

# Advanced Master's Degree Obstetric and Maternal-Child Nursing

Accreditation/Membership





## Advanced Master's Degree Obstetric and Maternal-Child Nursing

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Accreditation: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/nursing/advanced-master-degree/advanced-master-degree-obstetric-maternal-child-nursing](http://www.techtitute.com/us/nursing/advanced-master-degree/advanced-master-degree-obstetric-maternal-child-nursing)

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# 01

# Introduction to the Program

Obstetric and Maternal-Child Nursing plays a fundamental role in reducing maternal and neonatal mortality worldwide. In fact, according to the World Health Organization (WHO), approximately 800 women die daily from preventable pregnancy and childbirth-related causes, which equates to one maternal death every two minutes. For this reason, the WHO emphasizes that care before, during, and after childbirth can save lives, both of women and newborns. In this context, TECH has developed a comprehensive 100% online postgraduate program, designed so that professionals can learn from anywhere and at any time, using the innovative Relearning methodology, a pioneer at this institution.



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*A comprehensive and 100% online program, exclusive to TECH, with an international perspective backed by our membership in the National League for Nursing”*

Obstetric and Maternal-Child Nursing is key to improving maternal and neonatal health indicators worldwide. In fact, it is estimated that more than 2 million newborns die each year, often due to preventable causes such as infections or prematurity. For this reason, specialized nurses play an essential role in prenatal care, childbirth assistance, and postnatal follow-up.

This is the basis for the Advanced Master's Degree in Obstetric and Maternal-Child Nursing at TECH Global University. From a comprehensive academic approach, the program will cover everything from preconception counseling, where knowledge will be gained to guide women in pregnancy planning, to newborn care and breastfeeding, ensuring continuity of care. In this context, during pregnancy, nurses will be able to identify anatomical and physiological changes, mastering prenatal care strategies and designing educational programs that promote maternal and fetal health. They will also develop key skills in areas such as coordinating multidisciplinary teams, preventing complications, health education, and providing emotional support to the mother in the postpartum period.

Additionally, this university program will be delivered entirely online, offering professionals the flexibility to train from anywhere and at a time that best suits their needs. Moreover, with the Relearning methodology, they will ensure a deep and effective academic experience, as this approach promotes continuous repetition of key concepts for optimal and organic content absorption.

As a member of the **National League for Nursing (NLN)**, TECH offers students access to assessment tools, digital libraries, webinars, and conferences focused on nursing educational excellence. This membership promotes faculty development, engagement with leading experts in the field, and the opportunity to join high-impact academic and clinical networks.

This **Advanced Master's Degree in Obstetric and Maternal-Child 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 self-assessment can be used to improve learning
- ◆ Special emphasis on innovative methodologies in Obstetric and Maternal-Child Nursing
- ◆ 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



*You will acquire the practical tools to lead health education programs and promote maternal and child health, playing an essential role in the well-being of mothers and newborns"*

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*Choose TECH! You will be trained to recognize signs of postpartum depression and other complications, ensuring comprehensive and high-quality care throughout all stages of the maternal and child process”*

Its teaching staff includes professionals from the field of Nurses, who bring to this program the experience of their work, as well as recognized specialists from reference societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide professionals with situated and contextualized learning, that is, a simulated environment that will provide immersive study set up to prepare them in real-life situations.

This program is designed around Problem-Based Learning, whereby the student 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.

*You will emphasize the importance of women's participation in decision-making, ensuring their privacy, dignity, and continuous support throughout the entire process.*

*You will delve into special situations during breastfeeding, including compatibility with medications, physical activity, and returning to work, thanks to an extensive multimedia resource library.*



02

# Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it relies on an enormous faculty of more than 6,000 professors of the highest international renown.



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*Study at the world's largest online university  
and guarantee your professional success.  
The future starts at TECH”*

**The world's best online university, according to FORBES**

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

**Forbes**

The best online university in the world

The most complete  
**syllabus**

**The most complete syllabuses on the university scene**

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

**The best top international faculty**

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

**TOP**  
international faculty



The most effective methodology

**A unique learning method**

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

**The world's largest online university**

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

**World's No.1**  
The World's largest online university

### The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

### Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



### Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



### The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



# 03 Syllabus

The curriculum has been designed to comprehensively address each stage of the maternal-child process, from preconception counseling to the care of the newborn and mother in the postpartum period. In this regard, nurses will acquire specialized knowledge on strategies to provide high-quality prenatal care and the physiological and psychological changes during pregnancy. Similarly, graduates will have the necessary tools to support women during labor and childbirth, always respecting their dignity and promoting their participation in decision-making.





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*You will gain the tools to identify the physiological and psychological changes that occur during pregnancy and the postpartum period, offering personalized care. With the quality guarantee of TECH!”*

## Module 1. Preconception Consultation

- 1.1. Need for 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. Health Education and Promotion
- 1.4. Pharmacological Supplementation

