

Postgraduate Diploma

Organ Transplantation and Donation in Intensive Care Nursing





Postgraduate Diploma Organ Transplantation and Donation in Intensive Care Nursing

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

Website: www.techtute.com/pk/nursing/postgraduate-diploma/postgraduate-diploma-organ-transplantation-donation-intensive-care-nursing

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01

Introduction

From kidney, liver and lung transplantation to heart transplantation, the surgical techniques and ICU care have advanced significantly. An area that has prospered with the improvement of the work spaces themselves, the techniques of donor assessment and maintenance until transplantation or organ donation. A wide field of action, where the nurse becomes important due to his or her care and communication skills. For this reason, TECH provides this 100% online degree, which provides a complete update on Organ Transplantation and Donation from the point of view of Intensive Nursing All, in addition, with didactic material, accessible 24 hours a day, from any electronic device with internet connection.





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A Postgraduate Diploma that brings you closer to the new scenarios of donation and transplant patient care"

Donation and transplantation systems have improved in much of the world, thanks to technical advances and the technology used throughout the process: from donor evaluation, transplantation and postoperative recovery. A journey that leads the healthcare professional to maintain a continuous updating of their competencies and skills, among them, the figure of the nursing professional stands out, who combines their skills with their ability to communicate effectively with the patient and family members.

Faced with this reality, TECH has brought together a specialized faculty that leads the graduate to obtain a comprehensive update in Transplantation and Organ Donation in Intensive Nursing of 6 months duration and with the best teaching materials in the academic panorama.

Thus, through video summaries of each topic, videos in detail, specialized readings and simulations of case studies, the graduate will deepen the safety and quality of the patient, the assessment of the severe trauma patient, as well as special situations with transplant recipients or donors.

Moreover, thanks to the Relearning method, this academic refresher course will be much simpler and dynamic, without the need to invest long hours in the memorization process so common in other educational systems.

The nursing professional has, before him, a unique and effective academic option that allows him to reconcile his daily activities with a quality university proposal. All they need is an electronic device (cell phone, tablet, computer) with an internet connection to visualize, at any time of the day, the content hosted on the virtual platform.

This **Postgraduate Diploma in Organ Transplantation and Donation in Intensive Care Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Intensive Care Nursing and Intensive Care Physicians
- ♦ 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

 *You are in front of a 100% online university degree that allows you to be up to date on special situations with transplant patients"*

“ *Access a quality university degree, compatible with your professional responsibilities as a nurse*”

Delve into the Green ICU approach, its design and space distribution through the most rigorous information.

Delve, when and where you want, into the procedures for the assessment and maintenance of brain-dead donors.

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 professional 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 professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.



02 Objectives

This academic institution brings the nursing professional closer to the most notorious advances in the attention and care of the transplanted patient, as well as the different existing techniques for the realization of transplants. For this purpose, TECH provides the graduate with the most innovative teaching tools, with high quality video in detail and simulations of clinical case studies. A unique opportunity to update through the largest digital university in the world.





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Thanks to the clinical case studies you will be able to implement the most effective techniques in the care of the transplanted patient”



General Objectives

- ♦ Synthesizing data to inform the assessment of the critically ill patient
- ♦ Collecting data to inform the assessment of the critically ill patient
- ♦ Use data to inform the assessment of the critically ill patient
- ♦ Plan care collaboratively and in a patient-centered manner
- ♦ Incorporate the latest evidence-based practice in critical care nursing
- ♦ Act effectively in pressurized and demanding situations
- ♦ Contextualize each action to the situation at hand

“

Increase your communication skills in the care of organ donor families with this program”





Specific Objectives

Module 1. Approach to the critical patient. Vision from the point of view of patient safety and quality

- Manage and follow up on activities, objectives, processes and compliance with indicators
- Identify and respond to serious or adverse incidents in clinical practice
- Delve into data collection for quality indicators, such as patient safety, maintenance of technical equipment and others
- Delve in the transfer of the critical patient out of the Intensive Care Unit regardless of the devices carried and the reason for transfer
- Involve the family and/or caregivers in the patient's evaluation process and interventions

Module 2. Special Situations. Severe trauma patient. Advanced assessment and care

- Provide nursing care in The Polytraumatized Patient
- Anticipate potential problems
- Keep abreast of mobilization specific to the patient's needs
- Integrate all team members as part of the process

Module 3. Special Situations. Organ Transplantation and Donation

- Provide nursing care in The Transplant Recipients
- Provide appropriate care to the organ donor patient
- Assisting in brain death diagnostic testing
- Integrate effective communication with the family in the process of a possible donation



03

Course Management

The management and teaching staff that make up this university degree have been selected based on their clinical and healthcare experience in Intensive Care Units and Emergency Departments. Nursing professionals and intensive care physicians who have included in this syllabus the most updated information and the most recent scientific evidence on transplanted patients and organ donation in Intensive Care Nursing. Likewise, their human quality is reflected in a study plan focused on providing the most complete update.



