

# Postgraduate Diploma

## Management of Inflammatory Pediatric Rheumatic Diseases





## Postgraduate Diploma Management of Inflammatory Pediatric Rheumatic Diseases

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-management-inflammatory-pediatric-rheumatic-diseases](http://www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-management-inflammatory-pediatric-rheumatic-diseases)

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# 01

# Introduction

With an innovative approach, focused on the problems and not directly on the diseases, this program in Management of Inflammatory Pediatric Rheumatic Diseases will show how to approach and carry out the comprehensive and multidisciplinary treatment that this group of diseases needs. With a holistic approach, which also introduces the patient's vision as a key to understanding the evolution and coping of the disease. A specific and intensive program that will provide them with the most advanced diagnostic and intervention tools available on the current scientific scene.





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*An intensive Postgraduate Diploma in Management of Inflammatory Pediatric Rheumatic Diseases that will give you the keys to an innovative and comprehensive intervention"*

Childhood is not safe from rheumatologic disease (RD). Although it is difficult to know their exact prevalence, given the absence of specific and global studies, they are potentially serious diseases that lead to a significant decrease in the quality of life of the affected child. Comprehensive care for patients and their families as a fundamental part of the process is an essential condition in the approach to this group of diseases.

This Postgraduate Diploma offers a different look at the global care that the child affected by RD needs. A comprehensive approach that covers all aspects of this care: from pre- and post-diagnostic care to families, pharmacological criteria and psychological and emotional care for the affected person and their environment.

During this comprehensive program, professionals will have the opportunity to acquire the basic knowledge necessary to deal with the situations that arise around a child or adolescent suspected of having RMD. From the moment of diagnosis, with the development of the guidelines that the specialist must follow, to the information on procedures or attitudes to be avoided in this medical practice.

This is a 100% online program, nurtured and enriched with first-hand audiovisual material, created specifically by specialists in the field. It should be noted that, as it is a digital format, the professional will not have to move to a face-to-face center, and will be able to adapt their classes to the schedule that best suits them.

This **Postgraduate Diploma in Management of Inflammatory Pediatric Rheumatic Diseases** contains the most complete and up-to-date scientific program on the market. The most important features include:

- The latest technology in online teaching software
- A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- Practical cases presented by practicing experts
- State-of-the-art interactive video systems
- Teaching supported by telepractice
- Continuous updating and recycling systems
- Autonomous learning: full compatibility with other occupations
- Practical exercises for self-assessment and learning verification
- Support groups and educational synergies: questions to the expert, debate and knowledge forums
- Communication with the teacher and individual reflection work
- Content that is accessible from any fixed or portable device with an Internet connection
- Supplementary documentation databases are permanently available, even after the program



*All aspects of the practice of Pediatric Rheumatology, with a global vision of the care of the affected patient, in the most complete Postgraduate Diploma on the online teaching market”*

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*The teachers of this Postgraduate Diploma have been selected on the basis of two fundamental criteria: their proven experience and knowledge of RD in pediatrics and their proven teaching skills"*

*With a methodological design based on proven teaching techniques, this Postgraduate Diploma will take you through different teaching approaches to allow you to learn in a dynamic and effective way.*

*Our innovative telepractice concept will give you the opportunity to learn through an immersive experience, which will provide you with a faster integration and a much more realistic view of the contents:  
Learning from an expert.*

The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive 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, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.



# 02 Objectives

TECH's objective is to prepare highly competent professionals, who possess the most up-to-date knowledge and techniques in the medical field. A goal that, in just six months, you will be able to achieve, with a high-intensity and precision Postgraduate Diploma.







