

# Postgraduate Diploma

## Physiology of Pregnancy and Childbirth for Nurses





## Postgraduate Diploma

### Physiology of pregnancy and Childbirth for Nurses

Course Modality: Online

Duration: 6 months.

Certificate: TECH Technological University

19 ECTS Credits

Teaching Hours: 475 hours.

Website: [www.techtute.com/nursing/postgraduate-diploma/postgraduate-diploma-physiology-pregnancy-childbirth-nurses](http://www.techtute.com/nursing/postgraduate-diploma/postgraduate-diploma-physiology-pregnancy-childbirth-nurses)

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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. For this reason, protocols for assistance during dilatation and expulsion must prioritize the safety and health of both the mother and the newborn. The ultimate goal is to ensure, both the mother's and the newborn's well-being throughout the delivery process.

*This Postgraduate Diploma contains the most complete and up to date scientific program on the market.*



“

*The Postgraduate Diploma in Physiology of Pregnancy and Childbirth for Nurses contains the most complete and up to date scientific program on the market"*



The Nursing Staff works in the care and attention of 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 advocated by the Ministry of Health and Social Policy, the different health professionals who work with the pregnant woman must provide adequate and effective care, reducing unnecessary interventions to a minimum and ensuring the privacy of the pregnant woman, as well as favoring the newborn's care such as cleaning, placing identification bracelets, etc., keeping in close contact with the mother, favoring the maternal-filial bond.

The role of nursing in the evolution of the pregnant woman, the puerpera and her newborn is essential, provided by professionals dedicated directly to the care of the woman, as joint knowledge allows us to achieve care in favour of the recommendations on normal birth, as well as the latest standards developed in the Clinical Guide to Normal Birth published by the Ministry of Health and Social Policy this 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 prioritised. 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 train nursing professionals to meet the health needs of people with scientific rigor and the highest professional level. This training 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 area of practice.

This Postgraduate Diploma in Physiology of Pregnancy and Childbirth for Nurses contains the most complete and up to date scientific program on the market. The most important features of the program include:

- ♦ Development of clinical cases presented by experts in the different areas of multidisciplinary knowledge. The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ Advances in Physiology of Pregnancy and Childbirth for Nurses.
- ♦ Algorithm-based interactive learning system for decision-making in the presented clinical situations.
- ♦ With a special emphasis on evidence-based nursing and research methodologies in Physiology of Pregnancy and Childbirth for Nurses.
- ♦ All of this will be complemented by theoretical lessons, questions to the Postgraduate Diploma, 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 competencies in the Physiology of Pregnancy and Childbirth for Nurses through this program"*

“ *This Postgraduate Diploma may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in the Physiology of Pregnancy and Childbirth, you will obtain a Postgraduate Diploma certificate from TECH Technological University.*”

Its teaching staff includes health professionals belonging to the field of obstetrics and gynecology nursing, who contribute their work experience to this training, as well as recognized specialists belonging to leading scientific societies.

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

This program is designed around Problem Based Learning, whereby the student must try to solve the different professional practice situations that arise during the course. This will be done with the help of an innovative interactive video system developed by recognized experts in the field of obstetrics and gynecology nursing with extensive teaching experience.

*Increase your confidence in decision making by updating your knowledge through this Postgraduate Diploma in Physiology of Pregnancy and Childbirth for Nurses.*

*Don't miss the opportunity to update your knowledge in Physiology of Pregnancy and Childbirth for Nurses 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 the Physiology of Pregnancy and Childbirth.





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



## General Objectives

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- ◆ Acquire knowledge in specific obstetric care.
- ◆ Promote work strategies based on a comprehensive approach to the patient as a standard model for achieving excellent care.
- ◆ To favour the acquisition of technical skills and abilities, through a powerful audiovisual system, and the possibility of development through specific training.
- ◆ Encourage professional stimulus through continuing education and research.



## Specific Objectives by Modules

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- ◆ Involve the woman in decision-making throughout the process.
- ◆ Facilitate companion access at all times.
- ◆ Compliance with Decree 101/95, which determines the rights of parents and children in the healthcare environment during the birth process.
- ◆ Favouring a climate of trust, security, and intimacy, respecting the privacy, dignity and confidentiality of women.
- ◆ Promotion of Breastfeeding.





