

# Postgraduate Diploma

Main Hemorrhagic Problems During Pregnancy. Obstetric Accidents and Fetal Problems for Nursing



## Postgraduate Diploma

### Main Hemorrhagic Problems During Pregnancy. Obstetric Accidents and Fetal Problems for Nursing

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

Website: [www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-main-hemorrhagic-problems-during-pregnancy-obstetric-accidents-fetal-problems-nursing](http://www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-main-hemorrhagic-problems-during-pregnancy-obstetric-accidents-fetal-problems-nursing)

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# 01

# Introduction

During pregnancy, main bleeding problems include placental hemorrhage, such as placenta previa and abruptio placentae, which can be life-threatening for both mother and baby. In addition, obstetric accidents, such as tears during labor or uterine rupture, can cause severe bleeding and further complications. In these scenarios, nursing professionals play a crucial role in the early detection of signs of hemorrhage, the constant monitoring of the mother and fetus, and the provision of immediate care to preserve the health and safety of both. For this reason, TECH has developed this comprehensive, 100% online and fully flexible program, which is based on the revolutionary Relearning methodology.





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*Thanks to this 100% online Postgraduate Diploma, you will quickly identify signs of complications, make informed decisions and provide quality care to mothers and babies in high-risk situations”*

During pregnancy, the main bleeding problems that can arise are placenta previa, placental abruption and uterine rupture. These complications can result in severe bleeding for both the mother and the fetus, which requires immediate and specialized attention from the nursing staff.

In this way, this Postgraduate Diploma is developed, which will cover a variety of crucial topics for obstetric care. As such, it will delve into the concept of risky pregnancy, focusing on first trimester hemorrhage, such as miscarriage, molar and ectopic pregnancy. In addition, the causes, diagnosis and treatment of these disorders will be examined.

Likewise, the program will cover the syndrome of the placenta and fetal appendages, along with obstetric accidents, highlighting the importance of understanding and acting quickly in the face of these events in order to avoid fatal consequences. Similarly, nurses will be updated on placental problems and umbilical cord pathology, as they play a key role in the early detection of fetal anomalies.

Finally, the different ways of initiating labor will be analyzed, with emphasis on the protocols for action in cases of births that do not take place normally. The importance of knowing and applying the protocols for pregnant women carrying group B streptococcus during the third trimester of pregnancy will also be addressed, ensuring optimal and safe care.

In this context, TECH has implemented this comprehensive university program with a 100% online format, so that students will only need an electronic device with an Internet connection to access all teaching resources.

And all of this is based on the revolutionary Relearning methodology, which consists of the repetition of key concepts to optimally assimilate the contents. Moreover, graduates will have access to a series of Masterclasses led by two international experts with extensive experience in the field of Obstetrics.

This **Postgraduate Diploma in Main Hemorrhagic Problems During Pregnancy. Obstetric Accidents and Fetal Problems for Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Pregnancy Disorders
- ♦ The graphic, schematic and eminently practical contents with which it is conceived gather scientific and practical information on those disciplines that are indispensable for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning.
- ♦ Its special emphasis on innovative methodologies
- ♦ 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



*Two renowned International Guest Directors will delve into the problems that can arise during pregnancy, through Masterclasses that will be available to students in a 100% online format”*



“*You will examine placental problems that can arise at any stage of pregnancy, as well as umbilical cord pathology, enabling you to identify abnormalities and take appropriate action accordingly*”

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

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

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.

*You will update your knowledge on prenatal diagnosis and protocols for suspected fetal malformations, all thanks to the revolutionary Relearning learning methodology.*

*Training on the detection and management of group B streptococcus during the third trimester will allow you to provide optimal care to prevent complications for both mother and baby.*



# 02 Objectives

The main objective of this Postgraduate Diploma is to train nurses in the early recognition, assessment and effective management of critical situations in the obstetric setting. As a result, professionals will acquire specific skills to identify and address bleeding during pregnancy, understanding both the causes and the necessary diagnostic and treatment procedures.

In addition, they will be provided with the necessary tools to intervene effectively in obstetric accidents and fetal problems, providing quality care and thereby contributing to the reduction of maternal and infant morbidity and mortality.







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*You will strengthen your clinical skills and decision-making capacity to successfully face the problems that may arise during pregnancy and childbirth. What are you waiting for to enroll?"*



## General Objectives

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- ♦ Update students' knowledge of the pathology of the first trimester of pregnancy
- ♦ Integrate new knowledge about fetal deformities, their causes and their resolution
- ♦ Instruct on the hemorrhagic pathology of the first trimester and its possible diagnoses
- ♦ Update the student's knowledge in everything related to the pathology of the digestive system and its interaction with pregnancy
- ♦ Inform about the medication of digestive pathologies and their possible teratogenesis
- ♦ Integrate the diagnostic difficulties of digestive diseases in pregnancy due to the physiological changes that occur during pregnancy
- ♦ Update knowledge in hematological and cardiac matters, as well as their main peculiarities in pregnancy
- ♦ Integrate the different genetic transmissions of hematological diseases





