

Professional Master's Degree School Nursing

Endorsed by:





Professional Master's Degree School Nursing

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

Website: www.techtitute.com/us/nursing/professional-master-degree/master-school-nursing

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01

Introduction

The figure of the nursing professional in schools is increasingly demanded by the educational community itself, which understands the added value of their presence due to the benefits it brings to the health of children. Their assistance, education and promotion of good habits are the backbone of the role of these professionals in the field of education. Given that both the healthcare and educational fields are evolving by leaps and bounds, nursing professionals committed to education have a dual requirement in terms of the level of updating. This need has motivated the creation of this program, where topics such as emergencies in school environments or the specific precepts of nursing in special education schools are discussed in depth. In addition, its 100% online format makes it possible to combine it with the most demanding personal and professional responsibilities.



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This program will allow you to delve into the latest developments in School Nursing, delving into aspects such as the care of the child with asthma or diabetes, among many other issues"

Concern for the well-being and health of children has led to the resurgence of the importance of having nursing professionals in schools. An indispensable staff for the educational community that demands their services given the great contribution that their knowledge and skills make to the health of schoolchildren. This Professional Master's Degree offers a 12-month educational program, under the guidance of a management and teaching staff with extensive experience in the health and education sector.

A program taught 100% online, where the professional will learn, through multimedia resources, the key concepts for the performance of their work in schools. This way, it will delve into the practical methodology in health education, digital skills oriented to health education, the implementation of educational plans and the implementation of actions that promote proper hygiene and eating habits among young students. The simulation of case studies provided by a specialized teaching team will be of great use to the professional who wishes to renew their knowledge with practical teaching.

The professional is in front of an intensive program, but at the same time flexible, since they will have all the syllabus from the beginning of the program. In this way, you will be able to distribute the course load according to your needs, combining it with your professional responsibilities if you wish. TECH offers the professional the opportunity to study a high-level education in a convenient format, without attendance or fixed class schedules. Students will only need an electronic device (computer, tablet or cell phone) to access the library of teaching resources to view them whenever and wherever they want.

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

- ♦ Case studies presented by experts in School 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 the self-assessment process can be carried out 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



TECH's 100% online methodology will allow you to update your knowledge in environmental emergency care in the school environment in a comfortable and fast way, studying where, how and when you want"

“

This Professional Master's Degree will give you the opportunity to access the most up-to-date content on affective education within the framework of health education"

The program's teaching staff includes professionals from the sector who contribute their work experience to this 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 knowledge 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 throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

Update your knowledge on the protocols of action in situations of risk in childhood and adolescence.

With this program, you will delve into the latest advances in the adaptation of diets adapted to students with special needs.



02

Objectives

At the end of this Professional Master's Degree, the professional will have been updated in the field of School Nursing. This is thanks to the support they will have during this program from the teaching team that integrates it. Therefore, they will be aware of new trends in the promotion, design of actions and strategies to promote health and intervention in schools.



A close-up photograph of a person's mouth. The upper lip is chapped and has a white, flaky substance on it. The lower lip is coated with a bright red, glossy lipstick. The teeth are visible, and a dental procedure is being performed on the upper teeth, with a small white object (possibly a dental dam or a piece of gauze) visible near the teeth.

“

*Learn with this Professional Master's Degree
the latest techniques used in the integration
of nursing in schools"*



General objective

- Update the knowledge of the nursing professional in the new trends in School Nursing, as well as to learn to design, build and implement educational programs, specific format actions and to apply and solve assistance processes oriented to the school population as a whole



Get a quality education while combining it with other areas of your professional and personal life"





Specific objectives

Module 1. Practical Methodologies for Health Education

- ♦ Define the basic principles of school nursing and its functions in the European Union
- ♦ Describe the role of the nurse in the current educational system
- ♦ Understand and analyze different conceptions of Education, Health Education (HPE) and Health Promotion (HP)
- ♦ Recognize various personal and sociocultural factors related to health behaviors
- ♦ Define social learning theories related to the School Nursing setting

Module 2. Digital Skills for Health Education

- ♦ Know working methodologies that favor the achievement of objectives in relation to health, depending on the characteristics of the group we are addressing (EPS through games and toys, EPS through stories, EPS through cinema and theater, reflective reading, case analysis, debate, etc.)
- ♦ Review and update techniques, strategies, programs, multimedia resources and tools related to health education and promotion in schools