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*Our goal is yours: to provide you with the most intense update in the Management of Inflammatory Pediatric Rheumatic Diseases”*



## General Objectives

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- Distinguish between different types of musculoskeletal problems in children, approach them and refer them if necessary
- Treat problems from different points of view, medical, psychological or physical, or at least to interpret the suitability of applied treatments
- Discuss whether a treatment was sufficiently effective
- Know which attitudes, treatments and strategies are inappropriate and should be avoided
- Prevent illness and complications
- Recognize basic needs and refer to specialized resources
- Identify social and environmental factors and reflect on the impact they have on the quality of life of patients and their families



*Achieve your goals by updating you in the latest techniques and medical advances in the field of the Management of Inflammatory Pediatric Rheumatic Diseases through a Postgraduate Diploma of high educational and scientific demand"*





## Specific Objectives

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### Module 1. Attitude Towards Children with Suspected RMD

- Acquire the basic knowledge for the diagnosis of RMDs
- Discern the initial attitudes and actions to initiate in the diagnosis of RMD
- Learn how to rule out specific diseases
- Learn the usefulness of the different tests
- Know which procedures or attitudes to discard and why

### Module 2. Musculoskeletal Alterations

- Diagnose arthritis in childhood
- Determine arthritis versus ruling out other pathologies
- Apply the differential diagnosis in the suspicion of arthritis in its different forms of onset
- Outline the etiological treatment

### Module 3. Systemic Inflammation

- Review the association of fever with other systemic manifestations of inflammation of the eye, skin, and digestive system
- Recognize the rheumatologic significance of inflammation and fever
- Identify appropriate and inappropriate myths and attitudes

### Module 4. Pharmacological Treatment in Pediatric Rheumatology

- Review pharmacological treatments
- Observe treatments common to different conditions
- Review practical aspects of medication
- Define the adverse effects of medications
- Follow the evolution of a pharmacological treatment in children and adolescents

### Module 5. Non-Pharmacological Treatment and Psychosocial Support

- Provide a psychological approach to patients and their families in the treatment of RMDs
- Know the indication of physical exercise as a rehabilitation technique
- Recognize the opportunity of orthopedic surgery
- Describe the appropriate nutritional guidelines
- Distinguish the different existing social supports

### Module 6. Preventive Activities

- Review vaccination schedules
- Choose specific preventive attitudes according to diseases and treatments and treatments
- Recognize osteoporosis in children and its necessary consideration

### Module 7. Disease "Wiki" (Resources to Which All Modules Address)

- Know the existing resources on the Internet to help professionals
- Identify the main technological tools to identify new diseases

03

# Course Management

Within the concept of total quality of our program, we are proud to offer you a teaching staff of the highest level, chosen for their proven experience in the scientific field. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.





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*An impressive teaching staff, made up of professionals from different fields of expertise, will be your teachers during your education: a unique opportunity not to be missed”*

## International Guest Director

Dr. Isabelle Koné-Paut is a leading international figure in **Pediatric Rheumatology**, with **innovative contributions** to this field of medicine. As **Head of the Department** of this specialty at the **Kremlin Bicêtre Hospital** in Paris, she leads a team of professionals that has gained **worldwide recognition**, being awarded the **EULAR Excellence Award** on several occasions.

She also directs the **Center for Rare Autoinflammatory Diseases and Inflammatory Amyloidosis**. Within this scope of her professional career, she has coordinated a collaborative effort between five institutions. Through these efforts, she has been able to provide **comprehensive care** for **children and adolescents** struggling with a wide range of specific medical conditions.

Beyond her clinical practice, Dr. Koné-Paut is the author of **multiple scientific publications**. Through these articles, she has made influential contributions to the approach to pathologies such as **Behcet's Disease, Familial Mediterranean Fever, CAPS Syndromes and Kawasaki Disease**. In addition, she has participated in numerous **European and international initiatives** aimed at advancing the understanding of these conditions and their treatments.

She is also the founder of the first **Pediatric Inflammatory Rheumatism Care Network**, based in the French capital. Since then, her premise with this project has been to **improve the accessibility and delivery of healthcare services** for large numbers of children's patients and, at the same time, to **support their families**.

She has also held leadership roles within **various academic associations**. Among other positions, she has been **President of the French Society of Pediatric Rheumatology** and a member of merit of the **French Society of Pediatrics**. In the international framework, she has also had key participations with prestigious scientific groups such as the **International Society for Systemic Autoinflammatory Diseases (ISSAID)**.



