

Postgraduate Certificate Human and Sustainable Development Education for Nursing





Postgraduate Certificate Human and Sustainable Development Education for Nursing

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

Website: www.techtute.com/us/nursing/postgraduate-certificate/human-sustainable-development-education-nursing

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01

Introduction

It is becoming more and more frequent and necessary to continue incorporating in society the sensitivity, values and interest in achieving a more humane and sustainable environment. In recent years, essential issues such as climate change, disaster risk reduction, biodiversity, poverty reduction and sustainable consumption have been incorporated into the speeches of the competent authorities and representatives of institutions such as NGOs, proposing diverse solutions that must be applied jointly. Therefore, education is an indispensable factor and this exclusive academic program at TECH is oriented towards the Nursing professional who wishes to broaden his or her field of action. It is an update of knowledge and skills in 100% online mode, in which the most experienced teachers have participated.





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This Postgraduate Certificate in Human and Sustainable Development Education for Nursing will be a unique and cutting-edge update that will complete your curriculum”

Organizations such as UNESCO have highlighted the importance of Education for Sustainable Development as a response to the most urgent and in many cases silent but devastating challenges that the planet is facing. There are many actions that humans are taking that endanger their own survival on this planet and that are difficult to reverse, such as climate change, for example.

Therefore, it is crucial to carry out programs of Education for Human and Sustainable Development that can be applied in all professional sectors. In this case, TECH has developed this Postgraduate Certificate that contemplates the health sector and its Nursing personnel, who are an important part of making international cooperation projects for development possible.

A complete curriculum that includes an approach to the 2030 Agenda, which aims to achieve the personal and social transformation necessary to change the course of the crisis that humanity could face. In addition, it will delve into the current trends in Humanitarian Action in the international context, its areas of intervention and the Gender approach in International Cooperation for Development.

In addition, this program emphasizes the crisis of Human Mobility and Migration in the world, analyzing the causes and processes of Migration in the Age of Globalization. Within this same approach, it will address the before and after of Development Education and intervention strategies in a global society.

An academic program that has been designed for nurses who wish to broaden their intellectual background towards this humanitarian work and carry out International Cooperation projects. Thus, at the end of 12 weeks, you will complete this update through a high quality learning, under a modern teaching dynamic 100% online.

This **Postgraduate Certificate in Human and Sustainable Development Education 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, provide scientific and practical information on the disciplines that are essential 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



If you want to get up to date with all the keys to Human and Sustainable Development Education for Nursing, this Postgraduate Certificate is for you"

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You will delve into all the key technical and key technical considerations for the concretion of strategic lines and priorities of intervention in the partner countries as set out in the Master Plan”

You will address all the keys to the 2030 Agenda for the development of a more humane and sustainable world.

Don't miss this opportunity to update your knowledge quickly and comfortably thanks to the most advanced study methodology that only TECH can offer you.

The program includes, in its teaching staff, professionals from the sector who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

Its 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 an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.



02 Objectives

This Postgraduate Certificate in Human and Sustainable Development Education for Nursing aims to provide the Nursing professional with the most advanced and updated knowledge to work in projects of international scope, following the strategic lines by regions established in the Master Plan and in line with the 2030 Agenda. You will obtain the skills and qualities that will allow you to excel in your work as a Nurse in Education for Human and Sustainable Development.





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Acquire the skills you need to develop in the Human and Sustainable Development Education for Nursing with the study of this program”



General Objectives

- To provide students with advanced training in International Cooperation, of a specialized nature and based on theoretical and instrumental knowledge that will allow them to acquire and develop the competencies and 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





Specific Objectives

- To know different methods of research in International Cooperation for Development
 - Gain knowledge on methodologies for public policy advocacy, social communication, political change, etc
 - Know the evolution and status of current debates on development
 - Become familiar with the instruments of international cooperation for development, as well as the types of projects and existing NGOs
 - Develop skills to work with the main vulnerable subjects involved in development cooperation actions and programs
 - Understand the international cooperation system and the different members that make it up
 - Carry out actions and programs aimed at raising awareness of certain situations of injustice and changing values to combat them
 - Promote the participation of society, especially children and adolescents and entities in the sector, in transforming the world
 - To create empowerment processes and spaces for active democratic participation for children, aimed at transforming policies and the decision-making model on issues that affect them
- Promote research and reflection on issues related to childhood and development, supporting different proposals to promote human development
 - Encourage networking with other entities in the sector, to achieve a greater impact in our actions
 - Analyze and understand global initiatives to fight poverty



