

# Postgraduate Certificate

## International Cooperation and Social Communication for Nursing





## Postgraduate Certificate International Cooperation and Social Communication 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/international-cooperation-social-communication-nursing](http://www.techtute.com/us/nursing/postgraduate-certificate/international-cooperation-social-communication-nursing)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 18*

05

Methodology

---

*p. 26*

06

Certificate

---

*p. 34*

# 01

# Introduction

In a globalized world with access to multiple communicational tools, the nursing professional in general, but especially those who focus their work on social and humanitarian development, must be up to date with new methods to promote educommunication and take advantage of the available instruments in order to cover a wide space in society. For this reason, in this academic program the graduate will acquire new skills and competencies, according to the most current knowledge about International Cooperation and Social Communication for Nursing projects. You will do it in an easy and dynamic way, thanks to the 100% online study system and under the Relearning methodology, always accompanied by the most experienced teachers in this field.





“

*Thanks to this program your professional profile will be focused on new work methods will be focused on new working methods with international social projects"*

International Cooperation is an essential task to improve the quality of life of people living in the most disadvantaged countries, or countries that have suffered war or natural disasters. The work of nurses is totally valuable in the field of international cooperation, since they are multidisciplinary professionals who, in addition to being trained in their field of action, are capable of carrying out other tasks associated with their work, and in different areas.

For example, that of communicating and encouraging the transformation of their patients. Therefore, it is important to have specific skills and knowledge to achieve an objective communication that is capable of transmitting information in a way that is appropriate for each individual or group.

In this Postgraduate Certificate, the nurse will learn from the hand of the best professionals in development cooperation and social communication in a cutting-edge content. You will gain knowledge on methodologies for public policy advocacy, social communication, political change, as well as become familiar with the instruments of International Cooperation for Development, as well as the types of projects and existing NGOs.

In addition, he/she will be able to identify, understand and know how to use sources, statistical techniques and computer tools to organize selected information and to plan reports, analyses and measures for development and cooperation. It will delve into the fundamentals of communication, the different channels and media that exist today, among other essential factors to know in order to approach social and transformative communication with the necessary effectiveness.

As this is a completely online program, the student will be able to combine his or her current schedule with the new academic challenge, choosing where, how and when to study, always under the guidance of the most specialized teachers.

This **Postgraduate Certificate in International Cooperation and Social Communication 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



*You will contribute from your work as a Nurse with new working methods in favor of Social and Transformative Communication for humanitarian projects"*

“

*Detailed videos, interactive summaries, quick action guides, testing and retesting, and other multimedia resources will be available to you 24 hours a day”*

The program includes, in its teaching staff, professionals from the sector who contribute to this training with their work experience, as well as renowned specialists from reference societies and prestigious 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 arise throughout the academic program. For this purpose, it will be assisted by an innovative interactive video system created by renowned experts.

*You will become familiar with the instruments of international cooperation for development, as well as the types of projects and NGOs that exist.*

*You will complement your professional background with all the latest news about International Cooperation and Social Communication for Nursing.*



# 02 Objectives

In order to bring the nursing professional closer to the most current and relevant knowledge on International Cooperation and Social Communication, TECH has proposed a high quality syllabus developed by experts that will allow the graduate to be updated on the most effective working methods to develop humanitarian projects and educommunicate actions individually and collectively. It will be an exclusive update opportunity for today's Nurse.







“

*You will develop skills to work with the main vulnerable subjects involved in development cooperation actions and programs”*



## General Objectives

---

- ♦ 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 through 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



*Get ready to Educommunicate from Nursing with this Postgraduate Certificate"*





## Specific Objectives

---

- ◆ Know different research methods 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
- ◆ Train social communicators who can apply their knowledge at the following levels
- ◆ Identify, understand and know how to use sources, statistical techniques and computer tools to organize selected information and plan development and cooperation reports, analyses and actions
- ◆ Conduct an ethical reflection on cooperation, information, images and their applicability in specific contexts and information sources

03

# Course Management

The teaching staff of this program is composed of specialists in International Cooperation and Social Communication with decades of experience. Professionals who provide an updated vision of the evolution of International Cooperation for Development in the world. In addition, his active work profile in several major projects provides a seal of topicality and quality to the teaching load.



