

# Postgraduate Diploma

Non-Obstetric Pathologies, Infections  
and Special Situations in Obstetric and  
Neonatal Emergencies for Midwives



## Postgraduate Diploma Non-Obstetric Pathologies, Infections and Special Situations in Obstetric and Neonatal Emergencies 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-non-obstetric-pathologies-infections-special-situations-obstetric-neonatal-emergencies-midwives](http://www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-non-obstetric-pathologies-infections-special-situations-obstetric-neonatal-emergencies-midwives)

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# 01

# Introduction

On many occasions, the midwife in the emergency department may encounter consultations that do not necessarily have to be for obstetric pathology. Different ailments such as diabetes or heart disease, which are becoming more and more frequent in our society, cause many pregnant women to come to the emergency department because of them. This encourages the midwife to have a repertoire of updated approaches that expand beyond the obstetric area, also covering infections and special situations. This program responds to this need with a repertoire of scientific theory and clinical practice updated to the most important reality in the Obstetric Emergency Department. Its online format allows the necessary flexibility to combine it with the most demanding professional and personal activity.





*Incorporate into your daily practice the most important novelties in psychiatric disorders during pregnancy, tropical diseases, antepartum fetal death and SARS CoV2 infection"*



There are a multitude of conditions that can indirectly affect pregnancy even though they are not obstetric in origin. The midwives' ability to react effectively in these situations will depend to a large extent on their level of knowledge and update on topics such as von Willebrand's disease, skin conditions during pregnancy, sexually transmitted diseases and out-of-hospital deliveries.

This Postgraduate Diploma is proposed as a solvent and effective academic solution in this situation. Midwives will have access to a myriad of contents ranging from special situations such as drug addiction and pregnancy to other more specific cases such as diabetes, thrombosis or anemia.

In this way, midwives will be able to maintain a high level of professional practice, thanks in part to the high quality and thoroughness with which all the contents of this program have been written.

In addition, being aware of how difficult it can be to combine this program with an increasingly demanding professional activity, TECH has prepared all the contents to be 100% online. Both face-to-face classes and fixed schedules have been eliminated, giving midwives the freedom to take on the course load according to their own interests and personal pace.

This **Postgraduate Diploma in Non-Obstetric Pathologies, Infections and Special Situations in Obstetric and Neonatal Emergencies for Midwives** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The examination of practical cases presented by experts in Emergencies Obstetric and Neonatal
- ♦ Graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ Practical exercises where 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



*Get updated on the most relevant infections that can occur during pregnancy, as well as non-obstetric pathologies and special situations that have benefited from multiple advances in recent years"*

“

*The teaching team, made up of experts in many areas of Obstetric Emergencies, has carefully designed each topic to give you the most up-to-date content possible"*

*You will be able to choose when, where and how to take on the entire course load, with the flexibility you need to combine this program with your most demanding responsibilities.*

*You will have the support of the world's largest online academic institution.*

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

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

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



# 02 Objectives

The main objective of this program is to guarantee a comprehensive update of midwives in the most important non-obstetric pathologies and special situations. To this end, all the content has an eminently practical approach, reinforced through a multitude of real clinical cases and complementary readings that greatly expand all the topics covered. Contextualization becomes much simpler and more effective, resulting in an immediate improvement of midwifery competencies.







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*You will have all the resources you need to meet your Non-Obstetric Pathology update objectives in an agile and complete manner”*



## General Objectives

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- ♦ Detect the different obstetric emergencies during pregnancy, delivery and postpartum as early , as possible in order to apply the latest treatments and achieve a satisfactory obstetric outcome, thereby reducing maternal-fetal morbidity and mortality
- ♦ Be able to perform specialist care in each urgent obstetric pathology
- ♦ Acquire skills for emergency neonatal care when the obstetric pathology involves mother and fetus

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*You will be able to incorporate the advances you study into your daily practice as you go along, resulting in continuous updating throughout the program”*





## Specific Objectives

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### Module 1. Non-obstetric Pathologies during Pregnancy

- ◆ Recognize and initiate timely management of the most frequent pathologies that could have obstetric repercussions
- ◆ Demonstrate midwifery skills to deal with these pathologies
- ◆ Adopt a multidisciplinary approach to these pathologies promoting communication and coordination between healthcare practitioners

