

# Postgraduate Diploma

## Physiology of Pregnancy and Childbirth for Midwives





## Postgraduate Diploma Physiology of Pregnancy and Childbirth for Midwives

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

Website: [www.techtitute.com/in/nursing/postgraduate-diploma/postgraduate-diploma-physiology-pregnancy-childbirth-midwives](http://www.techtitute.com/in/nursing/postgraduate-diploma/postgraduate-diploma-physiology-pregnancy-childbirth-midwives)

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# 01

# Introduction

The Spanish Society of Gynecology and Obstetrics (SEGO) considers that the birth of a healthy child is not, although it may seem so, a casual event. It is the result of a great deal of care and attention given with generosity and professionalism by different professional categories. It also considers that delivery care should be based on the principles of humanization, fetal control and pain relief. For this reason, it is also believed that the protocols for assistance during dilatation and delivery must prioritize the safety and health of both the mother and the newborn.







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*This Postgraduate Diploma in Physiology of Pregnancy and Childbirth for Midwives contains the most complete and up-to-date scientific program on the market”*

Midwives work in the care and attention of the pregnant woman ensuring basic care such as hygiene, comfort, psychological support and nutritional care, basic principles to ensure effective care. Thanks to the evolution of low-intervention childbirth proposed by the Ministry of Health and Social Policy, the different health professionals who work with the pregnant woman must provide adequate and effective care. They must reduce unnecessary interventions to a minimum, ensuring the privacy of the pregnant woman as well as favouring the care of the newborn, such as cleaning, placing identification bracelets and keeping them in close contact with the mother, favouring the maternal-filial bond.

Midwives play an essential role in the evolution of the pregnant woman, the postpartum mother and her newborn. They are professionals who are directly dedicated to the care of women, with the knowledge that allows them to achieve care in favor of the recommendations on normal childbirth, as well as the latest standards developed in the Clinical Guide for Normal Childbirth published by the Ministry of Health and Social Policy.

This line of thought and action coincides with a strong change that has to take place in the relationship between health teams and the female patient, to move from a technical relationship to one in which the bioethical principle of autonomy and attention to the integrity of the person involved is prioritised. The aim is to comprehensively address the process that women face during childbirth and thus improve health outcomes for them and their babies.

The general aim of this training program is to update the knowledge and skills of midwives so they can address the health needs of women and their future children with scientific rigor and maximum level of professionalism. This training was created in response to multiple needs in the hospital environment for all professionals, both for those recently incorporated and those who have been providing their professional services for some time and who require constant up-to-date training in this very specific area of practice.

This **Postgraduate Diploma in Physiology of Pregnancy and Childbirth for Midwives** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ♦ Clinical cases presented by experts in the different areas of multidisciplinary knowledge. The graphic, schematic and eminently practical contents of which they are composed provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Latest information on Physiology of Pregnancy and Childbirth.
- ♦ Algorithm-based interactive learning system for decision-making in the presented clinical situations
- ♦ With special emphasis on evidence-based nursing and research methodologies in home care during pregnancy and childbirth for midwives
- ♦ All this will be complemented with theoretical lessons, questions to the expert, discussion forums on controversial topics and individual reflection papers
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Improve your skills in the approach to Physiology of Pregnancy and Childbirth for Midwives through this program"*

“

*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 of Physiology of Pregnancy and Childbirth, you will obtain a qualification from TECH Technological University”*

Forming part of the teaching staff is a group of professionals from the field of Obstetrics and Gynecology who bring to this training their work experience, as well as a group of renowned specialists, recognized by esteemed scientific communities.

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.

This program is designed around Problem Based Learning, whereby the student must try to solve the different professional practice situations that arise during 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 Obstetrics and Gynecologic Health with extensive teaching experience.

*Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma in Physiology of Pregnancy and Childbirth for Midwives.*

*Don't miss the opportunity to update your knowledge of Physiology of Pregnancy and Childbirth to improve patient care.*



# 02 Objectives

The principal objective of the program is the development of both theoretical and practical learning, so that the nurse can master, in a practical and rigorous way, the study of Physiology of Pregnancy and Childbirth.





