

Postgraduate Diploma

Clinical Risk Assessment in Healthcare for Nursing



Postgraduate Diploma Clinical Risk Assessment in Healthcare 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-risk-assessment-healthcare-nursing

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01

Introduction

Clinical risk assessment is a fundamental process in healthcare that is used to identify, evaluate and control the risks associated with patient care. Its ultimate goal is to improve patient safety and the quality of healthcare. For this reason, TECH has designed a qualification that allows the nurses to maximize their knowledge on aspects such as HCAI Classification, Proactive Risk Management or the Evaluation of Safety, Efficacy and Clinical Effectiveness, among others. All this, thanks to a 100% online modality that gives total freedom of organization to the students and with the most complete and up-to-date multimedia materials in the academic market.



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Become an expert in Clinical Risk Assessment in only 6 months and with total freedom of schedules”.

Risk assessment is essential to safe and effective clinical practice. By identifying and addressing associated risks, healthcare professionals can improve the quality of care they provide. In addition, these techniques also help ensure that patients receive the care they need to maintain and enhance their health.

For this reason, TECH has designed a Postgraduate Diploma in Clinical Risk Assessment in Healthcare for Nursing, which aims to provide students with the necessary skills to be able to perform their work with the highest possible efficiency and quality. Therefore, throughout this program, aspects such as Safety in Pathological Anatomy, AI for Patient Safety, Communication among professionals, Critical Risk Point Analysis or Environmental Biosafety in Health Care Centers will be addressed.

All this, thanks to a convenient 100% online modality that allows students to organize their schedules and studies, being able to combine them with their other obligations. In addition, the syllabus has the most dynamic and complete didactic materials and practical activities available on the market.

This **Postgraduate Diploma in Clinical Risk Assessment in Health Assessment for Nursing** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- ♦ The development of case studies presented by healthcare experts in Clinical Risk Assessment in Healthcare
- ♦ 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



Update your knowledge on Clinical Risk Management and Patient Safety, in a 100% online modality and in the comfort of your home or work office"

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This program will enhance your competencies in the area of Clinical Safety in Mental Health and Types of Health Costs”

Maximize your knowledge on Diagnostic Test Evaluation and Proactive Risk Management, thanks to TECH Global University.

Learn more about aspects such as the IRAS Classification or AI for Patient Safety.

The program's teaching staff includes professionals from the field who contribute their work experience to this educational 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 academic year. This will be done with the help of an innovative system of interactive videos made by renowned experts.



02 Objectives

The objective of this Postgraduate Diploma in Clinical Risk Assessment in Healthcare for Nursing is to ensure that the graduates obtains an exhaustive update of their knowledge on aspects such as Adverse Event Registration or Big Data in Healthcare. All this, through the most dynamic and updated theoretical and practical contents of the current academic market.



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*Reach your most demanding professional goals
in the healthcare field, thanks to a complete and
innovative program on Clinical Risk Assessment”*



General Objectives

- ♦ Analyze the importance of humanization in health care, the need for respect for life, human dignity and a comprehensive understanding of the person made vulnerable by illness
- ♦ Identify the situations and risk factors in the pediatric patient
- ♦ Determine the main preventive measures in place in pediatric patient safety
- ♦ Substantiate the importance and guidelines of surgery safety in the public health field by defining a minimum set of measures
- ♦ Promote safe working environments for the patient and for the professionals
- ♦ Promote research, innovation and training in patient safety
- ♦ Analyze the management of adverse events and improvement plans to avoid them
- ♦ Understand the concepts, methods and strategies for improving patient safety in health care institutions
- ♦ Substantiate the best evidence on safety in biobanks and transfusion safety technologies
- ♦ Analyze patient safety strategies approached from different health care areas





Specific Objectives

Module 1. Clinical Risk Management

- ♦ Provide a comprehensive view of all the elements that can affect patient safety.
- ♦ Delve into the different phases that make up clinical risk management.
- ♦ Establish the actions aimed at preventing the occurrence of adverse events by having the necessary knowledge to minimize them.
- ♦ Identify prevention and control measures to reduce health care-associated infections.
- ♦ Propose actions aimed at the participation of users 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.

Module 2. Health Technology Assessment.

