

Postgraduate Diploma

Clinical Assessment in Psycho-Oncology



Postgraduate Diploma Clinical Assessment in Psycho-Oncology

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

Website: www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-clinical-assessment-psycho-oncology

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01

Introduction

Communication is essential to help cancer patients cope with the disease in the best way possible. This is why medical personnel must have certain skills to clearly express their ideas and assess the needs of the affected person when providing quality care. With this program the student will be instructed to carry out the evaluation of the patient's life, using instruments specific to psycho-oncology. This will help determine the emotional state of your patients when they fail to communicate how they feel.





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Learn how to apply different questionnaires to assess the physical symptoms of cancer”

The interview is considered the most effective method of intervention in psychology because, under the right conditions, it provides a safe space for people to express their discomfort and concerns. In medicine, this tactic has been adapted to allow professionals to learn about a patient's history. This is why communication is very important when working in an oncology department.

With the Postgraduate Diploma in Clinical Assessment in Psycho-Oncology, students will learn to master a series of skills that will allow them to express, in an assertive and empathetic manner, everything a patient needs to know about their disease and the care they should receive. In this sense, the elements of therapeutic communication as well as the attitudes and methods will be described in a didactic and practical way, making it effective and understandable.

On the other hand, the needs of those affected by cancer will be addressed by performing a physical and emotional assessment. For this reason, we will present the different questionnaires and methodologies that psycho-oncology has developed to identify the physical and psychological symptoms that generate discomfort in the patient. In this way, the student will be able to apply the protocol of each set of tests and make the relevant report.

Finally, the steps necessary to support psycho-oncologists in their research will be identified, as well as conducting their own work. Thus, they will be able to actively participate in the formulation of the question of interest, literature review, sample selection, data collection, identification of variables, etc. In short, this degree will become an excellent opportunity for medical personnel to train and improve their treatment of the patients under their care.

This **Postgraduate Diploma in Clinical Assessment in Psycho-Oncology** contains the most complete and up to date educational program on the market. The most important features are:

- ♦ Practical cases presented by experts in Psycho-Oncology
- ♦ 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
- ♦ Practical exercises where self assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies
- ♦ 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



*Formulate hypotheses
and actively participate in
research in psycho-oncology”*

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Gain experience and practice in applying a spiritual resources assessment scale to determine the patient's satisfaction with life"

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

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

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

Many patients communicate with their body that which they can't put into words. Identify these discrete signals thanks to this Postgraduate Diploma.

Provide a safe environment for your patient to discuss any concerns.



02 Objectives

This program is designed to help students take a detailed clinical history of their oncology patients, including the emotional, social and spiritual impact of the diagnosis. For this purpose, they will have a series of tests and questionnaires that will help them determine the physical, emotional and socio-familial impact of the affected person, such as the Hospital Anxiety and Depression Scale (HAD) or the *Edmonton Symptom Assessment System* (ESAS).





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Rapidly intervene in those negative feelings of your patients that put cancer treatment at risk”



