

Postgraduate Diploma Clinical Management of Multidrug-Resistant Bacteria for Nursing



Postgraduate Diploma Clinical Management of Multidrug-Resistant Bacteria for Nursing

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-clinical-management-multidrug-resistant-bacteria-nursing

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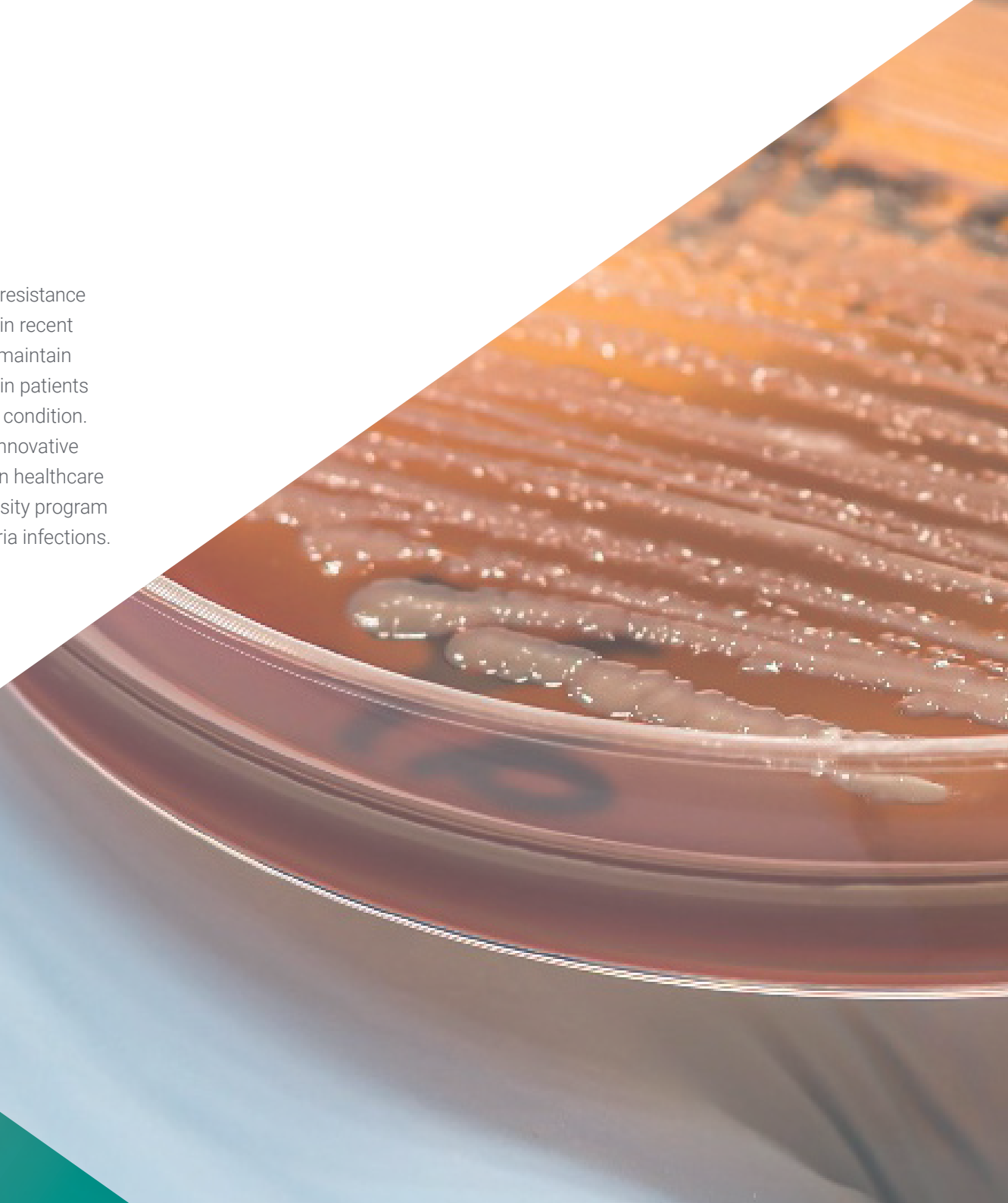
Certificate

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01

Introduction

The World Health Organization highlights, in a recent report, that bacterial resistance to antimicrobials has been directly linked to more than 5 million deaths in recent years. Faced with this situation, the organization urges nursing staff to maintain active surveillance of the symptoms of multidrug-resistant pathologies in patients to facilitate rapid and appropriate interventions to optimize their clinical condition. It is therefore necessary for professionals to keep abreast of the most innovative techniques to prevent the transmission of multidrug-resistant bacteria in healthcare environments. In this context, TECH presents a pioneering online university program focused on the management of patients with multidrug-resistant bacteria infections.



