Postgraduate Diploma

Clinical Risk Assessment in Health Care

tech global university

Postgraduate Diploma
Clinical Risk Assessment
in Health Care

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

Website: **www.techtitute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-clinical-risk-assessment-health-care**

Index

01
Introduction

Clinical risk assessment is an essential tool in health Care. This process helps health care professionals identify and address risks to ensure safe and effective health care. For this reason, TECH has designed a program that allows physicians to maximize their knowledge on aspects such as Incident Notification Systems, Diagnostic Test Evaluation or Proactive Risk Management, among others. All this, thanks to a 100% online modality and with the most complete and updated multimedia materials in the academic market.

Become an expert in Adverse Events at Patient Discharge and Incident Reporting Systems in only 6 months and with total freedom of schedules"

Clinical risk assessment is critical to providing safe and effective medical care to patients. Early identification of risks and implementation of preventive measures are crucial to minimize the risk of health care related adverse events. By fostering a culture of patient safety and providing adequate training and resources, health care professionals can ensure that clinical risk assessment is conducted effectively and patient safety is promoted.

For this reason, TECH has designed a Postgraduate Diploma in Clinical Risk Assessment in Health Care to provide students with the necessary skills and skills to be able to perform their work as physicians with the highest possible efficiency and quality. Therefore, throughout this program, aspects such as Errors in Health Care and Adverse Events, Multidisciplinary Management of the Hospitalized Patient or the Detection of Errors with New Technologies will be addressed.

All this, thanks to a convenient 100% online mode that allows students to organize their schedules and studies, being able to combine them with their other daily work and interests. Likewise, the syllabus has the most dynamic and complete didactic materials and practical activities available in the market.

This **Postgraduate Diploma in Clinical Risk Assessment in Health Care** 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 healthcare experts in Clinical Risk Assessment in Healthcare

- 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

- The practical exercises where the self-evaluation process can be carried out to improve learning

- Its special emphasis on innovative methodologies

- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments

- Content that is accessible from any fixed or portable device with an Internet connection

Expand your knowledge on Clinical Risk Management and Health Technology Assessment, in a 100% online modality and in the comfort of your home"

This program will enhance your skills and skills in one of the most promising areas in the field of Medicine.

Get to know in depth aspects such as the HCAI Classification or AI for Patient Safety.

"Maximize your knowledge of Health Care-Related Infection Control (HCAI), in a few months and from your Tablet, mobile or computer"

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

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive training programmed to train in real situations.

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

02
Objectives

The goal of this Postgraduate Certificate in Clinical Risk Assessment in Health Care is to ensure that the graduate obtains, during 6 months, an extensive update of their knowledge on aspects such as Big Data in Health or Errors in Health Care. All this, through the most complete and updated theoretical and practical contents of the current academic market.

Get an effective update on the evaluation of current health technologies and future perspectives"

General Objectives

- Analyze the importance of humanization in health care, the need for respect for life, human dignity and a comprehensive understanding of the person made vulnerable by illness
- Identify the situations and risk factors in the pediatric patient
- Determine the main preventive measures in place in pediatric patient safety
- Substantiate the importance and guidelines of surgery safety in the public health field by defining a minimum set of measures
- Promote safe working environments for the patient and for professionals
- Promote research, innovation and training in patient safety
- Analyze the management of adverse events and improvement plans to avoid them
- Deepen the concepts, methods and strategies for improving patient safety in health care institutions
- Substantiate the best evidence on safety in biobanks and transfusion safety technologies
- Analyze patient safety strategies approached from different health care areas

Specific Objectives

Module 1. Clinical Risk Management

- Provide a comprehensive view of all the elements that can affect patient safety
- Delve into the different phases that make up clinical risk management
- Establish the actions aimed at preventing the occurrence of adverse events by having the necessary knowledge to minimize them
- Identify prevention and control measures to reduce health care-associated infections
- Propose actions aimed at the participation of users in patient safety
- Develop corrective measures aimed at minimizing clinical risk
- Analyze the concept of satisfaction and perceived quality. Identify the instruments to know the users' opinion

