Postgraduate Diploma
Public and Environmental Health for Nursing

tech global university

Postgraduate Diploma
Public and Environmental Health for Nursing

- » Modality: **online**
- » Duration: **6 months.**
- » Certificate: **TECH Global University**
- » Accreditation: **18 ECTS**
- » Schedule: **at your own pace**
- » Exams: **online**

Website: **www.techtitute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-public-environmental-health-nursing**

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01
Introduction

A report by the World Health Organization found that 23% of global deaths are related to environmental factors (among which air and water pollution stand out). Faced with this circumstance Nursing professionals have a crucial role in both the identification and mitigation of environmental health risks, as well as in the promotion of healthy practices in the community. Therefore, it is essential that nurses have the most innovative strategies to efficiently address Public Health problems related to environmental pollution. In view of this, TECH is developing a university program focused on the interaction of health and environment. In addition, it is taught in a convenient 100% online mode.

"

Thanks to this program, 100% online, you will design disease prevention and control programs through an approach based on the identification of risk factors"

Climate Change has become a significant threat to Public Health. In fact, a recent study carried out by the scientific community estimates that this phenomenon will cause approximately 250,000 deaths over the next few years due to aspects such as the increase in global temperature. In this sense, nurses can make a significant contribution to mitigating and adapting to climate change through various initiatives. An example of this is community education, as well as the promotion of resilience and participation in Public Health policies.

In this scenario, TECH implements a program in Public and Environmental Health for Nursing. The academic itinerary will delve into different actions in the face of Climate Change, while at the same time delving into the health risks of water pollution. Likewise, the didactic materials will analyze different situations of vulnerability, including cases of gender violence. This will enable graduates to provide personalized attention to optimize people's wellbeing. The syllabus will also delve into the most innovative techniques for creating health promotion campaigns that will capture the interest of users. In this way, nurses will carry out initiatives that promote the adoption of healthy lifestyle habits with the aim of reducing the risks of suffering from diseases.

This program is delivered through a 100% online modality, enabling nurses to plan their own study schedules in order to experience a fully efficient update. In addition, professionals will benefit from a wide variety of multimedia resources designed to encourage dynamic and natural learning. To access the Virtual Campus, all graduates will need is a device with Internet access (including their own mobile phone). They will also have the support of an experienced teaching staff, who will resolve all the doubts that may arise during their academic itinerary.

This **Postgraduate Diploma in Public and Environmental Health for Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

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

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

"

You will deepen your knowledge of effective communication strategies adapted to different cultural contexts"

You will master the One Health Approach to address health issues holistically in as little as 6 months.

Thanks to the revolutionary Relearning methodology, you will integrate all the knowledge in an optimal way to successfully achieve the results you are looking for.

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

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.

02
Objectives

Through this program, nurses will have a comprehensive knowledge of Public and Environmental Health. In this way, graduates will develop competencies to design, implement and evaluate disease prevention programs. This will enable them to promote a healthy lifestyle that will reduce the possibility of suffering pathologies. Likewise, professionals will design strategies to mitigate the negative effects of environmental pollution on people's health.

You will be able to evaluate environmental risks that affect the health of the community, such as air or water pollution"

General Objectives

- Develop a broad and comprehensive conceptual framework of the situation, challenges and needs of Public Health in the 21st century

- Examine the international and global framework of Public Health policies

- Determine the key factors for a correct communication in health crisis: crisis communication and communication crisis

- Identify the theoretical and methodological framework for evaluation in Public Health

- Identify the steps to be followed for disease assessment using epidemiological data

- Compile the research methodology related to disease surveillance

- Identify the main risk and protective factors in communicable and non-communicable diseases

- Analyze the importance of quality assessment of intervention studies

- Develop the fundamentals of clinical epidemiology, measurement of frequency and distribution of diseases

- Critically evaluate the efficacy and effectiveness of clinical interventions, pharmacological treatments, surgical interventions and prevention strategies

- Fundamentals of the principles of the epidemiological method

- Fundamentals of the principles of health promotion, social determinants of health, health-related behavioral theories, and strategies to promote healthy lifestyles and environments