## Dr. Isabelle, Koné-Paut

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- Head of the Department of Pediatric Rheumatology at the Kremlin Bicêtre Hospital, Paris, France
- Coordinator of the National Center of Reference for Rare Autoinflammatory Diseases (CEREMAI)
- Professor at the Paris-Saclay University in Saint-Aubin, France
- Associate Editor of the journals *Frontiers of Pediatrics* and *Frontiers of Immunology*
- President of the French Society of Pediatric Rheumatology  
Member of: French Society of Pediatrics  
International Society of Systemic Autoinflammatory Diseases

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*TECH has a distinguished and specialized group of Directors/International Guests, with important leadership roles in the most leading companies of the global market*

## Management



### Dr. Carmona Ortells, Loreto

- Rheumatologist and epidemiologist (LIRE). Medical Director InMusc
- PhD in Epidemiology and Preventive Medicine from the Autonomous University of Madrid
- University Research Professor at Camilo José Cela University



### Dr. De La Torre Hervera, Elisenda

- Member of the Spanish Rheumatologic League
- Postgraduate in Patient Advocacy, UIC (International University of Catalonia), Barcelona, Spain
- Technical Engineering in Computer Management, (Polytechnic University of Mataró (UPC), Barcelona)
- Patients' Consultative Council of Catalonia (CCPC)
- CCPC Technical Communication Council
- Member of the executive board of administration of the healthcare quality agency (AQuAS)
- Member of the Pharmacotherapeutic Commission (CFT-SISCAT)





### Dr. Clemente Garulo, Daniel

- Assistant Pediatric Physician at the Niño Jesús University Hospital, performing his healthcare activity in the Pediatric Rheumatology Unit
- Active member of the Spanish Society of Rheumatology (SER) and the Spanish Society of Pediatric Rheumatology (SERPE), participating in numerous studies and multicenter collaborative research projects promoted by different working groups of both societies
- Secretary of the ERNA-SER working group ("Rheumatologic diseases of childhood and adolescence")
- Professor at the Faculty of Health Sciences of the Lasalle Center for Higher University Studies
- Degree in Medicine and Surgery from the Faculty of Medicine of the Universidad de Alcalá
- Specialist in Rheumatology, after completing his MIR training at San Carlos Clinical University in Madrid (2002-2006) and in Pediatrics and specific areas, after completing his MIR training at the Infant University Hospital Niño Jesús
- PhD in Health Sciences from the Universidad Camilo José Cela

## Professors

### Dr. Lerma, Sergio

- Professor and Researcher at La Salle University Center
- Dean of the Faculty of Health Sciences. La Salle Higher Center for University Studies. UAM
- Researcher in the Biomedical Research Foundation of the Niño Jesús Children's University Hospital
- Diploma in Physiotherapy
- PhD in Physiotherapy

### Dr. Rodríguez Palero, Serafín

- Rehabilitation Physician at the Niño Jesús University Hospital
- Specialty at the 12 de Octubre University Hospital of Madrid
- University Specialist Course in Childhood Disability at the UCM
- Specialist in neurological rehabilitation, musculoskeletal pain and pathologies related to language and balance disorders. Speciality 12 de Octubre University Hospital, Madrid

**Dr. Bartolomé Puebla, Jon**

- Patient Representative (LIRE-young)
- Member of the Board of Directors Responsible for LIRE-Joven

**Dr. Graña Gil, Jenaro**

- Pediatric Rheumatologist

**Dr. Nieto, Juan Carlos**

- Pediatric Rheumatologist

**Dr. Emperiale, Valentina**

- Rheumatology Service at the Príncipe de Asturias University Hospital
- Physician-Surgeon, Pontifical Catholic University in Chile

**Dr. Diago Ortega, Rocío**

- Dietitian-Nutritionist and Health Sciences Director

**Dr. Prada Ojeda, Alejandro**

- Rheumatologist Torrejón de Ardoz University Hospital (Madrid)

