

Postgraduate Diploma Clinical Assessment in Psycho-Oncology





Postgraduate Diploma Clinical Assessment in Psycho-Oncology

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

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-clinical-assessment-psycho-oncology

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 20

06

Certificate

p. 28

01

Introduction

The uncertainty felt by cancer patients places them in a vulnerable situation, often affecting communication with medical staff and family.

Therefore, psycho-oncologists must have developed their communication skills to optimize the outcome of the health intervention. With this program, students will delve into the *Counselling* technique, which has become an excellent expressive tool for patients. Likewise, they will be able to perform the relevant assessment to plan the care they will receive.



“

*Know and manage clinical assessments
using appropriate instruments to design
patient care planning”*

When a person is diagnosed with cancer, they feel that their life is ending. In many cases, patients withdraw into themselves and avoid talking about their feelings. Therefore, to optimize the doctor-patient relationship, it is necessary for psychologists to carry out a series of interventions to improve communication with all parties. Therefore, a good psycho-oncologist is trained to read the verbal and non-verbal behavior of the patient, paying attention to all the reactions they manifest.

With this program, students will be trained in psychological practice, developing their empathy and compassion, which are essential elements to establish a healthy relationship between health personnel and patients. Likewise, the elements of therapeutic communication will be described in a theoretical and didactic way, as well as the attitudes and methods to make it effective.

On the other hand, the assessment of the cancer patient's needs is essential to provide a better treatment. In this sense, students will know and handle such assessment by means of the appropriate instruments, such as the SF-36 Health Questionnaire or the Emotional Distress Screening Questionnaire (DME).

Finally, they will have the opportunity to learn the necessary steps in psycho-oncological research; from the formulation of a question and literature review, to sample selection, data collection, or the identification of dependent, independent and extraneous variables, as well as the degree of reliability, validity and the most frequent mistakes made in psycho-oncological research.

This **Postgraduate Diploma in Clinical Assessment in Psycho-Oncology** contains the most complete and up-to-date educational program on the market Its most notable features are:

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



Get involved in the development of different research projects to formulate new theories and techniques”

“

Develop a plan for systematic research into the relationships between behavior and cancer”

The program includes, in its teaching staff, professionals from the sector who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

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

The design of this program focuses on Problem-Based Learning, by means of which professionals must try to solve the different professional practice situations that are presented to them throughout the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

Assess family threats, needs and resources, applying the necessary family assessment tools.

Detects and solves problems in the patients' communication with their doctors thanks to this Postgraduate Diploma.



02

Objectives

The syllabus of this program is designed to foster the communication and empathic skills of psychologists specialized in oncology. Therefore, they will be able to ensure a healthy relationship between health professionals and patients, which is essential to ensure positive treatment outcomes. Likewise, they will learn to apply and interpret a series of questionnaires that will help to estimate the mental and emotional health of the patient. In this way, they will be able to work in a private practice or provide their services in a hospital.





“

Providing support to the patient in the terminal stage helps to cope with the disease”



General Objectives

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



Specific Objectives

Module 1. Communication with the Oncologic Patient

- ◆ Work with Patient-Centered Psychology
- ◆ Appropriately handle difficult situations and dealing with bad news
- ◆ Prevent and detect communication problems (e.g., pact of silence) and enhance family members' resources and strategies
- ◆ Manage the most complex communication difficulties
- ◆ Reflect critically on one's own attitudes and communication skills, identifying elements for continuous improvement during the care process

Module 2. Evaluation and Measurement Instruments

- ◆ Evaluate the complex psychological problems
- ◆ Apply assessment procedures and instruments for specific symptoms
- ◆ Acquire the training and practice to conduct quality of life assessment; plan the assessment and use specific instruments, conduct functional analysis, case formulation and reporting
- ◆ Assess family threats, needs and resources, and know how to apply family assessment tools
- ◆ Manage comprehensive assessment tools in palliative and end-of-life care

Module 3. Research in Cancer

- ◆ Design, develop and implement a research project
- ◆ Formulate scientific research hypotheses
- ◆ Analyze results and draw conclusions
- ◆ Identify scientific communication of cancer research
- ◆ Establish the ethical limitations of a research project
- ◆ Have the ability to apply empirical evidence in patient care
- ◆ Gain knowledge of good clinical practice guidelines and ethics committee standards

03

Course Management

To guarantee the excellence of this program, the teaching staff is specialized in the clinical assessment of oncology patients. In this way, students will see their skills enhanced thanks to the extensive experience of the program's teachers, who have worked as psychologists and psycho-oncologists in different clinical settings, enabling them to guide the academic experience of all those interested in the field.



