

# Professional Master's Degree

## Nursing in Primary Care



## Professional Master's Degree Nursing in Primary Care

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

Website: [www.techtute.com/us/nursing/professional-master-degree/master-nursing-primary-care](http://www.techtute.com/us/nursing/professional-master-degree/master-nursing-primary-care)

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# 01

# Introduction

Nurses are essential in any medical service. However, in primary care, these professionals have a superlative importance as they are in charge of assuming new roles such as continuous patient monitoring and ensuring the quality and safety of care units. To sustain these practices, they must be up to date and have an exhaustive mastery of the most advanced tools and working models for this area. Given this priority, TECH has developed a 100% online program of studies that brings together the main advances in this area of Nursing. The syllabus, developed by leading experts, integrates the latest criteria on the management of dependent patients, community intervention and epidemiological management. Furthermore, this knowledge is integrated through state-of-the-art didactic methods such as *Relearning* and through resources such as master classes, explanatory videos, infographics, among other multimedia materials.





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*Throughout 1,500 hours you will achieve a rigorous and intensive mastery of the most advanced tools and work protocols for the professional practice of Primary Care Nursing"*

In recent years, the role of nurses has gained greater prominence in primary care health services. This is due, among other reasons, to the fact that these professionals must assume rigorous tasks such as disease prevention through epidemiological surveillance in the communities. At the same time, scientific and research innovation has provided these professionals with new tools for early identification of risk factors and the development of interventions to promote more effective health strategies. Remote monitoring tools, digital medical records, among others, have become valuable allies for those working in this field. However, those who work in this field rarely manage to keep up to date with the main advances and new working models available to them.

In this context, TECH provides a program where students will be able to update their theoretical and practical knowledge on the main advances in Primary Care Nursing. The academic itinerary, made up of 10 modules, addresses the latest generation of action protocols that these professionals must master to manage patients with chronic or acute pathologies. It also examines in depth the optimized and standardized criteria for vaccination schedules. On the other hand, it guarantees a holistic review of the different approaches to work in community health promotion, from the action from the health center.

Likewise, graduates will complete this Professional Master's Degree having developed research skills that contribute to reduce the risk of disease transmission at the community level. To this end, they will delve during the program into different triage methods and strategies to regularize and organize clinical information, according to the intention of the inquiries.

At the same time, the program will be taught 100% online, on a virtual study platform that is not governed by predefined schedules. On the contrary, each student will have the opportunity to self-manage their progress in a personalized way at any time of the 24 hours a day. Also, you will have *Relearning*, an innovative study methodology that will promote the acquisition of skills in a fast and flexible way from the analysis of theoretical content and exemplification of cases based on the real context of nursing practice.

This **Professional Master's Degree in Nursing in Primary Care** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of case studies presented by nursing experts focused on primary care
- ♦ 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 work
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*No timetables or continuous evaluation schedules: this TECH program will allow you to update your skills in a completely personalized way according to your needs and obligations"*



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*Do you want to develop competencies to investigate epidemiological risk situations from a Nursing point of view? This Professional Master's Degree is the best opportunity you will find"*

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

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

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

*Join this TECH Global University program and delve into the main advances in the Digital Health System.*

*It incorporates the latest theoretical-practical knowledge of Nursing to apply adequate patient safety in Primary Care.*



# 02 Objectives

This university program of studies has been integrated in order to update students on the latest trends and most advanced practices in Nursing in Primary Care. Thus, they will have a unique opportunity to develop optimized professional knowledge, which will provide them with greater visibility, prestige and job autonomy. This approach is present in each of the modules of the program which, in a differentiated manner, will allow them to delve into diverse areas such as community surveillance, telemedicine and medical research from the nurse's point of view. All these topics of rigorous demand, addressed by TECH, will make them rigorous professionals trained to practice the main innovations in this field in the most diverse and complex scenarios.







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*The objective of this Professional Master's Degree is none other than to turn you into an up-to-date nursing professional capable of taking on the most pressing challenges in primary care health services”*



## General Objectives

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

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*You will achieve your academic goals quickly and comfortably, without unnecessary trips to a study center, thanks to TECH's 100% online methodology”*





## Specific Objectives

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### **Module 1. Planning, organization and management of Health Systems in Primary Care**

- ◆ Delve into the structures of the Health System
- ◆ Differentiate the organizational models of PC teams
- ◆ Systematize knowledge on coordination and dynamization of team activities
- ◆ Incorporate the concept of quality, continuous quality improvement and the different components that integrate it into the professional practice of the nurses
- ◆ Participate in the design and elaboration of a clinical practice guide
- ◆ Discover the particularities of the European Model of Excellence
- ◆ Evaluate the use of adverse event reporting systems for drugs and other medical devices
- ◆ Assess the use of the Modal Failure and Error Analysis (FMEA) methodology for the analysis of safety problems

### **Module 2. Clinical and advanced nursing methodology**

- ◆ Distinguish different nursing conceptual models to guide the process of care in clinical practice
- ◆ Accurately obtain relevant objective and subjective data in the assessment of the patient's health status or situation
- ◆ Evaluate and apply nursing care to people with problems of malnutrition, dehydration, anorexia, bulimia, obesity and overweight
- ◆ Acquire knowledge about enteral and parenteral feeding: administration techniques and protocols: Nasogastric catheterization, PEG management and care, among others
- ◆ Analyze and interpret data from different sources to make judgments on health problems/nursing diagnoses
- ◆ Deepen in the regulations related to the use, indication and authorization of drugs and medical devices
- ◆ Delimit drugs and medical devices related to nursing care developed within the scope of the specialty in order to achieve their effective and efficient management and use



### **Module 3. Community health. Health promotion**

- ♦ Develop knowledge and skills in the use of tools for health promotion
- ♦ Manage the different approaches to work in health promotion and community health, from the action from the health center
- ♦ Record and interpret community responses to health problems
- ♦ Detect the factors that affect health at the community level
- ♦ Promote the development of health promotion research, identifying the needs for community education on these issues
- ♦ Promote the development of health plans and programs in health promotion and health education Identify and record community resources to meet health needs

### **Module 4. Disease Prevention**

- ♦ Address accident protection measures, promoting personal autonomy and preventing dependency
- ♦ Describe the complications derived from an altered health situation
- ♦ Distinguish the existence of risk factors for health, with special attention to lifestyles and specific problems prevalent in the community
- ♦ Assess the quality of life of people taking into account the biological, psychological and social spheres

