Professional Master's Degree
Public Health

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Professional Master's Degree
Public Health

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

Website: **www.techtitute.com/us/medicine/professional-master-degree/master-public-health**

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01
Introduction

Public Health today is marked by significant challenges and advances in several areas. The COVID-19 pandemic continues to have global repercussions, highlighting the need for resilient and efficient health systems. In parallel, climate change is exacerbating health problems such as respiratory diseases and disease vectors. In addition, there is a growing focus on mental health, with efforts to reduce stigma and improve access to support services. In this context, TECH has developed a comprehensive 100% online program, which only requires an electronic device with an Internet connection to access its content. Additionally, it is based on the revolutionary Relearning methodology, a pioneering method of the best digital university in the world.

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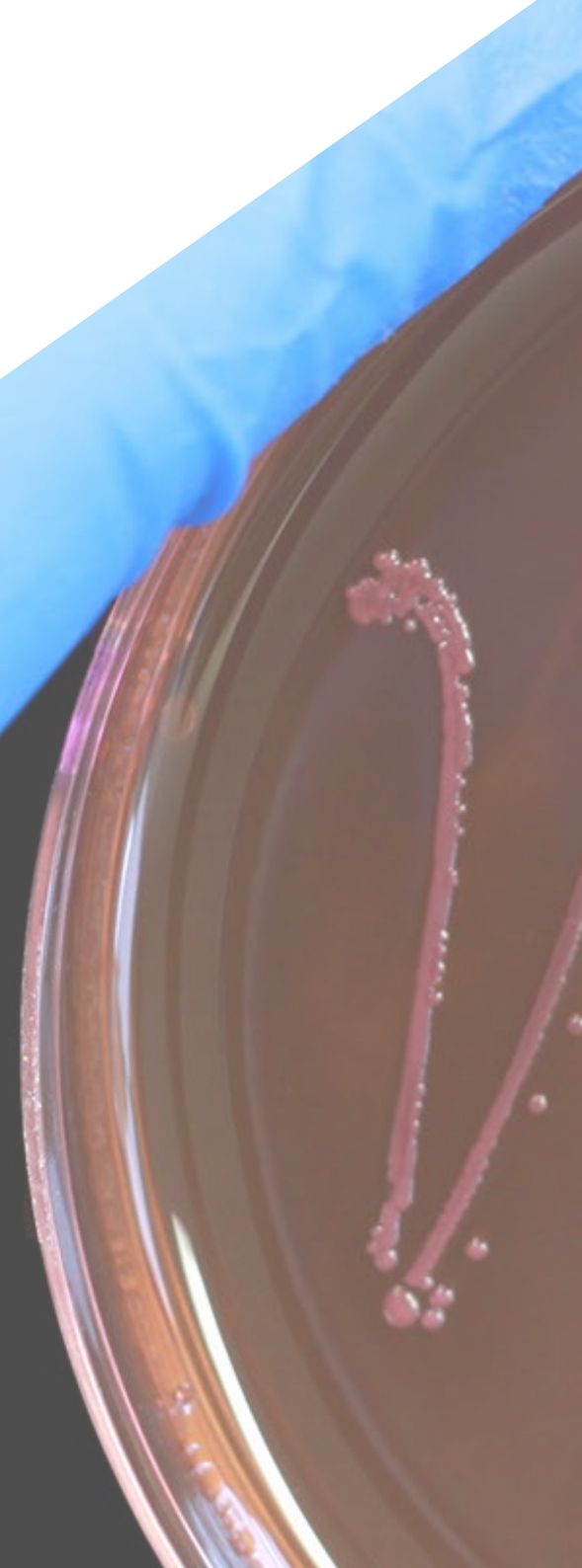
Thanks to this 100% online program you will gain profound knowledge in three core disciplines: Public Health, Primary Care and Community Health, and their interrelationship"

Contemporary Public Health faces multifaceted challenges globally, highlighting the persistence of infectious diseases such as COVID-19, which continues to require vigilance and adaptations in health policies. Meanwhile, non-communicable diseases such as diabetes and cardiovascular diseases continue to increase due to various factors.

This is how this study was born, which will benefit physicians with a specialized, multidisciplinary and holistic specialization, through a broad and integrative vision of the main pillars of Public Health in the 21st century: surveillance, promotion and protection of health and welfare, prevention, foreign health and international health, information systems, communication and research.

Likewise, this academic program will provide professionals with excellent preparation in the scientific and epidemiological method, focused on studying the distribution and determinants of health problems in populations, as well as on developing programs for the prevention and control of health problems. In addition, in the field of community health, we will delve into the reduction of inequalities, designing community prevention and intervention programs.

Finally, global health challenges such as communicable diseases, poor nutrition and limited access to health services will be addressed, focusing on the situation of vulnerable populations such as children, the elderly and people with disabilities. Specialists will also be updated on crisis management and health emergencies, including the response to epidemics, natural disasters and terrorism.

At this juncture, we have designed a university program of the highest quality, fully online to favor the individual needs of students and not have to deal with extra difficulties, such as traveling to a physical center and adjusting to a pre-established schedule. To this is added the implementation of the innovative Relearning methodology, consisting of the constant reiteration of the key concepts for an optimal and organic assimilation of the contents.

This **Professional Master's Degree in Public 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 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 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 address relevant topics, such as epidemiology and biostatistics, gaining an in-depth understanding of the distribution and determinants of disease and injury in human populations"

" *You will focus on environmental and occupational health, understanding how the physical and occupational environment affects health, and managing environmental and occupational risks. What are you waiting for to enroll?"*

The program's teaching staff includes professionals from the field who contribute their work 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 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 analyze health systems and policies, as well as their organization and financing at the international level: all through the best teaching materials, at the forefront of technology and education.

Don't miss this unique opportunity that only TECH offers you! You will address strategies to promote healthy lifestyles, as well as the prevention of chronic and acute diseases at the individual and community level.

02
Objectives

The objectives of this university program will include a deep understanding of the current state of Public Health in the 21st century, highlighting the importance of effective health communication and the use of new technologies applied to this field. In addition, they will focus on clinical epidemiology, providing tools for the analysis of the distribution and determinants of disease in specific populations, as well as the relationship between health and the environment, examining how environmental factors impact Public Health.

