

# Postgraduate Diploma Toxicological Emergencies by Drugs of Abuse for Nursing





## Postgraduate Diploma Toxicological Emergencies by Drugs of Abuse for Nursing

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 17 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-toxicological-emergencies-drugs-abuse-nursing](http://www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-toxicological-emergencies-drugs-abuse-nursing)

# 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

Drug addiction is a global phenomenon, especially affecting young people. Cocaine and heroin being two of the most used substances. Needless to say, this practice is dangerous and represents damage to people's brains and bodies, almost always permanent. When a case of poisoning from drugs of abuse arrives at the emergency room, it is important that health care personnel are prepared to identify the symptoms and deal with the situation. Therefore, programs like this for nurses are essential to guarantee their good professional practice in these eventualities.





“

*Learn about the latest advances in Toxicological Emergencies by Drugs of Abuse to explain the examination procedure for the patient poisoned by smoke inhalation”*

Throughout its history, human beings have encountered various substances that cause psychotropic effects of all kinds, such as depressants, hallucinogens, psychostimulants, among others. Many of these have become drugs of abuse, generating a population dependent on them. With the increase in cases of poisoning by these substances, it is essential to have health personnel trained in identifying the signs to carry out rapid intervention.

For this reason, a program focused on Toxicological Emergencies by Drugs of Abuse for Nursing has been developed, which will provide the necessary knowledge in this field to successfully address the professional challenge of caring for patients with a drug overdose.

The program is fundamentally aimed at the daily practice of the profession, allowing the systematic impact of intoxication and violent behavior that affects patients to be identified. Likewise, the professional will know different therapeutic approaches for children and the elderly with addiction problems.

The contents of this Postgraduate Diploma are structured in large groups of topics with pedagogical coherence. In this way, the student will be able to understand the appropriate way to carry out an evaluation of an intoxicated patient, explain the alterations in water and electrolyte balance in the acutely intoxicated patient.

Furthermore, it is a 100% online Postgraduate Certificate that provides students with comfortable study and ease, wherever and whenever they want it. All you need is a device with internet access to take your career one step further. A modality according to the current times with all the guarantees to position the engineer in a highly demanded sector.

This **Postgraduate Diploma in Toxicological Emergencies by Drugs of Abuse for Nursing** contains the most complete and up-to-date scientific program on the market”

The most important features of the program include:

- ♦ The development of clinical cases presented by toxicology experts
- ♦ The graphic, schematic, and practical contents of which they are composed provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Clinical iconography and diagnostic imaging tests
- ♦ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- ♦ Its special emphasis on toxicology research 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



*This Postgraduate Diploma in Toxicological Emergencies by Drugs of Abuse for Nursing will help you keep up to date in order to provide comprehensive quality care to your patients”*

“

*Increase your safety in decision making by date knowing the decontamination procedures in dermatological poisoning acute”*

*Take the opportunity to learn about the possible arrhythmias to be detected in acute poisonings.*

*Learn about the the toxicokinetics of bisphosphonates and antineoplastics and their treatment in case of acute poisoning.*

The program's teaching staff includes professionals from the 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 allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive training programmed to train in real situations.

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



# 02 Objectives

The main objective of the program is to guarantee the correct performance of nurses when dealing with an poisoned patient. Everything will be achieved through theoretical and practical learning, so that the professional can master in a practical and rigorous way the urgent therapeutic management of the poisoned patient. Therefore, at the end of the training the nurse will be fully qualified to intervene in these cases with greater guarantees of success.





