

Professional Master's Degree Oncology Nursing





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Course Modality: Online

Duration: 12 months

Certificate: TECH Technological University

Official N° of hours: 1,500 h.

Website: www.techtute.com/in/nursing/professional-master-degree/master-oncology-nursing

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01

Introduction

Nursing professionals play a key role in cancer patient care. Their intervention makes it possible to provide comprehensive care to the patient from a closer communication, intervening in overlapping areas, as well as acting in the family environment. This Professional Master's Degree in Oncology Nursing aims to specialize the professional through a complete, global and practical learning, thereby enabling them to act safely in each and every one of the areas in which they work.





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A comprehensive program that will help you learn the main techniques and therapies to care for cancer patients in a comprehensive and professional manner”

Nursing care for cancer patients and their families is a great challenge, due to the evolution that this disease can have on patients. Therefore, the specific treatments required by these patients, their side effects and their needs make this specialty essential in the field of nursing.

The Professional Master's Degree in Oncology Nursing includes up-to-date and expert-reviewed material that will allow students to acquire transversal skills in a continuously evolving nursing discipline. Unlike other postgraduate programs, the content has been structured to provide the student with multidisciplinary specialization in medical, nutritional, psychological and rehabilitative aspects, always from a nursing perspective. All this will make the professional a key member of the healthcare team.

The combination of multimedia resources, real clinical cases and up-to-date content will complete the specialization of the student, who will also acquire skills in communication, psychosocial approach and research, essential to provide quality care based on scientific research.

The up-to-date content of this Professional Master's Degree and its integrative approach will provide students with a comprehensive vision of all aspects related to Oncology Nursing. The course content will cover the diverse needs of cancer patients, whose particularities require personalized attention.

Both the design of the program and the teaching material used will facilitate the understanding of concepts, and the practical cases will help students implement what they have learned into their clinical practice. Therefore, the Professional Master's Degree will provide immersive learning in order to specialize professionals in real situations of their daily professional practice.

This **Professional Master's Degree in Oncology Nursing** contains the most complete and up-to-date program on the market. Its most notable features are:

- ◆ 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 development.
- ◆ Latest developments in Oncology Nursing
- ◆ 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"

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This Professional Master's Degree is the best investment you can make when choosing a program to update your existing knowledge in Oncology Nursing"

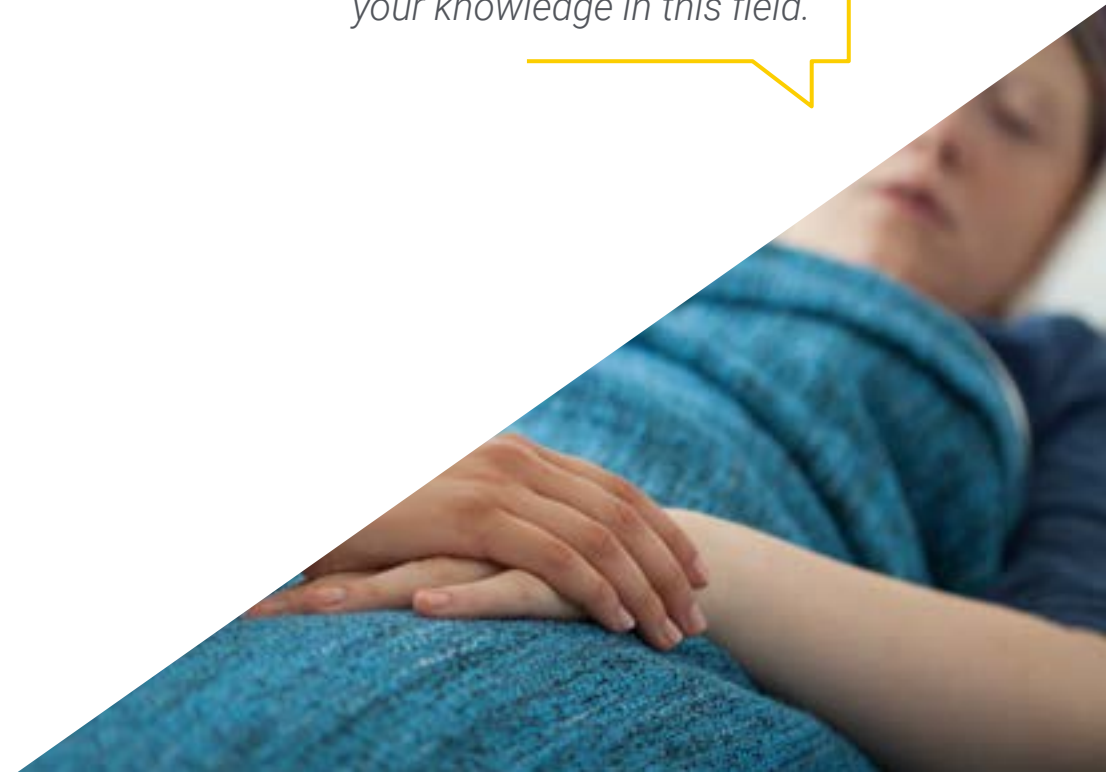
The teaching staff includes professionals from the field of Oncology Nursing, who bring their experience, to this program, as well as renowned specialists from leading societies and prestigious universities.

