

Master's Degree
Clinical Nutrition in
Pediatrics for Nurses



Master's Degree Clinical Nutrition in Pediatrics for Nurses

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/nursing/master-degree/master-clinical-nutrition-pediatrics-nurses

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01

Introduction

Diet plays an important role as a modifiable risk factor for the health status of individuals. In pediatric pathology, nutrition intervenes as an etiological factor and as a complication of other diseases. Therefore, there is a growing interest in the study of food and nutrition in the genesis, treatment and support of a large number of pathologies in children as future healthy adults.





Improve your knowledge in Clinical Nutrition in Pediatrics through this program, where you will find the best teaching material with real cases”

Given the limited training that health care professionals acquire in their academic training on this subject, it is not surprising that they are interested in expanding their knowledge of clinical nutrition in order to meet the needs of their patients.

Specializing in nutrition is essential for professionals in order to address the care and preventive needs of the population in matters of food and health. An example of this is the growing implementation of Nutrition and Dietetics Units or Services.

This Master's Degree offers the possibility to expand and update knowledge of this subject, with the use of the latest educational technology. It offers a global vision of clinical nutrition while focusing on the most important and innovative aspects of diet in the pediatric age, including from the intrauterine phase to adolescence, as well as the diseases in which feeding plays a highly relevant role.

This Master's Degree also allows for specialization in the field of clinical nutrition in areas of special interest such as nutrigenetics and nutrigenomics, nutrition and obesity, sports nutrition and food allergies.

This **Master's Degree in Clinical Nutrition in Pediatrics for Nurses** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ◆ More than 75 clinical cases presented by experts in pediatric clinical nutrition
- ◆ 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
- ◆ The latest diagnostic-therapeutic developments on assessment, diagnosis, and intervention in pediatric clinical nutrition
- ◆ Practical exercises where self-assessment can be used to improve learning
- ◆ Clinical iconography and diagnostic imaging tests
- ◆ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ◆ Special emphasis on the research methodology used in Clinical Nutrition in Pediatrics
- ◆ 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



This Master's Degree in Clinical Nutrition in Pediatrics will help you keep up to date in order to provide comprehensive quality care to your patients"

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This Master's Degree is the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge in Clinical Nutrition in Pediatrics for Nurses, you will obtain a qualification from TECH Global University”

Increase your decision-making confidence by updating your knowledge through this master's degree.

Take the opportunity to learn about the latest advances in this field and apply it to your daily practice.

Its teaching staff includes professionals from the field of pediatric clinical nutrition, who contribute their work experience to this training, as well as renowned specialists from reference societies and prestigious universities.

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.

This program is designed around Problem Based Learning, where the nurse must try to solve the different professional practice situations that arise during the course. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts in Pediatric Clinical Nutrition.



02 Objectives

The program's primary objective is focused on theoretical and practical learning, so that the nurse is able to master Pediatric Clinical Nutrition in both a practical and rigorous manner.



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This Master's Degree will allow you to update your knowledge in Pediatric Clinical Nutrition with the use of the latest educational technology, to contribute with quality and security to decision making"



General Objectives

- Update the pediatrician's knowledge on new trends in child nutrition, in both health and pathological situations
- Promote work strategies based on the practical knowledge of the new trends in nutrition and its application to child pathologies, where nutrition plays a fundamental role in treatment
- Encourage the acquisition of technical skills and abilities, through a powerful audiovisual system, and the possibility of development through online simulation workshops and/or specific training
- Encourage professional stimulation through continuous education and research





Specific Objectives

- ◆ Review the basics of a balanced diet in the different stages of the life cycle, as well as in exercise
- ◆ Assess and calculate nutritional requirements in health and disease at any stage of the life cycle
- ◆ Review the new dietary guidelines, nutritional objectives, and recommended dietary allowances (RDA)
- ◆ Manage food databases and composition tables
- ◆ Explain the proper reading of new food labeling
- ◆ Update the drug-nutrient interaction and its implication in the patient's treatment.
- ◆ Identify the relationship between nutrition and immune status
- ◆ Define the fundamental of Nutrigenetics and Nutrigenomics
- ◆ Incorporate phytotherapy as a coadjuvant treatment in clinical practice
- ◆ Review the psychological bases and biopsychosocial factors that affect human eating behavior
- ◆ Analyze the different methods for assessing nutritional status
- ◆ Interpret and integrate anthropometric, clinical, biochemical, hematological, immunological, and pharmacological data in the patient's nutritional assessment and dietary-nutritional treatment
- ◆ Predict patients' nutritional risk

