

# Professional Master's Degree Obstetrics for Midwives





## Professional Master's Degree Obstetrics for Midwives

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/in/nursing/professional-master-degree/master-obstetrics-midwives](http://www.techtute.com/in/nursing/professional-master-degree/master-obstetrics-midwives)

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# 01

# Introduction

The birth of a healthy child is not a coincidence, even though it may sometimes seem so. It is the result of a great deal of care and attention given with generosity and professionalism by different professional categories. It also considers that childbirth care should be based on the principles of humanization, fetal control and pain relief. For this reason, he believes that the protocols for assistance during dilatation and delivery must prioritize the safety and health of both the mother and the newborn. The end objective is to ensure the well-being of both the mother and the new-born child during the whole birth process.







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*Improve your knowledge in obstetrics through this program, where you will find the best didactic material with real clinical cases. Learn here about the latest advances in the specialty to be able to perform a quality practice"*

The midwife works in the care and attention of pregnant women ensuring their hygiene, comfort, psychological support and nutritional care, as well as her own safety, development and overall health: the basic principles to ensure effective care. As a result of the evolution of childbirth, different health professionals who work with pregnant women must provide adequate and effective care, and also reduce unnecessary interventions to a minimum in order to ensure the privacy of pregnant women, and provide care for the newborn, such as cleaning, placing identification bracelets, etc., while maintaining close contact with the mother and favoring the maternal bond.

Midwives play an essential part in the evolution of pregnant women, the postpartum mother and her newborn. They are professionals who are directly dedicated to the care of women, as joint knowledge allows for better care and recommendations for natural childbirth.

This line of thought and action coincides with a strong change that has to take place in the relationship between health teams and the woman user, to move from a technical relationship to one in which the bioethical principle of autonomy and attention to the integrity of the person involved is prioritised. The aim is to comprehensively address the process that women face during childbirth and thus improve health outcomes for them and their babies.

The general aim of this educational program is to update the knowledge and skills of midwives so they can address the health needs of women and their future children with scientific rigor and maximum level of professionalism. This program was created in response to multiple needs in the hospital environment for all professionals, both for those recently incorporated and those who have been providing their professional services for some time and who require constant up-to-date program in this very specific area of practice.

This **Professional Master's Degree in Obstetrics for Midwives** contains the most complete and up-to-date scientific program on the market. Its most important features include:

- ◆ More than 75 clinical cases presented by experts in Obstetrics and Gynecology
- ◆ Graphic, schematic, and practical contents created in order to provide scientific and practical information on those disciplines that are essential for professional practice
- ◆ The latest information on care and intervention in Obstetrics for Midwives
- ◆ Contains practical exercises where the self-evaluation process can be carried out to improve learning
- ◆ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ◆ Special emphasis on evidence-based nursing and research methodologies in obstetrics
- ◆ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ◆ Access to contents from any fixed or portable device with an internet connection



*Update your knowledge through the Professional Master's Degree in Obstetrics"*

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*This Professional Master's Degree is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Obstetrics for Midwives, you will obtain a qualification from TECH Technological University"*

The teaching staff includes professionals from the field of Obstetrics and Gynecology, who bring their experience to this specialization, as well as renowned specialists from leading scientific societies.

Thanks to its multimedia content developed with the latest educational technology, it will allow the professional to experience situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations.

This program is designed around Problem-Based Learning, by which midwives must try to solve different professional practice situations that arise throughout the program. For this reason, midwives will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of Obstetrics and Gynecology with extensive teaching experience.

*Increase your decision-making confidence by updating your knowledge through this master's degree.*

*Take the opportunity to learn about the latest advances in Obstetrics for Midwives and improve your patient care.*



# 02 Objectives

The Professional Master's Degree in Obstetrics for Midwives is oriented towards facilitating the professional practice of midwives in their care of pregnant patients and those wanting to conceive.