**Dr. Gómez, Alejandro**

- Attending Rheumatology Physician. Infanta Sofía University Hospital

**Dr. Boteanu, Alina**

- Pediatric Rheumatologist Ramón y Cajal Hospital, Madrid

**Dr. Ramírez Barragán, Ana**

- Pediatric Traumatologist Orthopedic Surgery and Traumatology Unit

**Ms. Vázquez, Ana**

- Occupational and Speech Therapist (LIRE)

**Dr. Magallares López, Berta**

- Specialist in Rheumatology. Hospital Santa Creu i Sant Pau Associate Professor

**Ms. Galindo Zavala, Rocío**

- Coordinator of the Pediatric Osteoporosis and Osteogenesis Imperfecta group

**Dr. Enríquez Merayo, Eugenia**

- Pediatric Rheumatologist at Infanta Leonor University Hospital, Madrid

**Dr. Benavent, Diego**

- Rheumatology Unit at Hospital La Paz

**Dr. Calvo Aranda, Enrique**

- Rheumatology Unit Infanta Leonor University Hospital

**Ms. Núñez Cuadros, Esmeralda**

- Pediatric Rheumatologist. Coordinator of the group of Prevention and Treatment of Infections in Pediatric Rheumatology of SERPE and member of the Spanish Society of Pediatric Infectious Diseases (SEIP)



**Ms. Sánchez Manubens, Judith**

▸ Head of Pediatric Rheumatology Unit-Hospital Universitari Parc TaulíSabadell

**Dr. Martín Pedraz, Laura**

▸ Pediatric Rheumatologist. UGC Pediatrics, Regional University Hospital of Malaga, Malaga, Spain

**Dr. León Mateos, Leticia**

▸ Doctor of Psychology. IdISSC Rheumatology. San Carlos Clinical Hospital, Madrid

**Ms. Fernández Caamaño, Lucía**

▸ Occupational Therapist

**Dr. Sala Icardo, Luis**

▸ Physician specializing in Rheumatology at the Torrejón Hospital

▸ Coordinator of the Pediatric Rheumatology Unit at Hospital San Rafael

**Dr. Redondo Delgado, Marta**

▸ Psychologist. Camilo José Cela University

**Dr. Greco, Martín**

▸ Rheumatologist

**Dr. Fernández Berrizbeitia, Olaia Begoña**

▸ Rheumatologist Associate Professor

**Dr. Diaz Valle, David**

▸ Head of the Ophthalmology Department. San Carlos Clinical Hospital

# 04

# Structure and Content

The contents of this program have been developed by different specialists with a clear purpose: to ensure that our students acquire each and every one of the skills necessary to become true expert in this field. The content of this program will update the concepts in all aspects of the different disciplines involved in Inflammatory Pediatric rheumatology.





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

## Module 1. Attitude Towards Children with Suspected RMD

- 1.1. Medical History
  - 1.1.1. Frequent Reasons for Consultation in Pediatric RMD
  - 1.1.2. Family Background
  - 1.1.3. Personal Background
  - 1.1.4. Key Questions in RMD
  - 1.1.5. Relevant Organs and Apparatus
  - 1.1.6. Growth and Development
- 1.2. Exploration of the Locomotor System in Pediatric Rheumatology
  - 1.2.1. Exploration of Upper Limbs
  - 1.2.2. Exploration of Lower Limbs
  - 1.2.3. Exploration of the Spine
  - 1.2.4. Exploration of Gait
  - 1.2.5. General Examination Adapted to Rheumatology
- 1.3. Complementary Tests
  - 1.3.1. Image
    - 1.3.1.1. Radiography
    - 1.3.1.2. Ultrasound
    - 1.3.1.3. Resonance
    - 1.3.1.4. Others
  - 1.3.2. Laboratory Tests
    - 1.3.2.1. Blood Count:
    - 1.3.2.2. Biochemistry
    - 1.3.2.3. Reactants of the Acute Phase
    - 1.3.2.4. Autoantibodies
    - 1.3.2.5. Serology and Supplementation
    - 1.3.2.6. Microbiology
    - 1.3.2.7. Genetic Studies
    - 1.3.2.8. Biomarkers
  - 1.3.3. Study of Synovial Fluid
  - 1.3.4. Clinical Neurophysiology