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

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. 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.

This program contains the best educational material, providing you with a contextual approach that will facilitate your learning.

This 100% online Professional Master's Degree will allow you to balance your studies with your professional work while increasing your knowledge in this field.



02 Objectives

The program in Oncology Nursing 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 succeed
in your career”*



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 skills 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 program
- ♦ Apply the theoretical knowledge acquired in relation to the oncologic 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 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

Module 1. Introduction to Oncology: Oncology Nursing

- ♦ Describe the professional skills of Oncology Nursing
- ♦ Become familiar with the main etiopathogenic theories of cancer, as well as the most important mechanisms of malignant transformation
- ♦ Differentiate and understand the alterations involved in the processes of carcinogenesis
- ♦ Determine the risk factors related to the occurrence of oncologic diseases and their effects on health
- ♦ Know the epidemiological data of the main malignant tumors
- ♦ Recognize the different levels of cancer prevention, as well as the activities and strategies for each type of prevention
- ♦ Perform a complete assessment of the oncology patient, which allows to detect needs and implement strategies to solve problems

Module 2. Types of Tumors

- ♦ Know the main types of malignant tumors in relation to their anatomical location
- ♦ Acquire knowledge about prevalence and risk factors related to each group of neoplasms
- ♦ Identify the most frequent signs and symptoms in each group
- ♦ Describe the diagnostic tests most commonly used in tumor detection and staging
- ♦ Determine the current therapeutic options for each type of tumor
- ♦ Apply the acquired theoretical knowledge in the development of nursing care plans appropriate to the patients pathology

Module 3. Oncological Treatments

- ♦ Describe the therapeutic modalities that exist in the adult oncology patient, as well as the main indications for their choice
- ♦ Identify the surgical techniques used for the resection of the most frequent tumors and the nursing care derived from them
- ♦ Acquire knowledge about the different chemotherapeutic agents, their indications, as well as the most frequent adverse effects related to their use
- ♦ Distinguish between the different radiotherapy modalities and determine the necessary care in each one of them
- ♦ Perform nursing care plans that respond to the side effects of chemotherapy and radiotherapy treatment
- ♦ Know the characteristics and indications of other current oncological therapies: hormonal treatments, biologics and interventional procedures
- ♦ Determine the recommended pre-, post- and follow-up nursing care for the patient undergoing oncologic transplantation

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

- ♦ Recognize the steps in the process of administering chemotherapy treatment
- ♦ Gain in-depth knowledge of the protocol for receiving and storing cytostatics and guarantee the safety of the patient, the professional and the rest of the healthcare team during their handling
- ♦ Understand the meaning of pharmaceutical validation and demonstrate knowledge of compatibilities and incompatibilities of antineoplastic drugs
- ♦ Identify the resources available in the work area set up for the preparation of cytostatics, as well as the standards to be followed
- ♦ Explain how to act in the event of a spill of chemotherapeutic products and/or contamination of the work area

- ♦ Acquire advanced knowledge related to the administration of chemotherapy
- ♦ Classify the different routes of administration of cytostatics, knowing their indications, risks and benefits for the patient
- ♦ Prevent and recognize early complications associated with venous access during the administration of chemotherapy treatment and develop care plans aimed at their resolution
- ♦ Determine the drugs with the highest risk of producing extravasation and know how to prevent and treat it
- ♦ Expose the genetic risks derived from the handling of cytostatics and to know how they can be avoided or minimized
- ♦ Differentiate the types of waste generated after handling and administration of antineoplastic drugs
- ♦ Become familiar with the process and regulations for the treatment of cytostatic waste
- ♦ Teach patients and their families how to properly manage body excreta after chemotherapy administration

Module 5. Clinical Manifestations and Emergencies in Oncology Patients

- ♦ Apply the Nursing Care Process (NCP) in the oncology patient, establishing a comprehensive and individualized care plan
- ♦ Detect the main symptoms that may compromise the health of the oncology patient imminently
- ♦ Determine the most appropriate and up-to-date nursing care to act on the symptoms that have the greatest impact on the quality of life of the oncology patient
- ♦ Perform a comprehensive and systematic assessment of the person health status
- ♦ Explain the pathophysiological basis of pain in the oncologic patient and know its repercussion on the patient

- ♦ List the methods and tools for pain exploration and their appropriateness according to the patients characteristics
- ♦ Assess pain as a multidimensional entity and not only for its intensity
- ♦ Recognize the existing myths and prejudices regarding the use of opioid analgesics, both in patients and health professionals.
- ♦ Establish the analgesic needs of an oncology patient based on the most recent evidence available
- ♦ Observe the individual's responses to analgesic treatment, assess its effectiveness and the occurrence of adverse effects

Module 6. Nursing Approach to Nutrition and Post-Surgical Care of Oncology Patients

- ♦ Delve into 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 skills in the correct management of lymphedema as a complication of breast surgery

Module 7. Nursing Care for Palliative and Terminal Patients

- ♦ Recognize the importance of palliative care and know its historical background
- ♦ 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 8. Communication and Psychosocial Approach to Oncology Patients 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 9. Oncology Nursing in Pediatric and Elderly Patients

- ♦ 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 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

