

Professional Master's Degree Hospital Nursing



Professional Master's Degree Hospital Nursing

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/nursing/professional-master-degree/master-hospital-nursing

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01

Introduction

The context of hospital work is undoubtedly changing and complex. This environment requires professionals who are trained to provide an effective and efficient response not only to the needs of the sector itself, but also to the specific requirements of patients according to their condition. Under this reality, this program offers the student the most complete update of knowledge in the teaching panorama in the field of hospital care. Based on an innovative and 100% online methodology, which mixes theoretical content with practical application, the nurse will acquire up-to-date knowledge on issues such as patient care, interdisciplinary team collaboration and the most effective diagnostic and therapeutic processes in each case. A unique opportunity that offers students the chance to continue updating their knowledge in a convenient way that is fully compatible with other professional and personal tasks.



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Elevate your healthcare practice and update your knowledge in the field of Hospital Nursing with this Professional Master's Degree from TECH. It's the most complete on the market”

Hospital Nursing is an area of care that continues to grow. Not only because of their involvement in the interpretation of the needs derived from each of the states of the health-disease process, but also because of their involvement in serving as a link with the families and with the rest of the health agents. Therefore, professionals working in this sector must continually update their knowledge, as this is the only way they can respond effectively to patient's needs.

Taught 100% online, this Professional Master's Degree offers nurses the possibility of continuing to develop in their professional practice with the guarantees that come with truly innovative and updated knowledge. All of them based on the latest scientific evidence and the latest findings applied to Hospital Nursing practice. An innovative way of studying that provides the student not only with the best theoretical content, but also with a series of practical activities presented with multimedia material that enriches and makes learning more effective.

Additionally, this program is unique in that it offers students a space to acquire and update their skills in the area of hospital care. Based on these new approaches, the nurses will be able to make the appropriate decisions in the complex clinical situations that may arise during the development of their care activity.

The content of the program aims to strengthen the nurse's advanced professional skills, which are essential to provide quality professional services. As a result, and thanks to these new approaches, students will enhance their professional development in clinical practice and will acquire the skills they need to work in changing hospital environments made up of multidisciplinary teams.

This **Professional Master's Degree in Hospital Nursing** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- ♦ The development of case studies presented by experts in Hospital Nursing
- ♦ 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
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Learn about the latest developments in the treatment of patients in special situations such as pregnancy or pluripathologies, becoming a first level nurse"

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You will become the most effective link between patients, families and other healthcare teams. This way you will promote correct and effective communication”

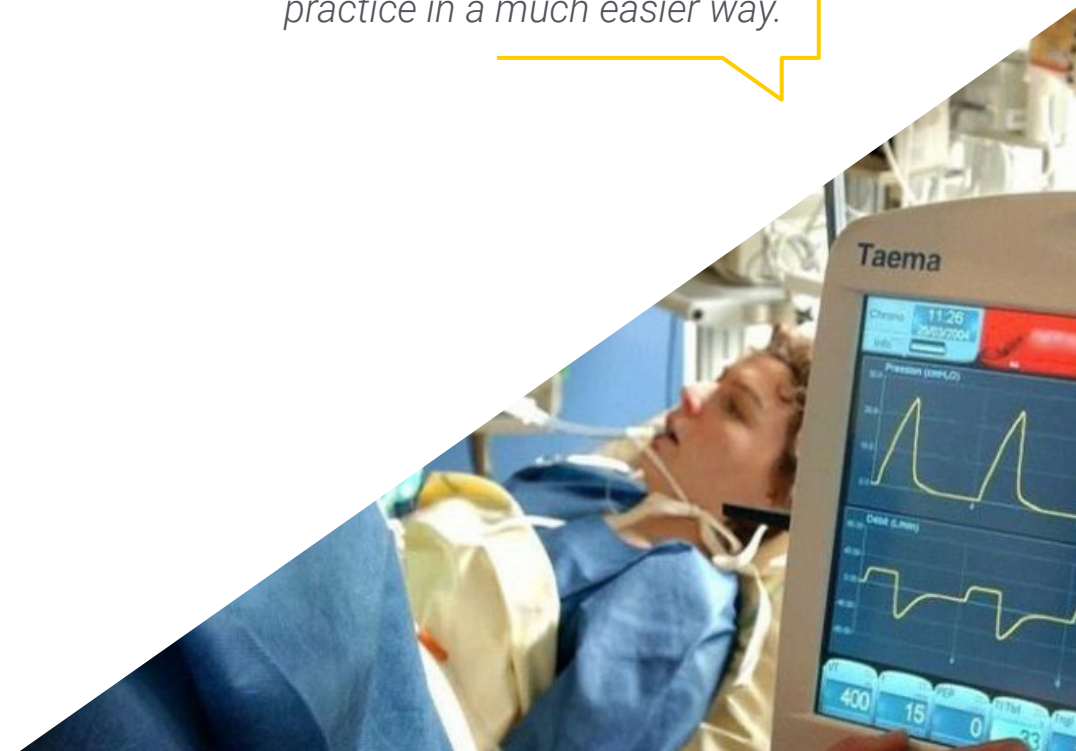
The program's teaching staff includes professionals from sector who contribute to this training program with their work experience, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersion training programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

From a 100% online study methodology, you will be able to update your knowledge in the field of Hospital Nursing.

You will have the best multimedia resources with which you will be able to enrich your learning and put what you have studied into practice in a much easier way.



02 Objectives

Taking into account the nurse's role in the process of care, promotion, maintenance and recovery of the patient's health through therapeutic and preventive measures, this program offers students a unique updating option that will not only help them improve their healthcare practice, but also their professional careers. Thanks to this Professional Master's Degree, nurses will be able to meet professional objectives through a program that responds to the needs of the current health sector.





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Your goals will be one step closer thanks to a program that understands the needs of today's healthcare sector and prepares you to perform an excellent healthcare practice"



General Objectives

- ♦ Master the professional aptitude to integrate and apply knowledge, skills and attitudes, developing good practices during their professional practice
- ♦ Establish the best standards in your professional development
- ♦ Establish evidence indicators as indicators of compliance with good practices together with instruments for measuring and assessing them
- ♦ The mastery of the specificities of patient hospitalization with the updating of hospital processes, protocols and policies
- ♦ Control of the different hospital areas and units and their particularities in nursing care and attention
- ♦ Master nursing care as a basis for decision-making in patient care
- ♦ High level specialized training in hospitalized patient care, to maximize specific skills in the professional or disciplinary field
- ♦ Increased emphasis on decision making, teamwork, inter-professional and patient communication, and humanization of healthcare
- ♦ Improve care for complex and chronic conditions by acquiring the necessary information on the interrelation and coordination with other health areas
- ♦ Continue to progress towards self-directed or autonomous learning, as an instrument of development, innovation and professional responsibility





Specific Objectives

Module 1. Hospital Care An immersion in the hospital environment

- ♦ Master the organization and operation of health systems and hospital care
- ♦ Identify the defining characteristics of health systems
- ♦ Develop nurse's professional knowledge and skills in hospital governance, user rules and rights, and continuity of care
- ♦ Understand the functional plan that configures any hospital center in its essential and fundamental areas
- ♦ In-depth study of the integration of facilities that make the operation of hospital infrastructures possible
- ♦ Demonstrate quality and health safety initiatives
- ♦ Continuing education is the most effective instrument for achieving quality hospital care
- ♦ Professionalize health care service delivery models
- ♦ Understand the concept of care management
- ♦ Break down the levels of care management
- ♦ The role of the nursing care process within care management
- ♦ Organize the maintenance, upkeep of the hospital and hospital supplies
- ♦ Delve into the basic concepts and tools of clinical safety in the hospital
- ♦ Detect clinical safety risks and problems
- ♦ Improve patient safety
- ♦ Understand the principles of health and social care financing and use resources efficiently

Module 2. Intangibles in Hospital Care

- ♦ Delve into the social scenario in which the healthcare activity is developed
- ♦ Reflect on how to provide more ethical healthcare
- ♦ Master hospital information systems
- ♦ Professionalize problem solving, the development of critical thinking and decision making in day-to-day health care activities
- ♦ Delve into the types of training that facilitate a better response to health care needs and the demands of the health care system
- ♦ Value continuing education in the learning of healthcare professionals
- ♦ Apply technology and informatics to health care
- ♦ Develop communication, teamwork, decision-making and leadership skills to deal with complex situations
- ♦ Internalize health humanization focused on the patient, the family and the professionals during the hospitalization process
- ♦ Promote humanizing strategies in the context of clinical practice
- ♦ Master communication in difficult situations
- ♦ Identify risks arising from workplace conditions