“

The professionals who designed this program will accompany you at all times in order for you to learn how to apply the psychological assessment tests”

Management



Mr. Garrido Jiménez, Sergio

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



Professors

Dr. Montes Berges, Beatriz

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

Ms. Pino Estrada, Marta

- ◆ Psycho-Oncologist at Spanish Association Against Cancer Madrid
- ◆ Clinical Psychologist of Integral Rehabilitation at Bartolomé Puerta
- ◆ Degree in Psychology from the University of Jaen
- ◆ Master's Degree in Psycho-Oncology from the Complutense University of Madrid
- ◆ Specialist in Childhood Psychology and Neuropsychology at Euroinnova Business School

Dr. Aranda López, María

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

04

Structure and Content

The content of this syllabus is essential for the professional development of psychologists who wish to help oncology patients. This way, they will be able to develop their empathy and compassion to understand the patient's situation, while acquiring tools to guarantee their autonomy and individuality as patients. They will also learn the protocol of the most commonly used tests in the field to estimate the emotional health of patients.





“

It guarantees the patient's individuality so that they can make their own decisions taking into account their doctor's opinion”

Module 1. Communication with the Oncologic Patient

- 1.1. Illness, Communication and the Helping Relationship
 - 1.1.1. Doctor-Patient Communication as a Possible Factor of Improvement and Iatrogenesis. Pain and Suffering Prevention
 - 1.1.2. Communication Barriers
- 1.2. How to Give Bad News About Cancer
 - 1.2.1. Answers to Difficult Questions
 - 1.2.2. Communication in Complicated Situations
- 1.3. *Counselling* Techniques in Clinical Practice
 - 1.3.1. *Counselling* Attitudes
 - 1.3.2. Assertive Communication
 - 1.3.3. Emotional Control
 - 1.3.4. Problem-Solving and Responsible Decision-Making
- 1.4. Relationship Models and Therapeutic Influence
 - 1.4.1. Paternal Model
 - 1.4.2. Informative Model
 - 1.4.3. Interpretive Model
 - 1.4.4. Deliberative Model
- 1.5. Tools for Emotional Support in Cancer
 - 1.5.1. How to Speak With a Cancer Patient. Guide for Friends and Family
 - 1.5.2. Levels of Emotional Interaction
- 1.6. Non-Verbal Communication in the Support Relationship
- 1.7. Communication in Palliative and End-of-Life Care
 - 1.7.1. Learning to Talk About Death
- 1.8. Talking About Cancer With Children
- 1.9. Communication in People With Communication Deficits
- 1.10. Treatment of Cancer in the Media
 - 1.10.1. Cancer on Social Networks

