

Postgraduate Diploma

Pregnancy and Post-partum Physiology for Midwives





Postgraduate Diploma Pregnancy and Post-partum Physiology for Midwives

- » Modality: online
- » Duration: 6 months.
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-pregnancy-post-partum-physiology-midwives

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01

Introduction

The Spanish Society of Gynecology and Obstetrics (SEGO) considers that the birth of a healthy child is not, although it may seem so, a casual event. 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.





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The Postgraduate Diploma in Gynecological and Birth Emergencies for Midwives contains the most complete and up-to-date scientific program on the market”

The Nursing Staff works in attention to the pregnant woman ensuring basic care such as hygiene, comfort, psychological support and nutritional care, basic principles to ensure effective care. Thanks to the evolution of low-intervention childbirth proposed by the Ministry of Health and Social Policy, the different health professionals who work with pregnant women must provide adequate and effective care, reduce unnecessary interventions to a minimum and ensure their privacy, as well as promote newborn care such as cleaning, placing identification bracelets, etc., in close contact with the mother, thereby favoring the mother-child bond.

The role of the midwife in the evolution of the pregnant woman, postpartum and her newborn is paramount, procured by professionals dedicated directly to the care of women, since the joint content enables us to achieve a level of care in accordance with the recommendations on normal childbirth, as well as the latest standards developed in the Clinical Guide for Normal Childbirth published by the Ministry of Health and Social Policy in this same year.

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

The general purpose of this training proposal is to update the skills and knowledge of midwives to meet the health needs of people with scientific rigor and the highest professional level. This study 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 updating in this very specific field of practice.

This **Postgraduate Diploma in Gynecological and Birth Emergencies for Midwives** contains the most complete and up-to-date scientific program on the market” Its most notable features are:

- ◆ Development of clinical cases presented by experts in the different areas of multidisciplinary knowledge
- ◆ 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.
- ◆ New developments in the physiology of pregnancy and childbirth.
- ◆ An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course.
- ◆ With special emphasis on evidence-based nursing and research methodologies care in to pregnancy and Birth for Midwives.
- ◆ 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.



Increase your skills in the approach to Care During Childbirth for Midwives through this program”

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This Postgraduate Diploma is the best investment you can make when selecting a , refresher program, for two reasons: in addition to up-to-date your knowledge in physiology of pregnancy and Birth for Midwives you will obtain a qualification from TECH Technological University”

It includes, in its teaching staff, health professionals belonging to the field of obstetric-gynecological health, who contribute to this program Postgraduate Diploma the experience of their work, in addition to recognized specialists belonging to scientific societies of reference.

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

The design of this program is based on Problem-Based Learning, by means of which the midwife will have to try to solve the different professional practice situations that arise during the program. For this purpose, she will be assisted by an innovative interactive video system developed by recognized experts in the field of obstetric-gynecological health and with great teaching experience.

Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma in Gynecological and Birth Emergencies for Midwives.

Don't miss the opportunity to update your knowledge in Nursing physiology of pregnancy and Birth to improve patient care.



02 Objectives

The main objective of the program is the development of theoretical and practical learning, so that the Nurse can master in a practical and rigorous way the study of Gynecological and Birth Emergencies for Midwives.



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This refresher program will generate a sense of confidence in the performance of midwifery practice, which will help you grow personally and professionally"



General Objectives

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



Take the step to get up-to-date on the latest developments in Physiology of Child Nutrition for Midwives”





Specific Objectives

Module 1. 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 2. 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.

03

Course Management

This program includes in its teaching staff health professionals of recognized prestige, who belong to the field of obstetric-gynecological health and who bring to this program the experience of their work.

In addition, renowned specialists, members of prestigious national and international scientific communities, are involved in designing and preparing the program.





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*Learn from leading professionals
the latest advances in during the
pregnancy and childbirth"*

International Guest Director

Dr. Kellie Thiessen is a distinguished midwife and nurse practitioner, specializing in the clinical field of maternal and child healthcare. Her expertise has 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 vast experience, the expert has been selected as Director of the Midwifery Program at the University of British Columbia. Previously, she has directed the academic pathway at the University of Manitoba for more than a decade. At that institution, she was instrumental in the creation of a Bachelor of Obstetrics degree focused on the specific training of future midwives.

