

# Professional Master's Degree Obstetrics for Midwives



## Professional Master's Degree Obstetrics for Midwives

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

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

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# 01

# Introduction

It is considered that the birth of a healthy child is not, although it may seem so, a mere matter of fact. It is the result of a great deal of care and attention given with generosity and professionalism by different professional categories. It also considers that childbirth care should be based on the principles of humanization, fetal control and pain relief. Accordingly, the protocols for assistance during dilatation and expulsion must prioritize the safety and health of both the mother and the newborn. The main goal is to ensure the well-being of both the mother and the newborn child during the whole birth process.





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

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

The role of the midwife in the evolution of the pregnant woman, laboring woman and her newborn is essential, provided by professionals dedicated directly to the care of the woman, since the combined knowledge allows to achieve care in favor of the recommendations on normal childbirth.

Therefore, the general purpose of this educational program is to update the skills and knowledge of midwives in order to meet the health needs of women and their future children with scientific rigor and the highest professional standards. This program was created in response to multiple needs in the hospital environment for all professionals, both for those recently incorporated and those who have been providing their professional services for some time and who require constant up-to-date education in this very specific area of practice.

In addition, the university program provides an innovative teaching methodology, *Relearning*, and guarantees all the advantages of 100% online study. At the same time, it has a teaching staff made up of prestigious experts. Among them is a specialist of international renown, in charge of developing 10 exclusive Masterclasses as part of this very complete educational itinerary.

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

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

“TECH offers you an unparalleled opportunity to update your skills as a Midwife through comprehensive Masterclasses given by an international expert”

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

*Increase your decision-making confidence by updating your knowledge through this Professional Master's Degree.*

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

The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

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

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



# 02 Objectives

The program in Obstetrics for Midwives is oriented to facilitate the performance of the midwife in the care of all pregnant patients or patients with reproductive desire.



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*This program is designed for you to up to date your knowledge in Obstetrics for Midwives, with the use of the latest educational technology, to contribute with quality and safety to decision making, care, monitoring and patient support"*



## General Objectives

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



*Take the step to get up to date on the latest developments in Obstetrics for Midwives"*





## Specific Objectives

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### Module 1. Midwifery Care in the Preconception Consultation

- ♦ Apply up-to-date scientific-technical and unified care criteria that ensure continuity of care
- ♦ Establish coordination strategies between the professionals involved in the process
- ♦ Realiza un diagnóstico con recomendaciones claras antes del trabajo de parto
- ♦ Develop a protocol to be followed to facilitate labor for the new mother

### Module 2. Pregnancy

- ♦ Identify the educational needs that the pregnant woman and her family members may require
- ♦ Implement prevention strategies and promotion of obstetric health and, therefore, the health of the future child
- ♦ Describe the normal and pathological evolution of a breastfeeding patient

### Module 3. Maternity Education Program

- ♦ Develop communicative strategies to establish an appropriate therapeutic link with the woman and their family
- ♦ Design strategies that favor an environment of trust, security, and intimacy, respecting the privacy, dignity and confidentiality of the women involved
- ♦ To make a guide with the main care of the newborn baby
- ♦ Develop strategies and action plans in case of neonatal complications

### Module 4. Labor

- ♦ Explain the importance of facilitating the accessibility and participation of the accompanying person throughout the process
- ♦ Involve the woman in decision-making throughout the process

### Module 5. Assistance and Care of Women in Childbirth

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

- ♦ Identify the pregnant woman's condition and prioritize her well-being in order to continue with the delivery process

### Module 6. Postpartum Care for Midwives

- ♦ Show the woman techniques and procedures in order to promote self-care during the pregnancy and the postpartum period
- ♦ Describe the importance of providing a place where the woman can breastfeed her baby in comfort

### Module 7. Breastfeeding

- ♦ Create protocols and strategies to encourage the promotion of breastfeeding
- ♦ Helping mothers to initiate breastfeeding
- ♦ Promote breastfeeding techniques for the mother who finds it difficult or painful to feed her newborn baby
- ♦ the newborn
- ♦ Explain breast pumping tools for the new mother

### Module 8. Nursing Care in a Newborn

- ♦ Identify protocols for newborn care
- ♦ To know the condition of the newborn to know if they need any priority care or medical treatment
- ♦ Perform a rapid diagnosis to identify the health status of the newborn

### Module 9. Obstetric Emergencies

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

# 03 Skills

After passing the evaluations of the Professional Master's Degree in Obstetrics for Midwives, the professional will have acquired the necessary professional competencies for a quality and up to date practice based on the latest scientific evidence.