### **Module 5. Acute Illness Care**

- ♦ Deepen in the diagnostic and therapeutic procedures for the most frequent urgent and emergency situations that the nurse usually attends in Primary Care
- ♦ Delve into the effective management of life support resources and emergency care techniques in the community setting
- ♦ Enable the safety of the patient and the environment to prevent possible complications arising from the emergency situation in the community setting
- ♦ Determine the resources available in emergency situations, their organization and responsibilities
- ♦ Distinguish the protocols of action and tasks in emergency and catastrophic situations
- ♦ Assume new competences when dealing with the nursing management of the demand in mild acute processes

### **Module 6. Chronic Illness Care. Nursing Techniques and Procedures**

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

**Module 7. Complex and advanced chronicity. Fragility and social and health care model**

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

**Module 8. Life Cycle Family approach and social determinants**

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

**Module 9. Regulations. Epidemiology and Research in Primary Care**

- ♦ Delve into central concepts of the scientific method including hypothesis formulation, statistical errors, sample size calculation and statistical methods related to hypothesis testing
- ♦ Search and select clinical documentation specific to their specialty
- ♦ Deepen in the criteria of causality, frequency measures: incidence, prevalence, risks, NNTs
- ♦ Differentiate the different types of Studies: Understand concepts of validity, Reliability and Bias Diagram the chain of Infection

**Module 10. Advances in the Digital Health System**

- ♦ Address the impact of digitalization in Primary Care from the point of view of improving access, quality of care, efficiency, equity, safety and sustainability of the system
- ♦ Value and analyze ICTs as facilitators of the development of the healthcare of the future, helping to implement new management and care models
- ♦ Promote the use of Artificial Intelligence (AI) tools and ensure their use to improve the quality of care and even to improve diagnostic capacity
- ♦ Evaluate the impact of TeleNursing to improve patient care and decrease its disruption in daily life by avoiding unnecessary patient trips to the health center

# 03 Skills

TECH, through this program, pursues the goal of updating the skills of its students in the most comprehensive and rigorous way possible. To achieve this goal, the program is based on two fundamental pillars. On the one hand, it has an academic syllabus of excellence, where it is possible to analyze the latest care trends that Primary Care services require from a nursing professional. At the same time, the Professional Master's Degree is based on a 100% online methodology, oriented to the development of theoretical and practical knowledge through disruptive didactic methodologies. Among them, *Relearning* and the Harvard School case study model stand out, integrated on this occasion to develop specific skills in the graduates quickly and efficiently.





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*Thanks to the competencies you acquire in this intensive postgraduate program, you will be able to analyze relevant data on the assessment of the health status of patients under your nursing supervision"*



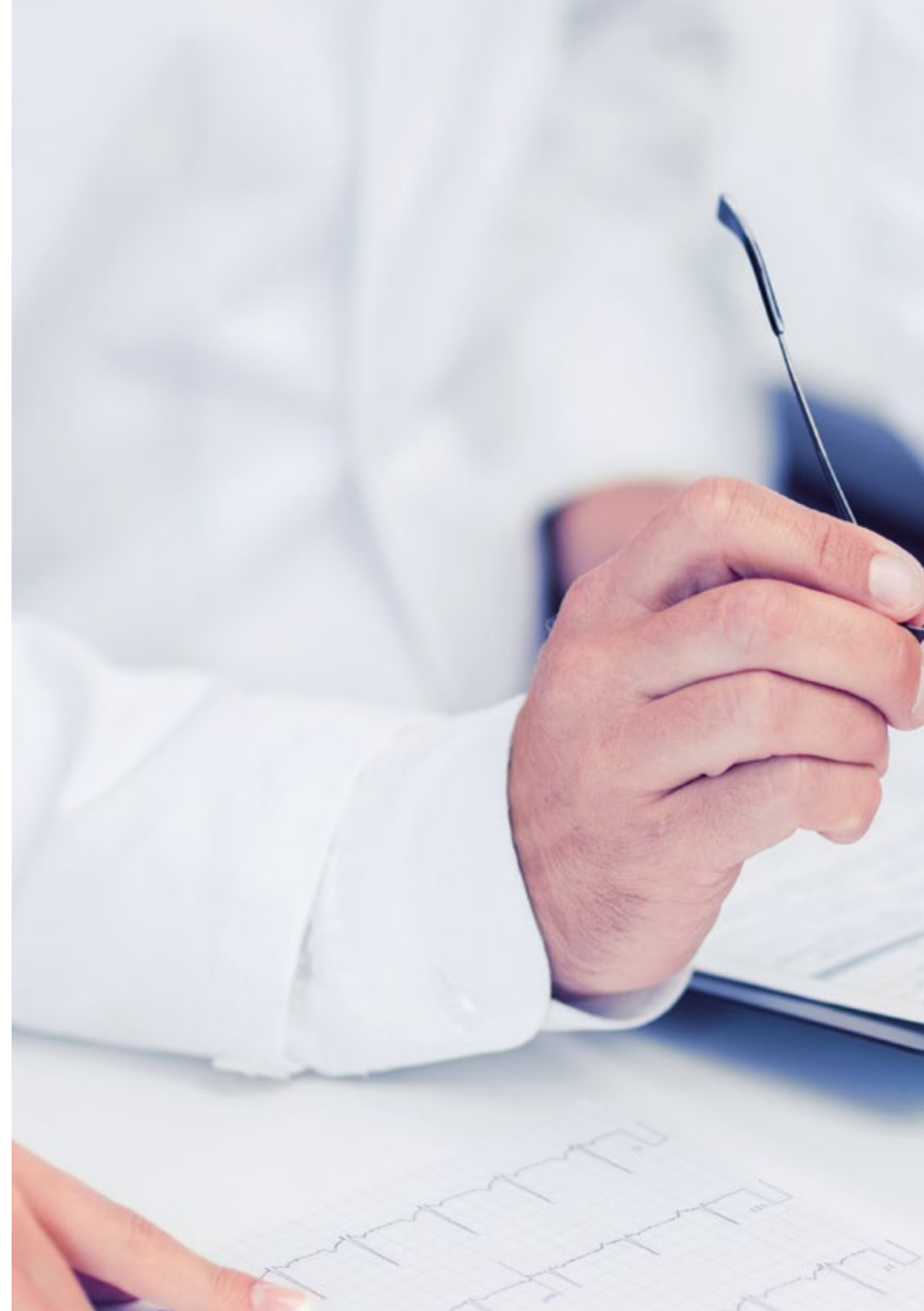
## General Skills

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- ◆ Facilitate the management and planning of Health Systems from Primary Care
- ◆ Apply concepts of quality and continuous improvement in the field of Nursing in Primary Care
- ◆ Participate in the design and development of clinical practice guidelines for nursing
- ◆ Implement the Modal Failure and Error Analysis (FMEA) methodology in the analysis of safety problems
- ◆ Obtain and analyze relevant data in the assessment of patients' health status
- ◆ Manage rules and regulations related to the use of pharmaceuticals and medical devices
- ◆ Develop health promotion protocols and participate in community actions



