

# Postgraduate Certificate Cooperation and Equality for Nursing





## Postgraduate Certificate Cooperation and Equality for Nursing

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/in/nursing/postgraduate-certificate/cooperation-equality-nursing](http://www.techtute.com/in/nursing/postgraduate-certificate/cooperation-equality-nursing)

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# 01

# Introduction

Nursing personnel represent between 50 and 60% of the human resources in health in the world today. Their importance is vital in the health system, as well as in social projects, International Development, Humanitarian Action and processes to improve people's quality of life. These processes must be based on a gender perspective that does not violate the rights of either workers or patients, this is how health professionals must be aware of the advances in terms of Cooperation and Equality. For this reason, TECH has developed this 100% online academic program based on Relearning, which will facilitate the entire process to achieve the goal in just 12 weeks.





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*This Postgraduate Certificate in Cooperation and Equality for Nurses will be a unique and cutting-edge development that will round out your resume”*

Working for equality is an area of vital importance for various international and national organizations that structure their main work channels of international cooperation. Although in developed countries equality may take on different nuances, we cannot forget that, for years, through various feminist movements, the only thing that has been sought after is the same conditions rights and opportunities for men and women, without distinction.

In this sense, International cooperation for development has strategic lines of intervention in the fight for this fundamental right for men and women, who are subjected to rights violations, mutilations and non-humanitarian treatment simply because they are women. Throughout the Postgraduate Certificate, students will approach the objectives and specific lines of work that the cooperation, within the master plan, has marked to carry out this fight for equality rights.

Throughout 12 weeks of study, the graduate will have acquired new knowledge and skills in International Cooperation and development applied to the field of Nursing, as well as knowing how to intervene under gender perspectives and being able to identify situations and people who present special vulnerability in armed conflicts. In addition, they will be aware of the protection granted by International Humanitarian Law.

These, among other skills that will be developed in a space led by teachers with extensive experience in Cooperation and Equality, will provide the tools for the student to understand each of the topics in an agile and fast way. This, of course, being more accessible thanks to the methodology implemented by TECH, which combines high technology with the most dynamic resources. Detailed videos, complementary readings, quick action guides, Testing and Retesting, among other elements, will be available 24 hours a day from the virtual platform.

Due to this 100% online system, the student will have the opportunity to access the content at their own pace and combine current activities, without complications. In about 12 weeks the student will have completed all the theoretical-practical material that has been prepared for your learning and professional development.

This **Postgraduate Certificate in Cooperation and Equality for Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of case studies presented by experts in International Cooperation for the Development of the Peoples
- ♦ The graphic, schematic, and practical contents with which they are created, compile scientific and practical information on the disciplines that are essential 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



*Nurses can contribute their full value and work in the fight for equality in the countries where development cooperation is carried out"*

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*You will learn about the limitations imposed by humanitarian law on combatants and the need for a code of conduct for victims, health and religious personnel, and humanitarian organizations”*

*Comprehension the role of feminist movements in the processes of social advancement and transformation.*

*You will be able to advance towards your new academic goal in a natural and progressive way, thanks to the study dynamics of this program.*

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 throughout the program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.



# 02 Objectives

This Postgraduate Certificate in Human Rights and International Humanitarian Law for Nurses has been designed with the objective of offering the nursing professional the most up to date knowledge so that they can develop in social projects of international scope, through NGOs or in multidisciplinary and multicultural teams, the International System of International Cooperation for Development.







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*You will be able to understand The International System of Development Cooperation from a Gender Perspective”*



## General Objectives

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- ♦ Provide students with an advanced qualification in International Development Cooperation, specialized and based on theoretical and instrumental knowledge that will allow them to acquire and develop the skills necessary to obtain a qualification as a professional in international cooperation
- ♦ Provide the student with basic knowledge of the cooperation and development process based on the latest advances in policies on the sustainability processes involved in both economic and social aspects
- ♦ Improve professional performance and develop strategies for adapting and solving the problems of today's world by means of scientific research in cooperation and development processes
- ♦ Disseminate the basics of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes within the framework of international law



*Experts in the area of International Cooperation lead this program and will share their most outstanding experiences"*





