

# Postgraduate Diploma

## Common Fractures in Dogs and Cats





## Postgraduate Diploma Common Fractures in Dogs and Cats

- » Modality: Online
- » Duration: 6 months.
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techitute.com/veterinary-medicine/postgraduate-diploma/postgraduate-diploma-common-fractures-dogs-cats](http://www.techitute.com/veterinary-medicine/postgraduate-diploma/postgraduate-diploma-common-fractures-dogs-cats)

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01

# Introduction

Fractures in animals are one of the most common consultations encountered by professionals in veterinary centers. They can be of different types and in different parts of the body, which obliges specialists to know the main methods to treat these injuries, from the most traditional to the most innovative.



A close-up photograph of a dog's head, specifically the ear and neck area. The dog is wearing a black, textured protective collar or bandage. The collar has the 'OrtoCanis' logo printed on it in white and green. The background is a solid teal color.

OrtoCanis<sup>®</sup>

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*Veterinarians must continue  
their training to adapt to new  
developments in this field”*



The teaching team of this Postgraduate Diploma in Common Fractures in Dogs and Cats has made a careful selection of the different state-of-the-art techniques for experienced professionals working in the veterinary field. Specifically, the training focuses on fractures of the pelvis and pelvic and thoracic limb.

Pelvic fractures account for 20-30% of all fractures in small animals, which is a high incidence in the clinical situation of trauma and orthopedic services in veterinary hospitals and clinics.

These fractures are characterized by commonly affecting more than one of the bones of the pelvis or associated adjoining structures, a situation that requires the clinician to have a detailed knowledge of the anatomy and biomechanics of the pelvis, to achieve an optimal therapeutic outcome in each patient.

It is of vital importance to know the pathophysiological alterations that can be found in a patient with a pelvic fracture, since most of these presentations are associated with high-energy trauma, such as traffic accidents or falls from high heights.

In turn, 20% of the fractures that occur in the daily clinical practice of dogs and cats occur in the femur. This bone is surrounded by a large amount of muscular mass, therefore, it is a bone of difficult fixation, but of good response to bone repair after a fracture, as long as the fixation method fulfills its objective.

In the femur, given the large number of fractures of different types that can occur, we will speak of very precise osteosynthesis, precise rigid destabilizations, in which the basic principles of osteosynthesis and of each of the systems must be followed consistently to achieve success with different fixation systems.

Finally, distal humerus fractures are the most complicated fractures, since there is a wide area of articular surface in a minimal portion of bone, so a fracture of the distal portion of the humerus must be treated accurately, effectively and stably. In this Postgraduate Diploma we analyze the importance of the choice of implant for the correct treatment of this type of fracture, as well as for those of the radius and ulna, which are also complicated in terms of their repair and clinical union because they are bones with little muscle mass, therefore, the blood perfusion of the tissue is minimal.

This **Postgraduate Diploma in Common Fractures in Dogs and Cats** contains the most complete and updated educational program on the market. The most important features include:

- ♦ Case studies presented by experts in Common Fractures in Dogs and Cats
- ♦ 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
- ♦ Its special emphasis on innovative methodologies in Common Fractures in Dogs and Cats
- ♦ 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



*Don't miss the opportunity to take this Postgraduate Diploma in Common Fractures in Dogs and Cats. It's the perfect opportunity to advance your career"*

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*This Postgraduate Diploma is the best investment you can make in selecting a refresher program to update your knowledge in Common Fractures in Dogs and Cats.*

