

Postgraduate Diploma

Care of the Healthy
Neonate and Neonate
at Risk for Midwives





Postgraduate Diploma Care of the Healthy Neonate and Neonate at Risk for Midwives

- » 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-care-healthy-neonate-neonate-risk-midwives

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 22

06

Certificate

p. 30

01

Introduction

The mother child binomial is fundamental in the development of postpartum care, so the midwife must have a thorough knowledge of the most important aspects of newborn care.



“

If you want to be the best in your profession, you can't stop training. Here we offer you the most complete Postgraduate Diploma in Care of the Healthy Newborn and Neonate at Risk for Midwives"

It is essential that the midwife knows the characteristics of the healthy newborn, as well as all the physiological changes and adaptations that occur in the first hours and days after birth.

The early detection of risk situations in the adaptation of the newborn to extrauterine life, carrying out diagnostic, control, referral and follow up activities, is very important. For this reason, taking the appropriate emergency measures is one of the main training axes for midwives.

On the other hand, breastfeeding is inherent and inseparable from the puerperium stage. The midwife who carries out their work of care, promotion and prevention, both in hospital care and in primary care, must be updated in all those issues related to breastfeeding to guide the mother from the first latch in the delivery room.

Thanks to this Postgraduate Diploma, the midwife will also delve into the study of situations that deviate from normality in relation to the newborn and the frequent problems that can arise with breastfeeding. It is important that, although the competence of the midwife is the healthy child, the delay in the age of the pregnant woman, assisted reproduction techniques and poor health behaviors lead to an increase in fetal and maternal pathology, health professionals can expand their field of knowledge in order to prevent certain problems.

Hence, this training becomes essential for any health care provider who is involved in working with both mother and baby during the postpartum period.

This **Postgraduate Diploma in Care of the Healthy Neonate and Neonate at Risk for Midwives** 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 neonatal care
- ♦ The graphic, schematic, and eminently practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ New developments in the care of healthy newborns and at risk newborns
- ♦ Practical exercises where self assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies in neonatal care
- ♦ 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



Don't miss the opportunity to study at TECH Global University"



This Postgraduate Diploma is the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Care of the Healthy Neonate and Neonate at Risk for Midwives, you will obtain a degree from TECH Global University"

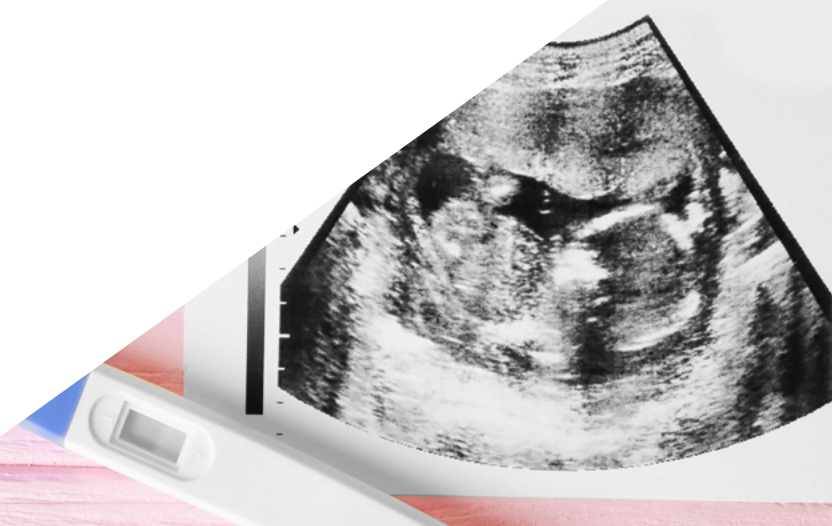
The teaching staff includes professionals from the field Puerperium, who bring their experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

Its Multimedia Content, elaborated with the latest Educational Technology, will allow the Professional a situated and contextual learning, that is to say, a Simulated Environment that will provide an immersive specialization programmed to train in real situations.

This program is designed around Problem Based Learning, whereby the specialist must try to solve the different professional practice situations that arise during the academic year. For this, the professional will be assisted by an innovative system of interactive videos made by recognized experts, with great experience in Care of the Healthy Neonate and Neonate at Risk for Midwives.

We offer you the best teaching methodology and the latest educational technology so that you can expand your learning without complications.

