

Postgraduate Diploma

Nursing in Frequent Emergencies in Primary Care





Postgraduate Diploma Nursing in Frequent Emergencies in Primary Care

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

Website: www.techtitute.com/in/nursing/postgraduate-diploma/postgraduate-diploma-nursing-frequent-emergencies-primary-care

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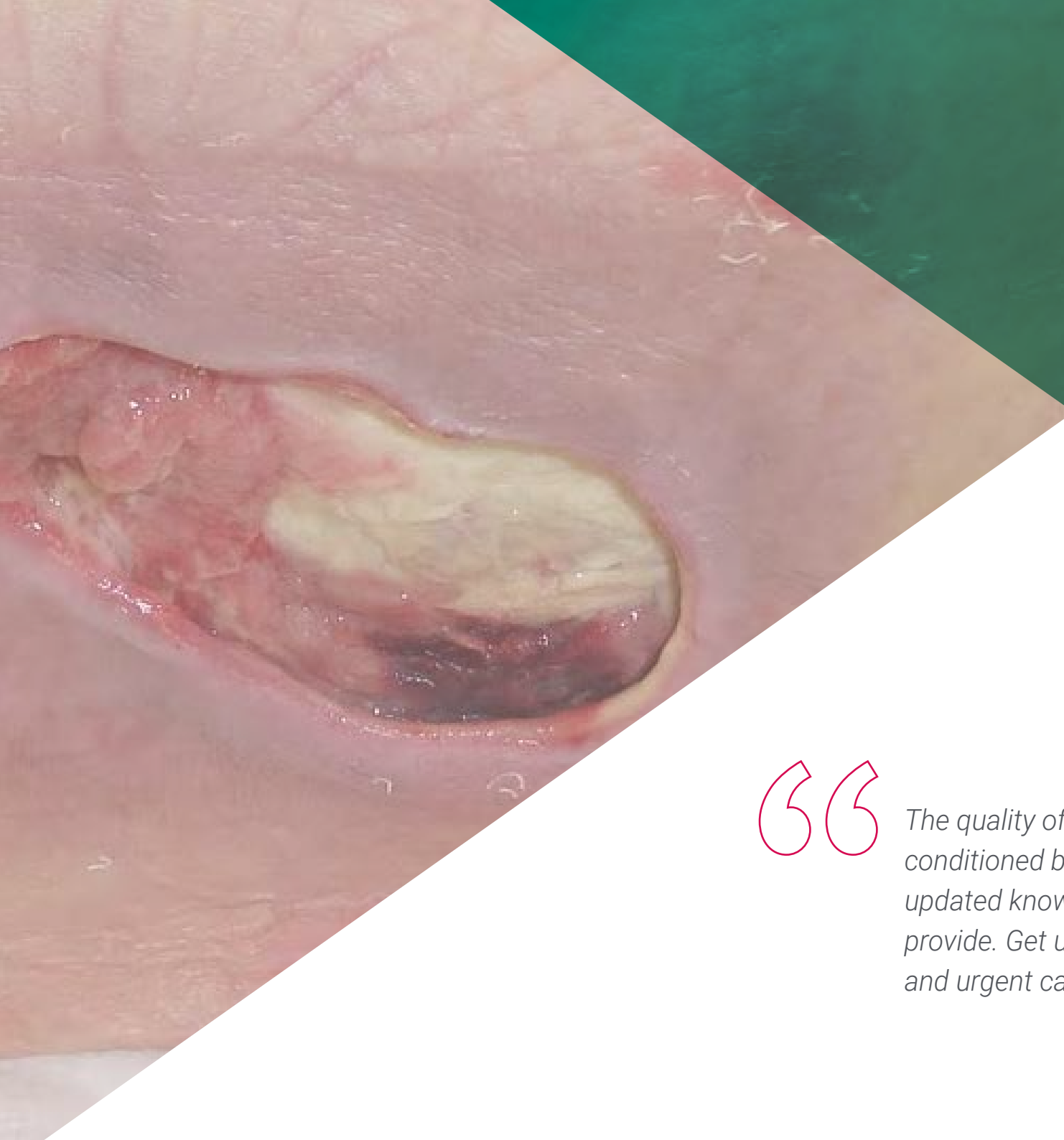
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01

Introduction

Patients suffering from emergency situations should go to their primary care center, thus filtering out frequent situations that require specialized care and those that can be handled at the health center. It is essential for primary care nurses to be up to date on emergency care procedures to act efficiently when faced with an urgent patient.





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The quality of urgent patient care is conditioned by professionals having updated knowledge of the care they provide. Get up to speed on nursing and urgent care procedures”

Primary care represents the gateway to the health system, sometimes receiving patients with potentially serious conditions that require immediate and complex action, generally with limited resources, which makes the role played by nursing professionals and the rest of the healthcare team in emergencies in primary care a crucial one.

The Postgraduate Diploma in Nursing in Frequent Emergencies in Primary Care is a complete, up-to-date scientific program based on the latest scientific evidence and the experience of renowned professionals in primary care.

It includes comprehensive systematized action plans for the most frequent emergencies faced by nursing professionals in their daily clinical practice, helping them to make prompt and accurate decisions in these situations. It also addresses organizational aspects of pediatric emergency services and the provision of personnel and material, emphasizing their differential features.

It also addresses organizational aspects in emergency services, staffing and equipment, with emphasis on the differential characteristics of primary care versus specialized care.

This **Postgraduate Diploma in Nursing in Frequent Emergencies in Primary Care** contains the most complete and up-to-date scientific program on the market.

The most important features include:

- ◆ Clinical cases presented by experts on the matter 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
- ◆ Diagnostic and therapeutic innovations in treating patients with emergency pathologies of endocrinometabolic, cardiac, respiratory and infectious etiology in primary care settings
- ◆ Workshops on nursing techniques: interpreting electrocardiography or ultrasound in emergencies, mechanical ventilation, etc.
- ◆ Presentation of practical workshops on procedures diagnosis, and treatment techniques
- ◆ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ◆ Includes theoretical lectures, questions to the expert, discussion forums on controversial issues and individual reflection papers
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



Update your knowledge of urgent pathologies in primary care with this Postgraduate Diploma to improve prognosis and reduce sequelae and complications”

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This Postgraduate Diploma is the best investment you can make when selecting an up-to-date program for two reasons: in addition to updating your knowledge of common emergencies in primary care, you will obtain a qualification from TECH Technological University”

The teaching staff includes leading nursing professionals, who contribute their work experience to this refresher program, in addition to other specialist professionals in primary healthcare.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations.

The program is designed based on Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise throughout the program. To that end, they will be assisted by an innovative, interactive video system created by renowned and experienced experts in primary care emergencies who have extensive teaching experience.

This Postgraduate Diploma offers education in simulated environments, which provides an immersive learning experience designed to prepare for real-life situations.

It includes clinical cases to bring the program's degree as close as possible to the reality of care in nursing.



02

Objectives

The program focuses on reviewing the main aspects of managing urgent pathology patients in primary care based on scientific evidence and the experience of recognized professionals.



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This program will give you a sense of confidence when taking decisions and providing care, which will help you grow both personally and professionally”



General objective

- Update diagnostic and therapeutic procedures for the most frequent urgent and emergency situations that nurses usually deal with in primary care

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Take the step to get up to date on the latest developments in nursing in frequent emergencies in primary care”





Specific objectives

Module 1. Organizational Aspects of the Emergency Department

- ♦ Define the structure and organization of emergency services in primary care
- ♦ Understand the importance of medical records in the emergency department and understand the most relevant legal and ethical aspects of health care in emergencies in primary care
- ♦ Understand the role of healthcare professionals in Primary Care Emergencies

Module 2. Nephrological and Urologic Emergencies

- ♦ Define the diagnostic criteria for acute renal failure
- ♦ Use appropriate treatment for acute renal colic
- ♦ Resolving an acute urinary retention situation in the Primary Health Care setting
- ♦ Identify the signs and symptoms of a patient with rhabdomyolysis
- ♦ Assess the criteria for referring a patient with a urinary tract infection

Module 3. Endocrine Emergencies

- ♦ Interpret the fundamental alterations of glyceimic metabolism
- ♦ Apply appropriate measures to reverse a diabetic ketoacidosis situation
- ♦ Recognize the semiology of an Addisonian crisis
- ♦ Distinguish between hypoglycemia and hyperglycemia, and apply appropriate treatment
- ♦ Delve into non-ketotic hyperosmolar comas

Module 4. Trauma and Neurosurgical Emergencies

- ♦ Analyze the different traumatologic conditions in Primary Care emergencies
- ♦ Recognize the general guidelines for action in case of upper and lower limb trauma
- ♦ Adequate use of the integral plan of action in accordance with the Polytrauma Code
- ♦ Differentiate the severity of different spinal injuries

Module 5. Vascular Emergencies

- ♦ Identify acute arterial limb ischemia
- ♦ Apply treatment in case of deep vein thrombosis
- ♦ Interpret the potential severity of venous insufficiency
- ♦ Delve into aneurysmal disease and existing treatments

Module 6. Ophthalmologic Emergencies

- ♦ Explain the main acute ENT and ophthalmologic diseases
- ♦ Indicate the appropriate treatment for pink eye
- ♦ Use appropriate complementary tests to detect acute vision loss
- ♦ Master treatment when an ocular aggression occurs

Module 7. Otolaryngologic Emergencies

- ♦ Compare the differences between anterior and posterior epistaxis
- ♦ Analyze the different treatments for vertigo
- ♦ Delve into sudden deafness and communication with patients





Module 8. Environmental Emergencies

- ◆ Manage intoxicated patients and injuries caused by environmental agents
- ◆ Discriminate between the different treatments to be applied in case of bites and stings
- ◆ Correctly apply treatment in case of electrocution
- ◆ Delve into heat stroke and how to act in case of emergency

Module 9. Geriatric Emergencies

- ◆ Differentiate the pathophysiological characteristics of elderly patients
- ◆ Identify the types of pathologies that can affect geriatric patients
- ◆ Master the drugs to be administered to geriatric patients according to their needs

03

Course Management

The teaching staff on the program includes leading nursing professionals in the field of intensive care nursing, who pour into this training the experience of their work. Additionally, other specialists of recognized prestige have participated in the creation of the contents, completing the program in an interdisciplinary manner.





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*Learn the latest advances in emergency situations
in primary care from leading professionals”*

International Guest Director

As **National Director of Clinical Innovation** at US Acute Care Solutions, Jesse M. Pines, M.D., is one of the most recognized figures in the **Emergency Medicine and Healthcare Services** field. In fact, his accomplishments include the creation and execution of the first governmental alternative payment model (ED EQUIP, in Maryland) to reduce the total cost of care. In addition, he leads the development and implementation of Telemedicine programs covering a wide variety of specialties, including the ER, Psychiatry and Intensive Care Units, among others.

His extensive experience in **medical leadership**, large database study design and Big Data research has led him to publish over 350 peer-reviewed articles and writing seven books in these areas. His work has been recognized internationally in various reputable media outlets, including TIME Magazine, the Wall Street Journal and Slate Magazine.

His more than two decades of experience have earned him several leadership positions at George Washington University. Among them, he was the **Director** of the Center for Health Innovation and Research, also leading the Research Fellowship program and the Center for Healthcare Quality.

Therefore, throughout his career, Dr. Jesse M. Pines has received multiple awards, both for the articles he has published and for his own work and contribution to the **field of Emergency Medicine**. He is also the **President of the working group on New Models of Professional Practice of the American College of Emergency Physicians (ACEP)**, holding various positions in the ACEP itself as well as in the Society for Academic Emergency Medicine and the American Academy of Emergency Medicine.



Dr. Pines, Jesse M.

- National Director of Clinical Innovation at US Acute Care Solutions, United States
- Emergency Physician at Allegheny Health Network
- Professor of Emergency Medicine at The George Washington University, USA
- Professor of Emergency Medicine at Drexel University
- Director of the Medical Research Fellowship Program at The George Washington University
- Director of the George Washington University Center for Health Research and Innovation
- M.D., Georgetown University
- Master of Business Administration from Georgetown University
- Master's Degree in Clinical Epidemiology from the University of Pennsylvania



Thanks to TECH you will be able to learn with the world's best professionals"

Management



Dr. Roig D'Cunha-Kamath, Francisco Vicente

- ◆ Degree in Medicine from the University of Valencia
- ◆ Specialist via MIR in Family and Community Medicine
- ◆ Assistant Physician of the Emergency Medicine Department at the Clinical University Hospital of Valencia
- ◆ Professor of Human Anatomy at the European University of Valencia
- ◆ Physician at the Valencia Health and Community Foundation
- ◆ Doctor for the ASCIRES group

Professors

Ms. Forés Rivas, Ana

- ◆ Nurse in the Intensive Care Unit at Dr. Peset University Hospital, Valencia

Dr. Brasó Aznar, José Vicente

- ◆ Hospital Emergency Physician
- ◆ Associate Professor of Emergency Medicine at the Faculty of Medicine of the University of Valencia
- ◆ Head of Department Emergency Medicine. Ribera University Hospital



04

Structure and Content

The content has been designed and structured by a team of professionals who recognize the importance of specialization in emergency primary care nursing, who are aware of the relevance of current knowledge to provide quality patient care, and who are committed to teaching through new educational technologies.





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This Postgraduate Diploma in Nursing in Frequent Emergencies in Primary Care contains the most complete and up-to-date scientific program on the market”

Module 1. Organizational Aspects of the Emergency Department

- 1.1. Organization of the Emergency Department in Primary Care. Adequate Stocking of First Aid Kits
- 1.2. Role of the Healthcare Professional in Primary Care Emergencies
- 1.3. Medicolegal Management Issues in Primary Care Emergency Departments
- 1.4. Triage in Primary Care Emergency Departments

Module 2. Nephrological and Urologic Emergencies

- 2.1. Acute Kidney Failure
- 2.2. Acute Urinary Retention
- 2.3. Renal Colic
- 2.4. Acute Scrotum
- 2.5. Rhabdomyolysis

Module 3. Endocrine Emergencies

- 3.1. Hyperglycemia
 - 3.1.1. Diabetic ketoacidosis
 - 3.1.2. Hyperosmolar Nonketotic Coma
- 3.2. Hypoglycemia
- 3.3. Addisonian Crisis
- 3.4. Other Endocrine Emergencies



Module 4. Trauma and Neurosurgical Emergencies

- 4.1. Locomotor System Trauma and Hemorrhage
- 4.2. Lower Extremity Trauma
- 4.3. Upper Extremity Trauma
- 4.4. Cranioencephalic Trauma
- 4.5. Thoracic Trauma
- 4.6. Vertebral Trauma and Spinal Cord Injury
- 4.7. Lower Back Pain and Lumbosciatica
- 4.8. Abdominal and Pelvic Trauma
- 4.9. Trauma during Pregnancy
- 4.10. Special Traumas
- 4.11. Out-of-Hospital Major Trauma Care. Polytrauma Code
- 4.12. Burns
- 4.13. Workshop on Mobilization and Immobilization of Trauma Patients
- 4.14. Workshop on Functional Bandages
- 4.15. Suture Workshop
- 4.16. Plaster Workshop
- 4.17. Acute and Chronic Wound Care Workshop

Module 5. Vascular Emergencies

- 5.1. Acute Limb Ischemia
- 5.2. Deep Vein Thrombosis (DVT)
- 5.3. Venous Insufficiency
- 5.4. Aneurysmal Disease

Module 6. Ophthalmologic Emergencies

- 6.1. Eyelid and Lacrimal System Diseases
- 6.2. Pink Eye
- 6.3. Sudden Loss of Vision
- 6.4. Eye Injuries

Module 7. Otolaryngologic Emergencies

- 7.1. Infectious Processes in ENT
- 7.2. Foreign Objects in ENT
- 7.3. Epistaxis
- 7.4. Vertigo
- 7.5. Sudden Loss of Hearing

Module 8. Environmental Emergencies

- 8.1. Heat Illness
- 8.2. Bites and Stings
- 8.3. Anaphylaxis
- 8.4. Electrocutation
- 8.5. Dysbarism

Module 9. Geriatric Emergencies

- 9.1. Geriatric Emergencies I
- 9.2. Geriatric Emergencies II

05

Methodology

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

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



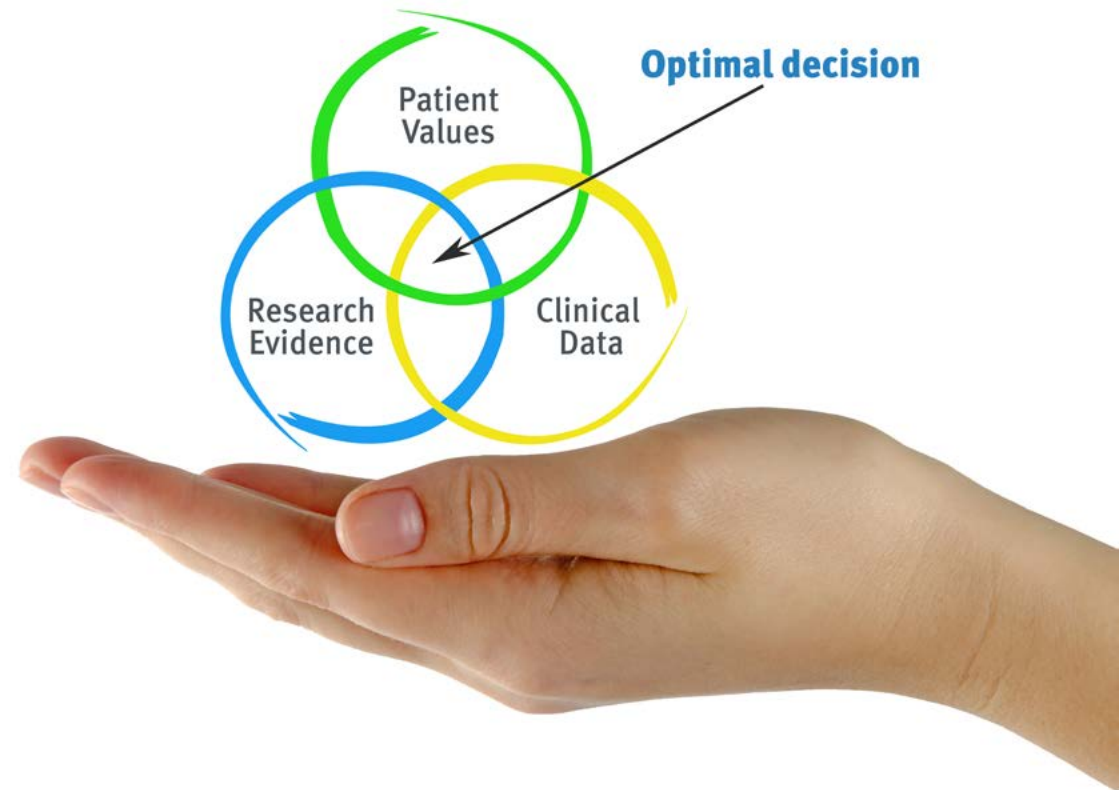
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Nursing School we use the Case Method

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

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



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

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

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

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



Relearning Methodology

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

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



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

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

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

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

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

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



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



Study Material

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

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



Nursing Techniques and Procedures on Video

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



Interactive Summaries

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

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



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

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



06 Certificate

The Postgraduate Diploma in Nursing in Frequent Emergencies in Primary Care guarantees you, in addition to the most rigorous and up-to-date training, access to a Postgraduate Diploma issued by TECH Technological University.





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

This **Postgraduate Diploma in Nursing in Frequent Emergencies in Primary Care** contains the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Postgraduate Diploma in Nursing in Frequent Emergencies in Primary Care**

Official N° of hours: **500 h.**



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



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