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Get updated by the best experts in Intensive Care in distinguished hospitals in this field"

Management



Ms. Fernández Lebrusán, Laura

- Nurse in the Medical ICU at the Puerta De Hierro Hospital
- ICU Nurse at the Hospital Universitario del Sureste
- Surgical ICU Nurse at Hospital General Universitario Gregorio Marañón
- ICU Nurse at the Hospital Quirón Salud
- Associate Teacher at the University Francisco of Vitoria
- Graduate in Nursing at the Francisco de Vitoria University
- Professional Master's Degree in Critical Care and Intrahospital Emergency Care
- HEMS Specialist (Helicopter Emergency Medical Services), University of Alicante
- Advanced Clinical Simulation Instructor by Francisco de Vitoria University

Professors

Ms. Ramos Ávila, Pilar

- ♦ Supervisor of the Intensive Care Unit, Transplant Unit and Cardiological Care Unit Hospital Puerto de Hierro
- ♦ La Luz Clinic Nurse
- ♦ Nurse at Gregorio Marañón General University Hospital
- ♦ Member of the Mortality and Policy Committee
- ♦ Postgraduate Certificate in Nursing from the Pontificia University of Salamanca

Ms. Juncos Gonzalo, Mónica

- ♦ ICU Nurse at the Hospital General Universitario Gregorio Marañón, Madrid, Spain
- ♦ ICU Nurse at the Southeast Hospital
- ♦ Critical Care Nurse Pool at the Hospital General Universitario Gregorio Marañón
- ♦ Researcher in the project "Assessment of analgesia, sedation, restraints and delirium in patients admitted to adult Intensive Care Units in Spain"
- ♦ Researcher in the project "Adaptation and validation of frailty scales in critically ill patients admitted to Critical Care Units in Spain"
- ♦ Degree in Nursing from the Complutense University of Madrid
- ♦ Professional Master's Degree in Human Resources Management from the European University of Madrid
- ♦ Postgraduate Diploma in Nursing Management and Leadership by the Catholic University of Avila
- ♦ Postgraduate Diploma in Processes and Interventions by the Catholic University of Avila
- ♦ Member of the Spanish Society of Intensive Care Nursing and Coronary Units (SEEIUC), Spanish Wound Society (SEHER), Spanish Society of Anesthesia, Resuscitation and Pain Therapy Nursing (A-SEEDAR)

Ms. Alonso Hernández, Vanesa

- ♦ Nurse in UCI Henares University Hospital
- ♦ Nurse in Clinical Analysis Laboratory at Labipah, S.A
- ♦ Nurse in the Intensive Care Unit at the Puerta de Asturias University Hospital
- ♦ National Cardiopulmonary Resuscitation Plan of the Spanish Society of Intensive Care Medicine, Critical Care and Coronary Units
- ♦ Postgraduate Diploma from Nursing in Outpatient
- ♦ Postgraduate Certificate Nurse from the University of Alcalá, Spain

