Postgraduate Diploma

Spinal Trauma Emergencies

tech technological university

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Postgraduate Diploma

Spinal Trauma Emergencies

Course Modality: **Online**
Duration: **6 months**
Certificate: **TECH Technological University**
Official Nº of hours: **525 h.**
Website: **www.techtitute.com/in/medicine/postgraduate-diploma/postgraduate-diploma-spinal-trauma-emergencies**

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01

Introduction

One of the most frequent reasons for hospital emergency room visits is fractures and other acute trauma pathologies.

Acute trauma pathologies are a challenge for any physician working in an emergency department; in fact, in most developed countries, physicians involved in trauma emergency care come from different specialties.

Improve your knowledge in Spinal Trauma Emergencies through this program, where you will find the best didactic material with real clinical cases. Learn here about the latest advances in the specialty to be able to perform a quality medical practice"

The aim of this educational program is to bring together the experience accumulated over the years in the care of this type of pathologies and clinical pictures, which have allowed the authors to participate with enthusiasm, involvement and commitment, in the development of a specialization program with an eminently practical profile, with a background based on the body of knowledge of one of the broadest and most exciting specialties in medicine.

Time management, direct and early care of the patient with trauma emergencies, and all within a holistic approach, make this program a unique effort in keeping with a time in which specific qualification determines a precise and safe approach to the patient, and not only to the particular pathology. In short, we insist on the need to individualize and personalize care, in an extraordinary effort aimed at harmonizing art with science in the care of acute and urgent pathology in traumatology.

Update your knowledge through the program in Spinal Trauma Emergencies"

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

- Development of more than 75 clinical cases presented by experts in Spinal Trauma Emergencies
- 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
- New diagnostic and therapeutic novelties on evaluation, diagnosis and intervention in Spinal Trauma Emergencies
- It contains practical exercises where the self-assessment process can be carried out to improve learning
- An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- With special emphasis on evidence-based medicine and research methodologies in Spinal Trauma Emergencies
- 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

This Postgraduate Diploma is the best investment you can make in the selection of a qualifying program for two reasons: in addition to updating your knowledge in Spinal Trauma Emergencies, you will obtain a Postgraduate Diploma from TECH Technological University"

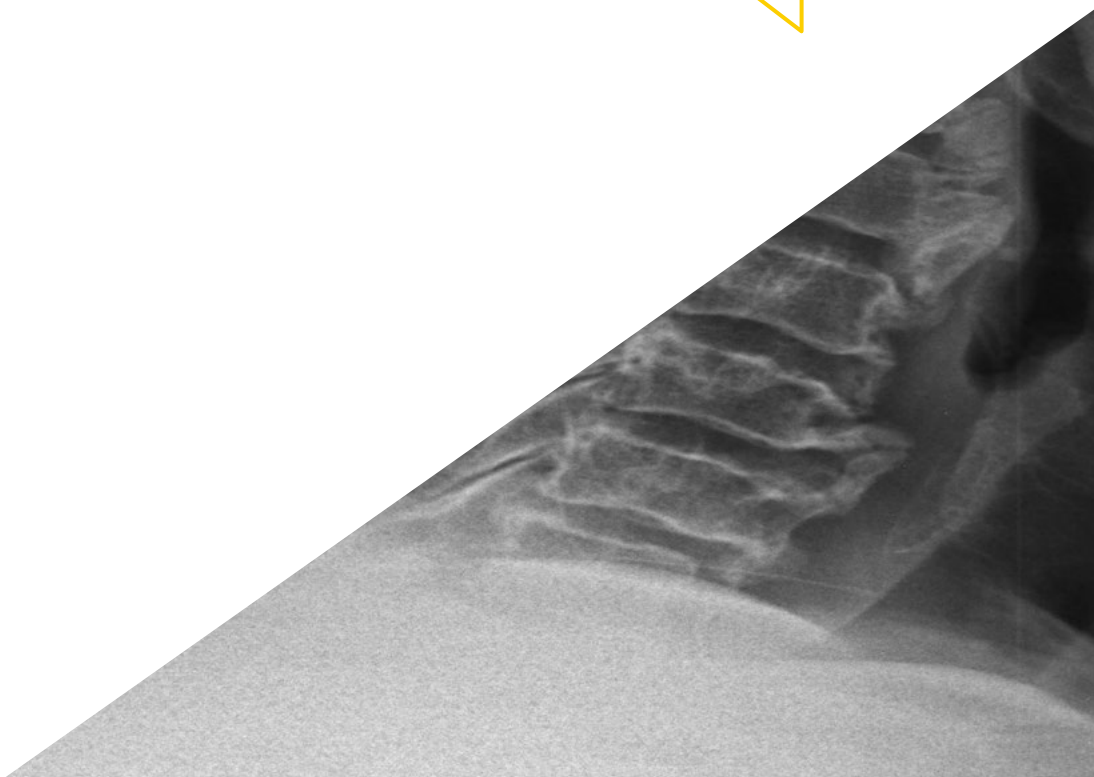
Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma.

Take the opportunity to learn about the latest advances in Spinal Trauma Emergencies and improve the care of your patients.

It includes in its teaching staff professionals belonging to the field of Spinal Trauma Emergencies, who pour into this specialization the experience of their work, in addition to recognized specialists belonging to scientific societies of reference.

