

Postgraduate Certificate

Intervention Strategies in Developmental Education for Nursing





Postgraduate Certificate

Intervention Strategies in Developmental Education for Nursing

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

Website: www.techtute.com/in/nursing/postgraduate-certificate/intervention-strategies-developmental-education-nursing

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01

Introduction

Among the functions of the Nursing professional is to provide valuable information to their patients, as far as their health is concerned. Therefore, they must be trained personnel to develop health programs, evaluate programs and activities, with knowledge of the most up-to-date intervention strategies. In this sense, and in the context of the reality of the social environment, it is more imperative than ever that nurses update their knowledge. With this exclusive TECH program, the graduate will be able to achieve it, since he/she will study at their own pace, 100% online and with the guidance of the most experienced teachers





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TECH offers you this unique and avant-garde opportunity to learn from experienced teachers about all the initiatives that you can undertake from Nursing Development Education”

Nursing professionals, in their educational role through health promotion, should be able to carry out actions and programs aimed at raising awareness of some situations of injustice and changing values to combat them. This will favor networking with other entities in the sector to achieve a greater impact, which is precisely the objective of this Postgraduate Certificate. Making the graduate capable of including new strategies in his or her sector.

That is why this curriculum includes 2 study modules with the most updated theoretical and practical material on Education for Human and Sustainable Development, as well as Human Rights and International Humanitarian Law.

Through a course of high academic level, the student will learn the limitations that Humanitarian Law imposes on combatants in relation to the conduct of hostilities, respect for areas, places and facilities marked with a sign of protection. In addition, a code of conduct is required for victims, health and religious personnel, and humanitarian organizations.

In the same way, the nurse will be able to create processes of empowerment and spaces for active democratic participation for children, aimed at transforming policies and the decision-making model on issues that affect them. They will also have the capacity to promote research and reflection on topics related to childhood and development, supporting different proposals to promote human development.

All this and many other aspects that will be achieved through the study of a complete syllabus prepared by experienced teachers who will guide you throughout the process. This will be 100% online and will allow the convenience and flexibility that today's professional needs for his or her program.

This **Postgraduate Certificate in Intervention Strategies in Developmental 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 self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Upon completion of this program you will be able to carry out actions and programs aimed at raising awareness of some situations of injustice and changing values to combat them"

“ *Identify situations and people who are particularly vulnerable, knowing the protection granted to them by International Humanitarian Law*”

The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading 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, the student will be assisted by an innovative interactive video system created by renowned experts.

You will be updated on Education for Human and Sustainable Development and the actions that Nursing can undertake.

Choose this Postgraduate Certificate and get up to date on all Intervention Strategies in Developmental Education in just 12 weeks and 100% online.



02 Objectives

The purpose of this program is that the professional acquires, in the most effective way possible, the most detailed and modern knowledge regarding Intervention Strategies in Development Education. For this reason, TECH has established a series of general and specific objectives for the student to reach the goal in a natural, organized and progressive way, without sacrificing any of their current activities





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This program will give you the opportunity to complete your CV in a comfortable way and with the quality you want”



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 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

- ♦ 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
- ♦ 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
- ♦ Qualify the different types of armed conflicts by distinguishing them from other situations of armed violence; identify and classify the victims of such conflicts; know and understand the victim protection system and be able to apply it
- ♦ Be aware of the limitations that humanitarian law imposes on combatants in relation to the conduct of hostilities, respect for zones, places and installations marked with a protection sign, and the requirement of a code of conduct relating to victims, medical and religious personnel, and humanitarian organizations
- ♦ Identify situations and persons who are particularly vulnerable in armed conflicts, knowing the protection afforded to them by International Humanitarian Law
- ♦ Stimulate the participation of the people and groups with whom cooperation activities are developed, enabling them to identify their problems and needs, lead their processes of change, assess their evolution and decide on new courses of action



*The most experienced teachers
in International Cooperation
and Human Rights are here in
this program”*

03

Course Management

The content of this Postgraduate Certificate has been elaborated by great professionals, with a wide trajectory and reputation in International Cooperation, who through their wisdom will share exemplary cases and the most complete theoretical-practical material, regarding Intervention Strategies in Developmental Education for Nursing. His pedagogical and human skills will facilitate the student throughout the process, with the necessary guidance at each stage





