

Postgraduate Diploma

Oncology Patient Care. Nutrition
and Nursing Communication





Postgraduate Diploma Oncology Patient Care. Nutrition and Nursing Communication

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

Website: www.techtitute.com/in/nursing/postgraduate-diploma/postgraduate-diploma-oncology-patient-care-nutrition-nursing-communication

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 24

06

Certificate

p. 32

01

Introduction

To alleviate the suffering of oncology patients, the nursing professional needs professionals with specific skills: Professional skills and competencies that understand different areas of intervention and that make a difference in the patient's physical and emotional quality of life. This Postgraduate Diploma aims to train the professional in the most complete way in all these aspects, through a complete, global and practical learning.





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A complete specialization that will help you to know the main tools and novelties in nutrition in the field of oncology”

Nurses are the main professionals who provide care to cancer patients and, within their scope of action, nutrition is an essential pillar, both in the prevention and treatment of cancer, so it is essential that the student acquires complete and updated knowledge on the nutritional approach to the cancer patient.

Malnutrition is a frequent problem that causes a large number of complications in cancer patients, reducing their quality of life and worsening their general condition. For this reason, it is essential to know the causes and factors involved and to detect early the clinical manifestations of these patients in order to provide adequate nutritional care and support.

Another time when nursing care becomes essential is at the end of life. In the last moments, the patient presents a characteristic symptomatology, with specific needs that must be known and learned to be met. Thus, in this Postgraduate Diploma, the student will be provided with the necessary tools to detect the most common signs and symptoms at this stage of the disease, as well as strategies to provide the most appropriate treatment and alleviate suffering at this time of life.

In addition, it is essential for nurses to be able to communicate with patients and their families correctly, especially in situations that require special psychosocial care, especially in the most difficult moments of the disease, where communication can become a powerful therapeutic tool.

The updating of the contents of this Postgraduate Diploma and its integrative approach will give rise to a complete vision of all aspects related to oncology nursing. The contents will provide a journey through the diverse needs of cancer patients, whose particularities require personalized attention.

Both the design of the program and the didactic material used will facilitate the understanding of concepts, and the realization of practical cases will help to adapt what has been learned to clinical practice. In this way, the completion of the Postgraduate Diploma will provide immersive learning to achieve the professional's training in real situations of their usual professional practice.

This Postgraduate Diploma in Oncology Patient Care. Nutrition and Communication for Nursing contains the most complete and up-to-date educational program on the market. The most important features of the specialization are:

- ♦ The development of case studies presented by experts in Oncology Nursing
- ♦ 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
- ♦ What's new in oncology nursing: tumor types, oncology treatment, and management
- ♦ 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, discussion forums on controversial topics and individual reflection papers
- ♦ The availability of access to the contents from any fixed or portable device with Internet connection



Don't miss the opportunity to study at the largest private online university in the Spanish-speaking world".

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This Postgraduate Diploma is the best investment you can make in selecting a refresher program to update your knowledge in oncology nursing.”