Module 3. The Design of a Training Plan

- ♦ Acquire the necessary skills and abilities to develop educational and health promotion interventions at school and in the community
- ♦ Describe personal learning spaces and the use of ICTS in School Nursing
- ♦ Describe the teaching 2.0 role and its implication in collaborative learning
- ♦ Explain uses and applications of technological tools in the field of School Nursing
- ♦ Experimenting with various digital tools for health education

Module 4. Implementation of the Training Action

- ♦ Implementing health controls and examinations for early detection of diseases as well as health problems
- ♦ Elaborate protocols for action in situations of risk in children and adolescents
- ♦ Identify the fundamentals and activities necessary to educate school children in values

Module 5. Health Promotion in Schools Integration of the School Nurse

- ♦ Identify those aspects of risk that may affect the health of schoolchildren, such as pathologies, psychosocial alterations, etc.) and draw up action plans
- ♦ Identify the nutritional needs of healthy children and adolescents, as well as develop menus and diets adapted to students with special needs
- ♦ Explain basic hygiene concepts and devise strategies for action in the entire school community (Pediculosis, etc.)
- ♦ Describe the current vaccination schedule, apply it correctly and identify possible complications related to the administration of vaccines

Module 6. From Theory to Practice: Day to Day Life in a Regular School

- ♦ Develop a smooth and effective communication plan with parents, as well as with teachers
- ♦ Describe the different health controls and examinations in healthy children and adolescents
- ♦ Review and acquire skills to deal with accidents, and emergencies at school
- ♦ Manage the main methods and techniques in quantitative and qualitative research applicable in the to the School Nursing field
- ♦ Know the most important documentary databases in Health Sciences

Module 7. Educate in Values and Social Abilities

- ♦ Acquire skills in documentary research through the electronic tools available on the web, Internet search and electronic databases
- ♦ Know the characteristics of the different quantitative and qualitative research designs
- ♦ Acquire skills in writing materials for publication or presentation at conferences, as well as in critical reading of scientific publications

Module 8. Prevention of Drug Addiction and Other Addictive Behaviors

- ♦ Identify the main strategies to prevent drug dependence in the school environment
- ♦ Manage the problem of alcohol consumption and its consequences

Module 9. Affective Education Within the Framework of Health Education

- ♦ Describe affective education in early childhood
- ♦ Understand the characteristics of the adolescent and the emotion of affectivity

Module 10. How to Promote Healthy Eating at School

- ♦ Know the specific care for children with food allergies
- ♦ Manage the main techniques for dealing with children with eating disorders

Module 11. School Hygiene and Ergonomics in the School Environment

- ♦ Know in depth the relevance of body hygiene
- ♦ Explain ergonomics applied to the classroom

Module 12. Prevention and Attention to Risk Situations and the Most Frequent Diseases in School-Age Children

- ♦ Review the vaccination schedule
- ♦ Acquire the necessary skills to care for children with pathologies such as diabetes, epilepsy or allergies

Module 13. Principles of Solution-Focused Brief Therapy Applied to School Nursing

- ♦ Acquire the essential principles of solution-focused nursing
- ♦ Understand Brief Therapy

Module 14. Nursing in Special Education Schools

- ♦ Master ICT in children with special needs
- ♦ Know the basics of nutrition and healthy habits

Module 15. Action in the Case of an Emergency in the School Environment

- ♦ Reference documents from the latest guidelines
- ♦ Identify environmental and injury emergencies

Module 16. Recovery of Quality Information Specializing in Health Sciences

- ♦ Master the different sources of information
- ♦ Know how to design search strategies

Module 17. Bibliographic Reference Management

- ♦ Know how to import references directly into the Zotero reference manager
- ♦ Know how to properly include references in the text

Module 18. Critical Reading on Outcomes Research

- ♦ Identify the tools for critical reading
- ♦ Know how to conduct qualitative research and identify the social and cultural components of health and disease

Module 19. How to Prepare a Research Protocol

- ♦ Elaborate articles with scientific structure
- ♦ Write a case report, review, qualitative research article, and a thesis or dissertation in an appropriate manner

Module 20. Master's Thesis: Academic Work of Bibliographic Review and Research

- ♦ Acquire the necessary skills for the elaboration of a Master's Thesis
- ♦ Adequately develop an academic work using correctly the bibliographic material

03 Skills

This program provides the nursing professional with an update of their skills in their daily practice in an educational center. Communication, project execution, new methodologies for the application of therapies, and understanding child development are just some of the skills that will be covered in this program. The case studies and the content developed with a theoretical-practical approach will be of great help in achieving these goals.





