

Professional Master's Degree Obstetric Nursing





Professional Master's Degree Obstetric Nursing

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/nursing/professional-master-degree/master-obstetric-nursing

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01

Introduction

The World Health Organization has warned the importance of reducing obstetric violence and listening more to women during this process. A change that is already taking place thanks to the awareness of the nursing staff, who are conscious of the relevance of their role from preconception to puerperium. Given the existing demand, TECH has designed this program where the professional will be able to update their knowledge in areas such as prenatal care, problems during breastfeeding or labor, among others. All this, in 100% online mode with a Relearning system, which reduces the long hours of study so frequent in other methodologies and makes this degree compatible with the most demanding responsibilities.





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*Thanks to this Professional Master's Degree,
you will be able to update your knowledge
about nursing work during the birth process”*

Today, women are increasingly delaying the age at which they decide to become pregnant. This has led to an increase in risk pregnancies in recent years, especially in Western countries. Studies and scientific advances in this area have, however, allowed the end of these processes to be positive, and the babies are born healthy, thanks to a more exhaustive control by the entire healthcare team. Likewise, programs to inform pregnant women about the entire process and actions in favor of breastfeeding have led people to be more aware, to demand better health care and less obstetric violence.

In this scenario, the nurse faces the daily challenge of attending to a wide range of services, which not only focus on the pregnant woman, but also on the newborn. Physical assessments, clinical examinations, treatments and health promotion actions are just some of the items you should perform with thorough knowledge. This Professional Master's Degree was created with the objective of offering, under the highest scientific rigor, the most up-to-date information in this field. This will be possible thanks to the specialized teaching team with extensive experience in Obstetrics in reference hospitals.

A university program where students will have access to multimedia material developed with the latest technology applied to the educational system. These teaching resources will allow you to delve into the key aspects of preconception consultation, care of the pregnant woman, controls during pregnancy, nutrition, labor and delivery, and care during the postpartum period. Additionally, simulations of practical cases will be of great use and direct application in your daily clinical practice.

A Professional Master's Degree 100% online that provides the professionals with the ease of being able to study it comfortably, wherever and whenever they want. Students will only need a computer or tablet to connect to the virtual platform where all the syllabus of this degree is hosted. In addition, having all the content available gives the students freedom, since they can distribute the teaching load according to their needs. Flexibility, which makes it possible to balance quality teaching with professional and/or personal responsibilities.

This **Professional Master's Degree in Obstetric Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Nursing
- ♦ 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
- ♦ 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



A library of multimedia resources that is available 24 hours a day. Access it and see the latest information on nursing care in obstetrics”

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A university degree that will lead you to learn about advances in obstetric analgesia and anesthesia”

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.

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

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

Delve comfortably into your knowledge about the assistance and care of women in childbirth.

This program delves into the relevance of the nutrition of the pregnant woman and its future consequences on the baby.



02

Objectives

This program provides the nursing professional with the most up-to-date knowledge in the field of Obstetrics. As a result, at the end of the 12-month program, the health professional will have gained extensive knowledge about breastfeeding promotion, the resolution of patients' main doubts and the process of accompanying them throughout the entire process. The teaching staff will guide students through the program to achieve their goals.





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TECH adapts to you. That's why this program is flexible, and you can distribute the course load according to your needs”



General objectives

- ♦ Acquire specific knowledge in obstetric care
- ♦ Promote work strategies based on a comprehensive approach to the patient as a standard model for achieving excellent care
- ♦ Favour the acquisition of technical skills and abilities, through a powerful audiovisual system, and the possibility of development through specific training
- ♦ Encourage professional stimulation through continuous education and research



*With this university program
you will be able to update your
knowledge about breastfeeding”*





Specific objectives

Module 1. Preconception Consultation

- ♦ Train health personnel so that they are able to put new knowledge into practice
- ♦ Identify the professionals involved throughout the pregnancy process

Module 2. Pregnancy

- ♦ Gain knowledge about the different anatomic-physiological modifications that occur during pregnancy
- ♦ Master the essential skills in prenatal care

Module 3. Maternity Education Program

- ♦ Be able to answer any questions or doubts the pregnant woman may have
- ♦ Review health education and promotion programs for pregnant women

Module 4. Labor

- ♦ Favour a climate of trust, security, and intimacy, respecting the privacy, dignity and confidentiality of women
- ♦ Involve the woman in decision-making throughout the process

Module 5. Assistance and Care of the Woman in Childbirth

- ♦ Promote close, respectful, empathetic and professional treatment
- ♦ Facilitate the access of the accompanying person at all times

Module 6. Nursing Care in the Postpartum Period

- ♦ Up-to-date scientific-technical and unified care criteria that ensure continuity of care
- ♦ Coordination between the professionals attending the process

