

Advanced Master's Degree Puerperium Care and Breastfeeding

Accreditation/Membership





Advanced Master's Degree Puerperium Care and Breastfeeding

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

Website: www.techtute.com/us/nursing/advanced-master-degree/advanced-master-degree-puerperium-care-breastfeeding

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01

Introduction to the Program

The Puerperium and Breastfeeding are critical stages in maternal and child health, where specialized healthcare can have a significant impact on both the physical and emotional well-being of the mother and the newborn. In this regard, the World Health Organization (WHO) recommends exclusive breastfeeding for the first six months of life and its continuation, along with complementary foods, until two years or beyond, noting that this practice can prevent over 800,000 infant deaths annually worldwide. In this context, TECH has designed this 100% online postgraduate program as an advanced academic response to provide comprehensive care in this critical area of public health.



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

During the Puerperium and Breastfeeding, significant physiological, psychological, and social changes occur, requiring an integrated and specialized approach. In fact, organizations such as the WHO and UNICEF emphasize the importance of professional care that promotes maternal recovery and ensures safe and effective breastfeeding. Therefore, it is essential that healthcare professionals possess up-to-date knowledge that enables them to intervene effectively in the challenges inherent to this process.

In response to this need, TECH has designed this Advanced Master's Degree in Puerperium Care and Breastfeeding, which will thoroughly address the clinical, nutritional, and psychoemotional aspects of this stage. Throughout specialized modules, the program will cover postpartum pain management, mastitis prevention, counseling on exclusive/prolonged breastfeeding, and emotional support for the mother. All of this will be delivered through rigorous academic content, developed by experts in maternal and child health.

Additionally, this university program will be offered 100% online, allowing professionals to adapt their training without compromising their personal or work commitments. The exclusive Relearning methodology will also be incorporated, based on intelligent repetition learning, which enhances knowledge retention and promotes a more efficient, flexible, and tailored academic experience to meet the needs of the current healthcare environment.

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

This **Advanced Master's Degree in Puerperium Care and Breastfeeding** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ◆ The development of case studies presented by experts in Breastfeeding and Puerperium
- ◆ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ◆ Practical exercises where self-assessment can be used to improve learning
- ◆ Its special emphasis on innovative methodologies in the management of Breastfeeding and Puerperium
- ◆ 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 become a leading expert in Puerperium and Breastfeeding with an innovative postgraduate program that will enhance your career and transform your professional practice"

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You will solidify your theoretical knowledge with the numerous practical resources offered by this university program”

The faculty includes professionals from the Breastfeeding field, sharing their work experience in this program, as well as recognized experts from leading societies and prestigious universities.

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

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

Discover the most innovative methodology designed by TECH! You will optimize your training in the field of Puerperium and Breastfeeding with the best academic resources.

You will train 100% online and access the content at any time and from anywhere, adapting it to your needs.



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.

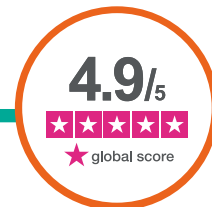
Leaders in employability

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

The didactic materials that make up this academic pathway have been developed by a team of experts in maternal and child health. Thanks to this, the university program will delve into the main aspects of puerperium and breastfeeding, allowing graduates to address the specific needs of mothers and newborns. Additionally, the content will focus on advanced techniques and evidence-based clinical practices, strengthening the ability to act in various clinical scenarios.



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You will guide mothers and newborns toward quality care, improving their well-being and promoting healthy habits from the very beginning”

Module 1. Physiological Puerperium

- 1.1. Concept and Stages of Puerperium
- 1.2. Objectives of the Midwife during the Puerperium
- 1.3. Physical and Psychosocial Changes
- 1.4. Care for the Mother and Newborn in the Immediate Puerperium
 - 1.4.1. General Examination
 - 1.4.2. Physical Assessment
 - 1.4.3. Identification of Problems and Prevention
- 1.5. Attention and Care to the Mother and Newborn in Early Puerperium
 - 1.5.1. Role of the Midwife in Early Puerperium
 - 1.5.2. Health Education and Self-Care Advice
 - 1.5.3. Newborn Screening and Newborn Hearing Impairment Screening
- 1.6. Control and Follow-up of Late Puerperium
- 1.7. Hospital Discharge. Midwife's Report at Discharge. Early Discharge
- 1.8. Criteria for Quality Care at the Primary Care Center
 - 1.8.1. Criteria for quality care in Primary Care Centers (Community of Madrid and other Autonomous Communities)
 - 1.8.2. Recommendations of the Clinical Practice Guide from the Ministry of Health (CPG)
- 1.9. Health Education in the Puerperium
 - 1.9.1. Introduction and Approach. Types of Intervention
 - 1.9.2. Objectives of Health Education in the Puerperium
 - 1.9.3. Midwife as a Health Agent in the Puerperium
 - 1.9.4. Methodology. Main Techniques in Health Education: Expository Techniques, Research Techniques in the Classroom
- 1.10. Workgroups in the Puerperium: Puerperium and Breastfeeding Groups
 - 1.10.1. Puerperium Session: Objectives and Contents
 - 1.10.2. Breastfeeding Session: Objectives and Contents
 - 1.10.3. Newborn Care Session: Objectives and Contents



Module 2. Risk Situations in the Puerperium

- 2.1. Postpartum Hemorrhage
 - 2.1.1. Structure, Classification and Risk Factors
 - 2.1.2. Etiology
 - 2.1.2.1. Uterine Tone Alterations
 - 2.1.2.2. Retained Tissue
 - 2.1.2.3. Birth Canal Trauma
 - 2.1.2.4. Coagulation Disorders
 - 2.1.3. Clinical Presentation and Management of Postpartum Hemorrhage
 - 2.1.3.1. Assessment and Quantification of Hemorrhage
 - 2.1.3.2. Medical and Surgical Treatment
 - 2.1.3.3. Midwifery Care
- 2.2. Infections in Puerperium
 - 2.2.1. Postpartum Endometritis
 - 2.2.2. Perineal Infection
 - 2.2.3. Abdominal Wall Infection
 - 2.2.4. Mastitis
 - 2.2.5. Sepsis. Lethal Septic Shock Syndrome. Staphylococcal or Streptococcal Toxic Shock
- 2.3. Thromboembolic Disease, Heart Disease and Severe Anemia in the Puerperium
 - 2.3.1. Thromboembolic Disease in the Puerperium
 - 2.3.1.1. Venous Thrombosis: Superficial, Deep and Pelvic
 - 2.3.1.2. Pulmonary Embolism
 - 2.3.2. Heart Disease in the Puerperium
 - 2.3.3. Severe Anemia in the Puerperium
- 2.4. Arterial Hypertension, Preeclampsia and HELLP in the Puerperium
 - 2.4.1. Management of Women with Hypertension in the Puerperium
 - 2.4.2. Management of Women with Preeclampsia in the Puerperium
 - 2.4.3. Management of Women with HELLP Syndrome in the Puerperium
- 2.5. Endocrine Pathology in the Puerperium
 - 2.5.1. Management of Women with Gestational Diabetes in the Puerperium
 - 2.5.2. Thyroid Pathology in the Puerperium
 - 2.5.3. Sheehan Syndrome
- 2.6. Digestive and Urinary Pathology
 - 2.6.1. Major Digestive Pathology in the Puerperium
 - 2.6.1.1. Crohn's Disease and Ulcerative Colitis
 - 2.6.1.2. Fatty Liver
 - 2.6.1.3. Cholestasis
 - 2.6.2. Urinary Pathology in the Puerperium
 - 2.6.2.1. Urinary Infections
 - 2.6.2.2. Puerperium Urinary Retention
 - 2.6.2.3. Urinary Incontinence
- 2.7. Autoimmune, Neurological and Neuromuscular Diseases in the Puerperium
 - 2.7.1. Autoimmune Diseases in the Puerperium: Lupus
 - 2.7.2. Neurological and Neuromuscular Pathology in the Puerperium
 - 2.7.2.1. Post-Puncture Headache
 - 2.7.2.2. Epilepsy
 - 2.7.2.3. Cerebrovascular Diseases (subarachnoid hemorrhage, aneurysms, brain neoplasms)
 - 2.7.2.4. Amyotrophic Lateral Sclerosis
 - 2.7.2.5. Myasthenia Gravis
- 2.8. Infectious Diseases in the Puerperium
 - 2.8.1. Hepatitis B Virus Infection
 - 2.8.1.1. Management of Women with Hepatitis B Infection in the Puerperium
 - 2.8.1.2. Newborn Care and Follow-up of Mothers with Hepatitis B Infection
 - 2.8.2. Hepatitis C Virus Infection
 - 2.8.2.1. Management of Women with Hepatitis C Infection in the Puerperium
 - 2.8.2.2. Newborn Care and Follow-up of Mothers with Hepatitis C Infection
 - 2.8.3. Human Immunodeficiency Virus (HIV) Infection
 - 2.8.3.1. Management of Women with HIV Infection in the Puerperium
 - 2.8.3.2. Newborn Care and Follow-up of Mothers with HIV
- 2.9. Perineal Trauma and Abdominal Scar Dehiscence After Cesarean
 - 2.9.1. Perineal Tears: Grades of Tears and Care
 - 2.9.2. Episiotomy: Types and Midwifery Care
 - 2.9.3. Abdominal Scar Dehiscence after Cesarean: Midwifery Care
 - 2.9.4. Perineal Hematomas