“

*This Postgraduate Diploma will allow you to update your knowledge of Toxicological Emergencies by Drugs of Abuse with the use of the latest educational technology to contribute quality and confidence to decision making”*



## General Objectives

---

- ♦ Define the basic and general principles of care for the severely poisoned patient
- ♦ Identify the main toxics available in our environment
- ♦ Describe the main signs and symptoms related to severe acute poisoning and its organ involvement
- ♦ Implement mechanisms to protect the severely poisoned patients and those around them
- ♦ Detect complications related to the related toxicant or to the patient's health status
- ♦ Explain the process of care, diagnosis and treatment of the severely poisoned patient in all its dimensions

“

*Take the step to explain the toxicokinetics of inhalants and how to treat cases of acute intoxication”*





## Specific Objectives

---

### Module 1. Assessment of the Poisoned Patient

- ♦ Explain the decontamination procedures in acute dermal intoxication
- ♦ Define the toxicity mechanisms in the male genitourinary tract
- ♦ Define the toxicity mechanisms in the female genitourinary tract
- ♦ Explain the effects of xenobiotics
- ♦ Describe the ECG alterations in poisonings that produce cardiac involvement
- ♦ Describe the possible arrhythmias to be detected in acute poisonings
- ♦ Explain the hematological involvement that occurs in acute poisonings
- ♦ Describe the organic repercussions of toxicology in athletes and the different products used
- ♦ Identify poisoning related to possible pharmacological errors in the pediatric patient
- ♦ Describe the action to be taken in case of overdose in pregnant women

### Module 2. Therapeutic Management of the Poisoned Patient: Life Support

- ♦ Explain the procedure for examination of the patient with fumes inhalation poisoning
- ♦ Define the therapeutic approach to be carried out in the patient poisoned by inhalation of fumes or other respiratory agents
- ♦ Establish the differential diagnosis between the different toxic renal syndromes
- ♦ Identify the clinical pictures that can occur in poisoning with neurological involvement
- ♦ Describe the systemic repercussion of eye poisoning
- ♦ Identify those toxics that cause hepatic affectation and their repercussion at the organic level
- ♦ Identify violent and self-injurious behaviors in relation to psychiatric toxicology

### Module 3. Toxicology of Drugs of Abuse

- ♦ Identify the toxicokinetics of phencyclidine and ketamine and their treatment in case of acute poisoning
- ♦ Explain the toxicokinetics of pyrethroids and insect repellents and how to treat cases of acute intoxication
- ♦ Identify the toxicokinetics of amphetamines and designer drugs and how to treat cases of acute intoxication
- ♦ Explain the toxicokinetics of inhalants and how to treat cases of acute intoxication
- ♦ Explain the toxicokinetics of ethanol and how to treat cases of acute intoxication
- ♦ Identify the toxicokinetics of cannabinoids and marijuana and their treatment in case of acute poisoning
- ♦ Explain the toxicokinetics of cocaine and its treatment in case of acute poisoning
- ♦ Identify the toxicokinetics of hallucinogens and their treatment in case of acute poisoning

# 03

## Course Management

The program developed for this Postgraduate Diploma has been designed by a group of professionals who specialize in the area of Toxicological Emergencies by Drugs of Abuse for Nursing. In this way, they pour all their knowledge and experience to graduate nurses who are much more qualified and have the necessary skills to intervene in patients who present a substance overdose.



“

*Learn from leading professionals and train yourself to improve your professional practice for the benefit of your patients”*

## Management



### Dr. Álvarez Rodríguez, Cesáreo

- Coordinator of the Toxicology Working Group of SEMES Galicia
- Scientific Secretary of the Galician Society of Emergency Medicine (SEMES Galicia)
- Vice-Secretary for Training of the Spanish Society of Emergency Medicine (SEMES)
- Scientific Committee of the XXI Conference on Glycinic Toxicology and XI Conference on Toxicovigilance (October 2017)
- President of the Scientific Committee of the XXV Congress of the Spanish Society of Emergency Medicine (SEMES)
- Emergency Physician. Head of the Emergency Unit of Verín Hospital
- Degree in Medicine and Surgery from the University of Santiago de Compostela with a Bachelor's Degree in Medicine and Surgery
- Research Sufficiency by the University of Salamanca
- PhD in Medicine and Surgery from the Autonomous University of Madrid
- Director of Doctoral Thesis in the area of Clinical Toxicology (Extraordinary Award)
- Member of the Editorial Board of the journal "Emergencias"
- Specialist in Family and Community Medicine
- Postgraduate Diploma in Health Promotion
- Advanced Life Support Instructor (American Heart Association Accredited)