*Acquire excellent practical skills to determine health risk factors among children and young people through the contents of this comprehensive academic itinerary"*





## Specific Skills

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- ◆ Identify and analyze the organizational structures and models of the Primary Care Health System
- ◆ Coordinate and dynamize team activities to optimize Primary Care
- ◆ Apply concepts of quality and continuous improvement in professional nursing practice
- ◆ Participate in the design and development of evidence-based clinical practice guidelines
- ◆ Evaluate and use of adverse event reporting systems for drugs and medical devices
- ◆ Apply specialized nursing care to patients with malnutrition, dehydration, eating disorders and related problems
- ◆ Apply protective and accident prevention measures to promote personal autonomy and prevent dependency
- ◆ Determine health risk factors and develop strategies to address specific problems prevalent in the community
- ◆ Assessing the quality of life of people taking into account the biological, psychological and social dimension
- ◆ Manage diagnostic and therapeutic procedures in urgent and emergency situations in Primary Care
- ◆ Manage the demand in mild acute processes, assuming new competences in Primary Care

04

# Course Management

To teach this university program, TECH has brought together a large team of experts who stand out for their experience in the field of Nursing in Primary Care. Doctors and nurses with extensive professional experience come together in this academic itinerary to teach innovative content on disease prevention in the community setting, the management of people in situations of social exclusion before the health services and many other areas. Through their personalized guidance, the graduates of this program will accumulate practical skills and theoretical knowledge updated and in line with the latest health trends.





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*A teaching staff made up of the best specialists in Nursing in Primary Care will be at your disposal during the 12 months of study of this Professional Master's Degree"*

## Management



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

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



## Professors

### Ms. Cobas Couto, Elvira

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

### Ms. González López, Claudia

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

### Dr. Neira Varela, Noemi

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

### D. Negreira Rodríguez, Samuel

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

### Ms. Matalobos Luis, María Teresa

- ♦ Primary Care Nurse Specialist
- ♦ Coordinator of Service at A Estrada Health Center
- ♦ Grade in Nursing from the University of Santiago de Compostela

### Ms. Tenreiro Blanco, Alba

- ♦ Primary Care Nurse Specialist
- ♦ Nurse in Galician Health Service
- ♦ Master's Degree in Health in Care, Management and Care from the University of Santiago de Compostela
- ♦ Graduate in Nurses Therapy from the University of A Coruña

**D. Alcántara Espinosa, Jorge Miguel**

- ◆ Biostatistics Specialist in Biostatnet
- ◆ Specialist in Biostatistics at the Santiago de Compostela Health Research Institute
- ◆ Nurse in Clinic Hospital of Santiago de Compostela
- ◆ Nurse at DomusVi Spain
- ◆ Master's Degree in Informatics and Biostatistics from the Oberta de Catalunya University
- ◆ Master's Degree in Big Data and e-health
- ◆ Degree in Nursing from the University of Cadiz

**Ms. Doval Cajaraville, Patricia**

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





**Ms. López García, Salomé**

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

**Ms. Fernández Melcón, Lucía**

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

**Ms. Novegil Castro, Berta**

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

**Ms. Martín Ventoso, Carlota**

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

# 05

## Structure and Content

The syllabus of this Professional Master's Degree in TECH delves into innovative aspects such as new models of organization and management of nursing teams in primary care services. At the same time, the program is distinguished by analyzing the potential of Telemedicine and digital health to strengthen and optimize the work of nurses through technological advances such as electronic clinical history and other tools for remote monitoring of patients. In addition, aspects related to nursing research and its role in the prevention of community epidemiological risks are included. These contents, which represent the latest trends in this broad healthcare area, will be available on a 100% online platform, accessible 24 hours a day.







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*The lectures and master lectures of this program are accompanied by multimedia resources of great didactic value such as explanatory videos, infographics and interactive summaries"*

## Module 1. Planning, organization and management of Health Systems in Primary Care

- 1.1. Healthcare Systems
  - 1.1.1. Functions and components of Health Systems
  - 1.1.2. Type of Healthcare Systems
  - 1.1.3. Comparison of Health Systems
  - 1.1.4. Health Systems
  - 1.1.5. Challenges of the European Union in Health
  - 1.1.6. Health System Challenges
- 1.2. Primary Care Health
  - 1.2.1. Definition of Primary Health Care (PHC)
  - 1.2.2. Attributes of PHC
  - 1.2.3. Structure of PHC in the SNS
  - 1.2.4. Primary Care Team
  - 1.2.5. PHC service portfolio
- 1.3. Leadership and Management of Primary Care Team
  - 1.3.1. Primary Care Team
  - 1.3.2. Leadership and capacity for change
  - 1.3.3. How to build a cohesive team
  - 1.3.4. Group Management
- 1.4. New Process Management models
  - 1.4.1. Horizontal versus vertical management
  - 1.4.2. Characteristics of process management
  - 1.4.3. Types of Processes
  - 1.4.4. Process owners
  - 1.4.5. Cycle of continuous process improvement
- 1.5. Quality of Care
  - 1.5.1. Technical quality
  - 1.5.2. Quality of Service
  - 1.5.3. Quality of People
  - 1.5.4. Quality Management Systems
- 1.6. Quality from the patient's perspective
  - 1.6.1. From patient-centered care to person-centered care
  - 1.6.2. Outcome and experience measurement instruments: PREM, PROM
  - 1.6.3. How to identify and select the most appropriate measurement instruments
  - 1.6.4. Shared clinical decision
- 1.7. Patient Safety in Primary Care
  - 1.7.1. Key Concepts and Terminology
  - 1.7.2. Patient Safety in Primary Care
  - 1.7.3. Epidemiology of Adverse Events in Primary Care
  - 1.7.4. Theories and Models for Error Analysis
- 1.8. Clinical Management
  - 1.8.1. Fundamentals of clinical management in nursing
  - 1.8.2. Clinical Management Models and their application in Primary Care
  - 1.8.3. Leadership and management skills in Nursing
  - 1.8.4. Quality assessment and continuous improvement in Primary Care
- 1.9. Disruptive innovation and blue ocean strategies
  - 1.9.1. Theory of Blue Oceans and its application in Primary Care
  - 1.9.2. Disruptive innovation in Primary Care
  - 1.9.3. Design of a strategic innovative model for Primary Care
  - 1.9.4. New disruptive roles and competencies in Primary Care
- 1.10. Primary Care of the future
  - 1.10.1. From gateway to backbone
  - 1.10.2. Integrated local health micro-systems
  - 1.10.3. Pillars of a value-oriented Primary Care of the future
  - 1.10.4. New Technologies



