

# Postgraduate Diploma

## Nursing Care for the Chronic Patient in Primary Care





## Postgraduate Diploma

### Nursing Care for the Chronic Patient in Primary Care

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

Website: [www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-nursing-care-chronic-patient-primary-care](http://www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-nursing-care-chronic-patient-primary-care)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 18*

05

Methodology

---

*p. 24*

06

Certificate

---

*p. 32*

# 01

# Introduction

International statistics show that 75% of deaths worldwide are caused by non-communicable diseases. In this context, the survival and quality of life of chronic patients has become a priority for health systems worldwide. At the same time, healthcare personnel, and in particular Primary Care nurses, are required to be highly trained to take up this challenge. Thus, TECH has designed a study program where nursing professionals will analyze palliative care models and state-of-the-art procedures. Through a rigorous syllabus, taught in 100% online mode, they will be able to delve into the most updated techniques in the approach to cases of Dementia, Epilepsy, with Cancer, among others.



“

*A 100% online and intensive program where you will learn the latest nursing techniques and procedures for the care of patients with chronic neurological, renal or respiratory pathologies”*

The World Health Organization estimates that the average life expectancy for an Alzheimer's patient is between 8 and 10 years. This long period of time can be complex to cope with for families who continually demand the most specialized care. Primary care nurses are essential in this context since, according to the most up-to-date criteria, their competencies and duties cover both hospital and community settings. In order for these professionals to develop a comprehensive management of these and other patients with chronic diseases, the intervention protocols are continuously renewed, making it a real challenge to keep up to date with the main innovations.

For this reason, TECH has created this Postgraduate Diploma where students will find the most advanced criteria on the care of chronic pathologies. Thus, nurses will be able to optimize their professional practice with the latest care trends and stand out in the health field. For this purpose, they have a very complete syllabus where the most recent nursing procedures that facilitate the intervention and care of people with dementia, asthma, epilepsy or renal failure will be analyzed. Specifically, they will delve into the characteristics of the Chronic Care Model and delve into the features that distinguish it from other working models for nurses. The program will also examine the most innovative strategies in the management of oncology patients and the development of palliative care.

This program will be delivered 100% online, with no continuous assessment schedules or timelines. On the contrary, each student will have the opportunity to access the contents freely, according to their own availability and at any time of the 24 hours of the day. Likewise, for the assimilation of the most complex contents of this academic itinerary, it will be able to rely on disruptive and original methods such as Relearning. This didactic strategy will enhance the absorption of theoretical knowledge and the development of practical skills in a more expeditious and efficient way.

This **Postgraduate Diploma in Nursing Care for the Chronic Patient in Primary Care** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ◆ Postgraduate Certificate studies presented by experts in Primary Care Nursing
- ◆ 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



*TECH offers you advanced nursing competencies so that you can fully integrate the family and community environment in the care of chronic patients"*

“

*Chronic patient care in primary care requires the most skilled and up-to-date nursing professionals. With TECH you can be one of them!”*

*The Chronic Care Model and the Guided Care Model are some of the innovative strategies for the management of patients with chronic conditions.*

*You will master, through this Postgraduate Diploma, the most advanced strategies that a nurse should know to carry out the assessment and care of people under palliative care.*

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

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

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



# 02 Objectives

Optimizing the management of chronic patients in the hospital and community setting is the fundamental objective of this university program designed for nurses. At the same time, these professionals will be able to delve into the tools for caring for the families in whose nuclei these people live. At the same time, they will delve into strategies for assessing, caring for and offering personalized follow-up to pregnant women, children and adolescents, the cognitively impaired elderly or any other person in a situation of exclusion. With these academic goals in mind, TECH has implemented in this program the use of the Relearning method and other didactic mechanisms that will enhance a fast and flexible learning process.