“

This 100% online Postgraduate Diploma will provide you with the most optimal strategies for the management of antimicrobial therapies. You will reduce the risk of nosocomial infections associated with resistant pathogens!"

Bacterial resistance is one of the most complex problems in healthcare, as it can lead to a significant increase in mortality. In this context, nurses play a key role in the implementation of clinical management strategies to address infections caused by Multidrug-Resistant Bacteria. In order to optimize their patient outcomes, these professionals need to update their competencies on a regular basis. Only in this way can experts stay abreast of the latest resistant strains and the most effective treatment strategies, enabling them to provide higher quality care.

In this scenario, TECH launches an innovative Postgraduate Diploma in Clinical Management of Multidrug-Resistant Bacteria for Nursing. Designed by references in this field, the academic itinerary will delve into the risk factors for nosocomial infections. In this way, nurses will conduct more comprehensive surveillance for signs of infection and implement specific preventive measures as needed. At the same time, the syllabus will comprehensively address the epidemiology of infections caused by Gram-negative microorganisms. In addition, the program will provide graduates with the most sophisticated tools to estimate the risk of presence of these bacteria and offer the most effective treatments to ensure optimal patient recovery. The study plan will also investigate antibiotic resistance, enabling professionals to apply effective measures to control nosocomial infections.

On the other hand, the program is based on a 100% online modality that allows nursing staff to plan their own study schedules. In line with this, TECH employs its disruptive Relearning methodology, consisting of the reiteration of key concepts for an organic assimilation of the contents. Thanks to this, professionals will enjoy a progressive and natural updating. It should be noted that the only thing they will need to access the Virtual Campus is an electronic device with Internet access.

This **Tipo de Programa in Clinical Management of Multidrug-Resistant Bacteria for 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 Microbiology, Medicine and Parasitology
- ♦ The graphic, schematic and eminently practical contents with which it is conceived gather scientific and practical information on those disciplines that are indispensable for professional practice
- ♦ Practical exercises where the process of 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



Delve into state-of-the-art quality indicators for infection prevention at the world's best digital university according to Forbes”

“

You'll delve into how PEIA teams can improve antimicrobial use by implementing coordinated strategies”

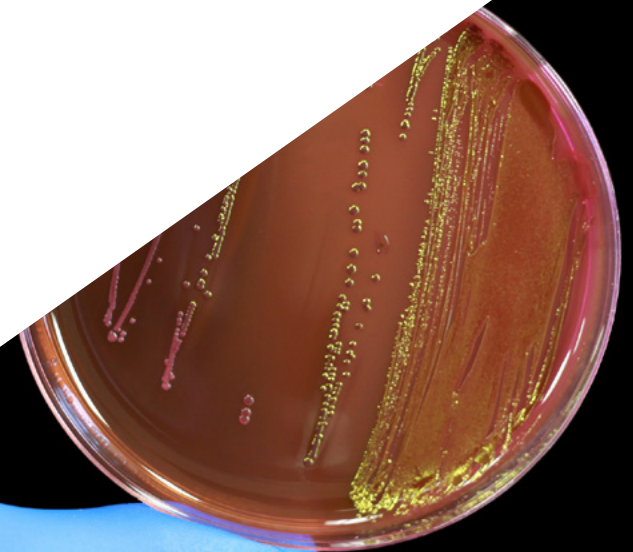
The program's teaching staff includes professionals from the sector who contribute their work experience to this specializing program, as well as renowned specialists from leading societies and prestigious universities.

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 immersive education programmed to learn 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 during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will manage antibiotic therapy strategies for the treatment of Gram-negative bacteria and you will adequately evaluate the effects of the applied therapies.