You will cover complex and essential topics that are difficult to find in other similar specializations, with all the quality guarantees that only TECH, the best digital university in the world, according to Forbes, offers you"

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 noncommunicable 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

Module 1. Public Health in the 21st Century

- Establish health as an integral and global concept and to define the influencing factors
- Establish the most relevant health determinants in the current situation, historical evolution and to lay the foundations for their future development
- Analyze the current models of international collaboration in health and their characteristics
- Examine the interactions between health, the health system, the environment and the social system
- Analyze current public health policies at the international level
- Review the legal, regulatory and institutional framework for health at the international level
- Recognize the political and governance functions, insurance and provision of public health services in any health system
- Determine the set of professional competencies required to work in public health services
- Incorporate the organizational perspective to the main challenges in Public Health, specifically climate change and pandemic
- Specify the objectives and evaluate the health impact of interventions, both health and non-health interventions

Module 2. Communication and New Technologies in Public Health

- Analyze communication processes and their use in Public Health
- Evaluate the current presence of Public Health in the communication framework and develop strategies for its improvement
- Examine the different communication channels available for use in Public Health and define their use
- Substantiate the specific communication needs in crises with a health component and to establish the essential factors for their best implementation

- Identify the key points for the use of Social Media as a tool for knowledge and intervention in Public Health
- Examine the technological developments available for use in community health
- Evaluate the use, usefulness, risks and benefits of new technologies available in Public Health
- Present the general framework of the use and future possibilities of Artificial Intelligence in Public Health

Module 3. Evaluation of Public Health Policies and Programs

- Support the need for the evaluation of Public Health policies as an essential part of their development
- Identify the most appropriate models for evaluation in Public Health
- Examine and analyze qualitative and quantitative tools and their use in Public Health evaluation
- Establish the basic principles, methods of measurement and evaluation of health outcomes
- Define objectives, method and scope of the evaluation of public health plans
- Obtain a broad view of the design, decision, implementation and analysis phases of health policies
- Apply the methodology and tools available for the evaluation of specific cases of health plans and policies
- Have an objective and critical view on evaluation
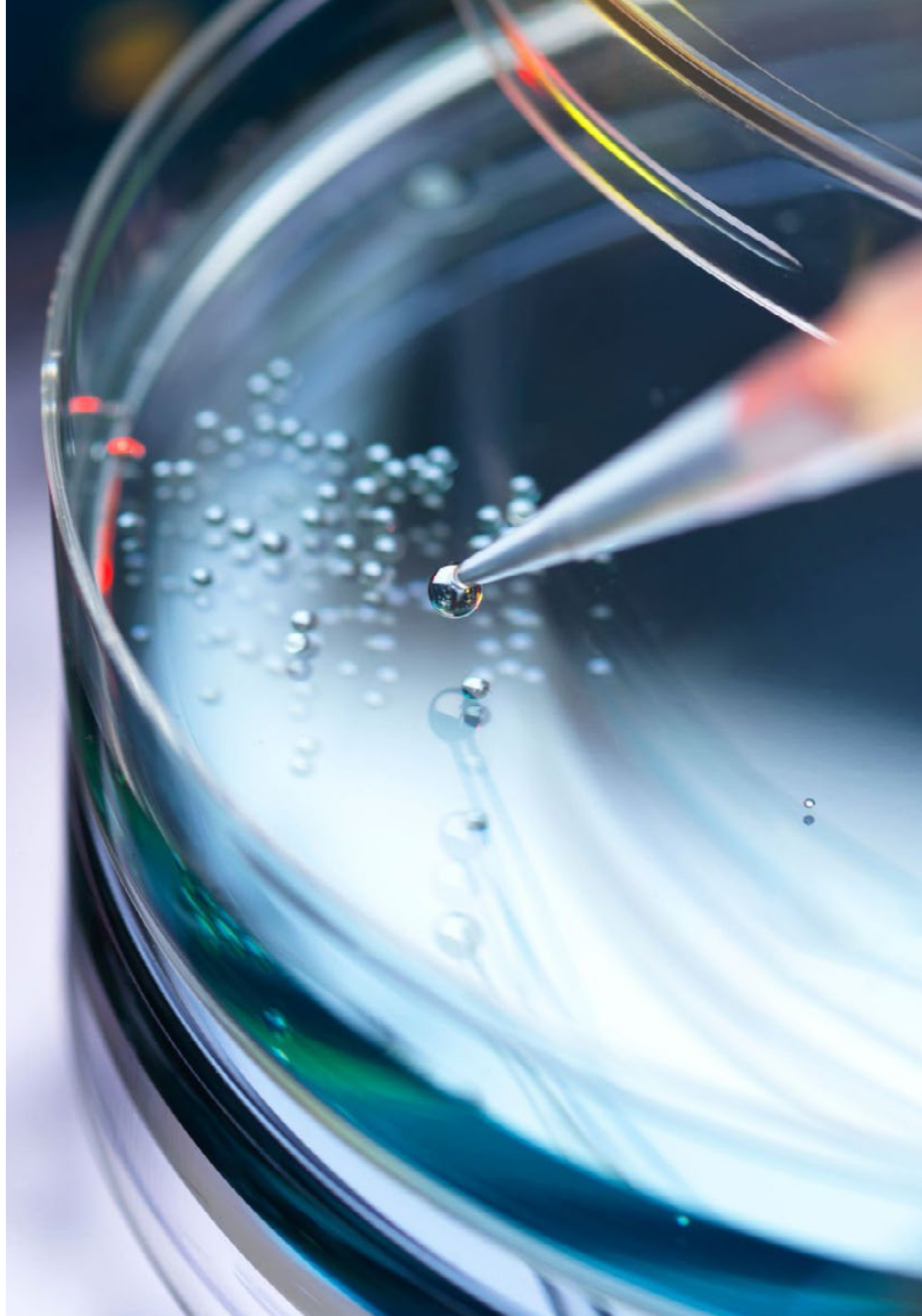
Module 4. Public Health Surveillance

- Determine the fundamental principles of health protection and prevention, including epidemiological surveillance, risk assessment, management, control and communication
- Examine self-monitoring and surveillance systems through hazard analysis and identification of critical control points
- Delve into the investigation systems and conduct a critical analysis of indicators, as well as records and evaluation systems
- Determine the requirements in primary prevention research for chronic diseases, as well as evaluate effective strategies
- Specify the terms needed to conduct research for improvement in the design, implementation, and evaluation of comprehensive health protection and prevention programs
- Analyze, in detail, the interpretation of epidemiological data related to environmental health, including surveillance of diseases and environmental risk factors
- Describe innovative monitoring and prevention systems in pharmacovigilance that allow for early detection of drug-related adverse events
- Describe international disease surveillance systems and cooperative systems among them

Module 5. Epidemiology and Prevention of Communicable and Non-communicable Diseases

- Analyze the epidemiology and risk factors of Cancer, as well as its primary and secondary prevention
- Support the epidemiology of Cardiovascular Diseases and their risk
- Promote the detection of rare diseases and neonatal screening programs

- Evaluate healthy and active aging programs
- Identify the main communicable diseases
- Determine the usefulness of vaccines in the prevention of Immunopreventable Infectious Diseases

Module 6. Clinical Epidemiology

- Develop the ability to identify and describe the main components of an intervention study, as well as to determine its different types
- Analyze the importance of quality assessment of intervention studies
- Compile examples of good- and poor-quality intervention studies
- Evaluate the methodology and design of pragmatic and explanatory clinical trials
- Analyze the different phases of the design of diagnostic test validity studies and the methodological quality and correctness of these studies
- Provide a basis for the quality and methodological correctness of prognostic factor studies
- Introduce patient safety as a key concept in quality healthcare
- Propose activities for the evaluation of Public Health plans, implementing strategies based on scientific evidence

Module 7. Research Methodology in Epidemiology

- Determine the main univariate statistical techniques
- Differentiate between univariate and multivariate analyses
- Develop the main multivariate techniques
- Calculate incidence and prevalence
- Establish statistical packages for data analysis

- Apply qualitative methodology
- Design qualitative research
- Conduct health study designs
- Analyze and interpret results
- Use ethical principles in epidemiological research

