

# Postgraduate Diploma Health Research





## Postgraduate Diploma Health Research

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/pk/nutrition/postgraduate-diploma/postgraduate-diploma-health-research](http://www.techtute.com/pk/nutrition/postgraduate-diploma/postgraduate-diploma-health-research)

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# 01

# Introduction

Although it may seem a truism, the impact that multiple health research has had on the field of nutrition is undeniable. The new dietary trends of the population, as well as the advances in the interaction between numerous foods and certain diseases, have given research in the nutritional field the relevance it deserves. Specialists and professionals in the area have a favorable field of action to undertake all kinds of scientific projects, which in turn requires updated and improved planning skills and competencies. Indeed, this TECH program responds to this demand, covering all the most relevant phases of a nutritional research, from the applied methodology and the generation of working groups to the publication of results. All of this in a 100% online convenient format, without attending class in person nor scheduled times.







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*In just 6 months, delve into the keys to leadership and the formation of multidisciplinary teams to generate complex nutritional research projects”*

The benefits of the large amount of health research in the field of nutrition are incalculable. Thanks to the advances and diverse studies that are published day after day, specialists in this field have both tools and innovative work methodologies with which to address eating disorders or conditions related to the nutritional sphere of the person.

This provides a favorable research context for specialists wishing to undertake their own projects, as there are numerous tools and collaborative networks to carry out the most ambitious studies. The question lies precisely in the good planning and execution of the research, as well as the appropriate publication of the results in order to obtain the best possible impact.

These are the subjects addressed in this Postgraduate Diploma, in which the Nutritionists will go through all the stages in the creation of a Health Research project. Starting with the use of bibliographic and documentary sources, generation of reference bases and formation of multidisciplinary teams to questions of scientific methodology, generation of budgets or protection of the results.

All the material comes from a teaching team comprising researchers with extensive experience in the field, including team leaders and coordinators who have contributed their own practical vision to all the didactics, combining theory and reality so that the program has the greatest possible impact on the graduate's research career.

Therefore, it is an unbeatable opportunity to take a step forward and specialize in Health Research in the field of nutrition, accompanied by an exceptional teaching staff, in a program that provides complete flexibility. The students will continue to advance in their professional career without having to put aside their work or personal responsibilities.

This **Postgraduate Diploma in Health Research** contains the most complete and up-to-date scientific program on the market. Its most outstanding features are:

- Development of practical case studies presented by experts in Health Sciences
- The graphic, schematic, and practical contents with which they are created, provide medical 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



*Update your knowledge in the most important innovations in the generation of working groups and research projects with a teaching material that combines theory and practice”*

“

*Rely on a teaching material written from the professional experience of the teachers, versed in the leadership and successful achievement of numerous research projects"*

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 professionals with situated and contextual learning, i.e., a simulated environment that will provide an 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 throughout the program. This will be done with the help of an innovative system of interactive videos made by renowned experts.

*You will have 24-hour access to all the content of the program, without restrictions, so that you can decide when, where and how to take on the entire teaching load.*

*Acquire the keys you need for protection and results transfer keys to complete your health research in the most successful way possible.*