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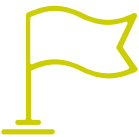
The multimedia resource library will be available 24 hours a day for you to access at your convenience”



General skills

- ♦ Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- ♦ Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the area of study
- ♦ Integrate knowledge and face the challenge of making judgements based on incomplete or limited information. In addition, include reflections on the social and ethical responsibilities linked to implementing this knowledge and judgement
- ♦ Know how to communicate their conclusions, knowledge and reasons to specialized and non-specialized audiences in a clear and unambiguous way
- ♦ Acquire the learning skills that will enable further studying in a largely self-directed or autonomous manner
- ♦ Develop within the profession in terms of working with other health professionals, acquiring skills to work as a team
- ♦ Recognize the need to maintain your professional skills and keep them up to date, with special emphasis on autonomous and continuous learning of new information
- ♦ Develop the capacity for critical analysis and research in the field of their profession





Specific skills

- ♦ Describe methods and programs to promote the health of school children in coordination with other health agents
- ♦ Describe methods to identify health problems and inadequate health habits
- ♦ Describe the methodology for training others as health promotion agents
- ♦ Integrate and develop new and innovative work methodologies adapted to the scientific/ research, technological or professional field of child health
- ♦ Explain uses and applications of technological tools in the educational field in order to apply them in the field of School Nursing
- ♦ Develop educational and health promotion interventions at school and in the community
- ♦ Communicate effectively with children, family, social groups and other educational agents in order to carry out effective Health Education programs
- ♦ Define the basic principles of School Nursing and its functions in the European Union
- ♦ Identify the fundamentals and activities necessary to educate school children in values
- ♦ Describe the normal growth and development of the child in order to detect the most frequent health problems at this stage of life
- ♦ Describe the implementation of systems to promote self-care in the school population
- ♦ Describe methodologies and systems based on natural therapies for their application in the school environment
- ♦ Identify the nutritional needs of healthy children and adolescents in order to as develop menus and diets adapted to students with special needs
- ♦ Explain basic hygiene concepts in order to devise strategies for action in the entire school community
- ♦ Describe the appropriate measures to be applied in the event of an emergency at school
- ♦ Perform documentation searches through the electronic tools available on the web in order to locate quality information
- ♦ Identify the most important databases in the Health Sciences in order to perform adequate and reliable searches
- ♦ Describe the process of critical reading of scientific publications
- ♦ Write material to be published or presented at conferences
- ♦ Explain the role of the school nurse in special education centers in order to identify and delve into their functions
- ♦ Describe the main addictions that can affect children in childhood and their characteristics, in order to detect them early and be able to implement corrective or preventive actions
- ♦ Conduct a critical and in-depth study on a topic of scientific interest in the field of School Nursing
- ♦ Communicate result findings after having analyzed, evaluated, and synthesized the data

04

Course Management

TECH has a philosophy based on offering students a quality education. To achieve this, it takes into account in the selection process of teachers who teach each of its programs, the high qualification and professional experience according to the subject they teach. Therefore, the professional who teaches this program will find in this program a management and teaching staff specialized in school nursing and with extensive experience in this sector. Likewise, they will be able to resolve any doubts that may arise about the syllabus during the course of this program with the teaching staff.





