

Professional Master's Degree

Advanced Life Support and
Monitoring in the Critically Ill
Patient for Nursing





Professional Master's Degree Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/nursing/professional-master-degree/master-advanced-life-support-monitoring-critically-ill-patient-nursing

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Skills

p. 14

04

Course Management

p. 18

05

Structure and Content

p. 24

06

Methodology

p. 34

07

Certificate

p. 42

01

Introduction

A World Health Organization study reveals that cardiovascular disease is the leading cause of death worldwide. Advanced Life Support nurses play a crucial role in the management of these situations in both clinical and emergency settings. For example, their duties include airway management through the placement of supraglottic devices, endotracheal intubation and mechanical ventilation. However, it is vital that these professionals are kept up to date on the latest technologies and techniques in this area. For this reason, TECH has developed this university program that offers the most recent advances in Critical Patient Monitoring. All in a convenient 100% online format.





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Thanks to this 100% online Professional Master's Degree, you will become a nurse specialized in Critical Patient Monitoring technologies"

Critical Patient Monitoring has become a fundamental aspect in the field of Nursing, as it allows for constant monitoring of vital functions and the clinical status of patients. The rise of new technologies, such as Artificial Intelligence, is allowing professionals to optimize the efficiency, accuracy and quality of care to users. An example of this is that this advanced technology processes large volumes of data that provide valuable information in real time. In this sense, nurses need to develop new competencies to skillfully employ these tools and use them to avoid certain complications.

In this context, TECH implements a Professional Master's Degree in Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing. Designed by experts in these subjects, the syllabus will address the critical care of both adult and pediatric patients. The program will delve into new procedures such as the use of Echocardiography for vascular access cannulation, as well as the Feer Protocol. Therefore, professionals will incorporate the most innovative technological tools to improve patient care. Also, the syllabus will delve into the different circulatory assistance devices, with the aim of enabling graduates to handle them effectively.

In terms of training methodology, TECH offers a 100% online educational environment to suit the needs of busy professionals looking to advance their careers. Through the *Relearning* teaching system, based on the repetition of key concepts to fix knowledge and facilitate learning, flexibility is combined with a robust pedagogical approach. Therefore, all students will need is an electronic device with Internet access to access the Virtual Campus.

This **Professional Master's Degree in Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Nursing
- ♦ 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
- ♦ 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



You will be updated on the most advanced, precise and safe medications that can be decisive in the care of critical patients"

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You will handle the Enteral Feeding method, to effectively administer nutrients in the gastrointestinal tract by means of different probes"

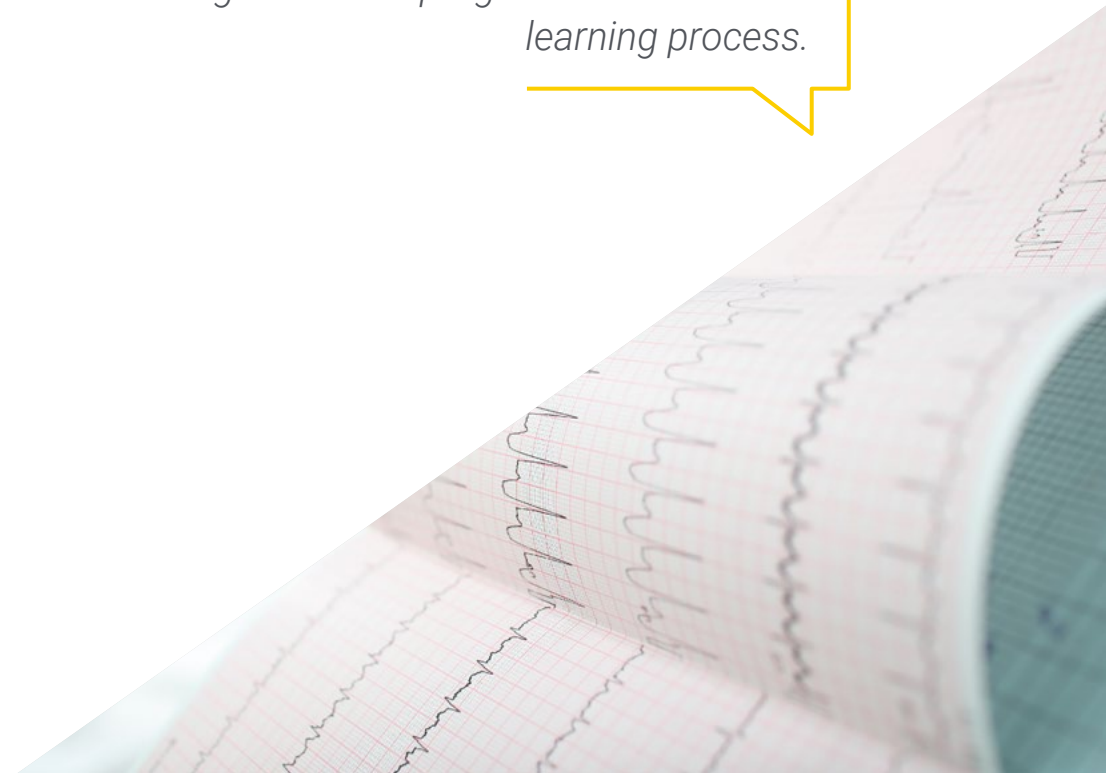
The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

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 immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

Do you want to deepen in the Monitoring of the Pediatric and Natal Critical Patient with Cutaneous Renal Alterations? Achieve it thanks to this innovative university program.

You will reinforce your key knowledge through the revolutionary Relearning methodology, which will guarantee a progressive and natural learning process.



02 Objectives

Thanks to this university program, graduates will have the knowledge and skills required to provide quality care in emergency situations. In this way, nurses will optimize their skills for the rapid assessment and management of clinical patient care, making decisions based on scientific evidence. Likewise, professionals will prioritize the safety of users in all procedures performed, rigorously following established protocols. They will also raise their practice to a higher level by mastering the new technological tools for Advanced Life Support Management, such as transesophageal echocardiography or video recordings.





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A comprehensive update with which you will overcome the current challenges in Critical Patient Monitoring and Advanced Life Support”



General Objectives

- ♦ Analyze how management can provide critical care that improves patient and practitioner satisfaction
- ♦ Base management decision making on objective clinical data based on scientific research
- ♦ Propose a culture of innovation and safety within the critical care setting
- ♦ Identify the different ethical considerations in critical care units
- ♦ Establish the key lines of update in advanced life support for Nursing
- ♦ Examine the most complex critical situations and their forms of action
- ♦ Specify the differences between advanced life support in adult patients and pediatric patients
- ♦ Evaluate the different courses that exist in Advanced Life Support
- ♦ Generate curiosity for the use and incorporation of technological advances in Advanced Life Support for Nursing
- ♦ Compile the most used technological advances
- ♦ Examine the advantages of technological advances in Advanced Life Support
- ♦ Fundamentals of the most relevant aspects of monitoring the critical adult patient
- ♦ Identify different types of respiratory and hemodynamic monitoring devices
- ♦ Raise awareness of the importance of respiratory and cardiovascular monitoring in the critically ill patient
- ♦ Identify the available circulatory assist devices
- ♦ Establish the different ways of maintaining an adequate nutritional status, including possible elimination disturbances
- ♦ Distinguish between pain relief treatments and drugs and how to keep the critically ill patient sedated and relaxed
- ♦ Examine alternatives for patient mobilization and bedridden patient management
- ♦ Assess possible control, monitoring and care measures in the critically ill patient according to identified needs
- ♦ Establish the different needs and care that an adult critical patient may require depending on whether they are a donor patient or transplant patient
- ♦ Examine the different tools that Artificial Intelligence can offer in terms of monitoring the adult critically ill patient
- ♦ Fundamentals of the most relevant aspects of pediatric critical patient monitoring
- ♦ Identify different types of pediatric respiratory monitoring devices and pediatric hemodynamic monitoring devices
- ♦ Raise awareness of the importance of respiratory and cardiovascular monitoring in the pediatric critically ill patient
- ♦ Determine the ways of monitoring renal alterations in the pediatric and neonatal patient
- ♦ Compile the forms of monitoring of skin disorders in the pediatric and neonatal patient
- ♦ Identify ways to monitor neurological disorders in the pediatric and neonatal patient
- ♦ Substantiate the monitoring of digestive disorders in pediatric and neonatal patients



