

Postgraduate Certificate

Humanitarian Action and International Cooperation for Development in Nursing



tech technological university



Postgraduate Certificate Humanitarian Action and International Cooperation for Development in Nursing

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

Website: www.techtitute.com/us/nursing/postgraduate-certificate/humanitarian-action-international-cooperation-development-nursing



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01

Introduction

Humanitarian action is perhaps the best known area of international development cooperation. Although it has often been confused with charity, it is much more than that. It is a form of solidarity cooperation that is normally offered to poor countries or countries that have suffered a humanitarian crisis, whether caused by war or natural disasters. The organizations that offer humanitarian aid have among their staff Nursing professionals capable of carrying out the tasks entrusted to them with rigor and safety, offering the necessary help to these populations.



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This program is the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in international development cooperation, you will obtain a program degree from the leading online university in Spanish: TECH"

During the last decades, both the number of actors working in humanitarian action and the funds allocated to it have increased substantially, which makes it even more necessary to promote certain basic notions of this modality, not only among organizations working in the field of humanitarian action or development, but also among the general public and other actors directly or indirectly related to the field of humanitarian action and solidarity. (Rey Marcos, F. et al. 2017).

The promotion of this type of actions will increase the capacity to continue with this type of solidarity activities that allow the improvement and advancement of the populations that need it most. Within this field, the work of Nursing professionals plays a fundamental role, since they are people who can work on a day-to-day basis in such places, providing health support, but also psychological support when necessary.

This training brings together basic knowledge in international cooperation and development applied to the field of nursing, tools that allow the development worker to seek to improve the performance of their functions in those areas that people and peoples demand, orient them to change and focus them on the present situation through the tools and resources of cooperation.

In addition, as it is a 100% online training, the nurse can combine the study of this very complete program with the rest of their daily obligations, choosing at all times where and when to study. A high-level training that will take the nursing professional to the highest level in his or her field.

This **Postgraduate Certificate in Humanitarian Action and International Cooperation for Development in Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ◆ The development of case studies presented by experts in international cooperation of peoples
- ◆ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ◆ Developments in humanitarian action and international development cooperation
- ◆ Practical exercises where the self-assessment process can be carried out to improve learning
- ◆ Emphasis on innovative methodologies in International Cooperation
- ◆ 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



Nurses who wish to develop their work in the field of international cooperation must specialize in this field in order to know the particularities of the field and know how to develop successfully"

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Humanitarian action is a fundamental task in countries that have suffered natural disasters or armed conflicts. Get trained in this area and help those who need it most”

We offer you the most complete program with the best teaching methodology.

Increase your decision-making confidence by updating your knowledge through this program.

Its teaching staff includes professionals belonging to the field of international cooperation, who bring to this training the experience of their work, as well as recognized specialists from leading companies 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 an immersive learning experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby the nurse must try to solve the different professional practice situations that arise throughout the program. For this purpose, the specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in humanitarian action and international cooperation for development in nursing.



02

Objectives

The main objective of the program is the development of theoretical and practical learning, so that the nurse is able to master international cooperation in a practical and rigorous way.



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This Postgraduate Certificate will allow you to update your knowledge in international cooperation with the use of the latest educational technology, to contribute with quality and security to decision making”



General Objectives

- To provide students with advanced training in International Cooperation, of a specialized nature and based on theoretical and instrumental knowledge that will allow them to acquire and develop the competencies and skills necessary to obtain a qualification as a professional in international cooperation
- Provide the students with basic knowledge of the Cooperation and Development process based on the latest advances in policies on sustainability processes involved in both economic and social aspects
- Improve professional performance and develop strategies for adapting and solving the problems of today's world through scientific research in cooperation and development processes
- Disseminate the foundations of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes, within the framework of international law