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



## General Skills

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- ♦ Possess knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- ♦ Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study
- ♦ Integrate knowledge and face the complexity of making judgments based on incomplete or limited information
- ♦ Communicate your conclusions, your knowledge and the ultimate reasons behind them to both specialized and non-specialized audiences in a clear and unambiguous manner
- ♦ Manage the learning skills that will enable them to continue studying in a largely self-directed or autonomous way

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*A path to achieve education and professional growth that will propel you towards a greater level of competitiveness in the employment market”*





## Specific Skills

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

04

# Course Management

The program includes in its teaching staff renowned experts in Obstetrics and Gynecology who bring their work experience to this program. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.





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*Learn the latest advances in procedures in the field of Obstetrics for Midwives from leading professionals"*

## International Guest Director

Dr. Kellie Thiessen is a distinguished midwife and nurse practitioner, specialized in the clinical field of maternal and child health care. Her skills have been recognized on multiple occasions, including receiving awards such as the **Professional Development Award from the Canadian Child Health Clinician Scientist Program (CCHCSP)**.

Thanks to her broad experience, the expert has been selected as **Director of the Midwifery Program** at the University of British Columbia. Prior to that, she has directed the academic pathway at the University of Manitoba for more than a decade. At that institution, she was key to the **creation of a Bachelor's Degree in Obstetrics** focused on the specific education of future midwives.

Dr. Thiessen's work has also been highlighted through her designation as a **Senior Specialist in Maternal and Obstetric Health** by the **Institute for Global Public Health** at the University of Manitoba. In turn, his scientific career has been linked to the **Children's Hospital Research Institute of Manitoba (CHRIM)**.

On the other hand, her healthcare career has spanned the health systems of countries such as **the United States, Brazil and Canada**. Through these collaborations, he has been part of **innovative models** that allow him to offer patients **better care and health guarantees**. In this way, she has developed a professional approach focused on **expanding the obstetric options** available to mothers and their families when they are in a vulnerable situation. An example of this is its direct collaboration with the **Rankin Inlet Birth Center**, the second largest city in the Nunavut Territory, and with the **Ongomiizwi Indigenous Health and Healing Institute**.

Dr. Thiessen has also led multidisciplinary research teams, covering areas such as health policy, human resource planning and economics in the medical environment. In doing so, she has demonstrated a strong commitment to maternal and child welfare in different settings and communities.



## Dr. Thiessen, Kellie

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- Director, Obstetrics Program for Midwives at the University of British Columbia, Canada
- Director of the Midwifery Education Program at the University of Manitoba
- Senior Specialist in Maternal Health and Obstetrics, Institute of Global Public Health, University of Manitoba
- Research Associate, Children's Hospital of Manitoba Research Institute
- Collaborator with the Rankin Inlet Birth Centre, Nunavut Territory
- Collaborator of the Indigenous Institute of Health and Healing Ongomiizwi
- PhD in Applied Health Sciences at the University of Manitoba, Canada
- Master of Science in Nursing and Obstetrics for Midwives, Georgetown University, Canada
- Bachelor of Science in Nursing, Eastern Mennonite University, United States
- Member of: Canadian Health Human Resources Network, American College of Nurse Midwives, Manitoba Registered Nurses Association and Manitoba Association of Midwives

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*Thanks to TECH you will be able to learn with the best professionals in the world"*

## 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.
- ♦ Member of: Ceuti Studies Institute, Editorial Board of the European Journal of Health Research, Spanish Society of Emergency Medicine
- ♦ 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



### **Dr. Vázquez Lara, Juana María**

- ♦ Primary Care Nurse
- ♦ 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

## Professors

### 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
- ♦ Degree in Medicine and Surgery

### 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. 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.
- ♦ 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. Gilart Cantizano, Patricia

- ♦ Nurse specialized in Obstetrics and Gynecology
- ♦ Midwife of Specialized Care in Campo de Gibraltar
- ♦ Midwife Quirónsalud 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
- ♦ Postgraduate Diploma in Emergencies and Emergencies by the Complutense University of Madrid

### 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 MaternalChild Care Hospital of Málaga
- ♦ Associate Professor, Department of Medicine, Malaga University
- ♦ Diploma in Nursing from the University of Malaga

**Ms. Llinás Prieto, Lucía**

- ◆ Nurse Practitioner in Gynecological Care
- ◆ Teacher
- ◆ 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's Degree 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 Malaga