- Analyze the main health risks for different vulnerable groups

- Implement a holistic and integrative vision in the impact assessment of environmental risks on health protection
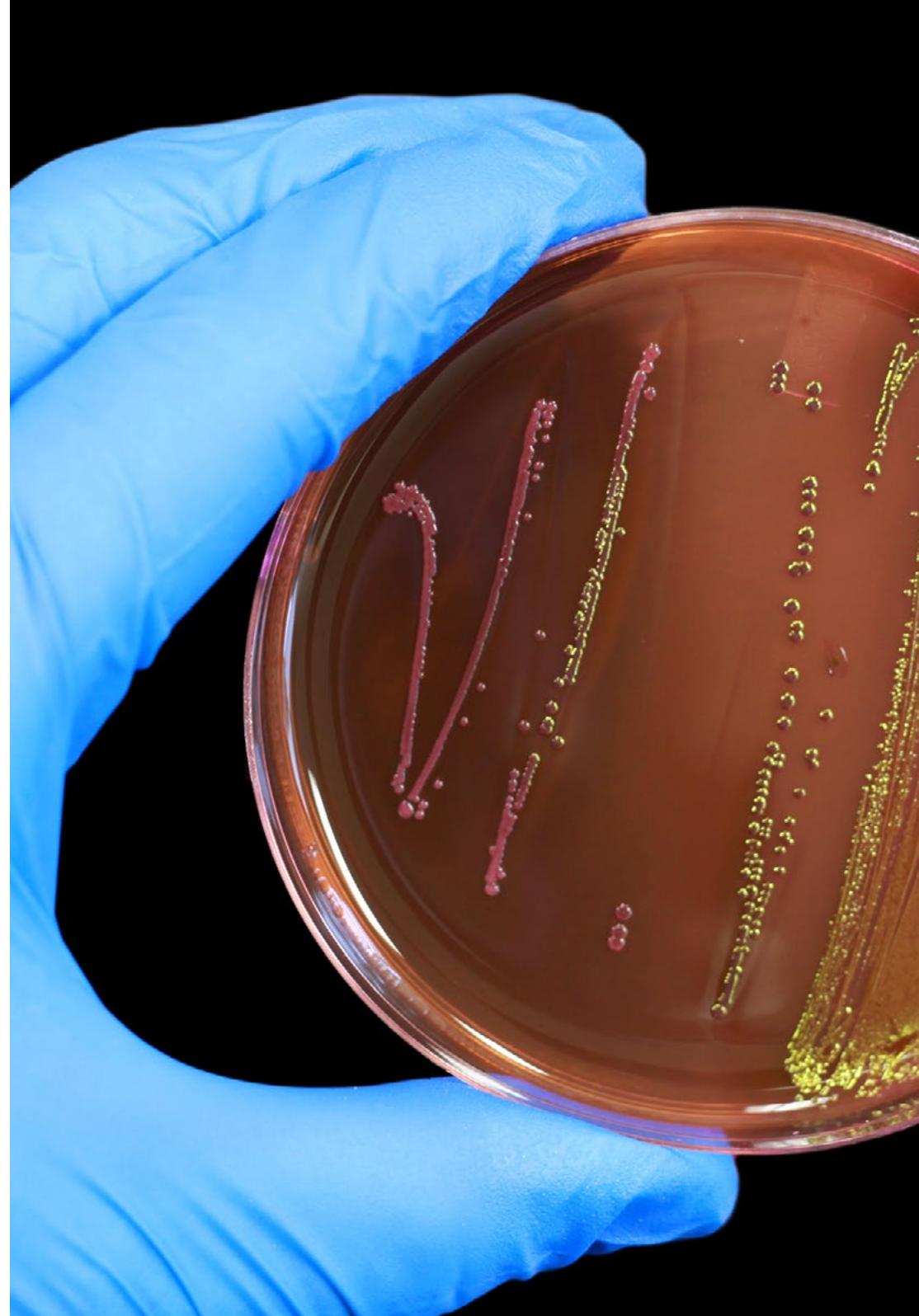
Specific Objectives

