

Postgraduate Diploma

Problem Solving During Breastfeeding for Nursing





Postgraduate Diploma Problem Solving During Breastfeeding for Nursing

Course Modality: **Online**

Duration: **6 months.**

Certificate: **TECH - Technological University**

20 ECTS Credits

Teaching Hours: **500 hours.**

Website: www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-problem-solving-during-breastfeeding-nursing

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 18

05

Methodology

p. 22

06

Certificate

p. 30

01

Introduction

During the months of Breastfeeding, complications of different kinds may arise that affect its maintenance or the health of the mother and baby; from situations derived directly from Breastfeeding, to more complex situations or previous or supervening pathologies. Nursing professionals will find in this Postgraduate Diploma, a complete formative journey through the most interesting updates and advances in the international panorama.





“

The best training response to the needs of nursing professionals in Breastfeeding, with an intensive approach, focused on addressing the problems that may arise”

Breastfeeding provides significantly better protection than artificial feeding against diarrheal diseases and respiratory infections in children, the main causes of mortality in low-income populations. In 1993, WHO estimated that 1.5 million infant deaths could be prevented each year through effective breastfeeding. In addition, formula milk is not only expensive, but can be a risk factor for malnutrition, as some mothers may be tempted to dilute it or switch prematurely to other forms of feeding. On the other hand, in some high-income countries many mothers stop breastfeeding earlier than they wish; although about 80% of mothers decide to breastfeed when they give birth, only 36% continue six months after delivery. Many mothers stop breastfeeding because they have a mistaken perception that their milk does not nourish their newborn, they lose confidence in themselves and that they are producing enough milk for their child to be properly nourished.

In the last three decades, the low incidence and duration of breastfeeding have been recognized as a public health problem.

The European Action Plan for the protection, promotion and support of breastfeeding recognizes breastfeeding as a public health priority. Society suffers from the detriments of non-breastfeeding, since artificial breastfeeding means an increase in health care costs due to the greater disease associated with non-breastfeeding; the mother has a greater risk of postpartum hemorrhage, spinal and hip fracture after menopause, rheumatoid arthritis, uterine, breast and ovarian cancer, hypertension, anxiety and depression. The increased disease of non-breastfed infants and their mothers leads to an increase in absenteeism from work, and companies are also suffering from these effects. Breastfed children cause less expenses to their families, to society in medicines and use of health services and cause fewer losses due to absenteeism from work, and we must not forget that it saves natural resources, does not pollute the environment and does not need to spend on manufacturing, packaging or transportation.

This **Postgraduate Diploma in Problem Solving During Breastfeeding for Nursing** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ♦ The development of case studies presented by experts in Breastfeeding Care and Breastfeeding Women's Health.
- ♦ 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.
- ♦ New developments in Breastfeeding Care and Breastfeeding Women's Health.
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning.
- ♦ Emphasis on innovative methodologies in Breastfeeding Care and Breastfeeding Women's Health.
- ♦ 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.



The knowledge of a breastfeeding expert, with the ability to deal with complex situations safely and efficiently"

“ *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 Problem Solving During Breastfeeding for Nursing, you will obtain a certificate from TECH - Technological University*”

It includes in its teaching staff expert professionals who bring to this training the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

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

The program design is based on Problem-Based Learning, through which teachers must try to solve the different professional practice situations that arise throughout the course. To do so, the student will be assisted by an innovative interactive video system developed by recognized experts in the field of Problem Solving in Breastfeeding for Nurses, with extensive teaching experience.

With a multimedia learning system in which you will learn in an interesting, stimulating and simple way. A direct combination to success.

Take a step towards excellence and seize the moment to grow in your profession.



02

Objectives

The main objective of the program is the development of theoretical and practical learning, so that the professional can master in a practical and rigorous way all aspects of the care of women and babies during breastfeeding.





“

An essential training for nurses that will give you the tools you need to develop your work in breastfeeding with full competence”



General Objectives

- Update knowledge in Breastfeeding.
- Promote work strategies based on a comprehensive approach to care for breastfeeding-conscious mothers as a reference model for achieving excellence in care.
- Encourage the acquisition of technical skills and abilities, through a powerful audio-visual system, and the possibility of development through online simulation workshops and/or specific training.