## Module 2. Pregnancy

- 2.1. Duration of Pregnancy. Terminology
- 2.2. Anatomical-Physiological Changes
  - 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 Balance
    - 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 Gland
  - 2.2.6.3. Thyroid
  - 2.2.6.4. Parathyroid Glands
  - 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. Integumentary 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. Intestines
  - 2.2.8.4. Liver
  - 2.2.8.5. Gallbladder
- 2.2.9. Musculoskeletal Changes
  - 2.2.9.1. Change of Gravity Center
  - 2.2.9.2. Pelvis
  - 2.2.9.3. Musculoskeletal Alterations
- 2.3. Pregnancy Diagnosis
  - 2.3.1. Pregnancy Diagnosis
  - 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. Pregnancy Control Program
  - 2.4.1. Prenatal Care
  - 2.4.2. Pregnancy Control Program
    - 2.4.2.1. First Pregnancy Control Visit (<10 weeks)
    - 2.4.2.2. Subsequent 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. Involved Personnel
    - 2.4.4.4. Process
- 2.5. Prenatal Diagnosis
  - 2.5.1. Non-Invasive Techniques
  - 2.5.2. Invasive Techniques
  - 2.5.3. Couple Counseling in Prenatal Diagnosis
    - 2.5.3.1. Definition
    - 2.5.3.2. General Objectives
    - 2.5.3.3. Specific Objectives
    - 2.5.3.4. Target Population
    - 2.5.3.5. Process Description
- 2.6. Health Education for the Pregnant Woman
  - 2.6.1. Health Education for the Pregnant Woman
  - 2.6.2. Healthy Habits
    - 2.6.2.1. Diet
    - 2.6.2.2. Consumption of Harmful Substances
    - 2.6.2.3. Work
    - 2.6.2.4. Exercise
    - 2.6.2.5. Travel
    - 2.6.2.6. Hygiene, Clothing, and Footwear
    - 2.6.2.7. Violence During 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. Assessment 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. Pharmacological Treatment
    - 2.7.2.2. Vegetarian Diet
  - 2.7.3. Dietary Counseling During Pregnancy
- 2.8. Medications During Pregnancy
  - 2.8.1. Medications During Pregnancy
  - 2.8.2. Pharmacology During 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 Medications During Pregnancy
  - 2.8.5. Indications, Drug Interactions, and Dosage
    - 2.8.5.1. Anti-inflammatories, Analgesics, and Antipyretics
    - 2.8.5.2. Prophylactic Agents for Gastroesophageal Reflux and Antiulcer Drugs
    - 2.8.5.3. Anticoagulants
    - 2.8.5.4. Laxatives
    - 2.8.5.5. Vitamins
    - 2.8.5.6. Antianemics
    - 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. Antiviral Treatments
    - 2.8.5.15. Trichomonocides
    - 2.8.5.16. Antibiotics
    - 2.8.5.17. Anti-Asthmatic Medications
    - 2.8.5.18. Antitussives
    - 2.8.5.19. Rhinological Medications
    - 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 Different Drug Groups
- 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 and Family/Social Environment
  - 2.9.4. Psychological Changes During Pregnancy
    - 2.9.4.1. First Trimester
    - 2.9.4.2. Second Trimester
    - 2.9.4.3. Third Trimester
  - 2.9.5. Emotional 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. Engagement and Descent in the Upper Pelvic Inlet
  - 4.5.2. Descent and Intrapelvic Rotation
  - 4.5.3. Flexion
  - 4.5.4. Detachment
  - 4.5.5. External Rotation and Delivery of the Shoulders
- 4.6. Pharmacology in Labor
  - 4.6.1. Pharmacokinetic Principles
  - 4.6.2. Mechanisms of Action Between the Mother and Fetus
  - 4.6.3. Use and Management of Medications in Labor





## Module 5. Assistance and Care for Women During Childbirth

- 5.1. Assessment and Care of Women
  - 5.1.1. Labor Diagnosis
  - 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 (UCB)
  - 5.1.9. Birth Assistance Protocol
- 5.2. Pain Relief During Childbirth. Physiology of Pain During Childbirth. Pain Perception
  - 5.2.1. Physiology of Pain During Childbirth
  - 5.2.2. Characteristics of Pain During Childbirth
  - 5.2.3. Gate Control Theory
  - 5.2.4. Pain Perception During Childbirth
  - 5.2.5. Non-pharmacological Pain Relief Techniques in Labor
- 5.3. Care During Normal Labor. Birth Plan
  - 5.3.1. Birth Plan
  - 5.3.2. Biomechanics of Labor
  - 5.3.3. Positions that Promote Labor Progression
  - 5.3.4. Protocol for Normal Labor Assistance
- 5.4. Obstetric Analgesia and Anesthesia
  - 5.4.1. Nitrous Oxide
  - 5.4.2. Opioids
  - 5.4.3. Local Anesthetics
  - 5.4.4. Pudendal Block Anesthesia
  - 5.4.5. Epidural Analgesia
  - 5.4.6. General Anesthesia
  - 5.4.7. Comparative Analysis of Anesthesia Techniques in Cesarean Section

- 5.5. Assistance for the Woman in Directed Labor
  - 5.5.1. Indications for Induction
  - 5.5.2. Elective Induction
  - 5.5.3. Contraindications for Induction
  - 5.5.4. Risks of Induction
  - 5.5.5. Recommendations for 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 Intake
  - 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. Puerperium

- 6.1. Assistance and Care for the Woman During Puerperium
  - 6.1.1. Puerperium, Adaptations, and Modifications
  - 6.1.2. Puerperal Assistance and Care
  - 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 New Mother
  - 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 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 Postpartum 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 Milk 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 (BSG)
- 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 for 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. 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. Physiology and Medical History in Breastfeeding

- 9.1. Anatomy of the Breast
  - 9.1.1. Surrounding Bony Structure of the Breast
  - 9.1.2. Muscular Structure of the Breast
- 9.2. Physiology of Breastfeeding
  - 9.2.1. Physiological Development of Breastfeeding
  - 9.2.2. Hormonal Circuit of Breastfeeding
- 9.3. Benefits of Breastfeeding for the Mother
  - 9.3.1. Concept
  - 9.3.2. The Benefits for the Mother in Breastfeeding
- 9.4. Benefits of Breastfeeding for the Baby
  - 9.4.1. Concept
  - 9.4.2. The Benefits of Breastfeeding in the Baby
- 9.5. Evaluation of the Intake
  - 9.5.1. Indications on the Intake
  - 9.5.2. Inadequate Actions on the Intake
- 9.6. Signs of Good and Bad Hitching
  - 9.6.1. Hitching Concept
  - 9.6.2. Benefits of a Good Hitch
- 9.7. Recommended Positions
  - 9.7.1. Proper Breastfeeding Positions
  - 9.7.2. Inadequate Breastfeeding Positions

### Module 10. Care During Breastfeeding and Health of the Breastfeeding Woman

- 10.1. First Recommendations During Pregnancy
  - 10.1.1. Evolution of Breastfeeding in Pregnancy
  - 10.1.2. Breastfeeding Care in Pregnancy
- 10.2. Breast Care During Breastfeeding
  - 10.2.1. General Care
  - 10.2.2. Specific Advice
- 10.3. Proper Techniques for Breastfeeding
  - 10.3.1. Different Breastfeeding Techniques
  - 10.3.2. Incorrect Breastfeeding Measures

- 10.4. Effects of Breastfeeding on Women's Health in the Short Term
  - 10.4.1. Immediate Benefits of Breastfeeding in Women
  - 10.4.2. Positive Breastfeeding Tips
- 10.5. Effects of Breastfeeding on Women's Health in the Mid- and Long-Term
  - 10.5.1. Long-term Benefits of Breastfeeding
  - 10.5.2. Mid-term Benefits of Breastfeeding
- 10.6. Maternal Diet and Breastfeeding
  - 10.6.1. Foods that alter Breast Milk
  - 10.6.2. Foods that Benefit Breastfeeding
- 10.7. Physical Activity and Breastfeeding
  - 10.7.1. Encouraging Physical Activity During Breastfeeding
  - 10.7.2. Contraindications to Physical Activity During Breastfeeding