Module 1. Health Promotion and Evaluation

- Analyze the relationship between literacy and health, identifying how health literacy can improve population health outcomes
- Collaborate with health institutions and organizations to integrate health literacy into public health policies and programs
- Identify and understand the main concepts and rationale of Salutogenesis as a health promotion approach
- Compare different models of health assets to understand how individual and collective resources and capabilities influence health and well-being
- Encourage networking and interdisciplinary collaboration between professionals from health, social services, education and other sectors
- Raise awareness of the importance of community participation, empowerment and health equity as fundamental principles for improving quality of life
- Promote critical reflection on health policies and programs at the community and primary care levels
- Analyze the ethical framework and the principles of equity in community intervention programs in Public Health

Module 2. Public Health in Situations of Vulnerability

- Analyze the main health risks for children and adolescents, as well as measures to avoid them
- Examine the influence of gender on health and well-being
- Substantiate the factors that influence the health of workers in any field
- Establish the health needs and challenges in different multicultural contexts

- Promote and maintain functional capacity for well-being in old age
- Compile the factors affecting mental health and to improve its promotion, prevention and treatment
- Identify the developmental implications and the economic, social and medical consequences of the global burden of malnutrition
- Examine the health needs and challenges of migrants and in the event of humanitarian crises and health emergencies

Module 3. Environmental Health

- Substantiate the interrelationship of health with its environmental determinants, to apply cross-cutting approaches, such as One Health
- Analyze the most significant risks of contaminants in drinking water and to establish the fundamental measures to ensure their contribution to the population
- Identify the hazards arising from the use of recreational waters and analyze the preventive measures necessary for the safe use of recreational waters
- Examine the main preventive measures to avoid the conditions that favor the colonization, multiplication and dispersion of Legionella
- Substantiate the risk and impact of vectors and the diseases they transmit, in order to develop and establish control strategies and means of control
- Analyze the exposure to natural radioactivity, specifying actions to reduce radon exposure

03
Course Management

For the design and delivery of this program, TECH brings together a first class teaching staff. The professionals who compose it are highly specialized in Public Health and Health Management, areas in which they have extensive professional experience. Thanks to this, they have designed multiple didactic contents that stand out for their excellent quality. In this way, graduates have the guarantees they demand to access a high-intensity experience that will optimize their clinical practice at a higher level.

You will be advised at all times by the teaching team, made up of specialists in Public Health and Health Management"

Management

Ms. Ruiz Redondo, Julia María

- Coordinator of the National Working Group on Public Health 2.0 in the SEMG.
- Coordinator of the General Directorate of Public Health in the Ministry of Health of Castilla-La Mancha.
- Coordinator of the Regional Advisory Group on Immunization at the Regional Ministry of Health of Castilla-La Mancha.
- Nurse Inspector in the Management of Coordination and Inspection of Castilla-La Mancha in the SESCAM.
- Nurse of Specialized Care in the Hospital Emergency Area at the General Hospital of Tomelloso.
- Master's Degree in Medical Management and Clinical Management by the UNED, ISCIII, National School of Health.
- Master's Degree in Vaccines from the Catholic University of San Antonio de Murcia.
- Master's Degree in Specialized Emergency Nursing Care, Critical Patient Area and Post-Anesthesia Care by the University of Valencia
- Master's Degree in Nursing Services Management from the UNED
- Senior Healthcare Management Program from San Telmo Business School
- Graduate in Nursing from the Catholic University of Avila
- Diploma in Nursing from the University of Jaén

Professors

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

Dr. Álvarez Sobrado, Cristina
- Family and Community Medicine Physician at the Sarria Health Center
- Physician at the Domusvi Monforte and Domusvi Chantada Homes for the Elderly
- Master's Degree in Clinical Medicine from the Camilo José Cela University
- Degree in Medicine from the University of Santiago de CompostelaDr. Pérez Escanilla, Fernando
- Family Physician at the San Juan Health Center in Salamanca
- Head of the Venous Insufficiency Group of the Spanish Society of General and Family Physicians
- Local Head of Health and Coordinator of the Health Centers of Aldeanueva del Camino and North Zone of Cáceres
- Regular speaker at international scientific congresses, such as the Congress of Clinical Ultrasound
- Gold Medal awarded by the Extremadura Health Service
- First Prize for "Best Research Project" of the Spanish Society of General and Family Physicians for "Clinical Ultrasound Classroom in Primary Care"
- Medal to the Collegiate Merit of the Illustrious Colleges of Physicians of Cáceres and Badajoz
- Award for Excellence from the San Juan Health Center
- Degree in Medicine and Surgery from the University of Salamanca.

