

# Postgraduate Diploma

## Infections in the Neonatal Period





## Postgraduate Diploma Infections in the Neonatal Period

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/pharmacy/postgraduate-diploma/postgraduate-diploma-infections-neonatal-period](http://www.techtute.com/us/pharmacy/postgraduate-diploma/postgraduate-diploma-infections-neonatal-period)

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01

# Introduction

With this intensive program, the pharmacist will update their knowledge about infections in the neonatal period, with the help of professionals who have deposited all their knowledge and experience in the development of this program.

A unique program that will allow the pharmacist to acquire the necessary skills for the correct counseling of neonates with infectious diseases.





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*Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"*

From the end of the neonatal period to 5 years of age, pneumonia, malaria and diarrhea are the main causes of death. As can be inferred, this leads to a therapeutic approach, which in many cases will be with antibacterial, antiviral or antifungal agents.

This program offers the student the possibility of deepening and updating knowledge, using the latest educational technology. It offers a global vision of Pediatric Infectious Diseases, while focusing on the most important and innovative aspects in the neonatal period.

This program is a response to an important need in the field of Infectious Diseases. Today, this need responds, among other things, to the emergence of certain diseases that are unknown or have little practice (zika, chikungunya, hemorrhagic fevers, among others), and with others that have fallen into oblivion or are unknown to less experienced pharmacists such as diphtheria, measles, pertussis (whooping cough), or flaccid paralysis associated with poliovirus vaccines.

At the therapeutic level, the emergence of resistance (BLEES, MRSA, carbapenem-resistant enterobacteria, etc.), often caused by the unwise and rational use of drugs, creates problems for the clinician when it comes to initial empirical treatment in certain situations.

On the other hand, parents who refuse vaccines, children from low-income backgrounds, infections in transplant recipients, children with devices, fevers without focus in well-vaccinated children are increasingly common situations that the pharmacist has to deal with.

All this means that, in order to attend to these patients with the maximum guarantee, the pharmacist must continuously keep up to date, even if they are not a specialist, since the percentage of visits or interconsultations related to infection is very high. If we add to this the increasing amount of information provided by parents, sometimes not always contrasted, professional updating becomes essential to be able to provide adequate information according to the current scientific evidence at all times.

With this program the professional will have the opportunity to study a teaching program that brings together the most advanced and in-depth knowledge in the field, where a group of professors of high scientific rigor and extensive international experience offers the most complete and up-to-date information on the latest advances and techniques in Pediatric Infectious Diseases.

This **Postgraduate Diploma in Infections in the Neonatal Period** 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 experts in Infections in the Neonatal Period
- ♦ 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
- ♦ New developments Infections in the Neonatal Period
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Emphasis on innovative methodologies in Infections in the Neonatal Period
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*This Postgraduate Diploma in Infections in the Neonatal Period will help you keep up to date in order to provide complete and quality care"*

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*This Postgraduate Diploma is the best investment you can make when selecting an up-to-date program for two reasons: in addition to updating your knowledge in the Neonatal Period, you will obtain a qualification from TECH Global University"*

The teaching staff includes professionals from the field of pharmacy, who bring their experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

The design of this program focuses on Problem-Based Learning, through which the pharmacist must try to solve the different professional practice situations that arise. For this purpose, the specialist will be assisted by an innovative interactive video system created by renowned experts in the field of Infections in the Neonatal Period with extensive experience.

*Learn about the latest advances in Infections in the Neonatal Period.*

*Improve your knowledge in Infections in the Neonatal Period through this program, where you will find the best teaching material with real clinical cases.*



02

# Objectives

The main objective of the program is the development of theoretical and practical learning, so that the Pharmacist can master in a practical and rigorous way the Infections in the neonatal period.