“

*Make the most of the opportunity and take the step to get up to date on the latest developments in the Physiology of Pregnancy and Childbirth”*



03

# Course Management

This program includes in its teaching staff health professionals of recognized prestige, who belong to the field of obstetric-gynecological nursing and who bring

Also participating in its design and preparation are renowned specialists who are members of prestigious national and international scientific societies.



“

*Learn from leading professionals the latest advances in the Physiology of Pregnancy and Childbirth”*



## Management



### Dr. Rodríguez Díaz, Luciano

- ♦ Matron. University Hospital of Ceuta
- ♦ Lecturer at the University Centre of Nursing of Ronda
- ♦ Lecturer in the Ceuta Midwifery Teaching Unit
- ♦ Member of the Obstetric and Gynecologic Emergency Group of the 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.
- ♦ Full member of the Institute of Ceuta Studies.
- ♦ Member of the Editorial Board of the European Journal of Health Research.
- ♦ Doctor from the University of Granada



### Dr. Vázquez Lara, Juana María

- ♦ Nurse of the 061 of Ceuta
- ♦ Ceuta Health Area Matron
- ♦ Head of Studies of the Ceuta Midwifery Teaching Unit.
- ♦ Professor of the Ceuta Midwifery Teaching Unit
- ♦ Coordinator of the Obstetrics and Gynecology Emergency Group of the SEEUE.
- ♦ PhD from the University of Granada

## Professors

### **Andrés Núñez, Carmen Patricia**

- ♦ Specialist in Obstetrics and Gynecology at the University Hospital of Ceuta.

### **Carrasco Racero, María Mercedes**

- ♦ Nurse and Internship Coordinator at the University Center of Ronda.

### **De Dios Pérez, María Isabel**

- ♦ Midwife at the Zaragoza University Hospital

### **Díaz Lozano, Paula**

- ♦ Midwife at the Ceuta University Hospital

### **Gilart Cantizano, Patricia**

- ♦ Specialized Care Midwife Campo de Gibraltar and Quirón Campo de Gibraltar

### **Llinás Prieto, Lucía**

- ♦ Nurse in Specialized Care Cadiz

### **Márquez Díaz, Antonio**

- ♦ Midwife at Hospital Costa del Sol de Marbella and Hospital Quirón Campo de Gibraltar

### **Mérida Téllez, Juanma**

- ♦ Midwife Costa del Sol de Marbella Hospital

### **Mérida Yáñez, Beatriz**

- ♦ Dr. Primary Care Midwife Extremadura

### **Muñoz Vela, Francisco Javier**

- ♦ Midwife in Specialized Care at the Maternal-Children's Hospital of Malaga

### **Palomo Gómez, Rocío**

- ♦ Ceuta Specialized Care Midwife

### **Revidiego Pérez, María Dolores**

- ♦ Specialized Care Midwife Campo de Gibraltar and Quirón Campo de Gibraltar

### **Rivero Gutiérrez, Carmen**

- ♦ Ceuta Specialized Care Midwife

### **Rodríguez Díaz, David**

- ♦ Nurse at Nuestra Señora de Candelaria University Hospital

### **Vázquez Lara, Francisco José**

- ♦ Degree in Biological Sciences

### **Vázquez Lara, María Dolores**

- ♦ Campo de Gibraltar Primary Care Nurse

04

# Structure and Content

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



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*This Postgraduate Diploma in Physiology of Pregnancy and Childbirth for Nurses contains the most complete and up to date scientific program on the market"*



## Module 1. Pregnancy

- 1.1. Duration of Pregnancy. Nomenclature.
- 1.2. Anatomico-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 Balance.
    - 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 Genitalia.
    - 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.
  - 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. Pregnancy Control Program.
  - 1.4.1. Prenatal Care.
  - 1.4.2. Pregnancy Control Program.
    - 1.4.2.1. First Pregnancy Control 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. Counseling of the Couple 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. Health Education to the Pregnant Woman.
  - 1.6.1. Health Education to the Pregnant Woman.
  - 1.6.2. Healthy Habits.
    - 1.6.2.1. Food.
    - 1.6.2.2. Consumption of Harmful Substances.
    - 1.6.2.3. In 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. Alarm 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. Pharmacological 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. Anticoagulantes
    - 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. Corticosteroids.
  - 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 Environment.
  - 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. Expulsion 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.

05

# Methodology

Our **Postgraduate Diploma in Physiology of Pregnancy and Childbirth for Nurses** offers you an innovative method to strengthen your clinical competencies based on clinical case studies and cyclical content. This method has been the most widely used learning system by the most prestigious health schools in the world and by major publications such as the New England Journal of Medicine.



