

Hybrid Professional Master's Degree Nursing in Primary Care



Hybrid Professional Master's Degree

Nursing in Primary Care

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Website: www.techtute.com/us/nursing/hybrid-professional-master-degree/hybrid-professional-master-degree-nursing-primary-care

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01

Introduction

Primary Care Nursing has taken on a crucial role in health systems globally, especially after the COVID-19 pandemic, which highlighted the need for a strengthened Primary Care close to the community. In fact, in countries such as Spain, the implementation of Advanced Practice Nursing is growing, allowing these professionals to lead community health initiatives, manage complex cases and prescribe treatments within their scope of competence. In this context, TECH has developed this comprehensive program, which combines the online format for theory, based on the innovative learning methodology known as Relearning, with a practical stay in a renowned clinic.





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With this Hybrid Professional Master's Degree, you will update your skills and knowledge in the integrated management of care for individuals, families and communities, increasing your autonomy and decision-making”

Primary Care nurses not only perform health care activities, but also lead health promotion, disease prevention and chronic patient management programs, which has allowed them to gain greater visibility and prestige in their professional field.

This is how this Hybrid Professional Master's Degree is born, which will cover from the planning and management of health systems, which will delve into the organizational structures of primary care, to the implementation of quality models and continuous improvement. In this sense, nurses will develop skills in the coordination and dynamization of teams, actively participating in the design of clinical guides and applying safety tools, such as Failure and Error Modal Analysis.

Likewise, advanced patient assessment will be addressed, as well as the application of specific care in situations such as Malnutrition, Obesity and Eating Disorders. Skills will also be acquired to handle specialized techniques, such as enteral and parenteral feeding, investigating the regulations on the use of drugs and medical devices in the nursing field.

Finally, it will focus on the management of Chronic and Acute Diseases, providing advanced specialization in clinical techniques and procedures, as well as in the care of patients in advanced stages of frailty or dependence. In addition, the impact of digitalization in primary care will be analyzed, exploring the use of emerging technologies such as Artificial Intelligence and Telemedicine.

Therefore, TECH has implemented a comprehensive program, which will be divided into two distinct sections. First, graduates will be able to study the theory completely online, only needing an electronic device with Internet connection, with the support of the revolutionary Relearning learning methodology, consisting of the reiteration of key concepts for an optimal assimilation of the contents. Ultimately, the program includes a practical stay of 3 weeks in a prestigious hospital center.

This **Hybrid Professional Master's Degree in Nursing in Primary Care** contains the most complete and up-to-date educational program on the market. The most important features include: Development of more than 100 clinical cases presented by professional nursing experts in Primary Care and university professors with extensive experience in this area.

- ♦ 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
- ♦ Patient assessment and monitoring, the latest international recommendations for life support maneuvers, etc
- ♦ Comprehensive systematized action plans for the main pathologies in Primary Care
- ♦ Presentation of practical workshops on therapeutic techniques in the patient
- ♦ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ♦ Practical clinical guides on approaching different pathologies
- ♦ 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 available from any fixed or portable device with an Internet connection
- ♦ Furthermore, you will be able to carry out a clinical internship in one of the best hospital centers



Make the most of this opportunity to learn about the latest advances in this subject to apply it to your daily practice"

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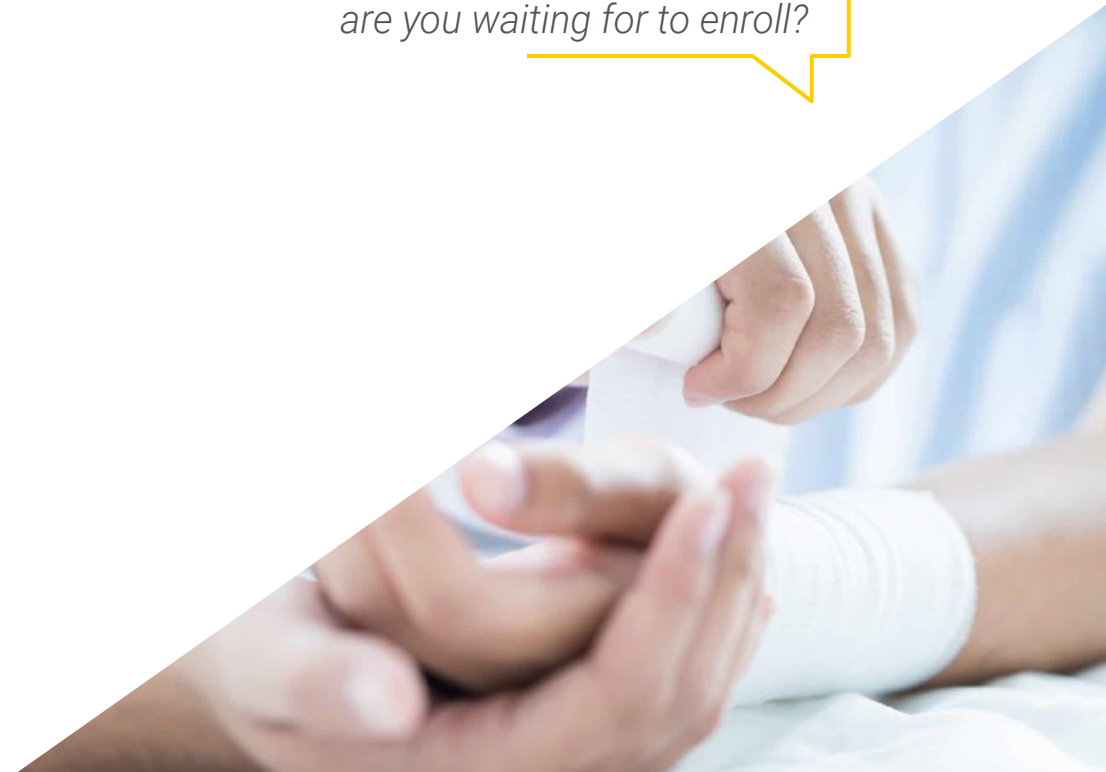
You will be specialized in quality improvement, participating in the design of clinical practice guidelines, assessing patient safety and analyzing adverse event reporting systems”

In this proposed Hybrid Professional Master's Degree, of a professionalizing nature and blended learning modality, the program is aimed at updating nursing professionals who develop their functions in Primary Care, and who require a high level of qualification. The content is based on the latest scientific evidence and is organized in a didactic way to integrate theoretical knowledge into nursing practice. The theoretical-practical elements allow professionals to update their knowledge and help them to make the right decisions in patient care.

Thanks to the multimedia content, developed with the latest educational technology, nursing professionals will benefit from situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to train in real situations. This program is designed around Problem-Based Learning, whereby the physician must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will manage pathologies such as malnutrition, overweight and acute or chronic problems, in addition to acquiring knowledge about the administration of drugs and medical devices.

You will promote research in community health, promoting the use of ICT, Telemedicine and Artificial Intelligence to improve access and quality of care. What are you waiting for to enroll?



02

Why Study this Hybrid Professional Master's Degree?

The format of this university program will allow nurses to acquire specialized knowledge and up-to-date skills in areas such as management, clinical care and health promotion, without having to leave their work or personal life. In addition, the combination of online specialization with a practical placement will offer an interactive and dynamic learning experience, where they will be able to apply theoretical concepts in practical scenarios. In fact, this modality will foster autonomy in learning, preparing professionals to assume leadership roles in Primary Care and respond to the challenges of today's healthcare environment.



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This Hybrid Professional Master's Degree's in Nursing in Primary Care is an ideal option for professionals seeking to combine advanced specialization with work practice”

1. Updating from the latest technology available

Among the most recent innovations, Telemedicine and Telenursing tools stand out, allowing remote consultations and follow-ups, facilitating access to health care, especially in rural areas or areas with geographical barriers. In addition, the use of portable devices, such as vital sign monitors connected to electronic recording systems, makes it possible to remotely assess the health status of patients in real time. In turn, Artificial Intelligence (AI) helps in the analysis of clinical data for early detection of diseases or to personalize care plans.

2. Gaining in-depth knowledge from the experience of top specialists

The large team of professionals that will accompany the specialist throughout the practical period is a first-class and an unprecedented guarantee of updating. With a specifically designated tutor, students will be able to see real patients in a state-of-the-art environment, which will allow them to incorporate in their daily practice the most effective procedures and approaches in Primary Care

3. Entering first-class clinical environments

TECH carefully selects all available centers for Internship Programs. Thanks to this, specialists will have guaranteed access to a prestigious clinical environment in the field of Primary Care. In this way, you will be able to see the day-to-day work of a demanding, rigorous and exhaustive sector, always applying the latest theses and scientific postulates in its work methodology.





4. Combining the best theory with state-of-the-art practice

The academic market is plagued by teaching programs that are poorly adapted to the daily work of the specialist and that require long teaching hours, often not very compatible with personal and professional life. TECH offers a new learning model, 100% practical, that allows to get in front of state-of-the-art procedures in the field of Primary Care and, best of all, to put it into professional practice in only 3 weeks.

5. Opening the door to new opportunities

The constant evolution of Primary Care, driven by technological advances and the growing demand for personalized health services, offering nurses the possibility to specialize in areas such as chronic case management, community health promotion or the use of digital tools. Likewise, increased autonomy and clinical decision-making skills allow them to take a more active role in disease prevention and care coordination, broadening their job prospects and personal development.