Thanks to their multimedia content developed with the latest educational technology, they will allow professionals to learn in a situated and contextual way, i.e., a simulated environment that will provide immersive learning programmed to prepare them for real situations.

The design of this program focuses on Problem Based Learning, through which physicians should try to solve the different professional practice situations that are presented to them throughout the academic program. For this purpose, physicians will be assisted by an innovative interactive video system developed by renowned experts in the field of Spinal Trauma Emergencies with extensive teaching experience.



02

Objectives

The program in Spinal Trauma Emergencies is oriented towards to facilitate the physician's action in all types of patients at serious toxicological risk or with acute intoxication.

This program is designed for you to update your knowledge in Spinal Trauma Emergencies, with the use of the latest educational technology, to contribute with quality and safety to decision making, diagnosis, treatment and patient support"

General objectives

- Update the knowledge of medical personnel involved in emergency care with special interest in the field of acute trauma pathology
- Promote work strategies based on a comprehensive approach to the patient as a standard model for achieving excellent care
- Encourage the acquisition of technical skills and abilities, through a modern audiovisual system, with the possibility of development through online simulation workshops and/or specific preparation
- Provide incentives for professional encouragement through continuing education and research in their daily practice

This Postgraduate Diploma is the best way to update your knowledge in Spinal Trauma Emergencies"

Specific objectives

Module 1. Holistic Approach to Patients in Trauma Emergencies

- Learn to establish an order, method and system of a holistic approach to patients with acute pathology and trauma
- Learn how to write an emergency discharge report after patient care that is sufficient and succinct, along with recommendations to clarify the common doubts that arise in the patient, and that on many occasions, make him/her return to the emergency department

Module 2. Orthopedic Examination in the Emergency Department

- Learn how to develop the skills required to perform fast, accurate and safe examinations in patients with acute or emergency pathology of traumatic origin through educational videos
- Learn, through didactic videos, immobilization techniques and treatment of the most frequent fractures and injuries in acute pathology and traumatological emergencies

Module 3. Spinal Trauma Emergencies

- Learn to identify and care for the most common acute traumatic spinal injuries

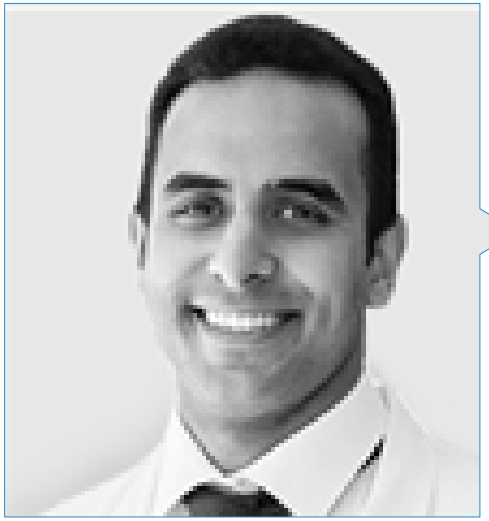
03

Course Management

The program includes in its teaching staff reference specialists in Spinal Trauma Emergencies and other related areas, who pour into this specialization the experience of their work. 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 procedures in the field of Spinal Trauma Emergencies"