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



## General Objectives

- Acquire knowledge in the specifics of obstetric care
- Promote work strategies based on a comprehensive approach to the patient as a standard model for achieving excellent care
- Favor the acquisition of technical skills and abilities, through a powerful audiovisual system and the possibility of development through specific training
- Encourage professional stimulation through continued specialization and research





## Specific Objectives

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- ♦ Involve the woman in decision-making throughout the process
- ♦ Facilitate the access of the accompanying person at all times
- ♦ Compliance with Decree 101/95, which determines the rights of parents and children in the healthcare environment during the birth process
- ♦ Favouring a climate of trust, security, and intimacy, respecting the privacy, dignity and confidentiality of women
- ♦ Detect possible anomalies during the course of pregnancy or during the labor and delivery process
- ♦ Establish the controls, revisions, complementary tests and pertinent recommendations for women during pregnancy
- ♦ Carry out educational counseling and health promotion both for the pregnant woman as well as for her environment with the aim of guaranteeing her health and the health of her future child



*Make the most of the opportunity and take the step to get up-to-date on the latest developments in the care of women during pregnancy and childbirth”*



03

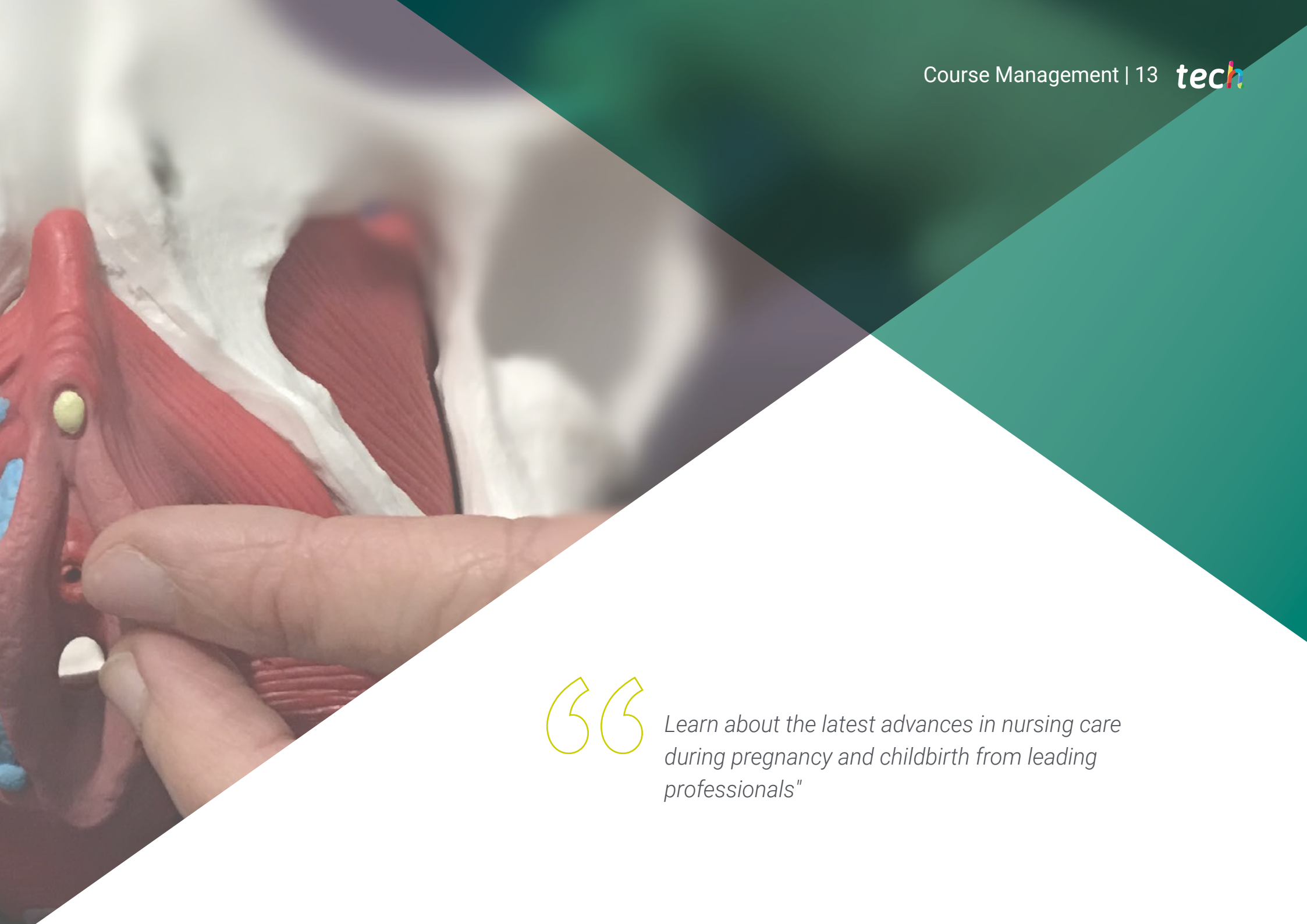
# Course Management

This program includes highly regarded health professionals in the field of obstetrics and gynecology in its teaching staff, who bring the experience of their work to this training.

In addition, renowned specialists, members of prestigious national and international scientific communities, are involved in designing and preparing the program.







