

# Postgraduate Diploma

## Public and Environmental Health





## Postgraduate Diploma Public and Environmental Health

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

Website: [www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-public-environmental-health](http://www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-public-environmental-health)

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# 01

# Introduction

Public Health faces significant challenges due to the impact of climate change, rapid urbanization and pollution. Extreme weather events such as heat waves, floods and hurricanes are increasing in frequency and intensity, exacerbating health problems such as respiratory and cardiovascular disease. Likewise, air and water quality continues to be a primary concern, with pollution contributing to millions of premature deaths each year. In addition, uncontrolled urbanization has led to the proliferation of vector-borne diseases. In this context, a 100% online program has been created, requiring only an electronic device with an Internet connection to access it. In addition, it is based on the innovative Relearning methodology, a pioneer in TECH.





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*Thanks to this 100% online program, you will develop critical skills to identify and address health challenges arising from environmental factors, such as pollution and climate change”*

Public Health is marked by the growing concern about the effects of climate change on human health. Extreme heat waves, air pollution and loss of biodiversity are exacerbating Respiratory and Cardiovascular Diseases, and increasing the incidence of Infectious Diseases.

This is how this program is born, which will analyze the relationship between literacy and health. Therefore, physicians will be able to collaborate with health institutions and organizations to integrate literacy in Public Health policies and programs. In addition, the concepts and fundamentals of Salutogenesis as a health promotion approach will be analyzed, and different models of health assets will be compared.

The specific challenges faced by different population groups will also be addressed, examining the health of children and adolescents, as well as preventive measures to mitigate risks. The influence of gender on health and well-being will also be examined, and the factors that influence occupational health will be discussed. It will also consider health needs in multicultural contexts and during old age, promoting functional capacity and well-being at this stage of life.

Finally, the interrelationship between health and environmental factors will be explored in depth, applying cross-cutting approaches such as "One Health". In this sense, the risks of contaminants in drinking water and measures to ensure its quality will be addressed, as well as the dangers of recreational waters and preventive strategies for their safe use.

In this way, a high-quality, fully online program has been created to meet the unique needs of students and avoid additional inconveniences, such as travel to a physical campus and the need to adhere to pre-established schedules. In addition, the innovative learning methodology known as Relearning has been incorporated, which involves the review of key concepts for a deeper understanding of the contents.

This **Postgraduate Diploma in Public and Environmental Health** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Public and Environmental Health
- ♦ 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 self-assessment can be used to improve learning.
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*You will acquire skills to design and implement strategies to address public health problems from an ecological perspective, crucial in the face of global challenges such as climate change and pandemics"*



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*You will delve into the repercussions of malnutrition, as well as the health needs of migrants and humanitarian crises, through the best teaching materials on the market, at the forefront of technology and education”*

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.

*You will immerse yourself in the factors that affect mental health, developing strategies for its promotion, prevention and treatment, thanks to an extensive library of innovative multimedia resources.*

*You will address the prevention of Legionella, vector control and the diseases they transmit, as well as the reduction of exposure to natural radioactivity, especially radon.*



# 02 Objectives

The main objectives of this program will be to equip professionals with the knowledge and practical skills to identify, analyze and address Public Health challenges related to social, environmental and economic factors. Therefore, advanced competencies in health promotion, disease prevention and environmental risk management will be developed. In this way, graduates will be prepared to design and implement effective policies and programs that promote health equity, improve health literacy and foster community resilience.





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*You will apply comprehensive approaches, such as One Health, to address the complex interactions between human, animal, and environmental health. With all the quality guarantees that TECH offers you!"*



## General Objectives

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- 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



*Upon completion of this program, you will be prepared to collaborate interdisciplinarily, design and implement effective and sustainable Public Health strategies, contributing to the improvement of community well-being"*





## Specific Objectives

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### Module 1. Health Promotion and Evaluation

- ♦ 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

### Module 2. Public Health in Situations of Vulnerability

- ♦ Analyze the main health risks for children and adolescents, as well as measures to avoid them
- ♦ Examine the influence of gender on health and well-being
- ♦ Substantiate the factors that influence the health of workers in any field
- ♦ Establish the health needs and challenges in different multicultural contexts
- ♦ Promote and maintain functional capacity for well-being in old age