Module 7. Breastfeeding

- ♦ Promote breastfeeding
- ♦ Help mothers to initiate breastfeeding
- ♦ Provide a place where the woman can breastfeed her baby in comfort

Module 8. Nursing Care in a Newborn

- ♦ Facilitate the first contact with the newborn
- ♦ Ensure identification of the newborn
- ♦ Facilitate the accessibility and participation of the accompanying person throughout the process

03 Skills

The syllabus of this university degree has been developed by an expert teaching team that seeks to offer the health professional the latest knowledge in Obstetrics in order to enhance their skills and abilities. For this purpose, TECH provides the most innovative teaching tools, with which you can delve into the dynamization of maternal and child health programs and care for women, detection of women with risk factors and problems in childbirth or the appropriate assessment of different clinical situations in the field of nursing.



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Access an educational option where you will learn more about health promotion programs for pregnant women”



General skills

- ♦ Understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- ♦ Be able to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study
- ♦ Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities related to the application of their knowledge and judgments
- ♦ Know how to communicate conclusions, knowledge, and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way
- ♦ Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous



Enhance your skills in the care of women with at-risk pregnancies with this university degree"





Specific skills

- ◆ Participate in and, where appropriate, lead and dynamize maternal and child health and women's health programs
- ◆ Carry out appropriate health education for women, families and the community, identifying learning needs in relation to maternal and child health, carrying out the different educational programs related to the needs identified
- ◆ Promote a positive experience and a responsible attitude towards childbirth in the population and give advice on postpartum and breastfeeding
- ◆ Collaborate in the implementation of activities for the promotion, prevention, assistance, and postpartum recovery of women
- ◆ Detect risk factors and problems in childbirth in women
- ◆ Apply the principles of clinical reasoning, problem detection, decision-making, care and attention planning and appropriate assessment to the different clinical situations in the field of nursing care

04

Course Management

TECH has brought together in this degree a group of professionals specialized in Nursing, Obstetrics and Gynecology, who will contribute in this Professional Master's Degree their extensive experience in the approach to pregnant women from the preconception to the postpartum period. Their high qualification in this field and their human qualities have been taken into account by this institution, which seeks above all to offer students a quality education that responds to their demands for up-to-date knowledge.





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A teaching team made up of specialists in Obstetrics, Nursing and Midwifery who will guide you to be aware of the advances in this field”

Management



Dr. Rodríguez Díaz, Luciano

- ♦ Nursing Specialist in Obstetrics and Gynecology
- ♦ Head of Studies of the Obstetric-Gynecological Nursing Teaching Unit (Midwife) of the University Hospital of Ceuta
- ♦ Midwife Bellvitge University Hospital
- ♦ Lecturer at the University Centre of Nursing of Ronda
- ♦ Lecturer in the Ceuta Midwifery Teaching Unit
- ♦ SEEUE obstetric-gynecologic emergencies group member
- ♦ Responsible for Perinatal Health: Reproductive Sexual Health and Normal Childbirth of Ingesa
- ♦ Member of the Clinical Commission for Research and Continuing Education of the University Hospital of Ceuta
- ♦ Member: Institute of Ceuta Studies, Editorial Board of the European Journal of Health Research, Spanish Society of Emergencies, Institute of Ceuta Studies
- ♦ PhD from the University of Granada
- ♦ Master's Degree in Physical Education and Health. University of Granada
- ♦ Master's Degree in Gynecological Nursing. Cardenal Herrera University
- ♦ Master's Degree in Obstetric Nursing. Cardenal Herrera University
- ♦ Obstetric-Gynecological Nursing Specialist. University of Malaga
- ♦ University Diploma in Nursing. Cádiz University
- ♦ Expert in community health promotion. UNED



Dr. Vázquez Lara, Juana María

- ♦ Primary Care Nurse
- ♦ 061 Nurse of the Ceuta Health Management Area
- ♦ PhD from the University of Granada
- ♦ Acting midwife in the delivery service. Bellvitge University Hospital
- ♦ Head of Studies of the Ceuta Midwifery Teaching Unit
- ♦ Professor of the Ceuta Midwifery Teaching Unit
- ♦ National Coordinator of the Obstetrical-Gynecological Emergencies Working Group of the Spanish Society of Emergency Nursing (SEEUE)
- ♦ Master's Degree of the Official Doctoral Program in Physical Education and Health
- ♦ University Expert on "Health Promotion in the Community" UNED
- ♦ Specialty in Obstetric and Gynecological Nursing (Midwife), Costa del Sol Hospital, Marbella University School of Nursing and Midwifery of Málaga, University of Málaga
- ♦ University Diploma in Nursing "Salus Infirmorum" University School of Nursing, University of Cádiz

