

Postgraduate Diploma

Obstetric Emergencies in Childbirth and Postpartum for Midwives



Postgraduate Diploma Obstetric Emergencies in Childbirth and Postpartum for Midwives

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

Website: www.techtitute.com/in/nursing/postgraduate-diploma/postgraduate-diploma-obstetric-emergencies-childbirth-postpartum-midwives

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01

Introduction

Both the different phases of labor and the postpartum period itself are the most critical moments of pregnancy, since this is when there is the greatest risk to the fetus. The different developments given in the protocols of action in Obstetric Emergencies in terms of methods of control of fetal well-being and analgesia during the period of dilation justify a reliable update by the midwife. This program also incorporates numerous comprehensive modules in which to learn the main developments regarding the risks and pathologies present before, during and after childbirth. All this in a convenient and accessible online format, in which midwives decide how to distribute the entire teaching load.





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They choose where, when and how to take on the entire teaching load, with unique flexibility and accessibility to all the didactic content"

The different studies that have emerged in recent years regarding the dilation phase of labor show that both the medicalization of labor and obstetric interventionism increase the rate of iatrogenesis, supporting a practical approach of low intervention. This entails an update in admission criteria, as well as in the action to be taken in the face of different pathologies that may occur during the whole process.

Particularly noteworthy are the advances made in the second and third phases of labor, with a series of fundamental intervention maneuvers that midwives must master to guarantee a positive obstetric and neonatal outcome. Early detection of different pathologies plays an important role in this work, which allows a much earlier approach to them.

Therefore, since there is a clear need to regularly update knowledge in this area, TECH has developed this academic program. Written by a group of experts in Obstetric Emergencies, the topics that make up this program cover the main novelties in childbirth and postpartum complications that midwives should incorporate into their daily practice.

In addition, being aware of the difficulty of combining this program with a demanding professional activity, both face-to-face classes and fixed schedules have been eliminated. This means that the program is completely online, since it is the midwives who have full access to all the didactic contents from the first day, being able to distribute them according to their own interests.

This **Postgraduate Diploma in Obstetric Emergencies in Childbirth and Postpartum 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 the self-assessment process can be carried out 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 up to date on the main novelties in labor dystocias, emergency cesarean sections, birth canal trauma, urinary alterations in the postpartum period and breast engorgement"

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The teaching team in charge of all the topics has extensive experience in dealing with all types of pathologies, which gives you a unique practical vision of all the content covered”

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.

Learn about the most important innovations to incorporate into your daily work in the area of emergency childbirth and postpartum.

You can download the entire syllabus from any device with an Internet connection, and you can even study it from your smartphone.



02

Objectives

As this is one of the most delicate and critical phases of pregnancy, this program brings the skills and knowledge of midwives into a new and much more up-to-date clinical context. Through the most recent scientific postulates and the proven efficacy of the clinical practice of the teachers, a much more global and useful vision of the different topics covered throughout the program is obtained.





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Thanks to the intensive contextualization of each topic you will be able to apply all the updated contents in your daily work”



General Objectives

- ♦ Detect the different obstetric emergencies during pregnancy, childbirth and postpartum period in an early manner, in order to perform an updated approach and achieve a satisfactory obstetric outcome to be able to reduce maternal-fetal morbimortality
- ♦ Be able to provide specialist care for each urgent obstetric pathology
- ♦ Acquire skills for emergency neonatal care when the obstetric pathology involves mother and fetus

“

You will achieve your objective of professional updating in an agile and precise way, focusing on the most important topics in your daily practice”





Specific Objectives

Module 1. Obstetric Emergencies During the Dilation Phase of Labor

- ◆ Recognize and initiate timely management of urgent situations that may occur during the dilation phase of labor
- ◆ Identify and know how to perform the obstetric maneuvers indicated to solve each urgent situation during the dilation phase of labor
- ◆ Demonstrate midwifery skills to deal with these situations

Module 2. Obstetrical Emergencies During the Delivery Phase of Labor and Delivery

- ◆ Recognize and initiate timely management of urgent situations that may occur during the third stage of labor and delivery
- ◆ Identify and know how to perform the obstetric maneuvers indicated to solve each urgent situation during the third stage of labor and delivery
- ◆ Demonstrate midwifery skills to deal with these situations