- 2.10. Psychiatric Pathology
 - 2.10.1. Postpartum Depression (P.P.D.)
 - 2.10.1.1. Definition, Etiology and Detection of P.P.D
 - 2.10.1.2. Medical Care and Midwife Treatment
 - 2.10.2. Postpartum Psychosis
 - 2.10.2.1. Definition, Etiology, Detection of Postpartum Psychosis
 - 2.10.2.2. Medical Treatment and Midwifery Care

Module 3. Pelvic Floor

- 3.1. Anatomy of the Female Perineum. Types of Perineal Trauma
- 3.2. Episiotomy
 - 3.2.1. Definition
 - 3.2.2. Types of Episiotomy
 - 3.2.3. Directions for Performing an Episiotomy
 - 3.2.4. WHO, SEGO and CPG recommendations
- 3.3. Perineal Tears
 - 3.3.1. Definition and Types
 - 3.3.2. Risk Factors
 - 3.3.3. Prevention of Perineal Tears
- 3.4. Hematomas. Midwifery Care After Perineal Repair
 - 3.4.1. Minor Tears (Types I and II)
 - 3.4.2. Severe Tears (Types III and IV)
 - 3.4.3. Episiotomy
- 3.5. Short-Term Complications of Perineal Trauma
 - 3.5.1. Hemorrhages
 - 3.5.2. Infections
 - 3.5.3. Pain and Dyspareunia
- 3.6. Long-Term Complications of Perineal Trauma: Incontinence
 - 3.6.1. Urinary Incontinence
 - 3.6.2. Fecal Incontinence
 - 3.6.3. Gas Incontinence

- 3.7. Long-Term Complications of Perineal Trauma: Prolapses
 - 3.7.1. Definition and Classification of Genital Prolapse
 - 3.7.2. Risk Factors
 - 3.7.3. Medical and Surgical Treatment for Prolapses. Pelvic Floor Rehabilitation
- 3.8. Conservative Treatment for Pelvic Floor Dysfunction
 - 3.8.1. Manual Techniques
 - 3.8.2. Instrumental Techniques: Biofeedback and Electrostimulation and among others
 - 3.8.3. Postural Re-education and Abdominal-Pelvic Training
- 3.9. Surgical Treatment for Pelvic Floor Dysfunction
 - 3.9.1. Slings and Meshes
 - 3.9.2. Colposuspensions
 - 3.9.3. Colporrhaphy and Perineorrhaphy
- 3.10. Female Genital Mutilation (F.G.M.)
 - 3.10.1. Introduction and Social and Demographic Context of FGM. Epidemiology
 - 3.10.2. Current FGM Practice
 - 3.10.3. Types of MGF
 - 3.10.4. Consequences of the Practice of FGM on Women's Health
 - 3.10.5. Approach to FGM: Prevention Strategies, Detection, and Midwifery Interventions
 - 3.10.6. Legal Framework Regarding FGM

Module 4. Breastfeeding

- 4.1. Anatomy
 - 4.1.1. Embryonic Development
 - 4.1.2. Mature Mammary Glands
 - 4.1.3. Mammary Glands in Pregnancy
 - 4.1.4. Mammary Gland in Breastfeeding
- 4.2. Physiology of Milk Secretion
 - 4.2.1. Mammogenesis
 - 4.2.2. Lactogenesis I and II
 - 4.2.3. Lactogenesis III/ Lactopoiesis
 - 4.2.4. Endocrine Control of Milk Secretion




- 4.3. Composition of Breast Milk
 - 4.3.1. Types of Milk and Their Composition
 - 4.3.2. Comparison Between Colostrum, Mature Milk, and Cow's Milk
- 4.4. Effective Breastfeeding
 - 4.4.1. Signs of Good Latching
 - 4.4.2. Normal Patterns in Newborns: Urination, Defecation, and Weight Gain
- 4.5. Assessment of a Feeding
 - 4.5.1. Latch Scale
 - 4.5.2. European Union Observation Table for Feeding
 - 4.5.3. Positions for Breastfeeding
- 4.6. Nutrition and Supplementation
 - 4.6.1. Nutrition and Supplementation for the Mother
 - 4.6.2. Supplementation for Newborns. Recommendations from the 2017 Clinical Practice Guide
- 4.7. Contraindications of Breastfeeding
 - 4.7.1. Maternal Contraindications
 - 4.7.2. Newborn Contraindications
 - 4.7.3. Pharmacological Suppression
- 4.8. Breastfeeding and Bonding
 - 4.8.1. Skin-to-Skin Contact: The Importance of the First Hours after Birth
 - 4.8.2. Co-Sleeping
 - 4.8.2.1. Benefits
 - 4.8.2.2. Guidelines for Safe Co-Sleeping
 - 4.8.3. Tandem Breastfeeding
- 4.9. Milk Extraction and Preservation
- 4.10. Weaning. Initiative for the Humanization of Birth and Breastfeeding Care (IHAN)

Module 5. The Newborn

- 5.1. Introduction to Neonatology. Concept and Classification
 - 5.1.1. Neonatology Periods
 - 5.1.2. Classification of the Newborn: by Birth Weight, by Gestational Age
 - 5.1.3. Classification of the High-Risk Newborn
 - 5.1.4. Determination of Gestational Age: Farr-Dubowitz Methods. Capurro Method, and Ballard Method

- 5.2. Adaptation to Extrauterine Life by Systems
 - 5.2.1. Respiratory. First Breath
 - 5.2.2. Cardiovascular: Circulation, Hemoglobin and Coagulation. Closure of Ducts and Foramen Ovale
 - 5.2.3. Thermoregulation in the Newborn
 - 5.2.4. Gastrointestinal
 - 5.2.5. Renal
 - 5.2.6. Hormonal and Immune Systems
 - 5.2.7. Hepatic and Glucose Metabolism
- 5.3. Immediate Care of the Newborn. Midwifery Care in the Immediate Postpartum Period
 - 5.3.1. Newborn Assessment. Apgar Test
 - 5.3.2. Prophylaxis
 - 5.3.3. Behavioral Phases (Alert, Adaptation, Rest, Search, and Established Lactation)
 - 5.3.4. Skin-to-Skin Contact
 - 5.3.5. Midwifery Care in the Immediate Postpartum Period
- 5.4. Physical Examination of the Newborn
 - 5.4.1. Skeletal System
 - 5.4.2. Skin and Subcutaneous Tissue
 - 5.4.3. Cardiorespiratory System
 - 5.4.4. Abdomen
 - 5.4.5. Thorax
 - 5.4.6. Genitourinary System
 - 5.4.7. Upper and Lower Limbs
 - 5.4.8. Neurological System
- 5.5. Newborn Care
 - 5.5.1. Hygiene and Bathing
 - 5.5.2. Umbilical Cord Care
 - 5.5.3. Urination and Meconium
 - 5.5.4. Dressing
 - 5.5.5. Pacifier
 - 5.5.6. Hospital Visits
 - 5.5.7. Nutrition



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- 5.6. Thermal Regulation in the Newborn and Physical Environment
 - 5.6.1. Temperature Regulation in the Newborn
 - 5.6.2. Heat Production in a Newborn
 - 5.6.3. Heat Loss in a Newborn
 - 5.6.4. Methods to Reduce Heat Loss
 - 5.6.5. Consequences of Thermal Alterations in the Newborn
 - 5.6.6. Importance of the Physical Environment: Light Exposure, Day-Night Rhythm, Noise, and Tactile Stimuli
 - 5.7. Common Reasons for Consultation
 - 5.7.1. Crying
 - 5.7.2. Milk Allergy
 - 5.7.3. Gastroesophageal Reflux
 - 5.7.4. Late Vomiting
 - 5.7.5. Inguinal Hernia
 - 5.7.6. Haemangiomas
 - 5.7.7. Nasolacrimal Duct Obstruction
 - 5.7.8. Sleep
 - 5.8. Screening and Development and Growth Parameters of the Newborn
 - 5.8.1. Metabolic, Auditory and Visual Screenings
 - 5.8.2. Growth Parameters (Weight, Height, and Circumferences)
 - 5.8.3. Development Parameters
 - 5.9. Common Problems
 - 5.9.1. Metabolic Dysfunctions: Hypoglycemia and Hypocalcemia
 - 5.9.2. Respiratory Issues: Hyaline Membrane Disease, Apnea, Transient Tachypnea, Meconium Aspiration Syndrome
 - 5.9.3. Hyperbilirubinemia: Physiological, Pathological and Kernicterus
 - 5.9.4. Gastroesophageal Reflux. Infantile Colic
 - 5.9.5. Febrile Seizures
 - 5.10. Newborn Accident Prevention. Prevention of Sudden Infant Death Syndrome

Module 6. Special Situations

- 6.1. Premature Newborn
 - 6.1.1. Definition. Etiology
 - 6.1.2. Characteristics and Morphology of Premature Infants (Dubowitz Test, Ballard Test)
 - 6.1.3. Early and Late Complications Specific to Prematurity
 - 6.1.4. Care for Parents of Premature Newborns. Impact of Prematurity on Parents
 - 6.1.5. Early and Late Complications
- 6.2. Postmature Newborn
 - 6.2.1. Definition. Etiology
 - 6.2.2. Clinical Presentation
 - 6.2.3. Main Complications
 - 6.2.4. General Care
- 6.3. Low Birth Weight and Intrauterine Growth Restriction (IUGR)
 - 6.3.1. Definition. Etiology
 - 6.3.2. Clinical Presentation
 - 6.3.3. Main Complications
 - 6.3.4. General Care
- 6.4. Hypoxic–Ischemic Encephalopathy
 - 6.4.1. Essential and Specific Criteria for the Diagnosis of Hypoxic-Ischemic Encephalopathy
 - 6.4.2. Management of Hypoxic-Ischemic Encephalopathy
- 6.5. Perinatal Infection. Sepsis
 - 6.5.1. Early or Vertical Infection
 - 6.5.2. Late or Nosocomial Infections
 - 6.5.3. Neonatal Sepsis
 - 6.5.4. Special Considerations for Major Infections: Listeria, Cytomegalovirus, Toxoplasma, Rubella, Chicken Pox and Syphilis
- 6.6. Midwifery Care for Newborns of Mothers Who Use Drugs
 - 6.6.1. Drug Classification According to WHO (Opioids and Derivatives, Barbiturates and Alcohol, Cocaine, Amphetamines, LSD, and Cannabis) and Pharmacology (CNS Stimulants, CNS Depressants, and Psychedelics)
 - 6.6.2. Effects of Drug Use During Pregnancy on Newborns
 - 6.6.3. Care and Monitoring of Newborns
 - 6.6.4. Fetal Alcohol Syndrome