Specific Objectives

Module 1. Critical Care Quality and Safety for Nursing

- ◆ Determine the importance of integrated quality for nursing in the critically ill patient
- ◆ Substantiate evidence-based practice and its clinical applicability
- ◆ Examine the key factors involved in patient safety in the Critical Care setting
- ◆ Establish the foundation for conducting research in the critical care setting
- ◆ Generate curiosity and reflective thinking in the context of innovation for daily critical care practice
- ◆ Analyze the use of clinical simulation in the critical care areas
- ◆ Develop common diagnoses that require assistance with Advanced Life Support for Nursing
- ◆ Analyze special circumstances requiring Advanced Life Support for Nursing care
- ◆ Propose ways to identify the root causes of the need for advanced life support
- ◆ Generate confidence in nursing professionals when acting in emergency circumstances
- ◆ Generate awareness of the importance of biopsychosocial and cultural management in Critical Care
- ◆ Define the most commonly used strategies for biopsychosocial and cultural management in nursing
- ◆ Demonstrate the importance of care beyond life and critical care units
- ◆ Specify strategies for improvement of critical care units for nurses

Module 2. Update in Advanced Life Support for Nursing

- ♦ Establish the most recent protocols for hypoxemia, hypovolemia, cases of ionic alteration and thrombotic episodes
- ♦ Identify the differences in the protocols for Nursing for pregnant women
- ♦ Examine the differences in the protocols for nursing care of polytraumatized patients
- ♦ Develop protocols for action in particularly different situations such as patients undergoing cardiac surgery or traumatic accidents

Module 3. Advanced Life Support in the Adult Patient and Pregnant Woman for Nursing

- ♦ Establish the most recent protocols for hypoxemia, hypovolemia, cases of ionic alteration and thrombotic episodes
- ♦ Identify the differences in the protocols for Nursing for pregnant women
- ♦ Examine the differences in the protocols for nursing care of polytraumatized patients
- ♦ Develop protocols for action in particularly different situations such as patients undergoing cardiac surgery or traumatic accidents

Module 4. Technological Advances in the Management of Advanced Life Support for Nursing

- ♦ Develop different diagnostic imaging protocols for Nursing
- ♦ Determine the echogenic techniques for Nursing
- ♦ Evaluate the use of mechanical equipment during the performance of Advanced Life Support
- ♦ Examine the importance of the development of telecare in Advanced Life Support

Module 5. Advanced Respiratory and Cardiovascular Monitoring of the Adult Critical Care Patient for Nursing

- ♦ Establish the importance of invasive and noninvasive hemodynamic monitoring in the critically ill patient
- ♦ Determine the forms of respiratory support for the critically ill patient and their monitoring for Nursing
- ♦ Identify the importance of follow-up and monitoring of vascular access and administration of drugs and fluids for Nursing
- ♦ Evaluate advanced invasive and non-invasive devices in the hemodynamic alterations of the critically ill patient for Nursing

Module 6. Monitoring of the Adult Critically Ill Patient with Circulatory, Nutritional, Analgesia and Relaxation, Mobilization and Elimination Disturbances for Nursing

- ♦ Distinguish between percutaneous and non-percutaneous circulatory assist devices
- ♦ Develop the different forms of feeding and elimination and how to maintain proper nutrition and water balance
- ♦ Delve into both pharmacologic and non-pharmacologic treatment options related to pain relief and keeping the patient sedated and relaxed
- ♦ Understand the management of the bedridden patient and the advantages of early mobilization

Module 7. Monitoring of the Adult Critical Adult Patient with Cutaneous, Thermal, Neurological, Traumatological, Abdominal, Donor or Transplanted Alterations for Nursing

- ♦ Analyze the different devices for control and monitoring, both invasive and non-invasive, according to the alterations and needs of the critical adult patient
- ♦ Determine the different ethical and legal options available to the critically ill adult patient and their family regarding the application of care and various treatments according to their wishes

Module 8. Monitoring of the Pediatric and Neonatal Critically Ill Patient with Hemodynamic Alterations for Nursing

- ♦ Establish the importance of invasive and noninvasive hemodynamic monitoring in the pediatric critically ill patient
- ♦ Determine the forms of respiratory support for the pediatric critically ill patient and their monitoring for Nursing
- ♦ Evaluate the advanced invasive and non-invasive devices in the hemodynamic alterations of the critical pediatric patient for Nursing
- ♦ Examine the ethical considerations of the critically ill pediatric patient

Module 9. Monitoring the Pediatric and Neonatal Critically Ill Patient with Cutaneous Renal, Neurologic, Digestive, Surgical, Polytraumatized and/or Premature Renal Impairments for Nursing

- ♦ Evaluate the special considerations of renal and cardiac monitoring in the pediatric and neonatal critically ill patient for Nursing
- ♦ Examine the special considerations of neurologic monitoring in the most common pathologies of the pediatric and neonatal critically ill patient for Nursing
- ♦ Determine the critical characteristics of the polytraumatized pediatric and neonatal patient.
- ♦ Specify the most relevant aspects of the monitoring of a premature infant

Module 10. Biopsychosocial and Cultural Management of Critical Care for Nursing

- ♦ Evaluate the results of the participation of family members and critically ill patients in their care
- ♦ Substantiate the need for self-care in nursing professionals
- ♦ Analyze the results of nursing leadership in the work climate of critical care units
- ♦ Demonstrate the importance of nursing professionals in ethical considerations within critical care units



You will have clinical case studies that will increase your competencies in the management of patients with hemodynamic alterations"

03 Skills

This university program will provide experts with advanced technical skills to perform comprehensive evaluations of the critically ill patient, taking into account the interpretation of clinical data and the results of diagnostic tests. In this way, graduates will apply advanced Life Support techniques, among which invasive mechanical ventilation or the administration of intravenous drugs stand out. In addition, nursing professionals will continuously evaluate the response of users to interventions to identify changes in their state of health and prevent complications.



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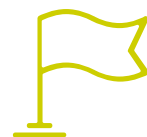
The skills that you will acquire after completing this Professional Master's Degree will guide you towards the correct implementation of noninvasive mechanical ventilation techniques"



General Skills

- ◆ Effectively apply the techniques and procedures necessary for advanced life support and monitoring in different clinical contexts
- ◆ Develop skills to make appropriate, evidence-based clinical decisions in emergency and critical care settings
- ◆ Work effectively in interdisciplinary teams to provide integrated and coordinated care to critically ill patients
- ◆ Prioritize patient safety and take measures to prevent complications during advanced life support management and monitoring
- ◆ Efficiently manage available time and resources to provide quality and timely care to critically ill patients
- ◆ Act in accordance with ethical principles and standards of professional practice in all interactions with patients and other healthcare professionals





Specific Skills

- ◆ Perform advanced cardiopulmonary resuscitation maneuvers, including administration of medications, defibrillation, and use of vascular access devices
- ◆ Perform a complete and accurate assessment of a critically ill patient's health status
- ◆ Effectively operate the main monitoring equipment used in the critically ill patient, such as cardiac monitors or pulse oximeters
- ◆ Address emergency and crisis situations in the critically ill patient, including making quick decisions and executing actions in an efficient manner
- ◆ Participate in the ongoing assessment of the quality of care provided to critically ill patients, identifying areas for improvement and implementing corrective actions as needed

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Manage the most advanced Pediatric and Neonatal Patient Monitoring equipment to monitor cardiac function in children, preventing possible complications”

04

Course Management

In its philosophy of providing educational experiences of excellent quality, this TECH university program brings together a first class teaching staff. These professionals are qualified in Advanced Life Support and Chronic Patient Monitoring. For this reason, they reflect in the teaching materials both their solid knowledge in this specialty and their extensive professional career. In addition, these specialists are still active, so they will offer students the most innovative techniques to ensure both quality and safety in critically ill patients. Students will enjoy a learning process that will broaden their professional horizons.