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*This Postgraduate Diploma will allow you to specialize in Infections in the Neonatal Period with the use of the latest educational technology, to contribute with quality and safety to the decision-making process"*



## General Objective

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- ♦ Update the knowledge of pharmacists caring for children, through the latest advances in the field of Primary Care or Hospital Infectious Diseases, in order to increase the quality of care, pharmacist safety and achieve the best outcome for the patient



## Specific Objectives

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### Module 1. Current Overview of Infectious Diseases

- ♦ Describe the current epidemiology with the changes that have occurred in the last decade
- ♦ Identify the epidemiological situation of bacterial meningitis
- ♦ Explain the epidemiology of tuberculosis in our environment and the resistance to treatment
- ♦ Describe the microbiome, its relationship to health and disease
- ♦ Explain the role of fever associated with infection and antipyretic therapeutics
- ♦ Describe the alterations of the immune system that contribute to vulnerability to infection





### **Module 2. The Laboratory in the Diagnosis of Infectious Diseases**

- ◆ Explain the new methods used in blood culture and manage the sample processing technique
- ◆ Define the fundamentals, indications, limitations and cost-effectiveness of rapid virus identification methods and their use in daily practice
- ◆ Discern on the application of IGRAS
- ◆ Analyze the proper interpretation of an antibiogram
- ◆ Identify the limitations of serology
- ◆ Describe genetic methods for the diagnosis of infection

### **Module 3. Infections in the Neonatal Period**

- ◆ Identify risk factors, microorganisms and prevention of infection in neonatology
- ◆ Identify congenital infections
- ◆ Describe the current situation of vertically transmitted infections
- ◆ Practice the algorithms for action against Infections in the Neonatal Period
- ◆ Identify early and late neonatal sepsis
- ◆ Address the diagnostic and therapeutic management of the main community-acquired infections in patients older than 30 days

### **Module 4. Eye, Skin, Soft Tissue and Skeletal System Infections**

- ◆ Analyze the different complementary explorations to be used cost-effectively in community-acquired infections
- ◆ Describe the clinical manifestations of diseases affecting the skin and soft tissues
- ◆ Develop a correct strategy in the differential diagnosis of diseases with exanthema

03

# Course Management

The program includes in its teaching staff reference specialists in Pediatric Infectious Diseases, Pediatrics, Microbiology and other related areas, who bring to this program the experience of their work. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.



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*Learn about the latest advances in  
Infections in the Neonatal Period  
from leading professionals"*

## Guest Director



### Dr. Hernández-Sampelayo Matos, Teresa

- ♦ Head of Pediatrics Service and ACES Cajal Hospital Gregorio Marañón General University Hospital
- ♦ Head of the Pediatric Infectious Diseases Section at the Gregorio Marañón General University Hospital
- ♦ Accreditation by ANECA as a contract professor Doctor of the National Agency for Quality Assessment and Accreditation.
- ♦ Emergency Pediatrics at the Autonomous University of Madrid. Medicine
- ♦ Pediatric Gastroenterology, Autonomous University of Madrid. Medicine
- ♦ Neonatology Autonomous University of Madrid. Medicine
- ♦ Project on Determination of free cytokine profile in plasma and specific response against Mycobacterium tuberculosis. Utility as biomarkers in children with active tuberculous disease and latent tuberculous infection
- ♦ Pediatric Antifungal Optimization Program at Astllas Pharma Europe Ltd

## Management



### Dr. Otero Reigada, María del Carmen

- ♦ Former chief clinician in infectious diseases and infants, La Fe from Valencia University Hospital.
- ♦ Pediatric Infectious Diseases Specialist.
- ♦ Specialist in Clinical Microbiology
- ♦ Currently pediatrician and pediatric infectologist, at Valencia Hospital

## Professors

### Dr. Aguilera Alonso, David

- ◆ Attending Physician in Pediatrics and Specific Areas / Pediatric Infectious Diseases Unit at the Gregorio Marañón General University Hospital
- ◆ Degree in Medicine and Surgery, University of Valencia
- ◆ Master's Degree in Pediatric Infectious Diseases Complutense University of Madrid
- ◆ Professional Master's Degree on HIV infection Rey Juan Carlos University
- ◆ University Expert in Basic Pediatric Infectious Diseases Rey Juan Carlos University