## Specific Objectives

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- ♦ Qualify the different types of armed conflicts by distinguishing them from other situations of armed violence; identify and classify the victims of such conflicts; know and understand the victim protection system and be able to apply it
- ♦ Be aware of the limitations that humanitarian law imposes on combatants in relation to the conduct of hostilities, respect for zones, places and installations marked with a protection sign, and the requirement of a code of conduct relating to victims, medical and religious personnel, and humanitarian organizations
- ♦ Identify situations and persons who are particularly vulnerable in armed conflicts, knowing the protection afforded to them by International Humanitarian Law
- ♦ Stimulate the participation of the people and groups with whom cooperation activities are developed, enabling them to identify their problems and needs, lead their processes of change, assess their evolution and decide on new courses of action
- ♦ Internalize, analyze and understand what we mean when we talk about gender, development and women's rights
- ♦ Know the role of feminist movements in the processes of social advancement and transformation
- ♦ Intervene under gender perspectives in international development cooperation

# 03

# Course Management

Professionals with extensive experience in the field of social projects and International Cooperation for Development, scholars of gender equality and with decades of pedagogical and research work, make up the teaching staff of this program. Thanks to their intervention, a high academic level content has been achieved and the student will have a guarantee of quality at all times, as well as the necessary support to achieve the program.





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*You will be accompanied by teachers with extensive experience throughout your academic career”*

## Guest Director



### Ms. Rodríguez Arteaga, Carmen

- ◆ Director of the Studies Office of the INEM Directorate
- ◆ Head of Education, Strategic Planning and Coordinator of Knowledge Networks in AECID
- ◆ Degree in Philosophy and Educational Sciences at UCM
- ◆ Specialist in Knowledge Management
- ◆ Expert in Educational Evaluation at OEI
- ◆ Expert in Educational Indicators and Statistics at UNED
- ◆ Expert in Development Cooperation in Education at the University of Barcelona

## Management



### Ms. Romero Mateos, María del Pilar

- ◆ Social Educator Specialized in Child Empowerment
- ◆ Employment training teacher
- ◆ Gender Equality Agent
- ◆ Author and collaborator in educational projects at Abile Educativa
- ◆ Co-Author of the book: "Principeso Cara de Beso"
- ◆ Postgraduate Diploma in International Development Cooperation

## Professors

### Ms. Flórez Gómez, Mercedes

- ◆ Specialist in International Cooperation in Iberoamerica
- ◆ Director of the CFCE in Montevideo
- ◆ Degree in Geography and History from the Complutense University of Madrid
- ◆ Advanced Diploma in South Cooperation
- ◆ Diploma in Humanitarian Action – Institute of Studies on Conflict and Humanitarian Action
- ◆ MSc in Corporate Social Responsibility from the Pontifical University of Salamanca
- ◆ MSc in Information and Documentation from the Antonio de Nebrija University
- ◆ Specialist in Inequality, Cooperation and Development, Instituto Universitario de Desarrollo y Cooperación, Complutense University of Madrid
- ◆ Specialist in Planning and management of cooperation projects for the development of Education, Science and Culture by the OEI

### Ms. Ramos Rollon, Marisa

- ◆ Specialist on public policies and institutions in Latin America and on the issues of democratic governance and development policies
- ◆ Coordinator of the department of Democratic Governance in the Eurosocietal program
- ◆ Full Professor of Political Science at UCM
- ◆ Responsible for the Democratic Governance sector at the Spanish Agency for International Cooperation
- ◆ Professor of Political Science at the University of Salamanca
- ◆ Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ◆ Doctor of Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- ◆ Bachelor's Degree in Political Science with a major in International Relations and Latin American Studies from UCM

### Mr. Cano Corcuera, Carlos

- ◆ Specialist in Planning and Management of Cooperation Interventions for Development
- ◆ General Coordinator of the Spanish Cooperation in the Dominican Republic
- ◆ General Coordinator of the Spanish Cooperation in Mexico
- ◆ Degree in Biology with a major in Zoology and a minor in Animal Ecology
- ◆ Specialization courses in the following areas: International Cooperation; Identification, Formulation and Monitoring of Cooperation Projects; Humanitarian Aid; Equal Opportunities; International Negotiations; Planning with a Gender Perspective; Results-Oriented Management for Development; Disability Approach in Cooperation Projects; European Union Delegated Cooperation, etc.

### Ms. Córdoba, Cristina

- ◆ International Cooperation Nurse Specialist
- ◆ Training and experience in International Development Cooperation Projects
- ◆ Co-founder and participant of PalSpain project
- ◆ Founder of the Youth Association APUMAK

### Ms. Sánchez Garrido, Araceli

- ◆ Deputy Head of the Department of Cultural Cooperation and Promotion of the DRCC
- ◆ Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide
- ◆ Professor of the Master in Cultural Management at the Carlos III University of Madrid
- ◆ Degree in Geography and History, specializing in Anthropology and Ethnology of America, Complutense University of Madrid
- ◆ Member of the Faculty of Curators of Museums, assigned to the Museum of America in Madrid

# 04

## Structure and Content

This Postgraduate Certificate is composed of 2 study modules that contain the most up to date topics in terms of Cooperation and Equality for Nursing. Therefore, together with the guidance of expert teachers, the student will acquire the knowledge required through various multimedia resources such as detailed videos, interactive summaries, complementary readings, quick action guides, among others, which will allow to complete the entire program in an agile way.