Module 3. Postpartum Emergencies

- ◆ Recognize and initiate timely management of urgent situations that may occur during the postpartum period
- ◆ Identify and know how to perform the obstetric maneuvers indicated to solve each urgent situation during the postpartum period
- ◆ Demonstrate midwifery skills to deal with these situations

03

Course Management

The teaching team in charge of this Postgraduate Diploma brings together a multidisciplinary experience in the area of Obstetric Emergencies, especially during the labor and postpartum phase. This experience enriches all the theoretical content taught, as it also provides numerous real clinical cases in which to support the most cutting-edge scientific postulates. This results in a much more effective academic experience for the midwives.





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You will be able to consult all your doubts directly with the teaching staff, resulting in a personalized tutoring to your own demands”

Management



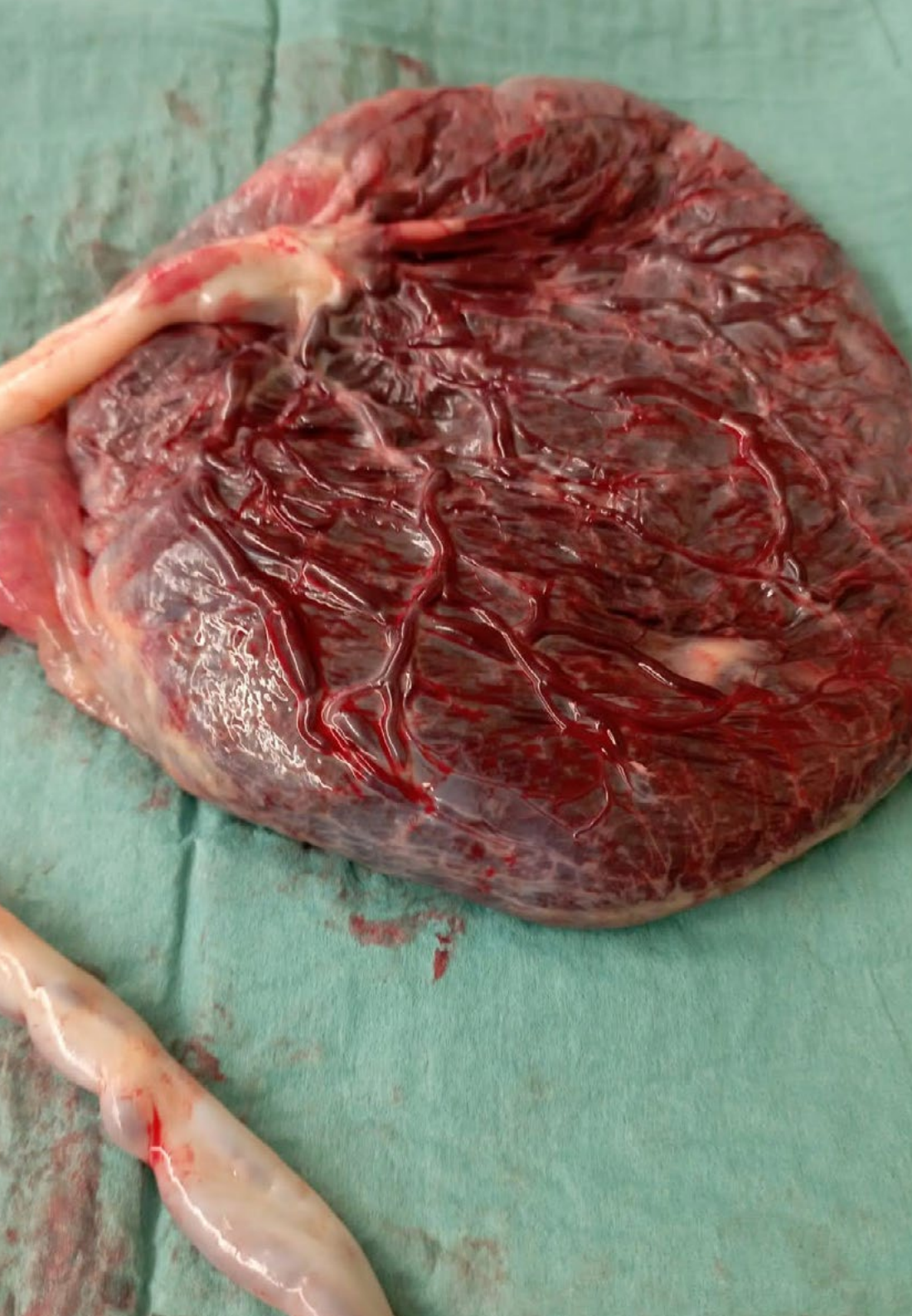
Ms. Fernández López-Mingo, Raquel Desirée

