

# Postgraduate Diploma

Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality for Midwives





## Postgraduate Diploma Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality for Midwives

Course Modality: **Online**

Duration: **6 months**

Accreditation: **TECH Technological University**

Official N° of Hours: **450 h.**

Website: [www.techtute.com/nursing/postgraduate-diploma/postgraduate-diploma-transversal-competencies-puerperium-psychology-parenting-sexuality-midwives](http://www.techtute.com/nursing/postgraduate-diploma/postgraduate-diploma-transversal-competencies-puerperium-psychology-parenting-sexuality-midwives)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 16*

05

Methodology

---

*p. 22*

06

Certificate

---

*p. 30*

# 01

# Introduction

The midwife is responsible for the sexual, reproductive and maternal and child health care of women at all stages of life, but it is also important for the midwife to acquire transversal skills in the postpartum period linked to the field of psychology, parenting and sexuality that will help the midwife to offer a more complete and personalized care to patients.





“

*Midwives should develop transversal competencies in the postpartum period related to psychology, parenting and sexuality"*

In addition to the common care that the midwife must perform on both the mother and the newborn, there are other transversal competencies for which the health professional must also be trained. In this case, we can talk about psychological, parental and sexual care related to the puerperium.

Psychological and neurobiological changes are often overlooked in the puerperal stage. The puerperium is a complex stage full of new body experiences and a multitude of information to integrate, where the psychological sphere is often relegated to the background. Understanding the brain changes during pregnancy and postpartum, strongly linked to the development of the bond with the newborn, is vital for a complete and comprehensive approach to the patient.

For its part, positive parenting becomes a fundamental factor in the study, since it is a right of the child and parents, and an obligation on the part of institutions and professionals to make it accessible to families. The midwife, as an essential witness in the education of a family, and thanks to the particular bond of trust that is created in their practice, has the ability to evaluate from the prenatal period the resources and adaptation to new family roles, as well as the effectiveness of their conflict resolution strategies.

To this end, this training will study the different family models that currently exist and the models of parental education. Conflict resolution concepts and strategies will be worked on and models of sessions for the promotion of positive parenting will be provided as an aid to their implementation in the daily work of the practice, as well as in the design of health education sessions.

On the other hand, sexuality in the puerperium is complex and often unknown, so it is also important for midwives to obtain the necessary notions to treat their patients. Sexuality is full of myths and taboos, and is relegated to the background, as the demands of issues directly related to childbirth, breastfeeding or the newborn take up all the couple's time. The puerperium requires adjustments in the couple and a lot of mutual understanding, as the woman may have fears or unpleasant memories of childbirth that interfere with the return to sexual life. In addition to this, there is a great deal of misinformation on the subject, both on the part of the professional and the woman, which makes it difficult for them to consult on aspects related to their sexuality, or else it is the professional who does not know how to deal with these issues.

This **Postgraduate Diploma in Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality for Midwives** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ◆ The development of case studies presented by Puerperium experts
- ◆ The graphic, schematic, and eminently practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ◆ News on cross-cutting competencies in the postpartum period
- ◆ Practical exercises where the self-assessment process can be carried out to improve learning
- ◆ Its special emphasis on innovative methodologies in Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality for Midwives
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ◆ Access to content from any fixed or portable device with an Internet connection



*Don't miss this opportunity to study in the largest private online university"*

“

*This Postgraduate Diploma is the best investment you can make when selecting a refresher program for two reasons: in addition to updating your knowledge in Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality for Midwives, you will obtain a degree from TECH Technological University”*

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

The multimedia content, developed with the latest educational technology, will provide professionals with situated and contextual learning, i.e., a simulated environment that will provide immersive program, designed for training oneself in real situations.

This program is designed around Problem-Based Learning, whereby the specialist must try to solve the different professional practice situations that arise during the academic year. For this, the professional will have the help of an innovative system of interactive videos made by recognized experts, with great experience Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality.