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

On the other hand, its healthcare trajectory has encompassed the healthcare systems of countries such as the United States, Brazil and Canada. Through these collaborations, she has been part of innovative models that offer patients better care and health guarantees. In this way, it has developed a professional approach focused on expanding the obstetric options available to mothers and their families when they are in vulnerable situations. An example of this is her 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, spanning 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.



Dra. Thiessen, Kellie

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

- Head of Studies of the Obstetric-Gynecological Nursing Teaching Unit (Midwife) of the University Hospital of Ceuta.
- Midwife Bellvitge University Hospital
- Teacher at the University Centre of Nursing of Ronda
- Teacher in the Ceuta Midwifery Teaching Unit
- SEEUE obstetric-gynecologic emergencies group member.
- Responsible for Perinatal Health: Reproductive Sexual Health and Normal Childbirth of Ingesa.
- Member of the Clinical Commission for Research and Continuing Education of the University Hospital of Ceuta.
- Member: Institute of Ceuta Studies, Editorial Board of the European Journal of Health Research, Spanish Society of Emergencies, Institute of Ceuta Studies. University of Granada, Master in Gynecological Nursing. Cardenal Herrera University, Master in Obstetric Nursing. University Cardenal Herrera- Obstetric-Gynecological Nursing Specialist. University of Malaga, University Diploma in Nursing. University of Cadiz, Expert in community health promotion. UNED.



Dr. Vázquez Lara, Juana María

- 061 Nurse of the Ceuta Health Management Area.
- PhD from the University of Granada
- Acting midwife in the delivery service. Bellvitge University Hospital
- Head of Studies of the Ceuta Midwifery Teaching Unit.
- Professor of 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), Costa del Sol Hospital, Marbella University School of Malaga
- University Diploma in Nursing "Salus Infirmorum" University School of Nursing, University of Cádiz

Professors

Ms. Andrés Núñez, Carmen Patricia

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

Ms. Carrasco Racero, María Mercedes

- ♦ Internship Coordinator at the University Center of Ronda
- ♦ Degree in Nursing

Ms. De Dios Pérez, María Isabel

- ♦ Midwife at the Zaragoza University Hospital
- ♦ Postgraduate Certificate in Nursing
- ♦ Nursing Specialist in Obstetrics and Gynecology

Ms. Díaz Lozano, Paula

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

Ms. Revidiego Pérez, María Dolores

- ♦ Nurse specialized in Gynecology and Obstetrics
- ♦ Specialized Care Midwife Campo de Gibraltar and Quirón Campo de Gibraltar
- ♦ Postgraduate Certificate in Nursing

Ms. Gilart Cantizano, Patricia

- ♦ Midwife of Specialized Care in Campo de Gibraltar
- ♦ Midwife, Quirón Campo de Gibraltar Hospital
- ♦ Nurse Resident Intern Midwife Andalusian Health Service
- ♦ Critical care and emergency nurse Andalusian Health Service
- ♦ Postgraduate Certificate in Nursing
- ♦ University expert in community nutrition UNED.
- ♦ University expert in cardiovascular risks III. UNED.
- ♦ University Expert in Emergency Medicine. Complutense University of Madrid

Ms. Llinás Prieto, Lucía

- ♦ Nurse in Specialized Care
- ♦ Postgraduate Certificate in Nursing

Ms. Mérida Téllez, Juanma

- ♦ Midwife at the Hospital Costa del Sol in Marbella
- ♦ Postgraduate Certificate in Nursing

D. Muñoz Vela, Francisco Javier

- ♦ Nursing internship coordinator at the Maternity and Infant Care Center of Málaga
- ♦ Midwife Carlos Haya Regional University Hospital
- ♦ Midwife San Antonio Park Hospital
- ♦ Midwife in Specialized Care at the Maternal-Children's Hospital of Malaga
- ♦ Associate Professor Faculty of Nursing. University of Malaga
- ♦ Diploma in Nursing. University of Malaga