- ♦ Evaluate health technologies at the international level. Current Situation and Future Prospects
- ♦ Evaluate health technologies, their impact and associated costs
- ♦ Delve into the role of the Electronic Health Record in Patient Safety and Quality of Care
- ♦ Incorporate the Big Data and Artificial Intelligence
- ♦ Delve into the exploitation of the electronic health record for patient safety and Natural Language Processing to extract knowledge in patient safety.

Module 3. Errors in Health Care and Adverse Events

- ♦ 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.



Reach your most demanding professional goals and update your knowledge with the latest advances in Multidisciplinary Inpatient Management"

03

Course Management

To design this Postgraduate Diploma in Clinical Risk Assessment in Healthcare for Nursing, TECH has selected an outstanding team of professionals specialized in Patient Involvement, Vaccination of Risk Groups and Artificial Intelligence for Patient Safety, among other aspects. In this way, the students will obtain the most advanced and current information from the hand of prestigious active specialists, who incorporate in the agenda of this program the most outstanding advances in the procedures of continuous improvement and improvement of clinical methodologies.





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TECH has selected leading experts in the field of Clinical Risk Assessment in Healthcare for you to get a successful update in this area"

Management



Dr. Paredes Esteban, Rosa María

- ♦ Head of Service and Director of the Pediatric Surgery Clinical Management Unit of the university Reina Sofia Hospital of Córdoba
- ♦ Specialist in Pediatric Surgery at Reina Sofia University Hospital of Cordoba
- ♦ Specialist in Pediatric Surgery at the Medical-Surgical Hospital of Jaén
- ♦ Responsible for Pediatric Surgery Training at the University Reina Sofia Hospital of Córdoba
- ♦ Coordinator of the Bioethics Commission of the Spanish Society of Pediatric Surgery
- ♦ Vice-President of the Ethics Committee of the Province of Córdoba
- ♦ Coordinator of the Vascular Anomalies Committee of the Reina Sofia University Hospital of Córdoba
- ♦ Living Donor Transplant Bioethics Committee Coordinator
- ♦ PhD in Medicine and Surgery from the University of Granada
- ♦ Degree in Medicine and Surgery from the University of Granada
- ♦ Postgraduate Certificate in Communication with the Pediatric Patient
- ♦ Postgraduate Diploma in Clinical Management
- ♦ University Diploma of Specialization in Quality and Patient Safety in Healthcare Institutions
- ♦ Postgraduate Certificate in Bioethics
- ♦ 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 and Scientific Evaluation Committee of the Spanish Society of Pediatric Surgery

Professors

Dr. Salcedo Leal, Inmaculada

- ♦ Head of the Preventive Medicine and Public Health Interlevel Service of the Reina Sofia University Hospital of Cordoba
- ♦ Evaluator of the Bank of Experts of the State Evaluation Agency (MINECO)
- ♦ Interlocutor at the Board of Andalusia in the Phase Reduction of Isolation and Social Distancing Measures
- ♦ Associate Professor in the Department of Medical and Surgical Sciences, Faculty of Medicine and Nursing, University of Cordoba
- ♦ PhD in Medicine and Surgery at the University of Cordoba
- ♦ Specialist in Preventive Medicine and Public Health at the Reina Sofía Hospital of Córdoba
- ♦ Specialist in Family and Community Medicine at the Virgen Macarena Hospital in Seville and the Pino Montano Health Center in Seville
- ♦ Professional Master's Degree in Public Health and Health Administration by the Andalusian School of Public Health of Granada
- ♦ Postgraduate Diploma in quality of 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 and Spokesperson of the High Impact Public Health Alerts Council

Dr. Díaz Romero, Salvador

- ♦ Specialist in Preventive Medicine and Public Health
- ♦ Collaborating teacher with the Preventive Medicine and Public Health Service of the Reina Sofia University Hospital in teaching at the University of Cordoba
- ♦ Graduate in Medicine at the University of Valladolid
- ♦ Professional Master's Degree in Public Health and Health Management at the Andalusian School of Public Health