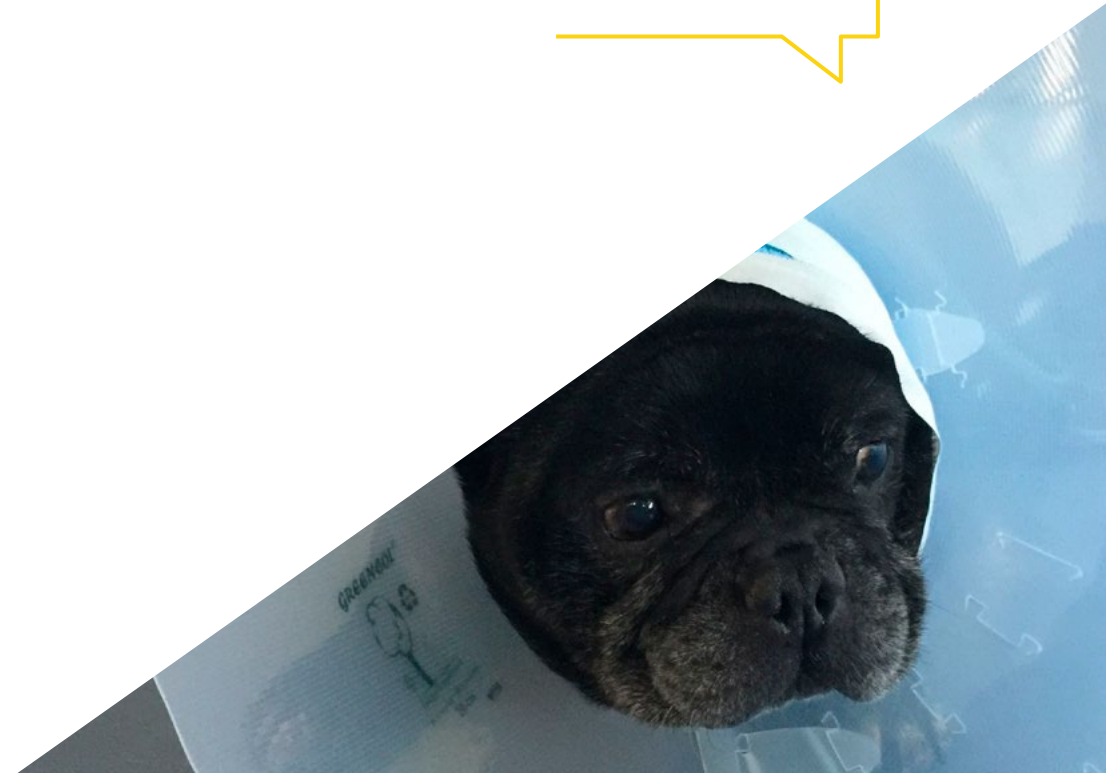
Its teaching staff includes professionals belonging to the veterinary field who contribute their work experience to this program, in addition to recognized specialists from prestigious reference societies and universities.

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 immersive education programmed to learn in real situations.

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

*This program comes with the best educational material, providing you with a contextual approach that will facilitate your learning.*

*This 100% online Postgraduate Diploma will allow you to balance your studies with your professional work while expanding your knowledge in this field.*



# 02 Objectives

The program in Common Fractures in Dogs and Cats is oriented to facilitate the performance of the veterinary professional with the latest advances and most innovative treatments in the sector.





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*This is the best option to learn about the latest advances in Common Fractures in Dogs and Cats”*



## General Objectives

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- ♦ Detail the anatomy of the pelvic region as well as closely related regions
- ♦ Identify "candidate patients" for conservative or surgical treatment following a pelvic fracture
- ♦ Specialize in the various fixation systems for pelvic fractures
- ♦ Establish the main complications associated with pelvic fractures
- ♦ Assess the immediate post-surgical needs of patients with pelvic fractures, as well as their medium and long-term evolution
- ♦ Develop a theoretical and practical knowledge of osteosynthesis in specific fractures of the femur, tibia and patella
- ♦ Foster specialist judgement for decision making in specific fractures with specific repairs in each of the clinical situations in femur, patella and tibia
- ♦ Develop specialist knowledge of osteosynthesis of complicated fractures of the scapula, humerus, radius and ulna
- ♦ Develop specialized decision-making criteria for specific fractures with specific repairs in each of the fractures that exist in the scapula, humerus, radius and ulna



## Specific Objectives

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### Module 1. Pelvis Fractures

- ♦ Analyze and identify the clinical features associated with a pelvic fracture
- ♦ Recognize and evaluate the different factors in patients with pelvic fractures that allow us to make an accurate prognosis
- ♦ Perform surgical approaches in the various anatomical regions where therapeutic procedures are carried out
- ♦ Apply the various conservative therapies in patients with pelvic fractures, both in the initial stages and in the subsequent weeks of recovery
- ♦ Specialize the veterinary professional in the performance of standard and proper maneuvers in the reduction of pelvic fractures
- ♦ Select the appropriate surgical implant for each type of pelvic pathology, identifying the advantages and disadvantages of each case
- ♦ Specialize the veterinary professional in the surgical techniques characteristic of specific pelvic pathologies
- ♦ Perform a correct analgesic management of patients in their immediate and medium- and long-term post-surgery.
- ♦ Develop the main methods of rehabilitation and return to function of patients with pelvic fractures

