

# Postgraduate Certificate Clinical Risk Assessment in Healthcare for Nursing





## Postgraduate Certificate Clinical Risk Assessment in Healthcare for Nursing

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/pk/nursing/postgraduate-certificate/clinical-risk-assessment-healthcare-nursing](http://www.techtitute.com/pk/nursing/postgraduate-certificate/clinical-risk-assessment-healthcare-nursing)

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# 01

# Introduction

Nursing professionals are one of the key pillars in patient safety management, and their role in the identification, assessment and prevention of clinical risk is essential. Clinical Risk Assessment is a complex process that involves the identification of risk factors, the evaluation of the probability of an adverse event occurring and the implementation of preventive measures to avoid it. In order to carry out this process, it is necessary to have specialized training to acquire the necessary knowledge, skills and competencies. In response to this need, TECH has designed a complete program that addresses each of these aspects in an updated way from a 100% online methodology, in a flexible and dynamic format.





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*Thanks to this complete Postgraduate Certificate you will be up to date in the most advanced models to guarantee patient safety in health care centers and primary care”*



Clinical risk assessment in healthcare is a crucial component in ensuring optimal and personalized patient care. The World Health Organization (WHO) and the Pan American Health Organization (PAHO) emphasize the importance of this assessment in healthcare practice, as it allows for safer, more efficient and effective care.

In this area, it becomes a fundamental factor in anticipating and preventing possible complications or adverse events in patients. By assessing clinical risk, healthcare professionals can identify risk factors, such as pre-existing diseases, living conditions and environmental factors, which could influence the patient's prognosis and outcome. This information allows healthcare personnel to tailor treatment and interventions to the specific needs of the patient, thereby reducing the likelihood of negative outcomes.

The Postgraduate Certificate in Clinical Risk Assessment in Healthcare for Nursing is an opportunity for nursing professionals to acquire knowledge and skills in this area. The main objective of this TECH program is to provide students with a specialized update on models for the identification and evaluation of clinical risk, as well as the implementation of preventive and control measures.

In addition, this 100% online program addresses topics such as clinical risk assessment, risk factor identification, clinical risk prevention and control, patient safety in primary care, healthcare-associated infection control and clinical risk management during the COVID-19 pandemic.

Thanks to the Relearning pedagogical methodology, which is based on learning through problem solving and team collaboration, students develop to catch up on the latest advances, broaden their healthcare competencies and apply the knowledge acquired to real situations.

This **Postgraduate Certificate in Clinical Risk Assessment in Healthcare for Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Nursing and Clinical Risk Assessment
- ♦ 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



*You will have a 100% online platform that allows you to access the teaching material at any time and from any electronic device with an Internet connection"*

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*Get up to date on the epidemiological situation of HCAs and multidrug-resistant microorganisms with this program”*

*Take advantage of the flexibility offered by this program to adapt learning to your needs and schedule.*

*Master the safety planning measures for critically ill patients and the protocols for adverse events in critically ill patients, through TECH's Relearning methodology.*

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

Its multimedia content, developed with the latest educational technology, will provide the professionals with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.



# 02

# Objectives

This Postgraduate Certificate aims to provide students with the latest scientific postulates related to a key aspect of health care: clinical risk assessment. Through this program, students will master the most recent advances in tools and methods for the identification, evaluation and prevention of clinical risk, which will enable them to perform effectively in their work as nursing professionals and contribute to patient safety management. In addition, the program is taught 100% online, which offers greater flexibility in the organization of academic resources and adaptation to the learning pace of each student.





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*You will address the relevance of safety culture in healthcare and how to foster it through state-of-the-art techniques”*



## General Objectives

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- ♦ Analyze the importance of humanization in health care, the need for respect for life, human dignity and a holistic understanding of the person made vulnerable by illness
- ♦ Identify situations and risk factors in the pediatric patient
- ♦ Determine the main preventive measures implemented in pediatric patient safety
- ♦ Justify the importance and guidelines of surgical safety in the public health setting by defining a minimum set of measures
- ♦ Analyze patient safety strategies approached from different healthcare areas



*Reach your goals thanks to an extensive library of educational resources and with the support of the best professionals in the sector”*