- ♦ 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
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- ♦ 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

Mr. García Jerez, Pablo

- ◆ Nursing Specialist in Obstetrics and Gynecology
- ◆ Specialist Nurse in Obstetrics and Gynecology at the Infanta Cristina University Hospital and HLA Moncloa University Hospital
- ◆ Nurse specialist in Obstetrics and Gynecology at the Infanta Sofia University Hospital, La Riera Health Center and Germans Trias i Pujol University Hospital
- ◆ General nurse at Hospital Universitario Puerta de Hierro, Hospital San Rafael, Centro de Salud Avenida de Aragón and Hospital Universitario Ramón y Cajal
- ◆ Graduate in Nursing from the Comillas Pontifical University
- ◆ Postgraduate Diploma in Gynecological, Obstetric and Neonatal Emergencies for Midwives by the Catholic University of Avila

Ms. Botella Domenech, Pilar

- ◆ Midwife of the Infanta Sofía University Hospital
- ◆ Midwife at Gregorio Marañón Hospital
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- ◆ Nurse specialist in Obstetrics and Gynecology at the University General Hospital
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- ◆ University Diploma in Nursing at the University of Alicante
- ◆ Degree in Human Nutrition and Dietetics from the Autonomous University of Madrid
- ◆ Postgraduate Diploma in Obstetric and Gynecological Emergencies, Catholic University of Avila

04

Structure and Content

Using the pedagogical methodology of Relearning, TECH is able to alleviate the teaching load and make the work of updating much more effective and profitable. By reiterating the most important concepts to be taken into account in Obstetric Emergencies in Childbirth and Postpartum, these concepts are assimilated in a natural way, without having to invest large amounts of study hours to do so.





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The teaching team has developed a large amount of high quality audiovisual material, with video summaries and clinical videos to expand each topic of knowledge"

Module 1. Obstetric Emergencies During Labor: Dilation Phase

- 1.1. Labour and Delivery
 - 1.1.1. Prodromes of Labor
 - 1.1.2. Delivery
 - 1.1.3. Stages in the Birth Process
 - 1.1.4. Admission Criteria
- 1.2. Analgesia during the Dilatation Period
 - 1.2.1. Non-Pharmacological Pain Relief Methods
 - 1.2.2. Pharmacological Pain Relief Methods
 - 1.2.3. Complications
- 1.3. Methods of Monitoring Fetal Well-Being
 - 1.3.1. External Fetal Monitoring
 - 1.3.2. Internal Fetal Monitoring
 - 1.3.3. Basic Parameters for the Interpretation of Cardiotocographic Recordings
- 1.4. Risk of Loss of Fetal Well-Being
 - 1.4.1. Pathology Parameters for the Interpretation of Cardiotocographic Recordings
 - 1.4.2. Interpretation of the Register according to Different Agencies
 - 1.4.3. Other Complementary Tests
 - 1.4.4. Intrauterine Fetal Resuscitation
- 1.5. Dystocia during Childbirth Maternal Causes Dynamic Dystocia
 - 1.5.1. Dynamic Dystocia
 - 1.5.2. Diagnosis of Non-Progression of Labor
- 1.6. Birth Canal Dystocia
 - 1.6.1. Soft Canal Dystocia
 - 1.6.2. Boned Canal Dystocia
 - 1.6.3. Positioning during Delivery Fetal Descent
- 1.7. Labor Dystocias: Ovarian Causes
 - 1.7.1. Umbilical Cord Knots
 - 1.7.2. Umbilical Cord Circulars
 - 1.7.3. Umbilical Cord Prolapse