**Mr. Mérida Téllez, Juan Manuel**

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

**Dr. Mérida Yáñez, Beatriz**

- ◆ Nurse specialized in Obstetrics and Gynecology
- ◆ 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, Scientific Committee of the National Health Journal

**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. 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

**Dr. 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. Rodríguez Díaz, David**

- ◆ Nurse at Nuestra Señora de Candelaria University Hospital
- ◆ 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

**Ms. Vázquez Lara, María Dolores**

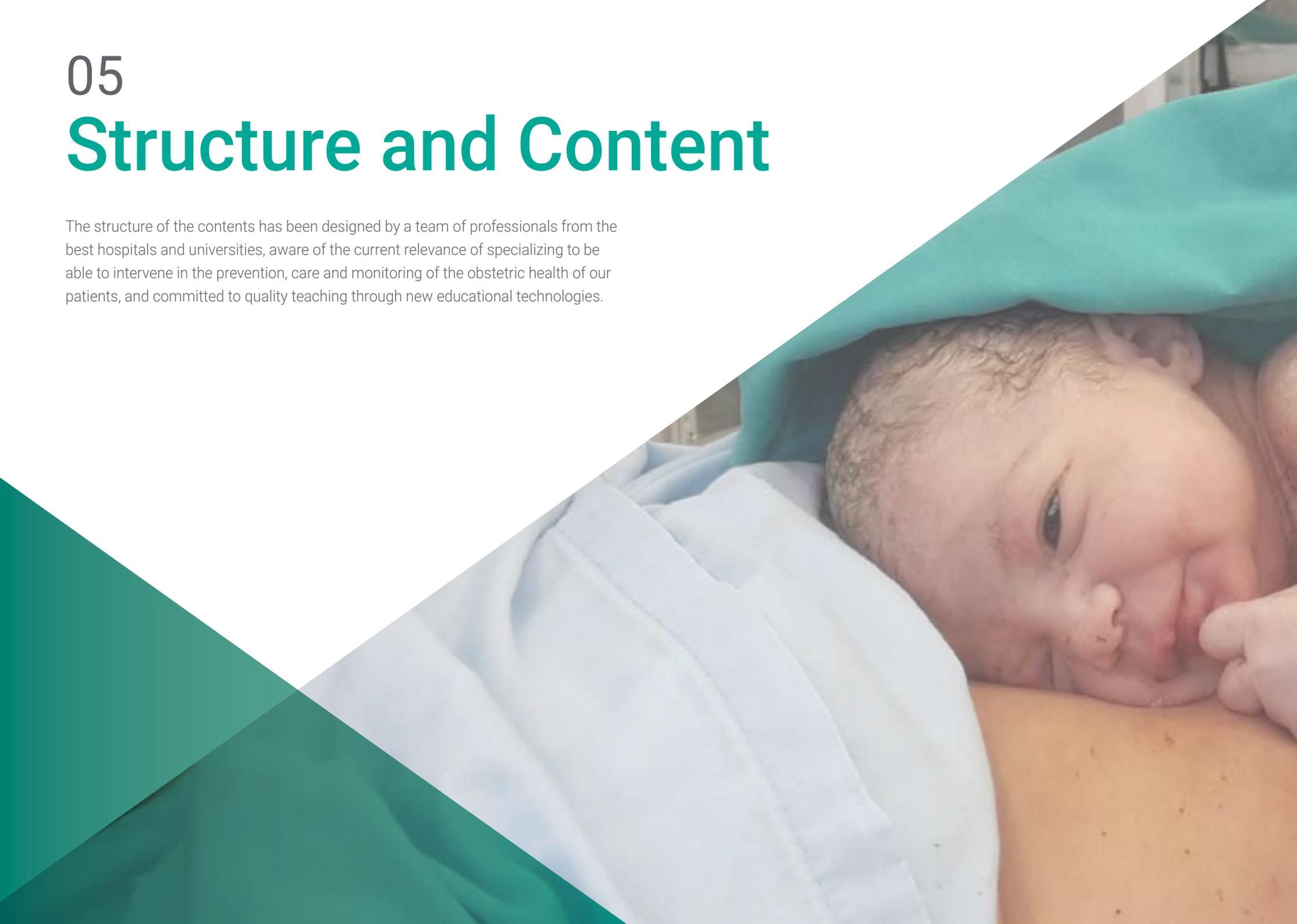
- ◆ Nurse specialized in primary care of pregnant women.
- ◆ Campo de Gibraltar Primary Care Nurse
- ◆ Teacher
- ◆ Diploma in Nursing

“ *Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice* ”

05

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best hospitals and universities, aware of the current relevance of specializing to be able to intervene in the prevention, care and monitoring of the obstetric health of our patients, and committed to quality teaching through new educational technologies.