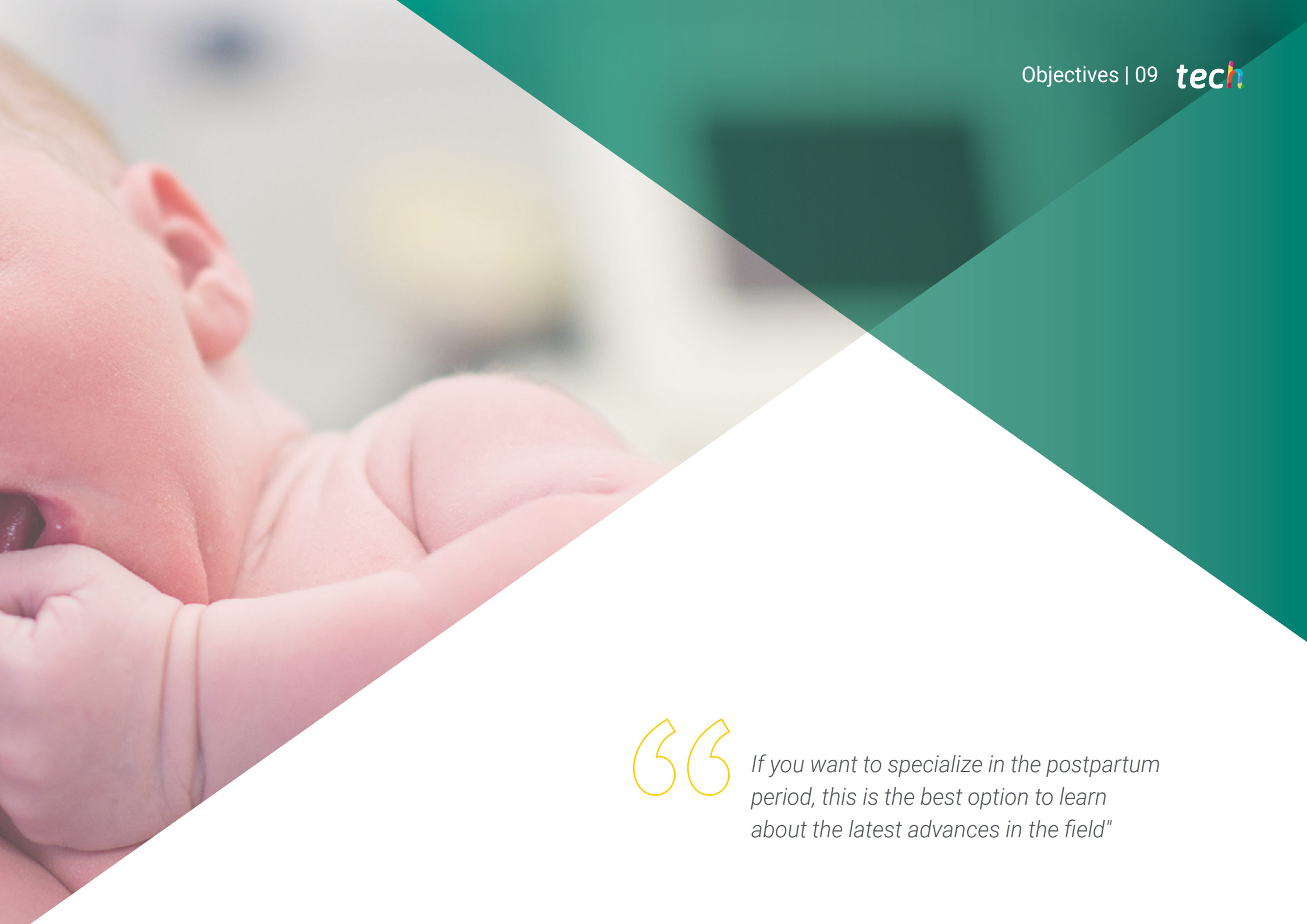
Combine your studies with your professional work while increasing your knowledge in the field of puerperium thanks to this 100% online Postgraduate Diploma.



02 Objectives

This Postgraduate Diploma in Care of the Healthy Newborn and Neonate at Risk for Midwives is oriented to train midwives for their daily work in the postpartum period.