## Specific Objectives

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- Provide a comprehensive view of all elements that can affect patient safety
- Delve into the different phases that make up clinical risk management
- Establish actions aimed at preventing adverse events from occurring by having the necessary knowledge to minimize them
- Identify prevention and control measures to reduce healthcare-associated infections
- Propose actions aimed at user participation in patient safety
- Develop corrective measures aimed at minimizing clinical risk
- Analyze the concept of satisfaction and perceived quality. Identify the instruments to know the users' opinion
- Provide a basis for the different models and systems of adverse event management
- Update knowledge about patient safety
- Propose techniques and tools for the improvement of patient safety
- Develop the tools to carry out a safety plan
- Analyze the different models of clinical practice guidelines and the evaluation of adherence to them
- Delve into the keys to patient safety in the healthcare environment



# 03

# Course Management

The faculty of this program is made up of a team of highly qualified professionals with extensive experience in the field of health care and clinical risk assessment. These professionals have brought together the most cutting-edge content in this area from their experiences in daily practice, thus structuring the syllabus of this High Quality Postgraduate Certificate. In addition, they have designed an extensive library of teaching resources that will allow students to access content from anywhere and at any time.





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*A highly qualified and experienced teaching staff will guide you in your learning process with the most advanced pedagogical resources in the educational sector”*



## Management



### Dr. Paredes Esteban, Rosa María

- ♦ Head of Service and Director of the Pediatric Surgery Clinical Management Unit of the Reina Sofia Hospital
- ♦ Specialist in Pediatric Surgery Reina Sofia Hospital
- ♦ Specialist in Pediatric Surgery at the Medical-Surgical Hospital of Jaén
- ♦ Responsible for Pediatric Surgery training at the Reina Sofia Hospital
- ♦ President of the Spanish Society of Pediatric Surgery
- ♦ Coordinator of the Bioethics Commission of the Spanish Society of Pediatric Surgery
- ♦ Coordinator of the Vascular Anomalies Committee of the University Hospital Reina Sofía
- ♦ Coordinator of the Living Donor Transplant Commission (Renal and Hepatic) of Córdoba
- ♦ PhD in Medicine and Surgery from the University of Granada
- ♦ Degree in Medicine and Surgery from the University of Granada
- ♦ Member of: European Society of Pediatric Endoscopic Surgery, Spanish Society of Pediatric Surgery, Editorial Committee of the journal of the Spanish Society of Pediatric Surgery, Scientific Evaluation Committee of the Spanish Society of Pediatric Surgery

## Professors

### Ms. López Cabrera, Estefanía

- ♦ Supervisor of Preventive Medicine and Public Health at the Reina Sofia University Hospital in Cordoba
- ♦ Occupational Nurse Specialist at the Occupational Health Unit of the Reina Sofia University Hospital in Córdoba
- ♦ Lecturer in the area of Preventive Medicine and Public Health at the Reina Sofia University Hospital in Córdoba
- ♦ Collaborating Professor, Department of Preventive Medicine and Public Health, University of Córdoba
- ♦ Master's Degree Official in Occupational Risk Prevention from the University of Cordoba
- ♦ Master's Degree in Occupational Health in the Health Care Environment by the European University Miguel de Cervantes
- ♦ Master's Degree in Pharmacotherapy for Nursing from the University of Valencia
- ♦ Master's Degree in Health Management from the University Isabel I of Burgos
- ♦ Diploma in Nursing from the University of Cordoba

### Ms. Corpas Nogales, María Elena

- ♦ Coordinator of the Andalusian Patient Safety Incident Reporting and Learning System, notificASP
- ♦ Teacher at the Andalusian School of Public Health
- ♦ Postgraduate Diploma in Quality and Patient Safety in Health Institutions by the Andalusian School of Public Health and the University of Granada
- ♦ Postgraduate Diploma in Health Sciences Research: Quantitative and Qualitative Methodologies by the Andalusian School of Public Health and the University of Granada
- ♦ Diploma of Advanced Studies in Statistics and Operations Research from the University of Granada
- ♦ Degree in Mathematical Sciences from the University of Granada

