

# Postgraduate Certificate

## Health Promotion and Evaluation for Nursing





## Postgraduate Certificate Health Promotion and Evaluation for Nursing

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

Website: [www.techtute.com/us/nursing/postgraduate-certificate/health-promotion-evaluation-nursing](http://www.techtute.com/us/nursing/postgraduate-certificate/health-promotion-evaluation-nursing)

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# 01

# Introduction

Health Promotion is a fundamental element to optimize the well-being of populations in a significant way. In this sense, Nursing professionals play a crucial role in this area, as they identify the determinants of health to provide effective interventions to individuals. Therefore, nurses design health promotion programs tailored to different population groups and settings. For example, they develop educational activities, awareness campaigns and even specialization sessions. This requires nurses to remain at the forefront of approaches aimed at preventing pathologies. In this framework, TECH creates an online university degree focused on the most innovative strategies in this field.





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*With this 100% online Postgraduate Certificate, you will implement health promotion programs using evidence-based approaches and adapted to the specific characteristics of citizens"*

A report conducted by the Organization for Economic Cooperation and Development states that chronic diseases represent a significant burden on health systems on a global scale. However, much of this is preventable through interventions aimed at health promotion and disease prevention. In this context, nurses can make a significant contribution to reducing the incidence of these conditions and improving the quality of care for patients. To do so, it is essential that professionals implement highly effective prevention programs.

In view of this, TECH presents a revolutionary Postgraduate Certificate in Health Promotion and Evaluation for Nursing. The academic itinerary will analyze in detail the main models of health literacy, addressing aspects such as strategies based on Salutogenesis or community intervention. Likewise, the program will provide graduates with the most innovative tools for health promotion, disease prevention and the promotion of healthy lifestyles. In line with this, the syllabus will deepen in the elaboration of programs in Health Education, from the identification of users' needs to the systematic evaluation of interventions. In this way, nurses will develop advanced competencies to perform comprehensive health assessments and identify risk factors.

On the other hand, this university degree has a 100% online format, easily accessible from any device with an Internet connection and without predetermined schedules. Along the same lines, TECH is based on the avant-garde teaching method of Relearning, so that nurses can study the contents in depth without resorting to techniques that involve extra effort, such as memorization. The only thing professionals will need is an electronic device with Internet access (such as a cell phone, tablet or computer) to access the most complete teaching materials on the market and enjoy a first-class experience.

This **Postgraduate Certificate in Health Promotion and Evaluation 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 Public Health and Health Management.
- ♦ The graphic, schematic and eminently practical contents with which it is conceived gather scientific and practical information on those disciplines that are indispensable for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection.



*This degree offers you the opportunity to update your knowledge in a real scenario, with the maximum scientific rigor of an institution at the forefront of technology"*

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*You will delve into the most cutting-edge Idea Generation Methods and design effective health promotion campaigns”*

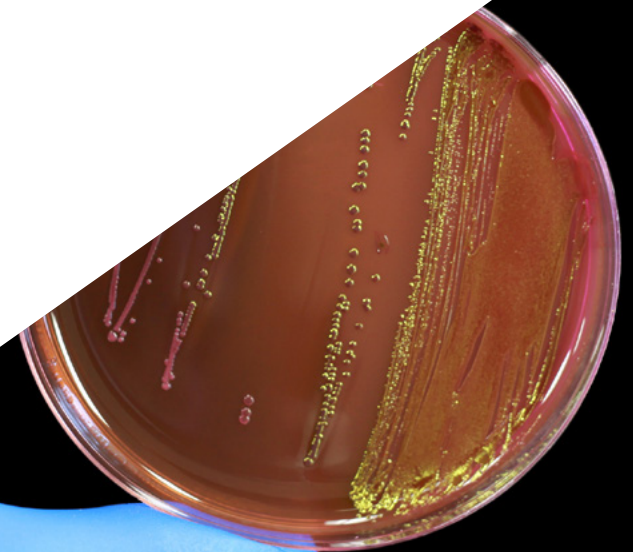
The program’s teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

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.