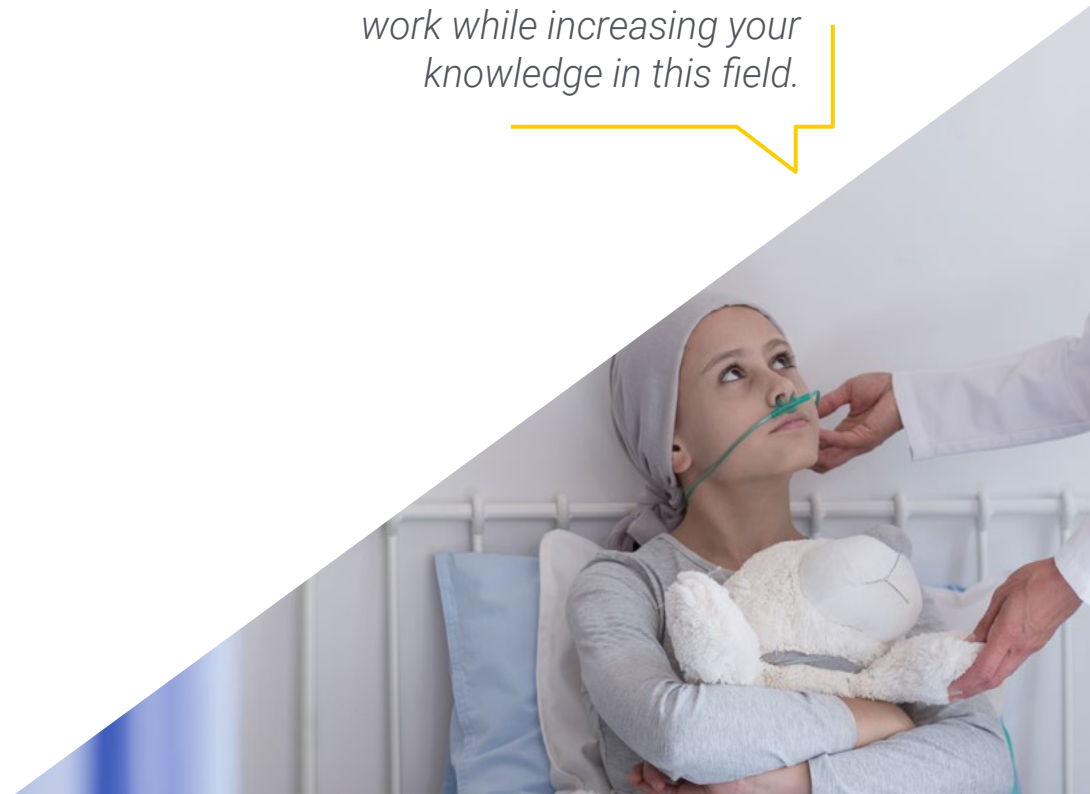
The best didactic material in a high quality training development that will facilitate your learning through a contextual approach.

This 100% online Postgraduate Diploma will allow you to combine your studies with your professional work while increasing your knowledge in this field.

The teaching staff includes professionals from the field of Oncology Nursing, who bring their experience to this specialization program, as well as renowned specialists from leading societies and prestigious universities.

Its Multimedia Content, elaborated with the latest Educational Technology, will allow the Professional a situated and contextual learning, that is to say, a Simulated Environment that will provide an immersive specialization programmed to train in real situations.

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



02

Objectives

This Postgraduate Diploma in Oncology Patient Care. Nutrition and Nursing Communication is oriented to train health professionals in their daily work during the care of cancer patients, following the highest quality standards in the performance of their work.



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Our goal is to help you achieve the competencies of a professional of proven excellence in your profession".



General Objectives

- ♦ Expand the professional's knowledge, facilitating the acquisition of advanced competencies that will enable them to provide specialized care to complex oncology patients
- ♦ Incorporate theoretical and pathophysiological fundamentals in nursing practice, assuming the particularities of pediatric, adult and elderly patients
- ♦ Define the specific competencies of the nurse in the oncology setting to increase effectiveness and efficiency in the organization and acquire skills in coordination and management of the nursing team
- ♦ Design patient and family care plans integrating knowledge, attitudes, and skills acquired during specialization
- ♦ Apply the theoretical knowledge acquired in relation to the oncologic patient and the management and administration of treatment, guaranteeing patient safety at all times
- ♦ Deepen in the development of interpersonal relationships between the professional and the patient-family, as well as with the rest of the members of the multidisciplinary team
- ♦ Integrate emotional management strategies in the different stages of the disease process, incorporating the psychosocial and spiritual approach in the care and assuming death as a natural process in the terminal patient
- ♦ Acquire the necessary training to act with autonomy and provide the best care based on scientific evidence
- ♦ Implement research into routine nursing practice as a basis for professional development and effective and efficient management of complex cases