## Specific Objectives

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### **Module 1. Concept of High-Risk Pregnancy. First Trimester Bleeding. Congenital Fetal Defects. Prenatal Diagnosis**

- ♦ Get to know the hemorrhagic pathology of the first trimester, such as miscarriage, molar changes and ectopic pregnancy, as well as their main causes, diagnosis and treatment, since this type of pathology is frequently found in the work units of midwives
- ♦ Update knowledge on prenatal diagnosis and the latest protocols for suspected fetal malformations
- ♦ Analyze the different infectious diseases that can cause congenital fetal defects, in order to be able to act on their prevention in daily healthcare practice
- ♦ Know how to manage pregnancies with sociodemographic risk, such as adolescent pregnancies, in order to be able to act with scientific rigor before them

### **Module 2. Pathology of the Placenta and Fetal Appendages. Obstetric Accidents**

- ♦ Gain knowledge about obstetric accidents and how to act is an indispensable role in the midwife's work, since in most cases it is necessary to act within seconds to avoid fatal consequences
- ♦ Learn about placental problems that may occur in any of the trimesters and which patients will often refer their concerns to obstetricians
- ♦ Gain an in-depth understanding of the pathology of the umbilical cord, since some of its defects are accompanied by fetal anomalies, and it is the midwife who is the first to be able to detect them on many occasions

### **Module 3. Variations in Normal Childbirth and its Onset. Mother Carrier of Group B Streptococcus**

- ♦ Gain an in-depth knowledge about the different ways of initiating labor, whether spontaneous, induced or by premature rupture of membranes, is essential in the work of the midwife, as all pregnant women will go through this process
- ♦ Learn about births that do not take place normally and that it is of utmost importance for the midwife to have the skills and knowledge to refer patients and advise obstetricians in an optimal way
- ♦ Instruct on the main protocols for pregnant women with group B streptococcus during the third trimester of pregnancy



*You will analyze infectious diseases that can cause congenital defects in the fetus, allowing for more effective preventive intervention in daily healthcare practice”*

03

# Course Management

The teaching staff behind this university program is highly qualified and has extensive experience in the obstetric and nursing field. These experts, including obstetricians and nurses with relevant clinical experience, are committed to academic excellence and the education of graduates in critical areas of perinatal care. As such, their in-depth, up-to-date knowledge enables them to offer quality teaching, based on the latest scientific evidence, and a comprehensive understanding of bleeding problems during pregnancy, as well as obstetric and fetal accidents.







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*The teachers of this Postgraduate Diploma share practical experiences and real clinical cases, enriching the learning of the graduates and preparing them to face the challenges of their professional practice”*

## International Guest Director

Dr. Leah McCoy is a specialist in Nursing and Obstetrics and holds the position of Director of the Nurse Midwifery Education Program at the Mayo Clinic in Minnesota, United States. This center seeks to offer nurses an innovative pathway to pursue a career as a midwife. With a special interest in ensuring quality care, she has dedicated herself to supervise patient safety.

After a long career as an Obstetric Nurse, she has specialized in outpatient cervical dilation, postpartum hemorrhage management and obstetric emergencies. One of her main responsibilities has been delivery care, but she has also dedicated herself to prenatal care and the general health of the pregnant woman. In addition, she has experience as a trainer for professionals who wish to specialize in this branch of nursing.

In addition, Dr. Leah McCoy has served in the United States Navy Nurse Corps. After working for several years as a midwife, she decided to broaden her knowledge and enlisted with the motivation to travel while offering a service for her country. Thanks to her recognized expertise, she also serves on the American Midwifery Certification Board and is a member of the American College of Nurse-Midwives.

In the field of research, she has worked on several projects in the area of Obstetrics. Some of the studies in which she has participated have focused on analyzing weight gain during pregnancy or applying intermittent auscultation in low-risk women. She has also collaborated in a project to reduce the duration of labor induction in order to reduce by 10% the length of stay prior to the birth of the baby.



## Dr. McCoy, Leah

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- Director, Nurse Midwifery Education Program, Mayo Clinic, Minnesota, United States UU.
- Nurse in the Department of Obstetrics and Gynecology at Mayo Clinic
- Instructor of Obstetrics and Gynecology at the Mayo Clinic
- Doctorate in Obstetrical Nursing from Baylor University
- Degree in Nursing from Marquette University
- Member of: American College of Nurse Midwives and U.S. Navy Nurse Corps

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*Thanks to TECH you will be able to learn with the best professionals in the world"*

## International Guest Director

Dr. Christelle Vauloup Fellous is an internationally recognized virologist who has served as Vice-President of the Research Group on Infections during Pregnancy (GRIG), in France. She has been a member of prestigious scientific societies, such as the European Society of Clinical Virology, the French Society of Microbiology (SFL) and the French Society of Infectious Pathology (SPILF).

