Postgraduate Diploma

Toxicological Emergencies by Frequently Used Products, Animals and Plants for Nursing

tech technological university

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Postgraduate Diploma

Toxicological Emergencies by Frequently Used Products, Animals and Plants for Nursing

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

Website: **www.techtitute.com/pk/nursing/postgraduate-diploma/postgraduate-diploma-toxicological-emergencies-frequently-used-products-animals-plants-nursing**

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01

Introduction

Accidents can happen at any time. Many times we eat a harmful plant without knowing it, touch a poisonous animal or mix chemicals for cleaning. All this can cause poisoning that must be treated immediately. For this reason, it is essential to have health personnel, nurses in these cases, who know the proper protocols for treating this type of ailment. They must also be able to identify the symptoms and signs that are often camouflaged or are not constant in all patients.

Describe the epidemiology, etiology and repercussions of acute poisonings in the pediatric and neonatal age in order to be able to perform a quality praxis"

The field of knowledge covered by toxicology is very wide, almost as wide as the different ways in which a person can be poisoned by different products, animals and plants. It is estimated that accidents that occur due to domestic cleaning represent one of the first causes of consultations to the Toxicological Information Service. On the other hand, and although less frequently, the ingestion of poisonous plants has less impact than the first case, even so, the probabilities of receiving a patient in these conditions are never zero.

For this reason, it is important to have a solid knowledge in this type of emergencies, since this way, the correct diagnosis and treatment is guaranteed. Therefore, this program was developed to provide nurses with sufficient knowledge in human toxicology to be able to successfully address the professional challenge of caring for patients with urgent toxicological problems.

The contents of this program are structured in large groups of topics with a pedagogical coherence. In this way, the student will be able to understand the proper way to perform an evaluation of a poisoned patient, explain the life support process and apply preventive techniques to perform a gastrointestinal absorption.

Furthermore, it is a 100% online Postgraduate Certificate that provides students with comfortable study and ease, wherever and whenever they want it. Students will only need a device with Internet access to take their career one step further. A modality according to the current times with all the guarantees to position the engineer in a highly demanded sector.

This **Postgraduate Diploma in Toxicological Emergencies by Frequently Used Products, Animals and Plants 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 toxicology 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
- Practical exercises where the self-assessment process can be carried out to improve learning
- Clinical and diagnostic imaging and testing iconography
- An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- Its special emphasis on toxicology research methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- The availability of access to the contents from any fixed or portable device with Internet connection

Identify products that may pose a risk of poisoning to both the mother and the newborn during breastfeeding"

Describe the ECG alterations in poisonings that produce cardiac involvement through this program"

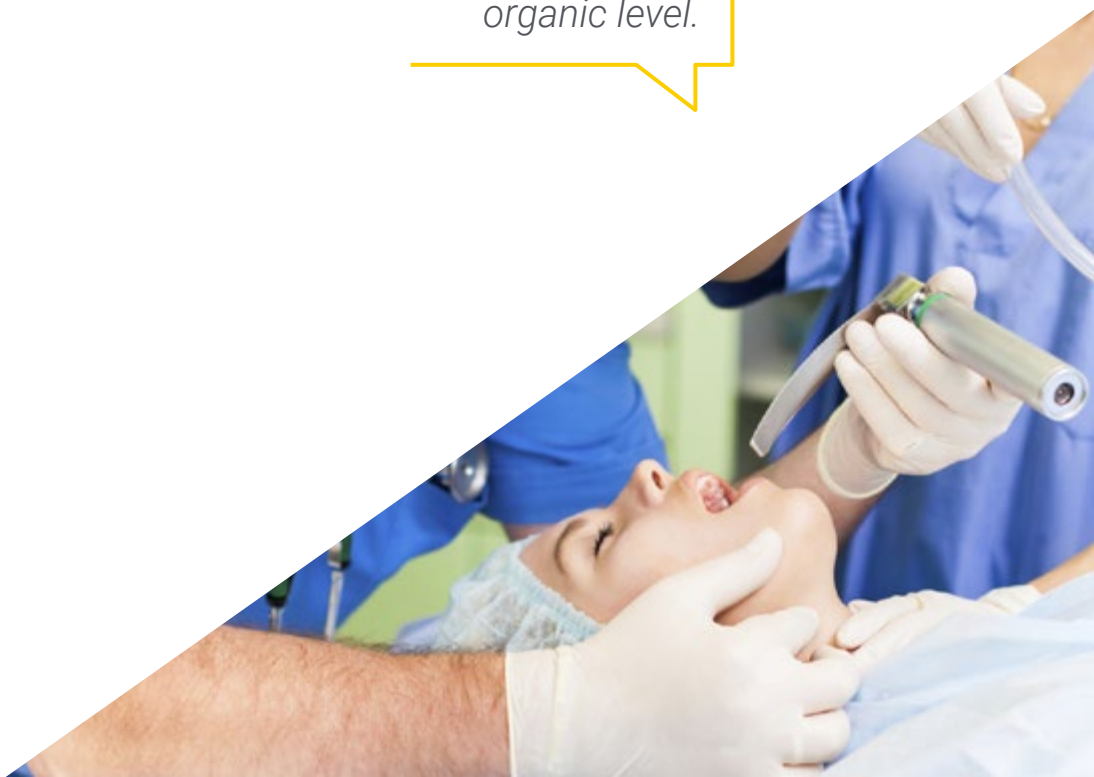
Take the opportunity to explain the hematological involvement that occurs in acute poisonings.