You will have full practical immersion at the center of your choice"

03

Objectives

The main objective of this academic program will be to specialize professionals to develop advanced skills in the comprehensive care of individuals, families and communities, enhancing their ability to make clinical decisions with greater autonomy. Therefore, nurses will be qualified to lead health promotion, disease prevention and resource management projects in the community setting, all based on the latest scientific evidence and best practices. In addition, it will encourage updating in the latest trends and health technologies, such as Telemedicine and digital systems.



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You will implement best practices in your daily practice, based on scientific evidence, responding to advances in research and technology to ensure high quality care”



General Objective

- ♦ The objective of the Hybrid Professional Master's Degree in Nursing in Primary Care will be to develop a comprehensive understanding of the care aspects that encompass individuals, families and groups, as well as the interactions that arise in the context of Primary Care. Therefore, the professional domains of nurses will be expanded, promoting greater prestige, visibility and work autonomy. In addition, community involvement will be fostered through community health programs, keeping professionals updated on the latest trends in advanced nursing practice



You will gain increased visibility, prestige and opportunities for career growth within an increasingly complex and demanding healthcare environment. With all the TECH quality guarantees!"





Specific Objectives

Module 1. Planning, organization and management of Health Systems in Primary Care

- ♦ Delve into the structures of the Health System
- ♦ Differentiate the organizational models of PC teams
- ♦ Systematize knowledge on coordination and dynamization of team activities
- ♦ Incorporate the concept of quality, continuous quality improvement and the different components that integrate it into the professional practice of the nurses
- ♦ Participate in the design and elaboration of a clinical practice guide
- ♦ Discover the particularities of the European Model of Excellence
- ♦ Evaluate the use of adverse event reporting systems for drugs and other medical devices
- ♦ Assess the use of the Modal Failure and Error Analysis (FMEA) methodology for the analysis of safety problems

Module 2. Clinical and advanced nursing methodology

- ♦ Distinguish different nursing conceptual models to guide the process of care in clinical practice
- ♦ Accurately obtain relevant objective and subjective data in the assessment of the patient's health status or situation
- ♦ Evaluate and apply nursing care to people with problems of malnutrition, dehydration, anorexia, bulimia, obesity and overweight
- ♦ Acquire knowledge about enteral and parenteral feeding: administration techniques and protocols: Nasogastric catheterization, PEG management and care, among others

- ♦ Analyze and interpret data from different sources to make judgments on health problems/ nursing diagnoses
- ♦ Deepen in the regulations related to the use, indication and authorization of drugs and medical devices
- ♦ Delimit drugs and medical devices related to nursing care developed within the scope of the specialty in order to achieve their effective and efficient management and use

Module 3. Community health. Health Promotion

- ♦ Develop knowledge and skills in the use of tools for health promotion
- ♦ Manage the different approaches to work in health promotion and community health, from the action from the health center.
- ♦ Record and interpret community responses to health problems
- ♦ Detect the factors that affect health at the community level
- ♦ Promote the development of health promotion research, identifying the needs for community education on these issues
- ♦ Promote the development of health plans and programs in health promotion and health education
- ♦ Identify and record community resources to meet health needs

Module 4. Disease Prevention

- ♦ Address accident protection measures, promoting personal autonomy and preventing dependency
- ♦ Describe the complications derived from an altered health situation
- ♦ Distinguish the existence of risk factors for health, with special attention to lifestyles and specific problems prevalent in the community
- ♦ Assess the quality of life of people taking into account the biological, psychological and social spheres

Module 5. Acute Illness Care

- ♦ Deepen in the diagnostic and therapeutic procedures for the most frequent urgent and emergency situations that the nurse usually attends in Primary Care
- ♦ Delve into the effective management of life support resources and emergency care techniques in the community setting
- ♦ Enable the safety of the patient and the environment to prevent possible complications arising from the emergency situation in the community setting
- ♦ Determine the resources available in emergency situations, their organization and responsibilities
- ♦ Distinguish the protocols of action and tasks in emergency and catastrophic situations
- ♦ Assume new competences when dealing with the nursing management of the demand in mild acute processes

Module 6. Chronic Illness Care. Nursing Techniques and Procedures

- ♦ Perform nursing interventions related to the most prevalent chronic diseases, based on current evidence
- ♦ Prevent the deterioration of functional capacity, improve their quality of life and reduce progression to advanced chronic patients
- ♦ Address techniques and procedures in Cardiovascular and Respiratory, such as: vascular access (peripheral and central), ECG, airway patency, ankle arm, spirometry, EASI monitoring, electrical cardioversion, pacemakers/defibrillators, etc
- ♦ Promote the application of techniques and procedures in Digestive and Urology without forgetting Ostomy care
- ♦ Encourage the application of techniques and procedures in Neurology and sensory organs
- ♦ Participate in rehabilitation programs

Module 7. Complex and advanced chronicity. Fragility and social and health care model

- ♦ Deepen the knowledge of the conceptual bases of chronicity and dependency
- ♦ Manage the main models of Chronic Care
- ♦ Acquire knowledge of the Triple, Quadruple and Quintuple Aim
- ♦ Detect and intervene early in situations of frailty, chronicity and complexity
- ♦ Analyze the model of community Nurse case management

- ♦ Identify the different scales necessary for a comprehensive geriatric assessment, as well as the frailty indexes
- ♦ Intervene in the different geriatric syndromes
- ♦ Assess and apply Nursing care to palliative care patients
- ♦ Care for the patient and family in their environment at the end of life, respecting their decisions

Module 8. Life Cycle Family approach and social determinants

- ♦ Use systemic strategies to formulate hypotheses, intervene and evaluate family situations
- ♦ Determine the extent of family dynamics in the health and disease process of its members
- ♦ Train and support the family in coping with crises or problematic situations such as illness or death of a member, arrival of a new component, parental separations, among others
- ♦ Detect psychosocial problems and families at risk and provide anticipatory family counseling
- ♦ Identify the different stages of family development and help families cope effectively
- ♦ Plan, develop, implement and evaluate health promotion and disease prevention programs for children, adults and the elderly
- ♦ Prevent and detect situations of social and health exclusion, fragility and social isolation

Module 9. Regulations. Epidemiology and Research in Primary Care

- ♦ Delve into central concepts of the scientific method including hypothesis formulation, statistical errors, sample size calculation and statistical methods related to hypothesis testing
- ♦ Search and select clinical documentation specific to their specialty
- ♦ Deepen in the criteria of causality, frequency measures: incidence, prevalence, risks, NNTs
- ♦ Differentiate the different types of Studies: Understand concepts of validity, Reliability and Bias Diagram the chain of Infection

Module 10. Advances in the Digital Health System

- ♦ Address the impact of digitalization in Primary Care from the point of view of improving access, quality of care, efficiency, equity, safety and sustainability of the system
- ♦ Value and analyze ICTs as facilitators of the development of the healthcare of the future, helping to implement new management and care models
- ♦ Promote the use of Artificial Intelligence (AI) tools and ensure their use to improve the quality of care and even to improve diagnostic capacity
- ♦ Evaluate the impact of TeleNursing to improve patient care and decrease its disruption in daily life by avoiding unnecessary patient trips to the health center

04 Skills

Graduates will develop advanced skills in clinical assessment, care management and decision making based on scientific evidence. They will also acquire competencies in community health promotion and disease prevention, applying technological tools, such as Telemedicine, to improve access to health services. In addition, they will be able to coordinate work teams, manage resources and lead health research projects. These competencies will allow professionals to act with greater autonomy and assume an active role in the design and execution of public health programs.





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The competencies that you will acquire in this Hybrid Professional Master's Degree in Nursing in Primary Care will be oriented to enable you to offer comprehensive and high quality care”



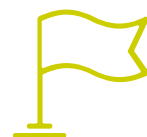
General Skills

- Facilitate the management and planning of Health Systems from Primary Care
- Apply concepts of quality and continuous improvement in the field of Nursing in Primary Care
- Participate in the design and development of clinical practice guidelines for nursing
- Implement the Modal Failure and Error Analysis (FMEA) methodology in the analysis of safety problems
- Obtain and analyze relevant data in the assessment of patients' health status
- Manage rules and regulations related to the use of pharmaceuticals and medical devices
- Develop health promotion protocols and participate in community actions

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Don't miss this unique opportunity! You will equip yourself with skills in research, management and interprofessional collaboration, contributing to the well-being of the community from a holistic perspective”





Specific Skills

- ◆ Identify and analyze the organizational structures and models of the Primary Care Health System
- ◆ Coordinate and dynamize team activities to optimize Primary Care
- ◆ Apply concepts of quality and continuous improvement in professional nursing practice
- ◆ Participate in the design and development of evidence-based clinical practice guidelines
- ◆ Evaluate and use of adverse event reporting systems for drugs and medical devices
- ◆ Apply specialized nursing care to patients with malnutrition, dehydration, eating disorders and related problems
- ◆ Apply protective and accident prevention measures to promote personal autonomy and prevent dependency
- ◆ Determine health risk factors and develop strategies to address specific problems prevalent in the community
- ◆ Assessing the quality of life of people taking into account the biological, psychological and social dimension
- ◆ Manage diagnostic and therapeutic procedures in urgent and emergency situations in Primary Care
- ◆ Manage the demand in mild acute processes, assuming new competences in Primary Care

05

Course Management

The faculty are highly qualified professionals, with extensive experience in both clinical practice and teaching. In fact, they include specialist nurses, health managers and academics, who will provide a comprehensive and up-to-date vision of the healthcare field. In addition to their academic specialization, they have participated in relevant research and led projects in Primary Care, which will enrich the teaching with practical cases and approaches based on the latest scientific evidence.