Specific Objectives

- ♦ Deepen in the relationship between nutrition and cancer
- ♦ Determine the pathophysiological basis of oncologic malnutrition and its causes
- ♦ Acquire the necessary knowledge to assess the nutritional status of the oncologic patient and prevent possible complications
- ♦ Identify the nutritional needs of the oncology patient and their approach
- ♦ Develop skills to perform a nutritional and pharmacological therapeutic approach in cases of altered intake
- ♦ Update the aspects related to the indications, access routes and complications of artificial nutrition (enteral and parenteral)
- ♦ Assess the nutritional needs of terminal patients and address them from an ethical perspective
- ♦ Describe the postsurgical care of the most frequent types of cancer
- ♦ Put into practice the techniques and nursing care in pulmonary rehabilitation and respiratory physiotherapy
- ♦ Recognize the different types of ostomies and their characteristics to provide quality care to the ostomized patient
- ♦ Demonstrate competence in the correct management of lymphedema as a complication of breast surgery
- ♦ Recognize the importance of palliative care and know its historical background
- ♦ Frame the palliative patient and his care within the state regulations, knowing his rights
- ♦ Identify the signs and symptoms that appear in the oncology patient at the end of life and know how to treat them to provide the greatest comfort and well-being
- ♦ Detect the patient's needs in the last days of life in order to provide comprehensive and quality care

- ♦ Develop skills to provide emotional and psychological support to the patient's family environment in times of agony
- ♦ Become familiar with the end-of-life process at home, as well as its historical background
- ♦ Distinguish the types of grief and its phases
- ♦ Design nursing care plans for family members going through the stages of bereavement
- ♦ Understand the different areas covered by bioethics in palliative care
- ♦ Develop care plans through the nursing care process including diagnoses (NANDA), objectives (NOC) and interventions (NIC)
- ♦ Communicate in an understandable way, appropriate to the patient's needs and providing true information that helps decision making
- ♦ Develop assertive communication and self-regulation skills, as well as problem analysis and resolution techniques
- ♦ Facilitate the adaptation process and motivate patients with maladaptive denial to change
- ♦ Implement the phases of the deliberative process as a strategy to guide the patient in making decisions about their own health
- ♦ Manage the appearance of the conspiracy of silence through emotional validation, empathy, anticipation or agreement
- ♦ Assess the patient's decision-making capacity and identify the non-competent patient
- ♦ Recognize the external, internal and learning factors involved in the appearance of aggressiveness in the oncology patient
- ♦ Support and evaluate the emotional reactions derived from the possibility of limiting the therapeutic effort
- ♦ Anticipate and prevent family breakdown by identifying related factors and developing family intervention strategies
- ♦ Identify manifestations and risk indicators of complicated grief and implement family support techniques
- ♦ Guide the patient and family in advance planning for health care decisions
- ♦ Determine the prevalence of cancer in pediatric age and become familiar with the most frequent tumors
- ♦ Describe the main treatments in children and adolescent patients, as well as their possible complications
- ♦ Identify the needs of the pediatric cancer patient and their family environment from a holistic perspective to provide quality care
- ♦ Develop skills to care for the pediatric patient in the last days of life, providing psychological and emotional support
- ♦ Evaluate the nutritional status of the pediatric patient and adapt nutrition to reduce complications and increase quality of life
- ♦ Provide psychological care to the patient and their environment during the different stages of the disease that favors an effective adaptation and improves their well-being
- ♦ Describe the most frequent tumors in the elderly population
- ♦ Know the specific characteristics of the elderly population and their influence on neoplastic diseases
- ♦ Acquire the knowledge necessary to perform a comprehensive geriatric assessment and identify the patient's needs in order to develop a therapeutic plan
- ♦ Review the fundamental aspects of oncologic pain in the elderly patient and its multidimensional approach



Take advantage of the opportunity and take the step to get up to date on the latest developments in Oncology Patient Care. Nutrition and Nursing Communication”

03

Course Management

The program includes in its teaching staff reference experts in Oncology Nursing, who pour into this specialization the experience of their work. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.