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

## Module 1. Midwifery Care in the Preconception Consultation

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

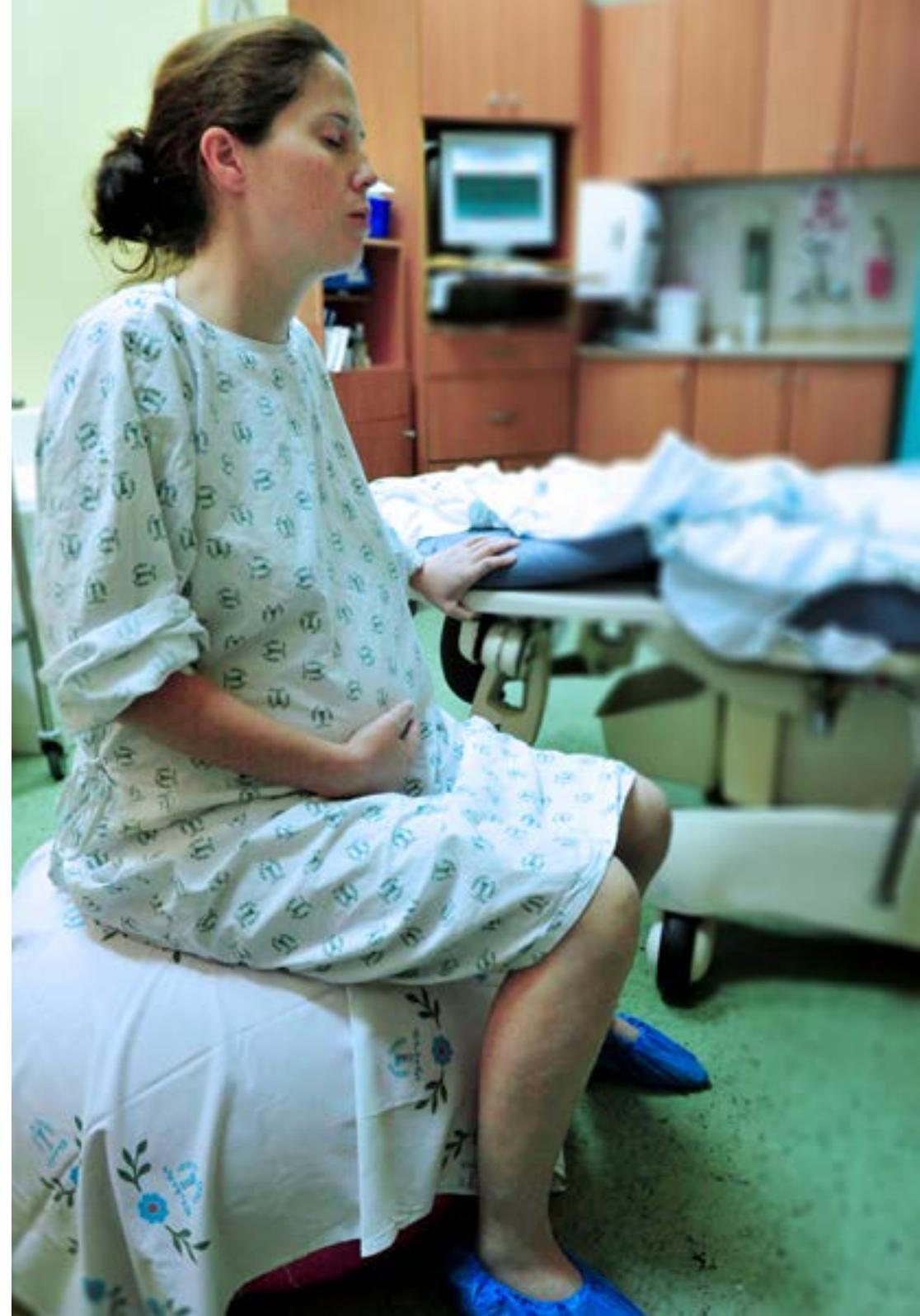
## Module 2. Pregnancy

- 2.1. Duration of pregnancy. Nomenclature
- 2.2. Anatomic-Physiological Modifications
  - 2.2.1. Cardiovascular and Cardiac Changes
    - 2.2.1.1. Cardiac Changes
    - 2.2.1.2. Hematological Changes
    - 2.2.1.3. Vascular Changes
  - 2.2.2. Respiratory Changes
    - 2.2.2.1. Anatomical Changes
    - 2.2.2.2. Functional Changes
  - 2.2.3. Renal and Urinary Changes
    - 2.2.3.1. Anatomical Modifications
    - 2.2.3.2. Functional Modifications
  - 2.2.4. Metabolic Changes
    - 2.2.4.1. Weight Gain
    - 2.2.4.2. Basal Metabolism
    - 2.2.4.3. Carbohydrate Metabolism
    - 2.2.4.4. Lipid Metabolism
    - 2.2.4.5. Protein Metabolism
    - 2.2.4.6. Acid-base Equilibrium
    - 2.2.4.7. Water Metabolism
    - 2.2.4.8. Minerals and Vitamins
  - 2.2.5. Genital and Mammary Changes
    - 2.2.5.1. External Genitalia
    - 2.2.5.2. Internal Genitals
    - 2.2.5.3. Breast Changes
  - 2.2.6. Endocrine Changes
    - 2.2.6.1. Constitution of the Fetoplacental Unit
    - 2.2.6.2. Pituitary
    - 2.2.6.3. Thyroid
    - 2.2.6.4. Parathyroid
    - 2.2.6.5. Pancreas.
    - 2.2.6.6. Adrenal Gland
  - 2.2.7. Skin and Eye Changes
    - 2.2.7.1. Vascular Changes
    - 2.2.7.2. Pigmentation Changes
    - 2.2.7.3. Tegumentary System
    - 2.2.7.4. Eye Changes
  - 2.2.8. Gastrointestinal Changes
    - 2.2.8.1. Mouth
    - 2.2.8.2. Esophagus and Stomach