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Teachers will facilitate the integration of digital tools and innovative methodologies in nursing practice, ensuring you acquire competencies aligned with current demands”

Management



Dr. Sánchez Castro, Juan José Augusto

- Head of Primary Care Service at A Estrada Health Center
- Specialist in Family and Community Medicine in the Galician Health Service.
- Executive Director of Infomercados Financial Services
- Master's Degree in Business Valuation from Center for Financial Studies (CEF)
- Diploma in Health by the Ministry of Health and Consumption
- Degree in Medicine and Surgery from the University of Santiago de Compostela

Professors

Ms. Cobas Couto, Elvira

- ♦ Community Care Nurse Specialist
- ♦ Entrepreneurship consultant and coach
- ♦ Lecturer at the University of A Coruña
- ♦ Professional Master's Degree in Community Nursing from the University of A Coruña
- ♦ Professional Master's Degree in Research Methods in Health Sciences, University of Alcalá
- ♦ Degree in Nursing from the José Timoteo Montalvao Machado de Chaves School of Nursing

Ms. González López, Claudia

- ♦ Specialist Nurse in Mental Health
- ♦ Nurse at the Child Psychiatry Service CE Argüelles, Jiménez Díaz University Hospital Foundation
- ♦ FUDEN Inclusive Coordinator in the Research Department
- ♦ Teacher at University School of Nursing in Pontevedra
- ♦ Master in Health Care and Research at the University of A Coruña
- ♦ Diploma in Nursing from the University of Santiago de Compostela

Ms. Matalobos Luis, María Teresa

- ♦ Primary Care Nurse Specialist
- ♦ Coordinator of Service at A Estrada Health Center
- ♦ Degree in Nursing from the University of Santiago de Compostela

D. Negreira Rodríguez, Samuel

- ♦ Nurse Specialist with Human Resources orientation
- ♦ Occupational Nurse at Previlabor
- ♦ Company Nurse at NEXGRUP S.A.
- ♦ Nurse Assistant at Surgical Hospital Model of A Coruña
- ♦ Nurse Assistant at CUF Infante Santo Hospital of Lisboa
- ♦ Nurse Assistant at the Arquitecto Marcide Hospital Complex
- ♦ Master's Degree in Occupational Risk Prevention from the University of A Coruña
- ♦ Specialization in Occupational Safety, Hygiene, Ergonomics and Applied Psychosociology, European University Miguel de Cervantes
- ♦ Expert in management of technical guides of the "Healthy Company" and "Prevention Management OHSAS 18001" seals"
- ♦ Degree in Nursing in A Coruña University

D. Alcántara Espinosa, Jorge Miguel

- ♦ Biostatistics Specialist in Biostatnet
- ♦ Specialist in Biostatistics at the Santiago de Compostela Health Research Institute
- ♦ Nurse in Clinic Hospital of Santiago de Compostela
- ♦ Nurse at DomusVi Spain
- ♦ Master's Degree in Informatics and Biostatistics from the Oberta de Catalunya University
- ♦ Master's Degree in Big Data and e-health
- ♦ Degree in Nursing from the University of Cadiz

Ms. Doval Cajaraville, Patricia

- ◆ Work Nurse at Ibersys Seguridad y Salud S.L.
- ◆ Master's Degree in Occupational Risk Prevention from the Oberta de Vitoria University
- ◆ Grade in Nursing from the University of Santiago de Compostela

Ms. Fernández Melcón, Lucía

- ◆ Nurse in Clinic University Hospital of Santiago de Compostela
- ◆ Degree in Nursing, Pontifical University of Salamanca

Ms. Novegil Castro, Berta

- ◆ Primary Care Nurse Specialist
- ◆ Nurse in Galician Health Service
- ◆ Grade in Nursing from the University of Santiago de Compostela
- ◆ Superior Technician in Oral Health

Ms. Martín Ventoso, Carlota

- ◆ Primary Care Nurse Specialist
- ◆ Nurse in Galician Health Service
- ◆ Graduate in Nursing from University School of Nursing of Lugo

Ms. Neira Varela, Noemi

- ◆ Nurse in A Estrada Health Center
- ◆ Nurse in Galician Health Service
- ◆ Master's Degree in Oncology Nursing in Barcelona
- ◆ Graduate in Nursing at Povisa University School





Ms. López García, Salomé

- ◆ Resident in Family and Community Nursing at the Institut Català de la Salut
- ◆ Specialist Nurse in Family and Community Nursing
- ◆ Nurse at the Catalan Health Service
- ◆ Degree in Nursing from the University of Santiago de Compostela

Ms. Ruano Ginés, Teresa

- ◆ Manager of Care Company for Families with Children with Eating Disorders
- ◆ Nurse Assistant for the Public Health Agency Costa del Sol
- ◆ Specialist in Chronic Disease Management
- ◆ Master's Degree in Health Management
- ◆ Master's Degree in Coaching, Emotional Management and Mindfulness
- ◆ Degree in Nursing from the University of Cádiz

Dr. Sánchez Cernadas, Carmen

- ◆ Medical Specialist in Primary Care
- ◆ Physician at the Santiago University Hospital Center
- ◆ Expert in Transaminase Elevation in Patients with ANCA Vasculitis
- ◆ Graduate in Medicine from the University of Santiago de Compostela

06

Structure and Content

Nurses will delve into health systems planning and management, acquiring skills in care coordination and quality improvement. They will also delve into advanced clinical practice, including the assessment and management of acute and chronic diseases, as well as the use of specialized technologies and techniques. In addition, professionals will address health promotion and disease prevention at the community level, along with the study of the social determinants of health and the development of education and prevention programs.





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The contents of the Hybrid Professional Master's Degree in Nursing in Primary Care will cover a wide range of topics, designed to provide comprehensive and advanced specialization in the field”

Module 1. Planning, Organization and Management of Health Systems in Primary Care

- 1.1. Healthcare Systems
 - 1.1.1. Functions and Components of Health Systems
 - 1.1.2. Type of Healthcare Systems
 - 1.1.3. Comparison of Health Systems
 - 1.1.4. Health Systems
 - 1.1.5. Challenges of the European Union in Health
 - 1.1.6. Health System Challenges
- 1.2. Primary Care Health
 - 1.2.1. Definition of Primary Health Care (PHC)
 - 1.2.2. Attributes of PHC
 - 1.2.3. Structure of PHC in the SNS
 - 1.2.4. Primary Care Team
 - 1.2.5. PHC Service Portfolio
- 1.3. Leadership and Management of Primary Care Team
 - 1.3.1. The Primary Care Team
 - 1.3.2. Teamwork in Primary Care
 - 1.3.3. Strategic Management and Leadership
 - 1.3.4. Primary Care Team Management
 - 1.3.5. Pillars for a Change in the Primary Care Leadership Model
- 1.4. New Process Management Models
 - 1.4.1. Horizontal Versus Vertical Management
 - 1.4.2. Characteristics of Process Management
 - 1.4.3. Types of Processes
 - 1.4.4. Process Owners
 - 1.4.5. Cycle of Continuous Process Improvement
- 1.5. Quality of Care
 - 1.5.1. Concept of Quality
 - 1.5.2. Quality of Care
 - 1.5.3. Quality Management Systems
 - 1.5.4. Continuous Quality Improvement
 - 1.5.5. Quality Accreditation
- 1.6. Quality from the Patient's Perspective
 - 1.6.1. From Patient-Centered Care to Person-Centered Care
 - 1.6.2. Outcome and Experience Measurement Instruments: PREM, PROM
 - 1.6.3. How to Identify and Select the most Appropriate Measurement Instruments
 - 1.6.4. Shared Clinical Decision
- 1.7. Patient Safety in Primary Care
 - 1.7.1. Patient Safety Concept Map
 - 1.7.2. Key Concepts and Terminology
 - 1.7.3. Steps to Patient Safety in Primary Care
 - 1.7.4. Epidemiology of Adverse Events in Primary Care
 - 1.7.5. Theories and Models for Error Analysis
- 1.8. Clinical Management
 - 1.8.1. Concept and Fundamentals of Clinical Management
 - 1.8.2. Implementation Methodology
 - 1.8.3. Competency Management
 - 1.8.4. Application of Clinical Management in Primary Care from the Nursing Care Perspective
 - 1.8.5. Transformation of the Organizational and Management Model in Primary Care
- 1.9. Disruptive Innovation and Blue Ocean Strategies
 - 1.9.1. Blue Ocean Theory
 - 1.9.2. Application of the Blue Oceans Theory in Primary Care
 - 1.9.3. Application of Blue Ocean Theory to Primary Care
 - 1.9.4. Disruptive Innovation in the Health Care System and in Primary Care
 - 1.9.5. New Disruptive Roles and Skills in Primary Care
- 1.10. Primary Care of the Future
 - 1.10.1. Innovating in Primary Care Entry to Backbone
 - 1.10.2. Transforming the Front Door Model
 - 1.10.3. Integrated Local Health Micro-Systems
 - 1.10.4. Pillars of a Value-Oriented Primary Care of the Future