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You will have at your side a teaching team with extensive professional experience in School Nursing”

Management



Ms. Ortiz Vela, María del Mar

- ♦ School Nurse at Colegio Virgen de La Luz, Elche, Alicante
- ♦ Member of the scientific Spanish Society of School Nursing
- ♦ Technician - Promotion of Health
- ♦ Master's Degree in Nursing Sciences
- ♦ Postgraduate Diploma in Health Education
- ♦ Postgraduate Diploma in Addiction Prevention and Drug Addictions

Professors

Mr. Mora Rivero, Jorge

- ♦ University tutor for clinical training
- ♦ Postgraduate Diploma in Primary Care Emergencies
- ♦ Degree in Emergency Medical Transportation (SAMU)
- ♦ Diploma in Nursing from the University of Alicante. Master's Degree in Nursing Sciences

Mr. Sendra Más, Juan Amaro

- ♦ Emergency Physician in the Specialized Medical Unit (UME 1)
- ♦ Doctor in the Emergency Medical Attention Service (SAMU)
- ♦ Medical Helicopter Doctor
- ♦ Assistant Physician in the Emergency Department of the Vega Baja Hospital
- ♦ Member of the Spanish Society of Emergency Medicine

Ms. Martínez González, María del Carmen

- ♦ Training Consultant for the Valencian Health Agency
- ♦ Human Resources Consultant
- ♦ Gender-based Violence Prevention Program Coordinator
- ♦ Professor and Coordinator of the Nursing Degree at CEU Cardenal Herrera University
- ♦ Associate Professor at University Miguel Hernández
- ♦ Master's Degree in Human Resources Management
- ♦ Degree in Psychology

Ms. Mascarell Torres, Natalia

- ♦ Nurse in Intellectually Handicapped Residence
- ♦ Member of the Alicante ENSE Working Group
- ♦ Tutor-Collaborator in practical teaching of students of the Diploma in Nursing
- ♦ Master's Degree in Nursing Sciences (UA)
- ♦ Master's Degree in School Nursing (UB)
- ♦ Communication Training Expert
- ♦ School Nurse in Primary Education Centers

Mr. Barberán Valero, Sebastián

- ♦ Health Center Pediatrician Alzira
- ♦ Coordinator of the Journal of the Spanish Society of Pediatric Emergency Medicine
- ♦ GERCPN Regional Representative
- ♦ Secretary of the IVP
- ♦ Degree in Medicine and Surgery Specialist Pediatrician

Dr. Martín Peñalver, Ricardo

- ♦ Professor at CEU Cardenal Herrera University of Elche
- ♦ Secretary of the Valencian Association of Diabetes Educators
- ♦ Member of the College of Nursing of Alicante
- ♦ Master's Degree in School Nursing
- ♦ Diploma in Nursing

Ms. Marcos, Ángela

- ♦ School Nurse at Colegio Virgen de La Luz, Elche, Alicante
- ♦ Master's Degree in School Nursing
- ♦ Higher Technician in Dietetics and Nutrition
- ♦ Diploma in Nursing

Ms. Carmona Moreno, Alicia

- ♦ School Nurse at the Mas Camarena Educational Complex in Bétera (Valencia)
- ♦ Master's Degree in School Nursing (UB)
- ♦ Master's Degree in School Nursing (UCV)
- ♦ Provincial coordinator of the ENSE group in Valencia
- ♦ Member of the Spanish Society of School Nursing (SCE3)
- ♦ Diploma in Nursing

Ms. Cascales, María Luisa

- ♦ Specialist in Family and Community Nursing
- ♦ Tutor of Residents of the Family and Community Nursing specialty
- ♦ Teacher of the EIR preparation course
- ♦ Degree in Nursing San Antonio Catholic University

Ms. Ferrer Calvo, María Aranzazu

- ♦ School Nurse at Highlands El Encinar school in Madrid
- ♦ Postgraduate Diploma in School Nursing from San Pablo CEU University and Aula Salud
- ♦ University Diploma from Nursing from Pontificia de Comillas University
- ♦ Primary School Teacher Degree with a major in English at the International University of La Rioja

Dr. Manrique Martínez, Ignacio

- ♦ Director of the Valencian Paediatrics Institute (IVP)
- ♦ President of the Spanish Group of Pediatric and Neonatal CPR (GERCPPN)
- ♦ Degree in Medicine and Surgery Specialist in Pediatrics and specific areas

Dr. Neipp López, María del Carmen

- ♦ PhD Professor in the field of Social Psychology, Department of Health Psychology, Miguel Hernández University of Elche
- ♦ European Doctorate in Psychology from the Miguel Hernández University of Elche
- ♦ Director of the Communication and Health research group at the Miguel Hernández University of Elche

Ms. Pérez Losa, Rosa

- ♦ Master's Degree in Health Education, PhD Candidate in Audiovisual Language in Health Education
- ♦ Diploma in Nursing
- ♦ Degree in Anthropology