*Are you looking to incorporate innovative strategies for comprehensive health assessments into your procedures? Achieve it with this program.*

*With the Relearning system you will not have to invest a great amount of study hours and you will focus on the most relevant concepts.*





# 02 Objectives

Thanks to this Postgraduate Certificate, nursing personnel will be equipped with the most advanced tools to promote health and encourage healthy behaviors that prevent diseases. At the same time, professionals will be prepared to plan and develop programs adapted to different populations and contexts. Along the same lines, graduates will acquire skills to conduct comprehensive health assessments of individuals to identify priority needs for intervention.





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*You will handle the most sophisticated Evaluation Methods to analyze the impact of health promotion programs and improve preventive interventions”*



## General Objectives

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







## Specific Objectives

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- ♦ 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



*TECH puts in your hands the access to one of the best virtual libraries, which will keep you up to date with the latest advances in Health Promotion and Evaluation"*

03

# Course Management

TECH's goal is to offer the most comprehensive and up-to-date university programs. To achieve this, the institution carries out a thorough process to establish its different teaching staff. Thanks to this, this Postgraduate Certificate has the participation of references in the field of Health Promotion and Evaluation. These specialists have a wide working background, which has allowed them to perform their work in recognized health entities. This is an endorsement for the graduates, since they will enjoy a first class experience that will allow them to considerably optimize their daily practice as nurses.







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*You will be advised at all times by the teaching team, made up of professionals with extensive experience in the field 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



### Dr. Camacho Parejo, Juan José

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

## Professors

### 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. 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. 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. 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

**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. 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. 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. Chertkoff, Liliana**

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

**Dr. Aboal Alonso, Julia María**

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

**Dr. Pérez Escanilla, Fernando**

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

# 04

## Structure and Content

Thanks to this university program, nurses will have a holistic understanding of Health Promotion and Evaluation. To this end, the syllabus will delve into the creation of health literacy programs aimed at different populations, among which vulnerable groups or marginalized communities stand out. In this sense, the program will provide graduates with the most sophisticated evaluation techniques to measure the effectiveness of these initiatives. In addition, didactic materials will emphasize the importance of adopting the Salutogenesis approach to promote holistic health that meets all the needs of individuals.





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*You will be able to design health promotion programs taking into account the specific needs of the target population”*

## Module 1. Health Promotion and Evaluation

- 1.1. Health Literacy and Development of Literacy Tools and Models
  - 1.1.1. Relationship between Literacy and Health Improving Health Outcomes of the Population
  - 1.1.2. Design and Implementation of Health Literacy Programs Targeting Vulnerable Groups and Marginalized Communities
  - 1.1.3. Effective Communication Strategies Adapted to Different Cultural and Linguistic Contexts
  - 1.1.4. Evaluating the Effectiveness of Health Literacy Programs through the Application of Appropriate Evaluation Tools and Models
  - 1.1.5. Integrating Health Literacy into Public Health Policies and Programs
  - 1.1.6. Research and Development of New Technologies and Digital Tools to Improve Health Literacy and Health Promotion in Digital Environments
- 1.2. Salutogenesis, a Model of Health Assets
  - 1.2.1. Salutogenesis: Health Promotion Approach
  - 1.2.2. Health Asset Models
  - 1.2.3. Practical Applications of Health Asset Models in the Planning, Implementation and Evaluation of Health Promotion Interventions
  - 1.2.4. Evaluation of the Effectiveness and Relevance of Health Asset Models in Different Settings and Populations
  - 1.2.5. Design and Implementation of Strategies Based on Salutogenesis and Health Asset Models to Promote Health and Wellness in Different Settings and Communities
- 1.3. Community Intervention and Community-oriented Primary Care
  - 1.3.1. The Scope of Community Intervention and Primary Care: Promoters of Health and Wellness in the Population
  - 1.3.2. Implementation and Evaluation of Community Intervention Projects in Different Contexts and Populations: Principles of Equity, Participation and Sustainability
  - 1.3.3. Comprehensive Approach: Networking and Interdisciplinary Collaboration between Health Professionals, Social Services, Education and other Sectors
  - 1.3.4. Tools and Strategies for Health Promotion, Disease Prevention and the Promotion of Healthy Lifestyles in the Community
  - 1.3.5. Importance of Participation, Community Empowerment and Health Equity: Fundamental Principles for Improving the Quality of Life of the Population
  - 1.3.6. Identifying and Addressing the Social Determinants of Health and Health Inequalities: Equity and Justice in Access to Health and Welfare Services
  - 1.3.7. Critical Reflection on Health Policies and Programs in Community and Primary Care: Improvement and Adaptation to the Needs and Demands of the Population
- 1.4. Community Intervention Programs with an Ethical and Equitable Perspective
  - 1.4.1. Ethics in Public Health
  - 1.4.2. Principles of Equity in Community Intervention
  - 1.4.3. Interprofessionalism in Community Intervention: Creation of International Strategic Alliances
  - 1.4.4. Potential of Information and Communication Technologies (ICTs) and e-Health for the Promotion of Health
  - 1.4.5. Implementation of e-Health Strategies in Community Intervention Programs
- 1.5. Health Promotion and Protection at the Local Level from an International Approach
  - 1.5.1. Intersectoriality
  - 1.5.2. Social Map
  - 1.5.3. Social Actors of the Community from Different Sectorial Areas and the Administration
  - 1.5.4. Research Guidelines, Time, Universe, and Sample
  - 1.5.5. Universal, Replicable, Multi-center Collaborative Models
  - 1.5.6. Indicators of Assessment
  - 1.5.7. Research and Action of Replicable Collaborative Models
- 1.6. Research in Social and Community Participation
  - 1.6.1. Community and Social Participation
  - 1.6.2. Research and Action in Community and Social Participation
  - 1.6.3. Interdiscipline, Transdiscipline, Eco-Environmental, Sustainable and Sustainable
  - 1.6.4. Key Families and Strategic Groupings in the Community
  - 1.6.5. Fundamentals of Research and Action Appropriate to Each Place
  - 1.6.6. Quantitative and Qualitative Evaluation Measures
  - 1.6.7. Focus Groups
  - 1.6.8. Indicators and Utilization
  - 1.6.9. Strategic Indicators Appropriate to Each Site
  - 1.6.10. Health Team Involved in Research and Action
  - 1.6.11. The Scope of the Action Research
  - 1.6.12. Evaluation of the Sample



