

# Postgraduate Diploma Health Education in Schools

Management and Scientific

Endorsement:



**tech** technological  
university



## Postgraduate Diploma Health Education in Schools

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

Website: [www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-health-education-schools](http://www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-health-education-schools)

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# 01

# Introduction

One of the main functions of the school nurse is to be able to design teaching strategies to reach out to schoolchildren to promote and enhance health education at school. Programs such as this one which are aimed at updating the knowledge of professionals are key in training nurses who will carry out their work in the school center. In this Postgraduate Diploma you will learn how to design activities for Health Education.

*The school nurse plays a key role in the health and quality of life of chronically ill children and their families*





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*The school nurse is not a new figure, as it is already institutionalized and consolidated in other countries, in private and foreign schools in our country, in specific public schools for special education and even in autonomous communities such as Madrid, Castilla La Mancha or Castilla León, where there are already school nurses in ordinary schools where children with health problems are integrated"*



The stages of childhood and adolescence are vulnerable, since this is when individuals are in the process of developing habits that will allow them to develop their own concept of themselves as a person and a citizen. School health programs developed by school nurses can help students in this regard through education on healthy lifestyles, actions for the care and protection of children and adolescents, and mechanisms for the construction of a true culture of health.

The scientific evidence on the relevance of the school nurse is extensive and we can find more than 800 studies, the largest scientific database in the world, which support, justify and strongly recommend the presence of a school nurse. Among the conclusions we can highlight the following:

- ♦ The school nurse plays a key role in the health and quality of life of chronically ill children and their families.
- ♦ The school nurse is able to establish systems of training for trainers in health education or "cascade training" to help create a culture of health in the educational community.
- ♦ Not only do they detect life-threatening health problems early, but they can also train teachers to detect symptoms that, if not properly addressed, can have fatal consequences for the child.
- ♦ One school nurse per education center is the recommended ratio in order to adequately care for children with special needs.

This Postgraduate Diploma in Health Education in Schools brings together the different approaches and models of education, health and health education that have been proposed in recent years, in order to facilitate programming, implementation and evaluation of these interventions for those who are new to this type of intervention, and to support training in health education.

This Postgraduate Diploma in Health Education in Schools contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ♦ The graphic, schematic, and eminently practical contents with which they are created contain information that is indispensable for professional practice.
- ♦ It contains exercises where the self-assessment process can be carried out to improve learning.
- ♦ Interactive learning system based on algorithms for decision making in the face of pathological processes suffered by children at school.
- ♦ Latest trends in health education and the educational process in the child.
- ♦ Nursing care guidelines on the different pathologies in schools.
- ♦ All of this will be complemented by 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.



*Learn how to design your own health education activities"*

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*This Postgraduate Diploma may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge health education, you will obtain a qualification from TECH Technological University"*

Its teaching staff includes renowned specialists in the field of School Nursing who bring the experience of their work to this training.

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 training program to train in real situations.

The design of the program is based on Problem-Based Learning, by means of which the nursing professional must try to solve the different professional practice situations that arise throughout the course. For this reason, you will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of School Nursing with extensive teaching experience.

*Incorporate the latest trends in school health and learn new strategies in health education*

*You will be able to complete the course 100% online, adapting it to your needs and allowing you to study while you carry out your full-time healthcare work*



02

# Objectives

This Postgraduate Diploma is oriented towards effectively updating nursing professionals' knowledge, in order to provide quality care based on the latest scientific evidence that guarantees quality and patient safety.



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*This refresher program will generate a sense of confidence when practising nursing, which will help you grow both personally and professionally”*



## General Objective

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- Update the knowledge of the nursing professional to design, build and implement educational programs, specific educational actions and to apply and solve care processes oriented to the school population as a whole.



## Specific Objectives

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- Define the basic principles of school nursing and its functions in the European Union.
- Describe the role of the nurse in the current educational system in Spain.
- Understand and analyze different concepts of Education, Health Education (HPE) and Health Promotion (HP).
- Recognize various personal and sociocultural factors related to health behaviors.
- Define social learning theories related to the School Nursing setting.
- Describe work methodologies that favor the achievement of objectives in relation to health, depending on the characteristics of the target group.
- Review and update techniques, strategies, programs, multimedia resources and tools related to health education and promotion in schools
- Acquire the necessary skills and abilities to develop educational and health promotion interventions at school and in the community.