### Module 11. The Healthy Newborn

- 11.1. Anatomical and Physiological Characteristics
  - 11.1.1. Anatomy of the Newborn
  - 11.1.2. Physiology of the Newborn
- 11.2. Nutritional Requirements of the Infant
  - 11.2.1. Infant Nutrition
  - 11.2.2. Dietary Advice
- 11.3. Growth of Breastfed Infants
  - 11.3.1. WHO Curves
  - 11.3.2. Normality in the Curve
- 11.4. Infant Colic
  - 11.4.1. Concept
  - 11.4.2. Indications to Avoid Infant Code
- 11.5. Early Skin-to-skin Contact
  - 11.5.1. The Skin-to-skin Start
  - 11.5.2. Immediate Skin-to-Skin Benefits
- 11.6. First Intake. Attachment
  - 11.6.1. Concept of Attachment
  - 11.6.2. Indications of Onset of Contact

- 11.7. Breastfeeding and the Kangaroo Mother Method
  - 11.7.1. Concept of the Kangaroo Method
  - 11.7.2. Initiation of the Technique
- 11.8. Teats and Pacifiers During Breastfeeding
  - 11.8.1. Description of Teats and Pacifiers
  - 11.8.2. Contraindications for Teats and Pacifiers

## Module 12. Problems During Breastfeeding

- 12.1. Contraindications for Breastfeeding
  - 12.1.1. Situations that Contraindicate Breastfeeding
  - 12.1.2. Counseling
- 12.2. Maternal Pathologies that Contraindicate Breastfeeding
  - 12.2.1. List of Maternal Pathologies that Contraindicate Breastfeeding
  - 12.2.2. Counseling for Maternal Breastfeeding Contraindications
- 12.3. Newborn Pathologies that Contraindicate Breastfeeding
  - 12.3.1. List of Neonatal Pathologies that Contraindicate Breastfeeding
  - 12.3.2. Counseling for Maternal Breastfeeding Contraindications
- 12.4. Nipple Problems
  - 12.4.1. Different Types of Nipples
  - 12.4.2. Support for the Mother
- 12.5. Breast Engorgement
  - 12.5.1. Concept
  - 12.5.2. Proper Treatment
- 12.6. Mastitis
  - 12.6.1. Concept
  - 12.6.2. Proper Treatment
- 12.7. Aids and Devices to Assist in Breastfeeding
  - 12.7.1. Different Breastfeeding Devices
  - 12.7.2. How to Support Breastfeeding

## Module 13. Other Types of Breastfeeding

- 13.1. Artificial Breastfeeding
  - 13.1.1. Concept
  - 13.1.2. Development of the Technique
- 13.2. Formula Milk: Handling and Disadvantages
  - 13.2.1. Formula Milk Preparation
  - 13.2.2. Benefits and Drawbacks
- 13.3. Preparation of a Baby Bottle
  - 13.3.1. Technique for Preparing a Baby Bottle
  - 13.3.2. Sterilizing Baby Bottles
- 13.4. Mixed Breastfeeding
  - 13.4.1. Concept
  - 13.4.2. How to Carry It Out
- 13.5. Relactation
  - 13.5.1. Concept
  - 13.5.2. Indications
- 13.6. Combination of Breastfeeding with Nutrition
  - 13.6.1. Complementary Nutrition
  - 13.6.2. Nutritional Needs

## Module 14. Breastfeeding in Special Situations

- 14.1. Hypogalactia
  - 14.1.1. Concept
  - 14.1.2. Measures to Treat
- 14.2. Sick Newborns
  - 14.2.1. Different Pathologies
  - 14.2.2. Breastfeeding in Children with Pathologies
- 14.3. Prematurity
  - 14.3.1. Definition of Prematurity
  - 14.3.2. Breastfeeding in Premature Infants

- 14.4. Teenage Mothers
  - 14.4.1. Breastfeeding in Teenage Mothers
  - 14.4.2. Problems in Teenage Mothers
- 14.5. Breastfeeding and the LAM Method
  - 14.5.1. Concept
  - 14.5.2. Benefits of LAM
- 14.6. Cleft Lip and Lip Malformations
  - 14.6.1. Concept
  - 14.6.2. Support for Newborns and Breastfeeding Mothers
- 14.7. Breastfeeding and New Pregnancy
  - 14.7.1. Tandem Breastfeeding
  - 14.7.2. Nutritional
- 14.8. Breastfeeding and Stress
  - 14.8.1. Stress as a Detriment to Breastfeeding
  - 14.8.2. Measures to Cope with Stress

### Module 15. Common Situations During Breastfeeding

- 15.1. Crying and Breast Refusal
  - 15.1.1. Concept
  - 15.1.2. Immediate Attention
- 15.2. Breastfeeding Strike
  - 15.2.1. Concept
  - 15.2.2. Strike Counseling
- 15.3. Prolonged and Tandem Breastfeeding
  - 15.3.1. Concept
  - 15.3.2. Benefits
- 15.4. Co-Sleeping
  - 15.4.1. Concept
  - 15.4.2. Benefits of Co-Sleeping

- 15.5. Working Outside the Home and Breastfeeding
  - 15.5.1. Incorporation into Work
  - 15.5.2. Support in this Situation
- 15.6. Milk Extraction: Methods and Tools
  - 15.6.1. Parts of the Breast Pump
  - 15.6.2. Use of the Breast Pump
- 15.7. Transport and Storage of Breast Milk
  - 15.7.1. Milk Storage Mechanisms
  - 15.7.2. Milk Transport

### Module 16. Medications and Breastfeeding

- 16.1. Transfer of Medications and Other Substances to Breast Milk
  - 16.1.1. Concept
  - 16.1.2. Contraindications in Medication Administration
- 16.2. Drug Interaction and Breastfeeding
  - 16.2.1. Drug Interaction
  - 16.2.2. Medication Administration
- 16.3. Most Common Medications During Breastfeeding
  - 16.3.1. Medications Indicated During Breastfeeding
  - 16.3.2. Indications
- 16.4. Resources and Tools on the Web About Medications and Breastfeeding
  - 16.4.1. Websites on Breastfeeding and Medications
  - 16.4.2. How to Search Online
- 16.5. Harmful Substances and Breastfeeding
  - 16.5.1. Different Harmful Substances in Breastfeeding
  - 16.5.2. Attitude Toward the Consumption of Harmful Substances