- 1.8. Labor Dystocias: Ovarian Causes
 - 1.8.1. Types of Podalic Presentation
 - 1.8.2. Vaginal Breech Delivery
 - 1.8.3. Complications
- 1.9. Labor Dystocias: Other Presentations
 - 1.9.1. Anomalous Presentations: Face, Forehead, Chin
 - 1.9.2. Anomalous Presentations: Oblique and Transverse Situations
 - 1.9.3. Compound Presentations
- 1.10. Amniotic Fluid Embolism
 - 1.10.1. Etiology and Risk Factors
 - 1.10.2. Diagnosis
 - 1.10.3. Performance

Module 2. Obstetric Emergencies During Labor: Expulsion and Delivery Phase

- 2.1. Shoulder Dystocia
 - 2.1.1. Risk Factors
 - 2.1.2. First, Second and Third Level Maneuvers
 - 2.1.3. Effects on the Fetus
- 2.2. Instrumental Delivery
 - 2.2.1. Types of Instrumental Delivery
- 2.3. Emergency Cesarean
 - 2.3.1. Indication for Urgent Cesarean Section
 - 2.3.2. Preparation of the Pregnant Woman for Urgent Caesarean Section
 - 2.3.3. Analgesia in Emergency Cesarean Section
- 2.4. Special Situations during Delivery
 - 2.4.1. Preterm Delivery
 - 2.4.2. Twin Delivery
- 2.5. Hemorrhage associated with Childbirth and early Puerperium
 - 2.5.1. Etiology and Risk Factors
 - 2.5.2. Classification
 - 2.5.3. Diagnosis and Quantification of Hemorrhage

- 2.6. Uterine Atony and Coagulation Disturbances in Hemorrhage Associated with Childbirth and Early Postpartum
 - 2.6.1. Uterine Atony
 - 2.6.1.1. Medical treatment
 - 2.6.1.2. Surgical treatment
 - 2.6.2. Coagulation Alterations
- 2.7. Trauma to the Birth Canal
 - 2.7.1. Cervico-Vaginal and Perineal Trauma
- 2.8. Retention of Placenta or Ovarian Adnexa
 - 2.8.1. Retention of Placenta or Ovarian Adnexa
 - 2.8.1.1. Diagnosis
 - 2.8.1.2. Etiology and Risk Factors
 - 2.8.1.3. Delivery Maneuvers
 - 2.8.1.4. Performance and Treatment
 - 2.8.1.5. Umbilical Cord Breakage
- 2.9. Placental Accreta and Uterine Inversion
 - 2.9.1. Placenta Accrete
 - 2.9.1.1. Diagnosis
 - 2.9.1.2. Etiology
 - 2.9.1.3. Treatment
 - 2.9.2. Uterine Inversion
 - 2.9.2.1. Diagnosis
 - 2.9.2.2. Degrees of Uterine Inversion
 - 2.9.2.3. Performance and Maneuvers
- 2.10. Uterine Rupture
 - 2.10.1. Classification (Dehiscence and Tearing)
 - 2.10.2. Diagnosis
 - 2.10.3. Treatment

Module 3. Postpartum Emergencies

- 3.1. Postpartum Infection
 - 3.1.1. Genital Tract and Pelvic Infections
 - 3.1.1.1. Risk Factors
 - 3.1.1.2. Signs and Symptoms by Extent
 - 3.1.1.2.1. Endometritis
 - 3.1.1.2.2. Salpingitis
 - 3.1.1.2.3. Pelvipерitonitis
 - 3.1.1.2.4. Pelvic Celulitis or Parametritis
 - 3.1.1.2.5. Pelvic Thrombophlebitis
 - 3.1.1.2.6. Generalized Peritonitis
 - 3.1.1.2.7. Perineum, Vagina and Cervix Infection
 - 3.1.1.2.8. Cesarean Wound Infection
 - 3.1.1.2.9. Septicemia
 - 3.1.1.3. Treatment and Care
 - 3.1.2. Urinary Infection
 - 3.1.3. Respiratory infection. Mendelson's Syndrome
- 3.2. Birth Canal Complications
 - 3.2.1. Dehiscence
 - 3.2.1.1. Risk Factors
 - 3.2.1.2. Treatment
 - 3.2.2. Vulvar/Perineal Haematoma
 - 3.2.2.1. Risk Factors
 - 3.2.2.2. Treatment
- 3.3. Urinary Disturbances in the Postpartum Period
 - 3.3.1. Voiding Dysfunction and Urinary Retention
 - 3.3.2. Urinary Incontinence