**Module 2. Clinical to and advanced nursing methodology**

- 2.1. Conceptual Nursing Models
  - 2.1.1. Introduction
  - 2.1.2. The Importance of Critical Thinking
  - 2.1.3. Classification of Models
- 2.2. Theories in Nursing
  - 2.2.1. Theories and Models of Nursing most commonly used in PC
  - 2.2.2. The Language Used by Nurses
  - 2.2.3. Advantages of Using Nursing Languages
  - 2.2.4. Nursing Care Processes (NCP)
  - 2.2.5. Stages of PAE
- 2.3. Nursing care plan
  - 2.3.1. Concept and Structure
  - 2.3.2. Nursing Diagnoses, Outcome Criteria and Interventions
  - 2.3.3. Concept and Types of Taxonomy (NANDA, NIC, NOC)
  - 2.3.4. Collaborative or Independent problems
- 2.4. Feeding and nutrition: concept and differentiation
  - 2.4.1. Classification of Food
  - 2.4.2. Elaboration of Diets Therapeutic Diets
  - 2.4.3. Assessment and nursing care to people with problems of malnutrition, dehydration, anorexia, bulimia, obesity and overweight
  - 2.4.4. Enteral and parenteral feeding: indications, contraindications, types of diets, administration techniques and possible complications
  - 2.4.5. Nasogastric catheterization, PEG management and care
- 2.5. Pharmacology
  - 2.5.1. General classification of medicines
  - 2.5.2. Use in the Home and Primary Care setting
  - 2.5.3. Absorption and Elimination of Drugs
  - 2.5.4. Toxicity and Side Effects
  - 2.5.5. Pharmacovigilance
  - 2.5.6. Storage Conditions of Medicines
  - 2.5.7. Administration of Medicines. Precautions Prior to Drug Administration. Routes of Administration: definition and types. Points of choice, techniques and most frequent problems. Dose calculation
  - 2.5.8. Polymedicated patient program
  - 2.5.9. Nursing prescription
- 2.6. Clinical Bioethics and Decision Making. Legal regulation
  - 2.6.1. Spanish Nursing Code of Ethics
  - 2.6.2. Professional secrecy: concept and legal regulation
  - 2.6.3. Informed consent
  - 2.6.4. The rights to health information, privacy and respect for patient autonomy
  - 2.6.5. Euthanasia
  - 2.6.6. Organ transplantation
- 2.7. Clinical interview and care relationship
  - 2.7.1. Communication and interpersonal skills and techniques
  - 2.7.2. Clinical Interview
  - 2.7.3. Methods and models of behavior change from PA
  - 2.7.4. Patient Empowerment The expert patient
- 2.8. Caring in different community settings
  - 2.8.1. Home Visits
  - 2.8.2. School Nursing
  - 2.8.3. Occupational Nursing
  - 2.8.4. Nurses of Mind
- 2.9. Teaching and education of nursing professionals
  - 2.9.1. Pedagogical Methods
  - 2.9.2. Transformational pedagogy
  - 2.9.3. Mentoring
  - 2.9.4. Modeling of new professionals
- 2.10. The challenge of building care that tends toward excellence. Integration of the specialist nurse
  - 2.10.1. Integration of the specialist nurse
  - 2.10.2. The advanced practice nurse in PC
  - 2.10.3. New challenges in Primary Care
  - 2.10.4. Advanced Practice in PC

### Module 3. Community health. Health promotion

- 3.1. Health and disease: concept
  - 3.1.1. Health demography. Demographic indicators and their usefulness for the work: birth rate, fertility, mortality, migrations, vegetative growth
  - 3.1.2. Elements of prioritization: magnitude, significance, vulnerability and cost
  - 3.1.3. Determinants of health, influence on individual and collective health, nursing actions
  - 3.1.4. Health Promotion: concept and evidence
- 3.2. Theoretical Framework Salutogenesis and Health Assets
  - 3.2.1. Personal, family and community health assets
  - 3.2.2. Analysis of the Salutogenic Model
  - 3.2.3. Sense of Coherence
  - 3.2.4. An asset-based model
- 3.3. Asset mapping
  - 3.3.1. Theoretical mapping of health assets
  - 3.3.2. Design of intervention strategies based on the identified assets
  - 3.3.3. Analysis and selection of relevant assets in the community and in the primary health care setting
  - 3.3.4. Future trends and developments in the use of asset mapping in Primary Care Nursing
- 3.4. Community health. Scope of action and functions
  - 3.4.1. Fields of Action
  - 3.4.2. Functions
  - 3.4.3. Roles and responsibilities of community health nursing in primary care
  - 3.4.2. Methods of health needs assessment in the community
- 3.5. Health Promotion Strategy
  - 3.5.1. National health status profile
  - 3.5.2. Guiding Profiles
  - 3.5.3. Strategic Lines
  - 3.5.4. Main lines of action of the Strategy
  - 3.5.5. Interventions to select
  - 3.5.6. Evidence on health promotion
- 3.6. Health organization and management at the local level
  - 3.6.1. Physical Activity
  - 3.6.2. Feeding
  - 3.6.3. Tobacco
  - 3.6.4. Oral health
- 3.7. Community-oriented primary care
  - 3.7.1. Definition of community
  - 3.7.2. Health diagnosis
  - 3.7.3. Coordination between primary care and public health
  - 3.7.4. Primary Care in network
- 3.8. Local health plans in a vertebrating Primary Health Care
  - 3.8.1. Conceptual framework
  - 3.8.2. Diagnosis of the Situation
  - 3.8.3. Strategic Plan
  - 3.8.4. Comprehensive Care |
- 3.9. Education for Health Citizen empowerment
  - 3.9.1. Principles and approaches to empowerment-centered health education
  - 3.9.2. Effective communication and teaching skills in Nursing for health education
  - 3.9.3. Citizen participation and informed decision making
  - 3.9.4. Design and development of educational materials to promote citizen empowerment
- 3.10. Transforming society through salutogenic care
  - 3.10.1. Transforming society through salutogenic care
  - 3.10.2. Advanced Practice Nursing in Community Care
  - 3.10.3. Empowerment of People
  - 3.10.4. Holistic Approach of care