    - 2.2.8.3. Intestine
    - 2.2.8.4. Liver
    - 2.2.8.5. Gallbladder
  - 2.2.9. Musculoskeletal Changes
    - 2.2.9.1. Change of the Center of Gravity
    - 2.2.9.2. Pelvis
    - 2.2.9.3. Musculoskeletal Alterations
- 2.3. Diagnosis of Pregnancy for Midwives
  - 2.3.1. Diagnosis of Pregnancy
  - 2.3.2. Biochemical Tests
    - 2.3.2.1. Biological Tests
    - 2.3.2.2. Immunological Tests
  - 2.3.3. Ultrasound
  - 2.3.4. Signs and Symptoms
    - 2.3.4.1. Signs
    - 2.3.4.2. Symptoms



- 2.4. Prenatal Care. Midwife's program of gestational control.
  - 2.4.1. Prenatal Care
  - 2.4.2. Pregnancy Control Program
    - 2.4.2.1. First Pregnancy Check-up Visit (< 10 weeks)
    - 2.4.2.2. Successive Prenatal Visits
  - 2.4.3. Perinatal Risk Assessment
  - 2.4.4. Prenatal Control Protocols
    - 2.4.4.1. Definition
    - 2.4.4.2. Objectives
    - 2.4.4.3. Personnel Involved
    - 2.4.4.4. Process
- 2.5. Prenatal Diagnosis
  - 2.5.1. Non-Invasive Techniques
  - 2.5.2. Invasive Techniques
  - 2.5.3. Couple Counselling in Prenatal Diagnosis
    - 2.5.3.1. Definition
    - 2.5.3.2. General Objectives
    - 2.5.3.3. Specific Objectives
    - 2.5.3.4. Targeted Population
    - 2.5.3.5. Description of the Process
- 2.6. Midwife's Health Education for the Pregnant Woman
  - 2.6.1. Health Education for the Pregnant Woman
  - 2.6.2. Healthy Habits
    - 2.6.2.1. Feeding
    - 2.6.2.2. Consumption of Harmful Substances
    - 2.6.2.3. Tasks
    - 2.6.2.4. Sports
    - 2.6.2.5. Travel
    - 2.6.2.6. Hygiene, Clothing, and Footwear
    - 2.6.2.7. Violence in Pregnancy
  - 2.6.3. Sexuality