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*Learn about the latest advances in nursing care during pregnancy and childbirth from leading professionals”*

## Management



### Dr. Rodríguez Díaz, Luciano

- ◆ Midwife Bellvitge University Hospital
- ◆ Lecturer at the University Centre of Nursing of Ronda
- ◆ Lecturer in the Ceuta Midwifery Teaching Unit
- ◆ SEEUE obstetric-gynecologic emergencies group member
- ◆ Responsible for Perinatal Health: Reproductive Sexual Health and Normal Childbirth of Ingesa
- ◆ Member of the Clinical Commission for Research and Continuing Education of the University Hospital of Ceuta
- ◆ Full member of the Institute of Ceuta Studies.
- ◆ Member of the Editorial Board of the European Journal of Health Research
- ◆ PhD from the University of Granad



### Dr. Vázquez Lara, Juana María

- ◆ Nurse of the 061 of Ceuta
- ◆ Midwife in the Ceuta Health Area
- ◆ Head of Studies of the Ceuta Midwifery Teaching Unit
- ◆ Professor of the Ceuta Midwifery Teaching Unit
- ◆ Coordinator of SEEUE obstetric-gynecologic emergencies group
- ◆ PhD from the University of Granada

## Professors

### **Andrés Núñez, Carmen Patricia**

- ♦ Specialist in Obstetrics and Gynecology at the University Hospital of Ceuta.

### **Carrasco Racero, María Mercedes**

- ♦ Nurse and Internship Coordinator at the University Center of Ronda.

### **De Dios Pérez, María Isabel**

- ♦ Midwife at the Zaragoza University Hospital

### **Díaz Lozano, Paula**

- ♦ Midwife at the Ceuta University Hospital

### **Gilart Cantizano, Patricia**

- ♦ Specialized Care Midwife at Campo de Gibraltar and Quirón Campo de Gibraltar Hospital

### **Llinás Prieto, Lucía**

- ♦ Nurse in Specialized Care Cadiz

### **Márquez Díaz, Antonio**

- ♦ Midwife at the Costa del Sol Hospital in Marbella and Quirón Campo de Gibraltar Hospital