- ♦ Describe personal learning spaces and the use of ICT in School Nursing.
- ♦ Describe the teaching 2.0 role and its implication in collaborative learning.
- ♦ Explain uses and applications of technological tools in the field of School Nursing.
- ♦ Experimenting with various digital tools for health education.
- ♦ Implementing health controls and examinations for early detection of diseases as well as health problems.
- ♦ Create protocols for action in situations of risk in children and adolescents.
- ♦ Identify the fundamentals and activities necessary to educate school children in values.
- ♦ Identify those aspects of risk that may affect the health of schoolchildren (pathologies, psychosocial alterations, etc.) and draw up action plans.
- ♦ Design a training plan according to training needs and the assessment of the pre-existing level of knowledge.
- ♦ Explain basic hygiene concepts and devise strategies for action in the entire school community
- ♦ Develop a smooth and effective communication plan with parents as well as with teachers.
- ♦ Evaluate the impact of health campaigns.

03

# Course Management

This course's materials have been designed by a team of renowned professionals from the field of school health and health education. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.





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*Learn the latest advances in Health Education from leading professionals”*

## Management



### Ortiz Vela, María del Mar

- School Nurse at Colegio Virgen de La Luz, Elche, Alicante
- Member of the scientific Spanish Society of School Nursing
- Technician - Promotion of Health
- Master's Degree in Nursing Sciences
- Postgraduate Diploma in Health Education
- Postgraduate Diploma in Addiction Prevention and Drug Addictions



## Professors

### **Antona Rodríguez, Alfonso.**

- ♦ Nursing Degree in Social and Cultural Anthropology.
- ♦ Master's Degree in Human Sexuality.
- ♦ Technical advisor to the General Directorate of Public Health of the Madrid City Council. Head of International Projects and Development Cooperation in the Madrid City Council.

### **Carmona Moreno, Alicia**

- ♦ Diploma in Nursing
- ♦ School Nurse at the Mas Camarena Educational Complex in Bétera (Valencia)
- ♦ Master's Degree in School Nursing (UB).
- ♦ Master's Degree in School Nursing (UCV).
- ♦ Provincial coordinator of the ENSE group in Valencia.
- ♦ Member of the Spanish Society of School Nursing (SCE3).
- ♦ Obtaining the Certificate of Pedagogical Competency.

### **Cascales, María Luisa**

- ♦ Degree in Nursing San Antonio Catholic University, Murcia
- ♦ Specialist in Family and Community Nursing.
- ♦ Tutor of Residents of the Family and Community Nursing specialty.
- ♦ Teacher of the EIR preparation course.
- ♦ Participation in health education programs in primary care.
- ♦ Scientific communications on community interventions.

### **Ferrer Calvo, María Aranzazu**

- ♦ Diploma in Nursing
- ♦ School nurse at Highlands El Encinar school in Madrid
- ♦ University Diploma from Nursing from Pontificia de Comillas University.
- ♦ Primary School Teacher Degree with a major in English at the International University of La Rioja.
- ♦ Postgraduate Diploma in School Nursing by San Pablo CEU University and Aula Salud,
- ♦ Basic Life Support provider course for health professionals within the SEMES-AHA Cardiovascular Care program
- ♦ International Trauma Life Support Advanced Provider course given at the Madrid Medical Association
- ♦ Postgraduate courses given by FUDEN on Nursing in Primary and Specialized Care, in Medical-Surgical Nursing and Maternal-Child Nursing
- ♦ Official Certificate of Advanced English C1 (Cambridge University), FIDESCU Teacher Training Course for Teachers of Spanish as a Foreign Language.

### **Dr. Manrique Martínez, Ignacio**

- ♦ Degree in Medicine and Surgery Specialist in Pediatrics and specific areas.
- ♦ Director of the Valencian Paediatrics Institute (IVP).
- ♦ President of the Spanish Group of Pediatric and Neonatal CPR (GERCPPN).
- ♦ Director of the Advanced Pediatric Life Support (APLS) Course, at the American Academy of Pediatrics and the American College of Emergency Physicians.
- ♦ Pediatric and neonatal CPR instructor by the Spanish Group of Pediatric and Neonatal CPR.
- ♦ Director of Advanced Pediatric and Neonatal Cardiopulmonary Resuscitation Courses for the Spanish Group of Pediatric and Neonatal CPR.

