

Hybrid Master's Degree Psycho-Oncology





Hybrid Master's Degree

Psycho-Oncology

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

60 + 5 créditos ECTS

Website: www.techitute.com/us/medicine/hybrid-master-degree/hybrid-master-degree-psycho-oncology

Index

01

Introduction

p. 4

02

Why Study this Hybrid Master's Degree?

p. 8

03

Objectives

p. 12

04

Skills

p. 18

05

Course Management

p. 22

06

Educational Plan

p. 26

07

Clinical Internship

p. 34

08

Where Can I Do the Clinical Internship?

p. 40

09

Methodology

p. 44

10

Certificate

p. 52

01

Introduction

Psycho-Oncology has become an interdisciplinary and cutting-edge health specialty where therapeutic advances and improvements in care protocols are continually produced. Keep up-to-date on all these aspects is not easy for doctors. For this reason, TECH has compiled in this degree the most innovative content in this regard in a pioneering academic modality in its typology. Moreover, the specialist will have the opportunity to study online and interactively all the theoretical content included in the first phase of studies. Next, in a separate educational period, you will carry out a first-level internship in prestigious health institutions in which, for 3 weeks, you will acquire experiences alongside the best experts.





“

Don't miss the opportunity to become in a talented and up-to-date Psycho-Oncology based on the new criteria of this Hybrid Master's Degree"

Medical specialties, including Psycho-Oncology, have experienced continuous evolution in recent years. Specifically, this health branch has innovated in the development of novel care protocols such as the development of therapies collective, cognitive and behavioral help methodologies, among many other strategies. This scientific dynamism has made this medical specialty one of the most innovative in recent times.

For this reason, TECH has developed a program that combines, with excellence, the theoretical subjects and practical skills essential for this academic sector. This learning model consists of two fundamental phases. The first of them addresses, in an interactive and 100% online study platform, the most innovative content in this area. To study all these aspects, the specialist will have innovative educational methods such as *Relearning* and will rely on materials of great educational value such as videos, infographics and interactive summaries. For 1,500 hours, you will not have to worry about pre-established evaluative schedules or schedules.

Likewise, the degree has foreseen a face-to-face and intensive stay of 3 weeks duration, in a medical facility of international prestige. From that environment practical, the professional will know first-hand the work dynamics of a specialist in Psycho-Oncology, providing direct care to real patients, analyzing technical data on their evolution and debating innovative treatments with professionals with extensive experience. A magnificent opportunity to incorporate the most recent advances in this academic field into daily work practice, with both a theoretical and health care clinical perspective.

This **Hybrid Master's Degree in Psycho-Oncology** contains the most complete and updated scientific program on the market. Its most notable features are:

- Development of more than 100 clinical cases presented by professionals of Psycho-oncology, experts in the management of patients with aggravated states of tumor disease
- 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
- Comprehensive systematized action plans for the main pathologies in the operating room
- Presentation of practical workshops on procedures diagnosis, and treatment techniques
- Interactive learning system based on algorithms for decision making about the clinical situations raised
- Practical clinical guides on approaching different pathologies
- All 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
- In addition, you will be able to do a clinical internship in one of the best hospital centers



You will have access to multiple theoretical contents, updated according to international trends, throughout this innovative Hybrid Master's Degree"

“

Thanks to TECH, you will have 3 weeks of direct training in one of the best clinical centers, which will mean complete immersion in the reality of Psycho-Oncologic intervention"

In this Master's proposal, of a professional nature and blended modality, the program is aimed at updating Psycho-Oncology professionals, who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in a educational way to integrate theoretical knowledge in the medical practice, and the theoretical-practical elements will facilitate the updating of knowledge and allow decision-making in patient management.

Thanks to their multimedia content prepared with the latest educational technology, they will allow the medical professional to obtain situated and contextual learning, that is, a simulated environment that will provide immersion learning programmed to train in real situations. The design of this program focuses on the Problem-Based Learning, through which you must try to solve the different professional practice situations that arise throughout it. In order to do this, you will have the help of a new interactive video system made by renowned experts.

All the contents of this Hybrid Master's Degree will be accessible online, without time restrictions or continuous evaluations on an innovative study platform that TECH provides.

Enroll in this degree and catch up your skills in Psycho-Oncology through the most intensive practical and in-person stay on the educational market.



02

Why Study this Hybrid Master's Degree?

This Hybrid Master's Degree is of vital importance for all those specialists who wish to update their knowledge in Psycho-Oncology. Through this innovative program, designed by TECH, doctors will master the most prestigious health care trends of the present and their analysis from a theoretical point of view. Likewise, the degree integrates a practical and in-person stay, unique of its kind in the educational market, which facilitates the quick and flexible assimilation of the most modern work tools and resources in that professional field.



“

Through this Hybrid Master's Degree, you will delve into the current advantages, defended by great experts, of collective therapy for convalescents from advanced malignant tumors"

1. Updating from the latest technology available

Medical technologies are constantly evolving to combat more certain to cancer. In this way, the work tools of Psycho-Oncology have also advanced and thus, new protocols have been implemented. The specialist will have access to all of them throughout this very complete Hybrid Master's Degree.

2. Gaining In-Depth Knowledge from the Experience of Top Specialists

Throughout this program, professionals will have an excellent teaching team who will provide them with personalized guidance at all times. These professors have chosen the contents of the syllabus based on their daily practical experiences, with which the degree provides a deep analysis of the most common problems of daily work practice.

3. Entering First-Class Clinical Environments

In the second moment of this program, TECH has foreseen the needs of doctors in terms of handling the most complex tools and protocols in the Psycho-Oncology sector. For this reason, it has created an in-person practical stay where specialists will work alongside leading experts in that professional field and in international hospital facilities.





4. Combining the Best Theory with State-of-the-Art Practice

At an academic level, few study programs manage to unify the theoretical field with practical activity with greater excellence than TECH. Based on its Hybrid Master's Degree, doctors achieve a holistic mastery of the trends and techniques reflected in their educational content. Likewise, they have 3 weeks of in-person activity in a prestigious center to apply everything they have learned in health care interventions.

5. Expanding the Boundaries of Knowledge

This training aims to enable all specialists to expand their professional horizons from an international perspective. This is possible thanks to the breadth of contacts and collaborators available to TECH, the largest digital university in the world. In this way, health professionals will have the opportunity to interact with experts from different latitudes and become familiar with global standards.

“

*You will have full practical immersion
at the center of your choice"*

03 Objectives

Psycho-Oncology is an area of the medical field that is in high demand, but requires constant updating due to the continuous advances made in it. Based on this issue, TECH has designed this very complete program with the aim of making available to the graduate all the information they need to stay up to date on the most innovative and effective diagnostic, prevention and treatment strategies. At the same time, you will have the opportunity to analyze them from a practical and theoretical point of view thanks to the innovative educational modality implemented for the occasion.