### Dr. Calle Miguel, Laura

- ◆ Health Service of the Principality of Asturias, Health Area V, Pediatric Specialist Physician
- ◆ Master's Degree in Research in Medicine at the University of Oviedo
- ◆ Degree in Medicine and Surgery, University of Oviedo
- ◆ Doctor of Medicine. Pediatric Diseases, University of Oviedo
- ◆ Specialist in Pediatrics and Specific Areas of Gijón, Principality of Asturias, Spain

### Dr. Hernanz Lobo, Alicia

- ◆ Assistant Pediatric Physician at the Gregorio Marañón General University Hospital. Graduated in Medicine, Complutense University of Madrid (UCM)
- ◆ Specialist in Pediatrics and its Specific Areas, having training as a resident intern at the Gregorio Marañón General University Hospital
- ◆ Master's Degree in Pediatric Infectious Diseases Complutense University of Madrid
- ◆ Degree and Master's Degree in Medicine Complutense University of Madrid
- ◆ Official Doctoral Program in Health Sciences Research Complutense , University of Madrid

### Ms. Manzanares Casteleiro, Ángela.

- ◆ Doctor, Autonomous University of Madrid. Completion of the Pediatrics specialty in May
- ◆ Currently working up to 12/31/2020 in the Pediatric Infectious Diseases Section, 12 de Octubre University Hospital and the Pediatric Clinical Research Unit, 12 de Octubre Hospital
- ◆ Studying since October 2020 the Master's Degree in Pediatric Infectious Diseases at the Complutense University of Madrid with clinical practice at the Gregorio Marañón Hospital
- ◆ Researcher at the Foundation for investigation. Research at the 12 de Octubre University Hospital
- ◆ Resident Medical Intern, 12 de Octubre University Hospital, Madrid

### Dr. Argilés Aparicio, Bienvenida.

- ◆ MIR Specialist in Pediatrics and its Specialized Areas at La Fe University Hospital (Valencia)

### Dr. Bosch Moragas, María.

- ◆ MIR Specialist in Pediatrics and its specific areas at La Fe University Hospital, Valencia. CAP st Anadreu, Barcelona

### Dr. Cantón Lacasa, Emilia

- ◆ Research Center (Microbiology Laboratory), La Fe University Hospital (Valencia)

### Dr. Cambra Sirera, José Isidro

- ◆ Head of Section, Pediatrics Service, Lluís Alcanyís Hospital (Xàtiva)

**Dr. Canyete Nieto, Adela**

- ♦ Head of Pediatric Oncology Unit, La Fe Polytechnic and University Hospital (Valencia)

**Dr. Couselo Jerez, Miguel**

- ♦ Doctor of Medicine
- ♦ Specialist in Pediatric Surgery.
- ♦ Pediatric Surgery Service, La Fe University and Polytechnic Hospital (Valencia)

**Dr. Cortell Aznar, Isidoro**

- ♦ Specialist in Pediatric Pulmonology, La Fe University and Polytechnic Hospital (Valencia)

**Dr. Dasí Carpio, María Ángeles**

- ♦ Head of Hematology Unit, La Fe Polytechnic and University Hospital (Valencia)
- ♦ Professor at the Universitat de València

**Dr. Fonseca Martín, Rosa**

- ♦ Specialist in Pediatric Surgery.
- ♦ Pediatric Surgery Service, La Fe University and Polytechnic Hospital (Valencia)

**Dr. Gobernado Serrano, Miguel**

- ♦ Specialist in Clinical Microbiology, attached to the University and Polytechnic Hospital of La Fe (Valencia).

**Dr. González Granda, Damiana**

- ♦ Microbiology Unit of (Xàtiva Hospital, Valencia Spain)

**Dr. Ibáñez Martínez, Elisa**

- ♦ Specialist in Clinical Microbiology and Parasitology, La Fe University and Polytechnic Hospital (Valencia)

**Dr. Izquierdo Macián, Isabel**

- ♦ Head of the Neonatology Service of the Child Disease Area, La Fe Polytechnic and University Hospital (Valencia)

**Dr. Martínez Morel, Héctor**

- ♦ Area Specialist Physician (FEA) in Preventive Medicine and Public Health, La Fe Polytechnic and University Hospital (Valencia)

**Dr. Meyer García, María Carmen**

- ♦ Area Specialist Physician (FEA) in Preventive Medicine and Public Health, La Fe Polytechnic and University Hospital (Valencia)

**Dr. Modesto i Alarcón, Vicente**

- ♦ Head of Section of Pediatric ICU and Resuscitation, La Fe Polytechnic and University Hospital (Valencia)

**Dr. Mollar Maseres, Juan**

- ♦ Doctor of Medicine. Head of Section of Preventive Medicine, La Fe University and Polytechnic Hospital (Valencia).

