Master's Degree

Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing

tech global university

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Master's Degree

Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing

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

Website: **www.techtitute.com/us/nursing/master-degree/master-advanced-life-support-monitoring-critically-ill-patient-nursing**

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Introduction to the Program

Cardiovascular emergencies and critical events require highly trained nursing professionals to provide an effective response during the most crucial moments. According to the World Health Organization, cardiovascular diseases remain the leading cause of death worldwide, with over 17 million fatalities annually. In light of this, mastering advanced techniques in Life Support and Monitoring of critically ill patients becomes essential to optimize care and improve clinical outcomes. Aware of this need, TECH presents an innovative academic program that allows healthcare professionals to specialize in this field with the latest advancements and technologies, through a 100% online model.

With this 100% online Master's Degree, you will apply the latest strategies in hemodynamic monitoring to improve clinical outcomes in critically ill patients"

Advanced Monitoring and Life Support have become essential pillars in the care of critically ill patients. Technological advancements have revolutionized these procedures, allowing for more precise and efficient interventions. Currently, cardiovascular diseases represent the leading cause of death worldwide, highlighting the need for highly trained professionals to respond in emergency situations. In this context, the use of circulatory assistance devices, real-time echocardiography, and artificial intelligence systems has optimized clinical decision-making, offering new opportunities to improve the quality of care.

In response to this, TECH has designed a Master's Degree in Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing, an innovative academic opportunity that provides up-to-date knowledge and a practical approach to specialization in this field.

Through a comprehensive curriculum, nursing professionals will be able to deepen their understanding of advanced mechanical ventilation management, hemodynamic monitoring, and the application of emerging techniques in stabilizing critically ill patients. Additionally, this academic program addresses specialized procedures such as the Feer Protocol and the use of echocardiography for vascular access cannulation, enabling professionals to acquire key competencies in emergency management.

This university qualification is delivered through a 100% online methodology, allowing nurses to balance their specialization with work and personal responsibilities. Thanks to the Relearning method, which focuses on the repetition of key concepts to optimize learning, graduates will progressively internalize the knowledge and apply it effectively in their daily practice. With continuous access to the virtual campus and high-quality materials, TECH offers a flexible, innovative academic experience tailored to the demands of the healthcare sector.

This **Master's Degree in Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

- The development of case studies presented by experts in Advanced Life Support and Monitoring in the Critical Patient for Nursing.
- 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 self-assessment can be used to improve learning
- Special emphasis on innovative methodologies in Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing
- 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

You will master advanced cardiopulmonary resuscitation techniques and the management of cardiopulmonary arrests in various clinical settings"

You will have unlimited access to high-quality educational resources, available 24/7, to deepen your knowledge in advanced life support and monitoring of critically ill patients”

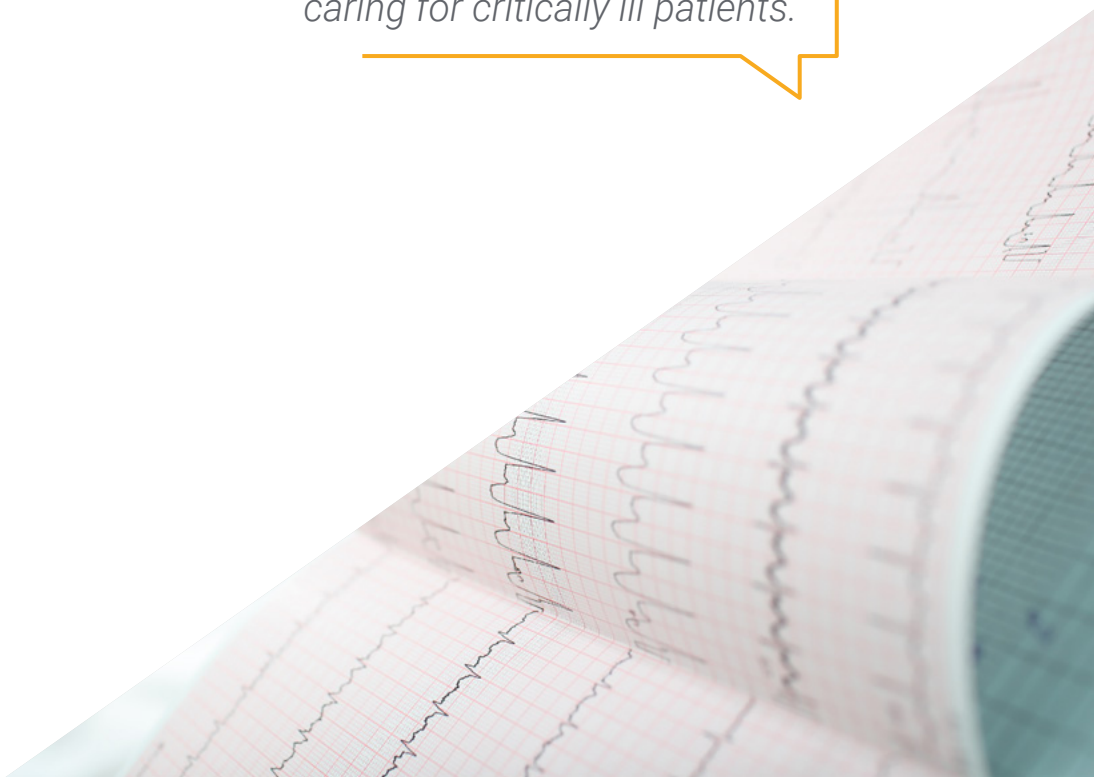
You will apply the latest advancements in healthcare technology to optimize decision-making in critical settings, improving clinical responses to emergencies.

TECH's Relearning method will allow you to update your knowledge with less effort and greater performance, reinforcing your competencies in caring for critically ill patients.

The teaching staff includes professionals from the field of Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing, who bring their practical experience to the program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide professionals with situated and contextualized learning—simulated environments that offer an immersive study experience designed to train for real-life situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.



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Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.

Study at the largest online university in the world and ensure your professional success. The future begins at TECH"

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.

Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.

The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.

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Syllabus

The syllabus of this academic opportunity has been designed by specialists in Advanced Life Support and Monitoring of the Critically Ill Patient, ensuring a practical and evidence-based approach. Throughout the program, nursing professionals will refine their skills in managing cardiovascular and respiratory emergencies, applying advanced resuscitation and life support techniques. They will also develop competencies in the use of echocardiography for vascular access, optimization of mechanical ventilation, and management of circulatory assistance devices.

