

Postgraduate Certificate

Health Promotion and Evaluation





Postgraduate Certificate Health Promotion and Evaluation

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/medicine/postgraduate-certificate/health-promotion-evaluation

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01

Introduction

Several international clinical trials have shown that the implementation of prevention programs can reduce the incidence of chronic diseases. Despite the fact that science has confirmed this trend through clinical evidence, the truth is that many physicians find it difficult to update their skills and master the most innovative working tools. Most university programs do not fit their schedules and professional needs. That is why, in this 100% online program, the specialist has the opportunity to be updated on innovative tools and strategies of innovative anida, through the most complete and attractive multimedia resources, without having to leave other tasks aside.



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Through this program, you will delve into the development methods for community intervention plans and primary care, as well as their implementation”

In a global context in which it is necessary to provide solutions to continuous emerging health problems, the tasks of Health Promotion and Evaluation become essential. Promoting habits and environments that allow people to improve their quality of life, implies the development of education campaigns and public policies that support healthy lifestyles.

Several countries, such as the United States and Australia, have developed examples of good practices in this area. One of them has combated childhood obesity through strategies such as involving parents, schools and communities in promoting better eating habits and increased physical activity. In other cases, it has prioritized the care of mental and emotional well-being in children, youth and adults.

This 100% online program offers physicians the opportunity to get up to date on the most disruptive techniques and tools in Health Promotion and Evaluation. Therefore, graduates can develop competencies to analyze problems in order to identify the underlying causes and design specific interventions. At the same time, the syllabus delves into the evaluation process of these initiatives by applying the tools and models optimized for each case. This includes the monitoring of health indicators, the collection of qualitative and quantitative data, and impact studies.

In addition, TECH students can develop their knowledge in a personalized way, without pre-established schedules and adapting their study time to their routine. Likewise, the academic itinerary gives them the opportunity to specialize with the best experts in the healthcare field and through the innovative Relearning methodology. Also, complex procedures are analyzed through advanced methods such as case studies.

This **Postgraduate Certificate in Health Promotion and Evaluation** 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 Public Health and Health Management
- ♦ The graphic, schematic and eminently practical contents with which it is conceived gather scientific and practical information on those disciplines that are indispensable 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



Expand your knowledge in the evaluation of the effectiveness and relevance of health asset models in different contexts and populations through a program of academic excellence”

“

You will delve into the development awareness-raising programs to promote community to encourage community participation in different Public Health initiatives”

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

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

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

Specialize with a 100% online methodology, at your own pace, without schedules and in a comfortable way, through a comprehensive syllabus.

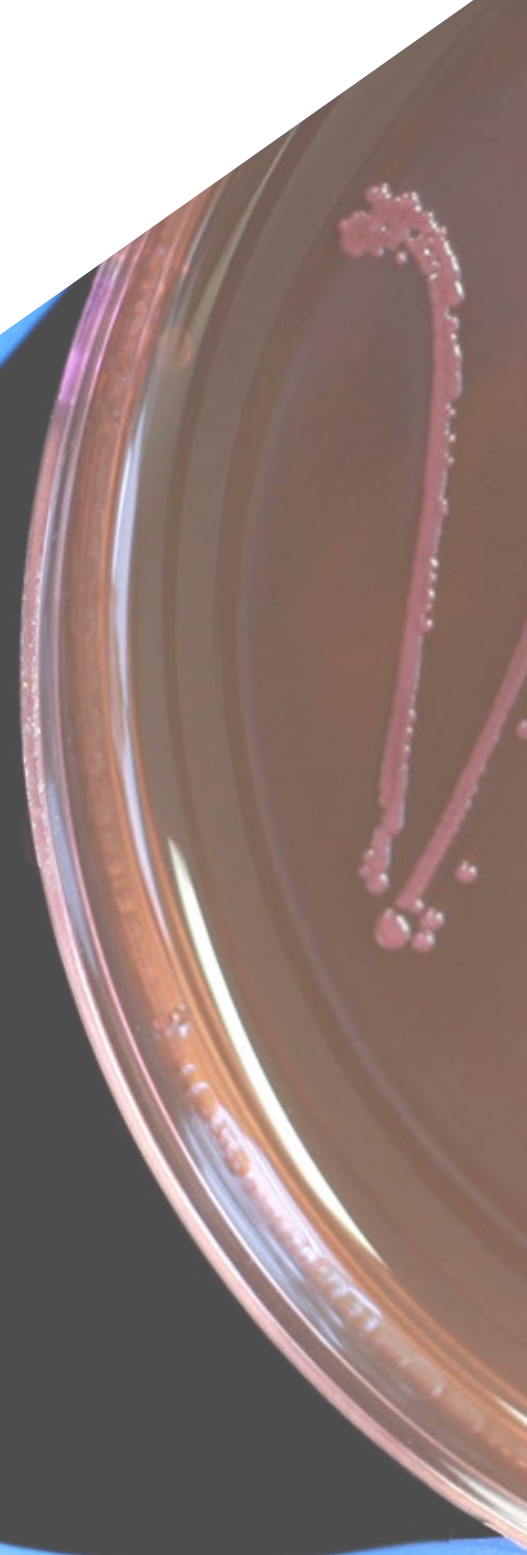
You will develop strategies that enhance networking and interdisciplinary collaboration between health professionals, social services and education thanks to TECH.