Specific Module Objectives

- ◆ Describe the main contraindications of Breastfeeding.
- ◆ Describe the rights of women during Breastfeeding.
- ◆ Define strategies for counseling and accompanying women who do not wish to breastfeed.
- ◆ Explain erroneous beliefs about breastfeeding.
- ◆ Describe paternal involvement in the breastfeeding process.
- ◆ Promote active participation in the care of the NB and in the monitoring of its growth and development.
- ◆ Train mothers in the care of the newborn and in the resolution of common infant health problems.
- ◆ Define those maternal pathologies that may contraindicate breastfeeding.

03

Course Management

The program includes in its teaching staff reference specialists in Problem Solving During Breastfeeding for Nursing, who pour into this training the experience of their work. In addition, other specialists of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary manner.



“

The teachers of this course, experts in breastfeeding from nursing and other related areas, will put their experience at the service of the course and your professional growth”

Management



Dr. Rodríguez Díaz, Luciano

- ♦ PhD from the University of Granada
- ♦ Obstetric-Gynecological Nursing Specialist (Midwife)
- ♦ University Hospital of Ceuta from 2006 to present day
- ♦ Professor of the Ceuta Midwifery Teaching Unit.
- ♦ SEEUE Obstetric-Gynecologic emergencies group member.
- ♦ Responsible for Perinatal Health: Reproductive Sexual Health and Normal Childbirth of Ingesa.
- ♦ Reviewer of the journal *Enfermería Clínica*. Elsevier.
- ♦ Full member of the Institute of Ceuta Studies.



Dr. Vázquez Lara, Juana María

- ♦ PhD from the University of Granada
- ♦ Obstetric-Gynecological Nursing Specialist (Midwife).
- ♦ Health Area of Ceuta from 2000 to present day.
- ♦ Head of Studies and Professor of the Ceuta Midwifery Teaching Unit.
- ♦ Coordinator of SEEUE obstetric-gynecologic emergencies group.
- ♦ Reviewer of the journal *Enfermería Clínica*. Elsevier.

Guest Director

**Aguilar Ortega, Juana María**

- ♦ Specialist Nursing Qualification in Pediatric Nursing from the Ministry of Culture, Education and Sports - 2016
- ♦ Professional Master's Degree in Gender and Public Health, Rey Juan Carlos University - 2015
- ♦ Graduate in Nursing from Complutense University of Madrid - Spain
- ♦ Breastfeeding Nurse Coordinator at Hospital 12 de Octubre 2008 - currently
- ♦ Clinical practice tutor of Family and Community EIR Madrid. Since 2011 - currently
- ♦ Breastfeeding Nurse Coordinator at Hospital 12 de Octubre 2008

Coordination

Alcolea Flores, Silvia

- ♦ Midwife Ceuta University Hospital

Fernández, Francisco Javier

- ♦ Midwife Hospiten Hospital Estepona

Gilart Cantizano, Patricia

- ♦ Midwife Quirón Campo de Gibraltar Hospital

Gómez Losada, Patricia

- ♦ Midwife Quirón Campo de Gibraltar Hospital

Mérida Tellez, Beatriz

- ♦ Midwife Granada Hospital

Mohamed Mohamed, Dina

- ♦ Midwife Ceuta University Hospital

Palomo Gómez, Rocío

- ♦ Midwife Ceuta University Hospital

Rodríguez Díaz, David

- ♦ Nurse at La Candelaria Hospital in Tenerife

Vázquez Lara, Francisco

- ♦ Degree in Biology

Vázquez Lara, M^a Dolores

- ♦ Campo de Gibraltar Health Area Nurse

Professors

Armijo Navarro, Elena

- ♦ Midwife San Sebastián Hospital

Carrasco Guerrero, Manuel

- ♦ Midwife Ceuta University Hospital

De Dios Pérez, María Isabel

- ♦ Midwife. Ceuta University Hospital

De la Cabeza Molina Castillo, María

- ♦ Midwife Ceuta University Hospital

Del Pozo Álvarez, Lidia

- ♦ Midwife Ceuta University Hospital

Díaz Lozano, Paula

- ♦ Midwife Ceuta University Hospital

Gómez González, Irene

- ♦ Midwife Ceuta University Hospital

Gerbeau, Bettina

- ♦ Pediatric Assistant
- ♦ Trainings in child psychomotor skills and infant massage.
- ♦ "Breastfeeding, preparation for the consulting profession" course of 200 hours + 50 hours of practice in maternity and pediatric practice in Paris, 2006-2007
- ♦ Active member of the Breastfeeding Committee of the Hospital 12 de Octubre in Madrid
- ♦ Founder of the CALMA breastfeeding association in 1988 in Barcelona