Module 3. Support Processes in the Hospital Setting

- ♦ Recognize the elements that are part of a nursing unit
- ♦ Integrate equipment and devices commonly used in the hospital
- ♦ The autonomous role of the nurse
- ♦ Act within an interdisciplinary team
- ♦ Promote citizen's decision making with respect to their healthcare process, allowing them to participate and make informed choices and promoting their rights
- ♦ The professional role based on the personalization of care
- ♦ Welcome the patient, promote safety and facilitate their adaptation to the environment
- ♦ Provide patients and their families with an overall view of the service they are receiving
- ♦ Detail the income, rules, rights, visiting hours and other relevant services of the facilities
- ♦ Ensure the patient's admission and into the unit
- ♦ Professionalize the assessment and performance of patients during transfer in the performance of complementary tests, a surgical procedure or admission to another unit
- ♦ Master the principles of health and safety, including patient management related to health determinants, infection control and other procedures

Module 4. Diagnostic and Therapeutic Processes in the Hospital Environment

- ♦ Promote the responsible and safe use of medication and/or supportive care and therapeutic support devices
- ♦ Develop improvements to the current or future workplace
- ♦ Maintain the confidentiality of patient information, privacy and intimacy during patient care
- ♦ Ensure confidentiality and professional secrecy in nursing care
- ♦ Delve into the safety and comfort measures necessary to prevent risks derived from health care
- ♦ Avoid adverse events related to therapeutic management
- ♦ Develop problem solving and decision-making skills in selected clinical processes
- ♦ Safely administer drugs and other therapies used in hospitalization units

Module 5. Nursing Care in Pluripathological Assistance Processes

- ♦ Acquire the necessary information on the interrelation and coordination with the health area
- ♦ More up-to-date diagnostic and therapeutic knowledge of the most prevalent chronic diseases in a context of complexity
- ♦ Understand the current social reality of aging and mental illness and be able to lead the care of these groups
- ♦ Act within an interdisciplinary team
- ♦ Promote citizen's decision making with respect to their healthcare process, offer timely information that allows them to participate and make informed choices, and encourage the fulfillment of their rights

- ♦ Professional role based on personalization of care
- ♦ The figure of the hospital case manager
- ♦ The assessment and performance of patients during transfer in the performance of complementary tests, a surgical procedure or admission to another unit
- ♦ Propose changes that can be implemented in the current or future workplace
- ♦ Adapt to new situations in the changing and dynamic context of professional practice
- ♦ Justify the importance of chronic disease management in times of stability for the reduction of morbidity and mortality, emergency room visits and conventional admissions
- ♦ Develop the vision of interdisciplinarity in the management of the elderly and define the necessary interventions for a nursing assessment as an indispensable element and contribute to ensure the dignity, privacy and confidentiality of the elderly person
- ♦ Master transversal skills such as communication, teamwork, decision making and leadership to face complex situations
- ♦ Delve into the theoretical concepts and knowledge of nursing care as a basis for decision making in the care of patients with oncohematological disorders
- ♦ Undertake comprehensive and systematic assessments using the appropriate tools and frameworks for the oncology patient, taking into account relevant physical, social, cultural, psychological, spiritual, and environmental factors

Module 6. Nursing Care in Medical and Surgical Care Processes

- ♦ Master nursing care as a basis for decision making in the care of patients with complex processes
- ♦ Recognize factors related to improving the effectiveness of care in a particular care setting, and search for and adapt evidence for implementation in that setting
- ♦ Develop problem solving and decision making in the most frequent clinical processes in hospital care
- ♦ Professionalization of therapeutic and diagnostic support equipment, characterized by complex technology
- ♦ Recognize the best available evidence to contribute to the improvement of the quality of care
- ♦ Delve into the use and indications of medical devices related to care
- ♦ Delve into the most up-to-date diagnostic and therapeutic knowledge of the most prevalent diseases in a context of complexity
- ♦ Act within an interdisciplinary team
- ♦ Reciprocal information between patient/family and nursing professional during the entire surgical process
- ♦ Recognize the elements that are part of a nursing unit
- ♦ Devices that are commonly used in the hospital
- ♦ Develop citizen's decision making with respect to their healthcare process, offer timely information that allows them to participate and make informed choices, and promote the fulfillment of their rights
- ♦ Professionalize the patient's emotional, physical and personal care, comfort, nutrition and personal hygiene needs, and maintenance of activities of daily living
- ♦ Nursing care techniques and procedures establishing a therapeutic relationship with patients and their families
- ♦ The professional role based on the personalization of care
- ♦ Recognize proposals for change that can be applied in the current or future workplace
- ♦ New situations in the changing and dynamic context of professional practice
- ♦ Adopt the necessary tools to ensure the confidentiality of information respect the patient's intimacy and privacy during their care
- ♦ Master the safety and comfort measures necessary to prevent the risks involved in health care
- ♦ Establish the necessary activities to avoid possible adverse events related to therapeutic administration
- ♦ Integrate knowledge to ensure an adequate transfer of information between the different hospital care settings for professionals who interact with each other
- ♦ Prepare and inform the discharged patient on care that may be performed outside the hospital

Module 7. Nursing Care in Surgical, Emergency and Critical Care Processes

- ♦ Understand nursing in surgical, urgent and critical care
- ♦ Recognize the most frequent surgical, urgent and critical care processes
- ♦ Internalize the most up-to-date diagnostic and therapeutic knowledge of the most prevalent chronic diseases in a context of complexity
- ♦ Identify the roles of the nurse to act within an interdisciplinary team
- ♦ Develop technical and professional health care for the needs of the person suffering from cancer with the levels of quality and safety established in the applicable legal and deontological norms
- ♦ Develop, evaluate and implement nursing care plans according to the needs of these groups and the expectations of the users
- ♦ Identify the areas in which the surgical process takes place, and its interrelation with other support services
- ♦ Value reciprocal information between patient/family and nursing professional throughout the surgical process
- ♦ List the main elements that are part of a nursing unit
- ♦ In-depth knowledge of the equipment and devices commonly used in the hospital
- ♦ The importance of nursing records in emergency and critical process care
- ♦ Adopt the reception of the patient/family whether in the hospital ward, operating room or resuscitation

- ♦ Understand the different modes of invasive and non-invasive monitoring of the critically ill patient and update the assessment scales for the critically ill or urgent patient
- ♦ Detect deterioration in the clinical situation to initiate early warning procedure and vital care maneuvers
- ♦ Ensure adequate information transfer between the different hospital care settings for professionals who interact with each other

Module 8. Nursing Care in a Variety of Care Processes

- ♦ Understand the phases of pregnancy and childbirth and the role of nurses at different stages
- ♦ Describe the process of childbirth and puerperium
- ♦ Establish the main health problems of newborns
- ♦ Describe the different procedures and techniques in pediatric settings.
- ♦ Explain pediatric advanced life support maneuvers depending on the age of the child
- ♦ Detect deterioration in the clinical situation to initiate early warning procedure and vital care maneuvers
- ♦ Acquire the knowledge to ensure an adequate transfer of information between the different hospital care settings for professionals who interact with each other
- ♦ Prepare and inform the discharged patient on care that may be performed outside the hospital
- ♦ Develop, evaluate and implement nursing care plans according to the needs

of these groups and the expectations of the users

- ♦ Rate the importance of reciprocal information between the patient/family and the nursing professional during the whole surgical process
- ♦ Understand the elements that are part of a nursing unit
- ♦ In-depth knowledge of the equipment and devices commonly used in the hospital
- ♦ Embrace the autonomous role and importance of nursing records in process care

Module 9. Nursing process

- ♦ Define the nursing process and its contribution to professional practice
- ♦ Apply the activities that comprise each stage of the nursing process
- ♦ Develop critical thinking to the stages of the nursing process
- ♦ Delve into the different nursing models
- ♦ Professionalize the initial assessment of patients based on human needs, functional health patterns and domains
- ♦ Identify the main health problems
- ♦ Develop diagnostic reasoning
- ♦ Apply comprehensive nursing care based on nursing interventions (ICN, ICN)
- ♦ Master the skills in the management of process assessment in order to adapt the results obtained
- ♦ Establish specific nursing care plans associated with the most frequent DRGs
- ♦ Incorporate self-learning to continue progressing, as an instrument of development, innovation and professional responsibility through continuous training and in a context of humanization of care and safe practices

- ♦ Internalize the theoretical concepts and knowledge of nursing care as a basis for decision making in patient care
- ♦ Undertake comprehensive and systematic assessments using patient-appropriate tools and frameworks
- ♦ Develop, evaluate and implement nursing care plans according to the needs of these groups and the expectations of the users

Module 10. Nursing Research and Innovation in the Hospital Setting

- ♦ Generate a research culture among nursing professionals
- ♦ Value the importance of reflection on clinical practice and the search for answers through research
- ♦ Promote the generation and application of new scientific evidence oriented towards excellence in care, in a context of humanization of care and safe practices
- ♦ Promote the training of professionals in their different areas of expertise
- ♦ Performance through the acquisition of knowledge and skills in care research
- ♦ Provide methodological tools to initiate research proposals
- ♦ Adopt knowledge that contributes to the development of evidence-based care protocols
- ♦ Convey the main resources and strategies for searching for scientific evidence
- ♦ Promote the acquisition of skills in evidence-based practice
- ♦ Generate a culture of scientific dissemination
- ♦ Promote multidisciplinary teamwork and institutional synergies
- ♦ Transmit the existing resources to carry out research proposals in nursing
- ♦ Encourage reflection on the need to translate research results into practice



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You will achieve your goals thanks to our tools and you will be accompanied along the way by leading professionals"

03

Skills

The aim of this program is for nurses to update their knowledge in order to generate new skills in the field of Hospital Nursing. This will be achieved on the basis of a complete syllabus that includes all the working tools that guarantee comprehensive care and ensure not only good patient health, but also the proper functioning of the hospital center. Thanks to this, after completing the program, the students will be able to ensure a quality professional practice that will consolidate them as reputable and highly qualified nurses.