Management

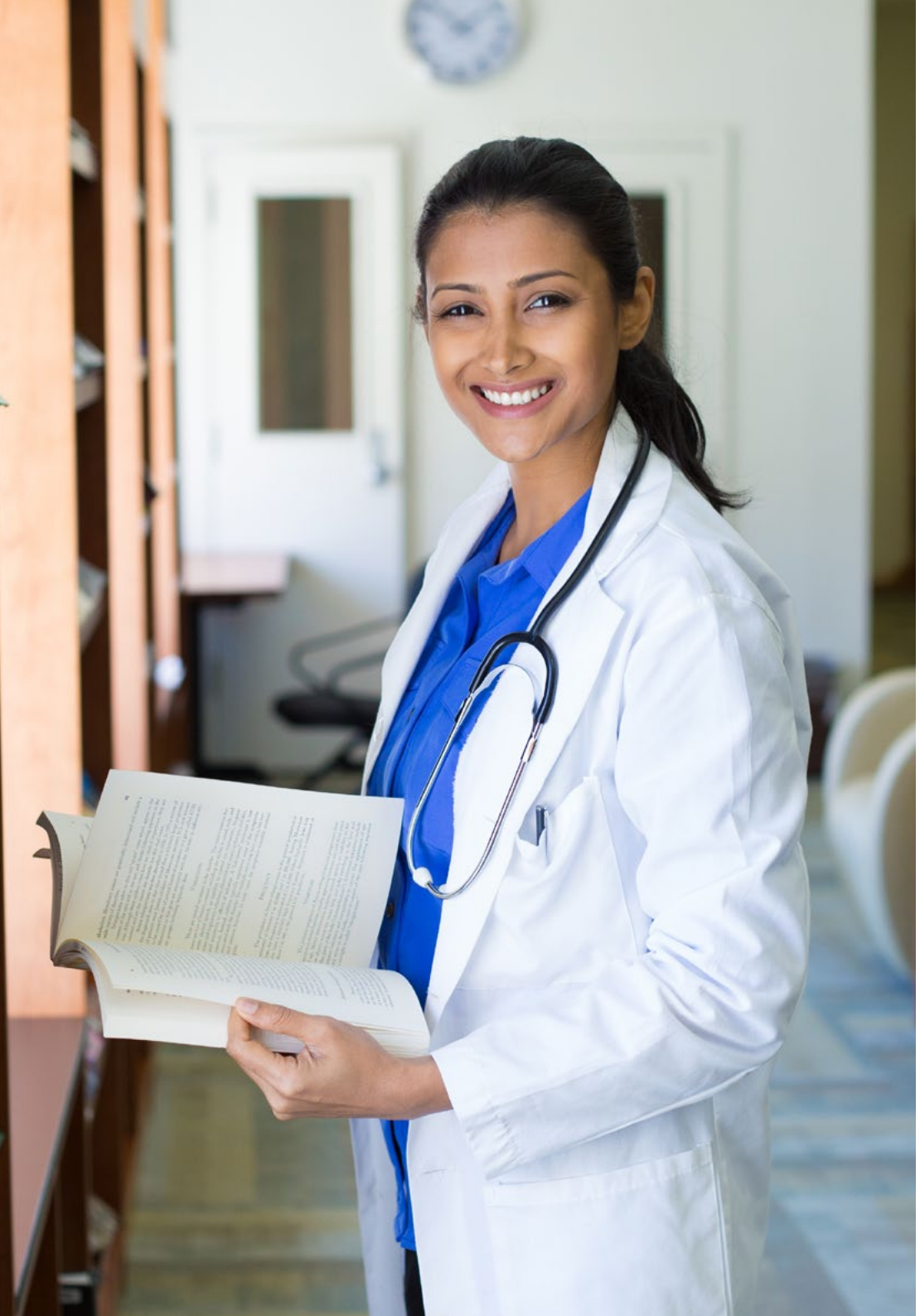


Dr. Elgeadi Saleh, Ghassan

- Trauma physician
- General Manager of Elgeadi Traumatology
- Chief of the Traumatology and Emergency Department, Santa Elena Hospital
- Specialized in Advanced Reconstructive Surgery of Upper Limbs
- Specialized in Advanced Reconstructive Surgery of the Lower Limbs
- Specialized in Full Endoscopic Spine Surgery Fellowship Full endoscopic Spine Surgery
- Specialized in Advanced Endoscopic Neck and Lower-Back Surgery

Dr. Domenech De Frutos, Santiago

- Emergency physician
- Master's Degree in Ultrasound in Rheumatology and Traumatology
- Master's Degree in Emergency Medicine
- Master's Degree in Acute Pathology and Pediatric Emergencies
- University specialist in subaquatic and hyperbaric medicine
- Postgraduate Diploma in Teaching and Digital Skills in Health Sciences
- Member of the Elgeadi Traumatology team



Professors

Dr. Alarcia Pineda, José Manuel

- Traumatological emergency physician
- Attending Physician. Emergency - Traumatology Service at the Vithas Nuestra Señora de América Hospital
- Vithas Nuestra Señora de América Hospital
- HM Hospital, Móstoles
- General Medical Council- United Kingdom

Dr. Alcobe, Javier

- Trauma physician
- Member of the Elgeadi Traumatology team

Dr. Contreras, Miguel Angel

- Anesthesiologist

Dr. Cuevas González, Jorge Luis

- Emergency physician
- Member of the Elgeadi Traumatology team
- Founder Ultramtm (medical simulation)
- Santa Elena Clinic
- Member of the Elgeadi Traumatology team

Dr. Carbó Laso, Esther
- Resident Intern, Orthopedic Surgery and Traumatology Department, Hospital
- Gregorio Marañón General University Hospital, Madrid
- On-call duty in the Traumatology Emergency Department of CEMTRO Clinic, Madrid
- Assistant Specialist, Department of Orthopedic Surgery and Traumatology, Gregorio Marañón General University Hospital, Madrid
- Accredited Expert for the Illustrious Official College of Physicians of Madrid

Dr. Chana Rodríguez, Francisco
- Associate Professor of Surgical Pathology, Faculty of Medicine, University Complutense of Madrid
- Assistant Physician, Department of Traumatology and Orthopedic Surgery, Gregorio Marañón General University Hospital, Madrid
- Assistant Physician, Department of Traumatology and Orthopedic Surgery, La Paz General University Hospital, Madrid

Dr. Fajardo, Mario
- Medical Anesthesiologist, Chief Executive Officer at UltraDissection Group

Dr. Forriol Campos, Francisco
- Specialist in Orthopedic Surgery and Traumatology. Professor at the University of Alcalá, Madrid
- Professor at the School of Medicine of the University of Navarra, consultant in the Department of Orthopedic Surgery and Traumatology, Clínica Universidad de Navarra, Pamplona, and director of the Experimental Orthopedics Laboratory
- Research Director of Fremap Mutua de Accidentes developing a research center for the musculoskeletal system
- Corresponding member of the Orthopedic Surgery and Traumatology Societies of Germany, Argentina, Chile, Ecuador, Peru, Colombia, Mexico and Venezuela

Dr. Gironés, Alberto
- Anesthesiologist, Sanitas La Moraleja University Hospital

Dr. Jiménez, Daniel
- Trauma physician
- Member of the Elgeadi Traumatology team
- Director at TraumaSalud

