

# Postgraduate Certificate

## Health Promotion and Evaluation





## Postgraduate Certificate Health Promotion and Evaluation

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/pharmacy/postgraduate-certificate/health-promotion-evaluation](http://www.techtitute.com/us/pharmacy/postgraduate-certificate/health-promotion-evaluation)

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# 01

# Introduction

Health Promotion and Evaluation is an essential component of modern Pharmacy, aimed at improving the quality of life of patients through disease prevention and management. Pharmacists play a crucial role in health education, providing accurate information on the proper use of medications, balanced lifestyles and the importance of adhering to prescribed treatments. In addition, they contribute to identifying risk factors, monitoring the efficacy of therapies and making timely interventions to counter complications. In this context, TECH has designed a university program that addresses the most relevant concepts and practices in this field from a comprehensive approach, using the innovative Relearning methodology and a comprehensive syllabus.





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*After completing this 100% online  
TECH program, you will contribute as  
a pharmacist to health literacy and  
drive better Public Health policies”*

Pharmacists are in an ideal position to carry out health promotion tasks through dissemination and counseling campaigns. This is due to their extensive knowledge and their proximity to patients. In Canada, for example, they actively participate in smoking cessation programs, offering consultations and follow-up. In Australia, in turn, they collaborate to encourage vaccination, educating about its importance.

This is why this TECH program was created, which aims to provide specialists with a vision that goes beyond their basic functions. In this sense, they are offered a comprehensive training with which they will be able to prepare themselves to work for the community, collaborating with professionals from different fields.

In this Postgraduate Certificate, you will be able to delve into health evaluation processes, which will allow you to identify and monitor risk factors, as well as measure the effectiveness of interventions. All this, with innovative material, focused on multimedia and interactive content and the revolutionary Relearning methodology, in which TECH is a pioneer and which consists of the reiteration of concepts for their internalization.

In addition, one of the essential components of the curriculum is health literacy. Therefore, pharmacists will update their knowledge in order to advise physicians in the design and implementation of programs aimed at vulnerable groups and marginalized communities. They will also acquire skills to use communication strategies adapted to different cultural and linguistic contexts, through the study of real case studies, with the guidance of experts. In addition to this, they will be able to qualify 100% online, following their own pace and without pre-established schedules, through any electronic device with Internet access and from anywhere. So you will be able to adapt your study time to your routine.

This **Postgraduate Certificate in Health Promotion and Evaluation** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Development of practical case studies presented by experts in health sciences
- ♦ 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



*Access the educational content of this Postgraduate Certificate from any electronic device with an internet connection thanks to its complete Virtual Campus”*

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*Address the social determinants of health and inequalities in access to health and welfare services to achieve an exceptional professional profile as a pharmacist”*

The program's teaching staff includes professionals from the sector who contribute their work experience to this training 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 prepare for 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, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

*TECH, in its commitment to excellence, guarantees you the opportunity to specialize in a highly skilled program with the utmost academic rigor.*

*Make a critical reflection on health policies and programs in community and primary care through this exclusive university program.*



# 02

# Objectives

This TECH Postgraduate Certificate will allow students to acquire the essential skills to develop a successful career in the promotion and evaluation of public health, through a quality curriculum. As a pharmacist, you will be able to promote healthy habits and participate in risk prevention processes. In addition, you will be specialized to promote critical reflection on health policies and programs at the community level, as well as to promote interdisciplinary collaboration between professionals from different areas.