TECH has the best educational offer with state-of-the-art methodology and technology that will help you evolve in the learning process under the guidance of the most experienced teachers”

03

Course Management

Professionals with extensive experience in Education and International Cooperation, as well as intervention in social projects, have elaborated the content of this program, so its quality will be remarkable. Teachers who will provide their greatest knowledge and the most interesting real cases, in a theoretical-practical material of high academic level, but who will also accompany you throughout the journey with the appropriate guidance to build an updated and competitive intellectual background.





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You will have the guidance of TECH's professional team in all the doubts you may have”

Guest Director



Ms. Rodríguez Arteaga, Carmen

- ♦ Director of the Studies Office of the INEM Directorate
- ♦ Career Civil Servant
- ♦ Degree in Philosophy and Educational Sciences at UCM
- ♦ OEI Expert: in Educational Assessment
- ♦ UNED Expert: Educational indicators and statistics
- ♦ Expert in development cooperation in education, University of Barcelona
- ♦ Specialist in Knowledge Management

Management



Ms. Romero Mateos, María del Pilar

- ♦ 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. Sánchez Garrido, Araceli

- ◆ 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 Museum Curators assigned to the Museo de América de Madrid

Mr. Cano Corcuera, Carlos

- ◆ 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 Development;
- ◆ Identification, Formulation and Follow-up of Cooperation Projects; Humanitarian Aid; Equal Opportunities; International Negotiations;
- ◆ Planning with a Gender Perspective; Results-Oriented Management for Development; Disability Focus in Cooperation Projects and European Union Delegated Cooperation

Ms. Córdoba, Cristina

- ◆ Nurse
- ◆ Training and experience in international cooperation projects for Development
- ◆ Co-founder and participant of PalSpain project
- ◆ Founder of the Youth Association APUMAK, Madrid, Spain

Ms. Flórez Gómez, Mercedes

- ◆ 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 Development Cooperation Projects in Education, Science and Culture (OEI)





Ms. Ramos Rollón, Marisa

- ◆ Coordinator of the department of Democratic Governance in the Eurosocial 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
- ◆ Development Cooperation 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

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

04

Structure and Content

TECH has developed a high-level educational proposal thanks to the contribution of the most experienced teachers. This is how the student will have an updated study material and according to the reality of the Nursing environment, to be able to do it comfortably and smoothly. It will be a 100% online update with the most varied multimedia resources: detailed videos, complementary reading, tests, images, etc. Everything will be available 24 hours a day for consultation or download.



Earth Overshoot Day
fell on August

OUR WORK TOOLS &

LEARN MORE



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This curriculum is composed of 2 modules that will show you the keys to Education for human and sustainable development in a 100% online way”

Module 1. International Development Cooperation

- 1.1. International Development Cooperation
 - 1.1.1. Introduction
 - 1.1.2. What Is International Development Cooperation?
 - 1.1.3. Objectives and Purpose of International Development Cooperation
 - 1.1.4. Goals of the Spanish International Development Cooperation
 - 1.1.5. Evolution of the Spanish International Development Cooperation
 - 1.1.6. Origins and Historical Evolution of International Cooperation
 - 1.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
 - 1.1.8. The Processes of Decolonization in the Postwar Years
 - 1.1.9. Crisis of the International Development Cooperation
 - 1.1.10. Changes in the Conception of International Development Cooperation
 - 1.1.11. Bibliography
- 1.2. Modalities and Instruments of International Development Cooperation
 - 1.2.1. Introduction
 - 1.2.2. Main Tools of International Development Cooperation
 - 1.2.2.1. Development Cooperation
 - 1.2.2.2. Development Education
 - 1.2.2.3. Technical Assistance, Training and Research
 - 1.2.2.4. Humanitarian Action
 - 1.2.3. Other Cooperation Tools
 - 1.2.3.1. Economic Cooperation
 - 1.2.3.2. Financial Help
 - 1.2.3.3. Scientific and Technological Cooperation
 - 1.2.3.4. Food Aid
 - 1.2.4. Modalities of the International Development Cooperation
 - 1.2.5. Types of Modalities
 - 1.2.5.1. Modality According to the Origin of the Funds