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*This Professional Master's Degree is designed to help you bring your knowledge in Obstetrics for Midwives up to date, by means of the latest educational technology, so that you may contribute with quality and confidence to decision-making, diagnosis, treatment and patient support"*



## General Objectives

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- ◆ 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 specialization
- ◆ Encourage professional stimulation through continuous education and research

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*Make the most of the opportunity and take the step to get up to date on the latest developments in in Obstetrics for Midwives”*





## Specific Objectives

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### Module 1. Midwifery Care in the Consultation

- ♦ Apply up-to-date scientific, technical and unified care criteria that ensure continuity of care
- ♦ Establish coordination strategies between professionals involved in the process

### Module 2. Advanced Techniques for Midwives During Pregnancy

- ♦ Identify educational needs of pregnant women and their family members
- ♦ Implement prevention strategies, promote obstetric health and, therefore, the health of future children
- ♦ Describe the normal and pathological evolution of a breastfeeding patient

### Module 3. Maternity Education Program for Midwives

- ♦ Develop communicative strategies to establish an appropriate therapeutic link with pregnant women and their families
- ♦ Design strategies that favor an environment of trust, security, and intimacy, respecting the privacy, dignity and confidentiality of the women involved

### Module 4. The Midwife in Labor and Delivery

- ♦ Explain the importance of facilitating the accessibility and participation of the accompanying person throughout the process
- ♦ Involve women in decision-making throughout the process
- ♦ Describe the involvement of the midwife in the 101/95 Decree, which determines the rights of parents and children in the healthcare environment during the birth process

### Module 5. Midwife's Assistance and Care of the Woman in Childbirth

- ♦ Provide close, respectful, empathetic, and professional treatment
- ♦ Establish strategies to offer on-demand consultations (attend to queries)

### Module 6. Post-Partum Care for Midwives

- ♦ Show women techniques and procedures, to promote self-care during pregnancy and post-partum periods
- ♦ Describe the importance of providing a place where the mother can breastfeed her baby in comfort

### Module 7. Breastfeed Training

- ♦ Create protocols and strategies to encourage breastfeeding
- ♦ Help mothers to initiate breastfeeding

### Module 8. Care of the Newborn

- ♦ Facilitate first contact with the newborn
- ♦ Ensure newborn is identified

### Module 9. Obstetric Emergencies

- ♦ Identify emergencies that may occur during the delivery procedure and implement appropriate measures to solve them
- ♦ Define different treatments that the obstetrical patient may require as well as any associated complications



# 03 Skills

After passing the assessments of the Professional Master's Degree in Obstetrics for Midwives, professionals will have acquired the adequate skills for quality, up-to-date practice based on the most recent scientific evidence.





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*With this program you will be able to master the new therapeutic procedures and provide the best care in Obstetrics for Midwives”*



## General Skills

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- ♦ Acquire knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in research contexts
- ♦ 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 manage the complexity of making judgments based on incomplete or limited information
- ♦ Communicate conclusions and rationale behind decisions to specialized and non-specialized individuals, in a clear and unambiguous manner
- ♦ Manage learning skills that will enable students to continue studying in a largely self-directed or autonomous way

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*Make the most of the opportunity and take the step to get up to date on the latest developments in Obstetrics for Midwives”*





## Specific Skills

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- ◆ Participate in and, where appropriate, lead and streamline mother and child as well as women's health care programs
- ◆ Educate women, families and the community in health-related aspects, by identifying learning needs in relation to maternal and child health, and undertake different educational programs according to previously identified needs
- ◆ 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 such as: promotion, prevention, assistance, and postpartum recovery of women
- ◆ Detect risk factors and problems in childbirth in women
- ◆ Apply principles of clinical reasoning, problem detection, decision-making, care and attention planning, and appropriate evaluation of different clinical situations in nursing care



