

Postgraduate Diploma

Pathological Newborn Care for Nurses





Postgraduate Diploma

Pathological Newborn care for Nurses

Course Modality: Online

Duration: 6 months

Certificate: TECH Technological University

Official N° of hours: 500 h.

Website: www.techtute.com/nursing/postgraduate-diploma/postgraduate-diploma-pathological-newborn-care-nurses

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 18

05

Methodology

p. 22

06

Certificate

p. 30

01

Introduction

Neonatology is one of the most complex and specific areas of pediatrics, and requires specialized professionals to be able to care for these patients adequately, so constant updating of knowledge is essential. This program is designed to keep the nursing professional trained and updated in the care of the sick newborn, in a practical manner and adapted to their needs.





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With the Postgraduate Diploma in Pathological Newborn Care for Nurses you have the opportunity to update your knowledge in a practical way and without sacrificing the maximum scientific rigor, to incorporate the latest advances in critical nursing care of the newborn"

Neonatology is a discipline in constant evolution, which is highly dependent on technology and new pharmacological treatments, and this context makes the updating of the procedures performed by professionals in neonatal critical care of paramount importance in order to maintain the provision of care based on the latest scientific evidence and to ensure the safety of the baby.

This program includes the most relevant aspects about the admission of the newborn in neonatology or NICU, the knowledge and management of neurological, digestive, hematological, renal pathology, as well as the management of neonatal shock or the knowledge of metabolopathies, chromosomopathies and neonatal oncology.

The Postgraduate Diploma in Pathological Newborn Care for Nurses allows, in a practical way, to achieve this update of the most commonly used procedures to contribute with quality and safety to the recovery of newborns, improve their prognosis and avoid the sequelae of severe pathology.

This **Postgraduate Diploma in Pathological Newborn Care for Nurses** contains the most complete and up to date scientific program on the market. 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 nursing care for the main pathologies in the newborn patient.
- ◆ Presentation of practical workshops on procedures, nursing care and diagnosis and treatment techniques
- ◆ Algorithm-based interactive learning system for decision-making in the presented clinical situations
- ◆ Practice guidelines for the care of the main 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 training offered by the Postgraduate Diploma in Pathological Newborn Care 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 newborn care, 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 training 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. In order to do this, the nursing professional will be assisted by an innovative interactive video system, created by renowned and experienced experts in treating critical neonatal patients and with extensive teaching experience.

Increase your career opportunities by taking the Postgraduate Diploma in Pathological Newborn Care for Nurses.

It includes clinical cases in a real simulation environment 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 and procedures for 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 confidence in providing care for the sick neonate, which will help you grow both personally and professionally”



General Objectives

- ♦ 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
- ♦ Assess and provide comprehensive care to the neonate with a surgical process to assist in the optimal restoration of health and identify, intervene and/or refer for possible complications
- ♦ Update the use of medical devices and/or drugs, assessing the expected benefits and associated risks
- ♦ Develop the ability to apply theoretical knowledge in daily practice



Specific Objectives

- ♦ Identify the anatomical and physiological 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
- ♦ Recall the anatomical and physiological characteristics of the 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
- ♦ Recall the generalities in neonatal neurology, embryology and anatomy of the nervous system

- ♦ Update the procedure for neonatal neurological examination
- ♦ Identify the most common neurological pathologies: neonatal intracranial hemorrhages and hydrocephalus
- ♦ Update the use of cerebral hypothermia
- ♦ Explain what hypoxic-ischemic encephalopathy consists of
- ♦ Revise the general aspects of neonatal gastroenterology: embryology and the anatomy of the digestive tract
- ♦ Describe the management of nasogastric and orogastric tubes
- ♦ Underline what gastroesophageal reflux consists of
- ♦ Interpret the symptomatology of esophageal atresia
- ♦ Update on the management of necrotizing enterocolitis
- ♦ Design techniques for ostomy care
- ♦ Review the generalities in neonatal hematology
- ♦ Identify the main signs and symptoms of neonatal anemia
- ♦ Explain fetal hydrops
- ♦ Describe the parameters of neonatal hyperbilirubinemia
- ♦ Identify other pathologies of neonatal hematology: polycythemia and thrombocytopenia
- ♦ Locate the indications for blood transfusion and its derivatives in the neonatal period, as well as the technique for the same
- ♦ Explain the generalities in neonatal nephrology: embryology and anatomy of the renal system
- ♦ Describe the technique of neonatal bladder catheterization
- ♦ Identify the main signs and symptoms of nephrourologic pathology in the newborn
- ♦ Update the procedure of peritoneal dialysis in the newborn
- ♦ Describe neonatal shock
- ♦ Differentiate the distinct phases of neonatal shock and the types of shock
- ♦ Identify clinical signs out neonatal shock
- ♦ Evaluate the management of neonatal shock, as well as the basis of its treatment
- ♦ Describe nursing interventions in neonatal shock
- ♦ Establish the algorithm for the management of neonatal shock
- ♦ Explain how neonatal sepsis occurs, its etiopathogenesis, etiology, clinical presentation, diagnosis and treatment
- ♦ Analyze and compare the different metabolopathies
- ♦ Establish the different criteria for listing a metabolopathy in neonatal screening
- ♦ Manage screening techniques, as well as management during heel prick
- ♦ Organize the types of screening for the different metabolopathies
- ♦ Select the most frequent chromosomopathies
- ♦ Deal with neonatal oncology and the different types of tumors typical of the neonatal period: neuroblastoma, Wilms' tumor and teratomas