Identification those toxics that cause hepatic affectation and their repercussion at the organic level.

The program includes, in its teaching staff, professionals from the sector who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

The multimedia content, developed with the latest educational technology, will provide professionals with situated and contextual learning, i.e., a simulated environment that will provide immersive training, designed for training oneself in real situations.

The design of this program focuses on Problem-Based Learning, in which the professional will have to try to solve the different professional practice situations that will arise throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Objectives

The main objective of the program is the development of theoretical and practical learning of nursing personnel when attending a toxicological emergency caused by frequently used products, animals or plants. In this way, the student will have the certainty of complying with the diagnosis and treatment protocol in an optimal manner. Therefore, at the end of the modules, the nurse will be fully trained to intervene in these cases with greater guarantees of success.

Identify the toxicokinetics of paracetamol and its treatment in case of acute poisoning with the use of the latest educational technology, in order to contribute with quality and safety to decision making"

General Objectives

- Define the basic and general principles of care for the severely poisoned patient
- Identify the main toxics available in our environment
- Describe the main signs and symptoms related to severe acute poisoning and its organ involvement
- Implement mechanisms to protect the severely poisoned patients and those around them
- Detect complications related to the related toxicant or to the patient's health status
- Explain the process of care, diagnosis and treatment of the severely poisoned patient in all its dimensions

Specific Objectives

Module 1. Assessment of the Poisoned Patient

- Explain the decontamination procedures in acute dermal intoxication
- Define the toxicity mechanisms in the male genitourinary tract
- Define the toxicity mechanisms in the female genitourinary tract
- Explain the effects of xenobiotics
- Describe the ECG alterations in poisonings that produce cardiac involvement
- Describe the possible arrhythmias to be detected in acute poisonings
- Explain the hematological involvement that occurs in acute poisonings
- Describe the organic repercussions of toxicology in athletes and the different products used
- Identify poisoning related to possible pharmacological errors in the pediatric patient
- Describe the action to be taken in case of overdose in pregnant women

Module 2. Therapeutic Management of the Poisoned Patient: Life Support

- Explain the procedure for examination of the patient with fumes inhalation poisoning
- Define the therapeutic approach to be carried out in the patient poisoned by inhalation of fumes or other respiratory agents
- Establish the differential diagnosis between the different toxic renal syndromes
- Identify the clinical pictures that can occur in poisoning with neurological involvement
- Describe the systemic repercussion of eye poisoning
- Identify those toxics that cause hepatic affectation and their repercussion at the organic level
- Identify violent and self-injurious behaviors in relation to psychiatric toxicology

Module 3. Pesticide or Phytosanitary Product Poisoning in Rural Areas

- Identify the toxicokinetics of herbicides and how to treat cases of acute intoxication
- Explain the toxicokinetics of pyrethroids and insect repellents and how to treat cases of acute intoxication
- Identify the toxicokinetics of organochlorines and how to treat cases of acute intoxication
- Explain the toxicokinetics of organophosphates and carbamates and how to treat cases of acute intoxication

Module 4. Household Poisoning from Cleaning Products, Personal Hygiene Products and Caustic Poisons

- Identify cleaning, personal hygiene and beauty products that pose a danger of poisoning
- Describe the classification of toxic cleaning products
- Know the main caustic substances that can cause poisoning

Module 5. Poisonings by Natural Agents: Plants, Mushrooms and Animals

- Describe the possible serious poisonings caused by marine animals and their treatment
- Identify and classify poisonous mushrooms and their possible antidotes
- Describe the possible serious poisonings caused by arthropods, arachnids, tarantulas, scorpions, ants, hymenoptera, butterflies, termites, beetles, etc., and their treatment
- Identify and classify plants with poisonous potential and their possible antidotes
- Describe the possible serious poisonings caused by snakes and their treatment

Identification of cleaning, personal hygiene and beauty products that pose a danger of poisoning"

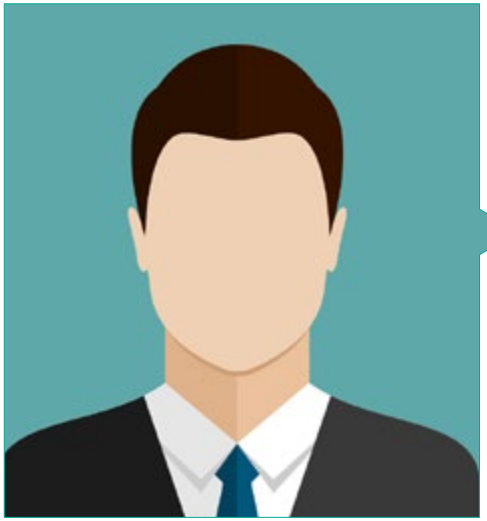
03

Course Management

The program includes in its teaching staff a group of health professionals of reference in everything related to toxicology caused by those products of frequent use, animals or harmful plants. For this reason, they pour into this program the experience of their years of work. Additionally, other specialists of recognized prestige participate in its design and elaboration to help the nurse to be more qualified and with the necessary skills to intervene in poisoned patients.