### **Mérida Téllez, Juanma**

- ♦ Midwife Costa del Sol de Marbella Hospital

### **Mérida Yáñez, Beatriz**

- ♦ Dr. Primary Care Midwife in Extremadura

### **Muñoz Vela, Francisco Javier**

- ♦ Midwife in Specialized Care at the Maternal-Children's Hospital of Malaga

### **Palomo Gómez, Rocío**

- ♦ Ceuta Specialized Care Midwife

### **Revidiego Pérez, María Dolores**

- ♦ Specialized Care Midwife at Campo de Gibraltar and Quirón Campo de Gibraltar Hospital

### **Rivero Gutiérrez, Carmen**

- ♦ Ceuta Specialized Care Midwife

### **Rodríguez Díaz, David**

- ♦ Nurse at Nuestra Señora de Candelaria University Hospital

### **Vázquez Lara, Francisco José**

- ♦ Degree in Biological Sciences

### **Vázquez Lara, María Dolores**

- ♦ Campo de Gibraltar Primary Care Nurse

04

# Structure and Content

The structure of the contents has been designed by a team of professionals who are aware of the implications of specialist training in daily midwifery practice and who are aware of the current relevance of training to be able to deal with pregnant patients and are committed to quality teaching through new educational technologies.





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*This Postgraduate Diploma in Physiology of Pregnancy and Childbirth for Midwives contains the most complete and up-to-date scientific program on the market”*

## Module 1. Pregnancy

- 1.1. Duration of Pregnancy Nomenclature
- 1.2. Anatomic-Physiological Modifications
  - 1.2.1. Cardiovascular and Cardiac Changes
    - 1.2.1.1. Cardiac Changes
    - 1.2.1.2. Hematological Changes
    - 1.2.1.3. Vascular Changes
  - 1.2.2. Respiratory Changes
    - 1.2.2.1. Anatomical Changes
    - 1.2.2.2. Functional Changes
  - 1.2.3. Renal and Urinary Changes
    - 1.2.3.1. Anatomical Modifications
    - 1.2.3.2. Functional Modifications
  - 1.2.4. Metabolic Changes
    - 1.2.4.1. Weight Gain
    - 1.2.4.2. Basal Metabolism
    - 1.2.4.3. Carbohydrate Metabolism
    - 1.2.4.4. Lipid Metabolism
    - 1.2.4.5. Protein Metabolism
    - 1.2.4.6. Acid-Base Balance
    - 1.2.4.7. Water Metabolism
    - 1.2.4.8. Minerals and Vitamins
  - 1.2.5. Genital and Mammary Changes
    - 1.2.5.1. External Genitalia
    - 1.2.5.2. Internal Genitalia
    - 1.2.5.3. Breast Changes