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

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



# 02 Objectives

This Postgraduate Diploma in Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality for Midwives is oriented to train midwives for their daily work in the postpartum period.







“

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



## General Objectives

---

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



*Take advantage of the opportunity and take the step to get up to date on the latest developments in Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality for Midwives”*





## Specific Objectives

---

### Module 1. Psychological and Emotional Aspects in the Puerperium

- ◆ Know the neurobiological processes of the puérpera
- ◆ Understand the relationship between the hormonal system of the pregnant woman and the establishment of the bond
- ◆ Know the psychic changes of the puerperium
- ◆ Identify risk factors for bond disruption
- ◆ Know the recommendations of good practices in a situation of perinatal loss
- ◆ Identify the phases of grief and its correct management
- ◆ Identify the different types of perinatal loss
- ◆ Identify the differences between depression and perinatal bereavement
- ◆ Learn how to handle the different scales for the assessment of perinatal bereavement

### Module 2. Parentality

- ◆ Know the concept of "Positive Parenting" and its legal and institutional framework
- ◆ Know the necessary criteria essential for positive parenting
- ◆ Identify the different types of family
- ◆ Learn how to use the tools for identifying family needs
- ◆ Identify the different parental educational styles
- ◆ Understand the strategies necessary for coeducation
- ◆ Deepen the design of workshops to promote coeducation
- ◆ Improve knowledge of the tools necessary for the correct resolution of intra-family conflicts
- ◆ Identify and promote the elements necessary for the correct establishment of attachment

- ◆ Identify the types of attachment
- ◆ Expand knowledge of assessment and diagnostic tools for bonding disorders
- ◆ Deepen in the different types of psychological mistreatment and its risk factors

### Module 3. Sexuality and Contraception in the Puerperium

- ◆ Increase knowledge of the physiology of the female reproductive system
- ◆ Increase knowledge about the female genital cycle and the hormonal influence on it
- ◆ Know in depth the sexual response cycle and its different stages
- ◆ Recognize the physical, physiological and psychological changes of the pregnant woman that may influence her sexual health
- ◆ Learn how to use tools to promote sexual health in the Puerperium
- ◆ Recognize and identify the most frequent sexual problems during the puerperium
- ◆ Increase knowledge regarding sexual dysfunctions of female desire, arousal and orgasm
- ◆ Know and identify anorgasmia, its causes and treatment
- ◆ Identify and differentiate vaginismus and dyspareunia
- ◆ Improve the management and treatment of vaginismus and dyspareunia from the midwife's office
- ◆ Improve knowledge of the different types of contraception that can be used in the Puerperium

03

# Course Management

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

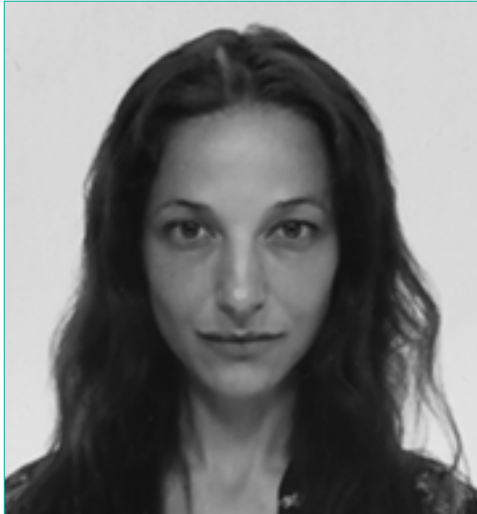




“

*"We have an excellent team of professionals who will help you acquire the transversal competencies in the postpartum period"*