Module 8. 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 9. 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 10. 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 to 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

You will be skilled to address and manage contemporary Public Health challenges in an effective and evidence-based manner, thanks to TECH's extensive library of innovative multimedia resources"

03
Skills

Thanks to the competencies acquired, physicians will design bidirectional communication strategies to transmit and solve emerging health problems between the community and health agents. In addition, they will develop skills in the use of new technologies for analysis and applications in Public Health, ensuring an agile and safe approach. Likewise, they will be able to determine and apply prevention and control measures for communicable and non-communicable diseases, reducing morbidity, disability and mortality. They will also acquire competencies in epidemiological methods, applying this knowledge in clinical settings to improve evidence-based decision making.
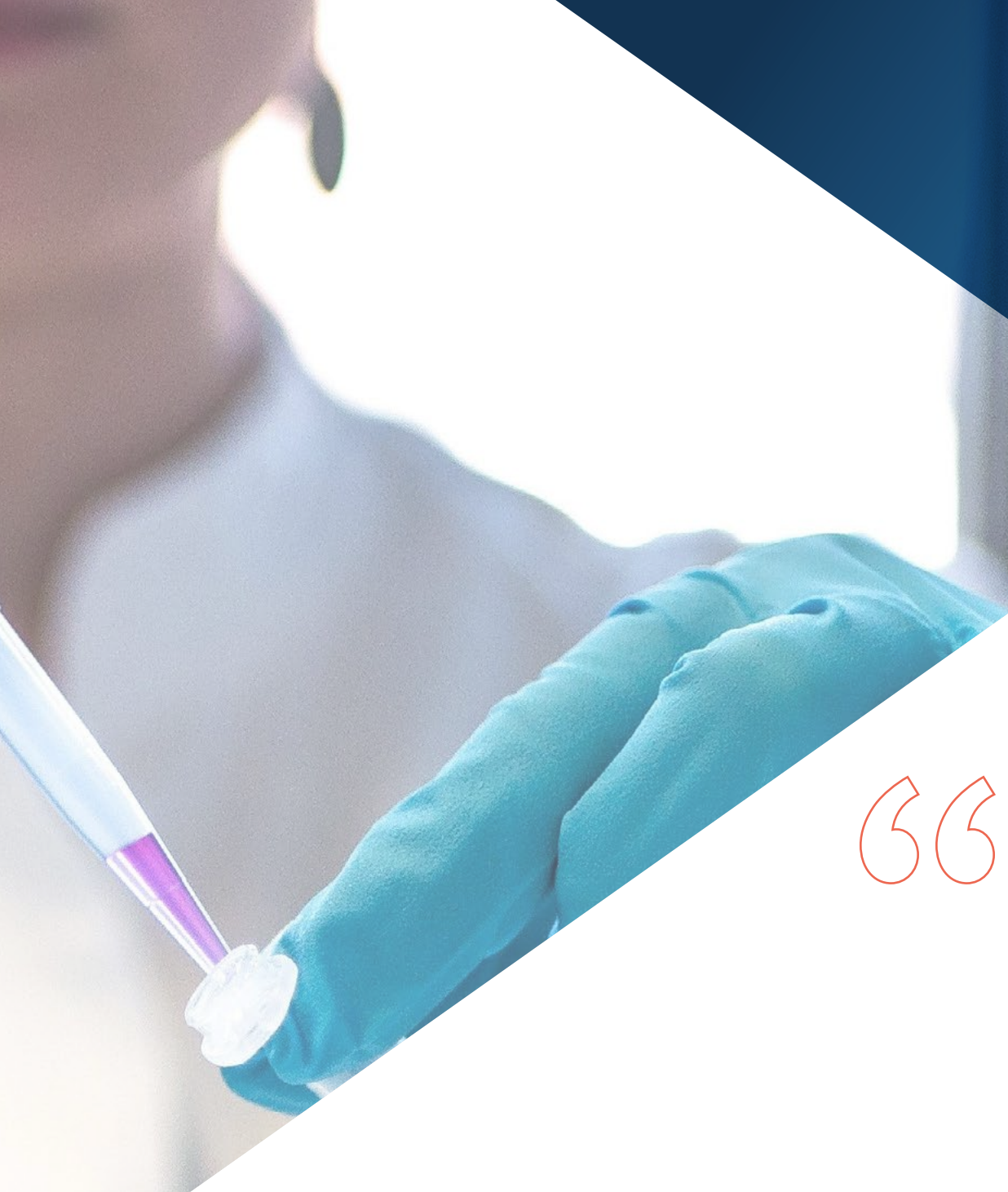
"*You will integrate into your daily praxis the Sustainable Development Goals (SDGs) of the 2030 Agenda at all its levels, beyond SDG 3, with the invaluable support of the revolutionary Relearning learning methodology*"

General Skills

- Establish the linkages between health and the Sustainable Development Goals of the 2030 Agenda at all levels, beyond the SDGs3

- Design bidirectional communication strategies that enable the transfer of emerging health problems and their proposed solutions between community and stakeholders

- Develop strategies for the use of new technologies for use in Public Health, define structures and models that allow for agile and secure analysis and application

- Determine measures for the prevention and control of communicable and non-communicable diseases

- Establish interventions to reduce morbidity, disability and mortality from communicable and non-communicable diseases

- Apply epidemiological methods in clinical settings to conduct epidemiological design and studies in patients, interpretation of results and application in clinical practice

- Contribute to clinical decision-making based on epidemiologic evidence to inform and improve clinical decision making

- Identify public health problems and develop appropriate health promotion strategies to address these challenges

- Promote health equity by understanding the existing disparities in access to health care and underlying social determinants

- Identify the difficulties encountered by different groups in obtaining appropriate health care

- Propose prevention strategies and establish a plan to respond effectively to different situations of vulnerability at the global level

- Establish strategies for the prevention, control and health surveillance of of environmental risks

At the end of this program, you will be prepared to face global health vulnerabilities, as well as to manage environmental risks, strengthening surveillance and sanitary control"
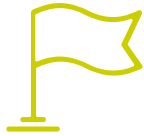
Specific Skills

- Design tools to facilitate decision making on the implementation and development of such interventions

- Develop surveillance, intervention and evaluation models for communicable diseases

- Develop a capable, robust and effective information system for evaluation and decision making

- Apply the methodology and tools available for the evaluation of specific cases of health plans and policies

- Carry out a critical analysis of indicators, as well as of registries and evaluation systems

- Interpret epidemiological data related to chronic diseases

- Specify models of agile and effective response to alerts, outbreaks and health emergencies

- Establish the main preventive measures for the control of viral hepatitis, HIV infection and AIDS, sexually transmitted infections and tuberculosis

- Generate specialized knowledge on preventive and control strategies for Meningococcal Disease and the main Zoonoses

- Apply knowledge to pragmatic and explanatory clinical trials in practice

- Integrate patient experience into clinical decision making, valuing communication and shared decisions

- Develop effective communication strategies tailored to different cultural and linguistic contexts to promote health literacy

- Research and develop new technologies and digital tools to improve health literacy and health promotion in digital environments

- Design and implement strategies based on Salutogenesis and health assets models to promote health and wellness in different settings and communities

- Manage and administer health projects at the local level, taking into account community participation and intersectoral coordination

- Apply different methods of generating ideas for the design of health promotion, health education and disease prevention campaigns

- Evaluate the effectiveness of health promotion campaigns through data collection and analysis, making adjustments as needed to improve results

- Determine mechanisms to protect health from risks arising from chemical substances and mixtures

- Infer the health effects of climate change to implement mitigation and adaptation strategies

- Define air quality by identifying the risks associated with health, in order to establish prevention, control and communication systems

04
Course Management

This academic program has a faculty of excellence, composed of nationally and internationally recognized experts in various disciplines of Public Health. In fact, these mentors not only have a solid academic background, but also an extensive practical experience in the design and implementation of Public Health programs, applied research and consulting for health organizations. In addition, they foster a collaborative and critical learning environment, where graduates can exchange knowledge and experiences, enhancing their professional development and their ability to positively impact the health of populations.