- 1.4. Multidisciplinary Assistance
  - 1.4.1. What Does the Rheumatologist Do?
  - 1.4.2. What Does the Pediatrician Do?
  - 1.4.3. What Does the Nurse Do?
  - 1.4.4. What Does the Psychologist Do?
  - 1.4.5. What Does the Physiotherapist Do?
  - 1.4.6. What Does the Occupational Therapist Do?
  - 1.4.7. What Does the Social Worker Do?

## Module 2. Musculoskeletal Alterations

- 2.1. Inflammatory Joint Pathology
  - 2.1.1. Monoarthritis
    - 2.1.1.1. Most Frequent Causes
    - 2.1.1.2. Diagnostic Attitude
    - 2.1.1.3. Therapeutic Approach
  - 2.1.2. Oligoarthritis
    - 2.1.2.1. Most Frequent Causes
    - 2.1.2.2. Diagnostic Attitude
    - 2.1.2.3. Therapeutic Approach
  - 2.1.3. Polyarthritis
    - 2.1.3.1. Most Frequent Causes
    - 2.1.3.2. Diagnostic Attitude
    - 2.1.3.3. Therapeutic Approach
- 2.2. Inflammation of the Entheses
  - 2.2.1. Most Frequent Causes
  - 2.2.2. Diagnostic Attitude
  - 2.2.3. Therapeutic Approach
- 2.3. Muscular Pathology
  - 2.3.1. Inflammatory Myopathies
  - 2.3.2. Non-Inflammatory Myopathies

## Module 3. Systemic Inflammation

- 3.1. Systemic Manifestations of Inflammation
  - 3.1.1. Fever
  - 3.1.2. Constitutional Syndrome
  - 3.1.3. Fatigue
- 3.2. Alterations of the Eye with Rheumatologic Significance
  - 3.2.1. Anterior Uveitis
  - 3.2.2. Intermediate Uveitis
  - 3.2.3. Posterior Uveitis
  - 3.2.4. Epiescleritis
  - 3.2.5. Refractive Defects
- 3.3. Cutaneous Alterations with Rheumatologic Significance
  - 3.3.1. Psoriasis
  - 3.3.2. Lesions Suggestive of Connective Tissue Disease
  - 3.3.3. Lesions Suggestive of Autoinflammatory Disease
- 3.4. Digestive Alterations with Rheumatologic Significance
  - 3.4.1. Inflammatory Bowel Disease
  - 3.4.2. Complications of Malnutrition and Malabsorption
- 3.5. Cardiopulmonary, Neurological and Renal Alterations
  - 3.5.1. Cardiopulmonary Disorders
  - 3.5.2. Neurological Alterations:
  - 3.5.3. Renal Disorders

#### Module 4. Pharmacological Treatment in Pediatric Rheumatology

- 4.1. Symptomatic Treatment
  - 4.1.1. Analgesics
  - 4.1.2. Anti-Inflammatory Drugs
  - 4.1.3. Opioids
  - 4.1.4. Antiepileptics
  - 4.1.5. Antidepressants
- 4.2. Directed Treatment
  - 4.2.1. Disease-Modifying Drugs
  - 4.2.2. Biological Evidence
  - 4.2.3. Biosimilars
  - 4.2.4. Small Molecules

