

# Advanced Master's Degree Oncology Nursing

Accreditation/Membership



**tech** global  
university



## Advanced Master's Degree Oncology Nursing

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Credits: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/nursing/advanced-master-degree/advanced-master-degree-oncology-nursing](http://www.techtute.com/us/nursing/advanced-master-degree/advanced-master-degree-oncology-nursing)

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# 01

# Introduction to the Program

Oncology Nursing has become a key specialty in the care of cancer patients, given the global increase in the prevalence of this disease and the complexity of the treatments required. According to the WHO, cancer is one of the leading causes of death worldwide, with over 9.6 million deaths annually. In a context where the need to provide quality care is more urgent than ever, TECH has developed this cutting-edge postgraduate program that will provide the most up-to-date knowledge in the field. Through a 100% online methodology, professionals will not only learn to manage medical treatments but also provide the emotional and psychological support that patients require.





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*A comprehensive and 100% online program, exclusive to TECH, with an international perspective backed by our membership in the National League for Nursing”*

Oncology Nursing is essential to ensure that cancer patients receive proper, safe, and emotionally supported care, significantly contributing to the healing process or disease management. For these reasons, education and training in this area are essential, not only to improve cancer treatment outcomes but also to provide comprehensive emotional and physical support, which helps the patient adapt to their new reality.

To meet this demand, TECH has designed this Advanced Master's Degree in Oncology Nursing, offering the most comprehensive and up-to-date content in the field. Through an integrated and dynamic approach, the university program will cover fundamental aspects such as oncology pharmacology, palliative care, management of side effects, and collaboration with other healthcare professionals. Additionally, it will include content on the emotional management of patients, their family environment, and interdisciplinary coordination to provide more human-centered care. As a result, professionals will receive high-quality training aligned with the best international practices.

Thanks to the 100% online format, students can adapt the program to their schedules and needs, accessing the content at any time and from anywhere. Moreover, the Relearning methodology implemented will reinforce learning by repeating and assimilating essential concepts, facilitating long-term comprehension and knowledge retention.

As a member of the **National League for Nursing (NLN)**, TECH offers students access to assessment tools, digital libraries, webinars, and conferences focused on nursing educational excellence. This membership promotes faculty development, engagement with leading experts in the field, and the opportunity to join high-impact academic and clinical networks.

This **Advanced Master's Degree in Oncology Nursing** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Nursing
- ♦ 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
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Oncology Nursing
- ♦ 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



*Make oncology care your career! You will acquire the most advanced knowledge in Oncology Nursing with the most comprehensive and up-to-date Advanced Master's Degree on the market"*

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*Make a real difference in the lives of patients with cancer! In this university program, you will receive cutting-edge training on palliative care, pain management, and oncology treatments”*

The teaching staff includes nursing professionals who bring their 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 an immersive learning experience designed to prepare for real-life situations.

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

*Ready to specialize in one of the most in-demand areas of healthcare? In this university program, you will be trained by experienced instructors and gain access to a fully updated syllabus.*

*Turn your passion for health into a specialized career in oncology. You will benefit from both practical and theoretical training that will propel the growth of your professional career!.*



02

# Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.



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*Study at the largest online university in the world and ensure your professional success. The future begins at TECH”*

**The world's best online university, according to FORBES**

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

**Forbes**  
The best online university in the world

The most complete  
**syllabus**

**The most complete syllabuses on the university scene**

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

**The best top international faculty**

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistuba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

**TOP**  
international faculty

The most effective methodology

**A unique learning method**

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

**The world's largest online university**

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

**World's No.1**  
The World's largest online university

**The official online university of the NBA**

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

**Leaders in employability**

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



**Google Premier Partner**

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



**The official online university of the NBA**

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.



**The top-rated university by its students**

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



**Leaders in employability**

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.

# 03 Syllabus

This university program will provide comprehensive and advanced training in the care of cancer patients, one of the most challenging and prevalent diseases worldwide. Through a structured and updated syllabus, professionals will deepen their knowledge of the latest advances in oncological treatments, prevention strategies, management of side effects, and palliative care. Additionally, graduates will address topics such as the comprehensive management of oncological pain, specialized nutrition for cancer patients, and the psychological interventions necessary to support both patients and their families during treatment.





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*You will not only gain a solid theoretical foundation on the different stages of cancer, but also practical preparation focused on the emotional and physical aspects of the patient”*

## Module 1. Introduction to Oncology. Oncology Nursing

- 1.1. Oncology and Oncology Nursing
  - 1.1.1. Introduction to Oncology Nursing
  - 1.1.2. Cancer Definition
  - 1.1.3. Essential Histological Concepts
- 1.2. Etiopathogenesis and Biology of Cancer
  - 1.2.1. Etiopathogenic Theories
    - 1.2.1.1. Viral Theory
    - 1.2.1.2. Oncogene Theory
    - 1.2.1.3. Suppressor Genes Theory
    - 1.2.1.4. Gene Theory
    - 1.2.1.5. Inflammatory Theory
  - 1.2.2. Biology of Cancer
    - 1.2.2.1. Concepts in Cell Biology
    - 1.2.2.2. Mechanisms of Malignant Transformation
- 1.3. Carcinogenesis
  - 1.3.1. Genetic Alterations
    - 1.3.1.1. Proto-Oncogenes
    - 1.3.1.2. Tumor Repair Genes
    - 1.3.1.3. DNA Repair Genes
  - 1.3.2. Epigenetic Alterations
  - 1.3.3. Carcinogenic Agents
- 1.4. Classification and Nomenclature of Tumors
  - 1.4.1. Benign Tumors
  - 1.4.2. Malignant tumours
- 1.5. Tumor Progression Staging
  - 1.5.1. Tumor Dissemination Routes
  - 1.5.2. Staging
    - 1.5.2.1. Depending on the Size
    - 1.5.2.2. Depending on the Level of Differentiation



- 1.6. Risk Factors
  - 1.6.1. Genetic Factors
  - 1.6.2. Hormonal Factors
  - 1.6.3. Radiation
  - 1.6.4. Tobacco
  - 1.6.5. Alcohol
  - 1.6.6. Diet
  - 1.6.7. Drugs
  - 1.6.8. Physical Agents
  - 1.6.9. Chemical Agents
  - 1.6.10. Biological Agents
  - 1.6.11. Occupational Exposure
- 1.7. Epidemiology of Cancer
  - 1.7.1. Cancer Epidemiology Worldwide
  - 1.7.2. Cancer Epidemiology in Spain
    - 1.7.2.1. Incidence
    - 1.7.2.2. Prevalence
    - 1.7.2.3. Mortality
    - 1.7.2.4. Survival
- 1.8. Cancer Prevention
  - 1.8.1. Types of Prevention
  - 1.8.2. Primary Prevention
    - 1.8.2.1. Intervention Against Smoking
    - 1.8.2.2. Intervention Against Alcohol Consumption
    - 1.8.2.3. Promotion of Healthy Diet
  - 1.8.3. Secondary Prevention
  - 1.8.4. Tertiary Prevention
  - 1.8.5. Quaternary Prevention
- 1.9. Early Detection Programs
  - 1.9.1. Colorectal Cancer Early Detection Program
  - 1.9.2. Breast Cancer Early Detection Program
  - 1.9.3. Cervical Cancer Early Detection Program

- 1.10. Global Assessment the Oncologic Patient
  - 1.10.1. Tumor Markers
  - 1.10.2. Imaging Tests
  - 1.10.3. Neurological Assessment Scales
    - 1.10.3.1. Quality of Life Rating Scales
      - 1.10.3.1.1. Symptom Assessment
      - 1.10.3.1.2. Functional Assessment
      - 1.10.3.1.3. Quality of Life Assessment

## Module 2. Types of Tumors

- 2.1. Hematological Tumors
  - 2.1.1. Lymphoma
  - 2.1.2. Leukemia
  - 2.1.3. Myeloproliferative Syndromes
  - 2.1.4. Myelodysplastic Syndromes
  - 2.1.5. Plasma Cell Tumors
- 2.2. Osteomuscular Tumors
  - 2.2.1. Osteosarcoma
  - 2.2.2. Chondrosarcoma
  - 2.2.3. Ewing Sarcoma
  - 2.2.4. Soft Tissue Sarcomas
- 2.3. Tumors of the Digestive System
  - 2.3.1. Oesophageal Cancer
  - 2.3.2. Gastric Cancer
  - 2.3.3. Colorectal Cancer
  - 2.3.4. Carcinoma of the Anus
  - 2.3.5. Other Intestinal Tumors
  - 2.3.6. Hepatocellular Carcinoma
  - 2.3.7. Cholangiocarcinoma
  - 2.3.8. Gallbladder Carcinoma
  - 2.3.9. Pancreatic Cancer

- 2.4. Nervous System Tumours
  - 2.4.1. Astrocytoma
  - 2.4.2. Oligodendroglioma
  - 2.4.3. Glioblastoma
  - 2.4.4. Meningioma
  - 2.4.5. Neurinoma
  - 2.4.6. Schwannoma
- 2.5. Genitourinary Tumors
  - 2.5.1. Renal Carcinoma
  - 2.5.2. Urothelial Carcinoma
  - 2.5.3. Vesical Carcinoma
  - 2.5.4. Prostate Carcinoma
  - 2.5.5. Endometrial Cancer
  - 2.5.6. Ovarian Cancer
  - 2.5.7. Cervical Cancer
  - 2.5.8. Vulvar Cancer
  - 2.5.9. Testicular Cancer
  - 2.5.10. Penile Cancer
- 2.6. Endocrine Tumors
  - 2.6.1. Thyroid and Parathyroid Cancer
  - 2.6.2. Adrenal Carcinoma
  - 2.6.3. Neuroendocrine Tumors
  - 2.6.4. Gastric Carcinoid Tumour
  - 2.6.5. Multiple Endocrine Neoplasia Syndromes
- 2.7. Head and Neck Tumors
  - 2.7.1. Pituitary Tumors
  - 2.7.2. Oral Cavity Cancer
  - 2.7.3. Oropharyngeal and Nasopharyngeal Cancer
  - 2.7.4. Paranasal Sinus Cancer
  - 2.7.5. Cancer of Salivary Glands
  - 2.7.6. Laryngeal Cancer

- 2.8. Dermatological Tumors
  - 2.8.1. Melanoma
  - 2.8.2. Basal Cell Carcinoma
  - 2.8.3. Squamous Cell Carcinoma
- 2.9. Breast Cancer
  - 2.9.1. Histological Subtypes
  - 2.9.2. Molecular Subtypes
- 2.10. Thoracic Tumors
  - 2.10.1. Lung Cancer
  - 2.10.2. Thymoma
  - 2.10.3. Pleural Mesothelioma

### Module 3. Oncological Treatments

- 3.1. Types of Treatment
  - 3.1.1. Neoadjuvant Therapy
  - 3.1.2. Adjuvant Treatment
  - 3.1.3. Palliative treatment
  - 3.1.4. Targeted Therapy
- 3.2. Surgical Oncology
  - 3.2.1. Essential Concepts
  - 3.2.2. Preoperative Assessment
  - 3.2.3. Surgical Techniques in the Main Tumors
  - 3.2.4. Surgical Emergencies
- 3.3. Chemotherapy Treatment
  - 3.3.1. Chemotherapy Fundamentals
  - 3.3.2. Chemotherapy Types
    - 3.3.2.1. Alkylating Agents
    - 3.3.2.2. Platinum Compounds
    - 3.3.2.3. Alkaloids of Plant Origin
    - 3.3.2.4. Antimetabolites
    - 3.3.2.5. Topoisomerase Inhibitors
    - 3.3.2.6. Antitumor Antibiotics
    - 3.3.2.7. Other agents
  - 3.3.3. Types of Response



- 3.4. Side Effects of Chemotherapy
  - 3.4.1. Digestive Toxicity
  - 3.4.2. Cutaneous Toxicity
  - 3.4.3. Hematological Toxicity
  - 3.4.4. Cardiovascular Toxicity
  - 3.4.5. Neurological Toxicity
  - 3.4.6. Other Side Effects
- 3.5. Radiotherapy Treatment
  - 3.5.1. Types of Radiotherapy
  - 3.5.2. Indications
- 3.6. Side Effects of Radiotherapy
  - 3.6.1. Head and Neck Radiotherapy
  - 3.6.2. Thoracic Radiotherapy
  - 3.6.3. Abdominal and Pelvic Radiotherapy
- 3.7. Interventional Radiology Techniques
  - 3.7.1. Radiofrequency
  - 3.7.2. Chemoembolization
  - 3.7.3. Radioembolization
  - 3.7.4. Others
- 3.8. Hormonal Treatment
  - 3.8.1. Antiestrogens
  - 3.8.2. Progestogens
  - 3.8.3. Aromatase Inhibitors
  - 3.8.4. Estrogens
  - 3.8.5. Antiandrogens
  - 3.8.6. Gonadotropin Releasing Hormone Agonists
- 3.9. Biological Treatments
  - 3.9.1. Monoclonal Antibodies
  - 3.9.2. Kinase Inhibitors
  - 3.9.3. mTOR Inhibitors
  - 3.9.4. Immunoregulatory Cytokines
- 3.10. Transplants
  - 3.10.1. Solid Organ Transplant
  - 3.10.2. Bone Marrow Transplant
  - 3.10.3. Peripheral Blood Transplant
  - 3.10.4. Umbilical Cord Transplant

#### Module 4. The Role of Nursing in Chemotherapy Treatment Administration

- 4.1. Reception and Storage of Cytostatic Products
  - 4.1.1. Reception
  - 4.1.2. Storage
- 4.2. Cytostatic Product Validation
  - 4.2.1. Pharmaceutical Validation
  - 4.2.2. Worksheet
  - 4.2.3. Label
  - 4.2.4. Stability and Compatibility
- 4.3. Cytostatic Product Preparation
  - 4.3.1. Workspace
    - 4.3.1.1. Biological Safety Cabin
    - 4.3.1.2. Laboratory Isolators
    - 4.3.1.3. Work Area Standards
    - 4.3.1.4. Cleaning Standards
    - 4.3.1.5. Workplace Contamination
    - 4.3.1.6. Spills
    - 4.3.1.7. Accidental Exposures
- 4.4. Administration
  - 4.4.1. Administrator Protection
  - 4.4.2. Environmental Protection
  - 4.4.3. Error Prevention
  - 4.4.4. Venous Accesses
  - 4.4.5. Administration Techniques
- 4.5. Routes of Administration of Chemotherapy
  - 4.5.1. Definition
  - 4.5.2. Oral Chemotherapy
  - 4.5.3. Peripheral Venous Catheters
    - 4.5.3.1. Selection Criteria
    - 4.5.3.2. Type of Material
    - 4.5.3.3. Insertion Sites
    - 4.5.3.4. Placement Techniques
    - 4.5.3.5. Nursing Care





- 4.5.4. Central Venous Catheter with Reservoir
  - 4.5.4.1. Selection Criteria
  - 4.5.4.2. Type of Material
  - 4.5.4.3. Insertion Sites
  - 4.5.4.4. Placement Techniques
  - 4.5.4.5. Nursing Care
- 4.5.5. Percutaneous Insertion of Central Venous Catheter
  - 4.5.5.1. Selection Criteria
  - 4.5.5.2. Type of Material
  - 4.5.5.3. Insertion Sites
  - 4.5.5.4. Placement Techniques
  - 4.5.5.5. Nursing Care
- 4.5.6. Peripherally Inserted Central Venous Catheter
  - 4.5.6.1. Selection Criteria
  - 4.5.6.2. Type of Material
  - 4.5.6.3. Insertion Sites
  - 4.5.6.4. Placement Techniques
  - 4.5.6.5. Nursing Care
- 4.5.7. Intraperitoneal Chemotherapy
  - 4.5.7.1. Selection Criteria
  - 4.5.7.2. Administration Techniques
  - 4.5.7.3. Nursing Care
- 4.6. Complications of Venous Access
  - 4.6.1. Introduction
  - 4.6.2. Early Complications
    - 4.6.2.1. Infections
    - 4.6.2.2. Pneumothorax
    - 4.6.2.3. Catheter Bending
    - 4.6.2.4. Catheter Malposition and Extravasation
    - 4.6.2.5. Arrhythmias
    - 4.6.2.6. Migration or Dislocation of the Catheter
    - 4.6.2.7. Catheter Fracture and Embolism
    - 4.6.2.8. Catheter Occlusion or Obstruction

- 4.6.3. Late Complications
  - 4.6.3.1. Catheter Fracture
  - 4.6.3.2. Thrombosis
  - 4.6.3.3. Skin Necrosis Around the Device
- 4.7. Phlebitis Management
  - 4.7.1. Definition
  - 4.7.2. Causes
  - 4.7.3. Signs and Symptoms
  - 4.7.4. Classification
  - 4.7.5. Risk Factors
  - 4.7.6. Preventing Phlebitis
  - 4.7.7. Nursing Care
- 4.8. Extravasation Management
  - 4.8.1. Definition
  - 4.8.2. Extravasation Related Factors
  - 4.8.3. Preventing Extravasation
  - 4.8.4. Cytostatic Classification According to Extravasation Effects
  - 4.8.5. Extravasation Manifestations by Cytostatic
  - 4.8.6. General Treatment
  - 4.8.7. Specific Treatment
  - 4.8.8. Surgical Treatment
  - 4.8.9. Nursing Care
- 4.9. Exposure Risks During Administration
  - 4.9.1. Affected Personnel
  - 4.9.2. Penetration Routes
  - 4.9.3. Genetic Risks
- 4.10. Treatment of Cytostatic Waste and Excreta
  - 4.10.1. Treating Excreta
    - 4.10.1.1. Urine
    - 4.10.1.2. Feces
    - 4.10.1.3. Sweat
    - 4.10.1.4. Trace

- 4.10.2. Cytostatic Waste Treatment
  - 4.10.2.1. Regulations
  - 4.10.2.2. Types of Waste
  - 4.10.2.3. Necessary Material
  - 4.10.2.4. Required Material
  - 4.10.2.5. Elimination

## Module 5. Clinical Manifestations and Emergencies in the Oncology Patient

- 5.1. Introduction to Semiology in the Oncologic Patient
  - 5.1.1. Nurse Assessment of the Oncologic Patient
  - 5.1.2. NANDA-NOC-NIC Care Plan
- 5.2. Respiratory Manifestations
  - 5.2.1. Dyspnea
  - 5.2.2. Cough
  - 5.2.3. Hiccup
  - 5.2.4. Hemoptysis
  - 5.2.5. Neoplastic Pleural Effusion
- 5.3. Digestive System Manifestations
  - 5.3.1. Dry Mouth
  - 5.3.2. Nausea and Vomiting
  - 5.3.3. Constipation. Fecaloma
  - 5.3.4. Diarrhea
  - 5.3.5. Gastric Crush Syndrome
  - 5.3.6. Dysphagia
  - 5.3.7. Sialorrhea
  - 5.3.8. Intestinal Obstruction
  - 5.3.9. Neoplastic Ascites

- 5.4. Urinary Manifestations
  - 5.4.1. Bladder Spasm
  - 5.4.2. Urinary Incontinence
  - 5.4.3. Vesical Tenesmus
  - 5.4.4. Dysuria
  - 5.4.5. Hematuria
- 5.5. Psychological Manifestations
  - 5.5.1. Acute Confusional Syndrome
  - 5.5.2. Anxiety
  - 5.5.3. Depression
  - 5.5.4. Insomnia
- 5.6. Nervous System Manifestations
  - 5.6.1. Seizures
  - 5.6.2. Spinal Cord Compression
  - 5.6.3. Intracranial Hypertension
  - 5.6.4. Muscle Spasms
  - 5.6.5. Metabolic Encephalopathy
- 5.7. Hematologic and Circulatory Manifestations
  - 5.7.1. Hemorrhages
  - 5.7.2. Anemia
  - 5.7.3. Superior Vena Cava Syndrome
  - 5.7.4. Neoplastic Pericardial Effusion
- 5.8. Miscellaneous: Systemic Symptoms and Constitutional Syndrome
  - 5.8.1. Asthenia
  - 5.8.2. Anorexia. Cachexia
  - 5.8.3. Diaphoresis
  - 5.8.4. Neoplastic Lymphedema
  - 5.8.5. Tumor Ulcers
  - 5.8.6. Pruritus
  - 5.8.7. Neoplastic Fever

- 5.9. Basis of Pain in Oncologic Patients
  - 5.9.1. Anatomophysiology
  - 5.9.2. Etiology
  - 5.9.3. Subjective Assessment
  - 5.9.4. Objective Assessment
  - 5.9.5. Measuring Tools
- 5.10. Analgesic Treatment Importance
  - 5.10.1. Analgesic Treatment Myths
  - 5.10.2. Analgesia Modalities

## Module 6. Nursing Approach to Nutrition and Post-Surgical Care of the Oncology Patient

- 6.1. Nutrition in Cancer Prevention
  - 6.1.1. Dietary Carcinogenesis
  - 6.1.2. Food and Nutrients
  - 6.1.3. Risk Factors and Protective Elements
  - 6.1.4. Lifestyle
- 6.2. General Principles of Malnutrition in Oncology Patients
  - 6.2.1. Epidemiology of Malnutrition
  - 6.2.2. Pathophysiology
  - 6.2.3. Types of Malnutrition
  - 6.2.4. Causes of Malnutrition in Oncology Patients
    - 6.2.4.1. Tumor-Related
    - 6.2.4.2. Patient-Related
    - 6.2.4.3. Treatment-Related
  - 6.2.5. Clinical Manifestations of Malnutrition
    - 6.2.5.1. Tumor Cachexia
    - 6.2.5.2. Sarcopenia

- 6.3. Assessment of Nutritional Status
  - 6.3.1. Medical History and Subjective Nutritional Assessment
  - 6.3.2. Screening Tests
    - 6.3.2.1. *Malnutrition Screening Tool*
    - 6.3.2.2. *Patient-Generated Subjective Global Assessment*
  - 6.3.3. Anthropometric Measurements
  - 6.3.4. Biochemical Measurements
- 6.4. Nutritional and Pharmacological Approach
  - 6.4.1. General Recommendations
  - 6.4.2. Recommendations for Altered Intake Situations
    - 6.4.2.1. Anorexia
    - 6.4.2.2. Nausea and Vomiting
    - 6.4.2.3. Dysphagia
    - 6.4.2.4. Dysgeusia
    - 6.4.2.5. Oral Mucositis
    - 6.4.2.6. Xerostomia
    - 6.4.2.7. Dysphagia to Liquids and Solids
  - 6.4.3. Nutritional Supplements
  - 6.4.4. Pharmacotherapy
- 6.5. Enteral Nutrition
  - 6.5.1. Indications
  - 6.5.2. Access Routes
  - 6.5.3. Enteral Nutrition Formulas
  - 6.5.4. Complications
- 6.6. Parenteral Nutrition
  - 6.6.1. Indications
  - 6.6.2. Access Routes
  - 6.6.3. Types of Parenteral Nutrition
  - 6.6.4. Nutritional Requirements
  - 6.6.5. Complications
- 6.7. End-Of-Life Nutrition
  - 6.7.1. Nutritional Intervention
  - 6.7.2. Assisted Nutrition and Hydration
  - 6.7.3. Ethical, Cultural and Religious Aspects
- 6.8. Post-Surgical Care After Thoracic Surgery
  - 6.8.1. Pulmonary Rehabilitation
  - 6.8.2. Respiratory Physiotherapy
- 6.9. Care of Ostomized Patients
  - 6.9.1. General Concepts
  - 6.9.2. Ostomies Classification
    - 6.9.2.1. Digestive Ostomies
      - 6.9.2.1.1. Digestive Ostomy Types
      - 6.9.2.1.2. Hygiene and Care
      - 6.9.2.1.3. Diet
      - 6.9.2.1.4. Psychological Aspects
      - 6.9.2.1.5. Complications
    - 6.9.2.2. Urinary Ostomies
      - 6.9.2.2.1. Types of Urinary Ostomy
      - 6.9.2.2.2. Hygiene and Care
    - 6.9.2.3. Breathing Ostomies
      - 6.9.2.3.1. Types of Respiratory Ostomy
      - 6.9.2.3.2. Hygiene and Care
- 6.10. Post-Surgical Care After Breast Tumor Surgery
  - 6.10.1. Breast Cancer Surgery
    - 6.10.1.1. Psychological Impact
  - 6.10.2. Lymphedema
    - 6.10.2.1. Classification
    - 6.10.2.2. Epidemiology
    - 6.10.2.3. Etiology
    - 6.10.2.4. Clinical Manifestations
    - 6.10.2.5. Diagnosis
    - 6.10.2.6. Nursing Care

**Module 7. Nursing Care for Palliative and Terminally Ill Patients**

- 7.1. Principles and Organization of Palliative Care
  - 7.1.1. Palliative Care Definition
    - 7.1.1.1. Palliative Care Objectives
    - 7.1.1.2. Principles of Palliative Care
  - 7.1.2. History of Palliative Care
  - 7.1.3. Quality of Life
- 7.2. Main Signs and Symptoms in the Terminally Ill Patient
  - 7.2.1. Digestive Manifestations
    - 7.2.1.1. Anorexia
    - 7.2.1.2. Constipation
    - 7.2.1.3. Nausea and Vomiting
    - 7.2.1.4. Cachexia
    - 7.2.1.5. Dryness and Mouth Lesions
  - 7.2.2. Respiratory Manifestations
    - 7.2.2.1. Dyspnea
    - 7.2.2.2. Cough
    - 7.2.2.3. Hiccup
    - 7.2.2.4. Antemortem Rales
  - 7.2.3. Neuropsychological Manifestations
    - 7.2.3.1. Tiredness and Fatigue
    - 7.2.3.2. Insomnia
    - 7.2.3.3. Depression
    - 7.2.3.4. Delirium
  - 7.2.4. Genitourinary Manifestations
    - 7.2.4.1. Urinary Retention
  - 7.2.5. Pain
  - 7.2.6. Fever and Dysthermia
  - 7.2.7. Emergencies in the Terminally Ill Patient
    - 7.2.7.1. Massive Hemorrhage
    - 7.2.7.2. Seizures
    - 7.2.7.3. Acute Respiratory Depression
- 7.3. Nursing Care
  - 7.3.1. Virginia Henderson's Needs Model
    - 7.3.1.1. Need 1: Breathing
    - 7.3.1.2. Need 2: Nutrition/Hydration
    - 7.3.1.3. Need 3: Elimination
    - 7.3.1.4. Need 3: Mobilization
    - 7.3.1.5. Need 5: Rest/Sleep
    - 7.3.1.6. Need 6: Dressing
    - 7.3.1.7. Need 7: Temperature
    - 7.3.1.8. Need 8: Hygiene/Skin
    - 7.3.1.9. Need 9: Safety
    - 7.3.1.10. Need 10: Communication
    - 7.3.1.11. Need 11: Religion/Beliefs
    - 7.3.1.12. Need 12: Development
    - 7.3.1.13. Need 13: Recreational Activities/Leisure
    - 7.3.1.13. Need 13: Learning/Discovery
- 7.4. End of Life
  - 7.4.1. Last Days
  - 7.4.2. Agony
    - 7.4.2.1. Characteristics of the Agony Situation
    - 7.4.2.2. Care in Agony
  - 7.4.3. Spiritual Care
  - 7.4.4. Sedation
    - 7.4.4.1. Refractory Symptoms
    - 7.4.4.2. Types of Sedation
    - 7.4.4.3. Medications Used
    - 7.4.4.4. Ethical Considerations
- 7.5. Palliative Care and Comprehensive Care for the Oncology Patient
  - 7.5.1. The Role of the Multidisciplinary Team
  - 7.5.2. Care Models
  - 7.5.3. Family Care
    - 7.5.3.1. Family Symptoms in the Care of the Terminally Ill Patient
    - 7.5.3.2. Psychosocial Care

- 7.6. Palliative Home Care
  - 7.6.1. Background
  - 7.6.2. Home Care Process
  - 7.6.3. Dying at Home
- 7.7. Grief
  - 7.7.1. Definition
  - 7.7.2. Stages of Grief
  - 7.7.3. Manifestations of Grief
  - 7.7.4. Types of Grief
    - 7.7.4.1. Uncomplicated Grief
    - 7.7.4.2. Pathological Grief
    - 7.7.4.3. Anticipatory Grief
    - 7.7.4.4. Uncomplicated or Prolonged Grief
  - 7.7.5. Grief Resolution
  - 7.7.6. Nursing Interventions in Grief
  - 7.7.7. Grief Management
- 7.8. Bioethics in Palliative Care
  - 7.8.1. Bioethics
  - 7.8.2. Human Dignity
  - 7.8.3. Quality of Life
  - 7.8.4. Ethical and Bioethical Issues at the End of Life
- 7.9. Nursing Care Process (NCP) at the End of Life
  - 7.9.1. Comprehensive Nursing Assessment
  - 7.9.2. Need for NCP in Palliative Patients
  - 7.9.3. Nursing Diagnosis (NANDA)
  - 7.9.4. Nursing Outcomes (NOC)
  - 7.9.5. Nursing Interventions (NIC)

## Module 8. Communication and Psychosocial Approach to the Oncology Patient in Nursing

- 8.1. Communication in Oncology
  - 8.1.1. The Role of Communication in Oncology
  - 8.1.2. Somatic-Psychological Interaction
  - 8.1.3. Bioethical Support
  - 8.1.4. *Counseling*
    - 8.1.4.1. Knowledge
    - 8.1.4.2. Attitudes
    - 8.1.4.3. Relational Strategies
- 8.2. Denial Management. Adaptive and Maladaptive Denial
  - 8.2.1. Causes of Denial
  - 8.2.2. Nursing Professional Objectives
  - 8.2.3. Denial Management
    - 8.2.3.1. Factors Involved
    - 8.2.3.2. Nursing Interventions
- 8.3. Communicating Bad News
  - 8.3.1. How to Deliver Bad News?
  - 8.3.2. Nursing Professional Objectives
  - 8.3.3. Factors Involved
  - 8.3.4. Bad News Delivery Strategies
- 8.4. Decision Making
  - 8.4.1. From Communication to Deliberation
  - 8.4.2. Difficulty in Decision-Making
  - 8.4.3. Nursing Professional Objectives
  - 8.4.4. Factors Involved
  - 8.4.5. Deliberative Process
  - 8.4.6. Criteria for Assessing Decision-Making Capacity
  - 8.4.7. Problems in Decision-Making Capacity: Nursing Approach
- 8.5. Conspiracy of Silence
  - 8.5.1. The Conspiracy of Silence
  - 8.5.2. Causes of The Conspiracy of Silence
  - 8.5.3. Factors Involved
  - 8.5.4. Nursing Approach

- 8.6. Aggressiveness Management
  - 8.6.1. Oncologic Patient Aggressiveness
  - 8.6.2. Causes of Hostile Reactions
  - 8.6.3. Nursing Professional Objectives
  - 8.6.4. Factors Involved
  - 8.6.5. Aggressive Patient Management
- 8.7. Therapeutic Effort Limitation
  - 8.7.1. The Therapeutic Effort Limitation
  - 8.7.2. Need to Limit Therapeutic Effort
  - 8.7.3. Nursing Professional Objectives
  - 8.7.4. Factors Involved
  - 8.7.5. Approach and Intervention
- 8.8. Family Claudication
  - 8.8.1. Familiar Claudication Prevention
  - 8.8.2. Claudication Causes
  - 8.8.3. Nursing Professional Objectives
  - 8.8.4. Factors Involved
  - 8.8.5. Approach and Intervention Regarding Family Claudication
- 8.9. Prevention of Complicated Family Grief
  - 8.9.1. Complicated Family Grief
  - 8.9.2. Causes of Problems in the Grieving Process
    - 8.9.2.1. Personal Factors
    - 8.9.2.2. Situational Factors
    - 8.9.2.3. Interpersonal Factors
  - 8.9.3. Nursing Professional Objectives
  - 8.9.4. Factors Involved
  - 8.9.5. Setup
    - 8.9.5.1. During Illness
    - 8.9.5.2. At the Time of Death
- 8.10. Advance Directives
  - 8.10.1. Advance Planning of Health Care Decisions
  - 8.10.2. Need for Advance Directives
  - 8.10.3. Nursing Professional Objectives
  - 8.10.4. Factors Involved
  - 8.10.5. Setup
  - 8.10.6. Specific Considerations

## Module 9. Oncology Nursing for Pediatric and Geriatric Patients

- 9.1. General Context of Pediatric Oncology
  - 9.1.1. Epidemiology of Pediatric Cancer
  - 9.1.2. Most Frequent Tumors in Pediatric Age
    - 9.1.2.1. Leukemia Types
    - 9.1.2.2. Lymphoma
    - 9.1.2.3. Brain Tumors
    - 9.1.2.4. Wilms Tumor (Nephroblastoma)
    - 9.1.2.5. Neuroblastoma
    - 9.1.2.6. Rhabdomyosarcoma
    - 9.1.2.7. Bone Tumors
- 9.2. Main Treatments in the Pediatric Patient
  - 9.2.1. Surgery
  - 9.2.2. Chemotherapy
  - 9.2.3. Radiotherapy
  - 9.2.4. Hematopoietic Progenitor Transplantation
  - 9.2.5. Side Effects
- 9.3. Child and Family Focused Care
  - 9.3.1. Quality of Life
  - 9.3.2. Role of the Family
  - 9.3.3. Emotional Impact
  - 9.3.4. Nurse Assessment and Management
- 9.4. Pediatric Patient Nutrition
  - 9.4.1. General Aspects
  - 9.4.2. Malnutrition Consequences
  - 9.4.3. Evaluation
  - 9.4.4. Nutritional Support
- 9.5. Psychological Care in Pediatric Oncology Patients
  - 9.5.1. Emotional Support During Diagnoses
  - 9.5.2. Emotional Support During Treatment
  - 9.5.3. Emotional Support after the End of Treatment

- 9.6. Palliative Care for Pediatric Patients
  - 9.6.1. Most Frequent Symptoms
  - 9.6.2. Symptom Control. Pain Management
  - 9.6.3. Palliative Sedation
  - 9.6.4. Coping with Death
  - 9.6.5. Spirituality
  - 9.6.6. Grief
- 9.7. General Context of Oncogeriatrics
  - 9.7.1. Cancer Epidemiology in the Elderly Population
  - 9.7.2. Specific Characteristics of the Elderly Cancer Patient
    - 9.7.2.1. Physiological Aging
    - 9.7.2.2. Polypharmacy
    - 9.7.2.3. Associated Pathology
- 9.8. Particularities of Oncologic Treatment in the Elderly Patient
  - 9.8.1. Chemotherapy
  - 9.8.2. Radiotherapy
  - 9.8.3. Surgery
  - 9.8.4. Hormone Therapy
- 9.9. Comprehensive Assessment in Elderly Oncologic Patients
  - 9.9.1. Geriatric Assessment Methodology
  - 9.9.2. Frailty Screening
- 9.10. Oncologic Pain in the Elderly Patient
  - 9.10.1. Characteristics
  - 9.10.2. Assessment
  - 9.10.3. Pharmacological and Non-Pharmacological Treatment
- 10.2. Oncology Applied Research
  - 10.2.1. Background
  - 10.2.2. Current Overview
- 10.3. Oncology Research Areas
  - 10.3.1. Surgical Oncology
  - 10.3.2. Radiotherapy oncology
  - 10.3.3. Medical Oncology
- 10.4. Oncology Translational Research
  - 10.4.1. Basic and Clinical Research
  - 10.4.2. Translational Research as a Roadmap
- 10.5. Nursing Oncology Research Areas
  - 10.5.1. Nursing Care Research
  - 10.5.2. Research on Oncology Patient Problems
  - 10.5.3. Research in Activities Derived from Other Disciplines
  - 10.5.4. Resource Management and Leadership
- 10.6. Challenges for the Future of Oncology Nursing Research
  - 10.6.1. History of Nursing Research
  - 10.6.2. Nursing Research Difficulties
  - 10.6.3. Future Outlook
- 10.7. Guidelines for Junior Researchers
  - 10.7.1. Research Project Design
  - 10.7.2. Main Groups and Research Lines
  - 10.7.3. Resources for Junior Researchers
  - 10.7.4. Financing Means
- 10.8. Critical Reading of Scientific Literature
  - 10.8.1. Principles of Critical Reading
  - 10.8.2. Models of Critical Reading
- 10.9. Research: ICT and Apps Applied to Oncology
  - 10.9.1. Use and Communication between Professionals
  - 10.9.2. Patient Outreach
- 10.1. Research Bases in Health Sciences
  - 10.1.1. The Scientific Method. Structure
  - 10.1.2. Quantitative and Qualitative Research Designs
  - 10.1.3. Variables Definition Sampling
  - 10.1.4. Data Analysis
  - 10.1.5. Presentation of Results

## Module 10. Research in Oncology Nursing

**Module 11. Introduction to Pediatric Cancer and Main Treatments**

- 11.1. Children and Cancer
  - 11.1.1. Epidemiology of Pediatric Cancer
  - 11.1.2. Pathophysiology of Pediatric Cancer. Characteristics Shared by Tumor Cells
  - 11.1.3. Etiology of Pediatric Cancer
  - 11.1.4. Fundamentals of the Hematopoietic System and Blood Cells
  - 11.1.5. Types of Pediatric Cancer
  - 11.1.6. Diagnostic and Monitoring Procedures in Pediatric Oncohematology
  - 11.1.7. Treatment of Pediatric Cancer
  - 11.1.8. Chemotherapy (I)
  - 11.1.9. Chemotherapy (II)
  - 11.1.10. Late Side Effects of Treatments in Pediatric Cancer Survivors

**Module 12. Malignant Oncohematological Disorders in Pediatrics**

- 12.1. Leukemias and Myelodysplastic Syndromes in Pediatrics
  - 12.1.1. B-Cell Pediatric Acute Lymphoblastic Leukemia
  - 12.1.2. Lymphomas in Pediatrics
  - 12.1.3. CNS Tumors in Pediatrics and Miscellaneous Intracranial and Intraspinal Neoplasms in Pediatrics
  - 12.1.4. Neuroblastomas and Other Peripheral Nerve Cell Tumors in Pediatrics
  - 12.1.5. Retinoblastomas in Pediatrics
  - 12.1.6. Renal Tumors in Pediatrics
  - 12.1.7. Liver Tumors in Pediatrics
  - 12.1.8. Bone Tumors in Pediatrics
  - 12.1.9. Soft Tissue Sarcomas and Other Extrasosseous Sarcomas in Pediatrics
  - 12.1.10. Other Malignant and Unspecified Neoplasms in Pediatrics

**Module 13. Nursing Care in Pediatric Oncohematology (I)**

- 13.1. Patient Safety in Unit Nursing Care
  - 13.1.1. Safety in the Pediatric Oncology Unit
  - 13.1.2. Nursing Care at the Onset
  - 13.1.3. Nursing Care for Performing Diagnostic Tests
  - 13.1.4. Nursing Care. Venous Catheters (I)
  - 13.1.5. Nursing Care. Venous Catheters (II). Subcutaneous Reservoir
  - 13.1.6. Nursing Care in the Administration of Antineoplastic Medication
  - 13.1.7. Nursing Care in the Intravenous Administration of Antineoplastic Drugs
  - 13.1.8. Nursing Care in the Administration of Supportive Treatment Drugs
  - 13.1.9. Transfusion Support in Pediatric Oncohematology

**Module 14. Nursing Care in Pediatric Oncohematology (II)**

- 14.1. The Importance of Observation and Active Listening in Pediatric Oncohematology Nursing
  - 14.1.1. The Importance of Nursing Assessment in Pediatric Oncohematology
  - 14.1.2. Most frequent Nursing Diagnoses in Pediatric Oncohematology
  - 14.1.3. Nursing Care in Symptom Control in Pediatric Oncohematology
  - 14.1.4. Pain Management and Care in Pediatric Oncohematology
  - 14.1.5. Skin Care in Pediatric Oncohematology
  - 14.1.6. Nutrition in Children and Adolescents with Cancer
  - 14.1.7. When the Response to Treatment is Not Adequate
  - 14.1.8. Carefully Care for Children/Adolescents with Cancer and Their Family
  - 14.1.9. Research in Pediatric Oncohematology Care

**Module 15. Hematopoietic Progenitor Stem Cell Transplantation in Pediatrics**

- 15.1. Introduction to Hematopoietic Progenitor Stem Cell Transplantation
  - 15.1.1. Indications for Hematopoietic Progenitor Stem Cell Transplantation (HPT) in Pediatrics
  - 15.1.2. From Donation to Infusion of Hematopoietic Progenitors
  - 15.1.3. Nursing Care in HPT Conditioning
  - 15.1.4. Nursing Care During HP Infusion
  - 15.1.5. Nursing Care. Medullary Aplasia Phase
  - 15.1.6. Medium-Term Post-HPT Nursing Care
  - 15.1.7. Follow-Up HPT Nursing Consultation
  - 15.1.8. New Therapies for Treating Complications After HPT

### Module 16. Emergencies and Critical Patients in Pediatric Oncology

- 16.1. Introduction to Emergencies in Pediatric Patients with Oncohematological Conditions
  - 16.1.1. Hematologic Emergencies in Pediatric Oncohematology
  - 16.1.2. Mechanical and Neurological Emergencies in Pediatric Oncohematology
  - 16.1.3. Metabolic and Abdominal Emergencies in Pediatric Oncohematology
  - 16.1.4. Other Emergencies Derived From Treatment
  - 16.1.5. Emergencies in Post-Hematopoietic Stem Cell Transplant Patients
  - 16.1.6. Pediatric Patient with Oncohematological Conditions Requiring Intensive Care
  - 16.1.7. Nursing Care for Pediatric Patients with Oncohematological Conditions and Families, Admitted to the Pediatric Intensive Care Unit (PICU)
  - 16.1.8. Pediatric Intensive Care Unit (PICU). Humanization Projects

### Module 17. Palliative Care and End-of-Life Situation in Pediatric Oncology

- 17.1. Pediatric Palliative Care. History, Concepts, Peculiarities and Universal Principles
  - 17.1.1. Objectives and Stages of the Therapeutic Approach in Pediatric Palliative Care
  - 17.1.2. Comprehensive Care for Children and Adolescents with Oncohematological Disease in a Palliative Care Situation and Their Families
  - 17.1.3. Symptom Control in Pediatric Oncology Palliative Care
  - 17.1.4. Total Pain Control in Pediatric Oncology Palliative Care
  - 17.1.5. Ethical Aspects and Decision Making in Pediatric Oncology Palliative Care
  - 17.1.6. Terminal Phase and Last Days Situations in Pediatric Oncology
  - 17.1.7. Palliative Sedation in Pediatric Oncology
  - 17.1.8. Appropriate End of Life. Dignity and Support
  - 17.1.9. In First Person. Testimonial

### Module 18. New Therapies: Clinical Trials and Immunotherapy in Pediatric Oncology

- 18.1. Clinical Trials in Pediatric Oncohematology. Concepts and Historical Bases
  - 18.1.1. Why Are Clinical Trials Necessary in Pediatric Oncology?
  - 18.1.2. Designing a Clinical Trial
  - 18.1.3. Preparing and Starting a Clinical Trial
  - 18.1.4. Developing a Clinical Trial
  - 18.1.5. Professionals Involved in a Clinical Trial
  - 18.1.6. The Role of Nursing Professionals in the Clinical Trials in Pediatric Oncology
  - 18.1.7. The Map of Nursing Professionals Skills in the Clinical Trials in Pediatric Oncology
  - 18.1.8. Current Situation of Clinical Trials in Pediatrics
  - 18.1.9. Present and Future of Pediatric Oncology. Personalized Medicine

### Module 19. Multidisciplinary Support and E-Health in Pediatric Oncohematology

- 19.1. Psychological Support for Children during the Process of Living with Cancer
- 19.2. Psychological Support for Adolescents during the Process of Living with Cancer
- 19.3. Psychological Support Needs of Children and Adolescents Undergoing Hematopoietic Stem Cell Transplantation and Their Families
- 19.4. Educational Support for Children and Adolescents with Cancer
- 19.5. The Support of the Social Worker in Pediatric Oncology
- 19.6. Parents of Children with Cancer Associations and Other Non-Profit Organizations
- 19.7. Volunteering in Pediatric Oncohematology Units
- 19.8. Pediatric Cancer and Society
- 19.9. Use of Information and Communication Technologies (ICT) in Children and Adolescents with Cancer
- 19.10. Use of Information and Communication Technologies (ICTs and E-Health) for the Parents of Children and Adolescents with Cancer
- 19.11. Nursing Professionals, ICTs and E-Health

**Module 20. Welcoming, Caring, and Supporting in Pediatric Oncology**

- 20.1. Comprehensive View of the Care of Children and Adolescents with Cancer and Their Family
- 20.2. Theories and Models That Approach the Comprehensive Vision of Nursing
- 20.3. Facilitating Role of the Nurse in Pediatric Oncology
- 20.4. The Profile of Emotional Skills of Nursing in Pediatric Oncology
- 20.5. Therapeutic Communication in Pediatric Oncology
- 20.6. The Influence of the Environment and Surroundings when Accompanying Children with Cancer
- 20.7. Accompaniment for the Family System in Pediatric Oncology
- 20.8. Psychomotor and Affective Development of Infants and Preschoolers with Cancer
- 20.9. Emotion, Storytelling, and Meaningful Playtime in School-Aged Children with Cancer
- 20.10. Emotion, Storytelling and Socialization in Adolescents with Cancer
- 20.11. First Person Experiences



*You will train from wherever you are and transform your passion into a career full of opportunities. Take the next step toward your specialization and improve the lives of those who need it most!"*

# 04

# Teaching Objectives

This Advanced Master's Degree aims to provide specialized training that enables nursing professionals to acquire the knowledge, skills, and competencies necessary to offer comprehensive and high-quality care to cancer patients. Through a multidisciplinary approach, the postgraduate certificate will transform participants into experts in the management of oncological care, effectively addressing both the physical and emotional aspects of the patients. Graduates will gain an in-depth understanding of the different types of cancer and their treatments, including chemotherapy, radiotherapy, immunotherapy, and advanced therapies.





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*You will be prepared to face the practical challenges of oncological care, establishing yourself as a leading figure in your field and improving care for cancer patients”*



## General Objectives

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- ♦ Develop skills to provide comprehensive care to cancer patients at all stages of the disease
- ♦ Apply pain management strategies and other symptoms associated with cancer
- ♦ Manage the administration of oncological treatments, including chemotherapy and radiotherapy
- ♦ Develop competencies in monitoring and controlling the side effects of oncological treatments
- ♦ Apply palliative care to terminal cancer patients to improve their quality of life
- ♦ Develop skills in education and emotional support for patients and families affected by cancer
- ♦ Apply nursing approaches for the care of pediatric cancer patients
- ♦ Manage the prevention and early detection of cancer through community health programs
- ♦ Develop competencies in the psychosocial care of oncology patients during and after treatment
- ♦ Apply nursing principles in the physical and emotional rehabilitation of oncology patients
- ♦ Develop intervention strategies to manage anxiety and depression in cancer patients
- ♦ Manage the care of oncology patients with comorbidities to optimize their overall well-being
- ♦ Develop skills in counseling and nutritional guidance for oncology patients
- ♦ Apply specialized care in the management of metastatic cancer patients
- ♦ Manage the care of oncology patients in intensive care units and hospitals
- ♦ Develop competencies in interdisciplinary coordination and collaboration in oncological treatment
- ♦ Provide education on self-care and prevention for patients with a family history of cancer
- ♦ Develop skills for the care of cancer patients during the stem cell transplant process
- ♦ Manage support and follow-up for cancer remission patients to prevent relapses
- ♦ Develop care strategies for cancer patients in situations of social and economic vulnerability





## Specific Objectives

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### Module 1. Introduction to Oncology. Oncology Nursing

- ♦ Understand the basic concepts of oncology and their relationship to nursing
- ♦ Identify the roles and responsibilities of oncology nursing in various contexts
- ♦ Recognize the ethical and legal principles that guide oncology nursing practice
- ♦ Analyze the historical evolution of oncology and its implications for care

### Module 2. Types of Tumors

- ♦ Differentiate the main characteristics of benign and malignant tumors
- ♦ Identify the risk factors associated with different types of tumors
- ♦ Recognize the clinical manifestations specific to the most common tumors
- ♦ Classify tumors by their location and degree of involvement

### Module 3. Oncological Treatments

- ♦ Explain the main oncological treatments and their mechanisms of action
- ♦ Analyze the most common side effects of oncological therapies
- ♦ Identify the clinical indications for each type of oncological treatment
- ♦ Evaluate the impact of treatments on the quality of life of oncology patients

### Module 4. The Role of Nursing in Chemotherapy Treatment Administration

- ♦ Describe the protocols for the safe administration of chemotherapy
- ♦ Identify the adverse effects of chemotherapy and their management by nursing staff
- ♦ Apply preventive measures to minimize risks associated with treatment
- ♦ Explain the importance of continuous monitoring during chemotherapy

### Module 5. Clinical Manifestations and Emergencies in the Oncology Patient

- ♦ Recognize the most frequent clinical manifestations in oncology patients
- ♦ Identify oncological emergencies and their immediate nursing management
- ♦ Apply evaluation and management protocols for oncological complications
- ♦ Prioritize interventions based on the severity of oncological emergencies

### Module 6. Nursing Approach to Nutrition and Post-Surgical Care of the Oncology Patient

- ♦ Identify the specific nutritional needs of oncology patients
- ♦ Design care plans focused on post-surgical recovery
- ♦ Recognize post-surgical complications and their timely management
- ♦ Evaluate the effectiveness of nutritional interventions in recovery

### Module 7. Nursing Care for Palliative and Terminally Ill Patients

- ♦ Provide care focused on the comfort and dignity of terminally ill patients
- ♦ Identify common signs and symptoms in the terminal stages of illness
- ♦ Apply strategies to relieve pain and improve quality of life
- ♦ Offer emotional and psychosocial support to the patient and their family

### Module 8. Communication and Psychosocial Approach to the Oncology Patient in Nursing

- ♦ Establish effective communication strategies with oncology patients
- ♦ Recognize the emotional and psychological impact of the diagnosis on the patient
- ♦ Identify available psychosocial resources to support patients and families
- ♦ Apply active listening and empathy techniques in oncology care

### **Module 9. Oncology Nursing for Pediatric and Geriatric Patients**

- ♦ Differentiate the care needs of pediatric and elderly patients
- ♦ Identify the clinical peculiarities of cancer in vulnerable populations
- ♦ Apply care strategies adapted to the stages of development and aging
- ♦ Evaluate the psychosocial factors that influence these populations

### **Module 10. Research in Oncology Nursing**

- ♦ Design research projects focused on improving oncological care
- ♦ Identify relevant sources of scientific evidence for clinical practice
- ♦ Apply statistical tools for data analysis in oncology
- ♦ Disseminate scientific findings to contribute to the advancement of knowledge

### **Module 11. Introduction to Pediatric Cancer and Main Treatments**

- ♦ Recognize the particularities of pediatric cancer and its incidence
- ♦ Identify the main treatments used in pediatric oncology
- ♦ Explain the impact of treatments on the child's development
- ♦ Analyze the importance of comprehensive follow-up in managing pediatric cancer

### **Module 12. Malignant Oncohematological Disorders in Pediatrics**

- ♦ Identify the main oncohematological pathologies in the pediatric population
- ♦ Recognize the early signs and symptoms of oncohematological diseases
- ♦ Apply diagnostic and management protocols for oncohematological pathologies
- ♦ Evaluate the clinical evolution of pediatric patients with these diseases

### **Module 13. Nursing Care in Pediatric Oncohematology (I)**

- ♦ Design care plans for children with oncohematological diseases
- ♦ Recognize the common complications in the management of these pathologies
- ♦ Apply specific interventions to improve the child's well-being
- ♦ Monitor the treatment response in the pediatric population

### **Module 14. Nursing Care in Pediatric Oncohematology (II)**

- ♦ Implement advanced care in children undergoing prolonged treatments
- ♦ Identify the side effects associated with specific therapies
- ♦ Evaluate the effectiveness of support strategies in oncohematology
- ♦ Promote emotional and social adaptation in pediatric patients

### **Module 15. Hematopoietic Progenitor Stem Cell Transplantation in Pediatrics**

- ♦ Describe the process of hematopoietic progenitor cell transplantation in children
- ♦ Identify pre- and post-transplant care
- ♦ Recognize complications associated with the procedure and their management
- ♦ Evaluate short- and long-term clinical outcomes of the transplant

### **Module 16. Emergencies and Critical Patients in Pediatric Oncology**

- ♦ Identify the most common emergencies in pediatric oncology
- ♦ Apply action protocols in critical situations in pediatric oncology patients
- ♦ Evaluate signs of clinical deterioration in pediatric patients
- ♦ Prioritize interventions based on the severity of each case



**Module 17. Palliative Care and End-of-Life Situation in Pediatric Oncology**

- ◆ Provide comprehensive support to pediatric patients in the terminal stage
- ◆ Apply strategies for pain management and other complex symptoms
- ◆ Recognize the emotional needs of the child and their family
- ◆ Promote a respectful and dignified environment in the last days of life

**Module 18. New Therapies: Clinical Trials and Immunotherapy in Pediatric Oncology**

- ◆ Identify the latest advances in immunotherapy and clinical trials
- ◆ Evaluate the efficacy and safety of new therapies in pediatric oncology
- ◆ Recognize the criteria for participation in pediatric clinical trials
- ◆ Promote access to innovative treatments in clinical settings

**Module 19. Multidisciplinary Support and E-Health in Pediatric Oncohematology**

- ◆ Integrate multidisciplinary teamwork in the care of pediatric patients
- ◆ Identify digital resources and e-health tools for oncology care
- ◆ Promote effective communication between teams and families
- ◆ Evaluate the impact of technologies on the patient's quality of life

**Module 20. Welcoming, Caring, and Supporting in Pediatric Oncology**

- ◆ Develop skills for welcoming the patient and their family
- ◆ Foster a trustful and empathetic environment in pediatric care
- ◆ Apply emotional support strategies in oncology processes
- ◆ Promote resilience and well-being for the child and their family environment

05

# Career Opportunities

This university qualification will open the doors to a world of professional opportunities in one of the most in-demand and specialized fields of healthcare. Thanks to the comprehensive training provided by this postgraduate program, graduates will be able to work as specialized nurses in oncology units, where they will manage advanced treatments and palliative care. Additionally, they will be able to work as health educators, leading cancer prevention and early detection programs, or as coordinators of multidisciplinary teams in hospital centers and specialized clinics. Lastly, nurses will be able to assume leadership roles in the quality supervision and strategic planning of oncological services.



“

*Thanks to TECH, you will position yourself as a leader in the sector and have the opportunity to positively impact the lives of patients, their families, and the community as a whole. Enroll today!”*

### Graduate Profile

The graduate will be defined by their solid academic preparation, their ability to lead in complex clinical environments, and their commitment to excellence in the care of oncology patients. In this regard, they will stand out for their sensitivity and empathy when interacting with patients and families at different stages of the disease. Moreover, this expert will be trained to implement advanced strategies for comprehensive care, from cancer prevention and early detection to the management of innovative treatments, palliative care, and emotional support.

*Your profile will combine cutting-edge clinical knowledge with communication skills, ethical decision-making, and effective management, ensuring that you can face oncological challenges efficiently.*

- ♦ **Effective Communication:** Convey information clearly and empathetically, both to patients and their families and to medical teams, facilitating understanding of treatments and clinical decisions.
- ♦ **Stress Management:** Handle emotionally and professionally high-pressure situations, maintaining calm and making sound decisions in complex environments like oncology care.
- ♦ **Multidisciplinary Teamwork:** Collaborate with various healthcare professionals, coordinating efforts to provide integrated and personalized care for oncology patients.
- ♦ **Critical Thinking and Problem-Solving:** Analyze complex clinical cases, identify effective solutions, and apply innovative strategies to improve the quality of oncological care.





After completing the university program, you will be able to apply your knowledge and skills in the following positions:

1. **Specialized Oncology Nurse:** Responsible for providing direct care to cancer patients, managing treatments, side effects, and palliative care to improve their quality of life.
2. **Oncology Care Coordinator:** Coordinates nursing teams and other healthcare professionals in the comprehensive management of oncology patients in various stages of the disease.
3. **Palliative Care Nurse:** Responsible for providing emotional and physical support to terminally ill cancer patients, alleviating pain and improving their well-being during the final stages of the disease.
4. **Oncological Research Nurse:** Coordinates clinical studies and research to evaluate new treatments, therapies, and care practices in the field of oncology.
5. **Oncology Consultant:** A specialized advisor in hospitals and clinics on best practices for managing oncology patients, including treatment protocols and palliative care.
6. **Pediatric Oncology Nurse:** Responsible for working with children diagnosed with cancer, providing specialized care ranging from medical treatment to emotional support.
7. **Quality Manager in Oncology:** Supervises the adherence to oncology care protocols and quality standards, promoting continuous improvement in healthcare services.
8. **Oncology Prevention Nurse:** Manages primary and secondary prevention strategies, educating the community on healthy habits and conducting cancer early detection campaigns.
9. **Oncology Support Nurse:** Responsible for providing comprehensive support to patients and families, managing treatment side effects such as fatigue, nausea, and pain, and improving overall well-being.

06

# Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

*TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”*

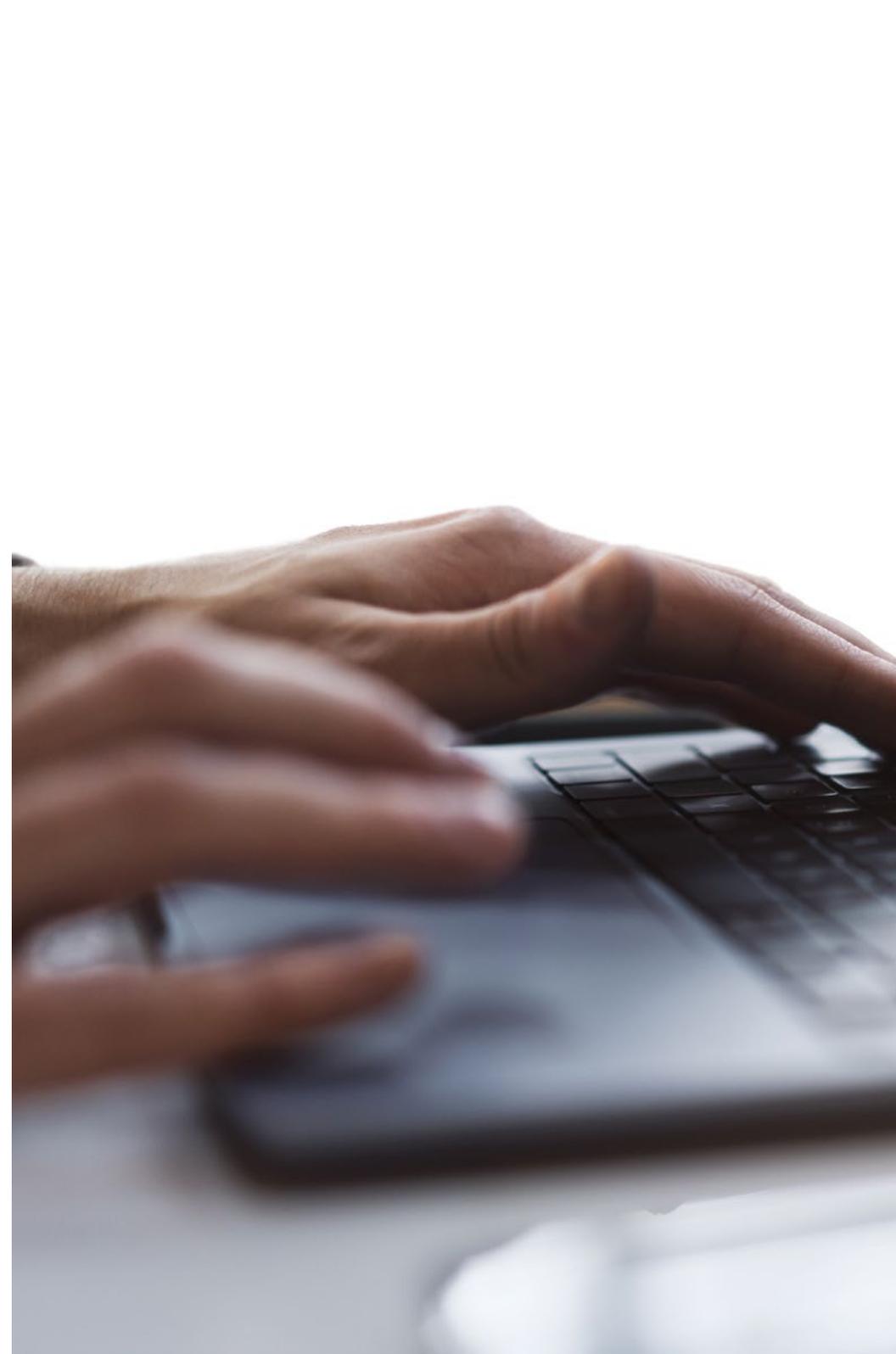
## The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist. The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes  
(which you might not be able to attend)”*



### The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

## Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



## Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

*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.*



## A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



*The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”*

### 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 assess 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.

### The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

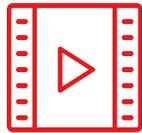
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

*Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.*

*You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.*



As such, the best educational materials, thoroughly prepared, will be available in this program:



### 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.

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.



### Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



### Interactive Summaries

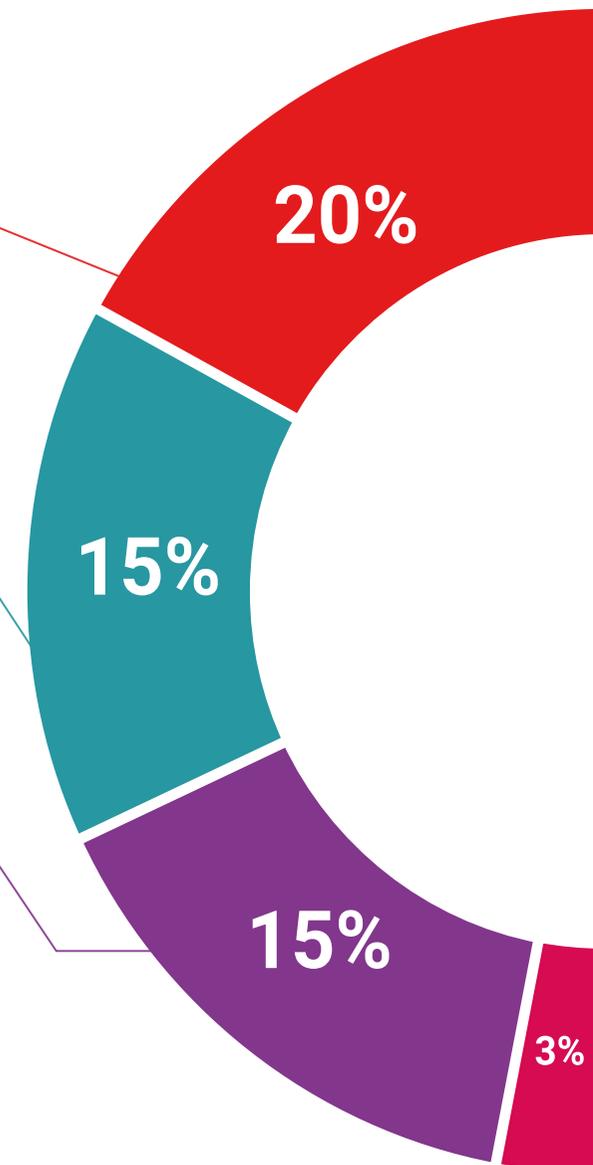
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

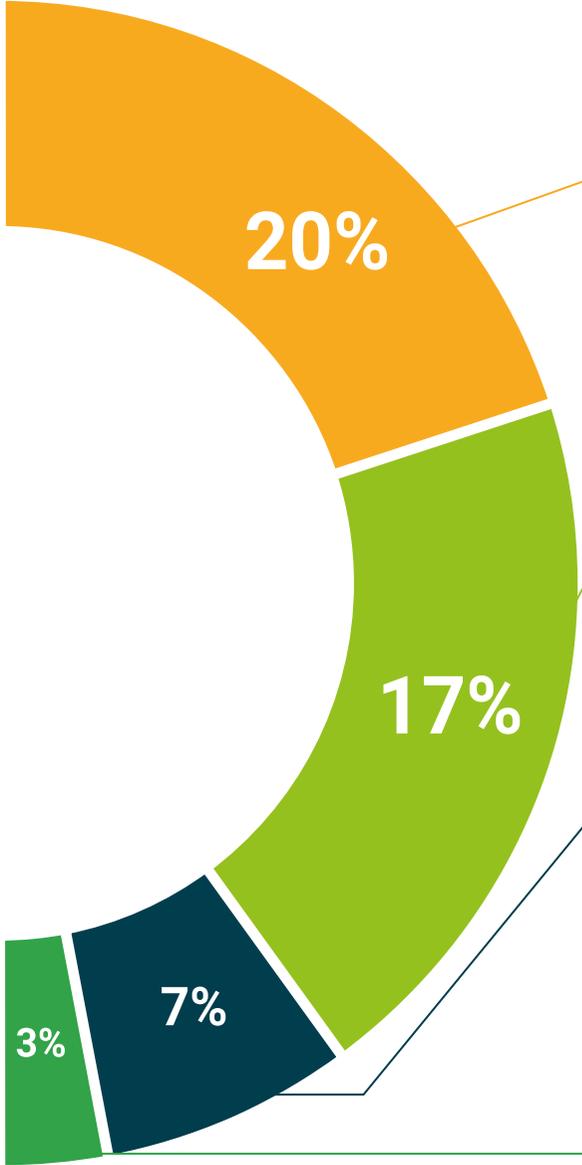
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### Additional Reading

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





**Case Studies**

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



**Testing & Retesting**

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



**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 for 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.



07

# Teaching Staff

This postgraduate program boasts an excellent faculty composed of internationally renowned professionals and experts in various areas of oncology. Each one brings not only a profound academic knowledge but also extensive clinical experience, ensuring a practical and up-to-date approach. In this regard, the team includes specialists in medical oncology, palliative care, clinical research, and advanced nursing, who actively work in leading hospitals and research centers. Thanks to their expertise, the mentors share real-life cases, effective strategies, and the latest innovations in oncology treatments and care.





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*The approachable nature of the faculty and their ability to convey knowledge clearly and accessibly make this postgraduate program a unique experience in the field of Oncology Nursing”*

## Management



### Ms. Morán López, Marina

- ◆ Nurse in the Medical Oncology, General Surgery, Digestive, and Traumatology Service at the Infanta Elena University Hospital
- ◆ Nurse at the Valdemoro Medical Center
- ◆ Nursing Assistant at the La Paz University Hospital
- ◆ Nursing Assistant at the Lafora Psychiatric Hospital



### Ms. Coronado Robles, Raquel

- ◆ Pediatric Nurse Expert in Oncology
- ◆ Pediatric Nurse in the Pediatric Oncohematology Unit at the Vall d'Hebron University Hospital
- ◆ Nurse at the Teknon Medical Center of the Quirónsalud Group
- ◆ Nurse for the Valencian Health Agency
- ◆ Nurse for the Madrid Health Service
- ◆ Master's Degree in eHealth: Information Technologies and Healthcare Management from BCN La Salle
- ◆ Master's Degree in Nursing Sciences from the University of Almería
- ◆ Expert in Oncology Nursing from the Autonomous University of Barcelona

## Teachers

### Ms. Casado Pérez, Eva

- ◆ Nurse in the Nuclear Medicine Department of the Infanta Elena Hospital of Valdemoro
- ◆ Nurse in the General and Pediatric Emergency Service at La Moraleja Hospital and the FIV Madrid Gynecology and Assisted Reproduction Institute
- ◆ Nurse in the Gynecology, Obstetrics, and Assisted Reproduction Service at the Jiménez Díaz University Hospital
- ◆ University Diploma in Nursing from the University Nursing School of the Jiménez Díaz Foundation

### Ms. Martínez Camacho, Minerva

- ◆ Nurse in the Oncology, Hematology, and Nuclear Medicine Service at Infanta Elena Hospital
- ◆ Nurse in the Internal Medicine Service at the Universal Clinic in Madrid
- ◆ Nurse in the Emergency Service at Gregorio Marañón Hospital
- ◆ Nurse in the Neurology Service at Ramón y Cajal University Hospital

### Ms. Meléndez Losada, Noelia

- ◆ Nurse at the El Restón Health Center in Valdemoro
- ◆ Nurse at the Day Hospital
- ◆ Nurse in the COVID-19 Unit at Infanta Elena University Hospital
- ◆ Nurse in the Hospitalization, Emergency, Outpatient, and Extraction Services at HLA Moncloa University Hospital in Madrid

### Ms. García Parra, Natalia

- ◆ Psychologist at Cáritas Diocese of Cartagena
- ◆ Volunteer Coordinator at the Spanish Association Against Cancer and Infanta Elena Hospital
- ◆ Psycho-oncologist at the Spanish Association Against Cancer in Albacete
- ◆ Psychologist at the Spanish Association of Chronic Myeloid Leukemia Patients (AELEMIC)
- ◆ Psychologist at the Children's, Adolescent, and Adult Psychology Service at DRM Clinic in Murcia
- ◆ Master's Degree in Psycho-oncology and Palliative Care from the Complutense University of Madrid
- ◆ Master's Degree in Clinical and Health Psychology from the University of Murcia
- ◆ Bachelor's Degree in Psychology from the University of Murcia

### Ms. Soriano Ruiz, Teresa

- ◆ Nurse at the Multidisciplinary Day Hospital and at Infanta Elena University Hospital in Madrid
- ◆ Nurse in the General Surgery Ward at Infanta Elena University Hospital
- ◆ Nurse at the Amma Humanes Residences, Nuestra Señora de la Soledad, Day Center in Parla, and Personalía Parla in Madrid

### Ms. Fernández Martínez, Ruth

- ◆ Nurse in the Pediatric Oncohematology Unit at Vall d'Hebron Hospital in Barcelona
- ◆ Bachelor's Degree in Nursing

**Ms. Fernández Angulo, Verónica**

- ◆ Expert Nurse in Oncological Care
- ◆ Nurse in the Pediatric Oncohematology Unit at Vall d'Hebron University Hospital
- ◆ Member of: Multidisciplinary Nursing Research Group and Advisor on Pharmacological Treatments for Oncological Disorders

**Dr. Hladun Álvaro, Raquel**

- ◆ Pediatric Oncologist
- ◆ Specialist and Head of Clinical Trials in the Pediatric Oncohematology Unit at Vall d'Hebron Barcelona Hospital Campus
- ◆ Specialized Researcher in Pediatric Cancer and Hematological Diseases
- ◆ Author of multiple scientific articles in national and international journals

**Ms. Muñoz Blanco, María José**

- ◆ Specialist Pediatric Nurse
- ◆ Supervisor of the Pediatric Intensive Care Nursing Unit at Vall d'Hebron Barcelona Hospital Campus
- ◆ Master's Degree in Pediatric Nursing from the University of Barcelona
- ◆ Master's Degree in Emotional Care for Hospitalized Children from the University of Barcelona

**Mr. Ortegón Delgadillo, Ramiro**

- ◆ Nurse in the Pediatric Oncohematology Service at Vall d'Hebron University Hospital
- ◆ Member of Salut i Educació Emocional
- ◆ Facilitator at Escola EFA
- ◆ Academic Director and Professor at UNIR
- ◆ Professor at the University of Barcelona
- ◆ University Degree in Nursing from the Autonomous University of Barcelona
- ◆ Master's Degree in Emotional Education and Well-being from the University of Barcelona
- ◆ Master's Degree in Education for Health from the University of Lleida
- ◆ President of PDA Bullying
- ◆ Member of: ACEESE, ACISE, and PDA Bullying

**Ms. Rodríguez Gil, Raquel**

- ◆ Specialized Nurse in Pediatric Intensive Care Unit at Vall d'Hebron Barcelona Hospital Campus
- ◆ Course in Ultrasound-Guided Vascular Access for Nursing
- ◆ Course in Continuous Pediatric Extracorporeal Dialysis Techniques

**Ms. Saló Rovira, Anna**

- ♦ Psycho-oncologist in the Pediatric Oncology and Hematology Unit at
- ♦ Vall d'Hebron University Hospital, Barcelona Bachelor's Degree in Psychology from the Faculty of Psychology, Education, and Sports Sciences at the Blanquerna Foundation, Universitat Ramon Llull
- ♦ Postgraduate Degree in Baby Observation and Care for Early Childhood up to Three Years at the University of Girona
- ♦ Master's Degree in Psychoanalytic Psychotherapy at the Vidal i Barraquer Foundation
- ♦ Master's Degree in General Health Psychology from the Faculty of Psychology, Education, and Sports Sciences at the Blanquerna Foundation, Universitat Ramon Llull
- ♦ Expert Course in Emergency and Disaster Psychology at COPC

**Mr. Toro Guzmán, Antonio**

- ♦ Specialized Nurse in the Pediatric Oncohematology Unit at Vall d'Hebron University Hospital
- ♦ Master's Degree in Advanced Pharmacology for Nurses from the University of Valencia
- ♦ Postgraduate Degree in Pediatric Care in Primary Healthcare from Ramon Llull University
- ♦ Postgraduate Degree in Pediatric Care in Hospital Settings from Ramon Llull University
- ♦ University Diploma in Nursing from the University of Granada
- ♦ Associate Lecturer in Specialty Programs

**Dr. Uría Oficialdegui, Luz**

- ♦ Pediatric Oncologist Specialized in Hematology
- ♦ Head of Clinical Trials in the Pediatric Oncology Unit at Valle de Hebrón University Hospital
- ♦ Member of: Continuing Education Commission of the National Health System

**Dr. Vidal Laliena, Miriam**

- ♦ Pharmaceutical Services Technician at the Catalan Health Service
- ♦ Clinical Research Associate at PRA Health Sciences
- ♦ Coordinator of Clinical Trials in the Pediatric Oncohematology Unit at Vall d'Hebron University Hospital
- ♦ Laboratory Technician at the Clinical Hospital of Barcelona
- ♦ PhD in Pharmacy from the University of Barcelona
- ♦ Master's Degree in Clinical Trial Monitoring from CoMB

**Ms. Vlaic, Mihaela**

- ♦ Pediatric Nurse at Vall d'Hebron Hospital in Barcelona
- ♦ Specialist in Oncology
- ♦ Bachelor's Degree in Nursing

08

# Certificate

The Advanced Master's Degree in Oncology Nursing guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



“

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

This private qualification will allow you to obtain a **Advanced Master's Degree in Oncology Nursing** 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** private qualification 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.

TECH is a member of the **National League for Nursing (NLN)**, the largest and most established nursing association in the world. This affiliation highlights its commitment to excellence and professional development in the healthcare field.

Accreditation/Membership

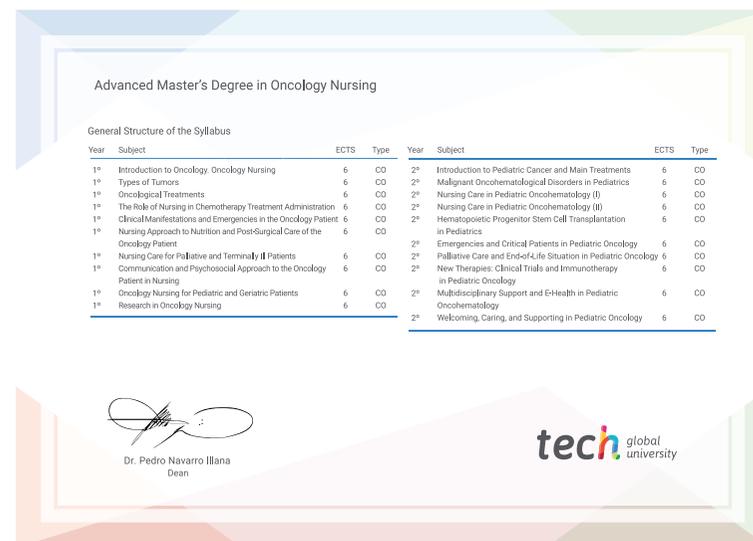


Title: **Advanced Master's Degree in Oncology Nursing**

Modality: **Online**

Duration: **2 years**

Accreditation: **120 ECTS**



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

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



## Advanced Master's Degree Oncology Nursing

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Credits: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

# Advanced Master's Degree Oncology Nursing

Accreditation/Membership

A photograph of a nurse in blue scrubs holding a patient's hand. The patient is lying in a hospital bed, and the nurse is looking down at the hand. The image is partially obscured by a diagonal split between white and grey.

**tech** global  
university