Hachero Rodríguez, Carmen María

- ♦ Midwife Zaragoza Hospital

Martín Ansede, Esperanza

- ♦ Pediatric nurse. Ceuta University Hospital

Martínez Picón, Claudia

- ♦ Midwife Ceuta University Hospital

Martínez Hidalgo, Maria Victoria

- ♦ Specialist in Pediatric Nursing
- ♦ Master's Degree in Research Methodology in Health Care. Complutense University, Madrid. 2013.
- ♦ Master's Degree in Quality Management ISO 9001:2008 and Internal Auditor. European Quality Formation. 2012
- ♦ Supervisor of Hemato-Oncology Units and Pediatric Day Hospital. Jiménez Díaz foundation 12 de Octubre. Since July 2012
- ♦ Neonatology Unit Nurse Assistant at the 12 de Octubre Hospital
- ♦ Neonatology Unit Nurse Responsible for Formation of the at the 12 de Octubre Hospital

Miquelajáuregui Espinosa, Araceli

- ♦ Midwife Ceuta University Hospital

Mohamed Mohamed, Dina

- ♦ Midwife. Ceuta University Hospital

Ortega del Valle, Silvia

- ♦ Midwife Ceuta University Hospital

Revidiego Pérez, María Dolores

- ♦ Midwife Quirón Campo de Gibraltar Hospital

Rojas Carmona, Belén

- ♦ Midwife Ceuta University Hospital

Santos Bermúdez de Castro, Mónica

- ♦ Pediatric nurse specialist via EIR (2018-2020).
- ♦ University Expert in Nursing in Out-of-Hospital Emergencies CEU Cardenal Herrera University (2015-2016)
- ♦ Nursing Degree San Pablo CEU University (2010-2014)
- ♦ Breastfeeding Nurse Coordinator at 12 de Octubre Hospital 2021
- ♦ Breastfeeding Nurse Coordinator at 12 de Octubre Hospital 2018 - 2020
- ♦ Neonatal and Pediatric ICU Nurse HM Puerta del Sur Hospital, Móstoles 2015 - 2017

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers, universities and companies in the national territory, aware of the relevance of current training in order to intervene in the training and support of students, and committed to quality teaching through new educational technologies.





“

A complete syllabus that will lead you to learn the different aspects of intervention in the different problems that may arise during Breastfeeding”

Module 1. Problems During Breastfeeding

- 1.1. Contraindications for Breastfeeding
 - 1.1.1. Situations that Contraindicate Breastfeeding
 - 1.1.2. Consulting
- 1.2. Maternal Pathologies that Contraindicate Breastfeeding
 - 1.2.1. List Maternal Pathologies that Contraindicate Breastfeeding
 - 1.2.2. Counseling on Contraindications to Breastfeeding
- 1.3. Newborn Pathologies that Contraindicate Breastfeeding
 - 1.3.1. List Neonatal Pathologies that Contraindicate Breastfeeding
 - 1.3.2. Counseling on Contraindications to Breastfeeding
- 1.4. Nipple Problems
 - 1.4.1. Different Types of Nipple
 - 1.4.2. Support to the Mother
- 1.5. Mammary Ingurgitation
 - 1.5.1. Concept
 - 1.5.2. Adequate Treatment.
- 1.6. Mastitis
 - 1.6.1. Concept
 - 1.6.2. Adequate Treatment.
- 1.7. Aids and Devices to Assist in Breastfeeding
 - 1.7.1. Different Breastfeeding Devices
 - 1.7.2. How to Support Breastfeeding