## Module 4. Disease prevention

- 4.1. Disease Prevention
  - 4.1.1. Levels of Prevention
  - 4.1.2. Factors of Risk in the different Stages of Life
  - 4.1.3. Childhood
  - 4.1.4. Youth
- 4.2. Preventive Activities in Childhood and Adolescence
  - 4.2.1. Breastfeeding in Primary Care
  - 4.2.2. Promotion of Physical Activity
  - 4.2.3. Prevention of traffic accident injuries
  - 4.2.4. Major Depression Screening
- 4.3. Lifestyle Recommendations
  - 4.3.1. Tobacco
  - 4.3.2. Alcohol
  - 4.3.3. Feeding
  - 4.3.4. Physical Activity
  - 4.3.5. Traffic Accidents: Drugs and driving. Elderly people and driving
- 4.4. Cancer prevention recommendations
  - 4.4.1. Primary prevention
  - 4.4.2. Secondary prevention
  - 4.4.3. Early Detection
  - 4.4.4. Recommendations according to types of cancer
- 4.5. Prevention on Infectious Diseases
  - 4.5.1. General Recommendations
  - 4.5.2. General Rules for Administration
  - 4.5.3. Vaccination Calendar
  - 4.5.4. Women, childbearing age and pregnancy
  - 4.5.5. Vaccination in immunocompromised patients
  - 4.5.6. Vaccination in travelers
  - 4.5.7. MMR vaccination
  - 4.5.8. Varicella zoster vaccination
  - 4.5.9. Viral hepatitis vaccination
  - 4.5.10. Human Papillomavirus Vaccine
  - 4.5.11. DPT vaccination
  - 4.5.12. Influenza vaccination
  - 4.5.13. Pneumococcal vaccination
  - 4.5.14. Meningococcal vaccination
  - 4.5.15. COVID-19 vaccination
- 4.6. Cardiovascular preventive recommendations
  - 4.6.1. Epidemiological review
  - 4.6.2. Cardiovascular Risk Tables
  - 4.6.3. Cardiovascular Risk Factors
  - 4.6.4. Healthy diet
- 4.7. Preventive activities in women
  - 4.7.1. Pregnancy
  - 4.7.2. Contraception
  - 4.7.3. Menopause
  - 4.7.4. Breast cancer prevention
- 4.8. Preventive activities in mental health
  - 4.8.1. Care of women and children during pregnancy
  - 4.8.2. Care of women and children during the postpartum period
  - 4.8.3. Prevention of mental health problems of adolescent pregnancy
  - 4.8.4. Risk factors for family dysfunction and psychopathology in situations of single parenthood
  - 4.8.5. School delay
  - 4.8.6. Disorders in Language Development
  - 4.8.7. Prevention of child abuse
  - 4.8.8. Early diagnosis of depression and anxiety disorders
- 4.9. Preventive activities in the elderly
  - 4.9.1. Walking aids
  - 4.9.2. Malnutrition
  - 4.9.3. Detection and management of the frail elderly person in primary care
  - 4.9.4. Cognitive impairment and dementia

- 4.10. Prevention of occupational hazards in nursing
  - 4.10.1. Identification and evaluation of specific occupational hazards in Primary Care Nursing
  - 4.10.2. Biological risk prevention and control measures in nursing practice
  - 4.10.3. Ergonomics and prevention of musculoskeletal injuries in nursing work
  - 4.10.4. Prevention of risks related to the handling of loads and mobilization of patients

## Module 5. Acute Illness Care

- 5.1. Emergency rooms and first-aid kits
  - 5.1.1. Organizational aspects of the emergency room
  - 5.1.2. Adequate provisioning of emergency medicine cabinets
  - 5.1.3. Warning kits
  - 5.1.4. Triage
- 5.2. Nursing assessment and care of patients with infectious and infectious diseases
  - 5.2.1. Hepatitis
  - 5.2.2. Tuberculosis
  - 5.2.3. AIDS
  - 5.2.4. Meningitis
  - 5.2.5. Sexually transmitted diseases (STDs)
  - 5.2.6. Other infectious processes
  - 5.2.7. Nursing procedures and techniques
  - 5.2.8. Prevention and Control Measures
- 5.3. Nursing assessment and care of the sick child
  - 5.3.1. Acute Respiratory Failure
  - 5.3.2. Acute gastrointestinal problems
  - 5.3.3. Dehydration
  - 5.3.4. Convulsive crises Other most frequent problems Nursing procedures and techniques
- 5.4. Nursing assessment and care of the surgical patient in Primary Care
  - 5.4.1. Pre Surgery
  - 5.4.2. Post-surgery
  - 5.4.3. Nursing Procedures
  - 5.4.4. Drains, dressings and other techniques
- 5.5. Nursing assessment and care in chronic and acute wounds
  - 5.5.1. Concept
  - 5.5.2. Risk Factors
  - 5.5.3. Localization
  - 5.5.4. Formation processes, classification
  - 5.5.5. Risk Assessment Scales, registration
  - 5.5.6. Prevention and Treatment Measures
- 5.6. Minor Surgery in Primary Care
  - 5.6.1. New nursing competencies
  - 5.6.2. Instruments and surgical material used in Minor Surgery
  - 5.6.3. Asepsis and antisepsis techniques in minor surgery
  - 5.6.4. Preoperative Assessment and Patient Selection Minor Surgery
- 5.7. Care in emergencies and catastrophes. Emergencies and emergencies: concept
  - 5.7.1. Concepts of catastrophe and emergency
  - 5.7.2. Differences between catastrophe and emergency
  - 5.7.3. Concept of accident with multiple victims
  - 5.7.4. Sanitary action in catastrophes
    - 5.7.4.1. In situ
    - 5.7.4.2. Areas of Activity
    - 5.7.4.3. Triage
- 5.8. Nursing assessment and care of acute health problems
  - 5.8.1. Agitation - Confusion
  - 5.8.2. Aggression
  - 5.8.3. Asthma
  - 5.8.4. Seizures
  - 5.8.5. Dyspnea Shortness of breath COVID-19
  - 5.8.6. Severe abdominal pain
  - 5.8.7. Severe headache
  - 5.8.8. Chest Pain
  - 5.8.9. High Fever
  - 5.8.10. COVID-19
  - 5.8.11. Intoxication
  - 5.8.12. Intense Dizziness
  - 5.8.13. Palpitations