- ♦ Manage the different types of nutritional surveys to assess food intake
- ♦ Early detection and evaluation of quantitative and qualitative deviations from the nutritional balance due to excess or deficiency
- ♦ Identify and classify foods, food products, and food ingredients
- ♦ Review the chemical composition of foods, their physicochemical properties, their nutritional value, their bioavailability, their organoleptic properties, and the changes they undergo as a result of technological and culinary processes
- ♦ Describe the composition and utilities of new foods
- ♦ Explain basic aspects of food microbiology, parasitology, and toxicology related to food safety
- ♦ Evaluate and maintain adequate hygiene and food safety practices, applying current legislation
- ♦ Reflect on the usefulness of the school cafeteria as an educational vehicle
- ♦ Explain the relationship of physiology and nutrition in the different stages of infant development
- ♦ Analyze the implications of nutrition in the growth process and in the prevention and treatment of different childhood pathologies
- ♦ Identify the repercussion that a pregnant and lactating mother's nutrition has on the intrauterine growth and evolution of newborns and infants
- ♦ Describe the nutritional requirements in the different periods of childhood
- ♦ Perform nutritional assessment in pediatrics
- ♦ Evaluate and prescribe physical activity as a factor involved in nutritional status
- ♦ Calculate the dietary needs and risks to the child and adolescent athlete
- ♦ Review current trends in premature infant nutrition
- ♦ Explain current trends in the nutrition of infants with delayed intrauterine growth and the implication of nutrition on metabolic diseases
- ♦ Reflect on the role of human milk as a functional food
- ♦ Analyze the operation of milk banks
- ♦ Describe new formulae used in infant feeding
- ♦ Reflect on new trends and models in infant feeding
- ♦ Reflect and identify risk factors in school and adolescent nutrition
- ♦ Incorporate the different techniques and products of basic and advanced nutritional support related to pediatric nutrition into clinical practice
- ♦ Identify children at nutritional risk who are eligible for specific support
- ♦ Evaluate and monitor the supervision of children on nutritional support
- ♦ Explain the new developments and available evidence on probiotics and prebiotics in infant feeding
- ♦ Identify children suffering from malnutrition
- ♦ Describe the correct nutritional support for a malnourished child
- ♦ Classify the different types of malnutrition and their impact on the developing organism
- ♦ Reflect on the etiology, repercussions and treatment of childhood obesity
- ♦ Explain the nutritional treatment of the most common deficiency diseases in our environment
- ♦ Define the role that fats play in children's diets

- ♦ Assess the psychological and physiological aspects involved in eating disorders in young children
- ♦ Identify eating behavior disorders
- ♦ Review the pathogenesis and update the treatment of innate errors of metabolism
- ♦ Explain the treatment of dyslipidemias and the role that nutrition plays in their genesis and treatment
- ♦ Manage the dietetic treatment of the diabetic child
- ♦ Assess the nutritional support of children with cancer in different situations
- ♦ Reflect on the role of nutrition in autistic children
- ♦ Review the rationale for dietary support of acute diarrhea
- ♦ Describe the management of nutritional support in inflammatory diseases
- ♦ Reflect on the relationship between constipation and infant nutrition
- ♦ Identify exclusion foods in the diets of children with celiac disease
- ♦ Define the dietary management of children with nephropathy
- ♦ Explain the latest evidence on food allergies and intolerances
- ♦ Identify dietary factors related to bone metabolism
- ♦ Review the dietary management of oral cavity pathologies in children
- ♦ Explain the management of children with gastroesophageal reflux
- ♦ Explain the implications that nutrition can have in the treatment of liver diseases
- ♦ Describe the main malabsorption syndromes and how they are treated
- ♦ Identify the appropriate nutritional therapy for pediatric patients with chronic pulmonary pathology



Take the step to get up-to-date on the latest developments in Clinical Nutrition in Pediatrics for Nurses”

03 Skills

After passing the assessments on the Master's Degree in Clinical Nutrition in Pediatrics for Nurses, the professional will have acquired the necessary professional skills for quality, up-to-date practice based on the most recent scientific evidence.