### Module 2. Infections During Pregnancy

- ◆ Recognize and initiate timely management of the most frequent Infections that could have obstetric repercussions
- ◆ Demonstrate midwifery skills to deal with these Infections
- ◆ Be able to deliver effective and targeted health education to prevent the pregnant woman from becoming infected and to avoid infecting the fetus

### Module 3. Special Situations in the Obstetrics Emergency Department

- ◆ Recognize and identify specific situations that occur less frequently in an obstetric emergency
- ◆ Initiate timely management of these situations
- ◆ Be able to carry out an adequate health education specific to each situation
- ◆ Demonstrate midwifery skills to deal with these situations
- ◆ Have a thorough understanding of the legal bases of informed consent in an emergency situation



03

# Course Management

Given the complex nature of the non-obstetric pathologies that midwives may face, a teaching staff with experience in a variety of pathological fields and special situations has been assembled for the writing of this program. In this way, the most important areas in this specialty are covered while achieving a high quality practical approach to all the theoretical contents compiled.







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*The entire teaching team of this Postgraduate Diploma is 100% committed to your professional update, so you will receive a completely personalized tutoring"*



## International Guest Director

Dr. Olivier Picone is a leading international expert in the field of Obstetrics and Prenatal Diagnostics. Indeed, his expertise has focused on a wide range of techniques, including screening and diagnostic ultrasound, amniocentesis and trophoblast biopsies. In this regard, he has contributed significantly to the advancement of maternal and fetal medical care.

In addition to his clinical work, he has played important roles in leading health organizations in France. For instance, as President of the French Federation of Prenatal Diagnostic Centers of the CPDPN, he has led initiatives to improve the quality and accessibility of prenatal diagnostic services beyond the country's borders.

Likewise, his commitment to research and prevention of viral infections during pregnancy has led him to publish numerous articles and to participate in working groups of international renown, such as the High Authority of Health and the High Council of Public Health. His research interests include Obstetrics, Gynecology, Gynecological Surgery, Obstetric Surgery, Gynecological Ultrasound, Pathological Pregnancy and Obstetric Ultrasound. In this way, his dedication to critical issues, such as CMV and Zika, has been fundamental in developing management protocols and clinical recommendations.

Also, it is worth mentioning his position as President of the Research Group on Infections during Pregnancy (GRIG), being co-author of academic reference books, such as Maternal Pathologies and Pregnancy, contributing significantly to scientific knowledge in his field. Likewise, his leadership in the creation of the University Diploma in Infectious Diseases of Pregnant Women has demonstrated his commitment to medical education and the strengthening of perinatal care worldwide.



## Dr. Olivier Picone

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- President of the French Federation of Prenatal Diagnostic Centers of the CPDPN, Paris, France
- President of the Research Group on Infections during Pregnancy (GRIG)
- Gynecologist, Obstetrician and Head of Prenatal Diagnosis in public and private practices
- Specialist in Obstetrical Gynecology at the University of Paris Cité
- Qualified to Conduct Research (HDR) by the University of Paris Cité
- Doctor in Medicine by the University of Paris Cité
- Member of: French National College of Obstetrical Gynecologists (CNGOF), Women's Health Fund, Foch Hospital Foundation, French Fetal Medicine Club at the French College of Fetal Ultrasound (CNGOF)



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

## Management



### **Ms. Fernández López-Mingo, Raquel Desirée**

- Midwife at Gregorio Marañón General University Hospital and San Rafael Hospital
- Midwife at the Cerro Almodovar Health Center in Madrid
- Graduate in Nursing at the Complutense University of Madrid
- EIR of Obstetrics and Gynecology, Gregorio Marañón General University Hospital
- Master's Degree in from Integration in Care and Clinical Problem Solving in Nursing, University of Alcalá de Henares



### **Dr. Muñoz Serrano, María del Carmen**

- Midwife at the University del Sureste Hospital, in Arganda del Rey, and the HLA Moncloa Hospital in Madrid
- Midwife in the Infanta Sofía Hospital in in San Sebastián de los Reyes
- Degree in Nursing from the University of Granada
- Obstetrical Gynecological EIR at the Gregorio Maraón General University Hospital
- Master's Degree in from Integration in Care and Clinical Problem Solving in Nursing, University of Alcalá de Henares
- University Expert in Gynecologic, Obstetric and Neonatal Emergencies at the Catholic University of Avila