Dr. Pérez Rodríguez, Natalia
- Family and Community Medicine Physician at the Canary Islands Health Center
- Coordinator of the community project "Caring for those who care" with ProCC (Community Corrective Processes) methodology
- Manager of Community Action for Health (I Edition) by the Carlos III Health Institute
- Health Equity Manager Learning with the gypsy people (II Edition) by the Carlos III Health Institute
- Manager of Local Health (VII Edition) by the Carlos III Health Institute
- Degree in Medicine from the University of Santiago de Compostela

Ms. Martínez Domínguez, María Inmaculada
- Civil Servant of the Superior Body of Chemistry in the Board of Communities of Castilla- La Mancha
- Consultant in the private sector, especially in activities related to food safety and HACCP system development and implementation
- Master's Degree in Environmental Management from Training and Employment Institute
- Degree in Chemistry from the University of Castilla-La Mancha
- Degree in Food Science and Technology from the University of Castilla-La Mancha
- Diploma in Public Health from the National School of Health

Dr. Salmerón Ríos, Raúl
- National Responsible for the Public Health Working Group of the SEMG
- President of the Board of Directors of SEMG of Castilla-La Mancha
- Family and Community Physician in the Rural Clinic of SESCAM
- Doctor in Health Sciences by the University of Castilla-La Mancha
- Master's Degree in Family Medicine Update by the University of Castilla-La Mancha
- University Expert in Pain Management, Biostatistics, Advanced Life Support, Geriatric Rehabilitation, Vision Sciences, Psychogeriatrics and Active Aging and health by the International University Isabel I of Castile
- Degree in Medicine and Surgery from the University of Zaragoza.
- Member of: Society of Medicine and Surgery of Albacete and Royal Academy of Medicine of Castilla-La Mancha

Dr. Columé Díaz, Almudena
- Official Pharmacist of Public Health in the Regional Government of Castilla-La Mancha
- Member of the Research Group Specialized in the Automation and Miniaturization of Analytical Techniques at the University of Córdoba
- PhD in Chemistry from the University of Cordoba
- Degree in Pharmacy from the University of Seville.
- Degree in Food Science and Technology from the University of Córdoba

Ms. González Gascón y Marín, María Almudena
- Official Pharmacist of the Regional Government of Castilla-La Mancha
- First Prize to the "Best Communication" of the Spanish Society of Environmental Health for the article "*Ochratoxin A and residues of phytosanitary products in wines produced in the health districts of La Roda and Villarrobledo (Albacete)*"
- Graduate in Pharmacy from the Complutense University of Madrid.
- Diploma in Advanced Studies in Preventive Medicine and Public Health from the Complutense University of Madrid
- Collaboration grant at the European Food Safety Authority

Mr. Gago Gutiérrez, Roberto
- Inspector of Environmental Health in the Official Pharmaceutical Services, Ávila
- Head of the Physical and Chemical Risk Assessment Section at the Environmental Health Service of the Junta de Castilla y León
- Food Safety Inspector in the Official Pharmaceutical Services, Ávila
- Assistant Pharmacist in Pharmacy Office
- University Expert in Pharmaceutical Marketing, UNED
- Degree in Pharmacy from the University of Salamanca.

04
Structure and Content

With this program, nurses will have a solid understanding of the fundamentals of Public and Environmental Health. To this end, the syllabus will delve into community intervention programs from an ethical and equitable perspective. Likewise, the syllabus will delve into different situations of vulnerability (such as childhood, adolescence or aging) so that graduates can provide more effective and personalized care. On the other hand, the program will provide advanced tools to assess both environmental exposure and its impact on health.