“

*Thanks to the selection made by TECH, you will have the best teaching team in the current educational market in this field"*

## 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. Sánchez Garrido, Araceli

- ♦ Deputy Head of the Department of Cultural Cooperation and Promotion of the DRCC
- ♦ Head of 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 Museum of America of Madrid

### Ms. Córdoba, Cristina

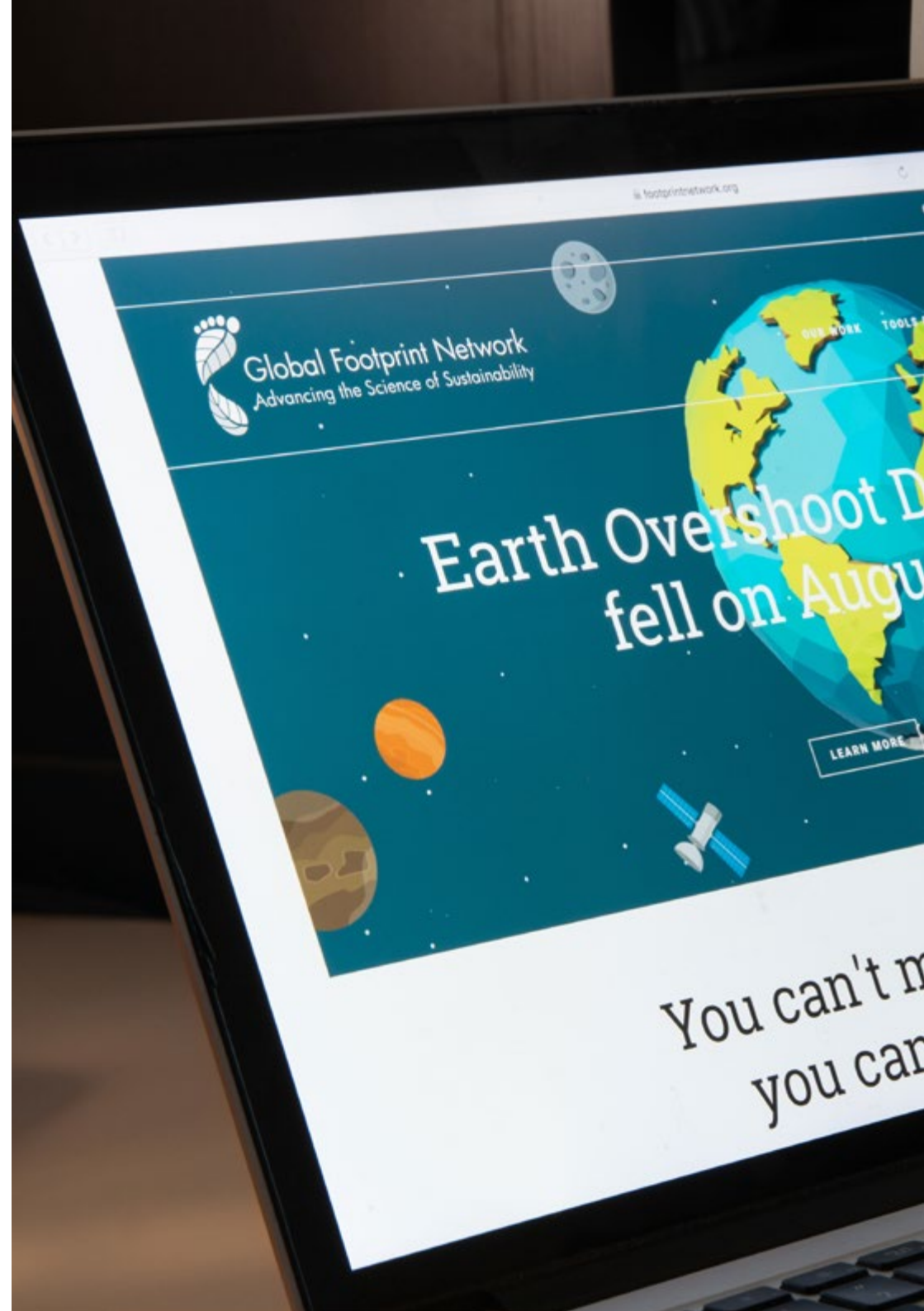
- ♦ International Cooperation Nurse Specialist
- ♦ Training and experience in International Development Cooperation Projects
- ♦ Co-founder and participant of PalSpain project
- ♦ Founder of the Youth Association APUMAK, Madrid, Spain

**Ms. Ramos Rollón, 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 Eurosocal 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

**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 and Formulation 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. 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 Development in Education, Science and Culture by the OEI

# 04

## Structure and Content

Thanks to TECH's state-of-the-art methodology and technology, the student will be able to live an immersive experience in the highest quality content about International Cooperation and Social Communication for Nursing. Detailed videos, complementary readings, quick action guides, testing and retesting, images, among other multimedia resources, will be available 24 hours a day to complete the program at your own pace and 100% online, which offers you security and comfort.