You will manage advanced strategies for vascular access and medication administration in emergency situations"

Module 1. Quality and Safety of the Critically Ill Patient for Nursing

1.1. Integrated Quality for Nursing
- 1.1.1. Transfer of Information at Shift Change
- 1.1.2. Use of Checklists
- 1.1.3. Nursing Reception Plans

1.2. Evidence-Based Practice for Nursing
- 1.2.1. Continuing Education
- 1.2.2. Critical Care Quality Indicators
- 1.2.3. Good Practices and Protocolization

1.3. Patient Safety for Nursing
- 1.3.1. Incident Recording
- 1.3.2. Common Adverse Effects in Nursing
- 1.3.3. Barriers and Facilitators

1.4. Management of Physical Restraints in Critically Ill Patients for Nursing
- 1.4.1. Types of Containments
- 1.4.2. Indications
- 1.4.3. Results

1.5. Quantitative Research in Critical Care for Nursing
- 1.5.1. Setup
- 1.5.2. Data Collection
- 1.5.3. Data Analysis

1.6. Critical Care Research Statistics for Nursing
- 1.6.1. Databases
- 1.6.2. Statistical Tests
- 1.6.3. Interpretation

1.7. Qualitative Research in Critical Care for Nursing
- 1.7.1. Setup
- 1.7.2. Data Collection
- 1.7.3. Data Analysis

1.8. Dissemination of Results for Nursing
- 1.8.1. Forms of Presentations
- 1.8.2. Places of Presentation of Results
- 1.8.3. Key Tools

1.9. Innovation in the Area of Critical Care for Nursing
- 1.9.1. Disease-Specific Alarm Systems
- 1.9.2. Systems that Activate Rapid Response Teams
- 1.9.3. Integrative Assessment before Admission (Emergency Department) and after Admission (Hospitalization)

1.10. Clinical Simulation in Critical Care for Nursing
- 1.10.1. Development Methods
- 1.10.2. Advantages and Disadvantages
- 1.10.3. Assessment Methods

Module 2. Update in Advanced Life Support for Nursing

2.1. Advanced Life Support Infrastructure for Nursing
- 2.1.1. Human Resources in Out-of-Hospital
- 2.1.2. Out-of-Hospital Material Resources
- 2.1.3. In-Hospital Human Resources
- 2.1.4. In-Hospital Material Resources

2.2. Initial Assessment of the Context for Nursing
- 2.2.1. Scene Assessment
- 2.2.2. Safety Assessment
- 2.2.3. Situation Assessment

2.3. Difficult Airway Management for Nursing
- 2.3.1. Initial Assessment and Indications
- 2.3.2. Equipment and Management
- 2.3.3. Monitoring and Follow-Up

2.4. Management of Difficult Venous Access for Nursing
- 2.4.1. Initial Assessment and Indications
- 2.4.2. Equipment and Management
- 2.4.3. Monitoring and Follow-Up

2.5. Administration of Drugs and Fluids in Advanced Life Support for Nursing
- 2.5.1. Pharmacodynamics
- 2.5.2. Pharmacokinetics
- 2.5.3. Administration Management and Patient Safety

2.6. Management of Advanced Life Support in the Adult Patient for Nursing
  2.6.1. Indications and Epidemiology
  2.6.2. Management of Tachycardias
  2.6.3. Management of Bradycardias
2.7. Management of Advanced Life Support in the Pediatric Patient for Nursing
  2.7.1. Indications and Epidemiology
  2.7.2. Management of Advanced Life Support in Neonates
  2.7.3. Management of Advanced Life Support in Pediatric Patients
2.8. Out-of-hospital specimen Analyzers for Nursing
  2.8.1. Types of Out-of-Hospital Analyzers
  2.8.2. Indications
  2.8.3. Nursing Management
2.9. Advanced Life Support Nursing Training
  2.9.1. American Heart Association (AHA)
  2.9.2. European Resuscitation Council (ERC)
  2.9.3. Differences and Similarities
2.10. Community Education in Advanced Life Support by Nursing
  2.10.1. Applications and Smart Phones
  2.10.2. Special Cardiac Arrest Days
  2.10.3. First Aid in the Community

Module 3. Advanced Life Support in the Adult Patient and Pregnant Woman for Nursing

3.1. Hypoxemia Management for Nursing
  3.1.1. Asthma and COPD
  3.1.2. Foreign Body Airway Obstruction (FBAO)
  3.1.3. Tension Pneumothorax
3.2. Hypovolemia Management for Nursing
  3.2.1. Traumatic Cardiac Arrest
  3.2.2. Cardiac Arrest due to Anaphylaxis
  3.2.3. Cardiac Arrest due to Sepsis
3.3. Nursing Management of Ionic Disturbance
  3.3.1. Cardiac Arrest due to Hyperkalemia
  3.3.2. Cardiac Arrest due to Hypokalemia
  3.3.3. Cardiac Arrest due to Hypoglycemia
3.4. Temperature Management for Nursing
  3.4.1. Temperature Management
  3.4.2. Cardiac Arrest due to Hypothermia
  3.4.3. Cardiac Arrest due to Hyperthermia
3.5. Nursing Management of Thrombotic Episodes
  3.5.1. Cardiac Arrest due to Pulmonary Thromboembolism
  3.5.2. Cardiac Arrest due to Coronary Thrombosis
  3.5.3. Cardiac Arrest due to Cardiac Tamponade
3.6. Management of Postoperative Cardiovascular Patients Cardiac Surgical Unit-Advanced Life Support (CALS) for Nursing
  3.6.1. Indications
  3.6.2. Recommendations and Differences
  3.6.3. Emergency Resternotomy
3.7. Nursing Management of the Pregnant Woman
  3.7.1. Epidemiological and Pathophysiological Analysis
  3.7.2. Special Considerations in CPR
  3.7.3. Ethical and Legal Aspects
3.8. Management of the Polytraumatized Patient for Nursing
  3.8.1. Evolution
  3.8.2. Initial Assessment: ABCDE and CPR
  3.8.3. Secondary Assessment: Head, Thoracic, Abdominal, Pelvic, Vertebral Trauma, and Limb Fractures
3.9. Accident Management for Nursing
  3.9.1. Dysbaric Accident
  3.9.2. Drowning
  3.9.3. Crush Syndrome
  3.9.4. Impalement
3.10. Management in Different Locations for Nursing
  3.10.1. Medical Transport
  3.10.2. Exercise
  3.10.3. Multiple Casualty Incidents

Module 4. Technological Advances in the Management of Advanced Life Support for Nursing

4.1. Use of Echocardiography for Vascular Access Cannulation for Nursing
- 4.1.1. Use of Ultrasound
- 4.1.2. Indications
- 4.1.3. Technique for Nursing

4.2. Use of the Echocardiogram in Advanced Life Support for Nursing
- 4.2.1. Indications
- 4.2.2. Diagnostic Phase for Nursing
- 4.2.3. Advanced Diagnostic Phase for Nursing

4.3. Technologies in Advanced Life Support for Nursing
- 4.3.1. Surgical Monitoring
- 4.3.2. Use of Endovascular Intra-Aortic Balloon Resuscitation (REBOA)
- 4.3.3. Use of Extracorporeal Circulation Devices (ECMO) in AVR

4.4. Prediction of Neurological Outcome after CRA for Nursing
- 4.4.1. Imaging Tests
- 4.4.2. Use of Biomarkers
- 4.4.3. Electroencephalogram: Evoked Potentials

4.5. FEER Protocol for Nursing
- 4.5.1. Diagnostic Phase
- 4.5.2. Resuscitation Phase
- 4.5.3. Resuscitation or Prognosis Phase

4.6. Use of Transesophageal Echocardiography for Nursing
- 4.6.1. Indications
- 4.6.2. Technique
- 4.6.3. Basic Interpretation for Nursing

4.7. Echocardiography Protocols in Advanced Life Support for Nursing
- 4.7.1. Rapid Ultrasound in Shock (RUSH)
- 4.7.2. Focused Echocardiographic Evaluation in Life Support (FEEL)
- 4.7.3. Cardiac Arrest Ultrasound Exam (CAUSE)
- 4.7.4. Extended Focused Assessment with Sonography in Trauma (E-FAST)
- 4.7.5. Basic Lung Ultrasound Examination (BLUE)