### Dr. Salcedo Leal, Inmaculada

- ♦ Lecturer Head of Department of Preventive Medicine and Public Health at the Reina Sofia University Hospital in Córdoba
- ♦ Evaluator of the Bank of State Evaluation Agency (MINECO)
- ♦ Interlocutor in the Junta de Andalucía in the Phase Reduction of Isolation and Social Distancing Measures
- ♦ Associate Professor in the Department of Medical and Surgical Sciences, School of Medicine and Nursing, University of Córdoba
- ♦ PhD in Medicine and Surgery from the University of Cordoba
- ♦ Specialist in Preventive Medicine and Public Health at the Reina Sofia Hospital in Cordoba
- ♦ Specialist in Family and Community Medicine at the Virgen Macarena Hospital in Seville and the Pino Montano Health Center in Seville
- ♦ Master's Degree in Public Health and Health Administration from the Andalusian School of Public Health of Granada
- ♦ Postgraduate Diploma in Quality from Health Institutions by the Andalusian School of Public Health of Granada
- ♦ Member of: President of the National Commission of the Specialty of Preventive Medicine and Public Health, Vice-President of the Spanish Society of Preventive Medicine, Public Health and Health Management (SEMPSPGS), Vice-President of the Andalusian Society of Preventive Medicine, Public Health and Health Management (SAMPSPGS), Spokesperson of the Ministry of Health and Families of the Andalusian Regional Government in the Coronavirus expert group, Spokesperson of the Council of High Impact Public Health Alerts

### Dr. Aguilar Romero, María del Carmen

- ◆ Specialist in Preventive Medicine and Public Health at the University Hospital Reina Sofía de Córdoba
- ◆ Specialist in Psychiatry at the University Hospital of Fuenlabrada
- ◆ Lecturer in the course "International protection and human rights in the social and health context" by the Andalusian School of Public Health
- ◆ Teaching collaborator of the Preventive Medicine and Public Health Service of the Faculty of Medicine of Córdoba (UCO)
- ◆ Associate Professor of Psychiatry at the Alfonso X El Sabio University
- ◆ Honorary Collaborator of the Department of Medicine and Surgery teaching theory classes in Psychiatry at the Universidad Rey Juan Carlos (URJC)
- ◆ Master's Degree in Public Health and Health Management by EASP
- ◆ University Diploma in Mental Health in Situations of Political Violence and Catastrophes from the Complutense University of Madrid
- ◆ Degree in Medicine from the Autonomous University of Madrid

### Dr. Ruiz Salcedo, Sofía

- ◆ Specialist in Family and Community Medicine
- ◆ Evaluation of compliance with the special vaccination schedule in rheumatology patients at the University Hospital Reina Sofía
- ◆ Lecturer in Continuing Education in Respiratory Pathology for Family and Community Medicine Residents and Tutors at the Multiprofessional Family and Community Care Teaching Unit of Córdoba

### Ms. Castro Ruz, María José

- ◆ Deputy Director of Nursing at the Reina Sofía University Hospital in Córdoba
- ◆ Coordinator of Reference Units of the Ministry of Health and Social Policy of the Queen Sofía University Hospital
- ◆ Coordinator of the ERAS program for Colorectal and Hepatobiliary Surgery at the University Hospital Reina Sofía
- ◆ Coordinator of the GERM program for Bariatric Surgery and Gynecologic and Hematologic Surgery at the Queen Sofía University Hospital
- ◆ Coordinator of the ASCO-QOPI certification program of the Medical Oncology unit of the University Hospital Reina Sofía
- ◆ Member of the Standard Operating Procedures review group of the University Hospital Reina Sofía
- ◆ Lecturer at the Andalusian School of Public Health
- ◆ Lecturer in training related to continuous quality improvement at the University Hospital Reina Sofía
- ◆ University Diploma in Nursing from the University of Córdoba
- ◆ Postgraduate Diploma in Health Services Management, University of Granada
- ◆ Postgraduate Diploma in Quality Management and Patient Safety, University of Granada
- ◆ Specialization in certification model and continuous quality improvement of the American Society of Medical Oncology: ASCO
- ◆ Intermediate Technician in Occupational Risk Prevention
- ◆ ISQua (International Society for Quality in Health Care) certified evaluator
- ◆ Member of: President of the Gender Violence Commission of the Hospital Universitario Reina Sofía, Secretary of the Commission for Equal Opportunities between Men and Women of the Hospital Universitario Reina Sofía, Member for Spain in the elaboration of the ISO/CD 22336 standard: Security and resilience-Organizational resilience-Guidelines for resilience policy and strategy, Secretary of the Sociedad Andaluza de Calidad Asistencial. SADECA, Member of working groups for the revision of the Criteria for the Designation of Reference Units of the Ministry of Health (CSUR)