## Professors

### Dr. Burillo-Putze, Guillermo

- ♦ Emergency Coordinator of the University Hospital Complex of the Canary Islands
- ♦ Degree in Medicine by La Laguna University. Doctor of Medicine by La Laguna University Extraordinary Doctorate Award
- ♦ Director of 5 Doctoral Theses
- ♦ Specialist in Family and Community Medicine
- ♦ Master's Degree in Emergency Medicine
- ♦ Postgraduate Diploma in Toxicology by the University of Seville
- ♦ Instructor Advanced Hazardous Materials Life Support (AHLS), American College of Clinical Toxicology, Washington, USA
- ♦ Accepted in the European Registry of Toxicologists (EUROTOX), managed by the Spanish Association of Toxicology (AETOX)
- ♦ Associate Professor of Emergency Medicine at the Faculty of Medicine of the University of La Laguna.

### Dr. Bajo Bajo, Angel Ascensiano

- ♦ Hospital Emergency Physician at the University Health Care Complex of Salamanca
- ♦ Degree in Medicine and Surgery from the University of Salamanca
- ♦ Specialist in Family and Community Medicine
- ♦ Doctor of Medicine from Salamanca University (First Extraordinary Doctorate Award)
- ♦ Certified in Emergency Medicine by the Spanish Society of Emergency Medicine (SEMES)

### Mr. Carnero Fernandez, César Antonio

- ♦ Deputy Inspector of National Police
- ♦ TEDAX-NRBQ Specialist in the TEDAX-NRBQ Unit of the National Police
- ♦ Teacher in TEDAX-NRBQ for national agencies and Security Forces and Corps

### Ms. Giralde Martínez, Patricia

- ♦ Prehospital Emergency Physician in the Galician 061 Health Emergency Service
- ♦ Professional experience in Hospital Emergency Medicine at Montecelo Hospital
- ♦ Graduate in Medicine and Surgery from the University of Santiago de Compostela
- ♦ Specialist in Family and Community Medicine
- ♦ Master's Degree in Urgencies, Emergencies and Catastrophes by CEU San Pablo University
- ♦ Postgraduate University Professor in the course "Postgraduate Diploma in Urgencies and Emergencies" of the School of Health Sciences of the Complutense University of Madrid

### Dr. Miguéns Blanco, Iria

- ♦ Hospital Emergency Physician at the Gregorio Marañón General University Hospital in Madrid
- ♦ Professional experience in Pre-Hospital Emergency Medicine in the Emergency Service of the Community of Madrid-SUMMA
- ♦ Degree in Medicine and Surgery from the University of Santiago de Compostela.
- ♦ Specialist in Family and Community Medicine
- ♦ Master's Degree in Emergency Medicine from the Complutense University of Madrid
- ♦ Master's Degree in Teaching and Digital Competencies in Health Sciences by CEU Cardenal Herrera

**Dr. Mayan Conesa, Plácido**

- ♦ Graduate in Medicine and Surgery from the Universidad de Navarra
- ♦ Specialist in Family and Community Medicine
- ♦ Diploma of Advanced Studies from la Coruña University
- ♦ Emergency Physician at the University Hospital Complex of A Coruña
- ♦ Reviewer of the journal Emergencias
- ♦ Advanced Life Support Teacher

**Dr. Maza Vera, María Teresa**

- ♦ Degree in Medicine and Surgery in the University of Zaragoza
- ♦ Member of the Toxicology Working Group of SEMES Galicia
- ♦ Hospital Emergency Physician at the Álvaro Cunqueiro Hospital in Vigo
- ♦ Specialist in Family and Community Medicine
- ♦ Diploma of Advanced Studies in Health Sciences from the University of Vigo
- ♦ Coordinator of the Scientific Committee XXIV Autonomous Congress SEMES Galicia