- 1.7. Methods of Idea Generation and Design of Health Promotion/Health Education (HPE) Campaigns
  - 1.7.1. Methods of Generating Ideas for the Design of Health Promotion, Health Education and Disease Prevention Campaigns
  - 1.7.2. Analysis of the Specific Needs and Characteristics of the Target Audience in Order to Adapt Communication and Promotion Strategies to their Needs and Preferences
  - 1.7.3. Creative Tools and Techniques to Generate Innovative and Effective Ideas in the Design of Health Promotion Campaigns
  - 1.7.4. Educational Messages and Materials: Clear, Informative and Persuasive
  - 1.7.5. Evaluating the Effectiveness of Health Promotion Campaigns: Adjustments to Improve Results
- 1.8. Complex Models and Methods in Health Education
  - 1.8.1. Theory of Change: Determinants of Human Behavior and Strategies to Change them towards Healthier Behaviors
  - 1.8.2. Social Determinants of Health Approach: Sociopolitical, Economic and Cultural Factors in Influencing the Health of Populations Addressing Inequities
  - 1.8.3. Community Empowerment Models: Strengthening Communities to Make Healthy Decisions and Achieve Positive Changes in their Environment
  - 1.8.4. Theories of Health Behavior: Beliefs, Attitudes and Motivations of People
  - 1.8.5. Participatory Methods in Health Education: Involving People and Communities in the Design, Implementation and Evaluation of Health Programs Collaboration and Autonomy
- 1.9. Elaboration, Development and Design of Programs in Health Education
  - 1.9.1. Design and Development of Health Education Programs: Identification of Needs, Formulation of Objectives, Selection of Methods and Intervention Strategies and Planning of Activities
  - 1.9.2. Implementation Strategies: Accessibility, Equity and Sustainability of Health Programs
  - 1.9.3. Partnerships and Collaborations with Relevant Institutions and Organizations to Strengthen Health Program Implementation
  - 1.9.4. Continuous and Systematic Evaluation of Health Program Implementation: Identification of Challenges, Necessary Adjustments, and Opportunities for Improvement
  - 1.9.5. Active Participation of the Community in the Implementation of Health Programs: Fostering Community Ownership and Sustainability of the Actions Carried Out
  - 1.9.6. Ethical Principles that Govern the Implementation of Health Education Programs: Ethics and Responsibility towards the Communities and Beneficiary Populations
- 1.10. Research and Evaluation of the Impact of Collaborative and Educational Models
  - 1.10.1. Health Research: Protocol Development, Data Collection and Analysis, and Scientific Report Writing
  - 1.10.2. Evaluation of the Impact of Educational Programs on the Health of the Population, use of Qualitative and Quantitative Evaluation Tools
  - 1.10.3. Importance of Interdisciplinarity in the Design and Evaluation of Health Education Projects Collaboration Among Professionals as an Enhancer of Results
  - 1.10.4. Effective Communication of Research and Evaluation Results to Health Professionals and the General Community



