

# Postgraduate Diploma

## Emotional Intervention at the End of Life and Grief in Oncologic Psychology



## Postgraduate Diploma Emotional Intervention at the End of Life and in Grief in Oncologic Psychology

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

Website: [www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-emotional-intervention-end-life-grief-oncologic-psychology](http://www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-emotional-intervention-end-life-grief-oncologic-psychology)

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Certificate

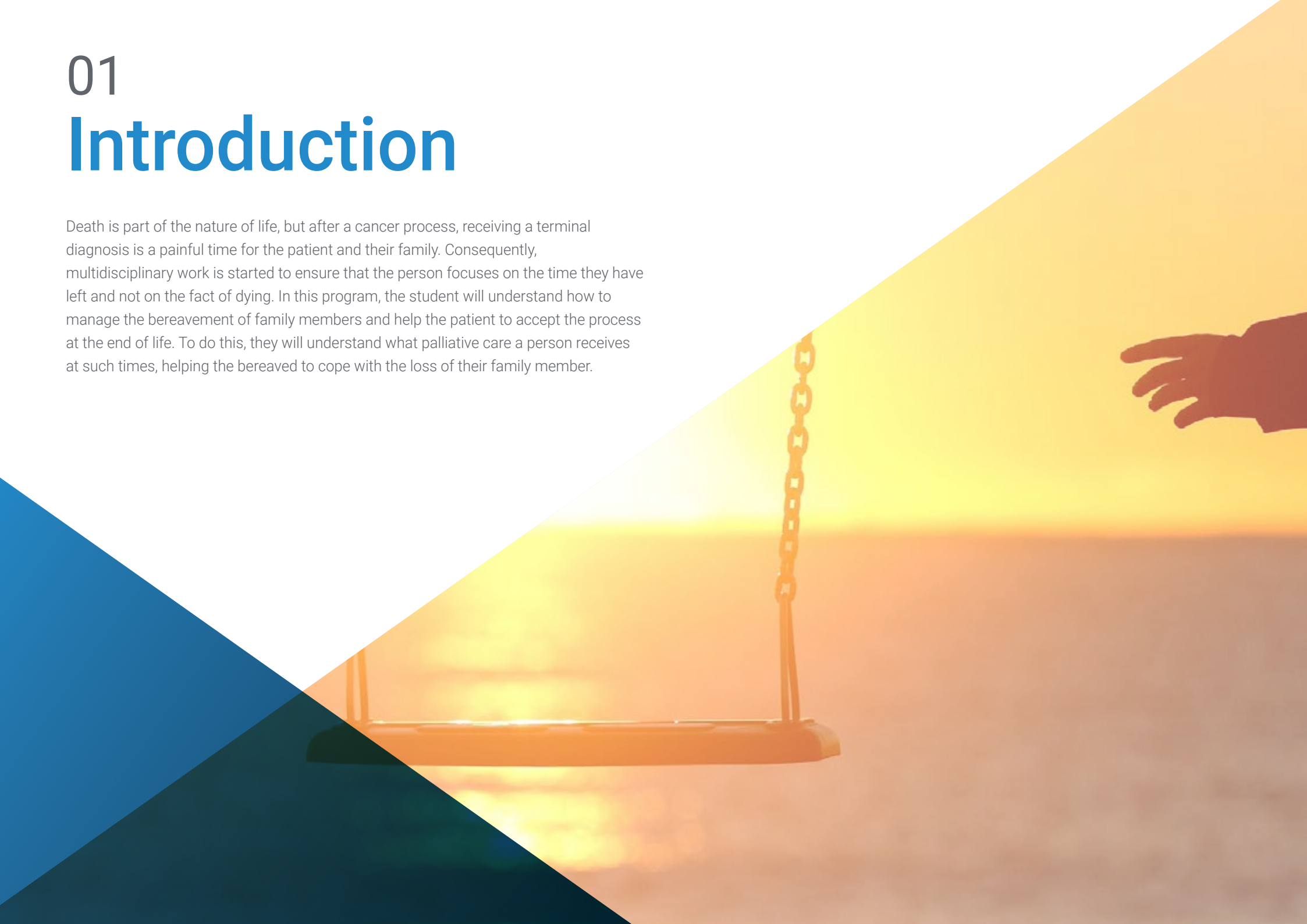
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# 01

# Introduction

Death is part of the nature of life, but after a cancer process, receiving a terminal diagnosis is a painful time for the patient and their family. Consequently, multidisciplinary work is started to ensure that the person focuses on the time they have left and not on the fact of dying. In this program, the student will understand how to manage the bereavement of family members and help the patient to accept the process at the end of life. To do this, they will understand what palliative care a person receives at such times, helping the bereaved to cope with the loss of their family member.



