

# Postgraduate Diploma

## Preventive Nursing in Primary Care



## Postgraduate Diploma Preventive Nursing in Primary Care

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

Website: [www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-preventive-nursing-primary-care](http://www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-preventive-nursing-primary-care)

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# 01

# Introduction

Nursing plays an active role in the transformation of Primary Care towards a more preventive approach, implementing activities focused on the promotion of healthy lifestyles, the detection of risk factors and the development of vaccination programs. At the same time, the criteria and working tools to perform these functions are continually being updated, forcing nurses to seek the latest scientific information in this field. In this context emerges this program where, through 3 academic modules, nurses will be able to develop a first level training on management strategies, community intervention methodologies and the implementation of preventive actions focused on specific communities. All this through the best 100% online learning methodology.





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*Thanks to this Postgraduate Diploma you will delve in a 100% online way in different preventive actions that a nurse can use to promote healthy lifestyles in communities”*

In recent years, the field of disease prevention has undergone a significant change of approach. Today, primary health care services do not perform a purely welfare or curative exercise. Instead, they strive to investigate, identify and address risk factors before they appear in communities. Nursing has broadened its scope by becoming actively involved in this paradigm shift. Professionals in this field must be increasingly prepared to become involved in activities such as the promotion of healthy lifestyles, screening and early detection of pathologies, as well as the implementation of vaccination and chronic disease monitoring programs.

In addition, emphasis has been placed on the importance of active patient participation in decision making related to their health. These innovative trends have allowed for a more proactive approach. TECH's Postgraduate Diploma in Preventive Nursing in Primary Care precisely fits this context. The program provides nurses with the necessary tools to apply the latest and most effective prevention strategies in their daily practice. At the same time, other relevant topics such as vaccination strategies and health risk management are discussed in depth.

These contents will be approached from an intensive syllabus composed of 3 academic modules. In each of them, students will review complex concepts through the *Relearning* methodology, achieving through repetition a global mastery of their most advanced theoretical and practical applications. This program will not be subject to rigid schedules or continuous evaluation chronograms. This is another opportunity to encourage students to self-manage their academic progress. Thus, to access TECH's 100% online Virtual Classroom, you will only need a device connected to the Internet and to study its didactic materials at any time and place.

This **Postgraduate Diploma in Preventive Nursing in Primary Care** 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 Primary Care Nursing
- ♦ Graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions for experts, discussion forums on controversial issues and individual reflection work
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Get updated on the most advanced preventive mental health activities that a nursing professional must integrate in the development of Primary Care health services”*

“

*You will examine, through this syllabus, the most widespread vaccination schedules and criteria that will optimize your professional practice as a nurse”*

The program's teaching staff includes professionals from sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professionals with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.

*Delve into the theoretical framework of Salutogenesis and health assets through this comprehensive TECH syllabus.*

*TECH's 100% online methodology based on Relearning will allow you to develop practical competencies in Preventive Nursing in Primary Care with total guarantees of success.*



# 02 Objectives

This program is a unique opportunity to enhance nurses' advanced professional practice. Through its holistic approach, students will acquire the knowledge and skills necessary to address today's challenges in primary health care. The study process is based on a comprehensive and structured syllabus, ranging from planning and management of healthcare systems to health promotion and disease prevention. Through a practical and applied approach, students will develop fundamental competencies to provide quality care and contribute to the well-being of the communities in their care.





“

*Join this program immediately and you will have at your fingertips an unparalleled opportunity to expand your competencies in Preventive Nursing”*



## General Objectives

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- ◆ Develop knowledge about the aspects of care in Primary Care, both for individuals, families and groups and the interactions that occur between them
- ◆ Broaden the professional domains of Primary Care Nursing and acquire knowledge for greater visibility, prestige, and a higher level of job autonomy
- ◆ Actively participate in the community in terms of community health programs
- ◆ Keep abreast of advanced practice trends in primary care nursing
- ◆ Promote best practices, based on scientific evidence, in response to advances in treatment research and technology





## Specific Objectives

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### Module 1. Planning, organization and management of Health Systems in Primary Care