**Module 2. Pelvic Limb Fractures**

- ♦ Establish the classification of proximal femoral fractures and develop expertise on the most recommended fixation methods for successful fracture repair
- ♦ Compile the different systems and combinations of osteosynthesis systems in the repair of mid-femoral weight-bearing fractures
- ♦ Analyze the different methods of fixation and specialize in those that offer the highest success rate of fixation of knee fractures
- ♦ Determine the different fractures involving the tibia and specialize in the most recommended fixation methods for the solution of their fractures
- ♦ Examine the most common fractures encountered in daily practice, their diagnosis and surgical resolution

**Module 3. Thoracic Limb Fractures**

- ♦ Analyze the fractures of the scapula and how to fix each one of them
- ♦ Examine the classification of distal humerus fractures
- ♦ Determine the most recommended methods of fixation for successful fracture repair
- ♦ Develop specialized training in the different combinations of osteosynthesis systems for the repair of fractures of the middle third of the humerus
- ♦ Study the different methods of fixation and refine knowledge in those methods that have the highest success rate among the different methods of elbow fracture fixation
- ♦ Specify the different fractures involving the radius and ulna
- ♦ Analyze the different methods of fixation most recommended for the solution of fractures

of the radius and ulna

- ♦ Detail the most common fractures of the region, diagnosis and surgical resolution
- ♦ Examine fractures and dislocations of the carpus and phalanges and the most effective fixation of these
- ♦ Determine forelimb growth abnormalities, origin and treatment by means of angular corrections through osteotomies and associated treatment methods
- ♦ Determine the most common fractures of the mandible and maxilla, as well as the different ways of solving them



*Seize the opportunity and take the step to get up to date on the latest developments in Common Fractures in Dogs and Cats"*



03

# Course Management

The teaching staff of the program includes leading experts in Veterinary Traumatology and Orthopedic Surgery, who bring their years of experience to this program. They are world-renowned doctors from different countries with proven theoretical and practical professional experience.



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*Our teaching team, experts in Common Fractures in Dogs and Cats, will help you achieve success in your profession”*

## Management



### Dr. Soutullo Esperón, Ángel

- ♦ Veterinarian Specialist in Animal Traumatology
- ♦ Responsible for the Orthopedic Surgery Service in the Hospitals Fuente el Saz, Prívet, Alcor, Velázquez, Valdemoro and Felino Gattos
- ♦ Owner of ITECA Veterinary Clinic
- ♦ Degree in Veterinary Medicine from the Complutense University of Madrid
- ♦ Master's Degree in Surgery and Traumatology from the Complutense University of Madrid
- ♦ Diploma of advanced studies in Veterinary Medicine from the Complutense University of Madrid
- ♦ Member of GEVO and AVEPA Scientific Committee
- ♦
- ♦
- ♦
- ♦

## Professors

### Dr. Borja Vega, Alonso

- ♦ Head of the Surgery and Ophthalmology Department at Vet 2.0 Veterinary Clinic  
Founder of Vet 2.0 Veterinary Clinic
- ♦ Degree in Veterinary Medicine from the Alfonso X El Sabio University
- ♦ Master's Degree in Veterinary Ophthalmology, UAB
- ♦ Advanced General Practitioner Certificate (GPAdvCert) in Small Animal Orthopedic Surgery  
Practical initiation course in Osteosynthesis, SETOV

### Dr. García Montero, Javier

- ♦ Surgeon in the Traumatology and Orthopedics Service at the Cruz Verde Vetsum Veterinary Hospital  
Veterinary specialist at El Pinar Veterinary Clinic
- ♦ Degree in Veterinary Medicine from the University of Cordoba  
Postgraduate Degree in Traumatology and Orthopedics in Small Animals at the Complutense University of Madrid
- ♦ Postgraduate Degree in Surgery and Anesthesia at the Autonomous University of Barcelona  
Member of AO VET Foundation