4.8. Mechanical Aids during Advanced Life Support for Nursing
- 4.8.1. Use and Evolution
- 4.8.2. Indications and Types
- 4.8.3. Results Obtained

4.9. Teleassistance for Advanced Life Support for Nursing
- 4.9.1. The Role of Nursing
- 4.9.2. Use and Indications
- 4.9.3. Results for Advanced Life Support

4.10. Other Technological Advances for Nursing
- 4.10.1. Real-Time Feedback Devices
- 4.10.2. Use of Unmanned Aerial Vehicles
- 4.10.3. Video Recordings

Module 5. Advanced Respiratory and Cardiovascular Monitoring of the Adult Critical Care Patient for Nursing

5.1. Monitoring in Adult Intensive Care for Nursing
- 5.1.1. Non-Invasive Monitoring
- 5.1.2. Invasive Monitoring (PIA, PVC)
- 5.1.3. Complementary Tests

5.2. Monitoring of the Critically Ill Adult Patient Connected to Mechanical Ventilation for Nursing
- 5.2.1. Non-Invasive Mechanical Ventilation (NIMV)
- 5.2.2. Care of the NIV Patient
- 5.2.3. Invasive Mechanical Ventilation (IMV)

5.3. Monitoring of the Critically Ill Adult Patient Connected to Mechanical Ventilation for Nursing
- 5.3.1. Management and Installation of a Respirator
- 5.3.2. Monitoring of Ventilator Pressures
- 5.3.3. Care During Intubation and Extubation

5.4. Monitoring of the Adult Critically Ill Patient Related to Respiratory Disturbances for Nursing
- 5.4.1. Monitoring of Anesthetic Gases
- 5.4.2. Mixed Venous Saturation SvO2
- 5.4.3. Central Venous Saturation

5.5. Monitoring of the Adult Patient with Venous and/or Arterial Access for Nursing
- 5.5.1. Types and Techniques of Administration Routes
- 5.5.2. Maintenance of Administration Routes
- 5.5.3. Recommendations to Avoid the Occurrence of Adverse Effects Related to Channeling and Handling

5.6. Monitoring of the Critically Ill Adult Patient During the Administration of Drugs and Fluids for Nursing
- 5.6.1. Other Routes of Administration: Enteral, Rectal, Intramuscular, Subcutaneous
- 5.6.2. Preparation and Administration of Drugs and Fluids
- 5.6.3. Patient Safety for Administration

5.7. Monitoring of the Critically Ill Adult Patient Related to Hemodynamic Alterations for Nursing: Monitoring with Swan-Ganz Catheter, PICCO ® System (Pulsion) and LiDCO Plus System
- 5.7.1. Monitoring of the Patient with Swan-Ganz Catheter
- 5.7.2. Monitoring with PICCO® System (Pulsion)
- 5.7.3. Monitoring with LiDCO Plus System

5.8. Monitoring of the Critically Ill Adult Patient Related to Hemodynamic Alterations for Nursing: Monitoring with FloTrac®/Vigileo® System, with ProAqt®(Pulsion) and with MostCare® System
- 5.8.1. Monitoring with FloTrac®/Vigileo® System
- 5.8.2. Monitoring with ProAqt®(Pulsion)
- 5.8.3. Monitoring with MostCare® System

5.9. Monitoring of the Critically Ill Adult Patient Related to Hemodynamic Alterations for Nursing: Monitoring with Modelflow-Nexfin System, NICO® and with Modelflow® System
- 5.9.1. Monitoring with the Modelflow-Nexfin® System
- 5.9.2. Monitoring with NICO® System
- 5.9.3. Monitoring with Modelflow® System

5.10. Monitoring of the Critically Ill Adult Patient Related to Hemodynamic alterations with Non-Invasive Techniques for Nursing
- 5.10.1. NICOM® Thoracic Electrical Bioresonance System
- 5.10.2. Doppler Ultrasonography (USCOM® system)
- 5.10.3. Esophageal Doppler

Module 6. Monitoring of the Adult Critical Patient with Circulatory, Nutritional, Analgesic and Relaxation, Mobilization and Elimination Alterations for Nursing

6.1. Monitoring the Adult Critically Ill Patient with Percutaneous Circulatory Assistance for Nursing
- 6.1.1. Intra-Aortic Balloon Counterpulsation Balloon (IABP) Carrier
- 6.1.2. Impella CP Carrier
- 6.1.3. VA ECMO Carrier

6.2. Monitoring of the Adult Critically Ill Patient with Non-Percutaneous Circulatory Support for Nursing
- 6.2.1. *HeartMate* Carrier
- 6.2.2. *Impella 5.0* Carrier
- 6.2.3. *Levitronix* Carrier
- 6.2.4. *Berlin-Heart Excor* Carrier

6.3. Monitoring of the Critically Ill Adult Patient During Nursing Nutrition
- 6.3.1. Parenteral and Enteral Feeding
- 6.3.2. Nutrition Monitoring: Biochemical Tests, Skin Assessment
- 6.3.3. Care and Management of Parenteral, Enteral, Gastric Button Nutrition

6.4. Monitoring of the Adult Critically Ill Patient with Pain for Nursing
- 6.4.1. Pain Monitoring
- 6.4.2. Pharmacological Treatment
- 6.4.3. Non-Pharmacological Treatment

6.5. Monitoring of the Critically Ill Patient with Sedation and/or Muscle Relaxation for Nursing
- 6.5.1. Monitoring of Sedation and Muscle Relaxation
- 6.5.2. Sedation and Muscle Relaxation Treatment
- 6.5.3. Recommendations to Avoid Adverse Effects

6.6. Use of Inhaled Drugs for Nursing
- 6.6.1. Frequent Medication
- 6.6.2. Types of Devices and Indications
- 6.6.3. Advantages and Disadvantages

6.7. Monitoring of the Adult Critically Ill Patient Related to Mobility for Nursing
- 6.7.1. Early Mobilization
- 6.7.2. Isometric and Isotonic Exercises
- 6.7.3. Monitoring of the Evolution

6.8. Monitoring of the Critically Ill Adult Patient Related to Immobility for Nursing
- 6.8.1. Management of the Bedridden Patient
- 6.8.2. Prone Position Management
- 6.8.3. Management of the Patient's Mobility with Lifts

6.9. Monitoring of the Critically Ill Adult Patient Related to Elimination Disturbances for Nursing: Water Balance, Renal Replacement Treatments and Therapies
- 6.9.1. Monitoring: Water Balance
- 6.9.2. Monitoring of Pharmacological Treatment
- 6.9.3. Monitoring with the Use of Renal Substitutive Therapies

6.10. Monitoring of the Critically Ill Adult Patient Related to Elimination Disturbances for Nursing: Fecal Catheterization
- 6.10.1. Indications for Fecal Catheterization
- 6.10.2. Flexi-Seal Management and Monitoring
- 6.10.3. Maintenance Care

Module 7. Monitoring of the Adult Critical Patient with Cutaneous, Thermal, Neurological, Traumatological, Abdominal, Donor or Transplanted Alterations for Nursing

