

Professional Master's Degree

Obstetric Nursing

Accreditation/Membership



The Society for Academic Specialists in
General Obstetrics and Gynecology



Professional Master's Degree

CC

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

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

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01

Introduction to the Program

The World Health Organization has highlighted the importance of reducing obstetric violence and improving care for women during pregnancy and childbirth. Recent studies indicate that up to 35% of women have experienced inadequate practices in hospital settings. In response to this reality, TECH has designed this university program in Obstetric Nursing, which provides professionals with updated knowledge in prenatal care, breastfeeding, and labor management. In addition, it is delivered in a convenient, fully online format.





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A comprehensive and 100% online program, exclusive to TECH, with an international perspective supported by our membership with The Society for Academic Specialists in General Obstetrics and Gynecology"

Today, many women choose to delay conception, which has increased the incidence of high-risk pregnancies, particularly in Western countries. Nevertheless, scientific advances and more comprehensive medical monitoring have contributed to favorable outcomes, ensuring maternal and infant well-being. In addition, pregnancy education programs and breastfeeding support initiatives have raised greater awareness among the population, promoting improved healthcare. In this context, the nursing specialist faces challenges that encompass not only the care of the pregnant woman but also that of the newborn.

With the aim of providing information based on the most recent scientific evidence, this program has been designed by a faculty team with expertise in Obstetrics at leading hospital centers. Graduates will have access to cutting-edge multimedia resources, enabling them to deepen their knowledge of essential areas such as preconception consultation, prenatal care, pregnancy monitoring, maternal nutrition, labor and delivery, and postpartum care. Furthermore, clinical case simulations will serve as a key tool for the direct application of knowledge in professional practice, enhancing the ability to respond effectively to real-world situations.

This fully online program offers flexible study options, adapting to the needs of each student. With access to the virtual platform from any device, professionals will be able to organize their coursework according to their personal and professional responsibilities, ensuring high-quality training without compromising their daily practice.

Thanks to the collaboration with **The Society for Academic Specialists in General Obstetrics and Gynecology (SASGOG)**, students will gain access to a national network of experts, share best practices, participate in women's health initiatives, and strengthen their profile in the medical field. This alliance boosts their professional development, provides access to specialized resources, and consolidates their position within a community recognized for its excellence in academic obstetrics and gynecology.

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

- ♦ The development of practical cases presented by experts in Obstetric Nursing
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Obstetric 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 advanced competencies in the early detection and management of obstetric complications"

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You will deepen your expertise in the use of digital tools in obstetric care, optimizing information management and neonatal follow-up”

The faculty includes professionals from the field of Obstetric Nursing, who bring to this program the value of their professional experience, along with renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for 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 apply regulations and bioethical principles in obstetric practice, ensuring the protection of maternal and child rights.

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



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 has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins 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 Wistuba, 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.

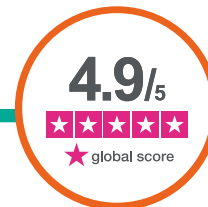
Leaders in employability

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.



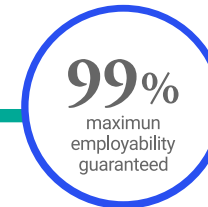
Google Premier Partner

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

TECH has designed a curriculum aimed at providing professionals with detailed and up-to-date knowledge on the care of pregnant women and newborns. This program, structured into 8 modules, covers everything from preconception consultation to neonatal care. In addition, it explores the anatomophysiological changes during pregnancy, including cardiovascular, metabolic, endocrine, and renal adaptations, ensuring a comprehensive understanding of the gestational process and its impact on both mother and baby.



