

# Postgraduate Diploma

## Frequent Emergencies in Primary Care



## Postgraduate Diploma Frequent Emergencies in Primary Care

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 20 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-frequent-emergencies-primary-care](http://www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-frequent-emergencies-primary-care)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 16*

05

Methodology

---

*p. 20*

06

Certificate

---

*p. 28*

# 01

# Introduction

The emergency department is a basic and critical point of reference for health systems. Family physicians continue to care for their patients when they frequently come to the primary care center in emergency situations. Adequate medical specialization for attending physicians is essential to guarantee quality of care, reduce the risk of possible sequelae and improve patient prognosis.





“

*The new scenarios in emergency medicine push us to propose new specialized programs that meet the real needs of experienced professionals, so that they can incorporate the advances in the approach to emergency pathologies in primary care"*

Emergency health care is an essential element in a health system, in which quality and ongoing care for individuals must be guaranteed. Primary Care represents the gateway to the health system, receiving patients who require emergency procedures. In some cases, these may not be critical but are potentially serious and require immediate action, often accompanied by minimal resources.

Considering the long hours that primary care physicians spend treating life-threatening emergencies, the importance they have, the current patient and professional demand for greater professional standards, more than justify that primary care physicians today should be able to intervene in all acute and urgent pathologies that may arise regardless of the level of severity. For this reason, the role of primary care emergency physicians is crucial.

This program offers action rules for possible situations that can arise in practice on a regular basis, and will be able to help them make prompt and accurate decisions.

This **Postgraduate Diploma in Frequent Emergencies in Primary Care** contains the most complete and up-to-date scientific program on the market. The most important features include:

- Clinical cases presented by experts in the different specialties.
- 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.
- Diagnostic and therapeutic developments in treating patients with urgent pathologies
- Clinical practice guidelines on the different pathologies
- Presentation of practical workshops on procedures, diagnosis, and treatment techniques
- An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course.
- All of this will be complemented by 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



*Update your knowledge through the  
Postgraduate Diploma in Frequent  
Emergencies in Primary Care”*

“

*This Postgraduate Diploma is the best investment you can make when selecting an up-to-date program for two reasons: in addition to updating your knowledge in primary care emergencies, you will obtain a qualification from TECH Global University"*

Its teaching staff includes health professionals from the Primary Care field, who contribute their work experience to this program, in addition to other emergency specialists belonging to leading scientific societies.

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 training program to train in real 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 reason, the student will be assisted by an innovative, interactive video system created by renowned and experienced experts in primary care emergencies with extensive teaching experience.

*Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma.*

*Incorporate the latest developments in emergency care into your daily primary care practice and improve patient prognosis.*



# 02 Objectives

The main program objective is to develop theoretical and practical learning, in order to acquire the necessary skills to establish the appropriate diagnosis and treatment in each case, and to correctly and safely provide medical care to patients with acute pathology in primary care.





“

*This refresher program will generate a sense of confidence in medical practice with patients in emergency situations in primary care, which will help you to grow personally and professionally”*



## General Objective

---

- Provide rules of action for the frequent emergencies that family physicians must face in their daily clinical practice, helping them to make prompt and accurate decisions



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



## Specific Objectives

---

### Specific Objectives

- Module 1. Organizational Aspects of the Emergency Department
  - Define the structure and organization of emergency services in primary care
  - Understand the importance of medical records in the emergency department and understand the most relevant legal and ethical aspects of health care in emergencies in primary care

### Module 2. Nephrological and Urologic Emergencies

- Define the diagnostic criteria for acute renal failure
- Use appropriate treatment for acute renal colic
- Resolving an acute urinary retention situation in the Primary Health Care setting
- Identify the signs and symptoms of a patient with rhabdomyolysis
- Assess the criteria for referring a patient with a urinary tract infection

### Module 3. Endocrine Emergencies

- Interpret the fundamental alterations of glycemic metabolism
- Apply appropriate measures to reverse a diabetic ketoacidosis situation
- Recognize the semiology of an Addisonian crisis

**Module 4. Trauma and Neurosurgical Emergencies**

- ♦ Differentiate between the different degrees of burns
- ♦ Differentiate the severity of different spinal injuries
- ♦ Calculate the amount of fluids needed to infuse a burn victim according to the extent and depth of the burn
- ♦ Identify the different urgencies and emergencies in pediatrics

**Module 5. Vascular Emergencies**

- ♦ Analyze arterial ischemia of the extremities
- ♦ Quickly and effectively diagnose patients with thrombosis and analyze their treatment process