“

*Get up to date on the
latest developments in
international cooperation”*





Specific Objectives

- ◆ Identify the processes of formulation, monitoring and evaluation of development cooperation actions, so that they have a complete understanding of what a cooperation project is
- ◆ Develop a global vision on the nature, perspective and objectives of development cooperation actions
- ◆ Analyze and assess the sense of sectoral and geographic priorities of international cooperation for development, identify the strategic axes that guide cooperation policies and actions, the sectors of action and the instruments for their implementation
- ◆ Promote debate and analysis on aspects related to the development of cooperation policies and actions and strategies aimed at improving their quality and effectiveness
- ◆ Knowledge of project development methodologies and mastery of technical skills for the identification, formulation, planning, programming, management and monitoring of development cooperation projects
- ◆ Ability to understand in depth the context and nature of humanitarian aid actions
- ◆ Assess the process and final result of the different development cooperation projects
- ◆ Prepare social communicators who can apply their knowledge at the different levels
- ◆ Identify, understand and know how to use sources, statistical techniques and computer tools to organize selected information and plan development and cooperation reports, analyses and actions
- ◆ Conduct an ethical reflection on cooperation, information, images and their applicability in specific contexts and information sources

03

Course Management

The program's teaching staff includes leading experts in International Cooperation for Development, who bring their work experience to this training. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner.



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Leading professionals in the field have come together to show you the latest advances in International Development Cooperation"

Guest Director



Ms. Rodríguez Arteaga, Carmen

- Director of the Studies Office of the INEM Directorate
- Head of Education, Strategic Planning and Coordinator of Knowledge Networks in AECID
- Degree in Philosophy and Educational Sciences at UCM
- Specialist in Knowledge Management
- Expert in Educational Evaluation at OEI
- Expert in Educational Indicators and Statistics at UNED
- Expert in Development Cooperation in Education at the University of Barcelona

Management



Ms. Romero Mateos, María del Pilar

- Social Educator Specialized in Child Empowerment
- Employment training teacher
- Gender Equality Agent
- Author and collaborator in educational projects at Abile Educativa
- Co-Author of the book: 'Príncipes Cara de Beso'
- Postgraduate Diploma in International Development Cooperation

Professors

Ms. Sánchez Garrido, Araceli

- Deputy Head of the Department of Cultural Cooperation and Promotion of the DRCC
- Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide
- Professor of the Master in Cultural Management at the Carlos III University of Madrid
- Degree in Geography and History, specializing in Anthropology and Ethnology of America, Complutense University of Madrid
- Member of the Faculty of Museum Curators assigned to the Museo de América de Madrid

Ms. Córdoba, Cristina

- International Cooperation Nurse Specialist
- Training and experience in International Development Cooperation Projects
- Co-founder and participant of PalSpain project
- Founder of the Youth Association APUMAK

Ms. Ramos Rollón, Marisa

- Specialist on public policies and institutions in Latin America and on the issues of democratic governance and development policies
- Coordinator of the department of Democratic Governance in the Eurosocial program
- Full Professor of Political Science at UCM
- Responsible for the Democratic Governance sector at the Spanish Agency for International Cooperation
- Professor of Political Science at the University of Salamanca
- Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- Doctor of Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- Bachelor's Degree in Political Science with a major in International Relations and Latin American Studies from UCM

Mr. Cano Corcuera, Carlos

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

Ms. Flórez Gómez, Mercedes

- Specialist in International Cooperation in Iberoamerica
- Director of the CFCE in Montevideo
- Degree in Geography and History from the Complutense University of Madrid
- Advanced Diploma in South Cooperation
- Diploma in Humanitarian Action - Institute of Studies on Conflict and Humanitarian Action
- MSc in Corporate Social Responsibility from the Pontifical University of Salamanca
- MSc in Information and Documentation from the Antonio de Nebrija University
- Specialist in Inequality, Cooperation and Development, Instituto Universitario de Desarrollo y Cooperación, Complutense University of Madrid
- Education, Science and Culture by the OEI

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative training, and are committed to quality teaching using new educational technologies.