02

Objectives

This program is designed for the student to update their knowledge and be able to apply a broader vision to practice. In this sense, physicians can be specialized to carry out the design and implementation of health promotion programs in communities, mainly vulnerable. They will also be prepared to deal with health institutions and organizations in order to integrate literacy in public health policies and programs.



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It analyzes the main risks for the health of vulnerable groups and promotes reflection on health policies and programs at the community and Primary Care level”



General Objectives

- ♦ Develop a broad and comprehensive conceptual framework of the situation, challenges and needs of Public Health in the 21st century
- ♦ Examine the international and global framework of Public Health policies
- ♦ Determine the key factors for a correct communication in health crisis: crisis communication and communication crisis
- ♦ Identify the theoretical and methodological framework for evaluation in Public Health
- ♦ Identify the steps to be followed for disease assessment using epidemiological data.
- ♦ Compile the research methodology related to disease surveillance
- ♦ Identify the main risk and protective factors in communicable and non-communicable diseases
- ♦ Analyze the importance of quality assessment of intervention studies
- ♦ Develop the fundamentals of clinical epidemiology, measurement of frequency and distribution of diseases
- ♦ Critically evaluate the efficacy and effectiveness of clinical interventions, pharmacological treatments, surgical interventions and prevention strategies
- ♦ Fundamentals of the principles of the epidemiological method
- ♦ Fundamentals of the principles of health promotion, social determinants of health, health-related behavioral theories, and strategies to promote healthy lifestyles and environments
- ♦ Analyze the main health risks for different vulnerable groups
- ♦ Implement a holistic and integrative vision in the impact assessment of environmental risks on health protection





Specific Objectives

- ♦ Analyze the relationship between literacy and health, identifying how health literacy can improve population health outcomes
- ♦ Collaborate with health institutions and organizations to integrate health literacy into public health policies and programs
- ♦ Identify and understand the main concepts and rationale of Salutogenesis as a health promotion approach
- ♦ Compare different models of health assets to understand how individual and collective resources and capabilities influence health and well-being
- ♦ Encourage networking and interdisciplinary collaboration between professionals from health, social services, education and other sectors
- ♦ Raise awareness of the importance of community participation, empowerment and health equity as fundamental principles for improving quality of life
- ♦ Promote critical reflection on health policies and programs at the community and primary care levels
- ♦ Analyze the ethical framework and the principles of equity in community intervention programs in Public Health



With this TECH program you will delve into the relationship between literacy and health to design effective promotion programs”

03

Course Management

In this university program, TECH has a teaching team made up of renowned professionals with proven and extensive experience in public health and primary care, as well as in research. In addition, these experts have a solid academic background, therefore enriching the students' experience through the contribution of new knowledge. Thanks to this, they can deepen their knowledge from an integral perspective and apply the concepts acquired in real practical cases of Health Promotion and Evaluation.





