risk Factors
  - 3.15.4. Diverticulitis Diagnosis
  - 3.15.5. Diverticulitis Classification
  - 3.15.6. Treatment for Diverticulitis
  - 3.15.7. Perirectal Abscess
- 3.16. Typhlitis
  - 3.16.1. Epidemiology
  - 3.16.2. Etiology
  - 3.16.3. Pathogenesis.
  - 3.16.4. Clinical Manifestations
  - 3.16.5. Diagnosis
  - 3.16.6. Differential Diagnosis
  - 3.16.7. Treatment
- 3.17. Peritonitis
  - 3.17.1. Classification
  - 3.17.2. Pathogenesis.
  - 3.17.3. Diagnosis
  - 3.17.4. Assess the Severity of the Infection
  - 3.17.5. Treatment

- 3.18. Spontaneous Bacterial Peritonitis
  - 3.18.1. Concept
  - 3.18.2. Epidemiology
  - 3.18.3. Pathogenesis.
  - 3.18.4. Clinical Manifestations
  - 3.18.5. Diagnosis
  - 3.18.6. Prognosis
  - 3.18.7. Treatment
  - 3.18.8. Prophylaxis
- 3.19. Secondary Peritonitis
  - 3.19.1. Definition and Classification
  - 3.19.2. Microbiology
  - 3.19.3. Evaluation of Severity
  - 3.19.4. General Principles for the Management
- 3.20. Intraperitoneal Abscess
  - 3.20.1. Definition
  - 3.20.2. Epidemiology
  - 3.20.3. Etiology and Pathophysiology
  - 3.20.4. Diagnosis
  - 3.20.5. Treatment

## Module 4 Infections of Organs and Apparatus (IV): Cardiovascular, CNS

- 4.1. Infectious Endocarditis
  - 4.1.1. Epidemiology
  - 4.1.2. Etiology
  - 4.1.3. Clinical Symptoms
  - 4.1.4. Diagnosis
  - 4.1.5. Treatment
  - 4.1.6. Prevention
- 4.2. Infection of Intravascular Devices
  - 4.2.1. Infections Associated with Intravascular Catheter
  - 4.2.2. Infections Related to Implantable Electronic Cardiovascular Implantable Cardiovascular Devices
- 4.3. Acute Pericarditis
  - 4.3.1. Definition
  - 4.3.2. Incessant and Chronic Pericarditis
  - 4.3.3. Recurrent Pericarditis
  - 4.3.4. Myopericarditis
- 4.4. Mediastinitis
  - 4.4.1. Acute Mediastinitis
  - 4.4.2. Sclerosing Mediastinitis
- 4.5. Meningitis
  - 4.5.1. Epidemiology and Etiopathogenesis
  - 4.5.2. Diagnosis of Meningitis: Clinical and Laboratory
  - 4.5.3. Antimicrobial Treatment
- 4.6. Encephalitis
  - 4.6.1. Epidemiology and Etiopathogenesis
  - 4.6.2. Diagnosis of Encephalitis: Clinical and Complementary Evaluations
  - 4.6.3. Antimicrobial Treatment
- 4.7. Myelitis
  - 4.7.1. Epidemiology and Etiopathogenesis
  - 4.7.2. Clinical symptoms
  - 4.7.3. Diagnosis
  - 4.7.4. Treatment
- 4.8. Cerebral Abscess
  - 4.8.1. Aetiopathogenesis.
  - 4.8.2. Clinical Manifestations and Diagnosis
  - 4.8.3. Treatment
- 4.9. Subdural Empyema, Epidural Abscess and Intracranial Thrombophlebitis
  - 4.9.1. Subdural Empyema: Etiopathogenesis, Clinical Manifestations, Diagnosis and Treatment
  - 4.9.2. Epidural Abscess: Etiopathogenesis, Clinical Manifestations, Diagnosis and Treatment
  - 4.9.3. Septic Thrombophlebitis: Etiopathogenesis, Clinical Manifestations, Diagnosis and Treatment
- 4.10. CSF Shunt Infections
  - 4.10.1. Aetiopathogenesis.
  - 4.10.2. Clinical manifestations
  - 4.10.3. Diagnosis
  - 4.10.4. Treatment