7.1. Monitoring of the Adult Critically Ill Patient Related to Cutaneous Alterations for Nursing
- 7.1.1. Tissue Perfusion Monitoring
- 7.1.2. Management of Drugs Susceptible to Generate Adverse Effects
- 7.1.3. Recommendations to Improve Tissue Perfusion

7.2. Monitoring of the Critically Ill Adult Patient Related to Temperature Alterations for Nursing
- 7.2.1. Temperature Monitoring
- 7.2.2. Hyperthermia Control
- 7.2.3. Controlled Hpothermia: ArticSun and Coolgard IV

7.3. Monitoring of the Critically Ill Adult Patient Related to Neurological Alterations for Nursing
- 7.3.1. Pathophysiology
- 7.3.2. Monitoring of Intracranial Pressure (ICP)
- 7.3.3. Cerebral Oximetry
- 7.3.4. Monitoring of Mental Alterations

7.4. Monitoring of the Critically Ill Adult Patient Related to Traumatological Alterations for Nursing
- 7.4.1. Control and Monitoring of Spinal Cord Trauma
- 7.4.2. Control and Monitoring of Thoracic and / or Abdominal Trauma
- 7.4.3. Control and Monitoring of Pelvic Trauma

7.5. Intra-Abdominal Pressure Monitoring (IAP) for Nursing
- 7.5.1. Indications
- 7.5.2. Forms of Measurement
- 7.5.3. Interpretation

7.6. Monitoring of the Donor Patient for Nursing
- 7.6.1. Epidemiology of Donation
- 7.6.2. Maastricht Classification
- 7.6.3. Management and Treatments

7.7. Monitoring of the Adult Critically Ill Transplanted Patient for Nursing
- 7.7.1. Renal Transplant
- 7.7.2. Liver Transplant
- 7.7.3. Lung Transplant
- 7.7.4. Cardiac Transplantation

7.8. Ethics of Care to the Critically Ill Patient and His Family for Nursing
- 7.8.1. Informed Consent
- 7.8.2. Refusal of Treatment
- 7.8.3. Limitation of the Therapeutic Effort, Life Support, Interruption of CPR

7.9. Care of the Family of the Critical Adult for Nursing
- 7.9.1. Promotion of Collaboration and Participation
- 7.9.2. Bioethical and Legal Aspects
- 7.9.3. Practical Recommendations

7.10. Herb-Based Monitoring
- 7.10.1. Pathophysiological and Technological Bases
- 7.10.2. Applications of SOFCs
- 7.10.3. Advantages and Disadvantages

Module 8. Monitoring of the Pediatric and Neonatal Critically Ill Patient with Hemodynamic Alterations for Nursing

8.1. Infrastructure of Pediatric and Neonatal Intensive Care Units for Nursing
- 8.1.1. Pediatric Intensive Care Units (PICU)
- 8.1.2. Neonatal Intensive Care Units (NICU)
- 8.1.3. Pediatric Resuscitation Units

8.2. Monitoring in Pediatric and Neonatal Intensive Care for Nursing
- 8.2.1. Non-Invasive Monitoring
- 8.2.2. Invasive Monitoring
- 8.2.3. Complementary Tests

8.3. Monitoring of the Pediatric and Neonatal Critically Ill Patient Connected to Mechanical Ventilation for Nursing
- 8.3.1. Management and Monitoring of Non-Invasive Mechanical Ventilation (NIV)
- 8.3.2. Management and Monitoring of Invasive Mechanical Ventilation (IMV)
- 8.3.3. Care during Intubation and Extubation (Extubation Process Impossible)

8.4. Monitoring of the Pediatric and Neonatal Patient with Respiratory Disturbances for Nursing
- 8.4.1. Bronchopneumonia
- 8.4.2. Bronchiolitis
- 8.4.3. Asthma
- 8.4.4. High Respiratory Obstruction

8.5. Monitoring of the Pediatric and Neonatal Critically Ill Patient with Venous and/or Arterial Access for Nursing
- 8.5.1. Types and Techniques of Routes of Administration (e.g. Umbilical and Intraosseous)
- 8.5.2. Maintenance of Administration Routes
- 8.5.3. Recommendations to Avoid the Occurrence of Adverse Effects Related to Channeling and Handling

8.6. Monitoring of the Pediatric and Neonatal Critically Ill Patient During Drug and Fluid Administration for Nursing
- 8.6.1. Other Routes of Administration: Enteral, Rectal, Intramuscular, Subcutaneous Route
- 8.6.2. Preparation and Administration of Drugs and Fluids
- 8.6.3. Patient Safety for Administration

8.7. Monitoring of the Pediatric and Neonatal Critically Ill Patient During Nutrition for Nursing
- 8.7.1. Breastfeeding and Pediatric Nutrition
- 8.7.2. Parenteral and Enteral Feeding
- 8.7.3. Monitoring of Feeding: Biochemical Parameters and Growth Charts

8.8. Monitoring of the Pediatric and Neonatal Critically Ill Patient with Pain, Sedation and/or Muscle Relaxation for Nursing
- 8.8.1. Pain: Types, Treatment and Assessment
- 8.8.2. Sedation: Types, Induction, Maintenance and Assessment
- 8.8.3. Muscle Relaxation: Types, Induction, Maintenance and Assessment

8.9. Management of the Family of the Pediatric and Neonatal Critically Ill Patient for Nursing
- 8.9.1. Promotion of Collaboration and Participation
- 8.9.2. Bioethical and Legal Aspects
- 8.9.3. Practical Recommendations

8.10. Ethical Framework in Pediatrics and Neonates for Nursing
- 8.10.1. Ethical Framework
- 8.10.2. Informed Consent and Will
- 8.10.3. Abuse, Gender Violence and other Issues

Module 9. Monitoring of the Critical Pediatric and Neonatal Patient with Renal, , Cutaneous, Neurological, Digestive, Surgical, Polytraumatized and/or Premature Alterations for Nursing

9.1. Monitoring of the Pediatric and Neonatal Patient with Cardiac Disturbances for Nursing
- 9.1.1. Arrhythmias and Syncope
- 9.1.2. Congenital Heart Disease: Cyanotic, without Cyanosis, Debuting with Cardiogenic Shock or Others
- 9.1.3. Heart Failure
- 9.1.4. Hypertensive Crisis

9.2. Monitoring of the Pediatric and Neonatal Patient with Renal Impairment for Nursing
- 9.2.1. Care of Urinary Tract Infections
- 9.2.2. Care in Case of Hydroelectrolytic Alterations
- 9.2.3. Care Related to Peritoneal Dialysis and Hemofiltration

9.3. Monitoring of the Pediatric and Neonatal Patient with Skin Alterations for Nursing
- 9.3.1. Transitory Skin Injuries
- 9.3.2. Non-Transitory Skin Injuries
- 9.3.3. Prevention and Improvement of Skin Alterations

9.4. Monitoring of the Pediatric and Neonatal Patient with Neurological Alterations for Nursing
- 9.4.1. Intracranial Hemorrhages
- 9.4.2. Malformations, Skull Alterations
- 9.4.3. Meningitis
- 9.4.4. Encephalopathies
- 9.4.5. Seizures

9.5. Monitoring of the Pediatric or Neonatal Patient with Digestive Disorders for Nursing
- 9.5.1. Gastroesophageal Reflux, Esophageal Atresia and Necrotizing Enterocolitis
- 9.5.2. Intoxications
- 9.5.3. Management of Probiotics