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*It addresses the relationship
between literacy and health from
the hand of prestigious experts,
with a wide professional trajectory”*

Management



Ms. Ruiz Redondo, Julia María

- ◆ Coordinator of the National Working Group on Public Health 2.0 in the SEMG
- ◆ Coordinator of the General Directorate of Public Health in the Ministry of Health of Castilla-La Mancha
- ◆ Coordinator of the Regional Advisory Group on Immunization at the Regional Ministry of Health of Castilla-La Mancha
- ◆ Nurse Inspector in the Management of Coordination and Inspection of Castilla-La Mancha in the SESCAM
- ◆ Nurse of Specialized Care in the Hospital Emergency Area at the General Hospital of Tomelloso
- ◆ Master's Degree in Medical Management and Clinical Management by the UNED, ISCIII, National School of Health
- ◆ Master's Degree in Vaccines from the Catholic University of San Antonio de Murcia
- ◆ Master's Degree in Specialized Emergency Nursing Care, Critical Patient Area and Post-Anesthesia Care by the University of Valencia
- ◆ Master's Degree in Nursing Services Management from the UNED
- ◆ Senior Healthcare Management Program from San Telmo Business School
- ◆ Graduate in Nursing from the Catholic University of Avila
- ◆ Diploma in Nursing from the University of Jaén

Professors

Dr. Durán Martínez, Carlos Yair

- ♦ Vice-Secretary of the Spanish Society of General and Family Physicians (SEMG)
- ♦ Family and Community Physician at the Continuous Care Point (PAC) of O Barco de Valdeorras, Sanitary Area of Ourense, Verín and O Barco de Valdeorras, Servizo Galego of Saúde (SERGAS)
- ♦ Coordinator of the SEMG Digital Health Working Group
- ♦ Family and Community Physician in Bierzo, Castilla and León Health Care Management
- ♦ Medical Intern at the Rural Medical Unit 152 Vicente Guerrero of the Mexican Institute of Social Security
- ♦ University Specialist in Digital Health at the University Rey Juan Carlos
- ♦ Master's Degree in Palliative Care by the Pontifical University of Salamanca
- ♦ Degree in Medicine and Surgery from La Salle University, Mexico

Dr. Paulés Cuesta, Isabel María

- ♦ Family and Community Physician at the Caspe Health Center
- ♦ Family and Community Physician at the Gallur Health Center
- ♦ Primary Care and Hospital Care Nurse in the Aragonese Health Service
- ♦ Specialist in Family and Community Medicine by the Teaching Unit of Primary Care and Family and Community Care of Huesca
- ♦ Master's Degree in Emergencies in Primary Care by the CEU Cardenal Herrera University
- ♦ Official Master's Degree in Genetic, Nutritional and Environmental Determinants of Growth and Development by the University of Zaragoza
- ♦ Degree in Medicine from the European University of Madrid
- ♦ University Diploma in Nursing from the University of Zaragoza

Dr. Chertkoff, Liliana

- ♦ Medical Manager of Health Management and Medical Audit Consulting in CHKconsultores
- ♦ Medical Advisor, Health Management in several institutions and associations
- ♦ Advisor to the Association of Municipal Doctors of Buenos Aires
- ♦ Medical Trustee at the Superintendence of Health Insurance of the Nation, Argentina
- ♦ Coordinator at the Department of Pediatrics, National University of Buenos Aires Teaching/ Research
- ♦ Coordinator of Teaching, Research and Rotating Internship at the National University of Buenos Aires
- ♦ Advisor and Rapporteur in the Health Commission for the Senate of the Province of Córdoba, Argentina.
- ♦ Researcher by competition at the Chair of Preventive and Social Medicine, Faculty of Medical Sciences, National University of Córdoba
- ♦ Professor and researcher at the Argentine Society of Pediatrics Adolescence Committee
- ♦ Temporary professor at the Pan American Health Organization
- ♦ Head of the Integral Adolescence Service at the Josefina Priour Hospital
- ♦ General Practitioner in Public and Private Hospitals
- ♦ Medical Surgeon by the Faculty of Medical Sciences of the National University of Cordoba Argentina
- ♦ Diploma in Public Health from the National University of Cordoba, Argentina
- ♦ Master's Degree in Sociology, Faculty of Social Sciences, National University of Córdoba, Argentina
- ♦ Degree in Medical Auditing University Institute Hospital Italiano Buenos Aires
- ♦ Member of the Argentine Society of Pediatrics