Learn from reference professionals to know the serious intoxications produced by marine animals and the most effective treatments"

Management



Dr. Álvarez Rodríguez, Cesáreo

- Coordinator of the Toxicology Working Group of SEMES Galicia
- Scientific Secretary of the Galician Society of Emergency Medicine (SEMES Galicia)
- Vice-Secretary for Training of the Spanish Society of Emergency Medicine (SEMES)
- Scientific Committee of the XXI Conference on Glycinic Toxicology and XI Conference on Toxicovigilance (October 2017)
- President of the Scientific Committee of the XXV Congress of the Spanish Society of Emergency Medicine (SEMES)
- Emergency Physician. Head of the Emergency Unit of Verín Hospital
- Degree in Medicine and Surgery from the University of Santiago de Compostela with a Bachelor's Degree in Medicine and Surgery
- Research Sufficiency by the University of Salamanca
- PhD in Medicine and Surgery from the Autonomous University of Madrid
- Director of Doctoral Thesis in the area of Clinical Toxicology (Extraordinary Award)
- Member of the Editorial Board of the journal "Emergencias"
- Specialist in Family and Community Medicine
- Postgraduate Diploma in Health Promotion
- Advanced Life Support Instructor (American Heart Association Accredited)

Professors

Dr. Burillo-Putze, Guillermo

- Emergency Coordinator of the University Hospital Complex of the Canary Islands
- Degree in Medicine by La Laguna University. Doctor of Medicine by La Laguna University Extraordinary Doctorate Award
- Director of 5 Doctoral Theses
- Specialist in Family and Community Medicine
- Master's Degree in Emergency Medicine
- Postgraduate Diploma in Toxicology by the University of Seville
- Instructor Advanced Hazardous Materials Life Support (AHLS), American College of Clinical Toxicology, Washington, USA
- Accepted in the European Registry of Toxicologists (EUROTOX), managed by the Spanish Association of Toxicology (AETOX)
- Associate Professor of Emergency Medicine at the Faculty of Medicine of the University of La Laguna

Dr. Bajo Bajo, Angel Ascensiano

- Hospital Emergency Physician at the University Health Care Complex of Salamanca
- Degree in Medicine and Surgery from the University of Salamanca
- Specialist in Family and Community Medicine
- Doctor of Medicine from Salamanca University (First Extraordinary Doctorate Award)
- Certified in Emergency Medicine by the Spanish Society of Emergency Medicine (SEMES)

Mr. Carnero Fernandez, César Antonio

- Deputy Inspector of National Police
- TEDAX-NRBQ Specialist in the TEDAX-NRBQ Unit of the National Police
- Teacher in TEDAX-NRBQ for national agencies and Security Forces and Corps

Dr. Giralde Martínez, Patricia

- Prehospital Emergency Physician in the Galician 061 Health Emergency Service
- Professional experience in Hospital Emergency Medicine at Montecelo Hospital
- Graduate in Medicine and Surgery from the University of Santiago de Compostela
- Specialist in Family and Community Medicine
- Master's Degree in Urgencies, Emergencies and Catastrophes by CEU San Pablo University
- Postgraduate University Professor in the course "Postgraduate Diploma in Urgencies and Emergencies" of the School of Health Sciences of the Complutense University of Madrid

Dr. Miguens Blanco, Iria

- Hospital Emergency Physician at the Gregorio Marañón General University Hospital in Madrid
- Professional experience in Pre-Hospital Emergency Medicine in the Emergency Service of the Community of Madrid-SUMMA
- Degree in Medicine and Surgery from the University of Santiago de Compostela
- Specialist in Family and Community Medicine
- Master's Degree in Emergency Medicine from the Complutense University of Madrid
- Master's Degree in Teaching and Digital Competencies in Health Sciences by CEU Cardenal Herrera

Dr. Mayan Conesa, Plácido

- Graduate in Medicine and Surgery from the Universidad de Navarra
- Specialist in Family and Community Medicine
- Diploma of Advanced Studies from la Coruña University
- Emergency Physician at the University Hospital Complex of A Coruña
- Reviewer of the journal Emergencias
- Advanced Life Support Teacher

Dr. Maza Vera, María Teresa

- Degree in Medicine and Surgery in the University of Zaragoza
- Member of the Toxicology Working Group of SEMES Galicia
- Hospital Emergency Physician at the Álvaro Cunqueiro Hospital in Vigo
- Specialist in Family and Community Medicine
- Diploma of Advanced Studies in Health Sciences from the University of Vigo
- Coordinator of the Scientific Committee XXIV Autonomous Congress SEMES Galicia

Mr. Rodríguez Domínguez, José María

- National Police Officer
- TEDAX-NRBQ Specialist in the TEDAX-NRBQ Unit of the National Police
- TEDAX-NRBQ teacher for national and international organizations
- Degree in Biology from the University of Santiago de Compostela

Dr. Suárez Gago, María del Mar

- Specialist in Internal Medicine
- Member of the Toxicology Working Group of SEMES Galicia
- Degree in Medicine and Surgery University of the Basque Country
- Assistant Physician of the Emergency Department of the Verín Hospital
- Professional experience in out-of-hospital emergency medicine in Portugal
- VMER (Medical Emergency and Resuscitation Vehicle) accreditation of the Training Center of the National Institute of Medical Emergencies of Oporto (INEM)

Our teaching team will provide you with all their knowledge so that you are up to date with the latest information on the subject"

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative training, and are committed to quality teaching using new educational technologies. In this way, nurses will be able to attend in the best way to any patient who presents a poisoning by frequently used products, animals or plants, therefore guaranteeing a first class treatment.