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The teaching staff of this program has extensive experience in research and professional application in the areas of Advanced Life Support and Monitoring in the Critical Patient"

Management



Dr. Ramírez Torres, Carmen Amaia

- Nurse of the Intensive Care Unit at the San Pedro University Hospital
- Nurse of the Intensive Care Unit at Viamed Los Manzanos Hospital
- Radiodiagnostic Nurse at Alliance Medical
- Nurse at the Residence for Elderly People of La Rioja
- Operating Room Nurse in Gynecology and Obstetrics at La Paz University Hospital
- PhD in Nursing Sciences from the University Jaume I of Castellón
- Professional Master's Degree in Management and Direction of Nursing Units, University of La Rioja
- Professional Master's Degree in Surgical Nursing, Medical Practice Group
- Graduate in Nursing from the Autonomous University of Madrid

Professors

Dr. Nebot Bergua, Carlos José

- ♦ Nurse in the Neonatal ICU of the Hospital Sant Joan de Déu in Barcelona.
- ♦ Nurse in the Neonatal Unit of the Hospital San Pedro de Logroño
- ♦ PhD in Nursing Sciences from the University of Barcelona
- ♦ Professional Master's Degree in Direction and Management of Educational Centers, Cardenal Herrera University
- ♦ Professional Master's Degree in Nursing Management, Cardenal Herrera University
- ♦ Professional Master's Degree in Comprehensive Care of Critical Patients and Emergencies from the University of Barcelona and the Autonomous University of Barcelona
- ♦ Professional Master's Degree in Nursing Care in Childhood and Adolescence by the University of Barcelona
- ♦ Member of: Research Group in Nursing, Education and Society (GIES) of the Research Foundation, Sant Joan de Déu, Research Group in Care and Health (GRUPAC) of the University of La Rioja

Ms. Giménez Luzuriaga, Marta

- ♦ Emergency Nurse at SES 061 La Rioja
- ♦ Nurse Assistant in Helicopter Emergency Medical Service (HEMS)
- ♦ Hospital Nurse in Aragonese Health Service (Servicio Aragonés de Salud)
- ♦ CPR-DESA Instructor
- ♦ Postgraduate Diploma in Traffic Accidents: Emergencies, Resuscitation and Medical Transport by the University of Zaragoza
- ♦ Postgraduate Diploma in Emergency Health Care by the Public University of Navarra
- ♦ Postgraduate Certificate in Nursing from the University of Zaragoza

Ms. Martín Parra, Marta

- ♦ Nurse in ICU and Resuscitation Unit of the Viamed Santa Elena Hospital
- ♦ Nurse in the Digestive Endoscopy Unit of the 12 de Octubre University Hospital
- ♦ Intensive Care Nurse at the Cruces University Hospital
Cardiovascular and Thoracic Surgery Operating Room Nurse, Cruces University Hospital
- ♦ Intensive Care Nurse at the University Hospital Alcorcón Foundation
- ♦ Primary Care Nurse in different Primary Care centers in the Community of Madrid
- ♦ Intensive Care Nurse at Quirónsalud Madrid University Hospital
- ♦ Nurse in the Intermediate Coronary Care Unit of La Princesa University Hospital.
- ♦ Nurse in the Post-Surgical Intensive Care Unit of La Paz University Hospital
- ♦ Intensive Care Nurse at the Ramón y Cajal University Hospital
- ♦ Nurse in the Hospitalization Unit of the CEMTRO Clinic.
- ♦ Master's Degree in Critical Care at the Rey Juan Carlos University
- ♦ Certified in Basic Life Support in Extracorporeal Membrane Oxygenation (ECMO)
- ♦ Degree in Nursing from the Autonomous University of Madrid

Ms. Homobono Urabayen, Janire

- ♦ Nurse in the Intensive Care Unit at the Viamed Los Manzanos Clinic
- ♦ Nurse in the Health Service of Rioja
- ♦ Nurse specialized in Residential Services Management
- ♦ Professional Master's Degree in Intensive Care Nursing at the European University Miguel de Cervantes
- ♦ Degree in Nursing from the University of La Rioja

Ms. Soto Pérez de Burgos, Andrea

- ◆ Instrumentalist Nurse in the Surgical Area of the Viamed Los Manzanos Hospital
- ◆ Assistance Nurse at the Igual a Ti Association, Logroño, Spain.
- ◆ Assistance Nurse at the Santa María de Garoña Nuclear Power Plant, Logroño
- ◆ Assistance Nurse at the San Prudencio Integral Care Center for the Elderly
- ◆ Assistance Nurse at the Palliative Care Center of Organización Médica Vitoria, Vitoria
- ◆ Assistance Nurse at the Resuscitation Unit of the Santiago Apóstol Regional Hospital
- ◆ Professional Master's Degree in Proactive Nursing Care by the Catholic University of Avila
- ◆ Postgraduate Diploma in Surgical Instrumentation in Orthopedic Surgery and Traumatology in Nursing
- ◆ Postgraduate Diploma in Emergencies, Emergencies and Nursing Care for Critical Patients
- ◆ University Graduate in Nursing from the University of León.

Dr. Sapiña Beltrán, Ester

- ◆ Nurse specialized in Health Sciences and Biomedical Research
- ◆ Nurse in the Pneumology and Intensive Care Unit at the San Pedro University Hospital
- ◆ Nurse in the Sleep Unit and Internal Medicine at Santa María Hospital
- ◆ Researcher at the Institute of Biomedical Research of Lleida
- ◆ Researcher at the Center for Biomedical Research Network on Respiratory Diseases (CIBERES)



- ◆ Nurse at the Clinical Hospital of Valencia
- ◆ PhD in Health by the University of Lleida
- ◆ Professional Master's Degree in Biomedical Research, University of Lleida
- ◆ Graduate in Nursing by the University of Lleida

Ms. Oserín Pérez, María Teresa

- ◆ Nurse of the 061 Service for Health Emergencies of the Community of La Rioja
- ◆ Nurse at the Polyclinic of La Rioja Nuestra Señora de Valvanera
- ◆ Nurse at La Rioja Hospital
- ◆ University Diploma in Nursing from the University of La Rioja
- ◆ Member of: Professional College of Nursing Spanish Society of Emergencies and Emergencies (SEMES)

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

05

Structure and Content

With a theoretical-practical approach, this Professional Master's Degree will provide students with a comprehensive view of a wide range of aspects related to Advanced Life Support and Monitoring in the Critical Patient.

To this end, the syllabus will cover from the administration of drugs and fluids to the management of accidents such as drowning. The syllabus will also provide nurses with the latest technological advances in this area, such as echocardiography. It will also offer a disruptive module on the cultural approach to Critical Care, addressing factors such as nursing ethics.