- ◆ Delve into the structures of the Health System
- ◆ Differentiate the organizational models of PC teams
- ◆ Systematize knowledge on coordination and dynamization of team activities
- ◆ Incorporate the concept of quality, continuous quality improvement and the different components that integrate it into the professional practice of the nurses
- ◆ Participate in the design and elaboration of a clinical practice guide
- ◆ Discover the particularities of the European Model of Excellence
- ◆ Evaluate the use of adverse event reporting systems for drugs and other medical devices
- ◆ Assess the use of the Modal Failure and Error Analysis (FMEA) methodology for the analysis of safety problems

### Module 2. Community health. Health promotion

- ◆ Develop knowledge and skills in the use of tools for health promotion
- ◆ Manage the different approaches to work in health promotion and community health, from the action from the health center
- ◆ Record and interpret community responses to health problems
- ◆ Detect the factors that affect health at the community level
- ◆ Promote the development of health promotion research, identifying the needs for community education on these issues
- ◆ Promote the development of health plans and programs in health promotion and health education Identify and record community resources to meet health needs

### Module 3. Disease Prevention

- ◆ Address accident protection measures, promoting personal autonomy and preventing dependency
- ◆ Describe the complications derived from an altered health situation
- ◆ Distinguish the existence of risk factors for health, with special attention to lifestyles and specific problems prevalent in the community
- ◆ Assess the quality of life of people taking into account the biological, psychological and social spheres



*Get up to date on the most updated criteria to assess the quality of life of people in the community setting and improve your professional practice as a Primary Care Nurse through them"*

# 03

# Course Management

The teachers of this program have advanced skills in the field of Preventive Nursing in Primary Care. These skills have enabled them to achieve significant results in the management and planning of health services and, at the same time, in the development of community health promotion initiatives. Through their theoretical and practical knowledge, nurses will develop competencies of excellence, based on the latest scientific evidence, which they will be able to apply in the most diverse professional contexts.



“

*The professors of this program are up to date on trends in the development of health education plans focused on communities”*

## Management



### **Dr. Sánchez Castro, Juan José Augusto**

- Head of Primary Care Service at A Estrada Health Center
- Specialist in Family and Community Medicine in the Galician Health Service
- Executive Director of Infomercados Financial Services
- Master's Degree in Business Valuation from Center for Financial Studies (CEF)
- Diploma in Health by the Ministry of Health and Consumption
- Degree in Medicine and Surgery from the University of Santiago de Compostela



## Professors

### Ms. Matalobos Luis, María Teresa

- ♦ Primary Care Nurse Specialist
- ♦ Coordinator of Service at A Estrada Health Center
- ♦ Grade in Nursing from the University of Santiago de Compostela

### Ms. Martín Ventoso, Carlota

- ♦ Primary Care Nurse Specialist
- ♦ Nurse in Galician Health Service
- ♦ Graduate in Nursing from University School of Nursing of Lugo

### Ms. López García, Salomé

- ♦ Nurse in the Catalan Health Service
- ♦ Graduate in Nursing from the University of Santiago de Compostela

### Ms. Cobas Couto, Elvira

- ♦ Community Care Nurse Specialist
- ♦ Entrepreneurship consultant and coach
- ♦ Lecturer at the University of A Coruña
- ♦ Professional Master's Degree in Community Nursing from the University of A Coruña
- ♦ Professional Master's Degree in Research Methods in Health Sciences, University of Alcalá
- ♦ Degree in Nursing from the José Timoteo Montalvao Machado de Chaves School of Nursing

**Mr. Negreira Rodríguez, Samuel**

- ◆ Occupational Nurse at Previlabor
- ◆ Company Nurse at NEXGRUP S.A
- ◆ Nurse Assistant at Surgical Hospital Model of A Coruña
- ◆ Nurse Assistant at CUF Infante Santo Hospital of Lisboa
- ◆ Nurse Assistant at the Arquitecto Marcide Hospital Complex
- ◆ Master's Degree in Occupational Risk Prevention from the University of A Coruña
- ◆ Specialization in Occupational Safety, Hygiene, Ergonomics and Applied Psychosociology, European University Miguel de Cervantes
- ◆ Expert in management of technical guides of the "Healthy Company" and "Prevention Management OHSAS 18001" seals
- ◆ Degree in Nursing in A Coruña University