Mr. Márquez Díaz, Antonio

- ♦ Midwife, El Angel Hospital HLA Group
- ♦ Midwife, Vithas
- ♦ 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 de Marbella Hospital
- ♦ Midwife Quirón Campo de Gibraltar Hospital
- ♦ Official Master in Health Economics, Health Management and Rational Use of Medicines. University of Malaga
- ♦ Official Master's Degree in New Trends in Health Sciences Research. University of Malaga
- ♦ Master's Degree in Public Health. University of Almeria
- ♦ Master's Degree in Nurse Prescription and Pharmacotherapeutic Monitoring. University of Valencia
- ♦ Master's Degree in Pharmacotherapy, University of Valencia
- ♦ Diploma in Nursing. University of Malaga

Ms. Palomo Gómez, Rocío

- ♦ Nurse specialized in Gynecology and Obstetrics
- ♦ Ceuta Specialized Care Midwife
- ♦ Postgraduate Certificate in Nursing

Ms. Rivero Gutiérrez, Carmen

- ♦ Midwife. Primary Care in the Ceuta Health Area.
- ♦ Postgraduate Certificate in Nursing

Mr. Rodríguez Díaz, David

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

Mr. Vázquez Lara, Francisco José

- ♦ Specialist in Biological Sciences
- ♦ Degree in Biological Sciences

Ms. Vázquez Lara, María Dolores

- ♦ Nurse specialized in primary care of pregnant women.
- ♦ Postgraduate Certificate in Nursing

Ms. Mérida Yáñez, Beatriz

- ♦ Nurse Practitioner in Gynecological Care
- ♦ Midwife of the Andalusian Health Service
- ♦ Midwife of the Vithas Hospital
- ♦ Midwife of the Murcia Health Service
- ♦ Teacher
- ♦ Member of the scientific committee of the First International Congress of Research and Innovation in Nursing and Physiotherapy of Ceuta and Melilla
- ♦ Member of the Scientific Committee. National Sanitary Magazine
- ♦ Doctor in Health Sciences
- ♦ Postgraduate Certificate in Nursing

04

Structure and Content

The structure of the contents has been designed by a team of professionals knowledgeable about the implications of specialization in the daily practice of the midwife, aware of the relevance of current specialization to be able to act before the patient pregnancy and committed to quality teaching through new educational technologies.



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This Postgraduate Diploma in Gynecological and Birth Emergencies for Midwives contains the most complete and up-to-date scientific program on the market”

Module 1. Pregnancy

- 1.1. Duration of pregnancy. Nomenclature
- 1.2. Anato-Physiological Modifications
 - 1.2.1. Cardiovascular and Cardiac Changes
 - 1.2.1.1. Cardiac Changes
 - 1.2.1.2. Hematological Changes
 - 1.2.1.3. Vascular Changes
 - 1.2.2. Respiratory Changes
 - 1.2.2.1. Anatomical Changes
 - 1.2.2.2. Functional Changes
 - 1.2.3. Renal and Urinary Changes
 - 1.2.3.1. Anatomical Modifications
 - 1.2.3.2. Functional Modifications
 - 1.2.4. Metabolic Changes
 - 1.2.4.1. Weight Gain
 - 1.2.4.2. Basal Metabolism
 - 1.2.4.3. Carbohydrate Metabolism
 - 1.2.4.4. Lipid Metabolism
 - 1.2.4.5. Protein Metabolism
 - 1.2.4.6. Acid-base Equilibrium
 - 1.2.4.7. Water Metabolism
 - 1.2.4.8. Minerals and Vitamins
 - 1.2.5. Genital and Mammary Changes
 - 1.2.5.1. External Genitalia
 - 1.2.5.2. Internal Genitals
 - 1.2.5.3. Breast Changes