Module 2. Other Types of Breastfeeding

- 2.1. Artificial Breastfeeding.
 - 2.1.1. Concept
 - 2.1.2. Technique Development
- 2.2. Formula Milk: Handling and Disadvantages
 - 2.2.1. Preparing the Formula Milk
 - 2.2.2. Benefits and Disadvantages

- 2.3. Preparation of a Bottle
 - 2.3.1. Technique for Preparing a Bottle
 - 2.3.2. Sterilizing Bottles
- 2.4. Mixed Breastfeeding
 - 2.4.1. Concept
 - 2.4.2. How to Carry It Out.
- 2.5. Relactation
 - 2.5.1. Concept
 - 2.5.2. Indications
- 2.6. Combining Breastfeeding with Feeding
 - 2.6.1. Complementary Feeding
 - 2.6.2. Nutritional Needs

Module 3. Breastfeeding in Special Situations

- 3.1. Hypogalactia
 - 3.1.1. Concept
 - 3.1.2. Measures to Treat Them
- 3.2. Sick Newborns
 - 3.2.1. Different Pathologies
 - 3.2.2. Breastfeeding in Children with Pathologies
- 3.3. Prematurity
 - 3.3.1. Definition of Prematurity
 - 3.3.2. Breastfeeding in Premature Infants
- 3.4. Teenage Mothers
 - 3.4.1. Breastfeeding in Teenage Mothers
 - 3.4.2. Problems in Teenage Mothers
- 3.5. Breastfeeding and the LAM Method
 - 3.5.1. Concept
 - 3.5.2. LAM Method Benefits
- 3.6. Cleft Lip and Lip Malformations
 - 3.6.1. Concept
 - 3.6.2. Support for Newborns and Breastfeeding Mothers



- 3.7. Breastfeeding and New Pregnancy
 - 3.7.1. Breastfeeding at TANDEM
 - 3.7.2. Consulting
- 3.8. Breastfeeding and Stress
 - 3.8.1. Stress as a Detriment to Breastfeeding
 - 3.8.2. Measures to Cope with Stress

Module 4. Common Situations During Breastfeeding

- 4.1. Crying and Rejection of the Breast
 - 4.1.1. Concept
 - 4.1.2. Immediate Attention
- 4.2. Breastfeeding Strike
 - 4.2.1. Concept
 - 4.2.2. Strike Counseling
- 4.3. Prolonged and Tandem Breastfeeding
 - 4.3.1. Concept
 - 4.3.2. Benefits.
- 4.4. Co-Sleeping
 - 4.4.1. Concept
 - 4.4.2. Benefits of Co-Sleeping
- 4.5. Working Outside the Home and Breastfeeding
 - 4.5.1. Incorporation to Work
 - 4.5.2. Support in this Situation
- 4.6. Milk Extraction: Methods and Tools
 - 4.6.1. Parts of the Breast Pump
 - 4.6.2. Use of the Breast Pump
- 4.7. Transport and Preservation of Breast Milk
 - 4.7.1. Mechanisms of Milk Storage
 - 4.7.2. Milk Transportation

05

Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: *Re-learning*.

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



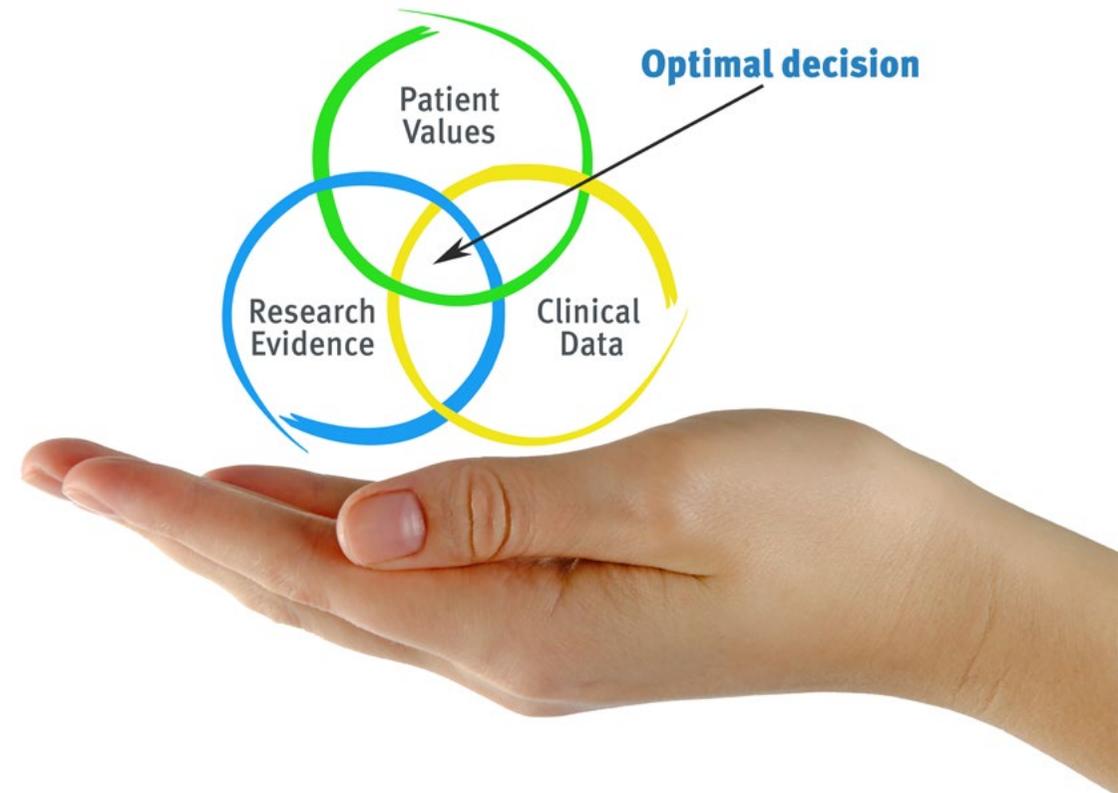
“

Discover Re-learning, 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 clinical situation, what would you do? Throughout the program you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, 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 university program.



Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

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 a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing 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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success, in all specialties regardless of practical workload. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Re-learning will allow you to learn with less effort and better performance, involving you more in your training, 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 (we learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

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



In this program you will have access to the best educational material, prepared with you 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.

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.



Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current nursing procedures and techniques. 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

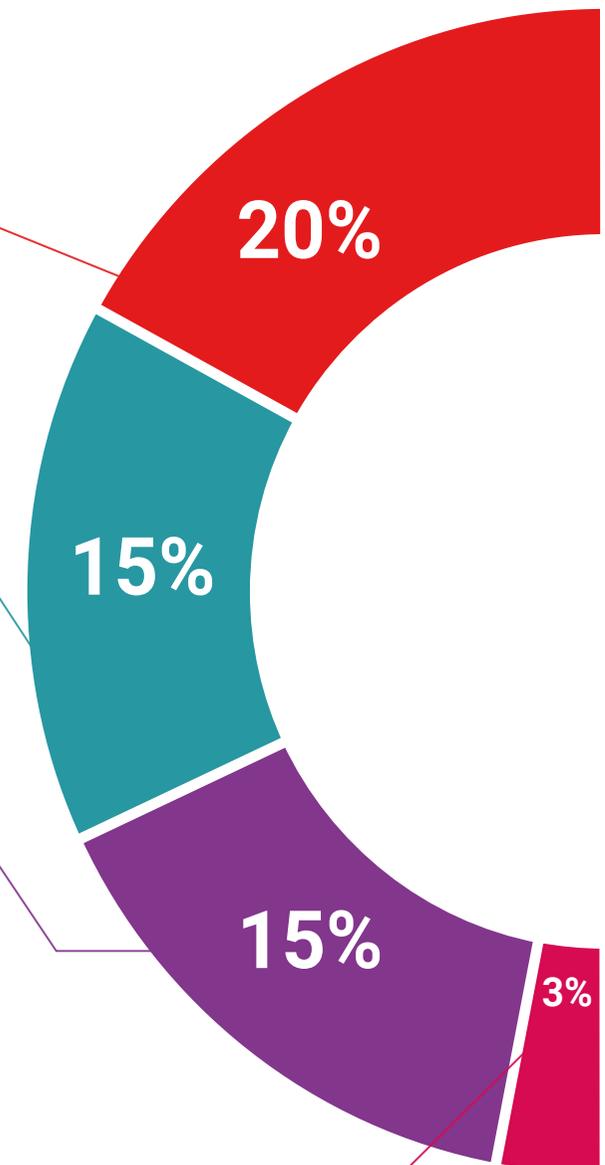
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Effective learning ought to be contextual. Therefore, we will present you with real case developments in which the expert will guide you through focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Re-Testing

We periodically evaluate and re-evaluate your knowledge throughout the program, through assessment and self-assessment activities and exercises: so that you can see how you are achieving your 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 our difficult future decisions.



Quick Action Guides

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.



06

Certificate

The **Postgraduate Diploma in Problem Solving During Breastfeeding for Nursing** guarantees you in addition to the most rigorous and up-to-date specialization, access to a certificate issued by **TECH Technological - University**.



“

Successfully complete this training and receive your certificate without travel or laborious paperwork”

This **Postgraduate Diploma in Problem Solving During Breastfeeding for Nursing** contains the most complete and up-to-date scientific program on the market.

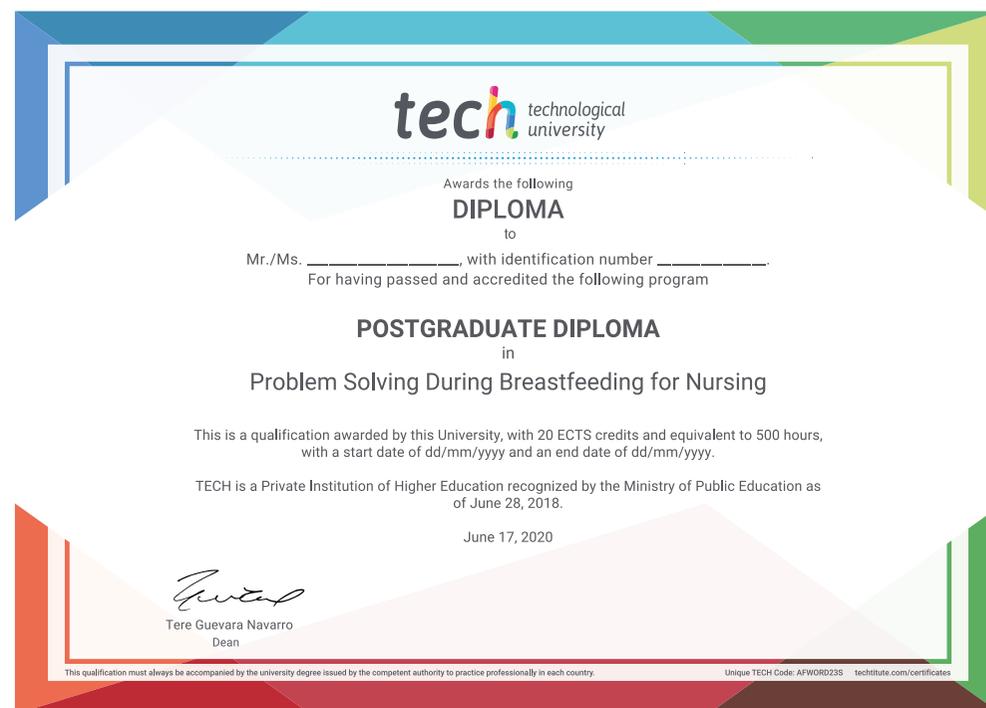
After the student has passed the evaluations, they will receive their corresponding **certificate** issued by **TECH - Technological University via tracked delivery**.

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

Title: **Postgraduate Diploma in Problem Solving During Breastfeeding for Nursing**

ECTS: **20**

Official Number of Hours: **500**



*Apostille Convention. In the event that the student wishes to have their paper diploma Apostilled, TECH EDUCATION will make the necessary arrangements to obtain it at an additional cost of €140 plus shipping costs of the Apostilled diploma.

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



Postgraduate Diploma

Problem Solving
During Breastfeeding
for Nursing

Course Modality: Online

Duration: 6 months.

Certificate: TECH - Technological University

20 ECTS Credits

Teaching Hours: 500 hours.

Postgraduate Diploma

Problem Solving During Breastfeeding for Nursing