**Ms. Doval Cajaraville, Patricia**

- ◆ Work Nurse at Ibersys Seguridad y Salud S.L
- ◆ Master's Degree in Occupational Risk Prevention from the Oberta de Vitoria University
- ◆ Grade in Nursing from the University of Santiago de Compostela

**Dr. Neira Varela, Noemi**

- ◆ Nurse in the Galician Health Service
- ◆ Master's Degree in Oncology Nursing in Barcelona
- ◆ Graduate in Nursing from Povisa University School





**Ms. González López, Claudia**

- ◆ Specialist Nurse in Mental Health
- ◆ Nurse in the Child Psychiatry Service of the CE Argüelles Hospital Jiménez Díaz Foundation
- ◆ FUDEN Inclusive Coordinator in the Research Department
- ◆ Teacher at University School of Nursing in Pontevedra
- ◆ Master in Health Care and Research at the University of A Coruña
- ◆ Diploma in Nursing from the University of Santiago de Compostela

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

# 04

## Structure and Content

The syllabus of this TECH University Expert consists of 3 academic modules where nurses will be able to address, firstly, the planning, organization and management of health systems. Next, they will analyze the characteristics of community health and the most advanced strategies for health promotion. Finally, they will examine the most up-to-date procedures in epidemiological surveillance and disease prevention. Through them, the program will enable students to develop a more complete and optimized praxis in Primary Care, relying on disruptive and original methodologies such as *Relearning*.



“

*This syllabus will be taught from a very complete virtual classroom where you will have at your disposal a variety of multimedia resources such as videos, infographics and interactive summaries"*

## Module 1. Planning, organization and management of Health Systems in Primary Care

- 1.1. Healthcare Systems
  - 1.1.1. Functions and components of Health Systems
  - 1.1.2. Type of Healthcare Systems
  - 1.1.3. Comparison of Health Systems
  - 1.1.4. Health Systems
  - 1.1.5. Challenges of the European Union in Health
  - 1.1.6. Health System Challenges
- 1.2. Primary Care Health
  - 1.2.1. Definition of Primary Health Care (PHC)
  - 1.2.2. Attributes of PHC
  - 1.2.3. Structure of PHC in the SNS
  - 1.2.4. Primary Care Team
  - 1.2.5. PHC service portfolio
- 1.3. Leadership and Management of Primary Care Team
  - 1.3.1. Primary Care Team
  - 1.3.2. Leadership and capacity for change
  - 1.3.3. How to build a cohesive team
  - 1.3.4. Group Management
- 1.4. New Process Management models
  - 1.4.1. Horizontal versus vertical management
  - 1.4.2. Characteristics of process management
  - 1.4.3. Types of Processes
  - 1.4.4. Process owners
  - 1.4.5. Cycle of continuous process improvement
- 1.5. Quality of Care
  - 1.5.1. Technical quality
  - 1.5.2. Quality of Service
  - 1.5.3. Quality of People
  - 1.5.4. Quality Management Systems

- 1.6. Quality from the patient's perspective
  - 1.6.1. From patient-centered care to person-centered care
  - 1.6.2. Outcome and experience measurement instruments: PREM, PROM
  - 1.6.3. How to identify and select the most appropriate measurement instruments
  - 1.6.4. Shared clinical decision
- 1.7. Patient Safety in Primary Care
  - 1.7.1. Key Concepts and Terminology
  - 1.7.2. Patient Safety in Primary Care
  - 1.7.3. Epidemiology of Adverse Events in Primary Care
  - 1.7.4. Theories and Models for Error Analysis
- 1.8. Clinical Management
  - 1.8.1. Fundamentals of clinical management in nursing
  - 1.8.2. Clinical Management Models and their application in Primary Care
  - 1.8.3. Leadership and management skills in Nursing
  - 1.8.4. Quality assessment and continuous improvement in Primary Care
- 1.9. Disruptive innovation and blue ocean strategies
  - 1.9.1. Theory of Blue Oceans and its application in Primary Care
  - 1.9.2. Disruptive innovation in Primary Care
  - 1.9.3. Design of a strategic innovative model for Primary Care
  - 1.9.4. New disruptive roles and competencies in Primary Care
- 1.10. Primary Care of the future
  - 1.10.1. From gateway to backbone
  - 1.10.2. Integrated local health micro-systems
  - 1.10.3. Pillars of a value-oriented Primary Care of the future
  - 1.10.4. New Technologies