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A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"

Module 1. Humanitarian Action and International Development Cooperation

- 1.1. Humanitarian Action
 - 1.1.1. Introduction
 - 1.1.2. What Is Humanitarian Action
 - 1.1.2.1. Concepts/Definition
 - 1.1.3. Definition of Humanitarian
 - 1.1.4. What Humanitarian Aid Is for
 - 1.1.4.1. Objectives
 - 1.1.5. Purpose of Humanitarian Action
 - 1.1.6. The Concept of Aid
 - 1.1.7. Beneficiaries of Humanitarian Action
 - 1.1.8. Differences between Humanitarian Aid and Humanitarian Action
 - 1.1.8.1. Highlights
 - 1.1.9. Emergency Aid
 - 1.1.9.1. Definition
 - 1.1.10. Lines of Action for Emergency Aid
- 1.2. Humanitarian Action and International Development Cooperation
 - 1.2.1. Introduction
 - 1.2.2. History of Humanitarian Action
 - 1.2.2.1. Evolution
 - 1.2.3. Ethical and Operational Principles of Humanitarian Action
 - 1.2.4. Crisis on the Ethical and Operational Principles of Humanitarian Action
 - 1.2.5. Humanitarian Principles
 - 1.2.5.1. Dilemmas that Contribute
 - 1.2.6. Humanity
 - 1.2.6.1. Definitions and Dilemmas
 - 1.2.7. Neutrality
 - 1.2.7.1. Definitions and Dilemmas
 - 1.2.8. Impartiality
 - 1.2.8.1. Definitions and Dilemmas
 - 1.2.9. Independence
 - 1.2.9.1. Definitions and Dilemmas
 - 1.2.10. Universality
 - 1.2.10.1. Definitions and Dilemmas





- 1.3. Contents and Specific Objectives of Humanitarian Action (I)
 - 1.3.1. Introduction
 - 1.3.2. Provision of Basic Goods and Services
 - 1.3.2.1. Shelter, Drinking Water, Healthcare, Food, etc
 - 1.3.3. Stop the Process of Increased Vulnerability and Socioeconomic Destruction of Families and Communities
 - 1.3.4. Stop the Collapse of Incomes and Purchasing Power of the Most Vulnerable
 - 1.3.5. Avoid the Total Decapitalization of Those Affected by the Disaster
 - 1.3.5.1. Support System
 - 1.3.6. Discouraging the Exodus
 - 1.3.7. Generate Capacities
 - 1.3.8. Preparedness for potential natural disasters
 - 1.3.8.1. Rehabilitation Activities
 - 1.3.9. Ensure Natural Disaster Risk Preparedness
- 1.4. Contents and Specific Objectives of Humanitarian Action (II)
 - 1.4.1. Protection of War Victims
 - 1.4.1.1. Social Conflicts
 - 1.4.2. European Union Council Regulation on Humanitarian Aid of 1996
 - 1.4.3. Protection-Oriented Tasks
 - 1.4.3.1. International Supervision/Monitoring of Compliance
 - 1.4.3.2. Witnessing and Reporting Human Rights Violations
 - 1.4.3.3. Lobbying of NGOs
 - 1.4.3.4. International Accompaniment and Presence
 - 1.4.4. High-Level Political Action
 - 1.4.4.1. Who Does It Belong to?
 - 1.4.5. The Role of NGOs in Humanitarian Action
 - 1.4.6. Code of Conduct
 - 1.4.7. ESFERA Project
 - 1.4.8. Assessment of Humanitarian Action
 - 1.4.8.1. Is It Necessary? Why?
 - 1.4.9. Significant Assessments to Date
 - 1.4.10. Conclusions