The combination of theoretical knowledge and practical experience of the professors will guarantee a high level of specialization, as well as the necessary tools to address the challenges of Public Health"

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. 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. Rodríguez Ledo, María Pilar

- President of the Territorial Research Ethics Committee of Santiago-Lugo
- National Coordinator of the Research Methodology and Support Working Group of the Spanish Society of General and Family Physicians (SEMG)
- Deputy Medical Director of the Integrated Management Structure of Lugo, Cervo and Monforte
- Responsible for the Innovation Node in the Integrated Management Structure of Lugo, Cervo and Monforte
- Responsible for the Simulation Classroom at the Integrated Management Structure of Lugo, Cervo and Monforte
- Vice-secretary of the Official College of Physicians of Lugo

- Member of the National Commission of the Specialty of Family Medicine, as Advisor to the Ministry of Health, Social Services and Equality
- Specialist in Family and Community Medicine
- Doctor of Medicine from the University of A Coruña
- Master's Degree in Drug Addictions and AIDS by the Official College of Physicians of Malaga and the Institute for Research in Social Sciences
- Master's Degree in Design and Statistics in Health Sciences by the Autonomous of Barcelona
- Graduate in Medicine and Surgery from the University of Barcelona
- Member of: Foundation for Research and Training of the Spanish Society of General and Family Physicians (FIFSEMG), SEMG-Solidaria Foundation and UNICEF

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
- Doctorate in Biological Sciences from the Complutense University of Madrid

Dr. Sanz Muñoz, Iván

- Head of Scientific and Virological Surveillance at the National Influenza Center of Valladolid
- Director and Coordinator of the Influenza Update Conference at the National Influenza Center of Valladolid
- PhD in Health Sciences Research from the University of Valladolid
- Master's Degree in Vaccines from the Catholic University of San Antonio of Murcia
- Master's Degree in Genomics and Medical Genetics from the University of Granada
- Master's Degree in Health Sciences Research: Pharmacology, Neurobiology and Nutrition by the University of Valladolid
- Master's Degree in Anthropology and Forensic Genetics from the University of Granada
- Degree in Biology from the University of Salamanca
- Member of: WHO Global Influenza Surveillance Network (GISRS), Institute of Health Sciences of Castilla y León (ICSCYL) and Center for Biomedical Research in Infectious Diseases (CIBERINFEC)

Dr. Chertkoff, Liliana

- 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 Prieur 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

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. 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. 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. Armenteros Yeguas, María Inés
- FEA of Internal Medicine at the Sandoval Health Center, San Carlos Clinical Hospital
- Clinical Researcher at the Biomedical Research Foundation of the San Carlos Clinical Hospital
- Resident Intern of Internal Medicine at the San Carlos University Hospital
- Hybrid Professional Master's Degree in Infectious Diseases and International Health Miguel Hernández University
- Master's Degree in Human Immunodeficiency Virus Infection from the Rey Juan Carlos Unviersity
- Postgraduate Course in Fundamentals of Design and Statistics from the Autonomous University of Barcelona
- Graduate in Medicine and Surgery from the Complutense University of Madrid

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 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

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

Ms. Martínez Domínguez, María Inmaculada
- Civil Servant of the Superior Body of Chemistry in the Board of Communities of Castilla- La Mancha
- Consultant in the private sector, especially in activities related to food safety and HACCP system development and implementation
- Master's Degree in Environmental Management from Training and Employment Institute
- Degree in Chemistry from the University of Castilla-La Mancha
- Degree in Food Science and Technology from the University of Castilla-La Mancha
- Diploma in Public Health from the National School of Health

Dr. Mera Cordero, Francisco
- Director of the Precision Medicine Unit of Long Covid and Post Viral Syndromes at Blue Healthcare
- Clinical Director and Collaborating Researcher of the study "ACE 2 in Post COVID Syndrome" of the Severo Ochoa Molecular Biology Center
- Emergency Physician in Assistència Sanitària
- Master's Degree in Diabetes and Nutrition by the Francisco de Vitoria University
- Degree in Medicine and General Surgery from the University of Zaragoza
- Presenter in the Health Dissemination Channel COVID Persistent in Medicina TV
- Presenter in Iberoamerican Channel @AIREyVIDA2021
- Member of the Board of the Spanish Network for Research in Persistent COVID
- Member of the CIBER POSTCOVID Group of the Carlos III Institute

Dr. Jimeno Sanz, Isabel
- Director and Family Physician at the Isla de Oza Health Center
- Collaborator with different groups of the Consejería de Sanidad de Madrid
- Responsible for the SEMG Vaccine Group
- Specialist in the CAM Vaccine Advisory Committee and in the VHP Platform of Madrid
- Principal Investigator in Clinical Trials
- Master's Degree in Epidemiology and Public Health Autonomous University of Madrid
- Master's Degree in Dietetics and Nutrition by the University of Navarra.
- Degree in Medicine and Surgery from the Complutense University of Madrid
- Diploma in Leadership and Management of PC Teams, Autonomous University of Madrid
- Member of the Neumoexperto Group

Dr. Sánchez Diz, Paula
- Technical Research Coordinator at the Spanish Society of General and Family Physicians (SEMG)
- Coordinator and Member of the Executive Committee of the Spanish Research Network on Persistent COVID (REiCOP)
- Technical Auditor of UNE-EN ISO/IEC 17025 and UNE-EN ISO/IEC 17043 in Clinical Trial laboratories
- Specialist Molecular Biology Technician at Nasertic
- Teaching and Research Staff at the University of Santiago de Compostela
- Predoctoral Research Staff linked to research projects
- PhD in Biology from the University of Santiago de Compostela
- Degree in Biology from the University of Santiago de Compostela

Dr. Losada Salamanca, Diana Carolina
- Palliative Medicine Physician, Palliative Care Unit at Hospital Virgen de la Luz
- Emergency Physician at the Hospital Virgen de la Luz
- Master's Degree in Bioethics by the Catholic University of Valencia
- Master's Degree in Palliative Care for Medicine by the CEU Cardenal Herrera
- Expert in Individualized Palliative Care for Medicine
- Expert in Clinical Management of the Palliative Care Patient For Medicine
- Expert in Psychosocial Aspects in the Palliative Patient For Medicine
- Medical Specialist in Family and Community Medicine (2020)
- Degree in Medicine and Surgery from the Pontifical Javeriana University

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. 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. 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. Silva Contreras, Javier

- Head of the Preventive Medicine Service of the Virgen de la Luz Hospital
- Master's Degree in Public Health and Healthcare Management, University of Valencia
- Master's Degree in Infectious Diseases and Antimicrobial Treatment by the Cardenal Herrera University
- Specialist in Vaccines by the University of Santiago de Compostela
- Specialist in Nosocomial Infections by the EUROINNOVA Postgraduate Training Center
- Specialist Doctor in Preventive Medicine and Public Health
- Degree in Medicine and Surgery from the Pontifical Javeriana University

05
Structure and Content

The program will include topics such as the distribution and determinants of diseases in human populations and the analysis of health data. It will also delve into health systems and policies, analyzing how they are organized and financed at the international level, as well as health promotion and disease prevention, developing strategies to promote healthy lifestyles and prevent chronic and acute diseases. In addition, they will address global health and vulnerable populations, focusing on global health challenges and the specific needs of groups such as children, the elderly and people with disabilities.