**Module 17. Nursing Care in the Puerperium**

- 17.1. Assistance and Care for the Woman in the Puerperium
  - 17.1.1. Puerperium, Adaptations, and Modifications
  - 17.1.2. Puerperal Assistance and Care
  - 17.1.3. General Examination
  - 17.1.5. Identification of Problems and Their Prevention
  - 17.1.6. Discharge Counseling
- 17.2. Psychosocial Aspects in the Puerperium
  - 17.2.1. Psychosocial Adaptation of the Postpartum Woman
  - 17.2.2. Psychological Changes
  - 17.2.3. Emotional Status Assessment: Postpartum Depression Detection
  - 17.2.4. Mother/Partner/Newborn Relationship Bonding
  - 17.2.5. Family Adaptation
- 17.3. Medications in the Puerperium
  - 17.3.1. Medications in the Puerperium
  - 17.3.2. Use and Management of Medications in the Puerperium. Indications, Pharmaceutical Interaction, and Dosage
- 17.4. Home Care in the Puerperium
  - 17.4.1. Characteristics of Home Care for the Mother and Newborn in the Puerperium
  - 17.4.2. Home Care for the Mother and Newborn in the Puerperium
- 17.5. Postpartum Care
  - 17.5.1. Postpartum Program
  - 17.5.2. Counseling and Health Education for the Mother-Child Pair
  - 17.5.3. Maternal Recovery. Postpartum Groups
  - 17.5.4. Physical Exercises During the Postpartum Period
  - 17.5.6. Pelvic Floor Recovery

**Module 18. Diseases and Breastfeeding**

- 18.1. Concept
  - 18.1.1. Definition of Diseases and Breastfeeding
  - 18.1.2. Performance
- 18.2. Absolute and False Contraindications
  - 18.2.1. Contraindications
  - 18.2.2. False Myths
- 18.3. HIV and Breastfeeding
  - 18.3.1. Concept
  - 18.3.2. Indications for Breastfeeding
- 18.4. Hepatitis and Breastfeeding
  - 18.4.1. Concept
  - 18.4.2. Indications for Breastfeeding
- 18.5. Oncological Processes and Breastfeeding
  - 18.5.1. Cancer and Breastfeeding
  - 18.5.2. Indications for Oncological Process and Breastfeeding Mother
- 18.6. Special Situations in the Newborn that make Breastfeeding Difficult
  - 18.6.1. Newborn Special Situations
  - 18.6.2. Mechanisms for Adapting Special Situations and Breastfeeding
- 18.7. How to Promote Breastfeeding in Maternal-Fetal Conditions
  - 18.7.1. Concept
  - 18.7.2. Promote In-Situ Breastfeeding

04

# Teaching Objectives

This Advanced Master's Degree is designed to equip nurses with advanced knowledge and specialized skills to provide comprehensive care to women and newborns at all stages of the maternal-child process. In this sense, the university qualification will enable professionals to update their ability to manage pregnancy, childbirth, the puerperium, and breastfeeding, promoting high-quality, evidence-based, family-centered care. Additionally, it will aim to strengthen competencies in identifying and preventing complications, providing healthcare counseling, and promoting maternal-child health education.



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*You will cover essential aspects of newborn care, including the early identification of problems and care in special situations. What are you waiting for to enroll?*



## General Objectives

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- ♦ Develop skills to provide comprehensive nursing care during pregnancy, childbirth, and the postpartum period
- ♦ Apply evidence-based practices for maternal-child health care during pregnancy
- ♦ Manage the monitoring and follow-up of the health of the mother and baby during gestation
- ♦ Apply prevention and treatment strategies for complications during pregnancy and childbirth
- ♦ Develop competencies in prenatal education to promote the well-being of the mother and baby
- ♦ Implement nursing interventions in reproductive health management and family planning
- ♦ Develop skills in labor care and assisting the mother during the delivery process
- ♦ Apply postpartum care for the physical and emotional recovery of the mother and baby
- ♦ Develop competencies in breastfeeding management and support for lactating mothers
- ♦ Manage the follow-up and care of newborns during their first hours of life
- ♦ Apply strategies for early detection of neonatal and maternal pathologies
- ♦ Develop skills to provide care in obstetric emergency situations
- ♦ Implement specialized neonatal care for premature babies or those with complications
- ♦ Apply pediatric nursing principles for the care of children's health in their early years
- ♦ Manage the promotion of maternal-child health in communities and health centers
- ♦ Develop skills in emotional support and guidance for families during pregnancy and childbirth
- ♦ Apply specific care for sexual and reproductive health in adolescents and young women
- ♦ Develop competencies in interdisciplinary collaboration within the maternal-child health team



*You will develop advanced skills to identify and prevent complications, as well as promote respectful, empathetic, and family-centered care”*



## Specific Objectives

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### Module 1. Preconception Consultation

- ♦ Train healthcare professionals to implement new knowledge
- ♦ Identify the professionals involved throughout the pregnancy process

### Module 2. Pregnancy

- ♦ Understand the various anatomical-physiological changes during pregnancy
- ♦ Master essential knowledge in prenatal care

### Module 3. Maternity Education Program

- ♦ Be capable of addressing any questions or concerns from the pregnant woman
- ♦ Review health education and promotion programs for pregnant women

### Module 4. Labor

- ♦ Foster an environment of trust, safety, and intimacy, respecting privacy, dignity, and confidentiality
- ♦ Involve the woman in decision-making throughout the process

### Module 5. Assistance and Care for Women During Childbirth

- ♦ Promote a respectful, empathetic, and professional approach

### Module 6. Nursing Care in the Puerperium

- ♦ Be knowledgeable of the updated scientific and technical care criteria, ensuring continuity of care
- ♦ Master the coordination guidelines between the professionals involved in the process

### Module 7. Breastfeeding

- ♦ Assist mothers in starting breastfeeding
- ♦ Provide a comfortable space for the mother to breastfeed

### Module 8. Nursing Care for the Newborn

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

### Module 9. Physiology and Medical History in Breastfeeding

- ♦ Update knowledge on the physiology of breastfeeding
- ♦ Define the characteristics of a milk bank