Dr. Méndez Arias, Agustín
- Occupational Physician. Prevention Service CEF Center for Financial Studies
- Member of the Elgeadi Traumatology team

Dr. Meza González, José
- Family and sports medicine physician
- Member of the Elgeadi Traumatology team

Dr. Matas Díaz, Jose Antonio
- Assistant Physician of the extinct INSALUD, at the hospital of the Mayoress of San Lorenzo de El Escorial
- Senior specialist, contracted by the Autonomous Community of Madrid, Gregorio Marañón Hospital, Traumatology Service
- Specialist doctor by competitive examination for the community of Madrid
- Member of the Infection and Antibiotic Policy Committee
- Member of the Clinical Documentation, Operating Room and Antibiotic Policy Committees of the Gregorio Marañón Hospital
- Patient safety referent of the COT service at the Gregorio Marañon Hospital

Dr. Núñez Medina, Alberto
- Trauma Physician
- Member of the Elgeadi Traumatology team

Dr. Rodríguez, Angel L
- Trauma physician
- Member of the Elgeadi Traumatology team

Dr. Miguel Rodríguez, Johanna
- Graduate in Nursing
- Master's Degree in Specialized Nursing Care in Emergency, Critical Care and Post Anesthesia Areas
- Anatomical Pathology and Cytology Technician
- Course in Nursing Care in the Initial Assistance to the Polytraumatized Patient
- Course on Nursing Interventions in Disasters
- Course in Nursing Care and Interventions in Emergencies
- Currently Coordinator of Operating Room and Instrumentalist. Elgeadi Traumatology Clinic. Madrid
- DUE in Ward, Emergency, ICU and in charge of the Department of Hematology and Transfusions. Vigo
- Operating Room DUE. Madrid

Dr. Rodríguez, Tamara
- Trauma Physician
- Member of the Elgeadi Traumatology team

Dr. Villanueva, Ghino Patricio
- Occupational physician
- SPRL University Hospital Rey Juan Carlos Hospital. General de Villalba University Hospital Infanta Elena
- Member of the Elgeadi Traumatology team

Dr. Vaquero Martín, Javier
- Chief of Orthopedic Surgery and Traumatology Service, Gregorio Marañon General University Hospital, Madrid
- Professor of Orthopedic Surgery and Traumatology, Complutense University of Madrid

The leading professionals in the field have come together to offer you the most comprehensive knowledge in this field, so that you can develop with total guarantees of success"

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best hospitals and universities in Spain, aware of the relevance of current specialization in order to intervene in the diagnosis, treatment and follow-up of Spinal Trauma Emergencies, and committed to quality teaching through new educational technologies.

This Postgraduate Diploma in Spinal Trauma Emergencies is the most comprehensive and up-to-date scientific program on the market"

Module 1. Holistic Approach to Patients in Trauma Emergencies

1.1. Differences Between Polytraumatized, Polyconcussion and Polyfractured
1.2. First Assessment
  1.2.1. Airway Management
  1.2.2. Breathing
  1.2.3. Circulation
  1.2.4. Neurological Deficit
  1.2.5. Exhibition
1.3. Second Assessment
  1.3.1. Complete Physical Examination
  1.3.2. Position for Exploration and Controlled Mobilization
1.4. Initial Imaging Tests
  1.4.1. X-Rays: Thorax, Pelvis, Spine
  1.4.2. Computerized Tomography: Spine, Thorax, Abdomen, Pelvis
1.5. Intubation
  1.5.1. Airway Management
  1.5.2. Cervical Manipulation
  1.5.3. Cricothyroidotomy
1.6. Ultrasound Scanning Protocol FAST Exam
1.7. Damage Control in Trauma Emergencies
1.8. Real Trauma Emergencies
  1.8.1. Compartment Syndrome
  1.8.2. Open Fracture
  1.8.3. Septic Arthritis
  1.8.4. Traumatic Arthrotomy
  1.8.5. Necrotizing Fasciitis
  1.8.6. Open Book Fracture with Hemodynamic Repercussion
1.9. What to Write, How to Write It and When to Write It
1.10. Most Frequent Errors when Preparing the Discharge Report
1.11. Desired Recommendations and Instructions

Module 2. Orthopedic Examination in the Emergency Department

2.1. Systematics
- 2.1.1. Inspection
- 2.1.2. Palpitation
- 2.1.3. Mobilization
- 2.1.4. MRC Scale
- 2.1.5. Simple X-Rays
- 2.1.6. Complementary Tests