Professors

Dr. Andrés Núñez, Carmen Patricia

- ◆ Specialist in Obstetrics and Gynecology at the University Hospital of Ceuta
- ◆ Specialist in Gynecology and Obstetrics. Quironsalud Campo de Gibraltar Hospital
- ◆ INGESA Specialist Physician
- ◆ Gynecology Clinical Management Unit. San Cecilio University Hospital Granada
- ◆ Degree in Medicine and Surgery

Dr. Carrasco Racero, María Mercedes

- ◆ Nurse Practitioner in Gynecological Care
- ◆ Internship Coordinator at the University Center of Ronda
- ◆ Degree in Nursing
- ◆ Teacher

Dr. De Dios Pérez, María Isabel

- ◆ Midwife at the Zaragoza University Hospital
- ◆ Teacher
- ◆ Diploma in Nursing

Dr. Díaz Lozano, Paula

- ◆ Midwife, University Hospital Virgen de Valme
- ◆ Midwife, Ingesa Ceuta
- ◆ Nurse Specialist in Obstetrics and Gynecology, University Hospital of Ceuta
- ◆ Teacher
- ◆ Diploma in Nursing, Faculty of Nursing and Physiotherapy of Cádiz

Dr. Gilart Cantizano, Patricia

- ◆ Nurse specialized in Obstetrics and Gynecology
- ◆ Midwife of Specialized Care in Campo de Gibraltar
- ◆ Midwife, Quirón Campo de Gibraltar Hospital
- ◆ Nurse Resident Intern Midwife Andalusian Health Service
- ◆ Critical care and emergency nurse Andalusian Health Service
- ◆ Teacher

- ◆ Diploma in Nursing
- ◆ University expert in community nutrition UNED
- ◆ University expert in cardiovascular risks III. UNED
- ◆ University Expert in Emergency Medicine. Complutense University of Madrid

Dr. Llinás Prieto, Lucía

- ◆ Nurse Practitioner in Gynecological Care
- ◆ Nurse in Specialized Care Cádiz
- ◆ Teacher
- ◆ Diploma in Nursing

Dr. Márquez Díaz, Antonio

- ◆ Midwife in Primary Care in Andalusian Government
- ◆ Midwife, El Angel Hospital HLA Group
- ◆ Midwife, Vithas
- ◆ Intern Resident Nursing Plan Tutor
- ◆ OPOSALUD Tutor
- ◆ University Diploma in Emergency Nursing, El Ángel Hospital
- ◆ Nursing University Diploma in ICU Pediatrics and Neonatal Unit of El Ángel Hospital
- ◆ Resident Midwife, Andalusian Regional Government
- ◆ Midwife Costa del Sol de Marbella Hospital
- ◆ Midwife Quirón Campo de Gibraltar Hospital
- ◆ Official Master in Health Economics, Health Management and Rational Use of Medicines. University of Malaga
- ◆ Official Master's Degree in New Trends in Health Sciences Research. University of Málaga
- ◆ Master's Degree in Public Health. University of Almería
- ◆ Master's Degree in Nurse Prescription and Pharmacotherapeutic Monitoring. University of Valencia
- ◆ Master's Degree in Pharmacotherapy, University of Valencia
- ◆ Diploma in Nursing. University of Málaga

Dr. Mérida Téllez, Juanma

- ◆ Nurse specialized in Obstetrics and Gynecology
- ◆ Midwife Costa del Sol de Marbella Hospital
- ◆ Teacher
- ◆ Diploma in Nursing

Dr. Mérida Tellez, Beatriz

- ◆ Nursing specialized in Obstetrics and Gynecology
- ◆ Midwife of the Andalusian Health Service
- ◆ Midwife of the Vithas Hospital
- ◆ Midwife of the Murcia Health Service
- ◆ Teacher
- ◆ Member of the scientific committee of the First International Congress of Research and Innovation in Nursing and Physiotherapy of Ceuta and Melilla
- ◆ Member of the Scientific Committee. National Sanitary Magazine
- ◆ Doctor in Health Sciences
- ◆ Diploma in Nursing

Dr. Muñoz Vela, Francisco Javier

- ◆ Nurse specialized in Obstetrics and Gynecology
- ◆ Nursing internship coordinator at the Maternity and Infant Care Center of Málaga
- ◆ Midwife Carlos Haya Regional University Hospital
- ◆ Midwife San Antonio Park Hospital
- ◆ Midwife in Specialized Care at the Maternal-Children's Hospital of Málaga
- ◆ Associate Professor Faculty of Nursing. University of Málaga
- ◆ Diploma in Nursing. University of Málaga

Dr. Palomo Gómez, Rocío

- ◆ Nurse Specialised in Obstetrics and Gynecology
- ◆ Ceuta Specialized Care Midwife
- ◆ Midwife. Carlos Haya Regional University Hospital, Málaga
- ◆ Málaga Midwifery Teaching Unit
- ◆ Teacher
- ◆ Diploma in Nursing