Module 2. Clinical and Advanced Nursing Methodology

- 2.1. Conceptual Nursing Models
 - 2.1.1. Introduction
 - 2.1.2. The Importance of Critical Thinking
 - 2.1.3. Classification of Models
 - 2.1.4. Theories in Nursing
- 2.2. Theories and Models of Nursing most Commonly Used in Primary Care Nursing Care Process
 - 2.2.1. Preliminary Considerations
 - 2.2.2. The Nursing Care Process (NCP)
 - 2.2.2. Brief History of the NCP
 - 2.2.3. Purpose and Properties of the NCP
 - 2.2.4. Stages of the NCP
- 2.3. Nursing Care Plan
 - 2.3.1. Concept and Structure
 - 2.3.2. Nursing Diagnoses, Outcome Criteria and Interventions
 - 2.3.3. Concept and Types of Taxonomy (NANDA, NIC, NOC)
 - 2.3.4. Collaborative or Independent Problems
- 2.4. Feeding and Nutrition: Concept and Differentiation
 - 2.4.1. Classification of Food
 - 2.4.2. Elaboration of Diets Therapeutic Diets
 - 2.4.3. Assessment and Nursing Care to People with Problems of Malnutrition, Dehydration, Anorexia, Bulimia, Obesity and Overweight
 - 2.4.4. Enteral and Parenteral Feeding: Indications, Contraindications, Types of Diets, Administration Techniques and Possible Complications.
 - 2.4.5. Nasogastric Catheterization, PEG Management and Care
- 2.5. Pharmacology
 - 2.5.1. General Classification of Medicines
 - 2.5.2. Use in the Home and Primary Care Setting
 - 2.5.3. Absorption and Elimination of Drugs
 - 2.5.4. Toxicity and Side Effects
 - 2.5.5. Pharmacovigilance
 - 2.5.6. Storage Conditions of Medicines
 - 2.5.7. Administration of Medicines Precautions Prior to Drug Administration Routes of Administration: Definition and Types Points of Choice, Techniques and most Frequent Problems Dose Calculation
 - 2.5.8. Polymedicated Patient Program
 - 2.5.9. Nurse Prescriptions
- 2.6. Clinical Bioethics and Decision Making Legal Regulation
 - 2.6.1. Concept, History and Evolution of Bioethics
 - 2.6.2. Professional Secrecy: Concept and Legal Regulation
 - 2.6.3. The Rights to Health Information, Privacy and Respect for Patient Autonomy Informed Consent
 - 2.6.4. Euthanasia
 - 2.6.5. Organ Transplantation
- 2.7. Clinical Interview and Care Relationship
 - 2.7.1. Communication and Interpersonal Skills and Techniques
 - 2.7.2. Clinical Interview
 - 2.7.3. Methods and Models of Behavior Change from PA
 - 2.7.4. Patient Empowerment The Expert Patient
- 2.8. Caring in Different Community Settings
 - 2.8.1. Home Visits
 - 2.8.2. School Nursing
 - 2.8.3. Occupational Nursing
 - 2.8.4. Nurses of Mind
- 2.9. Teaching and Education of Nursing Professionals
 - 2.9.1. Pedagogical Methods
 - 2.9.2. Transformational Pedagogy
 - 2.9.3. Mentoring
 - 2.9.4. Modeling of New Professionals

- 2.10. The Challenge of Building Care that aims at Excellence Integration of the Specialist Nurse
 - 2.10.1. Integration of the specialist nurse
 - 2.10.2. Advanced Practice Nurse in Primary Care
 - 2.10.3. New Challenges in Primary Care
 - 2.10.4. Advanced Practice in Primary Care

Module 3. Community Health Health Promotion

- 3.1. Health and Disease: Concept
 - 3.1.1. Health Demography Demographic Indicators and their Usefulness for the Work: Birth Rate, Fertility, Mortality, Migrations, Vegetative Growth
 - 3.1.2. Elements of Prioritization: Magnitude, Significance, Vulnerability and Cost
 - 3.1.3. Determinants of Health, Influence on Individual and Collective Health, Nursing Actions
 - 3.1.4. Health Promotion: Concept and Evidence
- 3.2. Theoretical Framework Salutogenesis and Health Assets
 - 3.2.1. Personal, Family and Community Health Assets
 - 3.2.2. Analysis of the Salutogenic Model
 - 3.2.3. Sense of Coherence
 - 3.2.4. An Asset-Based Model
- 3.3. Asset Mapping
 - 3.3.1. Theoretical Mapping of Health Assets
 - 3.3.2. Community Asset Mapping Methodology
 - 3.3.3. Design of Intervention Strategies based on the Identified Assets
 - 3.3.4. Analysis and Selection of Relevant Assets in the Community and in the Primary Health Care Setting
 - 3.3.5. Future Trends and Developments in the Use of Asset Mapping in Primary Care Nursing
- 3.4. Community Health Scope of Action and Functions
 - 3.4.1. Key Public and Community Health Concepts
 - 3.4.2. Main Lines of Action
 - 3.4.3. Locus and Levels of Community Action in Primary Care
 - 3.4.2. Roles and Responsibilities of Community Health Nursing in Primary Care
 - 3.4.5. Methodology for the Assessment of Health Needs in the Community
- 3.5. Health Promotion Strategy
 - 3.5.1. Guiding Profiles
 - 3.5.2. Strategic Lines of Action
 - 3.5.3. Main Lines of Action of the Strategy
 - 3.5.4. Interventions to Select
 - 3.5.5. Evidence on Health Promotion
- 3.6. Community-Oriented Primary Care
 - 3.6.1. Definition of Community-Oriented Primary Care
 - 3.6.2. Methodological Basis of Community-Oriented Primary Care
 - 3.6.3. Community Health Diagnosis
 - 3.6.4. Coordination between Primary Health Care and Public Health Care
 - 3.6.5. Local Health Network-Primary Care Network
- 3.7. Primary Care as the Backbone of Local Health Plans
 - 3.7.1. Conceptual Framework
 - 3.7.2. Diagnosis of the Situation
 - 3.7.3. General Strategic Plan
 - 3.7.4. Local Health Strategic Plan
 - 3.7.5. Local Integrated Health Network
- 3.8. Education for Health Citizen Empowerment
 - 3.8.1. Principles and Approaches to Empowerment-Centered Health Education
 - 3.8.2. Effective Communication and Teaching Skills in Nursing for Health Education
 - 3.8.3. Citizen Participation and Informed Decision Making
 - 3.8.4. Design and Development of Educational Materials to Promote Citizen Empowerment
- 3.9. Transforming Society through Salutogenic Care
 - 3.9.1. Transforming Society through Salutogenic Care
 - 3.9.2. Advanced Practice Nursing in Community Care
 - 3.9.3. Empowerment of People
 - 3.9.4. Holistic Approach of Care

Module 4. Disease Prevention

- 4.1. Disease Prevention
 - 4.1.1. Levels of Prevention
 - 4.1.2. Factors of Risk in the different Stages of Life
 - 4.1.3. Childhood
 - 4.1.4. Youth
- 4.2. Preventive Activities in Childhood and Adolescence
 - 4.2.1. Child Health Plan
 - 4.2.2. Breastfeeding in Primary Care
 - 4.2.3. Promotion of Physical Activity
 - 4.2.4. Prevention of Traffic Accident Injuries
 - 4.2.5. Major Depression Screening
- 4.3. Lifestyle Recommendations
 - 4.3.1. Introduction
 - 4.3.2. Tobacco
 - 4.3.3. Alcohol
 - 4.3.4. Feeding
 - 4.3.5. Physical Activity
 - 4.3.6. Traffic Accidents: Drugs and Driving Elderly People and Driving
- 4.4. Cancer Prevention Recommendations
 - 4.4.1. Introduction
 - 4.4.2. Primary Prevention
 - 4.4.3. Secondary Prevention
 - 4.4.4. Early Detection
 - 4.4.5. Recommendations According to Types of Cancer
- 4.5. Prevention of Infectious Diseases
 - 4.5.1. General Recommendations
 - 4.5.2. General Rules for Administration
 - 4.5.3. Vaccination Calendar
 - 4.5.4. Women, Childbearing Age and Pregnancy
 - 4.5.5. Vaccination in Immunocompromised Patients
 - 4.5.6. Vaccination in Travelers
 - 4.5.7. MMR Vaccination
 - 4.5.8. Varicella Zoster Vaccination
 - 4.5.9. Viral Hepatitis Vaccination
 - 4.5.10. Human Papillomavirus Vaccine
 - 4.5.11. DPT vaccination
 - 4.5.12. Influenza Vaccination
 - 4.5.13. Pneumococcal Vaccination
 - 4.5.14. Meningococcal Vaccination
 - 4.5.15. COVID-19 Vaccination
- 4.6. Cardiovascular Preventive Recommendations
 - 4.6.1. Epidemiological Review
 - 4.6.2. Cardiovascular Risk Factors
 - 4.6.3. Arterial Hypertension
 - 4.6.4. Diabetes Mellitus
 - 4.6.5. Dyslipemia
 - 4.6.6. Atrial Fibrillation
- 4.7. Preventive Activities in Women
 - 4.7.1. Pregnancy
 - 4.7.2. Contraception
 - 4.7.3. Menopause