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*This type of teaching-learning encourages curiosity and skill development, as well as allowing the professional to feel an active part of the process”*



In a given situation, what would you do? Throughout these months, the professional will face multiple simulated clinical cases based on real patients in which he/she will have to investigate, establish hypotheses and finally, resolve the situation. This method makes professionals learn better as they accept more responsibility and get closer to the reality of their professional future.



*Did you know that this method was developed in 1912 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”*



According to Dr. Gervas, 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 potential or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the professional's professional practice.

*It is a technique that develops critical skills and prepares the nursing professional to make decisions, defend their arguments, and contrast opinions.*

According to Reynolds, there are four fundamental reasons that support the effectiveness of the case method applicable to healthcare:

**01**

**Professionals develop their mental capacities better by evaluating real situations and applying concepts.**

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**02**

**Professionals will be better prepared for the development of their professional activity.**

---

**03**

**Ideas and concepts are better assimilated when they are analyzed in real-life situations.**

---

**04**

**Professionals voluntarily dedicate more time to work because they find it more interesting to work with cases.**

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## Re-Learning Methodology

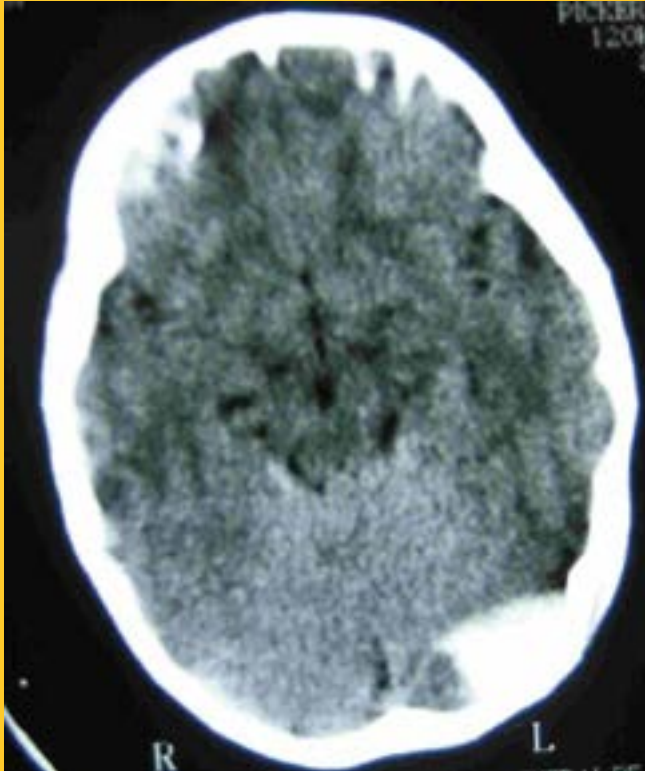


*Professionals will learn through real cases and by resolving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning”*

*...we enhance them with the best 100% online teaching method: Relearning...*

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining 8 different elements in each lesson, which represent a revolution with respect to simply studying and analyzing cases.





This methodology, at the forefront of world teaching, is called Re-learning. Our school is the first in Spanish-speaking countries licensed to use this successful method, having achieved in 2015 to improve the overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) of the professionals who complete the courses with respect to the indicators of the best online university in Spanish-speaking countries.

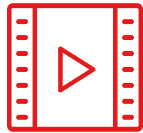
*The overall score obtained by our learning system is 8.01, according to the highest international standards.*

In our **Postgraduate Diploma in Physiology of Pregnancy and Childbirth for Nurses**, learning is not a linear process, but happens in a spiral (we learn-unlearn (forget) and relearn); that is why we combine each of these elements in a concentric way.

With this methodology, we have trained more than 40,000 professionals with unprecedented success, in areas such as pediatrics, surgery, infectious diseases, hepatology, etc. All this in a highly demanding environment, with a university student body with a high socioeconomic profile and an average age of 42 years.

*... and all this with the best learning materials at the forefront of technology and pedagogy...*

In this Postgraduate Diploma you will have access to the best educational materials, prepared specifically for you:



#### Study Material

After a complex production process, we transform the best content into high-quality educational and audiovisual multimedia. We select the best syllabus and make it available to you. Everything you need to acquire in-depth knowledge of a discipline, from A to Z. Lessons written and chosen by specialists in each of the disciplines.



