

Postgraduate Diploma Neonatal Critical Care Nursing





Postgraduate Diploma Neonatal Critical Care Nursing

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

Website: www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-neonatal-critical-care-nursing

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01

Introduction

Neonatology is one of the most complex and specific areas of pediatrics, and requires specialized professionals to be able to care for these patients adequately, so constant updating of knowledge is essential. This Postgraduate Diploma is designed to keep the nursing professional trained and updated, in order to provide quality and safe care to the critically ill newborn.





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With the Postgraduate Diploma in Neonatal Critical Care Nursing you have the opportunity to update your knowledge in a practical way but without compromising the maximum scientific rigor, in order to incorporate the latest advances in critical nursing care of the newborn.”

Neonatology is a discipline in constant evolution, which is highly dependent on technology and new pharmacological treatments. This context makes the updating of procedures in neonatal critical care, both those performed in the Neonatal ICU and in other care settings outside the ICU (emergency units, primary care centers...), of paramount importance to maintain the provision of care based on the latest scientific evidence and to ensure the safety of the baby.

This program includes the most relevant topics about the organization of a Neonatology Service, as well as admission procedures, the application of neonatal resuscitation techniques if necessary or the approach to the most serious situations in the critical infant, such as cardiac disorders or neonatal shock.

The Postgraduate Diploma in Neonatal Critical Care allows, in a practical way, to achieve this update of the most used procedures to contribute with quality and safety to the recovery of neonates, improve their prognosis and avoid the sequelae of severe pathology.

This **Postgraduate Diploma in Neonatal Critical Care Nursing** contains the most complete and up to date scientific program on the market. Development of clinical cases presented by experts in the different areas of multidisciplinary knowledge.

- ♦ Development of clinical cases presented by experts in the different specialties. The graphic, schematic, and eminently practical contents of which they are composed provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ New developments in nursing care of the critically ill newborn patient.
- ♦ Presentation of practical workshops on procedures, nursing care and diagnosis and treatment techniques.
- ♦ Algorithm-based interactive learning system for decision-making in the presented clinical situations.
- ♦ Practical guides on different pathologies. These guides follow the scientific and pedagogical criteria of the main scientific reference societies.
- ♦ All this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments.
- ♦ Content that is accessible from any fixed or portable device with an Internet connection.



Improve the care of your newborn patients with the training offered by the Online Postgraduate Diploma in Neonatal Critical Care Nursing"

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This Postgraduate Diploma course may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in neonatology, you will obtain a Postgraduate Diploma from TECH Global University."

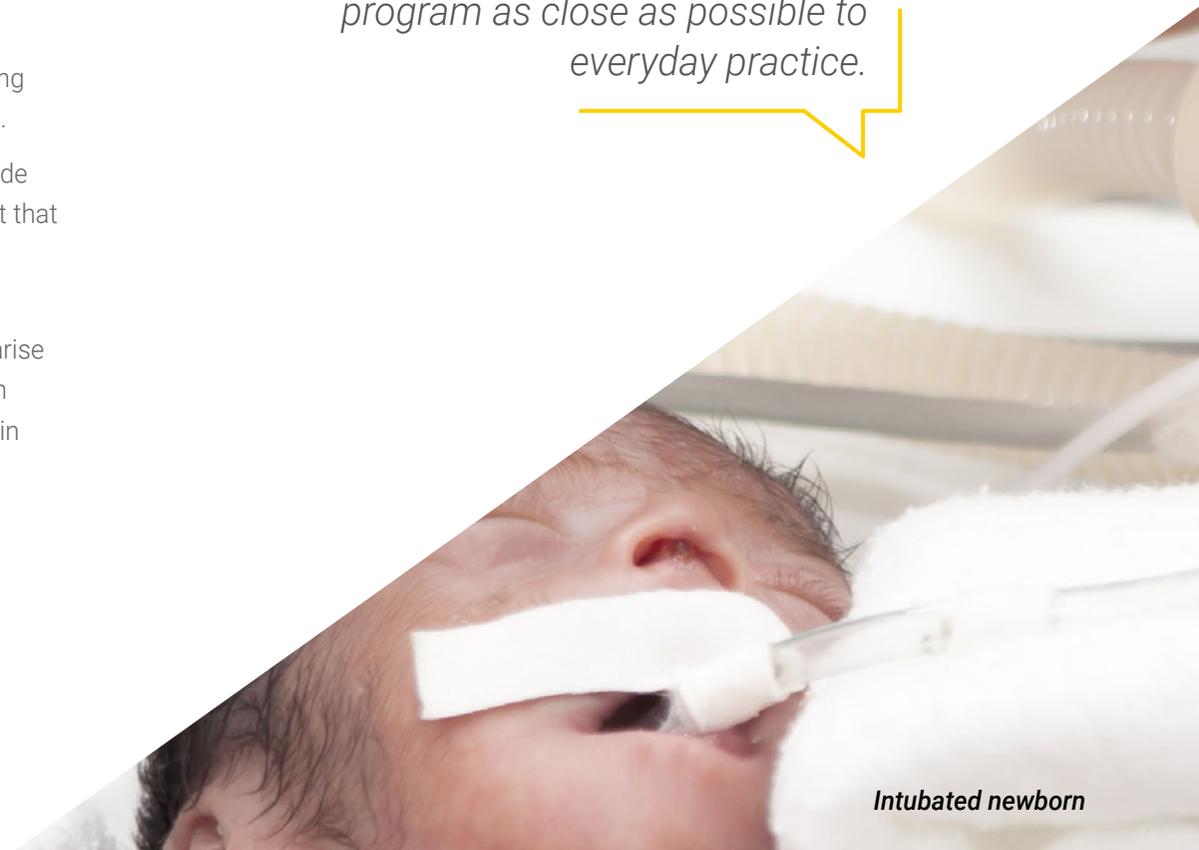
Its teaching staff includes renowned specialists in the field of neonatology, who bring the experience of their work in the country's leading medical centres to this training.