Describe the possible serious intoxications produced by snakes and their treatment following an excellent academic program"

Module 1. Assessment of the Poisoned Patient

1.1. Initial Assessment of Patients Suffering from Poisoning
- 1.1.1. Medical History
  - 1.1.1.1. Medical History
  - 1.1.1.2. Physical Examination
  - 1.1.1.3. Complementary Evaluations
- 1.1.2. Toxic Syndromes
  - 1.1.2.1. Sympathomimetics
  - 1.1.2.2. Cholinergic Drugs
  - 1.1.2.3. Anticholinergics
  - 1.1.2.4. Serotonergic Drugs
  - 1.1.2.5. Opioids
  - 1.1.2.6. Sedative-Hypnotic Drugs
  - 1.1.2.7. Hallucinatory Drugs
- 1.1.3. Metabolic Acidosis in Toxicology
- 1.1.4. Diagnosis of Suspected Poisoning and Diagnostic Hypotheses
- 1.1.5. Conclusions and Key Points

1.2. Toxic Organ Involvement
- 1.2.1. Preliminary
  - 1.2.1.1. Introduction
  - 1.2.1.2. Index
  - 1.2.1.3. Objectives
- 1.2.2. Hepatic Toxicology
- 1.2.3. Renal Toxicology
- 1.2.4. Hematological Toxicity
- 1.2.5. Neurological and Psychiatric Toxicology
- 1.2.6. Conclusions and Key Points
- 1.2.7. Cardiovascular and Respiratory Toxicology

1.3. Group Toxicology

1.3.1. Preliminary
1.3.1.1. Introduction
1.3.1.2. Index
1.3.1.3. Objectives
1.3.2. Reproductive and Perinatal Toxicology
1.3.3. Neonatal and Pediatric Toxicology
1.3.4. Geriatric Toxicology
1.3.5. Conclusions and Key Points

Module 2. Therapeutic Management of the Poisoned Patient: Life Support

2.1. A Complete Overview of Poisoning Treatment
2.2. Life Support for Poisoned Patients: Cardiopulmonary Arrest
2.2.1. The Fundamental Pillars of Life Support in Cardiopulmonary Arrest
2.2.2. Respiratory Arrest and Ventilatory Support
2.2.3. Cardiorespiratory Arrest in Poisoned Patients
2.2.4. Conclusions and Key Points
2.3. Acute Respiratory Failure in Poisoned Patients and Therapeutic Management
2.3.1. Preliminary
2.3.2. Acute Respiratory Failure due to Airway Obstruction
2.3.3. Acute Respiratory Failure due to Hypoventilation
2.3.4. Acute Respiratory Failure due to Decrease in Inspiratory Oxygen Fraction
2.3.5. Acute Respiratory Failure due to Alveolocapillary Diffusion Impairment
2.3.6. Acute Respiratory Failure due to Altered Oxygen Transport or Tissue Oxygen Utilization
2.3.7. Acute Mixed Respiratory Failure
2.3.8. Conclusions and Key Points
2.4. Hemodynamic Stability and Instability in Poisoned Patients
2.4.1. Shock and its Different Types in Poisoned Patients
2.4.2. Therapeutic Management of Shock in Poisoned Patients
2.4.3. Hypotension and Hypertension in Poisoned Patients
2.4.4. Cardiac Arrhythmias in Acute Poisoning
2.4.5. Acute Coronary Syndrome in Poisoned Patients
2.4.6. Conclusions and Key Points
2.5. Neuropsychiatric Disorders Associated with Poisoning

2.5.1. Disorders of Consciousness Toxic Coma
2.5.2. Seizures
2.5.3. Behavioral Disorder. Agitated Patient Management
2.5.3.1. Etiology of Psychomotor Agitation. Toxicology-Related Causes
2.5.3.2. Protective Measures for Health Care Personnel
2.5.3.3. Verbal, Mechanical and Pharmacological Restraint Measures
2.5.4. Conclusions and Key Points

Module 3. Pesticide or Phytosanitary Product Poisoning in Rural Areas

3.1. Introduction to the Module: General Aspects of Pesticide Poisoning
3.1.1. Concept of Pesticides
3.1.2. Classification of Pesticides
3.1.3. Preventive and Protective Measures for Workers
3.1.4. First Aid at the Poisoning Site
3.2. Insecticide Poisoning
3.2.1. Preliminary
3.2.1.1. Introduction
3.2.1.2. Index
3.2.1.3. Objective
3.2.2. Organochlorines
3.2.3. Organophosphates
3.2.4. Carbamates
3.2.5. Pyrethroids
3.2.6. Conclusions and Key Points
3.3. Herbicide Poisoning
3.3.1. Preliminary
3.3.1.1. Introduction
3.1.1.2. Index
3.1.1.3. Objective
3.3.2. Diquat
3.3. 3 Paraquat
3.3.4. Conclusions and Key Points
3.4. Fungicide Poisoning
3.4.1. Conclusions and Key Points
3.5. Rodenticide Poisoning
3.5.1. Conclusions and Key Points

Module 4. Domestic Poisoning: from Cleaning Products, Personal Hygiene Products and Caustic Poisons

4.1. Poisoning from Cleaning, Personal Hygiene and Cosmetic Products
4.1.1. Classification According to Toxicity
4.1.2. Specific Poisonings
4.1.2.1. Soaps and Shampoos
4.1.2.2. Nail Polish and Nail Polish Remover
4.1.2.3. Hair Substances: Hair Dyes, Hairsprays, Hair Softeners, etc
4.1.2.4. Others
4.1.3. General Therapeutic Measures and Controversies
4.1.4. Conclusions and Key Points
4.2. Caustic Poisoning
4.2.1. Introduction
4.2.2. Main Caustic Substances
4.2.3. Pathophysiology
4.2.4. Clinical Symptoms
4.2.5. Diagnosis
4.2.6. Acute and Late Complications
4.2.7. Treatment and Attitude to be Followed
4.2.8. Conclusions and Key Points