### Module 10. Care During Breastfeeding and Health of the Breastfeeding Woman

- ♦ Provide information on the nutrition of the breastfeeding mother
- ♦ Describe the rights of the woman during breastfeeding

### Module 11. The Healthy Newborn

- ♦ Explain the benefits of breastfeeding for the recovery of the mother post-birth and in the long term
- ♦ Describe different breastfeeding positions and their indications

**Module 12. Problems During Breastfeeding**

- ♦ Train mothers to care for the newborn and address common child health problems
- ♦ Detect poor latch positions that may affect the development of breastfeeding

**Module 13. Other Types of Breastfeeding**

- ♦ Explain other types of infant feeding and how they can replace or be combined with breastfeeding
- ♦ Explain different bottle-feeding techniques and their pros and cons

**Module 14. Breastfeeding in Special Situations**

- ♦ Explain the benefits of physical activity during breastfeeding
- ♦ Describe the main contraindications for breastfeeding

**Module 15. Common Situations During Breastfeeding**

- ♦ Advise mothers who work outside the home and wish to continue breastfeeding
- ♦ Teach the steps necessary to achieve successful exclusive breastfeeding

**Module 16. Medications and Breastfeeding**

- ♦ Obtain knowledge on the transfer of medications to breast milk to guide the mother when she needs to take medications
- ♦ Define the proper treatment for complications related to the breasts and nipples





### **Module 17. Nursing Care in the Puerperium**

- ◆ Provide comprehensive assistance during the puerperium, focusing on the physiological, psychological, and social adaptations of the woman and prevention of complications
- ◆ Develop skills in assessment and follow-up, including general exams, detecting postpartum depression, and strengthening family bonds
- ◆ Train in the safe use of medications during the puerperium, considering indications, dosage, and potential interactions
- ◆ Implement strategies for home care and health education, covering discharge counseling, care for mother and child, postpartum exercises, and maternal recovery programs

### **Module 18. Diseases and Breastfeeding**

- ◆ Debunk false myths and contraindications related to breastfeeding
- ◆ Cover the effects of HIV and Hepatitis on breastfeeding
- ◆ Study potential challenges for the newborn in special breastfeeding situations
- ◆ Understand the impact of maternal health conditions on breastfeeding

05

# Career Opportunities

The professionals will be ready to work in hospitals, health centers, and specialized clinics, leading teams in Maternity Units, Obstetrics and Gynecology, Neonatology, and Family Health. Additionally, they will have the opportunity to expand their impact on public health by participating in educational and prevention programs focused on maternal and child health. Finally, graduates will be able to contribute to the field of research by developing projects that improve the quality of care and the well-being of mothers and babies, or in health service management, optimizing resources and care protocols.





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*This Advanced Master's Degree will offer various career paths in healthcare, allowing you to specialize in prenatal care, childbirth, the puerperium, breastfeeding, and newborn care”*

### Graduate Profile

The graduate will be a highly skilled professional with deep theoretical and practical knowledge in comprehensive care for women during pregnancy, childbirth, the puerperium, and breastfeeding, as well as in newborn care. The graduate will also be able to identify, prevent, and manage complications in both the mother and the baby, providing high-quality care based on scientific evidence. Moreover, this expert will possess skills to work in a multidisciplinary team, lead teams, and provide counseling and health education to families.

*Your person-centered approach, respect for patients' rights and dignity, as well as your commitment to continuous improvement, will position you as a leader in maternal-child health.*

- ♦ **Multidisciplinary Teamwork:** Collaborate effectively with other healthcare professionals, such as doctors, pediatricians, and specialists, to provide comprehensive and coordinated care for the mother and newborn
- ♦ **Communication and Counseling Skills:** Provide clear and understandable information to mothers and families, manage their expectations, resolve doubts, and foster a relationship that encourages participation in the care process
- ♦ **Decision-Making and Problem-Solving Ability:** Assess complex situations, identify potential problems in maternal and child health, and make evidence-based decisions
- ♦ **Ethical Approach and Respect for Patient Rights:** Respect the dignity, privacy, and rights of women and newborns, develop an ethical approach to care, and promote practices that ensure well-being



After completing the Advanced Master's Degree, you will be able to apply your knowledge and skills in the following positions:

- 1. Maternal Nurse:** Responsible for the care of women during pregnancy, childbirth, and the puerperium, providing comprehensive care and promoting maternal-child health in both hospitals and clinics.
- 2. Neonatal Nurse:** Responsible for the care and monitoring of newborns, especially those who are premature or have special needs, working in Neonatal Intensive Care Units (NICU).
- 3. Obstetric Nurse in Family Planning Clinics:** Counselor for women of reproductive age, providing guidance on contraceptive methods, reproductive health, and planning a healthy pregnancy.
- 4. Postpartum Home Care Nurse:** Responsible for providing in-home care to mothers and newborns during the puerperium, ensuring recovery, proper implementation of breastfeeding, and overall well-being.
- 5. Lactation Consultant:** Responsible for assisting mothers with the initiation and maintenance of breastfeeding, addressing common problems such as poor latch, insufficient milk production, and nipple pain.
- 6. Coordinator of Maternal-Child Health Programs:** Leader of public health programs focused on promoting maternal and child health, managing resources, and designing strategies to improve outcomes in care.
- 7. Outpatient Obstetrics Nurse or Day Hospital Nurse:** Provides guidance to pregnant women and their babies during prenatal and postnatal check-ups, promoting health and detecting potential complications.
- 8. Maternal-Child Health Researcher:** Collaborates in scientific research related to maternal and newborn health, contributing to the improvement of care and treatments in obstetrics and neonatology.
- 9. Quality Manager in Obstetrics and Neonatology Services:** Oversees protocols and ensures that the best clinical and ethical practices are followed to improve care and health outcomes.