“

If you want to specialize in the postpartum period, this is the best option to learn about the latest advances in the field"



General Objectives

- ♦ Update and expand the midwife's knowledge in the field of postpartum care in the hospital, in the health center and at home
- ♦ Obtain an integrated vision of the care required by women and their children during the Puerperium
- ♦ Understand the puerperium phase from a global and biopsychosocial point of view
- ♦ Facilitate the performance of the midwife dedicated to the care of the woman and the newborn in the postpartum phase
- ♦ Help provide quality postpartum care based on scientific evidence
- ♦ Contribute to the midwife's decision making in situations that deviate from normality
- ♦ Have the tools to achieve a multidisciplinary management in the puerperium
- ♦ Acquire the professional competencies necessary to offer a quality and updated healthcare practice
- ♦ Apply the knowledge obtained to solve problems that may arise in health care practice



Specific Objectives

Module 1. Newborn

- ♦ Improve knowledge related to the different classifications of the neonate based on the different established parameters
- ♦ Deepen the knowledge about the adaptation of the different devices and systems of the newborn in its extrauterine life
- ♦ Improve management related to the general examination criteria of the healthy newborn and identify abnormal situations
- ♦ Know and manage the care required by the newborn in different areas
- ♦ Designing sessions for parents on how to care for their newborns
- ♦ Improve the management of the main reasons for parental consultation in the midwife's office on newborn problems
- ♦ Update the aspects related to the prevention of sudden infant death of sudden infant death

Module 2. Breastfeeding

- ♦ Identify the importance of breastfeeding
- ♦ Expand knowledge of breast anatomy, breast milk formation and its properties
- ♦ Identify those situations in which breastfeeding is contraindicated in order to avoid risk situations for the neonate
- ♦ Assess the normality patterns of a correct intake
- ♦ Enable midwives to provide simple, effective and evidence based health education to mothers who wish to breastfeed
- ♦ Understand the relationship between bonding and the establishment of breastfeeding

- ♦ Update knowledge of the different techniques for expressing breast milk and the proper guidelines for safe storage of expressed milk
- ♦ Have a broad understanding of the objectives and strategies of the IHAN within the National Health System

Module 3. Special Situations

- ♦ Know in depth the characteristics and care needed by premature babies
- ♦ Know in depth the characteristics and care require by premature babies
- ♦ Improve knowledge about the characteristics and care required by infants born with low birth weight or RIC
- ♦ Identify potential short and long term complications of premature, postmature, low birth weight and RIC infants
- ♦ Improve the management of the care needs of neonates with hypoxic-ischemic encephalopathy
- ♦ Identify situations at risk for EHI in order to prevent it and provide early and effective care at birth
- ♦ Know the care required by infants with perinatal infection
- ♦ Know the specific needs in the care of newborns of mothers who have used drugs during pregnancy and/or childbirth

- ♦ Learn techniques to provide the right breast feeding support for premature infants
- ♦ Identify and know the most frequent problems that appear in the breastfeeding Postgraduate Certificate
- ♦ Update the treatment of breastfeeding related problems
- ♦ Know the evidence based protocols recommended for breastfeeding problems



A boost to your CV that will give you the competitiveness of the best prepared professionals in the labor market"

03

Course Management

The program includes in its teaching staff reference experts in Puerperium, who bring to this training the experience of their work. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.





“

We have an excellent team of professionals that will help you to be the best in Care of the Healthy Neonate and Neonate at Risk for Midwives"

Management



Ms. Grolimund Sánchez, Verónica

- ♦ Midwife at HGU Doctor Gregorio Marañón, Madrid Specialized in high-risk pregnancy and childbirth
- ♦ Diploma in Nursing from the Autonomous University of Madrid Red Cross School of Nursing
- ♦ Nurse Specialist in Obstetrics and Gynecology
- ♦ Professor in the Obstetrics and Gynecology Nursing Teaching Unit at HGU Gregorio Marañón since 2013
- ♦ Teaching collaborator at HGU Gregorio Marañón, tutoring and supervising EIR rotations in Family and Community Care
- ♦ Lecturer in the Practical Course on Obstetric Emergencies Obstetric Hemorrhage
- ♦ Nurse in special services such as emergency, URPA, ICU and neonatal ICU