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# Course Management

The program includes in its teaching staff renowned experts in Obstetrics and Gynecology who contribute with their work experience. 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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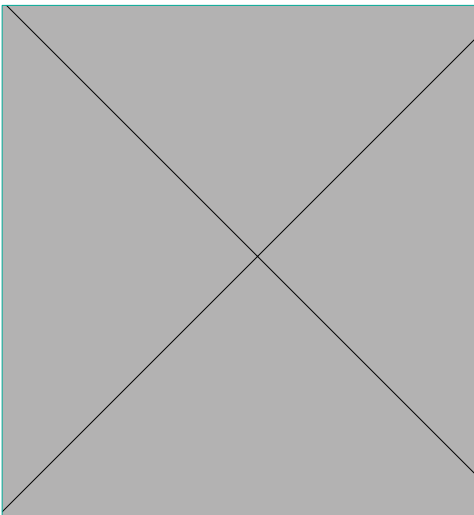
*Learn the latest advances in procedures in the field of Obstetrics for Midwives from leading professionals”*

## Management



### Dr. Rodríguez Díaz, Luciano

- ♦ 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
- ♦ Full member of the Institute of Ceuta Studies
- ♦ Member of the Editorial Board of the European Journal of Health Research
- ♦ PhD from the University of Granada
- ♦ Diploma in Nursing
- ♦ PhD from the University of Granada



### Dr. Vázquez Lara, Juana María

- ♦ Nurse of the 061 of Ceuta
- ♦ Midwife in the Ceuta Health Area
- ♦ Head of Studies of the Ceuta Midwifery Teaching Unit
- ♦ Professor of the Ceuta Midwifery Teaching Unit
- ♦ Coordinator of SEEUE obstetric-gynecologic emergencies group
- ♦ PhD from the University of Granada
- ♦ Diploma in Nursing

## Professors

### Ms. Andrés Núñez, Carmen Patricia

- ♦ Degree in Medicine and Surgery
- ♦ Specialist in Obstetrics and Gynecology at the University Hospital of Ceuta

### Ms. Carrasco Racero, María Mercedes

- ♦ Nurse and Internship Coordinator at the University Center of Ronda
- ♦ Diploma in Nursing

### Ms. De Dios Pérez, María Isabel

- ♦ Midwife at the Ceuta University Hospital

### Ms. Díaz Lozano, Paula

- ♦ Midwife at the Ceuta University Hospital
- ♦ Diploma in Nursing

### Ms. Gilart Cantizano, Patricia

- ♦ Specialized Care Midwife Campo de Gibraltar and Quirón Campo de Gibraltar
- ♦ Diploma in Nursing

### Ms. Llinás Prieto, Lucía

- ♦ Specialized Care Nurse
- ♦ Diploma in Nursing

### D. Márquez Díaz, Antonio

- ♦ Midwife at the Costa del Sol Hospital in Marbella and Quirón Campo de Gibraltar Hospital
- ♦ Diploma in Nursing

### Ms. Mérida Téllez, Juanma

- ♦ Midwife at Costa del Sol de Marbella Hospital
- ♦ Diploma in Nursing

### Ms. Mérida Yáñez, Beatriz

- ♦ Diploma in Nursing
- ♦ Midwife Granada Hospital

### D. Muñoz Vela, Francisco Javier

- ♦ Midwife in Specialized Care at the Maternal-Children's Hospital of Malaga
- ♦ Diploma in Nursing

### Ms. Palomo Gómez, Rocío

- ♦ Ceuta Specialized Care Midwife
- ♦ Diploma in Nursing

### Ms. Revidiego Pérez, María Dolores

- ♦ Specialized Care Midwife Campo de Gibraltar and Quirón Campo de Gibraltar
- ♦ Diploma in Nursing

### Ms. Rivero Gutiérrez, Carmen

- ♦ Ceuta Specialized Care Midwife
- ♦ Diploma in Nursing

### D. Rodríguez Díaz, David

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

### D. Vázquez Lara, Francisco José

- ♦ Degree in Biological Sciences

### Ms. Vázquez Lara, María Dolores

- ♦ Campo de Gibraltar Primary Care Nurse
- ♦ Diploma in Nursing

05

# Structure and Content

The syllabus has been designed by a team of professionals from the best hospitals and universities, who are well aware of the relevance of specialized education in the prevention, care and monitoring of obstetric health in our patients, and are committed to quality teaching through new educational technologies.