Ms. Gil Hernández, Cristina

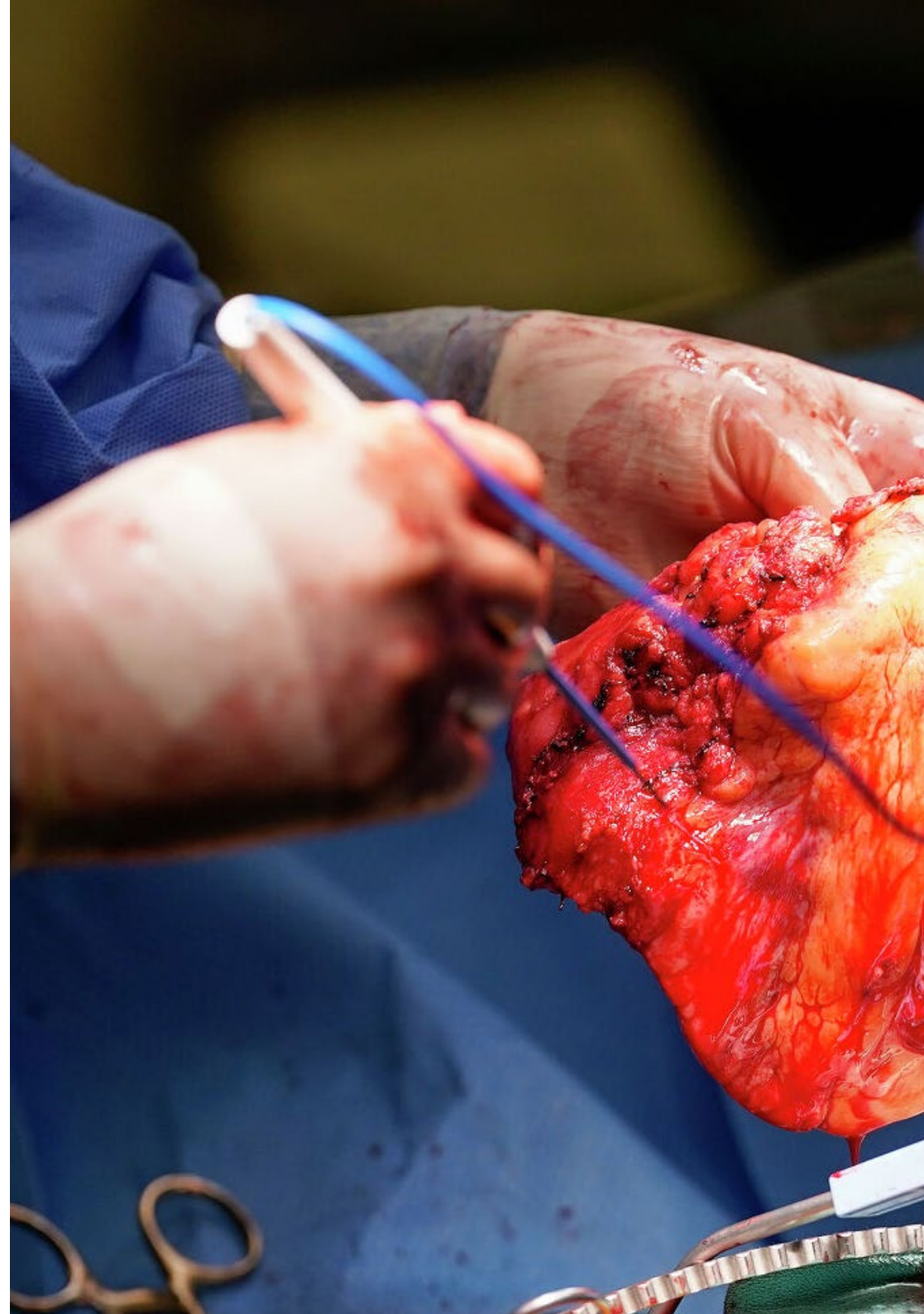
- ♦ Nurse at the Ramón y Cajal University Hospital
- ♦ Nurse in Primary Care Management
- ♦ Nurse at San Francisco de Asis University Hospital
- ♦ Nurse at the Móstoles University Hospital
- ♦ Researcher in the BPSO Working Group at Hospital Sureste
- ♦ Graduate in Nursing from the Complutense University of Madrid
- ♦ Expert in Out-of-hospital Emergencies and Emergencies, Universidad Complutense de Madrid Expert in School Health, Universidad Católica de Ávila