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We have an excellent team of professionals who have come together to teach you the latest advances in Oncology Nursing.”

Management



Dr. Morán López, Marina

- From DUE - Currently working at HUIE, in medical oncology, general and digestive surgery and traumatology services, since December 2007
- Valdemoro Medical Center, from 16/07/07 to 9/12/07. - Maguilar Residence, from 1/03/07 to 15/07/07
- University Hospital La Paz, in various contracts from 4/07/06 to 22/01/30/01/07, in various services: children's surgery, neonates, outpatient clinics, children's traumatology
- Nursing Assistant: - At the University Hospital La Paz: from 1/07/05 to 30/09/05 and from 16/01/06 to 27/02 /06
- At Lafora Psychiatric Hospital: from 12/17/05 to 01/15/06 - At the Gregorio Marañón University Hospital: from 03/28/06 to 05/08/06
- Triana Residence: from 12/01/03 to 19/10/03 - Geriasa Residence: from 5/10/02 to 15/12/02 - Medinacelli Residence: from 1/07/02 to 31/07/02

Professors

Ms. García Parra, Natalia

- ♦ 2018 - Present Volunteer Coordinator. Spanish Association Against Cancer (Madrid). Volunteer coordinator at the Infanta Elena Hospital
- ♦ 2017 - 2018 Psycho-Oncologist. Spanish Association Against Cancer (Albacete)
- ♦ 2016- 2017 Psychologist Spanish Association of Chronic Myeloid Leukemia Patients (AELEMIC)
- ♦ 2015- 2017 Psychologist DRM Clinic (Murcia). Child, adolescent and adult psychology services. Psychological Evaluations



04

Structure and Content

The structure of the contents has been designed by the best professionals in the field of Oncology Nursing, with extensive experience and recognized prestige in the profession, backed by the volume of cases reviewed and studied, and with extensive knowledge of new technologies applied to healthcare.



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We have the most complete and up-to-date academic program in the market. We strive for excellence and for you to achieve it too.”

Module 1. Nursing Approach to Nutrition and Post-Surgical Care of the Oncology Patient