2.2. Segmental and Peripheral Neurological Examination in Trauma Emergencies

2.3. Spinal Column Examination
- 2.3.1. Inspection
  - 2.3.1.1. Injuries.
  - 2.3.1.2. Skin Alterations
  - 2.3.1.3. Muscular Atrophy
  - 2.3.1.4. Bone Deformities
- 2.3.2. Gait Alteration
  - 2.3.2.1. Unstable Gait with Wide Base (Myelopathy)
  - 2.3.2.2. Foot Drop (Weakness of Tibialis Anterior or Extensor Longus of the First Toe, L4-L5 Root Compression)
  - 2.3.2.3. Gastrocnemius-Soleus Weakness, S1-S2 Root Compression
  - 2.3.2.4. Abductor Banding (Weakness of the Gluteus Medius due to Radicular Compression of L5)
- 2.3.3. Palpitation
  - 2.3.3.1. Anatomic References
  - 2.3.3.2. Bone Palpation
  - 2.3.3.3. Soft Tissues, Paravertebral Muscles
- 2.3.4. Mobility Range
  - 2.3.4.1. Cervical
  - 2.3.4.2. Thoracic
  - 2.3.4.3. Lumbar
- 2.3.5. Neurovascular
  - 2.3.5.1. Strength
  - 2.3.5.2. Sensory
  - 2.3.5.3. Reflex
- 2.3.6. Additional Tests
  - 2.3.6.1. Anal Tone
  - 2.3.6.2. Bulbocavernous Reflex
  - 2.3.6.3. Assessment Test of the Three Regions (Cervical, Dorsal, Lumbo-Sacral)

2.4. Shoulder Examination
- 2.4.1. Inspection
- 2.4.2. Palpitation
- 2.4.3. Movement Arcs
- 2.4.4. Neurovascular
- 2.4.5. Specific Tests

2.5. Elbow Exploration
- 2.5.1. Inspection
- 2.5.2. Palpitation
- 2.5.3. Movement Arcs
- 2.5.4. Neurovascular
- 2.5.5. Specific Tests

2.6. Wrist Examination
- 2.6.1. Inspection
- 2.6.2. Palpitation
- 2.6.3. Movement Arcs
- 2.6.4. Neurovascular
- 2.6.5. Specific Tests

2.7. Hand Examination
- 2.7.1. Inspection
- 2.7.2. Palpitation
- 2.7.3. Movement Arcs
- 2.7.4. Neurovascular
- 2.7.5. Specific Tests

2.8. Hip Examination
- 2.8.1. Inspection
- 2.8.2. Palpitation
- 2.8.3. Movement Arcs
- 2.8.4. Neurovascular
- 2.8.5. Specific Tests

2.9. Knee Examination
- 2.9.1. Inspection
- 2.9.2. Palpitation
- 2.9.3. Movement Arcs
- 2.9.4. Neurovascular
- 2.9.5. Specific Tests

2.10. Ankle and Foot Examination
- 2.10.1. Inspection
- 2.10.2. Palpitation
- 2.10.3. Movement Arcs
- 2.10.4. Neurovascular
- 2.10.5. Specific Tests

Module 3. Spinal Trauma Emergencies

3.1. Incomplete Spinal Cord Injury
- 3.1.1. Injury Biomechanics
- 3.1.2. Physical Examination
- 3.1.3. Diagnostic Imaging
- 3.1.4. Classification
  - 3.1.4.1. Clinical Symptoms
  - 3.1.4.2. ASIA Scale
- 3.1.5. Therapeutic Strategy
  - 3.1.5.1. Initial Management
  - 3.1.5.2. Surgical Management

3.2. Cauda Equina Syndrome
- 3.2.1. Interrogation
- 3.2.2. Physical Examination
- 3.2.3. Diagnostic Imaging
- 3.2.4. Treatment

3.3. Fracture in Patients with Ankylosing Spondylitis
- 3.3.1. Injury Biomechanics
- 3.3.2. Diagnostic Imaging
- 3.3.3. Classification
- 3.3.4. Therapeutic Strategy
  - 3.3.4.1. Orthopedic Management
  - 3.3.4.2. Surgical Management

3.4. Atlo-Axial Fractures
- 3.4.1. Injury Biomechanics
- 3.4.2. Diagnostic Imaging
- 3.4.3. Classification
- 3.4.4. Therapeutic Strategy
  - 3.4.4.1. Conservative Management
  - 3.4.4.2. Surgical Management

3.5. Odontoid Process Fracture
- 3.5.1. Injury Biomechanics
- 3.5.2. Physical Examination
- 3.5.3. Diagnostic Imaging
- 3.5.4. Classification
- 3.5.5. Therapeutic Strategy
  - 3.5.5.1. Conservative Management
  - 3.5.5.2. Surgical Management

3.6. Subaxial Fractures Between C3-C7
- 3.6.1. Injury Biomechanics
- 3.6.2. Physical Examination
- 3.6.3. Diagnostic Imaging
- 3.6.4. Classification
- 3.6.5. Therapeutic Strategy
  - 3.6.5.1. Conservative Management
  - 3.6.5.2. Surgical Management

3.7. Central Medullary Cord Syndrome
- 3.7.1. Injury Biomechanics
- 3.7.2. Physical Examination
- 3.7.3. Diagnostic Imaging
- 3.7.4. Classification
- 3.7.5. Therapeutic Strategy
  - 3.7.5.1. Conservative Management
  - 3.7.5.2. Surgical Management

3.8. Thoracolumbar Fractures
- 3.8.1. Injury Biomechanics
- 3.8.2. Physical Examination
- 3.8.3. Diagnostic Imaging
- 3.8.4. Classification
- 3.8.5. Therapeutic Strategy
  - 3.8.5.1. Conservative Management
  - 3.8.5.2. Surgical Management

3.9. Fractures of Spinous Processes and Lateral Laminae
- 3.9.1. Injury Biomechanics
- 3.9.2. Physical Examination
- 3.9.3. Diagnostic Imaging
- 3.9.4. Classification
- 3.9.5. Therapeutic Strategy
  - 3.9.5.1. Conservative Management
  - 3.9.5.2. Surgical Management