The multimedia content developed with the latest educational technology will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive training program to train in real situations.

This program is designed around Problem Based Learning, whereby the nursing professional must try to solve various typical professional practice situations that arise during the course. In order to do this, the nursing professional will be assisted by an innovative interactive video system, created by renowned and experienced experts in treating critical neonatal patients and with extensive teaching experience.

Increase your career opportunities by taking the Postgraduate Diploma in Neonatal Critical Care Nursing.

It includes real clinical cases to bring the development of the program as close as possible to everyday practice.



Intubated newborn

02 Objectives

The Postgraduate Diploma course is oriented towards a review of the main aspects of pediatric emergencies and the management of pathology in the child as a whole, based on scientific evidence and the experience of recognized professionals in the field of pediatrics.



Neonate after surgery



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This refresher program will generate a sense of security when providing neonatal care, which will help you grow both personally and professionally.”



General Objectives

- ♦ Manage nursing care oriented to the satisfaction of the needs derived from the newborn's health problems and the prevention of complications, guaranteeing a safe and quality practice.
- ♦ Provide comprehensive newborn care from an ethical and legal perspective.
- ♦ Decide effectively and efficiently the different procedures, diagnostic tests and treatments derived from the different health problems in the newborn taking into account the different levels of care.
- ♦ Assess and provide comprehensive care to the neonate with a surgical process to assist in the optimal restoration of health and identify, intervene and/or refer for possible complications.
- ♦ Update the use of medical devices and/or drugs, assessing the expected benefits and associated risks.
- ♦ Develop the ability to apply theoretical knowledge in daily practice.



Specific Objectives

- ♦ Know the anatomophysiological differences between the neonate, the child and the adolescent (pediatric ages).
- ♦ Differentiate between neonatal stages, as well as neonatal stages by gestational age and neonatal stages by birth weight.
- ♦ Revise the anatomical and physiological characteristics of a normal newborn.
- ♦ Describe the somatometry of the newborn, as well as its morphological and physiological characteristics.