Ms. López Cabrera, Estefanía

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

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
- ♦ Faculty Specialist in Intensive Care Medicine at Reina Sofia University Hospital of Cordoba
- ♦ Instructor of Basic and Advanced Cardiopulmonary Resuscitation (CPR) by the European Resuscitation Council (ERC).
- ♦ Teacher in the Specialization Diploma in Quality and Patient Safety in Health Institutions, given by the Andalusian School of Public Health (EASP)
- ♦ Professional 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
- ♦ Specialization Diploma 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. López Moreira, Sheila

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



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 Unit at the Reina Sofia University Hospital in Cordoba
- ◆ Postgraduate Diploma in Hemodialysis and Renal Transplantation for Nursing at the Antonio de Nebrija University.
- ◆ Professional Master's Degree in Occupational Risk Prevention with a specialization in Industrial Hygiene by the University of Cordoba
- ◆ Postgraduate Certificate in Mechanical Ventilation and Airway Care for Nurses by the Antonio de Nebrija University
- ◆ Postgraduate Diploma in Polytraumatized and Monitoring in ICU for Nursing by the Antonio de Nebrija University.
- ◆ Graduate in Nursing at the University of Cordoba.

Dr. Ruiz Salcedo, Sofía

- ◆ Specialist in Family and Community Medicine
- ◆ Evaluation of compliance with the special vaccination schedule in Rheumatology patients at the Reina Sofia University Hospital
- ◆ Teacher in the Continuing Education in Respiratory Pathology for Residents and Tutors of Family and Community Medicine in the Multiprofessional Teaching Unit of Family and Community Care of Cordoba.

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.
- ◆ Teacher 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).
- ◆ Professional 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 Madrid

Dr. Serrano Ortiz, Álvaro

- ◆ Specialist in Preventive Medicine and Public Health at the University Hospital Reina Sofía
- ◆ Researcher at the Maimonides Institute of Biomedical Research of Cordoba, in the Associate Group of Preventive Medicine and Public Health (GA13).
- ◆ Teaching collaborator of the Preventive Medicine and Public Health Service of the Faculty of Medicine of Córdoba UCO)
- ◆ Degree in Medicine from the University of Córdoba
- ◆ Professional Master's Degree in Public Health and Health Management by the Andalusian School of Public Health

Dr. Martínez Noguera, Rafael

- ◆ Head of the Department of Preventive Medicine and Public Health of the Jaén Hospital Complex
- ◆ Specialist in Preventive Medicine and Public Health
- ◆ Researcher in projects related to adverse events in hospital centers and Patient Safety
- ◆ Degree in Medicine

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 Cellular Growth and Cancer by the UNED (UNED)
- ◆ Graduate in Nursing from the University of Malaga.

Dr. López Moyano, Juan José

- ◆ Preventive Medicine, Public Health and Health Management Physician at the Reina Sofía University Hospital
- ◆ Collaborator at the University of Cordoba with the Preventive Medicine and Public Health team at the Reina Sofía University Hospital
- ◆ Professional Master's Degree in Public Health and Health Management taught by the Andalusian School of Health Public
- ◆ Graduate in Medicine from the University of Cadiz

Ms. Castro Ruz, María José

- ◆ Deputy Director of Nursing at the Reina Sofia University Hospital in Cordoba.
- ◆ Coordinator of Reference Units of the Ministry of Health and Social Policy of the Queen Sofia 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 Sofia 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.
- ◆ Teacher at the Andalusian School of Public Health.
- ◆ Teacher in training related to continuous quality improvement at the University Hospital Reina Sofía.
- ◆ University Diploma in Nursing from the University of Cordoba.
- ◆ 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 Reina Sofia University Hospital, Secretary of the Commission for Equal Opportunities between Men and Women of the Reina Sofia University Hospital, Spokesperson 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 Andalusian Society for Healthcare Quality. SADECA, Member of working groups for the revision of the Criteria for the Designation of Reference Units of the Ministry of Health (CSUR).

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.
- ◆ Postgraduate Certificate in Advanced Studies in Statistics and Operations Research from the University of Granada.
- ◆ Degree in Mathematical Sciences from the University of Granada.

