

# Postgraduate Diploma

## Newborn Nutrition and Feeding for Nurses





## Postgraduate Diploma Newborn Nutrition and Feeding for Nurses

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 16 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-newborn-nutrition-feeding-nurses](http://www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-newborn-nutrition-feeding-nurses)

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# 01

# Introduction

One of the most relevant aspects within the field of Neonatology is the feeding of the newborn, both due to the immaturity of its organism and to its own physiology and the consequences that can be caused by nutritional deficits in the first weeks of life. This program is designed to keep the nursing professional trained and up-to-date so that he/she can provide quality and safe care to the newborn.



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*With the online Postgraduate Diploma in Newborn Nutrition and Feeding for Nurses you have the opportunity to update your knowledge in a practical way and without renouncing to the maximum scientific rigor, to incorporate the latest advances in nursing care of the newborn”*

Neonatal feeding is one of the most important aspects in the design of care plans. The idiosyncrasy of the newborn and its fragility means that all patterns of basic needs have to be covered in a much more precise and sensitive way. This context makes the updating of the procedures in the care performed in the neonatal intensive care unit by the nursing professional of paramount importance to maintain care based on the latest scientific evidence and to ensure the safety of the baby.

This course includes the most relevant topics about the admission of the newborn to the neonatology service or NICU, the knowledge and management of water, electrolyte and metabolic disorders of the newborn, as well as the digestive disorders they may suffer, their feeding patterns and the medical-legal aspects in neonatology. In addition, it places special emphasis on the implementation of measures to improve patient safety in the Neonatal Unit, providing relevant knowledge on food and routes of administration, dosage, preparation, monitoring, side effects and incompatibilities.

The Postgraduate Diploma in nutrition and feeding in the newborn for nurses allows, in a practical way, to achieve this update of the most used procedures to contribute with quality and safety to the recovery of newborns, improve their prognosis and avoid the sequelae of severe pathology.

In addition, it will facilitate the incorporation to the labor market in this field, due to the need for nursing professionals trained in the care of the critical newborn in neonatal intensive care units.

This **Postgraduate Diploma in Newborn Nutrition and Feeding for Nurses** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Development of clinical cases presented by experts in the different areas of multidisciplinary knowledge
- ♦ Development of clinical cases presented by experts in the different specialties. The graphic, schematic, and eminently practical contents of which they are composed provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ New developments in the composition and usefulness of foods and their administration to the newborn patient and in neonatal intensive care units
- ♦ Presentation of practical workshops on breastfeeding, procedures, nursing care and neonatal feeding techniques
- ♦ Algorithm-based interactive learning system for decision-making in the presented clinical situations
- ♦ Practical guides on different pathologies. These guides follow the scientific and pedagogical criteria of the main scientific reference societies
- ♦ All this will be complemented by 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



*Improve the care of your newborn patients with the specialization offered by the Postgraduate Diploma in Nutrition and Feeding for Nurses"*

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*This Postgraduate Diploma may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in neonatal feeding, you will obtain a Postgraduate Diploma from TECH Technological University"*

Its teaching staff includes specialists of recognized prestige in the field of neonatology, who bring to this specialization the experience of their work in the main health centers in the country.

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 an immersive training program to train in real situations.

This program is designed around Problem Based Learning, whereby the nursing professional must try to solve various typical professional practice situations that arise during the course. To this end, the nursing professional will be assisted by an innovative interactive video system developed by recognized experts in newborn patient care and with extensive teaching experience.

*Increase your career opportunities by taking the Postgraduate Diploma Newborn Nutrition and Feeding for Nurses.*

*It includes real clinical cases to bring the development of the program as close as possible to everyday practice.*



02

# Objectives

This Postgraduate Diploma is oriented to achieve an effective update of the nursing professional's knowledge in the use of pharmacology in the newborn, in order to provide quality care, based on the latest scientific evidence to ensure patient safety.