- ♦ Assess the entire examination process, sequence of physical examination and complete physical examination of the newborn, focusing primarily on the head and neck region, the torso and the limbs.
- ♦ Incorporate the realization of the complete neurological examination in the child into routine practice.
- ♦ Evaluate how a Neonatology Service is structured and organized, as well as its location, the necessary equipment and materials, and the necessary human resources.
- ♦ Describe how a Neonatal Intensive Care Unit (NICU) is structured, as well as the calculation and layout of cribs, the physical space required, the necessary equipment and materials, and the necessary human resources.
- ♦ Define the profiles and positions of the "nursing team" as well as its operating system: "Primary Nursing"
- ♦ Acquire the technical knowledge to practice neonatal resuscitation, assessing neonatal risk factors, as well as general measures in the moments prior to delivery.
- ♦ Learn how a resuscitation team is formed, as well as the equipment necessary to perform neonatal resuscitation.
- ♦ Review resuscitation procedures.
- ♦ Point out the different respiratory support modalities.
- ♦ Update the cardiac massage technique procedure.
- ♦ Update medication administration guidelines in neonatology.
- ♦ Describe the procedure to be followed in the event of neonatal cardiorespiratory arrest.
- ♦ Identify special resuscitation situations as well as the basic principles for a successful resuscitation.
- ♦ Assess the possible complications that may arise during neonatal resuscitation.
- ♦ Interpret how the newborn should be received in the neonatal nursery, the admission criteria, its objectives and the necessary nursing interventions.
- ♦ Define the technique for the physical examination of the newborn upon arrival in the neonatal ward.
- ♦ Understand the reception of the newborn in the NICU, the admission criteria, its objectives and the necessary nursing interventions.
- ♦ Classify the criteria and objectives for admission of a neonate to the NICU; as well as the necessary nursing interventions.
- ♦ Evaluate the technique of physical examination of the newborn upon arrival in the NICU.
- ♦ Organize the types of neonatal transfers, their objectives and purpose.
- ♦ Differentiate the equipment necessary to perform an adequate neonatal transfer.
- ♦ Revise the general aspects of the cardiovascular system, embryology and cardiac anatomy.
- ♦ Explain the different types of congenital heart disease.
- ♦ Establish interventions for patients with congenital heart disease.
- ♦ Design a nursing care plan for the pediatric patient.
- ♦ Contrast preoperative and postoperative cardiac surgery management.
- ♦ Describe what is neonatal shock.
- ♦ Differentiate the distinct phases of neonatal shock and the types of shock.
- ♦ Explain the clinical manifestations of neonatal shock.
- ♦ Evaluate the management of neonatal shock, as well as the basis of its treatment.
- ♦ Update nursing interventions in neonatal shock.
- ♦ Establish the algorithm for the management of neonatal shock.
- ♦ Assess how neonatal sepsis occurs, its etiopathogenesis, etiology, clinical manifestations, diagnosis and treatment.

04

Course Management

This program includes in its teaching staff renowned nursing professionals from neonatal intensive care units, who develop their clinical practice in major hospitals, and who bring the experience of their work to this training.

In addition, medical specialists who are members of national and international scientific societies participate in its design and development, complementing the teaching staff in an interdisciplinary manner.





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Learn from leading professionals the latest advances in neonatal critical care nursing.”

International Guest Director

Dr. Roxana Diehl is a leading neonatologist of international renown, who has held high positions of great responsibility, such as Deputy Director of the Neonatal Intensive Care Unit (NICU) at the Lyon University Hospital in France. Indeed, this expert has been a key player in the field of Neonatology, with a solid academic training and an exemplary professional career, contributing significantly in the clinical field.

Throughout her career, she has held several relevant positions in prestigious institutions. For example, she has served as a Hospital Physician in Neonatology, also at the University Hospital of Lyon, also excelling during her Fellowship in Neonatology, at the Saint-Étienne Nord Hospital, where she has been recognized for her dedication to intensive neonatal care. In addition to this, she has experience as a pediatrician at the Marie Curie Hospital in Bucharest, Romania.

In addition to her clinical practice, Dr. Roxana Diehl has been an influential figure in the development of policies and protocols within the NICU. As a referring physician in the Prenatal Diagnostic Center and a member of the Ethics Committee, she has played a crucial role in making complex medical decisions and promoting ethical standards in neonatal care. Likewise, her commitment to the continuous improvement of medical care has led her to actively participate in innovative projects, including her role as referring physician for the Mobile Neonatal Unit.

Additionally, her academic merits have been equally impressive, having earned multiple university degrees in specialized areas such as Neonatal Developmental Care, Fetal Medicine and Psychoperinatal Care. These academic achievements, coupled with her clinical experience, have established her as an expert in her field, capable of influencing and improving neonatal practices globally.