**Module 6. Ophthalmologic Emergencies**

- ♦ Explain the main acute ENT and ophthalmologic diseases
- ♦ Indicate the appropriate treatment for pink eye
- ♦ Use appropriate complementary tests to detect acute vision loss

**Module 7. Otolaryngologic Emergencies**

- ♦ Compare the differences between anterior and posterior epistaxis
- ♦ Compare the differences between anterior and posterior epistaxis
- ♦ Analyze the different traumatologic conditions in Primary Care emergencies
- ♦ Recognize the general guidelines for action in case of upper and lower limb trauma
- ♦ Adequate use of the integral plan of action in accordance with the Polytrauma Code

**Module 8. Environmental Emergencies**

- ♦ Identify the main immunological emergency pathologies and manage patients suffering from anaphylactic reactions
- ♦ Identify the concept of a patient that has almost drowned
- ♦ Discriminate between the different treatments to be applied in case of bites and stings
- ♦ Manage intoxicated patients and injuries caused by environmental agents

**Module 9. Geriatric Emergencies**

- ♦ Differentiate the pathophysiological characteristics of elderly patients

03

# Course Management

The program includes in its teaching staff renowned experts in emergency primary care, who have contributed their work experience to this program. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.





“

*Learn from leading professionals  
the latest advances in the care of  
frequent emergencies in primary care”*

## International Guest Director

As **National Director of Clinical Innovation** at US Acute Care Solutions, Jesse M. Pines, M.D., is one of the most recognized figures in the Emergency Medicine and Healthcare Services field. In fact, his accomplishments include the creation and execution of the first governmental alternative payment model (ED EQUIP, in Maryland) to reduce the total cost of care. In addition, he leads the development and implementation of Telemedicine programs covering a wide variety of specialties, including the ER, Psychiatry and Intensive Care Units, among others.

His extensive experience in **medical leadership**, large database study design and Big Data research has led him to publish over 350 peer-reviewed articles and writing seven books in these areas. His work has been recognized internationally in various reputable media outlets, including TIME Magazine, the Wall Street Journal and Slate Magazine.

His more than two decades of experience have earned him several leadership positions at George Washington University. Among them, he was the **Director** of the Center for Health Innovation and Research, also leading the Research Fellowship program and the Center for Healthcare Quality.

Therefore, throughout his career, Dr. Jesse M. Pines has received multiple awards, both for the articles he has published and for his own work and contribution to the **field of Emergency Medicine**. He is also the **President of the working group on New Models of Professional Practice of the American College of Emergency Physicians (ACEP)**, holding various positions in the ACEP itself as well as in the Society for Academic Emergency Medicine and the American Academy of Emergency Medicine.



## Dr. Blinderman, Craig David

---

- National Director of Clinical Innovation at US Acute Care Solutions, United States.
- Emergency Physician at Allegheny Health Network
- Professor of Emergency Medicine at The George Washington University, USA
- Professor of Emergency Medicine at Drexel University
- Director of the Medical Research Fellowship Program at The George Washington University
- Director of the George Washington University Center for Health Research and Innovation
- M.D., Georgetown University
- Master of Business Administration from Georgetown University
- Master's Degree in Clinical Epidemiology from the University of Pennsylvania



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

## Management



### Dr. Vicente Fco Roig D' Cunha-Kamath

- ◆ Degree in Medicine from the University of Valencia
- ◆ Specialist via MIR in Family and Community Medicine
- ◆ Assistant Physician of the Emergency Medicine Department at the Clinical University Hospital of Valencia.
- ◆ Professor of Human Anatomy at the European University of Valencia.
- ◆ Physician at the Valencia Health and Community Foundation.
- ◆ Doctor for the ASCIRES group

## Professors

### Dr. Brasó Aznar, José Vicente

- ◆ Hospital Emergency Physician
- ◆ Associate Professor of Emergency Medicine at the Faculty of Medicine of the University of Valencia.
- ◆ Head of Department Emergency Medicine. Ribera University Hospital





# 04

## Structure and Content

The content structure has been designed by a team of professionals who recognize the implications of training in good medical practice in frequent-threatening emergencies in primary care, who are aware of the relevance of current knowledge in order to be able to treat emergency patients, and who are committed to quality teaching through new educational technologies.