- 4.8. Preventive Activities in Mental Health
 - 4.8.1. Prevention of Mental Health Disorders in Primary Care
 - 4.8.2. What do we Mean by Mental Health?
 - 4.8.3. Promotion and Prevention of Mental Health
 - 4.8.4. Actions for the Promotion and Prevention of Mental Health
 - 4.8.5. Actions for the Promotion and Prevention of Mental Health during Pregnancy
 - 4.8.6. Mental Health Promotion for Women and Children during the Postpartum Period
 - 4.8.7. Prevention and Promotion of Mental Health in School-Age Children
 - 4.8.8. Prevention and Promotion of Mental Health in Children with Parents with Psychiatric Disease
 - 4.8.9. Prevention and Promotion of Mental Health in the Event of the Possible Loss of a Family Member or Close Relative
 - 4.8.10. Prevention and Promotion of Mental Health in the Face of Retirement
 - 4.9. Preventive Activities in the Elderly
 - 4.9.1. Walking Aids
 - 4.9.2. Malnutrition in the Elderly
 - 4.9.3. Prevention of Social Isolation
 - 4.9.4. Depression in the Elderly
 - 4.9.5. Detection and Management of the Frail Elderly Person in Primary Care
 - 4.9.6. Cognitive Impairment and Dementia
 - 4.10. Prevention of Occupational Hazards in Nursing
 - 4.10.1. Identification and Evaluation of Specific Occupational Hazards in Primary Care Nursing
 - 4.10.2. Biological Risk Prevention and Control Measures in Nursing Practice
 - 4.10.3. Ergonomics and Prevention of Musculoskeletal Injuries in Nursing Work
 - 4.10.4. Prevention of Risks Related to the Handling of Loads and Patient Mobilization
 - 5.2. Nursing Assessment and Care of Patients with Infectious Diseases
 - 5.2.1. Viral Hepatitis
 - 5.2.2. Tuberculosis
 - 5.2.3. HIV- AIDS
 - 5.2.4. Meningitis
 - 5.2.5. Sexually Transmitted Diseases (STDs)
 - 5.2.6. Other Infectious Diseases
 - 5.2.7. Infectious Diseases Nursing Care and Techniques
 - 5.3. Nursing Assessment and Care of the Sick Child
 - 5.3.1. Acute Respiratory Failure
 - 5.3.2. Acute Gastrointestinal Problems
 - 5.3.3. Dehydration
 - 5.3.4. Convulsive Seizures
 - 5.3.5. Other Frequent Problems
 - 5.3.6. Nursing Procedures and Techniques
 - 5.4. Nursing Assessment and Care of the Surgical Patient in Primary Care
 - 5.4.1. Pre Surgery
 - 5.4.2. Post-Surgery
 - 5.4.3. Nursing Procedures
 - 5.4.4. Drains, Dressings and Other Techniques
 - 5.5. Nursing Assessment and Care in Chronic and Acute Wounds
 - 5.5.1. Concept
 - 5.5.2. Classification
 - 5.5.3. Acute Wounds
 - 5.5.4. Chronic Wounds with Risk Assessment Scales, Registers, Prevention and Treatment Measures
 - 5.6. Minor Surgery in Primary Care
 - 5.6.1. Nursing Skills in Minor Surgery
 - 5.6.2. Wound Healing
 - 5.6.3. Surgical Instruments
 - 5.6.4. Wound Repair
 - 5.6.5. Diagnostic Surgical Procedures
 - 5.6.6. Therapeutic Surgical Procedures
 - 5.6.7. Destructive Procedures of Skin Lesions
 - 5.6.8. Standardized Care Plans
- Module 5. Acute Illness Care**
- 5.1. Emergency Rooms and First-Aid Kits
 - 5.1.1. Organizational Aspects of the Emergency Room
 - 5.1.2. Adequate Provisioning of Emergency Medicine Cabinets
 - 5.1.3. Warning Kits
 - 5.1.4. Structured Triage
 - 5.1.5. Triage in Accidents with Multiple Victims

- 5.7. Care in Emergencies and Catastrophes Emergencies: Concept
 - 5.7.1. Concepts of Catastrophe and Emergency
 - 5.7.2. Differences between Catastrophe and Emergency
 - 5.7.3. Concept of Accident with Multiple Victims
 - 5.7.4. Sanitary Action in Catastrophes
 - 5.7.4.1. In situ
 - 5.7.4.2. Areas of Activity
 - 5.7.4.3. Triage
- 5.8. Nursing Assessment and Care of Acute Health Problems
 - 5.8.1. Psychomotor Agitation
 - 5.8.2. Aggression
 - 5.8.3. Asthma
 - 5.8.4. Seizures
 - 5.8.5. Dyspnea Shortness of Breath
 - 5.8.6. Severe Abdominal Pain
 - 5.8.7. Severe Headache
 - 5.8.8. Chest Pain
 - 5.8.9. High Fever
 - 5.8.10. Intense Dizziness
 - 5.8.11. Palpitations
 - 5.8.12. Allergic Reaction to Sting
 - 5.8.13. Acute Urinary Retention
 - 5.8.14. Digestive Bleeding
 - 5.8.15. Syncope
- 5.9. Nursing Assessment and Care in Critical Situations
 - 5.9.1. Polytraumatized
 - 5.9.2. Burns
 - 5.9.3. Shock
 - 5.9.4. Intoxications
 - 5.9.5. Time-Dependent Pathologies
 - 5.9.5.1. Code Stroke
 - 5.9.5.2. Code Sepsis
 - 5.9.5.3. Asystole Donor Code
 - 5.9.5.4. The Heart Attack Code
 - 5.9.6. Cardiorespiratory Arrest: Definitions and Measures of Action Basic and Advanced Cardiopulmonary Resuscitation
- 5.10. Care in Mild Acute Processes
 - 5.10.1. Oral Thrush
 - 5.10.2. Emergency Contraception
 - 5.10.3. Burns
 - 5.10.4. Anxiety Attack
 - 5.10.5. Diarrhea
 - 5.10.6. Elevation of BP
 - 5.10.7. Epistaxis
 - 5.10.8. Wound
 - 5.10.9. Herpes
 - 5.10.10. Sore Throat
 - 5.10.11. Discomfort when Urinating
 - 5.10.12. Animal Bite
 - 5.10.13. Pink Eye
 - 5.10.14. Allergic Reaction to Insect Bites
 - 5.10.15. Cold
 - 5.10.16. Cold sore

Module 6. Chronic Illness Care Nursing Techniques and Procedures

- 6.1. Psychology in Primary Care
 - 6.1.1. Depression
 - 6.1.2. Anxiety
 - 6.1.3. Stress.
 - 6.1.4. Sleep Disorders
- 6.2. Nursing Assessment and Care of People with Chronic Cardiovascular Problems
 - 6.2.1. Heart Failure
 - 6.2.2. High Blood Pressure Standardized Nursing Processes in Patients with Hypertension
 - 6.2.3. Nursing Procedures and Techniques ECG MAP and AMPA.INR. Ankle Arm Vascular and Peripheral Accesses EASI Monitoring System
 - 6.2.4. Electrical Cardioversion Pacemaker Defibrillators
- 6.3. Nursing Assessment and Care of People with Endocrinological Problems
 - 6.3.1. Diabetes Self Control Feeding in Diabetic Patients Other Problems: Dyslipemia Thyroid Disease Obesity
 - 6.3.2. Hypoglycemic Treatment and Insulins
 - 6.3.3. Standardized Nursing Processes in Patients with Diabetes
 - 6.3.4. Examination and Care of Diabetic Foot
 - 6.3.5. Retinography
- 6.4. Nursing Assessment and Care of People with Chronic Respiratory Problems
 - 6.4.1. Acute Chronic Obstructive Pulmonary Disease (COPD) Standardized Nursing Processes in Patients with Hypertension
 - 6.4.2. Asthma
 - 6.4.3. Nursing Procedures: Pulse Oximetry, Spirometry, Bronchodilator Test, Arterial Blood Gases, Cooximetry, Oxygen Therapy and Other Techniques.
 - 6.4.4. Handling of Inhalers, Aerosol Therapy
 - 6.4.5. Respiratory Rehabilitation
- 6.5. Nursing Assessment and Care of People with Chronic Neurological Problems
 - 6.5.1. Stroke
 - 6.5.2. Epilepsy
 - 6.5.3. Cognitive Impairment
 - 6.5.4. Dementia
 - 6.5.5. Parkinson's Disease
- 6.6. Nursing Assessment and Care of People with Renal System Problems
 - 6.6.1. Main Renal and Urological Problems Nursing Procedures and Techniques
 - 6.6.2. Bladder Catheterization: Concept, Indications and Contraindications
 - 6.6.3. Management of Bladder Catheterization in the Family and Community Setting
- 6.7. Nursing Assessment and Care of People with Problems in the Musculoskeletal System
 - 6.7.1. Main Problems of the Locomotor System
 - 6.7.2. Bandages
 - 6.7.3. Immobilizations
 - 6.7.4. Other Techniques
- 6.8. Nursing Assessment and Care of People with Gastrointestinal Problems
 - 6.8.1. Main Digestive Problems
 - 6.8.2. Nursing Procedures and Techniques in the Management of Ostomies
 - 6.8.3. Digestive Probes
 - 6.8.4. Enemas and Irrigations
 - 6.8.5. Rectal Touch
 - 6.8.6. Fecaloma Removal
 - 6.8.7. Abdominal Paracentesis
- 6.9. Nursing Assessment and Care of People with Oncological Problems Nursing Procedures and Techniques
 - 6.9.1. Antineoplastic Drugs: Classification and Side Effects
 - 6.9.2. Adjuvant Drugs
 - 6.9.3. Handling of Cytostatic Drugs in Primary Care, Reservoirs and Infusers
 - 6.9.4. Emotional Support to Patients and Relatives
- 6.10. Nursing Assessment and Care in Patients with Infectious Disease Processes
 - 6.10.1. Hepatitis
 - 6.10.2. Tuberculosis
 - 6.10.3. AIDS
 - 6.10.4. Meningitis
 - 6.10.5. Sexually Transmitted Diseases (STDs)
 - 6.10.6. Nursing Procedures and Techniques: Blood Culture Urine Culture Stool Culture Prevention and Control Measures