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You will perfect your clinical practice by incorporating the most innovative Echocardiography Protocols to ensure patient safety during procedures”

Module 1. Critical Care Quality and Safety for Nursing

- 1.1. Integrated Quality for Nursing
 - 1.1.1. Information Transfer at Shift Changeover
 - 1.1.2. Use of Checklists
 - 1.1.3. Nursing Reception Plans
- 1.2. Evidence-Based Practice for Nursing
 - 1.2.1. Ongoing Training
 - 1.2.2. Critical Care Quality Indicators
 - 1.2.3. Good Practices and Protocolization
- 1.3. Patient Safety for Nursing
 - 1.3.1. Incident Recording
 - 1.3.2. Common Adverse Effects in Nursing
 - 1.3.3. Barriers and Facilitators
- 1.4. Management of Physical Restraints in Critically Ill Patients for Nursing
 - 1.4.1. Types of Containments
 - 1.4.2. Indications
 - 1.4.3. Results
- 1.5. Quantitative Research in Critical Care for Nursing
 - 1.5.1. Approach
 - 1.5.2. Data Collection
 - 1.5.3. Data Analysis
- 1.6. Critical Care Research Statistics for Nursing
 - 1.6.1. Databases
 - 1.6.2. Statistical Tests
 - 1.6.3. Interpretation
- 1.7. Qualitative Research in Critical Care for Nursing
 - 1.7.1. Approach
 - 1.7.2. Data Collection
 - 1.7.3. Data Analysis
- 1.8. Dissemination of Results for Nursing
 - 1.8.1. Forms of Presentations
 - 1.8.2. Places of Presentation of Results
 - 1.8.3. Key Tools

- 1.9. Innovation in the Area of Critical Care for Nursing
 - 1.9.1. Alarm Systems for Specific Illnesses
 - 1.9.2. Systems that Activate Rapid Response Teams
 - 1.9.3. Integrative Assessment before Admission (Emergency Department) and After Admission (Hospitalization)
- 1.10. Clinical Simulation in Critical Care for Nursing
 - 1.10.1. Development Methods
 - 1.10.2. Advantages and Disadvantages.
 - 1.10.3. Evaluation Methods

Module 2. Update in Advanced Life Support for Nursing

- 2.1. Advanced Life Support Infrastructure for Nursing
 - 2.1.1. Human Resources in Out-of-Hospital
 - 2.1.2. Out-of-Hospital Material Resources
 - 2.1.3. In-Hospital Human Resources
 - 2.1.4. In-Hospital Material Resources
- 2.2. Initial Assessment of the Nursing Context
 - 2.2.1. Scene Assessment
 - 2.2.2. Safety Assessment
 - 2.2.3. Situation Assessment
- 2.3. Difficult Airway Management for Nursing
 - 2.3.1. Initial Evaluation and Indications
 - 2.3.2. Equipment and Management
 - 2.3.3. Monitoring and Follow-Up
- 2.4. Management of Difficult Venous Access for Nursing
 - 2.4.1. Initial Evaluation and Indications
 - 2.4.2. Equipment and Management
 - 2.4.3. Monitoring and Follow-Up
- 2.5. Administration of Drugs and Fluids in Advanced Life Support for Nursing
 - 2.5.1. Pharmacodynamics
 - 2.5.2. Pharmacokinetics
 - 2.5.3. Management of Patient Administration and Safety

- 2.6. Management of Advanced Life Support in the Adult Patient for Nursing
 - 2.6.1. Indications and Epidemiology
 - 2.6.2. Management of Tachycardias
 - 2.6.3. Management of Bradycardias
- 2.7. Management of Advanced Life Support in Pediatric Patients for Nursing
 - 2.7.1. Indications and Epidemiology
 - 2.7.2. Management of Advanced Life Support in Neonates
 - 2.7.3. Management of Advanced Life Support in Pediatric Patients
- 2.8. Out-of-Hospital Specimen Analyzers for Nursing
 - 2.8.1. Types of Out-of-Hospital Analyzers
 - 2.8.2. Indications
 - 2.8.3. Nursing Management
- 2.9. Advanced Life Support Nursing Training
 - 2.9.1. American Heart Association (AHA)
 - 2.9.2. European Resuscitation Council (ERC)
 - 2.9.3. Differences and similarities
- 2.10. Community Education in Advanced Life Support by Nursing
 - 2.10.1. Applications and Smartphones
 - 2.10.2. Special Cardiac Arrest Days
 - 2.10.3. First Aid in the Community

Module 3. Advanced Life Support in the Adult Patient and Pregnant Woman for Nursing

- 3.1. Hypoxemia Management for Nursing
 - 3.1.1. Asthma and COPD
 - 3.1.2. Obstruction of the Airway by a Foreign Body (OVACE)
 - 3.1.3. Tension Pneumothorax
- 3.2. Hypovolemia Management for Nursing
 - 3.2.1. Traumatic Cardiac Arrest
 - 3.2.2. Cardiac Arrest Due to Anaphylaxis
 - 3.2.3. Cardiac Arrest Due to Sepsis
- 3.3. Nursing Management of Ion Disturbance
 - 3.3.1. Cardiac Arrest Due to Hyperkalemia
 - 3.3.2. Cardiac Arrest Due to Hypokalemia
 - 3.3.3. Cardiac Arrest Due to Hypoglycemia
- 3.4. Temperature Management for Nursing
 - 3.4.1. Temperature Management
 - 3.4.2. Cardiac Arrest Due to Hypothermia
 - 3.4.3. Cardiac Arrest Due to Hyperthermia
- 3.5. Nursing Management of Thrombotic Episodes
 - 3.5.1. Cardiac Arrest Due to Pulmonary Thromboembolism
 - 3.5.2. Cardiac Arrest Due to Coronary Thrombosis
 - 3.5.3. Cardiac Arrest Due to Cardiac Tamponade
- 3.6. Management of Postoperative *Cardiac Surgical Unit-Advanced Life Support (CALs)* Patients for Nursing
 - 3.6.1. Indications
 - 3.6.2. Recommendations and Differences
 - 3.6.3. Emergency Resternotomy
- 3.7. Nursing Management of the Pregnant Woman
 - 3.7.1. Epidemiological and Pathophysiological Analysis
 - 3.7.2. Special Considerations in CPR
 - 3.7.3. Ethical and Legal Aspects
- 3.8. Nursing Management of the Polytraumatized Patient
 - 3.8.1. Evolution
 - 3.8.2. Initial Assessment: ABCDE and CPR
 - 3.8.3. Secondary Assessment: Cranioencephalic, Thoracic, Abdominal, Pelvis, Vertebral, Limb Fracture Trauma
- 3.9. Accident Management for Nursing
 - 3.9.1. Dysbaric Accident
 - 3.9.2. Drowning.
 - 3.9.3. Crush Syndrome.
 - 3.9.4. Impaled
- 3.10. Management in Different Locations for Nursing
 - 3.10.1. Medical Transport
 - 3.10.2. Sports
 - 3.10.3. Multi-Victim Incidents

Module 4. Technological Advances in the Management of Advanced Life Support for Nursing

- 4.1. Use of Echocardiography for Vascular Access Cannulation for Nursing
 - 4.1.1. The use of Ultrasound
 - 4.1.2. Indications
 - 4.1.3. Nursing Technique
- 4.2. Use of the Echocardiogram in Advanced Life Support for Nursing
 - 4.2.1. Indications
 - 4.2.2. Diagnostic Phase for Nursing
 - 4.2.3. Advanced Diagnostic Phase for Nursing
- 4.3. Technologies in Advanced Life Support for Nursing
 - 4.3.1. Surgical Control
 - 4.3.2. Use of Endovascular Balloon Intra-aortic Resuscitation (REBOA)
 - 4.3.3. Use of Extracorporeal Circulation Devices (ECMO) in AVR
- 4.4. Prediction of Neurological Outcome after CPR for Nursing
 - 4.4.1. Imaging Tests
 - 4.4.2. Use of Biomarkers
 - 4.4.3. Electroencephalogram: Evoked Potentials
- 4.5. FEER Protocol for Nursing
 - 4.5.1. Diagnostic Phase
 - 4.5.2. Resuscitation Phase
 - 4.5.3. Resuscitation or Prognosis Phase
- 4.6. Use of Transesophageal Echocardiography for Nursing
 - 4.6.1. Indications
 - 4.6.2. Technique
 - 4.6.3. Basic Interpretation for Nursing
- 4.7. Echocardiography Protocols in Advanced Life Support for Nursing
 - 4.7.1. *Rapid Ultrasound in Shock (RUSH)*
 - 4.7.2. *Focused Echocardiographic Evaluation in Life support (FEEL)*
 - 4.7.3. *Cardiac Arrest Ultrasound exam (CAUSE)*
 - 4.7.4. *Extended Focused Assessment with Sonography in Trauma (E-FAST)*
 - 4.7.5. *Basic Lung Ultrasound Examination (BLUE)*