"

You will be able to manage health crises and emergencies, design and implement public health research studies, and apply epidemiological methods in clinical settings. Bet on TECH!"

Module 1. Public Health in the 21st Century

1.1.   Health, a Global Public Good
    1.1.1.   Health: Concept, Limitations of Definitions and Evolution
    1.1.2.   Health of the Individual, Public Health and Social Health
    1.1.3.   Health in a Globalized World: Opportunities and Threats

1.2.   Health Determinants: Past, Present and Future
    1.2.1.   Models: Health Field, Social Determinants, Social Determination
    1.2.2.   Structural, intermediate and proximal determinants
    1.2.3.   Health Determinants in the 21st Century: New Perspectives

1.3.   Collaborative Culture at the International Level
    1.3.1.   Structures and Institutions
    1.3.2.   The Impulse of NGOs: Channels of Collaboration and Weaknesses
    1.3.3.   The Role of Private Actors in International Health Collaboration

1.4.   Health and Sustainable Development
    1.4.1.   Agenda 2030 and Sustainable Development Goals
    1.4.2.   Health Beyond SDG 3
    1.4.3.   One Health: One Concept, One Voice, One Policy

1.5.   New Profiles in Public Health (PH): Human Resources
    1.5.1.   Data and Communication
    1.5.2.   New Professional Profiles in Public Health: Technological, Social, and Ethical
    1.5.3.   Public Administrations Faced with the Challenge of New Profiles

1.6.   Current Public Health Policies
    1.6.1.   Public Health Strategies
    1.6.2.   Public Health and Environmental Challenges
    1.6.3.   Public Health in the Information Society

1.7.   Public Health Impact Interventions
    1.7.1.   Health Impact Assessment
    1.7.2.   Decision Making and Prioritization of Interventions: Budgetary, Social and Ethical Aspects
    1.7.3.   Success Stories

1.8.   International Public Health Projects in Endemic Areas, Outbreaks and Epidemics
    1.8.1.   Strategies for Health Surveillance in the 21st Century
    1.8.2.   The COVID19 Pandemic: A Before and After or Just a Temporary Change?
    1.8.3.   International Collaboration in this Context

1.9.   Management, Financing and Leadership in Public Health
    1.9.1.   Public Health Management Models: Health Authority and Provision
    1.9.2.   Agencies, Centers and Institutes
    1.9.3.   Public Health Budgets: Decision and Management

1.10.   Legal Aspects at the International Level in the Context of Public Health
    1.10.1.   International Standards
    1.10.2.   Right to Health: Perspective and Comparison
    1.10.3.   International Health Regulations (IHR)

Module 2. Communication and New Technologies in Public Health

2.1.   Communication Processes: Transparency, Trust and Communication Strategies in the Mass Media in Public Health
    2.1.1.   The Communication Process in Public Health
    2.1.2.   Health Communication
    2.1.3.   Agents of the Communication Process

2.2.   Public Health Image, Reputation and Presence
    2.2.1.   Image and Impact of Public Health
    2.2.2.   Reputation, Trust and Reliability Importance in Effective Communication
    2.2.3.   The Future of Public Health Image Post-COVID-19 Scenario and Actions for Improvement

2.3.   Design of Effective Communication Strategies in Public Health
    2.3.1. Communication as a Tool for Public Health Policies, Programs and Interventions
    2.3.2.   Reaction or Proaction: Communication Planning
    2.3.3.   Objective, Message, Channels and Agents

2.4.   Communication Channels: Analysis, Use and Evaluation in Healthcare
    2.4.1.   Analysis of Health Communication Channels
    2.4.2.   Strategies and Models of Use of the Different Channels: Segmentation, Scope, and Specific Use
    2.4.3.   Preliminary Evaluation of the Different Channels and Evaluation of Interventions

2.5.   Leadership and Communication Styles among Professionals: Coaching and Empowerment in Public Health
    2.5.1.   Importance of Internal Communication Factors, Styles and Models
    2.5.2.   Models of Training and Empowerment of Communication Between and by Health Professionals
    2.5.3.   The Health Professional as the Axis of Communication: the White Coat Loudspeaker and its Particularities in Public Health

Module 3. Evaluation of Public Health Policies and Programs

Module 4. Public Health Surveillance

4.1. Protection, Prevention and Surveillance in Public Health: Classification, Evaluation, Management and Risk Control and Communication

    4.1.1. Health Protection and Prevention

    4.1.2. Risk Health and Management Surveillance

    4.1.3. Risk Communication Mechanisms and Limitations

4.2. Self-control and Surveillance Systems: Hazard Analysis and Critical Control Points

    4.2.1. Establishment of Preventive Protocols

    4.2.2. Identification and Risk Assessment

    4.2.3. Implementation and Follow-up Control Points

4.3. Research and Critical Analysis of Process and Outcome Indicators, Records, and Evaluation Systems Development and Innovation

    4.3.1. Research and Analysis of Indicators

    4.3.2. Recording and Evaluation for Efficient Data Management

    4.3.3. Innovation in Evaluation Systems

4.4. Research in the Design, Implementation, and Impact Evaluation of Health Protection and Prevention Programs

    4.4.1. Mechanisms for the Design of Health Protection and Prevention Programs

    4.4.2. Implementation of Health Protection and Prevention Programs

    4.4.3. Analysis of the Impact of Health Protection and Prevention Programs

4.5. Analysis and Interpretation of Epidemiological Data on Environmental Health: Surveillance, Estimation, Plans and Programs

    4.5.1. Importance of Environmental Health in Human Health

    4.5.2. Exploration of Environmental Epidemiological Data

    4.5.3. Practical Application of Environmental Data Analysis

4.6. Interpretation of Epidemiological Data on Chronic Diseases and Planning: Surveillance, Estimation, Design of Plans, Programs, and Screening