Ms. Pallarés Jiménez, Noelia

- ♦ Midwife Gregorio Marañón University Hospital
- ♦ University Diploma in Nursing from the University of Zaragoza.
- ♦ Specialty in Obstetric-Gynecological Nursing (Midwife) at the Midwifery Teaching Unit of Catalonia, University of Barcelona
- ♦ Postgraduate in Sexual Health Educational and Community Intervention University of Lérida Foundation
- ♦ Collaborating professor at the Midwifery Resident Teaching Unit of the General University Hospital Gregorio Marañón as an expert in the area of maternal and newborn nursing
- ♦ Primary Care Midwife In Barcelona, Catalan Institute of Health
- ♦ Midwife at the University Hospital Clinic of Barcelona
- ♦ Obstetric-Gynecological Specialty at the Germans Trias i Pujol Hospital in Badalona as resident midwife
- ♦ Nurse in the puerperium ward at the Miguel Servet University Hospital in Zaragoza



Professors

Mr. Burgueño Antón, Adrián

- ◆ Specialist in Gynecology and Obstetrics. Supervisor in Maternal and Child Surgical Block at Hospital Universitario La Paz

Ms. García Rodríguez, Laura

- ◆ Matron Goya Health Center

Ms. Gutiérrez Munuera, Marta

- ◆ Midwife Infanta Leonor Hospital

Ms. Hernando Orejudo, Isabel

- ◆ Matron University Hospital Clínico San Carlos in Obstetric Emergency Units, Delivery Room, High Obstetric Risk, Fetal Physiopathology and Breastfeeding

Ms. López Collado, Irene

- ◆ Obstetric Gynecological Nurse

Ms. Matesanz Jete, Consuelo

- ◆ Midwife General Hospital of Segovia
- ◆ Nurse specialized in Obstetrics and Gynecology

Ms. Martín Jiménez, Beatriz

- ◆ Midwife in the delivery room and obstetric emergency services Getafe University Hospital

Ms. Ramírez Sánchez-Carnerero, Rosa María

- ◆ Matron Virgen de Altagracia de Manzanares Hospital

Ms. Sánchez Boza, Pilar

- ◆ Nurse specialized in Obstetrics and Gynecology

Ms. Triviño de la Cal, Cristina

- ◆ Specialist in Gynecology and Obstetrics. Yébenes Health Center, Madrid

04

Structure and Content

The structure of the contents has been designed by the best professionals in the Puerperium area, with a wide trajectory and recognized prestige in the profession, backed by the volume of cases reviewed, studied and diagnosed, and with a wide command of the new technologies applied to healthcare.





“

This Postgraduate Diploma in Care of the Healthy Neonate and Neonate at Risk for Midwives contains the most complete and up to date scientific program on the market”

Module 1. The Newborn

- 1.1. Introduction to Neonatology Concept and Classification
 - 1.1.1. Periods in Neonatology
 - 1.1.2. Newborn Classification: by Birth Weight, by Gestational Age, by Duration of Gestation
 - 1.1.3. Classification of the at-Risk Newborn
 - 1.1.4. Determination of Gestational Age Farr-Dubowitz Method Capurro and Ballard Method
- 1.2. Adaptation to Extrauterine Life by Systems
 - 1.2.1. Breathing First Breath
 - 1.2.2. Cardiovascular: Circulation, Hemoglobin and Coagulation Closure of Ducts and Foramen Ovale
 - 1.2.3. Thermoregulation in a Newborn
 - 1.2.4. Gastrointestinal
 - 1.2.5. Renal
 - 1.2.6. Hormonal and Immunological
 - 1.2.7. Hepatic and Glucose Metabolism
- 1.3. Immediate Care of the Newborn Midwifery Care in the Immediate Puerperium
 - 1.3.1. Assessment of the Newborn Apgar's Test
 - 1.3.2. Prophylaxis
 - 1.3.3. Phases of Behavior (Periods of Alertness, Adaptation and Rest, Searching and Established Lactation)
 - 1.3.4. Skin with Skin
 - 1.3.5. Midwifery Care in the Immediate Puerperium
- 1.4. Physical Examination of Newborns
 - 1.4.1. Bone System
 - 1.4.2. Skin and Subcutaneous Tissue
 - 1.4.3. Cardiorespiratory
 - 1.4.4. Abdomen
 - 1.4.5. Chest
 - 1.4.6. Genitourinary
 - 1.4.7. Upper and Lower Extremities
 - 1.4.8. Neurological