She has also been Coordinator of the National Reference Center (CNR) for Maternal-Fetal Rubellar Infections, where she has played a crucial role in the centralization and improvement of diagnostics related to this disease. She has also been Head of the National Reference Laboratory of the World Health Organization (WHO) for Rubella, consolidating her position as an authority in the investigation and management of Viral Infections affecting pregnant women and their children.

In addition to her responsibilities in the field of Rubella, she has become a key figure in serological and prenatal diagnosis in hospital centers in France. In fact, her work in this field has allowed her to significantly improve the detection and treatment of infections during pregnancy. She has also been an active member of several working groups for the French Ministry of Health, where she has contributed to the implementation of protocols for the systematic detection of Cytomegalovirus (CMV) in gamete and embryo donors, as well as in pregnant women.

Throughout her career, Dr. Christelle Vauloup Fellous has been a prolific author and researcher, with outstanding publications exploring topics such as transplacental transfer of neutralizing anti-SARS-CoV-2 antibodies and the prevalence of maternal and congenital toxoplasmosis. In this regard, their work has had a direct impact on improving maternal-fetal health globally.





## Dr. Vauloup Fellous, Christell

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- ♦ Vice-President of the Research Group on Infections during Pregnancy (GRIG), France
- ♦ Coordinator of the National Reference Center (CNR) for Maternal-Fetal Rubellar Infections
- ♦ Head of the WHO National Reference Laboratory for Rubella
- ♦ Head of Serological and Prenatal Diagnosis in Hospital Centers
- ♦ Member of the Working Group on Cytomegalovirus Detection in Gamete and Embryo Donors (French Ministry of Health)
- ♦ Member of the Working Group on Systematic Detection of CMV Infection during Pregnancy (French Ministry of Health)
- ♦ Member of the Working Group on Implementation of Compulsory Rubella Declaration (French Ministry of Health)
- ♦ Member of the Working Group on Prevention of Cytomegalovirus Infection in Pregnant Women (French Ministry of Health)
- ♦ Doctor in Virology, University Pierre and Marie Curie
- ♦ Master's Degree in Medical Virology, Denis Diderot University, France
- ♦ Degree in Pharmacy from the University Paris-Sud
- ♦ Degree in Biology from the University Paris-Sud
- ♦ Member of: French Society of Microbiology (SFL), Francophone Society of Infectious Pathology (SPILF), European Society of Clinical Virology

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*Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice”*

## Management



### Ms. Hernando Orejudo, Isabel

- ◆ Nurse specialized in Obstetrics and Gynecology
- ◆ Midwife. San Carlos Clinical Hospital
- ◆ Outpatient Nurse. La Paz University Hospital
- ◆ University Diploma in Nursing. Autonomous University of Madrid

## Professors

### Mr. Márquez Espinar, Gumersindo

- ◆ Midwife in Hospital in San Carlos Clinical Hospital, Madrid
- ◆ Teacher at the Pontifical University of Salamanca
- ◆ Degree in Nursing
- ◆ Podiatry Degree
- ◆ Postgraduate Diploma in Care Research

### Ms. De Miguel González, María José

- ◆ Nurse at the Obstetrics and gynaecology-Ophthalmology Unit at the San Carlos Clinical Hospital
- ◆ Associate Nurse at the San Carlos Clinical Hospital
- ◆ Nurse by the University of Salamanca



**Ms. Hernández Lachehab, Sonia**

- ◆ Nurse of the Rural Attention Service in Madrid
- ◆ Midwife at the San Carlos Clinical University Hospital in Madrid
- ◆ Primary Care Nurse in SERMAS
- ◆ Nursing Diploma from the University of Alcalá
- ◆ Nursing in Out-of-Hospital Emergencies
- ◆ Specialist in Obstetrics and Gynecology / Midwifery by the Teaching Unit of Madrid
- ◆ University Expert in Processes of Nursing Interventions for Pediatric Patients in Risk Situations

**Ms. De la Torre Arandilla, Ana**

- ◆ Midwife in the Obstetrics Service of the Puerta de Hierro University Hospital
- ◆ Midwife in Hospital in San Carlos Clinical Hospital
- ◆ Obstetric-Gynecological Specialty by the Puerta de Hierro University Hospital
- ◆ Teacher at the CTO Academy
- ◆ Member of the research team of the doctoral thesis "Clinical application of nursing science, present reality or pending task?" at La Paz University Hospital
- ◆ University Diploma in Nursing from the Autonomous University of Madrid



*Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"*

# 04

## Structure and Content

The academic qualification will provide comprehensive education for nurses who wish to specialize in obstetric care. As such, the program will address fundamental issues, including the identification and management of hemorrhage during pregnancy, in the first trimester and later stages, as well as understanding obstetric accidents and their implications for the mother and fetus. In addition, fetal problems such as congenital defects and infectious diseases will be discussed in depth, providing professionals with the necessary skills for early diagnosis, appropriate management and counseling of at-risk patients.