Dr. Bendek Quevedo, Laura Patricia

- ♦ Family and Community Physician at the Toreno Health Center
- ♦ Family and Community Physician at the Health Care Management of El Bierzo
- ♦ Emergency Physician at the El Bierzo Hospital in Ponferrada
- ♦ General Practitioner, Betania Special Care Unit, Fundación Valle del Lili, Colombia del Lili Foundation, Colombia
- ♦ General Practitioner at Imbanaco Medical Center, Colombia
- ♦ Specialist in Family and Community Medicine by the Multiprofessional Teaching Unit of Family and Community Care of León, Ponferrada
- ♦ Master's Degree in Palliative Care by the Pontifical University of Salamanca
- ♦ University Specialist in Digital Health at the University Rey Juan Carlos
- ♦ Degree in Medicine and Surgery from the Universidad del Valle, Colombia

Dr. Sánchez Borrego, Beatriz

- ♦ Specialist in Family and Community Medicine
- ♦ Master's Degree in Emergency Medicine, Emergencies and Catastrophes by the CEU Cardenal University
- ♦ Specialist in Family and Community Medicine
- ♦ Graduate in Medicine from the University of Salamanca.

Dr. Álvarez Sobrado, Cristina

- ♦ Family and Community Medicine Physician at the Sarria Health Center
- ♦ Physician at the Domusvi Monforte and Domusvi Chantada Homes for the Elderly
- ♦ Master's Degree in Clinical Medicine from the Camilo José Cela University
- ♦ Degree in Medicine from the University of Santiago de Compostela

Dr. Aboal Alonso, Julia María

- ♦ Family and Community Medicine Physician at the Sagrado Corazón Health Center
- ♦ Participant in the implementation and coordination of the Community Project "Caring for those who care" with ProCC (Community Corrective Processes) methodology
- ♦ Graduate in Medicine from the University of Santiago de Compostela.

Dr. Pérez Escanilla, Fernando

- ♦ Family Physician at the San Juan Health Center in Salamanca
- ♦ Head of the Venous Insufficiency Group of the Spanish Society of General and Family Physicians
- ♦ Local Head of Health and Coordinator of the Health Centers of Aldeanueva del Camino and North Zone of Cáceres
- ♦ Regular speaker at international scientific congresses, such as the Congress of Clinical Ultrasound
- ♦ Gold Medal awarded by the Extremadura Health Service
- ♦ First Prize for "Best Research Project" of the Spanish Society of General and Family Physicians for "Clinical Ultrasound Classroom in Primary Care"
- ♦ Medal to the Collegiate Merit of the Illustrious Colleges of Physicians of Cáceres and Badajoz
- ♦ Award for Excellence from the San Juan Health Center
- ♦ Degree in Medicine and Surgery from the University of Salamanca



Dr. Maya, Roberto

- ♦ Primary Care Physician Zorita Health Center
- ♦ Family and Community Physician in the Family and Community Medicine Teaching Unit of the Cáceres Health Area
- ♦ Master's Degree in Emergencies, Emergencies and Catastrophes from the Universidad San Pablo-CEU
- ♦ Master's Degree in Medical Emergencies from the University of Guayaquil
- ♦ Degree in Medicine from the Faculty of Medical Sciences of the State University of Guayaquil

Dr. Pérez Rodríguez, Natalia

- ♦ Family and Community Medicine Physician at the Canary Islands Health Center
- ♦ Coordinator of the community project "Caring for those who care" with ProCC (Community Corrective Processes) methodology
- ♦ Manager of Community Action for Health (I Edition) by the Carlos III Health Institute
- ♦ Health Equity Manager Learning with the gypsy people (II Edition) by the Carlos III Health Institute
- ♦ Manager of Local Health (VII Edition) by the Carlos III Health Institute
- ♦ Degree in Medicine from the University of Santiago de Compostela



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

04

Structure and Content

The syllabus of this program has been designed respecting the quality maxims with which TECH identifies itself. At the same time, it has been based on the requirements and demands of the teaching team of this program. The syllabus offers an in-depth vision of the methods of idea generation and design of health promotion campaigns, as well as community intervention and Primary Care. It also emphasizes the importance of implementing literacy campaigns in this area and targeting them mainly to the most vulnerable groups.