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The skills you will acquire after completing this Professional Master's Degree will position you as an expert in Hospital Nursing"

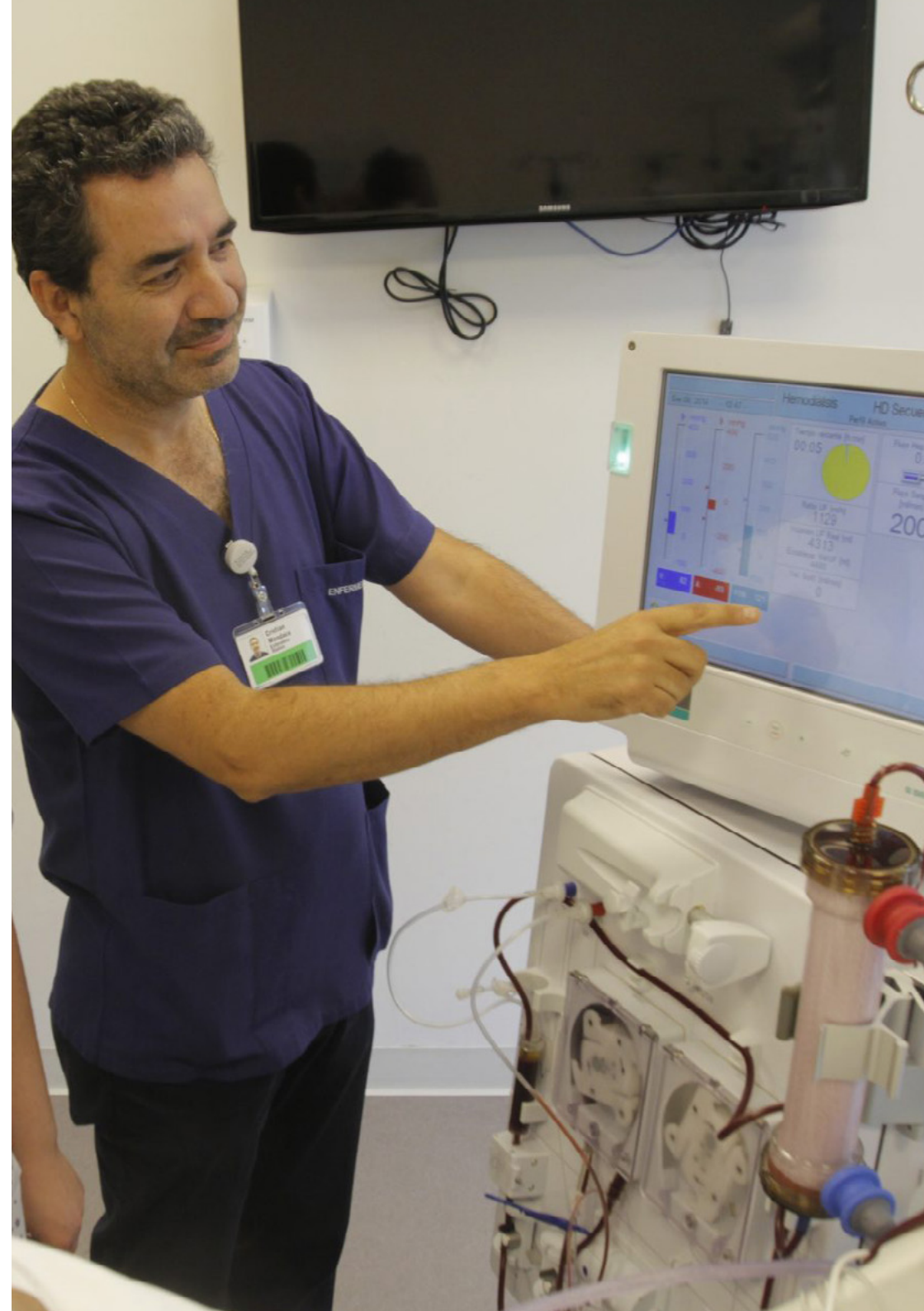


General Skills

- ♦ Develop and demonstrate critical and self-critical capacity by making judgments based on criteria, knowledge or personal reflections
- ♦ Possess and apply the acquired knowledge, through the development of arguments and problem solving in professional practice
- ♦ Recognize the need to maintain and update professional nursing skills, giving special importance to autonomous and continuous learning of new knowledge, as well as the capacity for critical analysis and research in the field of nursing
- ♦ Adapt nursing care to respond to each of the health-disease processes
- ♦ Develop professionally in the hospital care environment, patient-centered to be able to make appropriate decisions in complex clinical situations that may arise during the development of their care activity

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Improving your skills in a service for all will boost your professional and personal career”






Specific Skills

- ♦ Know the organization chart and operation of hospital care
- ♦ Understand the risks and issues of clinical safety
- ♦ Know the levels of care
- ♦ Know how to use the different information systems applied to hospital care
- ♦ Apply the humanization of healthcare centered on the patient, family and professionals during the hospitalization process
- ♦ Know the different elements that are part of the nursing unit
- ♦ Successfully manage health and safety principles, including patient management related to health determinants, infection control and other procedures
- ♦ Responsible and safe use of medicines
- ♦ Maintain the confidentiality of patient information and privacy during their stay
- ♦ Be able to safely administer drugs and other therapies
- ♦ Manage the latest concepts regarding the current social reality of aging and mental illness and be able to lead the care of these groups
- ♦ Master the therapeutic and diagnostic support means characterized by complex technology
- ♦ Know the most advanced therapeutic and diagnostic means in hospital nursing practice
- ♦ Master the use of the different channels of communication with the family during the surgical process
- ♦ In-depth understanding of surgical, urgent and critical care nursing operations
- ♦ Know the main elements that are part of a nursing unit
- ♦ Understand the phases of pregnancy and childbirth and the role of nurses at different stages
- ♦ Describe the process of childbirth and puerperium
- ♦ Develop new approaches to diagnostic reasoning
- ♦ Develop, evaluate and implement nursing care plans according to the needs of these groups and from the expectations of the users

04

Course Management

For this program, TECH has brought together a group of academics and working professionals who will put all their knowledge at the service of the student to ensure the best market update. Therefore, and thanks to the years of experience of the faculty, coupled with the quality of the academic material they have prepared, this university ensures that it continues to maintain the highest academic standards in its programs. This reinforces TECH's commitment to creating truly useful, quality programs adapted to the current reality of hospital nurses.

A medical monitor screen showing a green ECG waveform. Below the waveform, there is a yellow box with the text 'AP FOS SIGNAL WEAK'. Below this box is a list of four troubleshooting steps in orange text. The monitor is part of a larger medical device with various buttons and dials visible on the left and bottom edges.

AP FOS SIGNAL WEAK

1. Check FOS connection
2. Use alternative AP source
3. Clean/service FOS connector
4. Call field service

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Studying and updating yourself from the experience of the best professionals in the industry will help you become a more skilled nurse. Don't miss this great opportunity offered by TECH"

Management



Ms. Santano Magariño, Almudena

- ♦ Nursing Director. Puerta de Hierro Hospital. Madrid
- ♦ Assistant Director of Nursing. Gregorio Marañón Hospital. Madrid
- ♦ Head of Nursing Department. Department of Emergencies and Critical Care. Gregorio Marañón Hospital. Madrid
- ♦ Head of Department. Department of Emergencies and Critical Care. Gregorio Marañón General University Hospital, Madrid
- ♦ Associate Professor in Nursing. Complutense University of Madrid. Madrid
- ♦ Degree in Nursing. Complutense University of Madrid
- ♦ Diploma in Nursing. Salus Infirmorum University, Pontificia University of Salamanca
- ♦ Degree in Social and Cultural Anthropology. San Antonio Catholic University Murcia
- ♦ Master's Degree in Health Humanization European University of Madrid
- ♦ Master's Degree in Health Management and Planning for Health Managers. European University of Madrid
- ♦ Master's Degree in Health Services Management and Administration. Center for Management Studies. Complutense University of Madrid
- ♦ Master's Degree in Health Care, Management and Care. Santiago de Compostela University La Coruña

Professors

Ms. Álvarez Bartolomé, Blanca

- ♦ HUPH Psychiatry Acute Care Unit
- ♦ Diploma in Nursing at the Red Cross University School of Nursing
- ♦ Master's Degree in Pharmacotherapy for Nursing
- ♦ University expert in nursing processes and interventions for adult patients in common hospitalization situations
- ♦ Intravenous drug application course for nurses in emergencies