**Dr. Monte Boquet, Emilio**

- ♦ Head of Department Pharmacy Service, La Fe University and Polytechnic Hospital (Valencia)

**Dr. Monteagudo Montesinos, Emilio**

- ♦ Head of the Pediatrics Department, La Fe University and Polytechnic Hospital (Valencia)

**Dr. Negre Policarpo, Sergio**

- ♦ PhD in Medicine and Surgery from the University of Valencia
- ♦ Head of the Pediatric Gastroenterology and Nutrition Section at the Quironsalud Hospital (Valencia)





**Dr. Oltra Benavent, Manuel**

- ◆ Pediatric Specialist Physician in Pediatrics and its Specialized Areas, Francesc de Borja Hospital. Gandía Health Department

**Dr. Ortí Martín, Ana**

- ◆ Specialist in Pediatrics and its Specific Areas, Centro de Salud Padre Jofré (Valencia)

**Dr. Peiró Molina, Esteban**

- ◆ Specialist Physician
- ◆ Pediatric Cardiology Section, La Fe University and Polytechnic Hospital (Valencia)

**Dr. Rincón Lopez, Elena María**

- ◆ Assistant Physician, Pediatric Infectious Diseases Section, Gregorio Marañón General University Hospital (Madrid)
- ◆ Professional Master's Degree in Pediatric Infectious Diseases at the Complutense University of Madrid

**Dr. Rodríguez, Héctor**

- ◆ Specialist in Pediatrics and its Specific Areas, Centro de Salud at Manises Hospital (Valencia)

**Ms. Sastre Cantón, Macrina**

- ◆ Vaccine Research Area
- ◆ Foundation for the Promotion of Health and Biomedical Research of the Valencian Community (FISABIO)

04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative education and are committed to quality teaching using new educational technologies.



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*A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"*

## Module 1. Current Overview of Infectious Diseases

- 1.1. Update on Epidemiological and Public Health Aspects
  - 1.1.1. Current Status of the Epidemiology of Vaccine-Preventable Diseases in the World
- 1.2. Current Epidemiology of Relevant Infectious Pathologies in our Environment
  - 1.2.1. Current Epidemiology of Bacterial Meningitis
  - 1.2.2. Current Epidemiology of Poliomyelitis and Flaccid Paralysis due to Non-Poliovirus and Live Attenuated Virus Vaccine
  - 1.2.3. Epidemiology of Tuberculosis and its Resistance in High-Income Countries
  - 1.2.4. Epidemiology of Sexually Transmitted Infections in Adolescents
- 1.3. Transmission Mechanisms in Pediatrics
  - 1.3.1. Dynamics and Transmission Mechanisms of the Most Common Agents in Pediatrics Today (Includes Intrafamily Transmission)
  - 1.3.2. Seasonality of Infection in Pediatrics Outbreak Management
    - 1.3.2.1. Temporal Epidemiological Parameters in the Most Common Infections in the Community, Common Point Sources, Continuous, Propagative and Mixed exposure
- 1.4. Microbiota, Defensive and Immunomodulatory Function
  - 1.4.1. Composition of the Intestinal Flora, Modification with Age
  - 1.4.2. Defensive and Immunomodulatory Role of the Microbiota
- 1.5. Fever and Inflammatory Response
  - 1.5.1. Update on the Role of Fever in Infection and Antipyretic Therapeutics
  - 1.5.2. Inflammatory Response and Systemic Inflammatory Response Syndrome
- 1.6. Infections in the Immunocompromised Patient
- 1.7. Image Interpretation of Infectious Diseases in the Pediatric Age
  - 1.7.1. Interpretation of Ultrasound Images Applied to Infectious Pathology
  - 1.7.2. Interpretation of TC Applied to Infectious Pathology
  - 1.7.3. MRI Interpretation Applied to Infectious Pathology