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With this program you will be able to master the management of nutrition with pediatric patients”



General Skills

- ♦ Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- ♦ Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study
- ♦ Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- ♦ Communicate their conclusions and the ultimate knowledge and rationale behind them in a clear and unambiguous way to reach both specialized and non-specialized audiences
- ♦ Acquire the learning skills that will enable further studying in a largely self-directed or autonomous manner in order to continue updating knowledge over time



Transversal skills

- ♦ Develop within the profession in terms of working with other health professionals, acquiring skills to work as a team
- ♦ Recognize the need to maintain your professional skills and keep them up to date, with special emphasis on autonomous and continuous learning of new information
- ♦ Develop the capacity for critical analysis and research in your professional field



Seize the opportunity and take the step to get up to date on the latest developments in Clinical Nutrition in Pediatrics"



Specific Skills

- ♦ Describe balanced nutrition at different stages of the life cycle, as well as exercise to prevent deficits and deficiencies
- ♦ Contrast nutritional requirements in health and disease situations at any stage of the life cycle to adapt to the patient accordingly
- ♦ Determine nutritional objectives and recommended nutrient intakes (RDA) to establish healthy recommendations for our patients
- ♦ Develop skills in reading and understanding food labels to identify the most appropriate foods and to be able to advise our patients
- ♦ Design an adjuvant treatment based on phytotherapy as an additional resource in the nutritional support of patients
- ♦ Question the different methods of assessment of nutritional status in order to select the most appropriate one for the subject under study
- ♦ Interpret all data in the nutritional assessment of the patient in order to make a proper nutritional diagnosis
- ♦ Define food hygiene practices based on current legislation in order to prevent food-related complications
- ♦ Analyze the importance of nutrition in the growth process in childhood in order to detect problems or pathologies related to deficiencies or deficits
- ♦ Questioning nutritional requirements at different stages of childhood in order to adapt them to the needs of children
- ♦ Determine the calculation of the nutritional needs and risks of children and adolescent athletes in order to guarantee adequate growth and development
- ♦ Describe current trends in new-born nutrition in order to advise parents
- ♦ Describe the operation of milk banks in order to advise parents of children with specific needs
- ♦ Screen children at nutritional risk in order to apply targeted support to those at risk
- ♦ Design an evaluation and monitoring plan for children on nutritional support to determine their adequacy
- ♦ Analyze the differences between probiotic and prebiotic foods in order to determine their application in the infant stage
- ♦ Develop a correct nutritional support for the malnourished child in order to reverse this situation and avoid later complications
- ♦ Describe the etiology, repercussions and treatment of childhood obesity in order to detect, prevent and treat when necessary
- ♦ Address the psychological and physiological aspects involved in feeding disorders in young children in order to prevent and identify complications in their development and growth
- ♦ Determine the correct dietary management of the diabetic child to ensure proper development and growth and to avoid complications

04

Course Management

The program's teaching staff includes leading specialists in Clinical Nutrition in Pediatrics and other related areas, who bring their years of work experience to this training program. 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 the latest advances in Clinical Nutrition in Pediatric procedures from leading professionals”

International Guest Director

Lara Al-Dandachi is one of the few **registered dietitians** in California, and the rest of the United States, to hold a **triple certification** in Diabetes Care **specialty CDES**, **Advanced Diabetes Management BC-ADM** and in **Obesity** with Subspecialty Weight Management (CSOWM). Her work as a **clinical nutritionist** has led her to lead projects such as UCLA Health's Gonda Diabetes Prevention Program, which has received **special recognition** from the **Center for Disease Control and Prevention (CDC)** and has allowed her to work with multiple cohorts.

In addition, she coordinates the **Obesity Reduction Program (PRO)** as **Director of Nutrition**. From that group, she is in charge of developing and updating the professional curriculum for **overweight education in adults and adolescents**, as well as training new dietitians. In all of these settings, she counsels her patients on how to improve their lifestyle by incorporating **healthy eating** habits, **increased physical activity** and the fundamentals of **Integrative Medicine**.