*You will ensure optimal maternal recovery and successful adaptation, both for the mother and the baby, through the best educational materials, at the forefront of technology and academics”*

06

# Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



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*TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”*

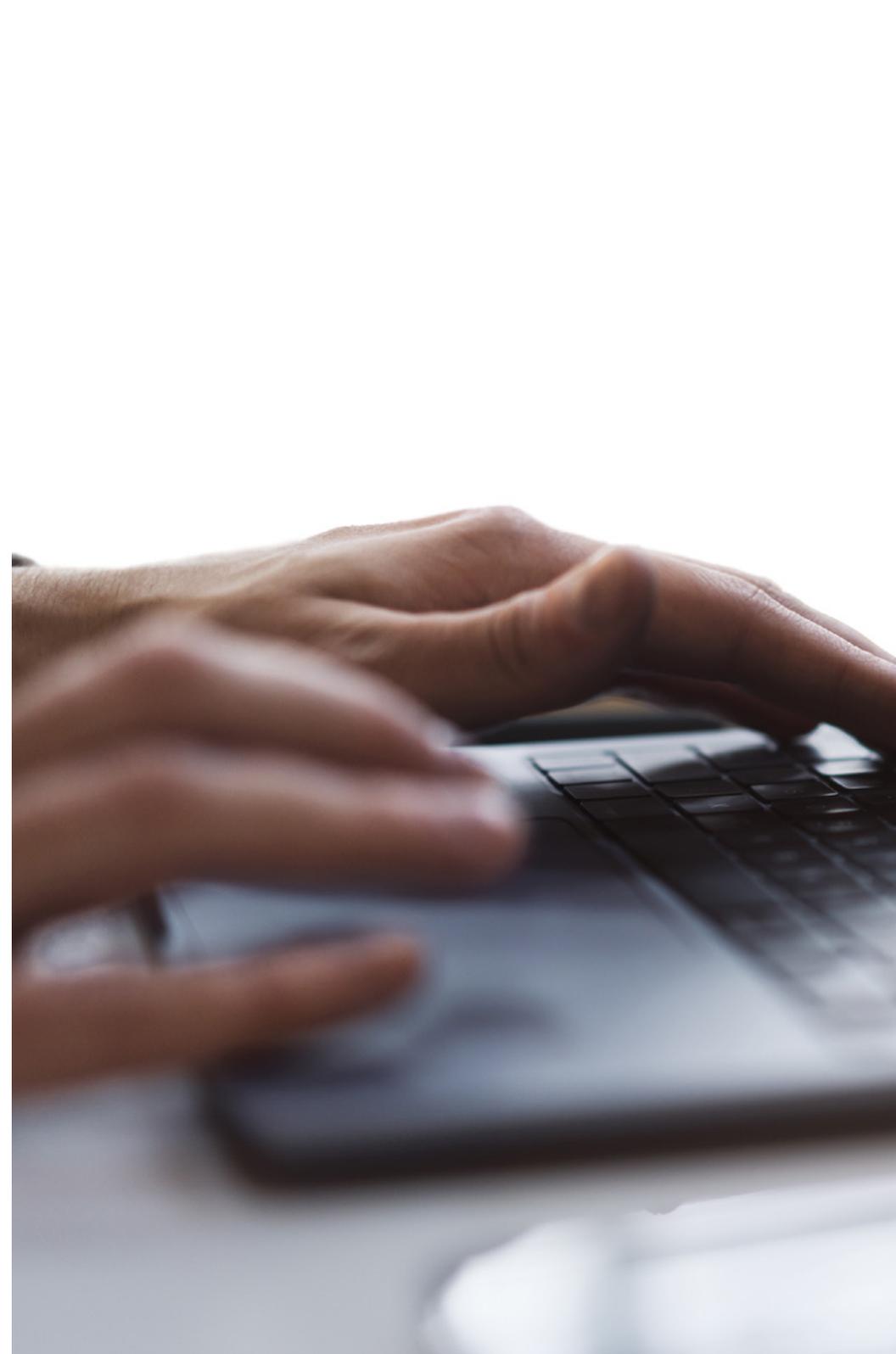
## The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist. The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes  
(which you might not be able to attend)”*



### The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“

*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want”*

## Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



## Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

*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.*



## A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



*The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”*

### The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
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.

## The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

*Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.*

*You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.*



As such, the best educational materials, thoroughly prepared, will be available in this program:



### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



### Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



### Interactive Summaries

We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

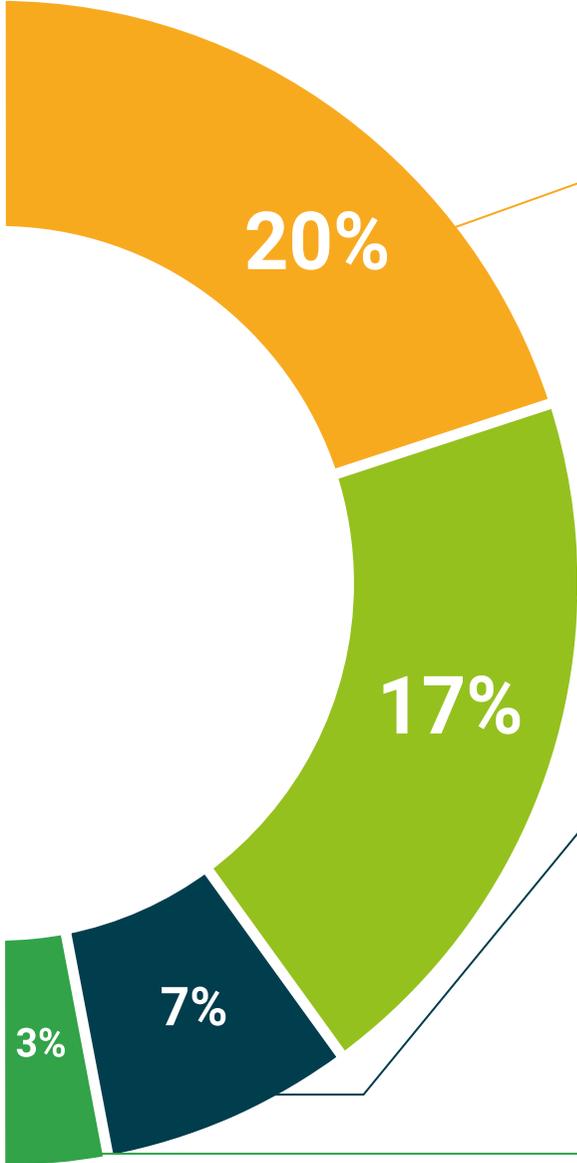
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





**Case Studies**

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



**Testing & Retesting**

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



**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 for 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

# Teaching Staff

The teaching staff is composed of highly qualified professionals with extensive experience in the field of maternal-child health. In fact, it includes experts in Obstetrics, Neonatology, and Breastfeeding, who combine their theoretical knowledge with clinical practice. Furthermore, they are recognized for their contributions to research and their work in prestigious health institutions worldwide. In this way, the training will ensure that graduates receive up-to-date preparation, based on the latest scientific evidence and best practices, providing a rich and highly specialized academic experience.