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*Through a 100% online study system you will be able to keep up to date with all the latest developments on Cooperation and Equality for Nurses"*

## Module 1. Human Rights (HR) and International Humanitarian Law (IHL)

- 1.1. Human Rights and International Humanitarian Law
  - 1.1.1. Introduction
  - 1.1.2. Concept and Definition of Human Rights
  - 1.1.3. Universal Declaration of Human Rights. Resources
    - 1.1.3.1. What Is the Universal Declaration of Human Rights?
    - 1.1.3.2. Authors of the Universal Declaration of Human Rights
    - 1.1.3.3. Preamble of the Universal Declaration of Human Rights
    - 1.1.3.4. Articles of the Universal Declaration of Human Rights
  - 1.1.4. Bibliography
- 1.2. International Humanitarian Law (IHL)
  - 1.2.1. What Is International Humanitarian Law? (IHL)
  - 1.2.2. Branches of IHL
  - 1.2.3. Geneva Convention and Fundamental Norms Underpinning the Geneva Conventions
  - 1.2.4. Scope of International Human Rights Law
    - 1.2.4.1. General Prohibitions and Restrictions on Certain Methods and Means of Warfare
    - 1.2.4.2. Specific Prohibitions and Restrictions
  - 1.2.5. When Does IHL Apply?
  - 1.2.6. Who Does IHL Protect and How?
  - 1.2.7. Bibliography
- 1.3. The UN and Human Rights
  - 1.3.1. United Nations Organization
    - 1.3.1.1. What Is It?
    - 1.3.1.2. The History of the UN
    - 1.3.1.3. The UN and Human Rights
  - 1.3.2. How Does the UN Promote and Protect Human Rights?
    - 1.3.2.1. High Commissioner for Human Rights
    - 1.3.2.2. Human Rights Council
    - 1.3.2.3. UNDG-HRM
    - 1.3.2.4. Special Advisors on the Prevention of Genocide and the Responsibility to Protect
  - 1.3.3. Conclusions
  - 1.3.4. Bibliography
- 1.4. UN Human Rights Protection Tools
  - 1.4.1. Introduction
  - 1.4.2. Legal Tools Assisting the UN in the Protection of Human Rights
    - 1.4.2.1. The International Bill of Human Rights
    - 1.4.2.2. Democracy
    - 1.4.2.3. Other UN Bodies in Charge of Protecting Human Rights
  - 1.4.3. Several Agencies Dealing with Different Issues
  - 1.4.4. General Secretary
  - 1.4.5. United Nations Peace Operations
  - 1.4.6. Commission on the Status of Women (CSW)
  - 1.4.7. Bibliography
- 1.5. International Human Rights Law
  - 1.5.1. Introduction
  - 1.5.2. What Is International Human Rights Law?
    - 1.5.2.1. Characteristics of International Human Rights Law
  - 1.5.3. Main Differences between International Humanitarian Law and International Human Rights Law
  - 1.5.4. Crimes against Humanity
    - 1.5.4.1. Crimes against Humanity throughout History
  - 1.5.5. Bibliography
- 1.6. Non-Governmental Organizations and Human Rights
  - 1.6.1. Introduction
    - 1.6.1.1. What Is a NGDO?
  - 1.6.2. NGOs and Human Rights
  - 1.6.3. Categories of Human Rights NGOs
  - 1.6.4. Main Characteristics of Human Rights NGOs
  - 1.6.5. Bibliography