At the same time, Al-Dandachi continually seeks to stay at the forefront of **clinical research** in Nutrition. She has attended the **Harvard Blackburn Course in Obesity Medicine** twice. In those participations, she has received the Certificate of Training in Pediatric and Adult Obesity through the **Commission on Dietetic Registration (CDR)**, the accrediting agency of the **American Academy of Nutrition and Dietetics**.

Also, her mastery of this healthcare field allows her to provide **personalized care** to patients with rare conditions such as latent **Autoimmune Diabetes** in adulthood. She has also worked in her **Public Health** internship as a volunteer, collaborating with **underprivileged populations** in initiatives for HIV education and prevention, the Head Start program , among others.



Ms. Al-Dandachi, Lara

- Nutrition Director of the Obesity Reduction Program at UCLA Health, California, United States
- Clinical Dietitian with CareMore Health Plan
- Director of Nutrition at Hollywood Presbyterian Medical Center
- Clinical Dietitian at Sodexo Health Care Services
- Clinical Dietitian at Beverly Hospital
- Master's Degree in Public Health at Loma Linda University
- Bachelor of Science in Nutrition Science and Dietetics at the American University of Beirut

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

Management



Ms. Auni3n Lavar3as, Mar3a Eugenia

- ◆ Pharmacist and Clinical Nutrition Expert
- ◆ "Author of the reference book in the field of Clinical Nutrition "*Dietetic Management of Overweight in the Pharmacy Office*". (Panamerican Medical Publishing House)
- ◆ Pharmacist with extensive experience in the public and private sector
- ◆ Pharmacist in Valencia Pharmacy
- ◆ Pharmacy Assistant in the British pharmacy and health and beauty retail chain Boots, UK
- ◆ Degree in Pharmacy and Food Science and Technology. University of Valencia
- ◆ Director of the University Course "Dermocosmetics in the Pharmacy Office"



05

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative training, and committed to quality teaching through new educational technologies.



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A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"

Module 1. New Developments in Food

- 1.1. Molecular Foundations of Nutrition
- 1.2. Update on Food Composition
- 1.3. Food Composition Tables and Nutritional Databases
- 1.4. Phytochemicals and Non-Nutritive Compounds
- 1.5. New Food
 - 1.5.1. Functional Nutrients and Bioactive Compounds
 - 1.5.2. Probiotics, Prebiotics, and Synbiotics
 - 1.5.3. Quality and Design
- 1.6. Organic food
- 1.7. Transgenic Foods
- 1.8. Water as a Nutrient
- 1.9. Food Safety.
 - 1.9.1. Physical Hazards
 - 1.9.2. Chemical Hazards
 - 1.9.3. Microbiological Hazards
- 1.10. New labelling and consumer information
- 1.11. Phytotherapy Applied to Nutritional Pathologies



Module 2. Current Trends in Nutrition

- 2.1. Nutrigenetics.
- 2.2. Nutrigenomics.
 - 2.2.1. Fundamentals
 - 2.2.2. Methods
- 2.3. Immunonutrition
 - 2.3.1. Nutrition-Immunity Interactions
 - 2.3.2. Antioxidants and Immune Function
- 2.4. Physiological Regulation of Feeding. Appetite and Satiety
- 2.5. Psychology and Nutrition
- 2.6. Nutrition and the Circadian System. Timing is the Key
- 2.7. Update on Nutritional Objectives and Recommended Intakes
- 2.8. New Evidence on the Mediterranean Diet

Module 3. Clinical Nutrition and Hospital Dietetics

- 3.1. Management of Hospital Nutrition Units
 - 3.1.1. Nutrition in the Hospital Setting
 - 3.1.2. Food Safety in Hospitals
 - 3.1.3. Planning and Managing Hospital Diets. Dietary Code
- 3.2. Hospital Basal Diets
 - 3.2.1. Pediatric Basal Diet
 - 3.2.2. Ovo-Lacto-Vegetarian and Vegan Diet
 - 3.2.3. Diet Adapted to Cultural
- 3.3. Therapeutic Hospital Diets
 - 3.3.1. Uniting Diets
 - 3.3.2. Personalised Menu's
- 3.4. Bidirectional Drug-Nutrient Interaction