- 4.8. Mechanical Aids During Advanced Life Support for Nursing
 - 4.8.1. Use and Evolution
 - 4.8.2. Indications and Types
 - 4.8.3. Results Obtained
- 4.9. Teleassistance for Advanced Life Support for Nursing
 - 4.9.1. The Role of Nursing
 - 4.9.2. Use and Indications
 - 4.9.3. Results for Advanced Life Support
- 4.10. Other Technological Advances for Nursing
 - 4.10.1. Real-Time Feedback Devices
 - 4.10.2. Use of Unmanned Aerial Vehicles
 - 4.10.3. Video Recordings

Module 5. Advanced Respiratory and Cardiovascular Monitoring of the Adult Critical Care Patient for Nursing

- 5.1. Monitoring in Adult Intensive Care for Nursing
 - 5.1.1. Non-invasive Monitoring
 - 5.1.2. Invasive Monitoring (PIA, PVC)
 - 5.1.3. Complementary Tests
- 5.2. Monitoring of the Critically Ill Adult Patient Connected to Mechanical Ventilation for Nursing
 - 5.2.1. Non-Invasive Mechanical Ventilation (NIMV)
 - 5.2.2. Care of the NIV Patient
 - 5.2.3. Invasive Mechanical Ventilation (IMV)
- 5.3. Monitoring of the Critically Ill Adult Patient Connected to Mechanical Ventilation for Nursing
 - 5.3.1. Management and Set-up of a Ventilator
 - 5.3.2. Monitoring of Ventilator Pressures
 - 5.3.3. Care During Intubation and Extubation
- 5.4. Monitoring of the Adult Critically Ill Patient Related to Respiratory Disturbances for Nursing
 - 5.4.1. Monitoring of Anesthetic Gases
 - 5.4.2. Mixed Venous Saturation SvO₂
 - 5.4.3. Central Venous Saturation
- 5.5. Monitoring of the Adult Patient with Venous and/or Arterial Access for Nursing
 - 5.5.1. Types and Techniques of Administration Routes
 - 5.5.2. Maintenance of Administration Routes
 - 5.5.3. Recommendations to Avoid the Occurrence of Adverse Effects Related to Channeling and Handling.
- 5.6. Monitoring of the Critically Ill Adult Patient during the Administration of Drugs and Fluids for Nursing
 - 5.6.1. Other Routes of Administration: Enteral, Rectal, Intramuscular, Subcutaneous
 - 5.6.2. Preparation and Administration of Drugs and Fluids
 - 5.6.3. Patient Safety for Administration
- 5.7. Monitoring of the Adult Critically Ill Patient Related to Hemodynamic Disturbances for Nursing: Monitoring with Swan-Ganz Catheter, PICCO® (Pulsion) System and LiDCO Plus System
 - 5.7.1. Monitoring of the Patient with a Swan-Ganz Catheter
 - 5.7.2. Monitoring with PICCO® System (Pulsion)
 - 5.7.3. Monitoring with LiDCO Plus System
- 5.8. Monitoring of the Adult Critically Ill Patient Related to Hemodynamic Disturbances for Nursing: Monitoring with FloTrac®/Vigileo® System, with ProAqt®(Pulsion) and with MostCare® System.
 - 5.8.1. Monitoring with FloTrac®/Vigileo® System
 - 5.8.2. Monitoring with ProAqt®(Pulsion)
 - 5.8.3. Monitoring with MostCare® System
- 5.9. Monitoring of the Adult Critically Ill Patient Related to Hemodynamic Disturbances for Nursing: Monitoring with Modelflow-Nexfin System, NICO® and with Modelflow® System
 - 5.9.1. Monitoring with Modelflow-Nexfin® System
 - 5.9.2. Monitoring with NICO® System
 - 5.9.3. Monitoring with Modelflow® System
- 5.10. Monitoring of the Critically Ill Adult Patient Related to Hemodynamic Disturbances with Noninvasive Techniques for Nursing
 - 5.10.1. NICOM® Thoracic Electrical Bioresonance System
 - 5.10.2. Doppler Ultrasonography (USCOM® System)
 - 5.10.3. Esophageal Doppler

Module 6. Monitoring of the Adult Critically Ill Patient with Circulatory, Nutritional, Analgesia and Relaxation, Mobilization and Elimination Disturbances for Nursing

- 6.1. Monitoring the Adult Critically Ill Patient with Percutaneous Circulatory Assistance for Nursing
 - 6.1.1. Intra-aortic Balloon Counterpulsation Balloon Carrier (IABCB)
 - 6.1.2. Impella CP Carrier
 - 6.1.3. VA ECMO Carrier
- 6.2. Monitoring of the Adult Critically Ill Patient with Non-Percutaneous Circulatory Support for Nursing
 - 6.2.1. HeartMate Carrier
 - 6.2.2. Impella 5.0 Carrier
 - 6.2.3. Levitronix Carrier
 - 6.2.4. Berlin-Heart Excor Carrier
- 6.3. Monitoring of the Critically Ill Adult Patient During Nursing Nutrition
 - 6.3.1. Parenteral and Enteral Feeding
 - 6.3.2. Monitoring of Feeding: Biochemical Tests, Skin Assessment
 - 6.3.3. Care and Management of Parenteral, Enteral, Gastric Button Nutrition
- 6.4. Monitoring of the Adult Critically Ill Patient with Pain for Nursing
 - 6.4.1. Pain Monitoring
 - 6.4.2. Medical Treatment
 - 6.4.3. Non-Pharmacological Treatment
- 6.5. Monitoring of the Critically Ill Patient with Sedation and/or Muscle Relaxation for Nursing
 - 6.5.1. Monitoring of Sedation and Muscle Relaxation
 - 6.5.2. Sedation and Muscle Relaxation Treatment
 - 6.5.3. Recommendations to Avoid Adverse Effects
- 6.6. Use of Inhaled Drugs for Nursing
 - 6.6.1. Frequent Medication
 - 6.6.2. Types of Devices and Indications
 - 6.6.3. Advantages and Disadvantages.
- 6.7. Monitoring of the Adult Critically Ill Patient Related to Mobility for Nursing
 - 6.7.1. Early Mobilization
 - 6.7.2. Isometric and Isotonic Exercises
 - 6.7.3. Monitoring of the Evolution

- 6.8. Monitoring of the Critically Ill Adult Patient Related to Immobility for Nursing
 - 6.8.1. Management of the Bedridden Patient
 - 6.8.2. Prone Position Management
 - 6.8.3. Management of Patient Mobility with Lifts
- 6.9. Monitoring of the Critically Ill Adult Patient Related to Elimination Disturbances for Nursing: Water Balance, Renal Replacement Treatments and Therapies.
 - 6.9.1. Monitoring: Water Balance
 - 6.9.2. Monitoring of Pharmacological Treatment
 - 6.9.3. Monitoring with the Use of Renal Substitutive Therapies
- 6.10. Monitoring of the Critically Ill Adult Patient Related to Elimination Disturbances for Nursing: Fecal Catheterization
 - 6.10.1. Indications for Fecal Catheterization
 - 6.10.2. Flexi-Seal Management and Monitoring
 - 6.10.3. Maintenance Care

Module 7. Monitoring of the Adult Critical Adult Patient with Cutaneous, Thermal, Neurological, Traumatological, Abdominal, Donor or Transplanted Alterations for Nursing