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*The teaching approach will be focused on solving real-world problems, ensuring that you can apply the content in your daily practice, thereby improving the care of women and newborns”*

## 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 at the University Hospital of Ceuta
- ♦ Teacher at the University Centre of Nursing Virgen of La Paz. Ronda, Spain
- ♦ Professor of the Ceuta Midwifery Teaching Unit
- ♦ Vocal of the Emergencies Group of the Spanish Society of Emergency Nurses (SEEUE)
- ♦ 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.
- ♦ PhD from the University of Granada
- ♦ Master's Degree in Physical Education and Health from the University of Granada.
- ♦ Master's Degree in Gynecological Nursing from the CEU Cardenal Herrera University.
- ♦ Master's Degree in Obstetric Nursing from the CEU Cardenal Herrera University.
- ♦ Speciality in Obstetric and Gynecological Nursing from the University of Málaga
- ♦ University Diploma in Nursing, University of Cadiz
- ♦ Currently studying a Postgraduate Diploma in Community Health Promotion in National University of Remote Education
- ♦ Member of: Ceuti Studies Institute, Editorial Board of the European Journal of Health Research, Spanish Society of Emergency Medicine



### **Dr. Vázquez Lara, Juana María**

- Nurse in Primary Care
- Emergency Service of 061 Nurse of the Ceuta Health Management Area.
- PhD from the University of Granada
- Acting midwife of the Delivery Service at the University Hospital of Ceuta.
- Head of Studies of the Ceuta Midwifery Teaching Unit.
- Professor in 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) at the Costa del Sol Hospital in Marbella of the University School of Nursing and Midwifery of Málaga by the University of Málaga
- University Diploma in Nursing, Salus Infirmorum University School of Nursing, University of Cádiz

## Teachers

### Ms. Palomo Gómez, Rocío

- ♦ Nurse specialized in Gynecology and Obstetrics
- ♦ Ceuta Specialized Care Midwife
- ♦ Midwife in the Carlos Haya Regional University Hospital. Málaga, Spain
- ♦ Teacher in the Malaga Midwifery Unit
- ♦ Diploma in Nursing

### Ms. De Dios Pérez, María Isabel

- ♦ Midwife at the University Hospital of Zaragoza
- ♦ Diploma in Nursing
- ♦ Nursing Specialist in Obstetrics and Gynecology

### Ms. Díaz Lozano, Paula

- ♦ Midwife, University Hospital Virgen de Valme
- ♦ Midwife in the Ceuta Health Area
- ♦ Nurse Specialist in Obstetrics and Gynecology, University Hospital of Ceuta
- ♦ Teacher specialized in Obstetrics
- ♦ Diploma in Nursing by Faculty of Nursing and Physiotherapy of Cádiz

### Ms. Gilart Cantizano, Patricia

- ♦ Nurse Specialist in Gynecology and Obstetrics
- ♦ Midwife of Specialized Care in Campo de Gibraltar
- ♦ Midwife Quironsalud Campo de Gibraltar Hospital
- ♦ EIR midwife in the Andalusian Health Service
- ♦ Primary Care Physician and Critical Care and Emergency Department in the Andalusian Health Service
- ♦ Teacher

- ♦ Diploma in Nursing
- ♦ Expert university in Pharmacy Nutrition at the IFBBB
- ♦ Expert university in cardiovascular risks III at the IFBBB
- ♦ University Expert in Accidents and Emergencies from the Complutense University of Madrid

### Ms. Revidiego Pérez, María Dolores

- ♦ Nurse specialized in Gynecology and Obstetrics
- ♦ Midwife of Specialized Care in Campo de Gibraltar
- ♦ Midwife Quironsalud Campo de Gibraltar Hospital
- ♦ Teacher
- ♦ Diploma in Nursing

### Ms. Rivero Gutiérrez, Carmen

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

### Mr. Márquez Díaz, Antonio

- ♦ Midwife in Primary Care in Andalusian Government
- ♦ Midwife, El Angel Hospital HLA Group
- ♦ Midwife of in Vithas Hospital
- ♦ 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 Hospital
- ♦ Midwife Quirón Campo de Gibraltar Hospital
- ♦ Official Master in Economy, Health Management and Rational Use of Medicines by the University of Málaga
- ♦ Official Master's Degree in New Trends in Health Sciences Research by the University of Málaga
- ♦ Master's Degree in Public Health from the University de Almería
- ♦ Master's Degree in Nurse Prescriptions and Pharmacotherapeutic Monitoring, University of Valencia
- ♦ Master's Degree in Pharmacotherapy, University of Valencia
- ♦ Diploma in Nursing from the University of Málaga

#### **Dr. Andrés Núñez, Carmen Patricia**

- ♦ Specialist in Obstetrics and Gynecology at the University Hospital of Ceuta
- ♦ Specialist in Gynecology and Obstetrics at Quirónsalud Campo of Gibraltar Hospital
- ♦ INGESA Specialist Physician
- ♦ Gynecology Clinical Management Unit at the Hospital Universitario San Cecilio. Granada
- ♦ Bachelor's Degree in Medicine and Surgery

#### **Ms. Vázquez Lara, María Dolores**

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

#### **D. Muñoz Vela, Francisco Javier**

- ♦ Nurse specialized in Obstetrics and Gynecology
- ♦ Nursing from internship coordinator at the Maternity and Infant Care Center of Málaga
- ♦ Midwife in the Carlos Haya Regional University Hospital
- ♦ Midwife in the San Antonio Park Hospital
- ♦ Midwife in Specialized in Care at the Maternal-Child Care Hospital of Málaga
- ♦ Associate Professor, Department of Medicine, Málaga University
- ♦ Diploma in Nursing from the University of Málaga

#### **Mr. Rodríguez Díaz, David**

- ♦ Nurse at Nuestra Señora de Candelaria University Hospital
- ♦ Teacher
- ♦ Postgraduate Certificate in Nursing

#### **Ms. Llinás Prieto, Lucía**

- ♦ Nurse Practitioner in Gynecological Care
- ♦ Teacher
- ♦ Diploma in Nursing

**Dr. Vázquez Lara, Francisco José**

- ♦ Specialist in Biological Sciences
- ♦ Teacher
- ♦ PhD from the Polytechnic University of Valencia
- ♦ Degree in Biological Sciences