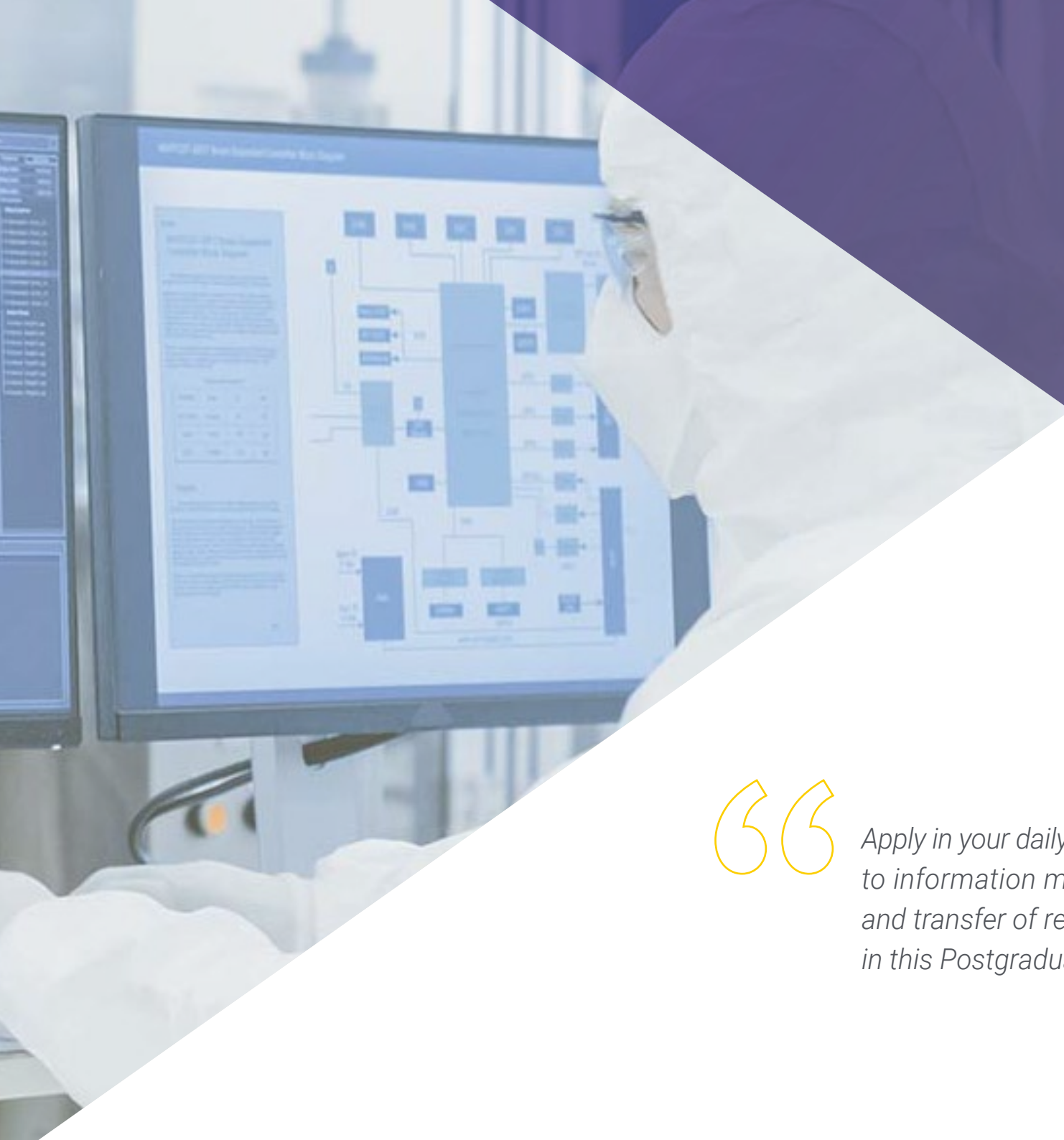


# 02 Objectives

The main objective of this Postgraduate Diploma is to provide the Nutrition professional with the necessary tools to cover the entire process of Health Research, adapting the rationale and methodology of work to the field of Nutrition. The graduates will have all the necessary keys and skills to assume the leadership of their own research project, executing it with security and promptness.







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*Apply in your daily research practice the keys to information management, bibliography and transfer of results that you will acquire in this Postgraduate Diploma"*