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-Emergency of Andalusia.
- ◆ Teacher in the Patient Safety Course of the EASP.
- ◆ Postgraduate Certificate in Nursing from the University of Granada.
- ◆ Specialization Diploma in Bioethics by the Andalusian School of Public Health. ISO 14155:2011 - GPC Certificate by the World Medical Device Organization
- ◆ Postgraduate Diploma in Health Management by the Andalusian School of Public Health.
- ◆ Postgraduate Diploma in Quality and Patient Safety by the Andalusian School of Public Health.

Dr. Moreno Campoy, Elvira Eva

- ♦ Director of the Strategy for Patient Safety in the Andalusian Public Health System
- ♦ Teacher in the Quality and Patient Safety Expert of the University of Granada at the Andalusian School of Public Health
- ♦ Teacher 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
- ♦ Professional Master's Degree in Public Health and Health Management from the University of Granada
- ♦ Postgraduate Diploma 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

Dr. Barragán Vives, Vicente

- ♦ Specialist in Preventive Medicine and Public Health at the Reina Sofía University Hospital
- ♦ Graduate of Medicine from the University of Seville,
- ♦ Postgraduate Diploma in data management and Quality and Patient Safety

Dr. González Morales, Laura

- ♦ Medical Specialist in Preventive Medicine at the Reina Sofía University Hospital
- ♦ Medical specialist in Nuestra Señora del Prado University Hospital
- ♦ Medical specialist in the Poniente de Almería Health District
- ♦ Professional Master's Degree in Public Health and Health Management by the National School of Health Instituto Carlos III

Ms. Pérez Moreira, Rosalía

- ♦ Management Technician in the Central Services of the Andalusian Health Service
- ♦ Teacher of Clinical Practices of the Physiotherapy degree at the University of Seville
- ♦ Teacher of Teaching Health at the Andalusian School of Public Health
- ♦ Postgraduate Certificate in Physiotherapy from the University of Seville and Degree from the European University of Madrid
- ♦ Professional Master's Degree in Health and Quality of Life
- ♦ Professional 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
- ♦ Postgraduate Diploma in Quality in Health Institutions

Ms. Moñiz Diez, Ana María

- ♦ Researcher at the Department of Preventive Medicine and Public Health
- ♦ Author and co-author of several scientific articles
- ♦ Speaker at International Congresses
- ♦ Professional Master's Degree in Genetics and Evolution, University of Granada
- ♦ Degree in Biotechnology by the University of Granada

Dr. Armengol de la Hoz, Miguel Ángel

- ♦ Telecommunications Specialist
- ♦ PhD Cum Laude for his thesis on the Promotion, Integration, Management and Processing of Open Big Data Repositories of Hospitalized Critical Patients, carried out at the Department of Biomedical Engineering at the Polytechnic University of Madrid
- ♦ Professional Master's Degree in Biomedical Engineering, Speciality in Biomedical Imaging and Biomedical Devices, Polytechnic University of Madrid
- ♦ Telecommunications Engineer, Alfonso X el Sabio University
- ♦ Degree in Telecommunication Engineering, specialty in Image and Sound; Alfonso X el Sabio University

Ms. Guillén Climent, Silvia

- ♦ Clinical Trials Coordinator at the Maimonides Institute of Biomedical Research of Cordoba
- ♦ Research Technician at the Maimonides Institute of Biomedical Research of Cordoba
- ♦ Research Support Technician in Therabot Project
- ♦ Physiotherapist in several hospitals in Andalusia
- ♦ Professional Master's Degree in Clinical Trials at the University of Seville
- ♦ Professional Master's Degree in Occupational Risk Prevention by Francisco de Vitoria University
- ♦ Professional Master's Degree in Physical Activity and Health, International University of Andalusia
- ♦ Degree in Physical Activity and Sport Sciences from the University of Extremadura

Dr. Rubio Osuna, Francisco

- ♦ Nurse in the Clinical Management Unit of Preventive Medicine and Public Health of the Reina Sofia University Hospital of Cordoba
- ♦ Professional Master's Degree in Emergency Nursing University Rey Juan Carlos
- ♦ Professional Master's Degree in Nutrition and Metabolism from the University of Cordoba
- ♦ Professional Master's Degree in Pharmacotherapy for Nursing from the University of Valencia
- ♦ Graduate in Nursing from the University of Cordoba



A unique, key, and decisive educational experience to boost your professional development”

04

Structure and Content

This program has been designed by a large and outstanding team of professionals in the nursing field, with extensive experience in the sector. In this way, students will have at their disposal a complete syllabus that includes the most current and dynamic information in the market. All this, with the most innovative and practical didactic materials, to which the student will be able to access comfortably, whenever and however they wishes.