"You will implement the most advanced e-Health Strategies to optimize the efficiency of health services"

Module 1. Health Promotion and Evaluation

1.1.   Health Literacy and Development of Literacy Tools and Models

1.1.1.   Relationship between Literacy and Health Improving Health Outcomes of the Population

1.1.2.   Design and Implementation of Health Literacy Programs Targeting Vulnerable Groups and Marginalized Communities

1.1.3.   Effective Communication Strategies Adapted to Different Cultural and Linguistic Contexts

1.1.4.   Evaluating the Effectiveness of Health Literacy Programs through the Application of Appropriate Evaluation Tools and Models

1.1.5.   Integrating Health Literacy into Public Health Policies and Programs

1.1.6.   Research and Development of New Technologies and Digital Tools to Improve Health Literacy and Health Promotion in Digital Environments

1.2.   Salutogenesis, a Model of Health Assets

1.2.1.   Salutogenesis: Health Promotion Approach

1.2.2.   Health Asset Models

1.2.3.   Practical Applications of Health Asset Models in the Planning, Implementation and Evaluation of Health Promotion Interventions

1.2.4.   Evaluation of the Effectiveness and Relevance of Health Asset Models in Different Settings and Populations

1.2.5.   Design and Implementation of Strategies Based on Salutogenesis and Health Asset Models to Promote Health and Wellness in Different Settings and Communities

1.3.   Community Intervention and Community-oriented Primary Care

1.3.1.   The Scope of Community Intervention and Primary Care: Promoters of Health and Wellness in the Population

1.3.2.   Implementation and Evaluation of Community Intervention Projects in Different Contexts and Populations: Principles of Equity, Participation and Sustainability

1.3.3.   Comprehensive Approach: Networking and Interdisciplinary Collaboration between Health Professionals, Social Services, Education and other Sectors

1.3.4.   Tools and Strategies for Health Promotion, Disease Prevention and the Promotion of Healthy Lifestyles in the Community

1.3.5.   Importance of Participation, Community Empowerment and Health Equity: Fundamental Principles for Improving the Quality of Life of the Population

1.3.6.   Identifying and Addressing the Social Determinants of Health and Health Inequalities: Equity and Justice in Access to Health and Welfare Services

1.3.7.   Critical Reflection on Health Policies and Programs in Community and Primary Care: Improvement and Adaptation to the Needs and Demands of the Population

1.10. Research and Evaluation of the Impact of Collaborative and Educational Models

    1.10.1. Health Research: Protocol Development, Data Collection and Analysis, and Scientific Report Writing

    1.10.2. Evaluation of the Impact of Educational Programs on the Health of the Population, use of Qualitative and Quantitative Evaluation Tools

    1.10.3. Importance of Interdisciplinarity in the Design and Evaluation of Health Education Projects Collaboration Among Professionals as an Enhancer of Results