**Mr. Rodríguez Domínguez, José María**

- ♦ National Police Officer
- ♦ TEDAX-NRBQ Specialist in the TEDAX-NRBQ Unit of the National Police
- ♦ TEDAX-NRBQ teacher for national and international organizations
- ♦ Degree in Biology from the University of Santiago de Compostela







**Dr. Suárez Gago, María del Mar**

- ◆ Specialist in Internal Medicine
- ◆ Member of the Toxicology Working Group of SEMES Galicia
- ◆ Degree in Medicine and Surgery University of the Basque Country
- ◆ Assistant Physician of the Emergency Department of the Verín Hospital
- ◆ Professional experience in out-of-hospital emergency medicine in Portugal
- ◆ VMER (Medical Emergency and Resuscitation Vehicle) accreditation of the Training Center of the National Institute of Medical Emergencies of Oporto (INEM)

“

*Our teaching team will provide you with all their knowledge so that you are up to date with the latest information on the subject”*

# 04

## Structure and Content

To guarantee the excellence and quality of the professional success of its students, TECH has developed a program that perfectly meets the demands of a labor market as important as the field of nursing. For this reason, the student has a complete and well-structured syllabus allowing them to apply what they have learned in their daily work when treating their emergency patients with poisoning due to drugs of abuse. All this, from a global perspective for the sake of its application at an international level, incorporating all the fields of work involved in professional development in this type of work environment.





“

*Follow this program and you will be able to describe the main signs and symptoms related to severe acute poisoning and its organic involvement”*

## Module 1. Assessment of the Poisoned Patient

- 1.1. Initial Assessment of Patients Suffering from Poisoning
  - 1.1.1. Medical History
    - 1.1.1.1. Anamnesis
    - 1.1.1.2. Physical Examination
    - 1.1.1.3. Complementary Evaluations
  - 1.1.2. Toxic Syndromes
    - 1.1.2.1. Sympathomimetics
    - 1.1.2.2. Cholinergic Drugs
    - 1.1.2.3. Anticholinergics
    - 1.1.2.4. Serotonergic Drugs
    - 1.1.2.5. Opioids
    - 1.1.2.6. Sedative-Hypnotic Drugs
    - 1.1.2.7. Hallucinatory Drugs
  - 1.1.3. Metabolic Acidosis in Toxicology
  - 1.1.4. Diagnosis of Suspected Poisoning and Diagnostic Hypotheses
  - 1.1.5. Conclusions and Key Points
- 1.2. Toxic Organ Involvement
  - 1.2.1. Preliminary
    - 1.2.1.1. Introduction
    - 1.2.1.2. Index
    - 1.2.1.3. Objectives
  - 1.2.2. Hepatic Toxicology
  - 1.2.3. Renal Toxicology
  - 1.2.4. Hematologic Toxicity
  - 1.2.5. Neurological and Psychiatric Toxicology
  - 1.2.6. Conclusions and Key Points
  - 1.2.7. Cardiovascular and Respiratory Toxicology





- 1.3. Group Toxicology
  - 1.3.1. Preliminary
    - 1.3.1.1. Introduction
    - 1.3.1.2. Index
    - 1.3.1.3. Objectives
  - 1.3.2. Reproductive and Perinatal Toxicology
  - 1.3.3. Neonatal and Pediatric Toxicology
  - 1.3.4. Geriatric Toxicology
  - 1.3.5. Conclusions and Key Points