- ♦ Compile the factors affecting mental health and to improve its promotion, prevention and treatment
- ♦ Identify the developmental implications and the economic, social and medical consequences of the global burden of malnutrition
- ♦ Examine the health needs and challenges of migrants and in the event of humanitarian crises and health emergencies

### Module 3. Environmental Health

- ♦ Substantiate the interrelationship of health with its environmental determinants, to apply cross-cutting approaches, such as One Health
- ♦ Analyze the most significant risks of contaminants in drinking water and establish the fundamental measures to ensure their contribution to the population
- ♦ Identify the hazards arising from the use of recreational waters and analyze the preventive measures necessary for the safe use of recreational waters
- ♦ Examine the main preventive measures to avoid the conditions that favor the colonization, multiplication and dispersion of Legionella
- ♦ Substantiate the risk and impact of vectors and the diseases they transmit, in order to develop and establish control strategies and means of control
- ♦ Analyze the exposure to natural radioactivity, specifying actions to reduce exposure to radon

# 03

# Course Management

The professors of this university program are highly qualified professionals with extensive experience in their respective fields. In fact, many are active researchers and have participated in projects of national and international relevance, providing an updated and practical vision of the challenges and advances in Public and Environmental Health. In addition, these experts have a solid academic background and experience in the implementation of health programs and policies, which will enrich the preparation of graduates by providing real case studies and strategies applicable in diverse contexts.







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*The dedication and commitment of the faculty to your specialization as a highly qualified professional in Public and Environmental Health reflect the quality and prestige of this academic program”*



## Management



### Dr. Camacho Parejo, Juan José

- General Director of Public Health at the Regional Ministry of Health of Castilla-La Mancha
- Director of the Center for Analysis, Documentation and Evaluation of Health Policies of SESCAM
- Director of Hospitals in the Health Care DG of SESCAM
- Medical Director at the Integrated Care Management of Talavera de la Reina
- Deputy Medical Director at Nuestra Señora del Prado Hospital (Talavera de la Reina)
- Urologist at the Río Hortega Hospital, Jove Hospital (Gijón) and Nuestra Señora del Prado Hospital (Talavera de la Reina)
- Specialist in Urology
- Senior Management Program in the Health Sector, Administration/Management of Health Services, San Telmo University Business School
- Degree in Medicine and Surgery from the Complutense University of Madrid



### **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. Salmerón Ríos, Raúl

- ♦ National Responsible for the Public Health Working Group of the SEMG
- ♦ President of the Board of Directors of SEMG of Castilla-La Mancha
- ♦ Family and Community Physician in the Rural Clinic of SESCAM
- ♦ Doctor in Health Sciences by the University of Castilla-La Mancha
- ♦ Master's Degree in Family Medicine Update by the University of Castilla-La Mancha
- ♦ University Expert in Pain Management, Biostatistics, Advanced Life Support, Geriatric Rehabilitation, Vision Sciences, Psychogeriatrics and Active Aging and health by the International University Isabel I of Castile
- ♦ Degree in Medicine and Surgery from the University of Zaragoza
- ♦ Member of: Society of Medicine and Surgery of Albacete and Royal Academy of Medicine of Castilla-La Mancha

### 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. Montero Rubio, Juan Carlos

- ♦ Head of Section of Clinical and Environmental Microbiology at the Institute of Health Sciences, Castilla-La Mancha
- ♦ Doctor in the Department of Preventive Medicine and Public Health, Immunology and Medical Microbiology, Rey Juan Carlos University
- ♦ Master's Degree in Public Health from the University Center of Public Health of the Autonomous University of Madrid
- ♦ Master's Degree in Environmental Management from the Institute of Ecological Research of Malaga, Open International University
- ♦ Graduate in Biological Sciences from the Complutense University of Madrid