Module 5. Poisoning by Natural Agents: Plants, Mushrooms and Animals

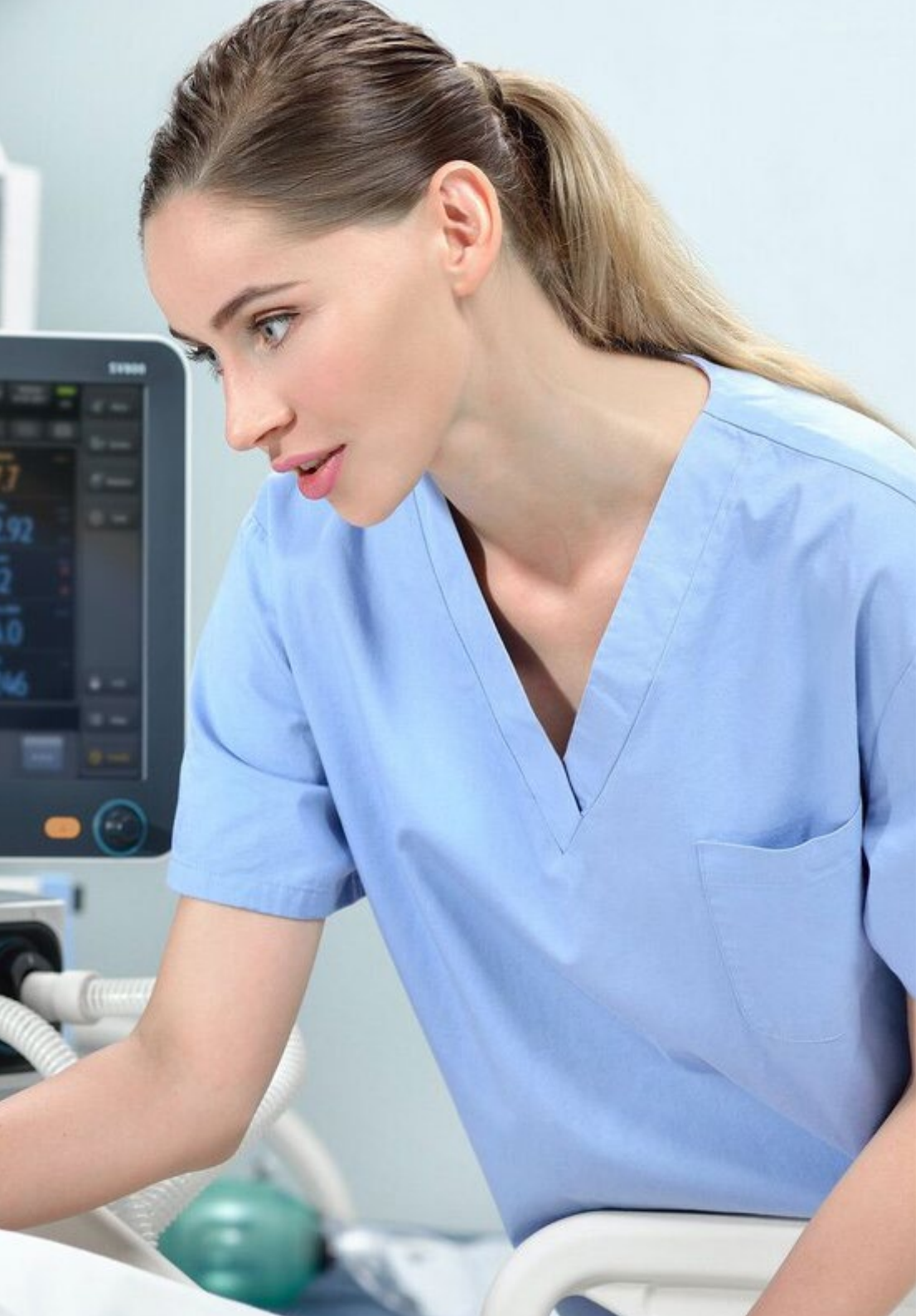
5.1. Plant Poisoning
- 5.1.1. Classification According to Target Organ, Apparatus or System
  - 5.1.1.1. Gastrointestinal
  - 5.1.1.2. Cardiovascular
  - 5.1.1.3. Central Nervous System
  - 5.1.1.4. Others
- 5.1.2. Conclusions and Key Points