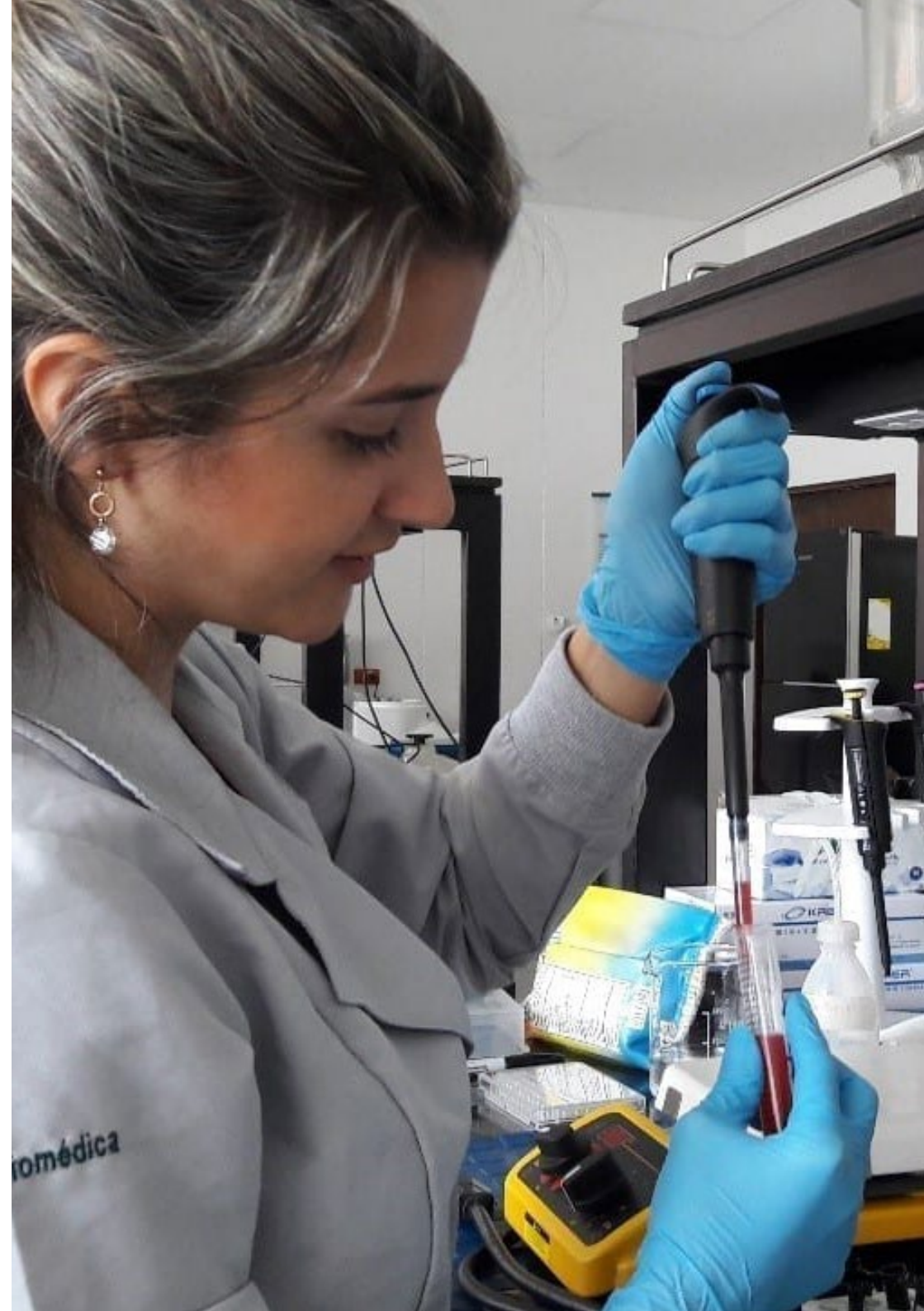
## General Objectives

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- ♦ Learn how to adequately formulate a question or issue to be solved
- ♦ Asses the state of the art of the problem through literature search
- ♦ Assess the feasibility of the potential project
- ♦ Draft projects in accordance with the different calls for proposals
- ♦ Seek financing
- ♦ Master the necessary data analysis tools
- ♦ Write scientific articles (papers) for the daily magazines
- ♦ Generate posters
- ♦ Look for dissemination tools to the non-specialized public
- ♦ Protect data
- ♦ Transfer knowledge generated to industry or the clinic
- ♦ Use of artificial intelligence and massive data analysis
- ♦ Interact with examples of successful projects