### Mr. Gago Gutiérrez, Roberto

- ♦ Inspector of Environmental Health in the Official Pharmaceutical Services, Ávila
- ♦ Head of the Physical and Chemical Risk Assessment Section at the Environmental Health Service of the Junta de Castilla y León
- ♦ Food Safety Inspector in the Official Pharmaceutical Services, Ávila
- ♦ Assistant Pharmacist in Pharmacy Office
- ♦ University Expert in Pharmaceutical Marketing, UNED
- ♦ Degree in Pharmacy from the University of Salamanca

### Dr. Columé Díaz, Almudena

- ♦ Official Pharmacist of Public Health in the Regional Government of Castilla-La Mancha
- ♦ Member of the Research Group Specialized in the Automation and Miniaturization of Analytical Techniques at the University of Córdoba
- ♦ PhD in Chemistry from the University of Cordoba
- ♦ Degree in Pharmacy from the University of Seville
- ♦ Degree in Food Science and Technology from the University of Córdoba

**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. 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. 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.

**Ms. González Gascón y Marín, María Almudena**

- ♦ Official Pharmacist of the Regional Government of Castilla-La Mancha
- ♦ First Prize to the "Best Communication" of the Spanish Society of Environmental Health for the article "Ochratoxin A and residues of phytosanitary products in wines produced in the health districts of La Roda and Villarrobledo (Albacete)"
- ♦ Graduate in Pharmacy from the Complutense University of Madrid.
- ♦ Diploma in Advanced Studies in Preventive Medicine and Public Health from the Complutense University of Madrid
- ♦ Collaboration grant at the European Food Safety Authority

**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

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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”*

# 04

# Structure and Content

This program will cover health literacy, Salutogenesis and health asset models, in addition to fostering interdisciplinary collaboration and health equity. It will also focus on the health risks and needs of vulnerable populations, including children, adolescents, workers, the elderly and migrants, as well as mental health and malnutrition. Finally, it will delve into the relationship between health and the environment, addressing topics such as water quality, Legionella control, vector management and reducing exposure to radioactivity.



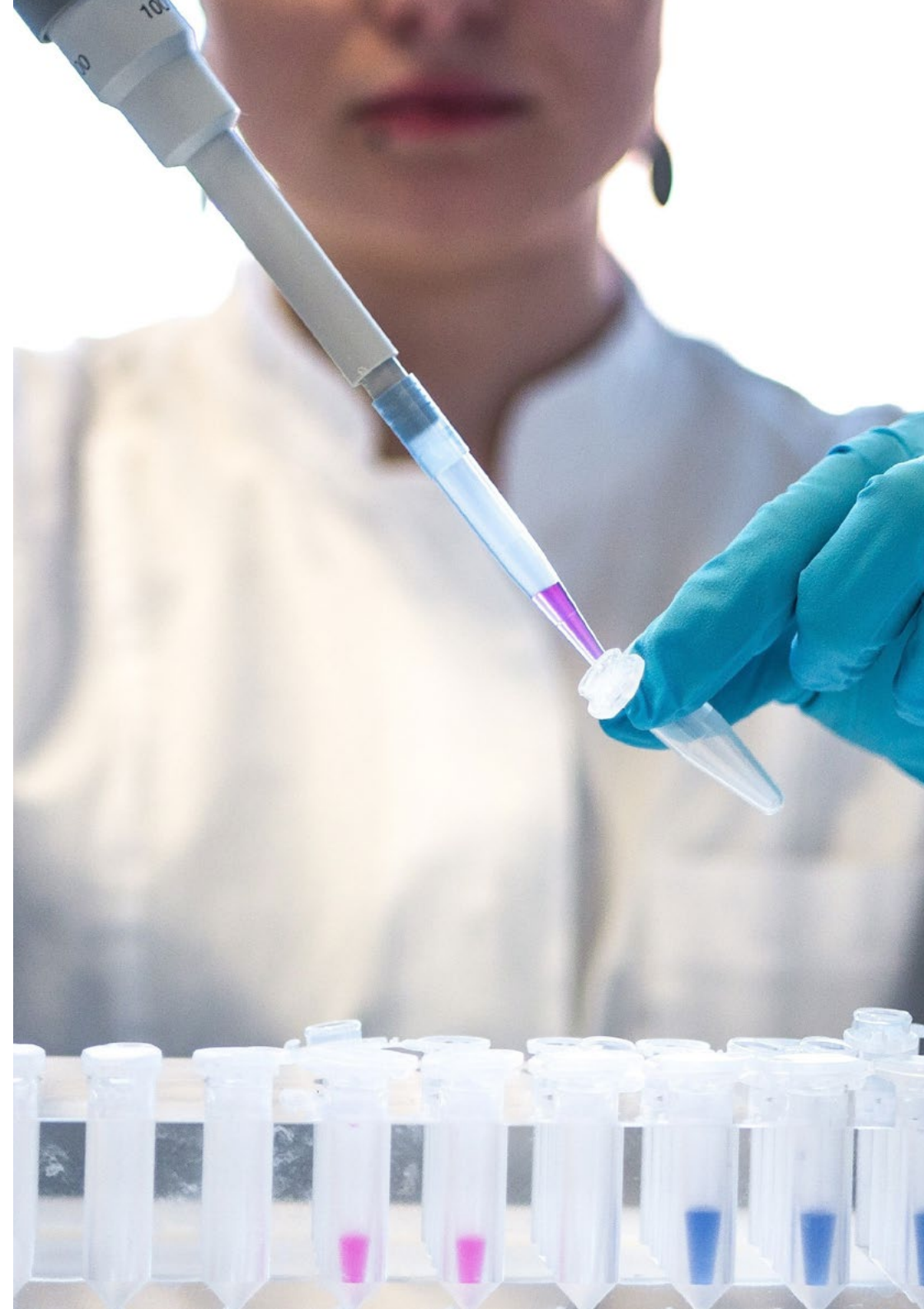
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*The content of this program is designed to provide you with a comprehensive and specialized qualification in the main aspects that interrelate human health and the environment”*