- 1.5. Care in Newborns
 - 1.5.1. Hygiene and Bathing
 - 1.5.2. Umbilical Cord
 - 1.5.3. Urination and Meconium
 - 1.5.4. Dressing
 - 1.5.5. Pacifier
 - 1.5.6. Hospital Visits
 - 1.5.7. Nutrition
- 1.6. Thermal Regulation in the Neonate and Physical Environment
 - 1.6.1. Temperature Regulation in a Newborn
 - 1.6.2. Heat Production in a Newborn
 - 1.6.3. Heat Loss in a Newborn
 - 1.6.4. Methods to Reduce Heat Loss
 - 1.6.5. Consequences of Thermal Disturbance in the Newborn RN
 - 1.6.6. Importance of the Physical Environment: Exposure to Light, Night-time Diurnal Rhythm, Noise and Tactile Stimuli
- 1.7. Frequent Reasons for Consultation
 - 1.7.1. Crying
 - 1.7.2. Milk Allergy
 - 1.7.3. Gastroesophageal Reflux
 - 1.7.4. Late Vomiting
 - 1.7.5. Inguinal Hernia.
 - 1.7.6. Haemangiomas
 - 1.7.7. Lacrimal Stenosis and Lacrimal Occlusion
 - 1.7.8. Sleep
- 1.8. Screening and Parameters of Newborn Growth and Development
 - 1.8.1. Metabolic, Auditory and Visual Screening
 - 1.8.2. Growth Parameters (Weight, Lengths and Perimeters)
 - 1.8.3. Development Parameters
- 1.9. Common Problems
 - 1.9.1. Metabolic Dysfunctions: Hypoglycemia and Hypocalcemia
 - 1.9.2. Respiratory Problems: Hyaline Membrane Disease, Apnea, Transient Tachypnea, Meconium Aspiration Syndrome
 - 1.9.3. Hyperbilirubinemia: Physiological, Pathological and Kernicterus
 - 1.9.4. Gastroesophageal Reflux. Infantile Colic.
 - 1.9.5. Febrile Seizures
- 1.10. Accident Prevention in Newborns Prevention of Sudden Death

Module 2. Breastfeeding

- 2.1. Anatomy
 - 2.1.1. Embryonic Development
 - 2.1.2. Mature Mammary Gland
 - 2.1.3. Mammary Gland in Pregnancy
 - 2.1.4. Mammary Gland in Lactation
- 2.2. Physiology of Milk Secretion
 - 2.2.1. Mammogenesis
 - 2.2.2. Lactogenesis I and II
 - 2.2.3. Lactogenesis III/ Lactopoiesis
 - 2.2.4. Endocrine Control of Lactate Secretion
- 2.3. Composition of Breast Milk
 - 2.3.1. Types of Milk and Their Composition
 - 2.3.2. Comparison between Colostrum-Ripened Milk and Mother's Milk-Cow's Milk
- 2.4. Effective Breastfeeding
 - 2.4.1. Signs of a Good Latch
 - 2.4.2. Newborn Normality Patterns: Urination, Stool and Weight Gain
- 2.5. Valuation of Intake
 - 2.5.1. Latch Scale
 - 2.5.2. Observation Table of the European Union Intake
 - 2.5.3. Breastfeeding Postures
- 2.6. Nutrition and Supplements
 - 2.6.1. Maternal Nutrition and Supplementation
 - 2.6.2. Supplementation in a Newborn Recommendations of Clinical Practice Guidelines 2017
- 2.7. Contraindications of Breastfeeding
 - 2.7.1. Maternal Contraindications
 - 2.7.2. Contraindications in Newborns
 - 2.7.3. Pharmacological Suppression
- 2.8. Breastfeeding and Bonding
 - 2.8.1. Skin with Skin The Importance of the First Hours after Birth
 - 2.8.2. Co-sleeping
 - 2.8.3. Benefits
 - 2.8.4. Guidelines for Safe Co-sleeping
 - 2.8.5. Tandem Breastfeeding
- 2.9. Milk Extraction and Preservation
- 2.10. Weaning Initiative for the Humanization of Birth and Lactation Assistance (IHAN)