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Thanks to this program, you will be able to keep up to date on the latest advances in Error Detection with New Technologies and Security Culture"

Module 1. Clinical Risk Management

- 1.1. Incident Reporting Systems
 - 1.1.1. Patient Safety. Security Culture
 - 1.1.2. 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 Identification of the Patient
- 1.2. Infection Control. Healthcare-associated infections (HCAI as an adverse event).
 - 1.2.1. Epidemiological Situation of HCAI
 - 1.2.2. IRAS Classification
 - 1.2.3. Multidrug-resistant Microorganisms and their Relationship with HCAs
- 1.3. Safety Planning for the Critically Ill Patient
 - 1.3.1. Risk Factors for Adverse Events in the ICU
 - 1.3.2. Action in Adverse Events in Critically Ill Patients
 - 1.3.3. Corrective Measures. Security Culture
- 1.4. Patient Safety in Health Care Centers
 - 1.4.1. Patient Safety Problems in Social and Health Care Centers.
 - 1.4.2. Environmental Biosafety in Socio-Health Care Centers
 - 1.4.3. Improving Patient Safety in Social and Health Care Centers
- 1.5. Patient Safety in Primary Care
 - 1.5.1. Adverse Effects on 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. Safety Incidents in Mental Health
 - 1.6.2. Safe Clinical Practice
 - 1.6.2.1. Pharmaceuticals, Outpatient and Inpatient Care
 - 1.6.3. User Participation in Patient Safety





- 1.7. Health Care-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. Significance of Hand Hygiene in the Hospital Environment.
- 1.8. Primary Prevention of Infections. Vaccines and Prophylaxis
 - 1.8.1. Vaccination of Healthy Adults
 - 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 (PHEI).
 - 1.9.2. Training and Information for Patients and Professionals
 - 1.9.3. Circuits and Personal Protective Equipment
- 1.10. Evaluation of Health Satisfaction: A Challenge to Quality
 - 1.10.1. The Patient Experience
 - 1.10.2. Measuring the Experience
 - 1.10.3. Implementation and Benefits

Module 2. Health Technology Assessment.

- 2.1. Evaluation of Health Technologies based on Artificial Intelligence. Current Status and Future Perspectives
 - 2.1.1. Evaluation of Health Algorithms using a Health Technology Assessment Methodology.
 - 2.1.2. Democratization of Health Data for Clinical Research
 - 2.1.3. International Comparison of the Current Status
- 2.2. Evaluation of Safety, Efficacy and Clinical Effectiveness GRADE Methodology
 - 2.2.1. Posing the Clinical Question
 - 2.2.1.1. Classification of the Events or Outcomes of Interest
 - 2.2.2. Identification of the Available Scientific Literature and Evaluation of its Quality
 - 2.2.3. Factors Influencing the Quality of the Evidence
 - 2.2.3.1. Synthesis of Evaluation Results

- 2.2.4. Development of the Recommendation: Direction and Strength
 - 2.2.4.1. Risk-benefit Balance, Resources-cost and Other Aspects.
- 2.3. Evaluation of Diagnostic Tests
 - 2.3.1. Patients' Opinion on their Safety
 - 2.3.2. Areas of Patient Involvement
 - 2.3.3. Global Alliance for Patient Safety
 - 2.3.3.1. Patient Associations in Defense of Patient Safety at International Level
- 2.4. Economic Assessment of Health Technologies
 - 2.4.1. Types of Health Care Costs
 - 2.4.2. Models in Economic Evaluation
 - 2.4.3. Types of Studies in Economic Evaluation
- 2.5. Good Practices in the Clinical Laboratory
 - 2.5.1. Safety in Microbiology and Clinical Analysis
 - 2.5.2. Safe Use of Ionizing Radiation
 - 2.5.3. Safety in Pathological Anatomy
- 2.6. Practical Experience in a Health Service
 - 2.6.1. Global and Integrated Care of the Hospitalized Patient
 - 2.6.2. Treatment of Medical Pathology Based on Scientific Evidence
 - 2.6.3. Multidisciplinary Management of the Hospitalized Patient
- 2.7. Automation of Care Tasks. Efficiency in Routine Work
 - 2.7.1. The Automation of Health Care Tasks
 - 2.7.2. International panorama of organizations or entities in charge of health technology assessment.
 - 2.7.3. Agencies for the Evaluation of Health Technologies and Services of the National Health Systems.
- 2.8. Impact of new technologies on Patient Safety and Quality of Care and their relationship with Health Outcomes.
 - 2.8.1. ICTS. Risks or Benefits
 - 2.8.2. Error Detection with New Technologies
 - 2.8.3. Health Outcomes