#### Module 5. Other Musculoskeletal Symptoms

- 5.1. Exercise and Physical Activity in Children
  - 5.1.1. Exercise, Physical Activity and Sport
  - 5.1.2. Specifics of Exercise in Children with RMD
- 5.2. Rehabilitation
  - 5.2.1. Splints and Orthoses
  - 5.2.2. Physical Therapies in Children
- 5.3. Orthopedic Surgery
  - 5.3.1. Special Features of Immature Bone and the Growing Skeleton
  - 5.3.2. Infantile Fractures
    - 5.3.2.1. Most Common Traumatic Fractures and Traumatic Epiphysiolysis
    - 5.3.2.2. Common Techniques of Osteosynthesis in Children
  - 5.3.3. Infection Management in the Locomotor System in Children
  - 5.3.4. Surgery of Growing Spine Deformities
  - 5.3.5. Osteotomies of the Pelvis and the Upper Extremity of the Femur
- 5.4. Nutritional Advice
  - 5.4.1. Obesity
  - 5.4.2. Malnutrition
  - 5.4.3. Supplements

- 5.5. Psychological Approach to Pediatric RMDs
  - 5.5.1. Fears, Phobias and Anxieties
  - 5.5.2. Generalized Anxiety Disorder and Panic Disorder
  - 5.5.3. Depression in Childhood and Adolescence
  - 5.5.4. Sleep Disorders
  - 5.5.5. Eating Disorders
  - 5.5.6. Dissocial Disorder
  - 5.5.7. Learning Disorders
  - 5.5.8. Training of Parents of Children with RMD
  - 5.5.9. Family Behavioral Intervention
- 5.6. Occupational Intervention
  - 5.6.1. Occupational Schedules
  - 5.6.2. Play as Therapy
  - 5.6.3. Technical Aids
- 5.7. What Not to Do?

#### Module 6. Pharmacological Treatment in Pediatric Rheumatology

- 6.1. Vaccines
  - 6.1.1. Official Vaccination - Peculiarities to Be Taken into Consideration
  - 6.1.2. Extra Vaccination According to Diseases and Treatments
- 6.2. Chemoprophylaxis
  - 6.2.1. What to Do in the Event of Surgery?
  - 6.2.2. What to Do in the Event of Intercurrent Infections?
- 6.3. Tuberculosis Screening
  - 6.3.1. Who Should Be Screened?
  - 6.3.2. Existing Tests
  - 6.3.3. What to Do in Case of a Positive Test?
- 6.4. Osteoporosis Screening in Children
  - 6.4.1. Who Should Be Screened?
  - 6.4.2. Existing Tests
  - 6.4.3. What to Do in Case of a Positive Test?



**Module 7. "Wiki" of Diseases (Resources to Which All Modules Address)**

- 7.1. Juvenile Idiopathic Arthritis
  - 7.1.1. Uveitis Associated with Juvenile Idiopathic Arthritis
  - 7.1.2. Macrophage Activation Syndrome
- 7.2. Vasculitis
  - 7.2.1. Schönlein-Henoch Purpura
  - 7.2.2. Kawasaki Disease
  - 7.2.3. Wegener's Granulomatosis, Takayasu's Arteritis, Churg-Strauss Syndrome, and Other Vasculitides
- 7.3. Connectivopathies
  - 7.3.1. Systemic Lupus Erythematosus
  - 7.3.2. Sjögren's Syndrome
  - 7.3.3. MCD
  - 7.3.4. Antiphospholipid Syndrome
  - 7.3.5. Idiopathic Inflammatory Myopathy
    - 7.3.5.1. Juvenile Dermatomyositis
  - 7.3.6. Scleroderma
    - 7.3.6.1. Localized Scleroderma
    - 7.3.6.2. Systemic Sclerosis
- 7.4. Autoinflammatory Syndromes
  - 7.4.1. PFAPA Syndrome
  - 7.4.2. Inherited Relapsing Fever Syndromes
  - 7.4.3. Other Autoinflammatory Syndromes
- 7.5. Osteoarticular Infections

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.