- 1.2.6. Endocrine Changes
  - 1.2.6.1. Constitution of the Fetoplacental Unit
  - 1.2.6.2. Pituitary
  - 1.2.6.3. Thyroid
  - 1.2.6.4. Parathyroid
  - 1.2.6.5. Pancreas
  - 1.2.6.6. Adrenal Gland
- 1.2.7. Skin and Eye Changes
  - 1.2.7.1. Vascular Changes
  - 1.2.7.2. Pigmentation Changes
  - 1.2.7.3. Tegumentary System
  - 1.2.7.4. Eye Changes
- 1.2.8. Gastrointestinal Changes
  - 1.2.8.1. Mouth
  - 1.2.8.2. Esophagus and Stomach
  - 1.2.8.3. Intestine
  - 1.2.8.4. Liver
  - 1.2.8.5. Gallbladder
- 1.2.9. Musculoskeletal Changes
  - 1.2.9.1. Change of the Center of Gravity
  - 1.2.9.2. Pelvis
  - 1.2.9.3. Musculoskeletal Alterations
- 1.3. Diagnosis of pregnancy for midwives.
  - 1.3.1. Diagnosis of Pregnancy
  - 1.3.2. Biochemical Tests
    - 1.3.2.1. Biological Tests
    - 1.3.2.2. Immunological Tests
  - 1.3.3. Ultrasound
  - 1.3.4. Signs and Symptoms
    - 1.3.4.1. Signs
    - 1.3.4.2. Symptoms
- 1.4. Prenatal Care Midwife's Program of Gestational Control
  - 1.4.1. Prenatal Care
  - 1.4.2. Pregnancy Control Program
    - 1.4.2.1. First Pregnancy Check-up Visit (< 10 weeks).
    - 1.4.2.2. Successive Prenatal Visits
  - 1.4.3. Perinatal Risk Assessment
  - 1.4.4. Prenatal Control Protocols
    - 1.4.4.1. Definition
    - 1.4.4.2. Objectives
    - 1.4.4.3. Personnel Involved
    - 1.4.4.4. Process
- 1.5. Prenatal Diagnosis
  - 1.5.1. Non-Invasive Techniques
  - 1.5.2. Invasive Techniques
  - 1.5.3. Counseling of the Couple in Prenatal Diagnosis
    - 1.5.3.1. Definition
    - 1.5.3.2. General Objectives
    - 1.5.3.3. Specific Objectives
    - 1.5.3.4. Targeted Population
    - 1.5.3.5. Description of the Process
- 1.6. Health Education of the Midwife to the Pregnant Woman.
  - 1.6.1. Health Education for the Pregnant Woman
  - 1.6.2. Healthy Habits
    - 1.6.2.1. Food
    - 1.6.2.2. Consumption of Harmful Substances
    - 1.6.2.3. In Work
    - 1.6.2.4. Sports
    - 1.6.2.5. Travel
    - 1.6.2.6. Hygiene, Clothing and Footwear
    - 1.6.2.7. Violence in Pregnancy
  - 1.6.3. Sexuality

- 1.6.4. Common Discomforts During Pregnancy
  - 1.6.4.1. Cardiovascular
  - 1.6.4.2. Dermatological
  - 1.6.4.3. Digestive
  - 1.6.4.4. Locomotor
  - 1.6.4.5. Respiratory
  - 1.6.4.6. Genitourinary
- 1.6.5. Alarm Signs
- 1.6.6. Promotion of Breastfeeding
- 1.6.7. Birth Plan
- 1.7. Nutrition of the Pregnant Woman
  - 1.7.1. Evaluation of the Diet
    - 1.7.1.1. Energy Requirements
    - 1.7.1.2. Food Selection
    - 1.7.1.3. Supplements During Pregnancy
    - 1.7.1.4. Weight Gain
  - 1.7.2. Special Situations
    - 1.7.2.1. Pharmacological Treatment
    - 1.7.2.2. Vegetarians
  - 1.7.3. Dietary Counseling During Pregnancy
- 1.8. Pharmaceuticals in Pregnancy
  - 1.8.1. Pharmaceuticals in Pregnancy
  - 1.8.2. Pharmacology in Pregnancy
  - 1.8.3. Mechanisms of Action in the Mother and Fetus
    - 2.8.3.1. Mother
    - 2.8.3.2. Placenta
    - 2.8.3.3. Fetus
  - 1.8.4. Use and Management of Pharmaceuticals in Pregnancy
  - 1.8.5. Indications, Pharmaceutical Interaction, and Dosage
    - 1.8.5.1. Anti-inflammatory, Analgesic, and Antipyretic Medications
    - 1.8.5.2. Gastroesophageal Reflux Prophylactics and Antiulcer Medications
    - 1.8.5.3. Anticoagulants
    - 1.8.5.4. Laxatives
    - 1.8.5.5. E Vitamins
    - 1.8.5.6. Antianemic Medications
    - 1.8.5.7. Antiarrhythmics
    - 1.8.5.8. Antihypertensives
    - 1.8.5.9. Hormones
    - 1.8.5.10. Oral Contraceptives
    - 1.8.5.11. Oral Antidiabetics
    - 1.8.5.12. Corticosteroids
    - 1.8.5.13. Dermatological Treatments
    - 1.8.5.14. Antiviral Treatments
    - 1.8.5.15. Trichomonocides
    - 1.8.5.16. Antibiotics
    - 1.8.5.17. Antiasthmatics
    - 1.8.5.18. Antitussives
    - 1.8.5.19. Rhinologicals
    - 1.8.5.20. Antihistamines
    - 1.8.5.21. Antiepileptics
    - 1.8.5.22. Antidepressants
    - 1.8.5.23. Antipsychotics
  - 1.8.6. Annex FDA Classification of the Different Groups of Medications
- 1.9. Psychosocial Aspects of Pregnancy
  - 1.9.1. Psychosocial Aspects of Pregnancy
  - 1.9.2. Cultural and Religious Influences
  - 1.9.3. The Meaning and Impact of Pregnancy on the Couple and on the Family and Social Environment