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*You will stay up to date on the different types of bleeding during pregnancy, from those occurring in the first trimester, to those related to placental and umbilical cord problems”*

**Module 1. Concept of High-Risk Pregnancy. First Trimester Bleeding. Congenital Fetal Defects. Prenatal Diagnosis**

- 1.1. Addressing High-Risk Pregnancies
  - 1.1.1. Sociodemographic Risk
    - 1.1.1.1. Adolescent Pregnancy. Special considerations
    - 1.1.1.2. Mother with Drug Dependency Problems
      - 1.1.1.2.1. Principles of Drug-Induced Teratogenesis
      - 1.1.1.2.2. Alcohol
      - 1.1.1.2.3. Cocaine
      - 1.1.1.2.4. Heroin
      - 1.1.1.2.5. Other drugs: Marijuana, Cannabis
  - 1.1.2. Occupational Risk in Pregnancy. Ergonomics. Radiation Exposure
  - 1.1.3. Risks to Reproductive Health.
  - 1.1.4. Current Gestational Risk
  - 1.1.5. Medical Risk
- 1.2. Miscarriage
  - 1.2.1. Definition and Epidemiology
  - 1.2.2. Main Causes of Miscarriage
  - 1.2.3. Clinical Forms of Abortion
    - 1.2.3.1. Threat of Abortion
    - 1.2.3.2. Abortion in Progress
    - 1.2.3.3. Complete Abortion
    - 1.2.3.4. Incomplete Abortion
    - 1.2.3.5. Deferred Abortion
    - 1.2.3.6. Repeated Abortions: Concept and Approach
  - 1.2.4. Diagnosis
    - 1.2.4.1. Medical History
    - 1.2.4.2. Physical Examination
    - 1.2.4.3. Ultrasound
    - 1.2.4.4. Determination of B-hCG
  - 1.2.5. Treatment of Spontaneous Abortion
    - 1.2.5.1. Medical Treatment
    - 1.2.5.2. Surgical Treatment
  - 1.2.6. Complications
    - 1.2.6.1. Sepsis or Septic Abortion
    - 1.2.6.2. Hemorrhage and Disseminated Intravascular Coagulation (DIC)
  - 1.2.7. Postabortion Care
- 1.3. Ectopic or Extrauterine Pregnancy
  - 1.3.1. Definition and Risk Factors
  - 1.3.2. Clinical Symptoms
  - 1.3.3. Clinical and Ultrasound Diagnosis
  - 1.3.3. Types of Extrauterine Gestation: Tubal, Ovarian, Abdominal, etc.
  - 1.3.4. Therapeutic Management and Aftercare
- 1.4. Gestational Trophoblastic Disease
  - 1.4.1. Concept
  - 1.4.2. Clinical forms of Hydatidiform Mole
    - 1.4.2.1. Partial Mole
    - 1.4.2.2. Complete Mole
  - 1.4.3. Clinical forms of Trophoblastic Neoplasia
    - 1.4.3.1. Invasive Mole and Placental Bed Tumor
    - 1.4.3.2. Choriocarcinoma
  - 1.4.4. Clinical and Ultrasound Diagnosis
  - 1.4.5. Treatment
  - 1.4.6. Aftercare and Complications
- 1.5. Congenital fetal defects due to genetic causes
  - 1.5.1. Types of Chromosome Abnormalities
    - 1.5.1.1. Aneuploidies
    - 1.5.1.2. Structural Abnormalities
    - 1.5.1.3. Sexrelated Disorders
  - 1.5.2. Prenatal Diagnostic Techniques. Inclusion Criteria
    - 1.5.2.1. Invasive Techniques
    - 1.5.2.2. Non-Invasive Techniques
  - 1.5.3. Genetic Counseling

- 1.6. Congenital Fetal Defects Secondary to Infections: TORCH.I
  - 1.6.1. Toxoplasma
    - 1.6.1.1. Etiologic Agent, Clinic and Epidemiology
    - 1.6.1.2. Prevention
    - 1.6.1.3. Diagnosis
    - 1.6.1.4. Treatment
    - 1.6.1.5. Congenital Toxoplasma Infection
  - 1.6.2. Rubella
    - 1.6.2.1. Etiologic Agent, Clinic and Epidemiology
    - 1.6.2.2. Prevention and Vaccination
    - 1.6.2.3. Diagnosis
    - 1.6.2.4. Treatment
    - 1.6.2.5. Congenital rubella infection
- 1.7. Congenital Fetal Defects Secondary to Infections: TORCH.II
  - 1.7.1. Cytomegalovirus
    - 1.7.1.1. Etiologic Agent, Clinic and Epidemiology
    - 1.7.1.2. Prevention
    - 1.7.1.3. Diagnosis
    - 1.7.1.4. Treatment
    - 1.7.1.5. Congenital Cytomegalovirus Infection
  - 1.7.2. Chickenpox
    - 1.7.2.1. Etiologic Agent, Clinic and Epidemiology
    - 1.7.2.2. Prevention and Vaccination
    - 1.7.2.3. Diagnosis
    - 1.7.2.4. Treatment
    - 1.7.2.5. Congenital Chickenpox Infection
    - 1.7.2.6. Chickenpox Complications in Mothers
- 1.8. Congenital Fetal Defects Secondary to Infections: TORCH.
  - 1.8.1. Herpes Simplex Virus
    - 1.8.1.1. Etiologic Agent, Clinic and Epidemiology
    - 1.8.1.2. Prevention
    - 1.8.1.3. Diagnosis
    - 1.8.1.4. Treatment
    - 1.8.1.5. Congenital Herpes Simplex Infection