*You will achieve an immediate improvement in your way of working, even before the end of the program, because all the contents have a clear practical approach adjusted to the most immediate current research"*







## Specific Objectives

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### **Module 1. The Scientific Method Applied to Health Research. Bibliographic positioning of the research**

- ♦ Become familiar with the scientific method to be followed to carry out a health research
- ♦ Learn the correct way to ask a question and the methodology to follow to achieve the best possible answer
- ♦ Delve into learning how to search for bibliographic methods
- ♦ Master all the concepts of scientific activity

### **Module 2. Generation of Working Groups: Collaborative Research**

- ♦ Learn how to create working groups
- ♦ Create new biomedical research spaces
- ♦ Master the new spaces for health research

### **Module 3. Generation of Research Projects**

- ♦ Learn how to assess the feasibility of the potential project
- ♦ Delve into the essential milestones for writing a research project
- ♦ Delve into the criteria for exclusion/inclusion in projects
- ♦ Learn how to set up the specific team for each project

### **Module 4. Protection and Transfer of Results**

- ♦ Introduction to the world of results protection
- ♦ Learn to value the results of a research project
- ♦ Know in depth about patents and similar
- ♦ You will learn in depth about the possibilities of creating companies

03

# Course Management

In order to ensure the highest possible quality in all the content provided, TECH has surrounded itself with the best teaching team to develop this program. This means that project leaders, experts in data analysis and advanced research professionals have written the entire syllabus. This ensures not only that it is in line with the most rigorous scientific and research reality, but also provides the necessary practical vision so that the graduate can obtain a real and effective performance on all the subjects studied.





“

*You will have access to the practical advice of a teaching team expert in Health Research, making the most of the knowledge of professionals with years of experience”*

## Management



### Dr. López-Collazo, Eduardo

- ♦ Scientific Deputy Director in the Health Research Institute of La Paz University Hospital
- ♦ Head of the Department of Immune Response and Infectious Diseases at IdiPAZ
- ♦ Head of the Department of Immune Response, Tumors and Immunology at IdiPAZ
- ♦ President of the IdiPAZ Research Commission
- ♦ Sponsor of the External Scientific Committee of the Murcian Institute of Health Research
- ♦ Member of the Scientific Commission of FIDE
- ♦ Editor of the international scientific journal *Mediators of Inflammation*
- ♦ Editor of the international scientific journal *Frontiers of Immunology*
- ♦ Coordinator of IdiPAZ Platforms
- ♦ Coordinator of Health Research Funds in the areas of Cancer, Infectious Diseases and HIV Ph.D. in Nuclear Physics from the University of Havana
- ♦ Doctorate in Pharmacy from the Complutense University of Madrid

## Professors

### Dr. Gómez Campelo, Paloma

- ♦ Researcher at the Instituto de Investigación Sanitaria, Hospital Universitario La Paz
- ♦ Deputy Technical Director of the Health Research Institute of La Paz University Hospital
- ♦ Director of the Biobank of the Health Research Institute of the University Hospital La Paz
- ♦ Collaborating Teacher of the Polytechnic University of Catalonia
- ♦ PhD in Psychology the Complutense University of Madrid
- ♦ Degree in Psychology from the Complutense University Madrid

### Dr. Pascual Iglesias, Alejandro

- ♦ Bioinformatics Platform Coordinator, La Paz Hospital
- ♦ Advisor to the COVID-19 Expert Committee of Extremadura
- ♦ Researcher in Eduardo López-Collazo's innate immune response research group, Instituto de Investigación Sanitarias University Hospital La Paz
- ♦ Researcher in the coronavirus research group of Luis Enjuanes, National Center of Biotechnology CNB-CSIC
- ♦ Coordinator of Continuing Education in Bioinformatics, Health Research Institute of the University Hospital La Paz
- ♦ Cum Laude PhD in Molecular Biosciences from the Autonomous University of Madrid
- ♦ Degree in Biology Molecular from the University of Salamanca
- ♦ Professional Master's Degree in Cellular and Molecular Physiopathology and Pharmacology from the Universidad of Salamanca