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You will also delve into the physiology of breastfeeding, addressing milk secretion and the factors that may inhibit it”

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. Nomenclature
- 2.2. Anatomophysiological 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 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 Genitals
 - 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
 - 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. 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. Diagnosis of Pregnancy for Midwives
 - 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. 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. Subsequent Prenatal Visits
 - 2.4.3. Prenatal Risk Assessment
 - 2.4.4. Prenatal Control Protocols
 - 2.4.4.1. Definition
 - 2.4.4.2. Objectives
 - 2.4.4.3. 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. 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. Nutrition
 - 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. Pharmacology During Pregnancy
 - 2.8.2. Mechanisms of Action in the Mother and Fetus
 - 2.8.2.1. Mother
 - 2.8.2.2. Placenta
 - 2.8.2.3. Fetus
 - 2.8.3. Use and Management of Medications During Pregnancy
 - 2.8.4. Indications, Drug Interactions, and Dosage
 - 2.8.4.1. Anti-inflammatories, Analgesics, and Antipyretics
 - 2.8.4.2. Prophylactic Agents for Gastroesophageal Reflux and Antiulcer Drugs

- 2.8.4.3. Anticoagulants
- 2.8.4.4. Laxatives
- 2.8.4.5. Vitamins
- 2.8.4.6. Antianemics
- 2.8.4.7. Antiarrhythmics
- 2.8.4.8. Antihypertensives
- 2.8.4.9. Hormones
- 2.8.4.10. Oral Contraceptives
- 2.8.4.11. Oral Antidiabetics
- 2.8.4.12. Corticoids
- 2.8.4.13. Dermatological Treatments
- 2.8.4.14. Antiviral Treatments
- 2.8.4.15. Trichomonocides
- 2.8.4.16. Antibiotics
- 2.8.4.17. Anti-Asthmatic Medications
- 2.8.4.18. Antitussives
- 2.8.4.19. Rhinological Medications
- 2.8.4.20. Antihistamines
- 2.8.4.21. Antiepileptics
- 2.8.4.22. Antidepressants
- 2.8.4.23. Antipsychotics
- 2.8.5. Annex. FDA Classification of Different Drug Groups
- 2.9. Psychosocial Aspects of Pregnancy
 - 2.9.1. Cultural and Religious influences
 - 2.9.2. The Meaning and Impact of Pregnancy on the Couple and on the Family and Social Surroundings
 - 2.9.3. Psychological Changes During Pregnancy
 - 2.9.3.1. First Trimester
 - 2.9.3.2. Second Trimester
 - 2.9.3.3. Third Trimester
 - 2.9.4. 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
- 4.2.1. 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 Shoulder Delivery
- 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. Nursing Care in the Postpartum Period

- 6.1. Assistance of the Midwife and Care of the Woman During Postpartum Period
 - 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 Postpartum Woman
 - 6.2.2. Psychological Changes
 - 6.2.3. Emotional Status Assessment: Postpartum Depression Detection
 - 6.2.4. Mother/Partner/Newborn Relationship Bonding
 - 6.2.5. Family Adaptation
- 6.3. Medications in the Puerperium
 - 6.3.1. Medications in the Puerperium
 - 6.3.2. Use and Management of Medications in the Puerperium. Indications, Drug Interactions, and Dosage
- 6.4. Home Care by the Midwife During the Puerperium
 - 6.4.1. Characteristics of Home Care of the Mother and the Newborn During the Puerperium
 - 6.4.2. Home Care for the Mother and Newborn in the Puerperium
- 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 the Postpartum Period
 - 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 (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, Drug Interactions, 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 with the Apgar Test
 - 8.2.2. Assessment of Physical Characteristics
 - 8.2.3. Physical Examination of the Newborn
 - 8.2.4. Evaluation of Weight and Gestational Age
 - 8.2.5. Classification of Newborns According to Weight and Gestational Age
- 8.3. Immediate Care of the Newborn
 - 8.3.1. Introduction
 - 8.3.2. Immediate Care of the Newborn
 - 8.3.3. Immediate Care of the Newborn
 - 8.3.4. Neonatal Resuscitation: Levels
- 8.4. Anatomical and Physiological Characteristics of the Newborn
 - 8.4.1. Thermal Regulation
 - 8.4.2. Respiratory System
 - 8.4.3. Circulatory System
 - 8.4.4. Digestive System
 - 8.4.5. Urinary System
 - 8.4.6. Hormonal and Immune Changes
 - 8.4.7. Assessment of Neurological Status