## Module 2. Community health. Health promotion

- 2.1. Health and disease: concept
  - 2.1.1. Health demography. Demographic indicators and their usefulness for the work: birth rate, fertility, mortality, migrations, vegetative growth
  - 2.1.2. Elements of prioritization: magnitude, significance, vulnerability and cost
  - 2.1.3. Determinants of health, influence on individual and collective health, nursing actions
  - 2.1.4. Health Promotion: concept and evidence

- 2.2. Theoretical Framework Salutogenesis and Health Assets
    - 2.2.1. Personal, family and community health assets
    - 2.2.2. Analysis of the Salutogenic Model
    - 2.2.3. Sense of Coherence
    - 2.2.4. An asset-based model
  - 2.3. Asset mapping
    - 2.3.1. Theoretical mapping of health assets
    - 2.3.2. Design of intervention strategies based on the identified assets
    - 2.3.3. Analysis and selection of relevant assets in the community and in the primary health care setting
    - 2.3.4. Future trends and developments in the use of asset mapping in Primary Care Nursing
  - 2.4. Community health. Scope of action and functions
    - 2.4.1. Fields of Action
    - 2.4.2. Functions
    - 2.4.3. Roles and responsibilities of community health nursing in primary care
    - 2.4.4. Methods of health needs assessment in the community
  - 2.5. Health Promotion Strategy
    - 2.5.1. National health status profile
    - 2.5.2. Guiding Profiles
    - 2.5.3. Strategic Lines
    - 2.5.3. Main lines of action of the Strategy
    - 2.5.4. Interventions to select
    - 2.5.5. Evidence on health promotion
  - 2.6. Health organization and management at the local level
    - 2.6.1. Physical Activity
    - 2.6.2. Feeding
    - 2.6.3. Tobacco
    - 2.6.4. Oral health
  - 2.7. Community-oriented primary care
    - 2.7.1. Definition of community
    - 2.7.2. Health diagnosis
    - 2.7.3. Coordination between primary care and public health
    - 2.7.4. Primary Care in network
  - 2.8. Local health plans in a vertebrating Primary Health Care
    - 2.8.1. Conceptual framework
    - 2.8.2. Diagnosis of the Situation
    - 2.8.3. Strategic Plan
    - 2.8.4. Comprehensive Care
  - 2.9. Education for Health Citizen empowerment
    - 2.9.1. Principles and approaches to empowerment-centered health education
    - 2.9.2. Effective communication and teaching skills in Nursing for health education
    - 2.9.3. Citizen participation and informed decision making
    - 2.9.4. Design and development of educational materials to promote citizen empowerment
  - 2.10. Transforming society through salutogenic care
    - 2.10.1. Transforming society through salutogenic care
    - 2.10.2. Advanced Practice Nursing in Community Care
    - 2.10.3. Empowerment of People
    - 2.10.4. Holistic Approach of care
- ### Module 3. Disease Prevention
- 3.1. Disease Prevention
    - 3.1.1. Levels of Prevention
    - 3.1.2. Factors of Risk in the different Stages of Life
    - 3.1.3. Childhood
    - 3.1.4. Youth
  - 3.2. Preventive Activities in Childhood and Adolescence
    - 3.2.1. Breastfeeding in Primary Care
    - 3.2.2. Promotion of Physical Activity
    - 3.2.3. Prevention of traffic accident injuries
    - 3.2.4. Major Depression Screening
  - 3.3. Lifestyle Recommendations
    - 3.3.1. Tobacco
    - 3.3.2. Alcohol
    - 3.3.3. Feeding
    - 3.3.4. Physical Activity
    - 3.3.5. Traffic Accidents: Drugs and driving. Elderly people and driving