- 2.9. The Electronic Health Record in Patient Safety and Quality of Care
 - 2.9.1. Exploitation of the Electronic Medical Record for Patient Safety
 - 2.9.2. Use of *Machine Learning* to Improve Patient Safety
 - 2.9.3. Natural Language Processing to extract knowledge in patient safety.
- 2.10. *Big Data* in Health and Artificial Intelligence
 - 2.10.1. Health Data Applied to Research
 - 2.10.2. Artificial Intelligence for Patient Safety
 - 2.10.3. Descriptive, Predictive and Prescriptive Analytics

Module 3. Errors in Health Care and Adverse Events

- 3.1. The Error in Health Care. Conditioning Factors
 - 3.1.1. The Error in Health Care. Magnitudes
 - 3.1.2. Security Culture
 - 3.1.2.1. Understanding, Recognizing and Managing Adverse Events
 - 3.1.3. Incident Notification and Management
- 3.2. Identification of Critical Points in an Organization. Health Care Processes
 - 3.2.1. Situation analysis on the identification of Critical Risk Points.
 - 3.2.2. Approach and Prevention Strategies
 - 3.2.3. Critical Risk Point Communication Plan
- 3.3. Risk Management Incidents and Adverse Events
 - 3.3.1. Models, Methods and Tools
 - 3.3.2. Notification Systems. Adverse Event Registry
 - 3.3.3. Identification of Adverse Events through the Analysis of Clinical Histories
 - 3.3.3.1. Global Trigger Tool
- 3.4. Proactive Risk Management
 - 3.4.1. Risk Prevention Proactive Management Tools
 - 3.4.2. Failure Mode and Effects Analysis (FMEA).
 - 3.4.3. Application of the Methodology in a Health Care Process
- 3.5. Sentinel Event Analysis Methodology
 - 3.5.1. Root Cause Analysis
 - 3.5.2. ACR Methodology on a Sentinel Event. Application
 - 3.5.3. Attention to the 1st, 2nd and 3rd victim.
- 3.6. *Briefing* and *Debriefing*. The Safety Rounds
 - 3.6.1. *Briefing*
 - 3.6.2. *Debriefing*
 - 3.6.3. The Safety Rounds
- 3.7. Unambiguous Patient Identification and Verification
 - 3.7.1. Necessity of Unambiguous Patient Identification
 - 3.7.2. Systems of Unambiguous Patient Identification
 - 3.7.3. Patient Verification Systems.
- 3.8. Safe Transfer for the Patient
 - 3.8.1. Communication between Professionals
 - 3.8.2. Tools for Effective Communication
 - 3.8.3. Errors in the Transfer between Professionals
- 3.9. Elaboration of a Patient Safety Program
 - 3.9.1. Methodology for the Development of a Safety Program
 - 3.9.2. Critical Risk Point Analysis
 - 3.9.3. Evaluation of a Safety Program. Indicators
- 3.10. Implementation of a Patient Safety Program in a Clinical Unit. Monitoring and Best Practices
 - 3.10.1. Monitoring of a Patient Safety Program.
 - 3.10.2. Good Practices in Patient Safety
 - 3.10.3. Evaluation and Improvement Proposals for a Patient Safety Program