- 1.2.6. Endocrine Changes
 - 1.2.6.1. Constitution of the Fetoplacental Unit
 - 1.2.6.2. Pituitary
 - 1.2.6.3. Thyroid
 - 1.2.6.4. Parathyroid
 - 1.2.6.5. Pancreas.
 - 1.2.6.6. Adrenal Gland
- 1.2.7. Skin and Eye Changes
 - 1.2.7.1. Vascular Changes
 - 1.2.7.2. Pigmentation Changes
 - 1.2.7.3. Tegumentary System
 - 1.2.7.4. Eye Changes
- 1.2.8. Gastrointestinal Changes
 - 1.2.8.1. Mouth
 - 1.2.8.2. Esophagus and Stomach
 - 1.2.8.3. Intestine
 - 1.2.8.4. Liver
 - 1.2.8.5. Gallbladder
- 1.2.9. Musculoskeletal Changes
 - 1.2.9.1. Change of the Center of Gravity
 - 1.2.9.2. Pelvis
 - 1.2.9.3. Musculoskeletal Alterations
- 1.3. Diagnosis of Pregnancy for Midwives
 - 1.3.1. Diagnosis of Pregnancy
 - 1.3.2. Biochemical Tests
 - 1.3.2.1. Biological Tests
 - 1.3.2.2. Immunological Tests
 - 1.3.3. Ultrasound
 - 1.3.4. Signs and Symptoms
 - 1.3.4.1. Signs
 - 1.3.4.2. Symptoms
- 1.4. Prenatal Care. Midwife's program of gestational control.
 - 1.4.1. Prenatal Care
 - 1.4.2. Pregnancy Control Program
 - 1.4.2.1. First Pregnancy Check-up Visit (< 10 weeks)
 - 1.4.2.2. Successive Prenatal Visits
 - 1.4.3. Perinatal Risk Assessment
 - 1.4.4. Prenatal Control Protocols
 - 1.4.4.1. Definition
 - 1.4.4.2. Objectives
 - 1.4.4.3. Personnel Involved
 - 1.4.4.4. Process
- 1.5. Prenatal Diagnosis.
 - 1.5.1. Non-Invasive Techniques
 - 1.5.2. Invasive Techniques
 - 1.5.3. Couple Counselling in Prenatal Diagnosis
 - 1.5.3.1. Definition
 - 1.5.3.2. General Objectives
 - 1.5.3.3. Specific Objectives
 - 1.5.3.4. Targeted Population
 - 1.5.3.5. Description of the Process
- 1.6. Midwife's Health Education for the Pregnant Woman
 - 1.6.1. Health Education for the Pregnant Woman
 - 1.6.2. Healthy Habits
 - 1.6.2.1. Feeding
 - 1.6.2.2. Consumption of Harmful Substances
 - 1.6.2.3. Work
 - 1.6.2.4. Sports
 - 1.6.2.5. Travel
 - 1.6.2.6. Hygiene, Clothing, and Footwear
 - 1.6.2.7. Violence in Pregnancy

- 1.6.3. Sexuality
- 1.6.4. Common Discomforts During Pregnancy
 - 1.6.4.1. Cardiovascular
 - 1.6.4.2. Dermatological
 - 1.6.4.3. Digestive
 - 1.6.4.4. Locomotor
 - 1.6.4.5. Respiratory
 - 1.6.4.6. Genitourinary
- 1.6.5. Warning Signs
- 1.6.6. Promotion of Breastfeeding
- 1.6.7. Birth Plan
- 1.7. Nutrition of the Pregnant Woman
 - 1.7.1. Evaluation of the Diet
 - 1.7.1.1. Energy Requirements
 - 1.7.1.2. Food Selection
 - 1.7.1.3. Supplements During Pregnancy
 - 1.7.1.4. Weight Gain
 - 1.7.2. Special Situations
 - 1.7.2.1. Medical Treatment
 - 1.7.2.2. Vegetarians
 - 1.7.3. Dietary Counseling During Pregnancy
- 1.8. Pharmaceuticals in Pregnancy
 - 1.8.1. Pharmaceuticals in Pregnancy
 - 1.8.2. Pharmacology in Pregnancy
 - 1.8.3. Mechanisms of Action in the Mother and Fetus
 - 1.8.3.1. Mother
 - 1.8.3.2. Placenta
 - 1.8.3.3. Fetus
 - 1.8.4. Use and Management of Pharmaceuticals in Pregnancy
 - 1.8.5. Indications, Pharmaceutical Interaction, and Dosage
 - 1.8.5.1. Anti-inflammatory, Analgesic, and Antipyretic Medications
 - 1.8.5.2. Gastroesophageal Reflux Prophylactics and Antiulcer Medications
 - 1.8.5.3. Anticoagulants
 - 1.8.5.4. Laxatives
 - 1.8.5.5. E. Vitamins
 - 1.8.5.6. Antianemic Medications
 - 1.8.5.7. Antiarrhythmics
 - 1.8.5.8. Antihypertensives
 - 1.8.5.9. Hormones
 - 1.8.5.10. Oral Contraceptives
 - 1.8.5.11. Oral Antidiabetics
 - 1.8.5.12. Corticoids
 - 1.8.5.13. Dermatological Treatments
 - 1.8.5.14. N. Antiviral Treatments
 - 1.8.5.15. Trichomonocides
 - 1.8.5.16. Antibiotics
 - 1.8.5.17. Antiasthmatics
 - 1.8.5.18. Antitussives
 - 1.8.5.19. Rhinologicals
 - 1.8.5.20. Antihistamines
 - 1.8.5.21. Antiepileptics
 - 1.8.5.22. Antidepressants
 - 1.8.5.23. Antipsychotics
 - 1.8.6. Annex. FDA Classification of the Different Groups of Medications
- 1.9. Psychosocial Aspects of Pregnancy
 - 1.9.1. Psychosocial Aspects of Pregnancy
 - 1.9.2. Cultural and Religious influences
 - 1.9.3. The Meaning and Impact of Pregnancy on the Couple and on the Family and Social Surroundings