Module 7. Complex and Advanced Chronicity Fragility and Social and Health Care Model

- 7.1. The Challenge of Complex Chronicity
 - 7.1.1. Justification
 - 7.1.2. Conceptual Principles
 - 7.1.3. Vertical, Horizontal and Triple Integration
 - 7.1.4. New Principles
- 7.2. Conceptual Bases of Chronicity and Dependence
 - 7.2.1. Multimorbidity as a Heterogeneous and Prevalent Reality
 - 7.2.2. Frailty as a Cross-Cutting Concept in the Assessment of the Elderly and/or People with Chronic Health Problems
 - 7.2.3. People with Complex Health Needs
 - 7.2.4. People with Advanced Complexity and Palliative Care Needs
- 7.3. Chronicity Care Models
 - 7.3.1. Chronic Care Model
 - 7.3.2. Expanded CCM
 - 7.3.3. Innovative Care for Chronic Diseases
 - 7.3.4. Guided Care Model
 - 7.3.5. Kaiser Permanente Population Stratifiers
- 7.4. Evaluative Frameworks for the Redesign of Health Systems From the Triple to the Quintuple Goal
 - 7.4.1. Value-Oriented Integrated Evaluation
 - 7.4.2. Influence of Chronicity on Health Systems
 - 7.4.3. Triple Goal
 - 7.4.4. Quadruple Goal
 - 7.4.5. Quintuple Goal
- 7.5. Socio-Health Model
 - 7.5.1. Socio-Demographic Context
 - 7.5.2. Organizational Context
 - 7.5.3. New Challenges
 - 7.5.4. Emerging Visions

- 7.6. Nurse Case Manager Model The Community Nurse Manager
 - 7.6.1. Theoretical Framework
 - 7.6.2. Definitions
 - 7.6.3. Justification
 - 7.6.4. Basic Elements of Case Management
 - 7.6.5. Challenges of Case Management
- 7.7. Comprehensive Geriatric Assessment
 - 7.7.1. Clinical Assessment Pluripathology
 - 7.7.2. Assessment of the Functional Sphere
 - 7.7.3. Cognitive Assessment
 - 7.7.4. Assessment of Therapeutic Adherence and Polymedication
 - 7.7.5. Affective Assessment
 - 7.7.6. Social Appraisal
 - 7.7.7. Nutritional Assessment
- 7.8. Geriatric Syndromes
 - 7.8.1. Geriatric Syndromes
 - 7.8.2. Immobility
 - 7.8.3. Acute Confusional Syndrome
 - 7.8.4. Falls
 - 7.8.5. Urinary Incontinence
 - 7.8.6. Undernourishment
 - 7.8.7. Insomnia
 - 7.8.8. Mild Cognitive Impairment
- 7.9. Nursing Assessment and Care of People with Palliative Care
 - 7.9.1. Introduction to Palliative Care
 - 7.9.2. Terminal Criteria
 - 7.9.3. Complexity Criteria
 - 7.9.4. Care of Patients at Home
 - 7.9.5. Subcutaneous Route
 - 7.9.6. Palliative Care Communication

- 7.10. How to Develop a Person-Centered Model to Address Chronicity
 - 7.10.1. Identification of the Complex Chronic Patient
 - 7.10.2. Multidimensional Assessment
 - 7.10.3. Situational Diagnosis
 - 7.10.4. Shared Individualized Intervention Plan (SIIP)
 - 7.10.5. Active and Continuous Monitoring Plan

Module 8. Life Cycle Family Approach and Social Determinants

- 8.1. Nursing Assessment and Care of the Healthy Child from 0 to 14 Years of Age
 - 8.1.1. "Healthy Child Program" Metabolic Testing Stages of Child Development
 - 8.1.2. Developmental and Growth Parameters Developmental Response Health Promotion Measures in the Different Stages: Hygiene, Feeding, Nutrition and Dentition
 - 8.1.3. Oral Hygiene and Health: Caries Prevention
 - 8.1.4. Prevention of Infant Accidents Detection of Abuse
- 8.2. Adolescent and Family Care
 - 8.2.1. Promotion of Adolescent Health from the Biological, Psychological and Social Aspects, Both Individually and as a Group and in the Community
 - 8.2.2. Detection of Possible Difficulties in Sexual Development
 - 8.2.3. Eating Disorders and Body Image, Antisocial Behavior, Violence and Abuse, Alcohol and Tobacco Consumption, Drug Dependence Non-Substance Addictions Gender Identity
 - 8.2.4. Effective Family Coping with Risk Situations (Pregnancy, Drug Addiction, Violence)
- 8.3. Nursing Care of Women
 - 8.3.1. Health Promotion in the Different Stages of the Life Cycle Climacteric
 - 8.3.2. Sexual, Reproductive and Gender Health: Sex Education Reproduction Contraceptive Methods Voluntary Termination of Pregnancy
 - 8.3.3. Nursing Assessment and Care of the Pregnant Woman: Physiological Changes Maternal Education
 - 8.3.4. Nursing assessment and care of the pregnant woman: physiological changes. Maternal Education. Common Problems During Pregnancy
 - 8.3.5. Nursing Assessment and Care of the Pregnant Woman: Physiological and Psychological Changes Natural Lactation

- 8.4. Nursing Assessment and Care in the Elderly Patient
 - 8.4.1. Introduction
 - 8.4.2. Main Changes in the Aging Process
 - 8.4.3. Prevention of Accidents Dietary Habits Self-Care
 - 8.4.4. Main Problems
 - 8.4.5. Assessment of the Family and Social Situation
- 8.5. Attention to Families: the Family, Structure, Dynamics, Types and Family Life Cycle
 - 8.5.1. Concept and Strategy of Family Intervention
 - 8.5.2. Programs for Health Promotion and Prevention of Family Problems
 - 8.5.3. The Family as a Health Manager
 - 8.5.4. Family Assessment Instruments: Genogram, Specific Questionnaires (Family APGAR, Social Support, Stressful Life Events)
- 8.6. Instruments for Family Approach
 - 8.6.1. Family Counseling
 - 8.6.2. Interventions with Families in Crisis Situations: Bereavement, Members with Addictive Behaviors, Mental Illness, End of Life, Arrival of New Members, Couple Relationships, etc.
 - 8.6.3. Housing as a Space of Coexistence and Health Conditioning Factor
 - 8.6.4. Detection of Intrafamilial Violence and Intervention
 - 8.6.5. Positive Parenting
- 8.7. Nursing Assessment and Care for People with Disabilities and Special Needs
 - 8.7.1. Introduction
 - 8.7.2. Care for People with Special Needs
 - 8.7.3. Care for People with Mental Health Problems
 - 8.7.4. Mobility
 - 8.7.5. Postural Care
- 8.8. Nursing Assessment and Care of Culturally Diverse, Transcultural Persons
 - 8.8.1. The Migratory Phenomenon
 - 8.8.2. Family Care
 - 8.8.3. Community Care
 - 8.8.4. Transculturality

- 8.9. Care for Building Healthy Families
 - 8.9.1. Age-Appropriate Eating Habits
 - 8.9.2. Age-Appropriate Physical Activity
 - 8.9.3. Adolescent Support
 - 8.9.4. Open and Respectful Communication
- 8.10. Care to Build Resilient Families (Education for an Emotionally Secure Lifestyle)
 - 8.10.1. Assessment of Risk and Protective Factors
 - 8.10.2. Emotional and Psychological Support
 - 8.10.3. Promotion of Coping Skills
 - 8.10.4. Promotion of Effective Communication

Module 9. Regulations Epidemiology and Research in Primary Care

- 9.1. Protection of Healthcare Data
 - 9.1.1. Applicable Laws
 - 9.1.2. Legal Principles
 - 9.1.3. Management of Patients' Rights
 - 9.1.4. Practical Application of Legal Principles
- 9.2. Hygiene in Healthcare Facilities
 - 9.2.1. General Concepts
 - 9.2.2. Disinfectants and Antiseptics
 - 9.2.3. Sterilization: Procedures Preparation and Types of Material to Sterilize, Sterilization Methods
 - 9.2.4. Handling and Preservation of Sterile Goods
 - 9.2.5. Sanitary Waste Management
- 9.3. Research Methodology
 - 9.3.1. Scientific Knowledge
 - 9.3.2. Types of Research
 - 9.3.3. Bibliographical References
 - 9.3.4. International Rules on Vancouver and APA
- 9.4. Evidence-Based Nursing
 - 9.4.1. Concept and Background of Evidence-Based Nursing
 - 9.4.2. Elements of Evidence-Based Practice
 - 9.4.3. Stages of Scientific Evidence
 - 9.4.4. Applied Research: Analytical and Descriptive Studies Used