“

*An intensive program where you will be able to analyze as a nurse all the psychosocial conditions involved in the management and care required by a chronic patient”*



## General Objectives

---

- ◆ Develop knowledge about the aspects of care in Primary Care, both for individuals, families and groups and the interactions that occur between them
- ◆ Broaden the professional domains of Primary Care Nursing and acquire knowledge for greater visibility, prestige, and a higher level of job autonomy
- ◆ Actively participate in the community in terms of community health programs
- ◆ Keep abreast of advanced practice trends in primary care nursing
- ◆ Promote best practices, based on scientific evidence, in response to advances in treatment research and technology



*Don't miss the opportunity to enroll in this program that offers you access to study materials 24 hours a day in correspondence with your individual academic schedules and needs"*





## Specific Objectives

---

### Module 1. Chronic Illness Care. Nursing Techniques and Procedures

- ◆ Perform nursing interventions related to the most prevalent chronic diseases, based on current evidence
- ◆ Prevent the deterioration of functional capacity, improve their quality of life and reduce progression to advanced chronic patients
- ◆ Address techniques and procedures in Cardiovascular and Respiratory, such as: vascular access (peripheral and central), ECG, airway patency, ankle arm, spirometry, EASI monitoring, electrical cardioversion, pacemakers/defibrillators, etc
- ◆ Promote the application of techniques and procedures in Digestive and Urology without forgetting Ostomy care
- ◆ Encourage the application of techniques and procedures in Neurology and sensory organs
- ◆ Participate in rehabilitation programs

### Module 2. Complex and advanced chronicity. Fragility and social and health care model

- ◆ Deepen the knowledge of the conceptual bases of chronicity and dependency
- ◆ Manage the main models of chronicity care Acquire knowledge of the Triple, Quadruple and Quintuple
- ◆ Detect and intervene early in situations of frailty, chronicity and complexity Analyze the model of community nurse case management
- ◆ Identify the different scales necessary for a comprehensive geriatric assessment, as well as the frailty indexes
- ◆ Intervene in the different geriatric syndromes, applying nursing care to people with palliative care

### Module 3. Life Cycle Family approach and social determinants

- ◆ Use systemic strategies to formulate hypotheses, intervene and evaluate family situations
- ◆ Determine the extent of family dynamics in the health and disease process of its members
- ◆ Train and support the family in coping with crises or problematic situations such as illness or death of a member, arrival of a new component, parental separations, among others
- ◆ Detect psychosocial problems and families at risk and provide anticipatory family counseling
- ◆ Identify the different stages of family development and help families cope effectively
- ◆ Plan, develop, implement and evaluate health promotion and disease prevention programs for children, adults and the elderly
- ◆ Prevent and detect situations of social and health exclusion, fragility and social isolation

# 03

# Course Management

This academic syllabus has been developed by prestigious experts. The teachers of this program have a distinguished professional background in the field of Primary Care Nursing and the management of patients with chronic pathologies. TECH has selected them on the basis of their care outcomes, as evidenced by various scientific articles. At the same time, they were chosen for their practical contributions, which have been applied in the personalized care of cases with Diabetes, Epilepsy, Cognitive Impairment, among others. Students will be able to acquire theoretical and practical skills on an ongoing basis through lectures, videoconferences and other didactic materials designed to allow faculty members to exchange their knowledge in the fastest and most flexible way.





“

*All professors have actively participated in the creation of the study materials that are integrated in this program”*

## Management



### **Dr. Sánchez Castro, Juan José Augusto**

- Head of Primary Care Service at A Estrada Health Center
- Specialist in Family and Community Medicine in the Galician Health Service
- Executive Director of Infomercados Financial Services
- Master's Degree in Business Valuation from Center for Financial Studies (CEF)
- Diploma in Health by the Ministry of Health and Consumption
- Degree in Medicine and Surgery from the University of Santiago de Compostela



## Professors

### Ms. López García, Salomé

- ◆ Nurse in the Catalan Health Service
- ◆ Graduate in Nursing from the University of Santiago de Compostela

### Ms. Martín Ventoso, Carlota

- ◆ Primary Care Nurse Specialist
- ◆ Nurse in Galician Health Service
- ◆ Graduate in Nursing from University School of Nursing of Lugo

### Ms. Doval Cajaraville, Patricia

- ◆ Work Nurse at Ibersys Seguridad y Salud S.L
- ◆ Master's Degree in Occupational Risk Prevention from the Oberta de Vitoria University
- ◆ Grade in Nursing from the University of Santiago de Compostela