## Professors

### Ms. Hernando Alonso, Alba

- ◆ Midwife and Pediatric ICU Nurse
- ◆ Midwife at the 12 de Octubre University Hospital
- ◆ Midwife at Gregorio Marañón General University Hospital
- ◆ Nurse in Pediatric ENT, Gregorio Marañón General University Hospital
- ◆ Degree in Nursing from the University of Burgos

### Ms. Sánchez Boza, Pilar

- ◆ Midwife, specialist in sexuality and couple relationships
- ◆ Midwife at Gregorio Marañón University Hospital
- ◆ Midwife in Mauritania with Rotary Club in humanitarian aid project
- ◆ Sex coaching at Fundación Sexpol (sex education talks), university centers (Universidad de Alcalá de Henares and Universidad Europea de Madrid) and health centers (Espronceda, Villablanca)
- ◆ Speaker at annual conferences against gender violence for SUMMA
- ◆ Adjunct Professor at the European University as Professor of the subject Care of Women and Assistant Professor in Adult Care II, Child and Adolescent Care in Nursing Degree Diploma in Nursing. Comillas Pontifical University of Madrid
- ◆ Professional Master's Degree in Humanitarian Health Aid. University of Alcalá de Alcalá de Henares
- ◆ Postgraduate Diploma in Urgencies and Emergencies, accredited. School of Health Sciences University Center attached to the Complutense University of Madrid



# 04

## Structure and Content

TECH, in order to facilitate the study work for the midwife, has incorporated the pedagogical methodology of Relearning in this university program. This means that the most relevant terms and concepts related to non-obstetric pathologies are naturally reiterated throughout the program. This results in a much more profitable and effective study work, without having to invest large amounts of hours to assimilate all the theory.







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*Videos in detail, real clinical cases, complementary readings and self-awareness exercises will be key in your refresher work, making the academic experience much more comprehensive”*

## Module 1. Non-obstetric Pathologies during Pregnancy

- 1.1. Respiratory System Diseases
  - 1.1.1. Physiological Changes in the Pregnant Woman
  - 1.1.2. Pathology in Pregnant Women
- 1.2. Hematologic and Circulatory Abnormalities
  - 1.2.1. Physiological Changes in the Pregnant Woman
  - 1.2.2. Anemias
    - 1.2.2.1. Microcytes
    - 1.2.2.2. Normocytes
    - 1.2.2.3. Macrocytes
    - 1.2.2.4. Rare
  - 1.2.3. Plateletopenia/Thrombocytopenia
  - 1.2.4. Von Willebrand Disease
  - 1.2.5. Circulatory Disorders
    - 1.2.5.1. Antiphospholipid Syndrome
    - 1.2.5.2. Hereditary Thrombophilias
    - 1.2.5.3. Varicose Veins
    - 1.2.5.4. Deep Vein Thrombosis
    - 1.2.5.5. Pulmonary Embolism
- 1.3. Heart Disease and Pregnancy
  - 1.3.1. Physiological Changes in the Pregnant Woman
  - 1.3.2. Risk Classification in Pregnant Women with Heart Disease
  - 1.3.3. Management of Heart Disease During Pregnancy
  - 1.3.4. Management of Heart Disease in Childbirth
  - 1.3.5. Management of Postpartum Heart Disease
- 1.4. Diseases the Urinary System
  - 1.4.1. Physiological Changes in the Pregnant Woman
  - 1.4.2. Asymptomatic Bacteriuria
  - 1.4.3. Cystitis
  - 1.4.4. Acute Pyelonephritis
  - 1.4.5. Obstructive Uropathy (Urolithiasis)