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You will have at your disposal a quality syllabus designed with TECH's commitment to offer an academic specialization of excellence”

Module 1. Health Promotion and Evaluation

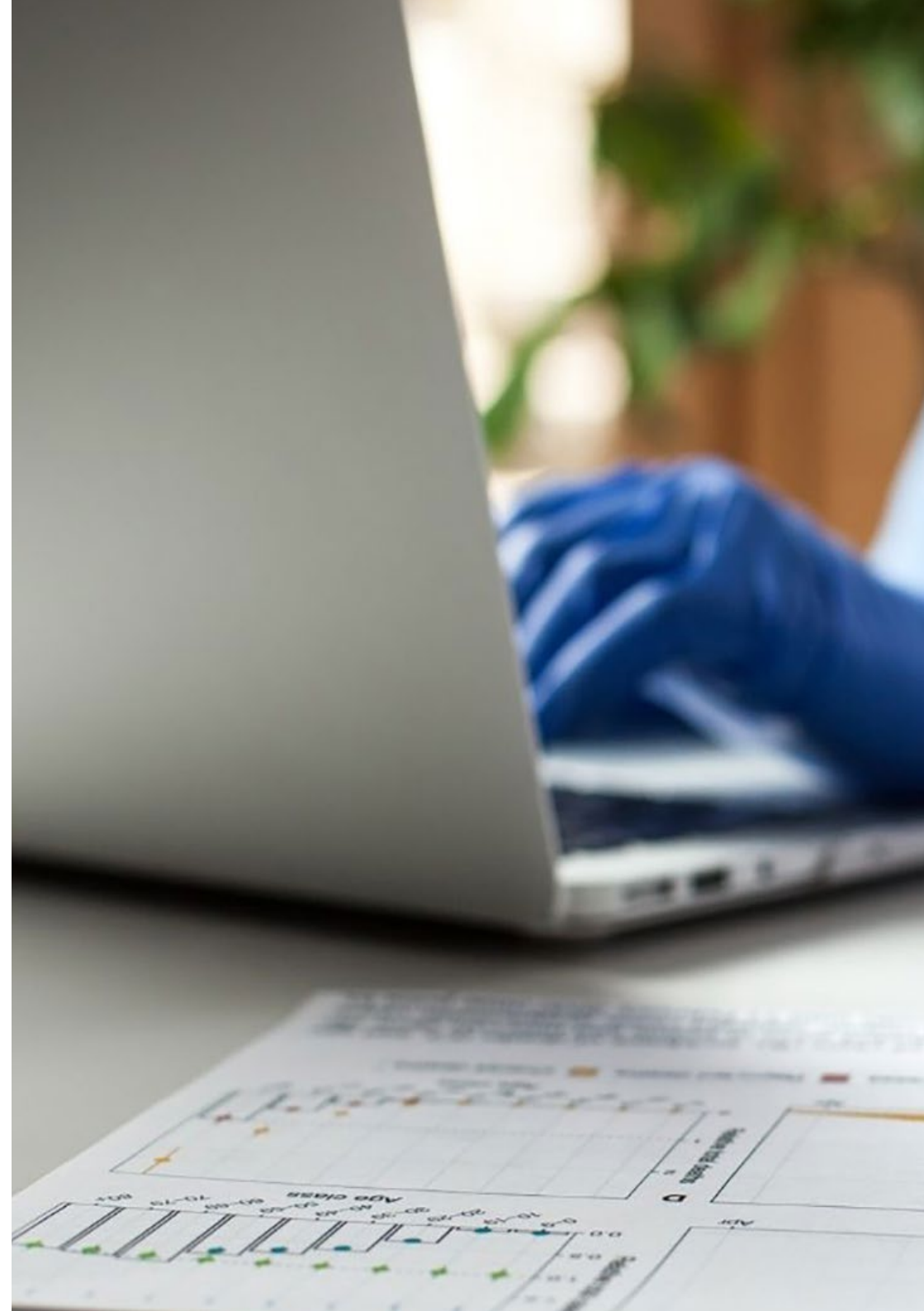
- 1.1. Health Literacy and Development of Literacy Tools and Models
 - 1.1.1. Relationship between Literacy and Health Improving Health Outcomes of the Population
 - 1.1.2. Design and Implementation of Health Literacy Programs Targeting Vulnerable Groups and Marginalized Communities
 - 1.1.3. Effective Communication Strategies Adapted to Different Cultural and Linguistic Contexts
 - 1.1.4. Evaluating the Effectiveness of Health Literacy Programs through the Application of Appropriate Evaluation Tools and Models
 - 1.1.5. Integrating Health Literacy into Public Health Policies and Programs
 - 1.1.6. Research and Development of New Technologies and Digital Tools to Improve Health Literacy and Health Promotion in Digital Environments
- 1.2. Salutogenesis, a Model of Health Assets
 - 1.2.1. Salutogenesis: Health Promotion Approach
 - 1.2.2. Health Asset Models
 - 1.2.3. Practical Applications of Health Asset Models in the Planning, Implementation and Evaluation of Health Promotion Interventions
 - 1.2.4. Evaluation of the Effectiveness and Relevance of Health Asset Models in Different Settings and Populations
 - 1.2.5. Design and Implementation of Strategies Based on Salutogenesis and Health Asset Models to Promote Health and Wellness in Different Settings and Communities
- 1.3. Community Intervention and Community-oriented Primary Care
 - 1.3.1. The Scope of Community Intervention and Primary Care: Promoters of Health and Wellness in the Population
 - 1.3.2. Implementation and Evaluation of Community Intervention Projects in Different Contexts and Populations: Principles of Equity, Participation and Sustainability
 - 1.3.3. Comprehensive Approach: Networking and Interdisciplinary Collaboration between Health Professionals, Social Services, Education and other Sectors
 - 1.3.4. Tools and Strategies for Health Promotion, Disease Prevention and the Promotion of Healthy Lifestyles in the Community
 - 1.3.5. Importance of Participation, Community Empowerment and Health Equity: Fundamental Principles for Improving the Quality of Life of the Population