3.10. Burst Fractures
- 3.10.1. Interrogation
- 3.10.2. Physical Examination
- 3.10.3. Diagnostic Imaging
- 3.10.4. Classification
- 3.10.5. Therapeutic Strategy
  - 3.10.5.1. Conservative Management
  - 3.10.5.2. Surgical Management

3.11. Chance Fractures
- 3.11.1. Injury Biomechanics
- 3.11.2. Physical Examination
- 3.11.3. Diagnostic Imaging
- 3.11.4. Classification
- 3.11.5. Therapeutic Strategy
  - 3.11.5.1. Conservative Management
  - 3.11.5.2. Surgical Management

3.12. Thoracolumbar Fractures/ Dislocations
- 3.12.1. Injury Biomechanics
- 3.12.2. Physical Examination
- 3.12.3. Diagnostic Imaging
- 3.12.4. Classification
- 3.12.5. Therapeutic Strategy
  - 3.12.5.1. Conservative Management
  - 3.12.5.2. Surgical Management

3.13. Sacral Fractures
- 3.13.1. Injury Biomechanics
- 3.13.2. Physical Examination
- 3.13.3. Diagnostic Imaging
- 3.13.4. Classification
- 3.13.5. Therapeutic Strategy
  - 3.13.5.1. Conservative Management
  - 3.13.5.2. Surgical Management

3.14. Vertebral Osteomyelitis
- 3.14.1. Injury Biomechanics
- 3.14.2. Physical Examination
- 3.14.3. Diagnostic Imaging
- 3.14.4. Classification
- 3.14.5. Therapeutic Strategy
  - 3.14.5.1. Conservative Management
  - 3.14.5.2. Surgical Management

05

Methodology

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

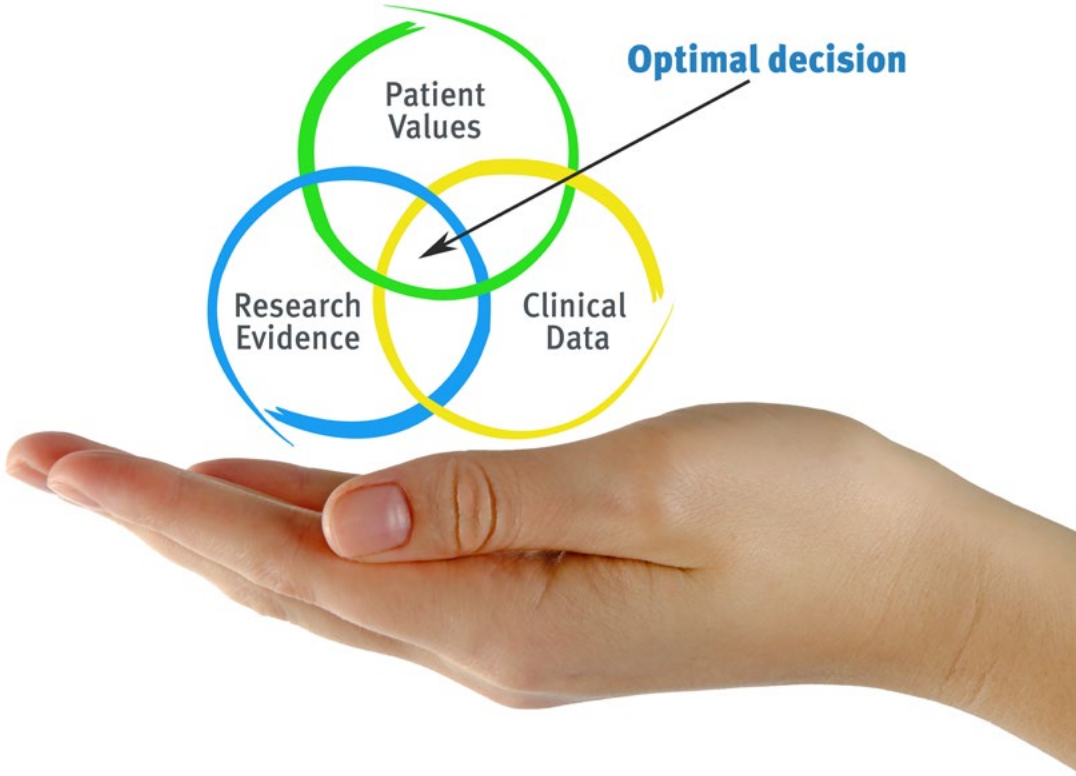
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