### Juárez Granados, Federico.

- ♦ Diploma in Nursing.
- ♦ Diploma of Advanced Studies Doctorate Program "Practice and Education". University of Alicante.
- ♦ Master's Degree in Nursing Sciences.
- ♦ Postgraduate Diploma in Education and Promotion of Health.
- ♦ Postgraduate Diploma in Drug Addiction Prevention.
- ♦ Postgraduate Diploma in Implementation of E-learning Projects.
- ♦ Postgraduate Diploma in Nursing Services Management.
- ♦ Author of the book "Educating in the classroom" (Health Education Notebooks Collection). Ediciones Eneida. ISBN: 84-95427-43-5.
- ♦ Co-author of the book "Educación para la Salud a través del juego y del juguete." ("Health Education Through Games and Toys") Crecer Jugando Foundation ISBN: 84-607-1796-8. Director of the Health Education manuals collection. (Association of Nursing Education and Health) ISBN of the collection 84-932613-0-0
- ♦ Author of the educational game "The Health Pyramid" (1997), which gave rise to the "Health Olympics of Elche (Alicante)" (1999-2000, 2000-2001).
- ♦ Lecturer in more than 200 postgraduate courses related to School Nursing and Health Education organized by different universities in Spain, by Professional Nursing Associations and by the Valencian School of Health Studies.

### Marcos, Ángela

- ♦ Diploma in Nursing
- ♦ School Nurse at Virgen de La Luz College, Elche, Alicante.
- ♦ Master's Degree in School Nursing.
- ♦ Higher Technician in Dietetics and Nutrition.
- ♦ Voluntaria en APSA ("Association for the Mentally Handicapped of Alicante").

### Martín Peñalver, Ricardo

- ♦ Diploma in Nursing.
- ♦ Professor at CEU Cardenal Herrera University of Elche.
- ♦ Secretary of the Valencian Association of Diabetes Educators.
- ♦ Master's Degree in School Nursing.
- ♦ Member of the College of Nursing of Alicante.

### Martínez González, María del Carmen

- ♦ Degree in Psychology.
- ♦ Master's Degree in Human Resources Management.
- ♦ Professor and Coordinator of the Nursing Degree at CEU Cardenal Herrera University.
- ♦ Associate Professor at University Miguel Hernández.
- ♦ Training Consultant for the Valencian Health Agency.
- ♦ Human Resources Consultant.
- ♦ Gender-based Violence Prevention Program Coordinator.
- ♦ Research related to the study of the influence of psychosocial variables on the health of individuals.

### Mora Rivero, Jorge

- ♦ University Diploma in Nursing (D.U.E.). Alicante University School of Nursing.
- ♦ Emergencies Nurse in Elche University General Hospital
- ♦ University tutor for clinical training.
- ♦ University Master's Degree in Nursing Sciences. Alicante University School of Nursing.
- ♦ Postgraduate teaching experience.
- ♦ Degree in Medicalized Health Transport.

### **Mascarell Torres, Natalia**

- ◆ Nurse in Intellectually Handicapped Residence.
- ◆ Master's Degree in Nursing Sciences (UA).
- ◆ Master's Degree in School Nursing (UB).
- ◆ Communication Training Expert.
- ◆ School Nurse in Primary Education Centers.
- ◆ Participation in Health Education Projects in Primary, Secondary and Special Education Centers.
- ◆ Member of the Alicante ENSE Working Group.
- ◆ Tutor-Collaborator in practical teaching of students of the Diploma in Nursing

### **Dr. Neipp López, María del Carmen**

- ◆ European Doctorate in Psychology from the Miguel Hernández University of Elche.
- ◆ PhD Professor in the area of Social Psychology, Department of Health Psychology, Miguel Hernández University of Elche.
- ◆ Research mainly related to the field of health, focusing on the study of psychosocial variables (control beliefs, coping strategies, etc.) and their influence on the well-being of individuals.
- ◆ Research in the field of health communication.
- ◆ Director of the Communication and Health research group at the Miguel Hernández University of Elche.
- ◆ Publications in numerous journals in both the national and international field.

### **Pérez Losa, Rosa**

- ◆ Diploma in Nursing
- ◆ Degree in Anthropology.
- ◆ Master's Degree in Health Education, PhD Candidate in Audiovisual Language in Health Education.
- ◆ Editor and creator of Health Education audiovisual content at <http://www.elblogderosa.es>



**Navarro Martínez, Olga.**

- ◆ Diploma in Nursing
- ◆ E-learning project management in AulaSalud
- ◆ Master's Degree in School Nursing (UB-IL3)
- ◆ Postgraduate degree in innovation and creative use of ICTs
- ◆ Master's Degree in School Nursing (UCV)
- ◆ UOC Open Minds Social Learning Award 2012.