TECH's Relearning methodology will allow you to organize your own schedules and study time, so that you can combine your updating process with your professional work.



02 Objectives

Through this revolutionary course, nurses will be characterized by their solid understanding of the mechanisms of bacterial resistance and how they affect the treatment of infections. Likewise, professionals will incorporate into their daily practice the most sophisticated techniques to prevent the spread of bacteria and identify early on patients who are at greater risk of developing a nosocomial infection. Along the same lines, experts will acquire clinical skills in the management of infected patients, including assessment, diagnosis and treatment. They will provide a safe and high quality environment for patients.



“

You will develop skills aimed at the accurate diagnosis and clinical management of patients infected with Multidrug-Resistant Bacteria”



General Objectives

- ◆ Understand the colonization and infection of patients in Intensive Care Units (ICUs), the different types and risk factors associated with infection
- ◆ Evaluate the impact of Nosocomial Infections in the critically ill patient, including the importance of risk factors and their impact on length of stay in the ICU
- ◆ Analyze the effectiveness of infection prevention strategies, including the use of quality indicators, evaluation tools and continuous improvement tools
- ◆ Understand the pathogenesis of Gram-negative Infections, including the factors related to these bacteria and patients themselves



The university program will include various multimedia formats, such as explanatory videos or interactive summaries, so that you can enjoy a dynamic and entertaining update”





Specific Objectives

Module 1. Management of Patients with Multidrug-Resistant Bacterial Infections in Intensive Care Units (ICU)

- ◆ Acquire specialized knowledge on the diagnosis and treatment of common infections in ICUs
- ◆ Develop skills for the prevention of Multiresistant Bacterial Infections in the ICU

Module 2. Multidrug-Resistant Gram Negative Bacteria

- ◆ Select the appropriate empirical antibiotic treatment for suspected infections with Multidrug-resistant Gram-negative Microorganisms
- ◆ Determine the importance of PROA (Program for Optimization of Antimicrobial Agents) teams in infections by Multidrug-resistant Gram-negative Microorganisms

Module 3. Antibiotic Resistance in Streptococcus, Enterococcus and Staphylococcus

- ◆ Explore the implications of antibiotic resistance of the major Gram Positive Bacteria on Public Health and clinical practice
- ◆ Discuss strategies to mitigate antibiotic resistance in Gram Positive Bacteria



03

Course Management

In its commitment to offer the most complete and updated university programs in the academic market, TECH carries out a thorough process to constitute its teaching staff. Therefore, this Postgraduate Diploma has the participation of leading professionals in the field of Clinical Management of Multidrug-Resistant Bacteria. These experts have an extensive professional career, where they have contributed to optimize the quality of life of numerous patients. Therefore, they have developed didactic materials that are adapted to the needs of the current labor market and that include the most cutting-edge strategies for the prevention of infections by Multidrug-Resistant Bacteria.



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You will have the personalized advice of the teaching team, made up of professionals with extensive experience in Medicine, Microbiology and Parasitology”

Management



Dr. Ramos Vivas, José

- Director of the Banco Santander-Universidad Europea del Atlántico Chair in Innovation
- Researcher at the Center for Innovation and Technology of Cantabria (CITICAN)
- Academic of Microbiology and Parasitology at the European University of the Atlantic
- Founder and former director of the Cellular Microbiology Laboratory of the Valdecilla Research Institute (IDIVAL)
- PhD in Biology from the University of León
- Doctor in Sciences from the University of Las Palmas de Gran Canaria
- Degree in Biology from the University of Santiago de Compostela
- Master's Degree in Molecular Biology and Biomedicine from the University of Cantabria
- Member of: CIBERINFEC (MICINN-ISCIII), Member of the Spanish Society of Microbiology and Member of the Spanish Network of Research in Infectious Pathology

Professors

Dr. Domenech Lucas, Mirian

- ♦ Researcher at the Spanish Reference Laboratory for Pneumococci, National Centre of Microbiology
- ♦ Researcher in International Groups led from College London, UK and Radboud University in the Netherlands
- ♦ Academician of the Department of Genetics, Physiology and Microbiology of UCM
- ♦ PhD in Biology from the Complutense University of Madrid
- ♦ Degree in Biology, specializing in Biotechnology from UCM
- ♦ Diploma of Advanced Studies, UCM