### Dr. Guerrero Campuzano, María Luisa

- ♦ Director of the Veterinary Clinic Petiberia  
Bird Veterinarian at Puy du Fou Spain  
Veterinarian at Oasis Wildlife Fuerteventura Zoo
- ♦ Animal Technician at the Spanish National Cancer Research Center (CNIO)  
Volunteer in the Feline Colony Spay/Neuter Campaign at ALBA Animal Protection Society  
Co-author of clinical trials and scientific knowledge pills
- ♦ Degree in Veterinary Medicine from the University Alfonso X El Sabio  
Master's Degree in Soft Tissue Surgery and Anesthesia in Small Animals from the Autonomous University of Barcelona

Master's Degree in Exotic and Wild Animal Medicine and Surgery from the Complutense University of Madrid  
Member of AVEPA and GMCAE

### Dr. Monje Salvador, Carlos Alberto

- ♦ Head of Endoscopy and Minimally Invasive Surgery Service at ECCOA Veterinary Diagnostics  
Veterinary Surgeon in Dopplervet  
Responsible for Surgery and Diagnostic Imaging at Gattos Feline Clinical Center
- ♦ Veterinarian at Openvet Veterinary Hospital  
Veterinary Surgeon at Unzeta Veterinary Clinic  
Degree in Veterinary Medicine from the University of Santiago de Compostela
- ♦ Master's Degree in Endoscopy and Minimally Invasive Surgery in Small Animals from the University of Extremadura  
Postgraduate Degree in Small Animal Surgery from the Autonomous University of Barcelona  
Member of the Association of Veterinarians Specialists in Small Animals (AVEPA), the Group of Specialists in Feline Medicine AVEPA (GEMFE) and the Group of Veterinary Specialists in Traumatology and Orthopedics (GEVO)

### Dr. Flores Galán, José Antonio

- ♦ Head of the Traumatology, Orthopedics and Neurosurgery Service at the Privet Veterinary Hospitals
- ♦ Doctor by the Complutense University of Madrid
- ♦ Degree in Veterinary Medicine from the Complutense University of Madrid
- ♦ Specialist in Traumatology and Orthopedic Surgery in Companion Animals by the Complutense University of Madrid



04

# Structure and Content

The structure of the content has been designed by the best professionals in Veterinary Traumatology and Orthopedic Surgery sector, with extensive experience and recognized prestige in the profession, backed by the volume of cases reviewed, studied, and diagnosed, and with extensive knowledge of new technologies applied to veterinary.





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*This Postgraduate Diploma in Common Fractures in Dogs and Cats contains the most complete and updated scientific program on the market”*

## Module 1. Pelvis Fractures

- 1.1. Anatomy of the Pelvis
  - 1.1.1. General Considerations
- 1.2. Non-Surgical Group
  - 1.2.1. Stable Fractures
  - 1.2.2. Weight of the Patient
  - 1.2.3. Age of the Patient
- 1.3. Surgical Group
  - 1.3.1. Intra-Articular Fracture
  - 1.3.2. Closure of the Pelvic Canal
  - 1.3.3. Joint Instability of a Hemipelvis
- 1.4. Fracture Separation of the Sacro-Iliac Joint
  - 1.4.1. Surgical Approach for Reduction and Fixation
  - 1.4.2. Examples of Surgically Treated Fractures
- 1.5. Fractures of the Acetabulum
  - 1.5.1. Examples of Surgically Treated Fractures
- 1.6. Fracture of the Ilium
  - 1.6.1. Surgical Approach to the Lateral Surface of the Ilium
  - 1.6.2. Examples of Surgically Treated Cases
- 1.7. Ischial Fractures
  - 1.7.1. Surgical Approach to the Body of the Ischium
  - 1.7.2. Examples of Surgically Treated Cases
- 1.8. Pubic Symphysis Fractures
  - 1.8.1. Surgical Approach to the Ventral Surface of the Pubic Symphysis
  - 1.8.2. Reparation Methods
- 1.9. Fractures of the Ischial Tuberosity
  - 1.9.1. Surgical Approach.
  - 1.9.2. Healed, Non-Reduced, Compressive Fractures of the Pelvis
- 1.10. Post-Operative Management of Pelvic Fractures
  - 1.10.1. The Use of the Harness
  - 1.10.2. Waterbed
  - 1.10.3. Neurological Damage
  - 1.10.4. Rehabilitation and Physiotherapy
  - 1.10.5. Radiographic Studies and Evaluation of the Implant and Bone Repair