- 1.8.2. Syphilis
  - 1.8.2.1. Etiologic Agent, Clinic and Epidemiology
  - 1.8.2.2. Prevention
  - 1.8.2.3. Diagnosis
  - 1.8.2.4. Treatment
  - 1.8.2.5. Congenital syphilis
- 1.9. Other Infections that cause Fetal Problems
  - 1.9.1. Parvovirus B19
    - 1.9.1.1. Etiologic Agent, Clinic and Epidemiology
    - 1.9.1.2. Prevention
    - 1.9.1.3. Diagnosis
    - 1.9.1.4. Treatment
    - 1.9.1.5. Congenital parvovirus Infection
  - 1.9.2. Listeria
    - 1.9.2.1. Etiologic Agent, Clinic and Epidemiology
    - 1.9.2.2. Prevention and Vaccination
    - 1.9.2.3. Diagnosis
    - 1.9.2.4. Treatment
    - 1.9.2.5. Congenital Listeria Infection
- 1.10. HIV and Gestation
  - 1.10.1. Epidemiology
  - 1.10.2. Gestational Screening and Diagnosis
  - 1.10.3. Clinical Management and Treatment
  - 1.10.4. Delivery of an HIV-positive Woman
  - 1.10.5. Neonatal Care and Vertical Infection

## Module 2. Pathology of the Placenta and Fetal Appendages. Obstetric Accidents

- 2.1. Placenta Accreta
  - 2.1.1. Definition and Forms of Placenta Accreta
    - 2.1.1.1. Placenta Accreta
    - 2.1.1.2. Placenta Increta
    - 2.1.1.3. Placenta Percreta
  - 2.1.2. Risk Factors
  - 2.1.3. Morbimortality
  - 2.1.4. Diagnosis
  - 2.1.5. Clinical Management and Delivery of Pregnant Women with Placental Accreta
- 2.2. Placenta Previa
  - 2.2.1. Concept
  - 2.2.2. Classification
  - 2.2.3. Risk Factors
  - 2.2.4. Morbimortality
  - 2.2.5. Diagnosis
  - 2.2.6. Management of Pregnancy and Delivery of the Pregnant Woman with Placenta Previa
- 2.3. Placental Morphological and Functional Abnormalities
  - 2.3.1. Size Alterations
  - 2.3.2. Morphological Changes
    - 2.3.2.1. Bilobed Placenta
    - 2.3.2.2. Circumvallate Placenta
    - 2.3.2.3. Placenta Succenturiata
    - 2.3.2.4. Espuria.
  - 2.3.3. Placental Insufficiency
- 2.4. Umbilical Cord Anomalies
  - 2.4.1. Variants of Umbilical Cord Length and its Complications: Knots
  - 2.4.2. Umbilical Cord Anomalies in relation to Appearance
    - 2.4.2.1. Procubitus
    - 2.4.2.2. Laterocidence
    - 2.4.2.3. Prolapses
      - 2.4.2.3.1. Causes
      - 2.4.2.3.2. Action to be Taken in Case of Cord Prolapse





- 2.4.3. Placental Insertion Abnormalities
  - 2.4.3.1. Velamentous Insertion
  - 2.4.3.2. Marginal Insertion
  - 2.4.3.3. Previous Vasa
- 2.4.4. Vascular Anomalies
  - 2.4.4.1. Thrombosis
  - 2.4.4.2. Hematomas
  - 2.4.4.3. The Single Umbilical Artery
- 2.5. Alterations of the Amniotic Membranes
  - 2.5.1. Amnion Nodosum
  - 2.5.2. Amniotic Bands
  - 2.5.3. Extramembranous Pregnancy
  - 2.5.4. Premature rupture of membranes and chorioamnionitis
- 2.6. Abnormalities of amniotic fluid
  - 2.6.1. Default: Oligohydramnios and Anhydramnios
    - 2.6.1.1. Concept and Epidemiology
    - 2.6.1.2. Etiological Factors
    - 2.6.1.3. Diagnosis
    - 2.6.1.4. Effects on the Fetus and Neonate
    - 2.6.1.5. Clinical Management and Treatment
  - 2.6.2. In Excess: Polyhydramnios
    - 2.6.2.1. Concept and Epidemiology
    - 2.6.2.2. Etiological Factors
    - 2.6.2.3. Diagnosis
    - 2.6.2.4. Effects on the Fetus and Neonate
    - 2.6.2.5. Clinical Management and Treatment. Delivery Assistance
- 2.7. Uterine Rupture
  - 2.7.1. Concept
  - 2.7.2. Types
  - 2.7.3. Risk Factors
  - 2.7.4. Clinical Diagnosis
  - 2.7.5. Treatment