**Sáez Cárdenas, Salvador**

- ◆ Diploma in Nursing
- ◆ Degree in Pedagogy.
- ◆ Associate Professor in the Nursing Department at the University of Lleida.
- ◆ Master's Degree in Promotion and Education of Health.
- ◆ Master in Group Management.

**Dr. Sebastián Barberán, Valero.**

- ◆ Degree in Medicine and Surgery Pediatrician.
- ◆ Health Center Pediatrician Alzira
- ◆ Coordinator of the Journal of the Spanish Society of Pediatric Emergency Medicine.
- ◆ GERCPN Regional Representative.
- ◆ Secretary of the IVP.

**Dr. Sendra Más, Juan Amaro**

- ◆ Degree in Medicine and Surgery
- ◆ Specialist in Family and Community Medicine.
- ◆ SAMU Physician
- ◆ Accredited Professor for the Spanish Society of Emergencies.



**Trescastro López, Silvia**

- ◆ Emergency Nurse at the General University Hospital of Alicante.
- ◆ Member of Alicante ENSE Working Group Member of the Scientific Spanish Society of School Nursing (SCE3)
- ◆ Master's Degree in School Nursing (UB).
- ◆ Master's Degree in School Nursing (UCV).
- ◆ Postgraduate Certificate in Health Education.
- ◆ Certificate of pedagogical aptitude to teach.
- ◆ Experience in School Nursing projects in Primary and Secondary Schools.

**Vicente Ortiz, Anna**

- ◆ Degree in Nursing from the University of Alicante.
- ◆ School nurse at the Miguel de Cervantes Special Education School in Elda.
- ◆ Professional Master's Degree in School Nursing from the University of Barcelona (UB).
- ◆ Official Master's Degree in School Nursing from the Catholic University of Valencia (UCV) with the development of the Master's Thesis in the: "Lifestyles in adolescents with disabilities".
- ◆ Participation in the IV Congreso Enfermería Escolar (Girona2013); Presentation of communication: "Feeding in adolescents with disabilities"
- ◆ Communications in scientific journals on School Nursing.

# 04

## Structure and Content

The structure of the curriculum has been designed by a team of professionals knowledgeable about the implications of school nursing training in professional practice within an educational center, aware of the current relevance of specialization and committed to quality teaching through new educational technologies.



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*This Postgraduate Diploma in Health Education in Schools contains the most complete and up-to-date scientific program on the market”*

### Module 1. Practical Methodologies for Health Education

- 1.1. Theoretical Bases of Health Education
- 1.2. The Agents of the Health Education The Role of the Educator Functions, Attitudes and Skills
- 1.3. Conducting Individual Educational Sessions. Individual Educational Techniques
- 1.4. Conducting Group Educational Sessions. Group Educational Techniques
- 1.5. Didactic Resources Apps and Devices
- 1.6. Programming in Health Education. Bases and Stages
- 1.7. Health Education Programs with the Greatest Impact on School Health

### Module 2. Digital Skills for Health Education

- 2.1. Collaborative Learning 2.0 in Health Education Social Learning Theories
- 2.2. Internet Browsing: Search and “Content Curation” or Discrimination of Relevant Content
- 2.3. Strategies to Avoid Infocitation
- 2.4. Time Management Online
- 2.5. PLEs or Personalized Learning Spaces.
- 2.6. Gamification in Health Education
- 2.7. Video in Health Education
- 2.8. Blogs as an Educational Resource
- 2.9. Social Networks and Health Education

### Module 3. The Design of a Training Plan

- 3.1. How to Design a Training Plan According to Training Needs and Detection of Pre-Existing Level of Knowledge
- 3.2. Identification and Formulation of Objectives and Competency-Based Training
- 3.3. Flipped Classroom
- 3.4. Training Content
- 3.5. Training Modalities and Strategies 3.6 Play as an Educational Instrument





#### Module 4. Implementation of the Training Action

- 4.1. How to Prepare a Presentation
- 4.2. Communication Strategies
- 4.3. The Exposition Session
- 4.4. Evaluation of Health Interventions
- 4.5. "Marketing" in Health Education: Evaluating the Impact of Health Campaigns

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

05

# Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

This teaching system is used 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.