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*In this program you will address the importance of raising awareness as a pharmacist about community participation as a fundamental principle of equity in health and improving quality of life”*



## General Objectives

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- ♦ 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 proper health crisis communication: crisis communication and crisis of communication
- ♦ Identify the theoretical and methodological framework for Public Health evaluation
- ♦ 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 noncommunicable diseases
- ♦ Analyze the importance of assessing the quality 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
- ♦ Substantiate the principles of the epidemiological method
- ♦ Substantiate the health promotion principles, social determinants of health, health-related behavioral theories, and strategies to promote healthy lifestyles and health-promoting environments
- ♦ Analyze the main health risks for different vulnerable groups
- ♦ Implement a holistic and integrative vision in the assessment of the impact of environmental risks on health protection





## Specific Objectives

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- ♦ 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
- ♦ Promote networking and interdisciplinary collaboration between health professionals, social services, education and other sectors
- ♦ Raise awareness of the importance of participation, community empowerment and equity in health 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



*Reach your professional goals thanks to the innovative Relearning methodology, in which TECH is a pioneer”*

03

# Course Management

TECH has always had a strong commitment to excellence. Therefore, it offers the guarantee of giving students the opportunity to learn under the guidance of a prestigious faculty. In this Postgraduate Certificate, graduates will have real experts with a broad and solid professional background in the health field, as well as in research, health promotion and evaluation. They will also specialize pharmacists through innovative and attractive tools, such as real case studies, so that they can boost their careers.





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*Get specialized through a program developed by experts and active professionals in the healthcare field and acquire a multidisciplinary and realistic perspective”*

## 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
- ♦ Specialized Care Nurse in the Hospital Emergency Area at the General Hospital of Tomelloso
- ♦ Master's Degree in Medical Management and Clinical Management by UNED, ISCIII, National School of Health
- ♦ Master's Degree in Vaccines from the Catholic University of Murcia
- ♦ Master's Degree in Specialized Emergency Nursing Care, Critical Care and Post-Anesthesia from the University of Valencia
- ♦ Master's Degree in Nursing Services Management from the UNED
- ♦ Senior Healthcare Management Program, San Telmo Business School
- ♦ Graduate in Nursing from the Catholic University of Ávila
- ♦ Diploma in Nursing from the University of Jaén



### Dr. Camacho Parejo, Juan José

- ♦ General Director of Public Health at the Ministry of Health of Castilla-La Mancha
- ♦ Director of the Center for Analysis, Documentation and Evaluation of Health Policies of the SESCAM
- ♦ Director of Hospitals in DG Health Care of SESCAM
- ♦ Medical Director at the Integrated Care Management of Talavera de la Reina
- ♦ Deputy Medical Director at Nuestra Señora del Prado Hospital (Talavera de la Reina)
- ♦ Urologist at the Río Hortega Hospital, Jove Hospital (Gijón) and Nuestra Señora del Prado Hospital (Talavera de la Reina)
- ♦ Specialist in Urology
- ♦ Senior Management Program in the Health Sector, Administration/Management of Health Services, San Telmo Business School
- ♦ Degree in Medicine and Surgery from the Complutense University of Madrid

## Professors

### 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
- ♦ Graduate in Medicine from the University of Santiago de Compostela

### 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 methodology (Community Corrective Processes)
- ♦ Graduate in Medicine from the University of Santiago de Compostela

### 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 methodology (Community Corrective Processes)
- ♦ Manager of Community Action for Health (I Edition) by the Carlos III Health Institute
- ♦ Health Equity Manager. Learning with the Roma people (II Edition) by the Carlos III Health Institute
- ♦ Manager of Local Health (VII Edition) by the Instituto de Salud Carlos III
- ♦ Graduate in Medicine from the University of Santiago de Compostela

**Dr. Paulés Cuesta, Isabel María**

- ♦ Family and Community Physician in the Caspe Health Center
- ♦ Family and Community Physician at the Gallur Health Center
- ♦ Primary Care and Hospital Care Nurse in the Aragonese Health Service
- ♦ Specialist in Family and Community Medicine by the Teaching Unit of Primary Care and Family and Community Care of Huesca
- ♦ Master's Degree in Emergencies in Primary Care by the CEU Cardenal Herrera University
- ♦ Master's Degree in Genetic, Nutritional and Environmental Determinants of Growth and Development from the University of Zaragoza
- ♦ Degree in Medicine from the European University of Madrid
- ♦ University Diploma in Nursing from the University of Zaragoza