Module 3. Special Situations

- 3.1. Premature Newborn
 - 3.1.1. Definition. Etiology
 - 3.1.2. Characteristics of Prematurity and Morphology (Dubowitz Test, Ballard Test)
 - 3.1.3. Early and Late Complications of Prematurity
 - 3.1.4. Care of Parents of Premature Newborns Impact of Prematurity on Parents
 - 3.1.5. Early and Late Complications
- 3.2. Postmature Newborn
 - 3.2.1. Definition of Etiology
 - 3.2.2. Hypnosis
 - 3.2.3. Main Complications
 - 3.2.4. General Care
- 3.3. Low Birth Weight Newborn and RIC
 - 3.3.1. Definition of Etiology
 - 3.3.2. Hypnosis
 - 3.3.3. Main Complications
 - 3.3.4. General Care
- 3.4. Hypoxic– Ischemic Encephalopathy
 - 3.4.1. Essential and Specific Criteria for the Diagnosis of Hypoxic-ischemic Encephalopathy
 - 3.4.2. Hypoxic-Ischemic Encephalopathy Management
- 3.5. Perinatal Infection Sepsis
 - 3.5.1. Early or Vertical Infection
 - 3.5.2. Late or Nosocomial Infection
 - 3.5.3. Neonatal Sepsis
 - 3.5.4. Special Considerations for Major Infections: Listeria, Cytomegalovirus, Toxoplasma, Rubella, Varicella, and Syphilis
- 3.6. Midwifery Care of Newborns Born to Mothers Who Use Drugs
 - 3.6.1. Classification of Drugs According to WHO (Opium and Derivatives, Barbiturates and Alcohol, Cocaine, Amphetamines, LSD and Cannabis) and According to Pharmacology (CNS Stimulants, CNS Depressants and Psychedelics)
 - 3.6.2. Effects of Drug Use in Pregnancy on Pregnant Women and Children Neonates
 - 3.6.3. Neonatal Care and Surveillance
 - 3.6.4. Fetal Alcohol Syndrome
- 3.7. Particularities of Breastfeeding in Premature Newborns
 - 3.7.1. Sucking Reflex and Prematurity
 - 3.7.2. Breast Milk, Donated Milk and Formula Milk
 - 3.7.3. Techniques and Special Positions
 - 3.7.4. Use of the Relactator
- 3.8. Breastfeeding Problem in Special Situations
 - 3.8.1. Sleepy Newborn
 - 3.8.2. Breastfeeding Strike
 - 3.8.3. Ankyloglossia
 - 3.8.4. Fetal Pathology: Down Syndrome, Pierre-Robin Syndrome and Cleft Lip and Palate
- 3.9. Mother-Related Breastfeeding Problems I
 - 3.9.1. Flat, Inverted and Pseudoinverted Nipple
 - 3.9.2. Poor Latching
 - 3.9.3. Nipple Cracks and Infections
 - 3.9.4. Delayed Lactogenesis II
- 3.10. Mother-Related Breastfeeding Problems II
- 3.11. Mastitis: Culture Removal
- 3.12. Abscess
- 3.13. Hypogalactia
- 3.14. Ingurgitation



“

This program will allow you to advance in your career in a comfortable way”