- 1.3.6. Identifying and Addressing the Social Determinants of Health and Health Inequalities: Equity and Justice in Access to Health and Welfare Services
- 1.3.7. Critical Reflection on Health Policies and Programs in Community and Primary Care: Improvement and Adaptation to the Needs and Demands of the Population
- 1.4. Community Intervention Programs with an Ethical and Equitable Perspective
 - 1.4.1. Ethics in Public Health
 - 1.4.2. Principles of Equity in Community Intervention
 - 1.4.3. Interprofessionalism in Community Intervention: Creation of International Strategic Alliances
 - 1.4.4. Potential of Information and Communication Technologies (ICTs) and e-Health for the Promotion of Health
 - 1.4.5. Implementation of e-Health Strategies in Community Intervention Programs
- 1.5. Health Promotion and Protection at the Local Level from an International Approach
 - 1.5.1. Intersectoriality
 - 1.5.2. Social Map
 - 1.5.3. Social Actors of the Community from Different Sectorial Areas and the Administration
 - 1.5.4. Research Guidelines, Time, Universe, and Sample
 - 1.5.5. Universal, Replicable, Multi-center Collaborative Models
 - 1.5.6. Indicators of Assessment
 - 1.5.7. Research and Action of Replicable Collaborative Models
- 1.6. Research in Social and Community Participation
 - 1.6.1. Community and Social Participation
 - 1.6.2. Research and Action in Community and Social Participation
 - 1.6.3. Interdiscipline, Transdiscipline, Eco-Environmental, Sustainable and Sustainable
 - 1.6.4. Key Families and Strategic Groupings in the Community
 - 1.6.5. Fundamentals of Research and Action Appropriate to Each Place
 - 1.6.6. Quantitative and Qualitative Evaluation Measures
 - 1.6.7. Focus Groups
 - 1.6.8. Indicators and Utilization
 - 1.6.9. Strategic Indicators Appropriate to Each Site
 - 1.6.10. Health Team Involved in Research and Action
 - 1.6.11. The Scope of the Action Research
 - 1.6.12. Evaluation of the Sample