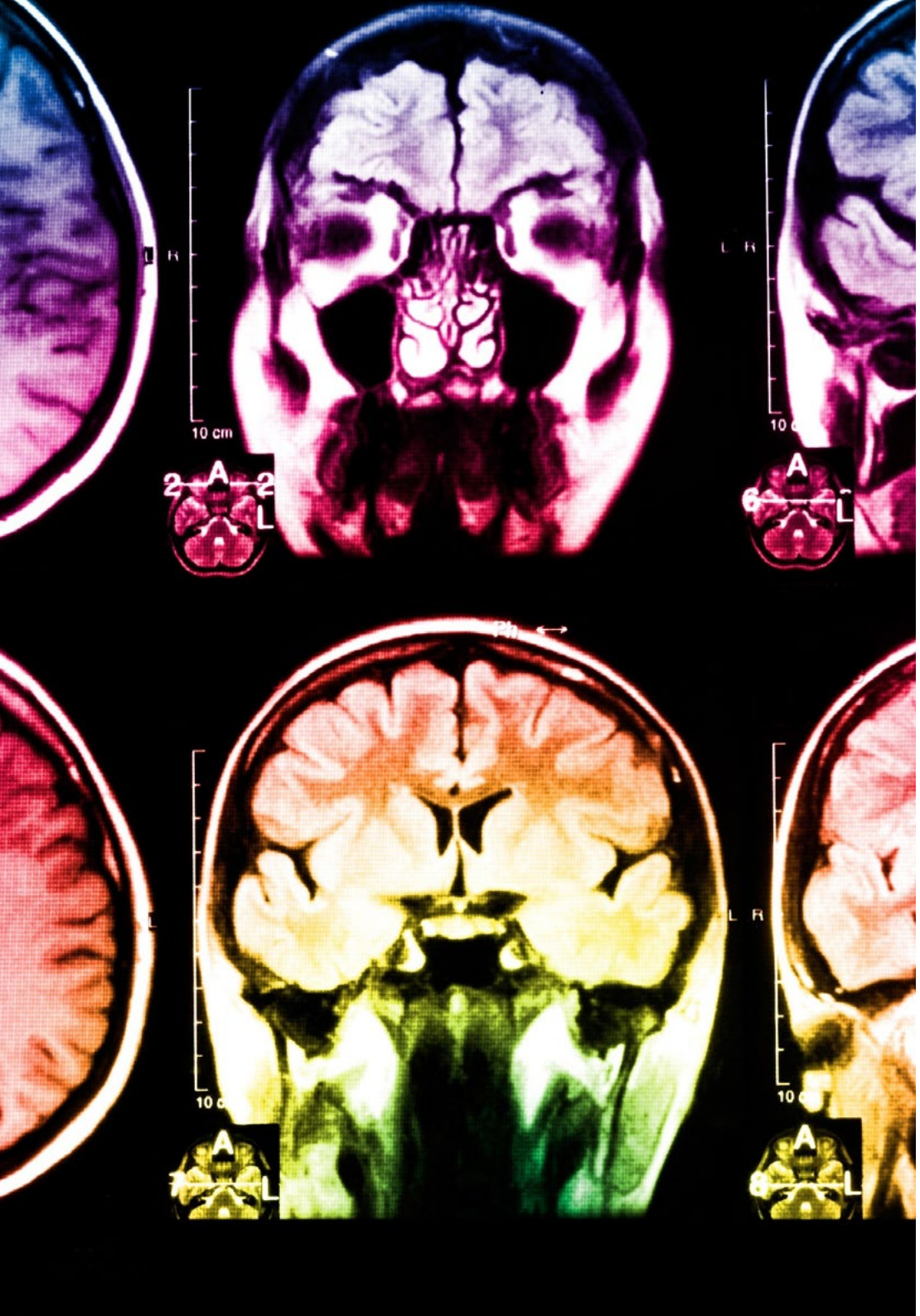
1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better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



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.