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*Enjoy a new educational
experience with the most
experienced professionals”*

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, Arceli

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

Mr. Cano Corcuera, Carlos

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

Ms. Córdoba, Cristina

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

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
- ◆ Education, Science and Culture by the OEI

Dr. 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 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

04

Structure and Content

To study this program you will only need a digital device and all the intentions to evolve on a personal and professional level, since TECH provides you with the most advanced tools to obtain your degree. There will be 12 weeks of teaching the most complete content and in a completely online mode, with which through the most modern Online Campus you will have access to the various multimedia resources that will be available 24 hours a day, for review or download





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A curriculum that will allow you to make the most complete academic journey in terms of Developmental Education Intervention Strategies for Nursing”

Module 1. Education for Human and Sustainable Development

- 1.1. Education for Human and Sustainable Development
 - 1.1.1. Introduction
 - 1.1.2. Economic, Social and Sustainable Growth
 - 1.1.3. Sustainable Development , Sustainability and Education
 - 1.1.4. Education on Sustainable Development and Education for Sustainable Development
 - 1.1.4.1. Main Differences:
 - 1.1.4.2. Sustainability
 - 1.1.4.3. Sustainable Development
 - 1.1.5. Education for Sustainable Development (ESD)
 - 1.1.6. Bibliography
- 1.2. Development Education and Its Evolution
 - 1.2.1. Introduction
 - 1.2.2. Development Education Goals
 - 1.2.2.1. Purpose of Development Education Activities
 - 1.2.2.2. Purpose of Development Education
 - 1.2.3. Dimensions of Development Education
 - 1.2.4. The History of Development Education
 - 1.2.5. Redirect Education
 - 1.2.6. Guidelines for Sustainable Development
 - 1.2.7. Exercises to Introduce the Concept of Sustainable Development
 - 1.2.7.1. Take Everything Today or Everyone Takes it I
 - 1.2.7.2. Take Everything Today or Everyone Takes it II
 - 1.2.7.3. Observations on the Game:Take Everything Today or Everyone Always Take(II)
 - 1.2.8. Bibliography
- 1.3. Development Education Intervention Strategies
 - 1.3.1. Formal, Non-Formal and Informal Education
 - 1.3.2. Redirect Education
 - 1.3.3. Components of Education for Sustainable Development
 - 1.3.4. Guidelines for Sustainable Development
 - 1.3.5. Problems
 - 1.3.6. Framework for Teaching or Discussing Environmental Issues
 - 1.3.7. Skills
 - 1.3.8. Perspectives
 - 1.3.9. Bibliography
- 1.4. Challenges of Development Education in Spain and in the World BORRAR
 - 1.4.1. Introduction
 - 1.4.2. Components of ESD (Education for Sustainable Development)
 - 1.4.2.1. Values
 - 1.4.3. Challenges and Barriers for ESD
 - 1.4.3.1. Challenges Faced by ESD
 - 1.4.4. Bibliography
- 1.5. Education, Participation and Social Transformation
 - 1.5.1. Introduction
 - 1.5.1.1. The Administration During Change
 - 1.5.2. Process to Generate Change
 - 1.5.2.1. Make the Decision to Act
 - 1.5.2.2. Support Your Decision with a Reason
 - 1.5.2.3. Prepare a Communication Strategy to Share Your Vision with Stakeholders and the Community
 - 1.5.2.4. Prepare Final and Intermediate Goals
 - 1.5.2.5. Establish Programmatic Assessment Methods and Responsibilities
 - 1.5.2.6. Review and Revise Final and Interim Goals
 - 1.5.2.7. Rewards and Celebrations