- 7.1. Monitoring of the Adult Critically Ill Patient Related to Skin Alterations for Nursing
 - 7.1.1. Tissue Perfusion Monitoring
 - 7.1.2. Management of Drugs Susceptible to Adverse Effects
 - 7.1.3. Recommendations for the Improvement of Tissue Perfusion
- 7.2. Monitoring of the Critically Ill Adult Patient Related to Temperature Disturbances for Nursing
 - 7.2.1. Temperature Monitoring
 - 7.2.2. Controlled Hyperthermia
 - 7.2.3. Controlled Hypothermia: ArticSun and Coolgard IV.
- 7.3. Monitoring of the Critically Ill Adult Patient Related to Neurological Impairment for Nursing
 - 7.3.1. Pathophysiology
 - 7.3.2. Monitoring of Intracranial Pressure (ICP)
 - 7.3.3. Cerebral Oximetry
 - 7.3.4. Monitoring of Mental Disturbances

- 7.4. Monitoring of the Critically Ill Adult Patient related to Traumatologic Alterations for Nursing
 - 7.4.1. Control and Monitoring of Spinal Cord Trauma
 - 7.4.2. Control and Monitoring of Thoracic and / or Abdominal Trauma
 - 7.4.3. Control and Monitoring of Pelvic Trauma
- 7.5. Intra-Abdominal Pressure Monitoring (IAP) for Nursing
 - 7.5.1. Indications
 - 7.5.2. Measuring Methods
 - 7.5.3. Interpretation
- 7.6. Monitoring of the Donor Patient for Nursing
 - 7.6.1. Epidemiology of Donation
 - 7.6.2. Maastricht Classification
 - 7.6.3. Management and Treatments
- 7.7. Monitoring of the Adult Critically Ill Transplant Patient for Nursing
 - 7.7.1. Renal Transplant
 - 7.7.2. Liver Transplant
 - 7.7.3. Lung Transplant
 - 7.7.4. Cardiac Transplantation.
- 7.8. Ethics of Care for the Critically Ill Patient and Family for Nursing
 - 7.8.1. Informed Consent
 - 7.8.2. Refusal of Treatment
 - 7.8.3. Limitation of the Therapeutic Effort, Life Support, CPR Interruption
- 7.9. Care of the Family of the Critically Ill Adult for Nursing
 - 7.9.1. Promotion of Collaboration and Participation
 - 7.9.2. Bioethical and Legal Aspects
 - 7.9.3. Practical Recommendations
- 7.10. Monitoring Based on Artificial Intelligence Tools for Nursing
 - 7.10.1. Pathophysiological and Technological Bases
 - 7.10.2. Applications
 - 7.10.3. Advantages and Disadvantages.

Module 8. Monitoring of the Pediatric and Neonatal Critically Ill Patient with Hemodynamic Alterations for Nursing

- 8.1. Infrastructure of Pediatric and Neonatal Intensive Care Units for Nursing
 - 8.1.1. Pediatric Intensive Care Units (PICU)
 - 8.1.2. Neonatal Intensive Care Units (NICU)
 - 8.1.3. Pediatric Resuscitation Units
- 8.2. Monitoring in Pediatric and Neonatal Intensive Care for Nursing
 - 8.2.1. Non-invasive Monitoring
 - 8.2.2. Invasive Monitoring
 - 8.2.3. Complementary Tests
- 8.3. Monitoring of the Pediatric and Neonatal Critically Ill Patient Connected to Mechanical Ventilation for Nursing
 - 8.3.1. Management and Monitoring of Noninvasive Mechanical Ventilation (NIMV)
 - 8.3.2. Management and Monitoring of Invasive Mechanical Ventilation (IMV)
 - 8.3.3. Care During Intubation and Extubation (Impossible Extubation Process)
- 8.4. Monitoring of the Pediatric and Neonatal Patient with Respiratory Disturbances for Nursing
 - 8.4.1. Bronchopneumonia
 - 8.4.2. Bronchiolitis
 - 8.4.3. Asthma
 - 8.4.4. High Respiratory Obstruction
- 8.5. Monitoring of the Pediatric and Neonatal Critically Ill Patient with Venous and/or Arterial Access for Nursing
 - 8.5.1. Types and Techniques of Administration Routes (e.g. Umbilical and Intraosseous)
 - 8.5.2. Maintenance of Administration Routes
 - 8.5.3. Recommendations to Avoid the Occurrence of Adverse Effects Related to Channeling and Handling.
- 8.6. Monitoring of the Pediatric and Neonatal Critically Ill Patient During Drug and Fluid Administration for Nursing
 - 8.6.1. Other Routes of Administration: Enteral, Rectal, Intramuscular, Subcutaneous
 - 8.6.2. Preparation and Administration of Drugs and Fluids
 - 8.6.3. Patient Safety for Administration

- 8.7. Monitoring of the Pediatric and Neonatal Critically Ill Patient During Nutrition for Nursing
 - 8.7.1. Breastfeeding and Pediatric Nutrition
 - 8.7.2. Parenteral and Enteral Feeding
 - 8.7.3. Monitoring of Feeding: Biochemical Parameters and Growth Charts
- 8.8. Monitoring of the Pediatric and Neonatal Critically Ill Patient with Pain, Sedation and/or Muscle Relaxation for Nursing
 - 8.8.1. Pain: Types, Treatment and Assessment
 - 8.8.2. Sedation: Types, Induction, Maintenance and Assessment
 - 8.8.3. Muscle Relaxation: Types, Induction, Maintenance, and Assessment.
- 8.9. Management of the Critical Pediatric and Neonatal Patient's Family for Nursing.
 - 8.9.1. Promotion of Collaboration and Participation
 - 8.9.2. Bioethical and Legal Aspects
 - 8.9.3. Practical Recommendations
- 8.10. Ethical Framework for Nursing in Pediatrics and Neonates
 - 8.10.1. Ethical Framework
 - 8.10.2. Informed Consent and Willingness
 - 8.10.3. Action in Cases of Abuse and Gender Violence

Module 9. Monitoring the Pediatric and Neonatal Critically Ill Patient with Cutaneous Renal, Neurologic, Digestive, Surgical, Polytraumatized and/or Premature Renal Impairments for Nursing

- 9.1. Monitoring of the Pediatric and Neonatal Patient with Cardiac Disturbances for Nursing
 - 9.1.1. Arrhythmias and Syncope
 - 9.1.2. Congenital Heart Diseases: Cyanotic, without Cyanosis, Debuting with Cardiogenic Shock, or Others
 - 9.1.3. Heart Failure
 - 9.1.4. Hypertensive Crisis
- 9.2. Monitoring of the Pediatric and Neonatal Patient with Renal Impairment for Nursing
 - 9.2.1. Care of Urinary Tract Infections
 - 9.2.2. Care in the Event of Water and Electrolyte Disturbances
 - 9.2.3. Care Related to Peritoneal Dialysis and Hemofiltration