Module 10. Oncology Nursing Research

- ♦ Expose the fundamentals of research in health sciences and its importance in the field of oncology
- ♦ Distinguish the various areas of research in oncology and oncology nursing, and their contribution to improving the quality of life of patients
- ♦ Delve into the characteristics of translational research and its importance in oncology
- ♦ Determine the main lines of nursing research in oncology, both nationally and internationally
- ♦ Direct, organize and evaluate individual research projects and nursing or multidisciplinary work groups
- ♦ Understand and cope with the challenges and difficulties that new staff may face, based on different institutional support strategies
- ♦ Reflect on one's own practice, making critical judgments, showing a constructive attitude and taking into account the latest knowledge
- ♦ Differentiate the main models of critical reading, according to the type of study to be analyzed
- ♦ Interpret the information contained in the scientific literature to provide the patient with contrasted and quality evidence
- ♦ Use new information and communication technologies to improve daily practice and teamwork



Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

03 Skills

After passing the assessments of the Professional Master's Degree in Oncology Nursing, the professional will have acquired the skills required for quality and up-to-date practice based on the most innovative teaching methodology.





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This program will help you acquire the skills you need to excel in providing quality patient care"



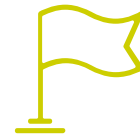
General Skills

- ◆ Lead nursing care at all stages of the oncology process and at all levels of care
- ◆ Manage continuity of care by focusing attention on the needs of the patient and their environment
- ◆ Coordinate expert nursing consultations in oncology and palliative care
- ◆ Lead oncology care teams in all settings: inpatient units, day hospitals and outpatient clinics

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We offer you the opportunity to train in this fast-moving field"





Specific Skills

- ◆ Provide specialized care to oncology patients, according to their particularities
- ◆ Coordinate and lead a team of nurses specialized in the oncology patient
- ◆ Care for the families of oncology patients, with special attention to those in the bereavement phase
- ◆ Administer prescribed treatments to patients, ensuring their safety
- ◆ Carry out the psychosocial approach to the patient in the different stages of the disease, paying special attention to the end of life
- ◆ Know the risk factors for each type of tumor
- ◆ Detect possible emergencies or side effects in patients receiving treatments
- ◆ Identify possible malnutrition or nutritional need in the oncology patient
- ◆ Detect the needs of palliative patients and address them
- ◆ Participate in new lines of nursing research in the field of oncology

04

Course Management

The program's teaching staff includes leading experts in Oncology Nursing who contribute their vast work experience to this academic program. 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



Ms. Morán López, Marina

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

Professors

Ms. Casado Pérez, Eva

- ♦ Nurse in the Nuclear Medicine Department of the Infanta Elena Hospital of Valdemoro
- ♦ Nurse in the General and Pediatric Emergency Department of the Sanitas La Moraleja Hospital
- ♦ Nurse in the General and Pediatric Emergency Department of the Institute of Gynecology and Assisted Reproduction FIV Madrid
- ♦ Nurse in the Gynecology, Obstetrics and Assisted Reproduction Services of the Fundación Jiménez Díaz University Hospital

Ms. Carnés Martín, Bárbara

- ♦ Nurse at the El Restón primary care center.
- ♦ ICU at the University Center of Getafe
- ♦ University Degree in Nursing from the Alfonso X University
- ♦ Technician in Pathological Anatomy by the Technical School of Specialized Education
- ♦ Certificate of Higher Education in Emergency Nursing by the Autonomous University of Madrid

Ms. Costumero García, Mónica

- ♦ Adult and pediatric nurse at the Restón health center
- ♦ Multipurpose ICU, Neurotrauma and Coronary Care Unit at the University Hospital Nuestra Señora de Candelaria
- ♦ Graduate in Nursing from the Complutense University of Madrid
- ♦ Instructor of basic and advanced life support by SEMICYUC
- ♦ Speaker II European Conference on Venous Ulcers and Compression” and Symposium “Mission Compression”

Ms. Martínez Camacho, Minerva

- ♦ Nurse in the Oncology, Hematology and Nuclear Medicine Department of the Infanta Elena Hospital
- ♦ Nurse in the Internal Medicine Department of the Clínica Universal, in Madrid
- ♦ Nurse in the Emergency Department of Gregorio Marañón Hospital, in Madrid
- ♦ Nurse in the Neurology Service of the Ramón y Cajal Hospital

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

Ms. Menéndez, Noelia

- ♦ Nurse at El Restón Health Center
- ♦ Nurse at the COVID-19 Unit of Infanta Elena University Hospital in Madrid.
- ♦ Nurse at the University Hospital HLA Moncloa in Madrid

Ms. Soriano Ruiz, Teresa

- ♦ Nurse at the Infanta Elena University Hospital
- ♦ Nurse at the General Surgery Department of Infanta Elena University Hospital
- ♦ Nurse at Amma Humanes, Nuestra Señora de La Soledad and Personalia Day Care Centers

Ms. Villanueva Muñoz, Estefanía

- ♦ DUE at the Infanta Elena University Hospital, Valdemoro (Hospitalization Service and Allergology Service)
- ♦ Degree in Nursing from the European University
- ♦ Expert in nursing processes and interventions to the adult patient in common hospitalization situations by CODEM
- ♦ Higher Technician in Clinical Diagnostic Laboratory by the European University