- 1.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds
 - 1.2.6.1. Bilateral
 - 1.2.6.2. Multilateral
 - 1.2.6.3. Decentralized Cooperation
 - 1.2.6.4. Non-Governmental Cooperation
 - 1.2.6.5. Business Cooperation
- 1.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
- 1.2.8. Depending on the Existence or Non-Existence of Limitations on the Application of Funds
- 1.2.9. Other Cooperation Tools Co-Development
 - 1.2.9.1. Co-Development Interventions
- 1.2.10. Bibliography
- 1.3. Multilateral Organizations
 - 1.3.1. The International Development Cooperation System
 - 1.3.2. International Development Cooperation Stakeholders
 - 1.3.3. Stakeholders in the Official Development Aid System
 - 1.3.4. Definitions Relevant International Organizations (IOs)
 - 1.3.5. Characteristics of International Organizations
 - 1.3.5.1. Types of International Organisations
 - 1.3.6. Advantages of Multilateral Cooperation
 - 1.3.7. Contributions of International Organizations to the Multilateral System
 - 1.3.8. Multilateral Financial Institutions (MFIs)
 - 1.3.8.1. Characteristics of MFIs
 - 1.3.8.2. Composition of MFIs
 - 1.3.8.3. Types of MFIs
 - 1.3.9. Bibliography
- 1.4. Sources of International Development Cooperation
 - 1.4.1. Introduction
 - 1.4.2. Difference between Governmental and Non-Governmental Cooperation
 - 1.4.3. Multilateral Financial Institutions
 - 1.4.4. The International Monetary Fund
 - 1.4.5. United States Agency for International Development USAID
 - 1.4.5.1. Who are They?
 - 1.4.5.2. The History of USAID
 - 1.4.5.3. Intervention Sectors
 - 1.4.6. The European Union
 - 1.4.6.2. Objectives of the EU
 - 1.4.6.3. General Objectives of EU External Action
 - 1.4.7. Non-Financial Multilateral Institutions
 - 1.4.7.1. List of Non-Financial Multilateral Institutions
 - 1.4.7.2. Actions by Non-Financial Multilateral Institutions
 - 1.4.7.3. Non-Financial
 - 1.4.8. United Nations Organization
 - 1.4.9. Bibliography
- 1.5. Spanish Cooperation Master Plan 2018-2021
 - 1.5.1. Introduction
 - 1.5.2. Action and Management Challenges for Spanish Cooperation
 - 1.5.3. What Is a Master Plan?
 - 1.5.3.1. Spanish Cooperation Master Plan
 - 1.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan
 - 1.5.4. Goals of the Master Plan
 - 1.5.4.1. General Objectives
 - 1.5.5. Geographic Priorities for Action under the Master Plan of the Spanish Cooperation
 - 1.5.6. The 2030 Agenda
 - 1.5.6.1. What Is Agenda 2030?
 - 1.5.6.2. Development of Agenda 2030
 - 1.5.6.3. General Specifications
 - 1.5.6.4. Implementation of Agenda 2030
 - 1.5.7. Bibliography

- 1.6. Humanitarian Action
 - 1.6.1. Introduction
 - 1.6.2. Humanitarian Aid in the International Context
 - 1.6.3. Tendencies in Humanitarian Action
 - 1.6.4. Main Goals of Humanitarian Action
 - 1.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
 - 1.6.6. Spanish Agency of International Cooperation for Development and Humanitarian Action
 - 1.6.7. HA Financing and Its Evolution
 - 1.6.8. Principles of International Human Rights Law and Humanitarian Action
 - 1.6.9. Summary
 - 1.6.10. Bibliography
- 1.7. Gender Approach in International Development Cooperation
 - 1.7.1. Introduction
 - 1.7.2. What Is the Gender Approach?
 - 1.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
 - 1.7.4. Gender Approaches in International Development Cooperation
 - 1.7.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
 - 1.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
 - 1.7.7. Sectoral Gender Strategy in Spanish Development Cooperation
 - 1.7.8. Gender Mainstreaming Guide
 - 1.7.9. Bibliography
- 1.8. Human Rights Approach in International Development Cooperation
 - 1.8.1. Introduction
 - 1.8.2. Human rights
 - 1.8.3. Human Rights Approach to Development Cooperation
 - 1.8.4. How the Human Rights Approach Emerged
 - 1.8.5. Elements Provided by the Human Rights Approach to International Development Cooperation
 - 1.8.5.1. New Frame of Reference: International Human Rights Standards
 - 1.8.5.2. New Look at Capacity Building
 - 1.8.5.3. Participation in Public Policy
 - 1.8.5.4. Accountability