### Dr. Avendaño Ortiz, José

- ♦ Sara Borrell Researcher Foundation for Biomedical Research of the Ramón y Cajal University Hospital (FIBioHRC/IRyCIS)
- ♦ Researcher Foundation for Biomedical Research of La Paz University Hospital (FIBHULP/ IdiPAZ)
- ♦ Researcher HM Hospitals Foundation (FIHM)
- ♦ Graduate in Biomedical Sciences from the University of Lleida
- ♦ Professional Master's Degree in pharmacological research from the Autonomous University of Madrid
- ♦ PhD in Pharmacology and Physiology from the Autonomous University of Madrid

### Dr. del Fresno, Carlos

- ♦ "Michael Servet" Researcher. Group Leader, Research Institute of the Hospital la Paz (IdiPAZ)
- ♦ Researcher Spanish Association Against Cancer (AECC), National Center for Cardiovascular Research (CNIC - ISCIII)
- ♦ Researcher, National Center for Cardiovascular Research (CNIC - ISCIII)
- ♦ Sara Borrel Researcher, National Biotechnology Center
- ♦ PhD in Biochemistry, Molecular Biology and Biomedicine, Autonomous University of Madrid
- ♦ Degree in Biology from the Complutense University of Madrid

# 04

# Structure and Content

The Relearning methodology used by TECH for the development of this Postgraduate Diploma means for the students a significant saving in the hours of study necessary to complete the entire syllabus. This is possible thanks to the natural and progressive adaptation of content that is made in all topics, resulting in an organic and effective learning. The student will benefit from a large amount of complementary materials, including detailed videos, summaries and self-knowledge exercises.





# ta Analysis Report



Download all the content and obtain a reference guide that will be useful even after you have completed the program"

**Module 1.** The Scientific Method Applied to Health Research. Bibliographic positioning of the research

- 1.1. Definition of the Question or Problem to be Solved
- 1.2. Bibliographic Positioning of the Question or Problem to be Solved
  - 1.2.1. Information Search
    - 1.2.1.1. Strategies and Keywords Pubmed and Other Repositories of Scientific Articles
  - 1.2.2. Pubmed and Other Repositories of Scientific Articles
- 1.3. Treatment of Bibliographic Sources
- 1.4. Treatment of Documentary Sources
- 1.5. Advanced Bibliography Search
- 1.6. Generation of Reference Bases for Multiple Use
- 1.7. Bibliography Managers
- 1.8. Extraction of Metadata in Bibliographic Searches
- 1.9. Definition of the Scientific Methodology to be Followed
  - 1.9.1. Selection of the Necessary Tools
  - 1.9.2. Design of Positive and Negative Controls in an Investigation
- 1.10. Translational Projects and Clinical Trials: Similarities and Differences

**Module 2.** Generation of Working Groups: Collaborative Research

- 2.1. Definition of Working Groups
- 2.2. Formation of Multidisciplinary Teams
- 2.3. Optimal Distribution of Responsibilities
- 2.4. Leadership
- 2.5. Control of Activities Achievement
- 2.6. Hospital Research Teams
  - 2.6.1. Clinical Research
  - 2.6.2. Basic Research
  - 2.6.3. Translational Research
- 2.7. Creation of Collaborative Networks for Health Research
- 2.8. New Spaces for Health Research
  - 2.8.1. Thematic Networks
- 2.9. Networked Biomedical Research Centers
- 2.10. Biobanks of Samples: International Collaborative Research





**Module 3. Generation of Research Projects**

- 3.1. General Structure of a Project
- 3.2. Presentation of Background and Preliminary Data
- 3.3. Definition of the Hypothesis
- 3.4. Definition of General and Specific Objectives
- 3.5. Definition of the Type of Sample, Number and Variables to be Measured
- 3.6. Establishment of the Scientific Methodology
- 3.7. Exclusion/Inclusion Criteria in Projects with Human Samples
- 3.8. Establishment of the Specific Team: Balance and Expertise
- 3.9. Ethical aspects and Expectations: an Important Element that we Forget
- 3.10. Budget Generation: a fine Tuning Between the Needs and the Reality of the Call