**Dr. López Moreira, Sheila**

- ◆ Specialist in Preventive Medicine and Public Health at the University Hospital Reina Sofía de Córdoba
- ◆ Graduate in Medicine from the University of Santiago de Compostela
- ◆ Upper Technician in Anatomical Pathology and Cytology

**Dr. Moreno Campoy, Elvira Eva**

- ◆ Director of the Strategy for Patient Safety in the Andalusian Public Health System
- ◆ Lecturer in the Quality and Patient Safety Expert of the University of Granada at the Andalusian School of Public Health
- ◆ Lecturer in Clinical Safety at the University Center of Nursing of Ronda, University of Malaga
- ◆ Principal investigator and collaborator in different research projects of the Health Research Fund (FIS) and by the Andalusian Ministry of Health
- ◆ Coordinator of the Patient Safety Commission of the Spanish Society of Primary Care Pharmacists
- ◆ PhD in Health Sciences from the University of Malaga
- ◆ Degree in Pharmacy from the University of Granada
- ◆ Master's Degree in Public Health and Health Management from the University of Granada
- ◆ Expert in Quality in Health Institutions by the University of Granada
- ◆ Postgraduate in Biomedical Publication Preparation, Universitat Autònoma de Barcelona
- ◆ Postgraduate degree in Pharmaceutical Management in Primary Care from the University of Barcelona
- ◆ Member of: Member of the Board of Directors of the Society for Healthcare Quality of Andalusia, Editorial Committee of the journal SADECA

**Ms. Trillo López, Paloma**

- ◆ Technical Advisor at the Regional Ministry of Health and Consumer Affairs
- ◆ Nurse and Technical Advisor at the General Secretariat of Humanization, Planning, Social and Health Care and Consumption of the Regional Ministry of Health and Consumption
- ◆ Specialist Nurse in Pediatric Nursing
- ◆ University Expert in Nutrition, Health and Functional Foods by the UNED (UNED)
- ◆ Postgraduate Diploma in Resources Management in Nursing by UNED
- ◆ Postgraduate Diploma in Resource Management in Nursing by the UNED
- ◆ Graduate in Nursing from the University of Malaga

**Ms. Romero Romero, Lucía**

- ◆ Nurse in the Tracking Unit at the Reina Sofia University Hospital in Cordoba
- ◆ Nurse in the Internal Medicine Clinical Management Unit in the COVID-19 Units at the Reina Sofia University Hospital in Cordoba
- ◆ Postgraduate Diploma in Hemodialysis and Renal Transplantation for Nurses at the Antonio de Nebrija University
- ◆ Master's Degree in Occupational Risk Prevention, specializing in Industrial Hygiene, University of Cordoba
- ◆ Postgraduate Diploma in Mechanical Ventilation and Airway Care for Nurses, Antonio de Nebrija University
- ◆ Postgraduate Diploma in Polytraumatized and Monitoring in ICU for Nursing by the Antonio de Nebrija University
- ◆ Graduate in Nursing from the University of Cordoba

**Ms. Pérez Moreira, Rosalía**

- ◆ Management Technician in the Central Services of the Andalusian Health Service
- ◆ Lecturer of Clinical Practices of the Physiotherapy degree at the University of Seville
- ◆ Teacher of Teaching Health at the Andalusian School of Public Health
- ◆ Diploma in Physiotherapy from the University of Seville and Degree from the European University of Madrid
- ◆ Master in Health and Quality of Life
- ◆ Master's Degree in Care for Caregivers of Dependent Persons
- ◆ Postgraduate Diploma in Care of the Caregiver
- ◆ Postgraduate Diploma in Care for the Sick and Caregivers
- ◆ Expert in Quality in Health Institutions

**Ms. Cristino Espinar, María Soledad**

- ◆ Supervision of the Pharmacy Unit of the University Hospital Reina Sofía
- ◆ Coordinator of the Strategic Line of Patient Safety in Outpatient Emergency of Andalusia
- ◆ Lecturer in the Patient Safety Course of the EASP
- ◆ Diploma in Nursing from the University of Granada
- ◆ Specialization Diploma in Bioethics from the Andalusian School of Public Health
- ◆ ISO 14155:2011 - GPC Certificate by the World Medical Device Organization
- ◆ Expert in Health Management by the Andalusian School of Public Health
- ◆ Expert in Quality and Patient Safety by the Andalusian School of Public Health