05

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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This Professional Master's Degree in Oncology Nursing contains the most complete and up-to-date program on the market”

Module 1. Introduction to Oncology: Oncology Nursing

- 1.1. Oncology and Oncology Nursing
 - 1.1.1. Introduction to Oncology Nursing
 - 1.1.2. Cancer Definition
 - 1.1.3. Essential Histological Concepts
- 1.2. Etiopathogenesis and Biology of Cancer
 - 1.2.1. Etiopathogenic Theories
 - 1.2.1.1. Viral Theory
 - 1.2.1.2. Oncogene Theory
 - 1.2.1.3. Suppressor Genes Theory
 - 1.2.1.4. Gene Theory
 - 1.2.1.5. Inflammatory Theory
 - 1.2.2. Biology of Cancer
 - 1.2.2.1. Concepts in Cell Biology
 - 1.2.2.2. Mechanisms of Malignant Transformation
- 1.3. Carcinogenesis
 - 1.3.1. Genetic Alterations
 - 1.3.1.1. Proto-Oncogenes
 - 1.3.1.2. Tumor Repair Genes
 - 1.3.1.3. DNA Repair Genes
 - 1.3.2. Epigenetic Alterations
 - 1.3.3. Carcinogenic Agents
- 1.4. Classification and Nomenclature of Tumors
 - 1.4.1. Benign Tumors
 - 1.4.2. Malignant tumours
- 1.5. Tumor Progression Staging
 - 1.5.1. Tumor Dissemination Routes
 - 1.5.2. Staging
 - 1.5.2.1. Depending on the Size
 - 1.5.2.2. Depending on the Level of Differentiation
- 1.6. Risk Factors
 - 1.6.1. Genetic Factors
 - 1.6.2. Hormonal Factors
 - 1.6.3. Radiation
 - 1.6.4. Tobacco
 - 1.6.5. Alcohol
 - 1.6.6. Diet
 - 1.6.7. Drugs
 - 1.6.8. Physical Agents
 - 1.6.9. Chemical Agents
 - 1.6.10. Biological Agents
 - 1.6.11. Occupational Exposure
- 1.7. Epidemiology of Cancer
 - 1.7.1. Cancer Epidemiology Worldwide
 - 1.7.2. BORRAR
 - 1.7.2.1. Incidence
 - 1.7.2.2. Prevalence
 - 1.7.2.3. Mortality
 - 1.7.2.4. Survival
- 1.8. Cancer Prevention
 - 1.8.1. Types of Prevention
 - 1.8.2. Primary prevention
 - 1.8.2.1. Intervention Against Smoking
 - 1.8.2.2. Intervention Against Alcohol Consumption
 - 1.8.2.3. Promotion of Healthy Diet
 - 1.8.3. Secondary prevention
 - 1.8.4. Tertiary prevention
 - 1.8.5. Quaternary Prevention
- 1.9. Early Detection Programs
 - 1.9.1. Colorectal Cancer Early Detection Program
 - 1.9.2. Breast Cancer Early Detection Program
 - 1.9.3. Cervical Cancer Early Detection Program

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

Module 2. Types of Tumors

- 2.1. Hematological Tumors
 - 2.1.1. Lymphoma
 - 2.1.2. Leukemia
 - 2.1.3. Myeloproliferative Syndromes
 - 2.1.4. Myelodysplastic Syndromes
 - 2.1.5. Plasma Cell Tumors
- 2.2. Osteomuscular Tumors
 - 2.2.1. Osteosarcoma
 - 2.2.2. Chondrosarcoma
 - 2.2.3. Ewing Sarcoma
 - 2.2.4. Soft Tissue Sarcomas
- 2.3. Digestive System Tumors
 - 2.3.1. Esophageal Cancer
 - 2.3.2. Gastric Cancer
 - 2.3.3. Colorectal Cancer
 - 2.3.4. Anal Carcinoma
 - 2.3.5. Other Intestinal Tumors
 - 2.3.6. Hepatocellular Carcinoma
 - 2.3.7. Cholangiocarcinoma
 - 2.3.8. Gallbladder Carcinoma
 - 2.3.9. Pancreatic Cancer
- 2.4. Nervous System Tumors
 - 2.4.1. Astrocytoma
 - 2.4.2. Oligodendroglioma
 - 2.4.3. Glioblastoma
 - 2.4.4. Meningioma
 - 2.4.5. Neurinoma
 - 2.4.6. Schwannoma
- 2.5. Genitourinary Tumors
 - 2.5.1. Renal Carcinoma
 - 2.5.2. Urothelial Carcinoma
 - 2.5.3. Vesical Carcinoma
 - 2.5.4. Prostate Carcinoma
 - 2.5.5. Endometrial Cancer
 - 2.5.6. Ovarian Cancer
 - 2.5.7. Cervical Cancer
 - 2.5.8. Vulvar Cancer
 - 2.5.9. Testicular Cancer
 - 2.5.10. Penile Cancer
- 2.6. Endocrine Tumors
 - 2.6.1. Thyroid and Parathyroid Cancer
 - 2.6.2. Adrenal Carcinoma
 - 2.6.3. Neuroendocrine Tumors
 - 2.6.4. Carcinoid Tumors
 - 2.6.5. Multiple Endocrine Neoplasia Syndromes
- 2.7. Head and Neck Tumors
 - 2.7.1. Pituitary Tumors
 - 2.7.2. Oral Cavity Cancer
 - 2.7.3. Oropharyngeal and Nasopharyngeal Cancer
 - 2.7.4. Paranasal Sinus Cancer
 - 2.7.5. Salivary Gland Cancer
 - 2.7.6. Laryngeal Cancer