Ms. Álvarez López, María Jesús

- ♦ Dialysis Nurse, Dialysis Service, Puerta de Hierro University Hospital
- ♦ Expert in Dermo-aesthetic Nursing by the European University of Madrid
- ♦ Expert in Nurse Prescription by the UDIMA
- ♦ Expert in Hemodialysis from the Complutense University of Madrid

Mr. Ayala Gambín, José Antonio

- ♦ Nurse in the Psychiatry Service. Puerta de Hierro University Hospital (Madrid)

Ms. Bejar, Paloma

- ♦ Nurse of People Management of the U.H. Nursing Department. Puerto de Hierro Hospital (Majadahonda)
- ♦ University Diploma in Nursing
- ♦ Law Degree
- ♦ Master's Degree in Health Law
- ♦ Senior Laboratory Technician Specialist
- ♦ Counsel for the H.U.'s public procurement committees Puerto de Hierro Hospital (Majadahonda)

Ms. Bodes Pardo, Rosa María

- ♦ Supervisor of the Hospitalization Functional Area, Puerta de Hierro Majadahonda University Hospital
- ♦ Clinical teaching collaborator at the Faculty of Medicine of the UAM and clinical practice tutor for nursing students
- ♦ Member of different hospital commissions and committees: Hemotherapy, Care, Perceived Quality and Dangerous Drugs

Mr. Castedo Martínez, Óscar

- ♦ Nurse Assistant in various hospitalization services HUPHM
- ♦ Nurse in the Peritoneal Dialysis Service of the HUPHM
- ♦ University Diploma in Nursing at Puerta de Hierro School (Autonomous University of Madrid)
- ♦ Master's Degree in Nursing Research and Care in Vulnerable Populations from the Autonomous University of Madrid (UAM)
- ♦ Associate Professor at Puerta de Hierro Majadahonda University Hospital (HUPHM)

Ms. Castillo Núñez, Rocío

- ♦ Nurse in the Child and Adolescent Psychiatry Service at the Puerta de Hierro Hospital
- ♦ Graduate in Nursing from the Autonomous University of Madrid
- ♦ Mental Health Specialist

Mr. Cazallo Navarro, Pablo

- ♦ Supervisor of the Quality and Patient Safety Unit of the Puerta de Hierro Majadahonda University Hospital
- ♦ Nursing Supervisor of the COVID-19 IFEMA Hospital
- ♦ Nurse at Puerta de Hierro University Hospital in the Hospitalization Unit
- ♦ Nurse of the Quality Unit and Head of the Risk Management Functional Unit of the Puerta de Hierro Majadahonda University Hospital
- ♦ Master's Degree in Health Management and Planning for Health Managers, organized by the SEDISA Foundation and taught by the European University of Madrid
- ♦ Postgraduate Diploma in "Urgencies and Emergencies", taught by the International School of Health Sciences and approved by the Distance University of Madrid-UDIMA
- ♦ Postgraduate Diploma "Management and Leadership of Nursing Services", given by the International School of Health Sciences and approved by the Distance University of Madrid
- ♦ Postgraduate Diploma "Human Resources Management in Nursing", taught by the National Distance Education University (UNED)

Ms. Esteve Ávila, María del Mar

- ♦ University Diploma in Nursing at Puerta de Hierro Majadahonda Hospital in the Psychiatry Unit
- ♦ Diploma in Nursing at the Alfonso X el Sabio Teaching Unit in Móstoles
- ♦ Master's Degree in Research in Nursing Sciences
- ♦ MBA in Healthcare Management IMF Formación in conjunction with Camilo José Cela University
- ♦ Mental Health Nursing Specialty. José Germain de Leganés Psychiatric Institute





Ms. López Baonza, Marta

- ♦ University Diploma in Nursing Midwife. Neonatal and Delivery Service. Puerta de Hierro University Hospital (Madrid)

Mr. López, Óscar

- ♦ Nurse practitioner in specialized care with 20 years of experience
- ♦ Nurse Practitioner in Pediatric Nursing
- ♦ Expert in Emergency Medicine. Complutense University of Madrid
- ♦ Expert in Physical Activity and Sport. Juan Carlos I University

Ms. Moreno del Castillo, Cristina

- ♦ Nurse of the Emergency Department of the Puerta de Hierro Majadahonda University Hospital
- ♦ Graduate in Nursing from the Puerta de Hierro University School of Nursing of the Autonomous University of Madrid
- ♦ Expert in Out-of-Hospital Emergencies by the Foundation for the Development of Nursing

Ms. Peralta Castro, Patricia

- ♦ Assistance Nurse and Head of Quality and Patient Safety at the Dialysis Unit of the Puerta de Hierro University Hospital in Majadahonda
- ♦ Degree in Nursing

Ms. Quiñones, Noemi

- ♦ Internal Medicine Functional Unit Supervisor at the Puerta de Hierro Hospital
- ♦ Nurse in the Pneumology Unit
- ♦ Author of the "Adult Patient Care Pathways Manual" "Route of Care to the Patient with Respiratory Pathology" (Fuden-Enfo Ediciones)
- ♦ University Diploma in Nursing from the Autonomous University of Madrid

Ms. Rebollo Mosquera, Belén

- ♦ Emergency Room Supervisor in Puerta de Hierro Majadahonda University Hospital
- ♦ Diploma in Nursing
- ♦ Degree in Social and Cultural Anthropology
- ♦ Specialist Diploma in Nursing Services Management

Mr. Sánchez Herrero, Héctor

- ♦ Research Nurse Health Care Research Unit. Puerta de Hierro University Hospital
- ♦ Coordinator of the Mentoring Group of the Spanish Society of Epidemiology
- ♦ Vice-president of the Spanish Group of Young Epidemiologists
- ♦ Degree in Nursing from the University of Salamanca
- ♦ Master's Degree in Public Health from the National School of Health, Carlos III Institute of Health

Ms. Sánchez García, Alicia

- ♦ Degree in Nursing from the Autonomous University of Madrid
- ♦ Degree in Social and Cultural Anthropology from the Complutense University of Madrid
- ♦ Certificate of Pedagogical Aptitude (C.A.P.) at the Complutense University of Madrid
- ♦ University Expert in Hemodialysis at the Complutense University of Madrid

Ms. Sánchez Sevillano, Beatriz

- ♦ Supervisor in the hematology hospitalization unit and nuclear medicine unit. Puerta de Hierro University Hospital, Madrid
- ♦ Diploma in Nursing from the University of Salamanca
- ♦ Degree in Nursing from the University of Salamanca
- ♦ University nursing expert in hematopoietic progenitor transplantation by ADEIT University of Valencia

Ms. Soria Domingo, Sonia

- ♦ Supervisor of the Special Services Functional Area, Puerta de Hierro Majadahonda Hospital
- ♦ Degree in Nursing
- ♦ Degree in Psychology
- ♦ Master's Degree in Nursing Management

Ms. Solis Muñoz, Montserrat

- ♦ Head of the Health Care Research Unit, Nursing Area, Puerta de Hierro Majadahonda University Hospital
- ♦ PhD from the Complutense University (Madrid)
- ♦ Head of the Nursing and Health Care Research Group of the Puerta de Hierro-Segovia de Arana Health Research Institute (IDIPHISA)
- ♦ Project evaluator for various national (ANEP) and regional evaluation agencies
- ♦ Codirector of the Nursing Goals Journal

Ms. Tovar Benito, Esmeralda

- ♦ Functional Unit Supervisor at HUPHM
- ♦ Member of the Technical Assistance Board representing the HUPHM Supervision
- ♦ Degree in Nursing from the Complutense University of Madrid
- ♦ University Expert in Nursing Services Management for UNED
- ♦ University Expert in Human Resources Management in Nursing by UNED



05

Structure and Content

Taking into account the updating requirements of the hospital sector and the needs of nurses dedicated to this field, the syllabus of this Professional Master's Degree of TECH has been configured as the most comprehensive option in the current educational market. It consists of 10 theoretical modules detailing the latest developments in the sector in areas such as hospital care, support processes or the most effective diagnostic and therapeutic means in each case. All of this is presented in a multimedia format that includes videos with real clinical cases, interactive summaries, action guides, among other pedagogical resources that will enrich and complete the learning process.





