

Postgraduate Diploma

Public and Environmental Health



Postgraduate Diploma Public and Environmental Health

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

Website: www.techtute.com/us/pharmacy/postgraduate-diploma/postgraduate-diploma-public-environmental-health

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01

Introduction

A recent report published by the World Health Organization states that around 24% of all deaths globally are attributed to environmental factors. Given this situation, pharmacists play a key role in the promotion of public health due to their specialized knowledge of medicines and their accessibility within the community. Therefore, these professionals need to keep abreast of the most innovative strategies to promote preventive health practices and reduce environmental risks. In this context, TECH is developing a cutting-edge university program focused on health promotion. In addition, it is delivered in a convenient 100% online format to suit the schedules of busy professionals.



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With this 100% online Postgraduate Diploma, you will design the most advanced strategies to increase the population's awareness on how to protect their health and environment”

The growing concern about the impact of climate change and environmental pollution on health has led to a more integrative approach to public health. Given their accessibility and responsibility in society, pharmacists are key players in the implementation of strategies to mitigate its consequences. These professionals can contribute both to the promotion of people's general wellbeing and to environmental protection through their participation in environmental health policies. Likewise, Pharmacy personnel play a key role in educating their clients on the importance of leading a healthy lifestyle.

In this scenario, TECH implements a revolutionary Postgraduate Diploma in Public and Environmental Health. The academic itinerary will delve into the Salutogenesis approach, which will enable pharmacists to provide care that promotes comprehensive and sustained health. Likewise, the syllabus will analyze different situations of vulnerability, such as cases of gender violence, ensuring that graduates will provide highly individualized counseling. In line with this, the didactic materials will delve into atmospheric pollution, providing control strategies and giving professionals techniques to communicate risks to the population.

On the other hand, TECH will provide pharmacists with a 100% online Virtual Campus, tailored to the needs of working professionals who want to advance their careers. It also relies on the Relearning methodology, based on the repetition of key concepts to fix knowledge and facilitate learning. In this way, the combination of flexibility and a robust pedagogical approach makes it highly accessible. All this will be accessible remotely, from any portable device, or can be downloaded for offline consultation. Graduates will also have access to various multimedia resources, including explanatory videos and interactive summaries, among others.

This **Postgraduate Diploma in Public and Environmental Health** 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 practical content with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



You will have all the support of TECH, the largest online academic institution in the world with the latest educational technology at your disposal"

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You will delve into the potential of e-Health to improve medication adherence”

The program's teaching staff includes professionals from the field who contribute their work experience to this educational 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.

Are you looking to incorporate into your practice the most creative techniques to design health promotion campaigns? Achieve it through this program in only 540 hours.

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



02

Objectives

Thanks to this Postgraduate Diploma, pharmacists will stand out for their solid understanding of how environmental factors affect health and how they can contribute to mitigate them. Similarly, graduates will acquire skills to design health promotion programs that contribute to reducing the incidence of preventable diseases and improving the quality of life of the population. In tune with this, professionals will develop strategies to guarantee the adequate use of medicines and reduce the environmental impact of pharmaceutical products.



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You will develop advanced strategies to ensure access to and appropriate use of medicines, considering their environmental impact”



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 noncommunicable 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 exposure to radon

03

Course Management

TECH's priority is to offer the most complete and renewed university degrees in the academic panorama. For this reason, it carries out a meticulous process to constitute its teaching staff. For this Postgraduate Diploma it brings together leading specialists in the field of Public Health and Health Management. Thanks to this, these professionals have created multiple didactic materials that stand out for their excellent quality. In this way, graduates have the guarantees they require to gain access to a highly intense experience that will significantly boost their careers as pharmacists.





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A specialized teaching team will pour their extensive knowledge in the field of Public and Environmental Health into this Postgraduate Diploma”

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 SESCOG.
- ◆ 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



Dr. Camacho Parejo, Juan José

- ♦ General Director of Public Health at the Regional Ministry of Health of Castilla-La Mancha
- ♦ Director of the Center for Analysis, Documentation and Evaluation of Health Policies of SESCAM
- ♦ Director of Hospitals in the Health Care DG 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 University Business School
- ♦ Degree in Medicine and Surgery from the Complutense University of Madrid

Professors

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

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 Compostela

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 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.

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.

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 Superintendence of Health Insurance of the Nation, 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
- ♦ Professor 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 University Institute Hospital Italiano Buenos Aires
- ♦ Member of the Argentine Society of Pediatrics

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

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 SESCOAM
- ♦ 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 Academy of Medicine of Castilla-La Mancha

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

Ms. González Gascón y Marín, María Almudena

- ♦ Official Pharmacist of the Regional Government of Castilla-La Mancha
- ♦ First Prize for "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, Complutense University of Madrid
- ♦ Collaboration grant at the European Food Safety Authority

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

04

Structure and Content

Through this program, pharmacists will have a solid understanding of the principles of Public Health and its intersection with Environmental Health. The program will explore various techniques to promote the integration of literacy into public wellness programs. In this way, graduates will provide advice to citizens on disease prevention through diet, exercise and other healthy practices. In addition, the curriculum will delve into situations of vulnerability, including adolescents, refugees and migrants. This will enable pharmacists to provide highly personalized recommendations based on the needs of their clients.



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You will implement sustainable practices for the management and disposal of pharmaceutical waste”

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 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 in Community and Primary Care: 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, Multi-center Collaborative Models
 - 1.5.6. Indicators of Assessment
 - 1.5.7. Research and Action of 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 Sustainable
 - 1.6.4. Key Families and Strategic Groupings in the Community
 - 1.6.5. Fundamentals of Research and Action Appropriate to Each Place
 - 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 Involved in Research and Action
 - 1.6.11. The Scope of the Action Research
 - 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 of 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 in Order 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: Sociopolitical, Economic and Cultural Factors in 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 the Design, Implementation and Evaluation of Health Programs. Collaboration and Autonomy
- 1.9. Elaboration, Development and Design of Programs in Health Education
 - 1.9.1. Design and Development of Health Education Programs: Identification of Needs, Formulation of Objectives, Selection of Methods and Intervention 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 Health Program Implementation
 - 1.9.4. Continuous and Systematic Evaluation of Health Program Implementation: Identification of Challenges, Necessary Adjustments, and Opportunities for Improvement
 - 1.9.5. Active Participation of the Community in the Implementation of Health Programs: Fostering Community Ownership and Sustainability of the Actions Carried Out
 - 1.9.6. Ethical Principles that Govern the Implementation of Health Education Programs: Ethics and Responsibility towards the 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 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
 - 3.2.4. Quality Control of Water for Human Consumption
 - 3.2.5. Disinfection By-products
 - 3.2.6. Communication of Water Quality to the Population

- 3.3. Water Quality. Recreational Waters: Swimming Pool and Bathing Waters
 - 3.3.1. Risks Associated with the Use of Recreational Waters
 - 3.3.2. Requirements for Swimming Pool and Water Park Facilities
 - 3.3.3. Treatments to Ensure Water and Air Quality. Products
 - 3.3.4. Control of the Sanitary Quality of Water and Air
 - 3.3.5. Bathing Water Quality Requirements
 - 3.3.6. Water Pollution Prevention Measures
 - 3.3.7. Sanitary and Environmental Monitoring and Control of Bathing Waters
 - 3.3.8. Communication of Risks to the Population
- 3.4. Environmental Management of Legionellosis
 - 3.4.1. Bacteria From an Environmental Health Perspective
 - 3.4.2. Facilities and Equipment Involved and Preventive Measures
 - 3.4.3. Control Strategies and Responsibilities
 - 3.4.4. Examples of Cases and Outbreaks. Apprenticeships
- 3.5. Public Health and Chemical Safety
 - 3.5.1. International Chemical Risk Management
 - 3.5.2. Hazard Classification and Communication: Labeling and Safety Data Sheets
 - 3.5.3. Registers for the Protection of Human Health and the Environment against Chemical Hazards. Evaluation, Authorization and Restrictions of Chemical Substances
 - 3.5.4. Biocides. Administrative Control Over Activities and Users
- 3.6. Environmental Management of Vector-borne Diseases
 - 3.6.1. Main Vectors
 - 3.6.2. Impact on Health
 - 3.6.3. Vector Control Strategies
- 3.7. Public Health Impact of Contaminated Soil, Solid Waste and Contaminated Wastewater
 - 3.7.1. Contaminating and Emerging Sources
 - 3.7.2. Pollution Prevention Measures
 - 3.7.3. Monitoring Systems and Control Strategies
- 3.8. Monitoring and Control of Physical Contamination and Natural Radioactivity to Protect Public Health
 - 3.8.1. Natural Radioactivity
 - 3.8.2. Routes of Exposure
 - 3.8.3. Radioactivity in Drinking Water and its Regulations
 - 3.8.4. Radon as a Parameter in Indoor Air Quality and its Management
- 3.9. Public Health Protection Air Quality: Atmospheric Pollution
 - 3.9.1. Air Quality Analysis
 - 3.9.2. Pollutant Sources and Health Risks Associated with Air Quality
 - 3.9.3. Monitoring Systems and Control Strategies
 - 3.9.4. Communication of Risks to the Population
- 3.10. Climate Change and Health
 - 3.10.1. Climate Change
 - 3.10.2. Actions to Address Climate Change
 - 3.10.3. Influence of Climate Change and Health
 - 3.10.4. Climate Change and Social Determinants of Health

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 Diploma in Public and Environmental Health guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in Public and Environmental Health** 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**

Modality: **online**

Duration: **6 months**

Accreditation: **18 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
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development languages
virtual classroom



Postgraduate Diploma Public and Environmental Health

- » Modality: online
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- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Public and Environmental Health