- 2.6.4. Common Discomforts During Pregnancy
  - 2.6.4.1. Cardiovascular
  - 2.6.4.2. Dermatological
  - 2.6.4.3. Digestive
  - 2.6.4.4. Locomotor
  - 2.6.4.5. Respiratory
  - 2.6.4.6. Genitourinary
- 2.6.5. Warning Signs
- 2.6.6. Promotion of Breastfeeding
- 2.6.7. Birth Plan
- 2.7. Nutrition of the Pregnant Woman
  - 2.7.1. 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. Medical Treatment
    - 2.7.2.2. Vegetarians
  - 2.7.3. Dietary Counseling During Pregnancy
- 2.8. Pharmaceuticals in Pregnancy
  - 2.8.1. Pharmaceuticals in Pregnancy
  - 2.8.2. Pharmacology in Pregnancy
  - 2.8.3. Mechanisms of Action in the Mother and Fetus
    - 2.8.3.1. Mother
    - 2.8.3.2. Placenta
    - 2.8.3.3. Fetus
  - 2.8.4. Use and Management of Pharmaceuticals in Pregnancy



- 2.8.5. Indications, Pharmaceutical Interaction, and Dosage
  - 2.8.5.1. Anti-inflammatory, Analgesic, and Antipyretic Medications
  - 2.8.5.2. Gastroesophageal Reflux Prophylactics and Antiulcer Medications
  - 2.8.5.3. Anticoagulants
  - 2.8.5.4. Laxatives
  - 2.8.5.5. E. Vitamins
  - 2.8.5.6. Antianemic Medications
  - 2.8.5.7. Antiarrhythmics
  - 2.8.5.8. Antihypertensives
  - 2.8.5.9. Hormones
  - 2.8.5.10. Oral Contraceptives
  - 2.8.5.11. Oral Antidiabetics
  - 2.8.5.12. Corticoids
  - 2.8.5.13. Dermatological Treatments
  - 2.8.5.14. N. Antiviral Treatments
  - 2.8.5.15. Trichomonicides
  - 2.8.5.16. Antibiotics
  - 2.8.5.17. Antiasthmatics
  - 2.8.5.18. Antitussives
  - 2.8.5.19. Rhinologicals
  - 2.8.5.20. Antihistamines
  - 2.8.5.21. Antiepileptics
  - 2.8.5.22. Antidepressants
  - 2.8.5.23. Antipsychotics
- 2.8.6. Annex. FDA Classification of the Different Groups of Medications
- 2.9. Psychosocial Aspects of Pregnancy
  - 2.9.1. Psychosocial Aspects of Pregnancy
  - 2.9.2. Cultural and Religious influences
  - 2.9.3. The Meaning and Impact of Pregnancy on the Couple and on the Family and Social Surroundings
  - 2.9.4. Psychological Changes in Pregnancy
    - 2.9.4.1. First Trimester
    - 2.9.4.2. Second Trimester
    - 2.9.4.3. Third Trimester
  - 2.9.5. Bonding

### Module 3. Maternity Education Program

- 3.1. History
- 3.2. Objectives
  - 3.2.1. General Objective
  - 3.2.2. Specific Objectives
- 3.3. Theoretical and Practical Content
  - 3.3.1. Course Content
  - 3.3.2. Methodology
- 3.4. Physical Exercises, Pelvic Floor Exercises, and Body Statics
- 3.5. Breathing Techniques for Midwives
  - 3.5.1. Breathing Classification
  - 3.5.2. Current Trends
- 3.6. Relaxation Techniques Applied by the Midwife
  - 3.6.1. Theoretical Basis of Childbirth Education
  - 3.6.2. Different Schools
- 3.7. Use of the Birthing Ball or Spherodynamics
- 3.8. The Midwife and Aquatic Maternal Education
- 3.9. Pilates 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. Midwife's Assessment of Fetal Well-Being
  - 4.3.1. Evaluation of Fetal Activity
  - 4.3.2. Non-stress Test (NST)
  - 4.3.3. Stress Test or Contraction Tolerance Test
  - 4.3.4. Biophysical Profile
  - 4.3.5. Amnioscopy
  - 4.3.6. Ultrasound. Doppler Study
  - 4.3.7. Bioelectronic Monitoring in Labor
  - 4.3.8. Fetal Heart Rate Monitoring
  - 4.3.9. Fetal Heart Rate Parameters
  - 4.3.10. Biochemical Monitoring
- 4.4. Onset of Labor and Periods of Labor
  - 4.4.1. Onset of Labor. Prodromes of Labor
  - 4.4.2. Dilatation Period
  - 4.4.3. Birthing Period
  - 4.4.4. Delivery Period
- 4.5. Delivery Mechanism in Vertex Presentation
  - 4.5.1. Accommodation and Wedging in the Upper Strait
  - 4.5.2. Descent and Intrapelvic Rotation
  - 4.5.3. Flexion
  - 4.5.4. Detachment
  - 4.5.5. External Rotation and Shoulder Delivery
- 4.6. Pharmacology in Birth for Midwives
  - 4.6.1. Pharmacokinetic Principles
  - 4.6.2. Mechanisms of Action between Mother and Fetus
  - 4.6.3. Use and Management of Pharmaceuticals in Childbirth