- 6.7. Specifics of Breastfeeding in the Premature Newborn
 - 6.7.1. Sucking Reflex and Prematurity
 - 6.7.2. Breast Milk, Donated Milk, and Formula Milk
 - 6.7.3. Special Techniques and Positions
 - 6.7.4. Use of a Relactation Device
- 6.8. Breastfeeding Problems in Special Situations
 - 6.8.1. Drowsy Newborns
 - 6.8.2. Breastfeeding Strike
 - 6.8.3. Ankyloglossia
 - 6.8.4. Fetal Pathology: Down Syndrome, Pierre-Robin Syndrome, and Cleft Lip
- 6.9. Breastfeeding Problems Related to the Mother I
 - 6.9.1. Flat, Inverted and, Pseudoinverted Nipple
 - 6.9.2. Poor Latch
 - 6.9.3. Nipple Cracks and Infections
 - 6.9.4. Delayed Lactogenesis II
- 6.10. Breastfeeding Problems Related to the Mother II
- 6.11. Mastitis: Culture Extraction
- 6.12. Abscess
- 6.13. Hypogalactia
- 6.14. Engorgement

Module 7. Psychological and Emotional Aspects in the Puerperium

- 7.1. Definition of Bonding. Theoretical Framework
- 7.2. Neurobiology of Bonding
 - 7.2.1. Maternal Hormonal System
 - 7.2.2. Newborn Hormonal System
- 7.3. Psychic Changes in the Puerperium
 - 7.3.1. Psychic Transparency
 - 7.3.2. Psychosocial Adaptation: Reva Rubin and Mercer
- 7.4. Risk Factors in Disruption of the Bond
- 7.5. Perinatal Loss
 - 7.5.1. Definitions
 - 7.5.2. Risk Factors and Causes

- 7.6. Types of Perinatal Loss
 - 7.6.1. Spontaneous Abortion, Voluntary Termination of Pregnancy (VTP)
 - 7.6.2. IVF due to Fetal Malformation or Maternal Risk
 - 7.6.3. Selective Reduction in Multiple Gestations
 - 7.6.4. Intrauterine or Intrapartum Stillbirth Loss
- 7.7. Perinatal Grief
 - 7.7.1. Concept and Modalities
 - 7.7.2. Stages of Grief
 - 7.7.3. Differences Between Perinatal Grief and Depression
- 7.8. Conceptualization of Perinatal Grief
 - 7.8.1. Specific Manifestations
 - 7.8.2. Factors Influencing Grief
 - 7.8.3. Perinatal Grief Assessment Scales
- 7.9. Experiences After Suffering a Loss
 - 7.9.1. Pregnancy After Loss
 - 7.9.2. Breastfeeding During Grief
 - 7.9.3. Others Affected by the Loss
- 7.10. The Role of the Midwife in Perinatal Loss and Grief

Module 8. Sexuality and Contraception in the Puerperium

- 8.1. Anatomical Overview of the Female Genital Tract
 - 8.1.1. External Genitals
 - 8.1.2. Internal Genitals
 - 8.1.3. Bony Pelvis
 - 8.1.4. Soft Pelvis
 - 8.1.5. Mammary Gland
- 8.2. Overview of the Physiology of the Female Reproductive System
 - 8.2.1. Introduction
 - 8.2.2. Female Hormones
 - 8.2.3. Female Reproductive Cycle: Ovarian, Endometrial, Myometrial, Tubal, Cervical-Uterine, Vaginal, and Mammary
- 8.3. Female Sexual Response Cycle
 - 8.3.1. Introduction: Master and Johnson's Sexual Response Cycle
 - 8.3.2. Desire
 - 8.3.3. Excitement
 - 8.3.4. Plateau
 - 8.3.5. Orgasm
- 8.4. Sexuality in the Puerperium
 - 8.4.1. Introduction
 - 8.4.2. Anatomical, Physiological and Psychological Changes in the Puerperium
 - 8.4.3. Sexuality in the Puerperium
 - 8.4.4. Sexual Problems during the Puerperium
 - 8.4.5. Promoting Sexual Health in the Puerperium
- 8.5. Dysfunction of Desire
 - 8.5.1. Introduction
 - 8.5.2. Biological Basis of Sexual Desire
 - 8.5.3. Considerations on Sexual Desire
 - 8.5.4. Definitions of Sexual Desire
 - 8.5.5. Dysfunctions in the Desire Phase
 - 8.5.6. Etiology of Desire Dysfunction
 - 8.5.7. Treatment Proposals
- 8.6. Dysfunction of Excitement
 - 8.6.1. Definitions of the Concept of Excitement
 - 8.6.2. Definition of Dysfunction of Excitement
 - 8.6.3. Classification of Dysfunction in the Excitement Phase
 - 8.6.4. Etiology of Dysfunction in the Excitement Phase
- 8.7. Dysfunction of Orgasm
 - 8.7.1. What is Orgasm and How It Occurs
 - 8.7.2. Physiological Reactions of the Sexual Response in Women
 - 8.7.3. The G-Spot
 - 8.7.4. The Love Muscle (Pubococcygeal Muscle)
 - 8.7.5. Conditions Necessary for Achieving Orgasm
 - 8.7.6. Classification of Female Orgasmic Dysfunctions
 - 8.7.7. Etiology of Anorgasmia
 - 8.7.8. Treatment

- 8.8. Vaginismus and Dyspareunia
 - 8.8.1. Definitions
 - 8.8.2. Classification
 - 8.8.3. Etiology
 - 8.8.4. Treatment
- 8.9. Couples Therapy
 - 8.9.1. Introduction
 - 8.9.2. General Aspects of Couples Therapy
 - 8.9.3. Sexual Enrichment Dynamics and Communication in Couples
- 8.10. Contraception in the Puerperium
 - 8.10.1. Concepts
 - 8.10.2. Types of Contraception
 - 8.10.3. Natural Methods
 - 8.10.3.1. Natural Methods with Breastfeeding
 - 8.10.3.2. Natural Methods Without Breastfeeding
 - 8.10.4. IUD (Intrauterine Device)
 - 8.10.5. Hormonal Methods
 - 8.10.5.1. Hormonal Methods with Breastfeeding
 - 8.10.5.2. Hormonal Methods Without Breastfeeding
 - 8.10.6. Voluntary Sterilization
 - 8.10.7. Emergency Contraception

Module 9. Parenting

- 9.1. Childhood and Positive Parenting in the European Framework
 - 9.1.1. The Council of Europe and Children's Rights
 - 9.1.2. Positive Parenting: Definition and Basic Principles
 - 9.1.3. Public Policies in Support of Positive Parenting
- 9.2. The Family as a Health Agent
 - 9.2.1. Definition of family
 - 9.2.2. The Family as a Health Agent
 - 9.2.3. Protective Factors and Constraints
 - 9.2.4. Development of Parental Skills and Responsibility

- 9.3. The Family: Structure and Life Cycle
 - 9.3.1. Family Models
 - 9.3.1.1. Inclusion
 - 9.3.1.2. Fusion
 - 9.3.1.3. Interdependence
 - 9.3.2. Types of Families
 - 9.3.2.1. Stable
 - 9.3.2.2. Unstable
 - 9.3.2.3. Single-Parent
 - 9.3.2.4. Blended
 - 9.3.3. Monomarental and Single-Parent Families
 - 9.3.4. Assessment of Family Needs
 - 9.3.4.1. Family Evolutionary Cycle
 - 9.3.4.2. Family Appgar Test
 - 9.3.4.3. MOS Questionnaire
- 9.4. Parenting Educational Styles
 - 9.4.1. Classification of Parenting Styles
 - 9.4.2. Classification of Styles
 - 9.4.2.1. Authoritarian Parents
 - 9.4.2.2. Permissive Parents (Indulgent and Negligent)
 - 9.4.2.3. Democratic Parents
 - 9.4.3. Family Styles
 - 9.4.3.1. Contractual
 - 9.4.3.2. Statutory
 - 9.4.3.3. Maternalistic
 - 9.4.3.4. Overprotective
- 9.5. Coeducation
 - 9.5.1. Introduction and Principles
 - 9.5.2. Coeducation Strategies
 - 9.5.3. Workshops for Coeducation in Families (Sessions)