- 1.5. Skin Disorders
  - 1.5.1. Physiological Changes in the Pregnant Woman
  - 1.5.2. Pregnancy-Specific Dermatoses
    - 1.5.2.1. Gestational Herpes or Pterygoid Herpes in Pregnancy
    - 1.5.2.2. Polymorphous Rash in Pregnancy
    - 1.5.2.3. Gestational Prurigo
    - 1.5.2.4. Pruritic Folliculitis in Pregnancy
  - 1.5.3. Impetigo Herpetiformis
  - 1.5.4. Differential Diagnosis of Pruritus during Pregnancy
- 1.6. Endocrine System Diseases
  - 1.6.1. Physiological Changes in the Pregnant Woman
  - 1.6.2. Diabetes
    - 1.6.2.1. Types of Diabetes
    - 1.6.2.2. Hypoglycemia/Hyperglycemia
    - 1.6.2.3. Diabetic Ketosis
    - 1.6.2.4. Chronic Metabolic Complications
  - 1.6.3. Thyroid Disorders
    - 1.6.3.1. Hypothyroidism and Pregnancy
    - 1.6.3.2. Hyperthyroidism and Pregnancy
    - 1.6.3.3. Thyrotoxic Crisis
  - 1.6.4. Adrenal Gland Disorders
    - 1.6.4.1. Pheochromocytoma
- 1.7. Digestive System Diseases
  - 1.7.1. Physiological Changes in the Pregnant Woman
  - 1.7.2. Pathology in Pregnant Women
- 1.8. Nervous System Diseases
  - 1.8.1. Headaches and Migraines
  - 1.8.2. Bell's Palsy
  - 1.8.3. Epilepsy
  - 1.8.4. CVA
  - 1.8.5. Autonomous Dysreflexia

- 1.9. Autoimmune and Musculoskeletal Diseases during Pregnancy
  - 1.9.1. Physiological Changes in the Pregnant Woman
  - 1.9.2. Pathology in Pregnant Women
- 1.10. Psychiatric Disorders during Pregnancy
  - 1.10.1. Physiological Changes in the Pregnant Woman
  - 1.10.2. Pathology in Pregnant Women

## Module 2. Infections During Pregnancy

- 2.1. Fever in Pregnant Women
  - 2.1.1. Fever, Fever of Short Evolution, Long Evolution, Fever of Unknown Origin, Bacterial Fever, Systemic Inflammatory Response Syndrome, Sepsis
  - 2.1.2. Possible Causes of Fever in Pregnant Women
  - 2.1.3. Differential Diagnosis
- 2.2. Acute Gastroenteritis
  - 2.2.1. Types of Gastroenteritis
  - 2.2.2. Clinical Symptoms
  - 2.2.3. Diagnosis
  - 2.2.4. Treatment during Pregnancy
- 2.3. Bartholinitis
  - 2.3.1. Diagnosis
  - 2.3.2. Risk Factors
  - 2.3.3. Treatment
- 2.4. Vulvovaginitis
  - 2.4.1. Bacterial Vaginosis
  - 2.4.2. Candidiasis
- 2.5. Sexually Transmitted Diseases: Bacterial and Parasitic Diseases
  - 2.5.1. Chlamydia
  - 2.5.2. Gonorrhoea
  - 2.5.3. Trichomoniasis
  - 2.5.4. Syphilis
- 2.6. Sexually Transmitted Diseases
  - 2.6.1. HIV
  - 2.6.2. Genital Herpes

- 2.7. Tropical Diseases
  - 2.7.1. Trypanosomiasis or Chagas Disease
  - 2.7.2. Zika
  - 2.7.3. Dengue
  - 2.7.4. Malaria
  - 2.7.5. Cholera
  - 2.7.6. Leishmaniasis
- 2.8. Toxoplasmosis and Cytomegalovirus
  - 2.8.1. Toxoplasmosis
  - 2.8.2. Cytomegalovirus
- 2.9. Epstein Barr Virus, Parvovirus B19, Listeriosis
  - 2.9.1. Epstein Barr Virus
  - 2.9.2. Parvovirus B19
  - 2.9.3. Listeriosis
- 2.10. Rubella, Chickenpox and Measles
  - 2.10.1. Rubella
  - 2.10.2. Chickenpox
  - 2.10.3. Measles

### Module 3. Special Situations in the Obstetrics Emergency Department

- 3.1. Out-of-Hospital Birth
  - 3.1.1. Performance
  - 3.1.2. Necessary Material for Childbirth Care
  - 3.1.3. Precautions and Recommendations
  - 3.1.4. Attention upon Arrival at the Hospital
- 3.2. Drug Addiction and Pregnancy
  - 3.2.1. Management during Pregnancy and Postpartum
  - 3.2.2. Effects on the Fetus
- 3.3. Domestic Violence during Pregnancy
  - 3.3.1. Concept of Violence and Risk Factors in Pregnancy
  - 3.3.2. Types of Violence
  - 3.3.3. The Cycle of Violence
  - 3.3.4. Detection of Domestic Violence
  - 3.3.5. Action Protocol for Domestic Violence