Dra. Diehl, Roxana

- Deputy Director of Neonatal Intensive Care, Lyon University Hospital, France
- Hospital Physician in Neonatology, NICU, Lyon University Hospital, France
- Fellowship in Neonatology at the Hôpital Saint-Étienne Nord, France
- Pediatrician at Marie Curie Hospital in Bucharest, Romania
- University Degree in Neonatal Developmental Care from the University of Lyon
- University Degree in Fetal Medicine, University of Lyon, France
- University Degree in Psychoperinatal Care, University of Montpellier, France
- University Degree in Neonatology from the University of Saint-Étienne
- Residency in Pediatrics from the University of Saint-Étienne

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Thanks to TECH, you will be able to learn with the best professionals in the world”

Management



Dr. López Ruiz, María Amparo

- Degree in Medicine and Surgery from the University of Valencia
- Doctor of Medicine "Cum Laude" from the University CEU Cardenal Herrera with the Thesis: "Analysis of medication in pediatric population attending an Emergency Department."
- University expert in Neonatology: "Care in the Premature Newborn." 30 ECTS.
- University Professor of Nursing, Medicine and Pharmacy. Faculty of Biomedical Sciences. CEU Cardenal Herrera University - Moncada (Valencia)
- Professor of the online Master in Pediatric Emergencies for Nurses. CEU Cardenal Herrera University -- Health Class
- Professor of the Professional Master's Degree in Advanced Esthetic and Laser Techniques. CEU Cardenal Herrera University - Moncada (Valencia) and NISA Hospitals Foundation (Valencia)
- Postgraduate course director: "Diploma in neonatal nursing and neonatal intensive care". CEU Cardenal Herrera University - Moncada (Valencia) and NISA Hospitals Foundation (Valencia). Course 2014, 2015, 2016
- Postgraduate course coordinator: "First Aid, Cardiopulmonary Resuscitation and Emergency Situations Course". CEU Cardenal Herrera University - Moncada (Valencia)
- Erasmus coordinator for Medicine. CEU Cardenal Herrera University since 2014.
- Personal tutor for international medical students. CEU Cardenal Herrera University - Moncada (Valencia). Course 2014 - 2015
- Entrepreneurship tutor for Medicine. CEU Cardenal Herrera University - Moncada (Valencia). Course 2014 - 2015
- Practice coordinator for Medicine. CEU Cardenal Herrera University - Moncada (Valencia). Course 2015 - 2016
- Coordinator for Medicine. CEU Cardenal Herrera University - Moncada (Valencia). Course 2016 - 2017
- NESTLÉ Award for best Oral Communication, XXIV National Congress of the Spanish Society of Outpatient Pediatrics and Primary Care; held in Murcia, from 14 to 17 October 2010; for the work: "Analysis of the use of Analgesic-Antipyretics in pediatric patients attending an emergency department."



Professors

Dr. López Peña, Rafael

- ◆ Degree in Medicine and Surgery from the University of Valencia
- ◆ Doctor of Medicine "Cum Laude" from the University of Valencia.
- ◆ Pediatrician, Specialist in PICU and NICU
- ◆ Expert degree in Neonatology

Dr. Rojas Otero, Lucila

- ◆ Degree in Medicine and Surgery from the University of Zaragoza
- ◆ Pediatrician, Specialist in PICU and NICU.
- ◆ Postgraduate in Neonatology

Dr. Moreno, Lucrecia

- ◆ Degree in Pharmacy from the University of Valencia
- ◆ Vice-Dean of Pharmacy. Cardenal Herrera University CEU
- ◆ Doctor of Medicine "Cum Laude" from the University of Valencia.
- ◆ Professor. Cardenal Herrera University CEU

Dr. Sanahuja Santafé, M^a Amparo

- ◆ Degree in Pharmacy from the University of Valencia
- ◆ University Professor. Cardenal Herrera University CEU
- ◆ Doctor of Medicine "Cum Laude" from the University of Valencia.

Silvestre Castelló, Dolores

- ◆ Degree in Chemistry from the University of Valencia
- ◆ Associate Professor of Nutrition and Bromatology. Cardenal Herrera University CEU
- ◆ Doctor of Chemical Sciences "Cum Laude" from the University of Valencia.
- ◆ Diploma in Food Technology Spanish National Research Council (Consejo Superior Investigaciones Científicas).
- ◆ Postgraduate Degree in Nutrition, Dietetics and Diet Therapy (University of Navarra).