“

*A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"*

## Module 1. International Development Cooperation

- 1.1. International Development Cooperation
  - 1.1.1. Introduction
  - 1.1.2. What Is the 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. Human and Sustainable
    - 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 Organismos multilaterales
  - 1.3.1. The International Development Cooperation System
  - 1.3.2. International Development Cooperation Stakeholders
  - 1.3.3. Stakeholders in the Official Development Assistance System
  - 1.3.4. Definitions of 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
    - 1.4.3.1. The International Monetary Fund
    - 1.4.3.2. United States Agency for International Development USAID
      - 1.4.3.2.1. Who are They?
      - 1.4.3.2.2. The History of USAID
      - 1.4.3.2.3. Intervention Sectors
    - 1.4.3.3. The European Union
      - 1.4.3.3.1. Objectives of the EU
      - 1.4.3.3.2. General Objectives of EU External Action
    - 1.4.3.4. Non-Financial Multilateral Institutions
      - 1.4.3.4.1. List of Non-Financial Multilateral Institutions
      - 1.4.3.4.2. Actions of Multilateral Institutions
      - 1.4.3.4.3. Non-Financial
    - 1.4.3.5. United Nations Organization
    - 1.4.3.6. 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. Goals of the Fifth Master Plan of the Spanish Cooperation
  - 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. The Financing of Humanitarian Action 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. Priority Equality Goals in the Spanish Development Cooperation BORRAR
  - 1.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
  - 1.7.9. Gender Mainstreaming Guide
  - 1.7.10. Bibliography
- 1.8. Focus on Human Rights 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 HH. 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
  - 1.9.5. 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. Social and Transformative Communication

- 2.1. Fundamentals of Communication
  - 2.1.1. Introduction
  - 2.1.2. What Is Communication?
    - 2.1.2.1. Concept and Definition
  - 2.1.3. Objectives, Audiences and Messages
  - 2.1.4. Right to Information and Communication
    - 2.1.4.1. Freedom of Speech
  - 2.1.5. Access and Participation
  - 2.1.6. Brief Overview of the Media According to Typology
    - 2.1.6.1. Written Press
    - 2.1.6.2. Radio
    - 2.1.6.3. Television
    - 2.1.6.4. Internet and Social Networks
  - 2.1.7. Conclusions
- 2.2. Communication and Power in the Digital Age
  - 2.2.1. What is Power?
    - 2.2.1.1. Power in the Global Era
  - 2.2.2. Fake News, Control and Leaks
  - 2.2.3. Publicly Owned Media
  - 2.2.4. Commercial Media
    - 2.2.4.1. Large Conglomerates in Europe
    - 2.2.4.2. Large Conglomerates in Latin America
    - 2.2.4.3. Other Conglomerates
  - 2.2.5. Alternative Media
    - 2.2.5.1. Evolution of the Alternative Media in the Spanish State
    - 2.2.5.2. Current Trends
    - 2.2.5.3. The Problem of Financing
    - 2.2.5.4. Professional Journalism/Activist Journalism
  - 2.2.6. Initiatives for the Democratization of Communication
    - 2.2.6.1. Examples in Europe
    - 2.2.6.2. Examples in Latin America
  - 2.2.7. Conclusions
- 2.3. Communication and International Cooperation
  - 2.3.1. Social Communication
    - 2.3.1.1. Concept
    - 2.3.1.2. Themes
  - 2.3.2. Stakeholders: Associations and Research Centers
    - 2.3.2.1. Social Movements
  - 2.3.3. Collaboration and Exchange Networks
  - 2.3.4. Cooperation, Education for Social Transformation and Communication
    - 2.3.4.1. Types of Communication from NGOs
  - 2.3.5. Code of Conduct
    - 2.3.5.1. Social Marketing
  - 2.3.6. Educommunication
  - 2.3.7. Working with Alternative Media
  - 2.3.8. Working with Publicly Owned Media and Commercial Media
  - 2.3.9. Communication and Cooperation in Times of Crisis
    - 2.3.9.1. Technical and Labor Impacts
    - 2.3.9.2. Impacts on Social Movements
  - 2.3.10. Tensions between Professional Journalism and Activist Journalism
- 2.4. Communication and Gender Equality
  - 2.4.1. Introduction
  - 2.4.2. Key Concepts
  - 2.4.3. Women in the Media
    - 2.4.3.1. Representation and Visibility
  - 2.4.4. Media Production and Decision Making
  - 2.4.5. The Beijing Platform for Action (Chapter J)
  - 2.4.6. Feminist Communication and Inclusive Language
    - 2.4.6.1. Basic Concepts
  - 2.4.7. How to Identify and Avoid Stereotypes
  - 2.4.8. Guidelines, Best Practices
  - 2.4.9. Examples of Initiatives
  - 2.4.10. Conclusions