Module 2. Health Technology Assessment

- Evaluate health technologies at the international level. Current Situation and Future Prospects
- Evaluate health technologies, their impact and associated costs
- Deepen the role of the Electronic Health Record in Patient Safety and Quality of Care
- Incorporate Big Data and Artificial Intelligence
- Deepen the use of the electronic health record for patient safety and natural language Processing to extract knowledge for patient safety

Module 3. Errors in Health Care and Adverse Events

- Provide a rationale for the different models and systems of adverse event management
- Update knowledge about patient safety
- Propose techniques and tools for the improvement of patient safety
- Develop the tools to carry out a safety syllabus
- Analyze the different models of clinical practice guidelines and the evaluation of adherence to them
- Delve into the keys to patient safety in the health care environment

Achieve your most demanding career goals and obtain the prestigious positions you've always wanted in the medical field, thanks to the best online university in the world according to Forbes, thanks to TECH"

03
Course Management

For this Postgraduate Certificate in Clinical Risk Assessment in Health Care, TECH has selected an outstanding team of professionals specialized in Risk Factors for Adverse Events in ICU and Patient Safety in Health Care Centers, among other aspects. In this way, the graduate will obtain the most advanced and current information from the hand of prestigious active specialists, who incorporate in the syllabus of this program the most outstanding advances in the procedures of continuous improvement and improvement of clinical methodologies for the benefit of the patient.

A team of experts in the field of Clinical Risk Assessment in Health Care, will be responsible for you to achieve a successful update in this field"

Management

Dr. Paredes Esteban, Rosa María

- Head of Service and Director of the Pediatric Surgery Clinical Management Unit of the university Reina Sofia Hospital of Córdoba
- Specialist in Pediatric Surgery at Reina Sofia University Hospital of Cordoba
- Specialist in Pediatric Surgery at Jaén Medical-Surgical Hospital
- Responsible for Pediatric Surgery Training at the Reina Sofia University Hospital of Córdoba
- Coordinator of the Bioethics Commission of the Spanish Society of Pediatric Surgery
- Vice-President of the Ethics Committee of the province of Córdoba
- Coordinator of the Vascular Anomalies Committee of the Reina Sofia University Hospital of Córdoba
- Living Donor Transplant Bioethics Committee Coordinator
- Doctor of Medicine and Surgery from the University of Granada
- Graduate in Medicine and Surgery from the University of Granada
- Postgraduate Certificate in Communication with the Pediatric Patient
- Postgraduate Diploma in Clinical Management
- University Diploma of Specialization in Quality and Patient Safety in Health Care Institutions
- University Diploma of Specialization in Bioethics
- Members: European Society of Pediatric Endoscopic Surgery, Spanish Society of Pediatric Surgery, Editorial Committee of the Spanish Society of Pediatric Surgery Journal, Scientific Evaluation Committee of the Spanish Society of Pediatric Surgery

Professors

Ms. López Cabrera, Estefanía

- Supervisor of Preventive Medicine and Public Health at the Reina Sofía University Hospital of Córdoba
- Work Nurse Specialist in the Occupational Health Unit of the Reina Sofía University Hospital of Córdoba
- Lecturer in the area of Preventive Medicine and Public Health at the Reina Sofía University Hospital in Córdoba
- Collaborating Professor in the Department of Preventive Medicine and Public Health of the University of Cordoba
- Official Master's Degree in Occupational Risk Prevention at the University of Cordoba
- Master's Degree in Occupational Health in the Health Care Environment from Miguel de Cervantes European University
- Master's Degree in Pharmacotherapy for Nursing from the University of Valencia
- Master's Degree in Health Management from the Isabel I of Burgos University
- Postgraduate Certificate in Nursing from the University of Cordoba