- 9.6. Positive Conflict Resolution. Intra-family Communication
 - 9.6.1. Introduction
 - 9.6.2. Smart Traffic Light Technique
 - 9.6.3. Effective Communication, Active Listening and Assertiveness
 - 9.6.4. Self-esteem and Self-awareness: Self-esteem at Different Stages of the Child's Life
 - 9.6.5. Promoting Autonomy
 - 9.6.6. Self-control and Frustration Tolerance
- 9.7. Attachment
 - 9.7.1. Introduction. Function. Opportunity Window
 - 9.7.2. Attachment Development by Age
 - 9.7.3. Types of Attachment: Secure, Anxious and Ambivalent, Avoidant, Disorganized
 - 9.7.4. Paternal Bond
- 9.8. Midwife Care Oriented Toward the Establishment and Promotion of Attachment
 - 9.8.1. Kangaroo Care Method
 - 9.8.2. Promotion of Breastfeeding
 - 9.8.3. Babywearing
 - 9.8.4. Infant Massage
 - 9.8.5. Session Model for Promoting Attachment
- 9.9. Disruption of the Maternal-Infant Bond
 - 9.9.1. Introduction
 - 9.9.2. Diagnostic Criteria
 - 9.9.3. Psychometric Questionnaires
 - 9.9.4. Other Assessment Scales
 - 9.9.5. Semi-Structured Interview
- 9.10. Emotional or Psychological Abuse
 - 9.10.1. Introduction to Child Abuse
 - 9.10.2. Definition of Psychological Abuse
 - 9.10.3. Classification: Passive and Active
 - 9.10.4. Risk Factors
 - 9.10.5. Symptoms and Disorders
 - 9.10.6. Forms of Psychological Abuse

Module 10. Legislation and Management in Midwifery Care Practice in the Puerperium

- 10.1. The Woman in the Puerperium and the Newborn as Users of the National Health System. Ethical Principles in Professional Practice
- 10.2. Right to Health Information and the Right to Privacy in Midwifery Care
 - 10.2.1. Right to Healthcare Information
 - 10.2.2. Holder of the Right to Healthcare Information
 - 10.2.3. Right to Epidemiological Information
 - 10.2.4. Right to Privacy. Professional Secrecy
 - 10.2.5. Right to Patient Autonomy
 - 10.2.6. Informed Consent
 - 10.2.7. Limits of Informed Consent and Informed Consent by Representation
 - 10.2.8. Conditions for Information and Informed Consent in Writing
 - 10.2.9. Information in the National Health System
- 10.3. Professional Secrecy
- 10.4. Medical History. Discharge Report and Other Clinical Documentation. Data Protection
- 10.5. Professional Responsibility in Midwifery Care
- 10.6. Civil Registry. Family Book. Current Maternity and Paternity Leave. Special Situation Leave
- 10.7. Quality in Midwifery Care during the Puerperium
 - 10.7.1. Concept of Quality and Conceptual Framework. Total Quality
 - 10.7.1. Structure, Process, and Outcome Evaluation
 - 10.7.2. Evaluation Methods: External Evaluation, Internal Evaluation and Monitoring
 - 10.7.3. Dimensions of Quality
- 10.8. Health Programs and Their Evaluation
 - 10.8.1. Concept of a Health Program
 - 10.8.2. Objectives and Activity Planning
 - 10.8.3. Clinical Practice Guidelines
 - 10.8.4. Care Maps and Clinical Pathways
 - 10.8.5. Evaluation

- 10.9. Healthcare Planning
 - 10.9.1. Introduction and Definition of Healthcare Planning
 - 10.9.2. Stages in Planning
 - 10.9.3. Problem Identification. Types of Needs
 - 10.9.4. Indicators
 - 10.9.5. Factors Conditioning Health Problems
 - 10.9.6. Prioritization of Problems
- 10.10. Organization of Obstetric Care in the Puerperium across Different Levels of Care
 - 10.10.1. Organization of Midwifery Care in Primary Care and Specialized Care Centers
 - 10.10.2. Midwifery Puerperium Consultation
 - 10.10.3. Coordination of Midwifery Care across Both Levels of Care. Continuity of Care

Module 11. Breastfeeding Today and Throughout History

- 11.1. Concepts Related to Breastfeeding
 - 11.1.1. Evolution of the Concept of Breastfeeding
 - 11.1.2. Concepts of Breastfeeding
- 11.2. History of Breastfeeding
 - 11.2.1. Natural History of Breastfeeding
 - 11.2.2. Historical Development of the Importance of Breastfeeding
- 11.3. False Myths
 - 11.3.1. Misconceptions About Breastfeeding
 - 11.3.2. Correct Beliefs About Breastfeeding
- 11.4. Strategy for Normal Delivery Care
 - 11.4.1. Promotion of Breastfeeding After Birth
 - 11.4.2. Benefits of Breastfeeding in Childbirth
- 11.5. Epidemiology
 - 11.5.1. Epidemiological Course of Breastfeeding Development
 - 11.5.2. Social Evolution of Breastfeeding
- 11.6. Human Milk Banks
 - 11.6.1. Concept of a Milk Bank
 - 11.6.2. Characteristics of a Milk Bank

- 11.7. Advising and Supporting Women Who Do Not Wish to Breastfeed
 - 11.7.1. Health Education for Women Who Do Not Wish to Breastfeed
 - 11.7.2. Specific Information for Non-Breastfeeding Women
- 11.8. Paternal Involvement in Breastfeeding
 - 11.8.1. The Father as a Support Figure for Breastfeeding
 - 11.8.2. The Father as a Breastfeeding Advisor
- 11.9. Global Protection of Breastfeeding: WHO Recommendations
 - 11.9.1. WHO Recommendations
 - 11.9.2. Global Protection of Breastfeeding

Module 12. Physiology and Medical History in Breastfeeding

- 12.1. Anatomy of the Breast
 - 12.1.1. Surrounding Bony Structure of the Breast
 - 12.1.2. Muscular Structure of the Breast
- 12.2. Physiology of Breastfeeding
 - 12.2.1. Physiological Development of Breastfeeding
 - 12.2.2. Hormonal Circuit of Breastfeeding
- 12.3. Benefits of Breastfeeding for the Mother
 - 12.3.1. Concept
 - 12.3.2. Benefits of Breastfeeding for the Mother
- 12.4. Benefits of Breastfeeding for the Baby
 - 12.4.1. Concept
 - 12.4.2. Benefits of Breastfeeding in the Baby
- 12.5. Evaluation of the Feeding
 - 12.5.1. Indications in Feeding
 - 12.5.2. Inadequate Practices in Feeding
- 12.6. Signs of Good and Poor Latch
 - 12.6.1. Concept of Latch
 - 12.6.2. Benefits of a Good Latch
- 12.7. Recommended Positions
 - 12.7.1. Proper Positions in Breastfeeding
 - 12.7.2. Improper Positions in Breastfeeding

Module 13. Breastfeeding Care and Breastfeeding Women's Health

- 13.1. First Recommendations During Pregnancy
 - 13.1.1. Evolution of Breastfeeding During Pregnancy
 - 13.1.2. Breastfeeding Care During Pregnancy
- 13.2. Breast Care During Breastfeeding
 - 13.2.1. General Care
 - 13.2.2. Specific Recommendations
- 13.3. Proper Techniques for Breastfeeding
 - 13.3.1. Different Breastfeeding Techniques
 - 13.3.2. Incorrect Breastfeeding Measures
- 13.4. Short-Term Effects of Breastfeeding on the Health of the Mother
 - 13.4.1. Immediate Benefits of Breastfeeding for the Mother
 - 13.4.2. Positive Recommendations for Breastfeeding
- 13.5. Medium and Long-Term Effects of Breastfeeding on the Health of the Mother
 - 13.5.1. Long-Term Benefits of Breastfeeding
 - 13.5.2. Medium-Term Benefits of Breastfeeding
- 13.6. Maternal Diet and Breastfeeding
 - 13.6.1. Foods that Affect Breast Milk
 - 13.6.2. Foods that Benefit Breastfeeding
- 13.7. Physical Activity and Breastfeeding
 - 13.7.1. Encouraging Physical Activity During Breastfeeding
 - 13.7.2. Contraindications for Physical Activity During Breastfeeding

Module 14. The Healthy Newborn

- 14.1. Anatomical and Physiological Characteristics
 - 14.1.1. Anatomy of the Newborn
 - 14.1.2. Physiology of the Newborn
- 14.2. Nutritional Requirements of the Infant
 - 14.2.1. Infant Nutrition
 - 14.2.2. Dietary Advice
- 14.3. Growth of Breastfed Infants
 - 14.3.1. WHO Growth Curves
 - 14.3.2. Normality in the Growth Curve

- 14.4. Infant Colic
 - 14.4.1. Concept
 - 14.4.2. Indications to Avoid Infant Colic
- 14.5. Early Skin-to-skin Contact
 - 14.5.1. The Skin-to-skin Start
 - 14.5.2. Immediate Benefits of Skin-to-Skin Contact
- 14.6. First Breastfeeding. Attachment
 - 14.6.1. Concept of Attachment
 - 14.6.2. Guidelines for Beginning Contact
- 14.7. Breastfeeding and Kangaroo Mother Method
 - 14.7.1. Concept of the Kangaroo Method
 - 14.7.2. Initiation of the Technique
- 14.8. Teats and Pacifiers During Breastfeeding
 - 14.8.1. Description of Teats and Pacifiers
 - 14.8.2. Contraindications for Teats and Pacifiers

Module 15. Problems During Breastfeeding

- 15.1. Contraindications for Breastfeeding
 - 15.1.1. Situations that Contraindicate Breastfeeding
 - 15.1.2. Counseling
- 15.2. Maternal Pathologies that Contraindicate Breastfeeding
 - 15.2.1. Listing Maternal Pathologies that Contraindicate Breastfeeding
 - 15.2.2. Counseling on the Contraindications of Breastfeeding
- 15.3. Neonatal Pathologies that Contraindicate Breastfeeding
 - 15.3.1. Listing Neonatal Pathologies that Contraindicate Breastfeeding
 - 15.3.2. Counseling on the Contraindications of Breastfeeding
- 15.4. Nipple Problems
 - 15.4.1. Different Types of Nipples
 - 15.4.2. Support for the Mother
- 15.5. Breast Engorgement
 - 15.5.1. Concept
 - 15.5.2. Appropriate Treatment

- 15.6. Mastitis
 - 15.6.1. Concept
 - 15.6.2. Proper Treatment
- 15.7. Breastfeeding Aids and Devices
 - 15.7.1. Different Devices for Breastfeeding
 - 15.7.2. How to Support Breastfeeding?