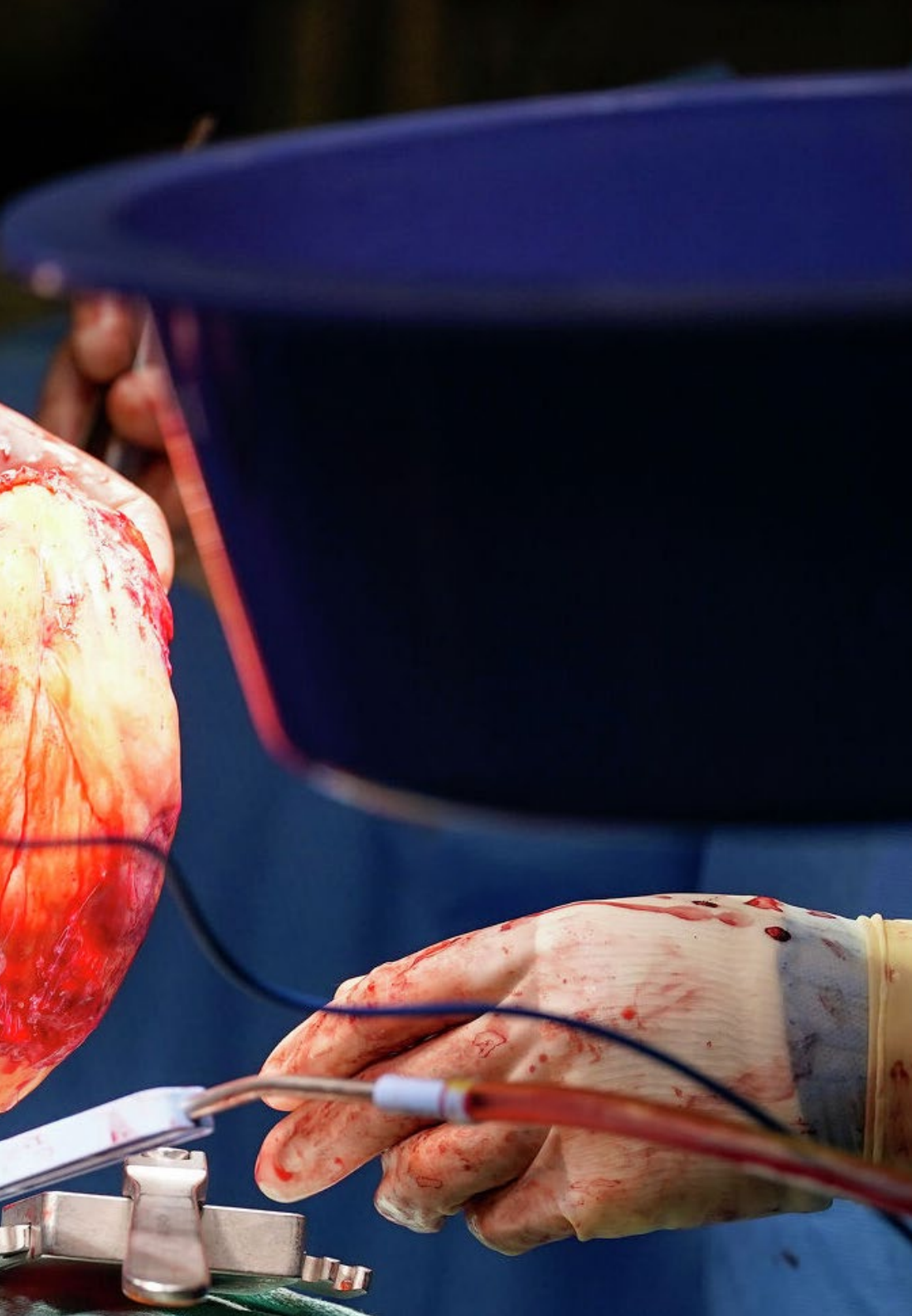
Mr. Sánchez Álvarez, Armando

- ◆ Nurse in polytrauma and emergency ICU at Hospital Universitario 12 de Octubre
- ◆ Nurse in Medical ICU in Hospital Ramón y Cajal
- ◆ Medical ICU and Surgical Rea at Hospital Severo Ochoa de Leganés
- ◆ General Emergency Nurse at Hospital Universitario La Paz
- ◆ Master's Degree in Critical Care at Universidad Rey Juan Carlos
- ◆ Postgraduate Diploma in Hospital and Outpatient Emergencies and Emergencies, Escuela de Ciencias de la Salud, Madrid

Ms. Sánchez Hernández, Mónica

- ◆ Nurse in the Post-Surgical Critical Care Unit (UCPQ) at the "Puerta de Hierro" Majadahonda University Hospital
- ◆ Responsible for Patient Safety and referral nurse in Chronic Wound Care
- ◆ Nurse in Primary Care substitutes in several Area V Centers
- ◆ Collaborating Nurse in the Center for Vascular Ulcer Cures (CCUV)
- ◆ Clinical teaching collaborator at the UAM
- ◆ Postgraduate Certificate in Nursing from the Escuela Universitaria de Enfermería Puerta de Hierro, a center attached to the Universidad Autónoma de Madrid
- ◆ Member of the Commission of Dermal Ulcers, Commission of Pressure Ulcers and Chronic Wounds