    4.6.1. Epidemiological Analysis of Chronic Diseases Importance of Monitoring

    4.6.2. Design and Development of Interventions for Chronic Diseases

    4.6.3. Epidemiological Surveillance and Disease Burden Analysis

4.7. Research in Primary Prevention of Chronic Diseases: Health Protection

    4.7.1. Research in Primary Prevention of Chronic Diseases

    4.7.2. Applied Research in Health Prevention and Protection

    4.7.3. Impact Evaluation and Communication of Results

4.8. Innovation in Pharmacovigilance Monitoring and Prevention Systems: Alerts and Preventive Interventions

    4.8.1. Importance of Pharmacovigilance Safety in the Use of Drugs

    4.8.2. Advances in Pharmacovigilance Monitoring Systems

    4.8.3. Risk Prevention Through Preventive Interventions

4.9. Models of Response to Alerts, Epidemic Outbreaks and Emergencies Development of Protocols and Procedures

    4.9.1. Response Strategies for Health Emergencies

    4.9.2. Development of Crisis Management Protocols

    4.9.3. Implementation and Evaluation of Emergency Response

4.10. International Health and Innovation in International Cooperation for Epidemiological Surveillance

    4.10.1. International Health. Global Perspective on Epidemiological Surveillance

    4.10.2. Innovation in International Cooperation for Epidemiological Surveillance

    4.10.3. Challenges and Future of International Cooperation in Health

Module 5. Epidemiology and Prevention of Communicable and Non-communicable Diseases

5.1. Cancer Epidemiology: Risk Factors and Primary Prevention

    5.1.1. Descriptive Epidemiology: Incidence, Mortality and Data Sources

    5.1.2. Cancer Risk Factors: Environmental and Occupational

    5.1.3. Other Factors: Ultraviolet Light, Infections, Radiation

5.2. Risk Factors and Primary Prevention of Cancer: Lifestyle and Screening

    5.2.1 Primary Prevention. Risk Factors and Prevention Strategies

    5.2.2. Legislative Measures

    5.2.3. Secondary prevention

5.3. Biological Mechanisms of Cardiovascular Disease Estimation of Cardiovascular Risk and Population Prevention

    5.3.1. Ischemic Heart Disease and Stroke

    5.3.2. Epidemiological Indicators

    5.3.3. Classification of Cardiovascular Risk

    5.3.4. Prevention and Control of Cardiovascular Diseases

5.4. Detection of Rare Diseases and Neonatal Screening

    5.4.1. Rare Diseases

    5.4.2. Newborn Screening Programs

    5.4.3. Neonatal Screening for Congenital Metabolic and Endocrinologic Diseases

5.5.   Comprehensive Approach to Chronic Disease Prevention for Healthy and Sustainable Aging
    5.5.1.   Healthy Aging
    5.5.2.   Active Aging
    5.5.3.   Integrated Prevention
5.6.   Epidemiology of Communicable Diseases: Epidemiologic Surveillance Systems and Notifiable Disease Systems
    5.6.1.   Causal Agents
    5.6.2.   Time Periods
    5.6.3.   Transmission
    5.6.4.   Host and Susceptible Population
    5.6.5.   Epidemiological Surveillance Systems
5.7.   Utility of Vaccines in the Prevention of Immunopreventable Infectious Diseases
    5.7.1.   Analysis of the Importance of Vaccination in the Prevention of Infectious Diseases at the Individual and Community Levels
    5.7.2.   Evolution of Vaccines: Types of Vaccines Currently Available
    5.7.3.   Mechanisms of Action of Vaccines and Their Impact on the Immune System
    5.7.4.   Efficacy and Safety of Vaccines in the Prevention of Infectious Diseases
    5.7.5.   Importance of Vaccination in Risk Groups and in the Prevention of Epidemics
    5.7.6.   Logistics and Vaccination Programs at the International Level
    5.7.7.   Economic and Social Impact of Vaccination in the Prevention of Infectious Diseases
    5.7.8.   Research and Analysis of Barriers and Challenges in the Implementation of Vaccination Programs
    5.7.9.   Strategies and Measures to Promote Vaccination and to Raise Public Awareness of its Importance
    5.7.10. Evaluation and Critical Analysis of the Scientific Literature Related to Vaccines and their Usefulness in the Prevention of Infectious Diseases
5.8.   Emerging diseases. Epidemic Outbreaks
    5.8.1.   Factors Favoring Emerging Diseases
    5.8.2.   New Agents and Diseases
    5.8.3.   International Health Regulations (IHR)
    5.8.4.   Epidemic Outbreaks. Study, Control and Measures: Chemoprophylaxis, Immunoglobulins and Vaccines

5.9.   Viral Hepatitis, HIV infection, AIDS, Sexually Transmitted Infections (STIs) and Tuberculosis
    5.9.1.   Hepatitis A: Etiology, Epidemiology and Preventive Measures
    5.9.2.   Hepatitis B: Etiology, Epidemiology and Preventive Measures
    5.9.3.   Other Viral Hepatitis: Etiology, Epidemiology and Preventive Measures
    5.9.4.   HIV: Etiology, Epidemiology and Preventive Measures
    5.9.5.   Sexually Transmitted Infections (STIs): Etiology, Epidemiology, and Preventive Measures
    5.9.6.   Tuberculosis: Etiology, Epidemiology and Preventive Measures
5.10.   Meningococcal Disease (MD) and Zoonosis: Epidemiology Prevention and Control
    5.10.1.   Epidemiology of Meningococcal Disease
    5.10.2.   Prevention and Control of Meningococcal Disease
    5.10.3.   Epidemiology of Zoonoses
    5.10.4.   Prevention and Control of Zoonoses

Module 6. Clinical Epidemiology

6.1.   Design and Quality Assessment of Intervention Studies in Epidemiology
    6.1.1.   Intervention Studies, Types and Key Design Elements
    6.1.2.   Ethical Aspects of Intervention Research
    6.1.3.   Design of Specific Intervention Studies
    6.1.4.   Tools for Assessing the Quality of Intervention Studies
    6.1.5.   Critical Appraisal of Intervention Studies
    6.1.6.   Importance of Design and Quality Assessment
6.2.   Pragmatic vs. Explanatory Randomized Clinical Trials
    6.2.1.   Differentiation Between Pragmatic and Explanatory Clinical Trials
    6.2.2.   Ethical Implications of Each Approach
    6.2.3.   Critical Evaluation of the Methodology and Design of Each Type of Trial
    6.2.4.   Application of Knowledge to Clinical Practice and Research
    6.2.5.   Promotion of Critical Thinking and Analytical Skills
    6.2.6.   Design and Conduct of Clinical Studies
6.3.   Design of Diagnostic Test Studies
    6.3.1.   Selection of the Study Population and Definition of Inclusion and Exclusion Criteria
    6.3.2.   Determination of the Study Design and Selection of the Reference Methodology
    6.3.3.   Calculation of Diagnostic Accuracy and Analysis of Results

Module 7. Research Methodology in Epidemiology

7.5.	Computer Software: Advanced Statistical Analysis with SPSS Package

7.5.1.	Statistical Packages: R®, STATA® and Epidat®

7.5.2.	Use of the SPSS® Package

7.5.3.	Interpretation of the Results of Statistical Analysis Performed by SPSS® and Evidence-based Decision Making

7.5.4.	Effective Communication of Statistical Findings to Specialized and Non-Specialized Audiences.

7.6.	Qualitative Methodology Applied to Public Health: Theoretical, Conceptual, and Ethical Aspects

7.6.1.	Qualitative Evaluation Applied to Public Health

7.6.2.	Techniques of Qualitative Research Applied to Public Health

7.6.3.	Collection, Analysis and Interpretation of Qualitative Data in Public Health Studies: Validity, Reliability and Generalization of the Results