“

*Relieve your patient's  
experience and suffering after  
receiving a terminal diagnosis”*

Accompanying patients and their families throughout the cancer process reaches its climax when they receive a terminal diagnosis. Therefore, the physician must demonstrate the technical, emotional and human capacity to help the bereaved cope with this difficult moment.

As a result, healthcare professionals should be aware of the palliative care a patient receives at the end of life, thus providing useful information to help alleviate the experience and suffering. For this reason, this Postgraduate Diploma in Emotional Intervention at the End of Life and Grief in Oncological Psychology will help students to learn about the conflicts that arise due to the beliefs and values between the medical team and the patient's family when facing death.

In addition, they will also be trained to help the patient's family members to accept the impending loss before it occurs, ensuring a healthy mourning and guidance to find the meaning of life after having experienced the process of cancer. It is important for the student to understand that this is accompanied by a series of physical and emotional symptoms that, if left untreated, will lead to pathological grief, requiring pharmacological treatment to counteract the feeling of discomfort.

Furthermore, there will be a debate focused on the ethical aspects of medicine in dealing with terminal cancer patients. Here, the need should focus on guaranteeing the values and principles of the patient without forgetting that they are an individual being with beliefs and aspirations. For this reason, there are certain laws that help guarantee their wishes in the face of alternative care, such as assisted suicide or euthanasia.

This **Postgraduate Diploma in Emotional Intervention at the End of Life and Grief in Oncologic Psychology** contains the most complete and up-to-date educational program on the market. The most important features are:

- ♦ Practical cases presented by experts in Psycho-Oncology
- ♦ The graphic, schematic, and eminently practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies 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



*End-of-life care helps the patient and their family in the transition towards healthy and necessary bereavement”*

“

*Take preventive actions to care for your cancer patient's family members"*

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

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

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

*Spiritual beliefs are a fundamental pillar when facing death.*

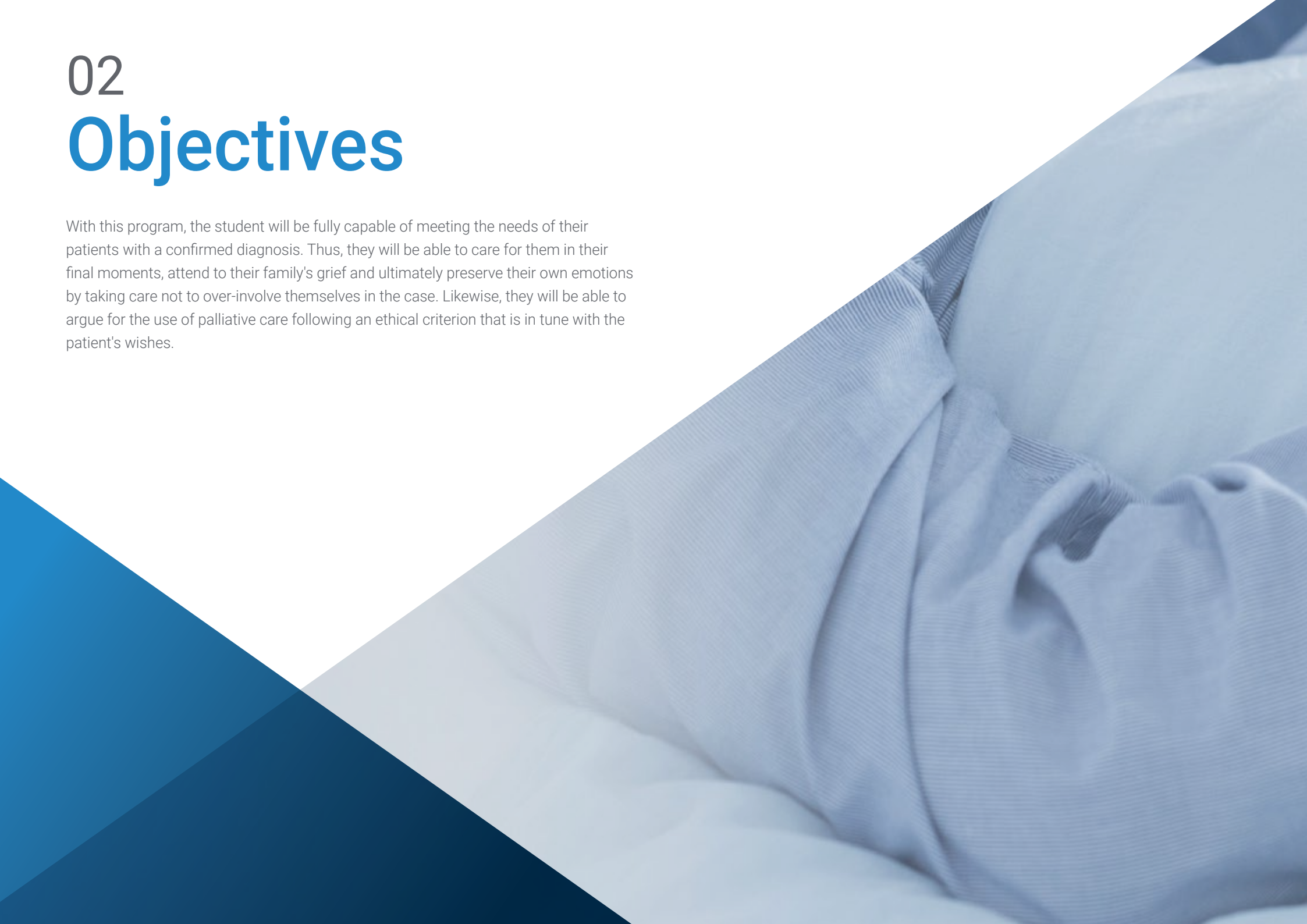
*Be prepared to face the moral questions of assisted suicide.*