Dr. Armengol de la Hoz, Miguel Ángel

- Telecommunications Specialist
- PhD Cum Laude for his thesis on the Promotion, Integration, Management and Processing of Open Big Data Repositories of Hospitalized Critical Patients, carried out at the Department of Biomedical Engineering at the Polytechnic University of Madrid
- Master's in Biomedical Engineering, Speciality in Biomedical Imaging and Biomedical Devices, Polytechnic University of Madrid
- Telecommunications Engineer, Alfonso X el Sabio University
- Degree in Telecommunication Engineering, specialty in Image and Sound; Alfonso X el Sabio University

Dr. Salcedo Leal, Inmaculada

- Head of the Preventive Medicine and Public Health Interlevel Service of the Reina Sofia University Hospital of Cordoba
- Evaluator of the Bank of Experts of the State Evaluation Agency.. MINECO. Scientific and Technical Coordination, Evaluation and Follow-up Division
- Interlocutor at the Board of Andalusia in the Phase Reduction of Isolation and Social Distancing Measures
- Associate Professor in the Department of Medical and Surgical Sciences, Faculty of Medicine and Nursing, University of Cordoba
- Doctor in Medicine and Surgery at the University of Cordoba
- Specialist in Preventive Medicine and Public Health at the Reina Sofía Hospital of Córdoba
- Specialist in Family and Community Medicine at the Virgen Macarena Hospital of Seville and Pino Montano Health Center of Seville
- Master's Degree in Public Health and Health Administration by the Andalusian School of Public Health of Granada
- Postgraduate Diploma in quality of health institutions by the Andalusian School of Public Health of Granada
- Member of President of the National Commission of the Specialty of Preventive Medicine and Public Health, Vice-President of the Spanish Society of Preventive Medicine and Public Health and Health Management (SEMPSPGS), Vice-president of the Andalusian Society of Preventive Medicine, Public Health and Health Management (SAMPSPGS), Spokesperson of the Regional Ministry of Health and Families of the Board of Andalusia in the Coronavirus expert group, Spokesperson of the High Impact Public Health Alerts Council

Ms. Castro Ruz, María José

- Deputy Director of Nursing at Reina Sofía de Córdoba University Hospital
- Coordinator of Reference Units of the Ministry of Health and Social Policy of the Reina Sofia University Hospital
- Coordinator of the ERAS program for Colorectal and Hepatobiliary Surgery at the Reina Sofia University Hospital
- Coordinator of the GERM program for Bariatric and Gynecologic Surgery at the Reina Sofia University Hospital
- Coordinator of the ASCO-QOPI certification program of the Medical Oncology unit of the Reina Sofía University Hospital
- Member of the Standard Operating Procedures review group of the Reina Sofia University Hospital
- Professor at the Andalusian School of Public Health
- Professor in training related to continuous quality improvement at the Reina Sofia University Hospital
- University Diploma in Nursing at the University of Cordoba
- Postgraduate Diploma in Health Services Management at the University of Granada
- Postgraduate Diploma in Quality and Patient Safet from the University of Granada
- Specialization in certification model and continuous quality improvement of the American Society of Medical Oncology: ASCO
- Intermediate Technician in Occupational Risk Prevention
- Certified evaluator by ISQua (International Society for Quality in Health Care).
- Member of: President of the Gender Violence Commission of the Reina Sofia University Hospital, Secretary of the Commission for Equal Opportunities between Men and Women of the Reina Sofia University Hospital, Member for Spain in the elaboration of the ISO/CD 22336 standard: Security and resilienceOrganizational resilience-Guidelines for resilence policy and strategy, Secretary of the Sociedad Andaluza de Calidad Asistencial, SADECA, Member of working groups for the revision of the Criteria for the Designation of Reference Units of the Ministry of Health (CSUR).