5.2. Mushroom Poisoning
- 5.2.1. Epidemiology of Mushroom Poisoning
- 5.2.2. Pathophysiology
- 5.2.3. The Clinical History as a Fundamental Element for Diagnosis
- 5.2.4. Classification According to the Latency Period of Onset of Clinical Manifestations and Clinical Syndromes
  - 5.2.4.1. Short Latency Syndromes
    - 5.2.4.1.1. Acute Mushroom Gastroenteritis (Gastroenteritic, Resinoid or Lividian Syndrome)
    - 5.2.4.1.2. Intolerance Syndrome
    - 5.2.4.1.3. Delirium Syndrome (Mycoatropinic or Anticholinergic)
    - 5.2.4.1.4. Muscarinic Syndrome (Mycocholinergic or Sweat Syndrome)
    - 5.2.4.1.5. Hallucinatory Syndrome (Psychotropic or Narcotic)
    - 5.2.4.1.6. Nitritoid Syndrome (Coprinic or Antabus Effect Syndrome)
    - 5.2.4.1.7. Hemolytic Syndrome
  - 5.2.4.2. Long-Latency Syndromes
    - 5.2.4.2.1. Giromitrile Syndrome (Ogiromitrile)
    - 5.2.4.2.2. Orellanic Syndrome (Cortinaric or Nephrotoxic)
    - 5.2.4.2.3. Phalloid, Hepatotoxic or Cyclopeptide Syndrome
      - 5.2.4.2.3.1. Etiology
      - 5.2.4.2.3.2. Pathophysiology and Toxicokinetics
      - 5.2.4.2.3.3. Clinical Symptoms
      - 5.2.4.2.3.4. Diagnosis
      - 5.2.4.2.3.5. Treatment
      - 5.2.4.2.3.6. Prognosis
  - 5.2.4.3. New Syndromes
    - 5.2.4.3.1. Proximal Syndrome
    - 5.2.4.3.2. Erythromelalgia or Achromelalgia
    - 5.2.4.3.3. Rhabdomyolysis
    - 5.2.4.3.4. Hemorrhagic Syndrome (or Szechwan's Syndrome)
    - 5.2.4.3.5. Neurotoxic Poisoning
    - 5.2.4.3.6. Encephalopathy
  - 5.2.4.4. Conclusions and Key Points

5.3. Animal Poisoning: Snakes
- 5.3.1. Preliminary
  - 5.3.1.1. Introduction
  - 5.3.1.2. Index
  - 5.3.1.3. Objectives
- 5.3.2. Epidemiology of Snake Bites
- 5.3.3. Classification of Snakes
- 5.3.4. Differences between Vipers and Snakes
- 5.3.5. The Poison Apparatus of Snakes
- 5.3.6. The Effect of Snake Venoms on Humans
- 5.3.7. Clinical Symptoms
  - 5.3.7.1. Clinical Syndromes
    - 5.3.7.1.1. Neurological Syndrome
    - 5.3.7.1.2. Hemotoxic-Cytotoxic Syndrome
    - 5.3.7.1.3. Cardiotoxic and Myotoxic Syndromes
    - 5.3.7.1.4. Hypersensitivity Syndromes
  - 5.3.7.2. Clinical Grading of the Intensity of the Poisoning
- 5.3.8. Treatment
  - 5.3.8.1. Symptoms
  - 5.3.8.2. Specific
- 5.3.9. Conclusions and Key Points

5.4. Animal Bites: Mammals
- 5.4.1. Preliminary
  - 5.4.1.1. Introduction
  - 5.4.1.2. Index
  - 5.4.1.3. Objectives
- 5.4.2. Epidemiological Aspects
- 5.4.3. Clinical-Diagnostic Aspects
- 5.4.4. Therapeutic Aspects
  - 5.4.4.1. Initial Management
  - 5.4.4.2. Surgical Management: Suture
  - 5.4.4.3. Antibiotic Prophylaxis
  - 5.4.4.4. Tetanus Prophylaxis
  - 5.4.4.5. Rabies Prophylaxis
  - 5.4.4.6. Antiviral Prophylaxis: Anti-Hepatitis B and Anti-HIV
  - 5.4.5. Conclusions and Key Points

5.5. Marine Animals
- 5.5.1. Fish Poisoning
  - 5.5.1.1. Stonefish
  - 5.5.1.2. Viperfish
  - 5.5.1.3. Stingray
- 5.5.2. Food Poisoning from Fish and Shellfish
  - 5.5.2.1. Paralytic Shellfish Poisoning
  - 5.5.2.2. Scombroidosis. Histamine Poisoning
  - 5.5.2.3. Pufferfish Poisoning
- 5.5.3. Coelenterate Poisoning
  - 5.5.3.1. Jellyfish Stings
  - 5.5.3.2. Physalia Physalis or the Portuguese Man o' War Sting
  - 5.5.3.3. Treatment
- 5.5.4. Conclusions and Key Points



5.6. Invertebrates
- 5.6.1. Preliminary
  - 5.6.1.1. Introduction
  - 5.6.1.2. Index
  - 5.6.1.3. Objectives
- 5.6.2. Insects: Wasps, Bees and Bumblebees
- 5.6.3. Arachnids
  - 5.6.3.1. Spiders
  - 5.6.3.2. Scorpions
  - 5.6.3.3. Ticks
- 5.6.4. Conclusions and Key Points

A unique, key, and decisive educational experience to boost your professional development"