- 1.7. Methods of Idea Generation and Design of Health Promotion/Health Education (HPE) Campaigns
 - 1.7.1. Methods of Generating Ideas for the Design of Health Promotion, Health Education and Disease Prevention Campaigns
 - 1.7.2. Analysis of the Specific Needs and Characteristics of the Target Audience in Order to Adapt Communication and Promotion Strategies to their Needs and Preferences
 - 1.7.3. Creative Tools and Techniques to Generate Innovative and Effective Ideas in the Design of Health Promotion Campaigns
 - 1.7.4. Educational Messages and Materials: Clear, Informative and Persuasive
 - 1.7.5. Evaluating the Effectiveness of Health Promotion Campaigns: Adjustments to Improve Results
- 1.8. Complex Models and Methods in Health Education
 - 1.8.1. Theory of Change: Determinants of Human Behavior and Strategies to Change them towards Healthier Behaviors
 - 1.8.2. Social Determinants of Health Approach: Sociopolitical, Economic and Cultural Factors in Influencing the Health of Populations Addressing Inequities
 - 1.8.3. Community Empowerment Models: Strengthening Communities to Make Healthy Decisions and Achieve Positive Changes in their Environment
 - 1.8.4. Theories of Health Behavior: Beliefs, Attitudes and Motivations of People
 - 1.8.5. Participatory Methods in Health Education: Involving People and Communities in the Design, Implementation and Evaluation of Health Programs Collaboration and Autonomy
- 1.9. Elaboration, Development and Design of Programs in Health Education
 - 1.9.1. Design and Development of Health Education Programs: Identification of Needs, Formulation of Objectives, Selection of Methods and Intervention Strategies and Planning of Activities
 - 1.9.2. Implementation Strategies: Accessibility, Equity and Sustainability of Health Programs
 - 1.9.3. Partnerships and Collaborations with Relevant Institutions and Organizations to Strengthen Health Program Implementation
 - 1.9.4. Continuous and Systematic Evaluation of Health Program Implementation: Identification of Challenges, Necessary Adjustments, and Opportunities for Improvement



- 1.9.5. Active Participation of the Community in the Implementation of Health Programs: Fostering Community Ownership and Sustainability of the Actions Carried Out
- 1.9.6. Ethical Principles that Govern the Implementation of Health Education Programs: Ethics and Responsibility towards the Communities and Beneficiary Populations
- 1.10. Research and Evaluation of the Impact of Collaborative and Educational Models
 - 1.10.1. Health Research: Protocol Development, Data Collection and Analysis, and Scientific Report Writing
 - 1.10.2. Evaluation of the Impact of Educational Programs on the Health of the Population, use of Qualitative and Quantitative Evaluation Tools
 - 1.10.3. Importance of Interdisciplinarity in the Design and Evaluation of Health Education Projects Collaboration Among Professionals as an Enhancer of Results
 - 1.10.4. Effective Communication of Research and Evaluation Results to Health Professionals and the General Community

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Join now this 6-week TECH program, where you will develop cutting-edge skills to optimize your professional practice”



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.



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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 we use the Case Method

What should a professional do in a given situation? 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. Specialists learn better, faster, 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. 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, trying to recreate the real conditions in the physician'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. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of 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.

This 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, a real revolution with respect to the mere study and analysis of cases.

Professionals will learn through real cases and by resolving 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 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. 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.

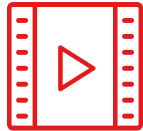
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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 highly 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.



Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and 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 the videos as many times as you like.