“

Thanks to this program you will be able to master the new care procedures for the psychological support of children, husbands and other immediate family members of cancer patients”



General Objective

- The general objective of this Hybrid Master's Degree is to provide holistic management of the applications of Psychology in the care of cancer patients and delve into the new criteria of action for the medical figure in charge of these tasks. In this way, a better definition of the functions of the Psycho-Oncologist will be achieved in therapeutic units specialized in the treatment of tumors. In addition, the program examines the different therapeutic options in the treatment of the patient, their families and social environment



Thanks to this program, you will be able to master the new care procedures for the psychological support of children, spouses and other immediate family members of cancer patients"





Specific Objectives

Module 1. Characterization and Fields of Application of Psycho-Oncology

- ♦ Provide the necessary clinical knowledge of oncological disorders, epidemiology, etiology, risk factors, processes and diagnostic tests
- ♦ Train in the design and implementation of health promotion and cancer prevention and early detection programs
- ♦ Be able to argue about the area of study and the profession
- ♦ Identify the social needs of people with cancer and their families
- ♦ Analyze the influence of the perceived social support in cancer

Module 2. Psychological Treatments in Cancer and Third Generation Therapies

- ♦ Determine realistic treatment objectives together with the patient and/or their family
- ♦ Undergo training in the methods of intervention with cancer patients, especially empirically supported treatment techniques
- ♦ Identify those somatic symptoms and/or psychological alterations that are perceived by the patient as a threat
- ♦ Detect and enhance, as far as possible, the patient's own resources

Module 3. Most Relevant Psychological Aspects According to Different Tumor Locations

- ♦ Identify those somatic symptoms and/or psychological alterations that are perceived by the patient as a threat
- ♦ Compensate for, eliminate or attenuate such symptoms, symptom control
- ♦ Detect and enhance, as far as possible, the patient's own resources
- ♦ Facilitate adaptation to the disease during the biomedical treatment process (affecting anxiety, anguish, side effects of chemotherapy, phobias of radiotherapy devices, sexual dysfunctions and also hospital admissions)
- ♦ Encourage active coping styles
- ♦ Facilitate therapeutic adherence to medical treatment

Module 4. Protocols for Emotional Intervention at the End of Life

- ♦ Perform preventive care actions for the family according to the stages of the disease
- ♦ Address conflicts that may arise as a result of different socio-cultural beliefs and values between the team and the patient-family binomial
- ♦ Recognize and respond to spiritual distress and know how to refer the patient to the appropriate professional
- ♦ Develop appropriate assessments of the overall importance of the patient's spiritual beliefs and religious practices
- ♦ Manage the attitudes and responses of patients, caregivers and professionals derived from the professional-patient relationship
- ♦ Know how to intervene in particularly complex family situations
- ♦ Be able to work in cooperative groups and multi-professional teams

Module 5. 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 reporting
- ♦ 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 6. 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 7. Grief Management

- ♦ Prevent the onset of complicated grief prior to death as much as possible
- ♦ Continue to prevent the onset of complicated grief after the death, providing emotional support and the tools that help the person to say goodbye to their loved one
- ♦ Provide guidance in carrying out bereavement tasks
- ♦ Develop the capacity for empathy, listening and compassion that allows us to be in tune with the patient's pain, without over-involvement and, at the same time, create a sufficiently strong therapeutic bond in the face of difficulties that may arise in the process

Module 8. Other Psychological Interventions in Specific Cancer-Related Areas

- ♦ Perform in-depth management of the combined protocol for the smoking with drawal process and relapse prevention
- ♦ Perfect the skills and competencies necessary for the selection, training and supervision of volunteers
- ♦ Detect the psychological factors associated with participation in cancer screening and genetic counseling programs, as well as to encourage participation in them by increasing the perception of control
- ♦ Analyze the use and some of the advantages of group therapy compared to individual treatment
- ♦ Gain in-depth knowledge of psychological preparation programs for the different medical oncological treatments and their side effects
- ♦ Be able to identify and mitigate the sequelae that remain in cancer survivors

Module 9. 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

Module 10. Ethical Aspects in Psycho-Oncology and Psychology of Palliative Care

- ♦ Analyze ethical dilemmas in depth and from an interdisciplinary perspective
- ♦ Identify bioethical problems in the conduct of professionals, in health care activities or in biomedical research
- ♦ Argue decisions in the biomedical field with well-founded ethical value judgments
- ♦ Develop expressive and communicative skills on bioethical issues in order to be able to interact in an ethics committee environment



This TECH program, exhaustive, face-to-face and innovative, will add to your professional skills the most precise techniques for the development of therapies via the Internet"

04 Skills

Upon complete completion of this Hybrid Master's Degree, the specialist will be ready to practice the most modern protocols of Psycho-Oncology. All of this is possible thanks to the breadth of skills offered by this program, where the student will have access to the main practical and theoretical innovations of that specialty.



“

This program has been designed so that, upon completing the theoretical study of its contents, you can execute all of them in a practical way, in an in-person hospital stay and thus strengthen your mastery of them"



General Skills

- Perform assessment and diagnosis to start treatment in cancer patients
- Know the area of study and the profession for a better understanding of the disease
- Use information and communication technologies to keep abreast of new developments in the disease
- Improve skills in searching, processing and analyzing information from various sources
- Make decisions under stress



Through this program you will get up to date on how to implement quality psychological assistance for relatives of cancer patients at the end of life"





Specific Skills

- ♦ Develop students' empathic skills in dealing with terminally ill patients
- ♦ Identify the patient's strengths to motivate them to continue treatment
- ♦ Help facilitate the patient's adaptation to their new reality, before, during and after treatment
- ♦ Develop plans to help families and patients cope with grief
- ♦ Differentiate between maladaptive emotions and behaviors to prevent patients from self-injury
- ♦ Work on self-care to avoid job stress
- ♦ Develop coping plans when faced with the news of a terminal illness
- ♦ Improve communication skills to have assertive discussions with the patient's family members
- ♦ Help the different professionals involved in the patient's treatment to communicate with the family

05

Course Management

Provide doctors with a very complete academic program, TECH has convened the best possible faculty. These professors have integrated the most innovative topics in the field of Psycho-Oncology into various educational modules. They collect their most valuable experiences, supported by scientific publications and modern clinical strategies. With the personalized guidance of this team of experts, specialists will be able to catch up, executing some of the most innovative health protocols for psychological management of oncology patients.