## Module 2. The Laboratory in the Diagnosis of Infectious Diseases

- 2.1. Sample Collection
  - 2.1.1. Urine Culture
  - 2.1.2. Stool Culture
  - 2.1.3. Graham's Test
  - 2.1.4. Blood Cultures
  - 2.1.5. Catheters
  - 2.1.6. Ocular System
  - 2.1.7. Upper Respiratory Tract
  - 2.1.8. Lower Respiratory Tract
  - 2.1.9. Cerebrospinal Fluid
  - 2.1.10. Skin and Soft Tissues
  - 2.1.11. Osteoarticular Infections
  - 2.1.12. Bone Marrow
- 2.2. Current Application of Rapid Infection Diagnosis Methods in Primary and Specialized Care
  - 2.2.1. Antigen Detection
  - 2.2.2. Direct Sample Staining
  - 2.2.3. Urgent Serology
  - 2.2.4. Molecular Biology Techniques
  - 2.2.5. Accelerating Antimicrobial Susceptibility Testing
  - 2.2.6. Current Proteomic Techniques for the Diagnosis of Infectious Diseases
  - 2.2.7. Shared Microbiologist-Clinician Decisions in Diagnosis and Treatment of Infectious Diseases
- 2.3. Antibiograms
  - 2.3.1. Interpretation of Antibiograms Practical Guide
  - 2.3.2. Clinical Significance of Bacterial Resistance
- 2.4. Interpretation of the Microbiological Report of Respiratory Specimens
- 2.5. Interpretation of the Microbiological Report of Specimens from the Genitourinary Tract and Gastrointestinal Tract
- 2.6. Interpretation of the Microbiological Blood Culture Report
- 2.7. Interpretation of Cerebrospinal Fluid Microbiology Report
- 2.8. Interpretation of the Microbiological Report in Osteoarticular Infection
- 2.9. Interpretation of the Microbiological Report of Skin and Soft Tissue Samples

### Module 3. Infections in the Neonatal Period

- 3.1. Neonatal Infection
  - 3.1.1. Current Obstetric Factors Conditioning Neonatal Infection
  - 3.1.2. Causative Agents
- 3.2. Antibiotherapy in Pregnancy
  - 3.2.1. Current Role of Antibiotherapy During Pregnancy
  - 3.2.2. Current Prophylaxis of Group B Streptococcus Infection
- 3.3. Emerging Congenital Infections
  - 3.3.1. Chagas Disease
  - 3.3.2. Zika
- 3.4. Classical Neonatal Infections and Current Epidemiologic Changes
  - 3.4.1. Herpes Virus Infections
  - 3.4.2. Rubella
  - 3.4.3. Cytomegalovirus
  - 3.4.4. The Child of a Mother with Tuberculosis
  - 3.4.5. Update on Necrotizing Enterocolitis
- 3.5. Vertical Infection
  - 3.5.1. Update on Vertical Infection by Hepatitis B Virus and its Detection
- 3.6. Neonatal Sepsis
  - 3.6.1. Early Sepsis
  - 3.6.2. Late Onset Sepsis
- 3.7. Infections in the Neonatal Intensive Care Unit
  - 3.7.1. Current Algorithm of Action for Fever in Children under 30 Days of Age
  - 3.7.2. Neonatal Fungal Infection
- 3.8. Laboratory Studies in Neonatology Units
  - 3.8.1. Etiological Identification
  - 3.8.2. Inflammatory Markers
  - 3.8.3. Multiorgan Markers