Dr. Sáez Cárdenas, Salvador

- ♦ Associate Professor in the Nursing Department at the University of Lleida
- ♦ Master in Promotion and Education of Health
- ♦ Master in Group Management
- ♦ Diploma in Nursing
- ♦ Degree in Pedagogy

Ms. Trescastro López, Silvia

- ♦ University Specialist in Health Education
- ♦ Emergency Nurse at the General University Hospital of Alicante
- ♦ Master's Degree in School Nursing (UB)
- ♦ Master's Degree in School Nursing (UCV)
- ♦ Experience in School Nursing projects in Primary and Secondary Schools

Ms. Vicente Ortiz, Anna

- ♦ School nurse at the Miguel de Cervantes Special Education School in Elda
- ♦ Professional Master's Degree in School Nursing from the University of Barcelona (UB)
- ♦ Official Master's Degree in School Nursing from the Catholic University of Valencia (UCV) with the development of the Master's Thesis in the: "Lifestyles in adolescents with disabilities"
- ♦ Degree in Nursing from the University of Alicante

Antona Rodríguez, Alfonso

- ♦ Head of International Projects and Development Cooperation in the Madrid City Council
- ♦ Nursing Degree in Social and Cultural Anthropology
- ♦ Technical advisor to the General Directorate of Public Health of the Madrid City Council
- ♦ Master's Degree in Human Sexuality



05

Structure and Content

The management and faculty that make up this program have poured their extensive knowledge into the syllabus to which the nursing professional will have access. A curriculum that has been structured in modules where the main concepts to be taken into account in the professional performance in an educational environment will be approached in an exhaustive way. The Relearning system, used by TECH in all its programs, will allow students to progressively advance through this Professional Master's Degree while reducing the long hours of study so frequent in other teaching methods.





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A curriculum that provides you with the necessary teaching tools to renew your knowledge in a more dynamic way"

Module 1. Practical Methodologies for Health Education

- 1.1. Theoretical Bases of Health Education
- 1.2. The Agents of Health Education
- 1.3. The Role of the Educator Functions, Attitudes and Skills
- 1.4. Conducting Individual Educational Sessions Individual Educational Techniques
- 1.5. Conducting Group Educational Sessions Group Educational Techniques
- 1.6. Programming in Health Education Bases and Stages
- 1.7. Teaching Resources in Health Education Digital Applications in Health Education
- 1.8. Health Education Programs with the Greatest Impact on School Health

Module 2. Digital Skills for Health Education

- 2.1. Collaborative Learning 2.0 in Health Education Social Learning Theories
- 2.2. Navigation and Infoxication
- 2.3. Time Management in the network
- 2.4. Videos and Comics in Educational Health
- 2.5. Blogs as an Educational Resource
- 2.6. Social Networks and Health Education
- 2.7. PLEs or Personalized Learning Spaces

Module 3. The Design of a Training Plan

- 3.1. How to Design a Training Plan According to Training Needs and Detection of Previous Level of Knowledge
- 3.2. Identification and Formulation of Objectives and Competency-based Training
- 3.3. Training Contents
- 3.4. Training Modalities and Strategies
- 3.5. Evaluation of Health Interventions
- 3.6. Flipped Classroom
- 3.7. Play as an Educational Instrument. Gamification in Health Education. Augmented Reality





Module 4. Implementation of the Training Action

- 4.1. Communication Strategies
- 4.2. How to Prepare a Presentation
- 4.3. The Exposition Session
- 4.4. "Marketing" in Health Education: Evaluating the Impact of Health Campaigns

Module 5. Health Promotion in Schools Integration of the School Nurse

- 5.1. Four Key Ideas: Health, Health Promotion, Prevention and Health Education
- 5.2. The Health Promoting School Movement
- 5.3. Health as a Cross-Cutting Issue at School
- 5.4. School Nursing: An Interdisciplinary Reality

Module 6. From Theory to Practice: Day to Day Life in a Regular School

- 6.1. Administration and Management Function: Implementation of the School Nursing Service
- 6.2. The Role of the School Nurse: Competencies and Development
- 6.3. Teaching Role of the Nurse