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- 1.5. Stakeholders in Humanitarian Action
 - 1.5.1. Introduction
 - 1.5.2. What Are the Stakeholders in Humanitarian Action?
 - 1.5.3. National NGOs
 - 1.5.4. International Red Cross and Red Crescent Movement
 - 1.5.5. Donors
 - 1.5.6. Affected Governments
 - 1.5.7. Humanitarian Departments of Regional Intergovernmental Organizations
 - 1.5.8. INGO
 - 1.5.9. UN Humanitarian Agencies
 - 1.5.10. Other Stakeholders:
 - 1.5.10.1. Private Sector Entities
 - 1.5.10.2. Religious Institutions
 - 1.5.10.3. Military Forces
- 1.6. Main Challenges for Stakeholders and Humanitarian Action
 - 1.6.1. Introduction
 - 1.6.2. Goal for 2030
 - 1.6.2.1. Main Research
 - 1.6.3. Anticipate and Prepare for the Future
 - 1.6.3.1. Main Needs
 - 1.6.4. Increase the Weight and Capacity of Local Stakeholders
 - 1.6.5. Incorporate Other Civil Society Stakeholders in Humanitarian Action
 - 1.6.5.1. Awareness-Raising Tasks
 - 1.6.5.2. Initiatives Towards Other Institutions
 - 1.6.6. Organizational Challenges for NGOs at the International Level
 - 1.6.7. The Need for the United Nations to Consider Humanitarian Issues as a Global Issue
 - 1.6.8. Strengthen Regional Organizations
 - 1.6.9. Media and Humanitarian Organizations
 - 1.6.10. Challenges for Humanitarian Action in Decentralized Cooperation
- 1.7. OCHA The Office for the Coordination of Humanitarian Affairs
 - 1.7.1. Introduction
 - 1.7.2. Definition of OCHA
 - 1.7.3. History
 - 1.7.3.1. Evolution
 - 1.7.4. Purpose of OCHA
 - 1.7.5. United Nations
 - 1.7.5.1. DHA
 - 1.7.6. Functions of OCHA
 - 1.7.7. OCHA's Coordination Tools
 - 1.7.8. Areas of Activity
 - 1.7.8.1. Main 3 Areas of Action
 - 1.7.9. OCHA's Roles and Responsibilities
 - 1.7.10. Conclusions
- 1.8. The Office for Humanitarian Action OHA
 - 1.8.1. Introduction
 - 1.8.2. What Is OAH?
 - 1.8.3. Who Composes the OAH?
 - 1.8.4. OAH Objectives
 - 1.8.5. Humanitarian Aid Managed by OAH
 - 1.8.6. The AECID and OAH
 - 1.8.6.1. What Is AECID?
 - 1.8.7. Spanish Agency of International Cooperation for Development and Humanitarian Action
 - 1.8.8. OAH Emergency Response
 - 1.8.8.1. Intervention Approaches
 - 1.8.9. START Project
 - 1.8.9.1. Objectives and Purpose of the START Project
 - 1.8.10. OHA Financing
- 1.9. Humanitarian Action Strategy of the Spanish Development Cooperation
 - 1.9.1. Introduction
 - 1.9.1.1. What Is the HA Strategy of the Spanish Development Cooperation
 - 1.9.2. Strategy Presentation
 - 1.9.3. Justification

- 1.9.4. Frame of Reference
 - 1.9.4.1. Institutional Framework
 - 1.9.4.2. Frame of Reference
- 1.9.5. Intervention Framework
 - 1.9.5.1. Objectives
- 1.9.6. Crossing Priorities
- 1.9.7. Geographic Framework
- 1.9.8. Strategy Dissemination and Implementation Process
- 1.9.9. Supervision and evaluation
- 1.9.10. Conclusions