## Module 5. Assistance and Care of Woman in Childbirth

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

- 5.5.5. Recommendations on Induction Information. Decision Making
- 5.5.6. Induction Methods
- 5.5.7. Labor Stimulation
- 5.5.8. Assistance and Care of the Woman
- 5.5.9. Information
- 5.5.10. Techniques and Movement Restriction
- 5.5.11. Monitoring of Analgesia
- 5.5.12. Hydration and Ingestion
- 5.5.13. Expulsion Positions
- 5.6. Psychological Aspects of the Mother During Childbirth
  - 5.6.1. Family 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. Postpartum Care for Midwives

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

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

## Module 7. Breastfeeding

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



### Module 8. Nursing Care in a Newborn

- 8.1. Adaptation to Extrauterine Life
- 8.2. Assessment of the Neonate's Health Status
- 8.3. Immediate Care of the Newborn
- 8.4. Anatomical and Physiological Characteristics of the Newborn
- 8.5. General Care of the Newborn
- 8.6. Newborn Feeding
- 8.7. Discharge Counseling

### Module 9. Obstetric Emergencies

- 9.1. Gynecological Hemorrhage
- 9.2. Threat of Preterm Birth
- 9.3. Hypertensive States of Pregnancy
- 9.4. Obstetric Hemorrhage

“*A unique, key, and decisive educational experience to boost your professional development*”

06

# Methodology

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

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



“

*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH Nursing School we use the Case Method

In a given situation, what should a professional do? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Nurses learn better, faster, and more sustainably over time.

*With TECH, nurses can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, in an attempt to recreate the real conditions in professional nursing practice.

“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

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

1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.



*The nurse will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



### Study Material

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

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



### Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch them as many times as you want.



### Interactive Summaries

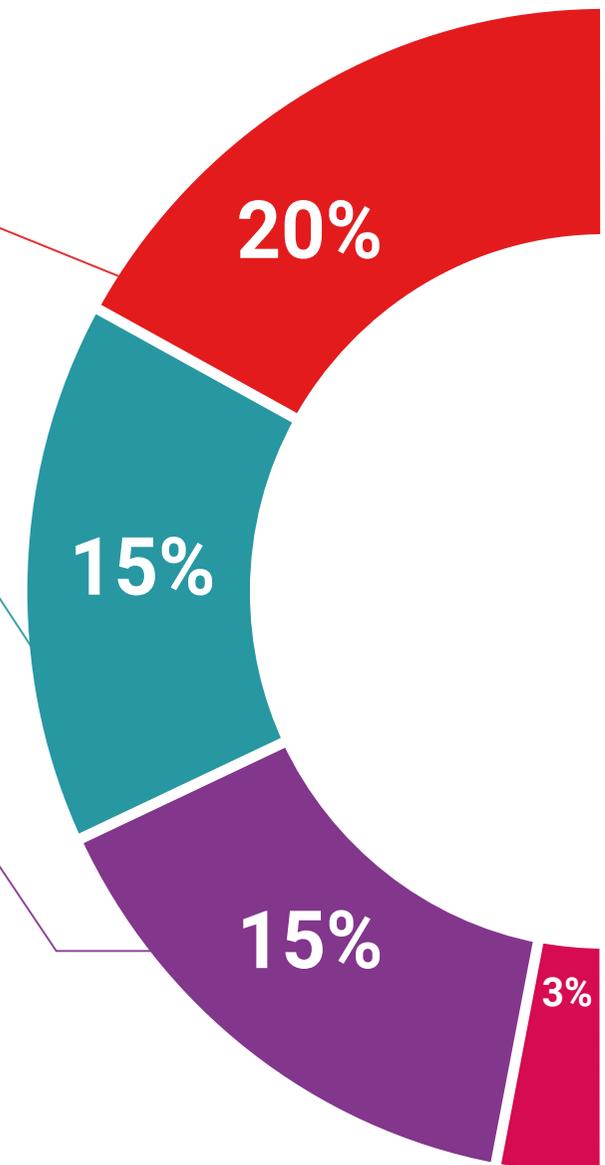
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

