

# 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 Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-oncology-patient-care-nutrition-nursing-communication](http://www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-oncology-patient-care-nutrition-nursing-communication)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 14*

04

Structure and Content

---

*p. 18*

05

Methodology

---

*p. 26*

06

Certificate

---

*p. 34*

# 01

# Introduction

To alleviate the suffering of oncology patients, the nursing professional needs specific professional skills and competencies that encompass different areas of intervention and that make a difference in the patient's physical and emotional quality of life. This Postgraduate Diploma aims to update the professional in the most complete way in all these aspects, through a multidisciplinary teaching presented in a fully online format. This way, the physician will be able to get up to date in the specific nursing care of the palliative and terminal patient with the most advanced methodology and the most complete audiovisual syllabus of the current educational panorama.







“

*A complete qualification that will help you to learn the main tools and innovations in nutrition in the field of oncology”*

Nurses are the main professionals who provide care to oncology patients. 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 up to date knowledge on the nutritional approach to the oncology 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 the appropriate care and nutritional support.

In their last moments, the patient presents a characteristic symptomatology, with specific needs that must be known and learned to address. This program will provide students 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 this way, TECH has designed the update of the contents of this Postgraduate Diploma with an integrative approach that will result in a complete vision of all aspects related to oncology nursing. The elaborate syllabus will provide a journey through the diverse needs of cancer patients, whose particularities require personalized attention.

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

This **Postgraduate Diploma in Oncology Patient Care. Nutrition and Nursing Communication** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Oncology Nursing
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ What's new in oncology nursing: tumor types, oncology treatment and administration
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies in Oncology Nursing
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Don't miss this opportunity to study in the biggest private online university"*

“

*This Postgraduate Diploma is the best investment you can make in selecting a refresher program to update your knowledge in Oncology Nursing”*

Its teaching staff includes professionals from the field of nursing Dermatology, who bring their experience to this Postgraduate Diploma program, as well as renowned specialists from leading communities 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 learning programmed to study in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the specialist must try to solve the different professional practice situations that arise throughout the program. To do so, they will be assisted by an innovative interactive video system created by recognized experts in the Oncology Nursing with extensive experience.

*The best teaching material in a high-quality program that will facilitate your learning in a contextual approach.*

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



# 02 Objectives

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





“

*Our goal is to help you achieve the skills 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 the Postgraduate Diploma
- ♦ Apply the theoretical knowledge acquired in relation to the oncology patient and the management and administration of treatment, guaranteeing patient safety at all times
- ♦ Delve into 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 specialization 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

---

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

- ◆ 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



### **Module 2. Nursing care in the palliative and terminal patient.**

- ♦ 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)

### **Module 3. Communication and psychosocial approach to the oncology patient in nursing**

- ♦ Communicate in an understandable way, appropriate to the patient's needs and providing true information that helps decision
- ♦ 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



#### **Module 4. Oncology Nursing in the pediatric and elderly patient.**

- ♦ 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
- ♦ Assess 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 wellbeing
- ♦ 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



03

# Course Management

The program's teaching staff includes leading experts in Oncology Nursing who contribute their vast work experience to this program. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.



“

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

## Address



### Ms. Morán López, Marina

- Nurse in the Medical Oncology, General Surgery, Digestive and Traumatology
- Departments of the University Hospital Infanta Elena
- Nurse at the Valdemoro Medical Center and La Paz University Hospital

## Professors

### Ms. García Parra, Natalia

- ♦ Volunteer coordinator at the Spanish Association Against Cancer and Infanta Elena Hospital
- ♦ Psycho-oncologist at the Spanish Association Against Cancer
- ♦ Psychologist at the Spanish Association of Chronic Myeloid Leukemia Patients (AELEMIC)
- ♦ Psychologist in the Child, Adolescent and Adult Psychology Service of the DRM Clinic.







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.





“

*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. Ostomías respiratorias
      - 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 Terminally ill 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 Responsibilities of the Patients
  - 2.2.3. Quaternary Prevention
  - 2.2.4. Informed Consent
- 2.3. Main Signs and Symptoms in the Terminally 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. *Premortem* Stertors
  - 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: Food/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: 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/Leisure Activities
    - 2.4.1.14. Need 14: Learn/Discover
- 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 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. Background
  - 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. Uncomplicated 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. The Role of Communication 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. How to Transmit 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. Family 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 Regarding 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. Anticipated Wishes
  - 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. Role of the Family
  - 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 Diagnoses
  - 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 ageing
    - 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. Assessment
  - 4.10.3. Pharmacological and Non-Pharmacological Treatment



*This program will allow you to advance in your career in a comfortable way and flexible, Management your personal and professional life”*