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*This refresher program will generate a sense of security when providing neonatal care, which will help you grow both personally and professionally”*



## General Objectives

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- ♦ Manage nursing care oriented to the satisfaction of the needs derived from the newborn's health problems and the prevention of complications, guaranteeing a safe and quality practice
- ♦ Provide comprehensive newborn care from an ethical and legal perspective
- ♦ Decide effectively and efficiently the different procedures, diagnostic tests and treatments derived from the different health problems in the newborn taking into account the different levels of care
- ♦ Update comprehensive care of the neonate with a surgical process to assist in the optimal restoration of health and to identify, intervene and/or refer for possible complications
- ♦ Update the use and indication of medical devices and/or drugs, evaluating the benefits



## Specific Objectives

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- ♦ Identify the anatomophysiological differences between the neonate, the child and the adolescent (pediatric ages)
- ♦ Differentiate between the different neonatal stages, as well as neonatal stages by gestational age and neonatal stages by birth weight
- ♦ Revise the anatomical and physiological characteristics of a normal newborn
- ♦ Describe the somatometry of the newborn, as well as its morphological and physiological characteristics



- ♦ Assess the entire examination process, sequence of physical examination and complete physical examination of the newborn, focusing primarily on the head and neck region, the torso and the limbs
- ♦ Incorporate the realization of the complete neurological examination into routine practice
- ♦ Define the technique for the physical examination of the newborn upon arrival in the neonatal ward
- ♦ Understand the reception of the newborn in the NICU, the admission criteria, its objectives and the necessary nursing interventions
- ♦ Classify the criteria and objectives for admission of a neonate to the NICU; as well as the necessary nursing interventions
- ♦ Evaluate the technique of physical examination of the newborn upon arrival in the NICU
- ♦ Organize the types of neonatal transfers, their objectives and purpose
- ♦ Differentiate the equipment necessary to perform an adequate neonatal transfer
- ♦ Distinguish between the main objectives for fluid management in newborns less than 1,500g
- ♦ Update the different ways of calculating water balance in the severely ill NB
- ♦ Calculate insensible losses or insensible gains in a newborn with weight gain or weight loss
- ♦ Differentiate between very premature and hyperosmolar state
- ♦ Establish when fluids should be restricted in the grand premature infant
- ♦ Identify when the need for fluids should be increased in a very premature newborn
- ♦ Review what is involved in the feeding of the NB
- ♦ Explain the infant's requirements and feeding objectives
- ♦ Describe the procedure and benefits of breastfeeding
- ♦ Identify other types of feeding applicable in the Neonatal Unit and NICU such as enteral nutrition and parenteral nutrition
- ♦ Explain the indications and contraindications for enteral nutrition and parenteral nutrition
- ♦ Review recommendations for the management of enteral nutrition and parenteral nutrition routes of administration
- ♦ Differentiate the components of parenteral nutrition
- ♦ Design the preparation and administration of parenteral nutrition
- ♦ Update the parenteral nutrition withdrawal guideline
- ♦ Revise the general aspects of neonatal gastroenterology: embryology and the anatomy of the digestive tract
- ♦ Describe the management of nasogastric and orogastric tubes
- ♦ Explain what gastroesophageal reflux is
- ♦ Interpret the symptomatology of esophageal atresia
- ♦ Contrast the management of necrotizing enterocolitis
- ♦ Update and describe techniques for ostomy care
- ♦ Review the healthcare system, its regulations and norms
- ♦ Value the code of ethics and deontology of the medical and nursing professional organization
- ♦ Determine how information should be given to the patient and family members
- ♦ Develop informed consent
- ♦ Describe treatment refusal
- ♦ Include in the usual practice when to apply professional secrecy
- ♦ Review and describe the data protection law (LOPD)
- ♦ Review and describe the law for organ donation

03

# Course Management

This program includes in its teaching staff renowned nursing professionals, who develop their clinical practice in major hospitals, and who bring the experience of their work to this specialization. In addition, medical specialists who are members of national and international scientific societies participate in its design and development, complementing the teaching staff in an interdisciplinary manner.





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*Learn from leading professionals  
the latest advances in neonatal  
critical care nursing”*

## International Guest Director

**Dr. Roxana Diehl** is a **leading neonatologist of international renown**, who has held high positions of great responsibility, such as Deputy **Director of the Neonatal Intensive Care Unit (NICU)** at the Lyon University Hospital in France. Indeed, this expert has been a key player in the field of Neonatology, with a solid academic training and an exemplary professional career, contributing significantly in the clinical field.