- 5.8.14. Allergic Reaction
- 5.8.15. Severe Allergic Reaction
- 5.8.16. Acute Urinary Retention
- 5.8.17. Digestive bleeding
- 5.8.18. Syncope
- 5.9. Nursing assessment and care in critical situations
  - 5.9.1. Polytraumatized
  - 5.9.2. Burns
  - 5.9.3. Shock
  - 5.9.4. Intoxications
  - 5.9.5. Time-dependent pathologies
    - 5.9.5.1. In situ
    - 5.9.5.2. Areas of Activity
    - 5.9.5.3. Triage
    - 5.9.5.4. Infarction Code
  - 5.9.6. Cardiorespiratory arrest: definitions and measures of action. Basic and advanced cardiopulmonary resuscitation
- 5.10. Care in mild acute processes
  - 5.10.1. Oral thrush
  - 5.10.2. Emergency Contraception
  - 5.10.3. Burns
  - 5.10.4. Anxiety Attack
  - 5.10.5. Diarrhea
  - 5.10.6. Elevation of BP
  - 5.10.7. Epistaxis
  - 5.10.8. Wound
  - 5.10.9. Herpes
  - 5.10.10. Sore throat
  - 5.10.11. Discomfort when urinating
  - 5.10.12. Animal bite
  - 5.10.13. Pink Eye
  - 5.10.14. Allergic Reaction
  - 5.10.15. Cold
  - 5.10.16. Cold sore

## Module 6. Chronic Illness Care. Nursing Techniques and Procedures

- 6.1. Psychology in Primary Care
  - 6.1.1. Depression
  - 6.1.2. Anxiety
  - 6.1.3. Stress
  - 6.1.4. Sleep Disorders
- 6.2. Nursing assessment and care of people with chronic cardiovascular problems
  - 6.2.1. Heart Failure
  - 6.2.2. High Blood Pressure Standardized nursing processes in patients with hypertension
  - 6.2.3. Nursing procedures and techniques. ECG MAP and AMPA.INR. Ankle arm. Vascular and peripheral accesses EASI monitoring system
  - 6.2.4. Electrical Cardioversion. Pacemaker Defibrillators
- 6.3. Nursing assessment and care of people with endocrinological problems
  - 6.3.1. Diabetes Other problems. Self-management. Feeding in diabetic patients
  - 6.3.2. Hypoglycemic treatment and insulins
  - 6.3.3. Standardized nursing processes in patients with Diabetes
  - 6.3.4. Examination and care of the diabetic foot
  - 6.3.5. Retinography
- 6.4. Nursing assessment and care of people with chronic respiratory problems
  - 6.4.1. Acute Chronic Obstructive Pulmonary Disease (COPD). Standardized nursing processes in patients with hypertension
  - 6.4.2. Asthma
  - 6.4.3. Nursing Procedures: Pulse oximetry, spirometry, bronchodilator test, arterial blood gases, cooximetry, oxygen therapy and other techniques
  - 6.4.2. Handling of inhalers, aerosol therapy
  - 6.4.2. Respiratory Rehabilitation
- 6.5. Nursing assessment and care of people with chronic Neurological problems
  - 6.5.1. Stroke
  - 6.5.2. Epilepsy
  - 6.5.3. Cognitive impairment dementia
  - 6.5.4. Standardized nursing processes in patients with Dementia. Assessment of the family and social situation. Support to the main caregiver and family

- 6.6. Nursing assessment and care of people with renal system problems
  - 6.6.1. Main renal and urological problems. Nursing procedures and techniques
  - 6.6.2. Bladder catheterization: concept, indications and contraindications
  - 6.6.3. Management of bladder catheterization in the family and community setting
- 6.7. Nursing assessment and care of people with problems in the musculoskeletal system
  - 6.7.1. Main problems of the Locomotor System
  - 6.7.2. Bandages
  - 6.7.3. Immobilizations
  - 6.7.4. Other Techniques
- 6.8. Nursing assessment and care of people with Gastrointestinal problems
  - 6.8.1. Main Digestive Problems
  - 6.8.2. Nursing procedures and techniques in the management of ostomies
  - 6.8.3. Digestive probes
  - 6.8.4. Enemas and irrigations
  - 6.8.5. Rectal touch
  - 6.8.6. Fecaloma Removal
  - 6.8.7. Abdominal paracentesis
- 6.9. Nursing assessment and care of people with oncological problems nursing procedures and techniques
  - 6.9.1. Antineoplastic drugs: classification and side effects
  - 6.9.2. Adjuvant drugs
  - 6.9.3. Handling of cytostatic drugs in primary care, reservoirs and infusers
  - 6.9.4. Emotional support to patients and relatives
- 6.10. Nursing assessment and care in patients with infectious disease processes
  - 6.10.1. Hepatitis
  - 6.10.2. Tuberculosis
  - 6.10.3. AIDS
  - 6.10.4. Meningitis
  - 6.10.5. Sexually transmitted diseases (STDs)
  - 6.10.6. Nursing procedures and techniques: Blood Culture Urine Culture Stool Culture Prevention and Control Measures







**Module 7.** Complex and advanced chronicity. Fragility and social and health care model

- 7.1. The challenge of complex chronicity
  - 7.1.1. Justification
  - 7.1.2. Conceptual Principles
  - 7.1.3. Vertical, horizontal and triple integration
  - 7.1.4. New principles
- 7.2. Conceptual bases of chronicity and dependence
  - 7.2.1. Multimorbidity as a heterogeneous and prevalent reality
  - 7.2.2. Frailty as a cross-cutting concept in the assessment of the elderly and/or people with chronic health problems
  - 7.2.3. People with complex health needs
  - 7.2.4. People with advanced complexity and palliative care needs
- 7.3. Chronicity Care Models
  - 7.3.1. *Chronic Care Model*
  - 7.3.2. Expanded CCM
  - 7.3.3. Innovative Care for Chronic Diseases
  - 7.3.4. Guided Care Model
  - 7.3.5. Kaiser Permanente. Population stratifiers
- 7.4. Evaluative frameworks for the redesign of health systems. From the Triple to the quintuple goal
  - 7.4.1. Value-oriented integrated evaluation
  - 7.4.2. Influence of chronicity on Health Systems
  - 7.4.3. Triple goal
  - 7.4.4. Quadruple goal
  - 7.4.5. Quintuple goal
- 7.5. Socio-health model
  - 7.5.1. Socio-demographic Context
  - 7.5.2. Organizational Context
  - 7.5.3. New challenges
  - 7.5.4. Emerging visions