**Module 4. Protection and Transfer of Results**

- 4.1. Protection of Results: General Aspects
- 4.2. Valorization of the Results of a Research Project
- 4.3. Patents: Pros and Cons
- 4.4. Other Forms of Protection of Results
- 4.5. Transfer of Results to Clinical Practice
- 4.6. Transfer of Results to Industry
- 4.7. The Technology Transfer Contract
- 4.8. Trade Secrets
- 4.9. Generation of Spin-Off Companies from a Research Project
- 4.10. Search for Investment Opportunities in Spin-Off Companies

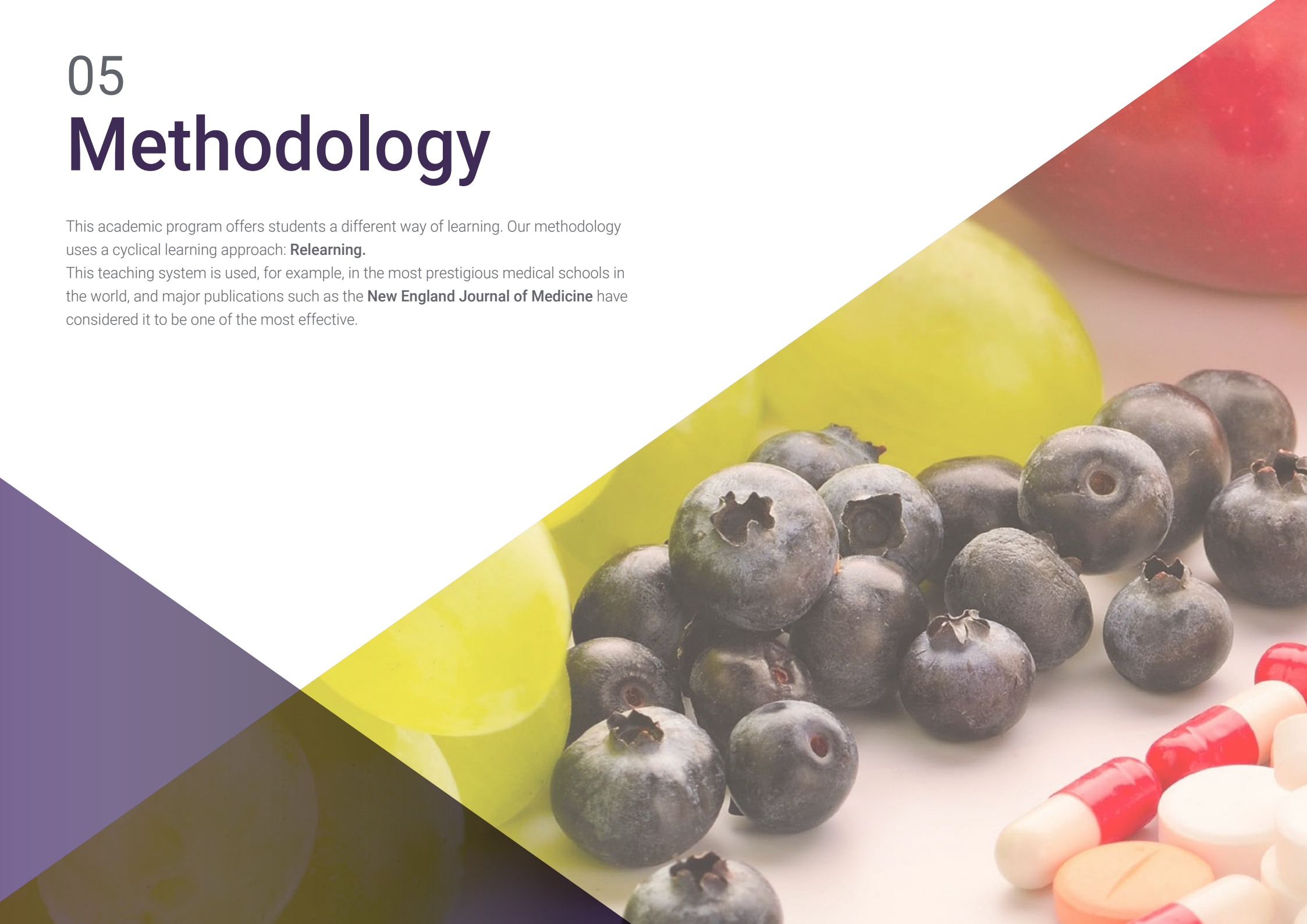
“ You will obtain the most out of this program, being able to access it from the comfort of your tablet or smart phone of choice”