Mr. Martín De Castro, Javier

- ◆ Coronary Intensive Care Unit Nurse at the Hospital Universitario de la Hospital Universitario 12 de Octubre
- ◆ Nurse in the Post-Surgical Intensive Care Unit at the Puerta de Hierro Hospital
- ◆ Nurse in the Intensive Care Unit at the Ruber Juan Bravo Hospital
- ◆ Degree in Nursing
- ◆ Professional Master's Degree in Critical Illness and Emergencies at Universitat de Barcelona
- ◆ Postgraduate Diploma in Nursing Processes and Interventions for Pediatric Patients in Life-Threatening Situations
- ◆ Expert in Simulation Instructor: Improving teamwork through TeamSTEPPS®

Dr. Pérez Redondo, Marina

- ◆ Transplant Coordinator of at the Puerta De Hierro Hospital
- ◆ Assistant Physician of the Intensive Care Medicine Medicine Department at the Puerta de Hierro Majadahonda University Hospital
- ◆ Member of the Intensive Care Medicine Research Group in the areas of Cardiovascular, Digestive and Rheumatology Biopathology
- ◆ Scientist Collaborator, Faculty of Medicine, Autonomous University of Madrid(UAM)
- ◆ Degree in Medicine and Surgery from the University of Santiago de Compostela

04

Structure and Content

The effectiveness of the Relearning method has led TECH to implement it in all its programs. This system, based on the continuous reiteration of key concepts, will allow the graduate to reduce the long hours of study and obtain in 6 months, the update their looking for on Transplantation and Organ Donation in Intensive Care Nursing. All this, in addition, through innovative multimedia content, case studies and specialized readings with which you will be able to further extend the information provided in this program.





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A comprehensive study plan aimed at providing the most complete update on Organ Transplantation and Donation in Intensive Care Nursing in 450 hours"

Module 1. Approach to the critical patient. Vision from the point of view of patient safety and quality

- 1.1. La Intensive Care Unit
 - 1.1.1. Roles and competencies of ICU personnel
 - 1.1.2. Characteristics according to the level of complexity of the hospital
 - 1.1.3. Cost-effectiveness
- 1.2. Initial check-list
 - 1.2.1. Equipment and technology
 - 1.2.2. Physical design and space distribution
 - 1.2.3. Green ICU
- 1.3. The critical patient
 - 1.3.1. Profile of admitted patients
 - 1.3.2. Criteria for admission of the critically ill patient
 - 1.3.3. Acute and chronic critical patient
- 1.4. Humanization and anthropological vision
 - 1.4.1. HUCI Project
 - 1.4.2. Comprehensive care
 - 1.4.3. Music Therapy
- 1.5. The patient and the family: the backbone of nursing care
 - 1.5.1. Psychological Support
 - 1.5.2. The patient and the family: the backbone of nursing care
 - 1.5.3. Participation of Patients on Decision-Making
- 1.6. Teamwork
 - 1.6.1. NO Technical Abilities
 - 1.6.2. Customer Relationship Management (CRM)
 - 1.6.3. TeamSTEPPS
- 1.7. Quality and indicators in the intensive care service
 - 1.7.1. Internal and External Audit
 - 1.7.2. Quality indicators in ICU
 - 1.7.3. Recognition of excellence
- 1.8. Ethical principles in the ICU
 - 1.8.1. Conflict resolution in the ICU
 - 1.8.2. Ethical consultation and ethical committees
 - 1.8.3. Ethics as a pillar in making difficult decisions

- 1.9. Implementation of evidence-based protocols
 - 1.9.1. Bacteremia Zero
 - 1.9.2. Zero Pneumonia
 - 1.9.3. Zero Resistance
 - 1.9.4. ITU Zero
- 1.10. Patient Security
 - 1.10.1. Risk Management
 - 1.10.2. Safe Practices
 - 1.10.3. Safety Committee

Module 2. Special Situations. Severe trauma patient. Advanced assessment and care