**Dr. Durán Martínez, Carlos Yair**

- ♦ Deputy Secretary of the Spanish Society of General and Family Physicians (SEMG)
- ♦ Family and Community Physician at the Continuous Care Point (PAC) of O Barco de Valdeorras, Health Area of Ourense, Verín and O Barco de Valdeorras, Servizo Galego de Saúde (SERGAS)
- ♦ Coordinator of the SEMG Digital Health Working Group
- ♦ Family and Community Physician at the Bierzo Health Care Authority, Castilla and León
- ♦ Medical Intern at the Rural Medical Unit 152 Vicente Guerrero of the Mexican Institute of Social Security
- ♦ University Specialist in Digital Health from the Rey Juan Carlos University
- ♦ Master's Degree in Palliative Care, Pontifical University of Salamanca
- ♦ Degree in Medicine and Surgery from Universidad La Salle, Mexico

**Dr. Maya, Roberto**

- ♦ Primary Care Physician at the Zorita Health Center
- ♦ Family and Community Physician in the Family and Community Medicine Teaching Unit of the Cáceres Health Area
- ♦ Master's Degree in Emergencies, Emergencies and Catastrophes from the University San Pablo-CEU
- ♦ Master's Degree in Emergency Medicine from the University of Guayaquil
- ♦ Degree in Medicine from the Faculty of Medical Sciences of the State University of Guayaquil

**Dr. 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 Clinical Ultrasound Congress
- ♦ 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 of 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. Chertkoff, Liliana**

- ♦ Medical Manager Consultant of Health Management and Medical Audit at CHKconsultores Medical Advisor for Health Management in several institutions and associations.
- ♦ Advisor to the Association of Municipal Doctors of Buenos Aires
- ♦ Medical Trustee at the National Superintendence of Health Insurance, Argentina
- ♦ Coordinator at the Department of Pediatrics of the National University of Buenos Aires Teaching/Research
- ♦ Coordinator of Teaching, Research and Rotating Internship at the National University of Buenos Aires
- ♦ Advisor and Rapporteur in the Health Commission for the Senate of the Province of Córdoba, Argentina.
- ♦ Researcher by competition at the Chair of Preventive and Social Medicine, Faculty of Medical Sciences, National University of Córdoba
- ♦ Teacher and researcher at the Argentine Society of Pediatrics Adolescence Committee
- ♦ Temporary professor at the Pan-American Health Organization
- ♦ Head of the Integral Adolescence Service at the Josefina Priour Hospital
- ♦ General Practitioner in Public and Private Hospitals
- ♦ Medical Surgeon by the Faculty of Medical Sciences of the National University of Cordoba, Argentina
- ♦ Diploma in Public Health from the National University of Cordoba, Argentina
- ♦ Master's Degree in Sociology, Faculty of Social Sciences, National University of Córdoba, Argentina
- ♦ Degree in Medical Auditing from the University Institute of the Italian Hospital of Buenos Aires
- ♦ Member of the Argentine Society of Pediatrics

**Dr. Bendek Quevedo, Laura Patricia**

- ♦ Family and Community Physician at the Toreno Health Center
- ♦ Family and Community Physician at the Bierzo Health Care Authority
- ♦ Emergency Physician at El Bierzo Hospital in Ponferrada
- ♦ General Practitioner, Betania Special Care Unit, at the Valle del Lili Foundation, Colombia
- ♦ General Practitioner at Imbanaco Medical Center, Colombia
- ♦ Specialist in Family and Community Medicine at the Multiprofessional Teaching Unit of Family and Community Care of León, Ponferrada
- ♦ Master's Degree in Palliative Care, Pontifical University of Salamanca
- ♦ University Specialist in Digital Health from the Rey Juan Carlos University
- ♦ Degree in Medicine and Surgery from the University of Valle, Colombia

**Dr. Sánchez Borrego, Beatriz**

- ♦ Specialized Physician in Family and Community Medicine
- ♦ Master's Degree in Emergency Medicine from CEU Cardenal University
- ♦ Specialist in Family and Community Medicine
- ♦ Graduate in Medicine from the University of Salamanca

# 04

## Structure and Content

The syllabus of this academic program has been carefully designed to maintain the rigor that characterizes TECH. Therefore, it has been developed, based on the proposals and demands of the teaching team of this Postgraduate Certificate, to offer a comprehensive curriculum, which delves into the most relevant concepts of this area of knowledge. Therefore, pharmacists will focus on the relationship between literacy and health, as well as on the creation of promotion and community intervention programs, from an ethical perspective. In addition, the breakdown of the course will focus on the evaluation of the impact of collaborative models.