“

*This Postgraduate Diploma in Frequent Emergencies in Primary Care contains the most complete and up-to-date scientific program on the market”*

### Module 1. Organizational Aspects of the Emergency Department

- 1.1. Organization of the Emergency Department in Primary Care. Adequate Stocking of First Aid Kits
- 1.2. Role of the Healthcare Professional in Primary Care Emergencies
- 1.3. Medicolegal Management Issues in Primary Care Emergency Departments

### Module 2. Nephrological and Urologic Emergencies

- 2.1. Acute Kidney Failure
- 2.2. Acute Urinary Retention
- 2.3. Renal Colic
- 2.4. Acute Scrotum
- 2.5. Rhabdomyolysis

### Module 3. Endocrine Emergencies

- 3.1. Hyperglycemia
  - 3.1.1. Diabetic ketoacidosis
  - 3.1.2. Hyperosmolar Nonketotic Coma
- 3.2. Hypoglycemia
- 3.3. Addisonian Crisis
- 3.4. Other Endocrine Emergencies

### Module 4. Trauma and Neurosurgical Emergencies



- 4.1. Lower Back Pain and Lumbosciatica
- 4.2. Trauma. General Aspects
- 4.3. Lower Extremity Trauma
- 4.4. Upper Extremity Trauma
- 4.5. Body and Head Trauma
- 4.6. Cranioencephalic Trauma. Skull Fractures and Contusions
- 4.7. Thoracic Trauma. Rib Fractures and Contusions
- 4.8. Vertebral Fractures and Contusions
- 4.9. Cerebral Hemorrhage
- 4.10. Spinal Cord Injury
- 4.11. Out-of-Hospital Major Trauma Care. Polytrauma Code
- 4.12. Injuries and Burns
- 4.13. Workshop on Mobilization and Immobilization of Trauma Patients
- 4.14. Workshop on Functional Bandages
- 4.15. Plaster Workshop
- 4.16. Acute and Chronic Wound Care Workshop
- 4.17. Suture Workshop

### Module 5. Vascular Emergencies

- 5.1. Acute Limb Ischemia
- 5.2. Deep Vein Thrombosis
- 5.3. Venous Insufficiency
- 5.4. Aneurysmal Disease

### Module 6. Ophthalmologic Emergencies

- 6.1. Eyelid and Lacrimal System Diseases
- 6.2. Pink Eye
- 6.3. Sudden Loss of Vision.
- 6.4. Eye Injuries.

### Module 7. Otolaryngologic Emergencies

- 7.1. Infectious Processes in ENT
- 7.2. Foreign Objects in ENT.
- 7.3. Epistaxis.
- 7.4. Vertigo.
- 7.5. Sudden Loss of Hearing.

### Module 8. Environmental Emergencies

- 8.1. Heat Illness
- 8.2. Bites and Stings.
- 8.3. Anaphylaxis.
- 8.4. Electrocution.
- 8.5. Dysbarism.

### Module 9. Geriatric Emergencies

- 9.1. Geriatric Emergencies I
- 9.2. Geriatric Emergencies II

“A unique, key, and decisive training experience to boost your professional development”

# 05

# Methodology

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

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



“

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

## At TECH, 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. Gervas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, 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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.