- 1.9.4. Psychological Changes in Pregnancy
 - 1.9.4.1. First Trimester
 - 1.9.4.2. Second Trimester
 - 1.9.4.3. Third Trimester
- 1.9.5. Bonding

Module 2. Labor

- 2.1. Physiology of uterine contraction. Uterine Activity
 - 2.1.1. Basic Physiological Aspects of Uterine Contraction
 - 2.1.2. Basic Biochemistry of Uterine Contraction
 - 2.1.3. Uterine Activity. Brief Historical Review
 - 2.1.4. Components of Uterine Activity
 - 2.1.5. Abdominal Muscles
 - 2.1.6. Causes of Onset of Labor
- 2.2. Factors Involved in Labor
 - 2.2.1. The Fetus. Fetal Head
 - 2.2.2. Fetal Statics
 - 2.2.3. Leopold's Maneuvers
 - 2.2.4. Obstetric Nomenclature Determined by Fetal Statics
 - 2.2.5. Diagnosis by Vaginal Examination
 - 2.2.6. Birth Canal
 - 2.2.7. Pelvic Axis
 - 2.2.8. Hodge Planes
 - 2.2.9. Soft Birth Canal
 - 2.2.10. Motor of Labor
- 2.3. Assessment of Fetal Well-being
 - 2.3.1. Evaluation of Fetal Activity
 - 2.3.2. Non-stress Test (NST)
 - 2.3.3. Stress Test or Contraction Tolerance Test
 - 2.3.4. Biophysical Profile
 - 2.3.5. Amnioscopy
 - 2.3.6. Ultrasound. Doppler Study
 - 2.3.7. Bioelectronic Monitoring in Labor
 - 2.3.8. Fetal Heart Rate Monitoring
 - 2.3.9. Fetal Heart Rate Parameters
 - 2.3.10. Biochemical Monitoring
- 2.4. Onset of Labor and Periods of Labor
 - 2.4.1. Onset of Labor. Prodromes of Labor
 - 2.4.2. Dilatation Period
 - 2.4.3. Birthing Period
 - 2.4.4. Delivery Period
- 2.5. Delivery Mechanism in Vertex Presentation
 - 2.5.1. Accommodation and Wedging in the Upper Strait
 - 2.5.2. Descent and Intrapelvic Rotation
 - 2.5.3. Flexion
 - 2.5.4. Detachment
 - 2.5.5. E. External Rotation and Delivery of the Shoulders
- 2.6. Pharmacology in Childbirth
 - 2.6.1. Pharmacokinetic Principles
 - 2.6.2. Mechanisms of Action between Mother and Fetus
 - 2.6.3. Use and Management of Pharmaceuticals in Childbirth