“

Don't miss the opportunity to learn everything new in the Psycho-Oncology sector with the best experts available to TECH”

Management



Dr. Garrido Jiménez, Sergio

- ♦ Director of the Psychosocial Care Team at the Spanish Association Against Cancer in Jaén
- ♦ Psycho-oncologist in the Medical Oncology Unit at the Jaén Hospital Complex
- ♦ Psycho in the Oncohematology Unit at the Hospital Universitario Doctor
- ♦ Psychologist at the, Pain Unit, La Zarzuela University Hospital
- ♦ Psychologist in the Mixed Palliative Care Support Team at the San Juan de la Cruz Hospital
- ♦ Psychologist in the Home Care Unit at the Alto Guadalquivir Hospital
- ♦ General Health Psychologist for the Junta de Andalucía
- ♦ Master's Degree in Psycho Complutense University of Madrid
- ♦ Degree from Psychology from the University of Jaen
- ♦ Members Spanish Society of Psycho-oncology, Spanish Association of Health Psychology (AEPSIS), Drug Research Ethics Committee (CEIm), Provincial of Jaén - Research Ethics Committee

Professors

Dr. Ortega Armenteros, María Carmen

- ♦ Physician in the Palliative Care Support Team. Jaén Hospital Complex.
- ♦ Physician in the Mixed Palliative Care Support Team. San Juan de Dios Hospital, Cordoba
- ♦ Doctor in the Home Care Unit of the Spanish Association Against Cancer in collaboration with the Andalusian Health Service
- ♦ Doctor of Medicine
- ♦ Degree in Medicine and Surgery. University of Granada
- ♦ Specialist in Medical Oncology. San Carlos Clinical University Hospital
- ♦ Master's Degree in Palliative Care University of Valladolid, Grapes)
- ♦ Specialist in Palliative Care. University of Granada
- ♦ Members Spanish Association Against Cancer, Member, Spanish Society of Palliative Care (SECPAL)

Dr. Montes Berges, Beatriz

- ♦ Psychologist and Criminologist
- ♦ Principal Investigator of Spain of the European NET-CARE project: Networking and Caring for Migrant and Refugee Women
- ♦ Project Director State Pact against Gender Violence
- ♦ Degree in Psychology from the University of Jaen
- ♦ Gestalt Therapy
- ♦ Scientific Advisor of the Commissions of Palliative Care of (Ilustre Colegio Oficial de Psicólogos de Andalucía Oriental(COPAO)
- ♦ Author of books such as, *The princesses who play soccer and the princes who jump rope*
Awareness of students of the presence of stereotypes and strategies to avoid their influence on decision-making and Empathy: the ability to feel like the another person: Why are there people who can't watch the news?
- ♦ Psychologist and Criminologist, University of Granada
- ♦ PhD in Psychology, University of Granada
- ♦ Members President of the Association of Health Centers for Psychology (ACESAP)

Dr. Pino Estrada, Marta

- ♦ Psycho-Oncologist at Spanish La Association Against Cancer
- ♦ Psychologist at the Bartolomé Puerta Comprehensive Rehabilitation Clinic, interdisciplinary center
- ♦ Degree from Psychology from the University of Jaen
- ♦ Specialist in Childhood Psychology and Neuropsychology at Euroinnova online
- ♦ Master in Psycho-oncology from the Complutense University of Madrid

Dr. Cárdenas Quesada, Nuria

- ♦ Specialist in Medical Oncology
- ♦ Assistant Physician, Medical Oncology Department Jaén University Hospital
- ♦ Secretary of the Thoracic Tumors Subcommittee. Jaén University HospitalSecretary of the Thoracic Tumors Subcommittee.
- ♦ Founding Partner Association for Bioethics and Law (ABD)
- ♦ Teaching Coordinator of multiple clinical sessions accredited by the Andalusian Health Quality Agency
- ♦ Tutor of the Medical Oncology Residency. Jaén University Hospital
- ♦ Degree in Medicine and Surgery. University of Granada
- ♦ Full Doctorate Research Sufficiency in Advances in Radiology (Diagnostic and Therapeutic), Physical Medicine and Medical Physics" from the University of Granada. University of Granada

Dr. Aranda López, María

- ♦ Expert psychologist in Emergencies and Disasters
- ♦ PhD in Psychology
- ♦ Collaborator in various volunteer programs, health programs, programs for people at risk of social exclusion or vulnerable and employment orientation programs
- ♦ Members Psychology Office (GP). University of Jaén, Research Group, Psychosocial Analysis of Behavior in the New Social Reality (HUM-651), Psychological Evaluation and Intervention Group (HUM-836)

06

Educational Plan

This study plan, made up of a large number of academic modules, covers an extensive tour of the most up-to-date criteria in the field of Psycho-Oncology. In particular, it will delve into its areas of application and how its strategies can vary depending on the state of the disease, the physical conditions of the patient, among other aspects to be assessed. At the same time, it investigates the management of grief for the relatives of the patient who has died or is under palliative care. All these contents will be examined based on the new didactic methodology of *Relearning* and the theoretical subjects will be accompanied by videos, infographics and other multimedia resources.



“

You will dedicate 1,500 hours to the study of this syllabus and you will be able to effectively master the most modern aspects of Psycho-Oncology”

Module 1. Characterization and Fields of Application of Psycho-Oncology

- 1.1. Cancer and Its Impact on Current Society
 - 1.1.1. Cultural Variability
 - 1.1.2. Incidence, Prevalence and Mortality
- 1.2. Myths, Beliefs and Pseudotherapies Related to Cancer
- 1.3. Medical Care for Cancer Patients
 - 1.3.1. Early Detection of Cancer
 - 1.3.2. Surgery and Treatment
- 1.4. Risk Factors and Cancer
 - 1.4.1. Psychoneuroimmunology
 - 1.4.2. Stress, Coping Styles and Personality Variables
- 1.5. Cancer Prevention
 - 1.5.1. Primary and Secondary Prevention
 - 1.5.2. Health Education and Healthy Lifestyle Habits
- 1.6. Functions of the Psycho-Oncologist: Their Role Within the Hospital Environment
- 1.7. Teaching, Training, Specialization and Accreditation in Psycho-Oncology
- 1.8. Objectives and Areas of Psychological Intervention for Cancer Patients and their Families
- 1.9. Other Disciplines Related to Psycho-Oncology
 - 1.9.1. Psychology as an Intersection Between Oncology and Health Psychology
- 1.10. Approach to the Social Needs of the Cancer Patient
 - 1.10.1. Economic and Occupational Impact. Job Reintegration
 - 1.10.2. Social Support and Cancer

Module 2. Psychological Treatments in Cancer and Third Generation Therapies

- 2.1. Effective Psychological Treatments in Psycho-Oncology
- 2.2. Cognitive-Behavioral Therapy in Cancer Treatment
 - 2.2.1. Identification of Automatic Thoughts and Modification of Cognitions
 - 2.2.2. Activation Control Techniques
 - 2.2.2.1. Diaphragmatic Breathing Training
 - 2.2.2.2. Progressive Muscular Relaxation
 - 2.2.3. Behavioral Activation
 - 2.2.4. Exposition Techniques and Guided Imagination
- 2.3. Cognitive Training Program
- 2.4. Rehabilitation Program Based on Physical Exercise

- 2.5. *Mindfulness*
 - 2.5.1. *Mindfulness* Training Program
 - 2.5.2. Compassion and Self-Compassion Practice
- 2.6. Acceptance and Commitment Therapy (ACT)
 - 2.6.1. Components of ACT and Clinical Methods
- 2.7. Therapy Focused on the Search for Meaning
 - 2.7.1. Cancer and Feeling. Exploration of the Sources of Meaning
- 2.8. Dignity Therapy
 - 2.8.1. The Concept of Dignity in Cancer Patients
 - 2.8.2. Models of Dignity. Chochinov
- 2.9. Systemic Family Therapy
 - 2.9.1. Family and Cancer. Most Common Family Dynamics
- 2.10. Pseudotherapies and Pseudosciences Against Cancer
 - 2.10.1. Positions of Government Agencies
 - 2.10.2. Pseudotherapies and Pseudosciences With and Without Scientific Evidence