Dr. Armiñanzas Castillo, Carlos

- ♦ FEA at the University Hospital Marqués de Valdecilla, Cantabria
- ♦ Researcher at the Valdecilla Research Institute (IDIVAL), Cantabria
- ♦ Doctor in Medicine by the University of Cantabria
- ♦ Master's Degree in Human Immunodeficiency Virus Infection, Rey Juan Carlos University
- ♦ Master's Degree in Graphic Medicine from the International University of Andalusia
- ♦ Degree in Medicine from the University of Cantabria
- ♦ Member of: Centre for Biomedical Research in the Infectious Diseases Network CIBERINFEC (MICINN-ISCIII) and Society of Infectious Diseases and Clinical Microbiology (SEIMC)

Dr. Suberviola Cañas, Borja

- ♦ Assistant Physician of the Intensive Care Medicine Service at the Marqués de Valdecilla University Hospital
- ♦ Principal Investigator and Collaborating Researcher in 6 projects with competitive funding
- ♦ Doctor in Medicine by the University of Cantabria
- ♦ Specialty in Intensive Care Medicine and Resuscitation at the Marqués de Valdecilla University Hospital in Santander
- ♦ Degree in Medicine from the University of the Basque Country
- ♦ Master's Degree in Infectious Diseases in the Critically Ill Patient from the University of Valencia
- ♦ Member and Vice-coordinator of the Working Group on Infectious Diseases and Sepsis (GTEIS) of the Spanish Society of Intensive Care Medicine, Critical Care and Coronary Units (SEMICYUC)
- ♦ Member of the Group of Infectious Diseases in the Critical Patient of the Spanish Society of Infectious Diseases and Clinical Microbiology (SEIMC)



A unique, crucial and decisive learning experience to boost your professional development"

04

Structure and Content

With this Postgraduate Diploma, nurses will have a deep understanding of the mechanisms of bacterial resistance and its relationship with the treatment of infections. The syllabus will analyze the main risk factors of nosocomial infections, enabling graduates to implement preventive measures to control them. Likewise, the syllabus will provide the most innovative prevention strategies according to the focus that causes them (among which Pneumonia, Bacteremia and urinary tract infections stand out). The program will also examine the pathogenesis of infections caused by Gram-negative microorganisms, addressing the most appropriate treatments for the recovery of patients.