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

Module 3. Oncological Treatments

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





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

- 3.10. Transplants
 - 3.10.1. Solid Organ Transplant
 - 3.10.2. Bone Marrow Transplant
 - 3.10.3. Peripheral Blood Transplant
 - 3.10.4. Umbilical Cord Transplant

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

- 4.1. Reception and Storage of Cytostatic Products
 - 4.1.1. Reception
 - 4.1.2. Storage
- 4.2. Cytostatic Product Validation
 - 4.2.1. Pharmaceutical Validation
 - 4.2.2. Worksheet
 - 4.2.3. Label
 - 4.2.4. Stability and Compatibility
- 4.3. Cytostatic Product Preparation
 - 4.3.1. Work Area
 - 4.3.1.1. Biological Safety Cabinet
 - 4.3.1.2. Laboratory Isolators
 - 4.3.1.3. Work Area Standards
 - 4.3.1.4. Cleaning Standards
 - 4.3.1.5. Workplace Contamination
 - 4.3.1.6. Spills
 - 4.3.1.7. Accidental Exposures
- 4.4. Administration.
 - 4.4.1. Administrator Protection
 - 4.4.2. Environmental Protection
 - 4.4.3. Error Prevention
 - 4.4.4. Venous Access
 - 4.4.5. Administration Technique

- 4.5. Routes of Administration of Chemotherapy
 - 4.5.1. Definition
 - 4.5.2. Oral Chemotherapy
 - 4.5.3. Peripheral Venous Catheters
 - 4.5.3.1. Selection Criteria
 - 4.5.3.2. Type of Material
 - 4.5.3.3. Insertion Sites
 - 4.5.3.4. Placement Techniques
 - 4.5.3.5. Nursing Care
 - 4.5.4. Central Venous Catheter with Reservoir
 - 4.5.4.1. Selection Criteria
 - 4.5.4.2. Type of Material
 - 4.5.4.3. Insertion Sites
 - 4.5.4.4. Placement Techniques
 - 4.5.4.5. Nursing Care
 - 4.5.5. Percutaneous Insertion of Central Venous Catheter
 - 4.5.5.1. Selection Criteria
 - 4.5.5.2. Type of Material
 - 4.5.5.3. Insertion Sites
 - 4.5.5.4. Placement Techniques
 - 4.5.5.5. Nursing Care
 - 4.5.6. Peripherally Inserted Central Venous Catheter
 - 4.5.6.1. Selection Criteria
 - 4.5.6.2. Type of Material
 - 4.5.6.3. Insertion Sites
 - 4.5.6.4. Placement Techniques
 - 4.5.6.5. Nursing Care
 - 4.5.7. Intraperitoneal Chemotherapy
 - 4.5.7.1. Selection Criteria
 - 4.5.7.2. Administration Technique
 - 4.5.7.3. Nursing Care

- 4.6. Complications of Venous Access
 - 4.6.1. Introduction
 - 4.6.2. Early Complications
 - 4.6.2.1. Infections
 - 4.6.2.2. Pneumothorax
 - 4.6.2.3. Catheter Bending
 - 4.6.2.4. Catheter Misplacement and Extravasation
 - 4.6.2.5. Arrhythmias
 - 4.6.2.6. Catheter Migration or Dislocation
 - 4.6.2.7. Catheter Fracture and Embolism
 - 4.6.2.8. Catheter Occlusion or Obstruction
 - 4.6.3. Late Complications
 - 4.6.3.1. Catheter Fracture
 - 4.6.3.2. Thrombosis
 - 4.6.3.3. Skin Necrosis Around the Device
- 4.7. Phlebitis Management
 - 4.7.1. Definition
 - 4.7.2. Causes
 - 4.7.3. Signs and Symptoms
 - 4.7.4. Classification
 - 4.7.5. Risk Factors
 - 4.7.6. Preventing Phlebitis
 - 4.7.7. Nursing Care
- 4.8. Extravasation Management
 - 4.8.1. Definition
 - 4.8.2. Extravasation Related Factors
 - 4.8.3. Preventing Extravasation
 - 4.8.4. Cytostatic Classification According to Extravasation Effects
 - 4.8.5. Extravasation Manifestations by Cytostatic
 - 4.8.6. General Treatment
 - 4.8.7. Specific Treatment
 - 4.8.8. Surgical Treatment
 - 4.8.9. Nursing Care