9.6. Monitoring of the Pediatric and Neonatal Surgical Patient for Nursing
- 9.6.1. General Preoperative Care
- 9.6.1. General Postoperative Care
- 9.6.2. Interventions Requiring Admission to PICU and NICU

9.7. Monitoring of the Polytraumatized Pediatric and Neonatal Patient for Nursing Care
- 9.7.1. Initial Assessment: ABCDE and CPR
- 9.7.2. Second Assessment: Adapted Scales
- 9.7.3. Transport: Special Characteristics

9.8. Monitoring of the Pediatric and Neonatal Burn Patient for Nursing
- 9.8.1. Initial Management: Evaluation of Severity
- 9.8.2. Transfer Management
- 9.8.3. Management of Burns

9.9. Monitoring of the Premature Patient for Nursing
- 9.9.1. Epidemiology
- 9.9.2. Possible Pathologies
- 9.9.3. Complications and Management

9.10. Monitoring of the Pediatric and Neonatal patient with other Pathologies for Nursing
- 9.10.1. Metabolic Disorders
- 9.10.2. Chromosomopathies
- 9.10.3. Oncology

Module 10. Biopsychosocial and Cultural Management of Critical Care for Nursing

10.1. Implementation of Family Involvement for Nursing
- 10.1.1. Open Doors
- 10.1.2. Involvement in Care
- 10.1.3. Support for Family Members' Needs

10.2. Management of Communication between the Health Professional, Family and Patient
- 10.2.1. Team of Professionals
- 10.2.2. The Family
- 10.2.3. The Patient

10.3. Management of the Patient's Well-Being
- 10.3.1. Biological
- 10.3.2. Psychological
- 10.3.3. Social and Emotional

10.4. Care Management of the Nursing Professionals Themselves
- 10.4.1. Burnout Syndrome in Nursing
- 10.4.2. Prevention
- 10.4.3. Health Promotion

10.5. Post-critical Care Syndrome Monitoring: The Role of Nursing
- 10.5.1. Prevention
- 10.5.2. Follow-up
- 10.5.3. Evaluation

10.6. Palliative Care for Nursing
- 10.6.1. Accompaniment
- 10.6.2. Recommendations for the Control of Physical Symptoms
- 10.6.3. Treatment and Care Limitation Protocol

10.7. Humanized Infrastructure: the Role of Nursing
- 10.7.1. Ensuring Patient Privacy and Comfort
- 10.7.2. Ensuring the Privacy and Comfort of the Family
- 10.7.3. Guarantee of the Privacy and Comfort of the Professionals

10.8. Nursing Leadership in Critical Care Units
- 10.8.1. Middle Management
- 10.8.2. Multidisciplinary Team
- 10.8.3. Types of Leadership and Conflict Management

10.9. Work Environment in Critical Care for Nursing
- 10.9.1. Relevance of Workplace Climate in Critical Care Nursing
- 10.9.2. Tools for its Adequate Development
- 10.9.3. Assessment of the Work Climate in Critical Care Nursing

10.10. Ethics for Nursing
- 10.10.1. Critical Care Bioethics: Research and Practice for Nursing
- 10.10.2. Ethics Committees and Nurse Involvement
- 10.10.3. Health Sciences Research Protocols for Nursing

You will master the most innovative techniques in advanced life support, perfecting your intervention in critically ill patients, including adults and pregnant women"

04

Teaching Objectives

Graduates of this academic opportunity will develop the necessary competencies to provide high-quality care in critical situations. They will be able to conduct rapid and accurate patient assessments, optimizing decision-making based on scientific evidence. Moreover, they will ensure safety in each procedure by rigorously applying the most up-to-date protocols. They will also elevate their clinical practice by mastering advanced tools and hemodynamic monitoring devices, strengthening their ability to intervene effectively in the stabilization and recovery of critically ill patients.

You will develop skills that enhance your ability to intervene in the stabilization and recovery of critically ill patients"

General Objectives

- Analyze how management can provide critical care that improves patient and practitioner satisfaction
- Base management decision making on objective clinical data based on scientific research
- Propose a culture of innovation and safety within the critical care setting
- Identify the different ethical considerations in critical care units
- Establish the key lines of the update in Advanced Life Support for Nursing
- Examine the most complex critical situations and their forms of action
- Specify the differences between advanced life support in adult patients and pediatric patients
- Evaluate the different specialization courses that exist in Advanced Life Support

Specialize in the updated protocols to ensure the safety and recovery of critically ill patients"

Specific Objectives

Module 1. Safety and Quality in Critical Patient Care for Nursing

- Determine the importance of integrated quality for nursing in the critically ill patient
- Substantiate evidence-based practice and its clinical applicability

Module 2. Update in Advanced Life Support for Nursing

- Identify the differences in the protocols for Nursing for pregnant women
- Develop protocols for action in particularly different situations such as patients undergoing cardiac surgery or traumatic accidents

Module 3. Advanced Life Support in the Adult Patient and Pregnant Woman for Nursing

- Establish the most recent protocols for hypoxemia, hypovolemia, cases of ionic alteration and thrombotic episodes
- Identify the differences in the protocols of action for pregnant women for Nursing

Module 4. Technological Advances in the Management of Advanced Life Support for Nursing

- Develop different diagnostic imaging protocols for Nursing
- Determine ultrasound-guided techniques for Nursing

Module 5. Advanced Respiratory and Cardiovascular Monitoring of the Adult Critical Care Patient for Nursing

- Establish the importance of invasive and noninvasive hemodynamic monitoring in the critically ill patient
- Determine the forms of respiratory support for the critically ill patient and their monitoring for Nursing

Module 6. Monitoring of the Adult Critical Patient with Circulatory, Nutritional, Analgesic and Relaxation, Mobilization and Elimination Alterations for Nursing

- Distinguish between percutaneous and non-percutaneous circulatory assist devices
- Develop the different forms of feeding and elimination and how to maintain adequate nutrition and water balance

Module 7. Monitoring of the Adult Critical Patient with Cutaneous, Thermal, Neurological, Traumatological, Abdominal, Donor or Transplanted Alterations for Nursing

- Analyze the different devices for control and monitoring, both invasive and non-invasive, according to the alterations and needs of the critically ill adult patient
- Determine the different ethical and legal options available to critically ill adult patients and their family regarding the application of care and various treatments according to their wishes

Module 8. Monitoring of the Pediatric and Neonatal Critically Ill Patient with Hemodynamic Alterations for Nursing

- Establish the importance of invasive and noninvasive hemodynamic monitoring in the pediatric critically ill patient
- Determine the forms of respiratory support for the pediatric critically ill patient and their monitoring for Nursing

Module 9. Monitoring of the Critical Pediatric and Neonatal Patient with Renal, , Cutaneous, Neurological, Digestive, Surgical, Polytraumatized and/or Premature Alterations for Nursing

- Evaluate the special considerations of renal and cardiac monitoring in the pediatric and neonatal critically ill patient for Nursing
- Examine the special considerations of neurologic monitoring in the most common pathologies of the pediatric and neonatal critically ill patient for Nursing

Module 10. Biopsychosocial and Cultural Management of Critical Care for Nursing

- Evaluate the results of the participation of family members and critically ill patients in their care
- Substantiate the need for self-care in nursing professionals
- Analyze the results of nursing leadership in the work climate of critical care units
- Demonstrate the importance of nursing professionals in ethical considerations within critical care units

05

Career Opportunities

Upon completing this university qualification, the graduate will be able to work in intensive care units, emergency services, and critical care areas in high-level hospitals and clinics. They will also be able to join specialized medical transport teams, where their ability to apply Advanced Life Support protocols will be crucial. Additionally, they will have the opportunity to work in clinical simulation centers, contributing to the training of other professionals in advanced monitoring. Their profile will enable them to take on leadership roles in the implementation of new technologies in the monitoring and stabilization of critically ill patients.