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*This Professional Master's Degree contains the most complete and up-to-date scientific program on the market”*

## Module 1. Midwifery Care in the Consultation

- 1.1. Need for a Preconception Consultation
- 1.2. Content of a Midwife Consultation
  - 1.2.1. Medical History
  - 1.2.2. Physical Exploration
  - 1.2.3. Complementary Tests
- 1.3. Education and Promotion of Health on the Part of the Midwife
- 1.4. Pharmacological Supplements and Midwife Recommendations

## Module 2. Advanced Techniques for Midwives During Pregnancy

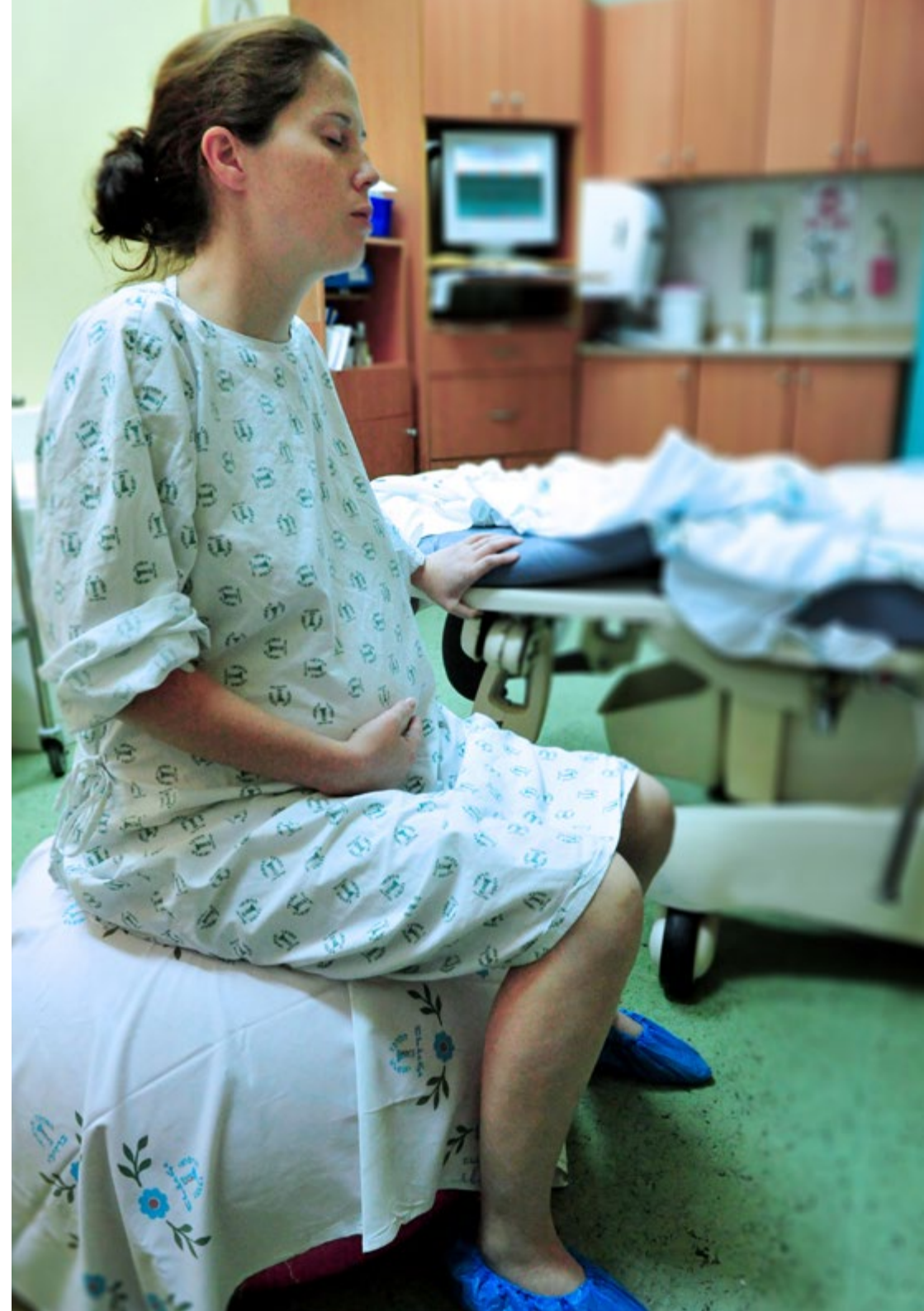
- 2.1. Duration of Pregnancy. Nomenclature
  - 2.2. Anatomic-Physiological Modifications
    - 2.2.1. Cardiovascular and Cardiac Changes
      - 2.2.1.1. Cardiac Changes
      - 2.2.1.2. Hematological Changes
      - 2.2.1.3. Vascular Changes
    - 2.2.2. Respiratory Changes
      - 2.2.2.1. Anatomical 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. Perinatal 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. Pharmaceuticals in Pregnancy
  - 2.8.2. Pharmacology in Pregnancy
  - 2.8.3. Mechanisms of Action in the Mother and Fetus
    - 2.8.3.1. Mother
    - 2.8.3.2. Placenta
    - 2.8.3.3. Fetus
  - 2.8.4. Use and Management of Pharmaceuticals in Pregnancy
  - 2.8.5. Indications, Pharmaceutical Interaction, and Dosage
    - 2.8.5.1. Anti-inflammatory, Analgesic, and Antipyretic Medications
    - 2.8.5.2. Gastroesophageal Reflux Prophylactics and Antiulcer Medications
    - 2.8.5.3. Anticoagulants
    - 2.8.5.4. Laxatives
    - 2.8.5.5. E. Vitamins