“

The most complete syllabus with a single purpose: to help you achieve success in your daily practice”

Module 1. Hospital Care

- 1.1. Disease and Health
 - 1.1.1. Health Determinants
 - 1.1.2. Coping with Disease
 - 1.1.3. Semiology and Basic Terminology
- 1.2. The Healthcare System and Health
 - 1.2.1. Structure and Organization of a Healthcare System
 - 1.2.1.1. Financing
 - 1.2.1.2. Management and Provision of Services
 - 1.2.1.3. Provision of Services
 - 1.2.2. Health System Models
- 1.3. Hospital Care Organizational Aspects
 - 1.3.1. Location and Types of Hospitals
 - 1.3.2. Governing Bodies
 - 1.3.3. Hospital Annual Operating Plan: Program Contract
 - 1.3.4. Structure. Functional Plan Areas of a Hospital
 - 1.3.5. Hospital Facilities and Equipment Hospital Maintenance
 - 1.3.6. Management of Material Resources
 - 1.3.7. Management of Human Resources
 - 1.3.8. Hospital Pharmacy
- 1.4. Hospital Care Quality
 - 1.4.1. Quality of Hospital Care
 - 1.4.2. Components of Hospital Care that Determine its Level of Quality
 - 1.4.2.1. Quality of Care Criteria
 - 1.4.2.2. Systems for Measuring Quality of Care
- 1.5. Care Process Management
 - 1.5.1. Management of Clinical Procedures
 - 1.5.2. Management of Patient Care Procedures
 - 1.5.3. Process Management Methodology Clinical Guides

- 1.6. Patient Care Management
 - 1.6.1. Levels of Care Management
 - 1.6.2. Decision Making and Change Management
 - 1.6.3. Evaluation of Nursing Care
 - 1.6.4. Patient Empowered and Active in Care Management
- 1.7. Social and Health Coordination and Hospital Care
 - 1.7.1. Current Health Coordination Model
 - 1.7.2. Facilitating Measures for Health Coordination

Module 2. Intangibles in Hospital Care

- 2.1. Clinical Information System in Hospital Care
 - 2.1.1. Clinical Documentation Systems
 - 2.1.2. Characteristics and Contents of the Medical Record
 - 2.1.3. Procedures for Patient Admission and Discharge from the Hospital
 - 2.1.4. Evolution of Clinical Information Systems
- 2.2. Health Promotion and New Technologies
 - 2.2.1. Health Promotion and Self-Care
 - 2.2.2. Main ICT Solutions in Hospitals
 - 2.2.3. New Communication Technologies Telemedicine
 - 2.2.4. New Forms of Patient Monitoring
- 2.3. Social Networks in Healthcare
 - 2.3.1. Social Networks and Application of Social Networking in Healthcare
 - 2.3.2. The Figure of the Expert Patient
 - 2.3.3. School of Patients and Associations
- 2.4. Hospital Care Innovation
 - 2.4.1. The Relevance of Fostering Innovation in Health Management
 - 2.4.2. Learning in Innovation
 - 2.4.3. Nursing Care in the Technological Advances in Healthcare.
- 2.5. Training in Hospital Care Innovation
 - 2.5.1. Continuing Education, Necessity or Myth Concepts
 - 2.5.2. Training Plans

- 2.6. Hospital Care Ethics
 - 2.6.1. Ethics
 - 2.6.2. The Ethics of Nursing Care
 - 2.6.3. Ethical Considerations
 - 2.6.3.1. Adequacy of Therapeutic Effort
- 2.7. Hospital Care Humanization
 - 2.7.1. Patient and Family Focused Care
 - 2.7.2. Family Participation and Involvement
 - 2.7.3. Caring for the Caregiver
 - 2.7.4. Post-Hospitalization Syndrome
- 2.8. Social Abilities. Communication in Patient Care
 - 2.8.1. Effective Communication
 - 2.8.2. Communication in Difficult Situations
 - 2.8.3. Interprofessional Communication
 - 2.8.3.1. Teamwork
 - 2.8.4. Skills, Strategies and Gestures of Nursing Professionals
- 2.9. Occupational Health and Hospital Care
 - 2.9.1. Health Surveillance in Hospital Care
 - 2.9.2. Accidentability, Job Descriptions and Basic Activities
 - 2.9.3. Risks Arising from Safety Conditions
 - 2.9.4. Risks Arising from Hygienic Conditions
 - 2.9.5. Risks Arising from Ergonomic Conditions of the Workplace
- 2.10. The professional Burn-Out
 - 2.10.1. Professional Burnout
 - 2.10.2. Facilitators, Triggers and Consequences
 - 2.10.3. Preventing Burnout and Promoting Engagement
- 3.2.1. The Patient's Unit Characteristics of the Typical Patient Unit
- 3.2.2. Reception and Welcome to the Patient in the Nursing Unit
- 3.2.3. Welcome Plan for Health Professionals
- 3.3. The Environment and Safety in the Inpatient Setting
 - 3.3.1. Safety Culture and Safe Clinical Practices in Hospitalized Patients
 - 3.3.2. Risk Management and Notification Systems
 - 3.3.3. Learning From Incidents in Hospital Care

Module 3. Support Processes in the Hospital Setting

- 3.1. Health Perception Culture, Health and Disease
 - 3.1.1. Disease and Health Phases
 - 3.1.2. Health Coping
 - 3.1.3. The Caregiving Process and the Relationship with the Patient
- 3.2. The Nursing Unit

- 3.4. Nutritional and Metabolic Pattern
 - 3.4.1. Nutritional Assessment
 - 3.4.2. Therapeutic Diets
 - 3.4.3. Interaction Between Drugs and Nutrients
 - 3.4.4. Enteral and Parenteral Routes
- 3.5. Elimination Pattern
 - 3.5.1. Elimination
 - 3.5.2. Probes and Drainage
 - 3.5.3. Insertion, Maintenance and Removal Care
 - 3.5.4. Water Balance
- 3.6. Prevention and Control of Communicable Diseases
 - 3.6.1. Cleaning Protocols
 - 3.6.2. Sanitary Waste Management
 - 3.6.3. Waste Segregation
- 3.7. Thermoregulation
 - 3.7.1. Thermoregulation
 - 3.7.2. Control and Registration Methods
 - 3.7.3. Care for Thermoregulation Problems
- 3.8. Activity and Exercise
 - 3.8.1. Body Mechanics and Limitation of Movement
 - 3.8.2. Intrahospital Patient Transfer
 - 3.8.3. Fall Prevention Behavior
 - 3.8.4. Daily Living Activities
- 3.9. Immobility
 - 3.9.1. Physical and Psychological Complications of Immobility
 - 3.9.2. Prevention of Injuries due to Dependency
 - 3.9.3. Therapeutic Immobilization
 - 3.9.4. Ergonomic Considerations for the Health Professional
 - 3.9.5. Chronic Wound Units
- 3.10. Sleep and Rest
 - 3.10.1. Rating Scales and Questionnaires
 - 3.10.2. Sleep in Hospitalization

Module 4. Diagnostic and Therapeutic Processes in the Hospital Environment

- 4.1. Care for the Comfort and Safety of the Hospitalized Patient
 - 4.1.1. Hygiene Care
 - 4.1.1.1. Bedding, Cleanliness and Personal Hygiene
 - 4.1.1.2. Promoting Comfort
- 4.2. Epidemiology. Nosocomial Infections.
 - 4.2.1. Asepsis and Infection Management
 - 4.2.2. General Hospital Isolation Measures
- 4.3. The Surgical Process
 - 4.3.1. Surgical Procedures and Care
- 4.4. Diagnostic Processes in the Hospital Environment
 - 4.4.1. Clinical Documentation and Informatics Tools
 - 4.4.1.1. Procedures, Registration and Archiving of Documentation
- 4.5. Hemodynamic Care
 - 4.5.1. Vital Signs
 - 4.5.2. Main Variables Affecting Monitoring
 - 4.5.3. Electrocardiography
- 4.6. Consciousness and Pain Care
 - 4.6.1. Neurological Assessment Scales
 - 4.6.2. Pain Treatment
- 4.7. Diagnostic tests
 - 4.7.1. Of Biological Fluids and Tissues
 - 4.7.2. Circulatory
 - 4.7.3. Radiological
 - 4.7.4. Functional Tests
 - 4.7.5. Endoscopic
- 4.8. Therapeutic Process
 - 4.8.1. Insertion, Maintenance and Care of Endovenous Catheters
 - 4.8.2. Medical and Nursing Prescriptions
 - 4.8.3. Drug Administration
 - 4.8.3.1. Drug Interactions

- 4.9. Intravenous Perfusions
 - 4.9.1. Intravenous Perfusions
 - 4.9.1.1. Dose Calculation and Handling of Infusion Devices
 - 4.9.2. Administration of Blood Derivatives and Blood Components
 - 4.9.3. Dangerous Drugs
 - 4.9.3.1. Administration of Antineoplastic Drugs
- 4.10. Other Therapeutic Processes in the Hospital Environment
 - 4.10.1. Probing and Draining of the Patient
 - 4.10.2. Oxygen Therapy and Aerosol Therapy
 - 4.10.3. Other Therapeutic Techniques: Paracentesis, Thoracocentesis, Others
 - 4.10.4. Physiotherapy