# 02 Objectives

With this program, the student will be fully capable of meeting the needs of their patients with a confirmed diagnosis. Thus, they will be able to care for them in their final moments, attend to their family's grief and ultimately preserve their own emotions by taking care not to over-involve themselves in the case. Likewise, they will be able to argue for the use of palliative care following an ethical criterion that is in tune with the patient's wishes.







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*Express yourself with empathy  
to support your patients in  
their last few months of life”*



## General Objectives

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



## Specific Objectives

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

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

### Module 2. Grief Management

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

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

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



*Tune in to the patient's pain to manage their negative attitudes at the end of life"*

# 03

## Course Management

The Postgraduate Diploma in Emotional Intervention at the End of Life and Grief in Oncologic Psychology has been created following the recommendations of an excellent teaching team, who have many years of experience as psych-oncologists, psychologists and physicians. Therefore, they will be able to provide all the up-to-date information in the field and help students to improve their skills in dealing with patients and their families who are mourning.





A hand is visible in the bottom left corner, holding a piece of intricate, light-colored lace fabric. The background is a blurred indoor setting with a white surface and a blue wall. The page is divided into a dark blue upper right section and a white lower left section.

“

*You will learn about the palliative care that a patient receives at the end of life thanks to the experience of this teaching staff"*

## Management



### Mr. Garrido Jiménez, Sergio

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



## Professors

### Dr. 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. 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

### Dr. Aranda López, María

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

04

# Structure and Content

In oncology and healthcare, there is a need for empathetic physicians who understand the pain of patients and their families. That is why this program brings together the best professionals to impart all the knowledge the student needs to address the stress and distress of those affected by cancer. In this way, they will fully understand the grieving process that follows the death of a loved one, and the importance of providing support to patients in coping with the news of a terminal diagnosis.





“

*The latest research has determined that religious beliefs help to accept the moment of death”*

## 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. Spiritual Care Model of SECPAL (Spanish Society of Palliative Care).
  - 1.8.2. 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 Evaluation 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 About the 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. Suggestions for Intervention Before and After the Death
  - 2.5.3. Bereavement Psychotherapy from an Integrative Relational Model
- 2.6. Group Intervention in Attention to Grief
  - 2.6.1. Psychological Intervention Grief Due to the Loss of a Child
- 2.7. Stages of Grief
  - 2.7.1. Bereavement Tasks
- 2.8. Grief in Children
- 2.9. Suicide and Cancer
- 2.10. Psychopharmacology in Attention to Grief



*Thanks to psycho-oncology approaches you will be able to show the human side of medicine"*

**Module 3. Ethical Aspects in Psycho-Oncology and Psychology of 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. Patient Autonomy Law
  - 3.4.2. Informed consent
  - 3.4.3. GDPR and Confidentiality of Medical History
- 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. Psychological Care in Cancer in the National Health System in Spain
  - 3.10.2. Current Situation in Palliative Care





# 05 Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

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







“

*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

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*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

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

*Professionals will learn through real cases and by resolving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*





At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

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



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

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

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



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.







#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



#### Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



# 06 Certificate

The Postgraduate Diploma in Emotional Intervention at the End of Life and Grief in Oncologic Psychology guarantees you, in addition to the most rigorous and up-to-date training, access to a Postgraduate Diploma qualification issued by TECH Global University.



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

This program will allow you to obtain your **Postgraduate Diploma in Emotional Intervention at the End of Life and Grief in Oncologic Psychology** endorsed by **TECH Global University**, the world's largest online university.

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

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

Title: **Postgraduate Diploma in Emotional Intervention at the End of Life and Grief in Oncologic Psychology**

Modality: **online**

Duration: **6 months**

Accreditation: **18 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 languages  
virtual classroom



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

- » Modality: online
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- » Certificate: TECH Global University
- » Credits: 18 ECTS
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## Emotional Intervention at the End of Life and Grief in Oncologic Psychology