05

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

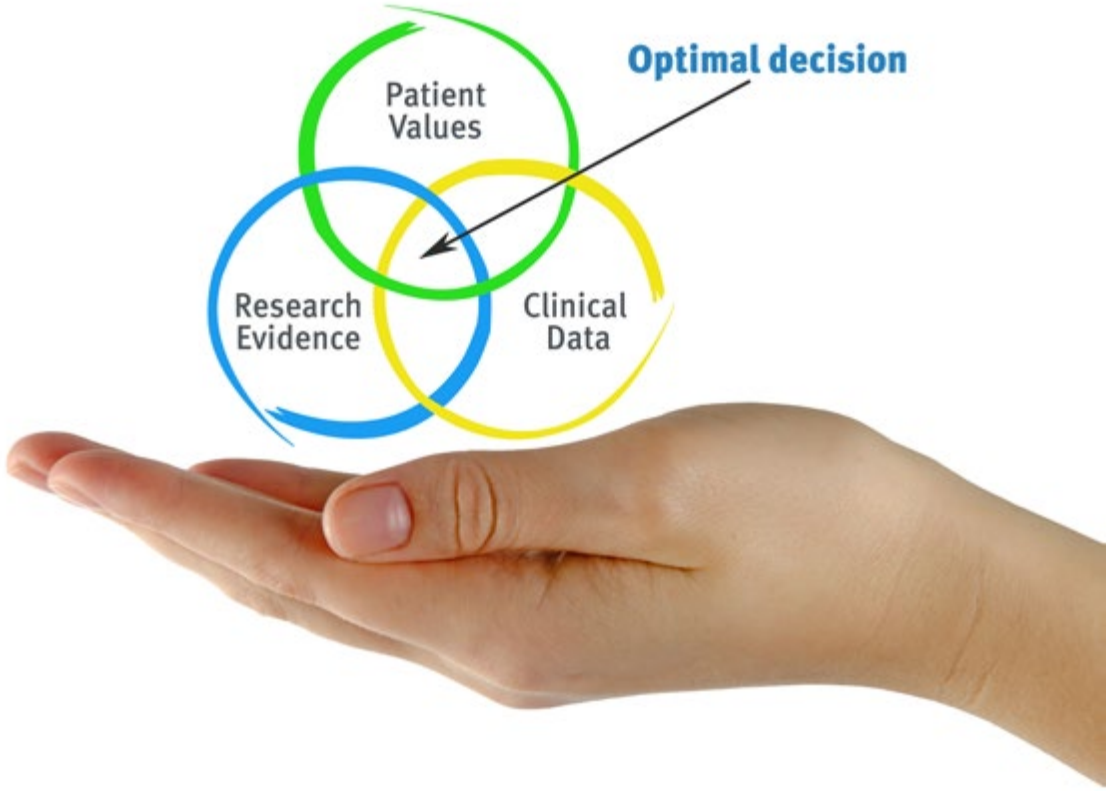
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

The effectiveness of the method is justified by four fundamental achievements:

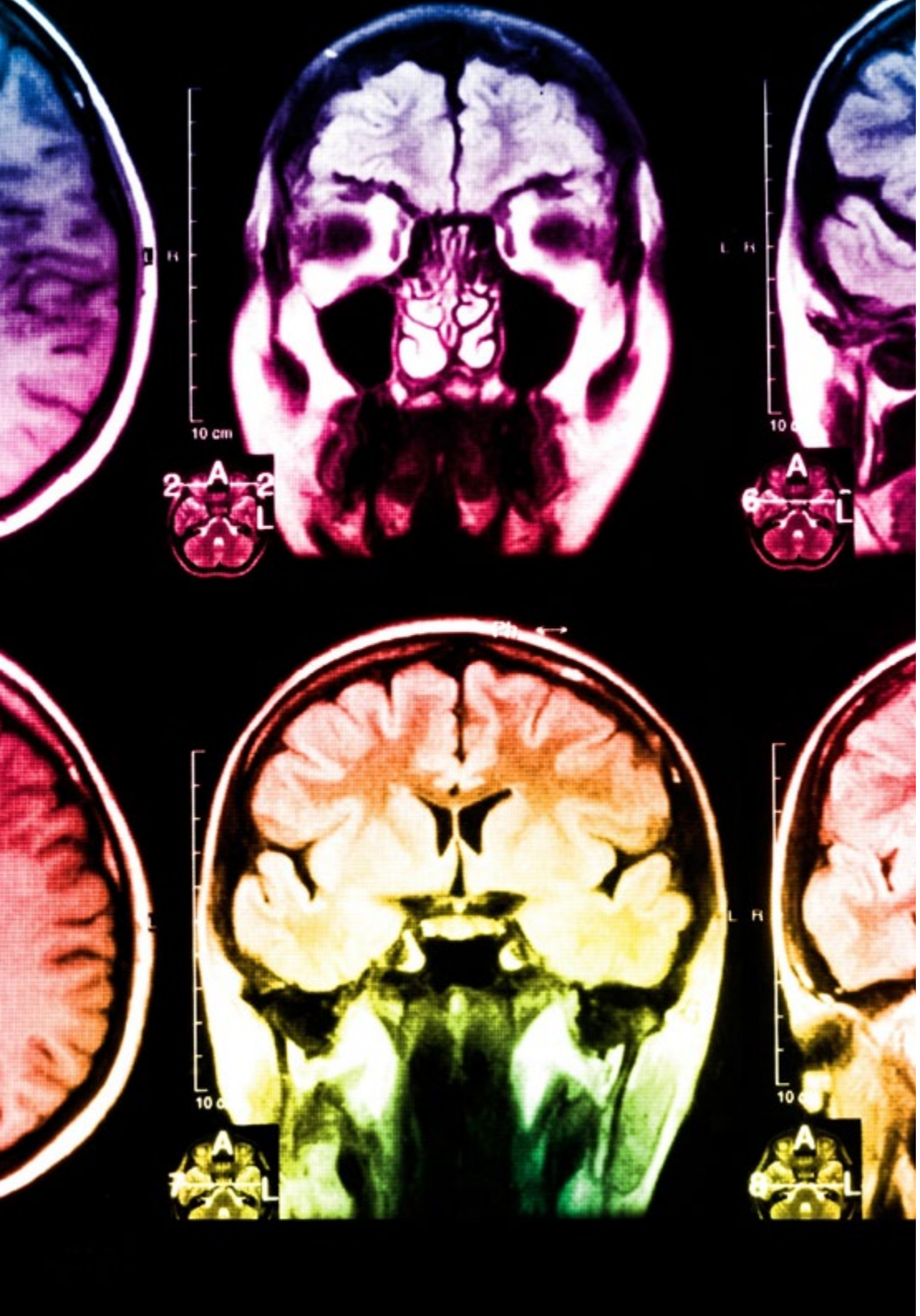
1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The nurse will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

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

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch them as many times as you want.