- 9.5. Sources of Information and Searches
 - 9.5.1. Document Sources
 - 9.5.2. Scientific Journals
 - 9.5.3. Database
 - 9.5.4. Meta Search Engines
 - 9.5.5. Bibliographic Review
- 9.6. Biostatistics
 - 9.6.1. Types of Variables
 - 9.6.2. Descriptive Statistics
 - 9.6.3. Inferential or Analytical Statistics
 - 9.6.4. Frequency Measurement
 - 9.6.5. Association Measures
 - 9.6.6. Impact Measures
 - 9.6.7. Validity and Reliability
 - 9.6.8. Sensitivity and Specificity
- 9.7. Epidemiological Approach to Health Problems
 - 9.7.1. Concept of Epidemiology
 - 9.7.2. Applications of Epidemiology
 - 9.7.3. Measurement of Epidemiological Phenomena
 - 9.7.4. Stages of the Epidemiological Method
 - 9.7.5. Classification of Epidemiological Studies
 - 9.7.6. Types of Epidemiological Studies
 - 9.7.6.1. Observational Descriptive Studies: Case Study Cross-Sectional Studies Correlation Studies
 - 9.7.6.2. Analytical Observational Studies: Prospective and Retrospective Cohorts, Cases and Controls
 - 9.7.6.3. Experimental Intervention Studies: Randomized Clinical Trial Crossover Clinical Trial, Randomized and Non-Randomized Community Trial
- 9.8. Methodology Structure of a Scientific Assignments
 - 9.8.1. Conceptual Phase
 - 9.8.2. Design and Planning Phase (Methodological)
 - 9.8.3. Empirical Phase
 - 9.8.4. Analytical Phase
 - 9.8.5. Diffusion Phase

- 9.9. Methods and Approach of Research in Nursing.
 - 9.9.1. Differences between Qualitative and Quantitative
 - 9.9.2. Qualitative Research: Types of Studies Data Collection Techniques Analysis and Interpretation in Qualitative Research
 - 9.9.3. Quantitative Research
 - 9.9.4. The Sample and the Study Population
 - 9.9.5. Errors and Biases
- 9.10. Validity of Diagnostic Methods
 - 9.10.1. Validity of Tests
 - 9.10.2. Reliability of Tests
 - 9.10.3. Sensitivity and Specificity
 - 9.10.4. ROC Curve
 - 9.10.5. Predictive Values
 - 9.10.6. Probability Ratios

Module 10. Advances in the Digital Health System

- 10.1. Digital Health
 - 10.1.1. E-Health
 - 10.1.2. The Digitization of Healthcare and Healthcare Companies
 - 10.1.3. Digitization of Primary Care
 - 10.1.4. Electronic Medical Records
 - 10.1.5. Big Data in Health
- 10.2. Telemedicine and Telehealth
 - 10.2.1. Telemedicine
 - 10.2.2. Technological Advances in Telemedicine
 - 10.2.3. Advantages and Challenges and Applications of Telemedicine
 - 10.2.4. The Challenge of Caring in a Technified Scenario
- 10.3. Computer Applications at the Service of Caregiving
 - 10.3.1. Computer Applications at the Service of Caregiving
 - 10.3.2. Alert and Reminder Systems
 - 10.3.3. Remote Patient Monitoring
 - 10.3.4. Implications for Patient Education and Empowerment

- 10.4. The Internet of Things in Healthcare Sensors and Smart Devices for Primary Care Use
 - 10.4.1. Intelligent Drug Management
 - 10.4.2. The IoT
 - 10.4.3. Smart Health Centers
 - 10.4.4. Sensors and Smart Devices for Primary Care Use
- 10.5. Artificial Intelligence-Based Health Care Implications for Primary Care Nursing Professionals
 - 10.5.1. Artificial Intelligence-Assisted Health Care
 - 10.5.2. Predictive and Preventive Medicine
 - 10.5.3. Chatbots and Virtual Assistants in Health
 - 10.5.4. Implications for Primary Care Nursing Professionals
- 10.6. Robotics and Nursing in Primary Care
 - 10.6.1. Concepts
 - 10.6.2. Application
 - 10.6.3. Advantages
 - 10.6.4. Challenges
- 10.7. New Approaches to Care Delivery: Value-Based Care and Personalized Care
 - 10.7.1. Value-Based Care
 - 10.7.2. Personalized Care
 - 10.7.3. Value-Based Concept
 - 10.7.4. Evaluation Methods
- 10.8. Caring in the Digital, Technologized, Robotized and AI-Based Era The Challenge of Humanization
 - 10.8.1. Patient-Centered Care
 - 10.8.2. IA
 - 10.8.3. Therapeutic Relationship
 - 10.8.4. Education in the Digital Era
- 10.9. E-Learning New Technologies Applied to Health Education and to Teaching
 - 10.9.1. *E-Learning*
 - 10.9.2. New Technologies Applied to Health Education
 - 10.9.3. New Technologies Applied to Teaching
 - 10.9.4. Design of Online Courses
- 10.10. Innovation in Primary Care
 - 10.10.1. Innovating in Primary Care
 - 10.10.2. New Roles for a New Nursing
 - 10.10.3. Innovative Models of Care Primary Care
 - 10.10.4. Personalized Medicine in Primary Care



You will acquire advanced and specialized knowledge, providing more effective and personalized care in the community setting, thanks to an extensive library of innovative multimedia resources”

07

Clinical Internship

After passing the online theoretical period, the program includes a Internship Program period in a reference clinical center. In this sense, students will have at their disposal the support of a tutor who will accompany them throughout the process, both in the preparation and in the development of the clinical internship.





“

The internships of the Hybrid Professional Master's Degree will offer you a crucial experience to apply and consolidate the knowledge acquired in the classroom in real health care contexts”

The Internship Program period of this Primary Care Nursing program consists of a practical clinical stay, lasting 3 weeks, from Monday to Friday and with 8 consecutive hours of practical specialization, always together with an associate specialist. This stay will allow graduates to see real patients alongside a team of reference professionals in the area of Primary Care, applying the most innovative procedures and planning the latest generation of therapy for each pathology.

In this internship proposal, completely practical in nature, the activities are aimed at developing and perfecting the skills necessary for the provision of healthcare in areas and conditions that require a high level of qualification, and which are oriented to the specific knowledge for the exercise of the activity, in a safe environment for the patient and a high professional performance. This is undoubtedly an opportunity to learn by working.

The practical teaching will be carried out with the accompaniment and guidance of the professors and other fellow students who facilitate teamwork and multidisciplinary integration as transversal skills for medical practice (learning to be and learning to relate).





The procedures described below will be the basis of the specialization, and their realization will be subject to the center's own availability, its usual activity and workload, the proposed activities being the following:

| Module | Practical Activity |
|--|--|
| Assistance Area | Assess the health status of individuals, families and groups |
| | Elaborate personalized care plans in Primary Care |
| | Administer medical treatments under supervision and monitor the patient's evolution |
| | Perform Nursing interventions in emergency or urgent situations |
| Education and Health Promotion | Design and implement health education programs for the community |
| | Inform and advise patients and families about healthy habits and disease prevention |
| | Collaborate in health promotion campaigns at the community level |
| | Conduct self-care and chronic disease management workshops |
| Management and Coordination | Collaborate in the planning and management of resources in primary care centers |
| | Coordinate with other health professionals to ensure a comprehensive approach in patient care |
| | Monitor and evaluate compliance with care protocols in their area of work |
| | Participate in the management of public health programs at the community level |
| Research and Continuous Improvement | Apply the best available scientific evidence in clinical practice |
| | Participate in research projects focused on the improvement of care in Primary Care |
| | Identify areas of improvement in care protocols and propose evidence-based solutions |
| | Collaborate in the dissemination of new knowledge and technological advances in the field of nursing |

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the students and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical training period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Professional Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

08

Where Can I Do the Clinical Internship?

This Hybrid Professional Master's Degree includes in its itinerary a practical stay in a prestigious clinical center, where students will put into practice everything they have learned in the field of Nursing in Primary Care. In this sense, and in order to bring this program closer to more professionals, TECH will offer professionals the opportunity to take it in different hospitals around the country. In this way, this institution strengthens its commitment to quality and affordable education for all.