Dr. Aguilar Romero, María del Carmen

- Specialist in Preventive Medicine and Public Health in the Reina Sofía University Hospital of Córdoba
- Specialist in Psychiatry by the University Hospital of Fuenlabrada
- Professor in the course "International protection and human rights in the social and health context" by the Andalusian School of Public Health
- Teaching collaborator of the Preventive Medicine and Public Health Service of the Faculty of Medicine of Córdoba UCO)
- Associate Professor of Psychiatry at the Alfonso X El Sabio University
- Honorary Collaborator of the Department of Medicine and Surgery teaching theory classes in Psychiatry at the Rey Juan Carlos University (URJC)
- Master's Degree in Public Health and Health Management by EASP
- University Diploma in Mental Health in Situations of Political Violence and Catastrophes by the Complutense University of Madrid
- Degree in Medicine from the Autonomous University Madrid

Dr. Serrano Ortiz, Álvaro

- Specialist in Preventive Medicine and Public Health at the Reina Sofía university Hospital
- Researcher at the Maimonides Institute of Biomedical Research of Cordoba, in the Associate Group of Preventive Medicine and Public Health (GA13).
- Teaching collaborator of the Preventive Medicine and Public Health Service of the Faculty of Medicine of Córdoba UCO)
- Graduate in Medicine from the University of Córdoba
- Master's in Public Health and Health Management by the Andalusian School of Public Health

Ms. Trillo López, Paloma

- Technical Advisor at the Regional Ministry of Health and Consumer
- Nurse and Technical Advisor at the General Secretariat of Humanization, Planning, Social and Health Care and Consumption of the Regional Ministry of Health and Consumption.
- Nurse specialist in pediatric nursing
- Postgraduate Diploma in Nutrition, Health and Functional Foods by the UNED
- Postgraduate Diploma in Nursing Resources Management by UNED
- Postgraduate Diploma in Cellular Growth and Cancer by the UNED (UNED)
- Graduate in Nursing from the University of Malaga

Dr. Ruiz Salcedo, Sofía

- Specialist in Family and Community Medicine
- Evaluation of compliance with the special vaccination schedule in Rheumatology patients at the Reina Sofia University Hospital
- Teacher in the Continuing Education in Respiratory Pathology for Residents and Tutors of Family and Community Medicine in the Multiprofessional Teaching Unit of Family and Community Care of Cordoba.

Dr. Martínez Noguera, Rafael

- Head of the Department of Preventive Medicine and Public Health of the Jaén Hospital Complex
- Specialist in Preventive Medicine and Public Health
- Researcher in projects related to adverse events in hospitals and Patient Safety
- Degree in Medicine

Dr. Díaz Romero, Salvador

- Specialist in Preventive Medicine and Public Health
- Collaborating teacher with the Preventive Medicine and Public Health Service of the Reina Sofia University Hospital in teaching at the University of Cordoba
- Graduate in Medicine at the University of Valladolid
- Master's Degree in Public Health and Health Management at the Andalusian School of Public Health

Ms. Cristino Espinar, María Soledad

- Supervision Unit of the Pharmacy Unit at the Reina Sofia University Hospital
- Supervision of the Pharmacy Unit of the Reina Sofia University Hospital
- Professor in the Patient Safety Course of the EASP
- Diploma in Nursing from the University of Granada
- Specialization Diploma in Bioethics from the Andalusian School of Public Health
- ISO 14155:2011 - GPC Certificate by the World Medical Device Organization
- Expert in Health Management by the Andalusian School of Public Health.
- Expert in Quality and Patient Safety by the Andalusian School of Public Health

Ms. Pérez Moreira, Rosalía

- Management Technician in the Central Services of the Andalusian Health Service
- Professor of Clinical Practices of the Physiotherapy degree at the University of Seville
- Professor of Teaching Health at the Andalusian School of Public Health
- Diploma in Physiotherapy from the University of Seville and Degree from the European University of Madrid
- Master's Degree in Public Health and Quality of Life
- Master's Degree in Care for Caregivers of Dependent Persons
- Postgraduate Diploma in Care of the Caregiver
- Postgraduate Diploma in Care for the Sick and Caregivers
- Expert in Quality in Health Institutions