General Objectives

- ♦ Gain in depth knowledge of the area of study and development of the profession
- ♦ Know the application of psychology in the nursing care for cancer
- ♦ Define the functions of a psycho-oncology unit and the role of the psycho-oncologist in the health care setting
- ♦ Gain in depth knowledge of the different therapeutic options in the psychological treatment of cancer
- ♦ Contribute to the control of anemic disorders by means of appropriate psychological strategies
- ♦ Know how to assess and intervene in adaptive and maladaptive emotions and behaviors
- ♦ Understand the influence of the psychological aspects of each type of tumor and to contribute to their control by means of psychological strategies
- ♦ Know how to assess and intervene in adaptive and maladaptive emotions and behaviors of the different oncologic processes
- ♦ Know how to differentiate between adaptive and maladaptive emotions and behaviors at the end of life
- ♦ Explore and apply strategies for emotional self regulation
- ♦ Know, evaluate, diagnose and intervene in the most prevalent psychological problems in palliative care
- ♦ Explore personal, social and cultural beliefs and values of the family in relation to illness and death
- ♦ Prepare for the loss
- ♦ Detect psychological reactions in the different phases of grief
- ♦ Provide appropriate individual and family bereavement support
- ♦ Prevention and early identification of pathological grief
- ♦ Gain in depth knowledge of the basics and acquire basic communication skills
- ♦ Understand in depth the theoretical bases of the professional-patient relationship
- ♦ Be able to deliver bad news and answer difficult questions
- ♦ Elaborate an initial assessment (detailed clinical history) and analysis of the social and spiritual emotional impact on the patient and their family
- ♦ Know how to apply the instruments for the assessment of the patient and the family, useful and appropriate for each symptom and stage of the disease
- ♦ Know in depth the conceptual bases, the methodology, the systematics and the procedures related to research in psycho-oncology
- ♦ Search and select information: electronic databases, websites, libraries, magazines, texts, etc.
- ♦ Apply bioethical principles to daily clinical practice with special emphasis on the most complex and specific situations
- ♦ Deepen understanding in the conceptual and practical bases of ethics applied to the oncological process
- ♦ Analyze in a scientific, rigorous and systematic way, ethical problems from an interdisciplinary perspective
- ♦ Deepen understanding of the methodology of bioethics, rational and interdisciplinary, and know how to apply it to concrete or general situations



Specific Objectives

Module 1. Communication with the Oncologic Patient

- ♦ Work with a Patient Centered Psychology
- ♦ Appropriately handle difficult situations and dealing with bad news
- ♦ Prevent and detect communication problems (e.g., pact of silence) and enhance family members' resources and strategies
- ♦ Manage the most complex communication difficulties
- ♦ Reflect critically on one's own attitudes and communication skills, identifying elements for continuous improvement during the care process

Module 2. Evaluation and Measurement Instruments

- ♦ Evaluate the complex psychological problems
- ♦ Apply assessment procedures and instruments for specific symptoms
- ♦ Acquire the training and practice to conduct quality of life assessment; plan the assessment and use specific instruments, conduct functional analysis, case formulation and writing reports
- ♦ Assess family threats, needs and resources, and know how to apply family assessment tools
- ♦ Manage comprehensive assessment tools in palliative and end of life care

Module 3. Research in Cancer

- ♦ Design, develop and implement a research project
- ♦ Formulate scientific research hypotheses
- ♦ Analyze results and draw conclusions
- ♦ Train in scientific communication of research results
- ♦ Establish the ethical limitations of a research project
- ♦ Have the ability to apply empirical evidence in patient care
- ♦ Gain knowledge of good clinical practice guidelines and ethics committee standards