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

## At TECH 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.

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

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

1. 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.*



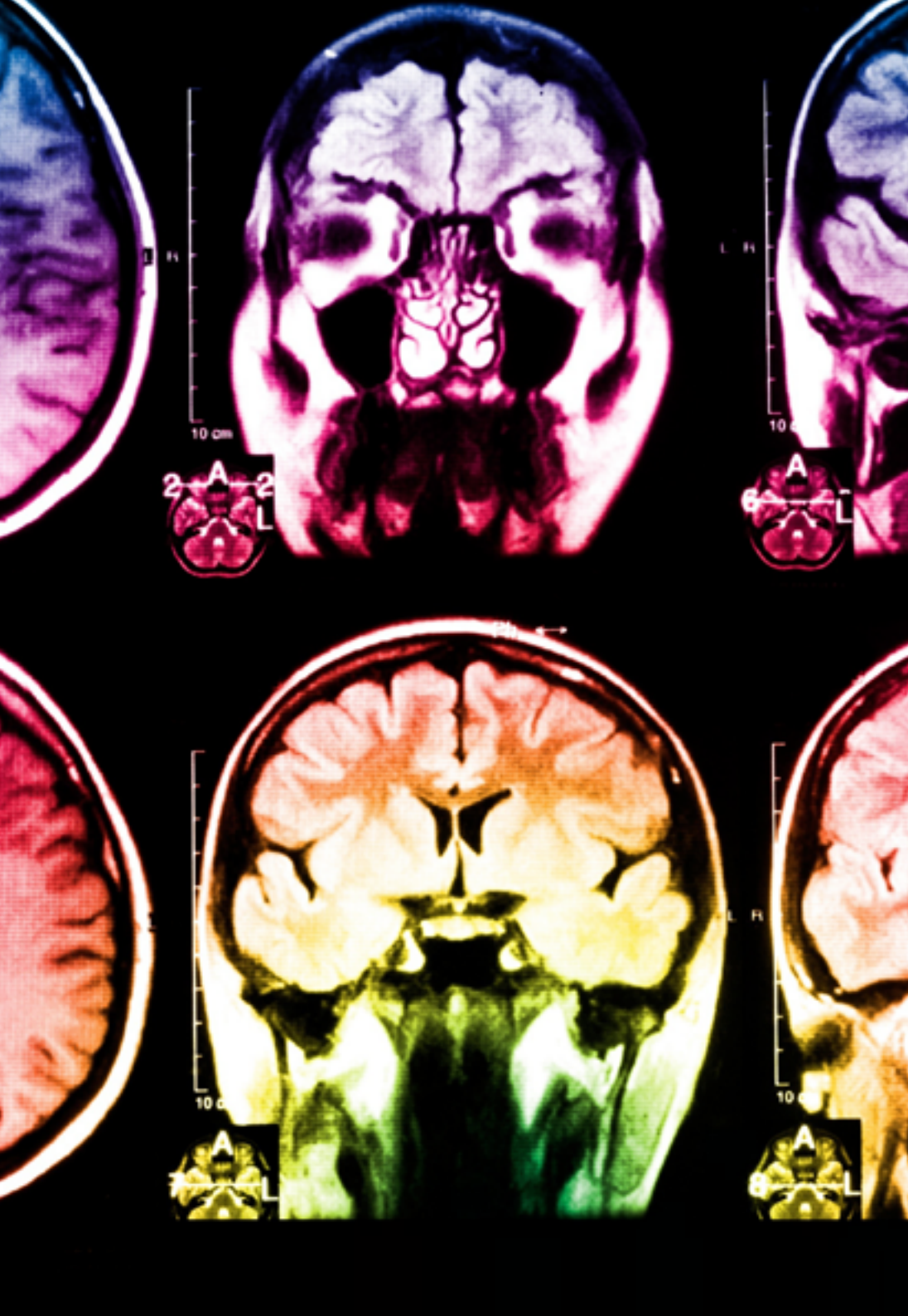
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

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.







#### 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 Management of Inflammatory Pediatric Rheumatic Diseases guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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*Successfully complete this program and receive your Postgraduate Diploma without having to travel or fill out laborious paperwork”*

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Official N° of Hours: **450 h.**



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# Postgraduate Diploma

## Management of Inflammatory Pediatric Rheumatic Diseases