*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.*

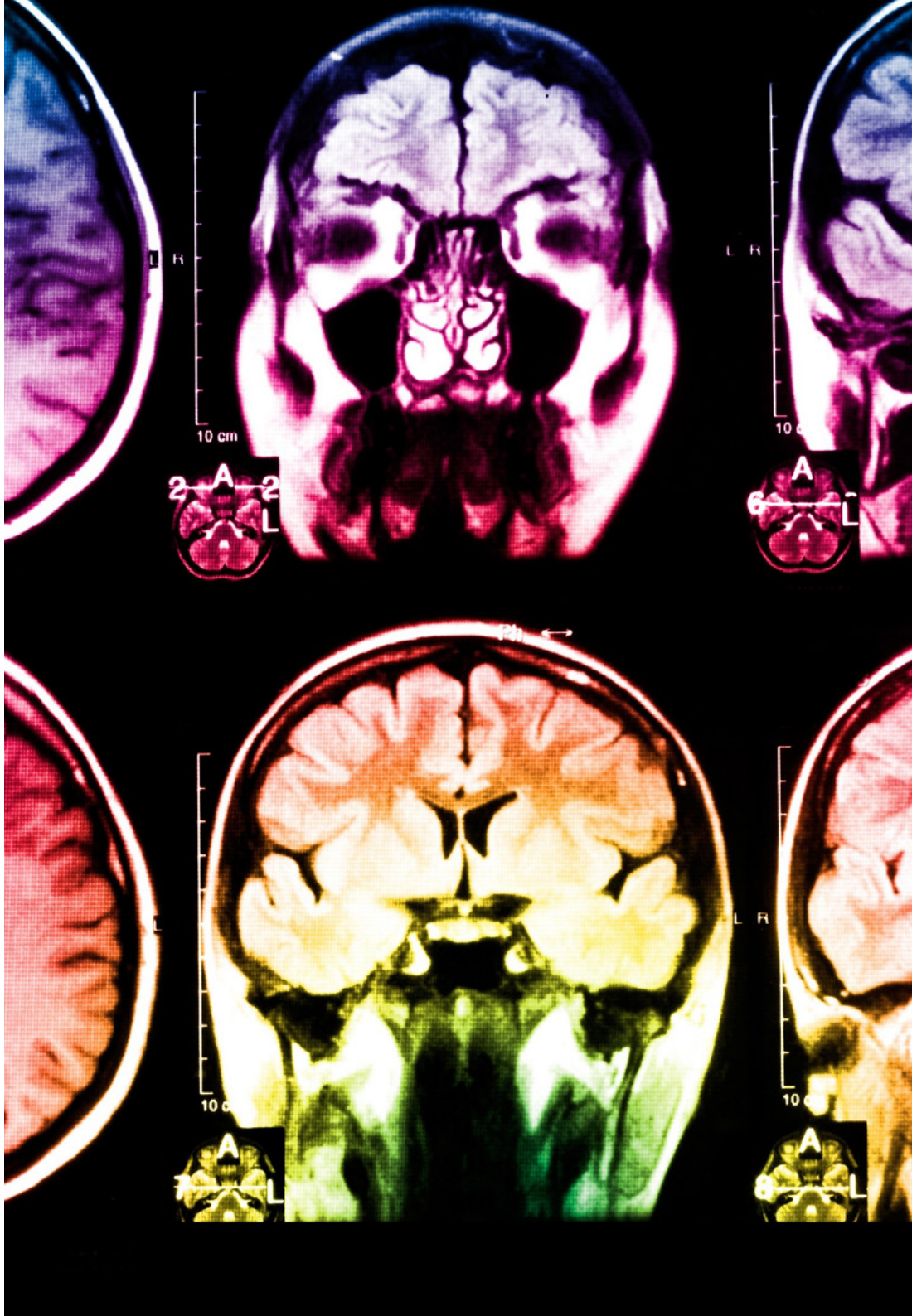
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

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.

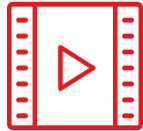
*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

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 adapted in 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

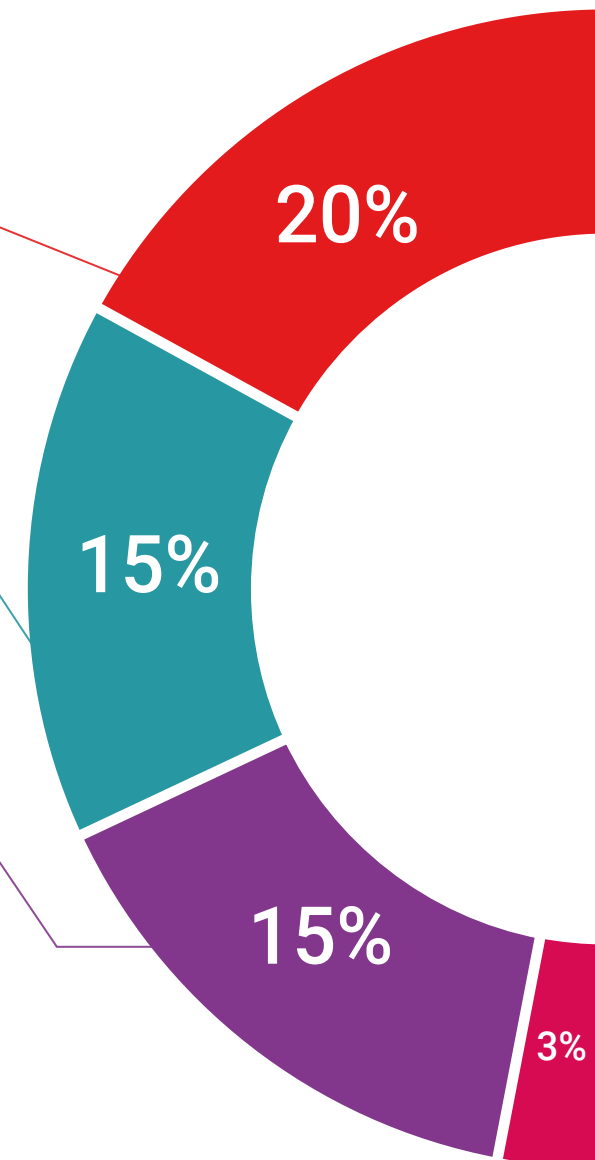
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