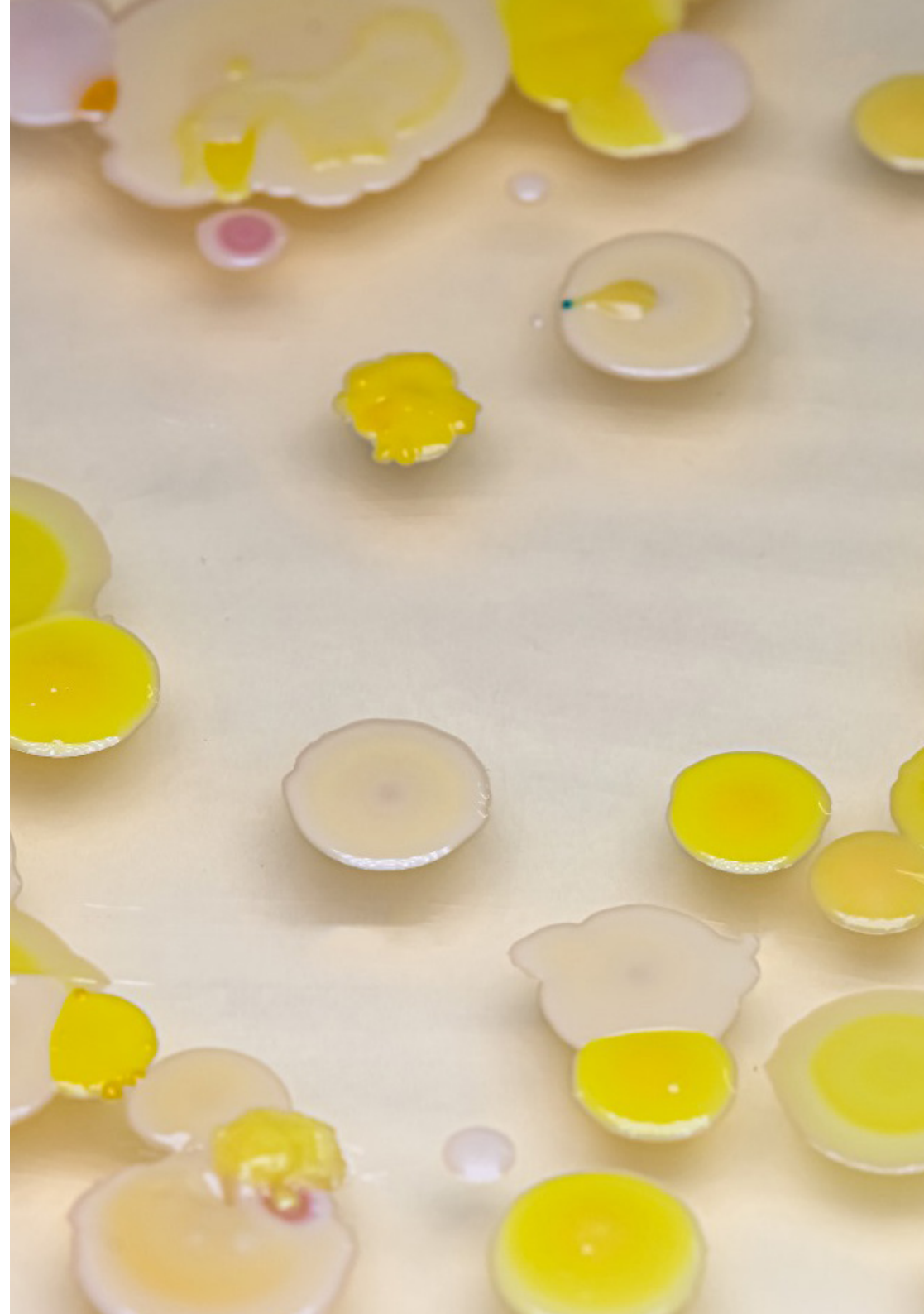


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You will master the most effective measures to prevent the spread of multidrug-resistant bacteria in clinical care settings”

Module 1. Management of Patients with Multidrug-Resistant Bacterial Infections in Intensive Care Units (ICU)

- 1.1. Colonization and Infection of Patients in ICUs
 - 1.1.1. Types of ICUs
 - 1.1.2. Epidemiology
 - 1.1.3. Risk Factors Associated with Infection in ICUs
- 1.2. Impact of Nosocomial Infections in the Critically Ill Patient
 - 1.2.1. Importance of Nosocomial Infections in ICUs
 - 1.2.2. Risk Factors for Nosocomial Infections
 - 1.2.2.1. Patient Factors
 - 1.2.2.2. Factors of the ICU Environment
 - 1.2.2.3. Factors Related to the Healthcare Personnel
 - 1.2.3. Impact of Nosocomial Infections in Immunocompromised Patients
 - 1.2.4. Impact on Length of Stay in the ICU
- 1.3. Pneumonia Associated with Mechanical Ventilation
 - 1.3.1. Etiology
 - 1.3.2. Diagnosis
 - 1.3.3. Treatment
- 1.4. Urinary Tract Infections Associated with Catheters
 - 1.4.1. Etiology
 - 1.4.2. Diagnosis
 - 1.4.3. Treatment
- 1.5. Primary Bacteremias and Catheter-Related Bacteremias
 - 1.5.1. Etiology
 - 1.5.2. Diagnosis
 - 1.5.3. Treatment