# 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.





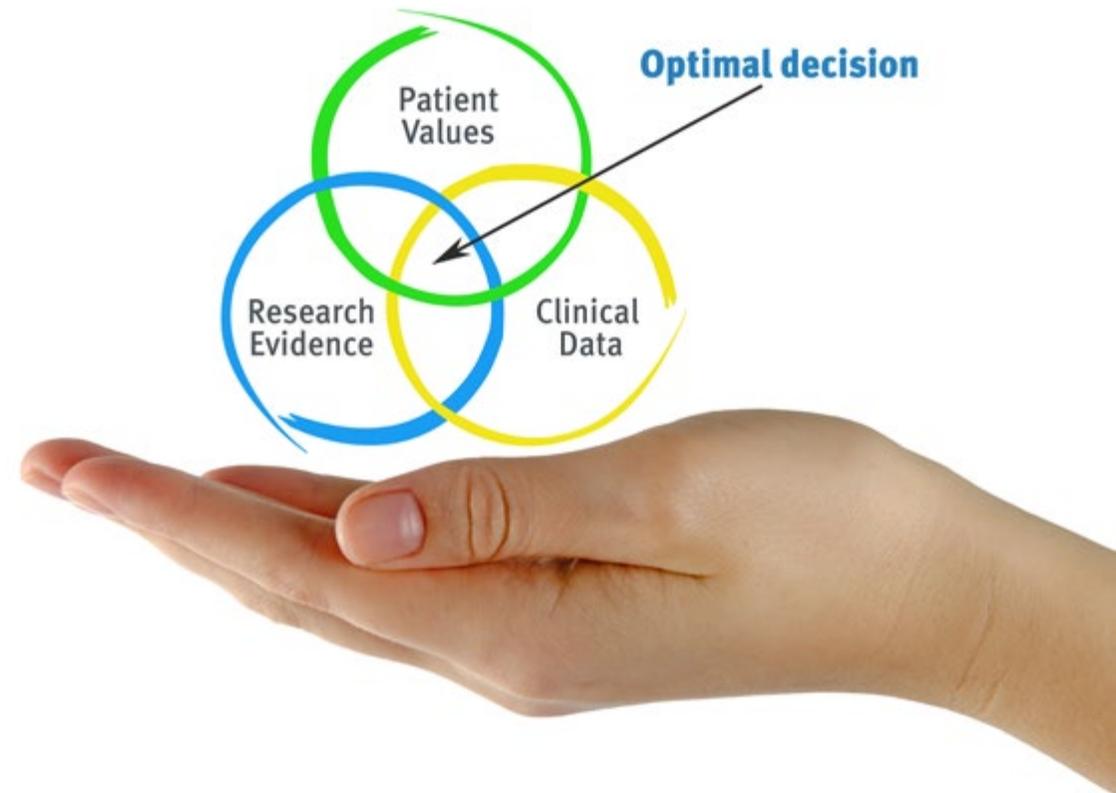
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## 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