- 1.9.4. Psychological Changes in Pregnancy
  - 1.9.4.1. First Trimester
  - 1.9.4.2. Second Trimester
  - 1.9.4.3. Third Trimester
- 1.9.5. Bonding

## Module 2. Labor

- 2.1. Physiology of Uterine Contraction Uterine Activity
  - 2.1.1. Basic Physiological Aspects of Uterine Contraction
  - 2.1.2. Basic Biochemistry of Uterine Contraction
  - 2.1.3. Uterine Activity Brief Historical Review
  - 2.1.4. Components of Uterine Activity
  - 2.1.5. Abdominal Muscles
  - 2.1.6. Causes of Onset of Labor
- 2.2. Factors Involved in Labor
  - 2.2.1. The Fetus Fetal Head
  - 2.2.2. Fetal Statics
  - 2.2.3. Leopold's Maneuvers
  - 2.2.4. Obstetric Nomenclature determined by Fetal Statics
  - 2.2.5. Diagnosis by Vaginal Examination
  - 2.2.6. Birth Canal
  - 2.2.7. Pelvic Axis
  - 2.2.8. Hodge Planes
  - 2.2.9. Soft Birth Canal
  - 2.2.10. Motor of Labor
- 2.3. Assessment of Fetal Well-being
  - 2.3.1. Evaluation of Fetal Activity
  - 2.3.2. Non-stress test (NST)
  - 2.3.3. Stress Test or Contraction Tolerance Test
  - 2.3.4. Biophysical Profile
- 2.3.5. Amnioscopy
- 2.3.6. Ultrasound Doppler Study
- 2.3.7. Bioelectronic Monitoring in Labor
- 2.3.8. Fetal Heart Rate Monitoring
- 2.3.9. Fetal Heart Rate Parameters
- 2.3.10. Biochemical Monitoring
- 2.4. Onset of Labor and Periods of Labor
  - 2.4.1. Onset of Labor Prodromes of Labor
  - 2.4.2. Dilatation Period
  - 2.4.3. Expulsion Period
  - 2.4.4. Delivery Period
- 2.5. Delivery Mechanism in Vertex Presentation
  - 2.5.1. Accommodation and Wedging in the Upper Strait
  - 2.5.2. Descent and Intrapelvic Rotation
  - 2.5.3. Flexion
  - 2.5.4. Detachment
  - 2.5.5. External Rotation and Delivery of the Shoulders
- 2.6. Pharmacology in Childbirth
  - 2.6.1. Pharmacokinetic Principles
  - 2.6.2. Mechanisms of Action between Mother and Fetus
  - 2.6.3. Use and Management of Pharmaceuticals in Childbirth



*A unique, key and decisive specialization 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. 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 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 specialties regardless of from the 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 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 (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 & Retesting

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 Physiology of Pregnancy and Childbirth for Midwives guarantees, in addition to the most rigorous and updated specialization, access to qualification issued by TECH Technological University.



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*Successfully complete this specialization and receive your university qualification without travel or laborious paperwork”*

This **Postgraduate Diploma in Physiology of Pregnancy and Childbirth for Midwives** 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 Physiology of Pregnancy and Childbirth for Midwives**

ECTS: **19**

Official Number of Hours: **475 hours**.



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





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