- 1.5.3. Exercises to Create Community Sustainability Goals through Public Participation
 - 1.5.3.1. Know Your Neighbours
 - 1.5.3.2. Generate Consensus
 - 1.5.3.3. Your Community through a Sustainability Lens
- 1.5.4. Bibliography
- 1.6. Stakeholders of Development Education
 - 1.6.1. Introduction
 - 1.6.2. Stakeholders: General State Administration
 - 1.6.3. Stakeholders: Ministry of Foreign Affairs and Cooperation: Secretary of State for International Cooperation and Ibero-America and the Caribbean (SSICIAIC)
 - 1.6.4. Stakeholders: Ministry of Education and Science
 - 1.6.5. Other Ministries:
 - 1.6.6. Cooperation Council
 - 1.6.7. NGDO
 - 1.6.8. Stakeholders: Coordination of Non-Governmental Development Organizations of Spain (CONGDE)
 - 1.6.9. Stakeholders: European Space
 - 1.6.10. Other Stakeholders:
 - 1.6.10.1. Media
 - 1.6.10.2. Networks, Associations and Social Movements
 - 1.6.11. Actors: Universities
 - 1.6.12. Bibliography
- 1.7. Education for Development in the Formal, Non-Formal and Informal Spheres
 - 1.7.1. Redirecting Existing Education
 - 1.7.1.1. Points to Consider
 - 1.7.1.2. Education as a Great Hope for a Sustainable Future
 - 1.7.2. The Story of Professor Mafalda
 - 1.7.2.1. Context
 - 1.7.2.2. Structure
 - 1.7.2.3. Attributes of Global Citizenship
 - 1.7.2.4. Practical Recommendations According to Some Determining Factors
 - 1.7.3. Bibliography
- 1.8. Comparative Development Education Strategy of the Cooperation
 - 1.8.1. Introduction
 - 1.8.2. Concept of Non-Formal Education
 - 1.8.3. EPD Activities in Non-Formal Education
 - 1.8.4. Informal Education
 - 1.8.5. Areas in Informal Education
 - 1.8.5.1. Media
 - 1.8.5.2. Advocacy Awareness Campaigns
 - 1.8.5.3. Studies, Research and Publications
 - 1.8.5.4. Internet and Social Networks
 - 1.8.6. Recommendations
 - 1.8.7. Bibliography
- 1.9. Development Education Action Areas According to the Cooperation Master Plan
 - 1.9.1. Introduction
 - 1.9.2. Education Strategy for the Development of the Fifth Master Plan of the Spanish Cooperation BORRAR
 - 1.9.3. Objectives of the Master Plan for Development Education
 - 1.9.4. Sectoral Strategies of the Master Plan for Development Education
 - 1.9.4.1. PAS
 - 1.9.4.2. Strategies
 - 1.9.5. AECID's Strategic Lines for Development Education
 - 1.9.6. Generation of Global Citizenship on Social Networks
 - 1.9.7. Bibliography
- 1.10. Development Education Projects Worldwide
 - 1.10.1. Introduction

- 1.10.2. Social Economy "Zafra Local" of the NGDO , Páramo Movement, Cooperation and Development
 - 1.10.2.1. What Is This Project Based On?
 - 1.10.2.2. Project Objectives
 - 1.10.2.3. Local Currency as the Backbone of the Project
 - 1.10.2.4. Examples in Spain BORRAR
 - 1.10.2.5. Examples in Europe
 - 1.10.2.6. Two Formats
 - 1.10.2.7. Currency to Support Local Commerce
 - 1.10.2.8. Currency to Favor Local Commerce
 - 1.10.2.9. Solidarity Currency
 - 1.10.2.10. Fair Currency
 - 1.10.2.11. Participatory Process
- 1.10.3. Bibliography

Module 2. Human Rights (HR) and International Humanitarian Law (IHL)

- 2.1. Human Rights and International Humanitarian Law
 - 2.1.1. Introduction
 - 2.1.2. Concept and Definition of Human Rights
 - 2.1.3. Universal Declaration of Human Human Rights
 - 2.1.3.1. What Is the Universal Declaration of Human Rights?
 - 2.1.3.2. Authors of the Universal Declaration of Human Rights
 - 2.1.3.3. Preamble of the Universal Declaration of Human Rights
 - 2.1.3.4. Articles of the Universal Declaration of Human Rights
 - 2.1.4. Bibliography
- 2.2. International Humanitarian Law (IHL)
 - 2.2.1. What Is International Humanitarian Law? (IHL)
 - 2.2.2. Branches of IHL
 - 2.2.3. Geneva Convention and Fundamental Norms Underpinning the Geneva Conventions
 - 2.2.4. Scope of International Human Rights Law
 - 2.2.4.1. General Prohibitions and Restrictions on Certain Methods and Means of Warfare
 - 2.2.4.2. Specific Prohibitions and Restrictions