Module 7. Educate in Values and Social Abilities

- 7.1. What are Values and What Are They For?
- 7.2. How to Transmit Values in School
- 7.3. What are Life Skills
- 7.4. How to Promote the Development of Life Skills

Module 8. Prevention of Drug Addiction and Other Addictive Behavior

- 8.1. Smoking and Young People
- 8.2. Consumption of Alcohol and Its Consequences
- 8.3. Illegal Drugs
- 8.4. Drug Addiction Prevention in the School Environment
- 8.5. Non-Substance Addictions

Module 9. Affective Education Within the Framework of Health Education

- 9.1. Affectivity and Health
- 9.2. Affective Education in Early Childhood
- 9.3. Affective Education in Primary Children
- 9.4. Teenagers and Affectivity

Module 10. How to Promote Healthy Eating at School

- 10.1. Eating and Its Repercussion in School Health
- 10.2. Eating to Prevent Health Problems
- 10.3. The School Dinner Hall
- 10.4. Food Allergies and Intolerances
- 10.5. Eating Disorders

Module 11. School Hygiene and Ergonomics in the School Environment

- 11.1. Body Hygiene
- 11.2. Ergonomics Applied in the Classroom

Module 12. Prevention and Attention to Risk Situations and the Most Frequent Diseases in School-Age Children

- 12.1. Supervision Program for School Health
- 12.2. Vaccines
- 12.3. Caring for Asthmatic Children
- 12.4. Care for Diabetic Children
- 12.5. Care for Epileptic Children
- 12.6. Care for Children with Allergies
- 12.7. Supplementary Documentation
- 12.8. Transmittable Disease Control at School
- 12.9. Prevention and Action in the Face of Mental Health Problems in the School Setting

Module 13. Principles of Solution-Focused Brief Therapy Applied to School Nursing

- 13.1. Introduction to Solution-Focused Nursing
- 13.2. Origin of Solution-Focused Brief Therapy
- 13.3. Theoretical Premises
- 13.4. Developing Solution-Focused Communication Skills

Module 14. Nursing in Special Education Schools

- 14.1. The Role of the Nurse in Special Education Schools
- 14.2. Most Common Syndromes of EWC Students
- 14.3. Multi-Disability, Ensuring Physical and Mental Well-Being
- 14.4. Pervasive Developmental Disorders, Addressing Behavioral Issues
- 14.5. Health Education in Special Education Schools
- 14.6. ICT in Children With Special Needs
- 14.7. Nutrition and Healthy Habits

Module 15. Action in the Case of an Emergency in the School Environment

- 15.1. Reference documents of the latest AHA Guidelines for CPR and ECC 2015.
- 15.2. Recognition and Management of Ill Children
- 15.3. Basic Life Support and AED in Children.
- 15.4. Basic Life Support and AED in Adults
- 15.5. Injury Emergencies: Wounds and Burns
- 15.6. Environmental Emergencies: Bites and Stings, Poisoning and Temperature-Related Emergencies

Module 16. Recovery of Quality Information Specializing in Health Sciences

- 16.1. Introduction
- 16.2. Knowledge of the Different Sources of Information
- 16.3. Design of Search Strategies: PICO Questions
- 16.4. Refinement of Search Results
- 16.5. Creating Bibliographic Alerts

Module 17. Bibliographic Reference Management

- 17.1. Introduction
- 17.2. Import References Directly into Zotero Reference Manager
- 17.3. PDF Metadata Extraction
- 17.4. Use of Tags or Metatags to Classify the Bibliography
- 17.5. Inclusion of References in Text
- 17.6. Social Web and Group Work

Module 18. Critical Reading on Outcomes Research

- 18.1. Introduction
- 18.2. Some Basic Concepts in Epidemiology
- 18.3. Quantitative Research Designs Data Interpretation and Techniques for Controlling Reliability, Validity, and Scientific Accuracy.
- 18.4. Qualitative Research Designs and Identification of the Social and Cultural Components of Health and Illness
- 18.5. Instruments for Critical Reading: AGREE Instrument.