Module 16. Other Types of Breastfeeding

- 16.1. Artificial Breastfeeding
 - 16.1.1. Concept
 - 16.1.2. Development of the Technique
- 16.2. Formula Milk: Management and Drawbacks
 - 16.2.1. Formula Milk Preparation
 - 16.2.2. Benefits and Drawbacks
- 16.3. Preparation of a Baby Bottle
 - 16.3.1. Technique for Preparing a Baby Bottle
 - 16.3.2. Sterilizing Baby Bottles
- 16.4. Mixed Breastfeeding
 - 16.4.1. Concept
 - 16.4.2. How to Carry it Out
- 16.5. Relactation
 - 16.5.1. Concept
 - 16.5.2. Indications
- 16.6. Combination of Breastfeeding with Complementary Feeding
 - 16.6.1. Complementary Feeding
 - 16.6.2. Nutritional Needs

Module 17. Breastfeeding in Special Situations

- 17.1. Hypogalactia
 - 17.1.1. Concept
 - 17.1.2. Measures to Treat It
- 17.2. Sick Newborns
 - 17.2.1. Different Pathologies
 - 17.2.2. Breastfeeding in Children with Pathologies
- 17.3. Premature Babies
 - 17.3.1. Definition of Prematurity
 - 17.3.2. Breastfeeding in Premature Babies
- 17.4. Adolescent Mothers
 - 17.4.1. Breastfeeding in Adolescent Mothers
 - 17.4.2. Problems in Adolescent Mothers
- 17.5. Breastfeeding and Lactation Amenorrhea Method (LAM)
 - 17.5.1. Concept
 - 17.5.2. Benefits of LAM
- 17.6. Cleft Lip and Lip Malformations
 - 17.6.1. Concept
 - 17.6.2. Support for Newborns and Breastfeeding Mothers
- 17.7. Breastfeeding and New Pregnancy
 - 17.7.1. Tandem Breastfeeding
 - 17.7.2. Counseling
- 17.8. Breastfeeding and Stress
 - 17.8.1. Stress as a Harmful Factor in Breastfeeding
 - 17.8.2. Measures to Cope with Stress

Module 18. Common Situations During Breastfeeding

- 18.1. Crying and Breast Refusal
 - 18.1.1. Concept
 - 18.1.2. Immediate Care
- 18.2. Breastfeeding Strike
 - 18.2.1. Concept
 - 18.2.2. Advice on Handling the Strike
- 18.3. Extended and Tandem Breastfeeding
 - 18.3.1. Concept
 - 18.3.2. Benefits
- 18.4. Co-Sleeping
 - 18.4.1. Concept
 - 18.4.2. Benefits of Co-Sleeping
- 18.5. Working Outside Home and Breastfeeding
 - 18.5.1. Returning to Work
 - 18.5.2. Support in this Situation
- 18.6. Milk Expression: Methods and Tools
 - 18.6.1. Parts of the Breast Pump
 - 18.6.2. Using the Breast Pump
- 18.7. Transport and Storage of Breast Milk
 - 18.7.1. Milk Storage Mechanisms
 - 18.7.2. Transporting Milk

Module 19. Medications and Breastfeeding

- 19.1. Transfer of Medications and Other Substances to Breast Milk
 - 19.1.1. Concept
 - 19.1.2. Contraindications in Medication Administration
- 19.2. Drug Interaction and Breastfeeding
 - 19.2.1. Drug Interactions
 - 19.2.2. Medication Administration
- 19.3. Most Common Medications During Breastfeeding
 - 19.3.1. Medications Recommended During Breastfeeding
 - 19.3.2. Indications

- 19.4. Online Resources and Tools on Medications and Breastfeeding
 - 19.4.1. Websites on Breastfeeding and Medications
 - 19.4.2. How to Search Online?
- 19.5. Harmful Substances and Breastfeeding
 - 19.5.1. Different Harmful Substances in Breastfeeding
 - 19.5.2. Approach to the Intake of Harmful Substances

Module 20. Breastfeeding Associations, Initiatives and Legislation

- 20.1. Support Groups
 - 20.1.1. Concept
 - 20.1.2. Different Support Groups
- 20.2. Lactation Consultants
 - 20.2.1. Concept of Lactation Consultants
 - 20.2.2. Roles of Lactation Consultants
- 20.3. Innocenti Declaration
 - 20.3.1. Global Protection of Breastfeeding
 - 20.3.2. Protection Treaty
- 20.4. WHO's Baby-Friendly Hospital Initiative (BFHI)
 - 20.4.1. Features of the Initiative
 - 20.4.2. Objectives to Achieve

Module 21. Diseases and Breastfeeding

- 21.1. Concept
 - 21.1.1. Definition of Diseases and Breastfeeding
 - 21.1.2. Performance
- 21.2. Absolute and False Contraindications
 - 21.2.1. Contraindications
 - 21.2.2. False Myths
- 21.3. HIV and Breastfeeding
 - 21.3.1. Concept
 - 21.3.2. Indications for Breastfeeding

- 21.4. Hepatitis and Breastfeeding
 - 21.4.1. Concept
 - 21.4.2. Indications for Breastfeeding
- 21.5. Oncological Processes and Breastfeeding
 - 21.5.1. Cancer and Breastfeeding
 - 21.5.2. Indications for Oncological Process and Breastfeeding Mother
- 21.6. Special Situations in the Newborn that make Breastfeeding Difficult
 - 21.6.1. Newborn Special Situations
 - 21.6.2. Mechanisms for Adapting to Special Situations and Breastfeeding
- 21.7. How to Promote Breastfeeding in Maternal-Fetal Conditions
 - 21.7.1. Concept
 - 21.7.2. Promoting In Situ Breastfeeding

Module 22. Maternal Weaning

- 22.1. Concept and Types
 - 22.1.1. Types of Suppression
 - 22.1.2. Mechanism for Progressive Weaning
- 22.2. Physiology of Maternal Milk Suppression
 - 22.2.1. Physiology of Suppression
 - 22.2.2. Guidelines for Suppressing Breastfeeding
- 22.3. Methods to Facilitate Weaning
 - 22.3.1. When and How to Wean
 - 22.3.2. How to Begin Progressive Weaning



- 22.4. Prolonged Breastfeeding
 - 22.4.1. Concept
 - 22.4.2. Benefits and Drawbacks
- 22.5. Medications for Suppressing Breastfeeding
 - 22.5.1. Medications for Suppression
 - 22.5.2. Indications
- 22.6. Return to Work
 - 22.6.1. Stress of Returning to Work
 - 22.6.2. Guidance and Support

“*Make flexibility your ally to grow professionally! TECH will provide you with 24-hour access to resources, offering you the convenience to train from anywhere in the world*”

04

Teaching Objectives

This Grand Master has been designed with the primary goal of providing nurses with the necessary tools to excellently address the complexities of the Puerperium and Breastfeeding. The university program will equip them with the advanced, practical skills essential for improving the quality of care for mothers and newborns. As a result, graduates will make a significant difference in their professional development.





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A completely innovative syllabus that will transform your approach to maternal-infant care and position you as a leader in the sector”



General Objectives

- ♦ Develop skills to provide proper care to the mother and baby during the puerperium
- ♦ Apply emotional and physical support techniques to the mother during the postpartum period
- ♦ Develop competencies in evaluating and managing breastfeeding
- ♦ Apply strategies to prevent and treat common complications during the puerperium
- ♦ Develop skills in advising mothers on newborn care and feeding
- ♦ Apply techniques to improve breastfeeding practices and overcome common difficulties
- ♦ Develop competencies in managing the emotional health of the mother during the puerperium
- ♦ Apply principles of physical and mental postpartum care for the mother
- ♦ Develop strategies to promote breastfeeding within the family and social environment
- ♦ Manage the monitoring of the mother's postpartum recovery and the baby's well-being
- ♦ Develop skills to teach mothers how to recognize and manage signs of mastitis and other infections
- ♦ Apply approaches for psychological support and guidance during the puerperium
- ♦ Develop competencies in preventing nutritional complications in mothers and babies
- ♦ Apply support strategies for mothers experiencing difficulties with milk production
- ♦ Develop skills to educate mothers about the importance of exclusive breastfeeding
- ♦ Apply techniques for managing breastfeeding when the mother returns to work
- ♦ Develop competencies in gradual and safe weaning interventions
- ♦ Apply principles of maternal health management during the postpartum period to promote holistic recovery
- ♦ Develop skills to foster effective communication between professionals and families regarding breastfeeding
- ♦ Apply family and community support approaches to strengthen breastfeeding
- ♦ Develop strategies to educate on the long-term health benefits of breastfeeding
- ♦ Apply knowledge of the physiology of lactation to optimize milk production and quality



Embark on specialized care in the puerperium and breastfeeding with a program designed to achieve excellence in maternal-infant care"



Specific Objectives

Module 1. Physiological Puerperium

- ◆ Expand knowledge of the changes during the puerperium in its different stages within the context of physiology
- ◆ Recognize deviations from normality in puerperium development to identify pathological situations
- ◆ Improve the ability to apply midwifery care to the mother and newborn in the immediate puerperium in the delivery room
- ◆ Improve the ability to apply midwifery care to the mother and newborn in the hospitalization ward during the puerperium