Module 5. Nursing Care in Pluripathological Assistance Processes

- 5.1. Chronicity and the Pluripathological Patient in the Hospital Setting
 - 5.1.1. Models and Chronicity Management
 - 5.1.2. Hospital Resources for the Elderly
 - 5.1.3. Rational Use of Drugs and Diagnostic Tests
 - 5.1.4. Social and Health Care and Interlevel Coordination
- 5.2. Health Promotion for Chronic and Pluripathological Patients
 - 5.2.1. Health Promotion and Self-Care
 - 5.2.2. Early Detection of Diseases
 - 5.2.3. Prevention of Geriatric Syndromes
 - 5.2.4. Prevention of Social Isolation
 - 5.2.5. School of Patients and Associations Expert Patient
- 5.3. Multi-Pathology Patient Units
 - 5.3.1. Security Culture
 - 5.3.1.1. Communication During Patient Handover
 - 5.3.1.2. Safety in the Use of Medicines
 - 5.3.1.3. Prevention of Pressure Ulcers
 - 5.3.1.4. Fall Prevention and Harm Reduction
 - 5.3.1.5. Prevention of Nosocomial Infections
 - 5.3.1.6. Patient Identification
 - 5.3.1.7. Management of Blood Derivatives
 - 5.3.1.8. Epidemiological Alerts
 - 5.3.1.9. Not Recommended
 - 5.3.2. Organization of the Units
 - 5.3.2.1. Criteria for Patient Selection
 - 5.3.2.2. Scales for Assessing Functionality, Frailty and Adherence to Treatment
 - 5.3.2.3. Equipment and Facilities
- 5.4. Psychiatric Inpatient Units
 - 5.4.1. Models of Mental Illness
 - 5.4.2. Needs of Persons with Mental Illness
 - 5.4.3. Specialized Health Services
 - 5.4.4. Coordination and Continuity of Care
- 5.5. Most Frequent Needs of Psychiatric Patients
 - 5.5.1. General Action Protocols
 - 5.5.2. Assessment, Reception and Therapeutic Program in Hospital Units for the Care of the Psychiatric Patient
 - 5.5.2.1. Day Hospital or Partial Hospitalization Unit
 - 5.5.2.2. Adult, Child and Adolescent Short Hospitalization Units
 - 5.5.3. Security Culture
 - 5.5.3.1. Patient Safety Incidents
 - 5.5.3.1.1. Aggressive Behavior
 - 5.5.3.1.2. Leakage
 - 5.5.3.1.3. Self-Injury

- 5.6. Oncological Processes
 - 5.6.1. Processes in the Hospitalization Area
 - 5.6.2. Specific Diagnostic Tests
 - 5.6.3. Surgical Specificities
 - 5.6.4. Therapeutic Plans and Care
 - 5.6.5. Related Supporting Devices
- 5.7. Hematological Processes
 - 5.7.1. Processes in the Hospitalization Area
 - 5.7.2. Specific Diagnostic Tests
 - 5.7.3. Surgical Specificities
 - 5.7.4. Therapeutic Plans and Care
 - 5.7.5. Related Supporting Devices
- 5.8. Organization and Characteristics of Oncohematologic Patient Care Units
 - 5.8.1. Therapeutic Help and Emotional Support in the Course of Cancer Disease
 - 5.8.2. Surgery, Chemotherapy, Radiation Oncology and Metabolic Treatments
 - 5.8.2.1. Toxicity and Adverse Effects
 - 5.8.3. Security Culture
 - 5.8.4. Advanced Practice Nurse Case Manager
- 5.9. Support Processes in the Terminal Phase of the Disease
 - 5.9.1. Palliative Care
 - 5.9.2. Phases of the Terminally Ill
 - 5.9.3. Death
 - 5.9.3.1. Post-Mortem Care
 - 5.9.3.2. Grief
 - 5.9.4. Tools for the Self-Care of the Professional Who Cares for Suffering People





Module 6. Nursing Care in Medical and Surgical Care Processes

- 6.1. Cardiological Processes
 - 6.1.1. Processes in the Hospitalization Area
 - 6.1.2. Specific Diagnostic Tests
 - 6.1.3. Surgical Specificities
 - 6.1.4. Therapeutic Plans and Care
 - 6.1.5. Related Supporting Devices
- 6.2. Respiratory Processes
 - 6.2.1. Processes in the Hospitalization Area
 - 6.2.2. Specific Diagnostic Tests
 - 6.2.3. Surgical Specificities
 - 6.2.4. Therapeutic Plans and Care
 - 6.2.5. Related Supporting Devices
- 6.3. Neurosciences
 - 6.3.1. Processes in the Hospitalization Area
 - 6.3.2. Specific Diagnostic Tests of the Nervous System
 - 6.3.3. Surgical Specificities
 - 6.3.4. Therapeutic Plans and Care
 - 6.3.5. Related Supporting Devices
- 6.4. Processes of the Musculoskeletal System
 - 6.4.1. Processes in the Hospitalization Area
 - 6.4.2. Specific Diagnostic Tests of the Nervous System
 - 6.4.3. Surgical Specificities
 - 6.4.4. Therapeutic Plans and Care
 - 6.4.5. Related Supporting Devices
- 6.5. Processes of the Digestive System
 - 6.5.1. Processes in the Hospitalization Area
 - 6.5.2. Specific Diagnostic Tests
 - 6.5.3. Surgical Specificities
 - 6.5.4. Therapeutic Plans and Care
 - 6.5.5. Related Supporting Devices

- 6.6. Metabolic and Endocrine Processes
 - 6.6.1. Processes in the Hospitalization Area
 - 6.6.2. Specific Diagnostic Tests
 - 6.6.3. Surgical Specificities
 - 6.6.4. Therapeutic Plans and Care
 - 6.6.5. Supportive Devices Related to Endocrine-Metabolic Systems
- 6.7. Rheumatologic Processes
 - 6.7.1. Processes in the Hospitalization Area
 - 6.7.2. Specific Diagnostic Tests
 - 6.7.3. Surgical Specificities
 - 6.7.4. Therapeutic Plans and Care
 - 6.7.5. Related Supporting Devices
- 6.8. Ophthalmological and Dermatological Processes
 - 6.8.1. Processes in the Hospitalization Area
 - 6.8.2. Specific Diagnostic Tests
 - 6.8.3. Surgical Specificities
 - 6.8.4. Therapeutic Plans and Care
 - 6.8.5. Related Supporting Devices
- 6.9. Otolaryngological Processes
 - 6.9.1. Processes in the Hospitalization Area
 - 6.9.2. Specific Diagnostic Tests
 - 6.9.3. Surgical Specificities
 - 6.9.4. Therapeutic Plans and Care
 - 6.9.5. Related Supporting Devices
- 6.10. Immunological Processes
 - 6.10.1. Processes in the Hospitalization Area
 - 6.10.2. Specific Diagnostic Tests
 - 6.10.3. Therapeutic Plans and Care
 - 6.10.4. Related Supporting Devices

Module 7. Nursing Care in Surgical, Emergency and Critical Care Processes

- 7.1. Surgical Care Processes
 - 7.1.1. The Surgical Block
 - 7.1.1.1. Surgical Activity
 - 7.1.1.1.1. Cleaning, Sterilization and Disinfection
 - 7.1.1.1.2. Instruments and Surgical Equipment
 - 7.1.1.1.3. Surgical Positions
 - 7.1.1.2. Standards and Recommendations
 - 7.1.1.3. Organization and Management of Surgical Departments
 - 7.1.1.4. Relationship with Other Units and Services
- 7.2. Surgical Patient
 - 7.2.1. Surgical Patient Reception and Welcome Process
 - 7.2.1.1. Risk Management: Patient Safety
 - 7.2.2. Anesthesia and Analgesia
 - 7.2.2.1. Anesthetic Process
 - 7.2.2.2. Pharmacology in Anesthesia in Critical Situations
- 7.3. The Nurse and the Surgical Process
 - 7.3.1. Surgical Nursing Functions, Activities, Care and Techniques
 - 7.3.2. Procedures and Techniques in Surgical Processes
 - 7.3.2.1. Basic Surgical Maneuver
 - 7.3.3. Post-Surgical Resuscitation
 - 7.3.4. Major Outpatient Surgery
 - 7.3.4.1. Minor Ambulatory Surgery Techniques
 - 7.3.5. Most Frequent Complications in Surgical Patients
- 7.4. Urgent Care Processes
 - 7.4.1. Human and Therapeutic Environment in the Hospital Emergency and Urgent Care Setting
 - 7.4.2. Patients Unit
 - 7.4.3. Standards and Recommendations
 - 7.4.4. Security Culture