- 1.1. Nutrition in Cancer Prevention
 - 1.1.1. Dietary Carcinogenesis
 - 1.1.2. Food and Nutrients
 - 1.1.3. Risk Factors and Protective Elements
 - 1.1.4. Lifestyle
- 1.2. General Principles of Malnutrition in Oncology Patients
 - 1.2.1. Epidemiology of Malnutrition
 - 1.2.2. Pathophysiology
 - 1.2.3. Types of Malnutrition
 - 1.2.4. Causes of Malnutrition in Oncology Patients
 - 1.2.4.1. Tumor-Related
 - 1.2.4.2. Patient-Related
 - 1.2.4.3. Treatment-Related
 - 1.2.5. Clinical Manifestations of Malnutrition
 - 1.2.5.1. Tumor Cachexia
 - 1.2.5.2. Sarcopenia
- 1.3. Assessment of Nutritional Status
 - 1.3.1. Clinical Record and Subjective Nutritional Assessment
 - 1.3.2. Screening Tests
 - 1.3.2.1. Malnutrition Screening Tool
 - 1.3.2.2. Patient-Generated Subjective Global Assessment
 - 1.3.3. Anthropometric Measurements
 - 1.3.4. Biochemical Measurements
- 1.4. Nutritional and Pharmacological Approach
 - 1.4.1. General Recommendations
 - 1.4.2. Recommendations in Altered Intake Situations
 - 1.4.2.1. Anorexia
 - 1.4.2.2. Nausea and Vomiting
 - 1.4.2.3. Dysphagia
 - 1.4.2.4. Dysgeusia
 - 1.4.2.5. Oral Mucositis
 - 1.4.2.6. Xerostomia
 - 1.4.2.7. Dysphagia to Liquids and Solids
 - 1.4.3. Nutritional Supplements
 - 1.4.4. Pharmacotherapy
- 1.5. Enteral Nutrition
 - 1.5.1. Indications
 - 1.5.2. Access Routes
 - 1.5.3. Enteral Nutrition Formulas
 - 1.5.4. Complications
- 1.6. Parenteral Nutrition
 - 1.6.1. Indications
 - 1.6.2. Access Routes
 - 1.6.3. Types of Parenteral Nutrition
 - 1.6.4. Nutritional Requirements
 - 1.6.5. Complications
- 1.7. End-Of-Life Nutrition
 - 1.7.1. Nutritional Intervention
 - 1.7.2. Assisted Nutrition and Hydration
 - 1.7.3. Ethical, Cultural and Religious Aspects
- 1.8. Post-Surgical Care After Thoracic Surgery
 - 1.8.1. Pulmonary Rehabilitation
 - 1.8.2. Respiratory Physiotherapy
- 1.9. Care of Ostomized Patients
 - 1.9.1. General Concepts
 - 1.9.2. Ostomies Classification
 - 1.9.2.1. Digestive Ostomies
 - 1.9.2.1.1. Digestive Ostomy Types
 - 1.9.2.1.2. Hygiene and Care
 - 1.9.2.1.3. Diet
 - 1.9.2.1.4. Psychological Aspects
 - 1.9.2.1.5. Complications
 - 1.9.2.2. Urinary Ostomies
 - 1.9.2.2.1. Types of Urinary Ostomy



- 1.9.2.2.2. Hygiene and Care
- 1.9.2.3. Respiratory Ostomies
 - 1.9.2.3.1. Types of Respiratory Ostomy
 - 1.9.2.3.2. Hygiene and Care
- 1.10. Post-Surgical Care After Breast Tumor Surgery
 - 1.10.1. Breast Cancer Surgery
 - 1.10.1.1. Psychological Impact
 - 1.10.2. Lymphedema
 - 1.10.2.1. Classification
 - 1.10.2.2. Epidemiology
 - 1.10.2.3. Etiology
 - 1.10.2.4. Clinical Manifestations
 - 1.10.2.5. Diagnosis
 - 1.10.2.6. Nursing Care

Module 2. Nursing Care in the Palliative and Terminal Patient

- 2.1. Principles and Organization of Palliative Care
 - 2.1.1. Palliative Care Definition
 - 2.1.1.1. Palliative Care Objectives
 - 2.1.1.2. Principles of Palliative Care
 - 2.1.2. History of Palliative Care
 - 2.1.3. Quality of Life
- 2.2. Legislation and Ethical Aspects Related to Palliative Care
 - 2.2.1. State Legislation
 - 2.2.2. Rights and Duties of the Patients
 - 2.2.3. Quaternary Prevention
 - 2.2.4. Informed Consent
- 2.3. Main Signs and Symptoms in the Terminally Ill Patient
 - 2.3.1. Digestive Manifestations
 - 2.3.1.1. Anorexia
 - 2.3.1.2. Constipation
 - 2.3.1.3. Nausea and Vomiting
 - 2.3.1.4. Cachexia
 - 2.3.1.5. Dryness and Mouth Lesions