- 3.4. Thromboembolic Disease in the Puerperium
 - 3.4.1. Etiology and Risk Factors
 - 3.4.2. Most Common Postpartum Thrombosis
 - 3.4.3. Diagnosis
 - 3.4.4. Treatment and Prevention
- 3.5. Cardiac and Endocrine Disorders
 - 3.5.1. Puerperal Hypertension
 - 3.5.2. Peripartum Cardiomyopathy
 - 3.5.3. Postpartum Thyroiditis
 - 3.5.4. Sheehan Syndrome
- 3.6. Psychosocial Maladjustment in the Postpartum Period
 - 3.6.1. Mother-Baby Bonding Issues
 - 3.6.2. Postpartum Depression: Maternity Blues
 - 3.6.3. Puerperal Psychosis
- 3.7. Breast Pathology
 - 3.7.1. Breast Lesions. Cracks
 - 3.7.2. Candidiasis
 - 3.7.3. Raynaud's Phenomenon
- 3.8. Breast Engorgement and Milk Pearls
 - 3.8.1. Mammary Ingurgitation
 - 3.8.2. Milk Pearls
- 3.9. Breast Duct Obstruction
 - 3.9.1. Mastitis
 - 3.9.2. Breast Abscess
- 3.10. Post Epidural Puncture Headache
 - 3.10.1. Risk Factors
 - 3.10.2. Diagnosis
 - 3.10.3. Clinical Symptoms
 - 3.10.4. Treatment





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The virtual classroom will be available 24 hours a day and is accessible in its entirety from day one, so you can distribute the syllabus according to your own personal interests”

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. 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 Obstetric Emergencies in Childbirth and Postpartum for Midwives guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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

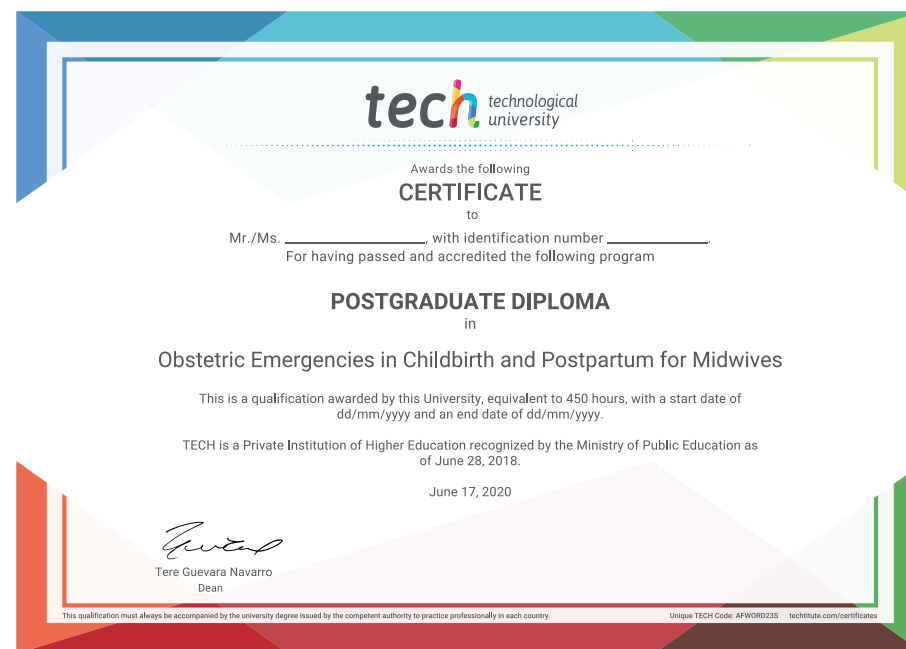
This **Postgraduate Diploma in Obstetric Emergencies in Childbirth and Postpartum for Midwives** contains the most complete and up-to-date scientific on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Obstetric Emergencies in Childbirth and Postpartum for Midwives**

Official N° of Hours: **450 h.**



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



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- » Schedule: at your own pace
- » Exams: online

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