Dr. Revidiego Pérez, María Dolores

- ◆ Nurse specialized in Gynecology and Obstetrics
- ◆ Midwife of Specialized Care in Campo de Gibraltar
- ◆ Midwife. Quirón Campo de Gibraltar Hospital
- ◆ Teacher
- ◆ Diploma in Nursing

Dr. Rivero Gutiérrez, Carmen

- ◆ Midwife. Primary Care in the Ceuta Health Area
- ◆ Midwife. Ingesa Ceuta
- ◆ Midwife. Puerta del Mar University Hospital Complex - San Carlos
- ◆ Professor and Tutor of the Ceuta Midwifery Teaching Unit
- ◆ Diploma in Nursing

Dr. Rodríguez Díaz, David

- ◆ Nurse at Nuestra Señora de Candelaria University Hospital
- ◆ Nurse at Nuestra Señora de Candelaria University Hospital
- ◆ Teacher
- ◆ Diploma in Nursing

Dr. Vázquez Lara, Francisco José

- ◆ Specialist in Biological Sciences
- ◆ Teacher
- ◆ PhD Polytechnic University of Valencia
- ◆ Degree in Biological Sciences

Dr. Vázquez Lara, María Dolores

- ◆ Nurse specialized in primary care of pregnant women
- ◆ Campo de Gibraltar Primary Care Nurse
- ◆ Teacher
- ◆ Diploma in Nursing

05

Structure and Content

TECH has developed a curriculum that seeks to offer the professional the most detailed and up-to-date knowledge on the necessary care for pregnant women and newborns. For this purpose, it has relied on a relevant faculty in the field of Obstetrics, which has developed a syllabus that is structured in 8 modules. Through video summaries, detailed videos or interactive diagrams, students will be immersed in the latest scientific information on pregnancy, the different physical changes suffered by women, the development of the baby or nursing care of the newborn during the 1,500 teaching hours.



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The clinical cases provided by the teachers on the stages of pregnancy will bring the nursing staff closer to real situations that they can experience in their daily practice”

Module 1. Preconception Consultation

- 1.1. Need for a Preconception Consultation
- 1.2. Content of The Consultation
 - 1.2.1. Medical History
 - 1.2.2. Physical Examination
 - 1.2.3. Complementary Tests
- 1.3. Education and Promotion of Health
- 1.4. Pharmacological Supplementation

Module 2. Pregnancy

- 2.1. Duration of pregnancy. Nomenclature
- 2.2. Anatomic-Physiological Modifications
 - 2.2.1. Cardiovascular and Cardiac Changes
 - 2.2.1.1. Cardiac Changes
 - 2.2.1.2. Hematological Changes
 - 2.2.1.3. Vascular Changes
 - 2.2.2. Respiratory Changes
 - 2.2.2.1. Anatomical Changes
 - 2.2.2.2. Functional Changes
 - 2.2.3. Renal and Urinary Changes
 - 2.2.3.1. Anatomical Modifications
 - 2.2.3.2. Functional Modifications
 - 2.2.4. Metabolic Changes
 - 2.2.4.1. Weight Gain
 - 2.2.4.2. Basal Metabolism
 - 2.2.4.3. Carbohydrate Metabolism
 - 2.2.4.4. Lipid Metabolism
 - 2.2.4.5. Protein Metabolism
 - 2.2.4.6. Acid-base Equilibrium
 - 2.2.4.7. Water Metabolism
 - 2.2.4.8. Minerals and Vitamins