## Module 2. Pelvic Limb Fractures

- 2.1. General Aspects of Pelvic Limb Fractures
  - 2.1.1. Soft Tissue Damage
  - 2.1.2. Neurological Assessment
  - 2.1.3. Pre-Operative Care
    - 2.1.3.1. Temporary Immobilization
    - 2.1.3.2. Radiographic Studies
    - 2.1.3.3. Laboratory Exams
  - 2.1.4. Surgical Preparation
- 2.2. Fractures of the Proximal Femoral Proximal Third
  - 2.2.1. Surgical Approach
  - 2.2.2. Fractures of the Femoral Head. Pre-Surgical Assessment
  - 2.2.3. Fracture of the Femoral Neck, Greater Trochanter and Femoral Body
- 2.3. Surgical Treatment for Complications of the Femoral Head and Neck
  - 2.3.1. Excision of the Femoral Head and Neck
  - 2.3.2. Total Hip Replacement or Prosthesis
    - 2.3.2.1. Cemented System
    - 2.3.2.2. Biological System
    - 2.3.2.3. Locked System
- 2.4. Fractures of the Middle Third of the Femur
  - 2.4.1. Surgical Approach to the Femoral Body
  - 2.4.2. Femoral Body Fracture Fixation
    - 2.4.2.1. Steinmann Nail
    - 2.4.2.2. Locked Nails
    - 2.4.2.3. Plates and Screws
      - 2.4.2.3.1. External Fixators
      - 2.4.2.3.2. System Combinations
  - 2.4.3. Post-Operative Care
- 2.5. Fractures of the Distal Femoral Third
  - 2.5.1. Surgical Approach
  - 2.5.2. Fractures Due to Separation of the Distal Femoral Epiphysis or Supracondylar Fracture
  - 2.5.3. Intercondylar Fracture of the Femur



- 2.5.4. Fracture of the Femoral Condyles. "T- or "Y-Fractures"
- 2.6. Fractures of the Patella
  - 2.6.1. Surgical Approach
  - 2.6.2. Surgical Technique
  - 2.6.3. Post-Surgical Treatment
  - 2.6.4. Patellar and Patellar Ligament Tears
- 2.7. Fractures of the Proximal Portion of the Tibia and Fibula
  - 2.7.1. Surgical Approach
  - 2.7.2. Classification
  - 2.7.3. Avulsion of the Tibial Tubercle
  - 2.7.4. Fracture Separation of the Proximal Tibial Epiphysis
- 2.8. Fractures of the Body of the Tibia and Fibula
  - 2.8.1. Surgical Approach
  - 2.8.2. Internal/External/Open/Conservative Fixation
  - 2.8.3. Intramedullary Nails
  - 2.8.4. Intramedullary Nail and Supplementary Fixation
  - 2.8.5. External Skeletal Fixator
  - 2.8.6. Bone Plates
  - 2.8.7. Mipo
- 2.9. Fractures of the Distal Portion of the Tibia
  - 2.9.1. Surgical Approach
  - 2.9.2. Separation Fracture of the Distal Epiphysis of the Tibia
  - 2.9.3. Fractures of the Lateral Malleolus, Medial Malleolus or Both
- 2.10. Fractures and Dislocations of the Tarsus
  - 2.10.1. Surgical Approach
  - 2.10.2. Calcaneal Fracture
  - 2.10.3. Fracture and/or Dislocation of the Central Tarsal Bone
  - 2.10.4. Achilles Tendon Fracture