- 1.7. Human Rights Violations in the World
  - 1.7.1. Introduction
  - 1.7.2. Cases of Violation of Human Rights by article
    - 1.7.2.1. Article 3: Right to Live in Freedom
    - 1.7.2.2. Article 4: No Slavery
    - 1.7.2.3. Article 5: No Torture
    - 1.7.2.4. Article 13: Freedom of Movement
    - 1.7.2.5. Article 18: Freedom of Thought
    - 1.7.2.6. Article 19: Freedom of Expression
    - 1.7.2.7. Article 21: Right to Democracy
  - 1.7.3. Bibliography
- 1.8. Environmental Human Rights
  - 1.8.1. Environmental Protection as a Human Right
  - 1.8.2. Does the Environment Have Rights?
  - 1.8.3. Evolution of Human Rights in the Face of No Rights Cases
  - 1.8.4. Rights of Nature Evolution
    - 1.8.4.1. Statement of Intent Special Rapporteur
  - 1.8.5. Environmental Law
    - 1.8.5.1. UNEP United Nations Environment Programme
  - 1.8.6. Bibliography
- 1.9. Human Rights NGOs
  - 1.9.1. Introduction
  - 1.9.2. List of Human Rights NGOs
    - 1.9.2.1. 1 Kilo of Aid
    - 1.9.2.2. B. Soleil d'Afrique
    - 1.9.2.3. Aasara
    - 1.9.2.4. Andean Action
    - 1.9.2.5. Global Solidarity Action
    - 1.9.2.6. Verapaz Action
    - 1.9.2.7. ADANE Amics per al Desenvolupament a l'Àfrica Negra (Friends for African Development)
  - 1.9.3. Bibliography

## Module 2. Equality and Cooperation

- 2.1. Gender and Cooperation
  - 2.1.1. Introduction
  - 2.1.2. Key Concepts
    - 2.1.2.1. Gender Considerations
  - 2.1.3. Empowerment
    - 2.1.3.1. Introduction
    - 2.1.3.2. Concept of Empowerment
    - 2.1.3.3. What Is Empowerment?
    - 2.1.3.4. Brief Historical Reference of Empowerment
  - 2.1.4. The Feminist Movement in the World
    - 2.1.4.1. Concept
    - 2.1.4.2. Brief History of Feminism in the World
  - 2.1.5. Bibliography
- 2.2. Historical Evolution of Feminist Movements Main Currents
  - 2.2.1. Introduction
    - 2.2.1.1. Historical Background
  - 2.2.2. The Forerunners of the Feminist Movement
  - 2.2.3. Suffragettes in the United States and Europe
  - 2.2.4. Suffragism in Latin America
  - 2.2.5. Feminism as a Social Movement or New Feminism
  - 2.2.6. Contemporary Feminism
    - 2.2.6.1. Feminisms of the 21st Century
    - 2.2.6.2. Evolution of Prominent Feminist Movements
  - 2.2.7. Bibliography
- 2.3. Regional Patriarchies and Women's Movements
  - 2.3.1. Patriarchy
    - 2.3.1.1. Introduction
    - 2.3.1.2. Concept of Patriarchy
    - 2.3.1.3. Concept of Matriarchy
    - 2.3.1.4. Main Characteristics of Patriarchy in the World

- 2.3.2. Influential Historical Movements of Women in the World
  - 2.3.2.1. Evolution of Women's Rights
    - 2.3.2.1.1. First Convention for Women's Rights
    - 2.3.2.1.2. International Women's Day: A Day for Women
    - 2.3.2.1.3. Medicine against Female Genital Mutilation
    - 2.3.2.1.4. Women's Revolt in Aba
    - 2.3.2.1.5. The Ever-Changing World of Work
    - 2.3.2.1.6. On the Job and on Strike, with Strength
    - 2.3.2.1.7. The United Nations Is Born
    - 2.3.2.1.8. To the Women of the World
    - 2.3.2.1.9. Unforgettable Butterflies
    - 2.3.2.1.10. Activists, Unite
    - 2.3.2.1.11. CEDAW
    - 2.3.2.1.12. Declaration on the Elimination of Violence against Women
    - 2.3.2.1.13. CIPD Program of Action
    - 2.3.2.1.14. Beijing Declaration and Platform for Action
    - 2.3.2.1.15. Security Council Resolution 1325
    - 2.3.2.1.16. United Nations Millennium Declaration
    - 2.3.2.1.17. Collective Action for Peace
    - 2.3.2.1.18. The Gulabi Gang: Justice for Women
    - 2.3.2.1.19. Challenging the Status Quo
  - 2.3.3. Bibliography
- 2.4. Division of Labor: Traditional Arrangements and Contemporary Dynamics
  - 2.4.1. Introduction
  - 2.4.2. Sexual Division of Labor
    - 2.4.2.1. Intrinsic and Extrinsic Constraints to Women's Labor Participation
    - 2.4.2.2. Vertical and Horizontal Segregation of Women in Paid Work
    - 2.4.2.3. Masculinities and Paid Work
  - 2.4.3. Division of Labor between Men and Women
  - 2.4.4. Feminization of Poverty
  - 2.4.5. Data on Labor Participation, Gender Gap and Different Modalities of Labor Market Insertion
    - 2.4.5.1. Indicators
    - 2.4.5.2. Employed by Branch of Activity
    - 2.4.5.3. Employed by Type of Occupation
    - 2.4.5.4. Employed by Professional Status
    - 2.4.5.5. Employed by Type of Position
- 2.5. Care Policies and Economy
  - 2.5.1. Life Care
  - 2.5.2. Effects on Women's Lives
    - 2.5.2.1. Value Associated with Unpaid Work in the Domestic Sphere and Other Care Work
    - 2.5.2.2. Concept of Conciliation
    - 2.5.2.3. Approved Measures to Achieve Conciliation
  - 2.5.3. Care Activities and Household Chores Children Attending Education and Care Centers Households with Dependents
    - 2.5.3.1. Weekly Frequency of Care Activities and Household Chores Spain and EU-28
    - 2.5.3.2. Hours Per Week Dedicated to Caregiving and Housework Activities
    - 2.5.3.3. Persons Aged 16 and over Caring for Dependents (by Age and Sex)
  - 2.5.4. New Masculinities
  - 2.5.5. Bibliography
- 2.6. Gender and Migrations
  - 2.6.1. Causes and Global Situation of Migration
  - 2.6.2. Historical Evolution of Migration
  - 2.6.3. Phenomenon of Feminization of Migrations
  - 2.6.4. Characteristics of Migratory Flows from a Gender Perspective
  - 2.6.5. Effects of Migratory Processes on Women
  - 2.6.6. Conclusions
  - 2.6.7. Migration Strategy with a Gender Perspective
  - 2.6.8. Bibliography
- 2.7. The International System of Development Cooperation from a Gender Perspective
  - 2.7.1. Introduction
  - 2.7.2. The International Development Cooperation System