- 2.2.5. Genital and Mammary Changes
 - 2.2.5.1. External Genitalia
 - 2.2.5.2. Internal Genitals
 - 2.2.5.3. Breast Changes
- 2.2.6. Endocrine Changes
 - 2.2.6.1. Constitution of the Fetoplacental Unit
 - 2.2.6.2. Pituitary
 - 2.2.6.3. Thyroid
 - 2.2.6.4. Parathyroid
 - 2.2.6.5. Pancreas
 - 2.2.6.6. Adrenal Gland
- 2.2.7. Skin and Eye Changes
 - 2.2.7.1. Vascular Changes
 - 2.2.7.2. Pigmentation Changes
 - 2.2.7.3. Tegumentary System
 - 2.2.7.4. Eye Changes
- 2.2.8. Gastrointestinal Changes
 - 2.2.8.1. Mouth
 - 2.2.8.2. Esophagus and Stomach
 - 2.2.8.3. Intestine
 - 2.2.8.4. Liver
 - 2.2.8.5. Gallbladder
- 2.2.9. Musculoskeletal Changes
 - 2.2.9.1. Change of the Center of Gravity
 - 2.2.9.2. Pelvis
 - 2.2.9.3. Musculoskeletal Alterations
- 2.3. Diagnosis of Pregnancy for Midwives
 - 2.3.1. Diagnosis of Pregnancy
 - 2.3.2. Biochemical Tests
 - 2.3.2.1. Biological Tests
 - 2.3.2.2. Immunological Tests
 - 2.3.3. Ultrasound
 - 2.3.4. Signs and Symptoms
 - 2.3.4.1. Signs
 - 2.3.4.2. Symptoms
- 2.4. Prenatal Care. Midwife's Program of Gestational Control
 - 2.4.1. Prenatal Care
 - 2.4.2. Pregnancy Control Program
 - 2.4.2.1. First Pregnancy Check-up Visit (< 10 weeks)
 - 2.4.2.2. Successive Prenatal Visits
 - 2.4.3. Prenatal Risk Assessment
 - 2.4.4. Prenatal Control Protocols
 - 2.4.4.1. Definition
 - 2.4.4.2. Objectives
 - 2.4.4.3. Personnel Involved
 - 2.4.4.4. Process
- 2.5. Prenatal Diagnosis
 - 2.5.1. Non-Invasive Techniques
 - 2.5.2. Invasive Techniques
 - 2.5.3. Couple Counselling in Prenatal Diagnosis
 - 2.5.3.1. Definition
 - 2.5.3.2. General Objectives
 - 2.5.3.3. Specific Objectives
 - 2.5.3.4. Targeted Population
 - 2.5.3.5. Description of the Process
- 2.6. Midwife's Health Education for the Pregnant Woman
 - 2.6.1. Health Education for the Pregnant Woman
 - 2.6.2. Healthy Habits
 - 2.6.2.1. Feeding
 - 2.6.2.2. Consumption of Harmful Substances
 - 2.6.2.3. Work
 - 2.6.2.4. Sports
 - 2.6.2.5. Travel
 - 2.6.2.6. Hygiene, Clothing, and Footwear
 - 2.6.2.7. Violence in Pregnancy

- 2.6.3. Sexuality
- 2.6.4. Common Discomforts During Pregnancy
 - 2.6.4.1. Cardiovascular
 - 2.6.4.2. Dermatological
 - 2.6.4.3. Digestive
 - 2.6.4.4. Locomotor
 - 2.6.4.5. Respiratory
 - 2.6.4.6. Genitourinary
- 2.6.5. Warning Signs
- 2.6.6. Promotion of Breastfeeding
- 2.6.7. Birth Plan
- 2.7. Nutrition of the Pregnant Woman
 - 2.7.1. Evaluation of the Diet
 - 2.7.1.1. Energy Requirements
 - 2.7.1.2. Food Selection
 - 2.7.1.3. Supplements During Pregnancy
 - 2.7.1.4. Weight Gain
 - 2.7.2. Special Situations
 - 2.7.2.1. Medical treatment
 - 2.7.2.2. Vegetarians
 - 2.7.3. Dietary Counseling During Pregnancy
- 2.8. Pharmaceuticals in Pregnancy
 - 2.8.1. Pharmacology in Pregnancy
 - 2.8.2. Mechanisms of Action in the Mother and Fetus
 - 2.8.2.1. Mother
 - 2.8.2.2. Placenta
 - 2.8.2.3. Fetus
 - 2.8.3. Use and Management of Pharmaceuticals in Pregnancy
 - 2.8.4. Indications, Pharmaceutical Interaction, and Dosage
 - 2.8.4.1. Anti-inflammatory, Analgesic, and Antipyretic Medications
 - 2.8.4.2. Gastroesophageal Reflux Prophylactics and Antiulcer Medications
 - 2.8.4.3. Anticoagulants
 - 2.8.4.4. Laxatives
 - 2.8.4.5. Vitamins
 - 2.8.4.6. Antianemic Medications
 - 2.8.4.7. Antiarrhythmics
 - 2.8.4.8. Antihypertensives
 - 2.8.4.9. Hormones
 - 2.8.4.10. Oral Contraceptives
 - 2.8.4.11. Oral Antidiabetics
 - 2.8.4.12. Corticoids
 - 2.8.4.13. Dermatological Treatments
 - 2.8.4.14. Antiviral Treatments
 - 2.8.4.15. Trichomonocides
 - 2.8.4.16. Antibiotics
 - 2.8.4.17. Antiasthmatics
 - 2.8.4.18. Antitussives
 - 2.8.4.19. Rhinologicals
 - 2.8.4.20. Antihistamines
 - 2.8.4.21. Antiepileptics
 - 2.8.4.22. Antidepressants
 - 2.8.4.23. Antipsychotics
 - 2.8.5. Annex. FDA Classification of the Different Groups of Medications
- 2.9. Psychosocial Aspects of Pregnancy
 - 2.9.1. Cultural and Religious Influences
 - 2.9.2. The Meaning and Impact of Pregnancy on the Couple and on the Family and Social Surroundings
 - 2.9.3. Psychological Changes in Pregnancy
 - 2.9.3.1. First Trimester
 - 2.9.3.2. Second Trimester
 - 2.9.3.3. Third Trimester
 - 2.9.4. Bonding