- 7.6. Nurse case manager model. The community nurse manager
  - 7.6.1. Theoretical Framework
  - 7.6.2. Definitions
  - 7.6.3. Justification
  - 7.6.4. Basic elements of case management
  - 7.6.5. Challenges of case management
- 7.7. Comprehensive geriatric assessment
  - 7.7.1. Clinical Assessment. Pluripathology
  - 7.7.2. Assessment of the functional sphere
  - 7.7.3. Cognitive Assessment
  - 7.7.4. Assessment of therapeutic adherence and polymedication
  - 7.7.5. Affective assessment
  - 7.7.6. Social Appraisal
  - 7.7.7. Nutritional Assessment
- 7.8. Geriatric Syndromes
  - 7.8.1. Geriatric Syndromes
  - 7.8.2. Immobility
  - 7.8.3. Acute Confusional Syndrome
  - 7.8.4. Falls
  - 7.8.5. Urinary Incontinence
  - 7.8.6. Undernourishment
  - 7.8.7. Insomnia
  - 7.8.8. Mild Cognitive Impairment
- 7.9. Nursing assessment and care of people with Palliative Care
  - 7.9.1. Introduction to palliative care
  - 7.9.2. Terminal Criteria
  - 7.9.3. Complexity criteria
  - 7.9.4. Care of patients at home
  - 7.9.5. Subcutaneous Route
  - 7.9.6. Palliative Care Communication

- 7.10. How to develop a person-centered model to address Chronicity
  - 7.10.1. Identification of the complex chronic patient
  - 7.10.2. Multidimensional assessment
  - 7.10.3. Situational diagnosis
  - 7.10.4. Shared Individualized Intervention Plan (PIIC)
  - 7.10.5. Active and continuous monitoring plan

## Module 8. Life Cycle Family approach and social determinants

- 8.1. Nursing assessment and care of the healthy child from 0 to 14 years of age
  - 8.1.1. Healthy Children Programming". Metabolic testing. Stages of Child Development
  - 8.1.2. Developmental and growth parameters. Developmental response. Health promotion measures in the different stages: hygiene, feeding, nutrition and dentition
  - 8.1.3. Oral hygiene and health: caries prevention
  - 8.1.4. Prevention of Infant Accidents Detection of Abuse
- 8.2. Adolescent and family care
  - 8.2.1. Promotion of adolescent health from the biological, psychological and social aspects, both individually and as a group and in the community
  - 8.2.2. Detection of possible difficulties in sexual development
  - 8.2.3. Eating disorders and body image, antisocial behaviors, violence and abuse, alcohol and tobacco consumption, drug addictions. Non-Substance Addictions Gender Identity
  - 8.2.4. Effective family coping with risk situations (pregnancy, drug addiction, violence)
- 8.3. Nursing Care of Women
  - 8.3.1. Health promotion in the different stages of the life cycle. Climacteric
  - 8.3.2. Sexual, reproductive and gender health: sex education. Reproduction Contraceptive methods. Voluntary Termination of Pregnancy
  - 8.3.3. Nursing assessment and care of the pregnant woman: physiological changes. Maternal education
  - 8.3.4. Nursing assessment and care of the pregnant woman: physiological changes. Maternal Education. Common Problems During Pregnancy
  - 8.3.5. Nursing assessment and care of the pregnant woman: physiological and psychological changes. Natural lactation

- 8.4. Nursing assessment and care in the elderly patient
  - 8.4.1. Main changes in the aging process: physiological, psychological and social changes
  - 8.4.2. Prevention of Accidents. Dietary Habits. Guidance for self-care
  - 8.4.3. Main problems
  - 8.4.4. Assessment of the family and social situation
- 8.5. Attention to families: the family, structure, dynamics, types and family life cycle
  - 8.5.1. Concept and strategy of family intervention
  - 8.5.2. Programs for health promotion and prevention of family problems
  - 8.5.3. The family as a Health Manager
  - 8.5.4. Family assessment instruments: genogram, specific questionnaires (family APGAR, social support, stressful life events)
- 8.6. Instruments for family approach
  - 8.6.1. Family Counselling
  - 8.6.2. Interventions with families in crisis situations: bereavement, members with addictive behaviors, mental illness, end of life, arrival of new members, couple relationships, etc
  - 8.6.3. Housing as a space of coexistence and health conditioning factor
  - 8.6.4. Detection of intrafamilial violence and intervention
  - 8.6.5. Positive Parenting
- 8.7. Nursing assessment and care for people with disabilities and special needs
  - 8.7.1. Care for people with special needs
  - 8.7.2. Care for people with mental health problems
  - 8.7.3. Mobility
  - 8.7.4. Postural care
- 8.8. Nursing assessment and care of culturally diverse, transcultural persons
  - 8.8.1. The migratory phenomenon
  - 8.8.2. Family Care
  - 8.8.3. Community Care
  - 8.8.4. Transculturality

- 8.9. Care for building healthy families
  - 8.9.1. Age-appropriate eating habits
  - 8.9.2. Age-appropriate physical activity
  - 8.9.3. Adolescent support
  - 8.9.4. Open and respectful communication
- 8.10. Care to build resilient families (education for an emotionally secure lifestyle)
  - 8.10.1. Assessment of risk and protective factors
  - 8.10.2. Emotional and psychological support
  - 8.10.3. Promotion of coping skills
  - 8.10.4. Promotion of effective communication

## Module 9. Regulations. Epidemiology and Research in Primary Care

- 9.1. Protection of of healthcare data
  - 9.1.1. Applicable laws
  - 9.1.2. Legal principles
  - 9.1.3. Management of patients' rights
  - 9.1.4. Practical application of legal principles
- 9.2. Hygiene in healthcare facilities
  - 9.2.1. General Concepts
  - 9.2.2. Disinfectants and antiseptics
  - 9.2.3. Sterilization: procedures. Preparation and types of material to sterilize, sterilization methods
  - 9.2.4. Handling and preservation of sterile goods
  - 9.2.5. Sanitary Waste Management
- 9.3. Research Methodology
  - 9.3.1. Scientific Knowledge
  - 9.3.2. Types of Research
  - 9.3.3. Bibliographical References
  - 9.3.4. International Rules on Vancouver and APA

- 9.4. Evidence-Based Nursing
  - 9.4.1. Concept and background of evidence-based nursing
  - 9.4.2. Elements of evidence-based practice
  - 9.4.3. Stages of scientific evidence
  - 9.4.4. Applied Research: Analytical and descriptive studies used
- 9.5. Sources of information and searches
  - 9.5.1. Document Sources
  - 9.5.2. Scientific Journals
  - 9.5.3. Database
  - 9.5.4. Meta search engines
  - 9.5.5. Bibliographic Review
- 9.6. Biostatistics
  - 9.6.1. Types of Variables
  - 9.6.2. Descriptive Statistics
  - 9.6.3. Inferential or analytical statistics
  - 9.6.4. Frequency measurement
  - 9.6.5. Association Measures
  - 9.6.6. Impact Measures
  - 9.6.7. Validity and Reliability
  - 9.6.8. Sensitivity and Specificity
- 9.7. Epidemiological approach to health problems
  - 9.7.1. Concept of epidemiology
  - 9.7.2. Applications of Epidemiology
  - 9.7.3. Measurement of epidemiological phenomena
  - 9.7.4. Stages of the Epidemiological Method
  - 9.7.5. Classification of Epidemiological Studies
  - 9.7.6. Types of Epidemiological Studies
    - 9.7.6.1. Observational descriptive studies: Case Study, Cross-sectional studies, Correlation Studies
    - 9.7.6.2. Analytical observational studies: Prospective and retrospective cohorts, cases and controls
    - 9.7.6.3. Experimental intervention studies: Randomized clinical trial, Crossover clinical trial, randomized and non-randomized community trial