- 2.8.5.6. Antianemic Medications
- 2.8.5.7. Antiarrhythmics
- 2.8.5.8. Antihypertensives
- 2.8.5.9. Hormones
- 2.8.5.10. Oral Contraceptives
- 2.8.5.11. Oral Antidiabetics
- 2.8.5.12. Corticoids
- 2.8.5.13. Dermatological Treatments
- 2.8.5.14. N. Antiviral Treatments
- 2.8.5.15. Trichomonocides
- 2.8.5.16. Antibiotics
- 2.8.5.17. Antiasthmatics
- 2.8.5.18. Antitussives
- 2.8.5.19. Rhinologicals
- 2.8.5.20. Antihistamines
- 2.8.5.21. Antiepileptics
- 2.8.5.22. Antidepressants
- 2.8.5.23. Antipsychotics
- 2.8.6. Annex. FDA Classification of the Different Groups of Medications
- 2.9. Psychosocial Aspects of Pregnancy
  - 2.9.1. Psychosocial Aspects of Pregnancy
  - 2.9.2. Cultural and Religious influences
  - 2.9.3. The Meaning and Impact of Pregnancy on the Couple, the Family and Social Surroundings
  - 2.9.4. Psychological Changes in Pregnancy
    - 2.9.4.1. First Trimester
    - 2.9.4.2. Second Trimester
    - 2.9.4.3. Third Trimester
  - 2.9.5. Bonding

### Module 3. Maternity Education Program for Midwives

- 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 for Midwives
  - 3.5.1. Breathing Classification
  - 3.5.2. Current Trends
- 3.6. Relaxation Techniques Applied by Midwives
  - 3.6.1. Theoretical Basis of Childbirth Education
  - 3.6.2. Different Schools
- 3.7. Use of the Birthing Ball or Spherodynamics
- 3.8. The Midwife and Aquatic Maternal Education
- 3.9. Pilates Method for Pregnant Women

### Module 4. The Midwife in Labor and Delivery

- 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. Midwife's 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 Birth for Midwives
  - 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. Midwife's Assistance and Care of the Woman in Childbirth

- 5.1. Assessment and Care of the Woman on the Part of the Midwife
  - 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. Midwifery Care in Normal Childbirth 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. Analgesia and Obstetric Anesthesia for Midwives
  - 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 Relationships 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. Post-Partum Care for Midwives

- 6.1. Assistance of the Midwife and Care of the Woman During Post-Partum 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 Counseling