## 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

## Module 2. Public Health in Situations of Vulnerability

- 2.1. Children and Health
  - 2.1.1. Environmental Threats
  - 2.1.2. Obesity and Non-communicable Diseases
  - 2.1.3. Trauma, Violence and Conflict
- 2.2. Adolescence and Health
  - 2.2.1. Sexual and Reproductive Health: Contraception, Communicable Diseases, Sexual Abuse, Intimate Partner Violence
  - 2.2.2. Traffic Accidents, Suicide, Interpersonal Violence
  - 2.2.3. Abuse of Psychoactive Substances
  - 2.2.4. Nutrition and Physical Activity
- 2.3. Health and Gender
  - 2.3.1. Gender as a Determinant of Health Inequity
  - 2.3.2. Intersectionality
  - 2.3.3. Gender-Based Violence
- 2.4. Occupational Health
  - 2.4.1. Mental Health in the Work Environment
  - 2.4.2. Healthy Teleworking
  - 2.4.3. Occupational Hazards in Health Care Workers
- 2.5. Health in Multicultural Contexts
  - 2.5.1. Cultural Validation and Negotiation
  - 2.5.2. Multilingual Communication
  - 2.5.3. The COVID-19 Pandemic as an Exacerbator of Inequalities

- 2.6. Health and Aging
  - 2.6.1. Healthy Aging Decade of Healthy Aging
  - 2.6.2. Geriatric Syndromes
  - 2.6.3. Integrated Care and Primary Health Care Focused on the Elderly Person
- 2.7. Mental Health and Well-being
  - 2.7.1. Determinants of Mental Health
  - 2.7.2. Mental Health Promotion and Prevention of Mental Health Conditions
  - 2.7.3. Mental Health Care and Treatment
- 2.8. Nutritional Problems and their Impact on Global Health
  - 2.8.1. Malnutrition: Undernutrition, Vitamin and Mineral Imbalance, Overweight, and Obesity
  - 2.8.2. Diet-Related Noncommunicable Diseases: Diabetes, Hypertension, Heart Disease, Stroke and Cancer
  - 2.8.3. Healthy diet
  - 2.8.4. Nutritional Safety Versus Food Safety
- 2.9. Migration and Health Health in Emergencies and Humanitarian Crises
  - 2.9.1. Common Health Needs and Vulnerabilities of Refugees and Migrants
  - 2.9.2. Barriers to Access to Services for Refugees and Migrants
  - 2.9.3. Preparedness and Resilience to Emerging Threats (PRET) Initiative
- 2.10. Communicable and Non-communicable Diseases
  - 2.10.1. Sexually Transmitted Infections (STIs) Controlling the Spread on a Global Scale
  - 2.10.2. Communicable Diseases Measures Against Risk Factors
  - 2.10.3. Vector-Borne Diseases