Module 2. Evaluation and Measurement Instruments

- 2.1. The Psycho-Oncology Clinical Interview
- 2.2. Evaluation of the Needs of the Cancer Patient
 - 2.2.1. *Needs Evaluation Questionnaire*, (NEQ)
 - 2.2.2. *Patient Needs Assessment Tool*, (PNAT)
 - 2.2.3. *The Short-Form Cancer Needs Questionnaire*, (CNQ)
- 2.3. Evaluation of the Quality of Life of the Cancer Patient
 - 2.3.1. EORTC Questionnaire (*European Organization for Research and Therapy of Cancer*)
 - 2.3.2. FACT Questionnaire (*Functional Assessment of Cancer Therapy*)
 - 2.3.3. SF 36 Health Questionnaire
- 2.4. Main Evaluation Questions for Physical Symptoms of Cancer
 - 2.4.2. Questions for Pain Assessment
 - 2.4.3. Questions for Fatigue and Quality of Sleep Evaluation
 - 2.4.4. Cognitive Screening and Functional State Questionnaires
 - 2.4.5. Questionnaires for the Evaluation of Sexuality
- 2.5. Detection of Distress and Assessment of Suffering
 - 2.5.1. Emotional Distress Screening Questionnaire
 - 2.5.2. Emotional Distress Thermometer
 - 2.5.3. Hospital Anxiety and Depression Scale (HAD)
 - 2.5.4. Subjective Perception of the Passing of Time
 - 2.5.4.1. Waiting Times in Oncology
- 2.6. Socio-Familial Assessment and Valuation
 - 2.6.1. Perception of the Family Function. APGAR Family Questionnaire
 - 2.6.2. *Family Relationship Index*(FRI)
 - 2.6.3. *Self Report Family Inventory*(SFI)
- 2.7. Coping Assessment Questionnaires for Cancer Patients
 - 2.7.1. *Mental Adjustment to Cancer* (MAC)
 - 2.7.2. Questionnaire to Measure Coping Styles. *Miller Behavioral Style Scale* (MBSS)
 - 2.7.3. COPE Questionnaire
- 2.8. Assessment Tools for Spiritual Needs
 - 2.8.2. *Functional Assessment of Chronic Illness Therapy Spiritual Well Being*
 - 2.8.3. *The Patient Dignity Inventory*



- 2.9. Self-Report and Observation
 - 2.9.1. Clinical Case Formulation
- 2.10. Psychological Assessment of Children in Palliative Care

Module 3. Research in Cancer

- 3.1. World Declaration for Cancer Research
- 3.2. Methodology of Cancer Research
 - 3.2.1. Cancer Prevention Area
 - 3.2.2. Cancer Treatment Area
- 3.3. Common Errors in Psych-Oncology Research
- 3.4. Steps to Follow to Carry Out Psycho-Oncology Research
- 3.5. Epidemiological Research Into Cancer
- 3.6. Biomedical Research
 - 3.6.1. Participation in Clinical Trials in Cancer
 - 3.6.2. Doubts, Risks and Benefits
 - 3.6.3. Distribution of Clinical Trials Per Type of Cancer
- 3.7. Main Advances in Research
 - 3.7.1. Priority Areas of Research in Psycho-Oncology
 - 3.7.2. Priority Areas of Research in Palliative Care
 - 3.7.3. New Lines of Research
- 3.8. Impact of the COVID-19 Pandemic in People Affected by Cancer
- 3.9. Lines of Research from Social Work
- 3.10. Publications on Psycho-Oncology and Palliative Care in Scientific Journals
 - 3.10.1. Writing of Scientific Articles