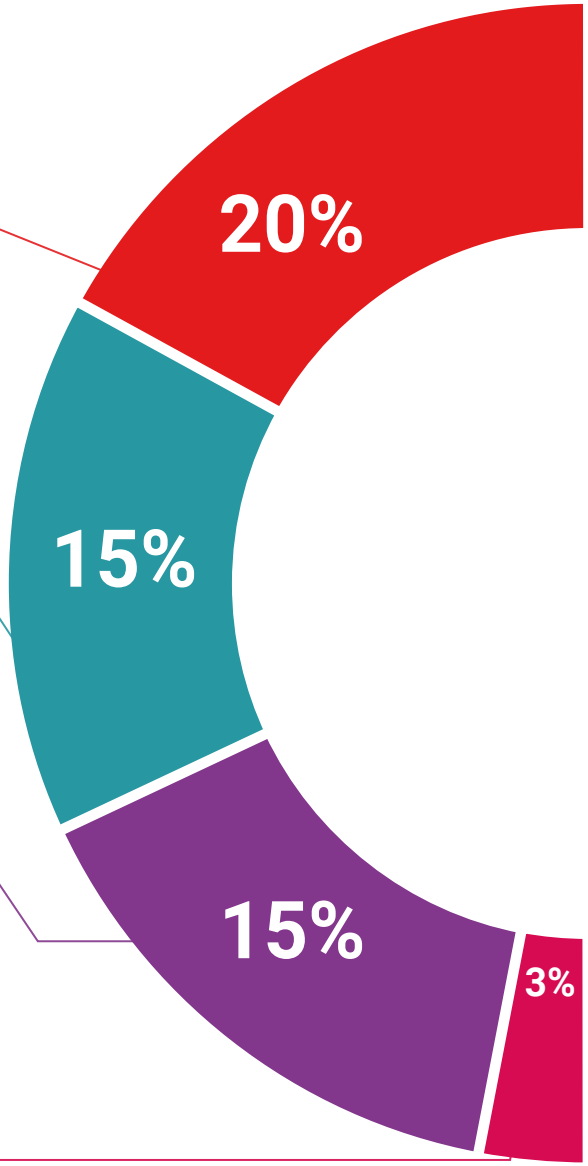
Interactive Summaries

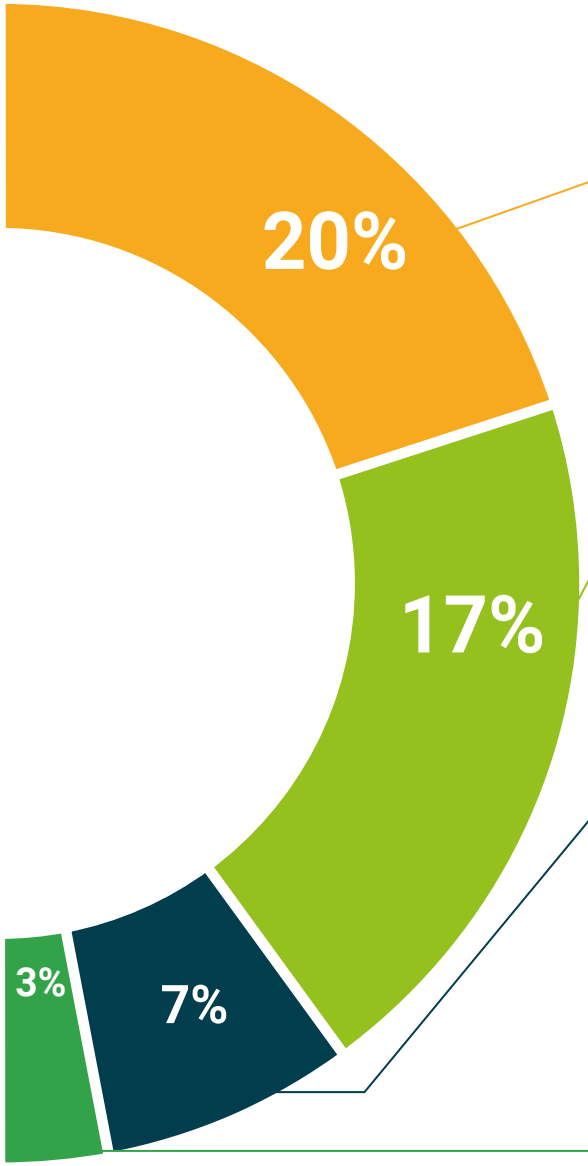
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

06

Certificate

This Postgraduate Diploma in Toxicological Emergencies by Frequently Used Products, Animals and Plants for Nursing guarantees you, 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 paperwork"

This **Postgraduate Diploma in Toxicological Emergencies by Frequently Used Products, Animals and Plants for Nursing** contains the most complete and up-to-date scientific on the market.

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

The certificate 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 Toxicological Emergencies by Frequently Used Products, Animals and Plants for Nursing**

Official Nº of Hours: **500 h.**


tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Toxicological Emergencies by Frequently Used Products, Animals and Plants for Nursing

This is a qualification awarded by this University, equivalent to 500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

tech technological university

Postgraduate Diploma

Toxicological Emergencies by Frequently Used Products, Animals and Plants for Nursing

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

Postgraduate Diploma

Toxicological Emergencies by Frequently Used Products, Animals and Plants for Nursing

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