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*Update your knowledge in a personalized way, without strict schedules and with a study schedule that adjusts to all your needs”*

## 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 for 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 Promotion in Digital Environments
- 1.2. Salutogenesis, a Health Assets Model
  - 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 Contexts and Populations
  - 1.2.5. Design and Implementation of Salutogenesis-based Strategies 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: Health and Wellness Promoters 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 the Improvement of 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 Services and Well-Being
- 1.3.7. Critical Reflection on Health Policies and Programs at the Community and Primary Care Levels: Improvement and Adaptation to the Needs and Demands of the Population
- 1.4. Community Intervention Programs with an Ethical and Equitable Perspective
  - 1.4.1. Ethics in Public Health
  - 1.4.2. Principles of Equity in Community Intervention
  - 1.4.3. Interprofessionalism in Community Intervention: Creation of International Strategic Alliances
  - 1.4.4. Potential of Information and Communication Technologies (ICTs) and e-Health for the Promotion of Health
  - 1.4.5. Implementation of e-Health Strategies in Community Intervention Programs
- 1.5 Health Promotion and Protection at the Local Level from an International Approach
  - 1.5.1. Intersectoriality
  - 1.5.2. Social Map
  - 1.5.3. Social Actors of the Community from Different Sectorial Spheres and the Administration
  - 1.5.4. Research Guidelines, Time, Universe, and Sample
  - 1.5.5. Universal, Replicable and Multicenter Collaborative Models
  - 1.5.6. Indicators of Assessment
  - 1.5.7. Research and Action on Replicable Collaborative Models
- 1.6. Research in Social and Community Participation
  - 1.6.1. Community and Social Participation
  - 1.6.2. Research and Action in Community and Social Participation
  - 1.6.3. Interdiscipline, Transdiscipline, Eco-environmental, Sustainable and Maintainable
  - 1.6.4. Key Families and Strategic Groupings in the Community
  - 1.6.5. Research Rationale and Action Appropriate to Each Site
  - 1.6.6. Quantitative and Qualitative Evaluation Measures
  - 1.6.7. Focus Groups
  - 1.6.8. Indicators and Utilization
  - 1.6.9. Strategic Indicators Appropriate to Each Site
  - 1.6.10. Health Team Participating in Research and Action
  - 1.6.11. The Scope of Research and Action
  - 1.6.12. Evaluation of the Sample