## Management



### Ms. Grolimund Sánchez, Verónica

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



### Ms. Pallarés Jiménez, Noelia

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



## Professors

### Mr. Burgueño Antón, Adrián

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

### Ms. García Rodríguez, Laura

- ◆ Matron Goya Health Center

### Ms. Gutiérrez Munuera, Marta

- ◆ Midwife Infanta Leonor Hospital

### Ms. Hernando Orejudo, Isabel

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

### Ms. López Collado, Irene

- ◆ Obstetric Gynecological Nurse

### Ms. Matesanz Jete, Consuelo

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

### Ms. Martín Jiménez, Beatriz

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

### Ms. Ramírez Sánchez-Carnerero, Rosa María

- ◆ Matron Virgen de Altagracia de Manzanares Hospital

### Ms. Sánchez Boza, Pilar

- ◆ Nurse specialized in Obstetrics and Gynecology

### Ms. Triviño de la Cal, Cristina

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

04

# Structure and Content

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





A close-up photograph of a baby's face, showing the eye, nose, and mouth. The baby has light-colored eyes and is looking towards the camera. The image is partially obscured by a green diagonal overlay.

“

*This Postgraduate Diploma in Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality for Midwives contains the most complete and up-to-date scientific program on the market”*

## Module 1. Psychological and Emotional Aspects in the Puerperium

- 1.1. Definition of Bond Theoretical Framework
- 1.2. Neurobiological Bond
  - 1.2.1. Maternal Hormonal System
  - 1.2.2. Newborn Hormonal System
- 1.3. Psychic Changes in the Postpartum Period
  - 1.3.1. Psychic Transparency
  - 1.3.2. Psychosocial Adaptation: Reva Rubin and Mercer
- 1.4. Risk Factors in the Alteration of the Bonding Process
- 1.5. Perinatal Loss
  - 1.5.1. Definitions
  - 1.5.2. Current Situation of Perinatal Loss in Spain
  - 1.5.3. Risk Factors and Causes
- 1.6. Types of Perinatal Loss
  - 1.6.1. Spontaneous Abortion, Voluntary Interruption of Pregnancy (VTP)
  - 1.6.2. IVF Due to Fetal Malformation or Maternal Risk
  - 1.6.3. Selective Reduction in Multiple Gestation
  - 1.6.4. In Utero or Intrapartum Stillbirth Loss
- 1.7. Perinatal Bereavement
  - 1.7.1. Concept and Modalities
  - 1.7.2. Stages of Grief
  - 1.7.3. Differences between Perinatal Bereavement and Depression
- 1.8. Conceptualization of Perinatal Bereavement
  - 1.8.1. Specific Manifestations
  - 1.8.2. Factors that Influence Grief
  - 1.8.3. Perinatal Bereavement Rating Scales
- 1.9. Experiences after a Loss
  - 1.9.1. Pregnancy after Loss
  - 1.9.2. Breastfeeding in Bereavement
  - 1.9.3. Others Affected in the Loss
- 1.10. The Role of the Midwife in Perinatal Bereavement

## Module 2. Parentality

- 2.1. Childhood and Positive Parenting in the European Framework
  - 2.1.1. The Council of Europe and the Rights of the Child
  - 2.1.2. Positive Parenting: Definition and Basic Principles
  - 2.1.3. Public Policies to Support Positive Parenting
- 2.2. The Family as a Agent of Health
  - 2.2.1. Family Definition
  - 2.2.2. The Family as an Agent of Health
  - 2.2.3. Protective Factors and Stressors
  - 2.2.4. Development of Parental Competencies and Responsibility
- 2.3. Family: Structure and Vital Cycle
  - 2.3.1. Family Models
    - 2.3.1.1. Inclusion
    - 2.3.1.2. Fusion
    - 2.3.1.3. Interdependence
  - 2.3.2. Types of Family
    - 2.3.2.1. Stable
    - 2.3.2.2. Unstable
    - 2.3.2.3. Single Parent
    - 2.3.2.4. Reconstituted
  - 2.3.3. Single-Parent Families
  - 2.3.4. Assessment of the Family's Needs
    - 2.3.4.1. Family Evolutionary Cycle
    - 2.3.4.2. Family Apgar Test
    - 2.3.4.3. Mos Questionnaire
- 2.4. Parental Educational Styles
  - 2.4.1. Essential Concepts
  - 2.4.2. Classification of Styles
    - 2.4.2.1. Authoritarian Parents
    - 2.4.2.2. Permissive (Indulgent and Neglectful) Parents
    - 2.4.2.3. Democratic Parents

- 2.4.3. Family Styles
  - 2.4.3.1. Contractualist
  - 2.4.3.2. Statutory
  - 2.4.3.3. Maternalist
  - 2.4.3.4. Overprotective
- 2.5. Coeducation
  - 2.5.1. Introduction and Principles
  - 2.5.2. Coeducation Strategies
  - 2.5.3. Workshops to Work on Coeducation in Families (Sessions)
- 2.6. Positive Conflict Resolution Intrafamily Communication
  - 2.6.1. Introduction
  - 2.6.2. Intelligent Traffic Light Technology
  - 2.6.3. Effective Communication, Active Listening and Assertiveness
  - 2.6.4. Self-esteem and Self-knowledge Self-esteem in the Different Stages of the Child
  - 2.6.5. Promoting Autonomy
  - 2.6.6. Self-Control and Frustration Tolerance
- 2.7. Attachment
  - 2.7.1. Introduction Function. Window of Opportunity
  - 2.7.2. Attachment Development by Age
  - 2.7.3. Attachment Types: Secure, Anxious and Ambivalent, Avoidant, Disorganized, Disorganized
  - 2.7.4. Paternal Bond
- 2.8. Midwifery Care Oriented to Establishing and Fostering Attachment
  - 2.8.1. Kangaroo Method
  - 2.8.2. Promotion of Breastfeeding
  - 2.8.3. Porting
  - 2.8.4. Infant Massage
  - 2.8.5. Model Sessions for Attachment Enhancement
- 2.9. Alteration of the Maternal-Infant Bond
  - 2.9.1. Introduction
  - 2.9.2. Diagnostic Criteria
  - 2.9.3. Psychomedical Questionnaires
  - 2.9.4. Other Valuation Scales
  - 2.9.5. Semi-structured Interview

- 2.10. Emotional or Psychological Abuse
  - 2.10.1. Introduction to Child Abuse
  - 2.10.2. Definition of Psychological Abuse
  - 2.10.3. Classification: Passive and Active
  - 2.10.4. Risk Factors
  - 2.10.5. Symptoms and Disorders
  - 2.10.6. Forms that Psychological Abuse Takes on

### Module 3. Sexuality and Contraception in the Puerperium

- 3.1. Anatomical Recollection of the Female Genital Tract
  - 3.1.1. External Genitalia
  - 3.1.2. Internal Genitals
  - 3.1.3. Pelvis Bone
  - 3.1.4. Soft Pelvis
  - 3.1.5. Mammary Gland
- 3.2. Recall of the Physiology of the Female Reproductive System
  - 3.2.1. Introduction
  - 3.2.2. Female Hormones
  - 3.2.3. Female Genital Cycle: Ovarian, Endometrial, Myometrial, Tubal, Cervical, Vaginal and Mammary
- 3.3. Female Sexual Response Cycle
  - 3.3.1. Introduction: Jonhson Masters Sexual Response Cycle
  - 3.3.2. Desire
  - 3.3.3. Excitement
  - 3.3.4. Plateau
  - 3.3.5. Orgasm
- 3.4. Sexuality in the Puerperium
  - 3.4.1. Introduction
  - 3.4.2. Anatomical, Physiological and Psychological Changes in the Postpartum Period
  - 3.4.3. Sexuality in the Puerperium
  - 3.4.4. Sexual Problems during the Puerperium
  - 3.4.5. Promotion of Sexual Health in the Puerperium

- 3.5. Dysfunctions of Desire
  - 3.5.1. Introduction
  - 3.5.2. Biological Bases of Sexual Desire
  - 3.5.3. Considerations on Sexual Desire
  - 3.5.4. Definitions of Sexual Desire
  - 3.5.5. Desire Phase Dysfunctions
  - 3.5.6. Etiology of Desire Dysfunctions
  - 3.5.7. Treatment Proposals
- 3.6. Excitation Dysfunctions
  - 3.6.1. Definitions of the Concept of Excitation
  - 3.6.2. Definition of Arousal Dysfunctions
  - 3.6.3. Classification of the Dysfunctions in the Excitation Phase
  - 3.6.4. Etiology of Dysfunctions in the Excitation Phase
- 3.7. Orgasm Dysfunctions
  - 3.7.1. What Is the Orgasm and How Is it Produced?
  - 3.7.2. Physiological Reactions of the Sexual Response in Women
  - 3.7.3. The G Point
  - 3.7.4. The Love Muscle (Pubococcygeus Muscle)
  - 3.7.5. Necessary Conditions for the Achievement of Orgasm
  - 3.7.6. Classification of Female Orgasmic Dysfunctions
  - 3.7.7. Etiology of Anorgasmia
  - 3.7.8. Treatment
- 3.8. Vaginismus and Dyspareunia
  - 3.8.1. Definitions
  - 3.8.2. Classification
  - 3.8.3. Etiology
  - 3.8.4. Treatment
- 3.9. Couple Therapy
  - 3.9.1. Introduction
  - 3.9.2. General Aspects of Couples Therapy
  - 3.9.3. Dynamics of Sexual Enrichment and Couple Communication





- 3.10. Contraception in the Puerperium
  - 3.10.1. Concepts
  - 3.10.2. Types of Contraception
  - 3.10.3. Natural Methods
    - 3.10.3.1. Natural Methods with Breastfeeding
    - 3.10.3.2. Natural Methods without Breastfeeding
  - 3.10.4. IUD
  - 3.10.5. Hormonal Methods
    - 3.10.5.1. Hormonal Methods with Breastfeeding
    - 3.10.5.2. Hormonal Methods without Breastfeeding
  - 3.10.6. Voluntary Sterilization
  - 3.10.7. Emergency Contraception

“

*This training will allow you to advance  
in your career in a seamless way”*

05

# Methodology

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

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





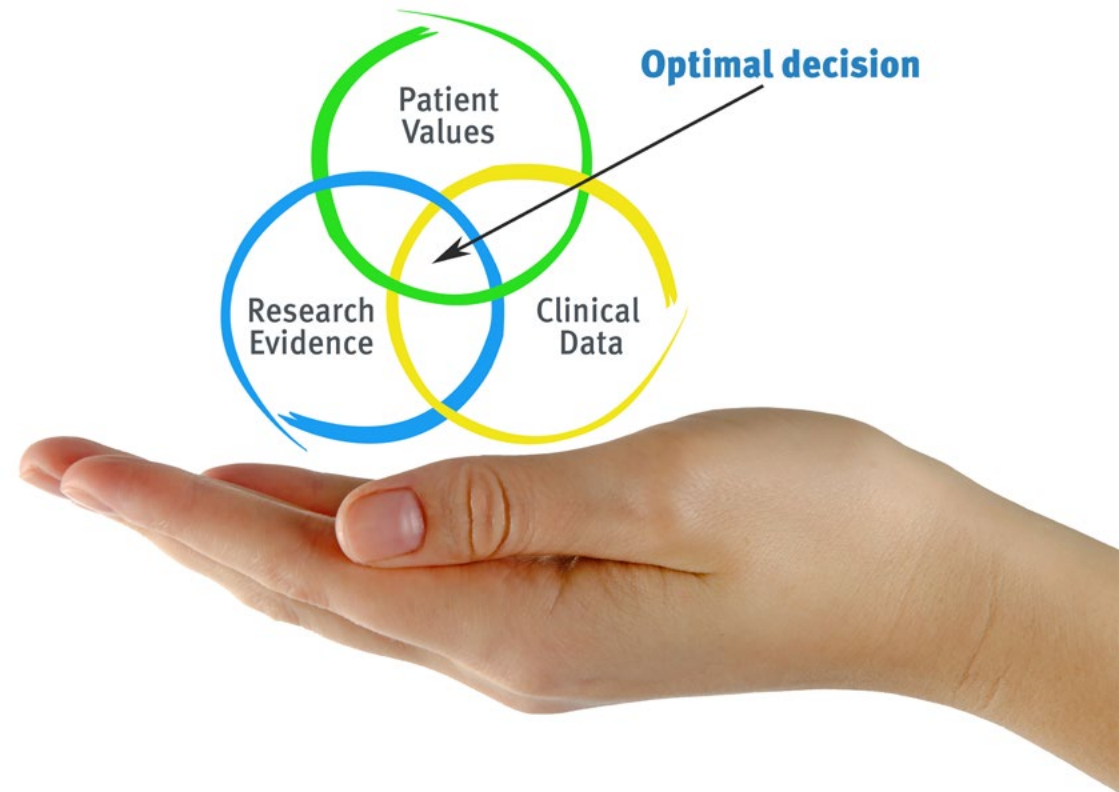
“

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

## At TECH Nursing School we use the Case Method

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

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



According to Dr. 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.



“

*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

This Postgraduate Diploma in Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality for Midwives, in addition to the most rigorous and updated training, access to a Postgraduate Diploma issued by TECH Technological University.





“

*Successfully complete this program and receive your certificate without travel or cumbersome paperwork”*

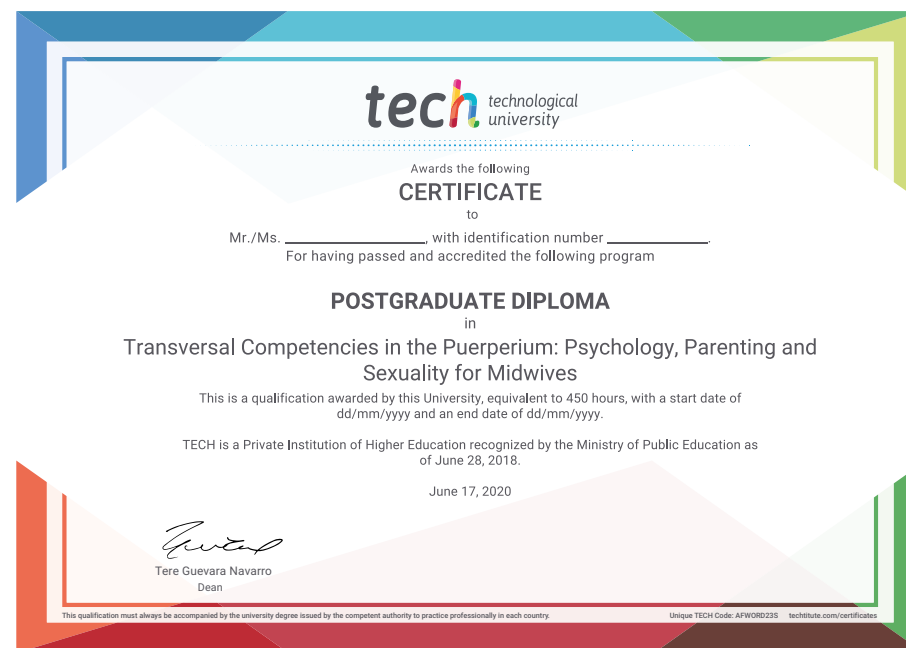
This **Postgraduate Diploma in Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality for Midwives** contains the most complete and up-to-date scientific program on the market.

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 from career evaluation committees.

Title: **Postgraduate Diploma in Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality 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.



future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
online training  
development language  
classroom



**Postgraduate Diploma**  
Transversal Competencies  
in the Puerperium:  
Psychology, Parenting  
and Sexuality for Midwives

Course Modality: Online

Duration: 6 months

Accreditation: TECH Technological University

Official N° of Hours: 450 h.

# Postgraduate Diploma

Transversal Competencies in  
the Puerperium: Psychology,  
Parenting and Sexuality for  
Midwives