- 1.8.6. Challenges of the Human Rights Approach in HH in Development Cooperation Interventions
- 1.8.7. Challenges in Project Identification and Formulation
- 1.8.8. Challenges in Project Execution
- 1.8.9. Challenges in Project Monitoring and Assessment
- 1.8.10. Bibliography
- 1.9. Human Mobility and Migration
 - 1.9.1. Introduction
 - 1.9.2. Migration
 - 1.9.2.1. First Human Movements
 - 1.9.2.2. Types of Migrations
 - 1.9.2.3. Causes of Migrations
 - 1.9.3. Migratory Processes in the Era of Globalization
 - 1.9.3.1. Improved Living Conditions
 - 1.9.3.2. Vulnerability and Migration
 - 1.9.4. Human Safety and Conflict
 - 1.9.4.1. Types
 - 1.9.5. Challenges of the International Asylum System
 - 1.9.6. The OHCHR
 - 1.9.7. Human Rights Based Migration Strategy
 - 1.9.8. Bibliography

Module 2. Education for Human and Sustainable Development

- 2.1. Education for Human and Sustainable Development for Nursing
 - 2.1.1. Introduction
 - 2.1.2. Economic, Social and Sustainable Growth
 - 2.1.3. Sustainable Development, Sustainability and Education
 - 2.1.4. Education on Sustainable Development and Education for Sustainable Development
 - 2.1.4.1. Main Differences:
 - 2.1.4.2. Sustainability
 - 2.1.4.3. Sustainable Development
 - 2.1.5. Education for Sustainable Development (ESD)
 - 2.1.6. Bibliography



- 2.2. Development Education and Its Evolution
 - 2.2.1. Introduction
 - 2.2.2. Development Education Goals
 - 2.2.2.1. Purpose of Development Education Activities
 - 2.2.2.2. Purpose of Development Education
 - 2.2.3. Dimensions of Development Education
 - 2.2.4. The History of Development Education
 - 2.2.5. Redirect Education
 - 2.2.6. Guidelines for Sustainable Development
 - 2.2.7. Exercises to Introduce the Concept of Sustainable Development
 - 2.2.7.1. Take Everything Today or Everyone Takes it I
 - 2.2.7.2. Take Everything Today or Everyone Takes it II
 - 2.2.7.3. Observations on the Game“Take Everything Today or Everyone Always Take(II)”
 - 2.2.8. Bibliography
- 2.3. Development Education Intervention Strategies
 - 2.3.1. Formal, Non-Formal and Informal Education
 - 2.3.2. Redirect Education
 - 2.3.3. Components of Education for Sustainable Development
 - 2.3.4. Guidelines for Sustainable Development
 - 2.3.5. Problems
 - 2.3.6. Framework for Teaching or Discussing Environmental Issues
 - 2.3.7. Skills
 - 2.3.8. Linking DE to campaigns
 - 2.3.9. Bibliography
- 2.4. Education, Participation and Social Transformation
 - 2.4.1. Introduction
 - 2.4.1.1. The Administration During Change