Iranzo Cobo del Cabo, Rosana

- ◆ Degree in Nursing
- ◆ University Professor- Nursing Degree. Cardenal Herrera University CEU.

Dr. Bendala Tufanisco, Elena

- ◆ Degree in Medicine and Surgery from the University of Valencia
- ◆ Degree in Biology from the University of Valencia
- ◆ Doctor of Biochemistry and Molecular Biology "Cum Laude" from the University of Valencia.
- ◆ Faculty of Biomedical Sciences. Faculty of Health Sciences. Cardenal Herrera University - CEU

Roldán del Amo, Adela

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



Ribes Roldán, Sandra

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

Alfaro Ramírez, Concepción

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

Dr. Julve Chover, Natalia

- ◆ Degree in Medicine and Surgery from the University of Valencia
- ◆ Doctor of Medicine "Cum Laude" from the University of Valencia.
- ◆ Specialist in Child Neurology.
- ◆ Attending Physician. Pediatrics and PICU-Neonatal Service. NISA.
- ◆ Postgraduate in Neonatology

Dr. Navarro Marí, Rosa María

- ◆ Degree in Medicine and Surgery from the University of Valencia
- ◆ Pediatrician.
- ◆ Attending Physician. Pediatrics and PICU-Neonatal Service. NISA.
- ◆ Postgraduate in Neonatology

Dobón García, Ana María

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

Juan Hidalgo, Alicia

- ◆ Degree in Psychology from the University of Valencia
- ◆ Clinical Psychology.
- ◆ University professor in the Psychology Faculty. University of Valencia



05

Structure and Content

The structure of the contents has been designed by a team of professionals who recognise the importance of training for daily nursing practice in the NICU and are aware of the relevance of current training for professionals. This program ensures that the main issues in the current development of critical newborn patients are addressed.



Newborn admitted to the NICU



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This Online Postgraduate Diploma in Neonatal Critical Care in Nursing contains the most complete and up to date scientific program on the market.”

Module 1. Important Aspects of Neonatology

- 1.1. Differences between Newborn, Child and Adolescent.
- 1.2. Neonatal Stages.
 - 1.2.1. Neonatal Stages at Gestational Age.
 - 1.2.2. Neonatal Stages for Birthweight.
 - 1.2.3. Premature Newborns.
 - 1.2.4. Post Term Newborn.
- 1.3. Anatomical and Physiological Characteristics of a Normal Newborn.
 - 1.3.1. Newborn Somatometry.
 - 1.3.2. Morphological Characteristics.
 - 1.3.3. Physiological Characteristics.
- 1.4. Complete Physical Examination of the Newborn.
 - 1.4.1. Physical Examination Process.
 - 1.4.2. General Observation.
 - 1.4.3. Head and Neck Region.
 - 1.4.4. Torso Region.
 - 1.4.5. Limb Region.
 - 1.4.6. Neurological examination.
- 1.5. Structure and Organisation of the Neonatal Service.
 - 1.5.1. Location of the Neonatology Service.
 - 1.5.2. Equipment and Materials.
 - 1.5.3. Human Resources
 - 1.5.4. Concept of Neonatal Intensive Care Unit (NICU).
 - 1.5.4.1. Calculation and Layout of Cribs.
 - 1.5.4.2. Physical Space in a Neonatal Intensive Care Unit.
 - 1.5.4.3. Equipment and Material in a Neonatal Intensive Care Unit.
 - 1.5.4.4. Human resources in a Neonatal Intensive Care Unit.
 - 1.5.4.5. Profiles and Roles: "Nursing Team"
 - 1.5.4.6. Operating System "Primary Nursing"

Module 2. Admission of a Newborn in the Neonatal Ward or in the NICU.

- 2.1. Arrival of the Newborn (NB) in the Neonatal Ward.
 - 2.1.1. Admission Criteria.
 - 2.1.2. Admission Objectives.
 - 2.1.3. Nursing Interventions.
 - 2.1.4. Physical Examination of the Newborn.
- 2.2. Arrival of the Newborn (NB) in the NICU.
 - 2.2.1. Admission Criteria.
 - 2.2.2. Admission Objectives.
 - 2.2.3. Nursing Interventions.
 - 2.2.4. Physical Examination of the Newborn.
- 2.3. Neonatal Transport.
 - 2.3.1. Transfer of the Pregnant Woman.
 - 2.3.2. Neonatal Transfer.
 - 2.3.3. Neonatal Transport Team.
 - 2.3.4. Neonatal Transport Equipment.