## Module 2. Therapeutic Management of the Poisoned Patient: Life Support

- 2.1. A Complete Overview of Poisoning Treatment
- 2.2. Life Support for Poisoned Patients: Cardiopulmonary Arrest
  - 2.2.1. The Fundamental Pillars of Life Support in Cardiopulmonary Arrest
  - 2.2.2. Respiratory Arrest and Ventilatory Support
  - 2.2.3. Cardiorespiratory Arrest in Poisoned Patients
  - 2.2.4. Conclusions and Key Points
- 2.3. Acute Respiratory Failure in Poisoned Patients and Therapeutic Management
  - 2.3.1. Preliminary
  - 2.3.2. Acute Respiratory Failure due to Airway Obstruction
  - 2.3.3. Acute Respiratory Failure due to Hypoventilation
  - 2.3.4. Acute Respiratory Failure due to Decrease in Inspiratory Oxygen Fraction
  - 2.3.5. Acute Respiratory Failure due to Alveolocapillary Diffusion Impairment
  - 2.3.6. Acute Respiratory Failure due to Altered Oxygen Transport or Tissue Oxygen Utilization
  - 2.3.7. Acute Mixed Respiratory Failure
  - 2.3.8. Conclusions and Key Points
- 2.4. Hemodynamic Stability and Instability in Poisoned Patients
  - 2.4.1. Shock and its Different Types in Poisoned Patients
  - 2.4.2. Therapeutic Management of Shock in Poisoned Patients
  - 2.4.3. Hypotension and Hypertension in Poisoned Patients
  - 2.4.4. Cardiac Arrhythmias in Acute Poisoning
  - 2.4.5. Acute Coronary Syndrome in Poisoned Patients

- 2.4.6. Conclusions and Key Points
- 2.5. Neuropsychiatric Disorders Associated with Poisoning
  - 2.5.1. Disorders of Consciousness Toxic Coma
  - 2.5.2. Seizures
  - 2.5.3. Behavioral Disorder: Agitated Patient Management
    - 2.5.3.1. Etiology of Psychomotor Agitation: Toxicology-Related Causes
    - 2.5.3.2. Protective Measures for Health Care Personnel
    - 2.5.3.3. Verbal, Mechanical and Pharmacological Restraint Measures
  - 2.5.4. Conclusions and Key Points

### Module 3. Pesticide or Phytosanitary Product Poisoning in Rural Areas

- 3.1. Drug Addiction, Poisoning, Withdrawal Syndromes, Sexual Offenses, Drug Traffickers, Reintegration
- 3.2. Epidemiology of Drugs of Abuse
- 3.3. Poisoning by CNS Depressants:
  - 3.3.1. Preliminary
    - 3.3.1.1. Introduction
    - 3.3.1.2. Index
    - 3.3.1.3. Objectives
      - 3.3.1.3.1. Opiates (Heroin; Methadone; Oxycodone)
      - 3.3.1.3.2. Alcohol Poisoning
      - 3.3.1.3.3. Volatile Inhalable Substances
      - 3.3.1.3.4. Conclusions and Key Points
- 3.4. Psychostimulant Poisoning
  - 3.4.1. Preliminary
    - 3.4.1.1. Introduction
    - 3.4.1.2. Index
    - 3.4.1.3. Objectives
      - 3.4.1.3.1. Cocaine
      - 3.4.1.3.2. Amphetamines
      - 3.4.1.3.3. Others: (Ephedrine and Pseudoephedrine, Khat, Energy Drinks, Guarana)
      - 3.4.1.3.4. Conclusions and Key Points