#### Module 4. Eye, Skin, Soft Tissue and Skeletal System Infections

- 4.1. Bacterial or Viral Conjunctivitis
- 4.2. Dacryocystitis
- 4.3. Endophthalmitis
- 4.4. Preseptal and Postseptal Orbital Cellulitis
- 4.5. Bacterial Skin Infections
- 4.6. Viral Skin Infections
- 4.7. Parasitic Skin Infections
- 4.8. Dermatophyte Skin Infections
- 4.9. Candida and Malassezia Skin Infections
- 4.10. Involvement of Methicillin-Resistant Staphylococcus Aureus (MRSA) in Pediatric Skin and Soft Tissue Infections in our Environment
- 4.11. Adenitis
- 4.12. Lymphangitis
- 4.13. Necrotizing Fasciitis
- 4.14. Bite Infections
  - 4.14.1. Bites in Urban Environment
  - 4.14.2. Bites in Rural Environment
- 4.15. Osteomyelitis and Arthritis
- 4.16. Myositis and Pyomyositis
- 4.17. Spondylodiscitis



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

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 we use the Case Method

What should a professional do in a given situation? Throughout the program, students will be confronted with multiple simulated clinical cases based on real patients, in which they will have to investigate, establish hypotheses and ultimately, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Pharmacists learn better, more quickly and more sustainably over time.

*With TECH you will experience a way of learning 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, attempting to recreate the actual conditions in a pharmacist's professional 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. Pharmacists who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
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.

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.

*Pharmacists 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.*



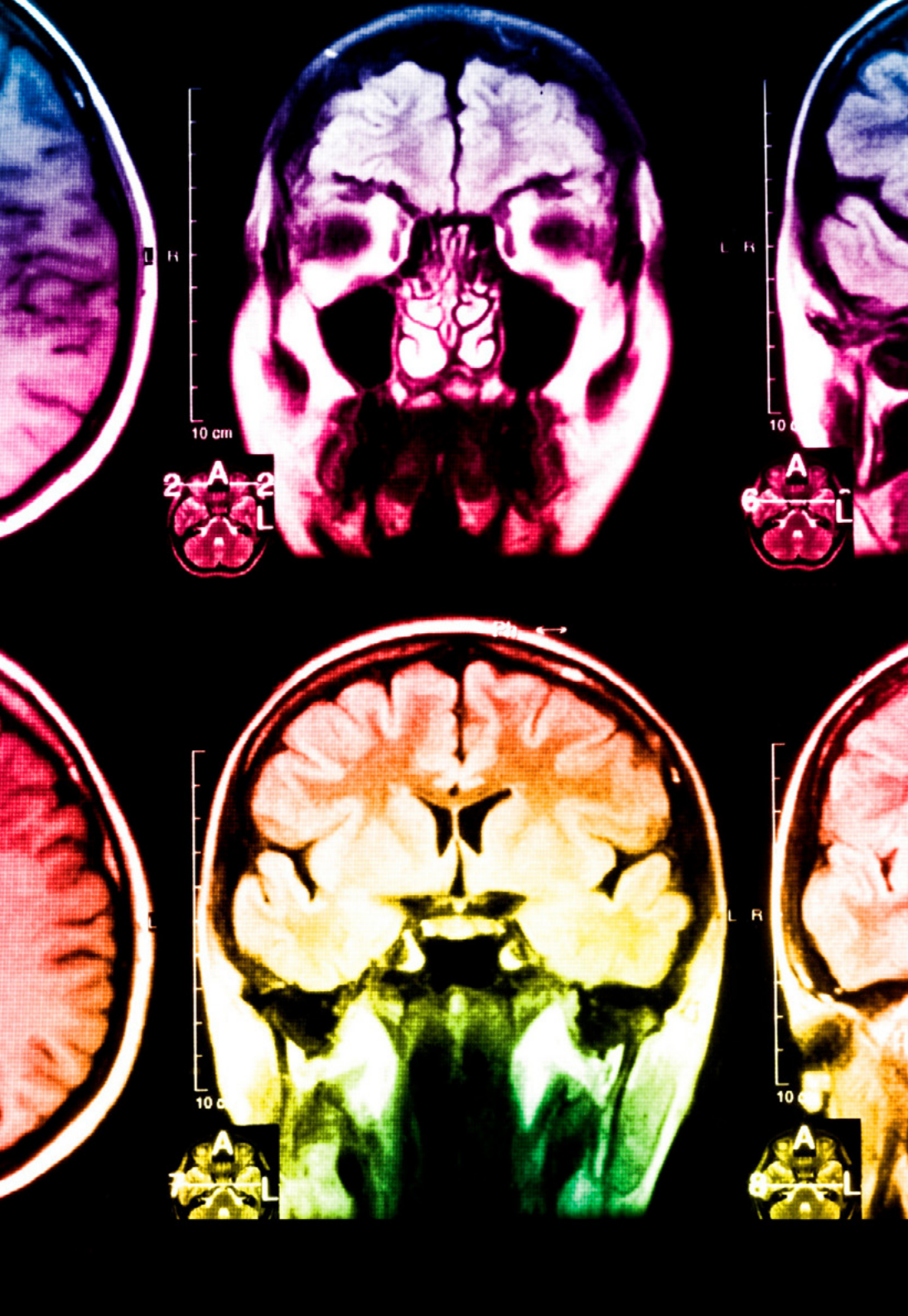
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology, more than 115,000 pharmacists have been trained with unprecedented success in all clinical specialties, regardless of the surgical load. This pedagogical methodology is developed in a highly demanding environment, with a university student body with a high socioeconomic profile and an average age of 43.5 years.