Module 3. Neonatal Resuscitation.

- 3.1. Neonatal Resuscitation.
 - 3.1.1. Cardiovascular Risk Factors.
 - 3.1.2. General Procedures in the Moments Prior to Delivery.
- 3.2. Resuscitation Team.
- 3.3. Neonatal Resuscitation Equipment.
- 3.4. Resuscitation procedures.
- 3.5. Respiratory Assistance Methods.
- 3.6. Cardiac Massage.
- 3.7. Administration of Medication: drugs and fluids.
- 3.8. Neonatal Cardiorespiratory Arrest Care.
- 3.9. Special Situations for Resuscitation.
- 3.10. Basic Principles for a Successful Resuscitation and Possible Complications that Could Arise During the Process.

Module 4. Cardiac Disorders and Congenital Heart Disease in Neonatology.

- 4.1. General Aspects of the Cardiovascular System.
 - 4.1.1. Cardiac Embryology.
 - 4.1.2. Reminder of Cardiac Anatomy.
- 4.2. Syndromic Classification of Congenital Heart Disease.
 - 4.2.1. Cyanotic Congenital Heart Disease.
 - 4.2.2. Congenital Heart Disease without Cyanosis.
 - 4.2.3. Congenital Heart Disease Leading to Cardiogenic Shock.
- 4.3. "Getting to Know" Congenital Heart Disease.
 - 4.3.1. Transposition of the Main Arteries.
 - 4.3.2. Isolated Ventricular Inversion or Corrected Transposition of the Main Arteries.
 - 4.3.3. Tetralogy of Fallot.
 - 4.3.4. Hypoplastic Left Heart Syndrome.
 - 4.3.5. Infradiaphragmatic Total Pulmonary Venous Drainage.
 - 4.3.6. Interruption of the Aortic Arch.
 - 4.3.7. Aortic Coarctation.
 - 4.3.8. Aortic Stenosis.
 - 4.3.9. Pulmonary Stenosis.
 - 4.3.10. Ebstein Disease.
 - 4.3.11. Complex Heart Disease with Heart Failure Without Pulmonary Stenosis.
 - 4.3.12. Congenital Heart Diseases with Left-Right Short Circuits.
- 4.4. Nursing Care in Neonatal Heart Disease.
 - 4.4.1. Evaluation and Interventions of the Nursing Staff in Treating a Patient with Congenital Heart Disease.
 - 4.4.2. Nursing Care Plan
 - 4.5. Preoperative and Postoperative Cardiac Surgery.
 - 4.5.1. Preoperative Care.
 - 4.5.2. Postoperative Care.

Module 5. Neonatal Shock.

- 5.1. Introduction to Neonatal Shock.
- 5.2. Phases of Neonatal Shock.
- 5.3. Types of Shock.
- 5.4. Clinical Signs of Neonatal Shock.
- 5.5. How to Address Neonatal Shock.
- 5.6. Basis of Treatment for Neonatal Shock.
- 5.7. Nurse Interventions for Neonatal Shock.
 - 5.7.1. Algorithm for Managing Neonatal Shock.
- 5.8. Neonatal Sepsis and Septic Shock.
 - 5.8.1. Introduction to Neonatal Sepsis.
 - 5.8.2. Etiopathogenesis.
 - 5.8.3. Etiology.
 - 5.8.4. Clinical Presentation.
 - 5.8.5. Diagnosis.
 - 5.8.6. Treatment.



A unique, key, and decisive training experience to boost your professional development."

06

Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

This teaching system is used 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.