**Mr. Mérida Téllez, Juan Manuel**

- ♦ Nurse specialized in Obstetrics and Gynecology
- ♦ Midwife, Costa del Sol. Hospital Marbella, Spain
- ♦ Teacher
- ♦ Postgraduate Certificate in Nursing

**Dr. Mérida Yáñez, Beatriz**

- ♦ Nurse Specialist in Gynecology and Obstetrics
- ♦ Midwife at the Andalusian Health Service
- ♦ Midwife at the Vithas Hospital
- ♦ Midwife at the Murcia Health Service
- ♦ Doctor in Health Sciences
- ♦ Diploma in Nursing
- ♦ Member of: Scientific Committee of the First International Congress of Research and Innovation in Nursing and Physiotherapy of Ceuta and Melilla and Scientific Committee of the National Health Journal

**Dr. Carrasco Racero, María Mercedes**

- ♦ Nurse Practitioner in Gynecological Care
- ♦ Internship Coordinator at the University Center of Nurses. Ronda, Spain
- ♦ Degree in Nursing
- ♦ Teacher

**Ms. Armijo Navarro, Elena**

- ♦ Midwife at the San Sebastián Hospital

**Ms. Hachero Rodríguez, Carmen María**

- ♦ Midwife at the Hospital of Zaragoza
- ♦ Board Member of the Andalusian Midwives Association, Training Officer
- ♦ Training spokesperson

**Ms. Miquelajáuregui Espinosa, Araceli**

- ♦ Midwife at the University Hospital of Ceuta

**Ms. Del Pozo Álvarez, Lidia**

- ♦ Midwife at University Hospital of Ceuta
- ♦ Midwife in health centers in Cordoba
- ♦ Midwife in health centers in Lanzarote

**Ms. Gómez González, Irene**

- ♦ Midwife at the University Hospital of Ceuta

**Mr. Carrasco Guerrero, Manuel**

- ♦ Midwife at the University Hospital of Ceuta
- ♦ Obstetric-Gynecological Nursing Specialization
- ♦ Best oral communication Prize at the International Congress of Nursing and Physiotherapy of Ceuta and Melilla

**Ms. Martínez Picón, Claudia**

- ♦ Midwife at Costa del Sol Hospital
- ♦ Midwife at the University Hospital of Ceuta
- ♦ Diploma in Nursing

**Ms. Ortega del Valle, Silvia**

- ♦ Midwife at the University Hospital of Salamanca
- ♦ Nurse at the Marqués de Valdecilla University Hospital
- ♦ Master's Degree in Perinatal and Child Care from the Autonomous University of Madrid and FUDEN
- ♦ Master's Degree in Breastfeeding for Midwives by the Cardenal Herrera University
- ♦ Nurse specialized in Obstetric-Gynecological Nursing by the UDM of Ceuta
- ♦ Diploma in Nursing from the Pontifical University of Salamanca

**Ms. Rojas Carmona, Belén**

- ♦ Midwife at the University Hospital of Ceuta

**Ms. Díaz Lozano, Paula**

- ♦ Midwife, University Hospital Virgen de Valme
- ♦ Midwife in the Ceuta Health Area
- ♦ Nurse Specialist in Obstetrics and Gynecology, University Hospital of Ceuta
- ♦ Teacher specialized in Obstetrics
- ♦ Diploma in Nursing by Faculty of Nursing and Physiotherapy of Cádiz

**Ms. De la Cabeza Molina Castillo, María**

- ♦ Expert midwife in Gynecobstetric Triages
- ♦ Midwife at Churriana de la Vega Health Center
- ♦ Midwife in the Obstetrics Service of the Maternal and Child Hospital of Jaén
- ♦ Midwife at the University Hospital of Ceuta
- ♦ Member of: Andalusian Association of Midwives

**Ms. De Dios Pérez, María Isabel**

- ♦ Midwife at the University Hospital of Zaragoza
- ♦ Diploma in Nursing
- ♦ Nursing Specialist in Obstetrics and Gynecology

**Ms. Mohamed Mohamed, Dina**

- ♦ Midwife at the University Hospital of Ceuta

**Ms. Martín Ansede, Esperanza**

- ♦ Pediatric Nurse. University Hospital of Ceuta

08

# Certificate

This Advanced Master's Degree in Obstetric and Maternal-Child Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Advanced Master's Degree issued by TECH Global University.



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

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TECH is a member of the **National League for Nursing (NLN)**, the largest and most established nursing association in the world. This affiliation highlights its commitment to excellence and professional development in the healthcare field.

#### Accreditation/Membership

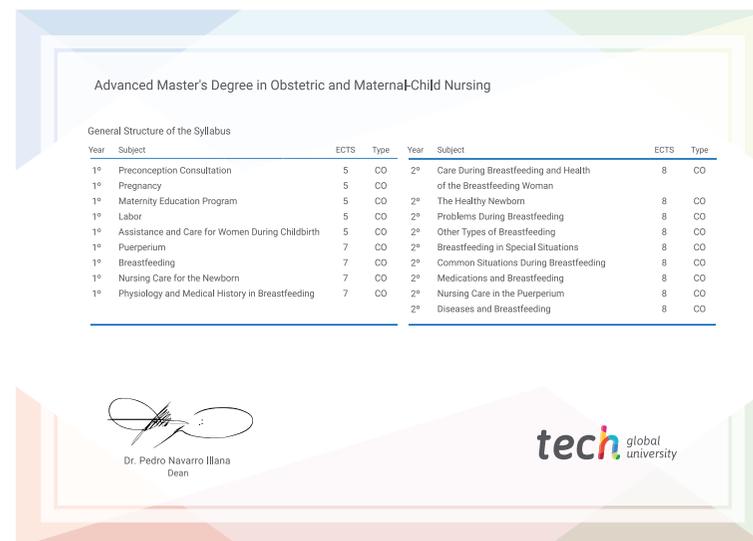


Title: **Advanced Master's Degree in Obstetric and Maternal-Child Nursing**

Modality: **online**

Duration: **2 years**

Accreditation: **120 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.



## Advanced Master's Degree Obstetric and Maternal-Child Nursing

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Accreditation: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

# Advanced Master's Degree Obstetric and Maternal-Child Nursing

Accreditation/Membership