2.10.5. Tarsal Arthrodesis

### Module 3. Thoracic Limb Fractures

- 3.1. Fractures of the Scapula
  - 3.1.1. Classification of Fractures
  - 3.1.2. Conservative Treatment
  - 3.1.3. Surgical Approach
    - 3.1.3.1. Reduction and Fixation
- 3.2. Dorsal Dislocation of the Scapula
  - 3.2.1. Diagnosis
  - 3.2.2. Treatment
- 3.3. Proximal Humerus Fractures
  - 3.3.1. Surgical Approach
  - 3.3.2. Reduction and Fixation
- 3.4. Diaphyseal Fractures of the Humerus
  - 3.4.1. Surgical Approach
  - 3.4.2. Reduction and Fixation
- 3.5. Fractures of the Distal Humerus
  - 3.5.1. Supracondylar
    - 3.5.1.1. Medial Approach
    - 3.5.1.2. Lateral Approach
    - 3.5.1.3. Reduction and Fixation
    - 3.5.1.4. Post-Surgical
  - 3.5.2. Fixation of the Medial or Lateral Humeral Condyle
    - 3.5.2.1. Reduction and Fixation
    - 3.5.2.2. Post-Surgical
  - 3.5.3. Intercondylar Fractures, Condylar “T” Fractures and “Y” Fractures
    - 3.5.3.1. Reduction and Fixation
    - 3.5.3.2. Post-Operative
- 3.6. Fractures of the Radius and Ulna
  - 3.6.1. Fracture of the Proximal Third of the Radius and/or Ulna
    - 3.6.2.1. Surgical Approach
    - 3.6.2.2. Treatment
    - 3.6.2.3. Post-Surgical
  - 3.6.2. Fractures of the Radius and/or Ulna Body
    - 3.6.2.1. Closed Reduction and External Fixation of the Radius and Ulna
    - 3.6.2.2. Surgical Approach to the Body of the Radius and Ulna
      - 3.6.2.2.1. Craniomedial to the Radius
      - 3.6.2.2.2. Craniolateral
      - 3.6.2.2.3. Ulnar Caudal
    - 3.6.2.3. Reduction and Fixation
    - 3.6.2.4. Post-Surgical
  - 3.6.3. Fracture of the Distal Third of the Radius and/or Ulna
    - 3.6.3.1. Surgical Approach
    - 3.6.3.2. Reduction and Fixation
    - 3.6.3.3. Post-Surgical
- 3.7. Carpal and Metacarpal Fractures
  - 3.7.1. Fracture of the Carpus
  - 3.7.2. Fracture of the Metacarpus
  - 3.7.3. Fracture of the Phalanges
  - 3.7.4. Reconstruction of Ligaments
    - 3.7.4.1. Surgical Approaches
- 3.8. Fractures of the Maxilla and Mandible
  - 3.8.1. Surgical Approaches
  - 3.8.2. Fixation of the Mandibular Symphysis
  - 3.8.3. Fixation of Fractures of the Mandibular Body
    - 3.8.3.1. Orthopedic Wire Around the Teeth
    - 3.8.3.2. Intramedullary Nailing
    - 3.8.3.3. External Skeletal Fixator
    - 3.8.3.4. Bone Plates
    - 3.8.3.5. Fractures of the Maxilla
      - 3.8.3.5.1. Treatment of Fractures in Young Growing Animals



- 3.8.3.5.2. Some Characteristic Aspects of Immature Bone
    - 3.8.3.5.3. Primary Indications for Surgery
  - 3.9. Fractures Resulting in Incongruence of the Articular Surface
    - 3.9.1. Fractures Affecting the Growth Nucleus
    - 3.9.2. Classification of the Epiphysis Based on its Type
    - 3.9.3. Classification of Slipped or Split Fractures Involving the Growth Nucleus and Adjacent Epiphyseal Metaphysis
    - 3.9.4. Clinical Assessment and Treatment of Damage to Nucleus Growth
    - 3.9.5. Some More Common Treatments for Premature Closure
  - 3.10. Tendon Surgery
    - 3.10.1. Most Common Tendon Ruptures
    - 3.10.2. Types of Sutures
    - 3.10.3. Transarticular External Fixators
    - 3.10.4. Implant Removal



*"This specialization will allow you to advance your career quickly and efficiently"*

# 05 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.





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*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.

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*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.