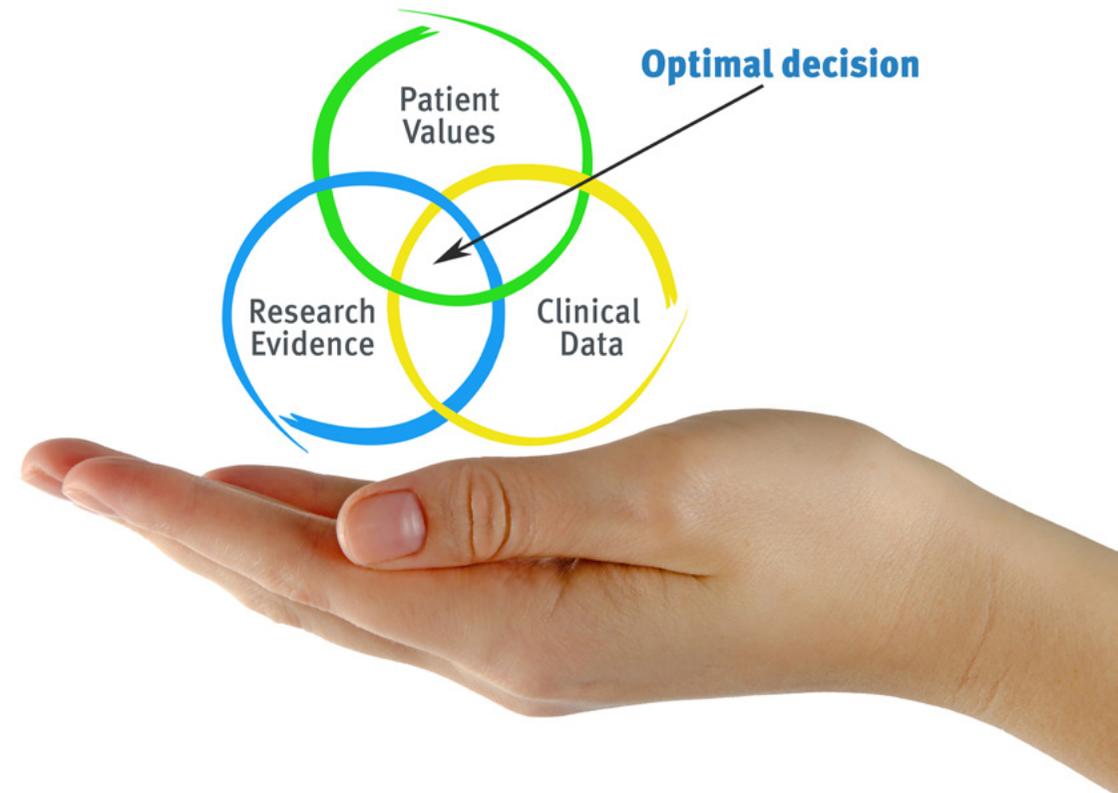
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Discover Re-learning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization.”

At TECH Nursing School we use the Case Method

In a given clinical situation, what would you do? Throughout the program, you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Nurses learn better, faster, and more sustainably over time.

With TECH, nurses can experience a learning methodology that is shaking the foundations of traditional universities around the world.



According to Dr. Gervas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, in an attempt to recreate the real conditions in professional nursing practice.



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 university program.



Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

Our University is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing 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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success, in all specialties regardless of from the workload. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

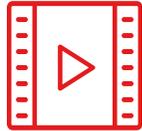
Re-learning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (we learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



In this program you will have access to the best educational material, prepared with you 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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current nursing procedures and techniques. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

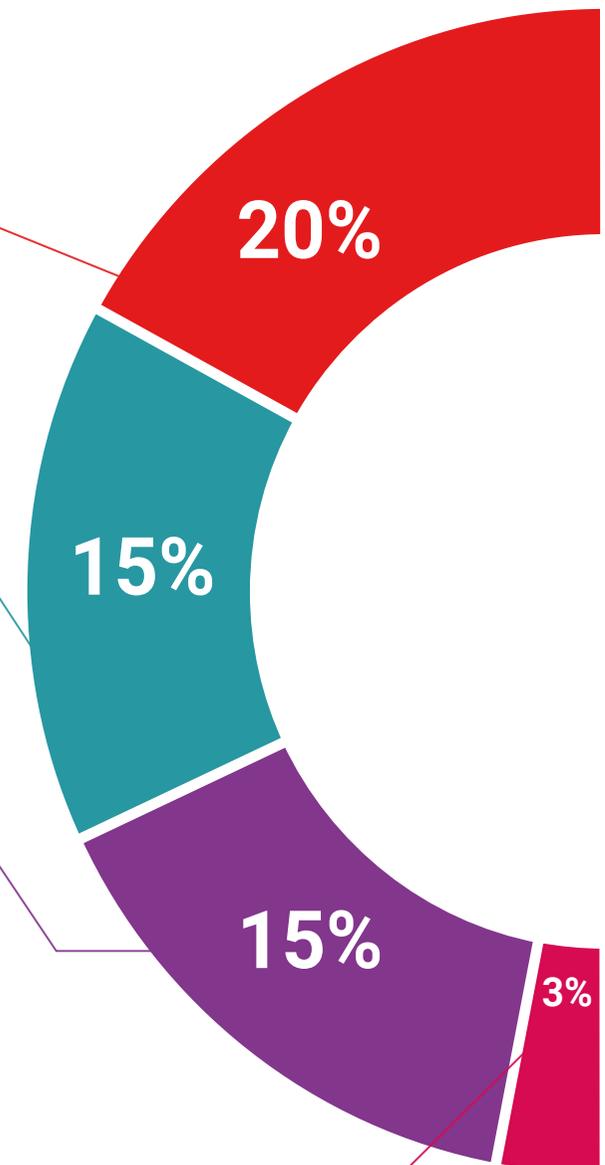
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