You will be able to develop professionally in intensive care units and emergency services, implementing new technologies for patient monitoring"

Graduate Profile

Upon completing this university program, the professional will be an expert in monitoring and advanced life support, with an evidence-based approach and mastery of cutting-edge technological tools. Their analytical skills will enable them to interpret hemodynamic parameters accurately, optimizing decision-making in high-demand environments. Moreover, they will have advanced competencies in applying emergency protocols, ensuring rapid and safe interventions. Their profile will integrate a solid knowledge of circulatory assistance devices, standing out as a reference in the specialized care of critically ill patients.

> *You will have advanced competencies in the application of emergency protocols with an evidence-based approach and the latest technological innovations.*

- **Leadership and Teamwork in Critical Units:** Ability to coordinate multidisciplinary teams in the care of patients with complex pathologies, ensuring efficient and collaborative assistance
- **Advanced Monitoring of the Critically Ill Patient:** Expertise in interpreting hemodynamic and respiratory parameters, using state-of-the-art technology to continuously monitor the patient's clinical condition
- **Application of Advanced Life Support:** Ability to execute cardiopulmonary resuscitation protocols, advanced airway management, and the use of circulatory assistance devices in emergency situations
- **Use of Echocardiography in Critical Care:** Skill in using transesophageal and transthoracic echocardiography to assess critically ill patients, facilitating rapid and accurate diagnoses

After completing the university program, you will be able to apply your knowledge and skills in the following positions:

1. **Specialist Nurse in Intensive Care:** Responsible for monitoring and providing comprehensive care to critically ill patients in intensive care units, applying advanced life support techniques.
2. **Advanced Life Support Coordinator:** In charge of leading the implementation of resuscitation and circulatory assistance protocols in hospitals and emergency centers.
3. **Specialist in Hemodynamic Monitoring:** A professional dedicated to using advanced technologies for the continuous assessment of hemodynamic parameters in patients with severe pathologies.
4. **Critical Care Transport Nurse:** Responsible for the safe transfer of unstable patients between hospital units, ensuring constant monitoring and rapid intervention.
5. **Consultant in Critical Care and Emergencies:** Advising on the optimization of care protocols in intensive care units, emergency services, and medical emergency departments.
6. **Rapid Response Team Coordinator:** Responsible for leading specialized teams in the early identification and immediate treatment of clinical deterioration in hospitals.
7. **Echocardiography Specialist for Nursing:** A professional trained in the use of transesophageal and transthoracic echocardiography for the assessment and management of critically ill patients.
8. **Quality and Safety Manager in Critical Care:** Responsible for implementing strategies to improve patient safety and reduce adverse events in high-complexity units.

06

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career"

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.
The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

"At TECH you will NOT have live classes (which you might not be able to attend)"

The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

> *TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want"*

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.

Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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.

A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

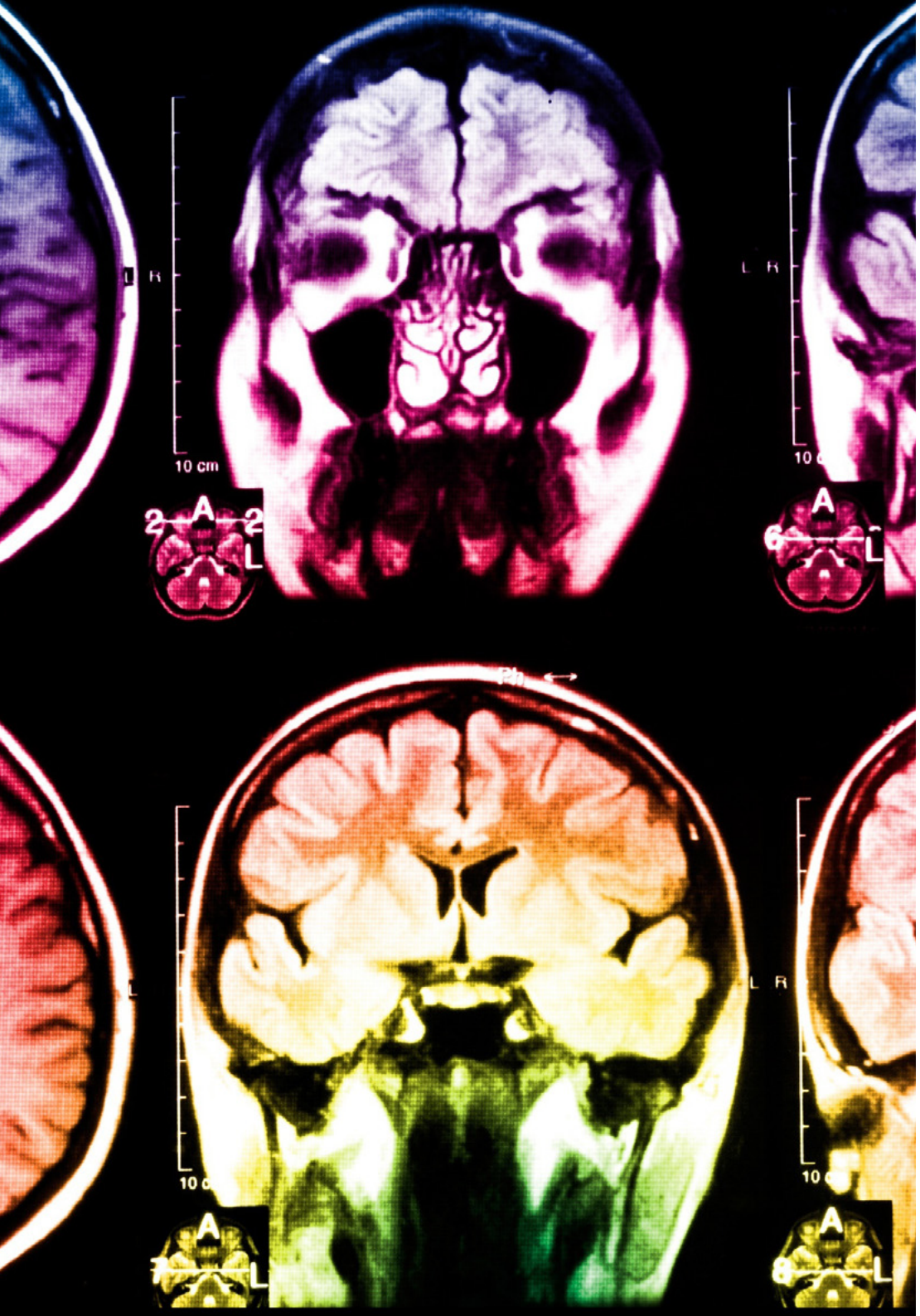
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.

"The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
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.



The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.