# 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.





“

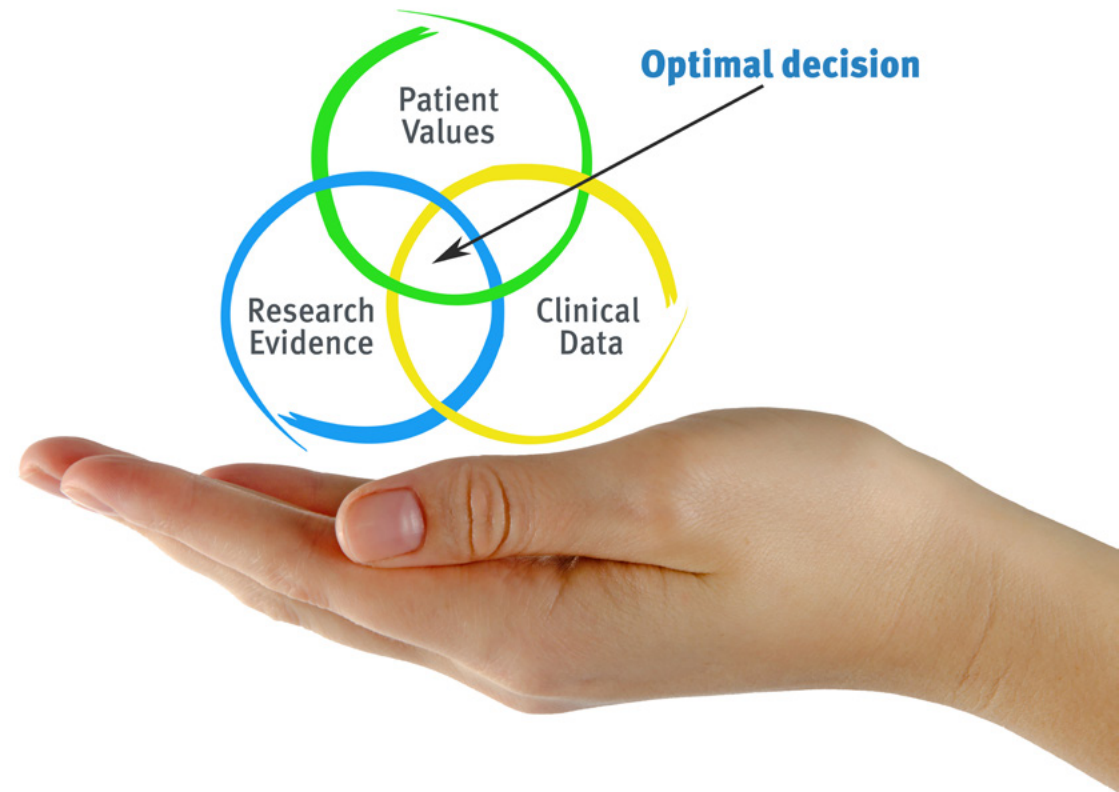
*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*



## At TECH Nursing School we use the Case Method

In a given situation, what should a professional do? 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. 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.

“

*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 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 case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of 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 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 we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. 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 really 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.



### Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, 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 them as many times as you want.



### 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 suggesting that observing third-party experts can be useful.

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 Oncology Patient Care, Nutrition and Nursing Communication guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.





“

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

This private qualification will allow you to obtain a **Postgraduate Diploma in Oncology Patient Care. Nutrition and Nursing Communication** 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.

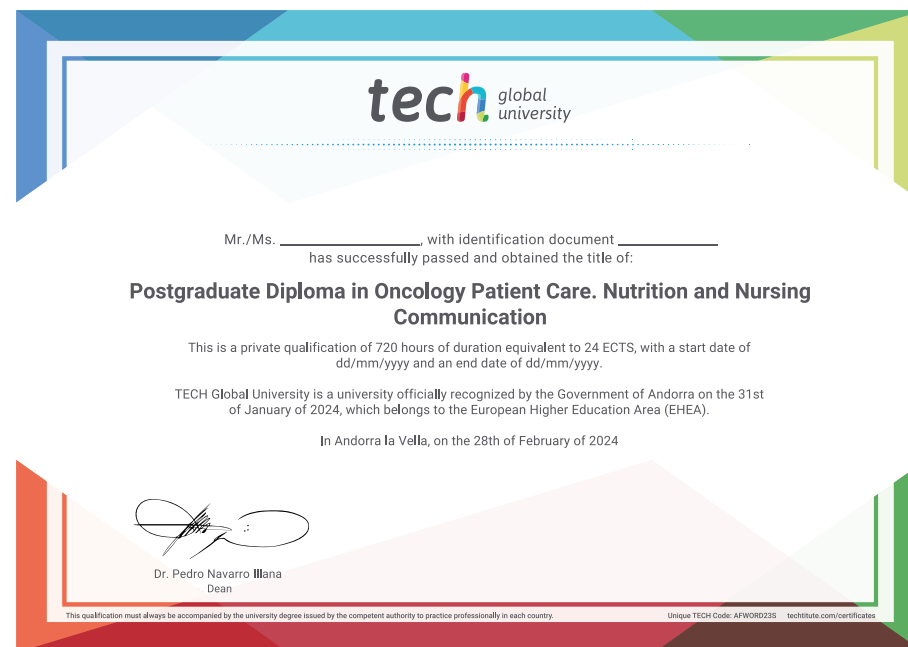
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **6 months**

Accreditation: **24 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**  
Oncology Patient Care.Nutrition  
and Nursing Communication

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Diploma

Oncology Patient Care. Nutrition  
and Nursing Communication