- 9.3. Monitoring of the Pediatric and Neonatal Patient with Cutaneous Alterations for Nursing
 - 9.3.1. Transient Skin Lesions
 - 9.3.2. Non-transitory Skin Lesions
 - 9.3.3. Prevention and Improvement of Skin Alterations
- 9.4. Monitoring of the Pediatric and Neonatal Patient with Neurological Alterations for Nursing
 - 9.4.1. Intracranial Hemorrhages
 - 9.4.2. Malformations, Alterations of the Skull
 - 9.4.3. Meningitis
 - 9.4.4. Encephalopathies
 - 9.4.5. Seizures.
- 9.5. Monitoring of the Pediatric or Neonatal Patient with Digestive Disorders for Nursing
 - 9.5.1. Gastroesophageal Reflux, Esophageal Atresia, and Necrotizing Enterocolitis
 - 9.5.2. Intoxications
 - 9.5.3. Management of Probiotics
- 9.6. Monitoring of the Pediatric and Neonatal Surgical Patient for Nursing
 - 9.6.1. General Preoperative Care
 - 9.6.1. General Postoperative Care
 - 9.6.2. Interventions Requiring Admission to PICU and NICU
- 9.7. Monitoring the Polytraumatized Pediatric and Neonatal Patient for Nursing
 - 9.7.1. Initial Assessment: ABCDE and CPR
 - 9.7.2. Secondary Assessment: Adapted Scales
 - 9.7.3. Transport: Special Characteristics
- 9.8. Monitoring of the Pediatric and Neonatal Burn Patient for Nursing
 - 9.8.1. Initial Management: Assessment of Severity
 - 9.8.2. Handling During Transfer
 - 9.8.3. Management of Burns
- 9.9. Monitoring the Premature Patient for Nursing
 - 9.9.1. Epidemiology
 - 9.9.2. Possible Pathologies
 - 9.9.3. Complications and Management

- 9.10. Monitoring of the Pediatric and Neonatal Patient with Other Pathologies for Nursing
 - 9.10.1. Metabolic Alterations
 - 9.10.2. Chromosomopathies
 - 9.10.3. Oncology

Module 10. Biopsychosocial and Cultural Management of Critical Care for Nursing

- 10.1. Implementation of Family Involvement for Nursing
 - 10.1.1. Open Doors
 - 10.1.2. Involvement in Caregiving
 - 10.1.3. Supporting the Needs of Family Members
- 10.2. Management of Communication between Healthcare Professional, Family and Patient
 - 10.2.1. Team of Professionals
 - 10.2.2. The Family
 - 10.2.3. The Patient
- 10.3. Patient Wellness Management
 - 10.3.1. Biological Criteria
 - 10.3.2. Psychological Criteria
 - 10.3.3. Social and Emotional
- 10.4. Care Management of the Nursing Professionals Themselves
 - 10.4.1. Burnout Syndrome in Nursing
 - 10.4.2. Prevention
 - 10.4.3. Health Promotion
- 10.5. Post-critical Care Syndrome Monitoring: The Role of Nursing
 - 10.5.1. Prevention
 - 10.5.2. Monitoring
 - 10.5.3. Assessment
- 10.6. Palliative Care for Nursing
 - 10.6.1. Accompaniment
 - 10.6.2. Recommendations for the Control of Physical Symptoms
 - 10.6.3. Treatment and Care Limitation Protocol
- 10.7. Humanized Infrastructure: the Role of the Nursing Profession
 - 10.7.1. Ensuring Patient Privacy and Comfort
 - 10.7.2. Ensuring the Privacy and Comfort of the Family
 - 10.7.3. Ensuring the Privacy and Comfort of Professionals
- 10.8. Nursing Leadership in Critical Care Units
 - 10.8.1. Middle Management
 - 10.8.2. Multidisciplinary Team
 - 10.8.3. Types of Leadership and Conflict Management
- 10.9. Work Environment in Critical Care for Nursing
 - 10.9.1. Relevance of Work Climate in Critical Care Nursing
 - 10.9.2. Tools for Its Adequate Development
 - 10.9.3. Assessment of Work Climate in Critical Care Nursing
- 10.10. Ethics for Nursing
 - 10.10.1. Critical Care Bioethics: Research and Practice for Nursing.
 - 10.10.2. Ethics Committees and Nurse Involvement
 - 10.10.3. Health Science Research Protocols for Nursing



An intensive program that will lay the foundation for your professional growth and place you at the pinnacle of Nursing. Enroll now!"

06

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.





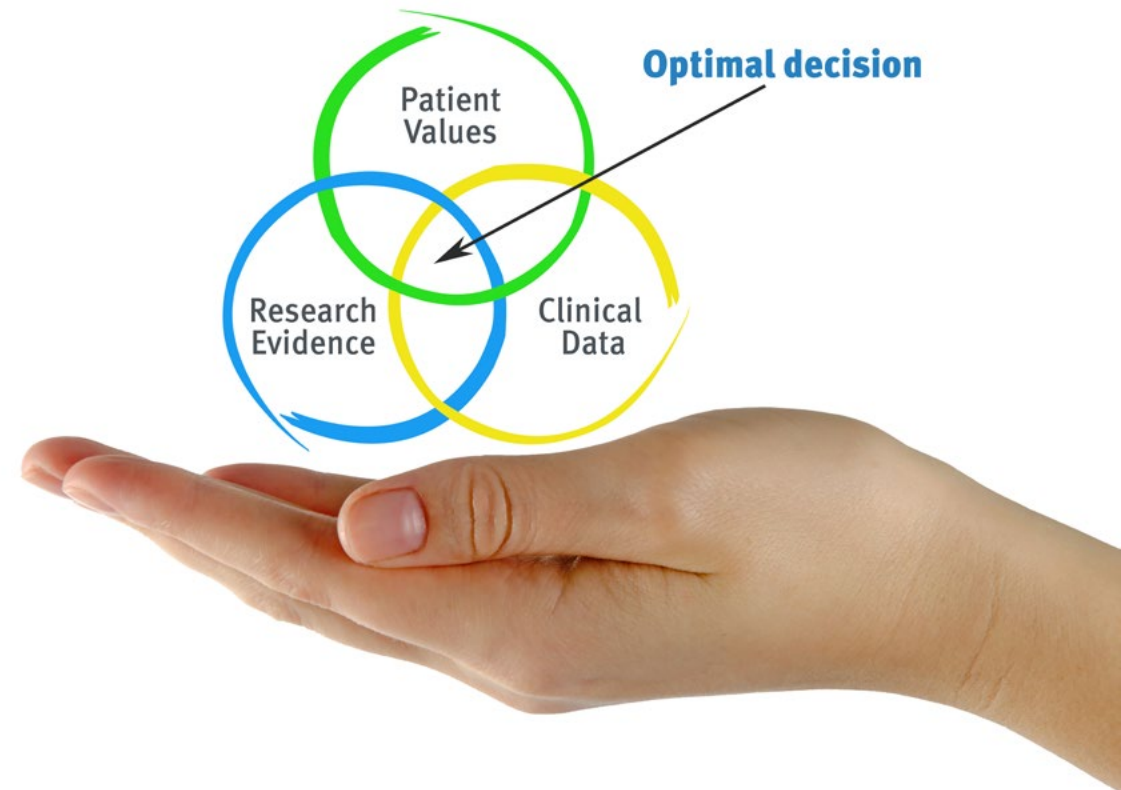
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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

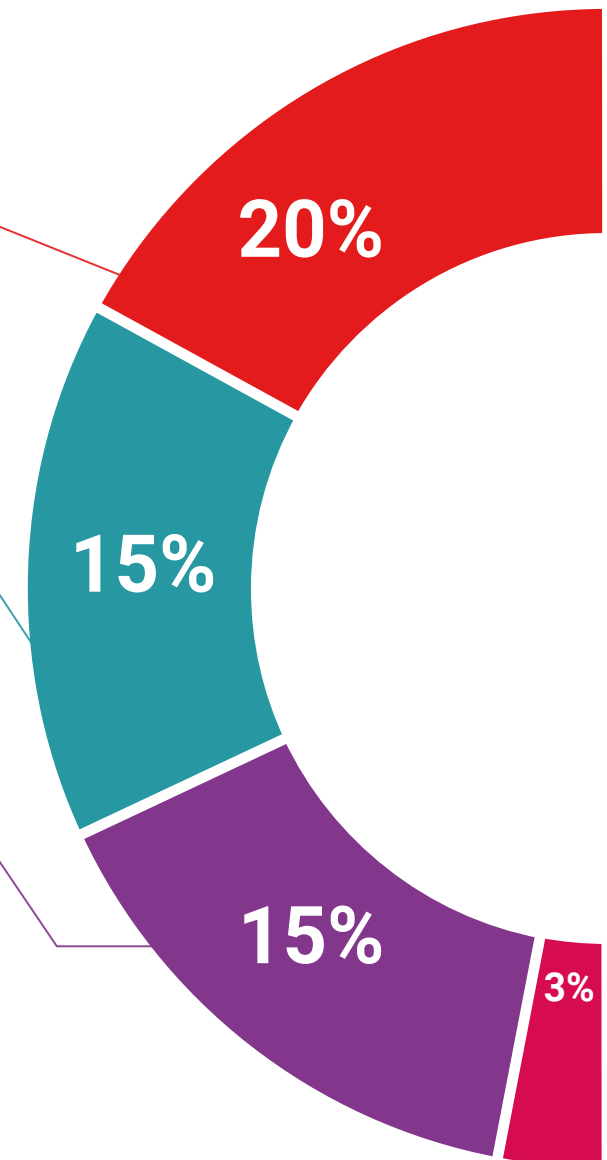
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