- 2.5. Communication and Sustainable Development
  - 2.5.1. The Sustainable Development Goals (SDGs)
    - 2.5.1.1. Proposal and Limits
  - 2.5.2. The Anthropocene
    - 2.5.2.1. Climate Change and Human Development
  - 2.5.3. Communication about "Natural Disasters" from NGOs
    - 2.5.3.1. Regular Coverage in the Mass Media
  - 2.5.4. Advocacy Possibilities from NGOs
  - 2.5.5. Environmental Defenders in Latin America
    - 2.5.5.1. The Data: Threats and Deaths
  - 2.5.6. How Can NGOs Communicate the Work of Human Rights Defenders?
- 2.6. Communication and Migrations
  - 2.6.1. Introduction
  - 2.6.2. Key Concepts and Data
  - 2.6.3. Hate Speech and Its Foundations
    - 2.6.3.1. Dehumanization and Victimization
  - 2.6.4. Necropolitics
  - 2.6.5. Regular Coverage in the Mass Media
  - 2.6.6. Social Networks, WhatsApp and Hoaxes
  - 2.6.7. Advocacy Possibilities from NGOs
    - 2.6.7.1. How to Recognize Prejudice
    - 2.6.7.2. Overcoming Eurocentrism
  - 2.6.8. Best Practices and Guidelines on Communication and Migration
  - 2.6.9. Conclusions





- 2.7. Communication and Peace Building
  - 2.7.1. Introduction
  - 2.7.2. Peace Journalism vs. War Journalism
    - 2.7.2.1. Features
  - 2.7.3. Brief Historical Review of Warmongering
  - 2.7.4. Communication on Armed Conflicts and Peace Processes
  - 2.7.5. Journalists in Armed Conflicts
  - 2.7.6. Possibilities for NGOs
    - 2.7.6.1. Shifting Our Focus to the Solution
  - 2.7.7. Research and Guidelines
- 2.8. Educommunication for Walking
  - 2.8.1. Introduction
  - 2.8.2. Pedagogy and Popular Education
  - 2.8.3. Media Literacy
  - 2.8.4. Educommunication Projects
    - 2.8.4.1. Features
    - 2.8.4.2. Agents
  - 2.8.5. Mainstreaming Communication for Social Change
    - 2.8.5.1. The Communication Component in Other Projects
  - 2.8.6. The Importance of Internal Communication in NGOs
  - 2.8.7. Communication to Members and Collaborators
  - 2.8.8. Conclusions
- 2.9. Digital Culture and Development NGOs
  - 2.9.1. Introduction
  - 2.9.2. Paradigm Shifts and New Spaces
    - 2.9.2.1. Characteristics and Main Agents and Networks
  - 2.9.3. The Tyranny of the Click
  - 2.9.4. The Imposition of Brevity
  - 2.9.5. Citizen Participation in Digital Society
    - 2.9.5.1. Changes in Solidarity and Activism in the Digital Culture
  - 2.9.6. Promote the Participation of NGOs in Digital Spaces
  - 2.9.7. Indicators of Communication 2.0 in NGOs
  - 2.9.8. Conclusions
- 2.10. In Practice
  - 2.10.1. Introduction
  - 2.10.2. Elaboration of Organizational Communication Plans
    - 2.10.2.1. Communication Plan Introduction
  - 2.10.3. Project and Action Communication Plans
  - 2.10.4. Basic Contents and Common Errors in Web Pages
  - 2.10.5. Social Media Publishing Plans
  - 2.10.6. Crisis Management and Unplanned Aspects in Social Networks
  - 2.10.7. Subject, Verb and Predicate
    - 2.10.7.1. Recalling Notions
  - 2.10.8. Conclusions

# 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.



“

*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.

“

*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 International Cooperation and Social Communication 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.



“

*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 International Cooperation and Social Communication 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 International Cooperation and Social Communication for Nursing**

Modality: **online**

Duration: **6 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.



## Postgraduate Certificate

International Cooperation and  
Social Communication for Nursing

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

# Postgraduate Certificate

## International Cooperation and Social Communication for Nursing