- 3.5. Hallucinogen Poisoning
  - 3.5.1. Hallucinogenic Mushrooms (LSD, Amanita Muscaria, Psilocybe)
  - 3.5.2. Hallucinogenic Plants
    - 3.5.2.1. Cannabis
    - 3.5.2.2. Mescaline
    - 3.5.2.3. Estramonium
    - 3.5.2.4. Belladonna
    - 3.5.2.5. Scopolamine (Burundanga)
    - 3.5.2.6. Vegetable Ecstasy
  - 3.5.3. DMT and AMT
  - 3.5.4. Dextromethorphan
  - 3.5.5. Conclusions and Key Points
- 3.6. Poisoning by Synthetic Drugs
  - 3.6.1. Synthetic Opiates (Fentanyl and Meperidine Derivatives)
  - 3.6.2. Dissociative
    - 3.6.2.1. Phencyclidine and Ketamine
  - 3.6.3. Methaqualone Derivatives
  - 3.6.4. Synthetic Phenylethylamines
    - 3.6.4.1. DOM, BOB, 2C-B, MDA
    - 3.6.4.2. Ecstasy (MDMA)
    - 3.6.4.3. Liquid Ecstasy (GHB)
    - 3.6.4.4. Conclusions and Key Points
- 3.7. Psychosocial Component of Drugs of Abuse
- 3.8. Sex and Drugs: Chemsex (Chemical Sex)
  - 3.8.1. What is Meant by Chemsex?
  - 3.8.2. Historical Background and Epidemiologic Profile of Consumers.
  - 3.8.3. Risks Associated with the Practice of Chemsex
  - 3.8.4. Most Commonly Used Drugs
  - 3.8.5. Conclusions and Key Points

- 3.9. Language and Drugs
  - 3.9.1. A Language that Emergency Physicians Must Know.
  - 3.9.2. Drug Slang
  - 3.9.3. The Slang of Drugs of Abuse
  - 3.9.4. Conclusions and Key Points
- 3.10. A Society Besieged by Drugs
  - 3.10.1. Introduction
  - 3.10.2. The "Botellón" a Toxic Social Phenomenon
  - 3.10.3. Electronic Parties and Drugs of Abuse
  - 3.10.4. The "Jarra Loca"
  - 3.10.5. Conclusions and Key Points
- 3.11. Bodypackers and Bodystuffers in the Emergency Department
  - 3.11.1. Definition
  - 3.11.2. Clinical Manifestations
  - 3.11.3. Diagnosis
  - 3.11.4. Treatment Management
  - 3.11.5. Conclusions and Key Points
- 3.12. Chemical Submission
  - 3.12.1. Concept
  - 3.12.2. Epidemiology
  - 3.12.3. Keys to Diagnosis
  - 3.12.4. Crimes Related to Chemical Submission
  - 3.12.5. Drugs Most Commonly Used in Chemical Submission
  - 3.12.6. Conclusions and Key Points
- 3.13. Withdrawal Syndromes
  - 3.13.1. Introduction and Objectives
  - 3.13.2. Alcohol Withdrawal Syndrome
    - 3.13.2.1. Concept
    - 3.13.2.2. Clinical Manifestations and Criteria Diagnosis
    - 3.13.2.3. Delirium Tremens
    - 3.13.2.4. Alcohol Withdrawal Syndrome Treatment
    - 3.13.2.5. Conclusions and Key Points
  - 3.13.3. Opioid Withdrawal Syndrome
    - 3.13.3.1. Concept
    - 3.13.3.2. Opioid Dependence and Tolerance
    - 3.13.3.3. Clinical Manifestations and Diagnosis of the Withdrawal Syndrome
    - 3.13.3.4. Treatment of Drug Addicts with Withdrawal Syndrome
  - 3.13.4. Detoxification Treatment
  - 3.13.5. Conclusions and Key Points
- 3.14. Addictive Behavior Unit



*Throughout the program you will have a unique experience that will push you to be the best in your work environment"*

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 Toxicological Emergencies by Drugs of Abuse for Nursing guarantees you, in addition to the most rigorous and up-to-date education, access to a Postgraduate 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 Toxicological Emergencies by Drugs of Abuse for Nursing** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** 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 Toxicological Emergencies by Drugs of Abuse for Nursing**

Modality: **online**

Duration: **6 months**

Credits: **17 ECTS**



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

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

**tech** global  
university

**Postgraduate Diploma**  
Toxicological Emergencies  
by Drugs of Abuse  
for Nursing

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 17 ECTS
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Diploma Toxicological Emergencies by Drugs of Abuse for Nursing