- 7.5. Urgent Care Process in the Emergency Setting with Various Processes
 - 7.5.1. Surgical, Traumatic and Critical
 - 7.5.2. Psychiatric and Other Pathologies
 - 7.5.3. Basic and Advanced Life Support
- 7.6. Critical Care Processes
 - 7.6.1. Patients Unit
 - 7.6.2. Standards and Recommendations
 - 7.6.3. Structure and Physical, Spatial and Environmental Characteristics of ICUs
- 7.7. Organization and Operation of the Critical Care Unit
 - 7.7.1. Patient Inclusion Criteria
 - 7.7.1.1. Reception and Welcome to the Patient in the Unit
 - 7.7.1.2. ICU Patient Care
 - 7.7.1.3. Evaluating and Monitoring of a Critically Ill Patient
 - 7.7.1.4. Relationship of the ICU with Other Units and Services
 - 7.7.1.5. Critical Care in Patients with Different Alterations and Problems
 - 7.7.1.6. Pharmacology in Intensive Care
 - 7.7.1.7. Psychosocial Aspects in the Care of the Critically Ill Patient
- 7.8. The Environment and Safety of Patients Admitted to Critical Care Units
 - 7.8.1. Security Culture
 - 7.8.2. Risk Management: Patient Safety
 - 7.8.2.1. Risk Prevention and Harm Reduction
 - 7.8.2.2. Zero Projects
 - 7.8.2.3. Patient Identification
 - 7.8.2.4. ICU Alarms
 - 7.8.3. Welcome Plan for Health Professionals
- 7.9. Update on Coronavirus Infections
 - 7.9.1. Clinical and Therapeutic Manifestations
 - 7.9.2. Support Measures
 - 7.9.3. Organization and Management of COVID Units
- 7.10. Semi-Critical Units
 - 7.10.1. Patients Unit
 - 7.10.2. Standards and Recommendations
 - 7.10.3. Structure and Physical, Spatial and Environmental Characteristics
 - 7.10.4. Therapeutic Plans

Module 8. Nursing Care in a Variety of Care Processes

- 8.1. Nephrological Processes
 - 8.1.1. Processes in the Hospitalization Area
 - 8.1.2. Specific Diagnostic Tests
 - 8.1.3. Therapeutic Plans and Care
 - 8.1.4. Renal Function Replacement Therapy in the Hospital Setting
- 8.2. Transplant and Immunological Processes
 - 8.2.1. Processes in the Hospitalization Area
 - 8.2.2. Specific Diagnostic Tests
 - 8.2.3. Therapeutic Plans and Care
 - 8.2.4. Organ Transplantation and Donation
- 8.3. Processes in General Surgery
 - 8.3.1. Processes in the Hospitalization Area
 - 8.3.2. Specific Diagnostic Tests
 - 8.3.3. Therapeutic Plans and Care
 - 8.3.4. Related Supporting Devices
- 8.4. Processes in Plastic and Reconstructive Surgery
 - 8.4.1. Processes in the Hospitalization Area
 - 8.4.2. Specific Diagnostic Tests
 - 8.4.3. Surgical Specificities
 - 8.4.4. Therapeutic Plans and Care
 - 8.4.5. Related Supporting Devices
- 8.5. Processes in Vascular and Cardiovascular Surgery
 - 8.5.1. Processes in the Hospitalization Area
 - 8.5.2. Specific Diagnostic Tests
 - 8.5.3. Surgical Specificities
 - 8.5.4. Therapeutic Plans and Care
 - 8.5.5. Related Supporting Devices
- 8.6. Processes in Thoracic Surgery
 - 8.6.1. Processes in the Hospitalization Area
 - 8.6.2. Specific Diagnostic Tests
 - 8.6.3. Surgical Specificities
 - 8.6.4. Therapeutic Plans and Care
 - 8.6.5. Related Supporting Devices

- 8.6. Processes in Thoracic Surgery
 - 8.6.1. Processes in the Hospitalization Area
 - 8.6.2. Specific Diagnostic Tests
 - 8.6.3. Surgical Specificities
 - 8.6.4. Therapeutic Plans and Care
 - 8.6.5. Related Supporting Devices
- 8.7. Genitourinary Processes
 - 8.7.1. Processes in the Hospitalization Area
 - 8.7.2. Specific Diagnostic Tests
 - 8.7.3. Surgical Specificities
 - 8.7.4. Therapeutic Plans and Care
 - 8.7.5. Related Supporting Devices
- 8.8. Obstetric-Gynecologic Processes
 - 8.8.1. Processes in the Hospitalization Area
 - 8.8.2. Pregnancy, Childbirth and Puerperium
 - 8.8.2.1. Breastfeeding
 - 8.8.3. Specific Diagnostic Tests
 - 8.8.4. Surgical Specificities
 - 8.8.5. Therapeutic Plans and Care
 - 8.8.6. Related Supporting Devices
- 8.9. Neonatal Processes
 - 8.9.1. Processes in the Hospitalization Area
 - 8.9.2. Specific Diagnostic Tests
 - 8.9.3. Surgical Specificities
 - 8.9.4. Therapeutic Plans and Care
 - 8.9.5. Neonatal Resuscitation.
 - 8.9.6. Basic and Advanced Life Support
 - 8.9.7. Related Supporting Devices

- 8.10. Pediatric Processes
 - 8.10.1. Processes in the Hospitalization Area
 - 8.10.2. Specific Diagnostic Tests
 - 8.10.3. Surgical Specificities
 - 8.10.4. Therapeutic Plans and Care
 - 8.10.5. Pediatric Resuscitation
 - 8.10.6. Basic and Advanced Life Support
 - 8.10.7. Related Supporting Devices

Module 9. Nursing Process

- 9.1. Methodology of Care
 - 9.1.1. The Nursing Process
 - 9.1.2. Structure of the Nursing Process
- 9.2. Critical Thinking in Nursing.
 - 9.2.1. Thinking Skills
 - 9.2.2. Clinical Judgement
- 9.3. Nursing Assessment
 - 9.3.1. Clinical Interview
 - 9.3.2. Physical Exploration
 - 9.3.3. Functional Patterns and Requirements
 - 9.3.4. Data Validation, Registration and Analysis
- 9.4. Nursing Diagnoses
 - 9.4.1. NANDA Taxonomy
 - 9.4.2. Association of Diagnoses to Functional Health Patterns
 - 9.4.3. Association of Diagnostics to Basic Human Needs
 - 9.4.4. Keys to the Formulation of Nursing Diagnoses
- 9.5. Care Planning
 - 9.5.1. Plan
 - 9.5.2. Types of Care Plans: Individualized and Systematized
 - 9.5.3. Planning Phases: Prioritization, Outcome Selection and Intervention Planning
 - 9.5.4. Prioritization. Prioritization Criteria

- 9.6. Outcome Criteria (NOC)
 - 9.6.1. Structure and Management of the NOC Taxonomy
 - 9.6.2. Criteria for the Selection of Expected Results
- 9.7. Nursing Interventions (NIC)
 - 9.7.1. Structure and Management of the NIC Taxonomy
 - 9.7.2. Criteria for the Selection of Interventions
- 9.8. Implementation
 - 9.8.1. Implementation of the Care Plan
 - 9.8.2. Phases of Care Plan Execution
 - 9.8.3. Methods of Organization of Nursing Work
 - 9.8.4. Records
- 9.9. Assessment
 - 9.9.1. Assessment Tools
- 9.10. Innovation of the Care Process
 - 9.10.1. Innovation in Products and Care Units
 - 9.10.2. Innovation in Care and Professional Responsibility
 - 9.10.3. Evidence-Based Care

Module 10. Nursing Research and Innovation in the Hospital Setting

- 10.1. Evidence-Based Nursing
 - 10.1.1. Clinical Implications and Benefits of Applying Evidence to Care in the Hospital Setting
- 10.2. Search for Scientific Evidence
 - 10.2.1. The Design of Search Strategies
 - 10.2.2. Resources and Sources of Information
- 10.3. From the Research Question to the Development of a Research Protocol
 - 10.3.1. Research Question
 - 10.3.2. Scientific-Technical Drafting of a Research Protocol
 - 10.3.3. Relevance of the Resumé of the Main Researcher and the Research Team

- 10.4. Methodological Designs
 - 10.4.1. Epidemiological Research
 - 10.4.2. Qualitative Research
 - 10.4.3. Mixed Methods
 - 10.4.4. Design and Validation of Instruments
- 10.5. Critical Reading of Scientific Articles
 - 10.5.1. Critical Reading of Scientific Articles
 - 10.5.2. Quality of Evidence Assessment
- 10.6. Statistics Applied to Nursing Research
 - 10.6.1. Descriptive and Inferential Statistics
 - 10.6.2. Preparation of Tables, Figures and Graphs
 - 10.6.3. Interpretation of the Results of a Scientific Article
- 10.7. The Development of Evidence-Based Protocols and their Implementation
 - 10.7.1. The Development of Evidence-Based Clinical Protocols and their Implementation in Clinical Practice
 - 10.7.2. Research Contributions to the Humanization of Care
- 10.8. Scientific Writing and Dissemination in Different Media
 - 10.8.1. Scientific Publications and Strategies for Deciding Where to Publish
 - 10.8.2. Other Considerations for the Different Scientific Dissemination Media
- 10.9. Opportunities and Resources for Development of Studies and Research.
 - 10.9.1. Support Units and Health Research Institutes
 - 10.9.2. Center's Own Resources and External Funding Possibilities

06 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.