*This program will make you a more complete Nurse, prepared to face the current challenges of Health Promotion and Evaluation Enroll now!"*

# 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.





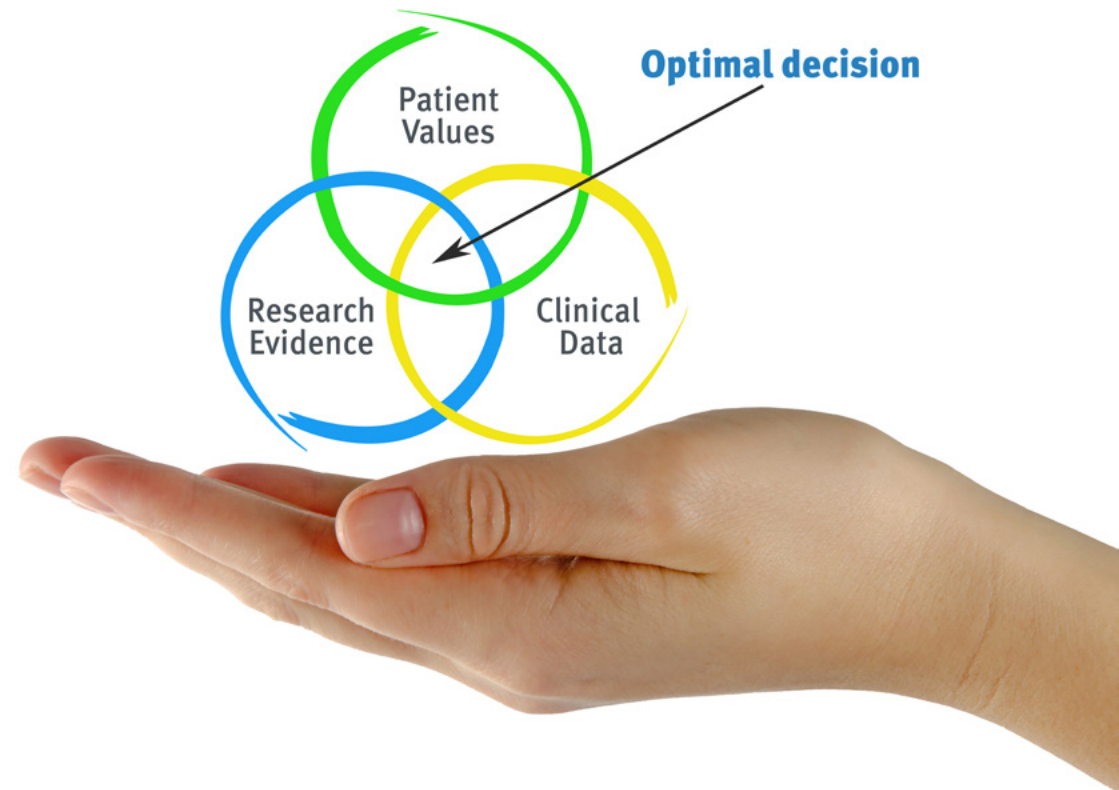
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## 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. Gervas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, 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 Health Promotion and Evaluation for Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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



This private qualification will allow you to obtain a **Postgraduate Certificate in Health Promotion and Evaluation for Nursing** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University**, is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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

Title: **Postgraduate Certificate in Health Promotion and Evaluation for Nursing**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**



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



future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

**tech** global  
university

personalized service innovation

knowledge present Evaluation for Nursing

online training

development languages

virtual classroom

## Postgraduate Certificate

Health Promotion and  
Evaluation for Nursing

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

# Postgraduate Certificate

Health Promotion and  
Evaluation for Nursing