- 3.4. Cancer prevention recommendations
  - 3.4.1. Primary prevention
  - 3.4.2. Secondary prevention
  - 3.4.3. Early Detection
  - 3.4.4. Recommendations according to types of cancer
- 3.5. Prevention on Infectious Diseases
  - 3.5.1. General Recommendations
  - 3.5.2. General Rules for Administration
  - 3.5.3. Vaccination Calendar
  - 3.5.4. Women, childbearing age and pregnancy
  - 3.5.5. Vaccination in immunocompromised patients
  - 3.5.6. Vaccination in travelers
  - 3.5.7. MMR vaccination
  - 3.5.8. Varicella zoster vaccination
  - 3.5.9. Viral hepatitis vaccination
  - 3.5.10. Human Papillomavirus Vaccine
  - 3.5.11. DPT vaccination
  - 3.5.12. Influenza vaccination
  - 3.5.13. Pneumococcal vaccination
  - 3.5.14. Meningococcal vaccination
  - 3.5.15. COVID-19 vaccination
- 3.6. Cardiovascular preventive recommendations
  - 3.6.1. Epidemiological review
  - 3.6.2. Cardiovascular Risk Tables
  - 3.6.3. Cardiovascular Risk Factors
  - 3.6.4. Healthy diet
- 3.7. Preventive activities in women
  - 3.7.1. Pregnancy
  - 3.7.2. Contraception
  - 3.7.3. Menopause
  - 3.7.4. Breast cancer prevention



- 3.8. Preventive activities in mental health
  - 3.8.1. Care of women and children during pregnancy
  - 3.8.2. Care of women and children during the postpartum period
  - 3.8.3. Prevention of mental health problems of adolescent pregnancy
  - 3.8.4. Risk factors for family dysfunction and psychopathology in situations of single parenthood
  - 3.8.5. School delay
  - 3.8.6. Disorders in Language Development
  - 3.8.7. Prevention of child abuse
  - 3.8.8. Early diagnosis of depression and anxiety disorders
- 3.9. Preventive activities in the elderly
  - 3.9.1. Walking aids
  - 3.9.2. Malnutrition
  - 3.9.3. Detection and management of the frail elderly person in primary care
  - 3.9.4. Cognitive impairment and dementia
- 3.10. Prevention of occupational hazards in nursing
  - 3.10.1. Identification and evaluation of specific occupational hazards in Primary Care Nursing
  - 3.10.2. Biological risk prevention and control measures in nursing practice
  - 3.10.3. Ergonomics and prevention of musculoskeletal injuries in nursing work
  - 3.10.4. Prevention of risks related to the handling of loads and mobilization of patients

“ A 100% online program, without fixed schedules, so that you can access the study materials freely, 24 hours a day”

# 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.





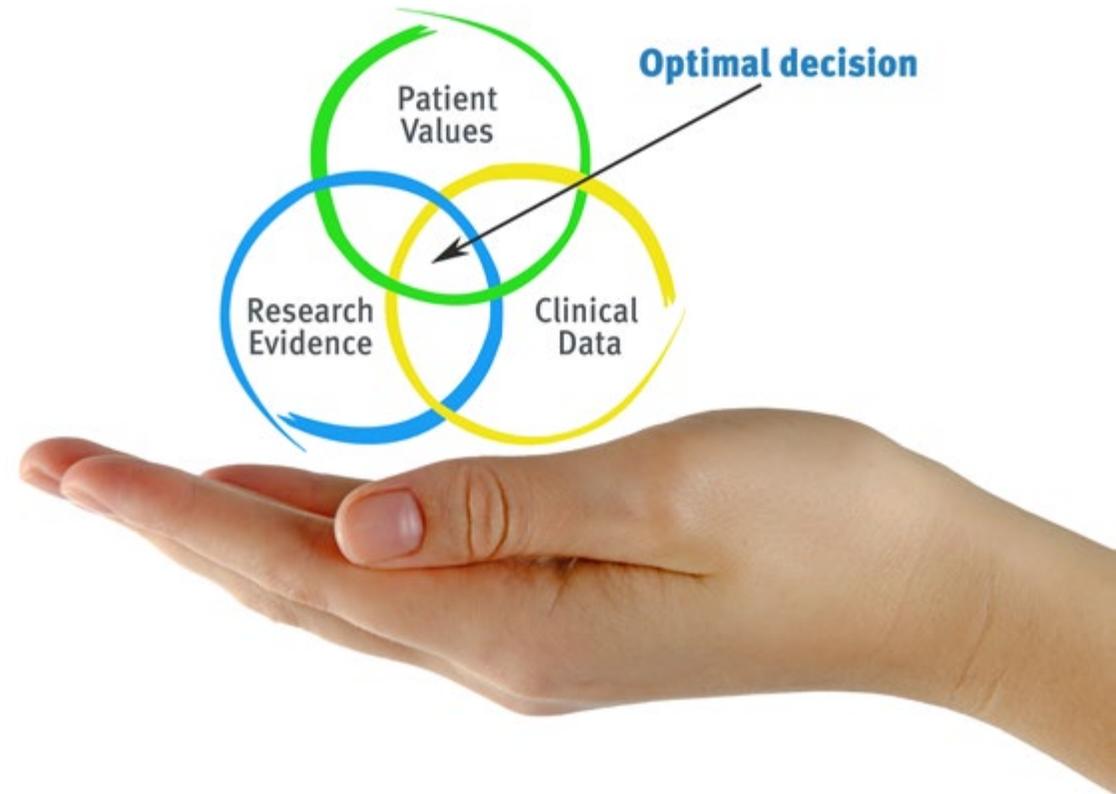
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## 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. 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, 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