Throughout her career, she has held several relevant positions in prestigious institutions. For example, she has served as a Hospital Physician in Neonatology, also at the University Hospital of Lyon, also excelling during her Fellowship in Neonatology, at the Saint-Étienne Nord Hospital, where she has been recognized for her dedication to intensive neonatal care. In addition to this, she has experience as a pediatrician at the Marie Curie Hospital in Bucharest, Romania.

In addition to her clinical practice, Dr. Roxana Diehl has been an influential figure in the development of policies and protocols within the NICU. As a referring physician in the Prenatal Diagnostic Center and a member of the Ethics Committee, she has played a crucial role in making complex medical decisions and promoting ethical standards in neonatal care. Likewise, her commitment to the continuous improvement of medical care has led her to actively participate in innovative projects, including her role as referring physician for the Mobile Neonatal Unit.

Additionally, her academic merits have been equally impressive, having earned multiple university degrees in specialized areas such as Neonatal Developmental Care, Fetal Medicine and Psychoperinatal Care. These academic achievements, coupled with her clinical experience, have established her as an expert in her field, capable of influencing and improving neonatal practices globally.



## Dr. Diehl, Roxana

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- Deputy Director of Neonatal Intensive Care, Lyon University Hospital, France
- Hospital Physician in Neonatology, NICU, Lyon University Hospital, France
- Fellowship in Neonatology at the Hôpital Saint-Étienne Nord, France
- Pediatrician at Marie Curie Hospital in Bucharest, Romania
- University Degree in Neonatal Developmental Care from the University of Lyon
- University Degree in Fetal Medicine, University of Lyon, France
- University Degree in Psychoperinatal Care, University of Montpellier, France
- University Degree in Neonatology from the University of Saint-Étienne
- Residency in Pediatrics from the University of Saint-Étienne

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*Thanks to TECH, you will be able to learn with the best professionals in the world”*

## Management



### Dr. López Ruiz, María Amparo

- Degree in Medicine and Surgery from the University of Valencia
- Doctor of Medicine "Cum Laude" from the University CEU Cardenal Herrera with the Thesis: "Analysis of medication in pediatric population attending an Emergency Department."
- University expert in Neonatology: "Care in the Premature Newborn." 30 ECTS
- University Professor of Nursing, Medicine and Pharmacy. Faculty of Biomedical Sciences. CEU Cardenal Herrera University - Moncada (Valencia)
- Professor of the online Master in Pediatric Emergencies for Nurses. CEU Cardenal Herrera University -- Health Class
- Professor of the Professional Master's Degree in Advanced Esthetic and Laser Techniques. CEU Cardenal Herrera University - Moncada (Valencia) and NISA Hospitals Foundation (Valencia)
- Postgraduate course director: "Diploma in neonatal nursing and neonatal intensive care". CEU Cardenal Herrera University - Moncada (Valencia) and NISA Hospitals Foundation (Valencia). Course 2014, 2015, 2016
- Postgraduate course coordinator: "First Aid, Cardiopulmonary Resuscitation and Emergency Situations Course". CEU Cardenal Herrera University - Moncada (Valencia)
- Erasmus coordinator for Medicine. CEU Cardenal Herrera University since 2014
- Personal tutor for international medical students. CEU Cardenal Herrera University - Moncada (Valencia). Course 2014 - 2015
- Entrepreneurship tutor for Medicine. CEU Cardenal Herrera University - Moncada (Valencia). Course 2014 - 2015
- Practice coordinator for Medicine. CEU Cardenal Herrera University - Moncada (Valencia). Course 2015 - 2016
- Coordinator for Medicine. CEU Cardenal Herrera University - Moncada (Valencia). Course 2016 - 2017
- NESTLÉ Award for best Oral Communication, XXIV National Congress of the Spanish Society of Outpatient Pediatrics and Primary Care; held in Murcia, from 14 to 17 October 2010; for the work: "Analysis of the use of Analgesic-Antipyretics in pediatric patients attending an emergency department"





## Professors

### Dr. López Peña, Rafael

- ◆ Degree in Medicine and Surgery from the University of Valencia
- ◆ Doctor of Medicine "Cum Laude" from the University of Valencia
- ◆ Pediatrician, Specialist in PICU and NICU
- ◆ Postgraduate in Neonatology

### Dr. Rojas Otero, Lucila

- ◆ Degree in Medicine and Surgery from the University of Zaragoza
- ◆ Pediatrician, Specialist in PICU and NICU
- ◆ Postgraduate in Neonatology