**Dr. Ferrer Higuera, María José**

- ♦ Medical Director of the North Health Management Area of Cordoba
- ♦ Deputy Medical Director of the Reina Sofia University Hospital of Cordoba
- ♦ Specialist in Intensive Care Medicine at the University Hospital Reina Sofia of Córdoba
- ♦ Instructor of Basic and Advanced Cardiopulmonary Resuscitation (CPR) by the European Resuscitation Council (ERC)
- ♦ Teacher in the Diploma of Specialization in Quality and Patient Safety in Health Institutions, taught by the Andalusian School of Public Health (EASP)
- ♦ Master's Degree in Health Sustainability through Innovative Resource Management from the University of Valencia
- ♦ Degree in Medicine from the University of Córdoba
- ♦ Specialization Diploma in Quality and Patient Safety in Health Institutions from the University of Granada
- ♦ Diploma of Specialization in Bioethics from the University of Granada
- ♦ Specialization Diploma in Management Development in the Health Sector from the International University of Andalusia
- ♦ Certificate of Advanced Studies in the program "Advances in Medical-Surgical Specialties" by the Department of Medical-Surgical Specialties of the University of Cordoba

**Dr. Pérez Martínez, José Fernando**

- ♦ Assistance Director HAR Toyo of University Hospital Torrecárdenas
- ♦ Specialist in General Surgery and Digestive System
- ♦ Instructor of the Training Course in Breast Pathology for "Internal Doctors of General and Digestive Surgery and Surgical Specialists" of the Spanish Association of Surgeons
- ♦ Collaborating Professor at the Faculty of Medicine of the University of Las Palmas de Gran Canaria
- ♦ Degree in Medicine and Surgery from the University of Granada
- ♦ Master's Degree in Hospital Management and Health Services from CEU Cardenal Herrera
- ♦ Postgraduate Diploma in Clinical Management by the International Center for Continuing Education of the Manresa Campus of the University of Vic
- ♦ Diploma from ESADE in the program Excellence in Hospital Management: Towards Value in Health

# 04

## Structure and Content

The program addresses a complete and updated agenda on clinical risk management in different healthcare settings. From its two complete 12-week modules, it focuses on clinical risk management and patient safety, covering topics such as safe clinical practices, safety planning for critically ill patients, patient safety in healthcare centers, primary care and mental health, as well as the development and implementation of safety programs, among others. In addition, TECH provides high quality pedagogical tools to facilitate the updating of students in the program, such as video summaries of each topic, research readings and clinical case studies. Complete material is available 24 hours a day, from any electronic device with internet connection.



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*A unique opportunity to acquire a specialized update on clinical risk management and patient safety in healthcare”*



## Module 1. Clinical Risk Management

- 1.1. Incident reporting systems
  - 1.1.1. Patient Safety Security Culture
  - 1.1.2. The Incident reporting systems
    - 1.1.2.1. Adverse Event. Sentinel Event
  - 1.1.3. Safe clinical practices in the hospitalized patient
    - 1.1.3.1. Correct patient identification
- 1.2. Infection control. Healthcare-associated infections (HAI) as an adverse event
  - 1.2.1. Epidemiological situation of IRAS
  - 1.2.2. IRAS Classification
  - 1.2.3. Multidrug-resistant microorganisms and their relationship with IRAS
- 1.3. Safety planning for critically ill patients
  - 1.3.1. Risk factors for adverse events in ICU
  - 1.3.2. Performance in adverse events in critically ill patients
  - 1.3.3. Corrective Actions Security Culture
- 1.4. Patient Safety in Social-Health Centers
  - 1.4.1. Problems of Patient Safety in Social-Health Centers
  - 1.4.2. Environmental biosafety in Social-Health Centers
  - 1.4.3. Improving patient safety in health care facilities
- 1.5. Patient Safety in Primary Care
  - 1.5.1. Adverse effects at patient discharge
  - 1.5.2. Medication reconciliation at discharge
  - 1.5.3. Check-list in minor ambulatory surgery
- 1.6. Clinical safety in Mental Health
  - 1.6.1. Mental health safety incidents
  - 1.6.2. Safe clinical practices
    - 1.6.2.1. Medication, outpatient and inpatient care
  - 1.6.3. User participation in patient safety
- 1.7. Healthcare-associated infections. Universal measures in the prevention of infection
  - 1.7.1. Standard Precautions
  - 1.7.2. Specific precautions based on transmission
  - 1.7.3. Importance of hand hygiene in the hospital environment