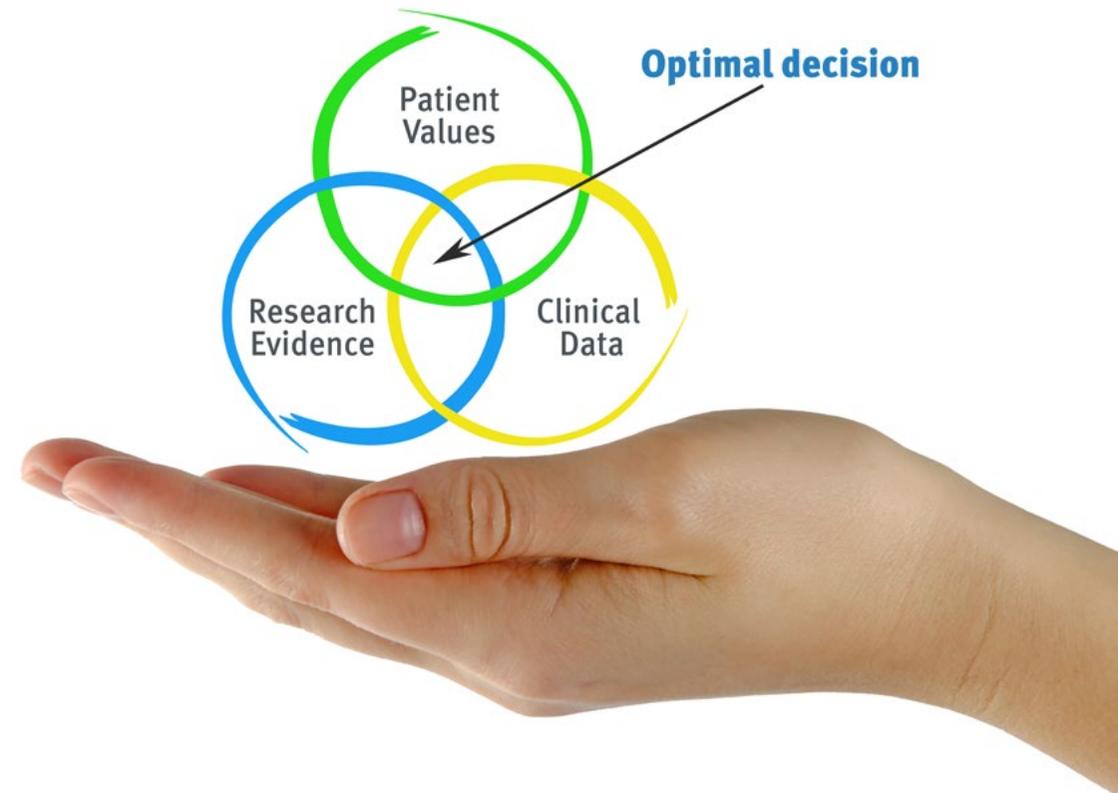
“

*Discover Re-learning, 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 clinical situation, what would you do? Throughout the program you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the effectiveness of the method. Nurses learn better, faster, and more sustainably over time.

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



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

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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 university program.



## Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

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.



*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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking 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. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

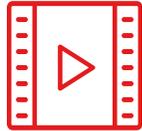
*Re-learning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success*

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

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



In this program you will have access to the best educational material, prepared with you 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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



### Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current nursing procedures and techniques. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



### Interactive Summaries

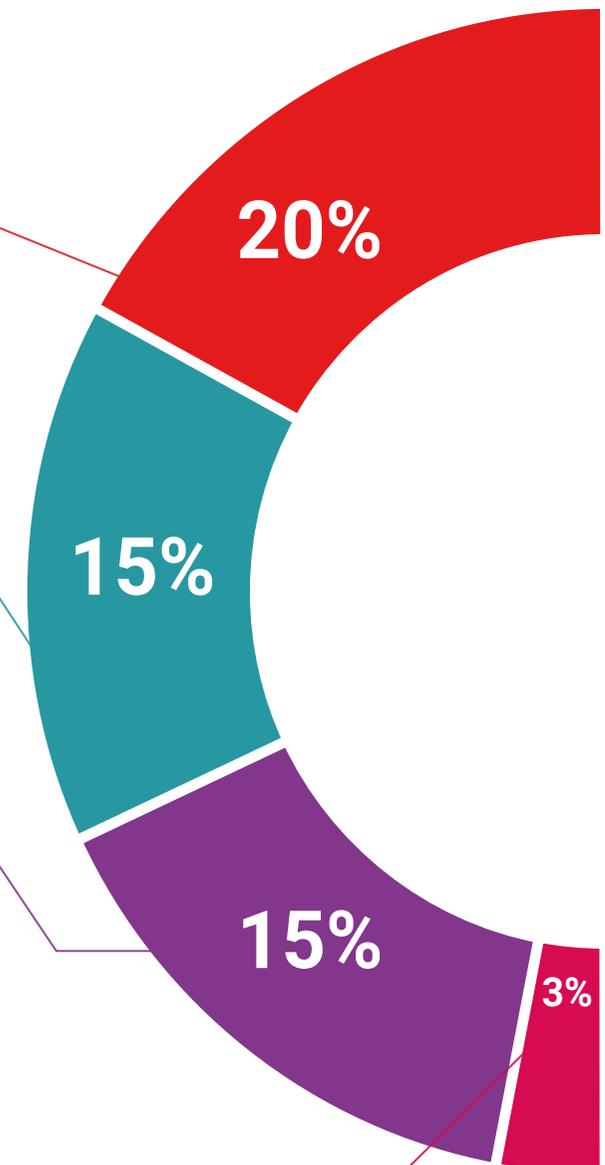
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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