Interactive Summaries

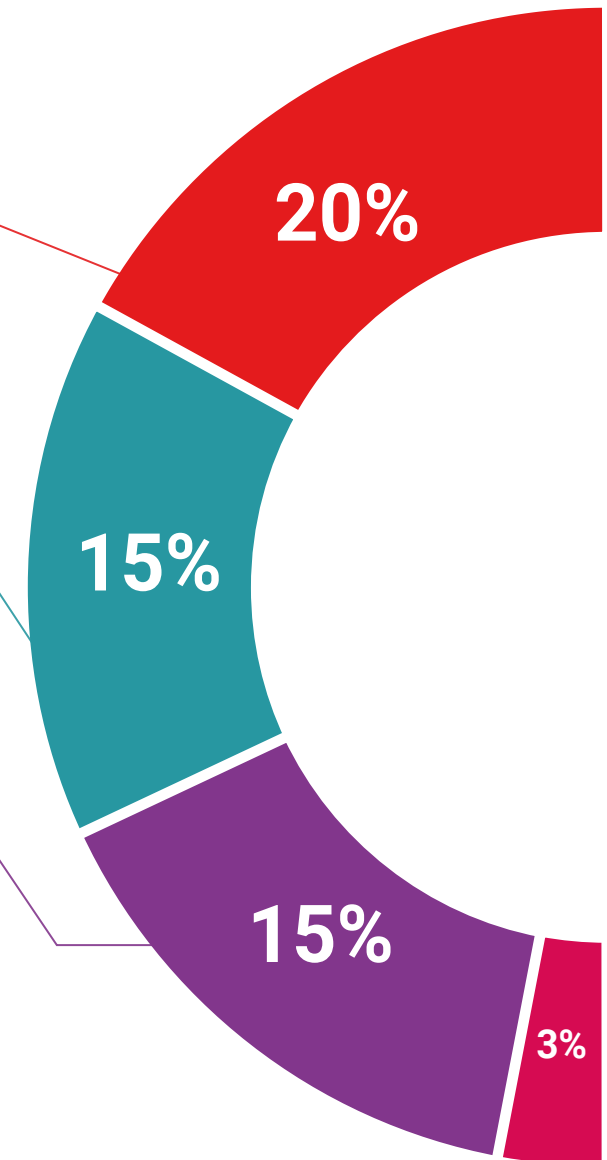
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

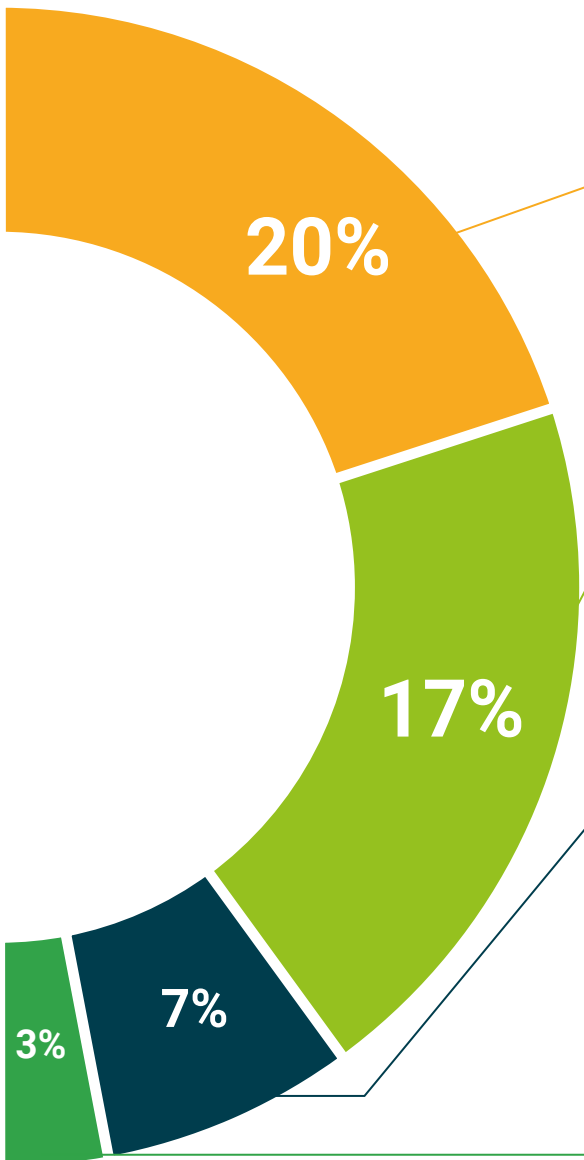
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 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 Certificate in Health Promotion and Evaluation guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 Certificate in Health Promotion and Evaluation** 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 Certificate in Health Promotion and Evaluation**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**



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



Postgraduate Certificate Health Promotion and Evaluation

- » Modality: online
- » Duration: 6 weeks
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- » Schedule: at your own pace
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Postgraduate Certificate

Health Promotion and Evaluation