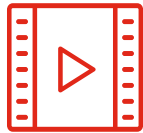
*Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.*

*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

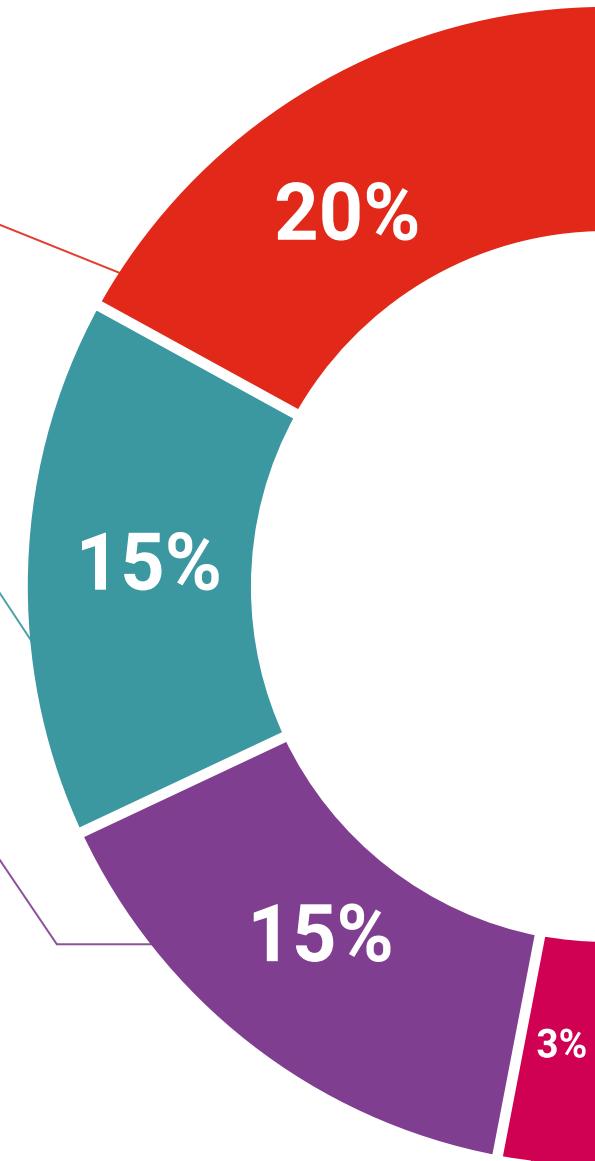
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

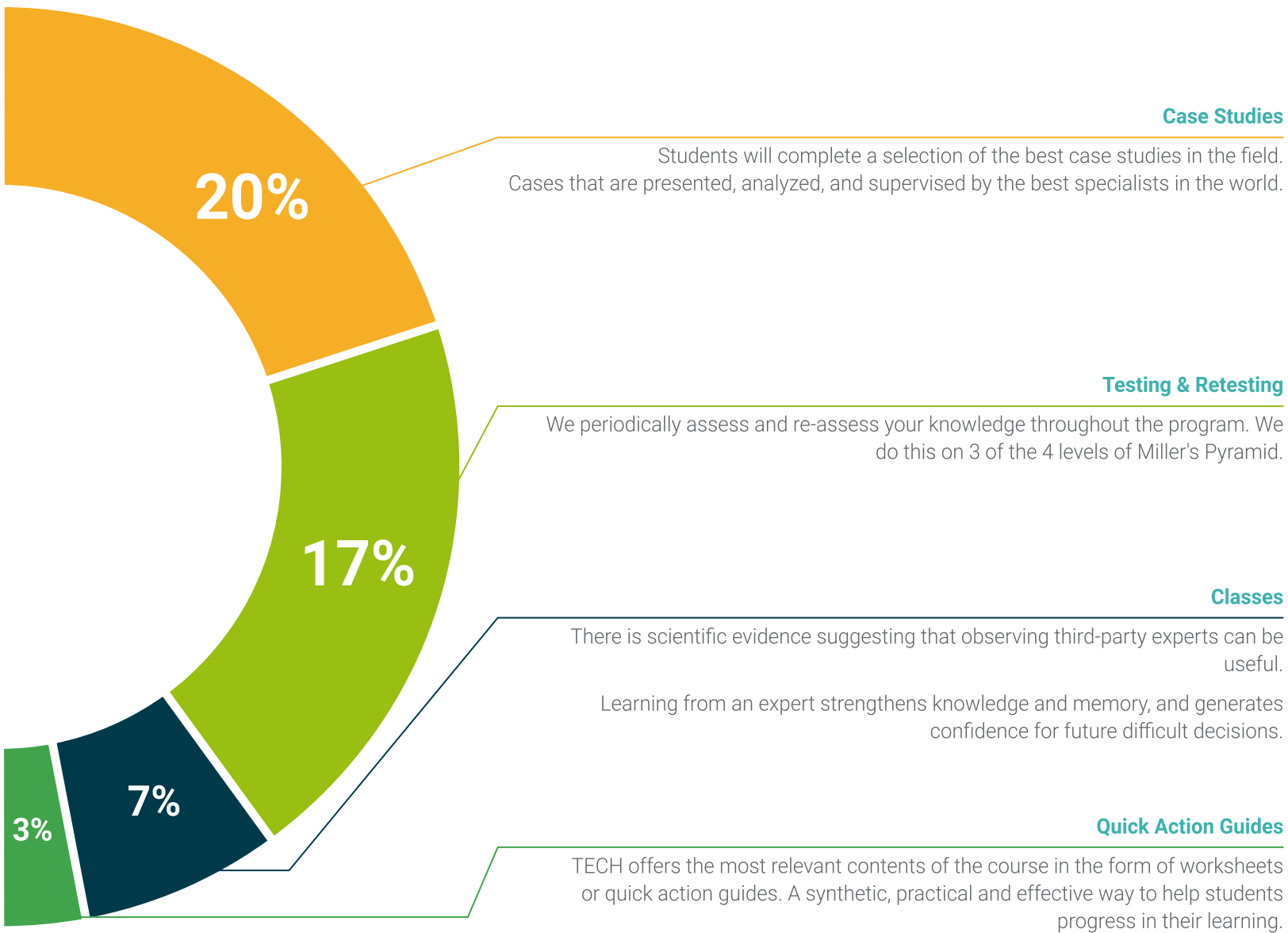
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