- 4.9. Exposure Risks During Administration
 - 4.9.1. Affected Personnel
 - 4.9.2. Penetration Routes
 - 4.9.3. Genetic Risks
- 4.10. Treatment of Cytostatic Waste and Excreta
 - 4.10.1. Treating Excreta
 - 4.10.1.1. Urine
 - 4.10.1.2. Feces
 - 4.10.1.3. Sweat
 - 4.10.1.4. Trace
 - 4.10.2. Cytostatic Waste Treatment
 - 4.10.2.1. Regulations
 - 4.10.2.2. Types of Waste
 - 4.10.2.3. Material Required
 - 4.10.2.4. Required Material
 - 4.10.2.5. Elimination

Module 5. Clinical Manifestations and Emergencies in Oncology Patients

- 5.1. Introduction to Semiology in Oncology Patients
 - 5.1.1. Nurse Assessment of Oncology Patients
 - 5.1.2. NANDA-NOC-NIC Care Plan
- 5.2. Respiratory Manifestations
 - 5.2.1. Dyspnoea
 - 5.2.2. Cough
 - 5.2.3. Hiccup
 - 5.2.4. Hemoptysis.
 - 5.2.5. Neoplastic Pleural Effusion

- 5.3. Digestive System Manifestations
 - 5.3.1. Dry Mouth
 - 5.3.2. Nausea and Vomiting
 - 5.3.3. Constipation: Fecaloma
 - 5.3.4. Diarrhea
 - 5.3.5. Gastric Crush Syndrome
 - 5.3.6. Dysphagia
 - 5.3.7. Sialorrhea
 - 5.3.8. Intestinal Obstruction
 - 5.3.9. Neoplastic Ascites
- 5.4. Urinary Manifestations
 - 5.4.1. Bladder Spasm
 - 5.4.2. Urinary Incontinence
 - 5.4.3. Vesical Tenesmus
 - 5.4.4. Dysuria
 - 5.4.5. Hematuria
- 5.5. Psychological Manifestations
 - 5.5.1. Acute Confusional Syndrome
 - 5.5.2. Anxiety
 - 5.5.3. Depression
 - 5.5.4. Insomnia
- 5.6. Nervous System Manifestations
 - 5.6.1. Seizures
 - 5.6.2. Spinal Cord Compression
 - 5.6.3. Intracranial Hypertension
 - 5.6.4. Muscle Spasms
 - 5.6.5. Metabolic Encephalopathy
- 5.7. Hematologic and Circulatory Manifestations
 - 5.7.1. Hemorrhages
 - 5.7.2. Anemia
 - 5.7.3. Superior Vena Cava Syndrome
 - 5.7.4. Neoplastic Pericardial Effusion
- 5.8. Miscellaneous: Systemic Symptoms and Constitutional Syndrome
 - 5.8.1. Asthenia
 - 5.8.2. Anorexia. Cachexia
 - 5.8.3. Diaphoresis
 - 5.8.4. Neoplastic Lymphedema
 - 5.8.5. Tumor Ulcers
 - 5.8.6. Pruritus
 - 5.8.7. Neoplastic Fever
- 5.9. Principles of Pain in Oncology Patients
 - 5.9.1. Anatomophysiology
 - 5.9.2. Etiology
 - 5.9.3. Subjective Assessment
 - 5.9.4. Objective Assessment
 - 5.9.5. Measuring Instrumentation
- 5.10. Analgesic Treatment Importance
 - 5.10.1. Analgesic Treatment Myths
 - 5.10.2. Analgesia Modalities

Module 6. Nursing Approach to Nutrition and Post-Surgical Care of Oncology Patients

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

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

Module 7. Nursing Care in Palliative and Terminal Patients

- 7.1. Principles and Organization of Palliative Care
 - 7.1.1. Palliative Care Definition
 - 7.1.1.1. Palliative Care Objectives
 - 7.1.1.2. Principles of Palliative Care
 - 7.1.2. History of Palliative Care
 - 7.1.3. Quality of Life
- 7.2. Legislation and Ethical Aspects Related to Palliative Care
 - 7.2.1. State Legislation
 - 7.2.2. Rights and Duties of the Patients
 - 7.2.3. Quaternary Prevention
 - 7.2.4. Informed Consent
- 7.3. Main Signs and Symptoms in the Terminally Patient
 - 7.3.1. Digestive Manifestations
 - 7.3.1.1. Anorexia
 - 7.3.1.2. Constipation
 - 7.3.1.3. Nausea and Vomiting
 - 7.3.1.4. Cachexia
 - 7.3.1.5. Dryness and Mouth Lesions
 - 7.3.2. Respiratory Manifestations
 - 7.3.2.1. Dyspnoea
 - 7.3.2.2. Cough
 - 7.3.2.3. Hiccup
 - 7.3.2.4. Antemortem Rales
 - 7.3.3. Neuropsychological Manifestations
 - 7.3.3.1. Tiredness and Fatigue
 - 7.3.3.2. Insomnia
 - 7.3.3.3. Depression
 - 7.3.3.4. Delirium
 - 7.3.4. Genitourinary Manifestations
 - 7.3.4.1. Urinary Retention