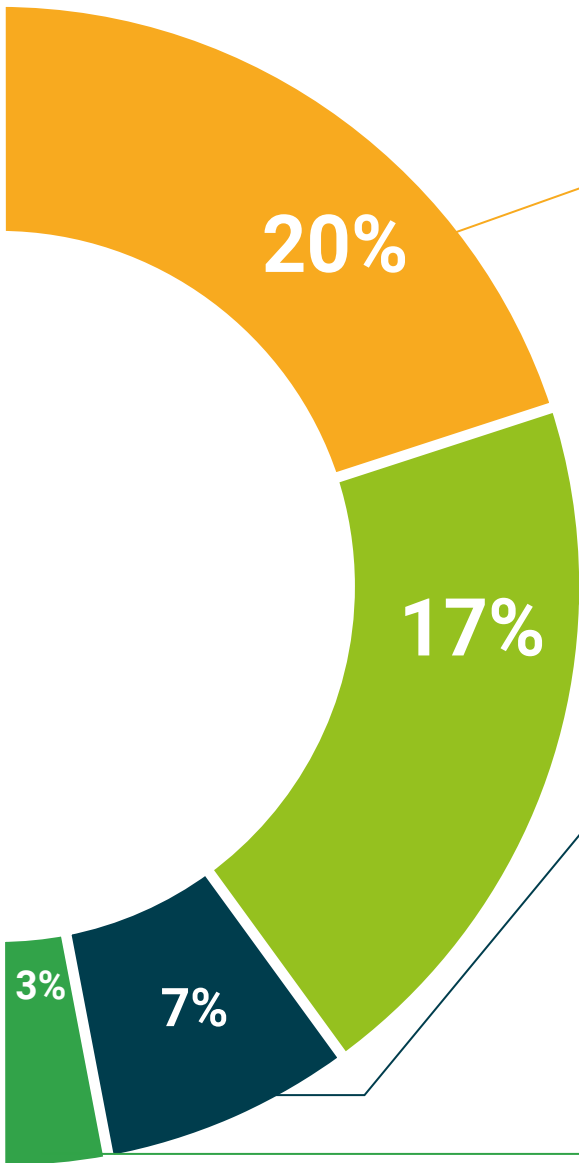
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.



07

Certificate

The Professional Master's Degree in Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree 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 a **Professional Master's Degree diploma in Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing** endorsed by **TECH Global University**, the largest digital university in the world.

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 educational framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of joint tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

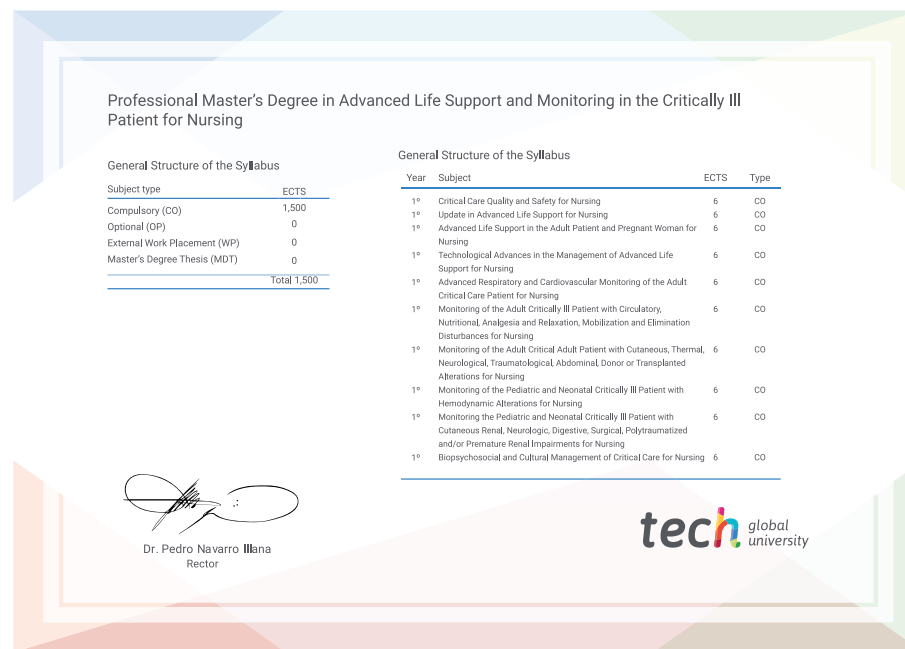
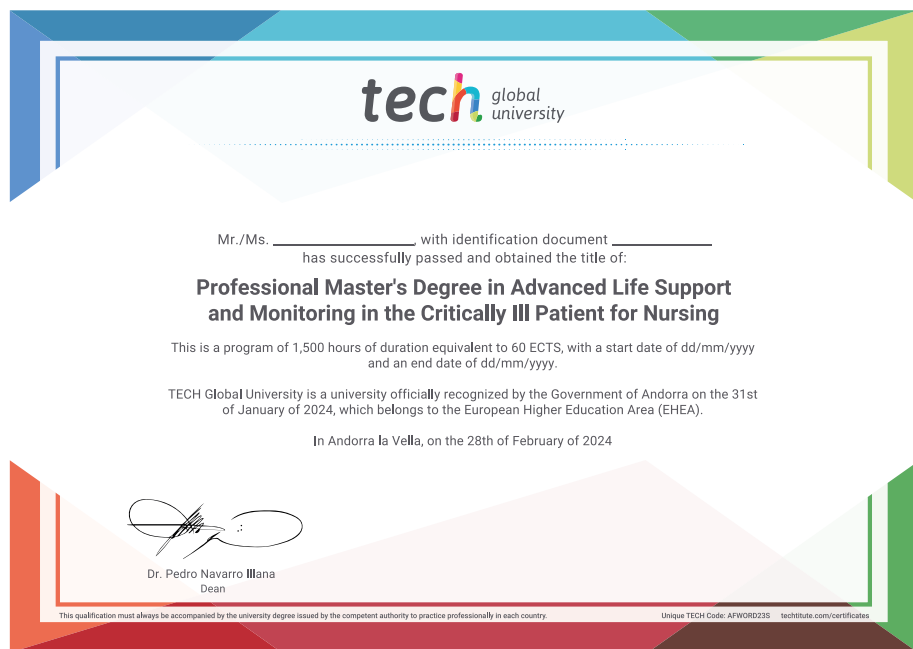
This **TECH Global University** title is a European program of continuous education and professional updating that guarantees the acquisition of competencies in its area of knowledge, conferring a high curricular value to the student who completes the program.

Title: Professional Master's Degree in Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing

Modality: **online**

Duration: **12 months**

Accreditation: **60 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.



Professional Master's Degree

Advanced Life Support and Monitoring in the Critically Ill Patient for Nursing

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree

Advanced Life Support and
Monitoring in the Critically Ill
Patient for Nursing