- 2.2.5. When Does IHL Apply?
- 2.2.6. Who Does IHL Protect and How?
- 2.2.7. Bibliography
- 2.3. The UN and Human Rights
 - 2.3.1. The UN United Nations Organization
 - 2.3.1.1. What Is It?
 - 2.3.1.2. The History of the UN
 - 2.3.1.3. The ONU and Human Rights
 - 2.3.2. How Does the UN Promote and Protect Human Rights?
 - 2.3.2.1. High Commissioner for Human Rights
 - 2.3.2.2. Human Rights Council
 - 2.3.2.3. UNDG-HRM
 - 2.3.2.4. Special Advisors on the Prevention of Genocide and the Responsibility to Protect
 - 2.3.3. Conclusions
 - 2.3.4. Bibliography
- 2.4. UN Human Rights Protection Tools
 - 2.4.1. Introduction
 - 2.4.2. Legal Tools Assisting the UN in the Protection of Human Rights
 - 2.4.2.1. The International Bill of Human Rights
 - 2.4.2.2. Democracy
 - 2.4.2.3. Other UN Bodies in Charge of Protecting Human Rights
 - 2.4.3. Several Agencies Dealing with Different Issues
 - 2.4.4. General Secretary
 - 2.4.5. United Nations Peace Operations
 - 2.4.6. Commission on the Status of Women (CSW)
 - 2.4.7. Bibliography

- 2.5. International Human Rights Law
 - 2.5.1. Introduction
 - 2.5.2. What Is International Human Rights Law?
 - 2.5.2.1. Characteristics of International Human Rights Law
 - 2.5.3. Main Differences between International Humanitarian Law and International Human Rights Law
 - 2.5.4. Crimes against Humanity
 - 2.5.4.1. Crimes against Humanity throughout History
 - 2.5.5. Bibliografía
- 2.6. Non-Governmental Organizations and Human Rights
 - 2.6.1. Introduction
 - 2.6.1.1. What Is a NGDO?
 - 2.6.2. NGOs and Human Rights
 - 2.6.3. Categories of Human Rights NGOs
 - 2.6.4. Main Characteristics of Human Rights NGOs
 - 2.6.5. Bibliografía2
- 2.7. Human Rights Violations in the World
 - 2.7.1. Introduction
 - 2.7.2. Cases of Human Rights Violations (HRV) by Articles
 - 2.7.2.1. Article 3: Right to Live in Freedom
 - 2.7.2.2. Article 4: No Slavery
 - 2.7.2.3. Article 5: No Torture
 - 2.7.2.4. Article 13: Freedom of Movement
 - 2.7.2.5. Article 18: Freedom of Thought
 - 2.7.2.6. Article 19: Freedom of Speech
 - 2.7.2.7. Article 21: The Right to Democracy





- 2.7.3. Bibliography
- 2.8. Environmental Human Rights
 - 2.8.1. Environmental Protection as a Human Right
 - 2.8.2. Does the Environment Have Rights?
 - 2.8.3. Evolution of Human Rights in the Face of No Rights Cases
 - 2.8.4. Rights of Nature Evolution
 - 2.8.4.1. Statement of Intent Special Rapporteur
 - 2.8.5. Environmental Law
 - 2.8.5.1. UNEP United Nations Environment Programme
 - 2.8.6. Bibliography
- 2.9. Human Rights NGOs
 - 2.9.1. Introduction
 - 2.9.2. List of Human Rights NGOs
 - 2.9.2.1. 1 Kilo of Aid
 - 2.9.2.2. B. Soleil d'Afrique
 - 2.9.2.3. Aasara
 - 2.9.2.4. Andean Action
 - 2.9.2.5. Global Solidarity Action
 - 2.9.2.6. Verapaz Action
 - 2.9.2.7. ADANE Amics per al Desenvolupament a l'Àfrica Negra (Friends for African Development)
 - 2.9.3. Bibliography



Enroll now and discover all the advantages of studying with TECH"

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



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

This **Postgraduate Certificate in Intervention Strategies in Developmental Education for Nursing** contains the most complete and up-to-date scientific on the market.

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

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

Title: **Postgraduate Certificate in Intervention Strategies in Developmental Education for Nursing**

Official N° of Hours: **300 h.**



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

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 Intervention Strategies in Developmental Education for Nursing

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

Postgraduate Certificate

Intervention Strategies in Developmental Education for Nursing