Module 3. Most Relevant Psychological Aspects According to Different Tumor Locations

- 3.1. Leukemias, Lymphomas and Myelomas
 - 3.1.1. Bone Marrow Transplantation and Isolation Situations
- 3.2. Breast Cancer and Gynecology
 - 3.2.1. Body image
 - 3.2.2. Sexuality
 - 3.2.3. Self-esteem
 - 3.2.4. *Chemobrain* Effect
- 3.3. Prostate Cancer
 - 3.3.1. Incontinence and Sexual Impotence
- 3.4. Colon Cancer and the Digestive System
 - 3.4.1. Living with a Colostomy
- 3.5. Intervention in Laryngectomized Patients
 - 3.5.1. Speech Therapy Intervention
 - 3.5.2. Alteration in Social and Work Life
- 3.6. Head and Neck Tumors
- 3.7. Thyroid Cancer

- 3.8. Tumors of the Central Nervous System
 - 3.8.1. Cognitive Deficits and Mobility Limitations
- 3.9. Lung Cancer
- 3.10. Child Cancer
 - 3.10.1. Emotional Development and Child Intellect
 - 3.10.2. Social Impact on the Child
 - 3.10.3. Impact on the Family

Module 4. Protocols for Emotional Intervention at the End of Life

- 4.1. Palliative Care Objectives
- 4.2. Evaluation of Suffering
- 4.3. Process of Psychosocial Adaptation at the End of Life
 - 4.3.1. Adaptive vs. Maladaptive Reactions
- 4.4. Triadic Interaction Model for Patients, Family and Healthcare Professionals
- 4.5. Specific Interventions Centered on the Patient
 - 4.5.1. Anxiety
 - 4.5.2. Sadness
 - 4.5.3. Hostility
 - 4.5.4. Fear
 - 4.5.5. Blame
 - 4.5.6. Denial
 - 4.5.7. Withdrawal
- 4.6. Specific Needs of the Family. Assessment of the Patient-Family Unit
 - 4.6.1. Conspiracy of Silence
 - 4.6.2. Family Claudication
- 4.7. Interventions Oriented Towards Health Professionals
 - 4.7.1. Working in Multicultural Teams
 - 4.7.2. Prevention of *Burnout* Syndrome
- 4.8. Attention to the Spiritual Needs of the Patient
 - 4.8.1. Spiritual Care Model of SECPAL (Spanish Society of Palliative Care)
 - 4.8.2. Existential Angst and Religious Experience
- 4.9. Psychological Intervention in Pediatric Palliative Care
- 4.10. Advance Decision Making Process and Planning (ADP)
 - 4.10.1. Declaration and Registry of Advance Vital Wills

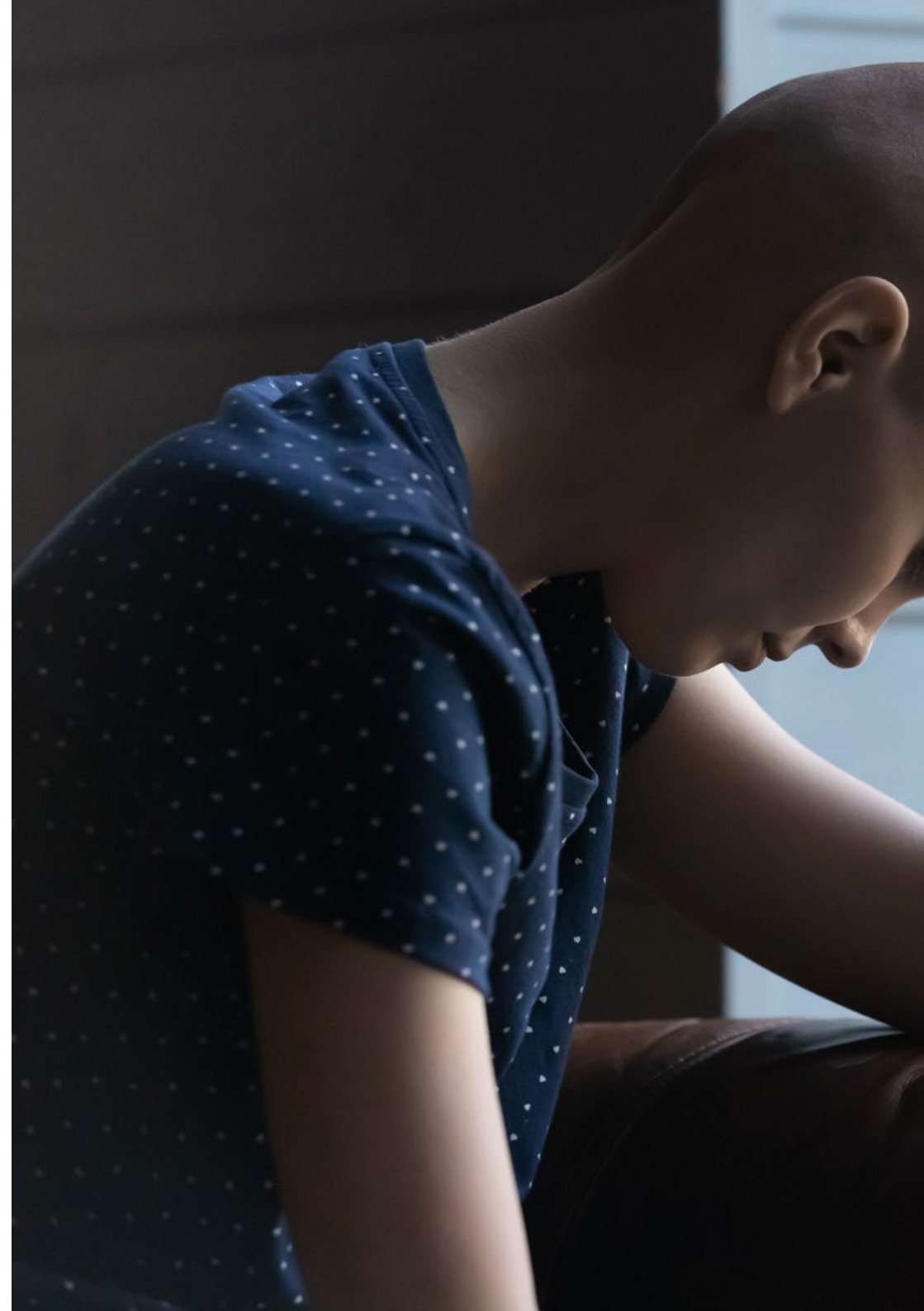
Module 5. Evaluation and Measurement Instruments

- 5.1. The Psycho-Oncology Clinical Interview
- 5.2. Evaluation of the Needs of the Cancer Patient
 - 5.2.1. *Needs Evaluation Questionnaire*, (NEQ)
 - 5.2.2. *Patient Needs Assessment Tool*, (PNAT)
 - 5.2.3. *The Short-Form Cancer Needs Questionnaire*, (CNQ)
- 5.3. Evaluation of the Quality of Life of the Cancer Patient
 - 5.3.1. EORTC Questionnaire (*European Organization for Research and Therapy of Cancer*)
 - 5.3.2. FACT Questionnaire (*Functional Assessment of Cancer Therapy*)
 - 5.3.3. SF 36 Health Questionnaire
- 5.4. Main Evaluation Questions for Physical Symptoms of Cancer
 - 5.4.1. *Edmonton Symptom Assessment System* (ESAS)
 - 5.4.2. Questions for Pain Assessment
 - 5.4.3. Questions for Fatigue and Quality of Sleep Evaluation
 - 5.4.4. Cognitive *Screening* and Functiona State Questionnaires
 - 5.4.5. Questionnaires for the Evaluation of Sexuality
- 5.5. Detection of Distress and Assessment of Suffering
 - 5.5.1. Emotional Distress Screening Questionnaire
 - 5.5.2. Emotional Distress Thermometer
 - 5.5.3. Hospital Anxiety and Depression Scale (HAD)
 - 5.5.4. Subjective Perception of the Passing of Time
 - 5.5.4.1. Waiting Times in Oncology
- 5.6. Socio-Familial Assessment and Valuation
 - 5.6.1. Perceptoin of the Family Function. APGAR Family Questionnaire
 - 5.6.2. *Family Relationship Index* (FRI)
 - 5.6.3. *Self Report Family Inventory* (SFI)
- 5.7. Coping Assessment Questionnaires for Cancer Patients
 - 5.7.1. *Mental Adjustment to Cancer* (MAC)
 - 5.7.2. Questionnaire to Measure Coping Styles. *Miller Behavioral Style Scale* (MBSS)
 - 5.7.3. COPE Questionnaire

- 5.8. Assessment Tools for Spiritual Needs
 - 5.8.1. Spiritual Needs and Well-Being Assessment Scale from GES (Spiritual Group) Part of SEPCAL (Spanish Society for Palliative Care)
 - 5.8.2. *Functional Assessment of Chronic Illness Therapy Spiritual Well Being*
 - 5.8.3. *The Patient Dignity Inventory*
- 5.9. Self-Report and Observation
 - 5.9.1. Clinical Case Formulation
- 5.10. Psychological Assessment of Children in Palliative Care

Module 6. Communication with the Oncologic Patient

- 6.1. Illness, Communication and the Helping Relationship
 - 6.1.1. Doctor-Patient Communication as a Possible Factor of Improvement and Iatrogenesis. Pain and Suffering Prevention
 - 6.1.2. Communication Barriers
- 6.2. How to Give Bad News About Cancer
 - 6.2.1. Answers to Difficult Questions
 - 6.2.2. Communication in Complicated Situations
- 6.3. *Counselling* Techniques in Clinical Practice
 - 6.3.1. *Counselling* Attitudes
 - 6.3.2. Assertive Communication
 - 6.3.3. Emotional Control
 - 6.3.4. Problem-Solving and Responsible Decision-Making
- 6.4. Relationship Models and Therapeutic Influence
 - 6.4.1. Paternal Model
 - 6.4.2. Informative Model
 - 6.4.3. Interpretive Model
 - 6.4.4. Deliberative Model
- 6.5. Tools for Emotional Support in Cancer
 - 6.5.1. How to Speak With a Cancer Patient. Guide for Friends and Family
 - 6.5.2. Levels of Emotional Interaction
- 6.6. Non-Verbal Communication in the Support Relationship





- 6.7. Communication in Palliative and End-of-Life Care
 - 6.7.1. Learning to Talk About Death
- 6.8. Talking About Cancer With Children
- 6.9. Communication in People With Communication Deficits
- 6.10. Treatment of Cancer in the Media
 - 6.10.1. Cancer on Social Networks

Module 7. Grief Management

- 7.1. Death , Culture and Society
 - 7.1.1. Health Professionals in the Face of Death
- 7.2. Psychological Evaluation of Grief
 - 7.2.1. Interview and Specific Instruments for Assessment
- 7.3. Common Reactions to Grief
 - 7.3.1. Normal Grief and Complicated Grief
 - 7.3.2. Vulnerability Factors
 - 7.3.3. Differential Diagnosis Between Grief and Depression
- 7.4. Main Theoretical Models About Grief
 - 7.4.1. Bowlby's Attachment Theory
 - 7.4.2. Nuclear Beliefs and Meaning Reconstruction
 - 7.4.3. Conceptual Models About the Trauma
- 7.5. Objectives of Intervention in Grief and Recommended Interventions
 - 7.5.1. Facilitating the Normal Process of Grief. Prevention of Complicated Grief
 - 7.5.2. Suggestions for Intervention Before and After the Death
 - 7.5.3. Bereavement Psychotherapy from an Integrative Relational Model
- 7.6. Group Intervention in Attention to Grief
 - 7.6.1. Psychological Intervention Grief Due to the Loss of a Child
- 7.7. Stages of Grief
 - 7.7.1. Bereavement Tasks
- 7.8. Grief in Children
- 7.9. Suicide and Cancer
- 7.10. Psychopharmacology in Attention to Grief

Module 8. Other Psychological Interventions in Specific Cancer-Related Areas

- 8.1. Psychological Treatment to Give Up Smoking
 - 8.1.1. Myths About Tobacco
 - 8.1.2. Analysis of Smoking Behavior. Physical and Psychological Dependence
 - 8.1.3. Program Structure. Sessions and Methodology
 - 8.1.4. Abstinence and Prevention of Relapse
- 8.2. Early Detection of Cancer
 - 8.2.1. *Screening* Tests (Mammography, FOBT, Cytology, etc.)
 - 8.2.2. Anticipatory Anxiety and Difficulties in Participation
 - 8.2.3. Oncologic Genetic Counseling
- 8.3. Mutual of Self-Help Groups
- 8.4. Psycho-Educational Groups for Family Members and Patients
 - 8.4.1. Topics to Approach and Work Methodology
 - 8.4.2. Inclusion and Exclusion Criteria
- 8.5. Psychological Intervention in Cancer Survivors. The Return to "Normality"
- 8.6. Control of Secondary Effects in Cancer Patients
 - 8.6.1. Pain Control
 - 8.6.2. Against Fatigue and Sleep
 - 8.6.3. Sexuality Control
 - 8.6.4. Cognitive Alterations. *Chemobrain* Effect
- 8.7. Preparation and Intervention for Hospitalization and Surgery
- 8.8. Psychological Preparation for Other Medical Treatment (Chemotherapy, Radiotherapy, etc.)
- 8.9. Psychological Intervention in Bone Marrow Transplants (BMT)
- 8.10. Strategies for Training Volunteers in Cancer Patient Care
 - 8.10.1. The Volunteer Interview. Assignment and Matching of the Volunteer to Each Profile
 - 8.10.2. Specific Training of the Volunteer. Tutoring and Monitoring

Module 9. Research in Cancer

- 9.1. World Declaration for Cancer Research
- 9.2. Methodology of Cancer Research
 - 9.2.1. Cancer Prevention Area
 - 9.2.2. Cancer Treatment Area
- 9.3. Common Errors in Psych-Oncology Research
- 9.4. Steps to Follow to Carry Out Psycho-Oncology Research
- 9.5. Epidemiological Research Into Cancer
- 9.6. Biomedical Research
 - 9.6.1. Participation in Clinical Trials in Cancer
 - 9.6.2. Doubts, Risks and Benefits
 - 9.6.3. Distribution of Clinical Trials Per Type of Cancer
- 9.7. Main Advances in Research
 - 9.7.1. Priority Areas of Research in Psycho-Oncology
 - 9.7.2. Priority Areas of Research in Palliative Care
 - 9.7.3. New Lines of Research
- 9.8. Impact of the COVID-19 Pandemic in People Affected by Cancer
- 9.9. Lines of Research from Social Work
- 9.10. Publications on Psycho-Oncology and Palliative Care in Scientific Journals
 - 9.10.1. Writing of Scientific Articles

Module 10. Ethical Aspects in Psycho-Oncology and Psychology in Palliative Care

- 10.1. Telling the Patient the Truth or Not. Managing the Bearable Truth
- 10.2. Cancer and Ethics: A Complex Interaction
 - 10.2.1. Principled Bioethics
 - 10.2.2. Personalistic Bioethics
 - 10.2.3. Double Effect Principle
- 10.3. Anthropological Basis
 - 10.3.1. The Experience of Fragility
 - 10.3.2. The Experience of Suffering
 - 10.3.3. The Person as Wounded Healer
- 10.4. Rights of the Cancer Patient
 - 10.4.1. Patient Autonomy Law
 - 10.4.2. Informed consent
 - 10.4.3. GDPR and Confidentiality of Medical History
- 10.5. Ethical Duties of Health Care Workers Caring for Cancer Patients
- 10.6. Death with Dignity
 - 10.6.1. Assisted Suicide and Euthanasia
 - 10.6.2. Adequacy or Limitation of Treatment, Refusal of Treatment, Sedation, Therapeutic Obstinacy
- 10.7. Participation of the Patient in Their Process of Illness, Treatment and Decision Making
 - 10.7.1. Moral Dialogue
- 10.8. Humanization in the Care of Cancer Patients
 - 10.8.1. Quality and Warmth
- 10.9. Ethical Care Committees and Clinical Research
- 10.10. Inequalities and Cancer Equity
 - 10.10.1. Psychological Care in Cancer in the National Health System in Spain
 - 10.10.2. Current Situation in Palliative Care



Access the very complete syllabus of this degree from a 100% online, interactive learning platform without pre-established study schedules"

07

Clinical Internship

At the end of the online training period of this Hybrid Master's Degree, the doctor will face a first-level clinical practice. Throughout this academic phase, you will rely heavily on an adjunct tutor who will supervise and ensure your academic progress.





“

Master the main developments in the field of Psycho-Oncology from a hospital entity with maximum clinical resources and international prestige”

The clinical practices of this Hybrid Master's Degree in Psycho-Oncology integrate a varied number of hospital facilities. In this way, the doctors will be able to choose which of them best suits their geographical location and self-improvement interests. Once the educational stay begins, the specialist will remain at the entity for 3 weeks, completing 8 consecutive hour days, from Monday to Friday.

Likewise, the health institutions chosen by TECH for this type of study stand out for their state-of-the-art equipment and healthcare resources. It also has a team of experts with extensive experience who, at all times, will share their experiences with the student. In turn, an assistant tutor will be in charge of supervising all academic progress and integrating the graduate in different tasks and discussing intervention protocols for real cases.

The practical teaching will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other training partners that facilitate teamwork and multidisciplinary integration as transversal competencies for medical practice (learning to be and learning to relate).

The procedures described below will form the basis of the practical part of the training, and their implementation is subject to both the suitability of the patients and the availability of the center and its workload, with the proposed activities being as follows:





Module	Practical Activity
in Psycho-Oncology Assessment Methods	Personalize psychological interventions to adapt them to the individual needs of each patient
	Apply the Patient Needs Assessment Tool to assess individualized patient needs to evaluate individualized patient requirements
	Implement questionnaires for the assessment of pain, fatigue and quality of sleep in the patient under palliative care for aggressive tumors
	Assessing the patient's emotional state after receiving the diagnosis of cancer by means of the Emotional Distress Screening Questionnaire
	Evaluate the coexistence and state of the family unit by means of specific sociological and psychological instruments such as the Family Relations Index
	Record the patient's response to your therapeutic intervention by means of the GES Spiritual Needs and Well-Being Assessment Scale and the Purpose in Life Test
Psycho-Oncology Intervention Strategies	Identify and changing negative thought and behavior patterns that may contribute to anxiety, depression, and stress in people with cancer using Cognitive Behavioral Therapy
	Provide a safe and confidential space for people with cancer to discuss their concerns, fears and doubts related to the disease through Supportive Therapy
	Teach people with cancer Mindfulness and Meditation techniques to be present and aware of their thoughts, emotions and sensations
	Provide meaningful and rewarding activities through occupational and recreational therapy that help patients maintain their quality of life during and after treatment
	Implement internet-based psychological care, which can be useful for people with cancer living in remote areas
Mechanisms for grief management of bereavement in relatives of cancer patients with cancer	Help family members process their emotions, adapt to change and learn grief management strategies through individual counseling.
	Implement Support Groups where family members can benefit from connecting with others who are going through similar situations
	Involve the patient's family members with alternative bereavement therapies, such as meditation, yoga and art therapy, can help reduce stress and improve emotional well-being
	Improve the emotional well-being of children and adolescents suffering from cancer, as they have specific needs
	Cope with the emotional and practical demands of cancer through family or couples therapy sessions

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

Moreover, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical training period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: The Hybrid Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

08

Where Can I Do the Clinical Internship?

This Hybrid Master's Degree integrates in its itinerary the stay in a recognized hospital clinic, where the specialist will be able to complete his academic instruction and will address all practical issues. This expansion of the title will take place over 3 weeks and will involve the doctor in the daily lives of the profession facing real cases of cancerous pathologies and the psychological requirements of these patients.



“

Expand the theoretical academic endowment with your stay in a hospital center, which will help you in daily clinical work”

tech 42 | Where Can I Do the Clinical Internship?



The student will be able to complete the practical part of this Hybrid Master's Degree at The following centers:



Medicine.

Hospital HM Torrelodones

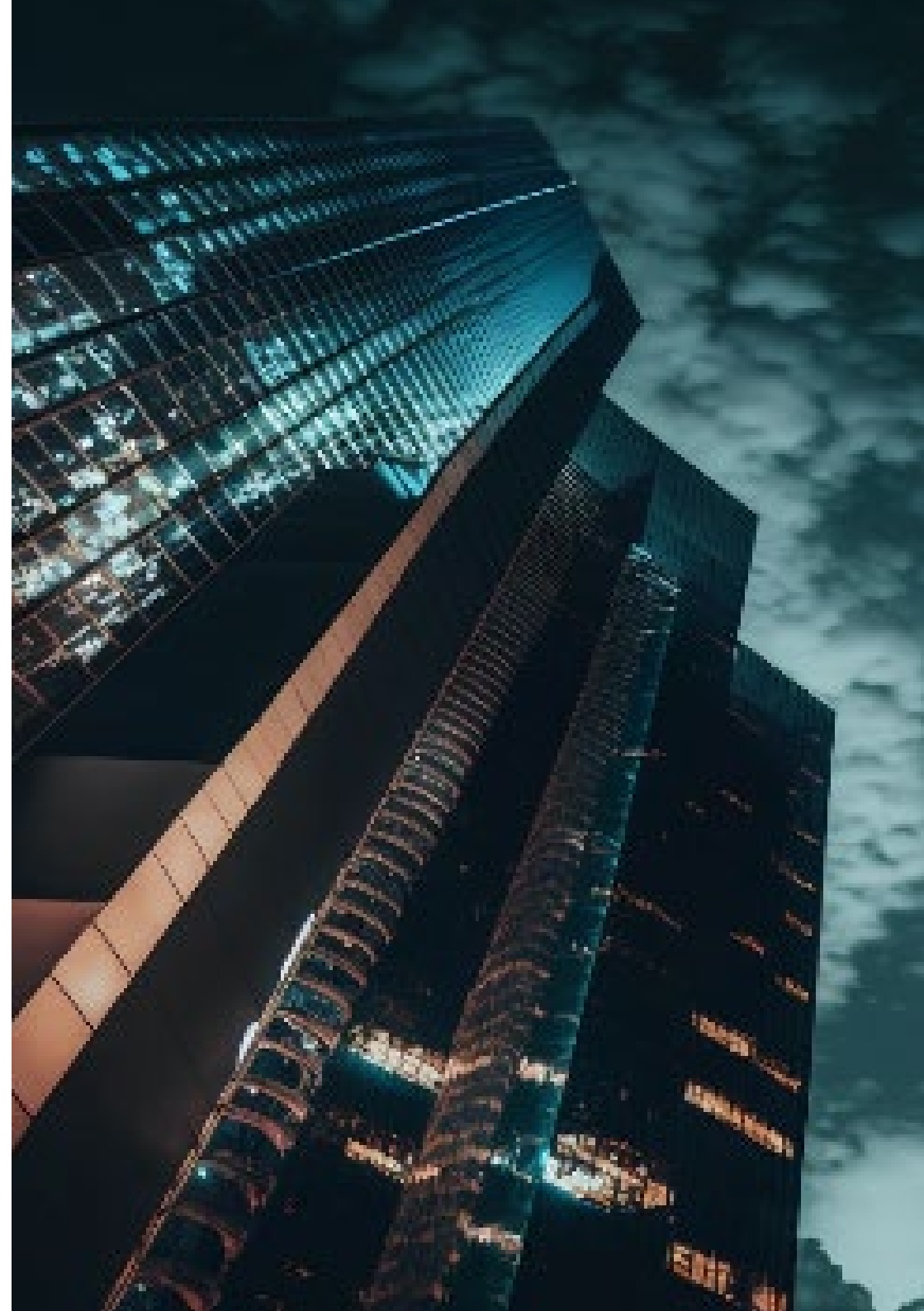
Country	City
Spain	Madrid

Address: Av. Castillo Olivares, s/n, 28250
Torrelodones, Madrid

Network of private clinics, hospitals and specialized centers
distributed throughout Spain.

Related internship programs:

- Anaesthesiology and Resuscitation
- Palliative Care





Medicine.

HM CIOCC - Centro Integral Oncológico Clara Campal

Country	City
Spain	Madrid

Address: Calle de Oña, 10, 28050, Madrid

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Gynecologic Oncology
- Clinical Ophthalmology



Medicine.

HM CIOCC Barcelona

Country	City
Spain	Barcelona

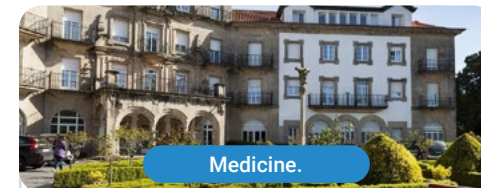
Address: Avenida de Vallcarca, 151, 08023, Barcelona

Network of private clinics, hospitals and specialized centers distributed.

The Spanish Geography

Related internship programs:

- Advances in Hematology and Hemotherapy
- Oncology Nursing



Medicine.

HM CIOCC Galicia

Country	City
Spain	La Coruña

Address: Avenida das Burgas, 2, 15705, Santiago de Compostela

Network of private clinics, hospitals and specialized centers distributed throughout Spain.

Related internship programs:

- Gynecologic Oncology
- Clinical Ophthalmology

09

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.



“

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. Gérvás, 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.

“

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.

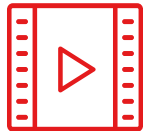
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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

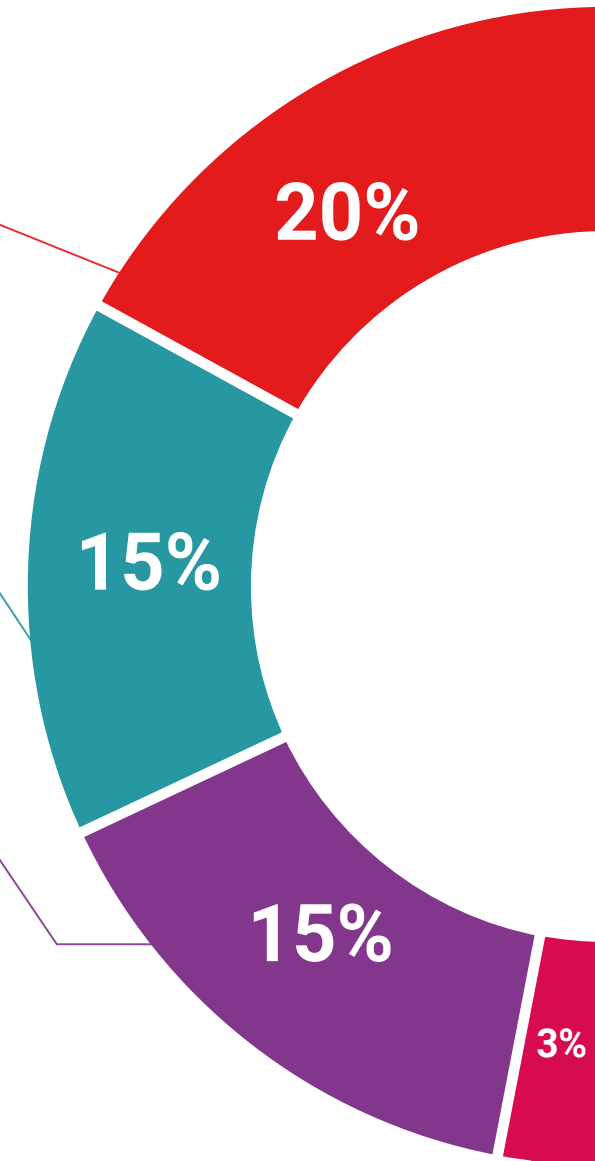
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

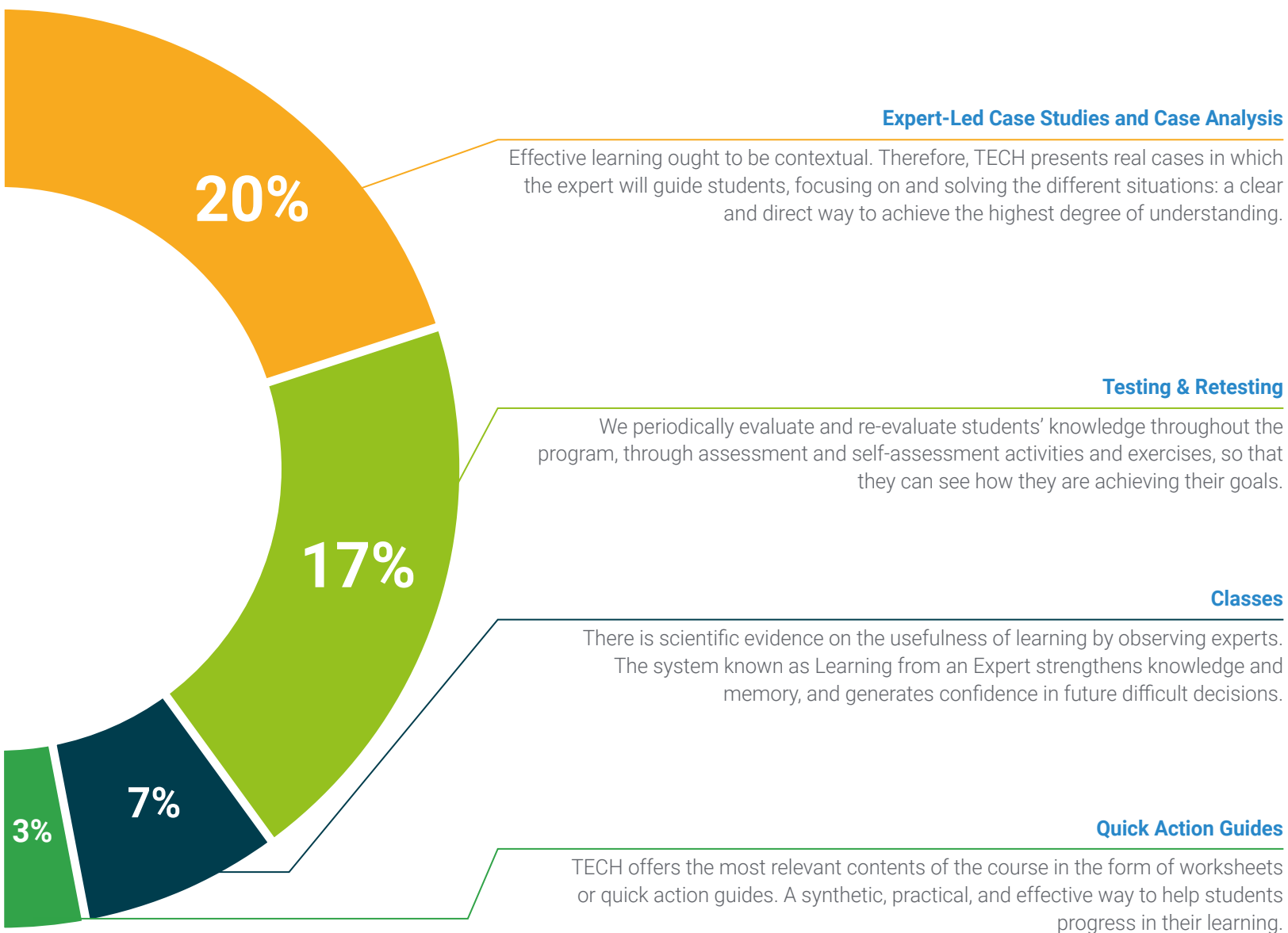
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.





10 Certificate

This Hybrid Master's Degree in Psycho-Oncology guarantees students, in addition to the most rigorous and up-to-date education, access to a Hybrid Master's Degree diploma issued by TECH Global University.



“

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

This program will allow you to obtain your **Hybrid Master's Degree diploma in Psycho-Oncology** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

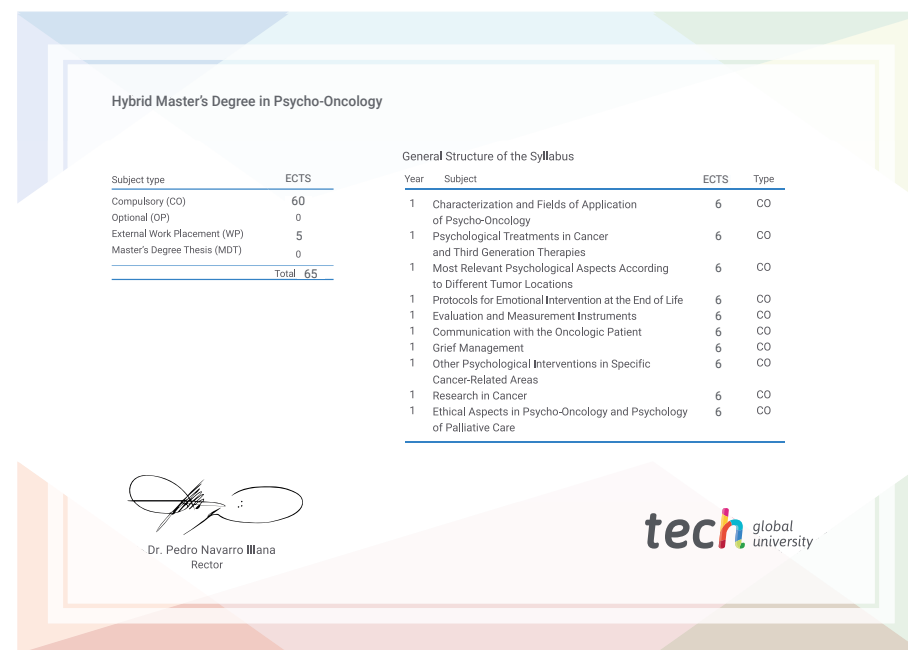
Title: **Hybrid Master's Degree in Psycho-Oncology**

Course Modality: **Hybrid (Online + Clinical Internship)**

Duration: **12 months**

Certificate: **TECH Global University**

Recognition: **60 + 5 ECTS Credits**



future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present

online training

development languages

virtual classroom

tech global
university

Hybrid Master's Degree

Psycho-Oncology

Modality: Hybrid (Online + Clinical Internship)

Duration: 12 months

Certificate: TECH Global University

60 + 5 créditos ECTS

Hybrid Master's Degree Psycho-Oncology