    1.10.4. Effective Communication of Research and Evaluation Results to Health Professionals and the General Community

Module 2. Public Health in Situations of Vulnerability

2.1. Children and Health

    2.1.1. Environmental Threats

    2.1.2. Obesity and Non-communicable Diseases

    2.1.3. Trauma, Violence and Conflict

2.2. Adolescence and Health

    2.2.1. Sexual and Reproductive Health: Contraception, Communicable Diseases, Sexual Abuse, Intimate Partner Violence

    2.2.2. Traffic Accidents, Suicide, Interpersonal Violence

    2.2.3. Abuse of Psychoactive Substances

    2.2.4. Nutrition and Physical Activity

2.3. Health and Gender

    2.3.1. Gender as a Determinant of Health Inequity

    2.3.2. Intersectionality

    2.3.3. Gender-Based Violence

2.4. Occupational Health

    2.4.1. Mental Health in the Work Environment

    2.4.2. Healthy Teleworking

    2.4.3. Occupational Hazards in Health Care Workers

2.5. Health in Multicultural Contexts

    2.5.1. Cultural Validation and Negotiation

    2.5.2. Multilingual Communication

    2.5.3. The COVID-19 Pandemic as an Exacerbator of Inequalities

2.6. Health and Aging

    2.6.1. Healthy Aging Decade of Healthy Aging

    2.6.2. Geriatric Syndromes

    2.6.3. Integrated Care and Primary Health Care Focused on the Elderly Person

2.7. Mental Health and Well-being

    2.7.1. Determinants of Mental Health

    2.7.2. Mental Health Promotion and Prevention of Mental Health Conditions

    2.7.3. Mental Health Care and Treatment

2.8. Nutritional Problems and their Impact on Global Health

    2.8.1. Malnutrition: Undernutrition, Vitamin and Mineral Imbalance, Overweight, and Obesity

    2.8.2. Diet-related Noncommunicable Diseases: Diabetes, Hypertension, Heart Disease, Stroke and Cancer

    2.8.3. Healthy diet

    2.8.4. Nutritional Safety Versus Food Safety

2.9. Migration and Health Health in Emergencies and Humanitarian Crises

    2.9.1. Common Health Needs and Vulnerabilities of Refugees and Migrants

    2.9.2. Barriers to Access to Services for Refugees and Migrants

    2.9.3. Preparedness and Resilience to Emerging Threats (PRET) Initiative

2.10. Communicable and Non-communicable Diseases

    2.10.1. Sexually Transmitted Infections (STIs) Controlling the Spread on a Global Scale

    2.10.2. Communicable Diseases Measures Against Risk Factors

    2.10.3. Vector-borne Diseases

Module 3. Environmental Health

3.1. Environmental Health: Health Impact Assessment One Health Approach

    3.1.1. Environmental Health through Environmental Determinants of Health

    3.1.2. Interaction of Health and Environment with One Health Approach

    3.1.3. Health in all Policies Health Impact Assessment Tools

3.2. Water Quality: Water Supply

    3.2.1. Sanitary Quality of Water: Sources of Contamination and Health Risks Emerging Contaminants

    3.2.2. Infrastructures of Water Supplies for Human Consumption

    3.2.3. Drinking Water Treatment Products for the Treatment of Drinking Water

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.
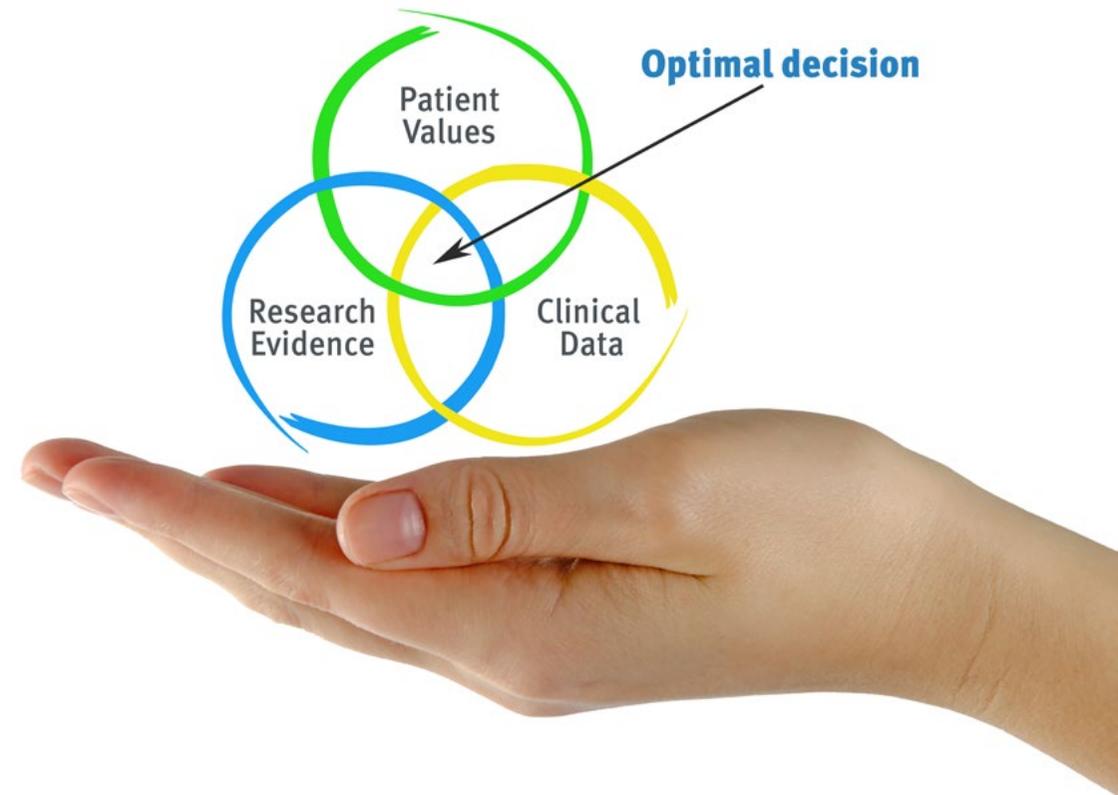
According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that 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.