- 1.6. Pseudomembranous Colitis
 - 1.6.1. Etiology
 - 1.6.2. Diagnosis
 - 1.6.3. Treatment
- 1.7. Infections by Opportunistic Pathogens
 - 1.7.1. Etiology
 - 1.7.2. Diagnosis
 - 1.7.3. Treatment
- 1.8. Appropriate Use of Antibiotics
 - 1.8.1. Programs for the Optimization of Antibiotic use (PROA) in the ICU
 - 1.8.2. Antibiotic Therapy Strategies for the Treatment of Gram-Negative Patients
 - 1.8.3. Antibiotic Therapy Strategies for the Treatment of Gram-Positive Patients
 - 1.8.4. Antibiotic Therapy Strategies for the Treatment of Co-Infections
- 1.9. Strategies for the Prevention of BMR Infections in the ICU
 - 1.9.1. Hygiene Measures
 - 1.9.2. Infection Control Measures
 - 1.9.3. Protocols and Clinical Practice Guidelines
 - 1.9.4. Education and Training of ICU Personnel
 - 1.9.5. Participation of Patients and their Families
- 1.10. Infection Prevention Strategies in the ICU
 - 1.10.1. Infection Prevention Strategies in the ICU According to the Focus
 - 1.10.1.1. Pneumonia
 - 1.10.1.2. Bacteremia
 - 1.10.1.3. Urinary Infection
 - 1.10.2. Evaluation and Quality Indicators in the Prevention of Infections
 - 1.10.1. Evaluation and Continuous Improvement Tools
 - 1.10.3. Successful Examples of Infection Prevention in ICUs



Module 2. Multidrug-Resistant Gram Negative Bacteria

- 2.1. Infections Due to Gram-Negative Microorganisms
 - 2.1.1. Epidemiology of Gram-Negative Microorganisms
 - 2.1.2. Community and Nosocomial Infections by Gram-Negative Microorganisms
 - 2.1.3. Relevance of Infections by Multidrug-Resistant Gram-Negative Microorganisms
- 2.2. Pathogenesis of Infections by Gram-Negative Microorganisms
 - 2.2.1. Factors Related to Gram-Negative Microorganisms
 - 2.2.2. Patient Factors in Gram-Negative Infections
 - 2.2.3. Other Factors in Gram-Negative Infections
- 2.3. Clinical Evaluation of Patients with Multidrug-Resistant Gram-Negative Infections
 - 2.3.1. Medical History
 - 2.3.2. Clinical Evaluation of Patients
 - 2.3.3. Other Data of Interest
- 2.4. Complementary Tests in Infections by Multidrug-Resistant Gram-Negative Microorganisms
 - 2.4.1. Blood Tests
 - 2.4.2. Imaging Tests
 - 2.4.3. Microbiological Techniques
- 2.5. Estimation of Severity in Patients with Infections by Multidrug-Resistant Gram-Negative Microorganisms
 - 2.5.1. Gram-Negative Multidrug-Resistant Microorganisms
 - 2.5.2. Traditional Approach to Severity Estimation
 - 2.5.3. Practical Conclusions
- 2.6. Risk of Acquiring Infections by Multidrug-Resistant Gram-Negative Microorganisms
 - 2.6.1. Clinical Factors in the Acquisition of Infections by Multidrug-Resistant Gram-Negative Microorganisms
 - 2.6.2. Other Factors in the Acquisition of Infections by Multidrug-Resistant Gram-Negative Microorganisms
 - 2.6.3. Tools to Calculate the Risk of Presence of Multidrug-Resistant Gram-Negative Microorganisms
- 2.7. Empirical Treatment in the Suspicion of Infections by Multidrug-Resistant Gram-Negative Microorganisms
 - 2.7.1. Microorganisms Involved According to Localization
 - 2.7.2. Comprehensive Assessment of Patients with Suspected Infections by Multidrug-Resistant Gram-Negative Microorganisms
 - 2.7.3. Selection of Empirical Antibiotic Treatment
- 2.8. Targeted Therapy in Infections by Multidrug-Resistant Gram-Negative Microorganisms
 - 2.8.1. Adjustment of Antibiotic Therapy According to Microbiological Results
 - 2.8.2. Follow-up of Multidrug-Resistant Gram-Negative Microorganism Infection
 - 2.8.3. Most Relevant Side Effects of Antibiotherapy
- 2.9. Duration of Antibiotherapy in Infections by Multidrug-Resistant Gram-Negative Microorganisms
 - 2.9.1. Estimation of the Duration of Antibiotic Treatment in Infections by Multidrug-Resistant Gram-Negative Microorganisms
 - 2.9.2. Relevance of Focus Control in Infections by Multidrug-Resistant Gram-Negative Microorganisms
 - 2.9.3. Special Considerations Related to Antibiotic Therapy in These Infections
- 2.10. PROA Teams in Infections Caused by Multidrug-Resistant Gram-Negative Microorganisms
 - 2.10.1. PROA Teams: History
 - 2.10.2. Impact of PROA Teams on the Correct Use of Antibiotic Treatments
 - 2.10.3. Challenge of PROA Teams in the Treatment of Infections Caused by Multidrug-Resistant Gram-Negative Microorganisms