- 2.8. Premature Detachment of a Normally Positioned Placenta
  - 2.8.1. Concept
  - 2.8.2. Risk Factors
  - 2.8.3. Clinical Diagnosis
  - 2.8.4. Clinical Management
- 2.9. Amniotic Fluid Embolism
  - 2.9.1. Concept
  - 2.9.2. Risk Factors
  - 2.9.3. Pathophysiology
  - 2.9.4. Clinical Symptoms
  - 2.9.5. Diagnosis and Treatment
- 2.10. Shoulder Dystocia
  - 2.10.1. Concept
  - 2.10.2. Risk Factors
  - 2.10.3. Diagnosis
  - 2.10.4. Delivery Method case of Placental Abruption
    - 2.10.4.1. Primary Level Techniques
    - 2.10.4.2. Secondary Level Techniques
    - 2.10.4.3. Tertiary Level Techniques
  - 2.10.5. Postnatal Care and Assessment

### Module 3. Variations in Normal Childbirth and its Onset. Mother Carrier of Group B Streptococcus

- 3.1. Instrumental Delivery
  - 3.1.1. Concept
  - 3.1.2. Indications
  - 3.1.3. Contraindications
  - 3.1.4. Criteria for using the Different Instruments
    - 3.1.4.1. Forceps
    - 3.1.4.2. Thierry Spatulas
    - 3.1.4.3. Cupping

- 3.2. Breech Delivery
  - 3.2.1. Concept
  - 3.2.2. Classification
  - 3.2.3. Etiology
  - 3.2.4. Diagnosis
  - 3.2.5. Vaginal Delivery Criteria and Management
- 3.3. Vaginal Delivery after Cesarean Section
  - 3.3.1. Choice of Delivery Route
  - 3.3.2. Contraindications for Vaginal Delivery with Previous Cesarean Section
  - 3.3.3. Planned Cesarean
  - 3.3.4. Labor Induction
- 3.4. Cervical Ripening and Induction of Labor
  - 3.4.1. Concept
  - 3.4.2. Indications
  - 3.4.3. Contraindications
  - 3.4.4. Risks from Induction
  - 3.4.5. Methods to Labor
- 3.5. Hydrops Fetalis
  - 3.5.1. Concept
    - 3.5.1.1. Immune Hydrops Fetalis
    - 3.5.1.2. Non-Immune Hydrops Fetalis
  - 3.5.2. Pathophysiology
  - 3.5.3. Diagnosis
  - 3.5.4. Clinical Management
- 3.6. Mother Carrying Group B Streptococci (SGB)
  - 3.6.1. Concept
  - 3.6.2. Sample Collecting and Screening
  - 3.6.3. Treatment
  - 3.6.4. Management of Newborns of Mothers who are Carriers of GBS
- 3.7. Cesarean Section
  - 3.7.1. Indications
  - 3.7.2. Classification
  - 3.7.3. Cesarean Section Considerations
  - 3.7.4. Surgical Technique
  - 3.7.5. Postoperative Management



- 3.8. External Cephalic Version
  - 3.8.1. Concept
  - 3.8.2. Indications
  - 3.8.3. Contraindications
  - 3.8.4. Complete Technique and Procedure
  - 3.8.5. Complications
    - 3.8.5.1. Pharmacological Methods
    - 3.8.5.2. Non-Pharmacological Methods
- 3.9. Premature Rupture of Membranes
  - 3.9.1. Etiology
  - 3.9.2. Diagnosis
  - 3.9.3. Preterm Premature Rupture of Membranes
  - 3.9.4. Full-term Premature Rupture of Membranes.
- 3.10. Obstetric Anal Sphincter Injuries
  - 3.10.1. Prevention
  - 3.10.2. Classification
    - 3.10.2.1. Third Degree Tear
    - 3.10.2.2. Fourth Degree Tear
  - 3.10.3. Reparation of Perineal Tears
  - 3.10.4. Follow-up and Delivery after Anal Sphincter Injury

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*You will provide quality care, based on the latest scientific evidence, and focused on the needs of pregnant women and their babies, thereby contributing to improved maternal and infant outcomes”*