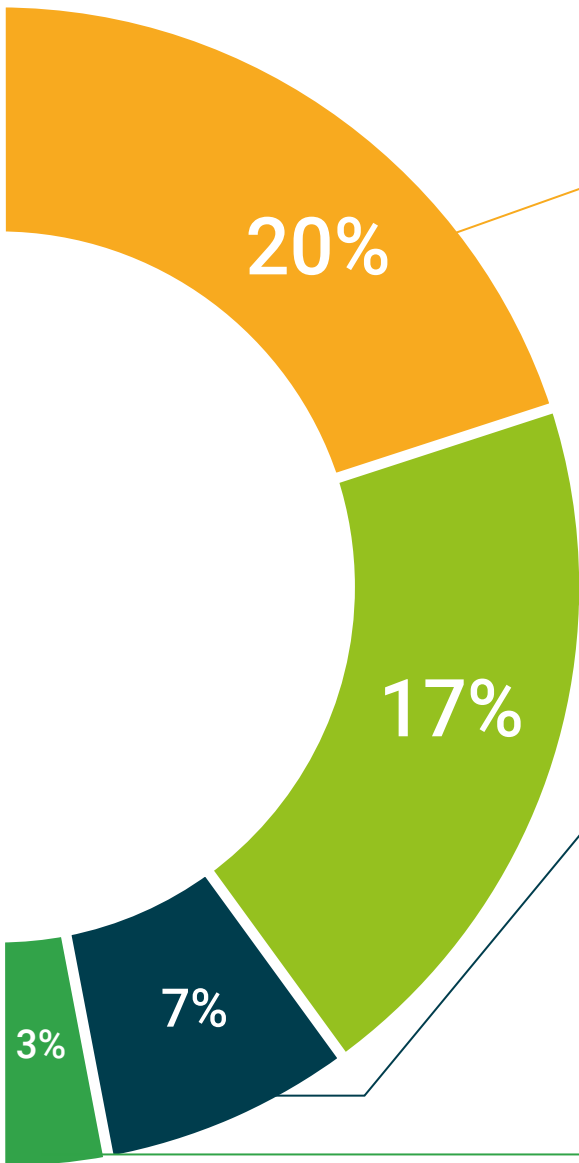
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### 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.





#### 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.



06

# Certificate

The Postgraduate Diploma in Frequent Emergencies in Primary Care guarantees students, in addition to the most accurate 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 private qualification will allow you to obtain a **Postgraduate Diploma in Frequent Emergencies in Primary 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.

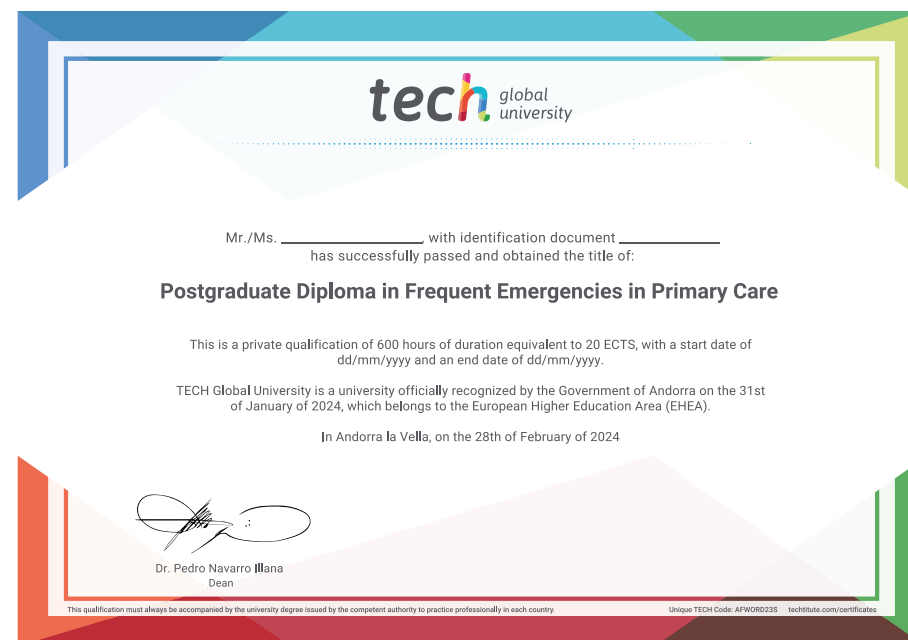
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Frequent Emergencies in Primary Care**

Modality: **online**

Duration: **6 months**

Accreditation: **20 ECTS**



\*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.



future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present quality  
development languages  
virtual classroom



## Postgraduate Diploma Frequent Emergencies in Primary Care

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

# Postgraduate Diploma

## Frequent Emergencies in Primary Care