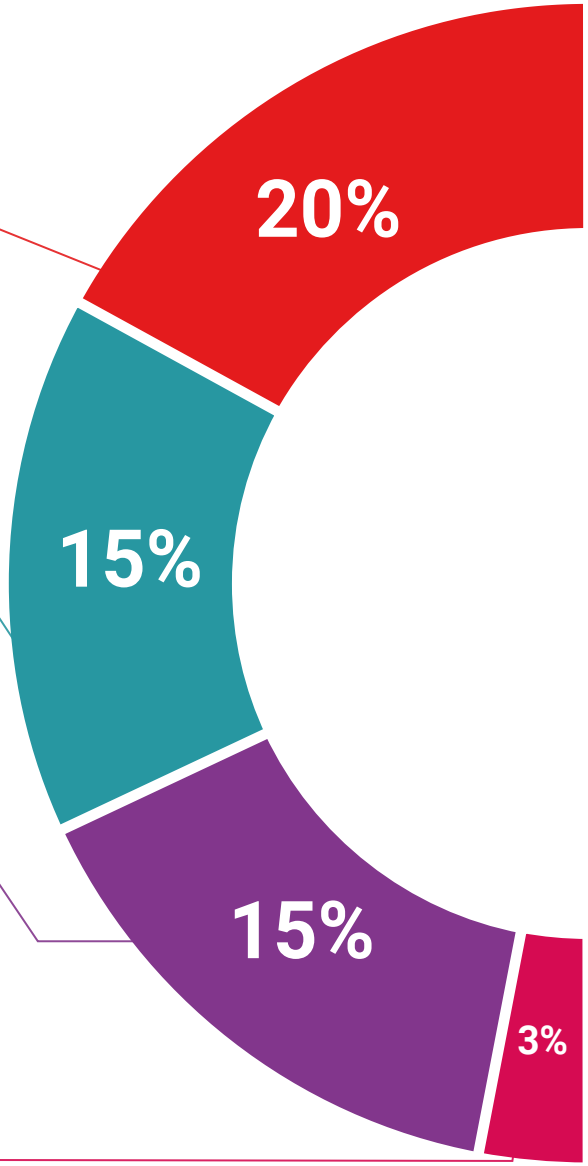
Interactive Summaries

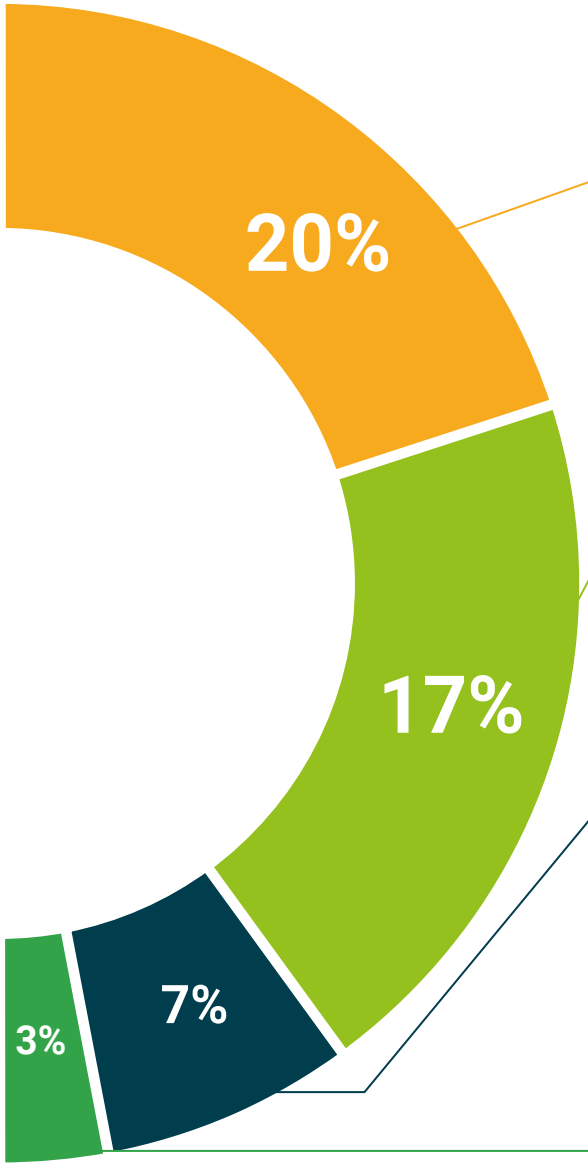
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Spinal Trauma Emergencies guarantees you, in addition to the most rigorous and up-to-date training, access to a Postgraduate Diploma issued by TECH Technological University.

Successfully complete this program and receive your university degree without travel or laborious paperwork"

This **Postgraduate Diploma in Spinal Trauma Emergencies** contains the most complete and up-to-date scientific program on the market.

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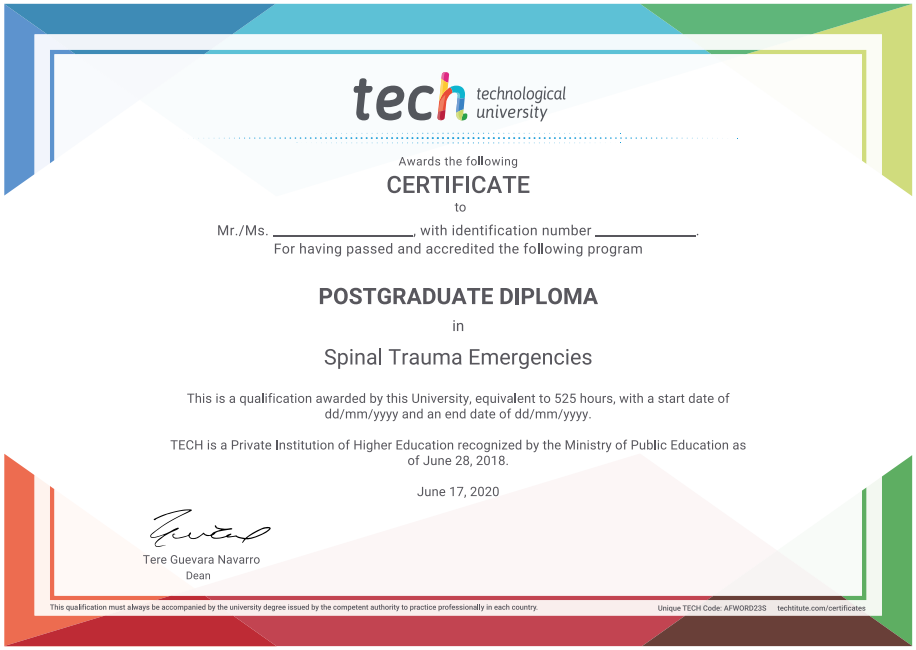
Title: **Postgraduate Diploma in Spinal Trauma Emergencies**

Official Nº of hours: **525 h.**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Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Spinal Trauma Emergencies

This is a qualification awarded by this University, equivalent to 525 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro

Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country.

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

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Postgraduate Diploma

Spinal Trauma Emergencies

Course Modality: **Online**
Duration: **6 months**
Certificate: **TECH Technological University**
Official Nº of hours: **525 h.**

Postgraduate Diploma
Spinal Trauma Emergencies

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