Dr. López Moyano, Juan José

- Preventive Medicine, Public Health and Health Management Physician at the Reina Sofia University Hospital
- Collaborator at the University of Cordoba with the Preventive Medicine and Public Health team at the Reina Sofia University Hospital
- Master's Degree in Public Health and Health Management taught by the Andalusian School of Health Public
- Graduate in Medicine from the University of Cadiz

Dr. Ferrer Higueras, María José

- Medical Director of the North Health Management Area of Cordoba
- Deputy Medical Director of the Reina Sofia University Hospital of Cordoba
- Faculty Specialist in Intensive Care Medicine at Reina Sofia University Hospital of Cordoba
- Instructor of Basic and Advanced Cardiopulmonary Resuscitation (CPR) by the European Resuscitation Council (ERC).
- Teacher in the Specialization Diploma in Quality and Patient Safety in Health Institutions, given by the Andalusian School of Public Health (EASP)
- Master's Degree in Health Sustainability through Innovative Resource Management from the University of Valencia
- Degree in Medicine from the University of Córdoba
- Specialization Diploma in Quality and Patient Safety in Health Institutions from the University of Granada
- Specialization Diploma in Bioethics from the University of Granada
- Specialization Diploma in Management Development in the Health Sector from the International University of Andalusia
- Certificate of Advanced Studies in the program "Advances in Medical-Surgical Specialties" by the Department of Medical-Surgical Specialties of the University of Cordoba

Dr. Moreno Campoy, Elvira Eva

- Director of the Strategy for Patient Safety in the Andalusian Public Health System
- Professor in the Quality and Patient Safety Diploma of the University of Granada at the Andalusian School of Public Health
- Professor in Clinical Safety at the University Nursing Center of Ronda of the University of Malaga
- Lead investigator and collaborator in different research projects of the Health Research Fund (HIF)and the Ministry of Health of Andalusia
- Coordinator of the Patient Safety Commission of the Spanish Society of Primary Care Pharmacists
- PhD in Health Sciences from the University of Malaga
- Graduate in Pharmacy from the University of Granada
- Master's Degree in Public Health and Health Management from the University of Granada
- Expert in Quality in Health Institutions from the University of Granada
- Postgraduate in Biomedical Publication Preparation from the Autonomous University of Barcelona
- Postgraduate degree in Pharmaceutical Management in Primary Care from the University of Barcelona
- Member of the Board of Directors of the Sociedad Andalusian Society of Health care Quality, SADECA Journal Editorial Board

Ms. Corpas Nogales, María Elena

- Coordinator of the Andalusian Patient Safety Incident Notification and Learning System, notificASP
- Professor at the Andalusian School of Public Health
- Postgraduate Diploma in Quality and Patient Safety in Health Institutions by the Andalusian School of Public Health and the University of Granada
- Postgraduate Diploma in Health Sciences Research: Quantitative and Qualitative Methodologies by the Andalusian School of Public Health and the University of Granada.
- Diploma of Advanced Studies in Statistics and Operations Research from the University of Granada
- Degree in Mathematical Sciences from the University of Granada

Dr. González Morales, Laura

- Medical Specialist in Preventive Medicine at the Reina Sofía University Hospital
- Medical specialist in Nuestra Señora del Prado University Hospital
- Medical specialist in the Poniente de Almería Health District
- Master's Degree in Public Health and Health Management by the National School of Health Instituto Carlos III

Dr. López Moreira, Sheila

- Specialist in Preventive Medicine and Public Health in the Reina Sofía University Hospital of Córdoba
- Graduate in Medicine from the University of Santiago de Compostela
- Senior Technician in Pathological Anatomy and Cytology

Dr. Barragán Vives, Vicente

- Specialist in Preventive Medicine and Public Health the H.U. Reina Sofia
- Specialist in Preventive Medicine and Public Health from the Reina Sofia University Hospital
- Graduate of Medicine from the University of Seville,
- Expert in Data Management and Quality and Patient Safety