05

Methodology

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

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



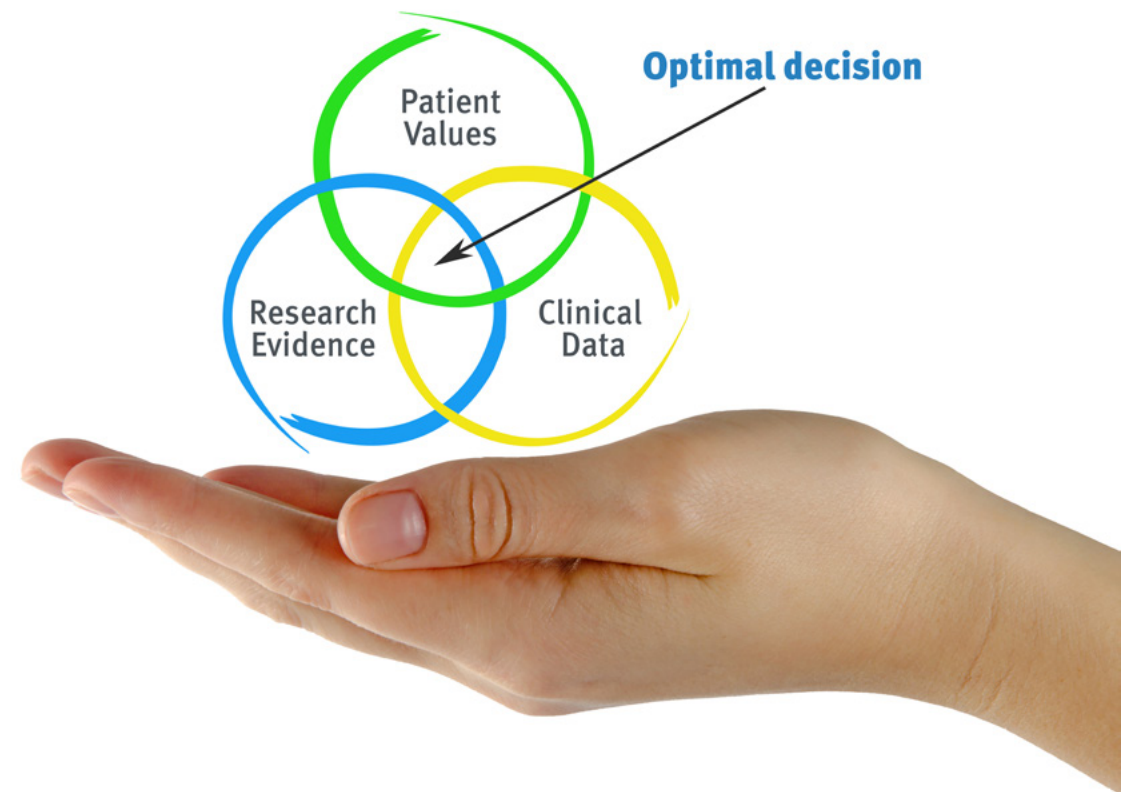
“

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

At TECH we use the Case Method

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

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional 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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.

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 is a real revolution compared to the simple study and analysis of cases.

The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 our learning system is 8.01, according to the highest international standards.



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



Study Material

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

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



Latest Techniques and Procedures on Video

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



Interactive Summaries

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

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



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

There is scientific evidence 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 Clinical Assessment in Psycho-Oncology 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 Clinical Assessment in Psycho-Oncology** endorsed by **TECH Global University**, the world's largest online university.

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

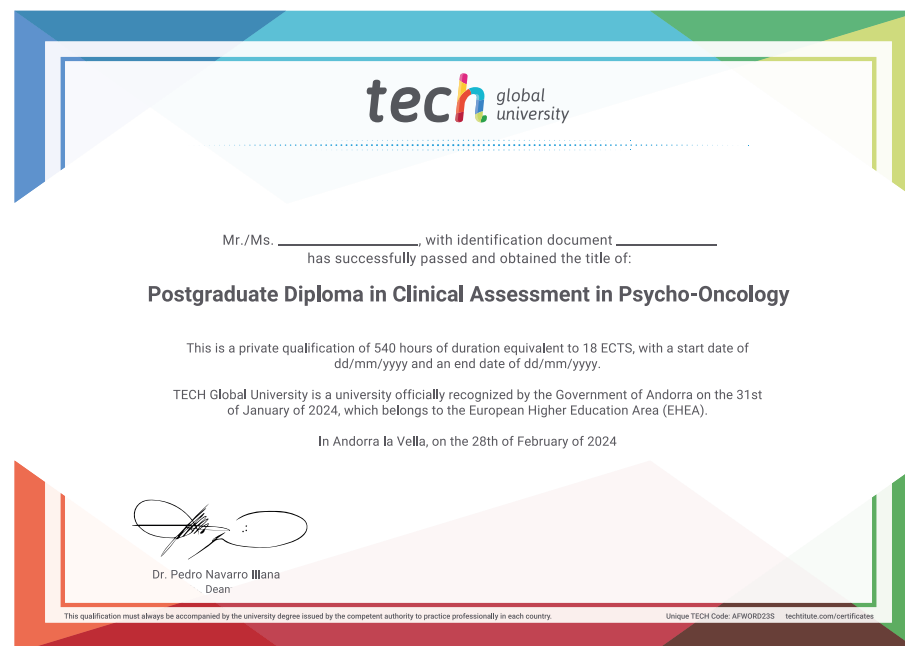
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Clinical Assessment in Psycho-Oncology**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



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



Postgraduate Diploma Clinical Assessment in Psycho-Oncology

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

Postgraduate Diploma Clinical Assessment in Psycho-Oncology