05

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

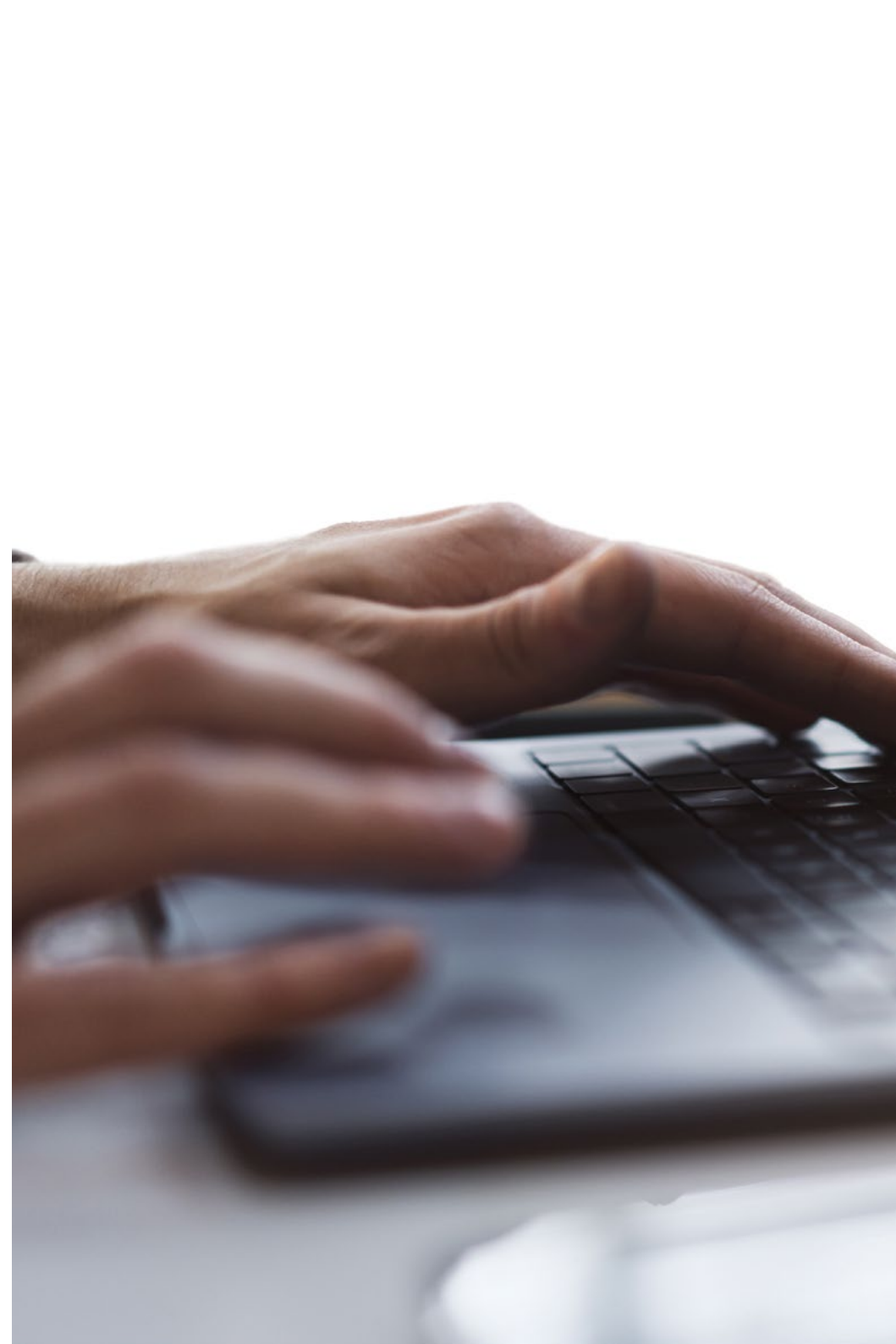
In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
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.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the quality of teaching, quality of materials, course structure and objectives is excellent. Not surprisingly, the institution became the best rated university by its students on the Trustpilot review platform, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