- 2.7.2.1. Objectives of International Cooperation for Spanish Development
- 2.7.2.2. Policies and Tools for International Development Cooperation from a Gender Perspective
- 2.7.2.3. Strategic Lines of Work on the Gender Approach in International Development Cooperation
- 2.7.3. Gender and Advocacy
- 2.7.4. Gender and Development
- 2.7.5. Gender-Sensitive Planning
  - 2.7.5.1. Guidelines for Planning Processes
- 2.7.6. Country Partnership Frameworks (CPF) and Available Spanish Cooperation Tools
- 2.7.7. Guidelines for Mainstreaming
  - 2.7.7.1. Checklist
  - 2.7.7.2. Phase 1 Checklist Stage 0
- 2.7.8. Bibliography
- 2.8. Public Policies with a Gender Perspective
  - 2.8.1. Introduction
  - 2.8.2. Development Economics
    - 2.8.2.1. Economic Bases of Development
    - 2.8.2.2. Definition of Development Economics
    - 2.8.2.3. Evolution of Development Economics
  - 2.8.3. Gender Economics
  - 2.8.4. Public Policies with a Gender Perspective
  - 2.8.5. Gender Budgeting Methodology
  - 2.8.6. Human Development Indexes with Respect to Gender
    - 2.8.6.1. Concept
    - 2.8.6.2. Human Development Index Parameters
  - 2.8.7. Bibliography
- 2.9. The Gender Perspective in International Development Cooperation
  - 2.9.1. Gender in International Cooperation Evolution Over Time
  - 2.9.2. Basic Concepts
- 2.9.2.1. Gender Equality
- 2.9.2.2. Gender Equity
- 2.9.2.3. Gender Identity
- 2.9.2.4. Masculinities
- 2.9.2.5. Patriarchy
- 2.9.2.6. Sexual Division of Labor
- 2.9.2.7. Gender Roles
- 2.9.2.8. Sectorial Approach
- 2.9.2.9. Transversal Approach
- 2.9.2.10. Practical Needs
- 2.9.2.11. Strategic Gender Interests
- 2.9.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
- 2.9.4. Decalogue for Mainstreaming a Gender Approach
- 2.9.5. Gender Indicators
  - 2.9.5.1. Concept
  - 2.9.5.2. Areas to Which Indicators May Be Addressed
  - 2.9.5.3. Characteristics of the Gender Indicators
  - 2.9.5.4. Purpose of Gender Indicators
- 2.9.6. Bibliography



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

# 05 Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





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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 Certificate in Cooperation and Equality for Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.





“

*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”*

This **Postgraduate Certificate in Cooperation and Equality for Nursing** contains the most complete and up-to-date scientific on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery\*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate in Cooperation and Equality for Nursing**

Official N° of Hours: **300 h.**



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



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education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom

**tech** technological  
university

## Postgraduate Certificate Cooperation and Equality for Nursing

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Certificate Cooperation and Equality for Nursing