- 6.2. Psychosocial Aspects in the Puerperium
  - 6.2.1. Psychosocial Adaptation of the Puerpera
  - 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 Postpartum Period
  - 6.4.2. Home Care of the Mother and the Newborn during the Postpartum Period
- 6.5. Midwife Care in Postpartum Period
  - 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. Breastfeed Training

- 7.1. Physiology
  - 7.1.1. Milk Secretion
  - 7.1.2. Physiology of Lacteal Secretion
  - 7.1.3. Inhibition of Milk Secretion
- 7.2. Breastfeeding for Midwives
  - 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. Caring for a Newborn for Midwives

- 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. Anatomical and Physiological Characteristics of the Newborn
  - 8.4.2. Thermal Regulation
  - 8.4.3. Respiratory System
  - 8.4.4. Circulatory System
  - 8.4.5. Digestive System
  - 8.4.6. Urinary System
  - 8.4.7. Hormonal and Immune Changes
  - 8.4.8. 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. Newborn Feeding
  - 8.6.2. Nutritional Needs of the Neonate
  - 8.6.3. Types of Lactation
  - 8.6.4. Artificial Breastfeeding Concept Formula Feeding
  - 8.6.5. 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

## Module 9. Obstetric Emergencies

- 9.1. Gynecological Hemorrhage
- 9.2. Threat of Preterm Labor
- 9.3. Hypertensive Status of Pregnancy
- 9.4. Obstetric Hemorrhage

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 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.



07

# Certificate

The Professional Master's Degree in Obstetrics for Midwives guarantees you, in addition to the most rigorous and updated training, access to a Professional Master's Degree issued by TECH Technological University.



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

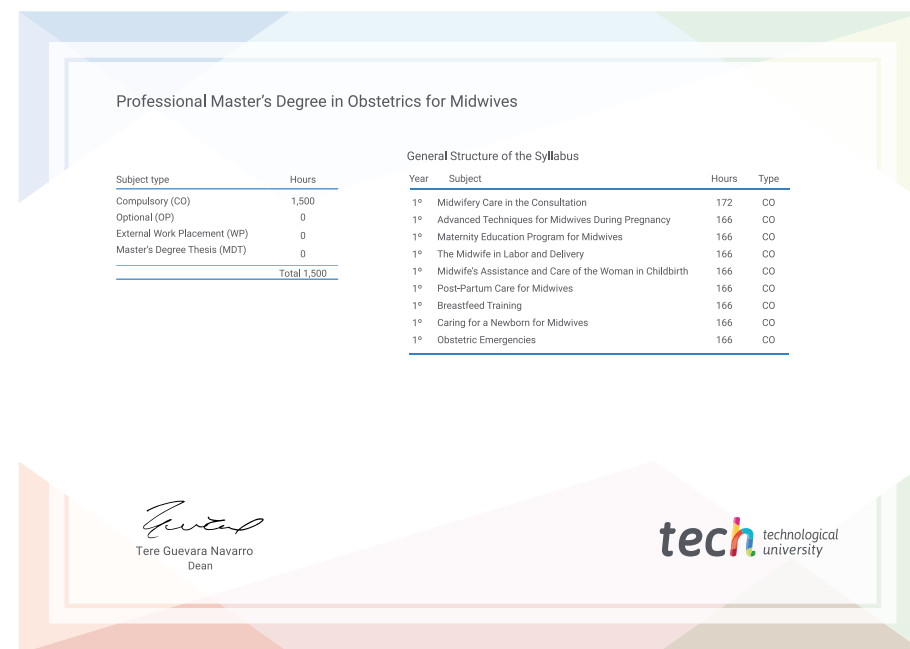
This **Professional Master's Degree in Obstetrics for Midwives** contains the most complete and updated scientific program on the market.

After the student has passed the evaluations, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery\*.

The certificate issued by **TECH University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Professional Master's Degree in Obstetrics for Midwives**

Official N° of hours: **1,500 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.





## Professional Master's Degree Obstetrics for Midwives

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

# Professional Master's Degree Obstetrics for Midwives