## Module 3. Environmental Health

- 3.1. Environmental Health: Health Impact Assessment One Health Approach
  - 3.1.1. Environmental Health through Environmental Determinants of Health
  - 3.1.2. Interaction of Health and Environment with One Health Approach
  - 3.1.3. Health in all Policies Health Impact Assessment Tools



- 3.2. Water Quality: Water Supply
  - 3.2.1. Sanitary Quality of Water: Sources of Contamination and Health Risks Emerging Contaminants
  - 3.2.2. Infrastructures of Water Supplies for Human Consumption
  - 3.2.3. Drinking Water Treatment Products for the Treatment of Drinking Water
  - 3.2.4. Quality Control of Water for Human Consumption
  - 3.2.5. Disinfection By-products
  - 3.2.6. Communication of Water Quality to the Population
- 3.3. Water Quality Recreational Waters: Swimming Pool and Bathing Waters
  - 3.3.1. Risks Associated with the Use of Recreational Waters
  - 3.3.2. Requirements for Swimming Pool and Water Park Facilities
  - 3.3.3. Treatments to Ensure Water and Air Quality Products
  - 3.3.4. Control of the Sanitary Quality of Water and Air
  - 3.3.5. Bathing Water Quality Requirements
  - 3.3.6. Water Pollution Prevention Measures
  - 3.3.7. Sanitary and Environmental Monitoring and Control of Bathing Waters
  - 3.3.8. Communication of Risks to the Population
- 3.4. Environmental Management of Legionellosis
  - 3.4.1. Bacteria From an Environmental Health Perspective
  - 3.4.2. Facilities and Equipment Involved and Preventive Measures
  - 3.4.3. Control Strategies and Responsibilities
  - 3.4.4. Examples of Cases and Outbreaks Apprenticeships
- 3.5. Public Health and Chemical Safety
  - 3.5.1. International Chemical Risk Management
  - 3.5.2. Hazard Classification and Communication: Labeling and Safety Data Sheets
  - 3.5.3. Registers for the Protection of Human Health and the Environment against Chemical Hazards Evaluation, Authorization and Restrictions of Chemical Substances
  - 3.5.4. Biocides Administrative Control Over Activities and Users
- 3.6. Environmental Management of Vector-borne Diseases
  - 3.6.1. Main Vectors
  - 3.6.2. Impact on Health
  - 3.6.3. Vector Control Strategies

- 3.7. Public Health Impact of Contaminated Soil, Solid Waste and Contaminated Wastewater
  - 3.7.1. Contaminating and Emerging Sources
  - 3.7.2. Pollution Prevention Measures
  - 3.7.3. Monitoring Systems and Control Strategies
- 3.8. Monitoring and Control of Physical Contamination and Natural Radioactivity to Protect Public Health
  - 3.8.1. Natural Radioactivity
  - 3.8.2. Routes of Exposure
  - 3.8.3. Radioactivity in Drinking Water and its Regulations
  - 3.8.4. Radon as a Parameter in Indoor Air Quality and its Management
- 3.9. Public Health Protection Air Quality: Atmospheric Pollution
  - 3.9.1. Air Quality Analysis
  - 3.9.2. Pollutant Sources and Health Risks Associated with Air Quality
  - 3.9.3. Monitoring Systems and Control Strategies
  - 3.9.4. Communication of Risks to the Population
- 3.10. Climate Change and Health
  - 3.10.1. Climate Change
  - 3.10.2. Actions to Address Climate Change
  - 3.10.3. Influence of Climate Change and Health
  - 3.10.4. Climate Change and Social Determinants of Health