7.6.4.	Ethical Principles: Protection of Participants' Confidentiality and Management of Potential Ethical Conflicts

7.6.5.	Integration of the Qualitative Perspective in the Planning, Implementation, and Evaluation of Public Health Programs and Policies: Design of Effective Interventions Focused on the Needs of the Population

7.7.	Design and Phases of Qualitative Research in Public Health. Sampling Designs

7.7.1.	Design and Phases of Qualitative Research

7.7.2.	Sampling

7.7.3.	Elaboration and Justification of the Data Collection Instruments

7.7.4.	Data Analysis Process

7.7.5.	Establishment and Justification of the Validity and Reliability Criteria of the Investigation

7.7.6.	Design and Justification of the Plan for Communication and Dissemination of the Results

7.8.	Designs of Interest for Public Health Information Collection Techniques

7.8.1.	Sampling

7.8.2.	Surveys Survey Design

7.8.3.	Validation of Questionnaires

7.9.	Analysis and Interpretation of Results Digital Analysis of Qualitative Data

7.9.1.	Text Analysis Software

7.9.2.	Data Visualization Software

7.9.3.	QDA (Qualitative Data Analysis) Software

7.9.4.	Artificial Intelligence applied to Qualitative Studies

7.10.	Evaluation, Rigor and Ethics in Qualitative Research in Public Health

7.10.1.	Ethical Principles of Research

7.10.2.	International Legislation and Regulations

7.10.3.	Health Care Ethics Committee

Module 8. Health Promotion and Evaluation

8.1.	Health Literacy and Development of Literacy Tools and Models

8.1.1.	Relationship between Literacy and Health Improving Health Outcomes of the Population

8.1.2.	Design and Implementation of Health Literacy Programs Targeting Vulnerable Groups and Marginalized Communities

8.1.3.	Effective Communication Strategies Adapted to Different Cultural and Linguistic Contexts

8.1.4.	Evaluating the Effectiveness of Health Literacy Programs through the Application of Appropriate Evaluation Tools and Models

8.1.5.	Integrating Health Literacy into Public Health Policies and Programs

8.1.6.	Research and Development of New Technologies and Digital Tools to Improve Health Literacy and Health Promotion in Digital Environments

8.2.	Salutogenesis, a Model of Health Assets

8.2.1.	Salutogenesis: Health Promotion Approach

8.2.2.	Health Asset Models

8.2.3.	Practical Applications of Health Asset Models in the Planning, Implementation and Evaluation of Health Promotion Interventions

8.2.4.	Evaluation of the Effectiveness and Relevance of Health Asset Models in Different Settings and Populations

8.2.5.	Design and Implementation of Strategies Based on Salutogenesis and Health Asset Models to Promote Health and Wellness in Different Settings and Communities

8.3.	Community Intervention and Community-oriented Primary Care

8.3.1.	The Scope of Community Intervention and Primary Care: Promoters of Health and Wellness in the Population

8.3.2.	Implementation and Evaluation of Community Intervention Projects in Different Contexts and Populations: Principles of Equity, Participation and Sustainability

8.3.3.	Comprehensive Approach: Networking and Interdisciplinary Collaboration between Health Professionals, Social Services, Education and other Sectors

8.3.4.	Tools and Strategies for Health Promotion, Disease Prevention and the Promotion of Healthy Lifestyles in the Community

Module 9. Public Health in Situations of Vulnerability

Module 10. Environmental Health

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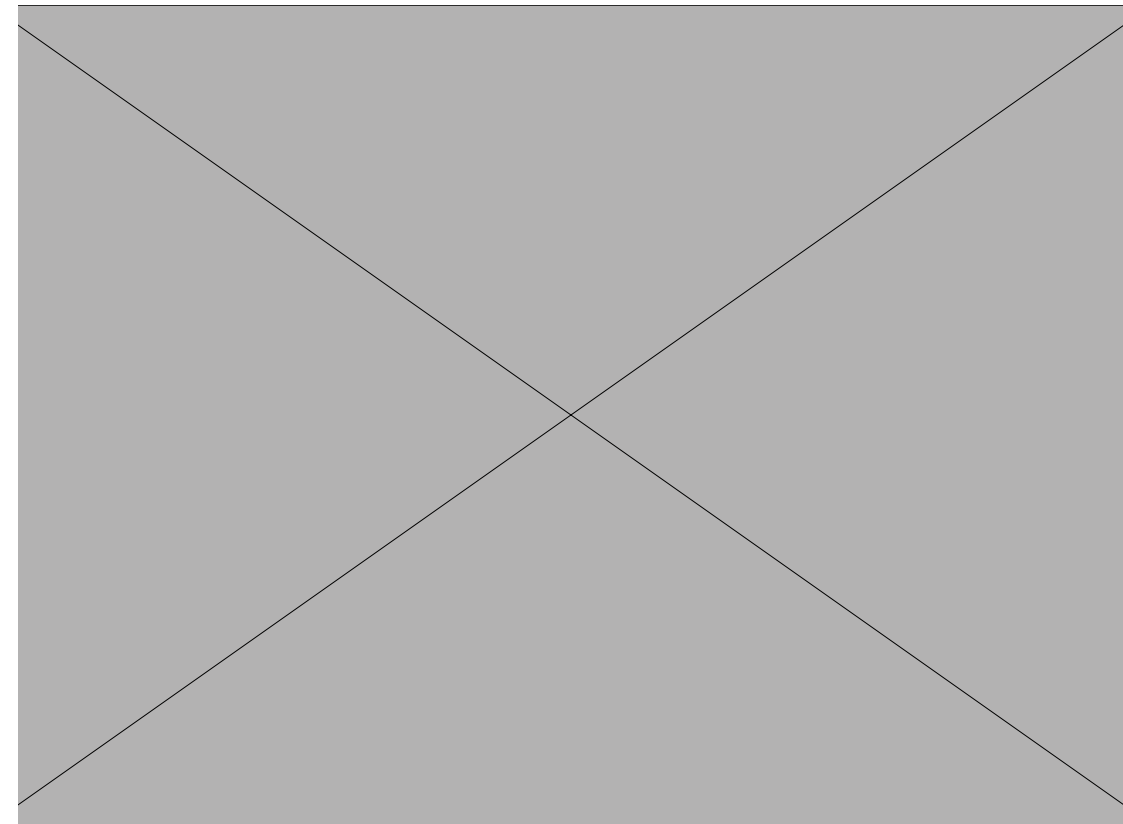
According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that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

> *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.

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

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:
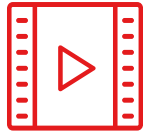
Study Material

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.