Module 4. Physiology of Infant Nutrition

- 4.1. Influence of Nutrition on Growth and Development
- 4.2. Nutritional Requirements in the Different Periods of Childhood
- 4.3. Nutritional Assessment in Children
- 4.4. Physical Activity Evaluation and Recommendations
- 4.5. Nutrition During Pregnancy and its Impact on the New-born
- 4.6. Current Trends in the Premature New-born Nutrition
- 4.7. Nutrition in Lactating Women and its Impact on the Infant
- 4.8. Nutrition of New-borns with Intrauterine Growth Delay
- 4.9. Breastfeeding
 - 4.9.1. Human Milk as a Functional Food
 - 4.9.2. Process of Milk Synthesis and Secretion
 - 4.9.3. Reasons for it to be Encouraged
- 4.10. Human Milk Banks
 - 4.10.1. Milk Bank Operation and Indications
- 4.11. Concept and Characteristics of the Formulae Used in Infant Feeding
- 4.12. The Move to a Diversified Diet. Complementary Feeding During the First Year of Life
- 4.13. Feeding 1–3-Year-Old Children
- 4.14. Feeding During the Stable Growth Phase. Schoolchild Nutrition
- 4.15. Adolescent Nutrition. Nutritional Risk Factors
- 4.16. Child and Adolescent Athlete Nutrition
- 4.17. Other Dietary Patterns for Children and Adolescents. Cultural, Social, and Religious Influences on Infant Nutrition
- 4.18. Prevention of Childhood Nutritional Diseases. Objectives and Guidelines

Module 5. Artificial Nutrition in Pediatrics

- 5.1. Concept of Nutritional Therapy in Pediatrics
 - 5.1.1. Evaluation of Patients in Need of Nutritional Support
 - 5.1.2. Indications
- 5.2. General Information about Enteral and Parenteral Nutrition
 - 5.2.1. Enteral Paediatric Nutrition
 - 5.2.2. Parenteral Paediatric Nutrition
- 5.3. Dietary Products Used for Sick Children or Children with Special Needs
- 5.4. Implementing and Monitoring Patients with Nutritional Support
 - 5.4.1. Critical Patients
 - 5.4.2. Patients with Neurological Pathologies
- 5.5. Artificial Nutrition at Home
- 5.6. Nutritional Supplements to Support the Conventional Diet
- 5.7. Probiotics and Prebiotics in Infant Feeding

Module 6. Infant Malnutrition

- 6.1. Childhood Malnutrition and Undernutrition
 - 6.1.1. Psychosocial Aspects
 - 6.1.2. Pediatric Assessment
 - 6.1.3. Treatment and Monitoring
- 6.2. Nutritional Anemias
 - 6.2.1. Other Nutritional Anemias in Childhood
- 6.3. Vitamin and Trace Element Deficiencies
 - 6.3.1. Vitamins.
 - 6.3.2. Trace Elements
 - 6.3.3. Detection and Treatment
- 6.4. Fats in Infant Diets
 - 6.4.1. Essential Fatty Acids
- 6.5. Childhood Obesity.
 - 6.5.1. Prevention
 - 6.5.2. Impact of Childhood Obesity
 - 6.5.3. Nutritional Treatment

Module 7. Childhood Nutrition and Pathologies

- 7.1. Nutrition of Children with Oral Pathologies
 - 7.1.1. Major Childhood oral pathologies
 - 7.1.2. Repercussions of These Alterations on the Child's Nutrition
 - 7.1.3. Mechanisms to Avoid Related Malnutrition
- 7.2. Nutrition of Infants and Children with Gastroesophageal Reflux
 - 7.2.1. Repercussions of These Alterations on the Child's Nutrition
 - 7.2.2. Mechanisms to Avoid Related Malnutrition
- 7.3. Nutrition in Acute Diarrhea Situation
 - 7.3.1. Repercussions of These Alterations on the Child's Nutrition
 - 7.3.2. Mechanisms to Avoid Related Malnutrition
- 7.4. Nutrition in Children with Celiac Disease
 - 7.4.1. Repercussions of These Alterations on the Child's Nutrition
 - 7.4.2. Mechanisms to Avoid Related Malnutrition
- 7.5. Nutrition in Children with Inflammatory Bowel Disease
 - 7.5.1. Repercussions of These Alterations on the Child's Nutrition
 - 7.5.2. Mechanisms to Avoid Related Malnutrition
- 7.6. Nutrition in Children with Digestive Malabsorption Syndrome
 - 7.6.1. Repercussions of These Alterations on the Child's Nutrition
 - 7.6.2. Mechanisms to Avoid Related Malnutrition
- 7.7. Nutrition in Children with Constipation
 - 7.7.1. Nutritional Mechanisms to Prevent Constipation
 - 7.7.2. Nutritional Approaches for Treating Constipation
- 7.8. Nutrition in Children with Liver Disease
 - 7.8.1. Repercussions of These Alterations on the Child's Nutrition
 - 7.8.2. Mechanisms to Avoid Related Malnutrition
 - 7.8.3. Special Diets