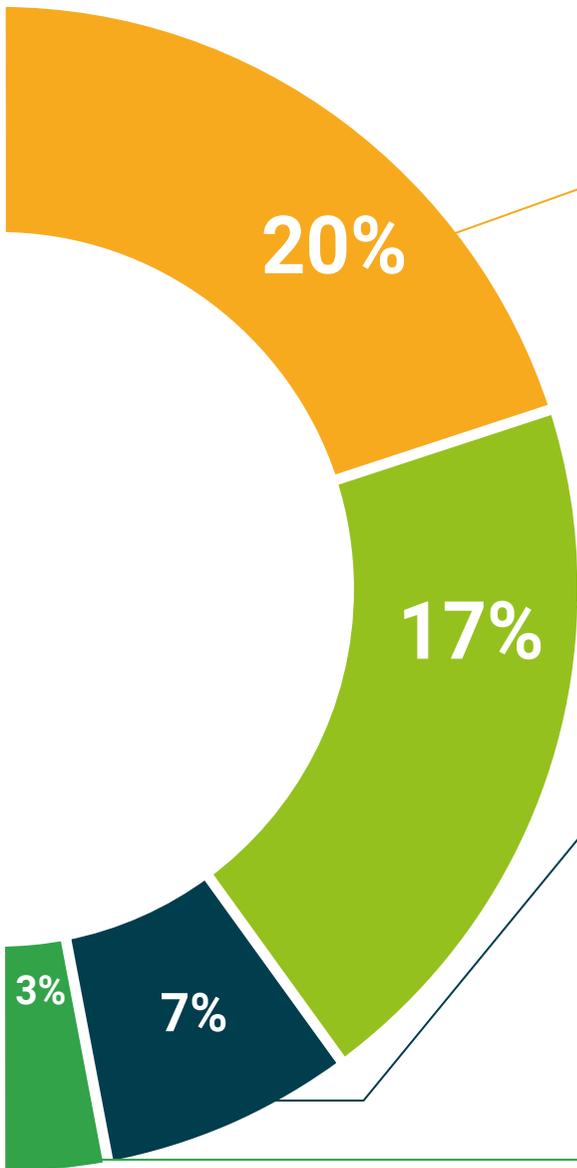
This unique multimedia content presentation training system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides. In our virtual library you will have access to everything you need to complete your training.





Expert-led case studies and case analysis

Effective learning ought to be contextual. That is why we will present you with real case developments in which the expert will guide you through the development of attention and the resolution of different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Re-Testing

We periodically evaluate and re-evaluate your knowledge throughout the program, through assessment and self-assessment activities and exercises: so that you can see how you are achieving your goals.



Classes

There is scientific evidence on the usefulness of third-party expert observation. Learning from an expert strengthens knowledge and memory, and generates confidence in our difficult future decisions.



Quick Action Guides

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.



06 Certificate

The Postgraduate Diploma in Neonatal Critical Care Nursing guarantees you, in addition to the most rigorous and up to date training, access to a Postgraduate Diploma issued by TECH Global University.





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

This private qualification will allow you to obtain a **Postgraduate Diploma in Neonatal Critical Care 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: **Postgraduate Diploma in Neonatal Critical Care Nursing**

Modality: **online**

Duration: **6 months**

Accreditation: **17 ECTS**



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

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



Postgraduate Diploma
Neonatal Critical Care
Nursing

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

Postgraduate Diploma Neonatal Critical Care Nursing