### Additional Reading

Recent articles, consensus documents, international guides. in our virtual library you will have access to everything you need to complete your training.





### 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 & Re-Testing

We periodically evaluate and re-evaluate your knowledge throughout the program, through assessment and self-assessment activities and exercises: so that you can see how you are achieving your goals.



### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an expert strengthens knowledge and memory and generates confidence in our future difficult decisions.



### Quick Action Guides

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.



# 06 Certificate

The **Postgraduate Diploma in Health Education in Schools** guarantees, in addition to the most rigorous and training, access to a Postgraduate Diploma issued by **TECH Technological University**.



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*Successfully complete this training and receive your university qualification without travel or laborious paperwork"*

This **Postgraduate Diploma in Health Education in Schools** contains the most complete and up-to-date scientific program on the market.

After the student has passed the evaluations, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery.

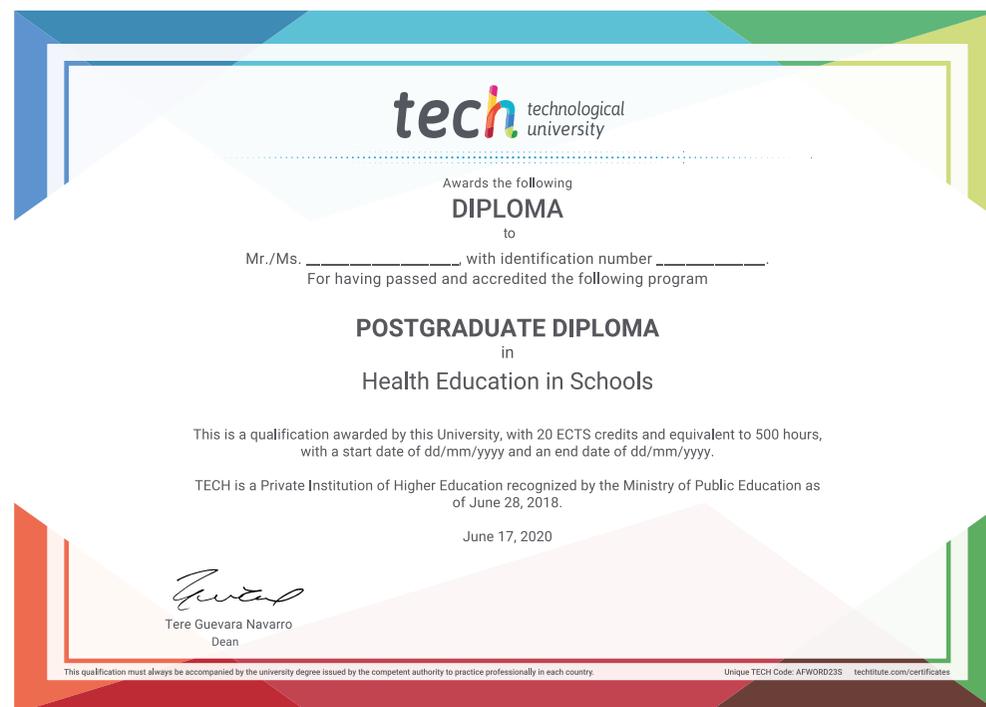
The certificate issued by **TECH Technological University** will specify the qualification obtained through the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Health Education in Schools**

ECTS: 20

Official Number of Hours: 500

Endorsed by the Spanish Scientific Association of Nursing and School Health (ACEESE)



future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom



## Postgraduate Diploma Health Education in Schools

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

# Postgraduate Diploma Health Education in Schools

Management and Scientific

Endorsement:

