

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

- » 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-transversal-competencies-puerperium-psychology-parenting-sexuality-midwives

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01

Introduction

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





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Midwives must develop transversal skills in the Puerperium period related to psychology, parenting and sexuality”

In addition to the common care that the midwife must provide for both the mother and the newborn, there are other transversal skills for which the health professional must also be trained. In this case, we can talk about psychological, parenting and sexual care related to the Puerperium period.

Psychological and neurobiological changes are often overlooked in the Puerperium period. The Puerperium period is a complex stage full of new bodily experiences and a multitude of information to be taken in, 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 patient approach.

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

To do this, in this training the different family models that currently exist and the models of parenting education will be studied. Concepts and conflict resolution strategies will be worked on and session models will be provided to promote the positive exercise of parenting to help its implementation in the daily work of the consultation, as well as in the design of health education sessions.

On the other hand, sexuality in the Puerperium period is complex and often unknown, so it is also important for midwives to obtain the necessary knowledge to treat their patients. Sexuality is full of myths and taboos, and is relegated to the background, since the demand for issues directly related to childbirth, breastfeeding or the newborn take up all of the couple's time. The puerperium requires adjustments in the couple and a lot of mutual understanding, since the woman may have fears or unpleasant memories of childbirth that interfere with returning to sexual life. Added to this is the great misinformation in this regard, both on the part of the professional and the woman, which makes it difficult for her to consult on aspects derived from her sexuality or it is the professional who does not know how to address 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 include:

- ♦ Practical cases presented by experts in Puerperium
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The latest news on transversal Competencies in the Puerperium
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ A special emphasis on innovative methodologies in the field of 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
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



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

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This Postgraduate Diploma is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality for midwives, you will get a Postgraduate Diploma by TECH Global University”

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

Its 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 an immersive education programmed to learn 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 throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts in Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality.

We offer you the best teaching and latest educational technology so that you can expand your knowledge without any 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 prepare midwives for their daily work in the field of puerperium.





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If you want to specialize in the puerperium, this is your best option to learn about the latest advances in the field”



General Objectives

- ◆ Update and expand midwives' knowledge in the field of puerperium in the hospital, health center and at home
- ◆ Obtain an integrated vision of the care required by women and their children during the puerperium period
- ◆ 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 puerperium phase
- ◆ Help provide quality Puerperium care based on scientific evidence
- ◆ Contribute to the midwife's decision making process in difficult situations
- ◆ Have the tools to achieve a multidisciplinary management in puerperium
- ◆ Acquire the professional competencies necessary to offer a quality and up-to-date healthcare practice
- ◆ Apply the knowledge obtained when solving problems that may arise in practical situations in healthcare



Make the most of the opportunity and take the step to get up-to-date on the latest developments in Transversal Competencies in in the Puerperium: Psychology, Parenting and Sexuality for midwives”





Specific Objectives

Module 1. Psychological and emotional aspects in the Puerperium period

- ◆ Know the neurobiological processes of the Puerperium period
- ◆ Understand the relationship between the mother's hormonal system and the establishment of the parent-child bond
- ◆ Know the psychological changes of the puerperium period
- ◆ Identify risk factors for bond disruption
- ◆ Know the recommendations for 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 ways to access perinatal bereavement

Module 2. Parenthood

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

- ◆ Identify and promote the necessary elements for the correct establishment of emotional attachment
- ◆ Identify types of attachment
- ◆ Broaden knowledge of assessment and diagnostic tools for bonding disorders
- ◆ Explore in depth the different types of psychological abuse and their risk factors

Module 3. Sexuality and Birth Control in the Puerperium Period

- ◆ Increase knowledge of the physiology of the female reproductive system
- ◆ Increase knowledge of the female genital cycle and the hormonal influence on it
- ◆ Have an in-depth knowledge of the sexual response cycle and its different stages
- ◆ Recognize the physical, physiological and psychological changes in pregnant women that may influence their sexual health
- ◆ Learn how to use tools to promote sexual health in the puerperium period
- ◆ Recognize and identify the most frequent sexual problems during the Puerperium period
- ◆ Increase knowledge regarding the sexual dysfunction 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 midwives office
- ◆ Improve knowledge of the different types of contraception that can be used in the puerperium period

03

Course Management

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

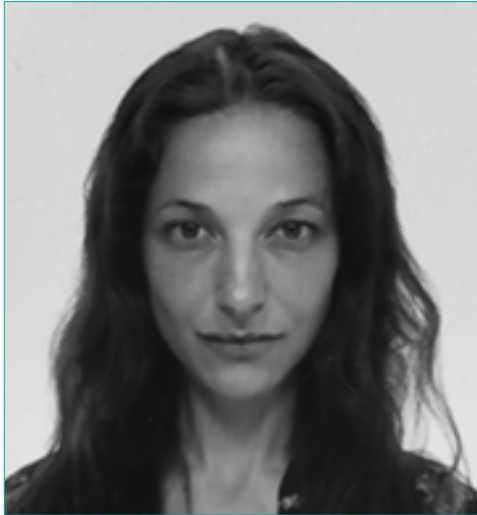




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We have an excellent team of professionals that will help you acquire the necessary skills to care for patients in the Transversal Competencies in the Puerperium”

Management



Ms. Grolimund Sánchez, Verónica

- ♦ Midwife at Gregorio Marañón HGU, Madrid. Specialized in high-risk pregnancy and childbirth
- ♦ Postgraduate certificate in Nursing from the Autonomous University of Madrid. Red Cross Nursing School
- ♦ Nursing Specialist in Obstetrics and Gynecology
- ♦ Professor in Nursing Teaching specializing in Obstetrics and Gynecology 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 hands-on 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 at the University of Zaragoza
- ♦ Specialty in Obstetric-Gynecological Nursing (Midwife) at the Midwifery Teaching Unit of Catalonia, University of Barcelona
- ♦ Postgraduate degree in sexual health. Educational and community intervention. University of Lérida Foundation
- ♦ Collaborating professor of the Midwifery Resident Teaching Unit of the University Hospital Gregorio Marañón as an expert in the area of maternal and newborn nursing
- ♦ Midwife in Primary Care in Barcelona. Catalan Institute of Health
- ♦ Midwife at the Hospital Universitario Clínic de Barcelona
- ♦ Obstetrical-Gynecological Specialty at the Germans Trias i Pujol Hospital in Badalona as a Midwife Resident
- ♦ Nurse in the puerperium ward at the Miguel Servet University Hospital in Zaragoza



Professors

Ms. Burgueño Antón, Adrián

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

Ms. García Rodríguez, Laura

- ◆ Midwife. Goya Health Center

Ms. Gutiérrez Munuera, Marta

- ◆ Midwife. Infanta Leonor Hospital

Ms. Hernando Orejudo, Isabel

- ◆ Midwife. University Hospital 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. University Hospital Getafe

Ms. Ramírez Sánchez-Carnerero, Rosa María

- ◆ Midwife. Virgen of Altagracia Hospital in Manzanares

Ms. Sánchez Boza, Pilar

- ◆ Nurse specialized in Obstetrics and Gynecology

Ms. Triviño de la Cal, Cristina

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

04

Structure and Content

The structure of the contents has been designed by the best professionals in the field of Puerperium, with extensive experience and recognized prestige in the profession, backed by the volume of reviewed, studied and diagnosed cases, and with extensive knowledge of new technologies applied to healthcare.



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Module 1. Puerperium Psychological and Emotional aspects

- 1.1 Definition of Bond. Theoretical Framework
- 1.2 Neurobiology of Bonding
 - 1.2.1 Maternal Hormonal System
 - 1.2.2 Hormonal System of the Newborn
- 1.3 Psychological Changes in the Puerperium
 - 1.3.1 Psychological Transparency
 - 1.3.2 Psychosocial Adaptation: Reva Rubin and Mercer
- 1.4 Risk Factors Associated with the Disruption of Maternal Bond
- 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 Termination of Pregnancy (VTP)
 - 1.6.2 IVF due to Fetal Malformation or Maternal Risk
 - 1.6.3 Selective Reduction in Multiple Gestations
 - 1.6.4 Intrauterine 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 Influencing Grief
 - 1.8.3 Assessment Scales for Perinatal Bereavement
- 1.9 Experiences after a Loss
 - 1.9.1 Pregnancy Following a Loss
 - 1.9.2 Breastfeeding during Bereavement
 - 1.9.3 Others affected by the Loss
- 1.10 The Role of the Midwife in Perinatal Bereavement and Loss

Module 2. Parenthood

- 2.1 Childhood and Positive Parenting in the European framework
 - 2.1.1 The European Council and Children's Rights
 - 2.1.2 Positive Parenting: Definition and Basic Principles
 - 2.1.3 Public Policies in Support of Positive Parenting
- 2.2 The Family as a Health Agent
 - 2.2.1 Definition of family
 - 2.2.2 The Family as a Health Agent
 - 2.2.3 Protective Factors and Constraints
 - 2.2.4 Development of Parental Skills and Responsibility
- 2.3 The Family: Structure and Life 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 The Apgar Family Test
 - 2.3.4.3 The 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 Parents (indulgent and negligent)
 - 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. Maternal
 - 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 Tolerance Towards Frustration
- 2.7 Attachment
 - 2.7.1. Introduction. Function. Window of Opportunity
 - 2.7.2. The Development of Attachment by Age
 - 2.7.3. Attachment Types: Secure, Anxious and Ambivalent, Avoidant, Disorganized, Disorganized
 - 2.7.4. Paternal Bond
- 2.8 Midwifery Care geared towards the Establishment and Promotion of Attachment
 - 2.8.1. Babysitting Method
 - 2.8.2. Promotion of Breastfeeding
 - 2.8.3. Transport
 - 2.8.4. Infant Massage
 - 2.8.5. Model Sessions to promote Attachment
- 2.9 Damage to Mother-Infant Bonding
 - 2.9.1. Introduction
 - 2.9.2. Diagnostic Criteria
 - 2.9.3. Psychomedical Questionnaires
 - 2.9.4. Other Assessment 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: Liabilities and Assets
 - 2.10.4. Risk Factors
 - 2.10.5. Symptoms and Disorders
 - 2.10.6. Forms of Psychological Abuse

Module 3. Puerperium Sexuality and Contraception

- 3.1 Anatomical Reminder of the Female Genital Apparatus
 - 3.1.1. External Genitalia
 - 3.1.2. Internal Genitals
 - 3.1.3. The Pelvic Bone
 - 3.1.4. The Soft Pelvis
 - 3.1.5. Mammary Glands
- 3.2 Reminder of the Physiology of the Female Reproductive Organs
 - 3.2.1. Introduction
 - 3.2.2. Female Hormones
 - 3.2.3. Female Genital Cycle: Ovarian, Endometrial, Myometrial, Tubal, Cervical-Uterine, Vaginal and Mammary
- 3.3 The Female Sexual Response Cycle
 - 3.3.1. Introduction: Johnson Masters Sexual Response Cycle
 - 3.3.2. Desire
 - 3.3.3. Arousal
 - 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 Puerperium
 - 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 Reduction or Loss of Sexual Desire

- 3.5.1. Introduction
- 3.5.2. Biological Basis for Sexual Desire
- 3.5.3. Observations on Sexual Desire
- 3.5.4. Definitions of Sexual Desire
- 3.5.5. Difficulties during the Phase of Sexual Desire
- 3.5.6. Etiology of Difficulties Regarding Sexual Desire
- 3.5.7. Treatment Proposals
- 3.6 Difficulties becoming Aroused
 - 3.6.1. Definitions of the Concept of Arousal
 - 3.6.2. Definition of Arousal Difficulties
 - 3.6.3. Classification of Arousal Difficulties
 - 3.6.4. Etiology of Arousal Difficulties
- 3.7 Difficulties having an Orgasm
 - 3.7.1. What is An Orgasm and How Does It Occur?
 - 3.7.2. Physiological Reactions of a Woman's Sexual Response
 - 3.7.3. The G Spot
 - 3.7.4. The Love Muscle (pubococcygeus muscle)
 - 3.7.5. Necessary Conditions to have an Orgasm
 - 3.7.6. Classification of Female Orgasm Dysfunction
 - 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 Couples Therapy
 - 3.9.1. Introduction
 - 3.9.2. General Aspects of Couples Therapy
 - 3.9.3. Dynamics of Sexual Enrichment and Communication in Couples
- 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. DIU
- 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

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

05

Methodology

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

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





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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

This Postgraduate Diploma in Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality for midwives guarantees guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.





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 Transversal Competencies in the Puerperium: Psychology, Parenting and Sexuality 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.

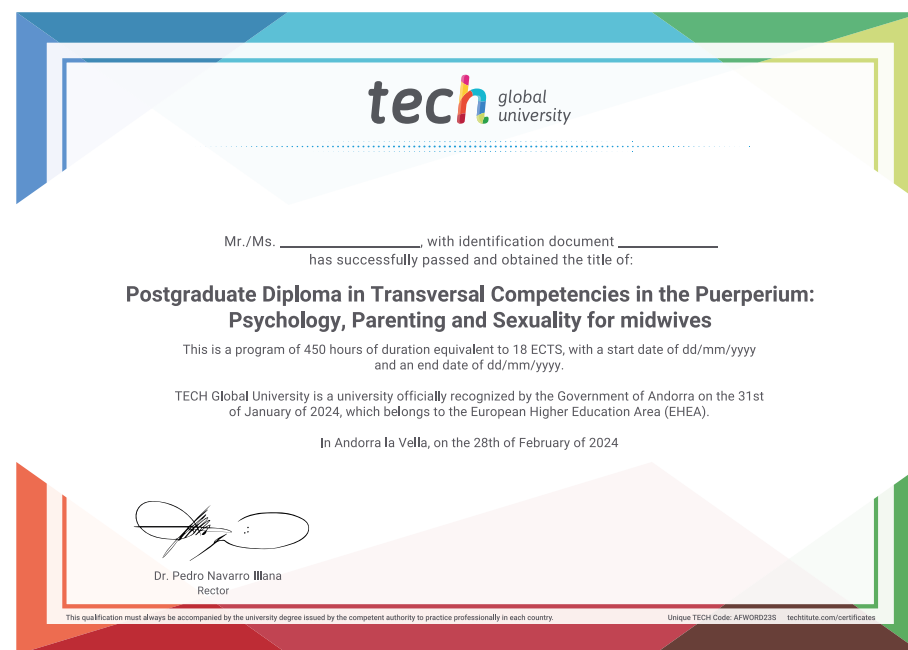
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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



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Postgraduate Diploma

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