### Dr. Neira Varela, Noemi

- ◆ Nurse in the Galician Health Service
- ◆ Master's Degree in Oncology Nursing in Barcelona
- ◆ Graduate in Nursing from Povisa University School

**Ms. Novegil Castro, Berta**

- ◆ Nurse in Galician Health Service
- ◆ Grade in Nursing from the University of Santiago de Compostela
- ◆ Superior Technician in Oral Health

**Ms. Fernández Melcón, Lucía**

- ◆ Nurse in Clinic University Hospital of Santiago de Compostela
- ◆ Postgraduate Grade in Nursing from the Pontificia University of Salamanca

**Ms. González López, Claudia**

- ◆ Specialist Nurse in Mental Health
- ◆ Nurse in the Child Psychiatry Service of the CE Argüelles Hospital
- ◆ Jiménez Díaz Foundation
- ◆ FUDEN Inclusive Coordinator in the Research Department
- ◆ Teacher at University School of Nursing in Pontevedra
- ◆ Master in Health Care and Research at the University of A Coruña
- ◆ Diploma in Nursing from the University of Santiago de Compostela

**Ms. Cobas Couto, Elvira**

- ◆ Community Care Nurse Specialist
- ◆ Entrepreneurship consultant and coach
- ◆ Lecturer at the University of A Coruña
- ◆ Professional Master's Degree in Community Nursing from the University of A Coruña
- ◆ Professional Master's Degree in Research Methods in Health Sciences, University of Alcalá
- ◆ Degree in Nursing from the José Timoteo Montalvao Machado de Chaves School of Nursing







**Mr. Negreira Rodríguez, Samuel**

- ◆ Occupational Nurse at Previlabor
- ◆ Company Nurse at NEXGRUP S.A
- ◆ Nurse Assistant at Surgical Hospital Model of A Coruña
- ◆ Nurse Assistant at CUF Infante Santo Hospital of Lisboa
- ◆ Nurse Assistant at the Arquitecto Marcide Hospital Complex
- ◆ Master's Degree in Occupational Risk Prevention from the University of A Coruña
- ◆ Specialization in Occupational Safety, Hygiene, Ergonomics and Applied Psychosociology, European University Miguel de Cervantes
- ◆ Expert in management of technical guides of the "Healthy Company" and "Prevention Management OHSAS 18001" seals
- ◆ Degree in Nursing in A Coruña University

“

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

04

# Structure and Content

Through this academic program, nurses will be able to delve into the most updated and efficient care protocols for the management of chronic neurological problems, such as Cognitive Impairment or Epilepsy. Likewise, the care and procedures with which the professionals of this discipline can approach different problems of the renal system will be analyzed. On the other hand, the Chronic Care Model and other strategies for the supervision of patients with long-term conditions will be examined in depth. Also, advanced trends and approaches to the management of psychosocial determinants of disease will be addressed. A comprehensive degree based on the most innovative and 100% online learning methodology.



“

*To study this program you only need a device with an Internet connection and you will be able to review its contents whenever you want and from anywhere in the world”*