# 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 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. Specialists learn better, faster, and more sustainably over time.

*With TECH, nutritionists can experience a way of learning 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, trying to recreate the real conditions of professional nutritional 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. Nutritionists who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity through exercises to evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the nutritionist to better integrate knowledge into clinical practice.
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 the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

*The nutritionist 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, more than 45,000 nutritionists have been trained with unprecedented success in all clinical specialties regardless of the surgical load. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 highly 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.



### Nutrition Techniques and Procedures on Video

TECH brings students closer to the latest techniques, the latest educational advances and to the forefront of current nutritional counselling techniques and procedures. 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 the videos as many times as you like.



### Interactive Summaries

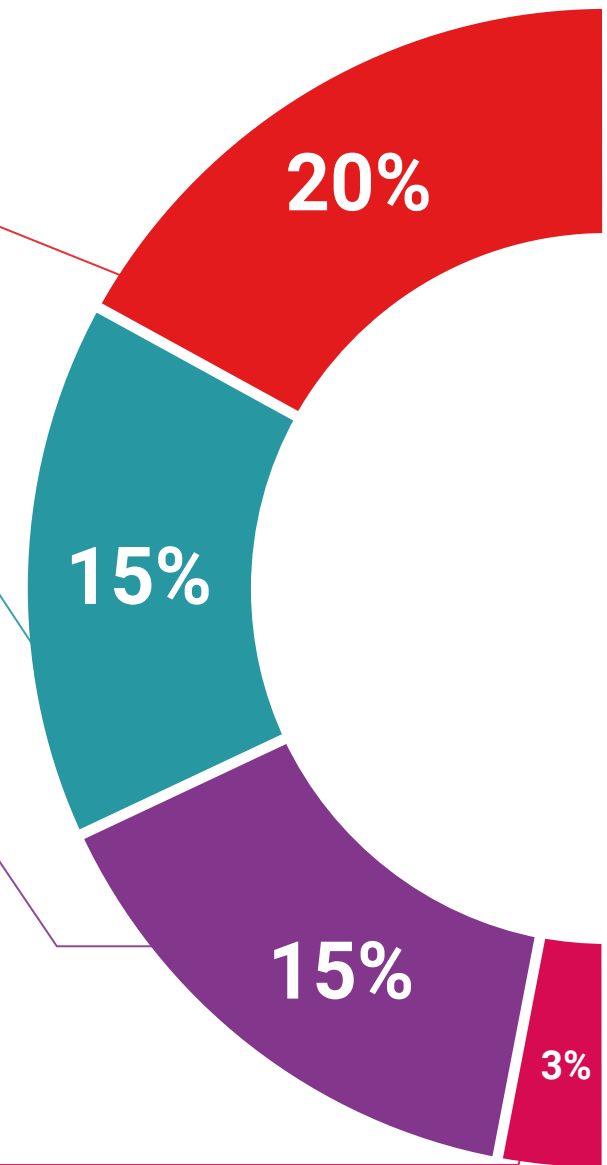
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Diploma in Health Research guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in Health Research** 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 Diploma** issued by **TECH Technological University** via tracked delivery\*.

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

Title: **Postgraduate Diploma in Health Research**

Official No. of Hours: **600 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 quality

online training

development languages

virtual classroom

**tech** technological  
university

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