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

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:
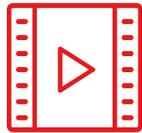
Study Material

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.

20%

15%

15%

3%

20%

17%

3%

7%
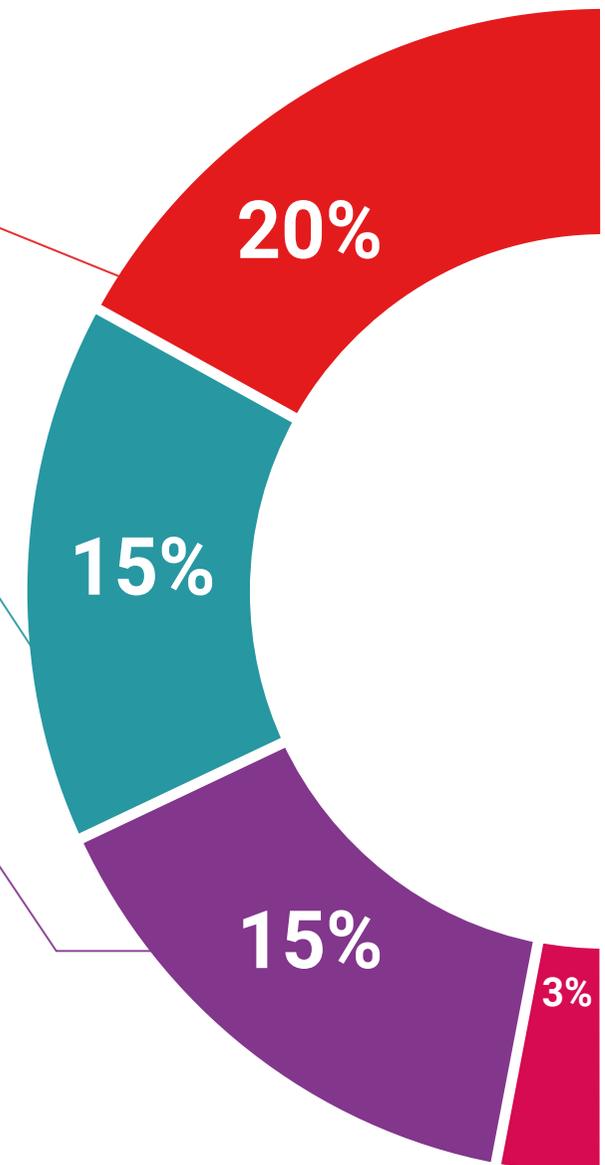
Expert-Led Case Studies and Case Analysis