- 1.7. Methods of Idea Generation and Design of Health Promotion/Health Education (HPE) Campaigns
  - 1.7.1. Methods for Generating Ideas for the Design of Health Promotion, Health Education, and Disease Prevention Campaigns
  - 1.7.2. Analysis of the Specific Needs and Characteristics of the Target Audience to Tailor Communication and Promotion Strategies to Adapt Communication and Promotion Strategies to their Needs and Preferences
  - 1.7.3. Creative Tools and Techniques to Generate Innovative and Effective Ideas in the Design of Health Promotion Campaigns
  - 1.7.4. Educational Messages and Materials: Clear, Informative and Persuasive
  - 1.7.5. Evaluating the Effectiveness of Health Promotion Campaigns: Adjustments to Improve Results
- 1.8. Complex Models and Methods in Health Education
  - 1.8.1. Theory of Change: Determinants of Human Behavior and Strategies to Change Them towards Healthier Behaviors
  - 1.8.2. Social Determinants of Health Approach: Socio-political, Economic and Cultural Factors Influencing the Health of Populations. Addressing Inequities
  - 1.8.3. Community Empowerment Models: Strengthening Communities to Make Healthy Decisions and Achieve Positive Changes in their Environment
  - 1.8.4. Theories of Health Behavior: Beliefs, Attitudes and Motivations of People
  - 1.8.5. Participatory Methods in Health Education: Involving People and Communities in Designing, Implementing and Evaluating Health Programs. Collaboration and Autonomy
- 1.9. Elaboration, Development, and Design of Health Education Programs
  - 1.9.1. Design and Elaboration of Health Education Programs: Identification of Needs, Formulation of Objectives, Selection of Intervention Methods and Strategies, and Planning of Activities
  - 1.9.2. Implementation Strategies: Accessibility, Equity and Sustainability of Health Programs
  - 1.9.3. Partnerships and Collaborations with Relevant Institutions and Organizations to Strengthen the Implementation of Health Programs
  - 1.9.4. Continuous and Systematic Evaluation of the Implementation of Health Programs: Identification of Challenges, Necessary Adjustments, and Opportunities for Improvement
  - 1.9.5. Active Community Involvement in the Implementation of Health Programs: Encouraging Community Ownership and Sustainability of the Actions Carried out.
  - 1.9.6. Ethical Principles Governing the Implementation of Health Education Programs: Ethics and Accountability to Communities and Beneficiary Populations
- 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 Population Health, Use of Qualitative and Quantitative Assessment Tools
  - 1.10.3. Importance of Interdisciplinarity in the Design and Evaluation of Educational Projects in Health Collaboration between Professionals as an Enhancer of Results
  - 1.10.4. Effective Communication of Research and Evaluation Results to Health Sector Professionals and to the Community in General



*Update all your skills 100% online and achieve excellence in clinical practice through this comprehensive academic itinerary. Enroll now 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.



“

*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

What should a professional do in a given situation? Throughout the program, students will be confronted with multiple simulated clinical cases based on real patients, in which they will have to investigate, establish hypotheses and ultimately, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Pharmacists learn better, more quickly and more sustainably over time.

*With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gervas, 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, attempting to recreate the actual conditions in a pharmacist's professional 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. Pharmacists who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
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.

Our 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, which represent a real revolution with respect to simply studying and analyzing cases.



*Pharmacists 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 115,000 pharmacists have been trained with unprecedented success in all clinical specialties, regardless of the surgical load. This pedagogical methodology is developed in a highly demanding environment, with a university student body with a high socioeconomic profile and an average age of 43.5 years.

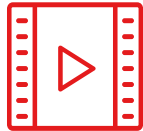
*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

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 created specifically for the course by specialist pharmacists who will be teaching the course, so that the didactic development is highly specific and accurate.

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.



### Video Techniques and Procedures

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current pharmaceutical care procedures. All of this, first hand, and explained and detailed with precision to contribute to assimilation and a better understanding. And best of all, you can watch them as many times as you want.