- 7.3.5. Pain
- 7.3.6. Fever and Dysthermia
- 7.3.7. Emergencies in the Terminally Ill Patient
 - 7.3.7.1. Massive Hemorrhage
 - 7.3.7.2. Seizures.
 - 7.3.7.3. Acute Respiratory Depression
- 7.4. Nursing Care
 - 7.4.1. Virginia Henderson Needs Model
 - 7.4.1.1. Need 1: Breathing
 - 7.4.1.2. Need 2: Food/Hydration
 - 7.4.1.3. Need 3: Elimination
 - 7.4.1.4. Need 4: Mobilization
 - 7.4.1.5. Need 5: Rest/Sleep
 - 7.4.1.6. Need 6: Getting Dressed
 - 7.4.1.7. Need 7: Temperature
 - 7.4.1.8. Need 8: Hygiene/Skin
 - 7.4.1.9. Need 9: Safety
 - 7.4.1.10. Need 10: Communication
 - 7.4.1.11. Need 11: Religion/Beliefs
 - 7.4.1.12. Need 12: Development
 - 7.4.1.13. Need 13: Recreational/Leisure Activities
 - 7.4.1.14. Need 14: Learn/Discover
- 7.5. End of Life
 - 7.5.1. Last Days
 - 7.5.2. Agony
 - 7.5.2.1. Agony Situation Characteristics
 - 7.5.2.2. Care of the Dying
 - 7.5.3. Spiritual Care
 - 7.5.4. Sedation
 - 7.5.4.1. Refractory Symptoms
 - 7.5.4.2. Sedation Types
 - 7.5.4.3. Drugs Used
 - 7.5.4.4. Ethical Considerations

- 7.6. Palliative Care and Comprehensive Care of Oncology Patient
 - 7.6.1. Multidisciplinary Team Role
 - 7.6.2. Care Models
 - 7.6.3. Family Care
 - 7.6.3.1. Family Symptoms in the Care of the Terminally Ill Patient
 - 7.6.3.2. Psychosocial Care
- 7.7. Palliative Home Care
 - 7.7.1. Medical History
 - 7.7.2. Home Care Process
 - 7.7.3. Dying at Home
- 7.8. Grief
 - 7.8.1. Definition
 - 7.8.2. Stages of Grief
 - 7.8.3. Manifestations of Grief
 - 7.8.4. Types of Grief
 - 7.8.4.1. Uncomplicated Grief
 - 7.8.4.2. Pathological Grief
 - 7.8.4.3. Anticipatory Grief
 - 7.8.4.4. Non-Complicated or Prolonged Grief
 - 7.8.5. Grief Completion
 - 7.8.6. Nursing Interventions in Grief
 - 7.8.7. Grief Management
- 7.9. Palliative Care Bioethics
 - 7.9.1. Bioethics
 - 7.9.2. Human Dignity
 - 7.9.3. Quality of Life
 - 7.9.4. Ethical and Bioethical Issues at the End of Life
- 7.10. Nursing Care Process (NCP) at the End of Life
 - 7.10.1. Comprehensive Nursing Assessment
 - 7.10.2. Need for NCP in Palliative Patients
 - 7.10.3. Nursing Diagnosis (NANDA)
 - 7.10.4. Nursing Outcomes (NOC)
 - 7.10.5. Nursing Interventions (NIC)

Module 8. Communication and Psychosocial Approach to Oncology Patients in Nursing

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

- 8.5. Conspiracy of Silence
 - 8.5.1. The Conspiracy of Silence
 - 8.5.2. Causes of The Conspiracy of Silence
 - 8.5.3. Factors Involved
 - 8.5.4. Nursing Approach
- 8.6. Aggressiveness Management
 - 8.6.1. Oncologic Patient Aggressiveness
 - 8.6.2. Causes of Hostile Reactions
 - 8.6.3. Nursing Professional Objectives
 - 8.6.4. Factors Involved
 - 8.6.5. Aggressive Patient Management
- 8.7. Therapeutic Effort Limitation
 - 8.7.1. The Therapeutic Effort Limitation
 - 8.7.2. Need to Limit Therapeutic Effort
 - 8.7.3. Nursing Professional Objectives
 - 8.7.4. Factors Involved
 - 8.7.5. Approach and Intervention
- 8.8. Family Claudication
 - 8.8.1. Familiar Claudication Prevention
 - 8.8.2. Claudication Causes
 - 8.8.3. Nursing Professional Objectives
 - 8.8.4. Factors Involved
 - 8.8.5. Approach and Intervention with Regards to Family Claudication
- 8.9. Prevention of Complicated Family Grief
 - 8.9.1. Complicated Family Grief
 - 8.9.2. Causes of Problems in the Grieving Process
 - 8.9.2.1. Personal Factors
 - 8.9.2.2. Situational factors
 - 8.9.2.3. Interpersonal Factors
 - 8.9.3. Nursing Professional Objectives
 - 8.9.4. Factors Involved
 - 8.9.5. Approach
 - 8.9.5.1. During Illness
 - 8.9.5.2. At the Time of Death

- 8.10. Advance Directives
 - 8.10.1. Advance Planning of Health Care Decisions
 - 8.10.2. Need for Advance Directives
 - 8.10.3. Nursing Professional Objectives
 - 8.10.4. Factors Involved
 - 8.10.5. Approach
 - 8.10.6. Specific Considerations