- 2.4.2. Process to Generate Change
 - 2.4.2.1. Make the Decision to Act
 - 2.4.2.2. Support Your Decision with a Reason
 - 2.4.2.3. Prepare a Communication Strategy to Share Your Vision with Stakeholders and the Community
 - 2.4.2.4. Prepare Final and Intermediate Goals
 - 2.4.2.5. Establish Programmatic Assessment Methods and Responsibilities
 - 2.4.2.6. Review and Revise Final and Interim Goals
 - 2.4.2.7. Rewards and Celebrations
- 2.4.3. Exercises to Create Community Sustainability Goals through Public Participation
 - 2.4.3.1. Know Your Neighbours
 - 2.4.3.2. Generate Consensus
 - 2.4.3.3. Your Community through a Sustainability Lens
- 2.4.4. Bibliography
- 2.5. Stakeholders of Development Education
 - 2.5.1. Introduction
 - 2.5.2. Stakeholders: General State Administration
 - 2.5.2.1. Who are They?
 - 2.5.3. Stakeholders: Ministry of Foreign Affairs and Cooperation: Secretary of State for International Cooperation and Ibero-America and the Caribbean (SECIPIC)
 - 2.5.4. Stakeholders: Ministry of Education and Science
 - 2.5.5. Other Ministries:
 - 2.5.6. Cooperation Council
 - 2.5.7. NGDO
 - 2.5.8. Stakeholders: Coordination of Non-Governmental Development Organizations of Spain (CONGDE)
 - 2.5.9. Stakeholders: European Space
 - 2.5.10. Other Stakeholders:
 - 2.5.10.1. Media
 - 2.5.10.2. Networks, Associations and Social Movements
 - 2.5.11. Actors: Universities
 - 2.5.12. Bibliography



- 2.6. Education for development in the formal, non-formal and informal spheres
 - 2.6.1. Redirecting Existing Education
 - 2.6.1.1. Points to Consider
 - 2.6.1.2. Education as a Great Hope for a Sustainable Future
 - 2.6.2. The Story of Professor Mafalda
 - 2.6.2.1. Context
 - 2.6.2.2. Structure
 - 2.6.2.3. Attributes of Global Citizenship
 - 2.6.2.4. Practical Recommendations According to Some Determining Factors
 - 2.6.3. Bibliography
- 2.7. Comparative Development Education Strategy of the Cooperation
 - 2.7.1. Introduction
 - 2.7.2. Concept of Non-Formal Education
 - 2.7.3. EPD Activities in Non-Formal Education
 - 2.7.4. Informal Education
 - 2.7.5. Areas in Informal Education
 - 2.7.5.1. Media
 - 2.7.5.2. Advocacy Awareness Campaigns
 - 2.7.5.3. Studies, Research and Publications
 - 2.7.5.4. Internet and Social Networks
 - 2.7.6. Recommendations
 - 2.7.7. Bibliography
- 2.8. Development Education Action Areas According to the Cooperation Master Plan
 - 2.8.1. Introduction
 - 2.8.2. Objectives of the Master Plan for Development Education
 - 2.8.3. Sectoral Strategies of the Master Plan for Development Education
 - 2.8.3.1. PAS
 - 2.8.3.2. Strategies
 - 2.8.4. AECID's Strategic Lines for Development Education
 - 2.8.5. Generation of Global Citizenship on Social Networks
 - 2.8.6. Bibliography
- 2.9. Development Education Projects Worldwide
 - 2.9.1. Introduction
 - 2.9.2. Social Economy "Zafra Local" of the NGDO , Páramo Movement, Cooperation and Development
 - 2.9.2.1. What Is This Project Based On?
 - 2.9.2.2. Project Objectives
 - 2.9.2.3. Local Currency as the Backbone of the Project
 - 2.9.2.4. Examples in Europe
 - 2.9.2.5. Two Formats
 - 2.9.2.6. Currency to Support Local Commerce
 - 2.9.2.7. Currency to Favor Local Commerce
 - 2.9.2.8. Solidarity Currency
 - 2.9.2.9. Fair Currency
 - 2.9.2.10. Participatory Process
 - 2.9.3. Bibliography



TECH presents a Postgraduate Certificate based on the most modern aspects of Human and Sustainable Development Education for Nursing. Enroll now and get to know a new way of studying"

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 Human and Sustainable Development Education 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 program will allow you to obtain your **Postgraduate Certificate in Human and Sustainable Development Education 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** title 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 Human and Sustainable Development Education for Nursing**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



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

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



Postgraduate Certificate Human and Sustainable Development Education for Nursing

- » Modality: online
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- » Credits: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate
Human and Sustainable
Development Education
for Nursing