### Dr. Moreno, Lucrecia

- ◆ Degree in Pharmacy from the University of Valencia
- ◆ Vice-Dean of Pharmacy. Cardenal Herrera University CEU
- ◆ Doctor of Medicine "Cum Laude" from the University of Valencia
- ◆ Professor. Cardenal Herrera University CEU

### Dr. Sanahuja Santafé, M<sup>a</sup> Amparo

- ◆ Degree in Pharmacy from the University of Valencia
- ◆ University Professor. Cardenal Herrera University CEU
- ◆ Doctor of Medicine "Cum Laude" from the University of Valencia

**Silvestre Castelló, Dolores**

- ◆ Degree in Chemistry from the University of Valencia
- ◆ Associate Professor of Nutrition and Bromatology. Cardenal Herrera University CEU
- ◆ Doctor of Chemical Sciences "Cum Laude" from the University of Valencia
- ◆ Diploma in Food Technology Spanish National Research Council (Consejo Superior Investigaciones Científicas)
- ◆ Postgraduate Degree in Nutrition, Dietetics and Diet Therapy (University of Navarra)

**Iranzo Cobo del Cabo, Rosana**

- ◆ Degree in Nursing
- ◆ University Professor- Nursing Degree. Cardenal Herrera University CEU

**Dr. Bendala Tufanisco, Elena**

- ◆ Degree in Medicine and Surgery from the University of Valencia
- ◆ Degree in Biology from the University of Valencia
- ◆ Doctor of Biochemistry and Molecular Biology "Cum Laude" from the University of Valencia
- ◆ Faculty of Biomedical Sciences. Faculty of Health Sciences. Cardenal Herrera University - CEU

**Roldán del Amo, Adela**

- ◆ Diploma in Nursing
- ◆ Pediatric nurse. NICU and PICU. Accident and Emergency Care
- ◆ 9 de Octubre NISA Hospital. Valencia



### **Ribes Roldán, Sandra**

- ◆ Degree in Nursing
- ◆ Nurse in Accident and Emergency department
- ◆ 9 de Octubre NISA Hospital. Valencia

### **Alfaro Ramírez, Concepción**

- ◆ Diploma in Nursing
- ◆ Pediatric nurse. NICU and PICU
- ◆ Nursing supervisor. 9 de Octubre NISA Hospital. Valencia

### **Dr. Julve Chover, Natalia**

- ◆ Degree in Medicine and Surgery from the University of Valencia
- ◆ Doctor of Medicine "Cum Laude" from the University of Valencia
- ◆ Specialist in Child Neurology
- ◆ Attending Physician. Pediatrics and PICU-Neonatal Service. NISA
- ◆ Postgraduate in Neonatology

### **Dr. Navarro Marí, Rosa María**

- ◆ Degree in Medicine and Surgery from the University of Valencia
- ◆ Pediatrician
- ◆ Attending Physician. Pediatrics and PICU-Neonatal Service. NISA
- ◆ Postgraduate in Neonatology

### **Dobón García, Ana María**

- ◆ Degree in Law from the University of Valencia
- ◆ Lawyer specializing in Medical and Health Law

### **Juan Hidalgo, Alicia**

- ◆ Degree in Psychology from the University of Valencia
- ◆ Clinical Psychology
- ◆ University professor in the Psychology Faculty. University of Valencia



04

# Structure and Content

The structure of the contents has been designed by the team of professionals knowledgeable about the implications of specialization in daily nursing practice in neonatal care, aware of the relevance of current training in the professional, ensuring the approach of the main issues in the current development of care for the critical newborn patient.





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*This Postgraduate Diploma in Newborn Nutrition and Feeding for Nurses contains the most complete and up to date scientific program on the market"*