- 2.3.2. Respiratory Manifestations
 - 2.3.2.1. Dyspnoea
 - 2.3.2.2. Cough
 - 2.3.2.3. Hiccup
 - 2.3.2.4. Antemortem Rales
- 2.3.3. Neuropsychological Manifestations
 - 2.3.3.1. Tiredness and Fatigue
 - 2.3.3.2. Insomnia
 - 2.3.3.3. Depression
 - 2.3.3.4. Delirium
- 2.3.4. Genitourinary Manifestations
 - 2.3.4.1. Urinary Retention
- 2.3.5. Pain
- 2.3.6. Fever and Dysthermia
- 2.3.7. Emergencies in the Terminally Ill Patient
 - 2.3.7.1. Massive Hemorrhage
 - 2.3.7.2. Seizures
 - 2.3.7.3. Acute Respiratory Depression
- 2.4. Nursing Care
 - 2.4.1. Virginia Henderson Needs Model
 - 2.4.1.1. Need 1: Breathing
 - 2.4.1.2. Need 2: Nutrition/Hydration
 - 2.4.1.3. Need 3: Elimination
 - 2.4.1.4. Need 4: Mobilization
 - 2.4.1.5. Need 5: Rest/Sleep
 - 2.4.1.6. Need 6: Getting Dressed
 - 2.4.1.7. Need 7: Temperature
 - 2.4.1.8. Need 8: Hygiene/Skin
 - 2.4.1.9. Need 9: Security/safety
 - 2.4.1.10. Need 10: Communication
 - 2.4.1.11. Need 11: Religion/Beliefs
 - 2.4.1.12. Need 12: Development
 - 2.4.1.13. Need 13: Recreational/Occupational Activities
 - 2.4.1.14. Need 14: Learning/Discovering
- 2.5. End of Life
 - 2.5.1. Last Days
 - 2.5.2. Agony
 - 2.5.2.1. Agony Situation Characteristics
 - 2.5.2.2. Care of the Dying
 - 2.5.3. Spiritual Care
 - 2.5.4. Sedation
 - 2.5.4.1. Refractory Symptoms
 - 2.5.4.2. Sedation Types
 - 2.5.4.3. Drugs Used
 - 2.5.4.4. Ethical Considerations
- 2.6. Palliative Care and Comprehensive Care of the Oncology Patient
 - 2.6.1. Multidisciplinary Team Role
 - 2.6.2. Care Models
 - 2.6.3. Family Care
 - 2.6.3.1. Family Symptoms in the Care of the Terminally Ill Patient
 - 2.6.3.2. Psychosocial Care
- 2.7. Palliative Home Care
 - 2.7.1. Medical history
 - 2.7.2. Home Care Process
 - 2.7.3. Dying at Home
- 2.8. Grief
 - 2.8.1. Definition
 - 2.8.2. Stages of Grief
 - 2.8.3. Manifestations of Grief
 - 2.8.4. Types of Grief
 - 2.8.4.1. Uncomplicated Grief
 - 2.8.4.2. Pathological Grief
 - 2.8.4.3. Anticipatory Grief
 - 2.8.4.4. Non-Complicated or Prolonged Grief
 - 2.8.5. Grief Completion
 - 2.8.6. Nursing Interventions in Grief
 - 2.8.7. Grief Management

- 2.9. Palliative Care Bioethics
 - 2.9.1. Bioethics
 - 2.9.2. Human Dignity
 - 2.9.3. Quality of Life
 - 2.9.4. Ethical and Bioethical Issues at the End of Life
- 2.10. Nursing Care Process (NCP) at the End of Life
 - 2.10.1. Comprehensive Nursing Assessment
 - 2.10.2. Need for NCP in Palliative Patients
 - 2.10.3. Nursing Diagnosis (NANDA)
 - 2.10.4. Nursing Outcomes (NOC)
 - 2.10.5. Nursing Interventions (NIC)

Module 3. Communication and Psychosocial Approach to the Oncology Patient in Nursing