#### Surgical Techniques and Clinical Procedures on Video

We bring you closer to the latest techniques, to the latest scientific advances, to the forefront of current affairs. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



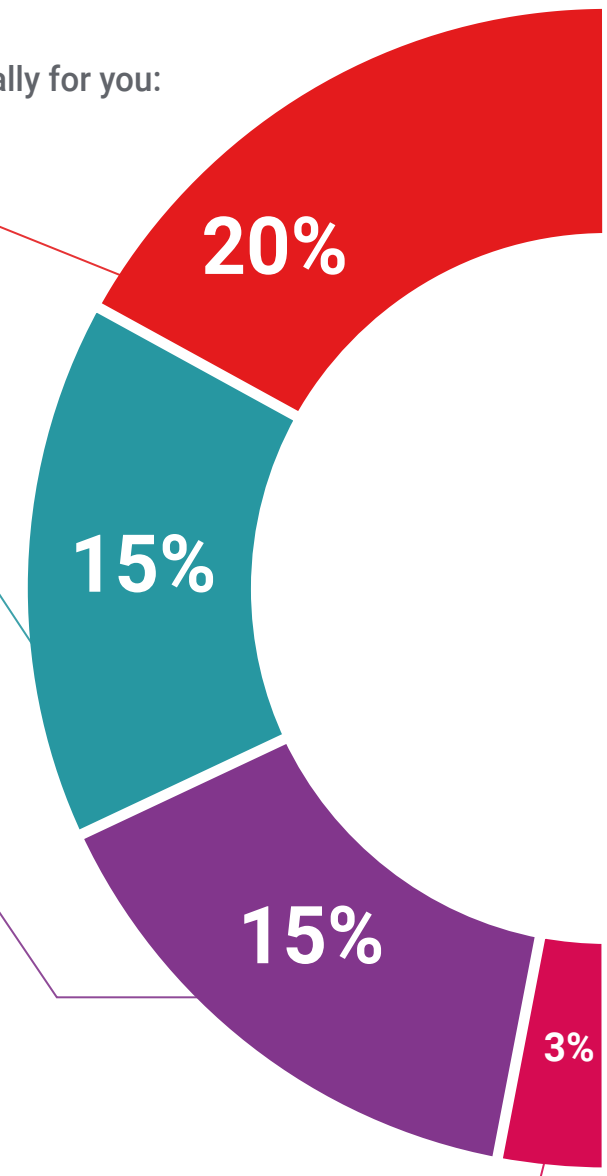
#### Interactive Summaries

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 unique training system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

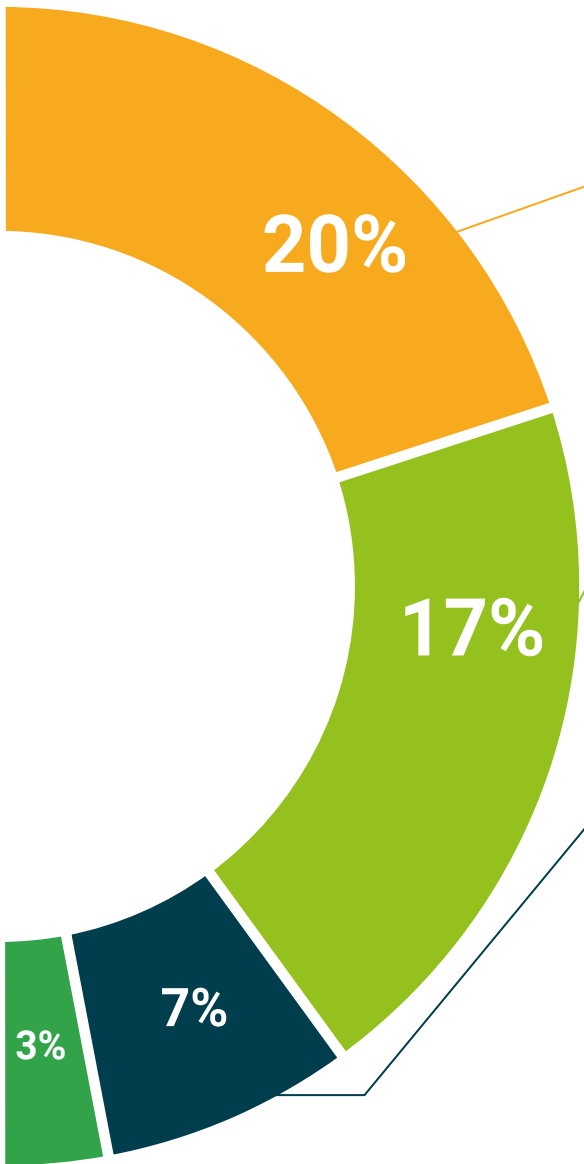


#### Additional Reading

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







**Expert-led case studies and case analysis**

Through the narratives of expert professionals, it is possible to acquire a high degree of understanding of the most frequent problematic situations. The professional's healthcare practice is not alien to the context in which it takes place. If we want to train ourselves to improve our professional practice, this training must be situated within the context in which it takes place.