- 3.4. Sexual Assault during Pregnancy
  - 3.4.1. Types of Sexual Offenses Based on the Penal Code
  - 3.4.2. Action Protocol
- 3.5. Pseudocyesis
  - 3.5.1. Prevalence and Epidemiology
  - 3.5.2. Pathogenesis and Risk Factors
  - 3.5.3. Diagnosis
  - 3.5.4. Treatment
- 3.6. Antepartum Fetal Death
  - 3.6.1. Causes and Risk Factors
  - 3.6.2. Action Protocol
  - 3.6.3. Bereavement Care
- 3.7. Cancer and Pregnancy: Chemotherapy Drugs in Pregnancy
- 3.8. Transplants and Pregnancy
- 3.9. SARS CoV2 Infection and Pregnancy
- 3.10. Informed Consent in Urgent Care
  - 3.10.1. Types of Consent
  - 3.10.2. Revocation of Informed Consent
  - 3.10.3. Special Considerations for the Urgent Care of Minors
  - 3.10.4. Special Considerations for the Urgent Care of Persons under Guardianship

“ *The virtual classroom will be available 24 hours a day, and you will be able to download all the content from any device with an Internet connection*”



# 05

# Methodology

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

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





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

## At TECH Nursing School we use the Case Method

In a given situation, what should a professional do? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Nurses learn better, faster, and more sustainably over time.

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



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

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*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.



*The nurse will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

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

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



This program offers the best educational material, prepared with professionals in mind:



### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



### Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch them as many times as you want.



### Interactive Summaries

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

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



### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





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

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



#### Testing & Retesting

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



#### Classes

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

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



#### Quick Action Guides

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



# 06 Certificate

The Postgraduate Diploma in Non-Obstetric Pathologies, Infections and Special Situations in Obstetric and Neonatal Emergencies for Midwives guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.





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*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"*

This program will allow you to obtain your **Postgraduate Diploma in Non-Obstetric Pathologies, Infections and Special Situations in Obstetric and Neonatal Emergencies 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.

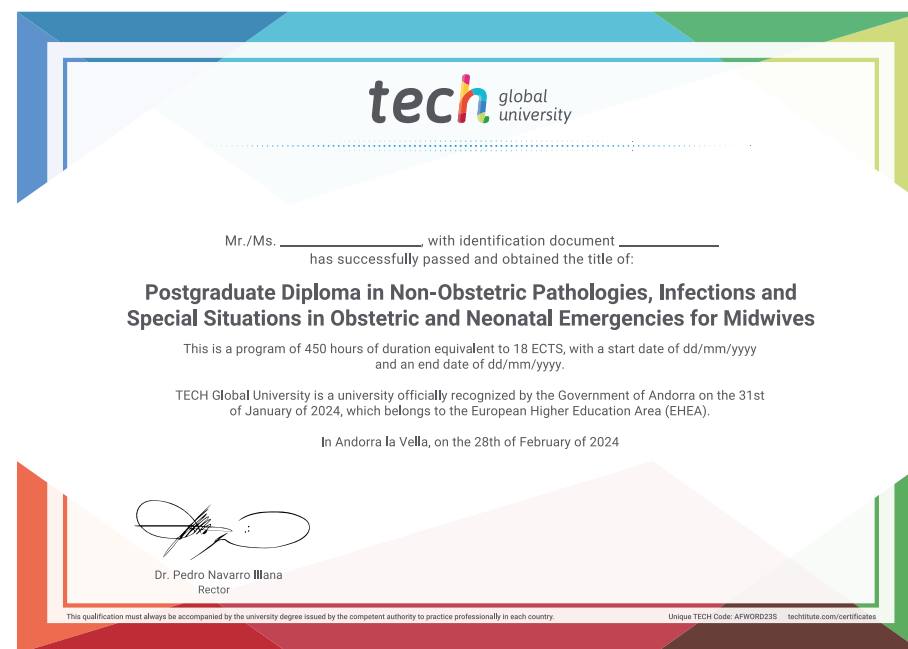
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Non-Obstetric Pathologies, Infections and Special Situations in Obstetric and Neonatal Emergencies 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  
development language  
virtual classroom



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