- 9.8. Methodology Structure of a Scientific Assignments
  - 9.8.1. Conceptual Phase
  - 9.8.2. Design and Planning Phase (Methodological)
  - 9.8.3. Empirical Phase
  - 9.8.4. Analytical Phase
  - 9.8.5. Diffusion Phase
- 9.9. Methods and Approach of Research in Nursing
  - 9.9.1. Differences between qualitative and quantitative
  - 9.9.2. Qualitative Research: Types of Studies, Data Collection Techniques, Analysis and interpretation in qualitative research
  - 9.9.3. Quantitative Research
  - 9.9.4. The sample and the study population
  - 9.9.5. Errors and biases
- 9.10. Validity of diagnostic methods
  - 9.10.1. Validity of Tests
  - 9.10.2. Reliability of Tests
  - 9.10.3. Sensitivity and Specificity
  - 9.10.4. ROC Curve
  - 9.10.3. Predictive Values
  - 9.10.4. Probability ratios

## Module 10. Advances in the Digital Health System

- 10.1. Digital Health
  - 10.1.1. Principles of Ultrasound
  - 10.1.2. *e-Health*
  - 10.1.3. The digitization of healthcare and healthcare companies
  - 10.1.4. Electronic Medical Records
  - 10.1.5. *Big Data* in Health
- 10.2. Telemedicine and Telehealth
  - 10.2.1. Telemedicine
  - 10.2.2. Technological Advances in Telemedicine
  - 10.2.3. Advantages and challenges and applications of Telemedicine
  - 10.2.4. The challenge of caring in a technified scenario

- 10.3. Computer applications at the service of caregiving
  - 10.3.1. Computer applications at the service of caregiving
  - 10.3.2. Alert and reminder systems
  - 10.3.3. Remote Patient Monitoring
  - 10.3.4. Implications for patient education and empowerment
- 10.4. The internet of things in healthcare. Sensors and smart devices for PA use.
  - 10.4.1. Intelligent drug management
  - 10.4.2. The *IoT*
  - 10.4.3. Smart Health Centers
  - 10.4.4. Sensors and smart devices for PA use.
- 10.5. Artificial Intelligence-based health care. Implications for PA Nursing professionals.
  - 10.5.1. Artificial Intelligence Assisted by health care.
  - 10.5.2. Predictive and preventive medicine
  - 10.5.3. *Chatbots* and Virtual Assistants in health
  - 10.5.4. Implications for PA Nursing professionals.
- 10.6. Robotics and PA Nursing
  - 10.6.1. Concepts
  - 10.6.2. Application
  - 10.6.3. Advantages
  - 10.6.4. Challenges
- 10.7. New approaches to care delivery: value-based care and personalized care.
  - 10.7.1. Value-based care
  - 10.7.2. Personalized care
  - 10.7.3. Value-based concept
  - 10.7.4. Evaluation Methods
- 10.8. Caring in the digital, technologized, robotized and AI-based era. The challenge of humanization
  - 10.8.1. Patient-centered care
  - 10.8.2. IA
  - 10.8.3. Therapeutic Relationship
  - 10.8.4. Education in the Digital Era
- 10.9. *E-Learning*. New Technologies Applied to Health education and to teaching
  - 10.9.1. *E-learning*
  - 10.9.2. New Technologies Applied to Health education
  - 10.9.3. New Technologies Applied to teaching
  - 10.9.4. Design of online courses
- 10.10. Innovation in PA care
  - 10.10.1. Innovation in PA care
  - 10.10.2. New roles for a new Nursing
  - 10.10.3. Innovative models of PC care
  - 10.10.4. Personalized medicine in PC



*Enroll now in this TECH Global University program and develop the most advanced competencies to implement new models of Primary Care that personalize nursing care"*



# 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.





07

# Certificate

The Professional Master's Degree in Nursing in Primary Care 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.



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*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 **Professional Master's Degree in Nursing in Primary Care** endorsed by **TECH Global University**, the world's largest online university.

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

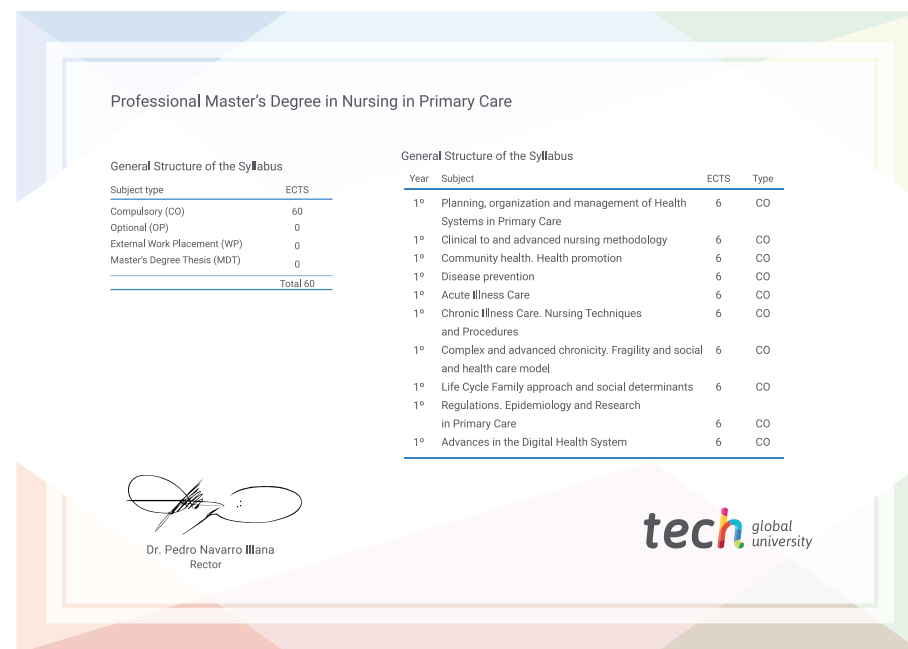
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Nursing in Primary Care**

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.

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



## Professional Master's Degree

### Nursing in Primary Care

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

# Professional Master's Degree

## Nursing in Primary Care