Module 19. How to Prepare a Research Protocol

- 19.1. Headings that Make Up the Protocol of a Research Project
- 19.2. Editorial Staff articles with Scientific Structure
- 19.3. Writing a Case Report, Review, Qualitative Research Article, and a Thesis or Dissertation
- 19.4. Style in Scientific Communication

Module 20. Master's Thesis: Academic Work of Bibliographic Review and Research

- 20.1. The Importance of a Master's Thesis
- 20.2. Proposal and Feasibility of a Master's Thesis
- 20.3. Recommendations for the Preparation of the Master's Thesis
- 20.4. Development and Evaluation of the Master's Thesis
- 20.5. Recommendations for the Defence of the Master's Thesis



An online program that will allow you to keep abreast of the latest strategies and dynamics used in schools to promote healthy habits"

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.



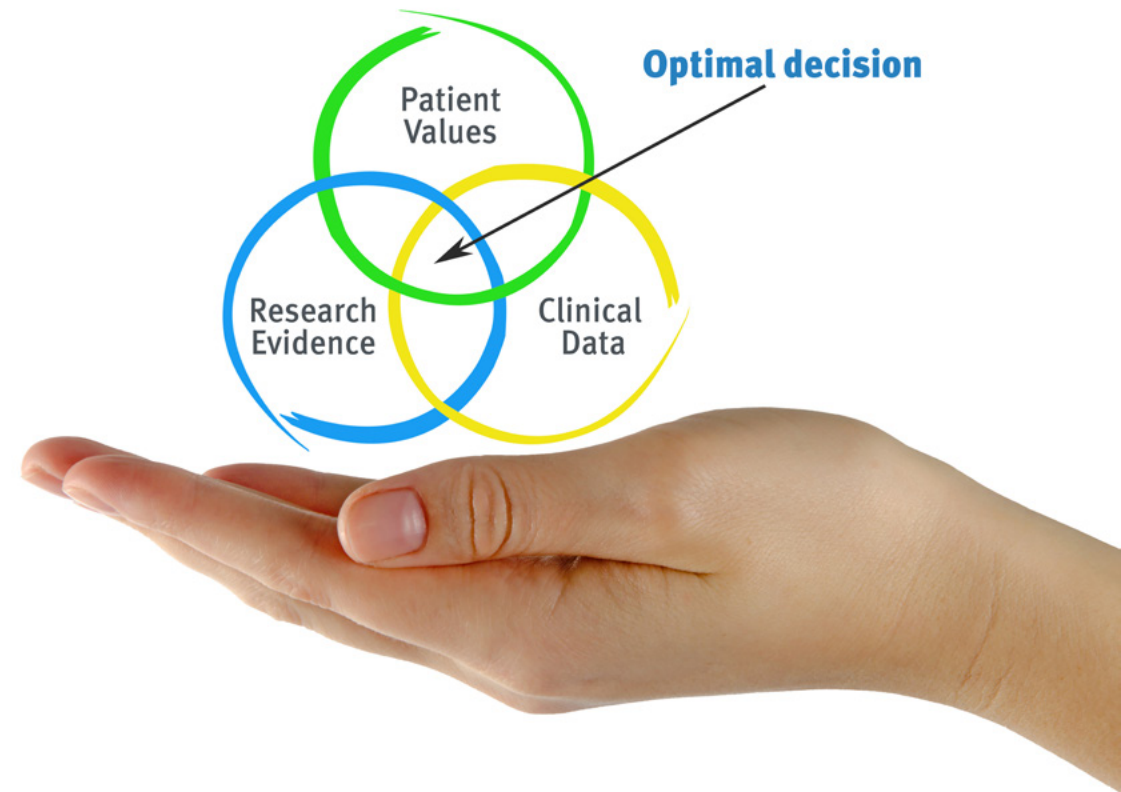
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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