## Module 1. Important Aspects of Neonatology

- 1.1. Differences between Newborn, Child and Adolescent
- 1.2. Neonatal Stages
  - 1.2.1. Neonatal Stages at Gestational Age
  - 1.2.2. Neonatal Stages for Birthweight
  - 1.2.3. Premature Newborns
  - 1.2.4. Post Term Newborn
- 1.3. Anatomical and Physiological Characteristics of a Normal Newborn
  - 1.3.1. Newborn Somatometry
  - 1.3.2. Morphological Characteristics
  - 1.3.3. Physiological Characteristics
- 1.4. Complete Physical Examination of the Newborn
  - 1.4.1. Physical Examination Process
  - 1.4.2. General Observation
  - 1.4.3. Head and Neck Region
  - 1.4.4. Torso Region
  - 1.4.5. Limb Region
  - 1.4.6. Neurological examination
- 1.5. Structure and Organisation of the Neonatal Service
  - 1.5.1. Location of the Neonatology Service
  - 1.5.2. Equipment and Materials
  - 1.5.3. Human Resources
  - 1.5.4. Concept of Neonatal Intensive Care Unit (NICU)
    - 1.5.4.1. Calculation and Layout of Cribs
    - 1.5.4.2. Physical Space in a Neonatal Intensive Care Unit
    - 1.5.4.3. Equipment and Material in a Neonatal Intensive Care Unit
    - 1.5.4.4. Human resources in a Neonatal Intensive Care Unit
    - 1.5.4.5. Profiles and Roles: "Nursing Team"
    - 1.5.4.6. Operating System "Primary Nursing"

## Module 2. Admission of a Newborn in the Neonatal Ward or in the NICU

- 2.1. Arrival of the Newborn (NB) in the Neonatal Ward
  - 2.1.1. Admission Criteria
  - 2.1.2. Admission Objectives
  - 2.1.3. Nursing Interventions
  - 2.1.4. Physical Examination of the Newborn
- 2.2. Arrival of the Newborn (NB) in the NICU
  - 2.2.1. Admission Criteria
  - 2.2.2. Admission Objectives
  - 2.2.3. Nursing Interventions
  - 2.2.4. Physical Examination of the Newborn
- 2.3. Neonatal Transport
  - 2.3.1. Transfer of the Pregnant Woman
  - 2.3.2. Neonatal Transfer
  - 2.3.3. Neonatal Transport Team
  - 2.3.4. Neonatal Transport Equipment

## Module 3. Water, Electrolyte and Metabolic Disorders of a Newborn

- 3.1. Fluids and Electrolytes in a Newborn
  - 3.1.1. Hydroelectrolyte Balance
  - 3.1.2. Imperceptible Water Losses
  - 3.1.3. Electrolytes
    - 3.1.3.1. Sodium (Na)
    - 3.1.3.2. Potassium (K)
    - 3.1.3.3. Calcium (Ca)
  - 3.1.4. Glucose
- 3.2. Water Balance in Neonatals Admitted to the ICU
  - 3.2.1. Patient Monitoring
  - 3.2.2. Adequate Water Balance
  - 3.2.3. Objectives for the Management of Fluids in Newborns Weighing Less Than 1.500g

- 3.2.4. Different Stages during the Management of Fluids in Newborns Weighing Less Than 1.500g
- 3.2.5. Alternative Ways of Calculating Water Balance in a Critically Ill Newborn
  - 3.2.5.1. Calculation of Imperceptible Losses and Imperceptible Gains
  - 3.2.5.2. Calculation of Imperceptible Losses with Weight Gain
  - 3.2.5.3. Calculation of Imperceptible Losses (IP) with Weight Loss
- 3.3. Very Premature Newborns and Hyperosmolar State
  - 3.3.1. When Should Fluids be Restricted in a Very Premature Newborn?
  - 3.3.2. When Should the Need for Fluids be Increased in a Very Premature Newborn?

#### Module 4. Neonatal Digestive Disorders

- 4.1. General Aspects of Neonatal Gastroenterology
  - 4.1.1. Embryology of the Digestive System
  - 4.1.2. Reminder of the Anatomy of the Digestive System
- 4.2. Procedures for Handling Nasogastric and Orogastric Tubes
- 4.3. Gastroesophageal Reflux
- 4.4. Esophageal Atresia
- 4.5. Necrotizing Enterocolitis
- 4.6. Ostomy Care

#### Module 5. Newborn feeding: Breastfeeding / Formula Feeding and Feeding of Admitted Newborns

- 5.1. General Aspects of a Newborn's diet
- 5.2. Requirements and Feeding Objectives of the Breastfeeding Infant
- 5.3. Breastfeeding
- 5.4. Enteral Nutrition
  - 5.4.1. Indications for Enteral Feeding
  - 5.4.2. Contraindications for Enteral Feeding
  - 5.4.3. Enteral Feeding Methods