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.
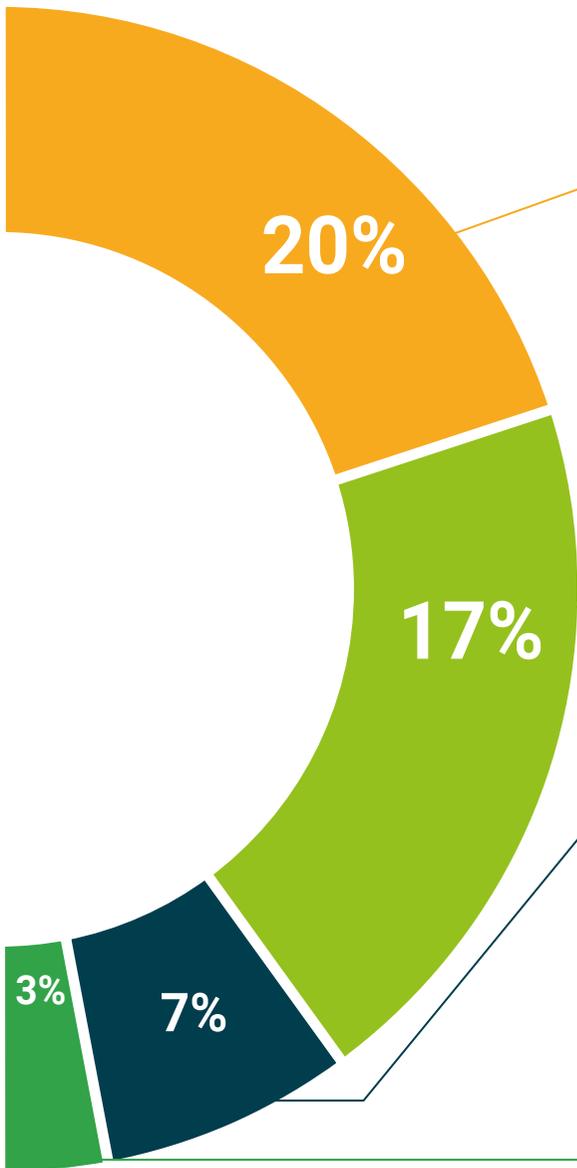
Testing & Retesting

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.

Certificate

The Postgraduate Diploma in Public and Environmental Health for Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.

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

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

TECH Global University, is an official European University publicly recognized by the Government of Andorra *(official bulletin)*. Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.
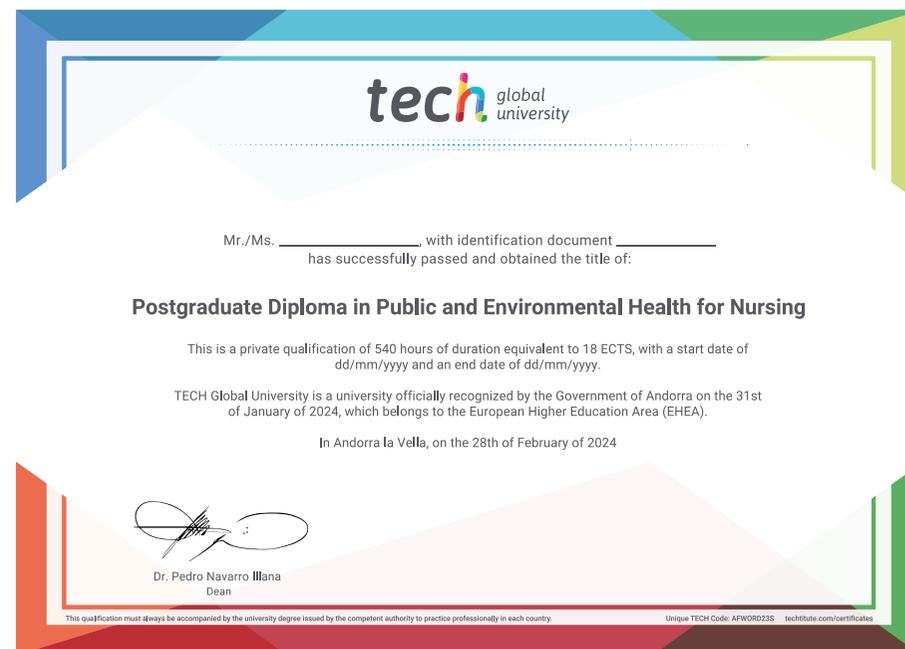
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Public and Environmental Health for Nursing**

Modality: **online**

Duration: **6 months.**

Accreditation: **18 ECTS**

Mr./Ms. _____, with identification document _____ has successfully passed and obtained the title of:

Postgraduate Diploma in Public and Environmental Health for Nursing

This is a private qualification of 540 hours of duration equivalent to 18 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country.   Unique TECH Code: AFWORD23S   techtitute.com/certificates

*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.

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