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





# 06 Certificate

The Postgraduate Diploma in Common Fractures in Dogs and Cats guarantees students, in addition to the most rigorous and up-to-date education program, access to a Postgraduate Diploma 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 **Postgraduate Diploma in Common Fractures in Dogs and Cats** 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.

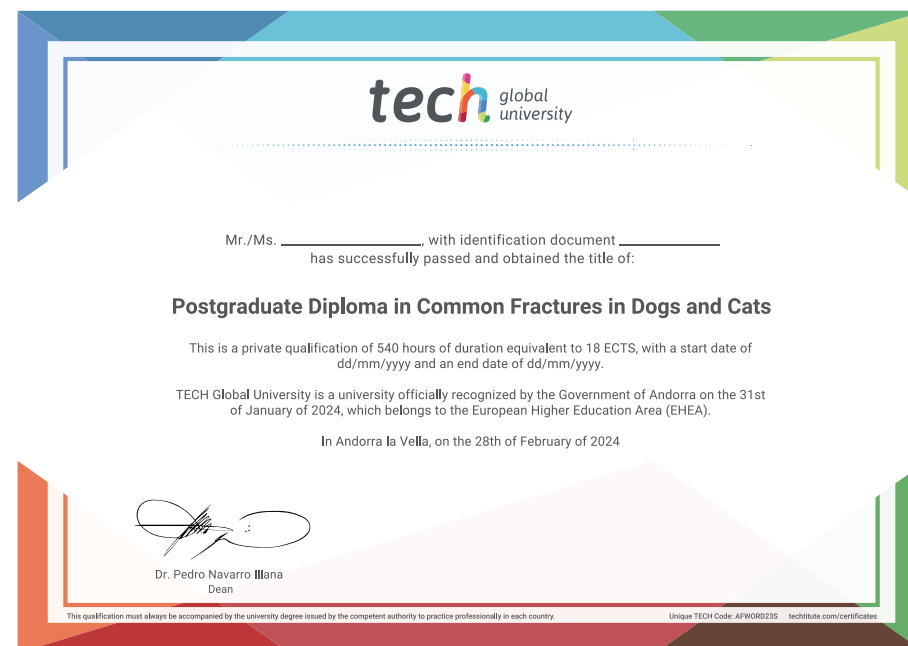
This **TECH Global University private qualification**, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Common Fractures in Dogs and Cats**

Modality: **online**

Duration: **6 months**.

Accreditation: **18 ECTS**





**Postgraduate Diploma**  
Common Fractures in  
Dogs and Cats

- » Modality: Online
- » Duration: 6 months.
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online



# Postgraduate Diploma

## Common Fractures in Dogs and Cats