Module 2. Risk Situations in the Puerperium

- ◆ Expand knowledge about complications that may arise throughout the different stages of the puerperium
- ◆ Specifically manage the pathologies of the woman during the puerperium
- ◆ Improve the midwife's ability to act early in managing the main complications that can appear during the puerperium
- ◆ Improve the ability to apply midwifery care in each pathology during the puerperium, both in hospital care and primary care consultations

Module 3. Pelvic Floor

- ◆ Understand in-depth the structures that form the pelvic floor
- ◆ Identify perineal trauma caused by childbirth
- ◆ Update knowledge on the care required for perineal trauma
- ◆ Recognize and initiate early management of related pathologies

Module 4. Breastfeeding

- ◆ Identify the importance of breastfeeding
- ◆ Expand knowledge related to the anatomy of the breast, the formation of breast milk, and its properties
- ◆ Identify situations in which breastfeeding is contraindicated to avoid risk to the newborn
- ◆ Evaluate patterns of normality in a correct latch

Module 5. The Newborn

- ◆ Enhance knowledge of the various classifications of the newborn based on established parameters
- ◆ Deepen understanding of how the newborn's different systems adapt to life outside the womb
- ◆ Improve management of the newborn's general examination criteria and identify abnormal situations
- ◆ Know and manage the care required for the newborn in various areas

Module 6. Special Situations

- ◆ Understand in depth the characteristics and care needed for premature babies
- ◆ Understand the characteristics and care required for postmature babies
- ◆ Improve knowledge of the care required for low-birth-weight and intrauterine growth-restricted (IUGR) babies
- ◆ Identify potential short- and long-term complications of premature, postmature, low-birth-weight, and IUGR babies

Module 7. Psychological and Emotional Aspects in the Puerperium

- ◆ Understand the neurobiological processes of the puerperal period
- ◆ Comprehend the relationship between the hormonal system of the mother and the establishment of bonding
- ◆ Learn about the psychological changes specific to the puerperium
- ◆ Identify risk factors that may affect the bond between mother and newborn

Module 8. Sexuality and Contraception in the Puerperium

- ◆ Increase knowledge of the female reproductive system's physiology
- ◆ Deepen understanding of the female genital cycle and the hormonal influence on it
- ◆ Explore the sexual response cycle and its different stages
- ◆ Recognize the physical, physiological, and psychological changes in the puerperium that could affect sexual health

Module 9. Parenting

- ◆ Understand the concept of "Positive Parenting" and its legal and institutional framework
- ◆ Recognize the essential criteria for positive parenting
- ◆ Identify different types of families
- ◆ Learn how to use tools for identifying family needs

Module 10. Legislation and Management in Midwifery Care Practice in the Puerperium

- ◆ Expand knowledge about the rights and duties of mothers and newborns regarding healthcare
- ◆ Broaden knowledge of the ethical principles that should govern the healthcare practice of midwives
- ◆ Explore the right to patient autonomy
- ◆ Enhance knowledge of the professional's responsibility in healthcare assistance





Module 11. Breastfeeding Today and Throughout History

- ♦ Review the current global epidemiology of breastfeeding
- ♦ Promote the proper development of the mother-child relationship, reducing the number of abused, abandoned children, and those unable to progress without organic causes

Module 12. Physiology and Medical History in Breastfeeding

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

Module 13. Breastfeeding Care and Breastfeeding Women's Health

- ♦ Provide information on the nutrition of breastfeeding mothers

Module 14. The Healthy Newborn

- ♦ Explain the benefits of breastfeeding for the mother's recovery after childbirth and in the long term
- ♦ Explain the different breastfeeding positions and their indications

Module 15. Problems During Breastfeeding

- ♦ Equip mothers with the knowledge to care for the newborn and resolve common health issues
- ♦ Detect poor latch positions that could interfere with successful breastfeeding

Module 16. Other Types of Breastfeeding

- ♦ Explain other types of infant feeding and their substitution or combination with Breastfeeding
- ♦ Explain the different bottle-feeding preparation techniques and their advantages and disadvantages

Module 17. Breastfeeding in Special Situations

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

Module 18. Common Situations During Breastfeeding

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

Module 19. Medications and Breastfeeding

- ♦ Gain knowledge about the transfer of medications into breast milk to guide women when they need to take medications
- ♦ Define the appropriate treatment for complications related to the breasts and nipples





Module 20. Breastfeeding Associations. Initiatives and Legislation

- ♦ Describe paternal involvement in the breastfeeding process
- ♦ Promote active participation in newborn care and monitoring their growth and development

Module 21. Diseases and Breastfeeding

- ♦ Debunk false myths and misconceptions about Breastfeeding
- ♦ Cover the effects of HIV and Hepatitis concerning Breastfeeding
- ♦ Study the potential difficulties in breastfeeding for newborns in special situations
- ♦ Understand the impact of maternal conditions on Breastfeeding

Module 22. Maternal Weaning

- ♦ Define strategies to advise and support women who do not wish to breastfeed
- ♦ Explain common misconceptions about Breastfeeding

05

Career Opportunities

Upon completing this academic opportunity, graduates will gain a deep understanding of the best practices in puerperium and breastfeeding care, as well as advanced competencies to apply effective, evidence-based solutions. In fact, these professionals will be prepared to take on specialized roles in the healthcare field, addressing the specific challenges of this critical stage and enhancing comprehensive care for both mothers and newborns.



“

You will apply evidence-based approaches to optimize the care of mothers and newborns, improving maternal and infant health outcomes”


Graduate Profile

Graduates of this university program will be experts in puerperium and breastfeeding care, with the skills to identify and manage complications specific to these stages, promote exclusive breastfeeding, design strategies to improve neonatal care quality, and provide comprehensive family counseling. Additionally, this specialist will have the ability to work interdisciplinarily, contribute innovative solutions, and play a key role in improving global maternal and child health.

You will combine cutting-edge theoretical knowledge with practical skills, enabling you to provide excellent care to mothers and newborns.

- ◆ **Personalized Counseling:** Ability to offer recommendations tailored to the needs of mothers and newborns.
- ◆ **Clinical Problem Solving:** Ability to analyze complex cases and apply evidence-based solutions.
- ◆ **Management of High-Complexity Cases:** Competence to lead the care of mothers with complications in puerperium or breastfeeding.
- ◆ **Innovation in Neonatal Care:** Use of advanced technologies and up-to-date techniques to optimize newborn care.





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

- 1. Breastfeeding Advisor in Public Health Centers:** Consultant in monitoring breastfeeding mothers in hospitals and outpatient centers, ensuring respectful, evidence-based care during puerperium.
- 2. Support Staff in Neonatal Units:** Collaborator in the direct care of newborns, fostering mother-child bonding and advising on proper feeding practices and skin-to-skin contact.
- 3. Member of Maternal-Infant Health Community Programs:** Participant in local or regional initiatives to promote breastfeeding, offer educational workshops, and identify specific community needs.
- 4. Coordinator of Breastfeeding Support Groups:** Organizer and leader of group spaces for breastfeeding mothers, where experiences are shared, questions are answered, and breastfeeding continuation is encouraged.
- 5. Supporter in Humanized Birth and Immediate Postpartum Programs:** Collaborator in teams that support women during labor and puerperium, promoting respectful practices with a mother and newborn-centered approach.
- 6. Health Promoter in Educational and Social Centers:** Responsible for giving talks, activities, and campaigns about the importance of breastfeeding in educational institutions, foundations, or social entities.
- 7. Collaborator in Breastfeeding Research Projects:** Collaborator in data collection, interviews, and follow-up of breastfeeding mothers in scientific studies related to maternal-infant health and breastfeeding.