20%

15%

15%

3%

20%

17%

7%

3%
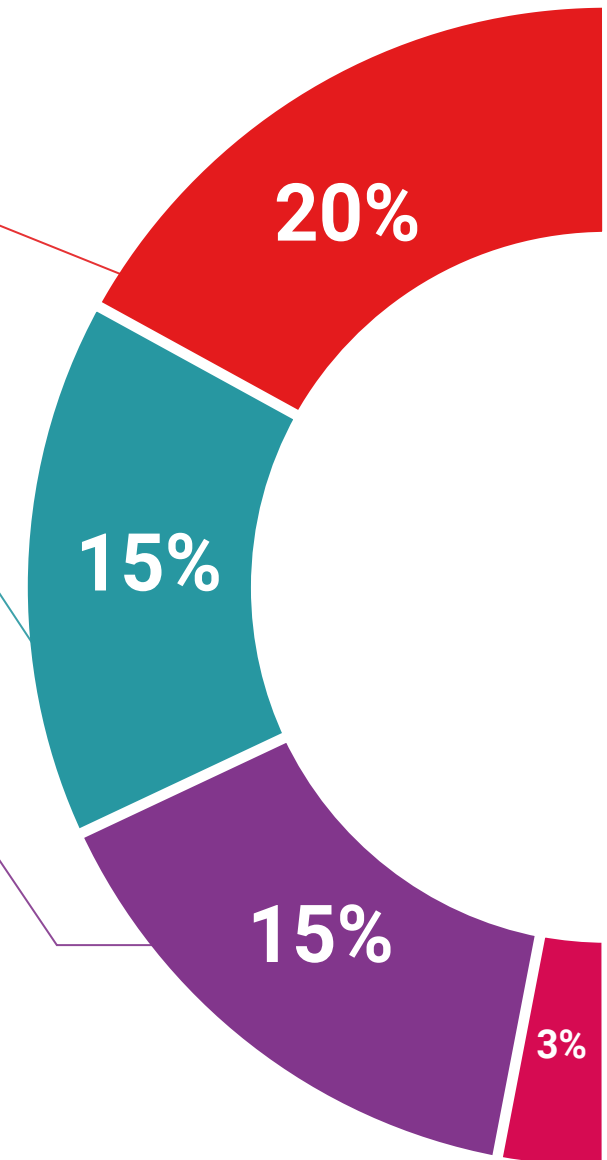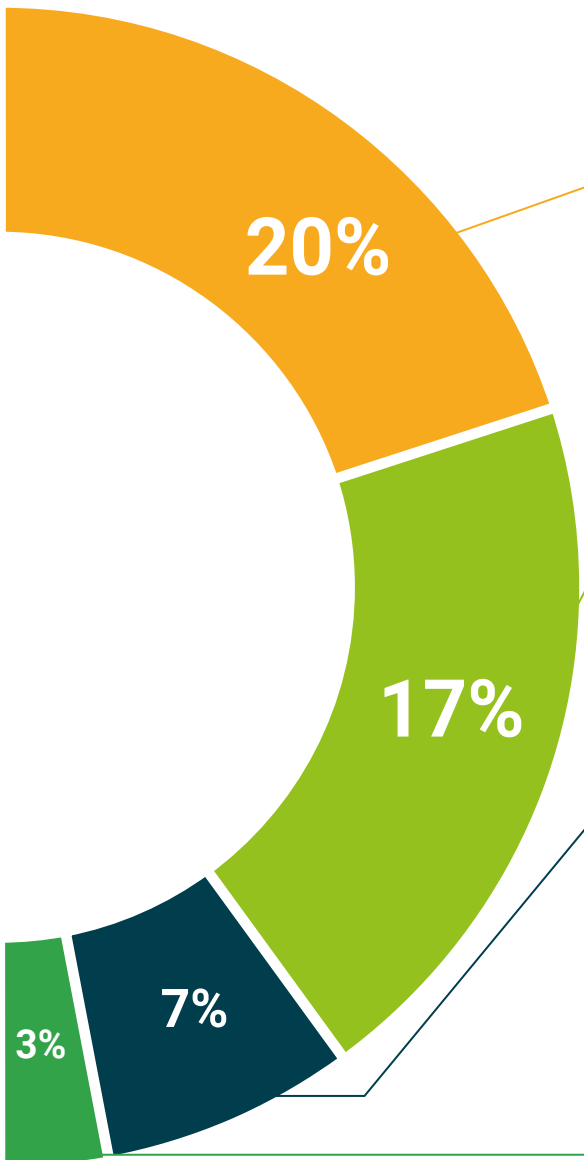
Expert-Led Case Studies and Case Analysis

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.

07
Certificate

The Professional Master's Degree in Public Health guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Global University.

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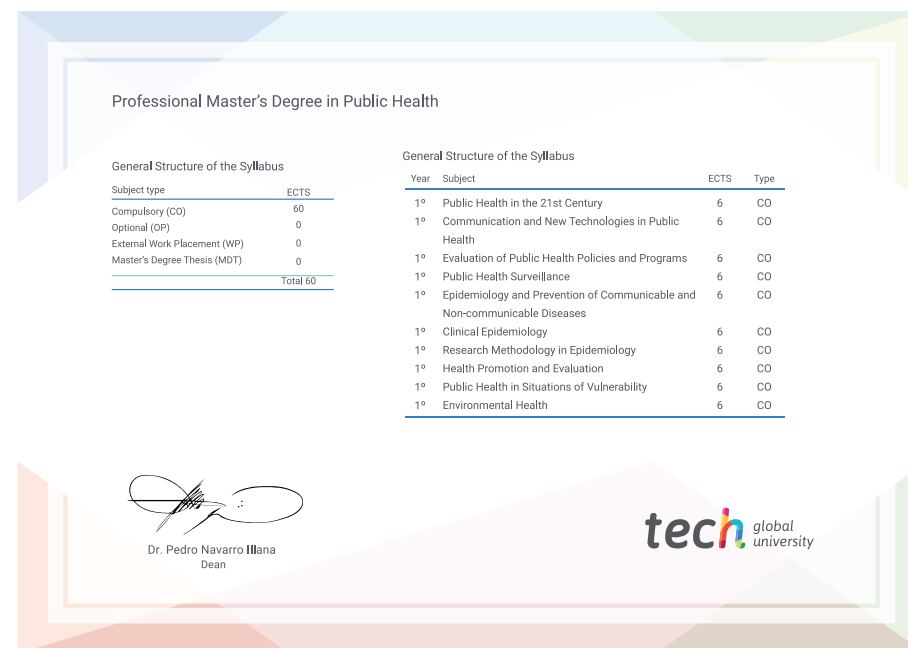
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Public Health**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

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tech global university

Mr./Ms. _____ with identification document _____ has successfully passed and obtained the title of:

Professional Master's Degree in Public Health

This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country.   Unique TECH Code: AFWORD23S   techtitute.com/certificates

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Professional Master's Degree in Public Health

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
Total	60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Public Health in the 21st Century	6	CO
1º	Communication and New Technologies in Public Health	6	CO
1º	Evaluation of Public Health Policies and Programs	6	CO
1º	Public Health Surveillance	6	CO
1º	Epidemiology and Prevention of Communicable and Non-communicable Diseases	6	CO
1º	Clinical Epidemiology	6	CO
1º	Research Methodology in Epidemiology	6	CO
1º	Health Promotion and Evaluation	6	CO
1º	Public Health in Situations of Vulnerability	6	CO
1º	Environmental Health	6	CO

Dr. Pedro Navarro Illana
Dean

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*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.

tech global university

Professional Master's Degree
Public Health

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

Professional Master's Degree
Public Health

tech global university