- 1.8. Primary prevention of infections. Vaccines and prophylaxis
  - 1.8.1. Vaccinating the healthy adult
  - 1.8.2. Vaccination of risk groups
  - 1.8.3. Vaccination and post-exposure prophylaxis in health care personnel
- 1.9. Clinical risk management during the COVID pandemic
  - 1.9.1. Legal Framework for Pandemic International approach
    - 1.9.1.1. The International Health Regulations Emergency Committee (IHR 2005)
    - 1.9.1.2. Public Emergency of International Importance (PHEII)
  - 1.9.2. Training and information for patients and professionals
  - 1.9.3. Circuits and Personal Protective Equipment
- 1.10. Evaluation of Satisfaction in Health: A Challenge to Quality
  - 1.10.1. The Patient Experience
  - 1.10.2. Measuring the Experience
  - 1.10.3. Implementation and benefits

## Module 2. Errors in Health Care and Adverse Events

- 2.1. The Error in Health Care. Conditioning Factors
  - 2.1.1. The Error in Health Care. Magnitudes
  - 2.1.2. Security Culture
    - 2.1.2.1. Understanding, Recognizing and Managing Adverse Events
  - 2.1.3. Incident Notification and Management
- 2.2. Identification of Critical Points in an Organization. Health Care Processes
  - 2.2.1. Situation analysis on the identification of Critical Risk Points
  - 2.2.2. Approach and Prevention Strategies
  - 2.2.3. Critical Risk Point Communication Plan
- 2.3. Risk Management Incidents and Adverse Events
  - 2.3.1. Models, Methods and Tools
  - 2.3.2. Notification Systems. Adverse Event Registry
  - 2.3.3. Identification of Adverse Events through the Analysis of Clinical Histories
    - 2.3.3.1. Global Trigger Tool
- 2.4. Proactive Risk Management
  - 2.4.1. Risk Prevention Proactive Management Tools
  - 2.4.2. Failure Mode and Effects Analysis (FMEA)
  - 2.4.3. Application of the Methodology in a Health Care Process
- 2.5. Sentinel Event Analysis Methodology
  - 2.5.1. Root Cause Analysis
  - 2.5.2. ACR Methodology on a Sentinel Event. Application
  - 2.5.3. Attention to the 1st, 2nd and 3rd victim
- 2.6. Briefing y Debriefing. The Safety Rounds
  - 2.6.1. Briefing
  - 2.6.2. Debriefing
  - 2.6.3. The Safety Rounds
- 2.7. Unambiguous Patient Identification and Verification
  - 2.7.1. Necessity of Unambiguous Patient Identification
  - 2.7.2. Systems of Unambiguous Patient Identification
  - 2.7.3. Patient Verification Systems
- 2.8. Safe Transfer for the Patient
  - 2.8.1. Communication between Professionals
  - 2.8.2. Tools for Effective Communication
  - 2.8.3. Errors in the Transfer between Professionals
- 2.9. Elaboration of a Patient Safety Program
  - 2.9.1. Methodology for the Development of a Safety Program
  - 2.9.2. Critical Risk Point Analysis
  - 2.9.3. Evaluation of a Safety Program. Indicators
- 2.10. Implementation of a Patient Safety Program in a Clinical Unit. Monitoring and Best Practices
  - 2.10.1. Monitoring of a Patient Safety Program
  - 2.10.2. Good Practices in Patient Safety
  - 2.10.3. Evaluation and Improvement Proposals for a Patient Safety Program



05

# Methodology

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

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





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

## At TECH 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.



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

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

1. 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.





06

# Certificate

The Postgraduate Certificate in Clinical Risk Assessment in Healthcare for Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

This **Postgraduate Certificate in Clinical Risk Assessment in Healthcare for Nursing** contains the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery\*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate in Clinical Risk Assessment in Healthcare for Nursing**

Official N° of Hours: **300 h.**



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

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



## Postgraduate Certificate Clinical Risk Assessment in Healthcare for Nursing

- › Modality: online
- › Duration: 12 weeks
- › Certificate: TECH Technological University
- › Dedication: 16h/week
- › Schedule: at your own pace
- › Exams: online



# Postgraduate Certificate Clinical Risk Assessment in Healthcare for Nursing