## Module 1. Chronic Illness Care. Nursing Techniques and Procedures

- 1.1. Psychology in Primary Care
  - 1.1.1. Depression
  - 1.1.2. Anxiety
  - 1.1.3. Stress
  - 1.1.4. Sleep Disorders
- 1.2. Nursing assessment and care of people with chronic cardiovascular problems
  - 1.2.1. Heart Failure
  - 1.2.2. High Blood Pressure Standardized nursing processes in patients with hypertension
  - 1.2.3. Nursing procedures and techniques. ECG MAP and AMPA.INR. Ankle arm. Vascular and peripheral accesses EASI monitoring system
  - 1.2.4. Electrical Cardioversion. Pacemaker Defibrillators
- 1.3. Nursing assessment and care of people with endocrinological problems
  - 1.3.1. Diabetes Other problems. Self-management. Feeding in diabetic patients
  - 1.3.2. Hypoglycemic treatment and insulins
  - 1.3.3. Standardized nursing processes in patients with Diabetes
  - 1.3.4. Examination and care of the diabetic foot
  - 1.3.5. Retinography
- 1.4. Nursing assessment and care of people with chronic respiratory problems
  - 1.4.1. Acute Chronic Obstructive Pulmonary Disease (COPD). Standardized nursing processes in patients with hypertension
  - 1.4.2. Asthma
  - 1.4.3. Nursing Procedures: Pulse oximetry, spirometry, bronchodilator test, arterial blood gases, cooximetry, oxygen therapy and other techniques
  - 1.4.4. Handling of inhalers, aerosol therapy
  - 1.4.5. Respiratory Rehabilitation
- 1.5. Nursing assessment and care of people with chronic Neurological problems
  - 1.5.1. Stroke
  - 1.5.2. Epilepsy
  - 1.5.3. Cognitive impairment dementia
  - 1.5.4. Standardized nursing processes in patients with Dementia. Assessment of the family and social situation. Support to the main caregiver and family
- 1.6. Nursing assessment and care of people with renal system problems
  - 1.6.1. Main renal and urological problems. Nursing procedures and techniques
  - 1.6.2. Bladder catheterization: concept, indications and contraindications
  - 1.6.3. Management of bladder catheterization in the family and community setting
- 1.7. Nursing assessment and care of people with problems in the musculoskeletal system
  - 1.7.1. Main problems of the Locomotor System
  - 1.7.2. Bandages
  - 1.7.3. Immobilization
  - 1.7.4. Other Techniques
- 1.8. Nursing assessment and care of people with Gastrointestinal problems
  - 1.8.1. Main Digestive Problems
  - 1.8.2. Nursing procedures and techniques in the management of ostomies
  - 1.8.3. Digestive probes
  - 1.8.4. Enemas and irrigations
  - 1.8.5. Rectal touch
  - 1.8.6. Fecaloma Removal
  - 1.8.7. Abdominal paracentesis
- 1.9. Nursing assessment and care of people with oncological problems nursing procedures and techniques
  - 1.9.1. Antineoplastic drugs: classification and side effects
  - 1.9.2. Adjuvant drugs
  - 1.9.3. Handling of cytostatic drugs in primary care, reservoirs and infusers
  - 1.9.4. Emotional support to patients and relatives
- 1.10. Nursing assessment and care in patients with infectious disease processes
  - 1.10.1. Hepatitis
  - 1.10.2. Tuberculosis
  - 1.10.3. AIDS
  - 1.10.4. Meningitis
  - 1.10.5. Sexually transmitted diseases (STDs)
  - 1.10.6. Nursing procedures and techniques: Blood Culture Urine Culture Stool Culture Prevention and Control Measures