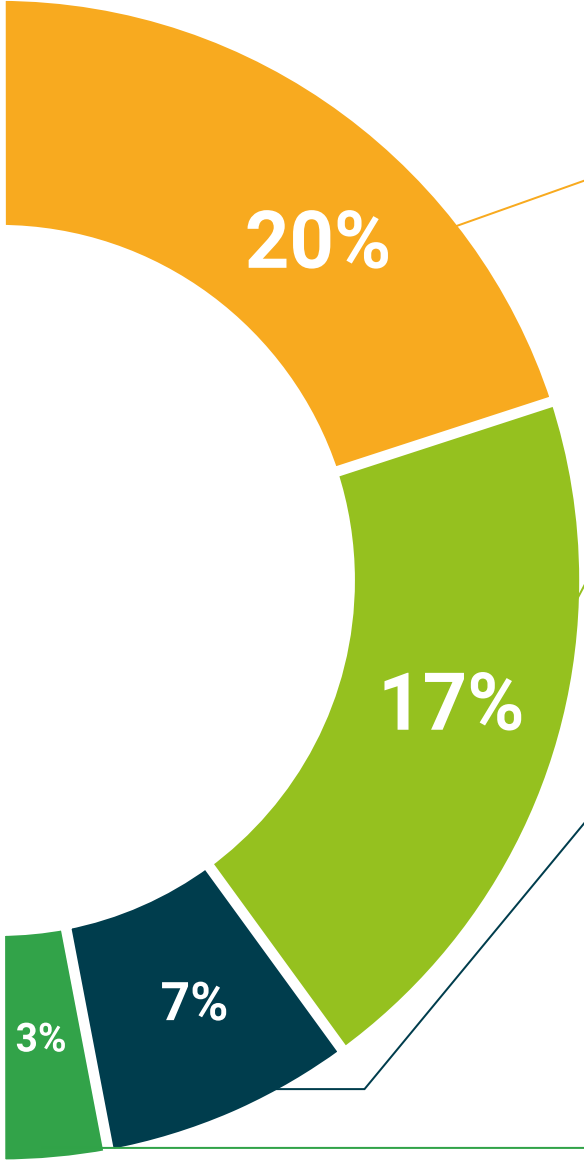
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



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 for 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 Risk Assessment in Healthcare for Nursing guarantees students, in addition to the most rigorous and up to date education, access to a Postgraduate Diploma 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 Risk Assessment in Healthcare 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.

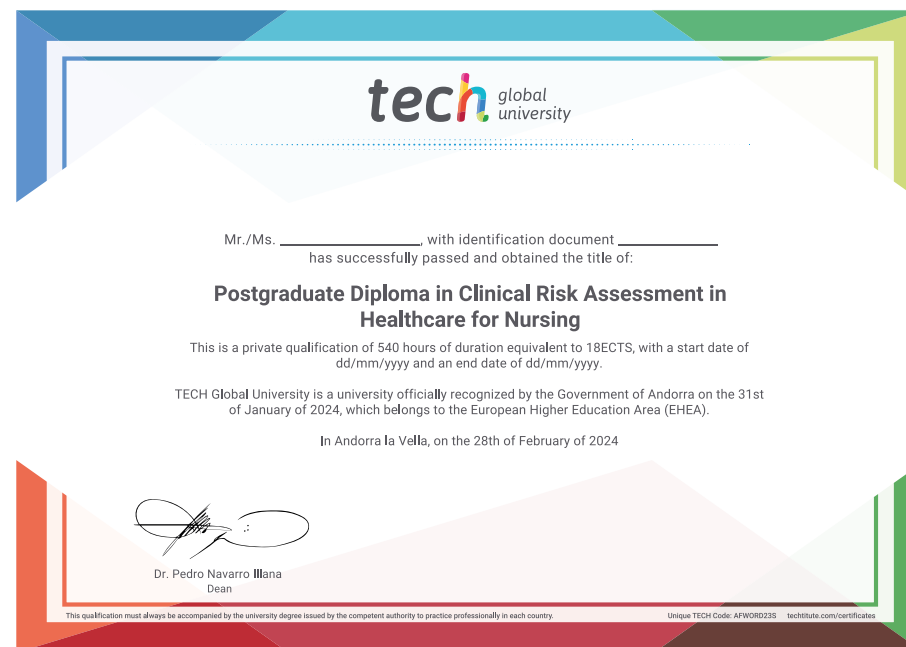
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **6 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 languages
virtual classroom

tech global
university

Postgraduate Diploma
Clinical Risk Assessment
in Healthcare for Nursing

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

Postgraduate Diploma

Clinical Risk Assessment in Healthcare for Nursing