# 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.





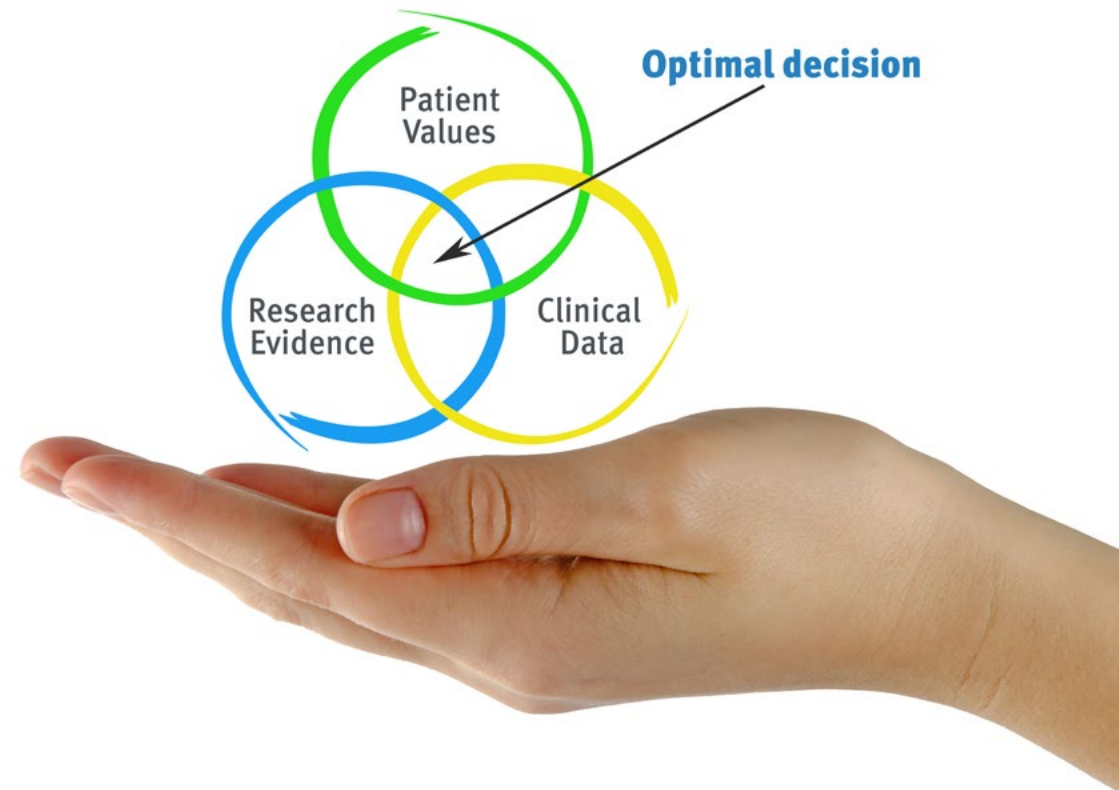
“

*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. 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 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.

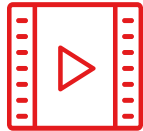
*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

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

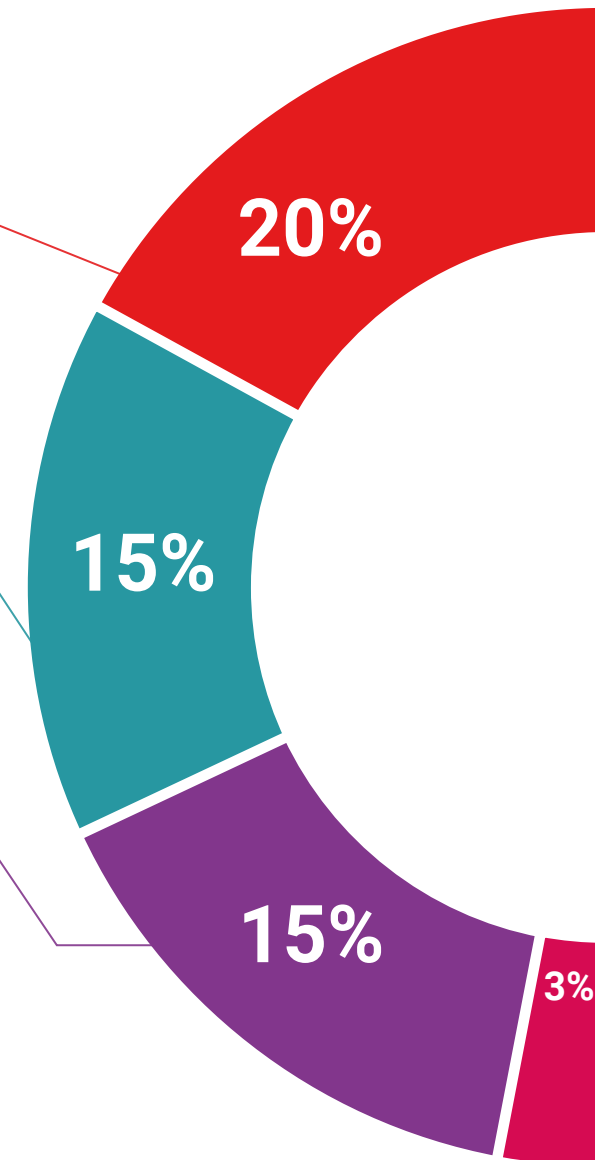
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