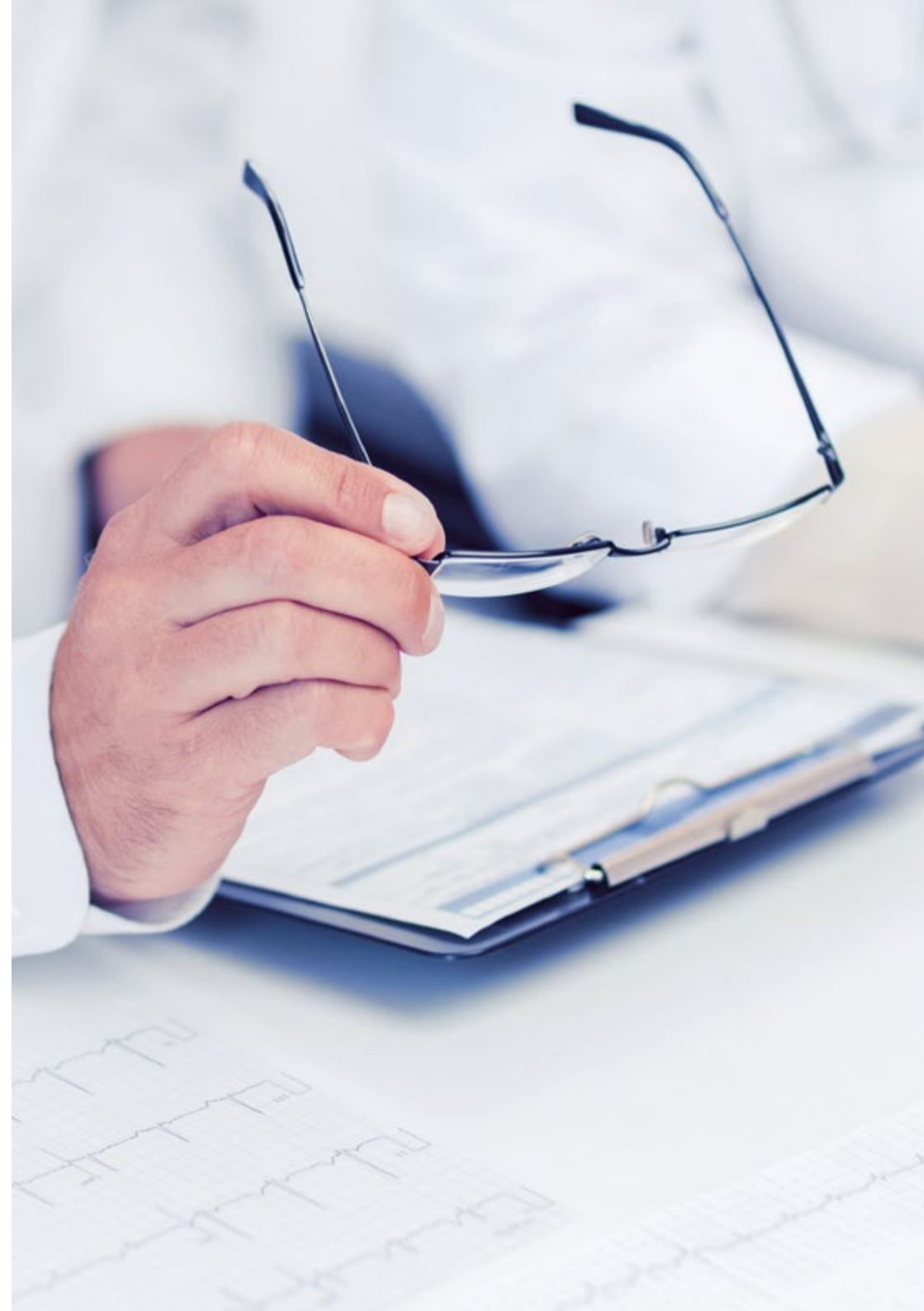
**Module 2. Complex and advanced chronicity. Fragility and social and health care model**

- 2.1. The challenge of complex chronicity
  - 2.1.1. Justification
  - 2.1.2. Conceptual Principles
  - 2.1.3. Vertical, horizontal and triple integration
  - 2.1.4. New principles
- 2.2. Conceptual bases of chronicity and dependence
  - 2.2.1. Multimorbidity as a heterogeneous and prevalent reality
  - 2.2.2. Frailty as a cross-cutting concept in the assessment of the elderly and/or people with chronic health problems
  - 2.2.3. People with complex health needs
  - 2.2.4. People with advanced complexity and palliative care needs
- 2.3. Chronicity Care Models
  - 2.3.1. *Chronic Care Model*
  - 2.3.2. Expanded CCM
  - 2.3.3. Innovative Care for Chronic Diseases
  - 2.3.4. Guided Care Model
  - 2.3.5. Kaiser Permanente. Population stratifiers
- 2.4. Evaluative frameworks for the redesign of health systems. From the Triple to the quintuple goal
  - 2.4.1. Value-oriented integrated evaluation
  - 2.4.2. Influence of chronicity on Health Systems
  - 2.4.3. Triple goal
  - 2.4.4. Quadruple goal
  - 2.4.5. Quintuple goal
- 2.5. Socio-health model
  - 2.5.1. Socio-demographic Context
  - 2.5.2. Organizational Context
  - 2.5.3. New challenges
  - 2.5.4. Emerging visions
- 2.6. Nurse case manager model. The community nurse manager
  - 2.6.1. Theoretical Framework
  - 2.6.2. Definitions
  - 2.6.3. Justification
  - 2.6.4. Basic elements of case management
  - 2.6.5. Challenges of case management
- 2.7. Comprehensive geriatric assessment
  - 2.7.1. Clinical Assessment. Pluripathology
  - 2.7.2. Assessment of the functional sphere
  - 2.7.3. Cognitive Assessment
  - 2.7.4. Assessment of therapeutic adherence and polymedication
  - 2.7.5. Affective assessment
  - 2.7.6. Social Appraisal
  - 2.7.7. Nutritional Assessment
- 2.8. Geriatric Syndromes
  - 2.8.1. Geriatric Syndromes
  - 2.8.2. Immobility
  - 2.8.3. Acute Confusional Syndrome
  - 2.8.4. Falls
  - 2.8.5. Urinary Incontinence
  - 2.8.6. Undernourishment
  - 2.8.7. Insomnia
  - 2.8.8. Mild Cognitive Impairment
- 2.9. Nursing assessment and care of people with Palliative Care
  - 2.9.1. Introduction to palliative care
  - 2.9.2. Terminal Criteria
  - 2.9.3. Complexity criteria
  - 2.9.4. Care of patients at home
  - 2.9.5. Subcutaneous Route
  - 2.9.6. Palliative Care Communication