- 8.5. General Care of the Newborn
 - 8.5.1. Care of the Newborn. General Care
 - 8.5.2. Hygiene, Temperature and Umbilical Cord Care
 - 8.5.3. Importance of Aseptic Measures in the Newborn
 - 8.5.4. History of the Newborn
 - 8.5.5. Physical Examination Vital Signs Control
 - 8.5.6. Somatometric Techniques
 - 8.5.7. Mother-Child Interaction and Mother-Partner Relationship Bonding
- 8.6. Newborn Feeding
 - 8.6.1. Nutritional Needs of the Neonate
 - 8.6.2. Types of Lactation
 - 8.6.3. Artificial Breastfeeding. Concept Formula Feeding
 - 8.6.4. Techniques of Artificial Lactation
- 8.7. Discharge Counseling
 - 8.7.1. Discharge Counseling. Importance of Parental Counseling at Newborn Discharge
 - 8.7.2. Screening Tests
 - 8.7.3. Signs of Health/ Disease
 - 8.7.4. Immunizations: Schedule
 - 8.7.5. Prevention of Neonatal Accidents
 - 8.7.6. Follow-up Program of the Healthy Child

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

04

Teaching Objectives

This university program provides nursing professionals with the most up-to-date knowledge in Obstetrics. Throughout the program, graduates will acquire skills in obstetric care, prenatal care, and maternal education. An integrated approach to patient care will be fostered, promoting excellence in healthcare delivery. In addition, they will develop competencies in childbirth care, ensuring privacy and respect for women throughout the entire process.



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You will explore best practices in breastfeeding, from nursing positions to manual milk expression”



General Objectives

- ♦ Acquire specific knowledge in obstetric care
- ♦ Promote work strategies based on a comprehensive approach to the patient as a standard model for achieving excellent care
- ♦ Facilitate the acquisition of technical skills and competencies through a robust audiovisual system and the opportunity for development via specialized instruction
- ♦ Encourage professional stimulation through continuous education and research



Get qualified in the detection and management of breastfeeding challenges, particularly in newborns with special needs”





Specific Objectives

Module 1. Preconception Consultation

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

Module 2. Pregnancy

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

Module 3. Maternity Education Program

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

Module 4. Labor

- ♦ 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 Postpartum Period

- ♦ 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

05 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.



“

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.

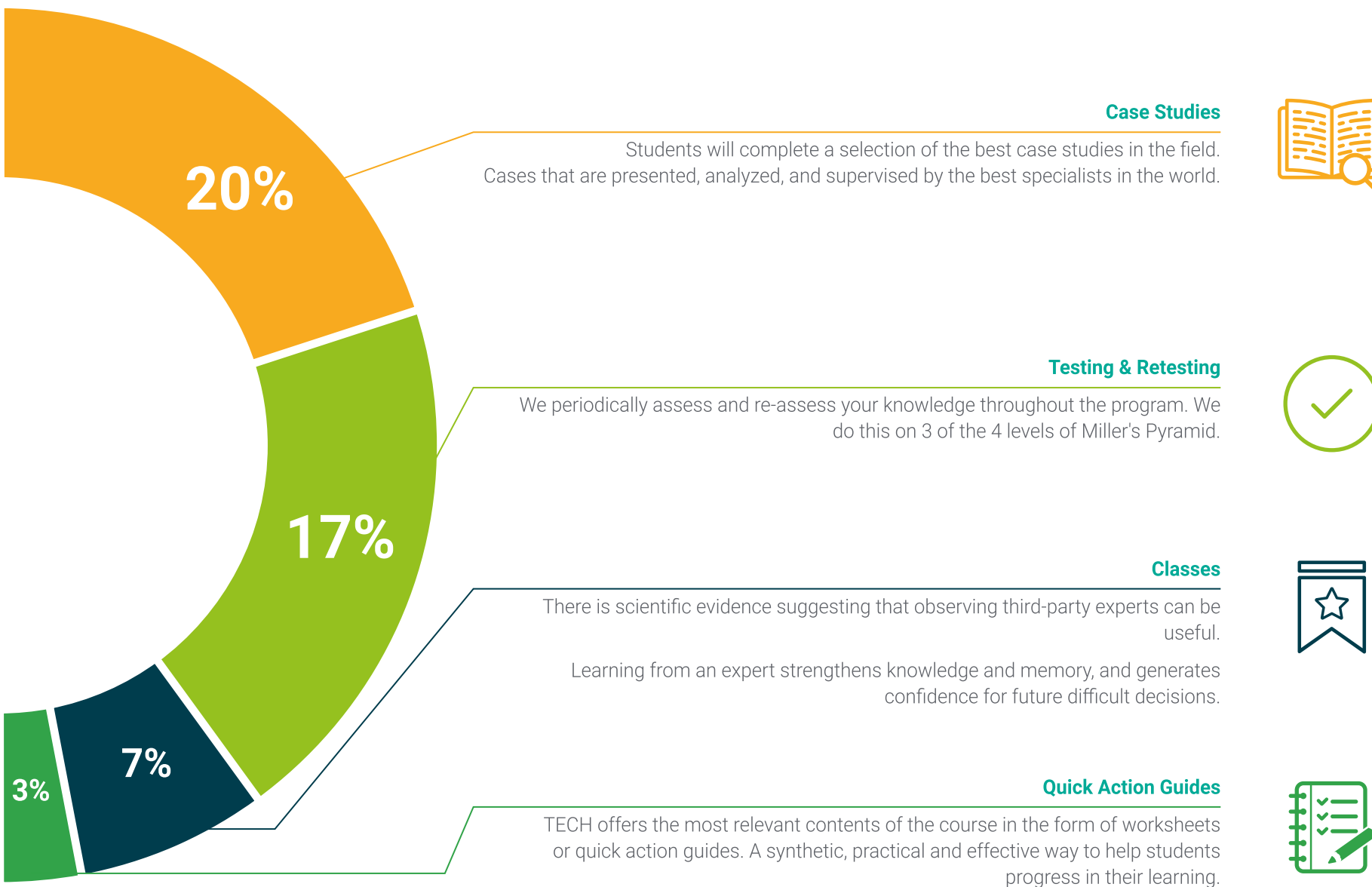
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06