Module 3. Maternity Education Program

- 3.1. History
- 3.2. Objectives
 - 3.2.1. General Objective
 - 3.2.2. Specific Objectives
- 3.3. Theoretical and Practical Content
 - 3.3.1. Course Content
 - 3.3.2. Methodology
- 3.4. Physical Exercises, Pelvic Floor Exercises and Body Statics
- 3.5. Breathing Techniques
 - 3.5.1. Breathing Classification
 - 3.5.2. Current Trends
- 3.6. Relaxation Exercises
 - 3.6.1. Theoretical Basis of Childbirth Education
 - 3.6.2. Different Schools
- 3.7. Use of the Birthing Ball or Spherodynamics
- 3.8. Aquatic Maternal Education
- 3.9. Pilates Method for Pregnant Women

Module 4. Labor

- 4.1. Physiology of Uterine Contraction. Uterine Activity
 - 4.1.1. Basic Physiological Aspects of Uterine Contraction
 - 4.1.2. Basic Biochemistry of Uterine Contraction
 - 4.1.3. Uterine Activity. Brief Historical Review
 - 4.1.4. Components of Uterine Activity
 - 4.1.5. Abdominal Muscles
 - 4.1.6. Causes of Onset of Labor
- 4.2. Factors Involved in Labor
 - 4.2.1. The Fetus. Fetal Head
 - 4.2.2. Fetal Statics
 - 4.2.3. Leopold's Maneuvers
 - 4.2.4. Obstetric Nomenclature Determined by Fetal Statics
 - 4.2.5. Diagnosis by Vaginal Examination
 - 4.2.6. Birth Canal
 - 4.2.7. Pelvic Axis
 - 4.2.8. Hodge Planes
 - 4.2.9. Soft Birth Canal
 - 4.2.10. Motor of Labor
- 4.3. Assessment of Fetal Well-being
 - 4.3.1. Evaluation of Fetal Activity
 - 4.3.2. Non-Stress Test (NST)
 - 4.3.3. Stress Test or Contraction Tolerance Test
 - 4.3.4. Biophysical Profile
 - 4.3.5. Amnioscopy
 - 4.3.6. Ultrasound. Doppler Study
 - 4.3.7. Bioelectronic Monitoring in Labor
 - 4.3.8. Fetal Heart Rate Monitoring
 - 4.3.9. Fetal Heart Rate Parameters
 - 4.3.10. Biochemical Monitoring



- 4.4. Onset of Labor and Periods of Labor
 - 4.4.1. Onset of Labor. Prodromes of Labor
 - 4.4.2. Dilatation Period
 - 4.4.3. Birthing Period
 - 4.4.4. Delivery Period
- 4.5. Delivery Mechanism in Vertex Presentation
 - 4.5.1. Accommodation and Wedging in the Upper Strait
 - 4.5.2. Descent and Intrapelvic Rotation
 - 4.5.3. Flexion
 - 4.5.4. Detachment
 - 4.5.5. External Rotation and Shoulder Delivery
- 4.6. Pharmacology in Childbirth
 - 4.6.1. Pharmacokinetic Principles
 - 4.6.2. Mechanisms of Action between Mother and Fetus
 - 4.6.3. Use and Management of Pharmaceuticals in Childbirth

Module 5. Assistance and Care of the Woman in Childbirth

- 5.1. Assessment and Care of the Woman
 - 5.1.1. Diagnosis of Labor
 - 5.1.2. The Partogram
 - 5.1.3. Assistance and Care of the Woman During Dilatation
 - 5.1.4. Assessment of the Evolution of Labor
 - 5.1.5. Assistance and Care of the Woman During Expulsion
 - 5.1.6. Episiotomy and Episiorrhaphy
 - 5.1.7. Assistance and Care of the Woman during Childbirth
 - 5.1.8. Collection and Donation of Umbilical Cord Blood
 - 5.1.9. Protocol for Delivery Assistance
- 5.2. Pain Relief in Labor. Physiology of Pain in Childbirth. Pain Perception
 - 5.2.1. Physiology of Pain in Childbirth
 - 5.2.2. Characteristics of Pain During Labor
 - 5.2.3. Gate Theory
 - 5.2.4. Perception of Pain in Childbirth
 - 5.2.5. Non-Pharmacological Techniques for Pain Relief in Labor
- 5.3. Normal Childbirth Care. Birth Plan
 - 5.3.1. Birth Plan
 - 5.3.2. Biomechanics of Childbirth
 - 5.3.3. Positions that Favor the Evolution of Labor
 - 5.3.4. Protocol for Normal Delivery Care
- 5.4. Obstetric Analgesia and Anesthesia
 - 5.4.1. Nitrous Oxide
 - 5.4.2. Morphine
 - 5.4.3. Local Anesthetics
 - 5.4.4. Pudendal Anesthesia
 - 5.4.5. Peridural Analgesia
 - 5.4.6. General Anesthesia
 - 5.4.7. Comparative Analysis of Anesthesia Techniques in Cesarean Section
- 5.5. Assistance of the Woman in Directed Childbirth
 - 5.5.1. Indications for Induction
 - 5.5.2. Elective Induction
 - 5.5.3. Contraindications for Induction
 - 5.5.4. Risks for Induction
 - 5.5.5. Recommendations on Induction Information. Decision Making
 - 5.5.6. Induction Methods
 - 5.5.7. Labor Stimulation
 - 5.5.8. Assistance and Care of the Woman