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*The comprehensive approach of this program will prepare you to address the environmental challenges that impact Public Health, acquiring the tools to implement effective strategies in different contexts”*



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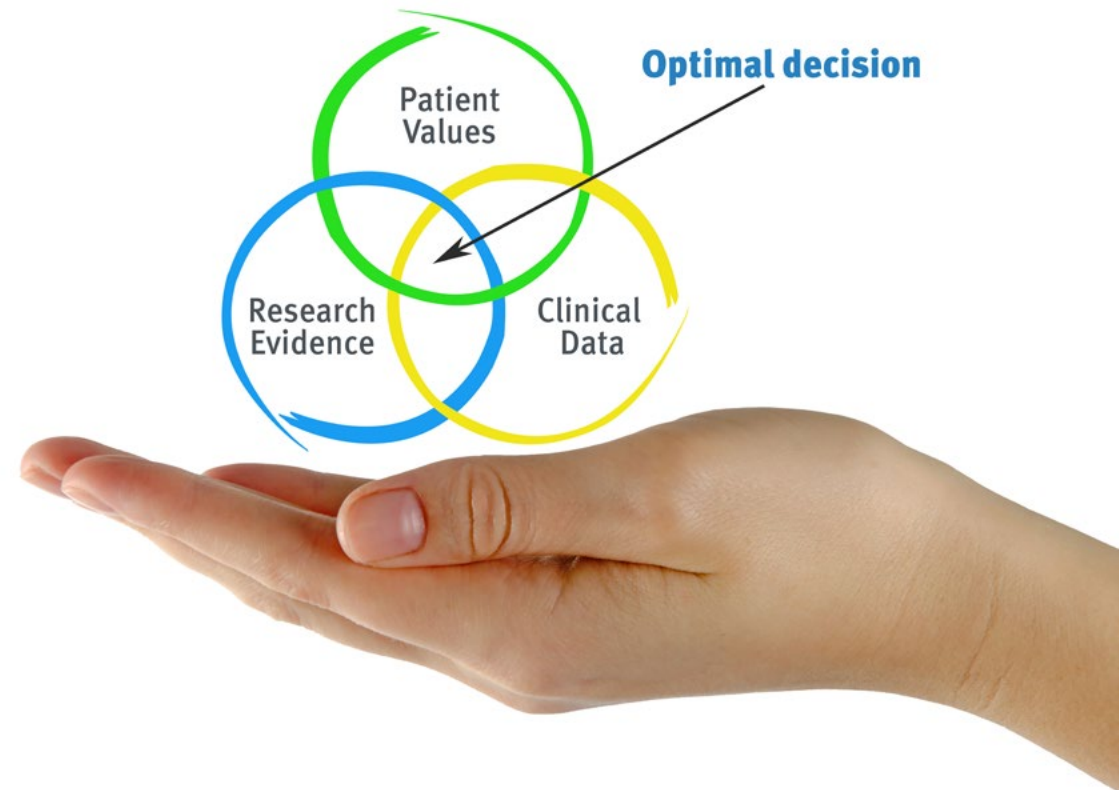
*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*



## At TECH Nursing School we use the Case Method

In a given situation, what should a professional do? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Nurses learn better, faster, and more sustainably over time.

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



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

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*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.