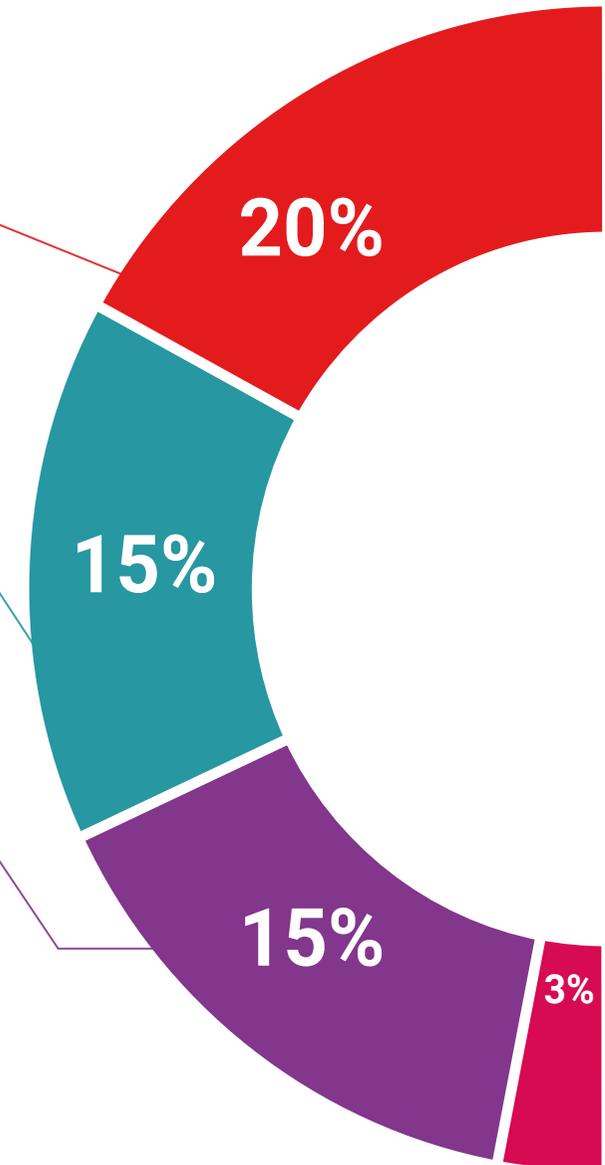
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

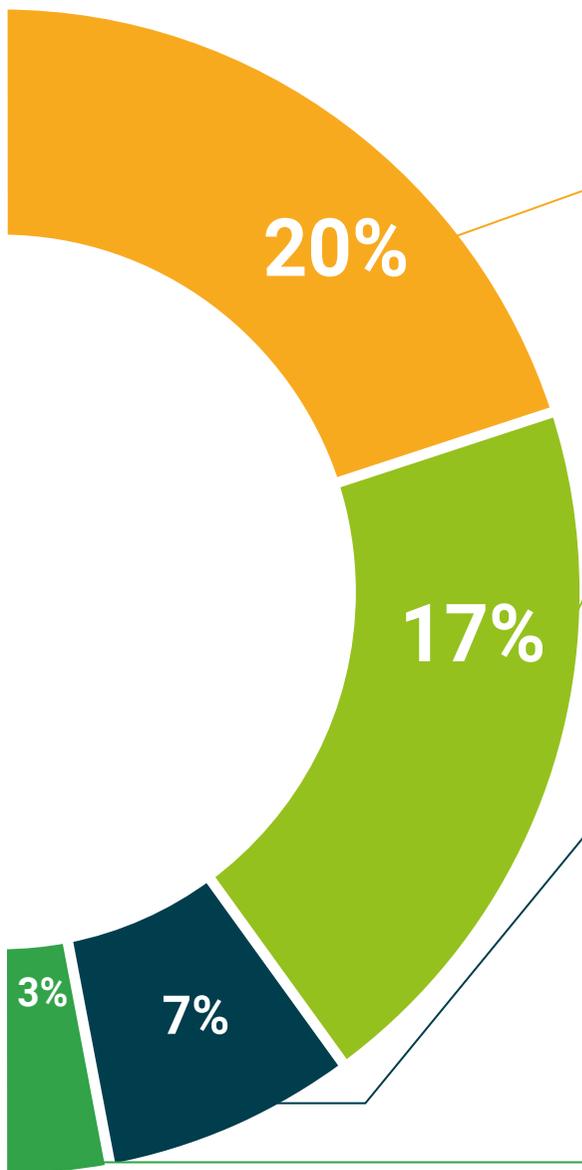
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### 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 Respiratory and Cardiovascular Infections in the Emergency Department for Nursing guarantees, in addition to the most rigorous and up-to-date training, access to a certificate issued by TECH Technological University.



“

*Successfully complete this program and receive your university certificate without travel or laborious paperwork”*

This **Postgraduate Diploma in Respiratory and Cardiovascular Infections in the Emergency Department 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 Respiratory and Cardiovascular Infections in the Emergency Department for Nursing**

Official N° of Hours: **475 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.

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## Postgraduate Diploma

Respiratory and Cardiovascular  
Infections in the Emergency  
Department for Nursing

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

# Postgraduate Diploma

Respiratory and Cardiovascular  
Infections in the Emergency  
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