**Testing & Re-testing**

We periodically evaluate and re-evaluate your knowledge throughout this program through activities and evaluative exercises.



**Classes**

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



**Quick Action Guides**

One of the most important functions of our team is to select those contents considered essential and present them in the form of worksheets or quick action guides to facilitate their understanding.



06

# Certificate

The Postgraduate Diploma in Physiology of Pregnancy and Childbirth for Nurses guarantees you, in addition to the most rigorous and up to date training, access to a Postgraduate Diploma issued by TECH Technological University.



“

*Successfully complete this training and receive your university degree without travel or laborious paperwork”*

This **Postgraduate Diploma in Physiology of Pregnancy and Childbirth for Nurses** contains the most complete and up to date scientific program on the market.

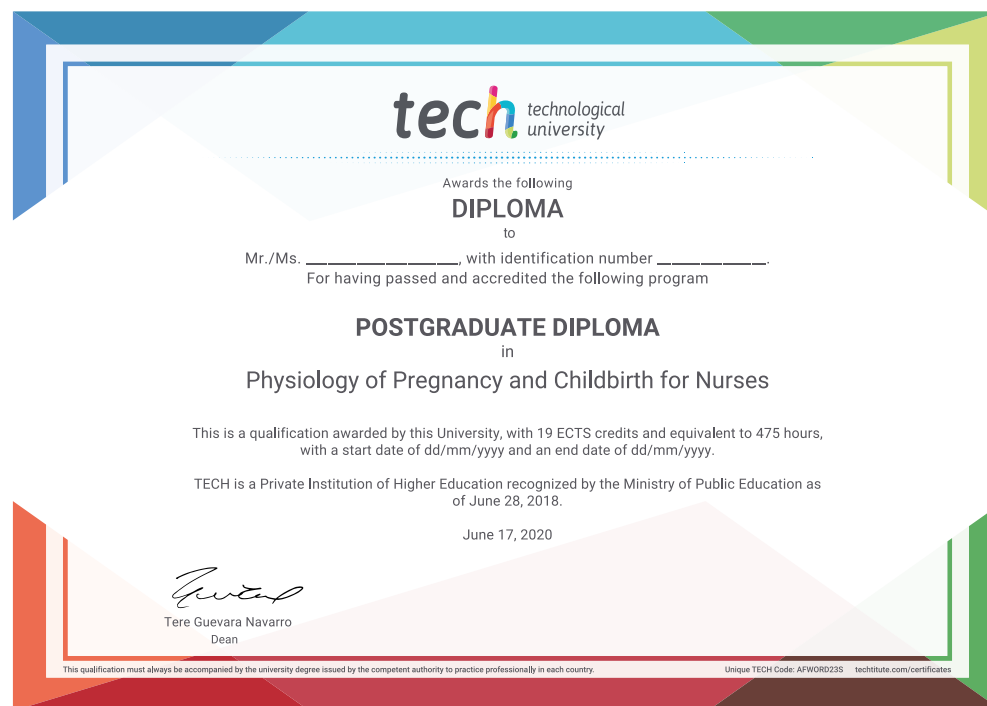
After the student has passed the evaluations, he/she will receive by mail with acknowledgment of receipt their corresponding **Postgraduate Diploma** issued by **TECH Technological University**.

The certificate issued by **TECH Technological University** will express 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 en Physiology of Pregnancy and Childbirth for Nurses

ECTS: 19

Official Number of Hours: 475 hours.



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

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



**Postgraduate Diploma**  
Physiology of Pregnancy  
and Childbirth for Nurses

Course Modality: Online

Duration: 6 months.

Certificate: TECH Technological University

19 ECTS Credits

Teaching Hours: 475 hours.



# Postgraduate Diploma

## Physiology of Pregnancy and Childbirth for Nurses