- 5.5.9. Information
- 5.5.10. Techniques and Movement Restriction
- 5.5.11. Monitoring of Analgesia
- 5.5.12. Hydration and Ingestion
- 5.5.13. Expulsion Positions
- 5.6. Psychological Aspects of the Mother During Childbirth
 - 5.6.1. Family Relationship. Family and Professional Support During Childbirth
 - 5.6.2. Psychological Factors During Labor
 - 5.6.3. Psychological Factors During Expulsion
 - 5.6.4. Mother-Child Interactions
 - 5.6.5. Data on Early Skin-to-skin Contact
- 5.7. Different Alternatives in Obstetric Care
 - 5.7.1. Hospital Birth
 - 5.7.2. Birthing Centers
 - 5.7.3. Home Birth
 - 5.7.4. Maternal and Perinatal Risk Assessment

Module 6. Nursing Care in the Puerperium Period

- 6.1. Assistance of the Midwife and Care of the Woman During the Puerperium Period
 - 6.1.1. Puerperium, Adaptations and Modifications
 - 6.1.2. Postpartum Care and Assistance
 - 6.1.3. General Examination
 - 6.1.4. Identification of Problems and Their Prevention
 - 6.1.5. Discharge Counselling
- 6.2. Psychosocial Aspects in the Puerperium
 - 6.2.1. Psychosocial Adaptation of the Puerperium
 - 6.2.2. Psychological Changes
 - 6.2.3. Assessment of the Emotional State: Detection of Postpartum Depression
 - 6.2.4. Mother/Partner/Newborn Relationship Bonds
 - 6.2.5. Family Adaptation

- 6.3. Pharmaceuticals in Puerperium
 - 6.3.1. Pharmaceuticals in Puerperium
 - 6.3.2. Use and Management of Pharmaceuticals in Postpartum. Indications, Pharmaceutical Interaction, and Dosage
- 6.4. Home Care by the Midwife During the Puerperium
 - 6.4.1. Characteristics of Home Care of the Mother and the Newborn During the Puerperium
 - 6.4.2. Home Care of the Mother and the Newborn during the Puerperium Period
- 6.5. Postpartum Care
 - 6.5.1. Postpartum Program
 - 6.5.2. Counseling and Health Education for the Mother-Child Pair
 - 6.5.3. Maternal Recovery. Postpartum Groups
 - 6.5.4. Physical Exercises During Postpartum
 - 6.5.5. Pelvic Floor Recovery

Module 7. Breastfeeding

- 7.1. Physiology
 - 7.1.1. Milk Secretion
 - 7.1.2. Physiology of Lactal Secretion
 - 7.1.3. Inhibition of Milk Secretion
- 7.2. Breastfeeding
 - 7.2.1. Definition of Breastfeeding
 - 7.2.2. Breastfeeding Practices
 - 7.2.3. Breastfeeding Positions
 - 7.2.4. Manual Expression of Breast Milk
 - 7.2.5. Baby-Friendly Hospital Initiative
 - 7.2.6. Advantages of Breastfeeding
 - 7.2.7. Breastfeeding Problems. Special Situations. Breastfeeding in Neonates with Health Problems
 - 7.2.8. Breastfeeding Support Groups (GALM)
- 7.3. Pharmaceuticals in Lactation
 - 7.3.1. Mechanisms of Action in the Mother and Fetus
 - 7.3.2. Use and Management of Pharmaceuticals in Lactation. Indications, Pharmaceutical Interaction, and Dosage