Module 3. Antibiotic Resistance in Streptococcus, Enterococcus and Staphylococcus

- 3.1. Infections Due to Gram-Positive Bacteria
 - 3.1.1. Natural Habitat of Gram-Positive Pathogens
 - 3.1.2. Nosocomial Infections due to Gram-Positive Bacteria
 - 3.1.3. Community-Acquired Infections by Gram-Positive Bacteria
- 3.2. In Vitro and in Vivo Systems for the Study of Resistance in Gram-Positive Bacteria
 - 3.2.1. Biofilms
 - 3.2.2. Cellular Models
 - 3.2.3. Animal Models
- 3.3. Streptococcus Pneumoniae
 - 3.3.1. Clinical Significance
 - 3.3.2. Resistance Mechanisms
 - 3.3.3. Biofilms
 - 3.3.4. Treatment Options
- 3.4. Streptococcus Pyogenes
 - 3.4.1. Clinical Significance
 - 3.4.2. Resistance Mechanisms
 - 3.4.3. Biofilms
 - 3.4.4. Treatment Options
- 3.5. Streptococcus Agalactiae
 - 3.5.1. Clinical Significance
 - 3.5.2. Resistance Mechanisms
 - 3.5.3. Biofilms
 - 3.5.4. Treatment Options
- 3.6. Enterococcus Faecalis
 - 3.6.1. Clinical Significance
 - 3.6.2. Resistance Mechanisms
 - 3.6.3. Biofilms
 - 3.6.4. Treatment Options
- 3.7. Enterococcus Faecium
 - 3.7.1. Clinical Significance
 - 3.7.2. Resistance Mechanisms
 - 3.7.3. Biofilms
 - 3.7.4. Treatment Options
- 3.8. Staphylococcus Aureus
 - 3.8.1. Clinical Significance
 - 3.8.2. Resistance Mechanisms
 - 3.8.3. Biofilms
 - 3.8.4. Treatment Options
- 3.9. Mycobacterium Tuberculosis
 - 3.9.1. Clinical Significance
 - 3.9.2. Resistance Mechanisms
 - 3.9.3. Treatment Options
- 3.10. Resistance in Other Gram-Positive Bacteria
 - 3.10.1. Coagulase-Negative Staphylococcus
 - 3.10.2. Clostridioides Difficile
 - 3.10.3. Emerging Gram Positive Pathogens



A rigorous and scientifically focused syllabus that will take your nursing career to the next level. What are you waiting for to enroll?"

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 specialties 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.

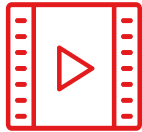
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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 adapted in 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