- 2.1. Severe traumatic illness
 - 2.1.1. General Aspects
 - 2.1.2. Background
 - 2.1.3. Accidentology and injury biomechanics
- 2.2. Initial care of severe trauma: Primary and Secondary Assessment
 - 2.2.1. Pre-hospital care and transfer
 - 2.2.2. Primary assessment and stabilization
 - 2.2.3. Second Evaluation
- 2.3. Cranioencephalic trauma TBI
 - 2.3.1. Lesions
 - 2.3.2. Nursing care and management
 - 2.3.3. Procedures and Techniques
- 2.4. Facial and neck trauma
 - 2.4.1. Lesions
 - 2.4.2. Nursing care and management
 - 2.4.3. Procedures and Techniques
- 2.5. Thoracic trauma
 - 2.5.1. Lesions
 - 2.5.2. Nursing care and management
 - 2.5.3. Procedures and Techniques

- 2.6. Abdominal Trauma
 - 2.6.1. Lesions
 - 2.6.2. Nursing care and management
 - 2.6.3. Procedures and Techniques
 - 2.7. Pelvic trauma
 - 2.7.1. Lesions
 - 2.7.2. Nursing care and management
 - 2.7.3. Procedures and Techniques
 - 2.8. Spinal or vertebro-medullary (vertebro-medullary) trauma
 - 2.8.1. Lesions
 - 2.8.2. Nursing care and management
 - 2.8.3. Procedures and Techniques
 - 2.9. Orthopedic trauma
 - 2.9.1. Lesions
 - 2.9.2. Nursing care and management
 - 2.9.3. Procedures and Techniques
 - 2.10. Trauma in special situations and groups
 - 2.10.1. Advanced trauma life support (ATLS)
 - 2.10.2. Populations at risk
 - 2.10.3. Crush and blast
- Module 3. Special Situations. Organ Transplantation and Donation**
- 3.1. Death in the ICU
 - 3.1.1. Death from another perspective
 - 3.1.2. Legislation on dignified death
 - 3.1.3. Bioethics and death in ICU
 - 3.2. Humanization and bereavement support
 - 3.2.1. Humanization protocol
 - 3.2.2. Role of the nurse
 - 3.2.3. Family support
 - 3.3. Adequacy of life-sustaining therapies
 - 3.3.1. Concept of ATSV
 - 3.3.2. Types of ATSV
 - 3.3.3. ATSV protocol
 - 3.4. Evaluation of the potential donor
 - 3.4.1. Absolute Contra-indications
 - 3.4.2. Relative Contra-indications
 - 3.4.3. Complementary Tests
 - 3.5. Maintenance of the donor in encephalic death
 - 3.5.1. Diagnosis of brain death
 - 3.5.2. Physiological changes after encephalic death
 - 3.5.3. Thoracic donor maintenance
 - 3.6. Donation in controlled asystole
 - 3.6.1. Concept of donation in controlled asystole
 - 3.6.2. Procedure for donation in controlled asystole
 - 3.6.3. Organ preservation in controlled asystole donation
 - 3.7. Tissue donation
 - 3.7.1. Types of tissues for transplantation
 - 3.7.2. Procedure for ocular tissue donation
 - 3.7.3. Donation of other tissues
 - 3.8. New donation scenarios
 - 3.8.1. Donation-oriented intensive care
 - 3.8.2. Donation in neurodegenerative diseases
 - 3.8.3. Donation following the provision of aid in dying
 - 3.9. Care for a transplant recipient
 - 3.9.1. Cardiac Transplantation
 - 3.9.2. Lung Transplant
 - 3.9.3. Liver Transplant
 - 3.9.4. Renal Transplant
 - 3.10. Donation in uncontrolled asystole (DANC)
 - 3.10.1. Procedure for uncontrolled asystole donation
 - 3.10.2. Organ preservation in uncontrolled asystole donation
 - 3.10.3. Results in DANC

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. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, in an attempt to recreate the real conditions in professional nursing practice.

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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 Diploma in Organ Transplantation and Donation in Intensive Care Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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

This Postgraduate Diploma in Organ Transplantation and Donation in Intensive Care 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 Diploma** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Postgraduate Diploma in Organ Transplantation and Donation in Intensive Care Nursing**

Official N° of hours: **450 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 Diploma Organ Transplantation and Donation in Intensive Care Nursing

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

Postgraduate Diploma

Organ Transplantation and Donation in Intensive Care Nursing