Ms. Romero Romero, Lucía

- Nurse in the Tracking Unit at the Reina Sofia University Hospital in Cordoba
- Nurse in the Internal Medicine Clinical Management Unit in the COVID-19 Unit at the Reina Sofia University Hospital in Cordoba
- Postgraduate Diploma in Hemodialysis and Renal Transplantation for Nurses at the Antonio de Nebrija University
- Master's Degree in Occupational Risk Prevention with a specialization in Industrial Hygiene by the University of Cordoba
- Postgraduate Certificate in Mechanical Ventilation and Airway Care for Nurses by the Antonio de Nebrija University
- Postgraduate Diploma in Polytraumatized and Monitoring in ICU for Nurses by the Antonio de Nebrija University
- Graduate in Nursing from the University of Cordoba

04

Structure and Content

This program has been developed by a large team of professionals in the medical field with extensive experience in the sector. Therefore, the graduate will have at their disposal a complete syllabus that includes the most current and dynamic information in the market. All this, with the most innovative didactic materials, to which the student will be able to access comfortably, whenever and however they wish.

" *Thanks to this complete syllabus you will be able to keep up to date on the latest advances in Health or Safety Satisfaction Assessment in Anatomic Pathology"*

Module 1. Clinical RiskManagement

1.1.   Incident Reporting Systems
    1.1.1.   Patient Safety. Safety Culture
    1.1.2.   Incident Reporting Systems
            1.1.2.1. Adverse Event. Sentinel Event
    1.1.3.   Safe Clinical Practices in the Hospitalized Patient
            1.1.3.1. Correct Identification of the Patient
1.2.   Infection Control. Health Care-associated Infections (HCAI) as an Adverse Event
    1.2.1.   Epidemiological Situation of HCAI
    1.2.2.   IRAS Classification
    1.2.3.   Multidrug-resistant Microorganisms and their Relationship with HCAIs
1.3.   Safety Planning for the Critically Ill Patient
    1.3.1.   Risk Factors for Adverse Events in the ICU
    1.3.2.   Action in Adverse Events in Critically Ill Patients
    1.3.3.   Corrective Measures. Safety Culture
1.4.   Patient Safety in Health Care Centers
    1.4.1.   Patient Safety Problems in Social and Health Care Centers
    1.4.2.   Environmental Biosafety in Socio-Health Care Centers
    1.4.3.   Improving Patient Safety in Social and Health Care Centers
1.5.   Patient Safety in Primary Care
    1.5.1.   Adverse Effects on Patient Discharge
    1.5.2.   Medication Reconciliation at Discharge
    1.5.3.   *Check-list* in Minor Ambulatory Surgery
1.6.   Clinical Safety in Mental Health
    1.6.1.   Safety Incidents in Mental Health
    1.6.2.   Safe Clinical Practice
            1.6.2.1. Pharmaceuticals, Outpatient and Inpatient Care
    1.6.3.   User Participation in Patient Safety
1.7.   Health Care-associated Infections. Universal Measures in the Prevention of Infection
    1.7.1.   Standard Precautions
    1.7.2.   Specific Precautions Based on Transmission
    1.7.3.   Significance of Hand Hygiene in the Hospital Environment