06

Study Methodology

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

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



“

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

The student: the priority of all TECH programs

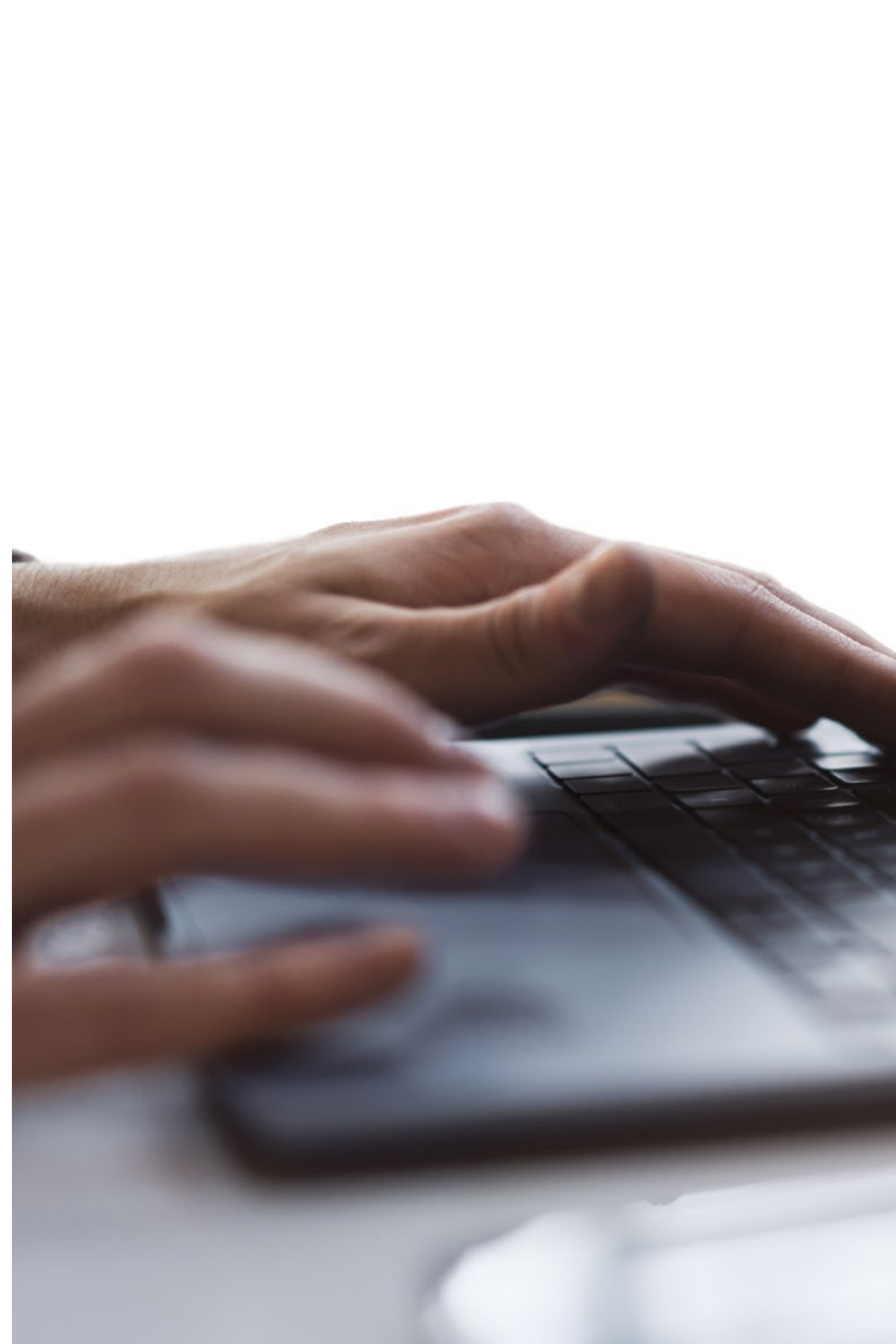
In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

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

“

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



The most comprehensive study plans at the international level

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

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

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

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

Case Studies and Case Method

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

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

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



Relearning Methodology

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

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

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

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



A 100% online Virtual Campus with the best teaching resources

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

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

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

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



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

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

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

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

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

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



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



Study Material

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

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



Practicing Skills and Abilities

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



Interactive Summaries

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

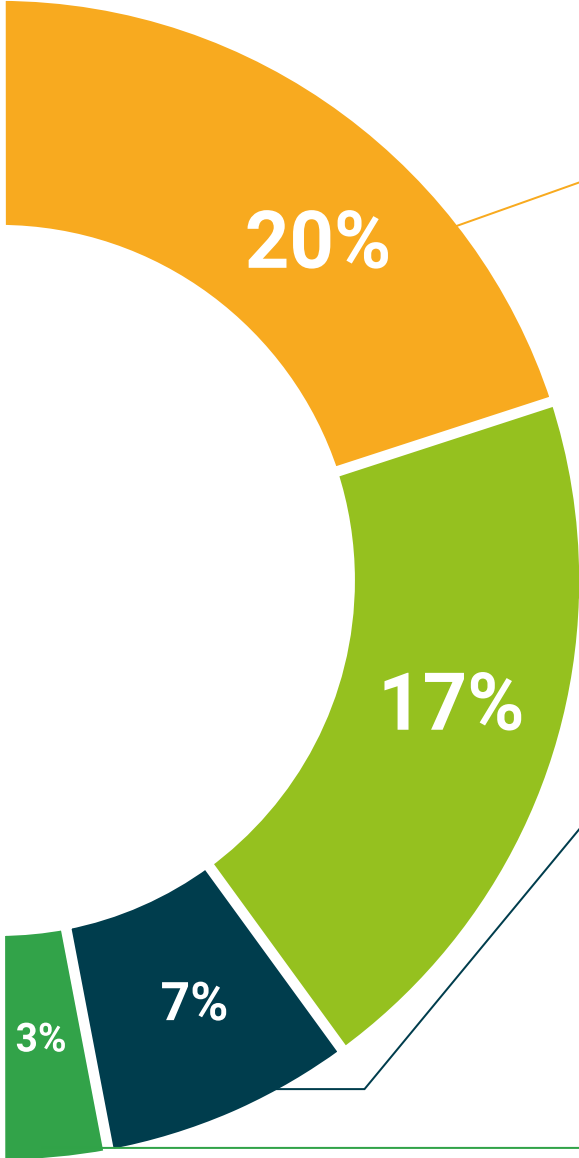
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





Case Studies

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



Testing & Retesting

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



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.
Learning from an expert strengthens knowledge and memory, and generates confidence for future difficult decisions.



Quick Action Guides

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



07

Teaching Staff

In its mission to provide elite training in the field of maternal-infant health, TECH boasts professionals of recognized prestige who ensure that students acquire solid knowledge in puerperium and breastfeeding. As such, this Advanced Master's Degree brings together a highly qualified team with extensive experience in the field, offering advanced tools for the development of competencies. This ensures that graduates gain the specialization necessary to stand out internationally in maternal and neonatal care, preparing them to face the challenges of this ever-evolving field.





“

You will contribute to the well-being of mothers and newborns and stand out as an expert in the field of maternal-infant health”

Management



Ms. Grolimund Sánchez, Verónica

- Midwife in the Neonatology Service at the General University Hospital Gregorio Marañón
- Nurse Specialist in Gynecology and Obstetrics at the Red Cross University School of Nursing
- Diploma in Nursing from the Autonomous University of Madrid



Ms. Aguilar Ortega, Juana María

- Breastfeeding Coordinator at 12 de Octubre Hospital
- Neonatal Nurse at the 12 de Octubre Hospital
- Co-author of studies on Breastfeeding during Puerperium
- Teacher in university studies of Nursing
- Certified Lactation Consultant



Ms. Pallarés Jiménez, Noelia

- ◆ Nurse Specialist in Gynecology and Obstetrics
- ◆ Midwife. Gregorio Marañón General University Hospital
- ◆ Midwife in Primary Care in Barcelona. Catalan Institute of Health
- ◆ Midwife. Barcelona Clinical Hospital
- ◆ Puerperium Nurse Miguel Servet University Hospital from Zaragoza
- ◆ Collaborating Professor of the Midwifery Teaching Unit. Gregorio Marañón General University Hospital
- ◆ Postgraduate Diploma in the Maternal and Newborn Nursing Area
- ◆ Diploma in Nursing. University of Zaragoza
- ◆ Specialist in Gynecological and Obstetric Nursing at the Midwifery Teaching Unit of Catalonia University of Barcelona
- ◆ Postgraduate course in Sexual Health, Educational and Community Intervention. University of Lleida
- ◆ Specialist in Gynecological and Obstetric Nursing. Germans Trias i Pujol University Hospital

Teachers

Ms. Hachero Rodríguez, Carmen María

- ◆ Midwife at the Hospital of Zaragoza
- ◆ Member of: Board of Directors of the Andalusian Association of Midwives
- ◆ Training spokesperson

Ms. Gómez González, Irene

- ◆ Midwife in the Health Service of Castilla y León
- ◆ Midwife at the National Institute of Health Management
- ◆ Graduate in Nursing

Mr. Burgueño Antón, Adrián

- ◆ Nurse specialized in Obstetrics and Gynecology
- ◆ Supervisor of the Functional Area of Critical Care Units. La Paz University Hospital
- ◆ Supervisor of the Surgical Functional Area and Resuscitation. La Paz University Hospital
- ◆ Surgical Block Supervisor. La Paz University Hospital
- ◆ Obstetrics and Gynecology Operating Room Nurse
- ◆ University Diploma in Nursing. Autonomous University of Madrid
- ◆ Master's Degree in Health Management

Ms. García Rodríguez, Laura

- ◆ Midwives at University Hospital Fundación Jiménez Díaz
- ◆ Nurse Specialist in Gynecology and Obstetrics at the University Hospital La Paz
- ◆ Midwife at the Goya Health Center
- ◆ University Diploma in Nursing. Autonomous University of Madrid
- ◆ Postgraduate Diploma in Emergency Nursing at FUDEN-Fundación para el Desarrollo de la Enfermería (Foundation for Nursing Development)

Ms. Miquelajáuregui Espinosa, Araceli

- ◆ Midwife at the University Hospital of Ceuta
- ◆ Specialized in Obstetrics and Gynecology
- ◆ Graduate in Nursing

Ms. Martínez Picón, Claudia

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

Dr. Vázquez Lara, Juana María

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

Ms. Gutiérrez Munuera, Marta

- ◆ Midwife Specialist in Puerperium at the Infanta Leonor University Hospital
- ◆ Nurse in Gynecology and Obstetrics at the University Hospital Complex of Albacete
- ◆ Midwife at Gregorio Marañón General University Hospital
- ◆ Nurse at the Argüelles Peripheral Specialty Center
- ◆ Nurse of the Traumatology and Pneumology Unit at the University Hospital Puerta de Hierro Majadahonda
- ◆ Diploma in Nursing from the Autonomous University of Madrid

Ms. Hernando Orejudo, Isabel

- ◆ Nurse Specialist in Gynecology and Obstetrics
- ◆ Midwife. San Carlos Clinical Hospital
- ◆ Outpatient Nurse. La Paz University Hospital
- ◆ University Diploma in Nursing. Autonomous University of Madrid