- 2.10. How to develop a person-centered model to address Chronicity
  - 2.10.1. Identification of the complex chronic patient
  - 2.10.2. Multidimensional assessment
  - 2.10.3. Situational diagnosis
  - 2.10.4. Shared Individualized Intervention Plan (PIIC)
  - 2.10.5. Active and continuous monitoring plan

### Module 3. Life Cycle Family approach and social determinants

- 3.1. Nursing assessment and care of the healthy child from 0 to 14 years of age
  - 3.1.1. Healthy Children Programming". Metabolic testing. Stages of Child Development
  - 3.1.2. Developmental and growth parameters. Developmental response. Health promotion measures in the different stages: hygiene, feeding, nutrition and dentition
  - 3.1.3. Oral hygiene and health: caries prevention
  - 3.1.4. Prevention of Infant Accidents Detection of Abuse
- 3.2. Adolescent and family care
  - 3.2.1. Promotion of adolescent health from the biological, psychological and social aspects, both individually and as a group and in the community
  - 3.2.2. Detection of possible difficulties in sexual development
  - 3.2.3. Eating disorders and body image, antisocial behaviors, violence and abuse, alcohol and tobacco consumption, drug addictions. Non-Substance Addictions Gender Identity
  - 3.2.4. Effective family coping with risk situations (pregnancy, drug addiction, violence)
- 3.3. Nursing Care of Women
  - 3.3.1. Health promotion in the different stages of the life cycle. Climacteric
  - 3.3.2. Sexual, reproductive and gender health: sex education. Reproduction Contraceptive methods. Voluntary Termination of Pregnancy
  - 3.3.3. Nursing assessment and care of the pregnant woman: physiological changes. Maternal education
  - 3.3.4. Nursing assessment and care of the pregnant woman: physiological changes. Maternal Education. Common Problems During Pregnancy
  - 3.3.5. Nursing assessment and care of the pregnant woman: physiological and psychological changes. Natural lactation