- 3.1. Communication in Oncology
 - 3.1.1. Communication Role in Oncology
 - 3.1.2. Somatic-Psychological Interaction
 - 3.1.3. Bioethical Support
 - 3.1.4. Counseling
 - 3.1.4.1. Knowledge
 - 3.1.4.2. Attitudes
 - 3.1.4.3. Relational Strategies
- 3.2. Denial Management Adaptive and Maladaptive Denial
 - 3.2.1. Causes of Denial
 - 3.2.2. Nursing Professional Objectives
 - 3.2.3. Denial Management
 - 3.2.3.1. Factors Involved
 - 3.2.3.2. Nursing Interventions
- 3.3. Communicating Bad News
 - 3.3.1. Delivering Bad News
 - 3.3.2. Nursing Professional Objectives
 - 3.3.3. Factors Involved
 - 3.3.4. Bad News Delivery Strategies
- 3.4. Decision-Making
 - 3.4.1. From Communication to Deliberation
 - 3.4.2. Difficulty in Decision-Making
 - 3.4.3. Nursing Professional Objectives
 - 3.4.4. Factors Involved
 - 3.4.5. Deliberative Process
 - 3.4.6. Criteria for Assessing Decision-Making Capacity
 - 3.4.7. Problems in Decision-Making Capacity Nursing Approach
- 3.5. Conspiracy of Silence
 - 3.5.1. The Conspiracy of Silence
 - 3.5.2. Causes of The Conspiracy of Silence
 - 3.5.3. Factors Involved
 - 3.5.4. Nursing Approach
- 3.6. Aggressiveness Management
 - 3.6.1. Oncologic Patient Aggressiveness
 - 3.6.2. Causes of Hostile Reactions
 - 3.6.3. Nursing Professional Objectives
 - 3.6.4. Factors Involved
 - 3.6.5. Aggressive Patient Management
- 3.7. Therapeutic Effort Limitation
 - 3.7.1. The Therapeutic Effort Limitation
 - 3.7.2. Need to Limit Therapeutic Effort
 - 3.7.3. Nursing Professional Objectives
 - 3.7.4. Factors Involved
 - 3.7.5. Approach and Intervention
- 3.8. Familiar Claudication
 - 3.8.1. Familiar Claudication Prevention
 - 3.8.2. Claudication Causes
 - 3.8.3. Nursing Professional Objectives
 - 3.8.4. Factors Involved
 - 3.8.5. Approach and Intervention With Regards To Family Claudication

- 3.9. Prevention of Complicated Family Grief
 - 3.9.1. Complicated Family Grief
 - 3.9.2. Causes of Problems in the Grieving Process
 - 3.9.2.1. Personal Factors
 - 3.9.2.2. Situational factors
 - 3.9.2.3. Interpersonal Factors
 - 3.9.3. Nursing Professional Objectives
 - 3.9.4. Factors Involved
 - 3.9.5. Approach
 - 3.9.5.1. During Illness
 - 3.9.5.2. At the Time of Death
- 3.10. Advance Directives
 - 3.10.1. Advance Planning of Health Care Decisions
 - 3.10.2. Need for Advance Directives
 - 3.10.3. Nursing Professional Objectives
 - 3.10.4. Factors Involved
 - 3.10.5. Approach
 - 3.10.6. Specific Considerations

Module 4. Oncology Nursing in the Pediatric and Elderly Patient

- 4.1. General Context of Pediatric Oncology
 - 4.1.1. Epidemiology of Pediatric Cancer
 - 4.1.2. Most Frequent Tumors in Pediatric Age
 - 4.1.2.1. Leukemia Types
 - 4.1.2.2. Lymphoma
 - 4.1.2.3. Brain Tumors
 - 4.1.2.4. Wilms Tumor (Nephroblastoma)
 - 4.1.2.5. Neuroblastoma
 - 4.1.2.6. Rhabdomyosarcoma
 - 4.1.2.7. Bone Tumors
- 4.2. Main Treatments in the Pediatric Patient
 - 4.2.1. Surgery
 - 4.2.2. Chemotherapy
 - 4.2.3. Radiotherapy
 - 4.2.4. Hematopoietic Progenitor Transplantation
 - 4.2.5. Side effects
- 4.3. Child and Family Focused Care
 - 4.3.1. Quality of Life
 - 4.3.2. Family Role
 - 4.3.3. Emotional Impact
 - 4.3.4. Nurse Assessment and Management
- 4.4. Pediatric Patient Nutrition
 - 4.4.1. General Aspects
 - 4.4.2. Malnutrition Consequences
 - 4.4.3. Assessment
 - 4.4.4. Nutritional Support
- 4.5. Psychological Care in Pediatric Oncology Patients
 - 4.5.1. Emotional Support During Diagnosis
 - 4.5.2. Emotional Support During Treatment
 - 4.5.3. Emotional Support after the End of Treatment
- 4.6. Palliative Care for Pediatric Patients
 - 4.6.1. Most Frequent Symptoms
 - 4.6.2. Symptom Control Pain Management
 - 4.6.3. Palliative Sedation
 - 4.6.4. Coping with Death
 - 4.6.5. Spirituality
 - 4.6.6. Grief