Module 2. Health TechnologyAssessment

Module 3. Errors in Health Care and Adverse Events

3.1. Error in Health Care Conditioning Factors
    3.1.1. Error in Health Care Magnitude
    3.1.2. Security Culture
        3.1.2.1. Understanding, Recognizing and Managing Adverse Events
    3.1.3. Incident Notification and Management
3.2. Identification of Critical Points in an Organization. Care Process
    3.2.1. Situation Analysis on the Identification of Critical Risk Points
    3.2.2. Approach and Prevention Strategies
    3.2.3. Communication of Critical Risk Points Plan
3.3. Risk Management. Incidents and Adverse Events
    3.3.1. Models, Methods and Tools
    3.3.2. Notification Systems. Adverse Event Recording
    3.3.3. Identification of Adverse Events through the Analysis of Clinical Histories
        3.3.3.1.Global Trigger Tool
3.4. Proactive Risk Management
    3.4.1. Risk Prevention. Proactive Risk Management Tools
    3.4.2. Failure Mode and Effects Analysis (FMEA)
    3.4.3. Application of the Methodology in a Health Care Process
3.5. Sentinel Event Analysis Methodology
    3.5.1. Root Cause Analysis
    3.5.2. ACR Methodology on a Sentinel Event Application
    3.5.3. Attention to the 1st, 2nd and 3rd Cictim
3.6. *Briefing* and *Debriefing*. Safety Rounds
    3.6.1. Briefing
    3.6.2. *Debriefing*
    3.6.3. Safety Rounds
3.7. Unambiguous Patient Identification and Verification
    3.7.1. Necessity of Unambiguous Patient Identification
    3.7.2. Unambiguous Patient Identification Systems
    3.7.3. Patient Verification Systems
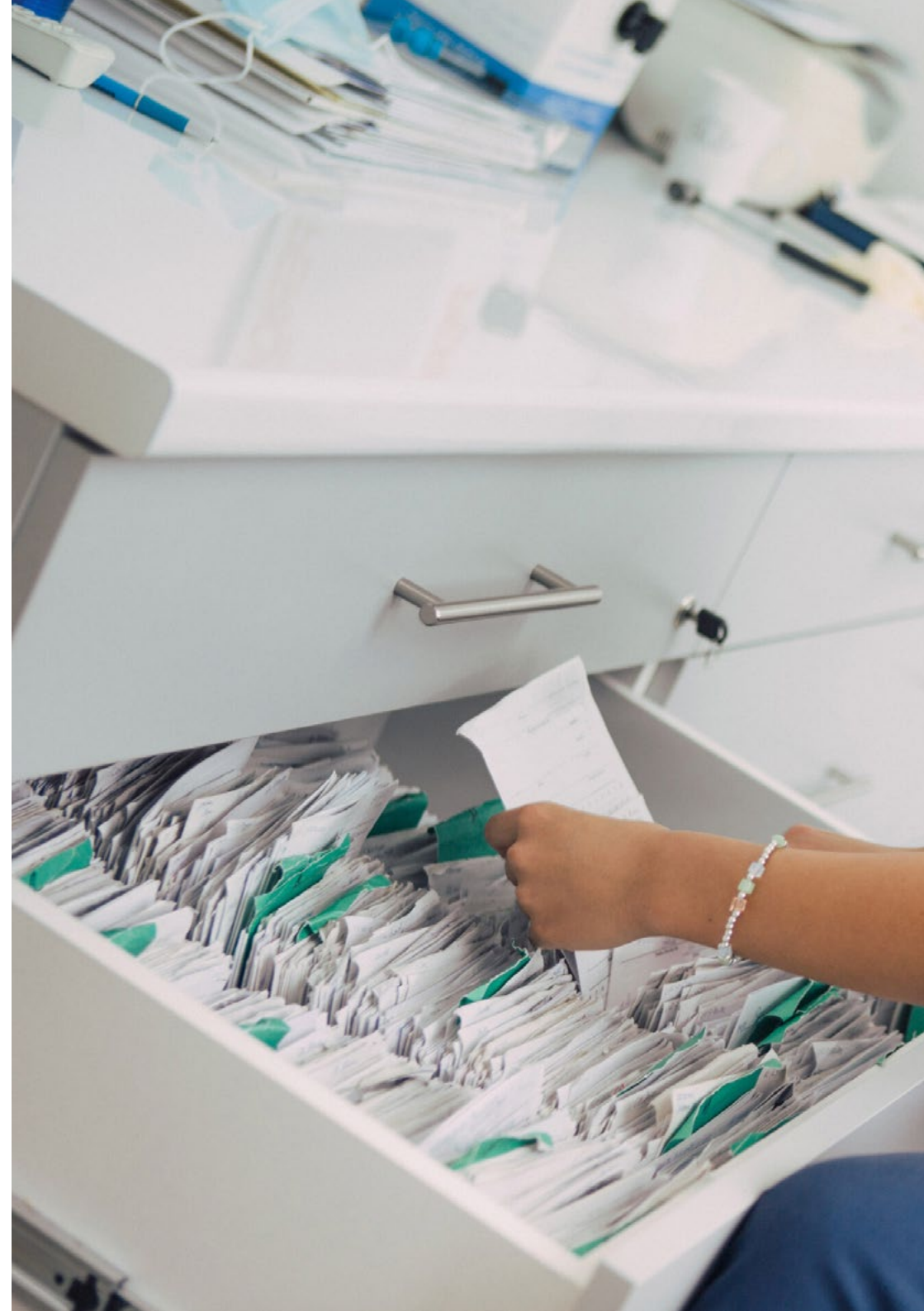
A program designed based on the most efficient pedagogical methodology, TECH's Relearning, which allows a progressive and precisely assimilation of the essential concepts"