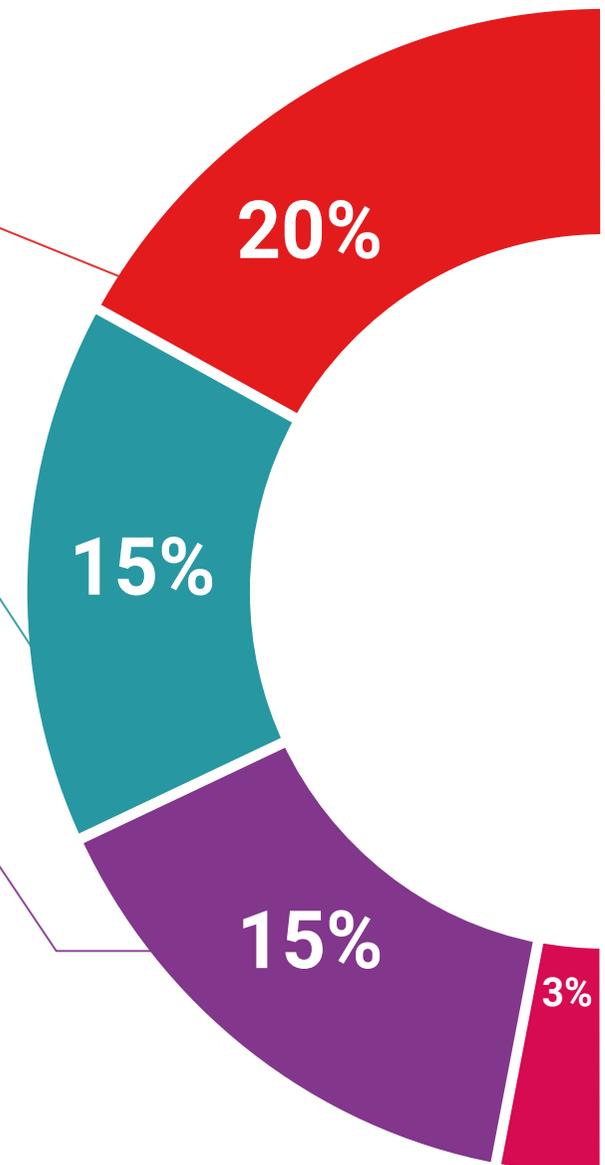
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