- 5.5. Parenteral nutrition
  - 5.5.1. Indications for Parenteral Feeding
  - 5.5.2. Contraindications for Parenteral Feeding
  - 5.5.3. Vein Administration Routes
  - 5.5.4. Recommendations for the Monitoring of Administration Routes
  - 5.5.5. Components of Parenteral Nutrition
  - 5.5.6. Preparation and Administration of Parenteral Nutrition
  - 5.5.7. Controls
  - 5.5.8. Complications
  - 5.5.9. Withdrawal of Parenteral Nutrition

#### Module 6. Medical-Legal Aspects in Neonatology

- 6.1. Code of Ethics and Deontology
- 6.2. Keeping the Patient Informed
- 6.3. Informed Consent
- 6.4. Refusal of Treatment
- 6.5. Professional Secrecy
- 6.6. Organic Data Protection Law (LOPD)
- 6.7. Organ Donation



*A unique, key, and decisive master's degree experience to boost your professional development"*

# 05

# Methodology

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

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





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

## At TECH Nursing School we use the Case Method

In a given situation, what should a professional do? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Nurses learn better, faster, and more sustainably over time.

*With TECH, nurses can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



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

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

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

1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.



*The nurse will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*

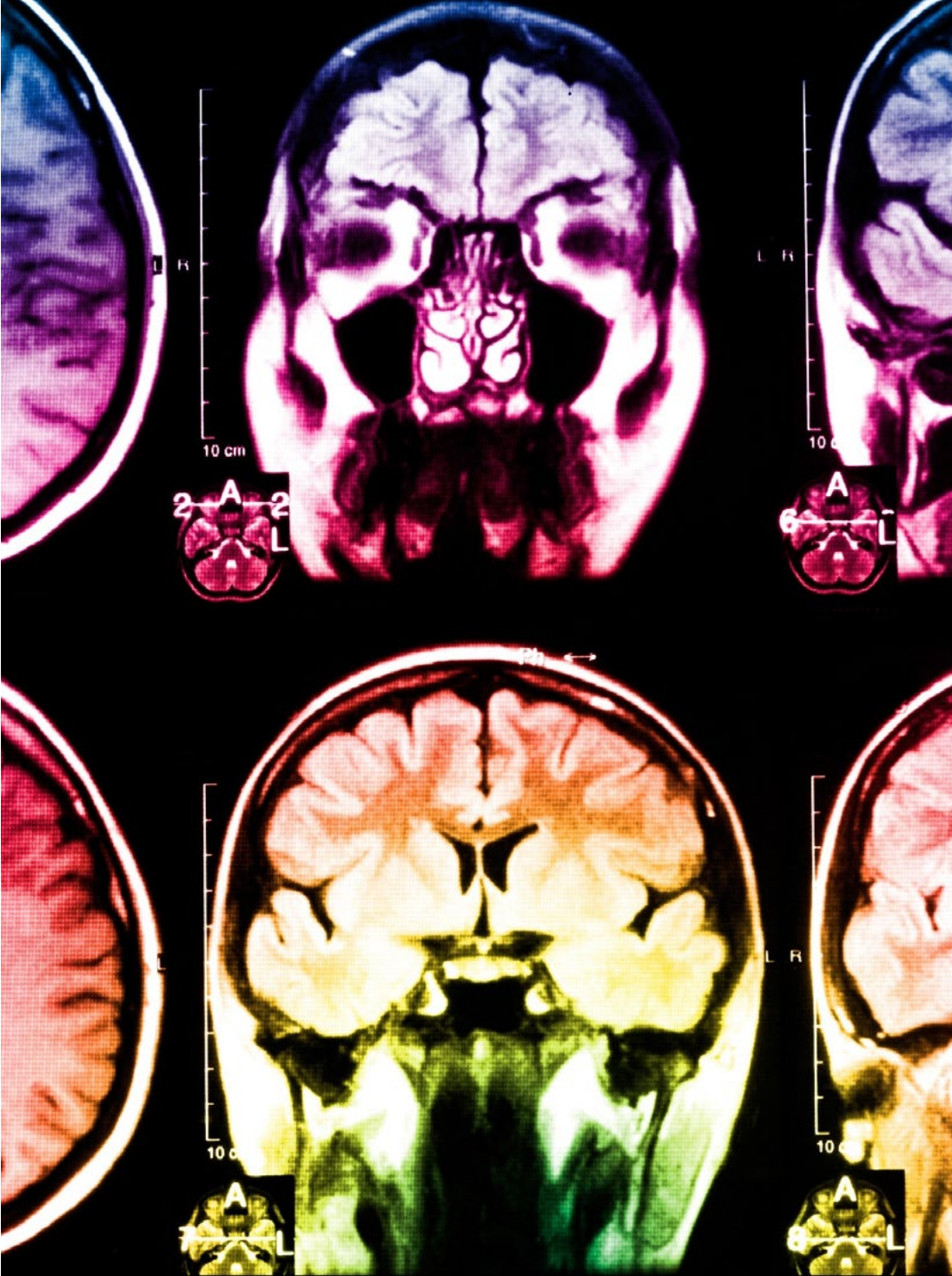
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all 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.

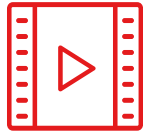
*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

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 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

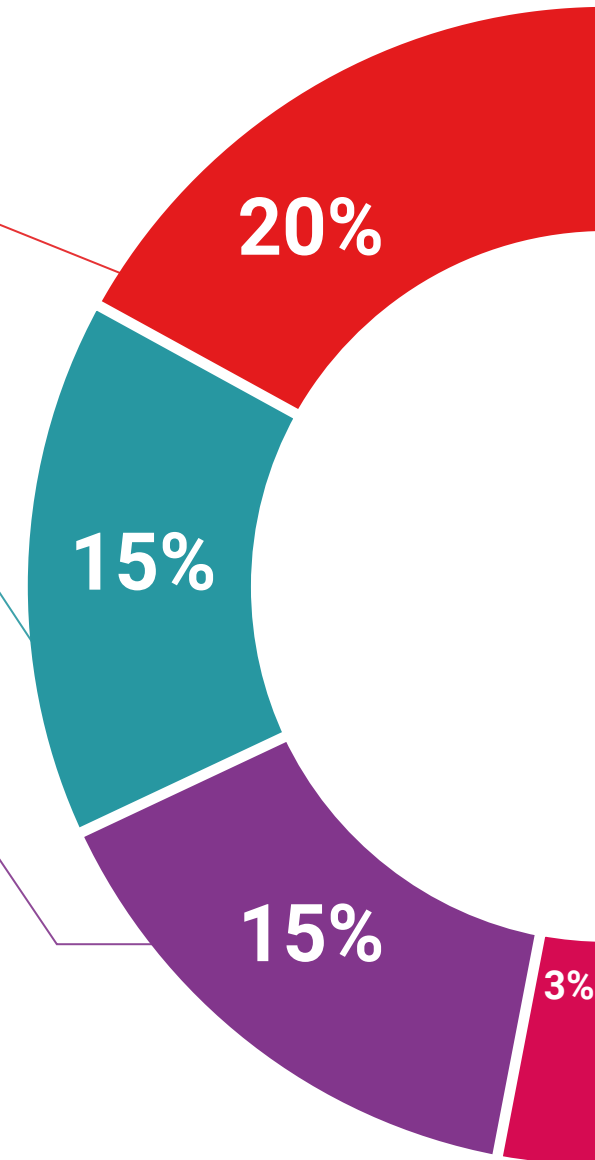
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

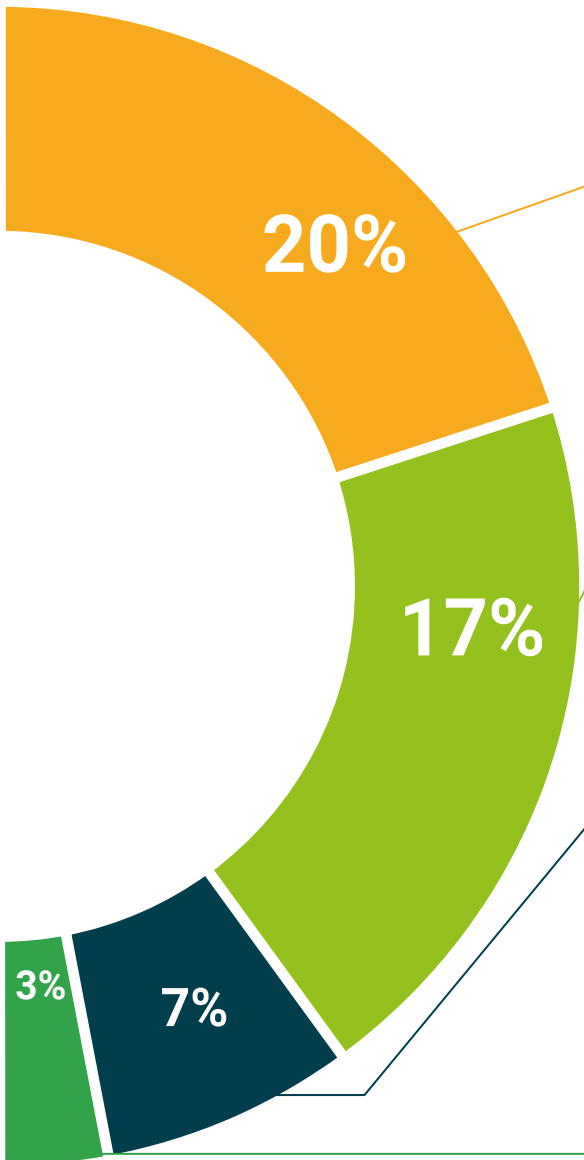
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### 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 Newborn Nutrition and Feeding for Nurses guarantees you, in addition to the most rigorous and up to date specialization, access to a Postgraduate Diploma issued by TECH Global University.





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*Successfully complete this specialisation  
and receive your university degree without  
travel or laborious paperwork”*

This private qualification will allow you to obtain a **Postgraduate Diploma in Newborn Nutrition and Feeding for Nurses** 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.

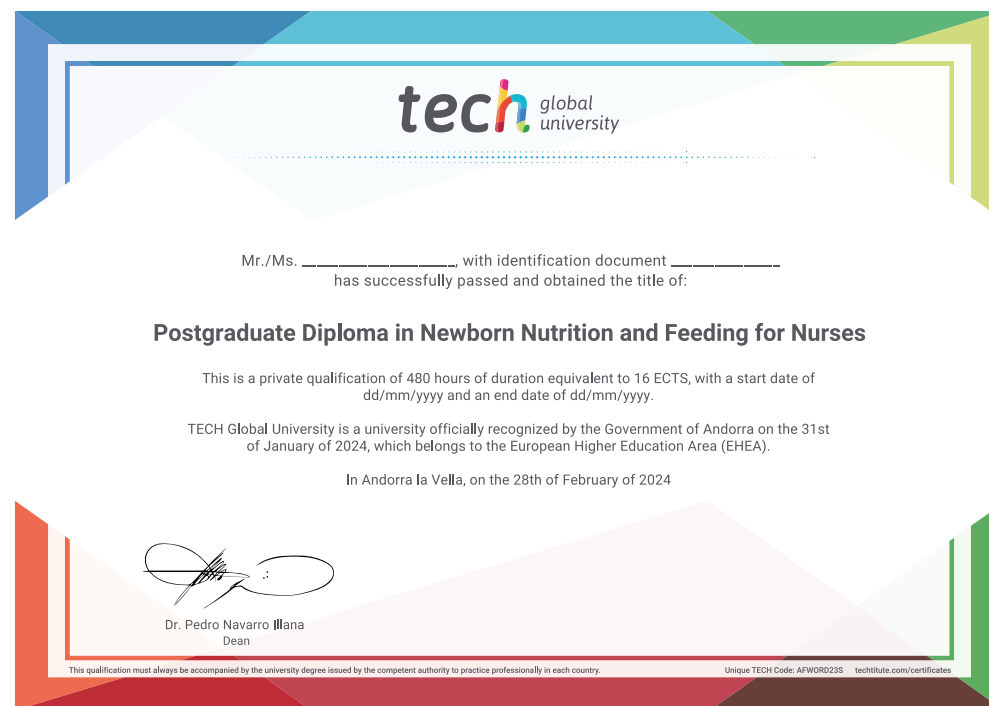
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Newborn Nutrition and Feeding for Nurses**

Modality: **online**

Duration: **6 months**

Accreditation: **16 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.

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## Postgraduate Diploma Newborn Nutrition and Feeding for Nurses

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 16 ECTS
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Diploma

## Newborn Nutrition and Feeding for Nurses