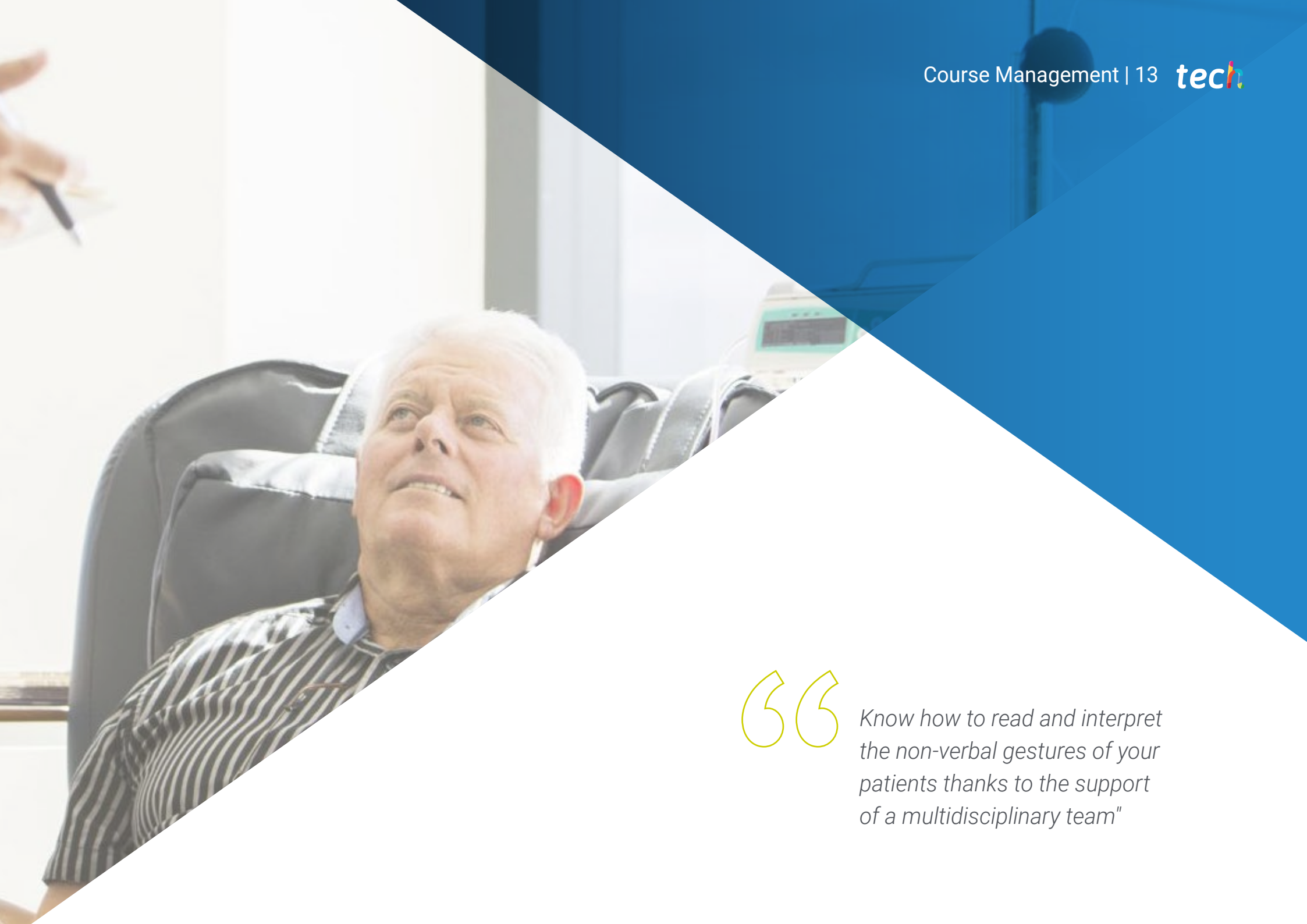
Avoid the 'pact of silence' to guarantee the rights of the patient to know their health status"

03

Course Management

The teaching staff that makes up this Postgraduate Diploma in Clinical Assessment in Psycho-Oncology has extensive experience in psycho-oncology, psychology and medicine, forming a multidisciplinary team capable of addressing all the doubts and concerns of the students. In addition, this alignment will allow for different perspectives of the discipline, resulting in a unique and enriching experience for the student. That is why you will have first hand knowledge of the different questionnaires applied in the industry to assess the emotional condition of a person throughout the disease process.





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Know how to read and interpret the non-verbal gestures of your patients thanks to the support of a multidisciplinary team"

Management



Mr. Garrido Jiménez, Sergio

- Provincial Coordinator of the Section of Psycho-Oncology and Palliative Care of (Ilustre Colegio Oficial de Psicólogos de Andalucía Oriental - COPAO) in Jaén
- General Health Psychologist for the Junta de Andalucía. NICA Business School 43384
- Expert Psychologist in Psycho-oncology and Psychology in Palliative Care (General Council of Psychology of Spain - CGCOP)
- Member of the Management Headquarters of the Association of Psychological Health Centers (ACESAP) of the UJA.
- Member of the Ethics Committee for Research with Medicines of the Province of Jaén (CEIM) and of the Research Ethics Committee of Jaén (CEI)
- Member of the Spanish Society of Psycho-Oncology (SEPO)
- Degree in Psychology. University of Jaen (UJA)
- Master's Degree in Psycho-Oncology Complutense University of Madrid (UCM)

Professors

Dr. Montes Berges, Beatriz

- ♦ Psychologist and Criminologist
- ♦ PhD in Psychology
- ♦ Professor of Social Psychology
- ♦ Gestalt Therapist
- ♦ Member of the Section of Psycho-Oncology and Palliative Care of the Western Andalusia Official College of Psychology
- ♦ Professor of Psychology in the Nursing Degree

Ms. Pino Estrada, Marta

- ♦ Psycho-Oncologist at Spanish Association Against Cancer Madrid
- ♦ Clinical Psychologist of Integral Rehabilitation at Bartolomé Puerta
- ♦ Degree in Psychology from the University of Jaen
- ♦ Master's Degree in Psycho-Oncology from the Complutense University of Madrid
- ♦ Specialist in Childhood Psychology and Neuropsychology at Euroinnova Business School

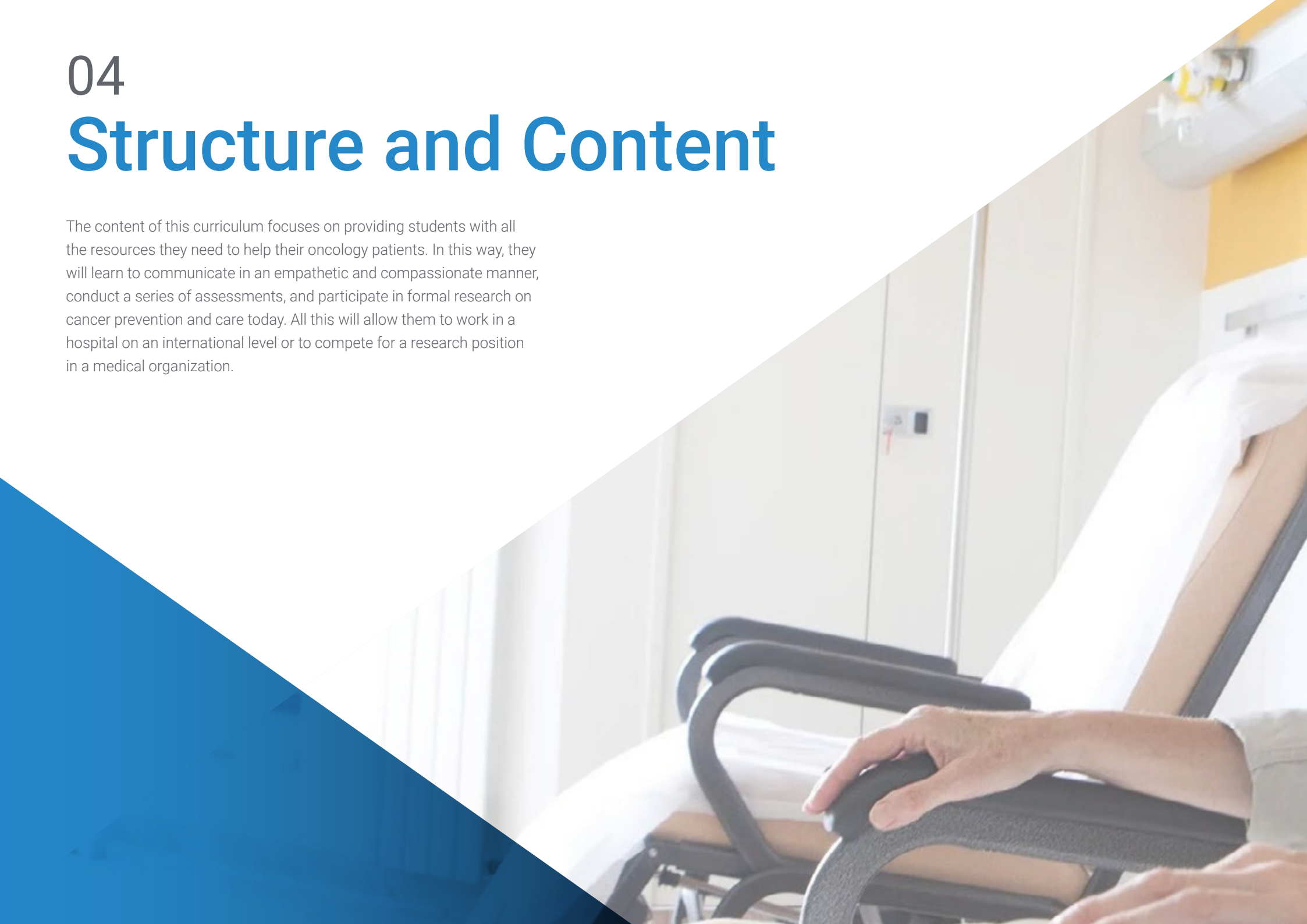
Dr. Aranda López, María

- ♦ Assistant PhD Professor in the area of Social Psychology at the University of Jaén.
- ♦ Member of the Psychology Cabinet of the University of Jaen
- ♦ Member of the group PAIDI "HUM651: Psychosocial Analysis of Behavior in the Face of a New Reality" and "HUM836: Psychological Assessment and Intervention"
- ♦ PhD in Psychology
- ♦ Expert psychologist in Emergencies and Disasters
- ♦ Collaborator in various volunteer programs, health programs, programs for people at risk of social exclusion or vulnerable and employment orientation programs

04

Structure and Content

The content of this curriculum focuses on providing students with all the resources they need to help their oncology patients. In this way, they will learn to communicate in an empathetic and compassionate manner, conduct a series of assessments, and participate in formal research on cancer prevention and care today. All this will allow them to work in a hospital on an international level or to compete for a research position in a medical organization.





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Help patients make good decisions about their treatment, taking into account your expert opinion”

Module 1. Communication with the Oncologic Patient

- 1.1. Illness, Communication and the Helping Relationship
 - 1.1.1. Doctor-Patient Communication as a Possible Factor of Improvement and Iatrogenesis. Pain and Suffering Prevention
 - 1.1.2. Communication Barriers
- 1.2. How to Give Bad News About Cancer
 - 1.2.1. Answers to Difficult Questions
 - 1.2.2. Communication in Complicated Situations
- 1.3. *Counselling* Techniques in Clinical Practice
 - 1.3.1. *Counselling* Attitudes
 - 1.3.2. Assertive Communication
 - 1.3.3. Emotional Control
 - 1.3.4. Problem Solving and Responsible Decision-Making
- 1.4. Relationship Models and Therapeutic Influence
 - 1.4.1. Paternal Model
 - 1.4.2. Informative Model
 - 1.4.3. Interpretive Model
 - 1.4.4. Deliberative Model
- 1.5. Tools for Emotional Support in Cancer
 - 1.5.1. How to Speak With a Cancer Patient. Guide for Friends and Family
 - 1.5.2. Levels of Emotional Interaction
- 1.6. Non-Verbal Communication in the Support Relationship
- 1.7. Communication in Palliative and End of Life Care
 - 1.7.1. Learning to Talk About Death
- 1.8. Talking About Cancer With Children
- 1.9. Communication in People With Communication Deficits
- 1.10. Treatment of Cancer in the Media
 - 1.10.1. Cancer on Social Networks



Module 2. Evaluation and Measurement Instruments

- 2.1. The Psycho-Oncology Clinical Interview
- 2.2. Evaluation of the Needs of the Cancer Patient
 - 2.2.1. *Needs Evaluation Questionnaire*, (NEQ)
 - 2.2.2. *Patient Needs Assessment Tool*, (PNAT)
 - 2.2.3. *The Short Form Cancer Needs Questionnaire*, (CNQ)
- 2.3. Evaluation of the Quality of Life of the Cancer Patient
 - 2.3.1. EORTC Questionnaire (*European Organization for Research and Therapy of Cancer*)
 - 2.3.2. FACT Questionnaire (*Functional Assessment of Cancer Therapy*)
 - 2.3.3. SF 36 Health Questionnaire
- 2.4. Main Evaluation Questions for Physical Symptoms of Cancer
 - 2.4.1. Edmonton Symptom Assessment System (ESAS)
 - 2.4.2. Questions for Pain Assessment
 - 2.4.3. Questions for Fatigue and Quality of Sleep Evaluation
 - 2.4.4. *Cognitive Screening* and Functional State Questionnaires
 - 2.4.5. Questionnaires for the Evaluation of Sexuality
- 2.5. Detection of Distress and Assessment of Suffering
 - 2.5.1. Emotional Distress Screening Questionnaire
 - 2.5.2. Emotional Distress Thermometer
 - 2.5.3. Hospital Anxiety and Depression Scale (HAD)
 - 2.5.4. Subjective Perception of the Passing of Time
 - 2.5.4.1. Waiting Times in Oncology
- 2.6. Socio-Familial Assessment and Valuation
 - 2.6.1. Perception of the Family Function. APGAR Family Questionnaire
 - 2.6.2. *Family Relationship Index* (FRI)
 - 2.6.3. *Self Report Family Inventory* (SFI)
- 2.7. Coping Assessment Questionnaires for Cancer Patients
 - 2.7.1. *Mental Adjustment to Cancer* (MAC)
 - 2.7.2. Questionnaire to Measure Coping Styles. *Miller Behavioral Style Scale* (MBSS)
 - 2.7.3. COPE Questionnaire

- 2.8. Assessment Tools for Spiritual Needs
 - 2.8.1. Spiritual Needs and Well-Being Assessment Scale from GES (Spiritual Group). Part of SEPCAL (Spanish Society for Palliative Care)
 - 2.8.2. *Functional Assessment of Chronic Illness Therapy Spiritual Well Being*
 - 2.8.3. *The Patient Dignity Inventory*
- 2.9. Self Report and Observation
 - 2.9.1. Clinical Case Formulation
- 2.10. Psychological Assessment of Children in Palliative Care

Module 3. Research in Cancer

- 3.1. World Declaration for Cancer Research
- 3.2. Methodology of Cancer Research
 - 3.2.1. Cancer Prevention Area
 - 3.2.2. Cancer Treatment Area
- 3.3. Common Errors in Psych-Oncology Research
- 3.4. Steps to Follow to Carry Out Psycho-Oncology Research
- 3.5. Epidemiological Research Into Cancer
- 3.6. Biomedical Research
 - 3.6.1. Participation in Clinical Trials in Cancer
 - 3.6.2. Doubts, Risks and Benefits
 - 3.6.3. Distribution of Clinical Trials Per Type of Cancer
- 3.7. Main Advances in Research
 - 3.7.1. Priority Areas of Research in Psycho-Oncology
 - 3.7.2. Priority Areas of Research in Palliative Care
 - 3.7.3. New Lines of Research
- 3.8. Impact of the COVID-19 Pandemic in People Affected by Cancer
- 3.9. Lines of Research from Social Work
- 3.10. Publications on Psycho-Oncology and Palliative Care in Scientific Journals
 - 3.10.1. Writing of Scientific Articles

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 we use the Case Method

What should a professional do in a given situation? 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. Specialists learn better, faster, and more sustainably over time.

With TECH you will experience a way of learning 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, trying to recreate the real conditions in the physician's professional practice.

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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. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate 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.



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 the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

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.



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, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. 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 highly 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.



Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and 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 the videos as many times as you like.



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 on the usefulness of learning by observing experts. The system known as 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 Clinical Assessment in Psycho-Oncology guarantees, in addition to the most rigorous and up to date training, access to a Postgraduate Diploma issued by TECH Technological University.



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

This **Postgraduate Diploma in Clinical Assessment in Psycho-Oncology** contains the most complete and up to date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **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 in Clinical Assessment in Psycho-Oncology

Official N° of hours: 450 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.

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



Postgraduate Diploma
Clinical Assessment
in Psycho-Oncology

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

Postgraduate Diploma Clinical Assessment in Psycho-Oncology