Module 8. Nursing Care in the Newborn

- 8.1. Adaptation to Extrauterine Life
 - 8.1.1. Definition of Newborn or Neonate
 - 8.1.2. Anatomophysiological Recollection of the Fetal Stage
 - 8.1.3. Changes after Birth
- 8.2. Assessment of the Neonate's Health Status
 - 8.2.1. Assessment of the Newborn's Health Status Apgar Test
 - 8.2.2. Assessment of Physical Characteristics
 - 8.2.3. Physical Examination of the Newborn
 - 8.2.4. Evaluation of Weight and Gestational Age
 - 8.2.5. Classification of Newborns According to Weight and Gestational Age
- 8.3. Immediate Care of the Newborn
 - 8.3.1. Introduction
 - 8.3.2. Immediate Care of the Newborn
 - 8.3.3. Immediate Care of the Newborn
 - 8.3.4. Neonatal Resuscitation: Levels
- 8.4. Anatomical and Physiological Characteristics of the Newborn
 - 8.4.1. Thermal Regulation
 - 8.4.2. Respiratory System
 - 8.4.3. Circulatory System
 - 8.4.4. Digestive System
 - 8.4.5. Urinary System
 - 8.4.6. Hormonal and Immune Changes
 - 8.4.7. Assessment of Neurological Status
- 8.5. General Care of the Newborn
 - 8.5.1. Care of the Newborn. General Care
 - 8.5.2. Hygiene, Temperature, Umbilical Cord Care
 - 8.5.3. Importance of Aseptic Measures in the Newborn
 - 8.5.4. History of the Newborn
 - 8.5.5. Physical Examination Vital Signs Control
 - 8.5.6. Somatometric Techniques
 - 8.5.7. Mother-Child Interaction and Mother-Partner Relationship Bonding
- 8.6. Newborn Feeding
 - 8.6.1. Nutritional Needs of the Neonate
 - 8.6.2. Types of Lactation
 - 8.6.3. Artificial Breastfeeding. Concept. Formula Feeding
 - 8.6.4. Techniques of Artificial Lactation
- 8.7. Discharge Counseling
 - 8.7.1. Discharge Counseling. Importance of Parental Counseling at Newborn Discharge
 - 8.7.2. Screening Tests
 - 8.7.3. Signs of Health/Disease
 - 8.7.4. Immunizations: Schedule
 - 8.7.5. Prevention of Neonatal Accidents
 - 8.7.6. Follow-up Program of the Healthy Child



An online program designed to provide you with the most comprehensive knowledge about the nutritional needs of the newborn”

06

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 relearn). 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 adapted in 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.

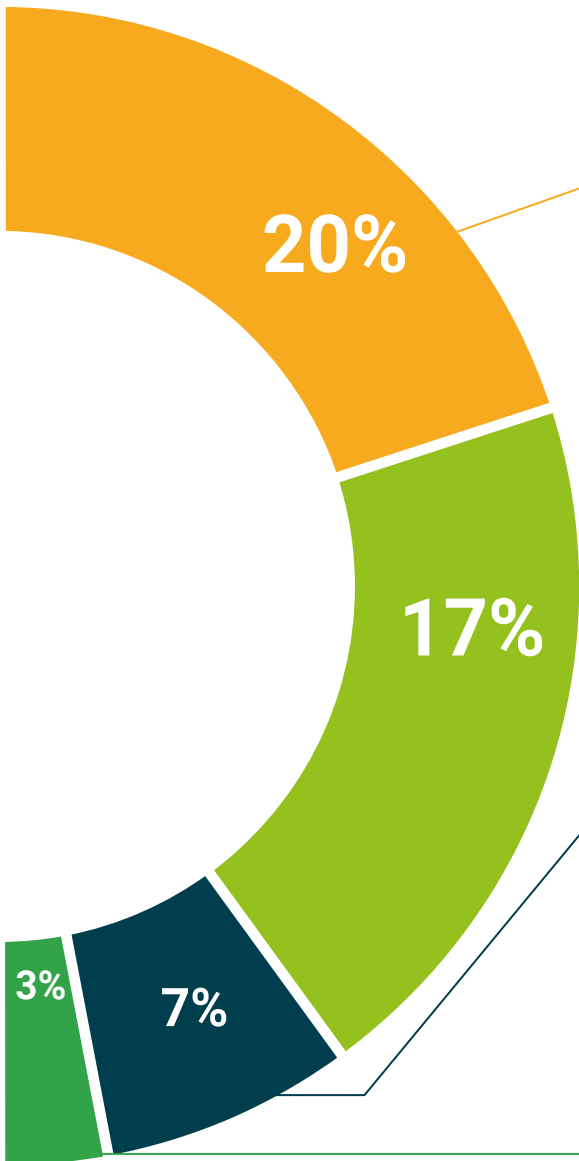
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.



07

Certificate

The Professional Master's Degree in Obstetric Nursing guarantees you, in addition to the most rigorous and updated training, access to a Professional Master's Degree issued by TECH Global University.



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*Successfully complete this program
and receive your university degree
without travel or laborious paperwork”*

This private qualification will allow you to obtain a **Professional Master's Degree diploma in Obstetric Nursing** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (*official bulletin*). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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

Title: **Professional Master's Degree in Obstetric Nursing**

Modality: **online**

Duration: **12 months**

Accreditation: **60 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



**Professional Master's
Degree**
Obstetric Nursing

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree Obstetric Nursing