Module 9. Oncology Nursing in Pediatric and Elderly Patients

- 9.1. General Context of Pediatric Oncology
 - 9.1.1. Epidemiology of Pediatric Cancer
 - 9.1.2. Most Frequent Tumors in Pediatric Age
 - 9.1.2.1. Leukemia Types
 - 9.1.2.2. Lymphoma
 - 9.1.2.3. Brain Tumors
 - 9.1.2.4. Wilms Tumor (Nephroblastoma)
 - 9.1.2.5. Neuroblastoma
 - 9.1.2.6. Rhabdomyosarcoma
 - 9.1.2.7. Bone Tumors
- 9.2. Main Treatments in the Pediatric Patient
 - 9.2.1. Surgery
 - 9.2.2. Chemotherapy
 - 9.2.3. Radiotherapy
 - 9.2.4. Hematopoietic Progenitor Transplantation
 - 9.2.5. Side Effects
- 9.3. Child and Family Focused Care
 - 9.3.1. Quality of Life
 - 9.3.2. Family Role
 - 9.3.3. Emotional Impact
 - 9.3.4. Nurse Assessment and Management

- 9.4. Pediatric Patient Nutrition
 - 9.4.1. General Aspects
 - 9.4.2. Malnutrition Consequences
 - 9.4.3. Assessment
 - 9.4.4. Nutritional Support
- 9.5. Psychological Care in Pediatric Oncology Patients
 - 9.5.1. Emotional Support During Diagnosis
 - 9.5.2. Emotional Support During Treatment
 - 9.5.3. Emotional Support after the End of Treatment
- 9.6. Palliative Care for Pediatric Patients
 - 9.6.1. Most Frequent Symptoms
 - 9.6.2. Symptom Control: Pain Management
 - 9.6.3. Palliative Sedation
 - 9.6.4. Coping with Death
 - 9.6.5. Spirituality
 - 9.6.6. Grief
- 9.7. General Context of Oncogeriatrics
 - 9.7.1. Cancer Epidemiology in the Elderly Population
 - 9.7.2. Specific Characteristics of the Elderly Cancer Patient
 - 9.7.2.1. Physiological Aging
 - 9.7.2.2. Polypharmacy
 - 9.7.2.3. Associated Pathology
- 9.8. Particularities of Oncologic Treatment in Elderly Patients
 - 9.8.1. Chemotherapy
 - 9.8.2. Radiotherapy
 - 9.8.3. Surgery
 - 9.8.4. Hormone Therapy
- 9.9. Comprehensive Assessment in Elderly Oncologic Patients
 - 9.9.1. Geriatric Assessment: Methodology
 - 9.9.2. Frailty Screening

- 9.10. Oncologic Pain in the Elderly Patient
 - 9.10.1. Features
 - 9.10.2. Evaluation
 - 9.10.3. Pharmacological and Non-Pharmacological Treatment

Module 10. Oncology Nursing Research

- 10.1. Research Principles in Health Sciences
 - 10.1.1. The Scientific Method: Structure
 - 10.1.2. Quantitative and Qualitative Research Designs
 - 10.1.3. Definition of Variables: Sampling
 - 10.1.4. Data Analysis
 - 10.1.5. Results Presentation
- 10.2. Research Applied to Oncology
 - 10.2.1. Medical History
 - 10.2.2. Current Overview
- 10.3. Oncology Research Areas
 - 10.3.1. Surgical Oncology
 - 10.3.2. Radiotherapy Oncology
 - 10.3.3. Medical Oncology
- 10.4. Oncology Translational Research
 - 10.4.1. Basic and Clinical Research
 - 10.4.2. Translational Research as a Roadmap
- 10.5. Nursing Oncology Research Areas
 - 10.5.1. Nursing Care Research
 - 10.5.2. Research on Oncology Patient Problems
 - 10.5.3. Research in Activities Derived from Other Disciplines
 - 10.5.4. Resource Management and Leadership
- 10.6. Challenges for the Future of Oncology Nursing Research
 - 10.6.1. History of Nursing Research
 - 10.6.2. Nursing Research Difficulties
 - 10.6.3. Future Outlook



- 10.7. Guidelines for Junior Researchers
 - 10.7.1. Research Project Design
 - 10.7.2. Main Groups and Research Lines
 - 10.7.3. Resources for Junior Researchers
 - 10.7.4. Sources of Funding
- 10.8. Evidence-Based Nursing
 - 10.8.1. Evidence-Based Practices in Oncology
- 10.9. Critical Reading of Scientific Literature
 - 10.9.1. Basis of Critical Reading
 - 10.9.2. Models of Critical Reading
- 10.10. Research: ICT and Apps Applied to Oncology
 - 10.10.1. Use and Communication between Professionals
 - 10.10.2. Patient Outreach



*A unique opportunity to
advance your career”*

06

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. Gervas, 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.



07 Certificate

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





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

This **Professional Master's Degree in Oncology Nursing** contains the most complete and updated scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

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

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

Official N° of hours: **1,500 h.**



*Apostille Convention. In the event that the student wishes to have their paper certificate 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 quality
development languages
virtual classroom



Professional Master's Degree

Oncology Nursing

Course Modality: Online

Duration: 12 months.

Certificate: TECH Technological University

Official N° of hours: 1,500 h.

Professional Master's Degree Oncology Nursing