05

Methodology

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

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





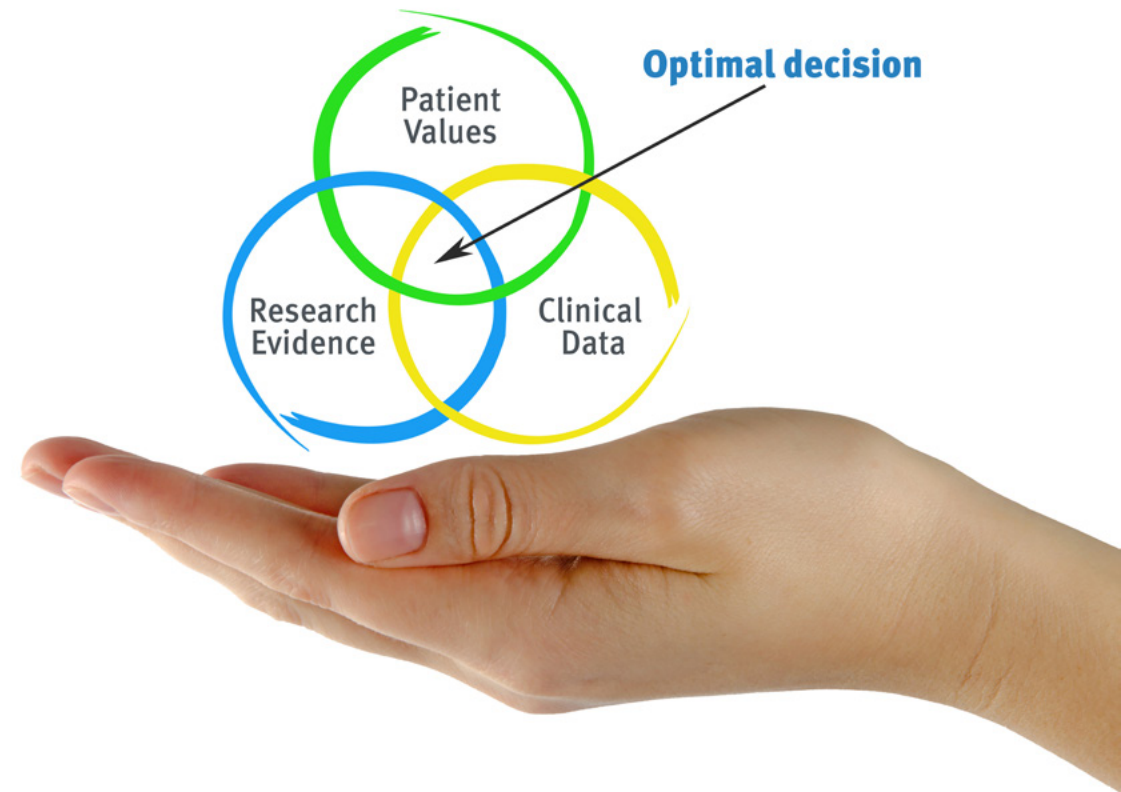
“

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

At TECH 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.

“

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 Care of the Healthy Neonate and Neonate at Risk for Midwives guarantees, in addition to the most rigorous and up to date training, access to a Postgraduate Diploma issued by TECH Global University.





“

Successfully complete this training program and receive your diploma without travel or laborious paperwork”

This private qualification will allow you to obtain a **Postgraduate Diploma in Care of the Healthy Neonate and Neonate at Risk for Midwives** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

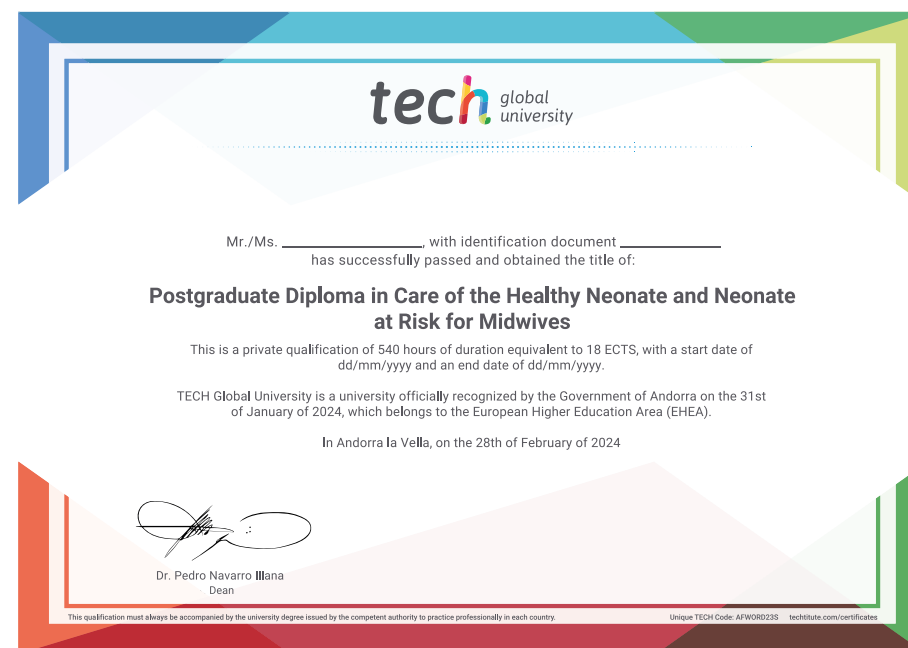
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Care of the Healthy Neonate and Neonate at Risk for Midwives**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



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

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present

online training

development language

classroom

tech global
university

Postgraduate Diploma

Care of the Healthy
Neonate and Neonate
at Risk for Midwives

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

Postgraduate Diploma

Care of the Healthy
Neonate and Neonate
at Risk for Midwives