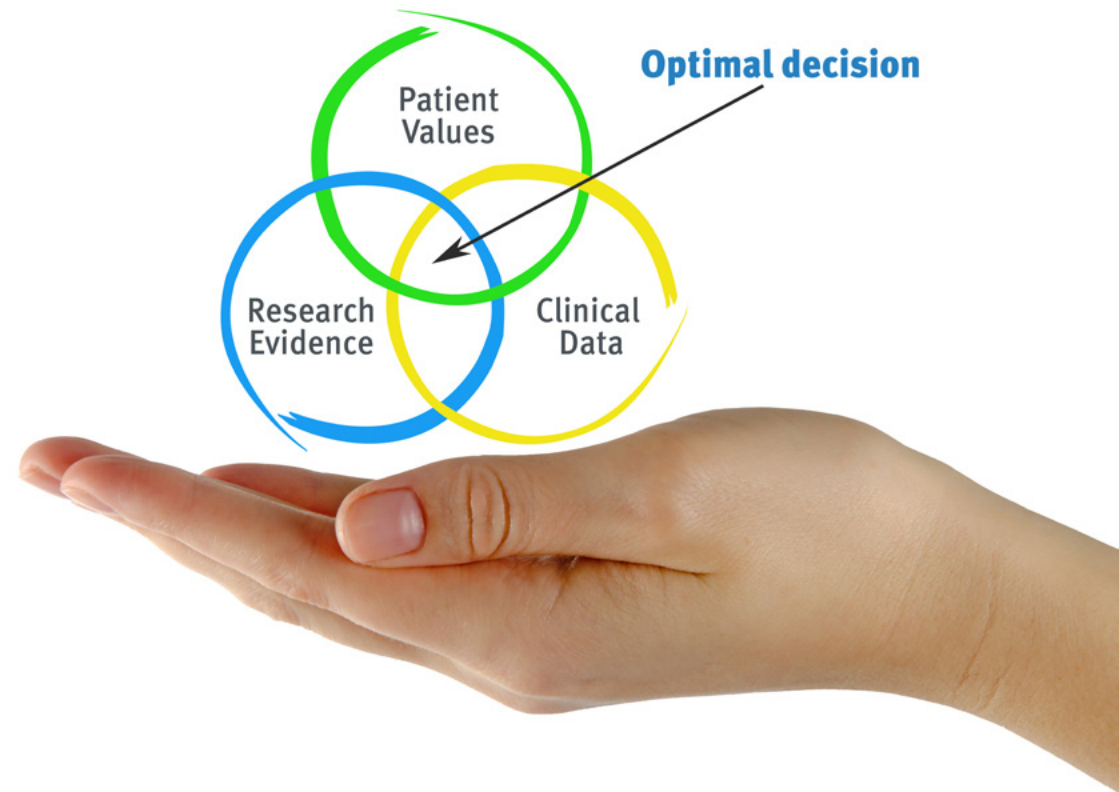
“

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

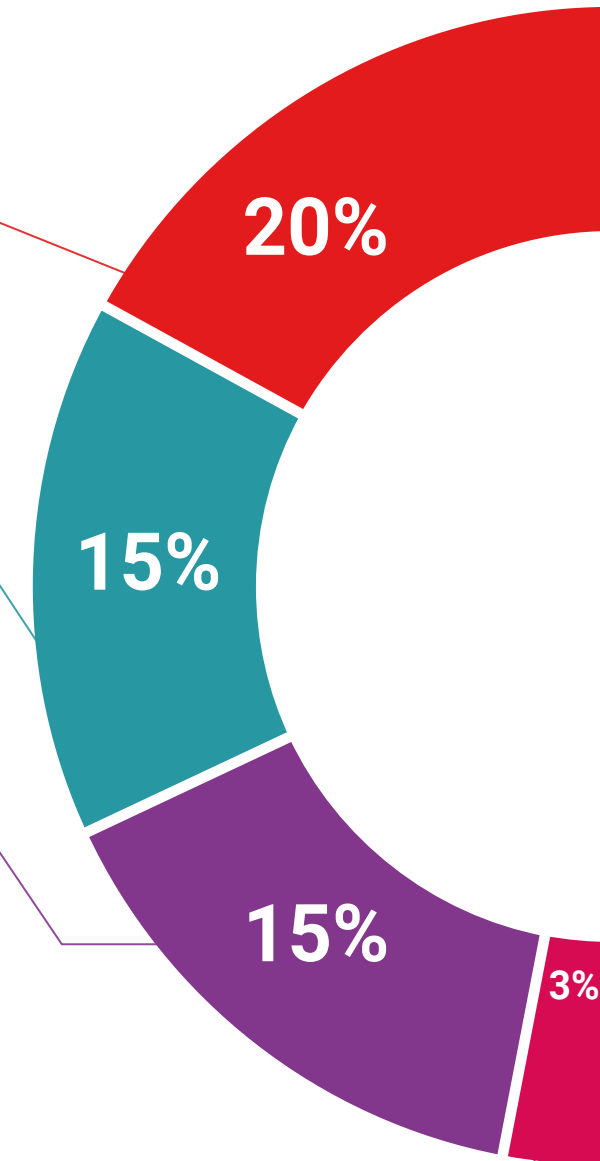
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

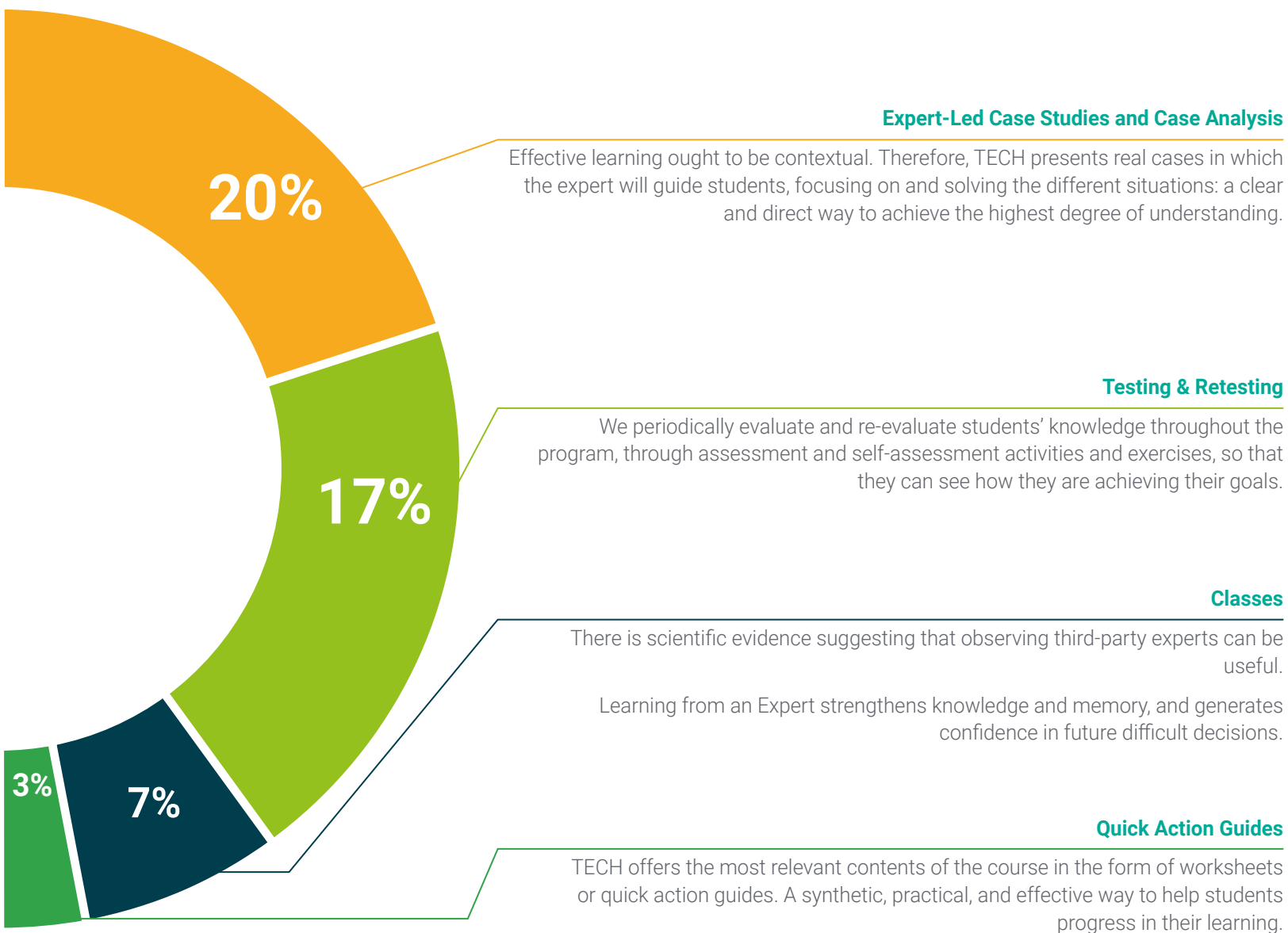
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





07 Certificate

The Professional Master's Degree in Hospital Nursing guarantees you, in addition to the most rigorous and updated training, access to a Professional Master's Degree issued by TECH Global University.



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Duration: **12 months**

Accreditation: **60 ECTS**





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Professional Master's Degree

Hospital Nursing