As such, the best educational materials, thoroughly prepared, will be available in this program:

Study Material

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

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.

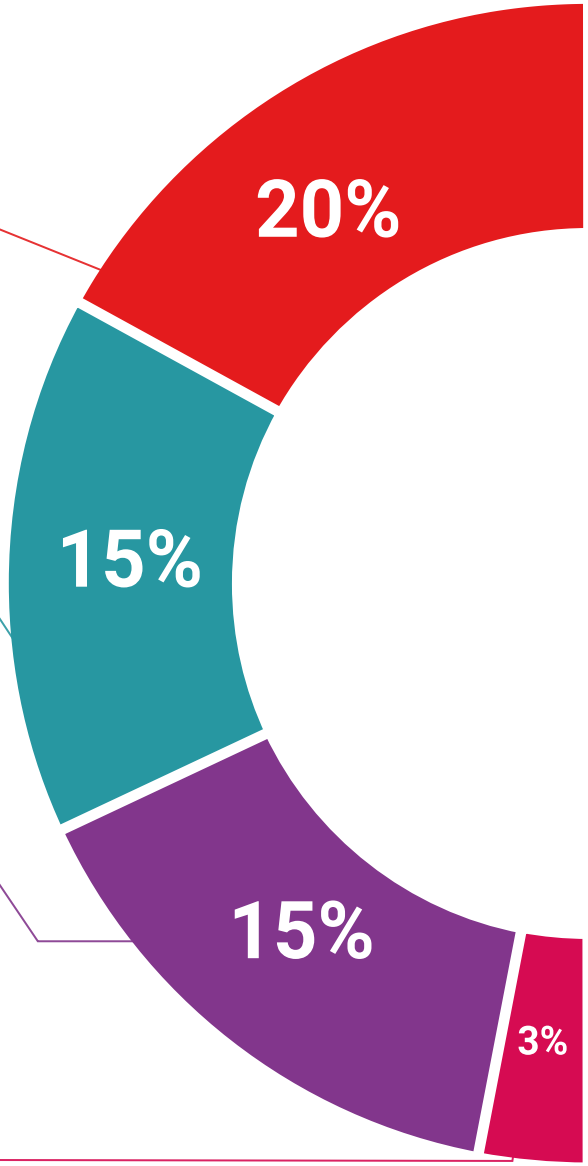
Interactive Summaries

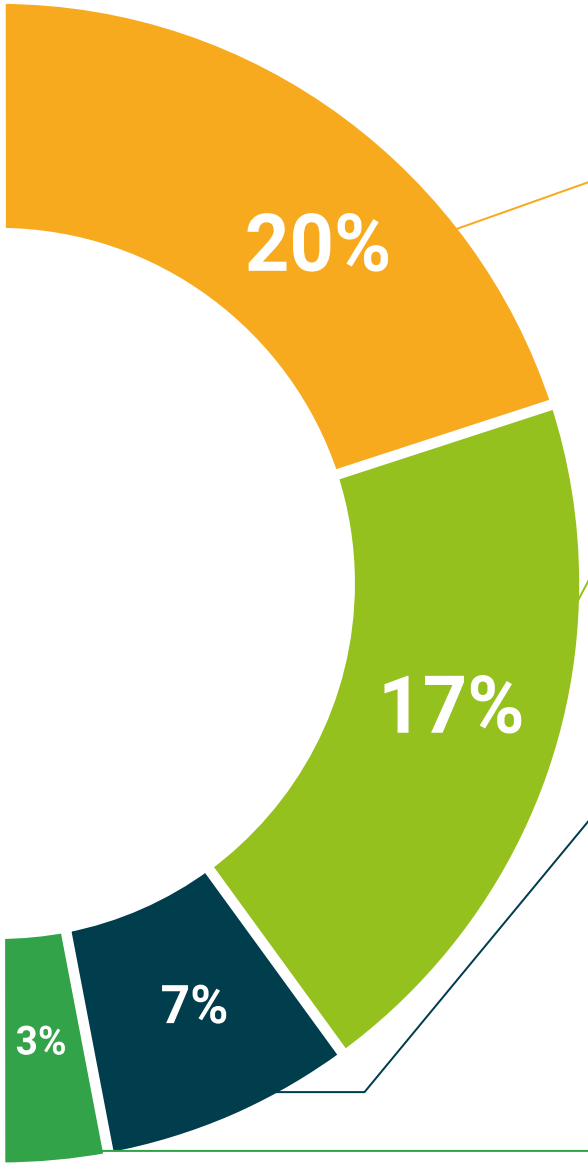
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

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 for 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

Teaching Staff

The teaching staff of this program consists of specialists with extensive experience in Intensive Care environments and the care of critically ill patients. Their work ranges from providing care in high-complexity units to conducting research on new monitoring and life support strategies. Additionally, they have been involved in the development of advanced protocols and the implementation of innovative technologies to optimize clinical responses. Thanks to their up-to-date vision and practical approach, graduates will receive evidence-based knowledge and cutting-edge techniques to improve the quality of care.

You will benefit from an academic pathway designed by renowned experts in Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing"

Management

Dr. Ramirez Torres, Carmen Amaia

- Nurse of the Intensive Care Unit at the San Pedro University Hospital
- Nurse of the Intensive Care Unit at the Hospital Viamed Los Manzanos
- Radiodiagnostic Nurse at Alliance Medical
- Nurse at the Residence for Elderly People of La Rioja
- Nurse in Gynecology and Obstetrics Operating Room at La Paz University Hospital
- Doctor in Nursing Sciences by the University Jaume I of Castellón
- Master's Degree in Management and Direction of Nursing Units from the University of La Rioja
- Master's Degree in Surgical Nursing, Medical Practice Group
- Graduate in Nursing from the Autonomous University of Madrid

Teachers

Ms. Homobono Urabayen, Janire

- Nurse in the Intensive Care Unit at the Viamed Los Manzanos Clinic
- Nurse in the Health Service of La Rioja
- Nurse specialized in Residential Services Management
- Master's Degree in Intensive Care Nursing at the European University Miguel de Cervantes
- Degree in Nursing from the University of La Rioja

Ms. Giménez Luzuriaga, Marta

- Emergency Nurse at SES 061 La Rioja
- Nurse Assistant in Helicopter Emergency Medical Service (HEMS)
- Hospital Nurse in the Aragonese Health Service
- CPR-DESA Instructor
- University Diploma in Traffic Accidents: Emergencies, Resuscitation and Medical Transport by the University of Zaragoza
- University diploma in Emergency Health Care from the Public University of Navarra
- Diploma in Nursing from the University of Zaragoza

Ms. Oserín Pérez, María Teresa

- Nurse of the 061 Service for Urgencies and Health Emergencies of the Community of La Rioja
- Nurse at Policlínico Riojano Nuestra Señora de Valvanera
- Nurse at the Hospital of La Rioja
- University Diploma in Nursing from the University of La Rioja
- Member of: Professional College of Nursing, Spanish Society of Emergency Medicine (SEMES) and Emergencies (SEMES)