“

The internship program will encourage critical reflection and the adaptation of evidence-based strategies, offering comprehensive, patient-centered care aligned with the best practices in the sector”



The student will be able to complete the practical part of this Hybrid Professional Master's Degree at the following centers:



Nursing

Residencia Alkama

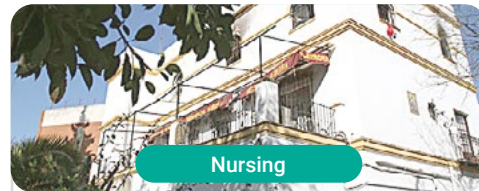
| | |
|---------|---------|
| Country | City |
| Spain | Seville |

Address: c/ Poetisa Mariquita Fuentes, nº 2

Residential care and support for the elderly

Related internship programs:

- Nursing in Primary Care
- Psychogeriatrics



Nursing

Residencia Aurora

| | |
|---------|---------|
| Country | City |
| Spain | Seville |

Address: C/ Marqués del Nervión, 98, A, 41005 Sevilla

The Aurora Residence in Seville is a cozy home adapted to the needs of the elderly

Related internship programs:

- Nursing in Primary Care
- Psychogeriatrics



Nursing

Residencia De Mayores Ntro. Padre Jesús Del Gran Poder

| | |
|---------|---------|
| Country | City |
| Spain | Seville |

Address: C/ José Álvarez, 42 Sanlúcar la Mayor

Social and health care residence for the elderly

Related internship programs:

- Nursing in Primary Care
- Geriatric Nursing



Nursing

Residencia tercera edad Acorán

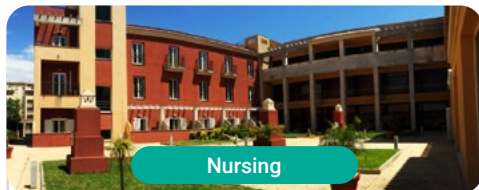
| | |
|---------|------------------------|
| Country | City |
| Spain | Santa Cruz de Tenerife |

Address: Calle Mayantigo, nº 4, Urb. Acorán

Support and assistance residence for the elderly

Related internship programs:

- Geriatric Nursing
- Nursing in Primary Care



Nursing

Centro Residencial Puerto Luz resort

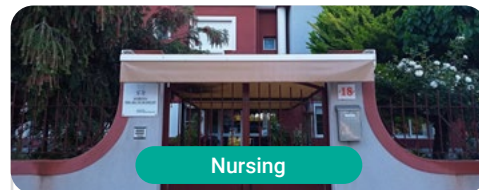
| | |
|---------|-------|
| Country | City |
| Spain | Cadiz |

Address: Av. Río San Pedro, 14, El Puerto de Sta María

Residential care and support for the elderly

Related internship programs:

- Geriatric Nursing
- Nursing in Primary Care



Nursing

Residencia Nuestra Señora de Los Ángeles

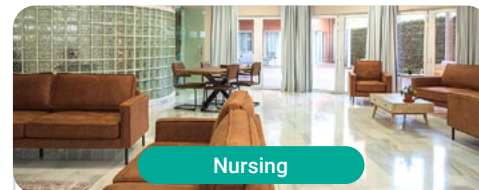
| | |
|---------|--------|
| Country | City |
| Spain | Murcia |

Address: Calle Isla Sa Torreta, 18 - bajo

It is a residence that provides care services to dependent persons on a private basis by appointment

Related internship programs:

- Nursing in Primary Care
- Hospital Pharmacy



Nursing

Residencia Virgen de la Salud Alcantarilla

| | |
|---------|--------|
| Country | City |
| Spain | Murcia |

Address: C/ San Fernando, 10 30820 Alcantarilla

Nursing home management

Related internship programs:

- Geriatric Nursing
- Diagnosis in Physiotherapy



Nursing

Clínica CENTRO

| | |
|---------|--------|
| Country | City |
| Spain | Madrid |

Address: Avda. Ventisquero de la Condesa 42, 28035 Madrid

General Hospital founded by the prestigious surgeon and researcher Pedro Guillén

Related internship programs:

- Nursing in Primary Care
- Esthetic Nursing



Nursing

Clínica CENTRO II

Country City
Spain Madrid

Address: Avenida del Ventisquero de la Condesa 48, 28035, Madrid

Clinic that aims to provide advanced and specialized medical care

Related internship programs:
-Nursing in Primary Care
Esthetic Nursing



Nursing

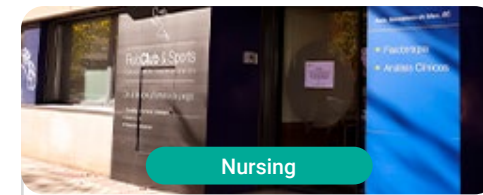
Clínica CENTRO III

Country City
Spain Madrid

Address: C. de la Costa Brava, 36, Fuencarral-El Pardo, 28034, Madrid

Clinic that aims to provide advanced and specialized medical care

Related internship programs:
-Nursing in Primary Care
Esthetic Nursing



Nursing

Fisioclub & Sports

Country City
Spain Madrid

Address: Av. del Monasterio de Silos, 85, 28049, Madrid

Clinic that aims to provide advanced and specialized medical care

Related internship programs:
-Nursing in Primary Care



Nursing

Fisioterapia Centro

Country City
Spain Madrid

Address: Av. Ventisquero de la Condesa, 42, 28035, Madrid

Clinic that aims to provide advanced and specialized medical care

Related internship programs:
-Nursing in Primary Care



Nursing

Fisioterapia Centro Pozuelo

Country City
Spain Madrid

Address: C. de París, 428224, Pozuelo de Alarcón, Madrid

Clinic that aims to provide advanced and specialized medical care

Related internship programs:
-Nursing in Primary Care

09

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 Nursing School we use the Case Method

In a given situation, what should a professional do? 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. Nurses learn better, faster, and more sustainably over time.

With TECH, nurses can experience a learning methodology 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, in an attempt to recreate the real conditions in professional nursing 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. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
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 case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.



The nurse will learn through real cases and by solving 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 we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. 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 really 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.



Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, 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 them as many times as you want.



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 suggesting that observing third-party experts can be useful.

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.



10 Certificate

The Hybrid Professional Master's Degree in Nursing in Primary Care guarantees students, in addition to the most rigorous and up-to-date education, access to a Hybrid Professional Master's Degree issued by TECH Global University.



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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 **Hybrid Professional Master's Degree diploma in nursing 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.

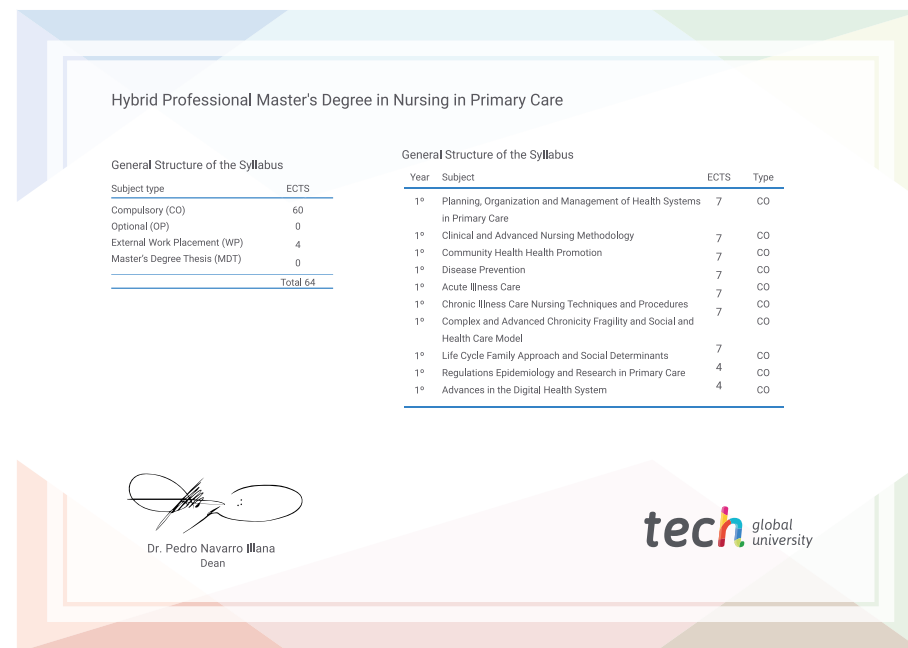
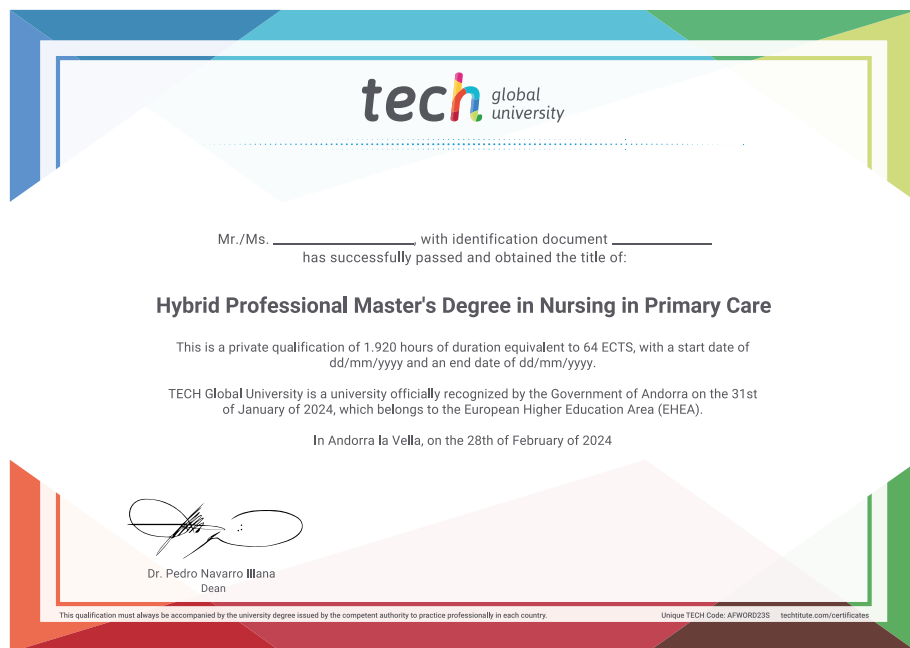
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Hybrid Professional Master's Degree in Nursing in Primary Care**

Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Credits: **60 + 4 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
online development languages
classroom



Hybrid Professional Master's Degree Nursing in Primary Care

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Hybrid Professional Master's Degree Nursing in Primary Care