Module 2. Social and Transformative Communication

- 2.1. Fundamentals of Communication
 - 2.1.1. Introduction
 - 2.1.2. What Is Communication?
 - 2.1.2.1. Concept and Definition
 - 2.1.3. Objectives, Audiences and Messages
 - 2.1.4. Right to Information and Communication
 - 2.1.4.1. Freedom of Speech
 - 2.1.5. Access and Participation
 - 2.1.6. Brief Overview of the Media According to Typology
 - 2.1.6.1. Written Press
 - 2.1.6.2. Radio
 - 2.1.6.3. Television
 - 2.1.6.4. Internet and Social Networks
 - 2.1.7. Conclusions
- 2.2. Communication and Power in the Digital Age
 - 2.2.1. What is Power?
 - 2.2.1.1. Power in the Global Era
 - 2.2.2. Fake News, Control and Leaks
 - 2.2.3. Publicly Owned Media
 - 2.2.4. Commercial Media
 - 2.2.5. Large Conglomerates in Europe
 - 2.2.6. Large Conglomerates in Latin America
 - 2.2.7. Other Conglomerates
 - 2.2.8. Alternative Media
 - 2.2.9. Evolution of the Alternative Media in the Spanish State
 - 2.2.10. Current Trends
 - 2.2.11. The Problem of Financing
 - 2.2.12. Professional Journalism/Activist Journalism
 - 2.2.13. Initiatives for the Democratization of Communication
 - 2.2.14. Examples in Europe
 - 2.2.15. Examples in Latin America
 - 2.2.16. Conclusions
- 2.3. Communication and International Cooperation
 - 2.3.1. Social Communication
 - 2.3.1.1. Concept
 - 2.3.1.2. Themes
 - 2.3.2. Stakeholders: Associations and Research Centers
 - 2.3.2.1. Social Movements
 - 2.3.3. Collaboration and Exchange Networks
 - 2.3.4. Cooperation, Education for Social Transformation and Communication
 - 2.3.4.1. Types of Communication from NGDOs
 - 2.3.5. Code of Conduct
 - 2.3.5.1. Social Marketing
 - 2.3.6. Educommunication
 - 2.3.7. Working with Alternative Media
 - 2.3.8. Working with Publicly Owned Media and Commercial Media

- 2.3.9. Communication and Cooperation in Times of Crisis
 - 2.3.9.1. Technical and Labor Impacts
 - 2.3.9.2. Impacts on Social Movements
- 2.3.10. Tensions between Professional Journalism and Activist Journalism
- 2.4. Communication and Gender Equality
 - 2.4.1. Introduction
 - 2.4.2. Key Concepts
 - 2.4.3. Women in the Media
 - 2.4.3.1. Representation and Visibility
 - 2.4.4. Media Production and Decision Making
 - 2.4.5. The Beijing Platform for Action (Chapter J)
 - 2.4.6. Feminist Communication and Inclusive Language
 - 2.4.6.1. Basic Concepts
 - 2.4.7. How to Identify and Avoid Stereotypes
 - 2.4.8. Guidelines, Best Practices
 - 2.4.9. Examples of Initiatives
 - 2.4.10. Conclusions
- 2.5. Communication and Sustainable Development
 - 2.5.1. The Sustainable Development Goals (SDGs)
 - 2.5.1.1. Proposal and Limits
 - 2.5.2. The Anthropocene
 - 2.5.2.1. Climate Change and Human Development
 - 2.5.3. Communication about "Natural Disasters" from NGDOs
 - 2.5.3.1. Regular Coverage in the Mass Media
 - 2.5.4. Advocacy Possibilities from NGDOs
 - 2.5.5. Environmental Defenders in Latin America
 - 2.5.5.1. The Data: Threats and Deaths
 - 2.5.6. How Can NGDOs Communicate the Work of Human Rights Defenders
- 2.6. Communication and Migrations
 - 2.6.1. Introduction
 - 2.6.2. Key Concepts and Data
 - 2.6.3. University Hate Speech and Its Foundations:
 - 2.6.3.1. Dehumanization and Victimization
- 2.6.4. Necropolitics
- 2.6.5. Regular Coverage in the Mass Media
- 2.6.6. Social Networks, WhatsApp and Hoaxes
- 2.6.7. Advocacy Possibilities from NGDOs
 - 2.6.7.1. How to Recognize Prejudice
 - 2.6.7.2. Overcoming Eurocentrism
- 2.6.8. Best Practices and Guidelines on Communication and Migration
- 2.6.9. Conclusions
- 2.7. Communication and Peace Building
 - 2.7.1. Introduction
 - 2.7.2. Peace Journalism vs. War Journalism
 - 2.7.2.1. Features
 - 2.7.3. Brief Historical Review of Warmongering
 - 2.7.4. Communication on Armed Conflicts and Peace Processes
 - 2.7.5. Journalists in Armed Conflicts
 - 2.7.6. Possibilities for NGDOs
 - 2.7.6.1. Shifting Our Focus to the Solution
 - 2.7.7. Research and guidelines
- 2.8. Educommunication for Walking
 - 2.8.1. Introduction
 - 2.8.2. Pedagogy and Popular Education
 - 2.8.3. Media Literacy
 - 2.8.4. Educommunication Projects
 - 2.8.4.1. Features
 - 2.8.4.2. Agents
 - 2.8.5. Mainstreaming Communication for Social Change
 - 2.8.5.1. The Communication Component in Other Projects
 - 2.8.6. The Importance of Internal Communication in NGDOs
 - 2.8.7. Communication to Members and Collaborators
 - 2.8.8. Conclusions



- 2.9. Digital Culture and Development NGOs
 - 2.9.1. Introduction
 - 2.9.2. Paradigm Shifts and New Spaces
 - 2.9.2.1. Characteristics and Main Agents and Networks
 - 2.9.3. The Tyranny of the Click
 - 2.9.4. The Imposition of Brevity
 - 2.9.5. Citizen Participation in Digital Society
 - 2.9.5.1. Changes in Solidarity and Activism in the Digital Culture
 - 2.9.6. Promote the participation of NGODs in digital spaces,
 - 2.9.7. Indicators of Communication 2.0 in NGDOs
 - 2.9.8. Conclusions
- 2.10. In Practice
 - 2.10.1. Introduction
 - 2.10.2. Elaboration of Organizational Communication Plans
 - 2.10.2.1. Communication Plan Introduction
 - 2.10.3. Project and Action Communication Plans
 - 2.10.4. Basic Contents and Common Errors in Web Pages
 - 2.10.5. Social Media Publishing Plans
 - 2.10.6. Crisis Management and Unplanned Aspects in Social Networks
 - 2.10.7. Subject, Verb and Predicate
 - 2.10.7.1. Recalling Notions
 - 2.10.8. Conclusions

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A unique, key, and decisive educational experience to boost your professional development”

05

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Nursing School we use the Case Method

In a given situation, what should a professional do? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Nurses learn better, faster, and more sustainably over time.

With TECH, nurses can experience a learning methodology that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvás, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, in an attempt to recreate the real conditions in professional nursing practice.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The nurse will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.





At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

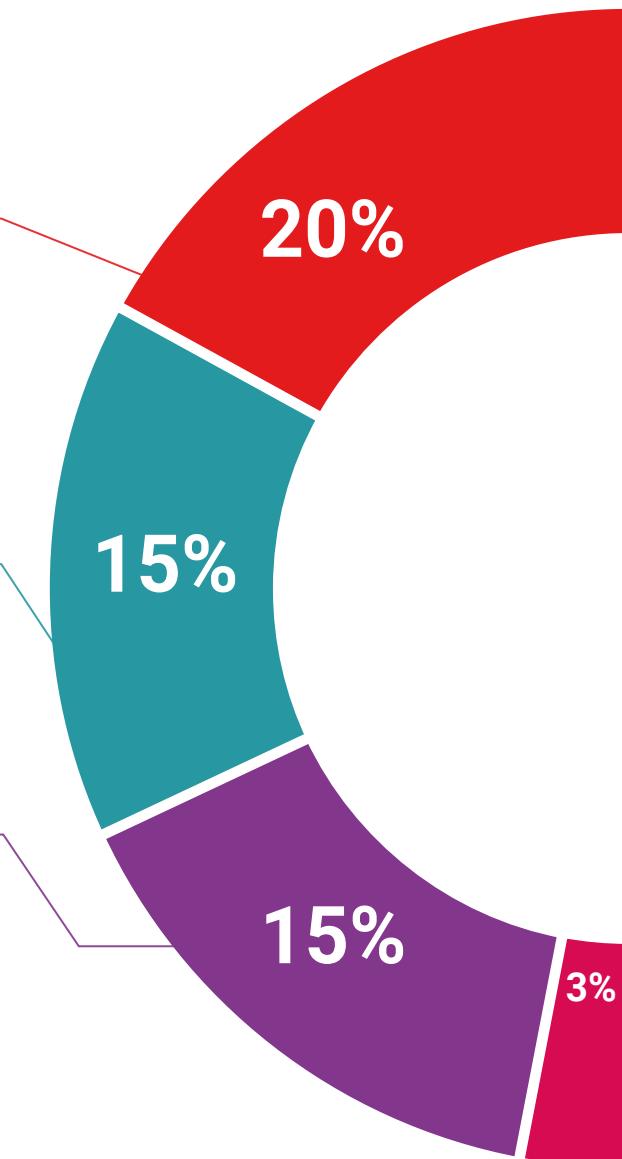
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

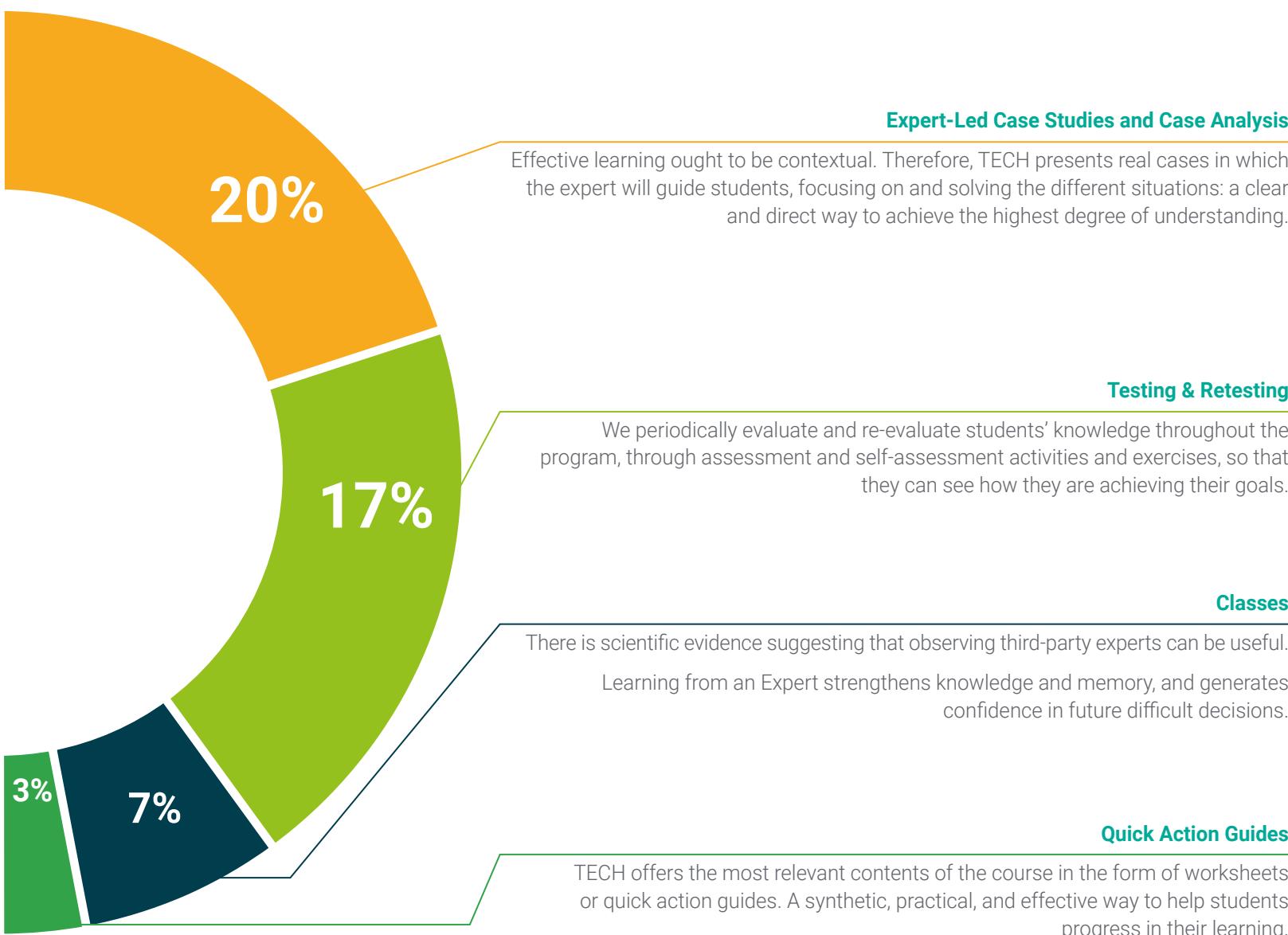
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