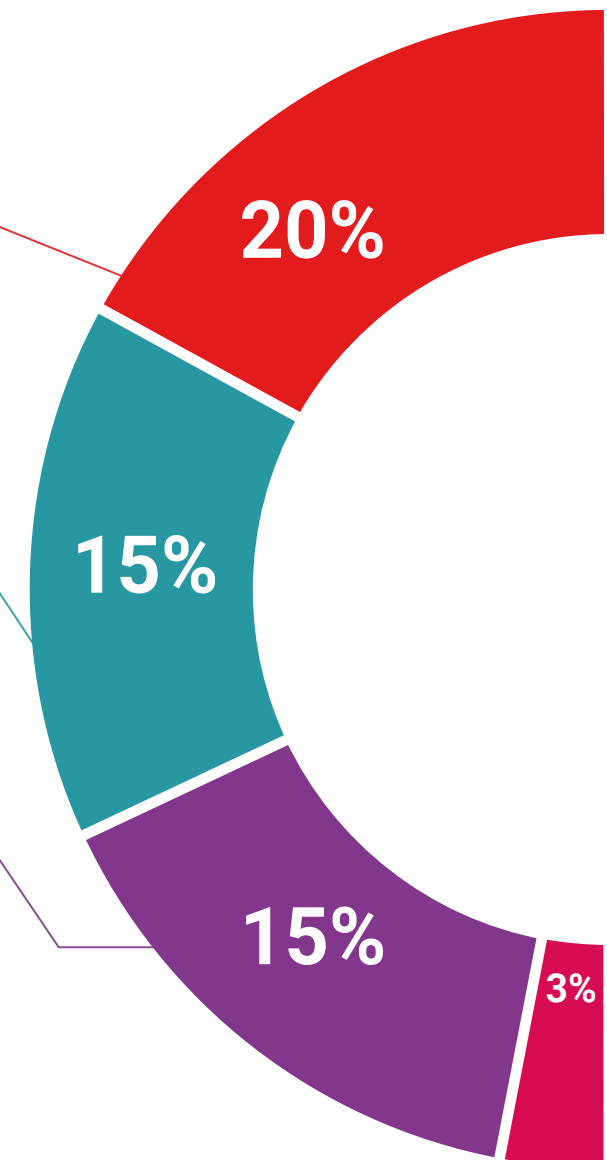
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

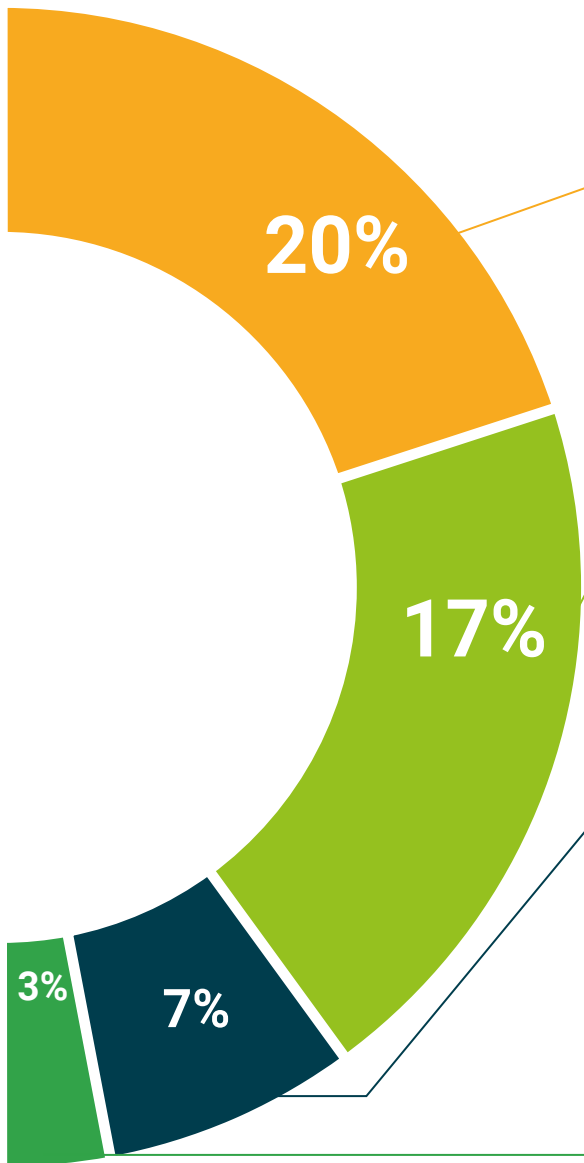
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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

The student's knowledge is periodically assessed and re-assessed throughout the program, through evaluative and self-evaluative activities and exercises: in this way, students can check how they are doing in terms of 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 Clinical Management of Multidrug-Resistant Bacteria for Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.





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

This private qualification will allow you to obtain a **Postgraduate Diploma in Clinical Management of Multidrug-Resistant Bacteria for Nursing** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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

Title: **Postgraduate Diploma in Clinical Management of Multidrug-Resistant Bacteria for Nursing**

Modality: **online**

Duration: **12 months**

Accreditation: **18 ECTS**



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

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



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