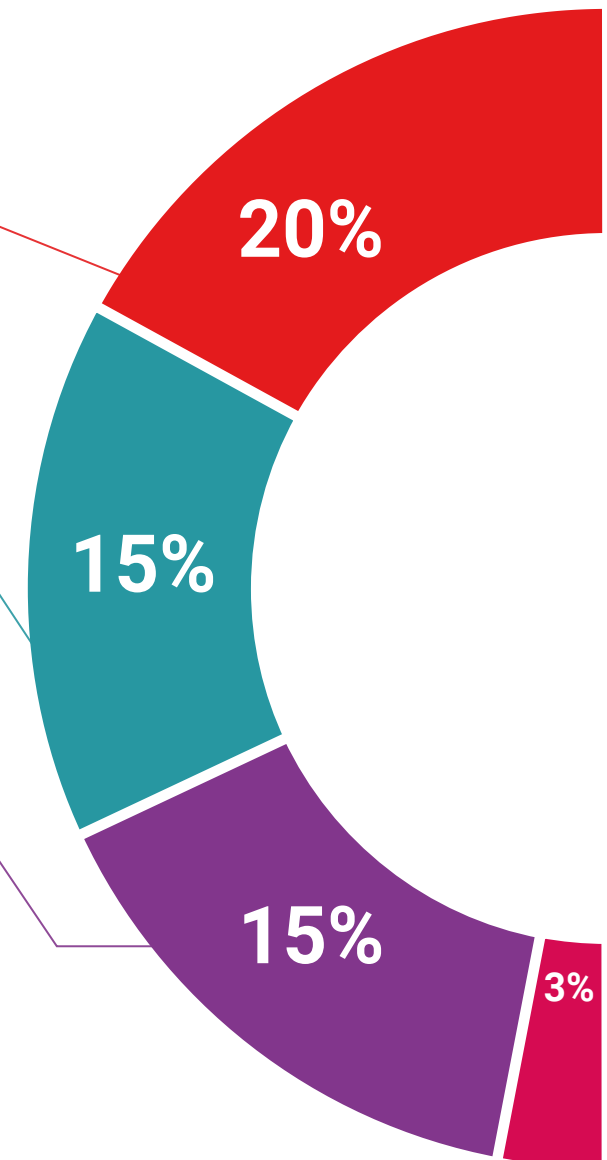
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

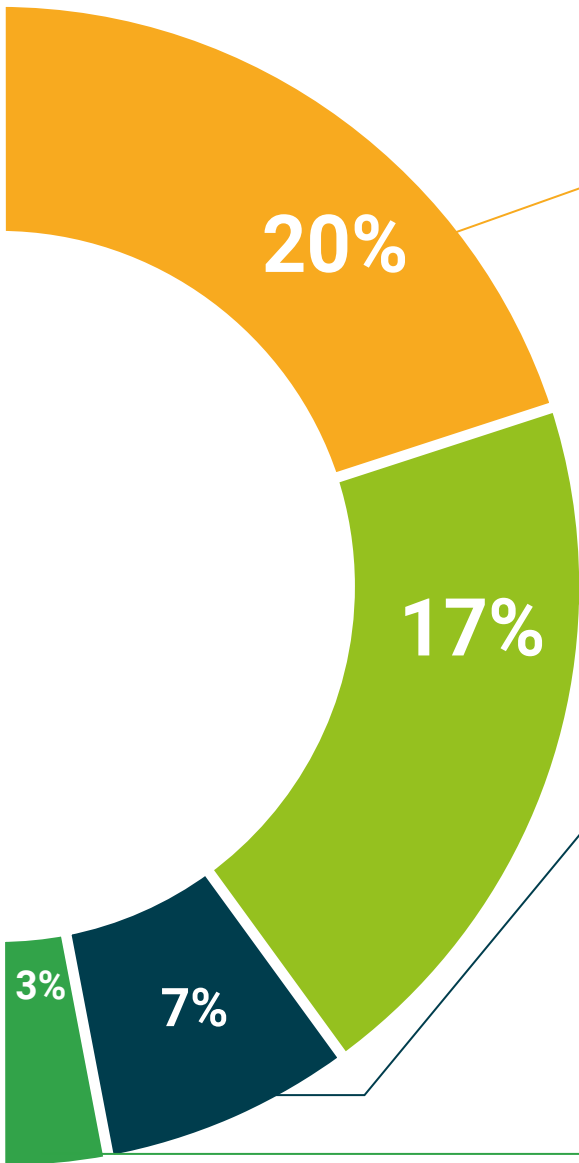
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 Pediatric Nursing guarantees you, in addition to the most rigorous and up-to-date training, access to a Professional Master's Degree issued by TECH Global University.





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

This private qualification will allow you to obtain a **Professional Master's Degree diploma in School Nursing** endorsed by **TECH Global University**, the world's largest online university.

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

This **TECH Global University** private qualification 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 School 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.

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**
School Nursing

- » Modality: online
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- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree School Nursing

Endorsed by:

