

Postgraduate Diploma

Emotional Intervention at the End of Life and Grief in Psycho-Oncology





Postgraduate Diploma

Emotional Intervention at the End of Life and Grief in Psycho-Oncology

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-emotional-intervention-end-life-grief-psycho-oncology

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01

Introduction

Facing the end of life is one of the greatest fears of every oncology patient, which is why they require the support of a multidisciplinary team to guide them through these moments. Additionally, there is a certain lack of awareness regarding the palliative care that should be provided by both family members and healthcare professionals. With this program, students will learn about the protocols applicable in such situations, attending to each patient as a unique and irreplaceable individual. Furthermore, they will understand the tools necessary to cope with the loss of a loved one, supporting the family in managing this process in the healthiest way possible.





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Emotional pain or grief following death from cancer necessitates a psychological approach”

Death and grief are two processes that are deeply present in the lives of oncology patients and their families. For this reason, they require appropriate support to guide them through this difficult stage. This is where psycho-oncologists intervene, providing the key tools to help the patient adapt to changes, offering information, guidelines, and strategies to ease the suffering of both the patient and their family members.

With the Postgraduate Diploma in Emotional Intervention at the End of Life and Grief in Psycho-Oncology, students will learn the protocols that should be considered and applied to care for each patient, ensuring their individuality and integrity. This will be done through an empirical and spiritual approach, the latter being considered an essential component in the quality of life and its end.

On the other hand, the grief experienced by the patient's family must also be addressed to aid in their healing process. Therefore, this program provides a psychoeducational experience aimed at improving the coping capacity of the grieving individual, as well as their quality of life during these moments. Furthermore, it helps to distinguish between the normal grief process and its complications or risk factors that may exacerbate it.

Towards the end of the program, students will acquire knowledge on bioethics, which involves the study of human behavior in the context of life sciences and healthcare, an essential element in humanizing the treatment of patients.

This **Postgraduate Diploma in Emotional Intervention at the End of Life and Grief in Psycho-Oncology** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- ♦ Practical cases presented by experts in Psycho-Oncology
- ♦ The graphic, schematic and eminently practical contents with which it is conceived gather scientific and practical information on those disciplines that are indispensable for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies for psychological intervention with cancer patients
- ♦ 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



Spirituality also plays a fundamental role in the healing process of the patient”

“

Address conflicts that may arise as a result of differing beliefs between patients and doctors”

Improve the coping capacity of the grieving individual, as well as their quality of life during grief.

Develop new expressive and communicative skills to comfort patients.

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

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

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



02 Objectives

The design of this program aims to provide students with a comprehensive and suitable curriculum to enhance their professional practice. In this way, they will learn how to assist a patient requiring palliative care, using a combination of empirical and spiritual knowledge. Additionally, they will be able to support the family members facing the loss of a loved one. For all these reasons, students will be fully equipped to work alongside the oncology team in a hospital or in a private practice.



“

*Help those who suffer to navigate
and carry on their grief at all times”*



General Objectives

- ♦ Gain in-depth knowledge in the area of study and the development of the profession
- ♦ Understand the application of psychology in the care of cancer patients
- ♦ Define the functions of a psycho-oncology unit and the role of the psycho-oncologist in the healthcare setting
- ♦ Explore different therapeutic options in the psychological treatment of cancer
- ♦ Contribute to the control of emotional disturbances through appropriate psychological strategies
- ♦ Be able to assess and intervene in both adaptive and maladaptive emotions and behaviors
- ♦ Understand the influence of psychological aspects in different types of tumors and contribute to their control using psychological strategies
- ♦ Be able to assess and intervene in the adaptive and maladaptive emotions and behaviors of various oncology processes
- ♦ Differentiate between adaptive and maladaptive emotions and behaviors at the end of life
- ♦ Explore and apply emotional self-regulation strategies
- ♦ Know how to evaluate, diagnose, and intervene in the most prevalent psychological problems in palliative care
- ♦ Explore personal, social, and cultural beliefs and values within the family context concerning illness and death
- ♦ Prepare for the loss
- ♦ Detect psychological reactions in the different stages of grief
- ♦ Provide appropriate individual and family support during grief
- ♦ Prevent and identify early pathological grief
- ♦ Deepen the understanding of the foundations and acquire basic communication skills
- ♦ Dive deeper into the theoretical foundations of the professional-patient relationship
- ♦ Be able to deliver bad news and answer difficult questions
- ♦ Conduct an initial assessment (detailed clinical history) and analyze the emotional, social, and spiritual impact on the patient and their family
- ♦ Know and apply the appropriate assessment tools for the patient and family, suited to each symptom and stage of the disease
- ♦ Thoroughly understand the conceptual foundations, methodology, systematics, and procedures related to research in psycho-oncology
- ♦ Search and select information from electronic databases, websites, libraries, journals, textbooks, etc.
- ♦ Apply bioethical principles to daily clinical practice, with a particular emphasis on the most complex and specific situations
- ♦ Deepen the conceptual and practical foundations of ethics applied to the oncological process
- ♦ Scientifically and systematically analyze ethical issues from an interdisciplinary perspective
- ♦ Explore the methodology of bioethics, both rational and interdisciplinary, and know how to apply it to specific or general situations



Specific Objectives

Module 1. Protocols for Emotional Intervention at the End of Life

- ♦ Carry out preventive actions to support the family according to the stages of the illness
- ♦ Address conflicts that may arise as a result of differing sociocultural beliefs and values between the team and the family-patient duo
- ♦ Recognize and respond to spiritual distress and know how to refer the patient to the appropriate professional
- ♦ Conduct adequate assessments of the global importance of the patient's spiritual beliefs and religious practices
- ♦ Manage attitudes and responses of patients, caregivers, and professionals arising from the professional-patient relationship
- ♦ Intervene in particularly complex family situations
- ♦ Work in cooperative groups, and in multidisciplinary teams

Module 2. Grief Management

- ♦ Prevent, as much as possible, the onset of complicated grief before death
- ♦ Continue preventing complicated grief post-death through emotional support, providing tools to help the person say goodbye to their loved one
- ♦ Guide the completion of grief tasks
- ♦ Develop the capacity for empathy, listening, and compassion to connect with the patient's pain, without becoming overly involved, while establishing a strong therapeutic bond to face difficulties that may arise during the process

Module 3. Ethical Aspects in Psycho-Oncology and Psychology in Palliative Care

- ♦ Analyze ethical dilemmas in depth from an interdisciplinary perspective
- ♦ Identify bioethical issues in the behavior of professionals, in healthcare activities, or in biomedical research
- ♦ Justify decisions in the biomedical field with well-founded ethical judgments
- ♦ Develop expressive and communicative skills on bioethics topics to interact within an ethics committee environment



As a psycho-oncologist, it will be your role to help the patient's family cope with the news of their loved one's death"

03

Course Management

The Postgraduate Diploma in Emotional Intervention at the End of Life and Grief in Psycho-Oncology features a distinguished faculty to guide students through the protocols applied when a patient requires palliative care. In this way, students will be able to intervene in complex situations that require specific expressive skills. This will lead to an improvement in their professional practice and their interactions with patients, families, and medical staff.



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The faculty of this program will help you improve as a psycho-oncologist, ensuring the individuality of each patient”

Management



Mr. Garrido Jiménez, Sergio

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

Faculty

Dr. Cárdenas Quesada, Nuria

- ♦ Assistant Physician of the Medical Oncology Department, Jaen University Hospital.
- ♦ Teaching coordinator of multiple ACSA-accredited clinical sessions
- ♦ Medical Oncology Resident Tutor at the Jaén Hospital
- ♦ Degree in Medicine and Surgery from the University of Granada
- ♦ Full Doctorate Program and Research Sufficiency in "Advances in Radiology (Diagnostic and Therapeutic), Physical Medicine and Medical Physics" from the University of Granada

Dr. Aranda López, María

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

Dr. Montes Berges, Beatriz

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

Dr. Ortega Armenteros, María Carmen

- ♦ Physician of the Palliative Care Support Team, Jaén Hospital Complex.
- ♦ Physician in the Mixed Palliative Care Support Team at the San Juan de la Cruz Hospital in Úbeda
- ♦ Physician of the Home Care Unit for palliative oncology patients that the Spanish Association Against Cancer had in collaboration with the SAS in the City of Jaén Hospital Complex.
- ♦ Degree in Medicine and Surgery from the University of Granada
- ♦ Doctor of Medicine
- ♦ Specialist in Medical Oncology with training carried out in the San Cecilio University Hospital of Granada
- ♦ Master's Degree in Palliative Care from the University of Valladolid
- ♦ Postgraduate Diploma in Palliative Care from the University of Granada

04

Structure and Content

The syllabus of this program has been designed to meet the demands of the sector for its professionals. Additionally, it incorporates contributions from the faculty, who have a deep understanding of the needs of oncology patients. As a result, with this qualification, students will gain a comprehensive understanding of the grieving process experienced by the patient's family, as well as the support that patients require to cope with the news of a terminal diagnosis.



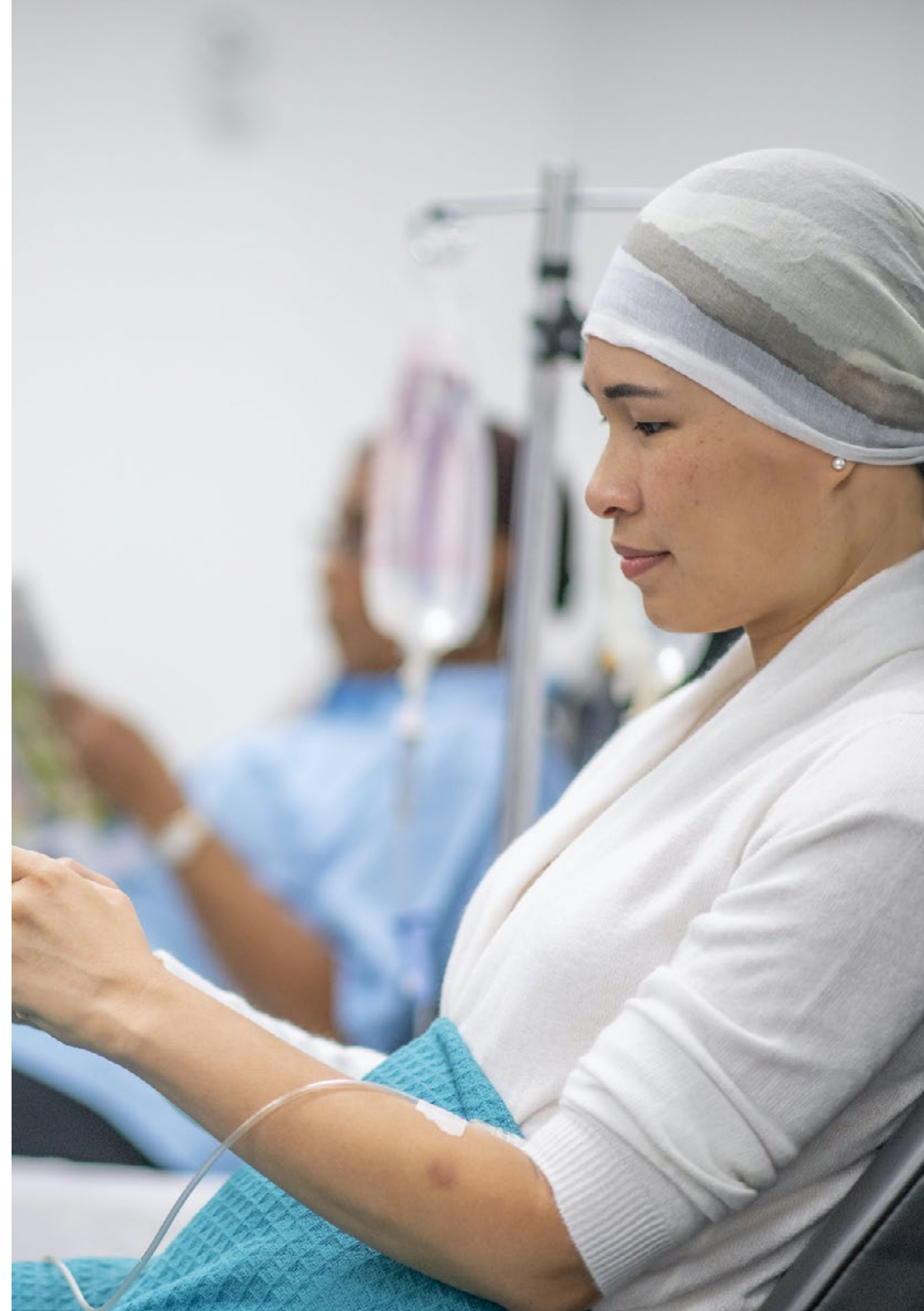


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*Helps improve the triadic interaction model:
patient – family – healthcare professional”*

Module 1. Protocols for Emotional Intervention at the End of Life

- 1.1. Palliative Care Objectives
- 1.2. Evaluation of Suffering
- 1.3. Process of Psychosocial Adaptation at the End of Life
 - 1.3.1. Adaptive vs. Maladaptive Reactions
- 1.4. Triadic Interaction Model for Patients, Family and Healthcare Professionals
- 1.5. Specific Interventions Centered on the Patient
 - 1.5.1. Anxiety
 - 1.5.2. Sadness
 - 1.5.3. Hostility
 - 1.5.4. Fear
 - 1.5.5. Blame
 - 1.5.6. Denial
 - 1.5.7. Withdrawal
- 1.6. Specific Needs of the Family. Assessment of the Patient-Family Unit
 - 1.6.1. Conspiracy of Silence
 - 1.6.2. Family Claudication
- 1.7. Interventions Oriented Towards Health Professionals
 - 1.7.1. Working in Multicultural Teams
 - 1.7.2. Prevention of Burnout Syndrome
- 1.8. Attention to the Spiritual Needs of the Patient
 - 1.8.1. Existential Angst and Religious Experience
- 1.9. Psychological Intervention in Pediatric Palliative Care
- 1.10. Advance Decision Making Process and Planning (ADP)
 - 1.10.1. Declaration and Registry of Advance Vital Wills



Module 2. Grief Management

- 2.1. Death, Culture, and Society
 - 2.1.1. Health Professionals in the Face of Death
- 2.2. Psychological Assessment of Grief
 - 2.2.1. Interview and Specific Instruments for Assessment
- 2.3. Common Reactions to Grief
 - 2.3.1. Normal Grief and Complicated Grief
 - 2.3.2. Vulnerability Factors
 - 2.3.3. Differential Diagnosis Between Grief and Depression
- 2.4. Main Theoretical Models About Grief
 - 2.4.1. Bowlby's Attachment Theory
 - 2.4.2. Nuclear Beliefs and Meaning Reconstruction
 - 2.4.3. Conceptual Models of Trauma
- 2.5. Objectives of Intervention in Grief and Recommended Interventions
 - 2.5.1. Facilitating the Normal Process of Grief. Prevention of Complicated Grief
 - 2.5.2. Intervention Suggestions Before and After Death
 - 2.5.3. Grief Psychotherapy from an Integrative Relational Model
- 2.6. Group Intervention in Grief Support
 - 2.6.1. Psychological Intervention in Grief After the Loss of a Child
- 2.7. Stages of Grief
 - 2.7.1. Grief Tasks
- 2.8. Grief in Children
- 2.9. Suicide and Cancer
- 2.10. Psychopharmacology in Grief Support

Module 3. Ethical Aspects in Psycho-Oncology and Psychology in Palliative Care

- 3.1. Telling the Patient the Truth or Not. Managing the Bearable Truth
- 3.2. Cancer and Ethics: A Complex Interaction
 - 3.2.1. Principled Bioethics
 - 3.2.2. Personalistic Bioethics
 - 3.2.3. Double Effect Principle
- 3.3. Anthropological Basis
 - 3.3.1. The Experience of Fragility
 - 3.3.2. The Experience of Suffering
 - 3.3.3. The Person as Wounded Healer
- 3.4. Rights of the Cancer Patient
 - 3.4.1. Informed Consent
- 3.5. Ethical Duties of Health Care Workers Caring for Cancer Patients
- 3.6. Death with Dignity
 - 3.6.1. Assisted Suicide and Euthanasia
 - 3.6.2. Adequacy or Limitation of Treatment, Refusal of Treatment, Sedation, Therapeutic Obstinacy
- 3.7. Participation of the Patient in Their Process of Illness, Treatment and Decision Making
 - 3.7.1. Moral Dialogue
- 3.8. Humanization in the Care of Cancer Patients
 - 3.8.1. Quality and Warmth
- 3.9. Ethical Care Committees and Clinical Research
- 3.10. Inequalities and Cancer Equity
 - 3.10.1. Current Situation in Palliative Care

05

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.



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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.

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*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.

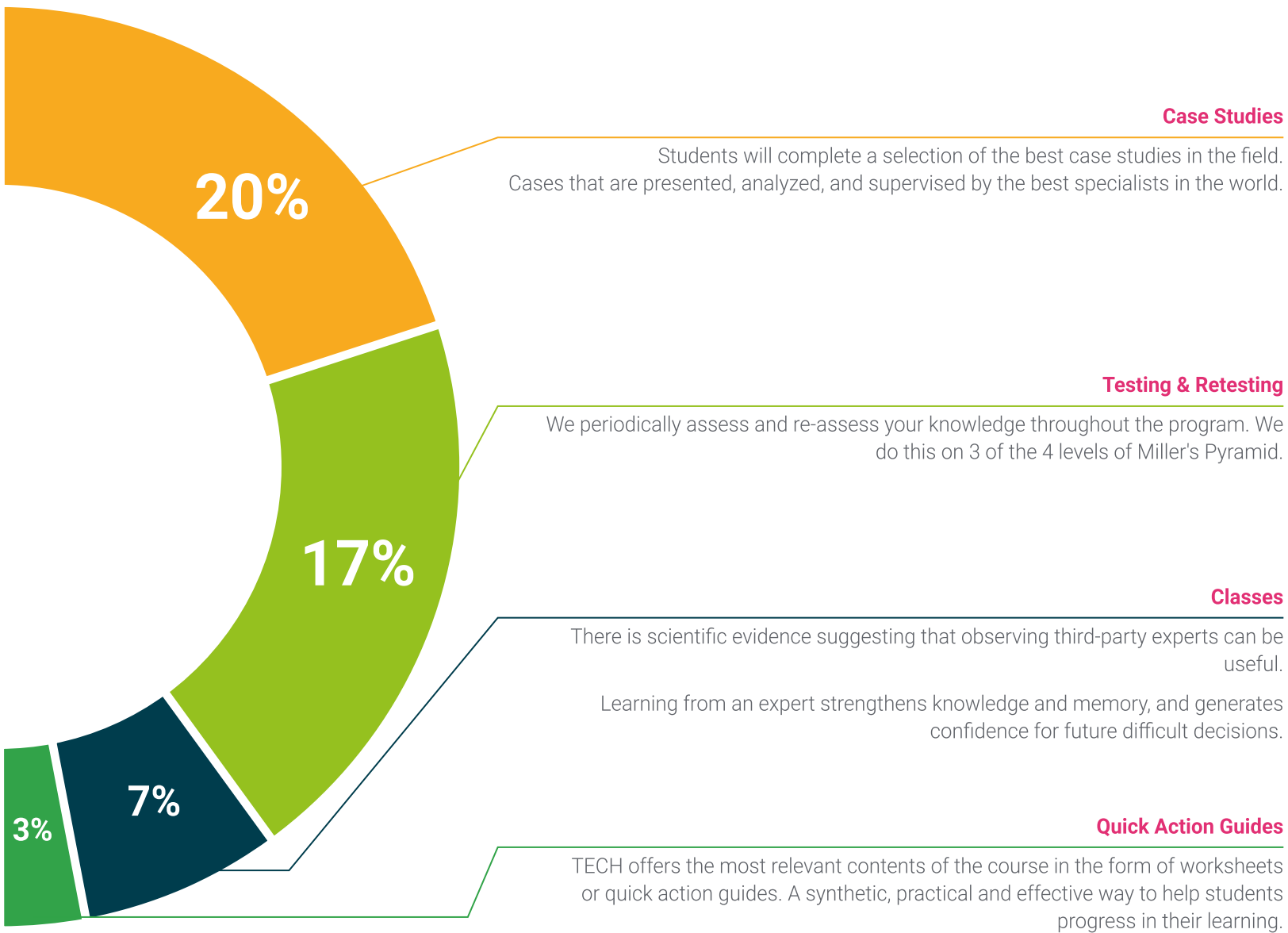
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06

Certificate

The Postgraduate Diploma in Emotional Intervention at the End of Life and Grief in Psycho-Oncology guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma issued by TECH Global University.



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*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 **Postgraduate Diploma in Emotional Intervention at the End of Life and Grief 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.

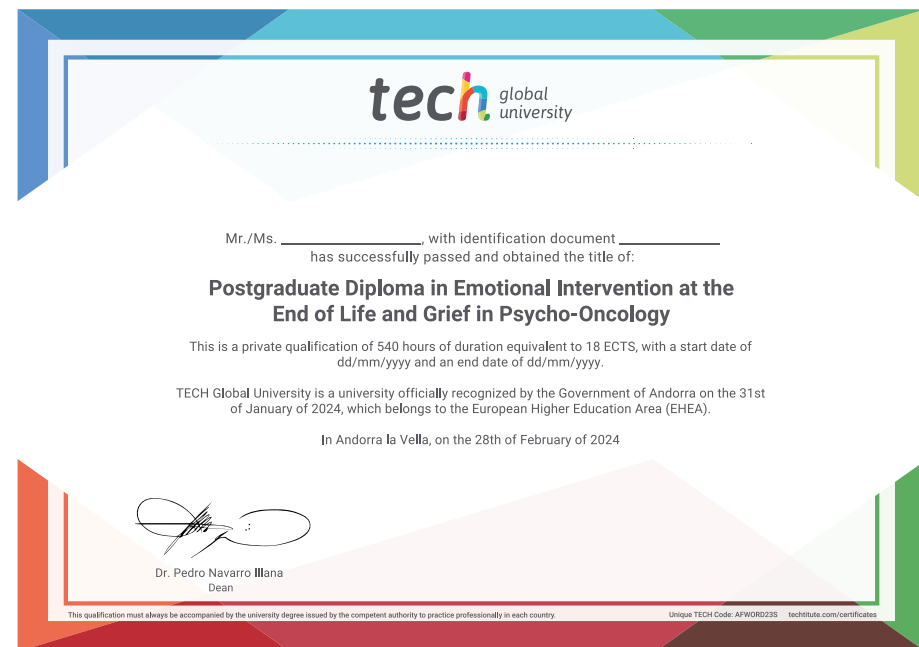
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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