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

05 Methodology

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

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





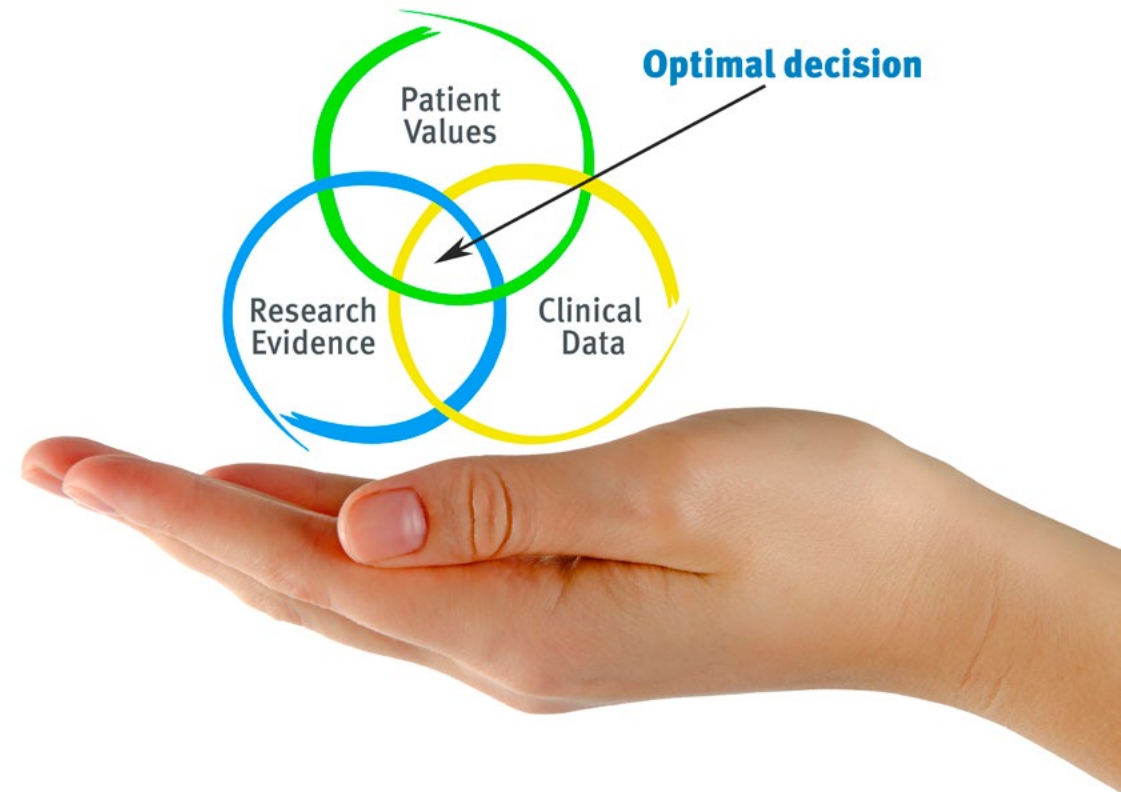
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Nursing School we use the Case Method

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

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



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

“

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:

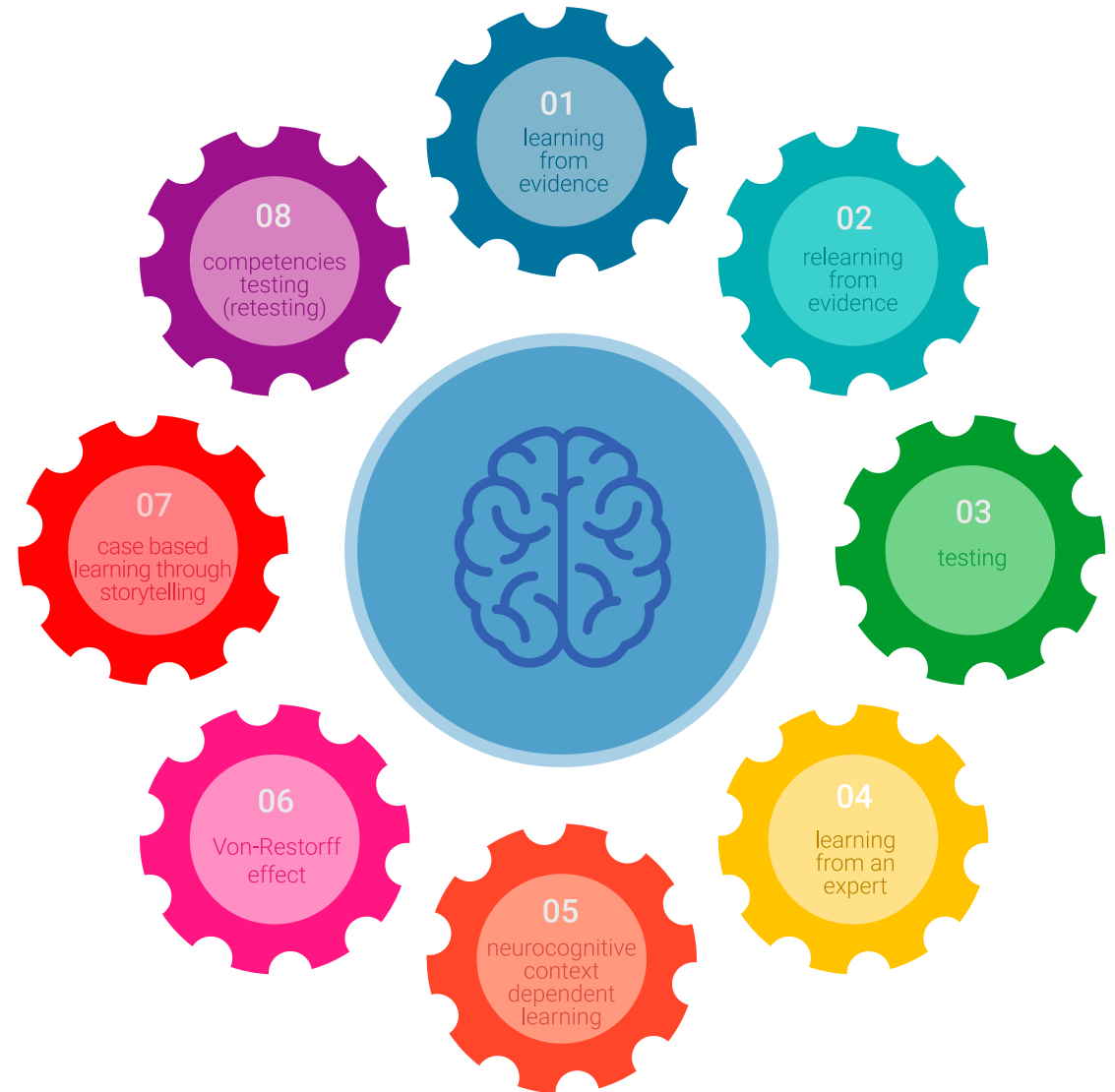
1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into 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

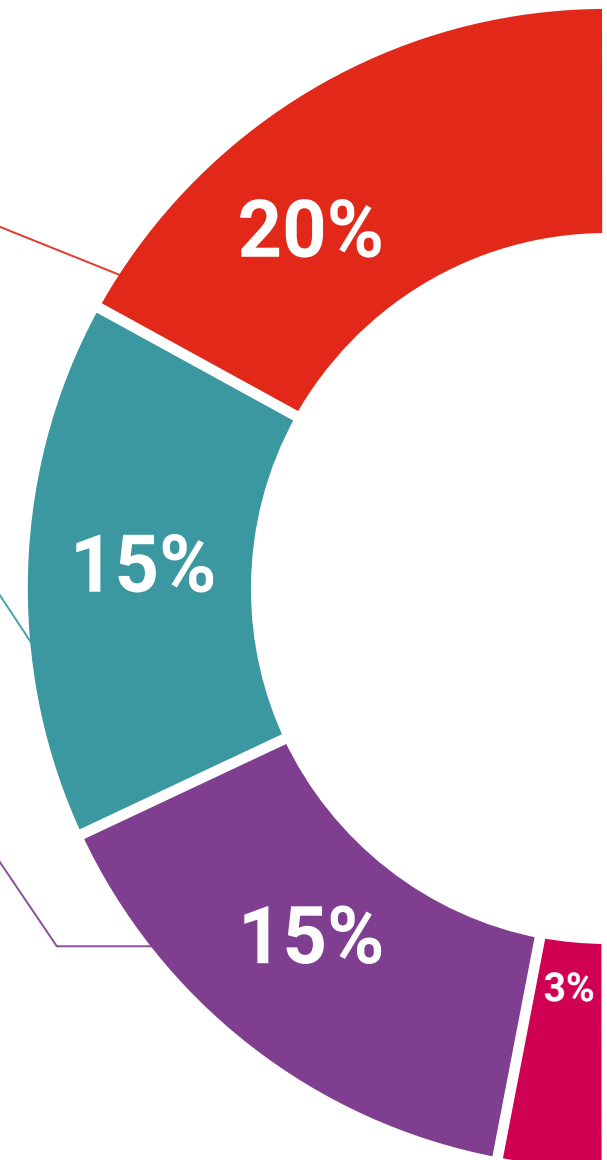
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