### Interactive Summaries

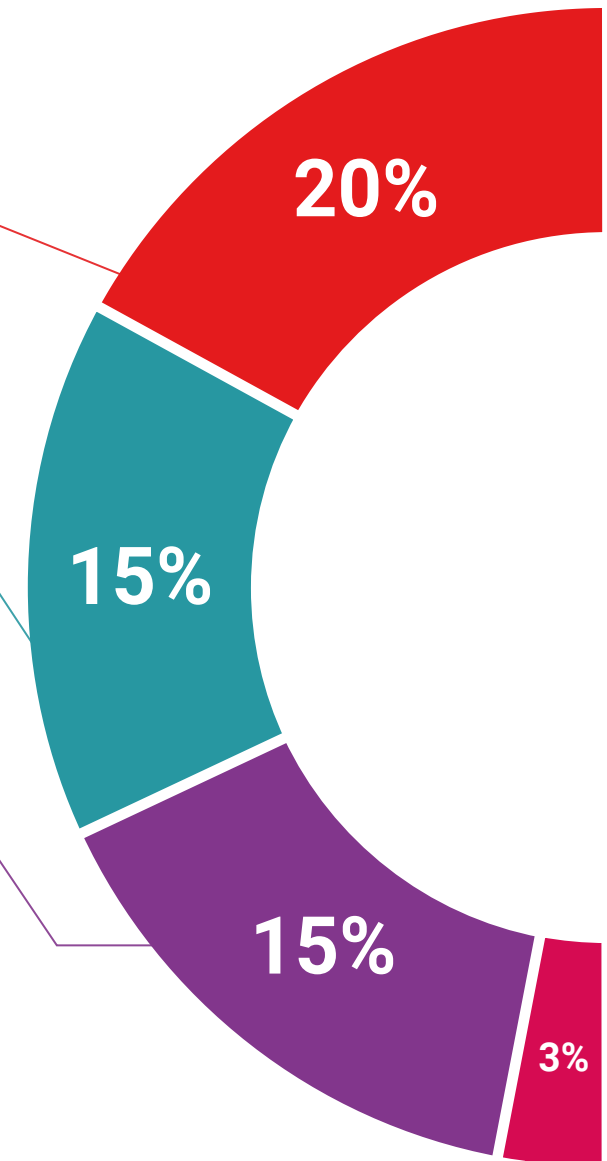
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

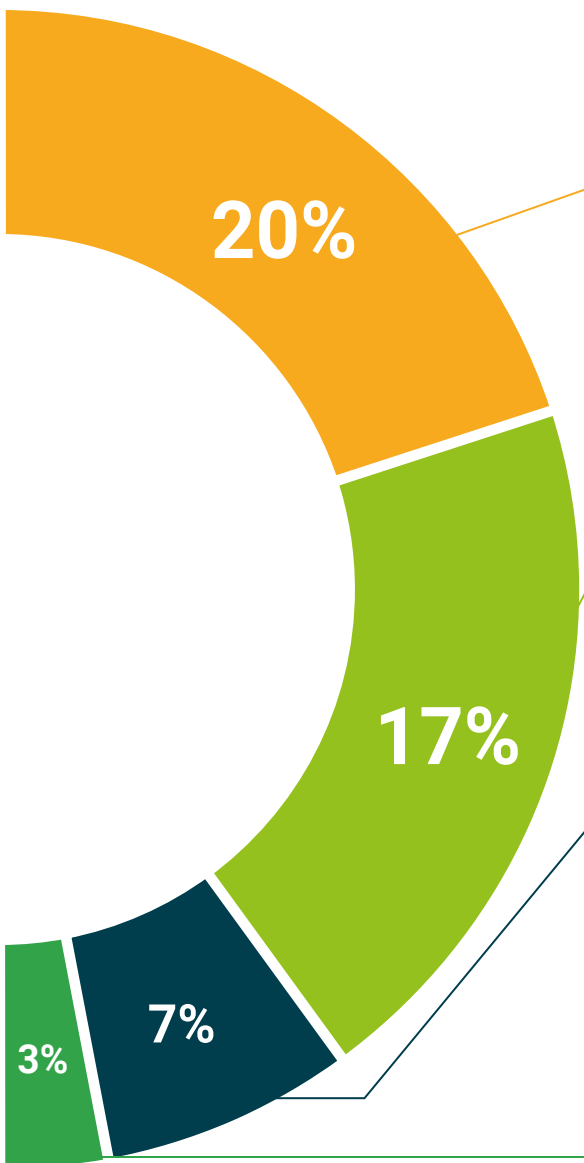
This unique multimedia content presentation training system was awarded by Microsoft as a "European Success Story".



### 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, we will present you with real case developments in which the expert will guide you through 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 on the usefulness of learning by observing experts. The system known as 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 Health Promotion and Evaluation guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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

This private qualification will allow you to obtain a **Postgraduate Certificate in Health Promotion and Evaluation** 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 Certificate in Health Promotion and Evaluation**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**



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



future  
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## Postgraduate Certificate Health Promotion and Evaluation

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Certificate

## Health Promotion and Evaluation