Ms. Martín Jiménez, Beatriz

- ◆ Midwife in the delivery room and obstetric emergency services at the University Hospital of Getafe
- ◆ Trainer of Specialist Nurses at the Gregorio Marañón University General Hospital
- ◆ Postgraduate Lecturer for Specialist Nurses in Gynecology and Obstetrics and Specialist Nurses in Pediatrics
- ◆ Co-founder of Materna Yoga, Yoga and Maternity and Parenting Support Center
- ◆ Lactation Consultant
- ◆ Nurse in the Neonatology and Flying Satellite Units in the Infanta Leonor University Hospital
- ◆ University Diploma in Nursing from the University of Alcalá
- ◆ Specialist in Obstetric and Gynecological Nursing, Midwifery Teaching Unit at the Gregorio Marañón General University Hospital
- ◆ Midwife in the Delivery, Emergency OG and High-Risk Hospitalization Service at the Gregorio Marañón University Hospital

Ms. Matesanz Jete, Consuelo

- ◆ Nurse Specialist in Gynecology and Obstetrics
- ◆ Midwife. General Hospital of Segovia
- ◆ Midwife. Gregorio Marañón General University Hospital
- ◆ Midwife. Gregorio Marañón University Hospital Midwifery Teaching Unit
- ◆ University Diploma in Nursing. University of Alcalá
- ◆ Master's Degree in Gender and Health. Rey Juan Carlos University
- ◆ NACES Method Certified Professional

Ms. Ramírez Sánchez-Carnerero, Rosa María

- ◆ Midwife. Virgen of Altagracia Hospital in Manzanares
- ◆ Collaborating professor. Midwives Teaching Unit
- ◆ Teacher at the Academia Método Enseñanza Avanzada
- ◆ Degree in Social and Cultural Anthropology. University of Castilla-La Mancha
- ◆ University Diploma in Nursing. University of Castilla-La Mancha
- ◆ Master's Degree in Research Socio-sanitary

Ms. Triviño de la Cal, Cristina

- ◆ Nurse specialized in Gynecology and Obstetrics
- ◆ Teacher at Gregorio Marañón General University Hospital
- ◆ Lecturer at the I FUDEN Day for Midwives. Approach and care in bereavement and losses in the woman's life cycle
- ◆ Lecturer in the Physiological Childbirth workshop for the Obstetrics Team at the University Hospital of Getafe
- ◆ University Diploma in Nursing from the Autonomous University of Madrid

Ms. Sánchez Boza, Pilar

- ♦ Midwife specialized in Sexuality and Couple Relationships
- ♦ Midwife at Gregorio Marañón General University Hospital
- ♦ Midwife in Mauritania with Rotary International: Home ES, a humanitarian aid project
- ♦ Coach in Sexpol Foundation, talks on sexual education
- ♦ Speaker at annual conferences against gender violence
- ♦ Assistant Professor at the European University
- ♦ Professor of the subject "Care for Women"
- ♦ Professor of the subject Auxiliary in Care of Adults II, Care of Children and Adolescents and in the Nursing Degree
- ♦ Diploma in Nursing at Comillas Pontifical University
- ♦ Master's Degree in Humanitarian Health Aid from the University of Alcalá de Henares
- ♦ University Expert in Emergencies Accredited by the Complutense University of Madrid

Ms. Armijo Navarro, Elena

- ♦ Midwife in San Sebastián Hospital
- ♦ Specialist Nurse in Obstetric-Gynecological Nursing at the Health Service of Castilla-La Mancha
- ♦ Graduate in Nursing

Ms. Martín Ansede, Esperanza

- ♦ Pediatric Nurse at the University Hospital of Ceuta
- ♦ Specialist Pediatric Nurse at the Maternal and Child Hospital
- ♦ Nurse at the San Antonio Park Hospital
- ♦ Graduate in Nursing

Dr. Rodríguez Díaz, Luciano

- ♦ Nursing Specialist in Obstetrics and Gynecology
- ♦ Head of Studies of the Obstetric-Gynecological Nursing Teaching Unit (Midwife) of the University Hospital of Ceuta
- ♦ Midwife at the University Hospital of Ceuta
- ♦ Teacher at the University Centre of Nursing Virgen of La Paz. Ronda, Spain
- ♦ Professor of the Ceuta Midwifery Teaching Unit
- ♦ Vocal of the Emergencies Group of the Spanish Society of Emergency Nurses (SEEUE)
- ♦ Responsible for Perinatal Health: Reproductive Sexual Health and Normal Childbirth of Ingesa
- ♦ Member of the Clinical Commission for Research and Continuing Education of the University Hospital of Ceuta
- ♦ PhD from the University of Granada
- ♦ Master's Degree in Physical Education and Health from the University of Granada
- ♦ Master's Degree in Gynecological Nursing from the CEU Cardenal Herrera University
- ♦ Master's Degree in Obstetric Nursing from the CEU Cardenal Herrera University
- ♦ Speciality in Obstetric and Gynecological Nursing from the University of Málaga
- ♦ University Diploma in Nursing, University of Cadiz
- ♦ Postgraduate Diploma in Community Health Promotion from the National University of Distance Education (UNED)
- ♦ Member of: Instituto de Estudios Ceutíes, Editorial Board of the European Journal of Health Research and Sociedad Española de Medicina de Urgencias y Emergencias

Mr. Carrasco Guerrero, Manuel

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

Ms. De la Cabeza Molina Castillo, María

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

Ms. Del Pozo Álvarez, Lidia

- ♦ Expert nurse midwife in Gynecology and Obstetrics
- ♦ Midwife at University Hospital of Ceuta
- ♦ Midwife in health centers in Cordoba
- ♦ Midwife in health centers in Lanzarote

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. López Collado, Irene

- ♦ Midwife at Gregorio Marañón General University Hospital
- ♦ Grade in Nursing from the Autonomous University of Madrid

Ms. Ortega del Valle, Silvia

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

Ms. Mohamed Mohamed, Dina

- ♦ Midwife at the University Hospital of Ceuta
- ♦ Nursing Specialist in Obstetrics and Gynecology
- ♦ Expert in Pregnancy Care
- ♦ Bachelor's Degree in Nursing

Ms. Rojas Carmona, Belén

- ♦ Midwife at the University Hospital of Ceuta
- ♦ Midwifery Specialization through the Nursing Intern Resident Pathway
- ♦ Bachelor's Degree in Nursing

Ms. De Dios Pérez, María Isabel

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

08

Certificate

The Advanced Master's Degree in Puerperium Care and Breastfeeding 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 **Advanced Master's Degree in Puerperium Care and Breastfeeding** 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 is a member of the **National League for Nursing (NLN)**, the largest and most established nursing association in the world. This affiliation highlights its commitment to excellence and professional development in the healthcare field.

Accreditation/Membership

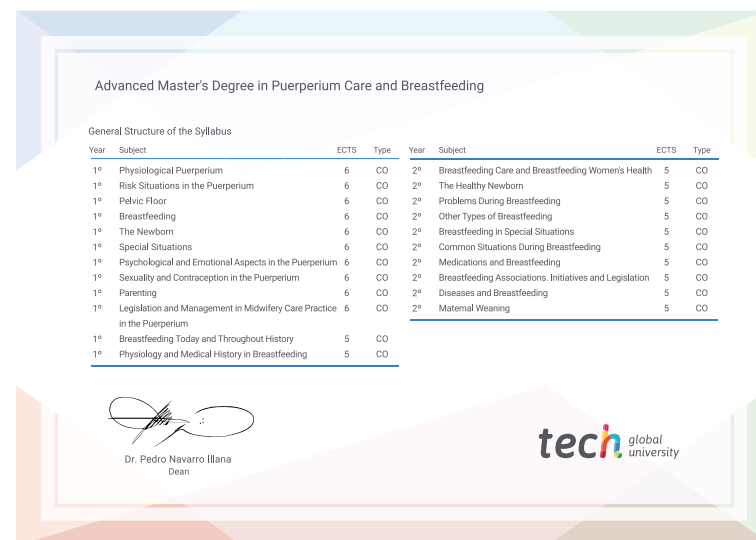
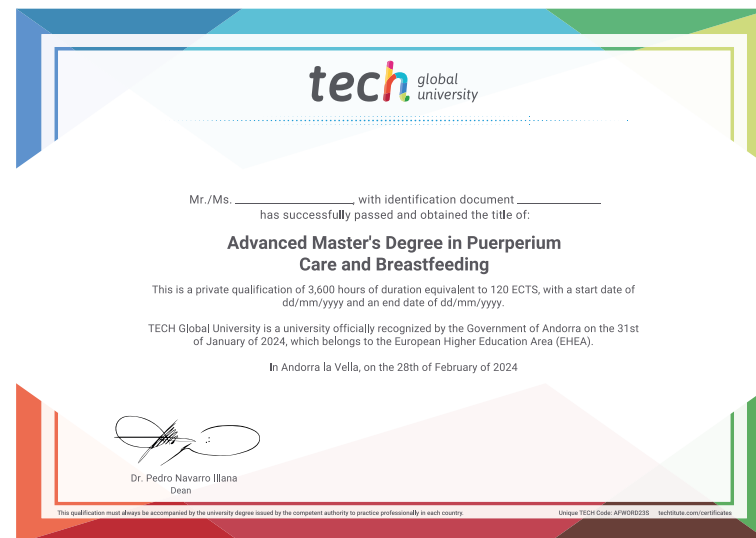


Title: **Advanced Master's Degree in Puerperium Care and Breastfeeding**

Modality: **Online**

Duration: **2 years**

Accreditation: **120 ECTS**



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

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
development language
virtual classroom

tech global
university

Advanced Master's
Degree
Puerperium Care
and Breastfeeding

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

Advanced Master's Degree Puerperium Care and Breastfeeding

Accreditation/Membership