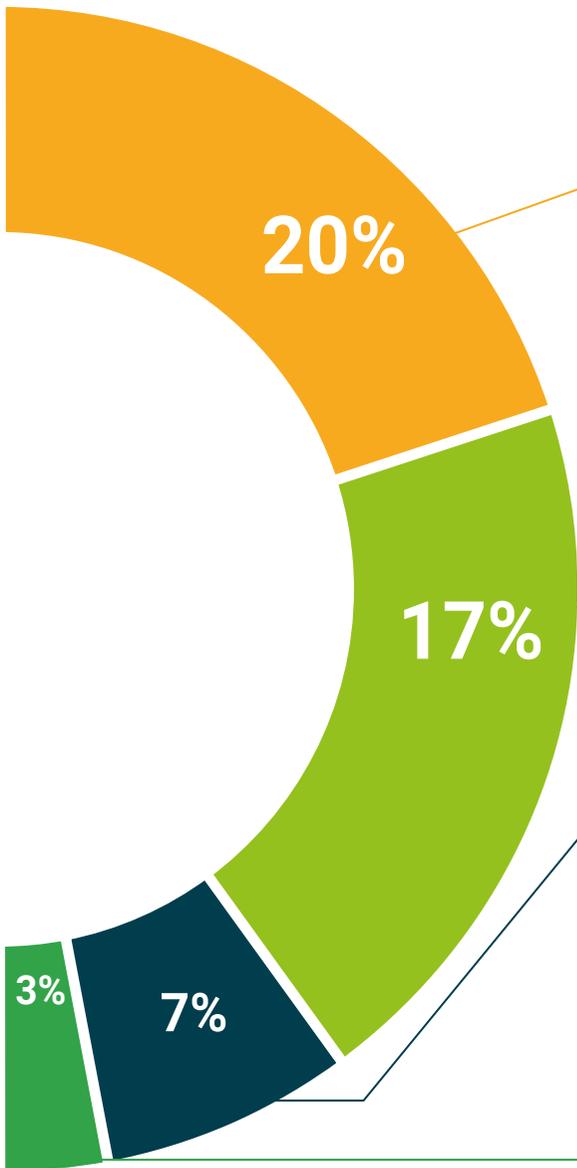
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



#### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



07

# Certificate

The Professional Master's Degree in Obstetrics for Midwives guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree diploma issued by TECH Technological University



“

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

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

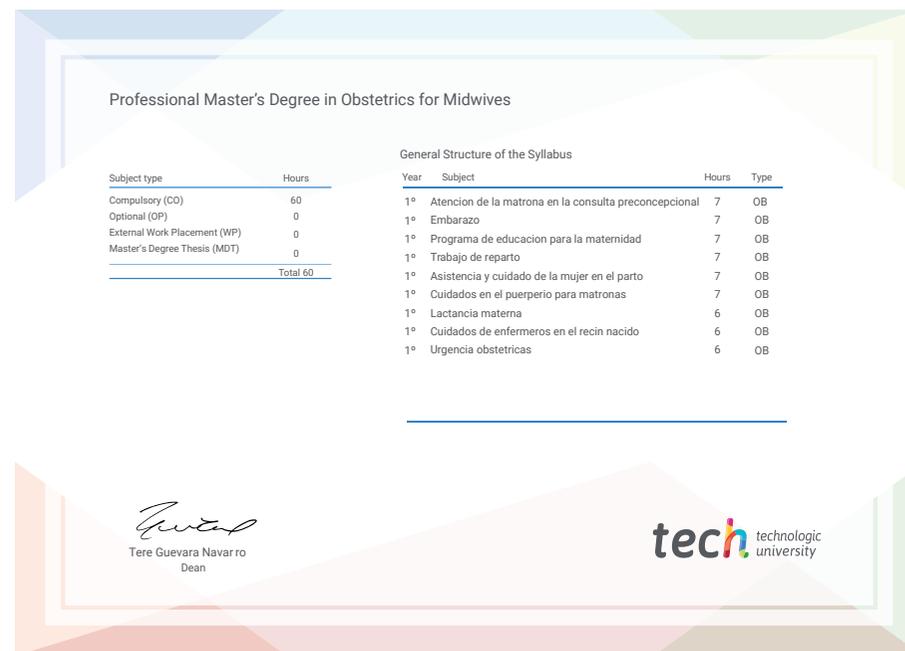
After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** diploma issued by **TECH Technological University** via tracked delivery\*.

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

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

Modality: **online**

Duration: **12 months.**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future  
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guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom



## Professional Master's Degree

### Obstetrics for Midwives

- » Modality: online
- » Duration: 12 months.
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

# Professional Master's Degree Obstetrics for Midwives