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 created specifically for the course by specialist pharmacists who will be teaching the course, so that the didactic development is highly specific and accurate.

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.



### Video Techniques and Procedures

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current pharmaceutical care procedures. All of this, first hand, and explained and detailed with precision to contribute to assimilation and a better 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 unique multimedia content presentation training system 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, we will present you with real case developments in which the expert will guide you through 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 on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



# 06 Certificate

The Postgraduate Diploma in Infections in the Neonatal Period guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate 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 private qualification will allow you to obtain a **Postgraduate Diploma in Infections in the Neonatal Period** 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.

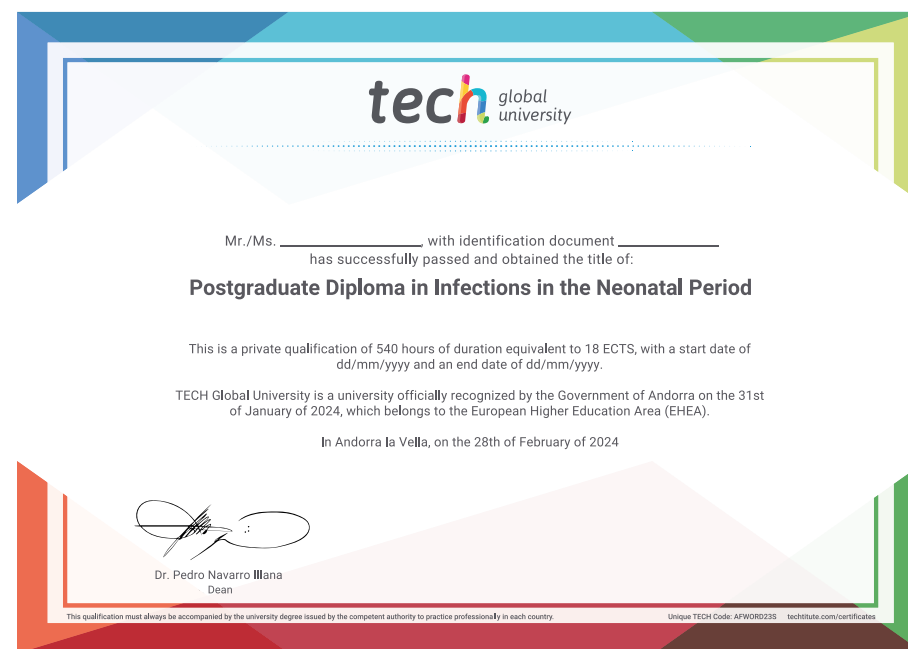
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Infections in the Neonatal Period**

Modality: **online**

Duration: **6 months**

Accreditation: **18 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 quality  
development language  
virtual classroom



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# Postgraduate Diploma

## Infections in the Neonatal Period