*The nurse will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*



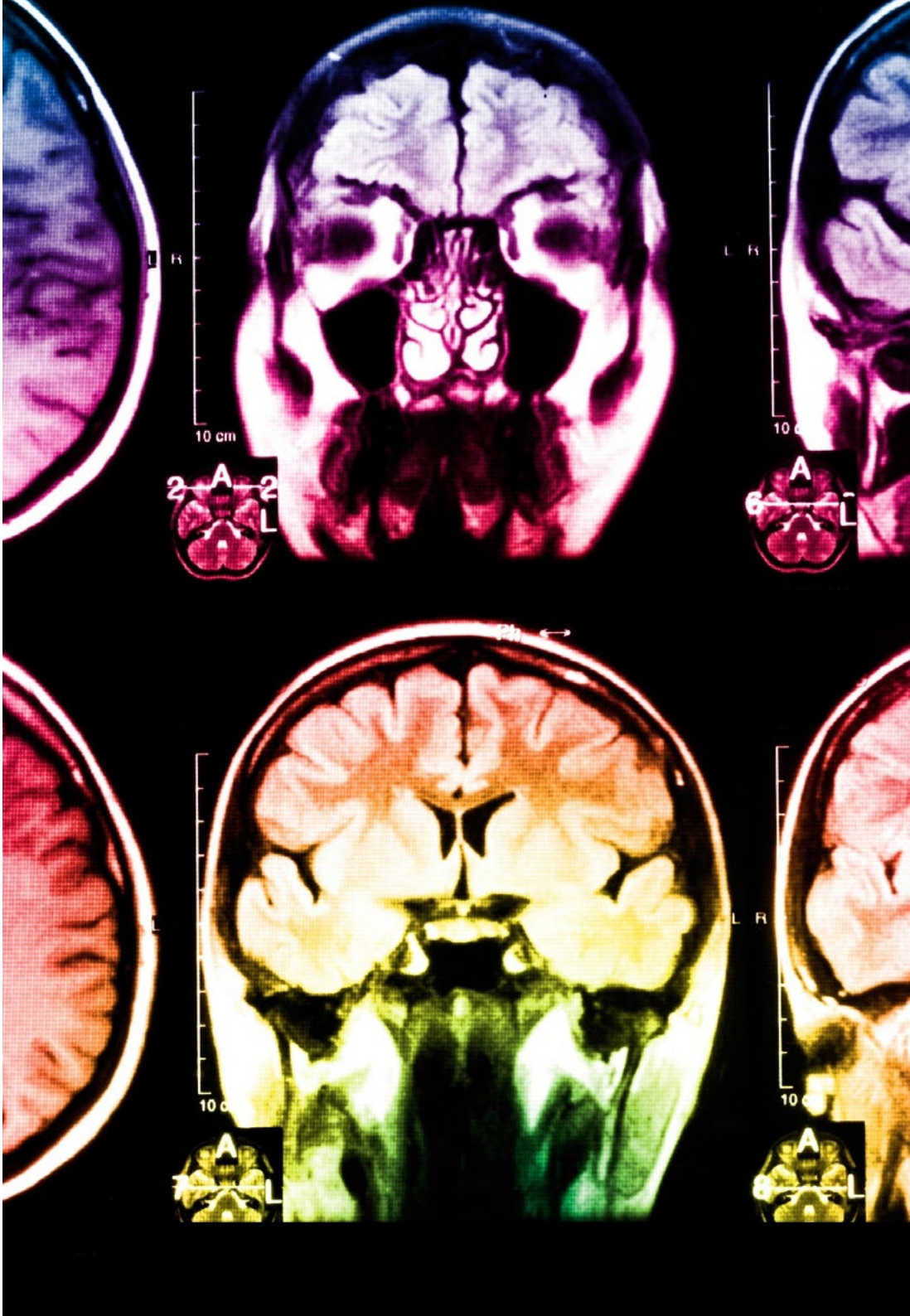
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

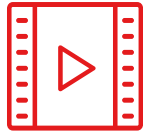
In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

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





This program offers the best educational material, prepared with professionals in mind:



### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



### Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch them as many times as you want.