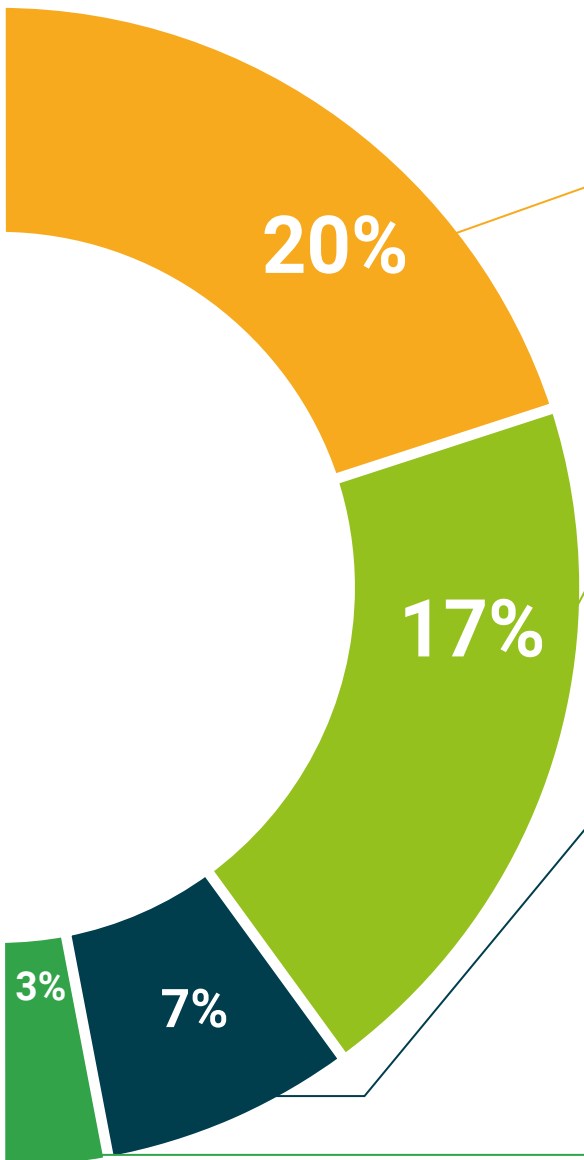
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### 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 Main Hemorrhagic Problems During Pregnancy. Obstetric Accidents and Fetal Problems for Nursing 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 private qualification will allow you to obtain a **Postgraduate Diploma in Main Hemorrhagic Problems During Pregnancy. Obstetric Accidents and Fetal Problems for Nursing** 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.

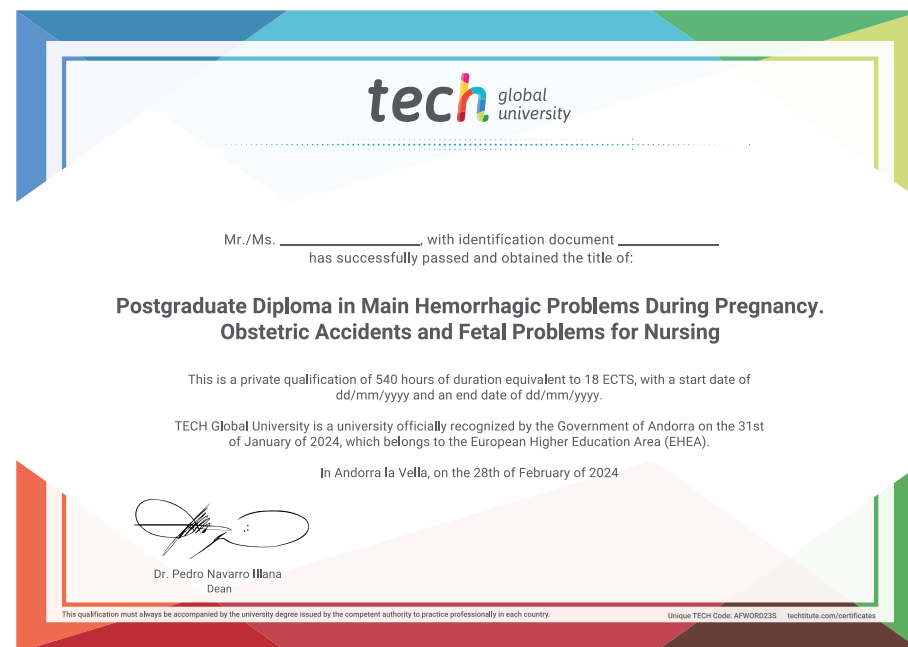
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Main Hemorrhagic Problems During Pregnancy. Obstetric Accidents and Fetal Problems for Nursing**

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.



**Postgraduate Diploma**  
Main Hemorrhagic Problems  
During Pregnancy. Obstetric  
Accidents and Fetal Problems  
for Nursing

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

# Postgraduate Diploma

Main Hemorrhagic Problems During Pregnancy. Obstetric Accidents and Fetal Problems for Nursing