- 3.4. Nursing assessment and care in the elderly patient
  - 3.4.1. Main changes in the aging process: physiological, psychological and social changes
  - 3.4.2. Prevention of Accidents. Dietary Habits. Guidance for self-care
  - 3.4.3. Main problems
  - 3.4.4. Assessment of the family and social situation
- 3.5. Attention to families: the family, structure, dynamics, types and family life cycle
  - 3.5.1. Concept and strategy of family intervention
  - 3.5.2. Programs for health promotion and prevention of family problems
  - 3.5.3. The family as a Health Manager
  - 3.5.4. Family assessment instruments: genogram, specific questionnaires (family APGAR, social support, stressful life events)
- 3.6. Instruments for family approach
  - 3.6.1. Family Counselling
  - 3.6.2. Interventions with families in crisis situations: bereavement, members with addictive behaviors, mental illness, end of life, arrival of new members, couple relationships, etc
  - 3.6.3. Housing as a space of coexistence and health conditioning factor
  - 3.6.4. Detection of intrafamilial violence and intervention
  - 3.6.5. Positive Parenting
- 3.7. Nursing assessment and care for people with disabilities and special needs
  - 3.7.1. Care for people with special needs
  - 3.7.2. Care for people with mental health problems
  - 3.7.3. Mobility
  - 3.7.4. Postural care
- 3.8. Nursing assessment and care of culturally diverse, transcultural persons
  - 3.8.1. The migratory phenomenon
  - 3.8.2. Family Care
  - 3.8.3. Community Care
  - 3.8.4. Transculturality
- 3.9. Care for building healthy families
  - 3.9.1. Age-appropriate eating habits
  - 3.9.2. Age-appropriate physical activity
  - 3.9.3. Adolescent support
  - 3.9.4. Open and respectful communication
- 3.10. Care to build resilient families (education for an emotionally secure lifestyle)
  - 3.10.1. Assessment of risk and protective factors
  - 3.10.2. Emotional and psychological support
  - 3.10.3. Promotion of coping skills
  - 3.10.4. Promotion of effective communication



*Relearning and the Harvard School case study method make unique the academic experience that TECH has shaped for you in this Postgraduate Diploma. Don't hesitate and register now!"*

# 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.







“

*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.

“

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

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

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



## Relearning Methodology

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

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



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

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

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



### Study Material

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

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



### Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch them as many times as you want.



### Interactive Summaries

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

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



### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



#### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

# Certificate

The Postgraduate Diploma in Nursing Care for the Chronic Patient in Primary Care 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 program will allow you to obtain your **Postgraduate Diploma in Nursing Care for the Chronic Patient in Primary Care** 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.

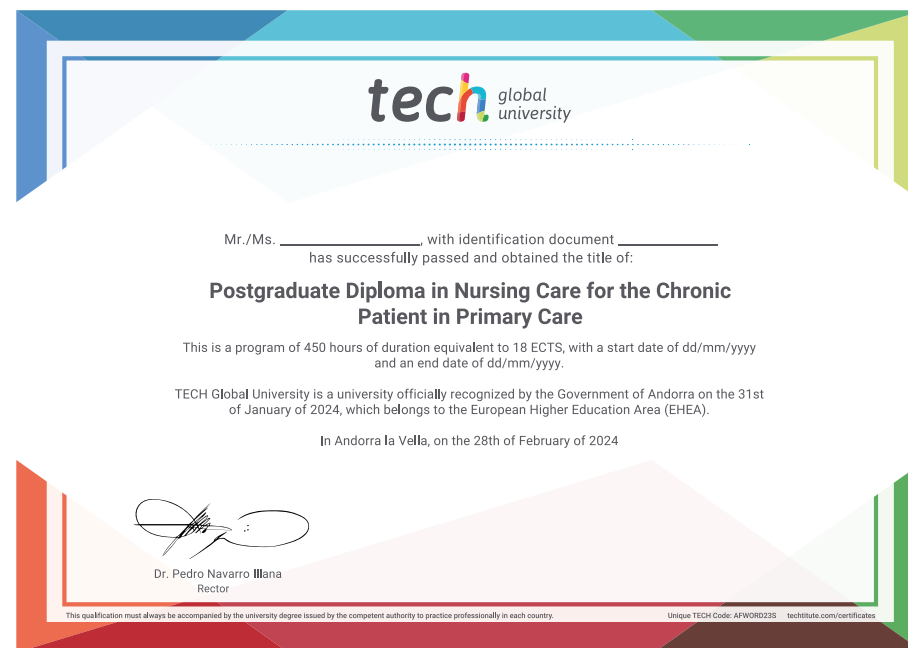
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Nursing Care for the Chronic Patient in Primary Care**

Modality: **online**

Duration: **6 months**

Credits: **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.



**Postgraduate Diploma**  
Nursing Care for the  
Chronic Patient in  
Primary Care

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

# Postgraduate Diploma

## Nursing Care for the Chronic Patient in Primary Care