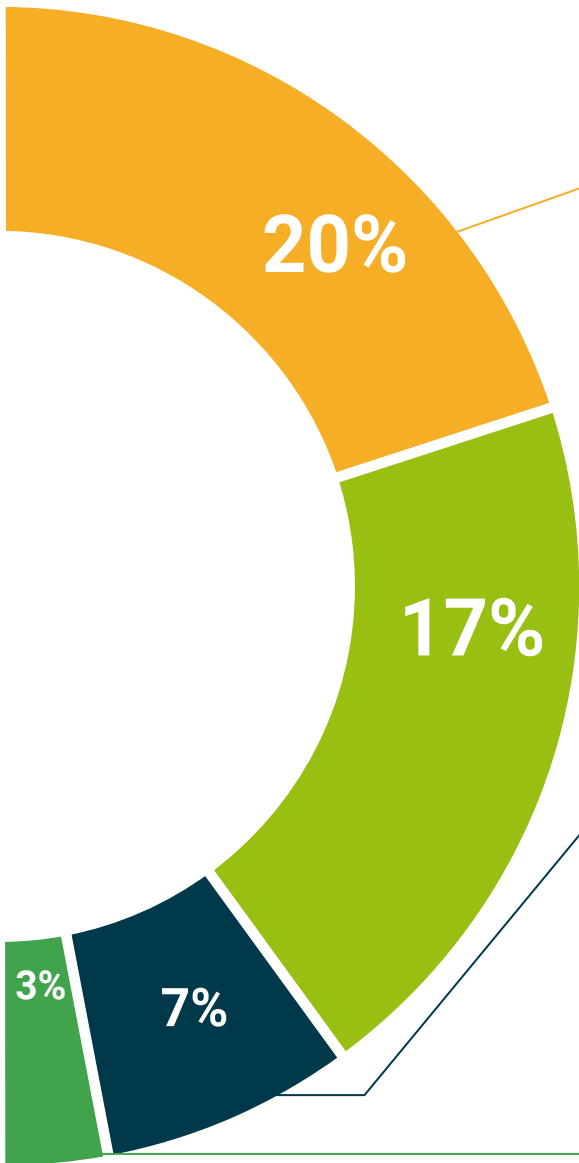
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.



06 Certificate

The Postgraduate Diploma in Birth Nursing and Care for Midwives guarantees students, in addition to the most rigorous and up-to-date education, access to a qualification issued by TECH Technological University.



“

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

This **Postgraduate Diploma in Gynecological and Birth Emergencies for Midwives** contains the most complete and up-to-date scientific on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the **Postgraduate Diploma**, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma to pregnancy and Physiology for Midwives**

Official N° of Hours: **475 h.**



*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.



Postgraduate Diploma Pregnancy and Post- partum Physiology for Midwives

- » Modality: **online**
- » Duration: **6 months.**
- » Certificate: **TECH Technological University**
- » Dedication: **16h/week**
- » Schedule: **at your own pace**
- » Exams: **online**

Postgraduate Diploma

Pregnancy and Post-partum Physiology for Midwives