Teaching Staff

TECH has brought together in this Professional Master's Degree a team of specialists in Nursing, Obstetrics, and Gynecology with extensive experience in the care of pregnant women, from the preconception stage to the postpartum period. Their high level of expertise and human quality were key criteria in their selection, ensuring excellence in teaching. This qualification provides students with a rigorous update based on the most recent scientific evidence, enhancing their performance in maternal and child care. With a practical and innovative approach, TECH responds to the current demands of the healthcare sector.



“

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

Management



Dr. Rodríguez Díaz, Luciano

- Nursing Specialist in Obstetrics and Gynecology
- Head of Studies of the Obstetric-Gynecological Nursing Teaching Unit (Midwife) of the University Hospital of Ceuta
- Midwife 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 Nursing (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: Institute of Ceuta Studies, Editorial Board of the journal 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 Obstetric-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

Mr. Muñoz Vela, Francisco Javier

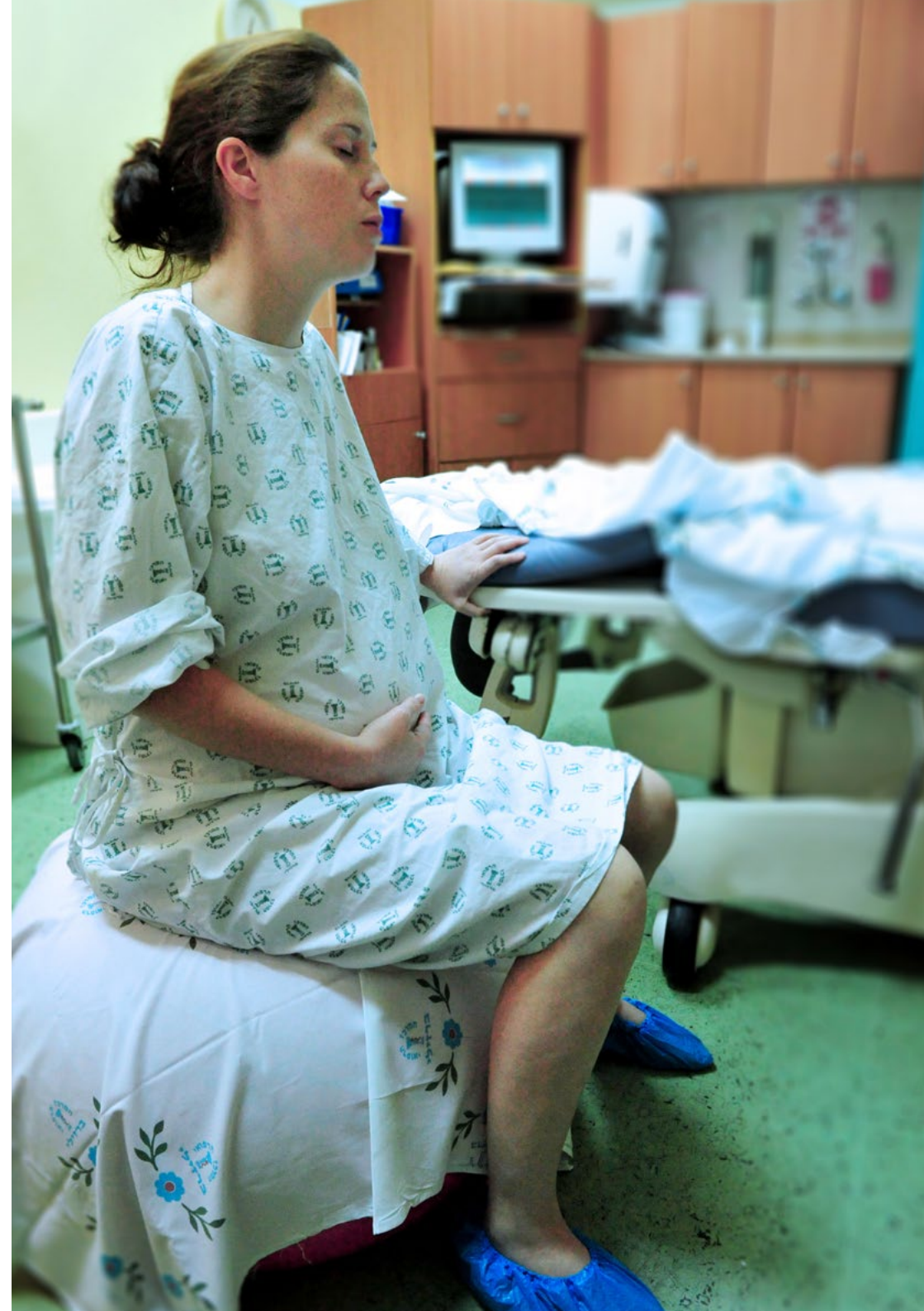
- ◆ Nurse specialized in Obstetrics and Gynecology
- ◆ Nursing from internship coordinator at the Maternity and Infant Care Center of Málaga
- ◆ Midwife in the Carlos Haya Regional University Hospital
- ◆ Midwife in the San Antonio Park Hospital
- ◆ Midwife in Specialized in Care at the Maternal-Child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

Dr. Andrés Núñez, Carmen Patricia

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

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



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's Degree in Economy, Health Management and Rational Use of Medicines by the University of Málaga
- ♦ Official Master's Degree in New Trends in Research in Health Sciences by the University of Malaga
- ♦ Master's Degree in Public Health from the University de Almería
- ♦ Master's Degree in Nurse Prescription and Pharmacotherapeutic Monitoring by the University of Valencia
- ♦ Master's Degree in Pharmacotherapy, University of Valencia
- ♦ Diploma in Nursing from the University of Málaga

Ms. Llinás Prieto, Lucía

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

Dr. Carrasco Racero, María Mercedes

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

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

Ms. Díaz Lozano, Paula

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

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. 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

Mr. Mérida Téllez, Juan Manuel

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

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





Mr. Rodríguez Díaz, David

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

Ms. Vázquez Lara, María Dolores

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

Dr. Vázquez Lara, Francisco José

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



A unique, essential and decisive learning experience to boost your professional development"

07 Certificate

The Professional Master's Degree in Obstetric Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University..



“

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

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

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

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

TECH collaborates with **The Society for Academic Specialists in General Obstetrics and Gynecology (SASGOG)**, a highly prestigious entity in the academic field. Thanks to this alliance, students gain access to a national network of experts and valuable resources that enhance their professional prospects.

Accreditation/Membership



The Society for Academic Specialists in
General Obstetrics and Gynecology

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

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





**Professional Master's
Degree**
Obstetric Nursing

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

Professional Master's Degree

Obstetric Nursing

Accreditation/Membership



The Society for Academic Specialists in
General Obstetrics and Gynecology