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Certificate

The Postgraduate Certificate in Humanitarian Action and International Cooperation for Development in Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

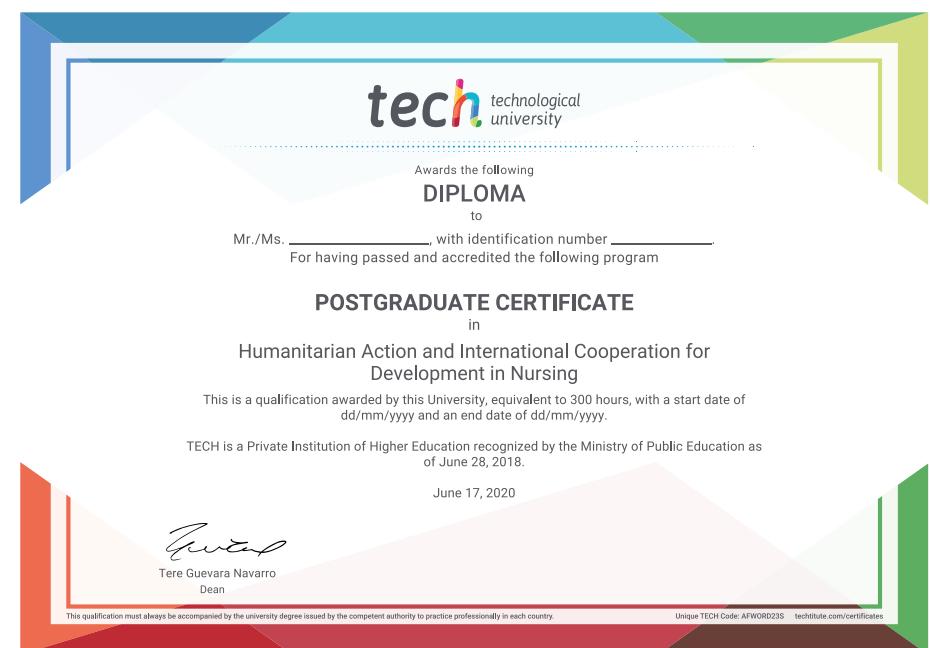
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