Module 8. Childhood Nutrition and Pathologies

- 8.1. Feeding Difficulties and Disorders in Children
 - 8.1.1. Physiological Aspects
 - 8.1.2. Psychological Aspects
- 8.2. Eating Disorders
 - 8.2.1. Anorexia
 - 8.2.2. Bulimia
 - 8.2.3. Others
- 8.3. Inborn Errors of Metabolism
 - 8.3.1. Principles for Dietary Treatment
- 8.4. Nutrition in Dyslipidemias
 - 8.4.1. Nutritional Mechanisms to Prevent Dyslipidemias
 - 8.4.2. Nutritional Approaches for Treating Dyslipidemias
- 8.5. Nutrition in Diabetic Children
 - 8.5.1. Repercussions of Diabetes on the Child's Nutrition
 - 8.5.2. Mechanisms to Avoid Related Malnutrition
- 8.6. Nutrition in Autistic Children
 - 8.6.1. Repercussions of These Alterations on the Child's Nutrition
 - 8.6.2. Mechanisms to Avoid Related Malnutrition
- 8.7. Nutrition in Children with Cancer
 - 8.7.1. Repercussions of Disease and Treatments in the Child's Nutrition
 - 8.7.2. Mechanisms to Avoid Related Malnutrition
- 8.8. Nutrition in Children with Chronic Pulmonary Pathology
 - 8.8.1. Repercussions of These Alterations on the Child's Nutrition
 - 8.8.2. Mechanisms to Avoid Related Malnutrition
- 8.9. Nutrition in Children with Nephropathy
 - 8.9.1. Repercussions of These Alterations on the Child's Nutrition
 - 8.9.2. Mechanisms to Avoid Related Malnutrition
 - 8.9.3. Special Diets
- 8.10. Nutrition in Children with Food Allergies and/or Intolerances
 - 8.10.1. Special Diets
- 8.11. Childhood and Bone Pathology Nutrition
 - 8.11.1. Mechanisms for Good Bone Health in Childhood

06

Methodology

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

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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 Harvard 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 high 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 multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

The student's knowledge is periodically assessed and re-assessed throughout the program, through evaluative and self-evaluative activities and exercises: in this way, students can check how they are doing in terms of achieving their goals.



Classes

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

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



Quick Action Guides

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



07 Certificate

The Master's Degree in Clinical Nutrition in Pediatrics for Nurses guarantees students, in addition to the most rigorous and updated education, access to a Master's Degree issued by TECH Global University.



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Include in your training a Master's Degree in Clinical Nutrition in Pediatrics for Nurses: A highly qualified added value for any medical professional"

This private qualification will allow you to obtain a **Master's Degree diploma in Clinical Nutrition in Pediatrics for Nurses** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Clinical Nutrition in Pediatrics for Nurses**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
Total	60

General Structure of the Syllabus			
Year	Subject	ECTS	Type
1º	New Developments in Food	7	CO
1º	Current Trends in Nutrition	7	CO
1º	Clinical Nutrition and Hospital Diets	7	CO
1º	Physiology of Infant Nutrition	7	CO
1º	Artificial Nutrition in Pediatrics	7	CO
1º	Infant Malnutrition	7	CO
1º	Childhood Nutrition and Pathologies	9	CO
1º	Childhood Nutrition and Pathologies	9	CO

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



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