Ms. Soto Pérez de Burgos, Andrea

- Instrumentalist Nurse in the Surgical Area of the Viamed Los Manzanos Hospital
- Assistance Nurse at the Igual a Ti Association, Logroño
- Assistance Nurse at the Santa María de Garoña Nuclear Power Plant
- Assistance Nurse at the San Prudencio Integral Care Center for the Elderly
- Assistance Nurse at the Palliative Care Center of the Organization of Médica Vitoria
- Assistance Nurse at the Resuscitation Unit of the Santiago Apóstol Regional Hospital
- Master's Degree in Proactive Nursing Care by the Catholic University of Avila
- Postgraduate Diploma in Surgical Instrumentation in Orthopedic Surgery and Traumatology in Nursing
- Postgraduate Diploma in Emergencies, Emergencies and Nursing Care for Critical Patients
- University Graduate in Nursing from the University of León

Ms. Sapiña Beltrán, Raquel

- Nurse at the Just Ramírez Health Center
- Nurse in the Cardiology Unit at Tortosa Verge de la Cinta Hospital
- Nurse in the Internal Medicine Unit at the Francesc de Borja University Hospital in Gandía
- Master's Degree in Nursing Science Research from Rovira i Virgili University
- Bachelor's Degree in Nursing from Rovira i Virgili University

Dr. Nebot Bergua, Carlos José

- Nurse in the Neonatal ICU of the Hospital Sant Joan de Déu of Barcelona
- Nurse in the Neonatal Unit of the Hospital San Pedro de Logroño
- PhD in Nursing Sciences from the University of Barcelona
- Master's Degree in Management of Educational Centers from the Cardenal Herrera University
- Master's Degree in Nursing Management from the Cardenal Herrera University
- Master's Degree in Comprehensive Care of Critical Patients and Emergencies from the University of Barcelona and the Autonomous University of Barcelona
- Master's Degree in Nursing Care in Childhood and Adolescence by the University of Barcelona
- Member of: Research Group in Nursing, Education and Society (GIES) of the Research Foundation, Sant Joan de Déu, Research Group in Care and Health (GRUPAC) of the University of La Rioja

Ms. Martín Parra, Marta

- Nurse in ICU and Resuscitation Unit, Hospital Viamed Santa Elena
- Nurse in the Digestive Endoscopy Unit of the Hospital Universitario 12 de Octubre
- Intensive Care Nurse at the Hospital Universitario de Cruce
- Cardiovascular and Thoracic Surgery Operating Room Nurse, Cruces University Hospital
- Intensive Care Nurse at the Alcorcón Foundation University Hospital
- Primary Care Nurse in different Primary Care centers in the Community of Madrid
- Intensive Care Nurse at Quirónsalud Madrid University Hospital
- Nurse in the Intermediate Coronary Care Unit of la Princesa University Hospital
- Nurse in the Post-Surgical Intensive Care Unit of la Paz University Hospital
- Nurse in the Intensive Care Unit of the Ramón y Cajal University Hospital
- Nurse in the Hospitalization Unit of the CEMTRO Clinic
- Master's Degree in Critical Care at Rey Juan Carlos University
- Certified in Basic Life Support in Extracorporeal Membrane Oxygenation (ECMO)
- Bachelor's Degree in Nursing from the Autonomous University of Madrid

Dr. Sapiña Beltrán, Ester

- Nurse Specialized in Health Sciences and Biomedical Research
- Nurse in the Pneumology and Intensive Care Unit at the San Pedro University Hospital
- Nurse in the Sleep Unit and Internal Medicine at the Santa María Hospital
- Researcher at the Institute of Biomedical Research of Lleida
- Researcher at the Center for Biomedical Research Network on Respiratory Diseases (CIBERES)
- Nurse at Clinical Hospital of Valencia
- PhD in Health by the University of Lleida
- Master's Degree in Biomedical Research, University of Lleida
- Graduate in Nursing from the University of Lleida

A unique, essential and decisive learning experience to boost your professional development"

08

Certificate

The Master's Degree in Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Master's Degree issued by TECH Global University.

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

This private qualification will allow you to obtain a diploma for the **Master's Degree in Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing** 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 Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**


tech global university

Mr./Ms. _____ with identification document _____
has successfully passed and obtained the title of:

Master's Degree in Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing

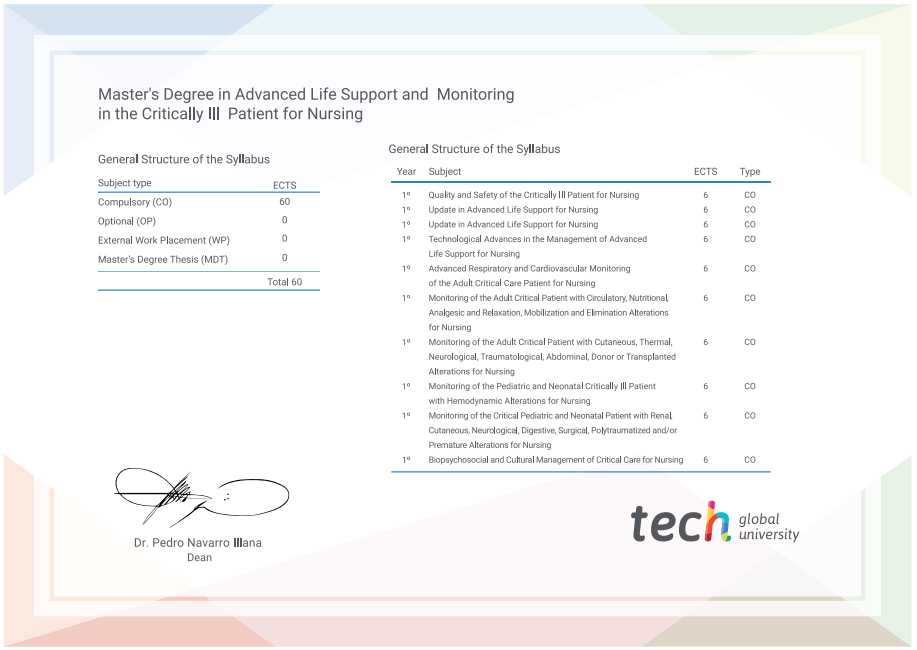
This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
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


Master's Degree in Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing

General Structure of the Syllabus

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	Quality and Safety of the Critically Ill Patient for Nursing	6	CO
1º	Update in Advanced Life Support for Nursing	6	CO
1º	Update in Advanced Life Support for Nursing	6	CO
1º	Technological Advances in the Management of Advanced Life Support for Nursing	6	CO
1º	Advanced Respiratory and Cardiovascular Monitoring of the Adult Critical Care Patient for Nursing	6	CO
1º	Monitoring of the Adult Critical Patient with Circulatory, Nutritional, Analgesic and Relaxation, Mobilization and Elimination Alterations for Nursing	6	CO
1º	Monitoring of the Adult Critical Patient with Cutaneous, Thermal, Neurological, Traumatological, Abdominal, Donor or Transplanted Alterations for Nursing	6	CO
1º	Monitoring of the Pediatric and Neonatal Critically Ill Patient with Hemodynamic Alterations for Nursing	6	CO
1º	Monitoring of the Critical Pediatric and Neonatal Patient with Renal, Cutaneous, Neurological, Digestive, Surgical, Polytraumatized and/or Premature Alterations for Nursing	6	CO
1º	Biopsychosocial and Cultural Management of Critical Care for Nursing	6	CO

Dr. Pedro Navarro Illana
Dean

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*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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Master's Degree

Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing

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

Master's Degree

Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing

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