- 4.7. General Context of Oncogeriatrics
 - 4.7.1. Cancer Epidemiology in the Elderly Population
 - 4.7.2. Specific Characteristics of the Elderly Cancer Patient
 - 4.7.2.1. Physiological Aging
 - 4.7.2.2. Polypharmacy
 - 4.7.2.3. Associated Pathology
- 4.8. Particularities of Oncologic Treatment in the Elderly Patient
 - 4.8.1. Chemotherapy
 - 4.8.2. Radiotherapy
 - 4.8.3. Surgery
 - 4.8.4. Hormone Therapy
- 4.9. Comprehensive Assessment in Elderly Oncologic Patients
 - 4.9.1. Geriatric Assessment Methodology
 - 4.9.2. Frailty Screening
- 4.10. Oncologic Pain in the Elderly Patient
 - 4.10.1. Features
 - 4.10.2. Evaluation
 - 4.10.3. Pharmacological and Non Pharmacological Treatment

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This specialization will allow you to advance in your career comfortably”

05

Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***. This teaching system is used in the most prestigious medical schools in the world, and major publications such as the ***New England Journal of Medicine*** have considered it to be one of the most effective.





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Discover Re-learning, 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 Nursing School we use the Case Method

In a given clinical situation, what would you do? Throughout the program, you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the effectiveness of the method. Nurses learn better, faster, and more sustainably over time.

With TECH, nurses can experience a learning methodology 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, in an attempt to recreate the real conditions in professional nursing 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. Nurses who follow this method not only grasp concepts, but also develop their mental capacity by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
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 university program.



Re-Learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

Our 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, which represent a real revolution with respect to simply studying and analyzing cases.



The nurse will learn through real cases and by solving 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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success, in all specialties regardless of from the workload. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Re-learning 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 (we learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

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



In this program you will have access to the best educational material, prepared with you 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 really 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.



Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current nursing procedures and techniques. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



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 unique multimedia content presentation training system 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 training.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, we will present you with real case developments in which the expert will guide you through focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Re-testing

We periodically evaluate and re-evaluate your knowledge throughout the program, through assessment and self-assessment activities and exercises: so that you can see how you are achieving your goals.



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 in our future difficult decisions.



Quick Action Guides

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.



06

Certificate

The Postgraduate Diploma in Oncology Patient Care. Nutrition and Communication for Nursing guarantees you, in addition to the most rigorous and updated specialization, access to a Postgraduate Diploma issued by TECH Technological University.



“

Successfully complete this specialisation and receive your university degree without travel or laborious paperwork”.

This **Postgraduate Diploma in Oncology Patient Care. Nutrition and Communication for Nursing** has the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the **Postgraduate Diploma**, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Oncology Patient Care. Nutrition and Nursing Communication**

Official Number of Hours: **600**



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

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



Postgraduate Diploma
Oncology Patient Care.
Nutrition and Nursing
Communication

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

Postgraduate Diploma

Oncology Patient Care. Nutrition
and Nursing Communication