### Interactive Summaries

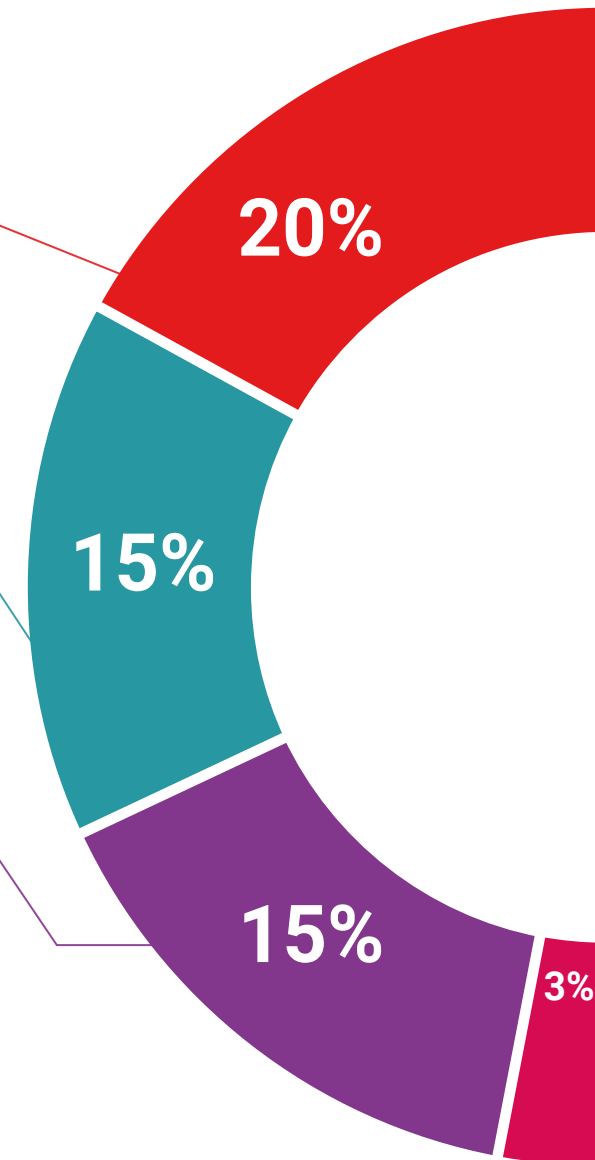
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

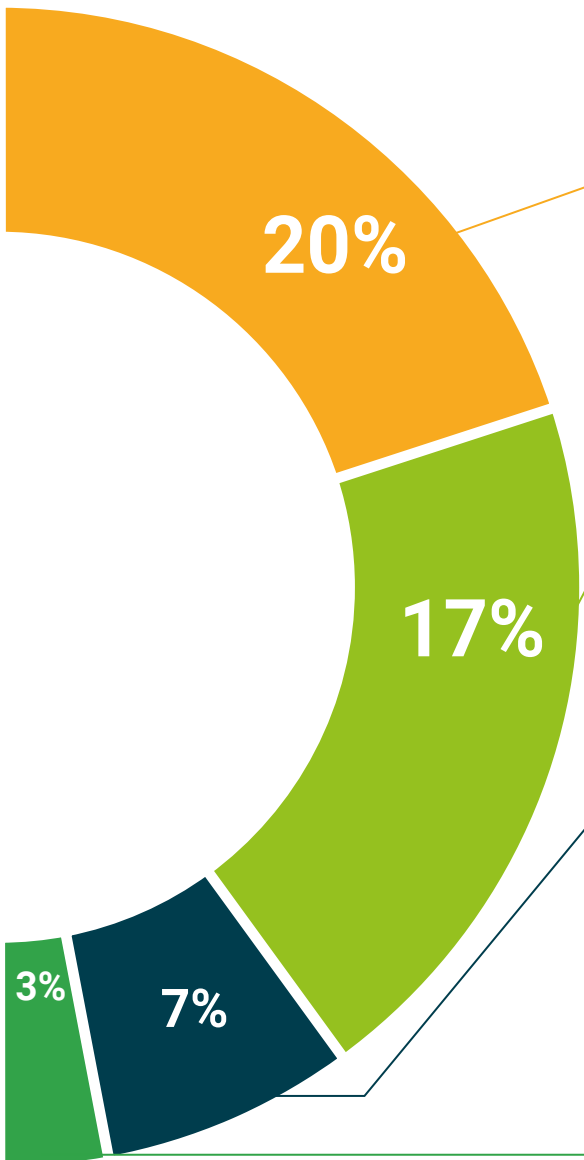
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



#### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.  
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Quick Action Guides

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



# 06 Certificate

The Postgraduate Diploma in Public and Environmental Health 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 Public and Environmental Health** 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 Public and Environmental Health**

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  
online development languages  
virtual classroom



## Postgraduate Diploma Public and Environmental Health

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

# Postgraduate Diploma

## Public and Environmental Health