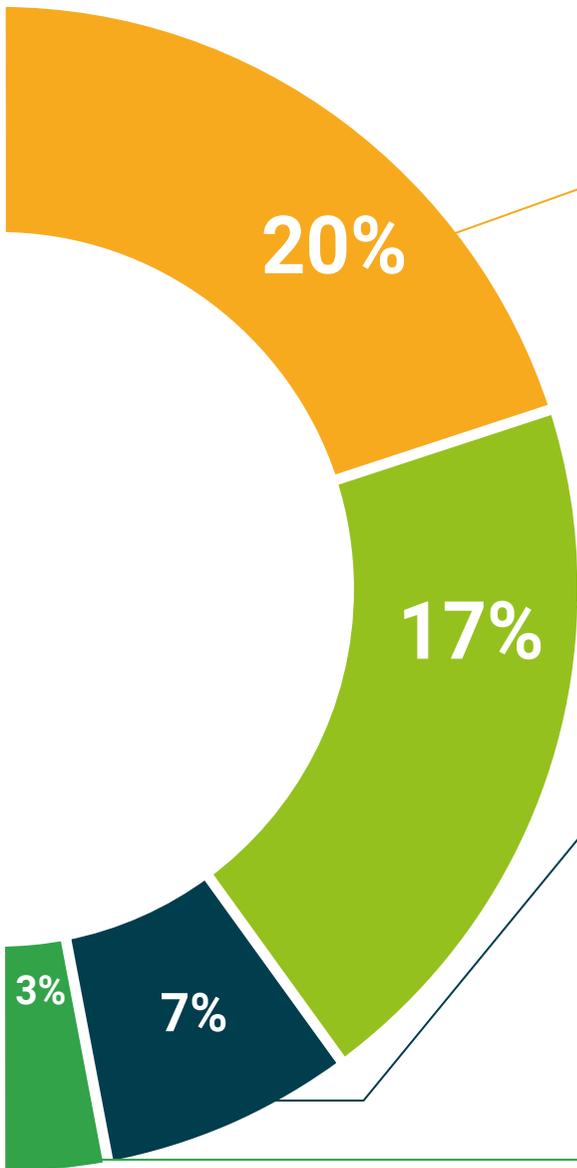
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### 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.





#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



#### Classes

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

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

# Certificate

The Postgraduate Diploma in Preventive Nursing in Primary Care 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 program will allow you to obtain your **Postgraduate Diploma in Preventive Nursing in Primary Care** 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.

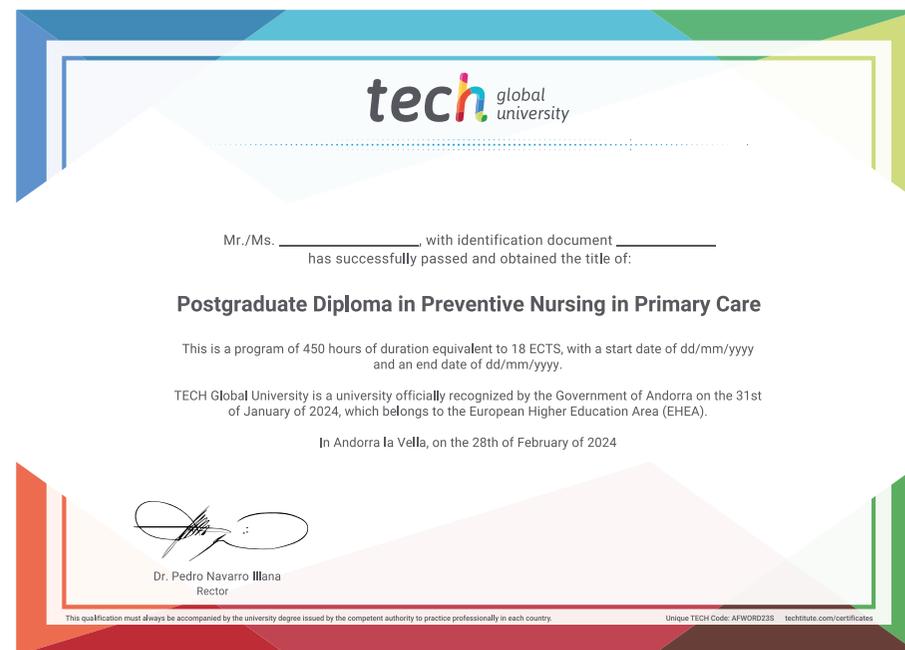
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Preventive Nursing in Primary Care**

Modality: **online**

Duration: **6 months**

Credits: **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 language  
virtual classroom



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