03

Course Management

This program includes in its teaching staff renowned nursing professionals of neonatal intensive care units, developing their clinical practice in the main hospital centers, and who bring to this training the experience of their work.

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 the care of the pathological newborn”

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, Maria Amparo

- ◆ Degree in Pharmacy from the University of Valencia
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- ◆ Doctor of Medicine "Cum Laude" from the University of Valencia

Ms. 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)

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- ◆ Degree in Nursing
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- ◆ 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

Ms. Roldán del Amo, Adela

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

Ms. Ribes Roldán, Sandra

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





Ms. 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

Ms. Dobón García, Ana María

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

Ms. 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 training in daily nursing practice in the neonatal intensive care unit, 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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The Postgraduate Diploma in Pathological Newborn Care 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. Respiratory Pathophysiology and Respiratory Disorders in Neonatology

- 3.1. Pulmonary Development
 - 3.1.1. Pulmonary Embryology
 - 3.1.2. Reminder of Pulmonary Anatomy
- 3.2. Respiratory Physiology
- 3.3. Newborn Respiratory Problems
- 3.4. Involvement of Nursing Staff in Treating a Newborn with a Respiratory Disorder
- 3.5. Mechanical Ventilation
 - 3.5.1. Nursing Care in Mechanical Ventilation
 - 3.5.2. Forms of Ventilation
 - 3.5.2.1. Non-Invasive Ventilation (NIV)
 - 3.5.2.2. Invasive Ventilation

- 3.6. Types of Materials for Administering Oxygen
- 3.7. Endotracheal Intubation and Extubation
 - 3.7.1. Endotracheal Intubation
 - 3.7.2. Extubation Process
- 3.8. Cricothyroidotomy or Coniotomy
- 3.9. Tracheotomy

Module 4. Cardiac Disorders and Congenital Heart Disease in Neonatology

- 4.1. General Aspects of the Cardiovascular System
 - 4.1.1. Cardiac Embryology
 - 4.1.2. Reminder of Cardiac Anatomy
- 4.2. Syndromic Classification of Congenital Heart Disease
 - 4.2.1. Cyanotic Congenital Heart Disease
 - 4.2.2. Congenital Heart Disease without Cyanosis
 - 4.2.3. Congenital Heart Disease Leading to Cardiogenic Shock
- 4.3. "Getting to Know" Congenital Heart Disease
 - 4.3.1. Transposition of the Main Arteries
 - 4.3.2. Isolated Ventricular Inversion or Corrected Transposition of the Main Arteries
 - 4.3.3. Tetralogy of Fallot
 - 4.3.4. Hypoplastic Left Heart Syndrome
 - 4.3.5. Infradiaphragmatic Total Pulmonary Venous Drainage
 - 4.3.6. Interruption of the Aortic Arch
 - 4.3.7. Aortic Coarctation
 - 4.3.8. Aortic Stenosis
 - 4.3.9. Pulmonary Stenosis
 - 4.3.10. Ebstein Disease
 - 4.3.11. Complex Heart Disease with Heart Failure Without Pulmonary Stenosis
 - 4.3.12. Congenital Heart Diseases with Left-Right Short Circuits

- 4.4. Nursing Care in Neonatal Heart Disease
 - 4.4.1. Evaluation and Interventions of the Nursing Staff in Treating a Patient with Congenital Heart Disease
 - 4.4.2. Nursing Care Plan
- 4.5. Preoperative and Postoperative Cardiac Surgery
 - 4.5.1. Preoperative Care
 - 4.5.2. Postoperative Care

Module 5. Medical-Legal Aspects in Neonatology

- 5.1. Code of Ethics and Deontology
- 5.2. Keeping the Patient Informed
- 5.3. Informed Consent
- 5.4. Refusal of Treatment
- 5.5. Professional Secrecy
- 5.6. Organic Data Protection Law (LOPD)
- 5.7. Organ Donation



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

05

Methodology

This training program offers 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 Harvard 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 high 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

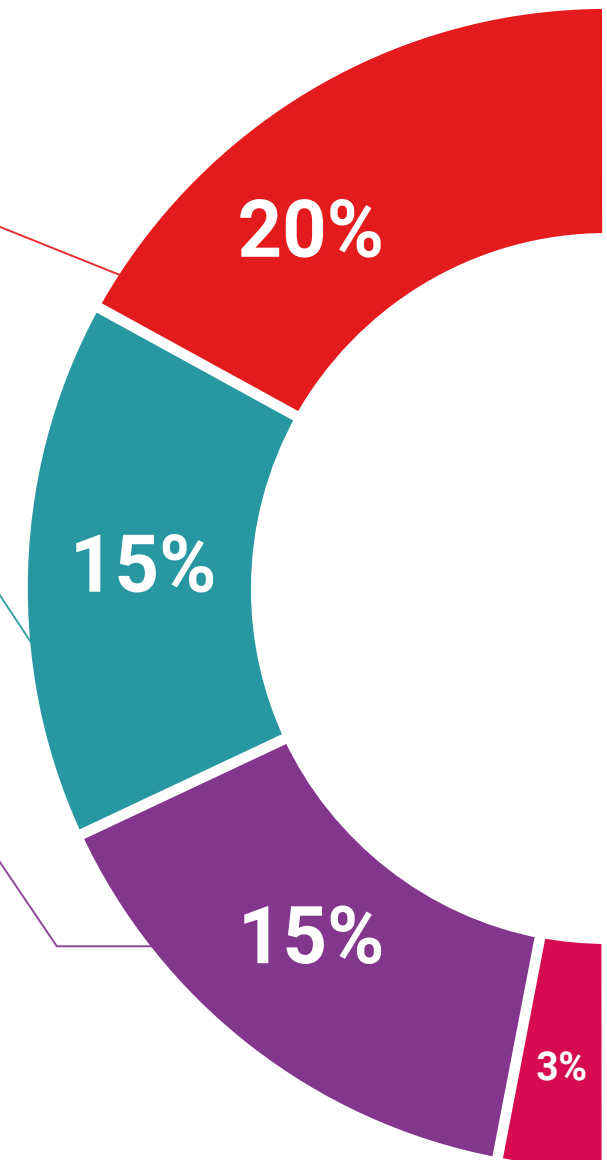
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

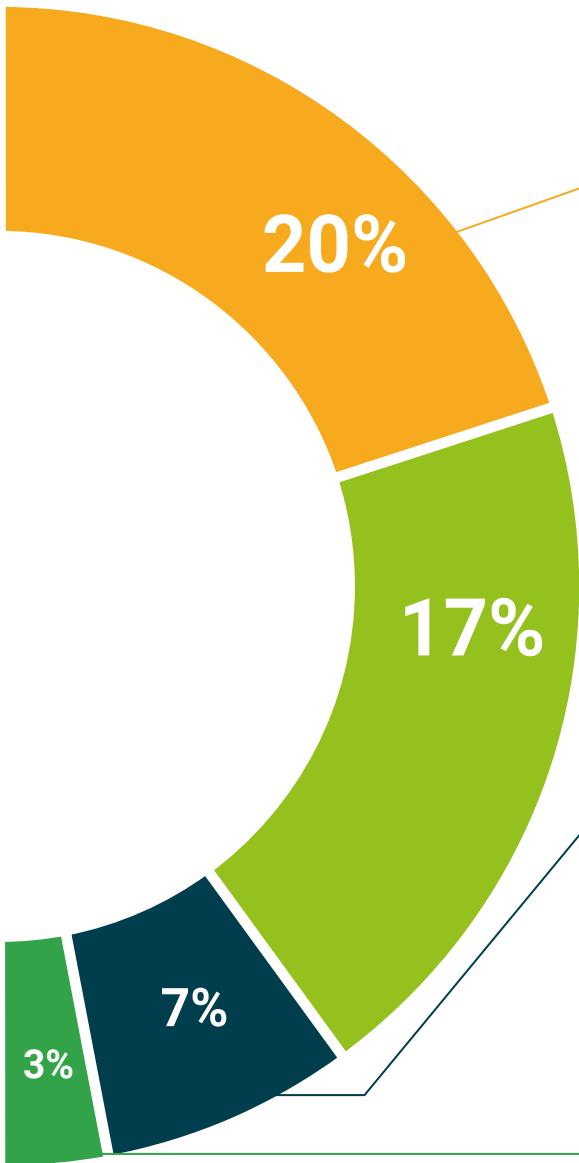
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

The student's knowledge is periodically assessed and re-assessed throughout the program, through evaluative and self-evaluative activities and exercises: in this way, students can check how they are doing in terms of achieving their goals.



Classes

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

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



Quick Action Guides

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



06 Certificate

The Postgraduate Diploma in Pathological Newborn Care for Nurses guarantees you, in addition to the most rigorous and up to date training, access to a Postgraduate Diploma issued by TECH Technological University.





*Successfully complete this training
and receive your university degree
without travel or laborious paperwork"*

This **Postgraduate Diploma in Pathological Newborn Care for Nurses** contains the most complete and up to date scientific program on the market.

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

The certificate issued by **TECH Technological University** will express 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 Pathological Newborn Care for Nurses**

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.

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



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Postgraduate Diploma

Pathological Newborn Care for Nurses