05
Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.

According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

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

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate 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.

Relearning Methodology

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

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

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

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

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

With this methodology, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

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

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

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

Study Material

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

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

Surgical Techniques and Procedures on Video

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

Interactive Summaries

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

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

Additional Reading

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

20%

15%

15%

3%

20%

17%

7%

3%

Expert-Led Case Studies and Case Analysis

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

Testing & Retesting

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

Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

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

Certificate

The Postgraduate Diploma in Clinical Risk Assessment in Health Care guarantees students, in addition to the most rigorous and up-to-date education, 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 program will allow you to obtain your **Postgraduate Diploma in Clinical Risk Assessment in Health Care** 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.
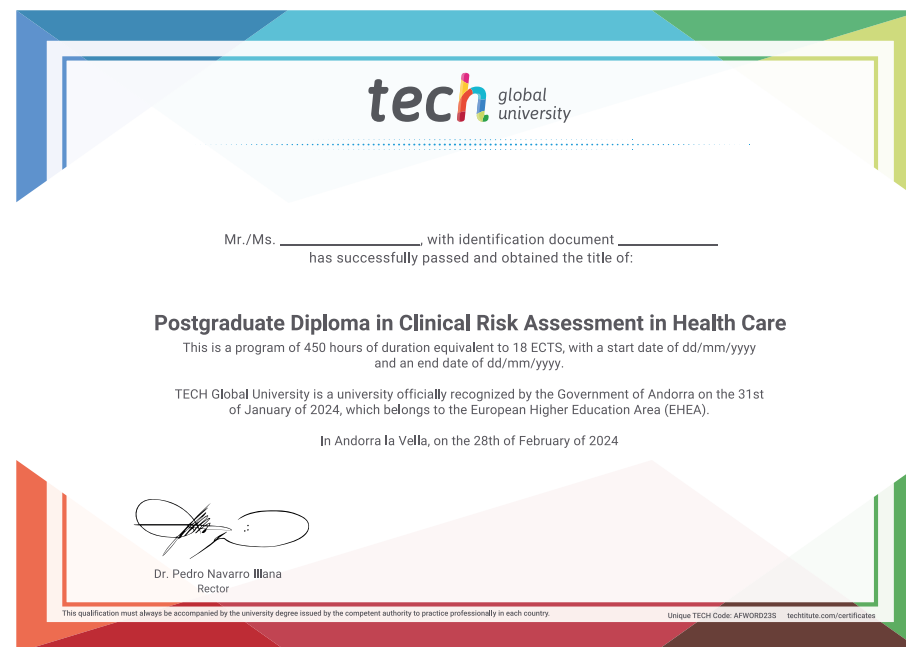
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Clinical Risk Assessment in Health Care**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**

tech global university

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

Postgraduate Diploma in Clinical Risk Assessment in Health Care

This is a program of 450 hours of duration equivalent to 18 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
Rector

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

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

tech global university

Postgraduate Diploma
Clinical Risk Assessment in Health Care

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

Postgraduate Diploma
Clinical Risk Assessment in Health Care

tec*h* global university